

**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 the Entrance Examination
in a Foreign Language (English)
for Foreign Citizens
Educational Degree: **Master**

Kharkiv 2025

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 and the **lexical and grammatical aspects** of foreign language communication through language use. 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% unfamiliar words, and for study and selective reading—up to 3% - the meaning 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 for consumer goods and 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 analyse and compare information, select synonyms and phrasal verbs, understands the meaning of words following the context, and understands the logical connections between text parts.

Types of texts:

Authentic texts (according to level B2 of the Common European Framework of Reference for Languages) are 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 where language is being studied.
Sports in Ukraine and the country in which the language is being studied.
Literature in Ukraine and the country in 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 in which the 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 where the language is being studied.
Outstanding historical and cultural heritage objects in Ukraine and the country where 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 in 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 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 candidate's lexical minimum is 2500 units under the topic of situational communication provided by the current curricula. These are commonly used words by native speakers in everyday communication situations.

The structure of the examination card

The entrance exam includes a test (the total number of test tasks is **30**), which consists of two parts:

Part I, "Reading" (Tasks 1-2), contains **11** tasks of various forms.

Part II, "Language Use" (Tasks 3-4), contains **19** tasks.

The test consists of three forms:

1. Matching task (Task 1: No. 1–6.

In the tasks, it is suggested that you select headings for texts or parts of texts from the given options, statements/situations to ads/texts, questions to answers, or answers to questions.

2. Multiple choice tasks (Task 2: No 7–11).

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

3. Task to fill in the gaps in the text (Task 3: No 12–21, Task 4: No 22–30).

In the tasks, it is proposed to supplement paragraphs/sentences in the text with sentences/parts of sentences, phrases/words from the given options.

Written work is completed within 45 minutes.

The recommended distribution of points by the scheme of calculating points for completing the test tasks in the exam ticket in a foreign language:

1. The matching task is evaluated:

Task 1: No 1-6 in **0** or **6** points: **6** points – for correctly established matching; **0** points if no correct match is set, or more than one answer is given, or no answer to the task is provided;

2. The multiple-choice task is evaluated:

Task 2: No. 7–11 in **0** or **5** points: **5** points if the correct answer is given; **0** points if an incorrect answer is given, or more than one answer is given, or no answer is given to the task.

3. The task of filling in the gaps in the text is evaluated:

Task 3: No 12–21 in **0** or **10** points: **10** points if the correct answer is given; **0** points if an incorrect answer is given, or more than one answer is given, or no answer is given to the task.

Task 4: No. 22–30 in **0** or **9** points: **9** points if the correct answer is given; **0** points if an incorrect answer is provided, or more than one answer is given, or no answer is given to the task.

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

TABLE
to convert the test to a scale of 100-200

Test	Test
5-100	6-108
7-116	8-124
9-130	10-134
11-137	12-140
13-143	14-146
15-148	16-150
17-152	18-154
19-157	20-160
21-162	22-164
23-167	24-170
25-174	26-177
27-182	28-188
29-194	30-200

Recommended reading

Main resources

1. Bartosz Michalowsky, Mariana Petrechko, Sam Mckean, Kris Kirby. Focus on Exams.UA.B2. – Dinternal Education, Longman (Pearson Education), 2020. – 48pp.
2. E. Moutsou Use of English. For all exams. B2. 2009.
3. Evans V. Round-Up. 5: English grammar book / Virginia Evans. – Pearson, Longman, 2010. – 209 c.
4. Exam Support Англійська мова. Тестові завдання у форматі ЗНО (ДПА) Доценко, Євчук: Абетка, 2018
5. *Get 200!* Exam course for Ukraine Book 1 / Marta Rodsinska, Lynda Edwards, Malcolm Mann, Steven Taylore-Knowles. – Macmillan Education, 2016. – 145 p.
6. *Get 200!* Exam course for Ukraine Book 2 / Marta Rodsinska, Lynda Edwards, Malcolm Mann, Steven Taylore-Knowles. – Macmillan Education, 2016. – 174 p.
7. Grammar and Vocabulary for Cambridge First. Luke Prodromou/Second edition. Pearson Education Limited. 2012. 319 pp.

8. Longman Dictionary of Contemporary English (With CD-ROM Pack) /Summers D. – Pearson, Longman, 2015.

Web resources

1. Macmillan Education. [Електронний ресурс]. – Режим доступу : <http://www.macmillanukraine.com/teachers/get-200/>
2. Освіта.ua. [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-anglijskoji-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]. – Режим доступу : <https://pp-books.com.ua/multimediinii-dodatok-do-posibnika-angliyska-mova-kompleksna-pidgotovka-do-zno-2019>

Examination card sample

Task 1. Read the texts below. Match choices (A – H) to (1 – 6). There are two choices you do not need to use.

Unusual Libraries

1. Biblioburro

It would be fun to check a mobile library in rural Colombia. *Biblioburro* is being operated by Luis Soriano, a primary school teacher, during his spare time. Witnessing kids, wearing a genuine smile each time he visits their villages in rural Colombia, would surely warm anybody's heart. Using two donkeys, Alfa and Beto, to carry loads of books, Soriano spends four hours on each trip just to reach those remote places.

2. Epos

In Norway, many small communities that live on islands in the fjords are virtually isolated from the world in winter. These communities are too small to each have their own library, so, when the inhabitants of the Hordaland County were offered a book boat in 1959, *Epos* was born. Nowadays, the boat travels to 250 small hamlets across Norway, bringing books, culture and entertainment to the people.

3. Albena Beach Library

Nothing says "summer vacation" like the sun, sea, sand, and a good storybook, which is exactly why Herman Kompernas decided to build a library right on the beach. The library is quite extensive: it offers holiday goers who visit the Bulgarian Black Sea resort of Albena

over 2,500 books in ten different languages. Guests can borrow the books at no cost, as long as they also leave their own (finished) holiday reads behind for others.

4. The Boston Athenaeum

Built in 1807, *the Boston Athenaeum* is among the oldest and most distinguished independent libraries and cultural institutions in the United States. It has one of the unique library names. It added an art gallery in 1827, began running yearly exhibitions of American and European art, and by the mid-1800s found itself not only at the centre of Boston's culture scene but also one of the largest libraries in the US. It hosts exhibition programmes and even concerts.

5. Reading Club 2000

Reading Club 2000 started when Hernando "Nanie" Guanlao thought of a way to honour and preserve the memory of his parents who inculcated in him the love for reading. He gathered his old textbooks and set them outside his Manila residence to test if the community would be interested to borrow and read them. They were. 12 years later Nanie's library grew to contain 2,500 books. As an additional service, he also runs a "book bike" service, where he delivers books to poor areas in Manila.

6. Sandro Penna Library

That is not an alien ship you are staring at. It is not a pink bubble gum candy designed by hello kitty, either! That is a house of books providing library services for the people of Perugia, Italy. The public library is named after the poet Sandro Penna. It features rose-coloured glass walls designed to let sunlight in during daytime, and at night, it creates a rare glow. The architect who designed it, Italo Rota, made the three-story disc to exude an appearance of an alien flying saucer.

Which library _____?

A contains the founder's book collection

B is named after its designer

C bears some similarity to a UFO

D is transported by a vessel

E encourages sharing books

F is delivered by animals

G holds annual exhibitions in winter

H offers live performances

Task 2. Read the text below. For questions (7 – 11) choose the correct answer (A, B, C or D).

A Brief History of Pearls

Many thousands of years ago, long before written history, human beings probably discovered

the first pearl while searching the seashore for food. Throughout history, the pearl, with its warm inner glow and shimmering, has been one of the most highly prized and desired gems. Countless references to the pearl can be found in the religions and mythology of cultures from the earliest times. Legend has it that the ancient Egyptian Queen Cleopatra dissolved a single pearl in a glass of wine and drank it, simply to prove to Mark Antony, the Roman General visiting her palace, that she could swallow the wealth of an entire nation in just one meal.

In ancient Rome, pearls were considered a symbol of wealth and social standing. The Greeks valued the pearl for both its extraordinary beauty and association with love and marriage. During the Dark Ages, while ladies from wealthy families adored delicate pearl necklaces, gallant knights often wore pearls into battle. They believed the magic of these glossy gems would keep them unharmed. The Renaissance saw the royal courts of Europe full of pearls. Because pearls were so highly regarded, a number of European countries actually passed laws forbidding anyone but the nobility to decorate themselves with pearls.

During the European expansion into the New World, the discovery of pearls in Central American waters added to the wealth of Europe. Unfortunately, wish for the sea-grown gems resulted in the reduction of virtually all the American pearl oyster populations by the 17th century. Until the early 1900s, natural pearls were accessible only to the rich and famous. In 1916, famed French jeweller Jacques Cartier bought his landmark store on New York's famous Fifth Avenue by trading two pearl necklaces for the valuable property. But today, with the development of pearl cultivating industry, pearls are available and affordable to all.

7 What is mentioned about pearls in PARAGRAPH 1?

- A Pearls were used as currency in the earliest times.
- B Seamen caught tons of shells to find prized gems.
- C The value of a pearl could equal a country's wealth.
- D Pearls were used as ingredients in cooking seafood.

8 Why did Cleopatra drink a glass of wine with a pearl dissolved in it?

- A to boost her immunity
- B to preserve her beauty
- C to become famous
- D to impress her guest

9 Why did medieval warriors bring pearls to battlefields?

- A to prevent their defeat
- B to raise their fighting spirit

- C to show their military rank
- D to protect themselves from wounds

10 How did Renaissance aristocrats ensure that pearls could be worn only by them?

- A They set legal limits on wearing pearls.
- B They offered commoners man-made pearls.
- C They stopped selling family pearls.
- D They charged very high prices for pearls.

11 Which statement is TRUE, according to PARAGRAPH 3?

- A Jacques Cartier became famous due to his pearl necklaces.
- B Pearls stopped being a status symbol in the 20th century.
- C Pearl oyster hunting made American population richer.
- D Europeans introduced pearl fashion into Central America

Task 3. Read the text below. For questions (12 – 21) choose the correct answer (A, B, C or D).

Lady Tarzan

A girl from India knows how to speak to elephants, a skill that comes in (12) _____ more often than you would think. Here is a language you never got the (13) _____ to learn in school!

Several years ago, a herd of 11 elephants from nearby forests entered a residential area in the city of Rourkela. Before the wild animals could (14) _____ chaos on the town and its residents, authorities got hold of teenage girl Nirmala Toppo, because (15) _____, she seems to have the (16) _____ to communicate with elephants.

Nirmala rushed from her village to a football field in the city where the elephants were temporarily being held.

“First I pray and then talk to the herd,” the teen told the BBC. “They understand what I say. I (17) _____ them this is not your home. You should return where you belong.”

The elephants started walking with her. In fact, she walked with them for miles, speaking to them the whole way as she (18) _____ them back to the forest.

Elephants in the area’s nearby forests frequently invade villages and towns, destroying homes and hurting people. The more their (19) _____ is encroached by humans for activities like mining and cutting down trees, the more likely they are to wander out of the forest.

Nirmala, who is (20) _____ as “Lady Tarzan”, speaks to the animals in her local tribal dialect of Mundaari. She explains that because tribal people and the elephants (among other wild animals) have cohabited in the same area for ages, the elephants understand their language.

Not only does this story show a brave young girl using her skills to help both humans and animals, it (21) _____ that it is possible for two very different species to share a bond and communicate with each other.

12 A clean B easy C clever D handy

13 A variation B option C selection D alteration

14 A cause B do C result D lead

15 A intentionally B deliberately C unbelievably D uncertainly

16 A possibility B chance C ability D case

17 A speak B tell C say D talk

18 A guided B moved C fetched D drew

19 A position B system C place D habitat

20 A said B named C called D known

21 A supports B proves C persuades D convinces

Task 4 Read the texts below. For questions (22 – 30) choose the correct answer (A, B, C or D).

Brainy Octopuses

In (22) _____, the US Air Force sponsored scientists to study the way octopuses (23) _____ their brains. Some octopuses in laboratories seem to play with objects as if they were toys – a sure sign of intelligence. Others could pick up (24) _____ skills like opening jars. Perhaps the most striking thing about octopuses (25) _____ their ability to change their colour and body pattern. They do this to camouflage (26) _____ and also to communicate with others. They can completely change their appearance in less than a second – a striped octopus can suddenly become spotted.

22 A the 1950th B 1950th C the 1950s D 1950s

23 A to use B use C using D have used

24 A complicate B complication C complicating D complicated

25 A is B are C were D has been

26 A them B themselves C theirs D their

An Exciting Trip

Being from a small town, I had (27) _____ been exposed to a large city such as New

York, so my trip there was like (28) _____ an entirely new way of life. In the morning of the flight I felt excited as we arrived at the airport and made our way to the gate. I watched through the window the airport with the runway (29) _____ smaller as the plane gained altitude. I felt thrilled as I realised that I would soon be in one of (30) _____ cities of the United States.

27 A ever B just C yet D never

28 A to discover B discover C discovering D being discovered

29 A become B to become C had become D were becoming

30 A most amazing B the most amazing C more amazing D the more amazing

Head of the attestation commission



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