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Department of Philology

**PREPARING SCHOOL-LEAVERS FOR THE USE-OF-ENGLISH PART
OF THE EXTERNAL INDEPENDENT TESTING IN ENGLISH**

Bachelor's Thesis

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INTRODUCTION

Nowadays it is important to know at least one foreign language to communicate and express one's thoughts freely and to get new opportunities in the future. The possibilities of modern life let us discover all the aspects of the language we want to study by different methods and techniques. The foreign language that is studied in most of the schools in our country and in Transcarpathian region as well is English as it is considered to be a global language. English has achieved an official position and education preference in different nations and Ukraine is not an exception. In some cases children start to learn it since their early childhood, and in the school they are supposed to study the language starting in the first grade. Without any doubt we can say English is one of the most important subjects that are studied in the school and need to be focused on. That is why the Ministry of Education and Science of Ukraine has introduced testing in English for the school-leavers which they can pass at the end of the eleventh form. This fact explains the high interest in the preparation of entrants who want to pass the exam successfully.

Education in Ukraine is given a great attention by the government, and a large number of facilities and institutions exist for the purpose of educating the population. The system of education in Ukraine extends right from pre-school to higher education.

Since 2007 in Ukraine all the school-leavers should take the External Independent Testing (EIT) so that they can start their further education, namely the level of bachelor's degree. On the basis of the obtained scores, the entrants in the rating order may enter a university. Those who want to study foreign languages have to take the EIT in that language (English, German, Spanish, French).

The aim of External Independent Testing in English is to examine the high school students' level of language competences in accordance to the national standards, current curriculum and the B1 level of the Common European Framework of Reference.

The proposed external independent assessment program is based on the main provisions of the State Standard for Basic and Comprehensive Secondary Education, the European Guidelines for Language Education (Level B1), and the levels of academic achievement for secondary school graduates, as set out in the content of the current foreign language curriculum for general education institutions in Ukraine (Grades 2-11).

The objects of testing are reading, listening and writing as types of speech activity, as well as lexical and grammatical aspects of foreign language communication (use of language).

The content of the test tasks is provided in the UK's authentic literacy samples and corresponds to the school communication curriculum mentioned in the field of communication.

The test consists of 59 tasks and it is given 150 minutes to write the test. The maximum number of points that can be gained by fulfilling all the tasks correctly is 72 points. The test consists of four parts: reading, use of language, writing, and listening.

The task for determining the level of formation foreign language competence in reading is focused on its various strategies: understanding basic information (skimming), full information (intensive reading) and search for specific facts (selective reading). The sources for selection of texts are advertising, newspaper and magazine materials, and excerpts from works of art, the content of which is consistent with the curriculum. The text for skimming may contain unfamiliar words - to 5%, and for intensive and selective reading - to 3%, the meaning of which can be guessed from the context. The total amount of words in the text does not exceed 1500.

The task for determining the level of competence in writing are oriented towards the implementation of communicative and creative activities: to write messages, descriptions, reflections on various topics related to interests and communicative needs, that are consistent with the content of the school curriculum. The total volume of the written assignment is not less than 100 words.

The use of language part involves determining the level of formation of language skills: the ability to independently pick and form lexical units and grammatical phenomena in accordance with the communicative needs of communication within the framework of the formulated tasks. The main principles for choosing the types and contents of the tests provide with tasks of communicative and cognitive orientation.

For the first time in 2018, the certification work included the Listening part. This part of the testing shows the students' ability to understand general English conversation in daily life situations, in social settings and workplaces. It requires the student to perform the understanding of the meaning of advertisements, announcements, broadcasts, news reports and TV/radio programmes.

This study has been divided into an introduction, three parts, conclusion, a summary in Ukrainian, and appendices.

The paper is focused on the narrowed section of the External Independent Testing in English that is the Use-of-English part. The main idea is to find the best approaches used by teachers in order to make the preparation easier and more effective and in the same time support them in getting a high knowledge level in the field of the language being studied.

The importance of the topic is in gathering useful information connected with the ways of teaching English to school-leavers in high school.

The main aim of the research is to examine the topic from the viewpoints of teachers and students, as well as to provide them with some pieces of advice in preparing for the writing task of the English Independent Testing (EIT).

The novelty of the study lies in that it is little known about similar researches in Transcarpathian region and it is important to find out how teachers cope with the difficulties of providing the school-leavers with a highly qualified help.

The objects are the teachers and the school-leavers that are going to take the EIT.

The subject of the paper is the process of successful preparing for the writing part of the External Independent Testing.

The main task is to observe the topic from different points of view and with the help of the information from the survey make suggestions related to the topic. Other tasks:

- to collect and work out the theoretical information;
- to conduct a survey among teachers and school-leavers that are preparing for the External Independent Testing
- make a list of useful strategies that teachers could use during their work

Methods used in the paper are the theoretical review and the empirical method. With the help of theoretical review the educational system in Ukraine and the description of the External Independent Testing are explained in the Part 1; in Part 2 an interview and a testing were used as empirical methods.

We hope that the research can be of real practical value for those students who will take the External Independent testing in English now or in the near future and want to be well-prepared for the examination. Also it can be useful for teachers who want to know more about the specifics of the exam, its features and different strategies for preparing to it.

Part 1

Literature review

External Independent Testing - examinations for entering to higher education in Ukraine. The complex of organizational procedures (first of all - testing) is aimed to determine the level of academic achievement of graduates of secondary schools when they enter higher education institutions.

In Part 1 the educational system in Ukraine, the conditions for admission to the higher education institutions of Ukraine, the structure and the requirements for the EIT are described.

1.1 Educational system in Ukraine

Education in Ukraine is given a great attention by the government, and a large number of facilities and institutions exist for the purpose of educating the population. The system of education in Ukraine extends right from pre-school to higher education.

There are 18400 institutions for pre-school preparation. According to the Constitution secondary school takes the central part in the system and is free of charge. 7 million students attend 21900 schools. 7% of Ukrainian professionals who teach 11 million students (22% of the population) are involved in the area of education and upbringing [42].

Transition of secondary school from 11 to 12 level system, according to European standards, is taking place now [40].

Ukraine's educational legislation places great importance on pre-school education. This early form of education is to be cared for by the family or through a pre-school institution. A great variety of institutions is available for this level of education in Ukraine and includes day care centres, kindergartens and special facilities for disabled children.

All children aged from 7 to 15 years' old attend nine-year compulsory school. Options after comprehensive school are upper secondary school or vocational education. Upper secondary school: 3-year general school leading to the Matriculation Examination, giving successful students access to university and other higher education schools. The present vocational education system covers both general secondary and vocational programmes, with separate tracks for comprehensive school leavers and matriculated students. The system is being reformed.

Elementary school education. Ukraine's Law on Education states that provision of elementary schools must be made wherever there are students. Elementary or primary education

acts to develop children's personalities, talents, formation of morals, working education as well as knowledge of the human body, nature, industry and society. This level of education is compulsory in Ukraine and is available at various types of institutions. Students begin secondary comprehensive schooling at the age of 6 or 7 years.

Basic school also falls under the secondary education system in Ukraine. This is the students' last level of formal basic education. This level of education provides the link to continuous education systems. It is compulsory to attend basic school for five years. Formal basic education is completed between the ages of 14 and 16 years. On completion of basic schooling the student will receive a certificate allowing them to continue on to upper secondary school as well as certain higher education institutions.

During grades 9 and 12, which is usually around the age of 15 and 17, students take various exams. The current examination system is undergoing change. At grades 9 and 12 students take IGTs (Independent Government Tests), which allow eleventh graders to enter university without taking separate entrance exams. In 2008 entrance exams were abolished and the IGTs became the standard for determining entrance eligibility. But in 2010 the system was changed again [44].

In school year 2009-2010 potential graduates were scheduled to undergo External Independent Testing after the final state examination, in the following subjects: Ukrainian language and literature, history of Ukraine, mathematics, biology, physics, chemistry, geography, and one foreign language (of the pupil's choice) in either English, German, French, or Spanish. The results of the testing will have the same status as entrance examinations to institutions of higher education. But some universities can convert points in the external independent test certificate according to their own rating system.

Higher education in Ukraine is provided by higher education establishments, private bodies and scientific and methodological facilities of the government. This system also encompasses post-graduate programs and PhDs as well as self-education. The levels of accreditation depend on the Higher Education Institutes' status. Level one includes vocational schools and trains junior bachelors. Level two are colleges and similar organizations who teach bachelors. Level three is made up of universities, institutes, academies and conservatories which provide education for bachelors. Level four includes universities, conservatories, institutes and academies which educate bachelors and masters [48].

1.2 The conditions for admission to the higher education institutions of Ukraine

The legislation of Ukraine on higher education is based on the Constitution of Ukraine and consists of the Law of Ukraine "On education", "On scientific and scientific and technological activity", "On higher education" and other regulatory acts and international treaties of Ukraine, concluded according to the procedure prescribed by the law [4].

Training of specialists with higher education shall be carried out by the relevant educational and professional, educational and scientific as well as scientific programmes at the following levels of higher education:

- primary level (short cycle) of higher education;
- first (bachelor) level;
- second (master) level;
- third (education and scientific) level;
- scientific level.

Getting higher education at every level provides for the successful completion of the relevant educational (educational and professional or educational and scientific) programme or the scientific one which is the basis for awarding the relevant degree of higher education:

- 1) Junior Bachelor;
- 2) Bachelor;
- 3) Master;
- 4) Doctor of Philosophy;
- 5) Doctor of Science.

Junior Bachelor is an educational and professional degree that is acquired at the primary level of higher education and is awarded by a higher educational institution to a degree-seeking student after successful completion of the educational and professional programme the scope of which is 90-120 ECTS credits [48].

Bachelor is an educational degree that is acquired at the first level of higher education and is award by a higher education institution to a degree-seeek student after successful completion of the educational and professional programme the scope of which is 180-240 ECTS credits. The scope of the educational and professional programme for getting bachelor's degree based on the Junior Bachelor degree is defined by higher education institution.

A person has the right to get Bachelor's degree provided that he/she has got complete secondary education [48].

Master is an educational degree that is acquired at the second level of higher education and is awarded by a higher education institution to a degree-seeking student after successful completion of the relevant educational programme. The Master's degree is acquired according to educational and professional or educational-and-scientific programmes. The scope of educational and professional Master's training programme makes 90-120 ECTS credits, whereas the scope of educational and scientific programme makes up 120 ECTS credits. Master's educational-and-scientific programme must include research (scientific) component of no less than 30 percent.

A person has the right to acquire Master's degree provided that he/she has a Bachelor's degree [48].

Doctor of Philosophy (Ph.D.) is an educational and at the same time the first academic degree which is acquired at the third level of higher education based on the Master's degree. Ph.D. degree is awarded by a specialized Academic Board of a higher education institution or research institution as a result of the successful completion by a degree-seeking student of the relevant educational-and-scientific programme and public defense of the thesis at the specialized Academic Board.

Doctor of Science is the second degree which is acquired by a person on a scientific level of higher education based on the degree of Doctor of Philosophy and provides the acquisition of the highest competences in the area of development and implementation of the research methodology, carrying-out original research, obtaining scientific results which assure solution of an important theoretical or application problems, which are of national or global significance and are published in scientific journals.

Ph.D. is awarded by the specialized Academic Board of the Higher Education Institution or academic institution based on the results of public defense of scientific achievements in the form of a thesis or published monograph, or based on the aggregate of articles published in national and international peer-reviewed professional journals the list of which is approved by the central executive authority in education and science [48].

The document on higher education (academic degree) is issued to a person who successfully completed the appropriate educational (academic) programme and has been certified.

The following types of documents on higher education (degrees) by the appropriate degrees are set up:

- Junior Bachelor's degree;
- Bachelor's degree;
- Master's degree;
- Doctor of Philosophy degree;

- Doctor of Science degree.

The management in higher education area within the defined powers is carried out by:

- 1) Cabinet of Ministers of Ukraine;
- 2) Central executive body in the area of education and science;
- 3) Sectoral public bodies higher education institutions are reporting to;
- 4) Authorities of the Autonomous Republic of Crimea, local authorities higher education institutions are reporting to;
- 5) National Academy of Sciences of Ukraine and national sectoral academies of sciences;
- 6) Founders of higher education institutions;
- 7) Local authorities in the area of higher education and science;
- 8) National Agency for Quality Assurance in Higher Education [4].

1.3 External Independent Testing (ZNO) in Ukraine

External Independent Evaluation or External Independent Testing (EIT, External Testing, ET) – examinations for admission to universities in Ukraine. The complex organizational procedures aim to determine the level of academic performance of secondary schools during their admission to higher education. The purpose of external evaluation: improving public education and implementation of Ukraine's constitutional rights to equal access to quality education, monitoring of compliance with the State Standard of secondary education and the analysis of the education system, predict its development. The results of external testing results are counted as a state of final attestation and the results of entrance examinations to higher educational institutions. Since 2004, with the support of international NGOs and external testing system is formed in Ukraine. Provision of external evaluation carried out by the Ukrainian Center for Educational Quality Assessment in partnership with local education authorities, Regional Institute of Postgraduate Education, educational institutions [44].

From 2008, the external independent evaluation is a prerequisite of entry to higher education.

After the arrival of the new Minister of Education and Science Ivan Vakarchuk, Ukrainian language was determined as a single, which can make the external evaluation, and those who studied minority languages (Russian, Polish, Hungarian, Crimean, Moldovan/Romanian) will be given a short vocabulary of terms translated into Ukrainian. This caused outrage and concern among minority groups, including Russian and Hungarian Ukraine. In the Crimea there were mass protests for the right to make tests online.

In general, under the substantive session of the external evaluation, which lasted from April 22 to June 4 was written 997 000 897 tests. To test participants there were 4600 working test points, which housed 81,000 audiences. The average turnout for testing was 76% [14].

1 November 2008 universities announced for EIT certificate required for admission to certain areas of training. Drawing substantive session SET was cut in two weeks, so it went on May 6 to 5 June 2009, one could register till 1 December 2008 year. In addition, that year was reduced to eight the number of items from which the testing was conducted in foreign literature, basic economy, basic law, world history was excluded. Instead, graduates were able to pass the tests in foreign Language English, German, Spanish or French. Graduates could choose not to lease 3 and up to five items EIT. Testing of the Ukrainian language and literature continue left compulsory for all graduates. Starting this year, the submission of applications to the university can be monitored online vstup.info. Also in 2009, the possibility remains up tests six languages national minorities of Ukraine. Preparation courses at universities no longer allow non-competition entrance in university.

In the 2010 several years of transition period ended during which the test could pass one of seven languages. A decree to improve instruction in Ukrainian national minorities in schools, so EIT for the first time held merely Ukrainian. To ensure the rights of national minorities a dictionary was provided and the translation of key terms that was used in the tests.

In 2011, an External evaluation for those wishing to become university students conducted the following subjects: Ukrainian language and literature, history of Ukraine, mathematics, biology, geography, physics, chemistry, Russian language, one foreign language (optional): English, German, French, Spanish [19].

The external evaluation of the Ukrainian language and literature is required for all applicants.

The results of the external assessment was counted as entrance examinations to higher educational institutions for education and professional training programs vocational and Bachelor (and Master of Medical and Veterinary Medical direction).

Tests for external assessment of Ukraine's history, mathematics, biology, geography, physics, chemistry were translated in Crimean Tatar, Moldavian, Polish, Russian, Romanian, Hungarian. November 10, 2011 began a registration trial testing EIT, which lasted until 10 December 2011 inclusive [19].

In 2012, in the subjects, which carries EIT added world history. In addition, the maximum number of items that sit on EIT applicants dropped to four. No other significant changes have occurred, remains binding assembly assessment of applicants Ukrainian language

and literature. Other items depend on the chosen specialty. It should also be noted that due to the conduct of Euro 2012 in Poland and Ukraine SET 2012 held about a month before usual.

On August 13, 2012 it was announced that the list of items for compiling external evaluation to be completed world literature [19].

Weaknesses

- Despite the fact that the person who is testing allowed for testing upon presentation of a passport, this protection was ineffective to prevent test taking another person. For example, a graduate student from the University of Lvov for a fee agreed in 2008 to make a test of the Ukrainian language and literature at the graduate school of one of Dnipropetrovsk.

- Annual change the rules of admission to universities.
- In case of errors that occur applicants may be admitted their scores. Because of this act to university entrants this fails.

Benefits

- Creation of conditions for equal access to education for all, regardless of financial means
- Objectivity
- Dealing with corruption at the local level, but the emergence of global corruption.
- Getting closer to European standards [44]

1.4 Description of the External Independent Testing in English

The purpose of the external independent assessment is to determine the level of formation of foreign language communication competence among graduates of secondary schools in accordance with the state standard of basic and secondary education, current curricula and the European Guidelines on Language Education (Level B1) [4].

The proposed external independent assessment program is based on the main provisions of the State Standard for Basic and Comprehensive Secondary Education, the European Guidelines for Language Education (Level B1), and the levels of academic achievement for secondary school graduates, as set out in the content of the current foreign language curriculum for general education institutions in Ukraine (Grades 2-11).

The objects of testing are reading, listening, and writing as types of speech activity, as well as lexical and grammatical aspects of foreign language communication (use of language).

The content of the test tasks is provided in the UK's authentic literacy samples and corresponds to the school communication curriculum mentioned in the field of communication.

The task for determining the level of formation foreign language competence in reading is focused on its various strategies: understanding basic information (skimming), full information

(intensive reading) and search for specific facts (selective reading). The sources for selection of texts are advertising, newspaper and magazine materials, and excerpts from works of art, the content of which is consistent with the curriculum. The text for skimming may contain unfamiliar words - to 5%, and for intensive and selective reading - to 3%, the meaning of which can be guessed from the context. The total amount of words in the text does not exceed 1500.

The task for determining the level of competence in writing are oriented towards the implementation of communicative and creative activities: to write messages, descriptions, reflections on various topics related to interests and communicative needs, that are consistent with the content of the school curriculum. The total volume of the written assignment is not less than 100 words [4].

The use of language part involves determining the level of formation of language skills: the ability to independently pick and form lexical units and grammatical phenomena in accordance with the communicative needs of communication within the framework of the formulated tasks. The main principles for choosing the types and contents of the tests provide with tasks of communicative and cognitive orientation.

The total number of tasks is 72.

There are 120 minutes to write the test.

The maximum number of points that can be gained by fulfilling all the tasks correctly is 62 points [4].

The test consists of four parts:

- Reading
- Use of language
- Writing
- Listening

1.5 General characteristics of the main components of the test

Listening

For the first time in 2018, the certification work included the part "Understanding the Spoken Language (Listening)". 30 minutes are given to complete the tasks of this part. Participants are asked to listen to several audios in a row from 10 seconds to 3 minutes, and then they had to answer multiple questions while working. These tasks test the ability of understanding what was heard and choosing the required information from the listened texts. Audio recordings are played twice. Participants have time (up to 10 minutes) to transfer their answers to the Form A [8].

Reading

The purpose is to define the level of formation of students' abilities to read and understand authentic texts on their own, in a certain period of time

The tests measure the level of comprehension of the text, the ability of the graduate to summarize the content of what was read, to distinguish the keywords and determine the meaning of unfamiliar words by context or word-building elements.

The graduate understands authentic texts of different genres and styles that reflect the realities of life and correspond to the age-old characteristics of school graduates; finds and analyzes the necessary information, makes conclusions from the read; highlights the main idea, differentiates the basic facts and secondary information; analyzes and compares information, understands the logical connections between the parts of the text.

The selection of texts for reading, as well as situations for writing, should be carried out in accordance with the topics for communication outlined in the Program on Foreign Languages. The main criteria for choosing texts are their authenticity, clarity, scope and relevance to the interests of modern youth.

Forms of the tasks:

- to choose the correct answer;
- to establish conformity (selection of logical pairs);
- to fill in the gaps in the text;
- finding arguments and conclusions;
- to select the title of the paragraph in the text from the suggested ones.

Types of texts

- articles from periodicals;
- letters (personal, business, etc.);
- ads;
- schedules (lessons, train movements, etc.);
- menu, recipes;
- programs (television, radio, etc.);
- personal notes, messages;
- excerpts from works of art.

Graduates should be able to:

- find general and detailed information in the documents used in everyday life (announcements, brochures, menus, train timetables, etc.);
- to provide detailed information about individuals, facts, events, etc.;

- distinguish factual information and impressions;
- perceive authors' point of view on concrete and abstract themes;
- understand versatile texts, including excerpts of works of art and works of journalistic style;
- understand the structure of the text and recognize the connection between its parts [8].

Use of English

The aim is to define the level of proficiency in lexical and grammatical material that will allow students to communicate freely.

Requirements for the practical possession of lexical and grammatical material: the tests measure the level of knowledge of lexical and grammatical material of school graduates. The graduate is able to analyze and compare information, to select synonyms, phrasal verbs according to the context, understands the logical connections in the text.

Forms of tasks:

- choosing one correct answer: the graduate chooses one correct answer from the four suggested answer options.
- filling in the gaps in the text: the graduate fills in the gaps in the text using the suggested words or phrases. The choice is based on the purpose, knowledge, skills and abilities that are verified from vocabulary or grammar.

Graduates should be able to identify and select the correct wording for the use of lexical units and grammatical constructions in the process of written communication.

The tests use the samples of the written language of the country whose language is being studied. Abilities of graduates are checked with the help of multiple-choice test questions (with the choice of one correct answer).

The test consists of short texts / excerpts of texts up to 200 words that check the understanding of instructions, official announcements and advertisements, as well as excerpts from brochures, letters, newspapers, and magazines [8].

Writing

The purpose is to determine the level of students' development of the skills and abilities needed to solve the communication tasks that are related to everyday life.

Requirements for the practical possession of writing as a form of speech activity

- The test examines the ability to communicate in written form in accordance with the set communicative tasks.
- The graduate has functional writing style skills within the limits defined by the Program of general educational institutions for foreign languages, which also corresponds to the European language recommendations on language education (level B1).

- A graduate is able to write personal and business letters using formulas of speech etiquette, accepted in the countries where the language is studied, telling about individual facts and events of his life, expressing his own thoughts and feelings, describing plans for the future and asking for similar information, as well as transmitting messages in the form of a free letter.
- The graduate is able to report on the course of events, describe a person or subject; write a message about what has been seen, read, heard; is able to substantiate his own point of view.
- The task for the writing part is designed in the form of speech situations, the content of which must clearly define the purpose and object of communication. The choice of communicative situation involves intercultural communication, and therefore the content of speech situations should include socio-cultural features of the country, the language of which is studied and Ukraine.

The volume of the written statement is not less than 100 words.

This part of the test involves creating written statement in accordance with the proposed communicative situation. Graduates are required to write their own written statements on the basis of a specific situation and written guides (messages, letters, ads, ads, etc.).

Graduates should be able to:

- write a story, tell about the course of events, describe a person, an object;
- write an article to tell about the course of events, provide a detailed description and comparison of people, subjects;
- Send private messages in a short letter of an appropriate sample or in an arbitrary form to formulate an invitation, describe a feeling, thank, apologize, offer help or reply to a messages of this type;
- express and comment on his/her own point of view [8].

1.6 Topics of the texts for reading and use of English part

I. Personal sphere

- Everyday life and its problems
- Family
- Human nature
- Daily routine
- Healthy Lifestyle
- Friendship, love
- Relationships

- World of hobbies
- Leisure, rest
- Personal priorities
- Plans for the future, choice of profession

II Public sphere

- Environment
- Travel, excursions
- Culture and art in Ukraine and in the country whose language is being studied
- Sports in Ukraine and in the country of study
- Literature in Ukraine and in the country of study
- Mass-media
- Youth and the modern world
- Clothing
- Shopping
- Scientific and technological progress, famous figures in science
- Ukraine in the world community
- Holidays, celebratory dates, events in Ukraine and in the country of study
- Traditions and customs in Ukraine and in the country of study
- Outstanding figures in the history and culture of Ukraine and the country whose

language is being studied

- Museums, exhibitions
- Cinema, television
- Duties and human rights
- International organizations, international movement

III Educational sphere

- Education, training, education
- School life
- Favorite educational subjects
- Education system in Ukraine and in the country of study [25]

1.7 Language competence requirements

Morphology

- Noun. The use of nouns in singular and plural. Possessive case
- Article. The main cases of using definite and indefinite articles. Zero article

- Adjective. Use of adjectives. Degrees of comparison of adjectives
- Pronoun. Types of pronouns. Use of pronouns
- Verb. Tense forms of the verb in the active and passive voice. Conditional sentences (0, I, II, III types). Imperative mood. Correct and incorrect verbs. Impersonal forms of verbs and its constructions. Gerund. Modal verbs. Participle I, Participle II. Phrasal verbs: get, be, look, keep, go, come, take, run, turn, call, break, give, put, make, clear, cut, fall, hold, let, hand. Structure to be going to do sth

- Adverb. Use of the degrees of comparison of adverbs. Adverbs of place and time.

Quantifiers / Intensifiers (quite, a bit, etc.)

- Numerals. Quantitative and qualitative numerals. Ordinal numerals
- Prepositions. Types of prepositions. Use of prepositions
- Particles. Using particles with verbs
- Conjunctions. Use of conjunctions of subtlety and subordination

Syntax

- Structures of various types of sentences
- Simple sentences
- Impersonal sentences
- Complex sentences (compound and complex)
- Direct and indirect speech

The lexical minimum of an apprentice is 2500 units, in accordance with the subject of situational communication provided by the Program of general educational institutions in foreign languages (standard level) [33].

In Part 1 the educational system of Ukraine as well as its history is described. This section focuses mostly on giving information about aspects of the External Independent Testing for school-leavers in our country.

PART 2
SAMPLE TEST

In this section a sample test will be introduced. All the tasks are designed according to the requirements and fit the level of language competence needed to pass the External Independent Testing.

The Listening part (Tasks 1-3) contains 16 questions of various forms. Answers to these tasks should be indicated in the A answer sheet.

The Reading part (Tasks 4-7) contains 22 questions of various forms. Answers to these tasks are indicated in the A answer sheet.

The Use-of-Language part (Task 8 and Task 9) contains 20 questions. Answers to these tasks are indicated in the A answer sheet.

The Writing part contains one open-ended task. The answer to this task should be written in the B answer sheet [4].

2.1 LISTENING

Listen to the speakers and do the exercises. (*See Appendix 1*)

Task 1. *Match the events with the definitions and write a – e next to the numbers 1 – 5.*

- | | |
|--|--------------------------------|
| 1.....a party to celebrate the anniversary of someone's birth | A. golden wedding anniversary |
| 2.....the marriage of a king, queen, prince or princess | B. Notting Hill Carnival |
| 3.....a West Indian carnival held in London every August | C. end of term party at school |
| 4.....a celebration of 50 years of marriage | D. birthday party |
| 5.....a party normally organised by students to celebrate finishing the school year and completing their exams | E. Royal wedding |

(Answer key: 1.D; 2.E; 3.B; 4.A; 5.C)

Task 2. *For questions (6-10) match the speaker with the celebration and write A – E next to the numbers 6 – 10. You will listen to the extracts twice.*

Celebration

- | | | |
|---------|-----------|--------------------------------|
| 6 | speaker a | A. golden wedding anniversary |
| 7 | speaker b | B. Notting Hill Carnival |
| 8 | speaker c | C. end of term party at school |
| 9 | speaker d | D. Royal wedding |
| 10..... | speaker e | E. surprise birthday party |

(Answer key: 6.c; 7.b; 8.a; 9.e; 10.d)

Task 3. Complete the gaps (11-16) with the speaker (A-E).

A (x2) B (x2) C (x2) D (x1) E (x1)

11. Speaker _____ will see people dressed in amazing costumes.
12. Speaker _____ is going to decorate the venue with Chinese lanterns and projections on the wall.
13. Speaker _____ is worried about someone on Facebook spoiling the surprise.
14. Speaker _____ is going to be careful of people stealing things.
15. Speaker _____ is going to listen to old-fashioned music played on an old-fashioned machine.
16. Speaker _____ is in one of the bands that are playing.

(Answer key: 11.B; 12.A; 13.D; 14.B; 15.C; 16.A)

2.2 READING

Task 4. Read the text (17-26) and choose the best title for each paragraph (A-J).

- A. Why it's so hard?
- B. Make a difference.
- C. Get creative.
- D. Guard your time.
- E. Do what you want.
- F. Change your life.
- G. Set a date.
- H. Meet likeminded people.
- I. Plan ahead.
- J. Establish your goals.

Make the Most of your Free Time

17.

Studies say that people nowadays have more free time than ever before. Then why doesn't it feel that way? These days, our free time is usually spent watching television, using computers or communicating on our phones. Images and information are constantly flashing into our brains, so it's no wonder we don't feel as if we have really switched off. To really wind down and help us regain our energy levels, it is important to use our free time wisely.

18.

Think about what you want to achieve in your free time. Do you want to get fit, get creative or simply relax? Don't worry about what you *ought* to be doing, just think about what will make you feel more content.

19.

Plan when you are going to enjoy your free time, and treat it in the same way as anything else on your calendar. If something else more important comes along, you can choose whether or not to postpone it, but never cancel it!

20.

Make sure you have everything you need to enjoy your free time in advance. If you're looking forward to a nice long bath, buy in bath oil and candles. If you want to get out in the countryside, get your boots and map ready, and don't forget to check the weather forecast.

21.

Don't let anything else encroach on your free time. Ignore the washing up and the vacuuming. Don't check your inbox for messages and turn off your mobile phone. Otherwise, the lines between free time and everyday life will begin to blur, and you won't feel refreshed.

22.

In many free time activities, we take the role of consumer. When we watch TV, play video games or read, we are only passively involved. Take on the role of producer for a change. Build a model, write a blog or make an animation film. You will use a different part of your brains and will feel more energised as a result.

23.

But don't go overboard. Many people worry too much about their free time activities. They want to do things that will impress their friends, look good on their résumés or help them get a better job. But free time isn't about that. It is about doing an activity for enjoyment's sake, so don't let outside pressures influence your choice.

24.

Take the opportunity to expand your social circle. Everyone has different interests, so don't

expect your mates to be into the same things you are. Give them a break for a while, join a club and get to know people with the same interests as you. You can never have too many friends!

25.

You'll really know you're using your time wisely if what you're doing helps other people. So find out what's going on in the community and lend a hand. Visit the elderly or help out in a children's club. If socializing is not your thing, why not volunteer for a wildlife organisation?

26.

Once you're relaxed and energised, you can think about what you'd like to improve in your life. Want to get fit? Learn a skill? Improve your job prospects? There are plenty of groups, clubs and classes you can join that will set you on a completely new life path. So what are you waiting for? Get out there and enjoy yourself!

(Answer key: 17.A; 18.J; 19.G; 20.I; 21.D; 22.C; 23.E; 24.H; 25.B; 26.E)

Task 5. Match the pictures to the paragraphs (27-30)

27. Guard your time



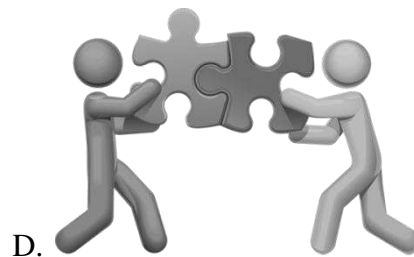
28. Meet likeminded people



29. Get creative



30. Plan ahead



(Answer key: 27.C; 28.D; 29.B; 30.A)

Task 6. Read the following text, then choose the answers to questions 6 – 10 and mark your answer on the answer sheet.

Active Villagers

Residents of a small Welsh-speaking community have clubbed together to buy the post office and shop, ten years after buying the pub.

The people of Llithfaen, Caernarfonshire were determined to prevent their village losing its focal point. Ten years ago they paid £40,000 for the pub, called the Victoria, and now they have helped to keep the shop open. Most of the cost, £19,500, was met by the local council and a European Union grant, but the villagers needed to raise a further £6,000 to buy the shop from the owner who is retiring.

John Jones, chairman of the community committee, said: “We went around every house and came back with £500 more than we needed. The post office and the pub are essential to the life of the village. There are no other amenities.

“We were not prepared to stand by and let the heart and soul be ripped out of our community. No one else was going to help us so we decided to buy them ourselves.” Llithfaen had a population of 600 but that halved when nearby granite quarries were closed. The primary school was shut because of the population decline but the locals turned it into a leisure centre and youth club.

The shop has been leased to Ffion Medi Llywelyn, 24, who lives in the village with her husband, Dillon. She said: “There is a wonderful community spirit here.

31. The Llithfaen Post Office
- A) closed ten years ago.
 - B) has been saved by the local people.
 - C) has now closed.
32. The shop has been bought
- A) by the local council.
 - B) for £40,000.
 - C) with the help of the people who live in the area.
33. The shop was going to close
- A) because of a decision by the European Union.
 - B) because the owner needed the money.
 - C) because the owner thought he was too old to run the shop.

34. £500
- A) was paid by every person in the village.
 B) was paid by the owner of the pub.
 C) was the amount of money the villagers still had after the village post office had been bought.
35. Llithfaen no longer has
- A) a leisure centre.
 B) a pub.
 C) a school.

(Answer key: 31.B; 32.C; 33.C; 34.C; 35.C)

Task 7. Read questions 36-38 and then read the texts a – c. In which of the texts can you find what you are looking for? For each of the items 36-38, decide which text goes with the situation described.

36. Your friend wants to learn English in a language school in or near London.
 37. A friend wants to learn French and take an examination at the end of the course.
 38. Someone you know wants to learn English next summer at a university in England.

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C.

(Answer key: 36.C; 37.A; 38.B)

2.3 USE-OF-ENGLISH

TASK 8. Read the text and choose the correct answer for each gap.

Many people have tried **39**..... smoking at some point in their lives, and these days many of us **40**..... to stop taking **41**..... substance which is not cigarettes, but which **42**..... be killing the same number of people **43**..... tobacco, or even more. I am talking about sugar.

When I went to the doctor five years ago, he told me that sugar **44**..... kill me one day if I didn't avoid **45**..... it. My only chance of long-term survival, said the doctor, was **46**..... all sugar from my diet. Before that day, I **47**..... to quit anything; **48**....., I didn't think it would be too difficult. "I have achieved difficult things in my life, much more difficult than that," I thought. It wasn't true.

I didn't know how difficult it was to stop smoking, or drinking alcohol, because I **49**..... addicted to anything, but when I stopped eating sugar, I realised that sugar is a very powerful drug. I think it **50**..... easier if I had been addicted to nicotine, for example, instead of sugar. The first few weeks or months I **51**..... that I was eating chocolate or cakes, and then I woke up in the morning and my body was crying for sugar.

It's been 3 months now, and I **52**..... very, very little sugar in that time; only the added sugar that food manufacturers put in some of their processed products, like bread, tinned tomato, etc. I am very happy because I don't crave sweet things any more, and I feel **53**..... healthier and energetic than a few months ago.

39.	A. giving up	B. to give up	C. putting down	D. to put down
40.	A. had attempted	B. attempted	C. are attempting	D. attempt
41.	A. the other	B. others	C. other	D. another
42.	A. should	B. can	C. might	D. is able to
43.	A. so	B. than	C. that	D. as
44.	A. shall	B. would	C. will	D. was
45.	A. eat	B. to eating	C. to eat	D. eating
46.	A. putting out	B. cutting out	C. setting down	D. cutting down
47.	A. don't tried	B. was never trying	C. had never tried	D. have never tried
48.	A. although	B. however	C. so	D. even though
49.	A. was never	B. wasn't ever	C. had never been	D. was never been
50.	A. had been	B. would have been	C. must be	D. will be

51.	A. used to dream	B. was dreaming	C. used to dreaming	D. am dreaming
52.	A. ate	B. have been eating	C. have eaten	D. was ate
53.	A. many	B. very	C. much	D. little

(Answer key: 39.B; 40.C; 41.D; 42.C; 43.D; 44.B; 45.D; 46.B; 47.C; 48.B; 49.C; 50.B; 51A.; 52.C; 53C.)

Task 9. Choose the sentence (A, B, C or D) which is closest in meaning to the first one.

54. I waitedyou for more than an hour.

- A. at
- B. in
- C. for
- D. of

55. I'm looking forwardseeing you.

- A. for
- B. about
- C. to
- D. at

56. We arrived..... the station too late.

- A. of
- B. in
- C. to
- D. at

57. We are thinkinggoing on a trip to Venice.

- A. at
- B. in
- C. to
- D. of

58. Why are you shoutingme?

- A. of
- B. at
- C. in
- D. to

(Answer key: 54.C; 55.C; 56.D; 57.D; 58.B)

2.4 WRITING

INTERTRAVEL

The International Travellers Club

Do you ever travel abroad? Would you like to meet more people and make more friends when you are in another country?

If so, join INTERTRAVEL! We have club rooms in over 100 European cities.

Send us brief personal details and you will receive full information and membership forms by return of post!

You decide to write for more information. Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way. The following points should be mentioned in your letter.

- Ask for more details (e.g. cost, registration)
- Give some information about yourself.
- Mention the reason for your letter

Say why you would like to join the club

PART 3

Research on preparing school-leavers for the Use-of-English part of the External Independent Testing in English

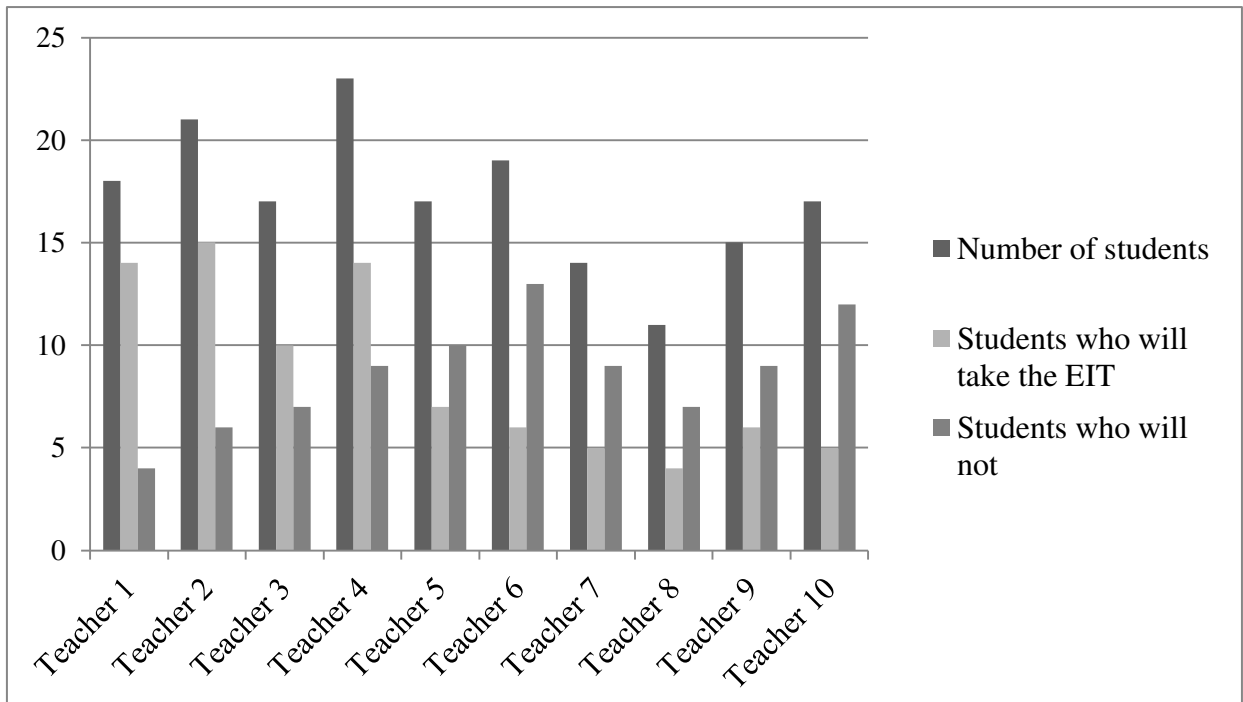
In Part 3 a research on the topic of preparing school-leavers for the Use-of-English part of the EIT in English will be presented. This study attempts to give a comprehensive picture of teaching techniques used by the teachers in order to get their students ready for the assessment. It was decided that the best methods to adopt for this investigation would be an interview and a sample test. The interview was conducted with the teachers of English in different schools in towns and villages in the Transcarpathian region and the test was presented to their students who are going to take the EIT in English. The findings of data were used to define the underlying factors for drawing conclusions about readiness of Transcarpathian school-leavers to pass the examination in English.

3.1 Interview

3.1.1 Participants of the research

The research was conducted in different towns and villages in the Transcarpathian region, 10 teachers from 5 schools took part in it. Conventionally they will be named as Teacher 1, Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 9, and Teacher 10 (the schools will be named as School 1, School 2, School 3, School 4, and School 5.).

Three teachers are from School 1 which is situated in a small town near the river Tisza on the border with Romania and Hungary. Its population is approximately 25,000. From School 2 three teachers as well were interviewed, and the school itself is located in a town near the border with Hungary. The population is 24 000, here 48% of inhabitants consider themselves as Hungarians. School 3 is in a village situating along the right bank of the river Tisza with the population of 3000 people. Here two teachers took part in the research. School 4 with one teacher being interviewed is in a village along the left bank of the river Tisza and has a population near 2000. In School 5 one teacher was questioned and the school is located in a village along the Hungarian border that lies on the right bank of the Túr river, the population is 1500.



According to the diagram we can see that Teacher 1 has 18 students in the 11 form, among them 14 students will take the EIT, 4 will not; Teacher 2 has 21 students, 15 will take the exam, 6 will not; Teacher 3 has 17 students, 10 school-leavers will take the EIT, 7 will not; Teacher 4 has 23 students, 14 will take the exam, 9 will not; Teacher 5 has 17 students, 7 will take the EIT, 10 will not; Teacher 6 has 19 students, 6 will take the examination, 13 will not; Teacher 7 has 14 school-leavers, 5 will take the exam, 9 will not; Teacher 8 has 11 students, 4 will take the EIT, 7 will not; Teacher 9 has 15 students, 6 will take the examination, 9 will not; Teacher 10 has 17 students, 5 will take the exam, 12 will not.

3.1.2 Research instruments

The main instrument of the research was an interview. The interview consists of 6 different questions (see Appendix 2). The questions were compiled to examine the techniques and strategies teachers use to help their students in preparing for the EIT.

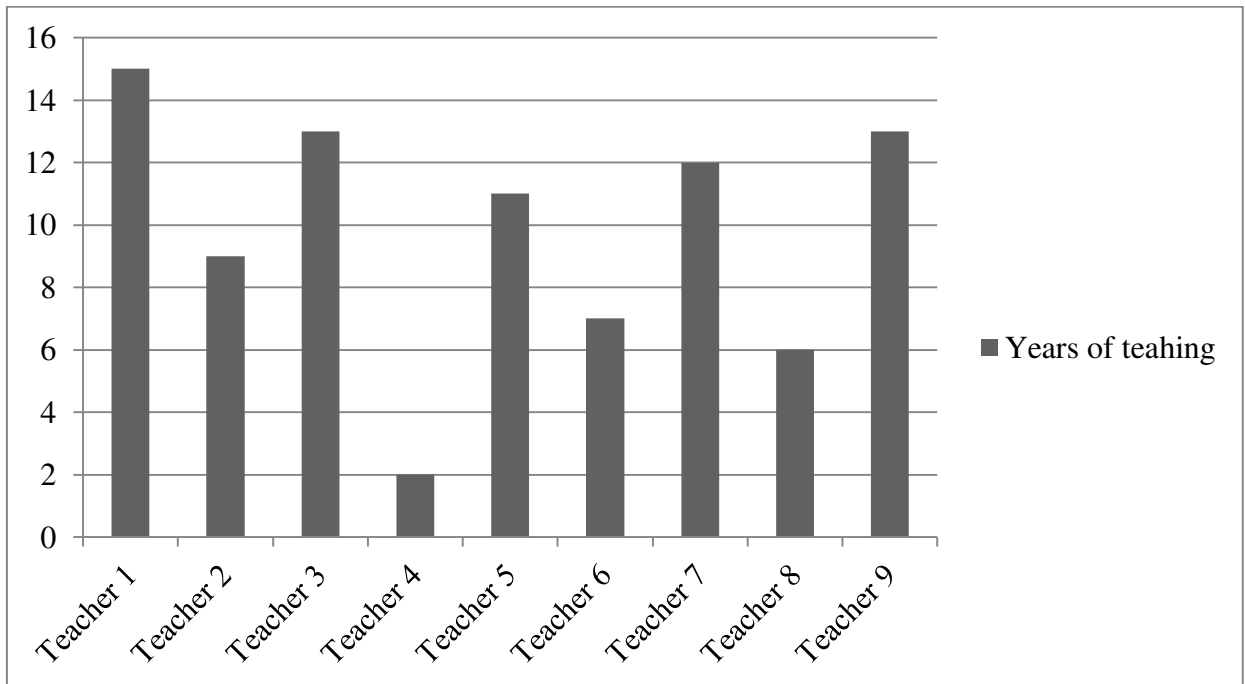
3.1.3 Procedures of the research

The research started in March 2019. The interviews were conducted after classes. In general it took 30 minutes to have a talk with each teacher.

It took nearly two weeks to process the results of the research.

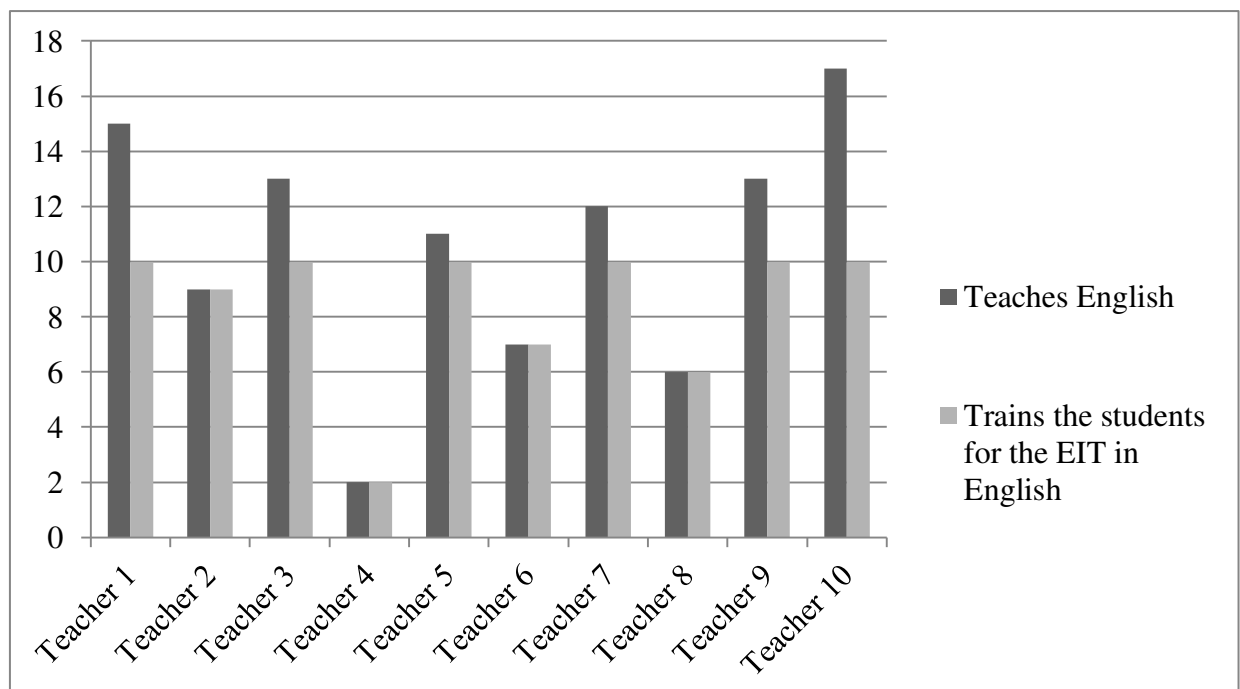
3.1.4 Discussion and interpretation of the research results

Question 1: “How many years do you teach English as a FL?”



Teacher 1 is teaching English for 15 years, Teacher 2 for 9 years, Teacher 3 – 13 years, Teacher 4 – 2 years, Teacher 5 – 11 years, Teacher 6 – 7 years, Teacher 7 – 7 years, Teacher 8 – 6 years, Teacher 9 – 13 years, Teacher 10 – 17 years.

Question 2: “How many years do you train the students for the External Independent Testing in English?”



Teacher 1 as well as Teacher 3, Teacher 5, Teacher 7, Teacher 9, and Teacher 10 has 10 years of experience in training students for the External Independent Testing in English; Teacher 2 has 9 years of experience; Teacher 4 – 2 years, Teacher 6 – 7 years; and Teacher 8 trains school-leavers for 6 years.

Question 3: “How do you help your students to prepare for the Use-of-English part of the External Independent Testing?”

Teacher 1 tries to practice various exercises focusing on vocabulary, connected with different topics; also they work on grammar and solve the problems that occur during the lessons.

Long before the examination Teacher 2 discusses with the students the strategy they will use for training. Then she gives them a test, and after makes a plan for the next steps basing on the results of the assesment. The test shows the student’s weaknesses and helps the teacher to focus on the topics they have problems with.

Teacher 3 said that the best choice is to practice day and night. If one wants to become succesful he shoud set priorities and choose the most important items to work with. It is impossible to focus his attention on everything at once, and it can harm both the process of studying and the health of the student. Therefore school-leavers should avoid external factors that influence their concentration.

Teacher 4 when doing the exercises with the pupils asks them to explain the answers to others. She sais reasoning for why you have answered a certain question in a certain way helps to understad they way of thinking and the other students can look at the task from thr other viewpoint.

Teacher’s 5 method is giving to the students different ideas of how they can study based on different learning styles. She talks with them about different ways of studying and asks to choose the best that fits their needs and preferings. After a while they present the results of their home studying to others, figure out what worked for them and give tips in that field.

Teacher 6 emphasized that students have too many programs to study for the examination. So relying on her previous experience, she tries to reduce the amount of the information as much as possible and pay attention to those topics that always cause a lot of questions.

Teacher 7 says that youngsters should actively be involved in the process, and only in that way they will remember more. She does not like the concept of looking up in their notes and trying to remember how to solve problems. They solve them together and practice as much as it is possible.

Teacher 8 states that the best way of prepering for the EIT is giving them a practice exam every week for home work. In her opinion this is a great way to help students diagnoze how prepared they are and what are those difficulties they have to work on more actively. For a long time Teacher 9 was looking for a way to make the training easier. After a while she found out that there are different techniques for different types of tasks. Now the first thing that she does is differentiating. She tries to bring different worksheets in oredor to work on various kinds of exercises and explains the ways in which it is easier to solve them.

Teacher 10 asks her students to get together in small groups for a study session. She considers that such groups there are always those who have questions and those who have answers for them. In that way thay can share different opinions and look at the problem from the other side.

Question 4: „Describe briefly the methods you use for practising Reading, Listening, and Use-of-English parts of the External Independent Testing.”

	Reading	Listening	Use-of-English part
Teacher 1	Asks the students to speak about the topic of the article they are going to read and recollect as much information about it as it is possible	After listening to the text students have to answer the questions related to the text they have heard, and then summarise the information and retell one by one what they have understood from the passage.	Each week students have to write a part of the External Independent Testing test from the previous years and look through the mistakes, correct them and explain why they were made.
Teacher 2	After reading the text the students discuss it together with the teacher and after they have to answer the questions and do the tasks she has prepared for	The teacher says that the biggest problem is that students try to translate everything to their native language. And always asks them to talk	During the lessons students do the exercises from the books of the Cambridge edition.

	them.	about the main idea and the context of the text.	
Teacher 3	Sometimes the teacher brings different pictures related to the text and the students task is to write down all the words they can think of when they are looking on it. After reading the text they have to do the tasks as well.	The teacher says that once in a month the school-leavers have to watch a film in English and then to make a report about it. Occasionally they listen their favourite English songs and sum up the main idea of it.	Different types of tasks are proposed to the pupils. These are the: multiple choice close; open cloze; word transformation; and key word transformation.
Teacher 4	For each new text the teacher works out a quiz they will work on the lesson. At the end of the lesson she tells the pupils to make their own quiz and present it the next lesson.	The students have to listen to the passages several times. After the first listening they can get acquainted with the tasks and after the second reading they have to do them.	The teacher together with the students practice exercises focusing on word order, grammatical issues and vocabulary related to different topics.
Teacher 5	Before reading the text the teacher gives the students general questions related to the topic. Sometimes she asks them to choose the best title for the text or guess what it will be about.	During the listening students are always asked to make notes. They have to write down the topic of the audio; if there are multiple speakers, write down their names and the gist of what each speaker	Grammar and vocabulary are practiced mostly through writing. Children write down the unknown words and learn them by heart. Also the teacher gives students an in-depth

		says; and try to write the unknown words.	explanation of the grammatical rules before they do the exercises.
Teacher 6	The teacher divides the students into groups and tells them to make a list of questions based on the text. After that they have to answer each other's questions.	After listening school-leavers have to fill out different gap-fill exercises. They start with a listening task where only one word is missing and then try to fill in two or sometimes three words.	Sometimes the teacher uses interactive teaching. Using games to teach grammar not only engages students but also helps them to remember what they've learned.
Teacher 7	Before reading the text the teacher discusses the background information of the topic the students have, the situation or context, the type of the text, and the language.	In the school where the teacher works the school administration has organised an English course. For this reason a couple from England comes each year for a month to have a talk with the local students	Students show their knowledge through worksheets and exercises.
Teacher 8	The teacher uses strategies like listening for the main idea, predicting, drawing inferences and summarising.	Pupils often listen to the dialogues and try to catch the main information after that they can act out similar dialogues.	Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage.
Teacher 9	The teacher	Active and	The students

	emphasized the importance of creating mental images, or visualizing a setting, event or character to help the students understand a passage in a text.	passive listening is a technique used by the teacher with her school-leaving students. The main idea is to differentiate the listening to hear and to understand.	learn a plenty number of collocations and expressions, do exercises and learn new words.
Teacher 10	After listening to the text students are asked to write a short summary of the text at home. These summaries will be used the next lesson in class discussions and oral presentations.	The teacher shows students videos to observe native English speakers and listen to the language used for different purposes in different contexts.	During the lesson the teacher different types of exercises that are similar to those used on the EIT.

Question 5: What are the main difficulties students face while preparing for the Use-of-English part?

Almost every teacher noticed that an integral part of the process of training for the External Independent Testing is systematic training. The teachers understand that the whole process of studying has to be divided into different parts, and the combination of these parts is the basis of the student's knowledge. For the Use-of-English part students have to have knowledge of English grammar and a rich lexical material.

The preparation for the test begins with the explaining to the students the essence of the test, its requirements and structure. The exam includes tasks of different types and that is why different skills are needed. It is difficult for the teacher to examine the abilities of all of the students but the results of such work can bring success in the future. After examining the skills differentiated exercises should be prepared as the students poses different levels of knowledge and even some of them will not take the exam at all.

All of the teachers agreed that each learner has his own issues but the most common are the lack of vocabulary, grammar and correct pronunciation. Teacher 4 highlighted that: "The most common cause of the problems faced by a learner of the English language as a second

language is existence of the inherent structure of their first language or mother tongue that they are exposed to since the first day. As such the problems that are faced by the students trying to learn the language are:

1. Understanding the grammar structure of the new language.
2. Pronunciations or the inability to understand or comprehend new words.
3. Most often students use the translation method to understand the second language.
3. Again they think of the reply in their mother tongue first and then form a reply by translating.
4. Vocabulary becomes a huge problem.

The above mentioned problems are just a few of other problems but in my opinion these are the major ones faced by students. The hardest for a teacher in this case is to actually create a new structure of the English grammar while trying not to dismantle the existing language structure of their mother tongue. The student should be able to use both the languages with ease. Again it is fairly easier in the case of children.”

Question 6: “In your opinion what is the best method to prepare for the External Independent Testing?”

Teachers say that it is important to organize the preparation correctly. Teacher 1, Teacher 7, and Teacher 8 mentioned that students have to be careful with the time limits, make a study schedule, do not leave anything for the last minute, and not to forget to study in intervals.

Teacher 2 stated that one of the most effective ways to prepare for the examination is to practice with an old version of previous exams, also she mentions that the old tests will help to see the format and formulation of the questions and it will be good for you to know what to expect but also as a worthy practice for measuring the time you need for the actual test. Teacher 6, Teacher 7, Teacher 9 agreed with this statement.

Teacher 5 is sure that reading through the entirety of notes written previously will help before the exam and refresh the memory of the material.

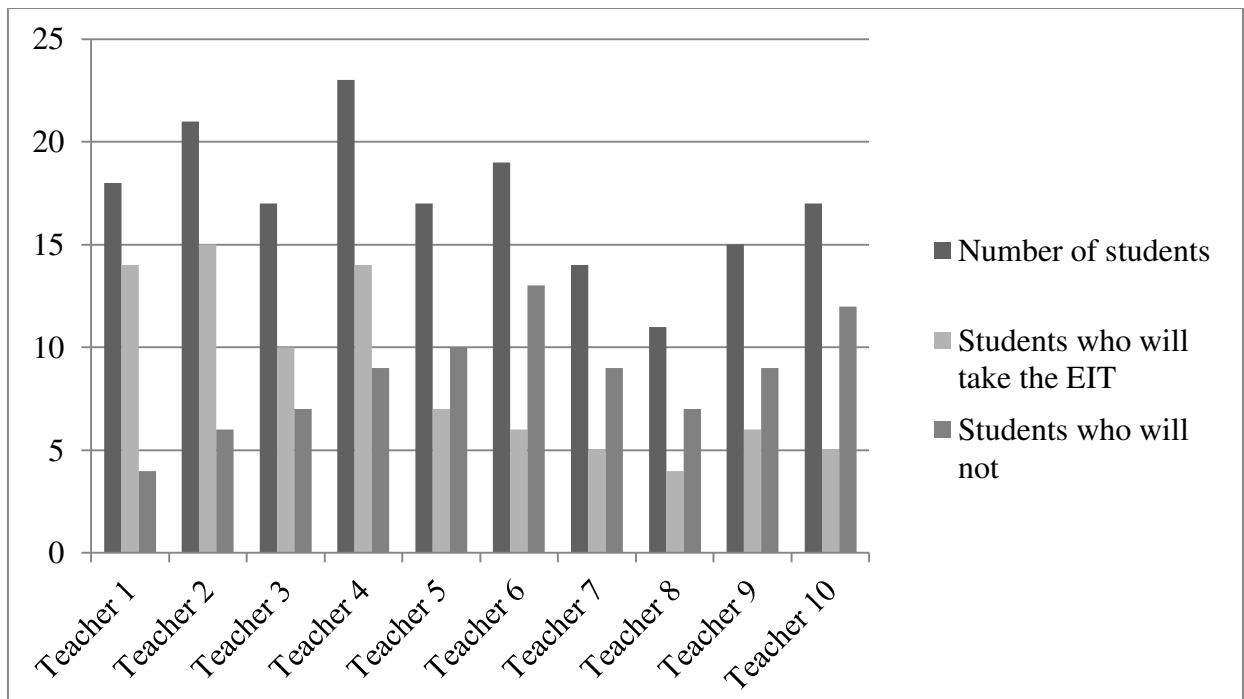
Teacher 3 suggested reviewing study guides and sections. In some books each chapter has a short review or summary. This is a great place to quickly analyze and get a gist of a concept.

3.2 Test

3.2.1 Participants of the research

The research was conducted in different towns and villages in the Transcarpathian region, 86 students of 10 teachers took part in it.

Teacher 1 has 18 students in the 11 form, among them 14 students will take the EIT, 4 will not; Teacher 2 has 21 students, 15 will take the exam, 6 will not; Teacher 3 has 17 students, 10 school-leavers will take the EIT, 7 will not; Teacher 4 has 23 students, 14 will take the exam, 9 will not; Teacher 5 has 17 students, 7 will take the EIT, 10 will not; Teacher 6 has 19 students, 6 will take the examination, 13 will not; Teacher 7 has 14 school-leavers, 5 will take the exam, 9 will not; Teacher 8 has 11 students, 4 will take the EIT, 7 will not; Teacher 9 has 15 students, 6 will take the examination, 9 will not; Teacher 10 has 17 students, 5 will take the exam, 12 will not.



3.2.2 Research instruments

The main instrument of the research was a test. The test consists of 7 tasks of different types (see Appendix 3). The total score is 100: the 1st task is evaluated in 10 point, the 2nd – 20 points, the 3rd – 6 points, the 4th – 6 points, the 5th – 30 points, the 6th – 6 points, the 7th – 23 points. The test was compiled to examine the students' readiness for taking the External Independent Testing.

3.2.3 Procedures of the research

The research started in March 2019. The tests were held after classes because students need more time to overthink the tasks and to answer them. In general the testing took 60 minutes in each class.

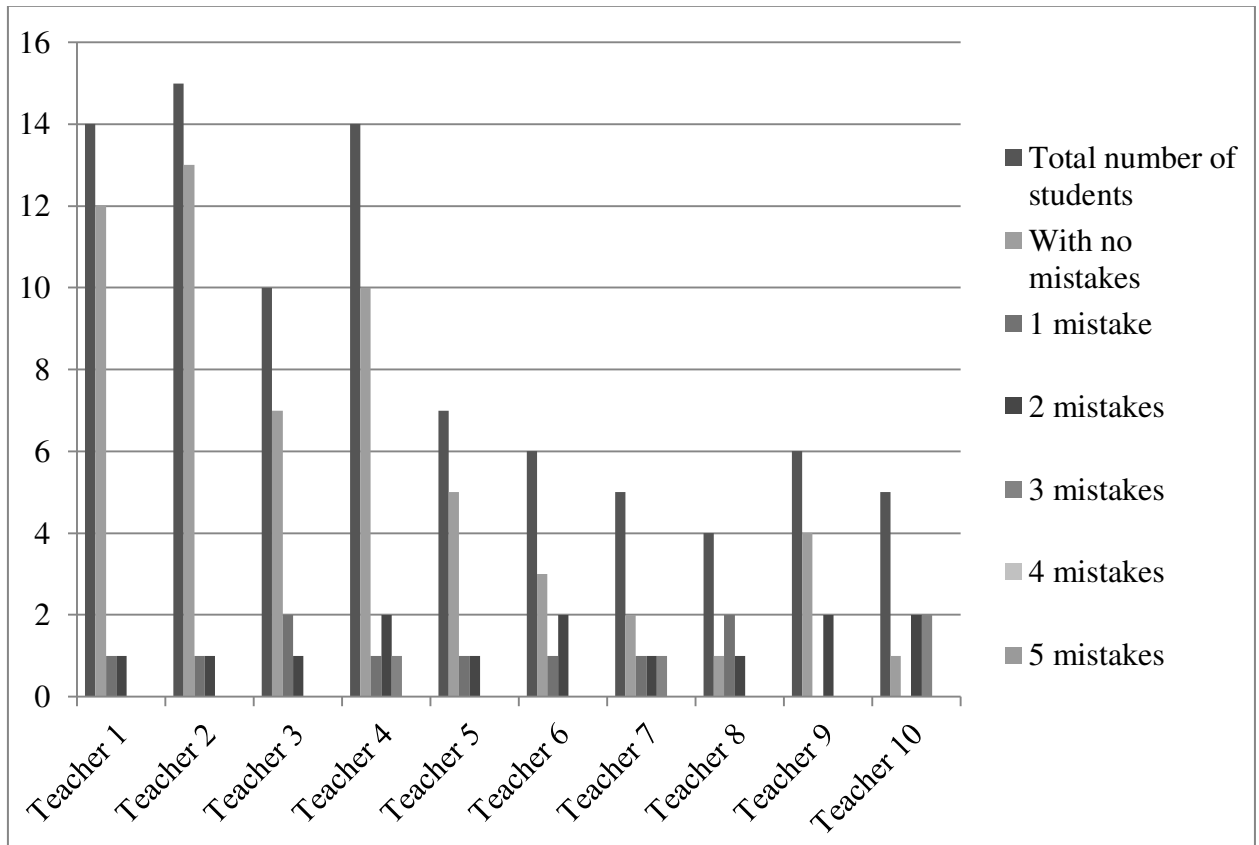
It took nearly three weeks to process the results of the research.

3.2.4 Discussion and interpretation of research results

Listening

Task 1

In this task students had to listen to the speakers and for questions 1-5 match the speaker with the statement. Each correct answer scored 2 points.

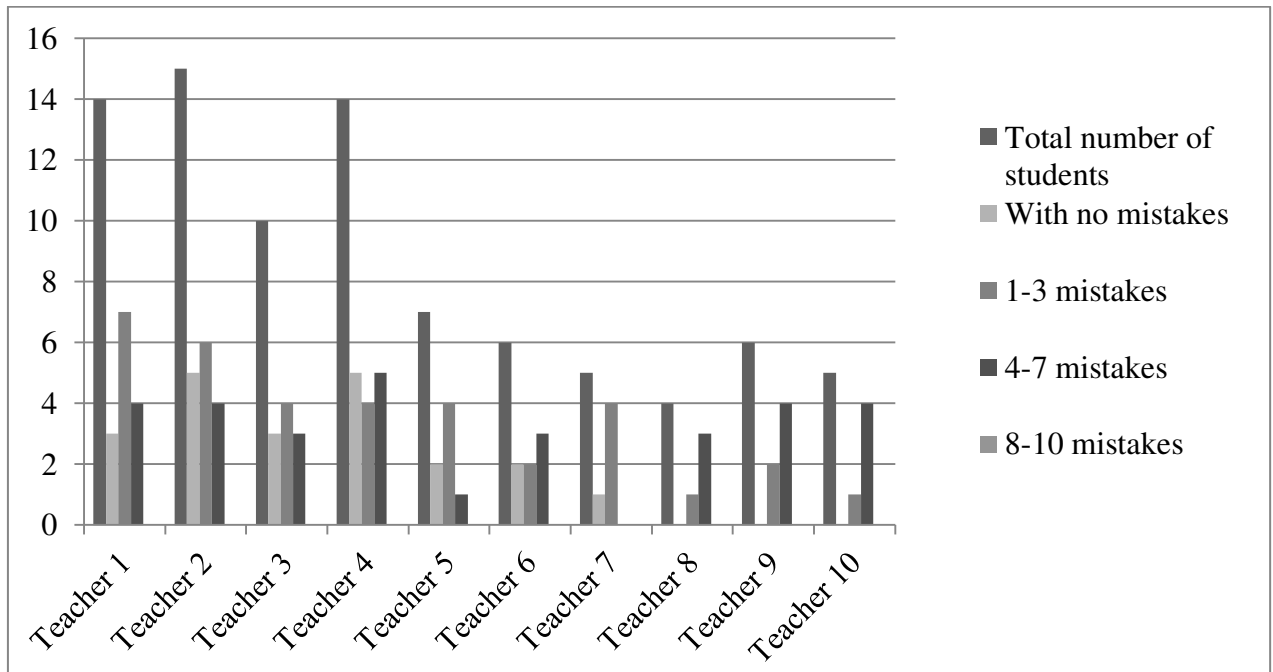


58 (67, 44%) students coped with the task without a mistake from the total number of students, 10 (11, 63%) students made 1 mistake, 14 (16, 28%) students made 2 mistakes, 4 (4, 65%) students made 3 mistakes, and no one made 4 or 5 mistakes.

Task 2

In this task students should complete the gaps with the speaker. There were 10 sentences.

Each correct answer scored 2 points.

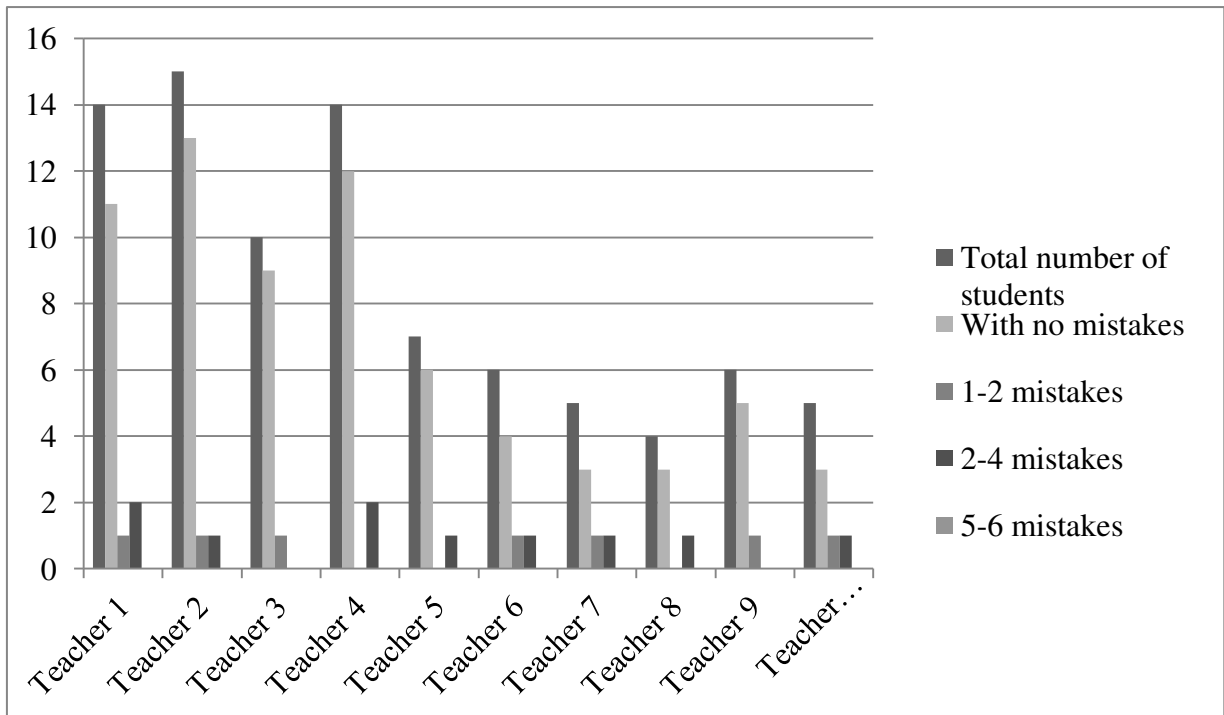


21 (24, 42%) students coped with the task without a mistake from the total number of students, 35 (40, 7%) students made from 1 to 3 mistakes, 31 (36, 05%) students made 4-7 mistakes, and no one made 8-10 mistakes.

Reading

Task 3

The task was to read the text and match the people with the best choice for them. There were 6 sentences and each correct answer scores 1 point.

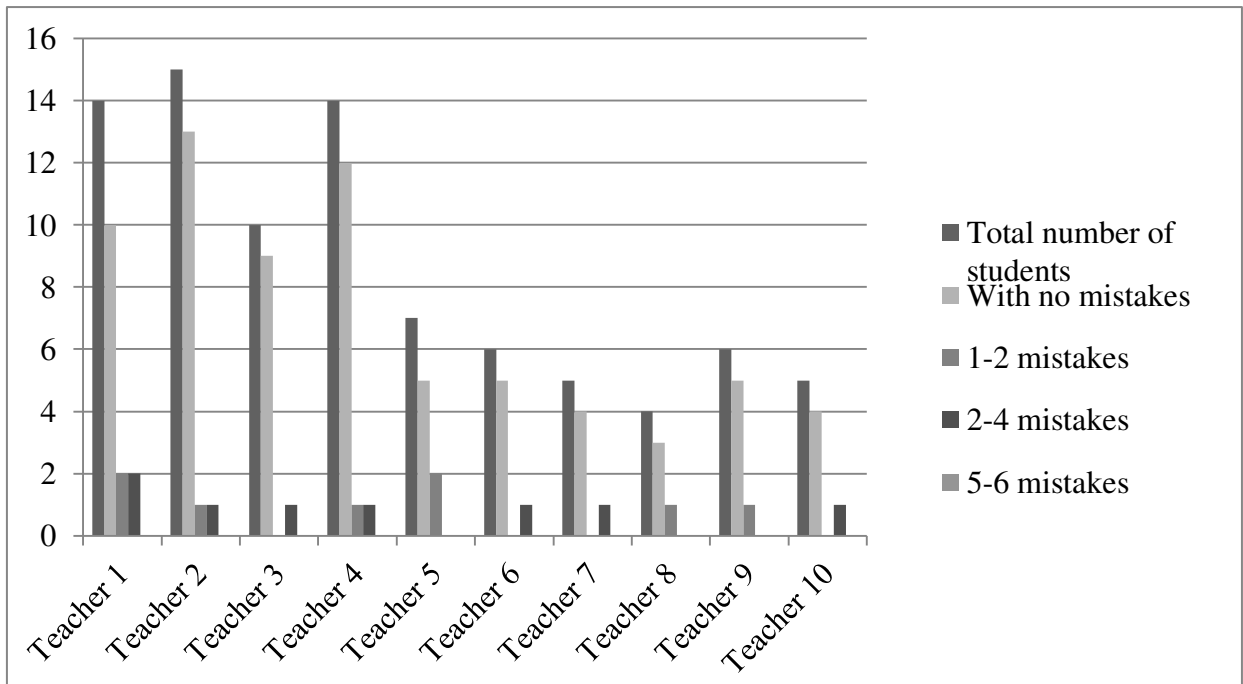


69 (80, 23%) students coped with the task without a mistake from the total number of students, 7 (8, 14%) students made 1-2 mistakes, 10 (11, 63%) students made 2-4 mistakes, and no one made 6-10 mistakes.

Task 4

In this task students should write the names of the items from the passage. There were 6 sentences. Each correct answer scores 1 point.

70 (81, 4%) students coped with the task without a mistake from the total number of students, 8 (9, 3%) students made 1-2 mistakes, 8 (9, 3%) students made 2-4 mistakes, and no one made 6-10 mistakes.

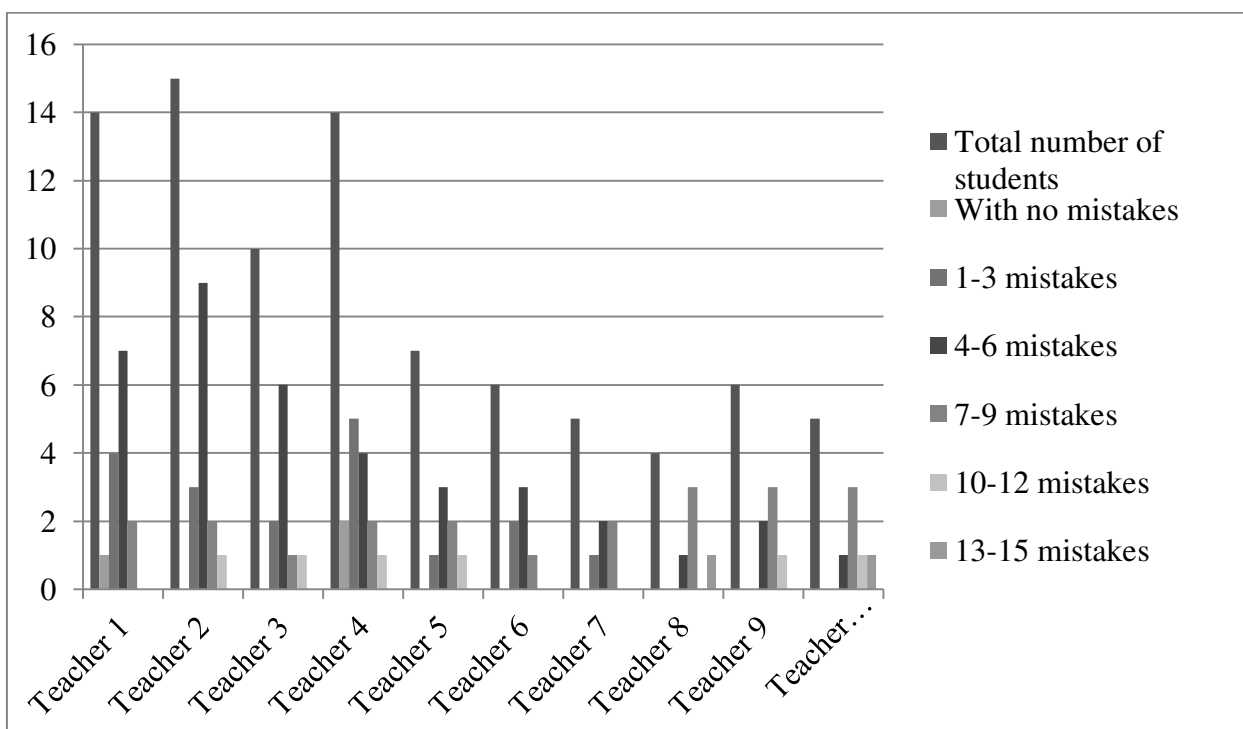


Use-of-English

Task 4

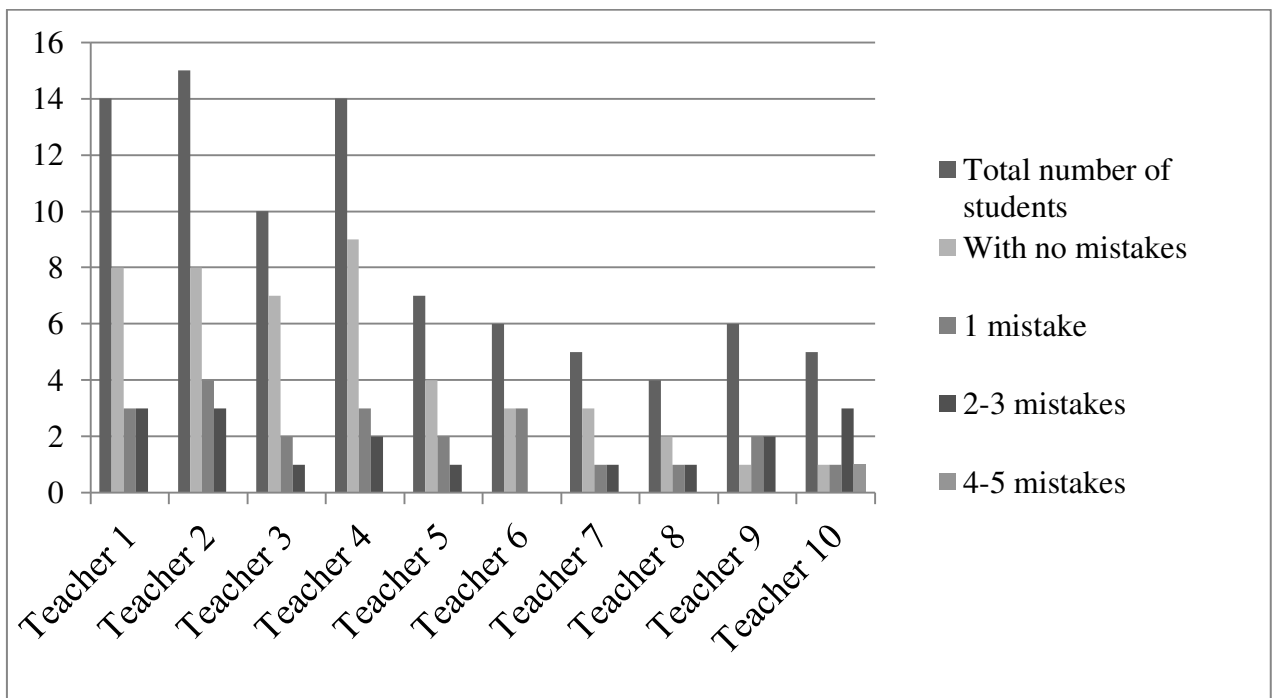
The task was to read the text and choose the correct answer for each gap. There were 15 gaps. Each correct answer scores 2 points.

Only 3 (3, 49 %) students coped with the task without a mistake from the total number of students, 18 (20, 93%) students made 1-3 mistakes, 38 (44, 19%) students made 4-6 mistakes, 21 (24, 42%) students made 7-9 mistakes, 6 (6, 98%) students made 10-12 mistakes, 2 (2, 33%) students made 13-15 mistakes.



Task 6

In the task students should choose one of the four sentences which is the closest in meaning to the topic sentence. There were 6 sentences. Each correct answer scores 1 point.



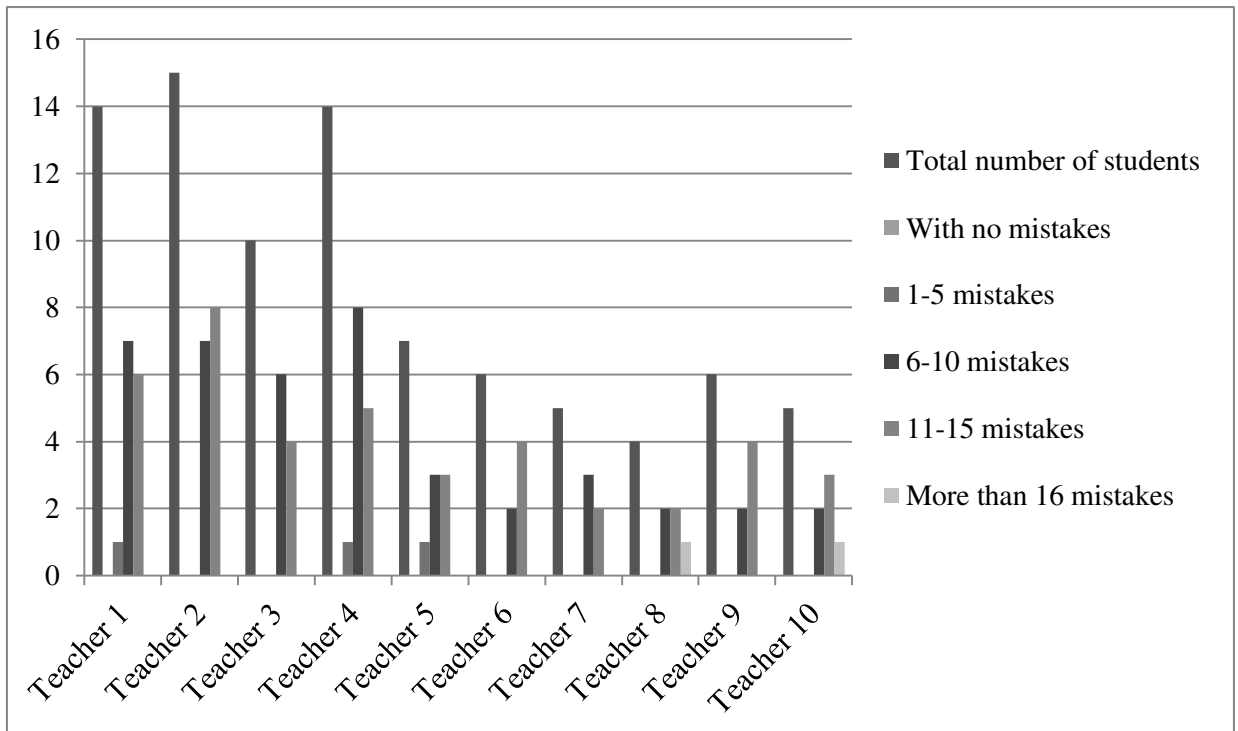
46 (53, 49%) students coped with the task without a mistake from the total number of students, 22 (25, 58%) students made 1 mistake, 17 (19, 77%) students made 2-3 mistakes, and 1 (1, 16%) student made 4-5 mistakes.

Writing

Task 7

The task was to write a letter of at least 100 words. The total score a student could get was 23 points.

3 (3, 49%) students made 1-5 mistakes, 42 (48, 86%) students made 6-10 mistakes, 41 (47, 67%) students made 11-15 mistakes, 2 students made more than 16 mistakes.



To sum up, in Part 3 we were given the results of the research carried out with English teachers and their school-leavers in primary schools. The research shows that teachers see and understand the reasons of students' gaps in grammar and vocabulary and try to do everything to help them to prepare for the External Independent Testing. In the same time students that took part in the investigation had shown good results and a desire to learn the language in the future

CONCLUSIONS

The study has explained the central importance of preparing school-leavers for the Use-of-English part of the External Independent Testing in English.

As any foreign language test EIT in English examines the ability to use accurate lexical and grammatical features in oral and written language. And the EIT itself is a decisive moment in the life of every graduate as the opportunity to enter the desired university depends on the results you have received after years of language learning.

The main aim of the study was achieved by interviewing high school teachers and testing their students. 10 teachers told about their experiences and strategies they use to train school-leavers. The main points of their advice are compiled in the table:

Teacher 1	get acquainted with the structure and the requirements of the test; make a study schedule and do not leave anything for the last minute; be patient and study hard;
Teacher 2	Learn as much as it is possible. Enrich your vocabulary! A common tip is to connect associative thinking to memorizing new words; try to relate one word or another to something familiar to you or similar to your native language. And, of course, the vocabulary should be taught thematically. First, for example, take the sphere of everyday communication and highlight the necessary lexical themes, and after studying them, proceed to another topic. Remember: learning individual lexical units does not guarantee you the correct use of them in speech, so it is imperative to learn words in the context.
Teacher 3	Before writing an essay or a letter, think about examples to confirm the thesis, structure the text. Avoid complex sentences, this will allow you not to make grammatical

	<p>mistakes. It will be better to use short but well-formulated sentences.</p>
Teacher 4	<p>There is an erroneous opinion that all the vocabulary in the test tasks of the EIT will be known. Unfortunately, it is untrue. Try to focus on the words that you understand, and the incomprehensibility of some of them may not be so important.</p>
Teacher 5	<p>There are some tasks where you have to find specific information, in such cases you should use the scanning technique, that is a quick preview of the text to seek for special information. When scanning you are looking for specific data, names, events, dates, sayings. The best assistants in scanning are the keywords and phrases that have already been mentioned</p>
Teacher 6	<p>Before you start writing your essay, read the task carefully to decide what kind of passage you are going to write. The work should be written in a style that meets the requirements of the task. Pay attention to the keywords that will help you understand which style to follow and what exactly to write.</p> <p>Consider all the arguments for and against before you start writing. Always support your arguments with an explanation or a proof.</p> <p>Do not use contractions, emotionally coloured words or strong personal expressions.</p> <p>Each paragraph must begin with a thesis, which summarises the topic of the entire paragraph.</p>

Teacher 7	<p>Know your weaknesses. Take a preliminary English test and find out which grammar topics you know the worst. So you will find what you really need to work on. Pick (or ask your teacher to pick up for you) exercises to eliminate the gaps in knowledge of these particular grammatical topics. Incidentally, this also applies to the vocabulary.</p>
Teacher 8	<p>Expand your vocabulary. For this you may have several sources: English Vocabulary in Use (Upper-Intermediate) and popular science magazines written by native speakers. Reading (constantly and everywhere) should become your inalienable habit during the time of preparation for the testing.</p> <p>Explore useful phrases. In English, there are many different cliches that are used to start a letter, to finish it, to move from one topic to another, to compare different factors, to tie sentences with one another, to express your point of view.</p>
Teacher 9	<p>Start learning from difficult, unclear topics, and leave easy ones for the end. If a complicated topic was postponed for later, it will hang in the air and not giving you rest. As a result, the quality of memorizing topics that are difficult to do is drastically reduced, if is not reduced at all.</p>
Teacher 10	<p>Remembering the material should be meaningful, not mechanical. Do not cram, it's long and complicated: it's worth stirring up, forgetting at least one word, as the text,</p>

	learned in this way, will be erased. Better twice read and retell it than five times read without a retelling. Set the logic sequence. Break the material into semantic parts and find key phrases in each.
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Based on the foregoing, we can state that the objectives put forward during the study have been fulfilled, the goal has been achieved.

In the future it would be interesting to continue this research and to expand the study material. As this topic includes much more information and further findings would be a great goal to achieve.

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SUMMARY

Як і будь-який мовний іспит Зовнішнє незалежне оцінювання з англійської мови оцінює здатність використання граматичних та лексичних структур як в усній, так і в письмовій формі. Навіть сам процес складання ЗНО став вирішальним моментом у житті кожного випускника, оскільки можливість вступити до омріяного ВНЗ залежить від результатів, які абітурієнт показує під час складання іспиту.

Новизна та важливість дослідження була показана тим, що до тепер було мало відомостей про стратегії та методи, які вчителі використовують при підготовці до ЗНО з англійської мови. Надалі було б цікаво продовжити дану тему і опитати більшу кількість респондентів.

Основна мета дослідження була досягнута шляхом проведення інтерв'ю з вчителями англійської мови у загальноосвітніх школах Закарпаття та тестуванням їх учнів. Десять вчителів розповіли про свій досвід та стратегії, які вони використовують для підготовки випускників шкіл. Отже, можна виділити такі загальні поради для тих, хто планує складати іспит:

- Плануйте свій час та навчання заздалегідь; ніколи не відкладайте на останню хвилину;
- Вчіться якомога більше! Збагачуйте свій словниковий запас!
Використовуйте асоціативне мислення для запам'ятовування нових слів та виразів.
- Вчіть слова за тематикою та обов'язково в контексті.
- Перед написанням есе або листа подумайте над прикладами та подальшими тезами, структуруйте ваш твір; уникайте складних речень, що допоможе вам уникнути помилок.
- Звертайте увагу на стиль, який вимагає умова завдання та ключові слова, які допоможуть при написанні.
- Використовуйте техніку вибіркового читання, оскільки чимало завдань зорієнтовані на знаходження та фокусування на певній інформації.
- Знайдіть свої слабкі місця. Заздалегідь пройдіть один з тестів попередніх років та перевірте себе таким чином. Приділіть увагу тим завданням, у яких у вас було найбільше помилок.

Appendix 1

Tapescript

A

It was Nicky's idea, but we all think it's going to be brilliant. As soon as the last exams have finished, we're going to decorate the main hall at school with paper streamers and Chinese lanterns and things. Steve had this idea of projecting photos of everyone onto a wall, like a slide show. And we've got Jo's brother, who's a professional DJ, coming along. Then there are three different bands lined up to play. Ours is the best, because we've been together longest and we've got a great bass player, (*coughs*) although I say so myself, so we're on last. It's going to be cool.

B

Every year there's a carnival in August in London. You've probably heard of it, the Notting Hill Carnival? So this year, me and my friends are going again. We went last year and we had such a fantastic time. It's all Afro-Caribbean, with people in amazing costumes and these brilliant steel bands. We don't go in costume, but we do dance a lot. It does get quite crowded, so you have to make sure you stick together. And you have to watch out for pick-pockets when there are so many people in the same place. But it's really good fun; it's like London becomes a different country. Even the police dance sometimes.

C

We're going to hire a boat for the day and take it up the river. It's my grandparents' golden wedding anniversary, so the whole family is getting together. I'm really looking forward to seeing my cousins again. I haven't seen them for ages. We've got this huge picnic planned, with loads of different types of sandwiches and salads and an enormous cake. My dad has borrowed an ancient gramophone player, you know, what they had before CD players, and some old records. So as we go up the river we're going to listen to music from the time my grandparents got married – the swinging sixties!

D

Two of my best friends have their birthday in the same week, so some of us have decided to have a surprise party for both of them. One of my friends, Sandra, has a big house, and her parents say we can use it. They're going away, luckily. It's at the end of October, so we're going to decorate the house with Halloween things, you know, spiders' webs and spooky things. We're going to make up an excuse to get the birthday girls to come round to the house – say we're going to help Sandra move some stuff, or something. Then, as soon as Sandra lets them in, we're going to turn the lights out and jump out at them! We just have to make sure nobody mentions anything on Facebook and gives away the surprise.

E

There's a Royal Wedding in June – one of our princes is getting married – so it's a public holiday. Lots of people are having parties in squares and parks and places, and the people in our street decided to have one too. Well, it's a good excuse to have a party, isn't it? We're all going to take out tables and chairs and put them together in the middle of the road. We're going to stop cars coming through, obviously. We're all going to bring different dishes and share them round. There are quite a lot of different nationalities living on our street – people from India, China and different African countries – so the food should be really interesting. It'll be good to get to know more of the neighbours too.

Appendix 2

Interview questions

1. How many years do you teach English as a FL?
2. How many years do you train the students for the External Independent Testing in English?
3. How do you help your students to prepare for the Use-of-English part of the External Independent Testing?
4. Describe briefly the methods you use for practising Reading, Listening, and Use-of-English parts of the External Independent Testing.
5. What are the main difficulties students face while preparing for the Use-of-English part?
6. In your opinion what is the best method to prepare for the External Independent Testing?

Appendix 3

Listening

Listen to the speakers and do the exercises.

Task 1. For questions (1-5) match the speaker with the celebration and write a – e next to the numbers 1 – 5. You will listen to the extracts twice.

Celebration

- | | | |
|---------|-----------|--------------------------------|
| 1 | speaker A | a. golden wedding anniversary |
| 2 | speaker B | b. Notting Hill Carnival |
| 3 | speaker C | c. end of term party at school |
| 4 | speaker D | d. Royal wedding |
| 5..... | speaker E | e. surprise birthday party |

Task 2. Complete the gaps with the speaker.

A (x2) B (x2) C (x2) D (x2) E (x2)

1. Speaker _____ will see people dressed in amazing costumes.
2. Speaker _____ is going to decorate the venue with Chinese lanterns and projections on the wall.
3. Speaker _____ is worried about someone on Facebook spoiling the surprise.
4. Speaker _____ is going to be careful of people stealing things.
5. Speaker _____ is going to listen to old-fashioned music played on an old-fashioned machine.
6. Speaker _____ is in one of the bands that are playing.
7. Speaker _____ is going to taste food from all over the world.
8. Speaker _____ is going to celebrate with the whole family.
9. Speaker _____ is organising a party for her two best friends.
10. Speaker _____ is going to make sure there is no traffic on her street.

Reading

Task 3. Read the texts and match the people with the best restaurant for them.

Food and restaurants

Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot new restaurants.

Last Days of the Raj

A centrally located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

A Taste of Tuscany

Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Your Local Caff

Remember when cafés served full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 1980s.

The Lemon Tree

This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

Cheesy Bites

A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Fast Best

Fast food doesn't have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.

The Chocolate Box

The owner of this small café used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do

desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

Musical Chairs

Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

- | | | |
|--------------------|----------------------|-------------------------|
| a. Your Local Caff | c. Fast Best | e. Last Days of the Raj |
| b. The Lemon Tree | d. The Chocolate Box | f. A Taste of Tuscany |

1. 'My girlfriend and I are vegetarian. Could you recommend a suitable restaurant for us?'
Tom, aged 18

2. 'My friend has a sweet tooth and I want to take her somewhere special this weekend.'
Lucy, aged 16

3. 'My mates and I all love spicy food. Can you recommend somewhere good for us to go tonight?' Dino, aged 21

4. 'I only get 30 minutes off for lunch and I'm in a hurry. Where can I get something quick to eat?' Melissa, aged 27

5. 'Breakfast is the most important meal of the day in my opinion. Do you know anywhere that serves a good brekkie?' Micky, aged 38

6. 'We love Italian food, especially pasta. Everyone loves Italian, don't they? Any good Italians near here?' Momo, aged 22

1.	3.	5.
2.	4.	6.

Task 4. Write the names of restaurants from the article

- a. Your Local Caff
- b. The Lemon Tree
- c. Fast Best
- d. The Chocolate Box
- e. Last Days of the Raj
- f. A Taste of Tuscany

- 1. Which restaurant(s) serve hot and spicy food?
- 2. Which restaurant(s) only have desserts and sweets?
- 3. In which restaurant(s) can you listen to some great music?
- 4. Which restaurant(s) are good for people who don't eat meat?
- 5. Which restaurant(s) employ staff trained in Europe?
- 6. Which restaurant(s) serve an all-day breakfast including sausages, bacon and eggs?

Use of English

Task 4. Read the text and choose the correct answer for each gap.

Many people have tried **1.....** smoking at some point in their lives, and these days many of us **2.....** to stop taking **3.....** substance which is not cigarettes, but which **4.....** be killing the same number of people **5.....** tobacco, or even more. I am talking about sugar.

When I went to the doctor five years ago, he told me that sugar **6.....** kill me one day if I didn't avoid **7.....** it. My only chance of long-term survival, said the doctor, was **8.....** all sugar from my diet. Before that day, I **9.....** to quit anything; **10.....**, I didn't think it would be too difficult. "I have achieved difficult things in my life, much more difficult than that," I thought. It wasn't true.

I didn't know how difficult it was to stop smoking, or drinking alcohol, because I **11.....** addicted to anything, but when I stopped eating sugar, I realised that sugar is a very powerful drug. I think it **12.....** easier if I had been addicted to nicotine, for example, instead of sugar. The first few weeks or months I **13.....** that I was eating chocolate or cakes, and then I woke up in the morning and my body was crying for sugar.

It's been 3 months now, and I **14.....** very, very little sugar in that time; only the added sugar that food manufacturers put in some of their processed products, like bread, tinned tomato, etc. I am very happy because I don't crave sweet things any more, and I feel **15.....** healthier and energetic than a few months ago.

1.	a. giving up	b. to give up	c. putting down	d. to put down
2.	a. had attempted	b. attempted	c. are attempting	d. attempt
3.	a. the other	b. others	c. other	d. another
4.	a. should	b. can	c. might	d. is able to
5.	a. so	b. than	c. that	d. as
6.	a. shall	b. would	c. will	d. was
7.	a. eat	b. to eating	c. to eat	d. eating
8.	a. putting out	b. cutting out	c. setting down	d. cutting down
9.	a. don't tried	b. was never trying	c. had never tried	d. have never tried
10.	a. although	b. however	c. so	d. even though
11.	a. was never	b. wasn't ever	c. had never been	d. was never been
12.	a. had been	b. would have been	c. must be	d. will be
13.	a. used to dream	b. was dreaming	c. used to dreaming	d. am dreaming
14.	a. ate	b. have been eating	c. have eaten	d. was ate
15.	a. many	b. very	c. much	d. little

Task 5. Choose the sentence (A, B, C or D) which is closest in meaning to the first one.

1. I'm seeing the Craigs this evening.

- a. Just now, in the evening, I'm looking at the Craigs.
- b. This evening I'll be watching a film called "The Craigs".
- c. I'm looking out of the window this evening and I can see the Craigs.
- d. I've arranged to meet the Craigs later today in the evening.

2. Don't mind Reg; he's just being silly.

- a. Pay no attention to Reg; it's in his nature to be silly.
- b. Don't worry! Reg has just stopped acting in a silly way.
- c. Pay no attention to Reg; he's acting in an uncharacteristically silly way.
- d. It's not worth trying to look after someone who is as silly as Reg.

3. It's easy to see that he's having the time of his life.

- a. You can easily understand that he's really enjoying himself just now.
- b. It's not hard to understand that his life is passing very quickly.
- c. Anyone can work out that the time he has is very important to him.
- d. It's very clear that he's in serious danger.

4. I'm thinking of moving to Canada.

- a. My memories of when I moved to Canada are coming back to me just now.
- b. I may go abroad to live in Canada.
- c. In my thoughts just now are the things someone said about their decision to live in Canada.
- d. I want to describe what it's like to move to Canada, so that's what I'm imagining.

5. The dog is smelling the runaway prisoner's shoe.

- a. The dog smells like someone's shoe.
- b. The dog is doing something to make the prisoner's shoe smelly.
- c. The dog has left its smell on the prisoner's shoe.
- d. The dog is learning from the prisoner's shoe what the prisoner smells like.

Writing

Task 6.

INTERTRAVEL

The International Travellers Club

Do you ever travel abroad? Would you like to meet more people and make more friends when you are in another country?

If so, join INTERTRAVEL! We have club rooms in over 100 European cities.

Send us brief personal details and you will receive full information and membership forms by return of post!

You decide to write for more information. Write a letter of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your letter in an appropriate way. The following points should be mentioned in your letter.

- Ask for more details (e.g. cost, registration)
- Give some information about yourself.
- Mention the reason for your letter
- Say why you would like to join the club

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