

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF
ECONOMICS**

APPROVED

Head of the Admissions Committee
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PROGRAM
for entrance examination
in foreign language
(English)
for foreign citizens
educational degree «MASTER»

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The entrance exam in a foreign language involves a comprehensive test of mastering the main aspects of the language system and the ability to apply the acquired knowledge practically. The objects of control are the lexical and grammatical aspects of foreign language communication and reading as a type of speech activity.

According to the regulations on magistracy, approved by the Ministry of Education and Science of Ukraine, the exam in a foreign language is based on the requirements of the level of proficiency in a foreign language B 2, the content of which corresponds to the provisions of the "Common European Recommendations for Language Education."

The content of tasks for quality control of the formation of foreign language communicative competence is unified by types and forms of implementation. It considers the peculiarities of a foreign language (English, German, French).

The object of control is reading as a communicative skill, as well as the **lexical and grammatical aspects** of foreign language communication through the **use of language**. Discrete lexical units and grammatical structures are not subject to control.

The content of the test tasks is presented on authentic samples of literary speech and corresponds to the areas and topics specified in the curriculum.

GENERAL CHARACTERISTICS OF THE COMPONENTS OF THE ENTRANCE EXAMINATION IN FOREIGN LANGUAGE

PART I READING

Tasks for determining the level of formation of foreign language competence in reading are guided by various strategies: understanding basic information (introductory reading), complete information (study reading), and searching for individual facts (selective reading).

Sources for selecting texts are authentic informational, reference, advertising, and newspaper and magazine materials (level B2).

The tests may contain visual information about the content that will help the candidate determine the purpose of the message. In more extensive authentic texts, which may be presented as fragments from brochures, magazine announcements, or web pages, questions aimed at finding individual facts should relate to information that candidates may encounter in real-life communication situations. The sequence of formulated questions corresponds to the logic of the appearance of this information in the text.

Texts for familiarization reading can contain up to 5% of unfamiliar words, and for study and selective reading – up to 3%, the meaning of which can be guessed from the context, word-formation elements, and accordance with the

native language (words-internationalism).

The total volume of text is 2100 words (level B2).

Requirements for practical proficiency in reading (B2)

1) understand the details, opinion, and attitude of the author in the text; determine the purpose and idea of the statement;

2) reproduce the coherence and sequence of logical connections in the text.

Types of texts:

1) understand articles from periodicals (personal letters, leaflets, informational both printed and electronic messages, etc.);

2) understand timetables (classes, train traffic, etc.);

3) understand the meaning of the information in advertising materials;

4) understand the menu and culinary recipes;

5) understand programs (television, radio, etc.);

6) understand information signs, signs;

7) understand the instructions on consumer goods; information on food packages.

Task forms:

1) for specifying multiple choices for each text (choosing one correct answer out of three);

2) with the provision of choice (correct/incorrect);

3) from multiple choice to text (choosing one correct answer out of four);

4) using multiple choice to fill in the gaps in the text (choosing one correct answer from the four proposed).

PART II LANGUAGE USE

Requirements for practical knowledge of lexical and grammatical material

The texts assess the formation of language skills and abilities and the quality of mastering lexical and grammatical material among candidates. The candidate has the necessary vocabulary and grammatical material, can analyze and compare information, select synonyms, and phrasal verbs, understands the meaning of words following the context, and understands the logical connections between parts of the text.

Types of texts:

Authentic texts (according to level B2 of the Common European Framework of Reference for Languages), small in volume. The volume of texts is 500-550 words (level B2).

Tasks are always related to communication situations according to current curricula. The texts use samples of written speech in a foreign language. The test consists of short texts and tasks for them.

Task forms:

1) Multiple choice tasks;

2) Filling in the gaps in the text.

TOPICS OF TEXTS FOR READING AND LANGUAGE USE

I. Personal sphere

Everyday life and its problems.

Family. Family relations.

The character of a person.

Daily routine.

Healthy lifestyle.

Friendship. Love.

Relationships with peers and in a team.

World of hobbies.

Leisure, rest.

Personal priorities.

Plans, choice of profession.

II. Public sphere

Environment.

Life in the country.

Travels, excursions.

Culture and art in Ukraine and the country which language is being studied.

Sport in Ukraine and the country which language is being studied.

Literature in Ukraine and the country which language is being studied.

Mass media.

Youth and the modern world.

Man and the environment.

Clothes.

Purchase.

Food.

Scientific and technological progress, outstanding scientists.

Ukraine in the world community.

Holidays, significant dates, and events in Ukraine and the country which language is being studied.

Traditions and customs in Ukraine and the country where language is being studied.

Prominent figures of history and culture in Ukraine and the country which language is being studied.

Outstanding historical and cultural heritage objects in Ukraine and the country which language is being studied.

Museums, exhibitions.

Cinema, television.

Duties and human rights.

International organizations, international movement.

III. Educational sphere

Education, training, upbringing.

Student life.

Favorite academic disciplines.

Ukraine's education system and the education system of the country which language is being studied.

Foreign languages in human life.

GRAMMAR INVENTORY (not subject to control):

Noun: proper and common, countable and uncountable, abstract, concrete, and objects.

Number category. Plural forms.

Case category. The possessive form of the genitive case.

Article: definite and indefinite. Use of the article.

Adjective: category of the degree of comparison.

Pronoun: types of pronouns.

Verb: the present tense. Formation and use of the present tense.

The primary tense forms of the past tense.

The primary tense forms of the future tense.

Passive voice: formation, meaning, and use.

Adverb: category of the degree of comparison.

Numeral: cardinal and ordinal numerals.

Preposition: types of prepositions.

Conjunction: types of conjunctions.

Sentence: Word order. Types of sentences.

Narrative, interrogative and imperative sentences.

Question types: general (yes/no), special, alternative, tag questions.

Affirmative and negative sentences.

Conditional clauses.

Direct and indirect speech.

Word formation.

LEXICAL MINIMUM (not subject to control):

The lexical minimum of the candidate is 2500 units under the topic of situational communication provided by the current curricula. These are commonly used words commonly used by native speakers in everyday communication situations.

The structure of the examination card

The entrance examination involves doing the test (with the total number of test tasks – **42**), which consists of two parts:

Part I, "Reading" (tasks **1-4**), contains **22 tasks** of different forms.

Part II, "Language use" (Task **5** and **Task 6**), includes **20** tasks.

The test consists of tasks of three forms:

1. Matching task (Task 1: No 1-5, Task 3: No 11-16).

The tasks suggest matching headings to texts/parts of texts from the above options, statements/situations to announcements/texts, Q&A, or Q&A.

2. Multiple choice task (Task 2: No 6-10).

The task consists of a basis and four answer options, of which only one is correct.

3. Filling in the gaps in the text (Task 4: No 17-22, Task 5: No 23-32, Task 6: No 33-42).

The tasks suggest supplementing paragraphs/sentences in the text with sentences/parts of sentences, phrases/words from the above options.

Written work is carried out within 60 minutes.

Recommended distribution of points in accordance with the scoring scheme for completing the test tasks in the examination card in foreign language:

1. Matching task is evaluated:

Task 1: No. 1-5 at **0** or 4 points a: **4** points – for correctly established compliance; **0** points if the correct match is not found, or more than one answer is indicated, or the answer to the task is not provided;

Task 3: No 11-16 in **0** or 5 points: **5** points s – for correctly established compliance; **0** points if the correct match is not found, more than one answer is indicated, or the answer to the task is not provided.

2. Multiple choice task is evaluated:

Task 2: No. 6-10 at **0** or 4 points a: **4** points if the answer is correct; **0** points if an incorrect answer is given, more than one answer is given, or no answer is given.

3. Filling in the gaps in the text is evaluated:

Task 4: Nos. 17–22 at **0** or 5 points: **5** points if the answer is correct; **0** points if an incorrect answer is given; more than one answer is given, or no answer is given.

Task 5: No. 23–32 at **0** or 5 points: **5** points if a correct answer is given; **0** points if an incorrect answer is given, or more than one answer is given, or no answer is given.

Task 6: No. 33–42 at **0** or 5 points: **5** points if a correct answer is given; **0** points if an incorrect answer is given, more than one answer is given, or no answer is given.

The maximum number of points that can be scored, provided that all test tasks are completed, is **200**

Recommended literature

1. English Vocabulary in Use. Pre-intermediate and Intermediate. – Cambridge : Cambridge University Press, 2008. – 263 p.
2. Enterprise 3. Course book / V. Evans, J. Dooley. – Express Publishing, 2007. – 200 p.
3. Enterprise 3. Workbook / V. Evans, J. Dooley. – Express Publishing, 2007. – 84 p.
4. Enterprise 3. Grammar / V. Evans, J. Dooley. – Express Publishing, 2007. – 160 p.
5. Enterprise 4. Course book / V. Evans, J. Dooley. – Express Publishing, 2007. – 200 p.
6. Enterprise 4. Workbook / V. Evans, J. Dooley. – Express Publishing, 2007. – 84 p.
7. Enterprise 4. Grammar / V. Evans, J. Dooley. – Express Publishing, 2007. – 160 p.
8. *Get 200!* Exam course for Ukraine Book 1 / Marta Rodsinska, Lynda Edwards, Malcolm Mann, Steven Taylore-Knowles. – Macmillan Education, 2016. – 145 p.
9. *Get 200!* Exam course for Ukraine Book 2 / Marta Rodsinska, Lynda Edwards, Malcolm Mann, Steven Taylore-Knowles. – Macmillan Education, 2016. – 174 p.
10. Misztal Marius Tests in English Thematic Vocabulary: Intermediate and Advanced Level. – Warszawa : Wydawnictwa Szkolne i Pedagogiczne, 2008. – 351 p.
11. New Headway: Intermediate. Student's book / Soars L. and Soars J. – Oxford : 2006 – 160 p.
12. New Headway : Intermediate. Workbook with key / Soars L. and Soars J. – Oxford : 2006 – 87 p.

Web resources

1. Macmillan Education. [Електронний ресурс]. – Режим доступу : <http://www.macmillanukraine.com/teachers/get-200/>
2. Освіта.уа. [Електронний ресурс]. – Режим доступу : <https://zno.osvita.ua/english/>
3. ЗНО Клуб Всеукраїнський портал до підготовки ЗНО. [Електронний ресурс]. – Режим доступу : <https://znoclub.com/angliyska-mova/882-leksichnij-minimum-dlya-zno-z-anglijs-koji-movi.html>
4. ЗНО. [Електронний ресурс]. – Режим доступу : <https://zno-books.com.ua/books/search/category/71>
5. Тести ЗНО онлайн. [Електронний ресурс]. – Режим доступу : <http://zno.co.ua/ua/zno-angliyska-mova.html>
6. Видавництво «Підручники та підручники». [Електронний ресурс]. –

Examination card sample

English Language

Task 1. Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

The Kind of Life

Fiona Bartlett is a talent scout for a film company. It is her job to find the right faces for the right film. She has spent the last month selecting the final cast for a new soap opera for teenagers.

1 _____ I studied Theatre Arts at university and had intended to end up working as a stage manager in a theatre. However, during one summer holiday I did some voluntary work with a children's theatre group and I met a number of casting agents – people whose job it is to look for children to take part in any new production. They do this by holding auditions – which are rather like interviews - where they can assess a child's acting ability.

2 _____ It was fascinating sitting in on the auditions. Children whom I thought were brilliant, who could sing and dance and had such confidence, were not always the ones who got the parts. The casting agents would explain that one of the things they were looking for was how photogenic the child would appear in front of the camera, so each audition is videoed and watched on a monitor at the same time as the child is performing live.

3 _____ Three people usually sat in on each audition and the director made the final decision. The schedule was always very tight and auditions were held in a different place each day for a period of up to two weeks at a time. So they were constantly on the move and might audition up to a hundred young hopefuls in one day. I spent two days accompanying children to these auditions, and it was that experience that attracted me to the profession.

4 _____ However, when I first left university I worked as a personal assistant to the Production Manager of a children's animation and cartoon company. It was my job to look after his diary, arrange meetings, book actors and musicians for recording sessions and so on and in that way I met hundreds of different people. Then one day I heard that a TV company was looking for a casting agent and I applied for and got the job.

5 _____ I was prepared for the hard work and the travel but one thing that I was completely unprepared for was the emotional strain of the job. You arrive at the hall where the auditions are being held to be greeted by hundreds of young people all desperate to be chosen. And sometimes, however good they are, they are simply not right for the part, so you end up disappointing the vast majority of these kids.

- A Initial career move
- B The purpose of an audition
- C The pressures in holding auditions

- D Determination is essential
- E Looking good on the screen
- F Choosing an alternative career
- G Chance of stardom in future
- H Turning down promising actors

Task 2. Read the text below. For questions (6–10) choose the correct answer (A, B, C or D).

Forget What You Know About Good Study Habits

BY BENEDICT CAREY

Every September, millions of parents try a kind of psychological witchcraft, to transform their summer-glazed campers into fall students, their video-bugs into bookworms. Advice is cheap and all too familiar: Clear a quiet work space. Stick to a homework schedule. Set goals. Set boundaries. Do not bribe (except in emergencies).

And check out the classroom. Does Junior's learning style match the new teacher's approach? Or the school's philosophy? *Maybe the child isn't "a good fit" for the school.*

Such theories have developed in part because of sketchy education research that doesn't offer clear guidance. Student traits and teaching styles surely interact; so do personalities and at-home rules. The trouble is, no one can predict how.

Yet there are effective approaches to learning, at least for those who are motivated. In recent years, cognitive scientists have shown that a few simple techniques can reliably improve what matters most: how much a student learns from studying.

The findings can help anyone, from a fourth grader doing long division to a retiree taking on a new language. But they directly contradict much of the common wisdom about good study habits, and they have not caught on.

For instance, instead of sticking to one study location, simply alternating the room where a person studies improves retention. So does studying distinct but related skills or concepts in one sitting, rather than focusing intensely on a single thing.

"We have known these principles for some time, and it's intriguing that schools don't pick *them* up, or that people don't learn them by trial and error," said Robert A. Bjork, a psychologist at the University of California, Los Angeles. "Instead, we walk around with all sorts of unexamined beliefs about what works that are mistaken."

6. the 1st paragraph the author advises parents NOT to _____.
 - A behave in a dishonest way in order to get an advantage
 - B offer a child something in return for studying
 - C deliberately tell a child something that is not true
 - D make a child feel guilty for something he/she has done
7. According to the text which of the following is the main problem parents face in September?
 - A Trying to educate children with little money
 - B Looking for ways to make children read more
 - C Choosing a suitable school for their children
 - D Turning their children's attention to studying
8. The author mentions all of the following EXCEPT _____.
 - A education research is fragmentary
 - B improving learning styles is quite easy

- C teachers often ignore research on good study habits
 D elderly people rarely benefit from new learning techniques
9. By saying “*Maybe the child isn’t a ‘good fit’ for the school*”, the author implies that _____.
- A the student isn’t talented enough to be accepted by the school
 B the child is not highly motivated to study as required by the school
 C the student’s learning style differs from the teaching approach at school
 D the child lacks the physical strength necessary for intensive studies at school
10. The word “*them*” in line 25 refers to _____.
- A principles
 B people
 C trial and error
 D schools

Task 3. Read the texts below. Match choices (A–H) to (11–16). There are two choices you do not need to use.

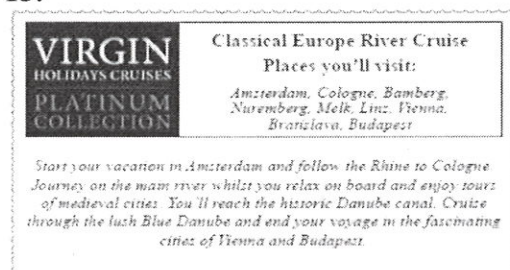
11.



12.



13.




14.

EXPERIENCE THE WORLD
EXPLORE!
WORLDWIDE ADVENTURES

Discover different ways of life through hiking, explore historical sites and everyday modern culture. Meet the local people and experience new customs and cuisines.

15.

THE MAGIC OF SOUTH AMERICA
 by PRIVATE JET FROM LONDON
 Includes The Falkland Islands



The Captain's Choice Tour has exclusively chartered an all Business Class Boeing 737 to move you away from London to experience the highlights and hidden treasures of South America

16.

Discover Glorious Europe by Glacier Express

Relax and enjoy one of our expertly planned fully escorted holidays to Europe

Our Tours Include:

- Return Eurostar from London St Pancras
- Expertly planned itineraries
- Many meals and excursions
- Carefully selected hotels
- Rail and coach travel
- Services of an experienced Tour Manager

The following advertisement offers _____.

- A tours perfectly suited for single travellers
- B a travel by a modern comfortable plane
- C you to participate in a treasure hunt
- D an opportunity to discover Europe by train
- E sightseeing tours round some ancient cities
- F you to plan your own city sightseeing tour
- G a chance to experience new places on foot
- H exciting cruises aboard a racing yacht

Task 4. Read the text below. Choose from (A–H) the one which best fits each space (17–22). There are two choices you do not need to use.

100 Years Old and Still Doing Her Bit for Others

100-year-old woman who is still an active volunteer at her local hospital has vowed to keep going.

Betty Lowe, (17) _____, was awarded the Member of the Order of the British Empire 12 years ago for her contribution to the Women's Royal Voluntary Service, a charity that provides a range of services for vulnerable people who might otherwise feel lonely.

She still helps out at her local WRVS shop at Hope Hospital, Salford, (18) _____ so that it can offer services from meals on wheels for elderly people to welfare centres for soldiers in the Army.

The active lady, (19) _____ and had to attend an open-air school, is also still involved with the Girl Guides, 89 years after she first joined.

Miss Lowe said: "I've been in the guides since I was 11. I was very interested in it and I used to go camping and walking. I was a bit of an outdoor girl when I was younger."

She progressed to being a guide leader, a role in which she introduced hundreds of teenage girls to the organisation, running annual camping trips, and is still a member of the Trefoil Guild, an organisation of more than 20,000 members (20) _____.

She said: "I've been involved with the WRVS for 34 years and I still do half a day a week."

She never married or had children, but her nephew Peter Lowe says (21) _____ and bakes dozens of cakes for relatives.

Mr. Lowe said: "She has a massive circle of friends and we all think she is marvellous. I think she loves being active. She doesn't like sitting around doing nothing."

Miss Lowe had a run of accidents before her birthday, spending a week in hospital after a fall at home and suffering whiplash in a car accident while being driven to her nephew's house. But (22) _____ and more than 100 friends and relatives turned up to congratulate her on her centenary.

She said: "I think it's very good to be 100. I've enjoyed all my life."

A which raises money for the charity

B she had a party to celebrate

C she always liked children very much

D who has spent her life volunteering

E who was considered a sickly child

F who is known for her delicious cakes

G who have been involved with the Guides or Scouts

H she spends lots of time with the family

Task 5. Read the text below. For questions (23-32) choose the correct answer (A, B, C or D).

Match Made It in Heaven

As I sat sipping a cup of tea at my sister Doris' house, my husband, Brian, (23) _____ my eye and flashed me a wide smile. Brian's eyes had lit up when he saw Michael, our nephew, playing with a pile of craft matchsticks, attempting to make a house.

"How about a (24) _____?" he said to Michael. "You make a house and I'll make a little boat". In a couple of hours the pair had cut, crafted and glued the matchsticks together and the task was complete. "I'm going to call the boat Hazel," Brian said proudly. That was when his (25) _____ really started.

We found a hobby shop that sold modelling matchsticks, and we soon became their best customers. "I'm going to get bags of them," Brian said. "I'll start a new project when I get home." He got to work on a larger boat, swiftly followed by an (26) _____ copy of a Second World War torpedo boat. Brian was never happier than when he was sat in front of the TV with his matchsticks and PVA glue. It was a great way to keep his mind (27) _____ as he'd retired from his refrigerator factory job years before with health problems, so I was pleased he'd found a hobby he loved.

Soon he decided to build a giant grandmother clock. The project was (28) _____ well; it just would have been nice to clear up my living room floor occasionally. Brian would make sections of the clock and then he'd (29) _____ it together. It took around seven years and 210,000 matchsticks to complete the grandmother clock. It now has pride of place in our living room, and chimes to the tune of Big Ben every 15 minutes.

As the pieces (30) _____ up, the space in our house disappeared. “We’re going to have to find new homes for some of your models,” I said to Brian one day. The loft was crammed full of pieces and I hadn’t seen the coffee table in years. He’d made a beautiful rocking horse, complete (31) _____ a saddle made from one of my old bags, which we gave to Brian’s sister. He’d also built a huge windmill that played *Tulips from Amsterdam*, which we (32) _____ to his aunt.

23	A detected	B held	C caught	D captured
24	A challenge	B strife	C rivalry	D wager
25	A entertainment	B amusement	C pastime	D diversion
26	A clear	B exact	C strict	D plain
27	A completed	B occupied	C charged	D filled
28	A developing	B making	C designing	D unrolling
29	A use	B cling	C fasten	D piece
30	A grew	B formed	C mounted	D ascended
31	A with	B in	C by	D of
32	A favoured	B conferred	C bestowed	D donated

Task 6 Read the texts below. For questions (33–42) choose the correct answer (A, B, C or D).

How Pigeons Really Get Home

Homing pigeons (33) _____ for their uncanny internal compass, yet a new study reveals that sometimes the birds get home the same way we do: They follow the roads. Tim Guilford and Dora Biro at (34) _____ Oxford University followed pigeons in Oxford over a three-year period, using tiny tracking devices equipped with global positioning system technology (35) _____ by Swiss and Italian colleagues.

What they discovered was surprising. Within ten kilometres of home, the pigeons relied less on their well-known talents for decoding the sun’s position or deciphering the Earth’s magnetic field (36) _____ them navigate. Instead they opted for a habitual route that followed linear features in the landscape, such as roads, rivers, railways, and hedge lines – even when it wasn’t the most direct way home. “It was almost comical,” says Guilford. “One pigeon followed a road to a roundabout, and then exited onto a major road that led to a second roundabout. Others flew down the River Thames, only to make a (37) _____ turn at a bridge.”

33	A were known	B known	C are known	D knowing
34	A England’s	B the England’s	C the England	D England
35	A developing	B is developed	C developed	D was developed
36	A helping	B to help	C helps	D helped
37	A distinct	B distinction	C distinctly	D distinctive

Why Does Red Mean Stop?

The 19th-century Scottish engineer Robert Stevenson, who was active in designing early lighthouses, (38) _____ for an alternative colour to white – most lighthouses had a white beacon – when he built a lighthouse near to one that already existed, because he was afraid ships (39) _____ be able to tell which was which.

Of the light sources and (40) _____ glasses available at the time, he found that red was a particularly intense light, meaning it (41) _____ from the greatest distance.

So in maritime signalling red became an alternative to white, and was later adopted by the Admiralty in 1852 (42) _____ the port-side on steam vessels. Green was adopted for the starboard-side, and vessels seeing the green light on other ships had the right of way.

38	A has looked	B looked	C looks	D looking
39	A haven't	B won't	C hadn't	D wouldn't
40	A colourful	B colours	C colourfully	D coloured
41	A could see	B being seen	C could be seen	D can see
42	A to mark	B marked	C mark	D was marked

Head of the attestation commission



Tetiana Pohorielova