

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

APPROVED

Head of the admission committee
Simon Kuznets Kharkiv national
university of Economics



**PROGRAM OF THE ENTRANCE EXAM
in a foreign language (English)**

educational degree "BACHELOR"

for foreigners and people without residence

**Kharkiv
2026**

The entrance exam in a foreign language involves a comprehensive assessment of the acquisition of the basic aspects of the language system and the practical application of acquired knowledge. The objects of control are the lexical and grammatical aspects of foreign language communication, as well as reading as a form of speech activity.

According to the provisions on the educational degree of “BACHELOR” approved by the Ministry of Education and Science of Ukraine, the foreign language exam is based on the requirements of level B1 of proficiency in a foreign language, which corresponds to the provisions of the "Common European Framework of Reference for Languages".

The content of tasks for assessing the quality of foreign language communicative competence is standardized by types and forms of performance and takes into account the peculiarities of the foreign language (English).

The objects of control are **reading** as 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 objects of control.

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

GENERAL CHARACTERISTICS OF THE COMPONENTS OF THE ENTRANCE TEST IN A FOREIGN LANGUAGE

PART I READING

Tasks for assessing the level of foreign language reading proficiency are based on various strategies: understanding the main information (skimming), complete information (scanning), and finding specific facts (selective reading).

Authentic informational, reference, advertising, and newspaper-journalistic materials serve as sources for selecting texts (level B1).

Tests may contain visual information related to the content that will help the candidate determine the purpose of the message. In larger authentic texts, which may be presented as fragments from brochures, magazine announcements, or information from web pages, questions aimed at finding specific facts should relate to information that candidates may encounter in real communication situations. The sequence of formulated questions corresponds to the logic of the appearance of this information in the text. Texts for skimming may contain up to 5% unfamiliar words, while for scanning and selective reading, they may contain up to 3% unfamiliar words, the

meanings of which can be guessed from the context, word-formation elements, and similarity to the native language (internationalisms).

The total volume of texts is 1600 words (level B1).

Requirements for practical proficiency in reading skills (Level B1)

In the texts, the candidate's level of understanding of the text is evaluated, as well as their ability to identify key information, summarize the content of what they have read, draw conclusions, and express their own opinion about the information obtained.

The candidate is able to:

- 1) read (with complete understanding) texts constructed from familiar language material;
- 2) identify general and detailed information from texts used in everyday communication;
- 3) extract detailed information about people, facts, events, and more;
- 4) differentiate between primary and secondary information;
- 5) distinguish between factual information and impressions;
- 6) perceive the authors' viewpoints on specific and abstract topics;
- 7) work with texts of different genres;
- 8) review a text or series of texts in order to find the necessary information to complete a specific task;
- 9) determine the structure of the text and recognize the logical connections between its parts;
- 10) determine the meaning of unfamiliar words based on guesswork, illustrations, similarities with their native language, or explanations in the comments.

Forms of tasks:

- 1) multiple-tasks for each text (choosing one correct answer out of three);
- 2) task of alternative choice (correct/incorrect);
- 3) multiple-choice tasks for a text (choosing one correct answer out of four);
- 4) multiple-choice tasks to fill in the blanks in the text (choosing one correct answer out of four provided).

PART II LANGUAGE USAGE

Requirements for practical mastery of vocabulary and grammar

The candidates' language skills and proficiency in lexical and grammatical material are evaluated in the texts. The candidate possesses the necessary vocabulary and grammatical knowledge, can analyse and compare information, choose synonyms and phrasal verbs, understand the meaning of words in context, and comprehend the logical connections between parts of the text.

Types of texts:

Authentic texts (corresponding to level B1 of the Common European Framework of Reference for Languages), small in volume. The volume of texts is 400-450 words (level B1).

Tasks are always related to communication situations in accordance with current educational programs. Examples of written foreign language speech are used in the texts. The test consists of short texts and tasks related to them.

Types of tasks:

- 1) with a choice of one correct answer;
- 2) to fill in the gaps in the text.

**APPROXIMATE LANGUAGE INVENTORY – VOCABULARY
Level B1**

I. Personal sphere

Everyday life and its problems.

Family. Family relationships.

Character of a person.

Daily routine.

Healthy lifestyle.

Friendship. Love.

Relationships with peers, in a group.

World of hobbies.

Leisure, relaxation.

Personal priorities.

Plans for the future, career choice.

II. Public sphere

Environment.

Life in the country whose language is being studied.

Travel, excursions.

Culture and art in the country whose language is being studied.

Sports in the country whose language is being studied.

Literature in the country whose language is being studied.

Mass media.

Youth and a modern world.

Human and environment.

Clothes.

Shopping.

Food.

Scientific and technical progress, outstanding figures of science.

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

Traditions and customs in the country whose language is being studied.

Outstanding figures of history and culture in the country whose language is being studied.

Significant objects of historical and cultural heritage in the country whose language is being studied.

Museums, exhibitions.

Cinema, television.

Human rights and duties.

International organizations, international movement.

III. Educational sphere

Education, learning, upbringing.

Student life.

Favourite academic disciplines.

Education system in the country whose language is being studied.

Foreign languages in a person's life.

LANGUAGE INVENTORY - GRAMMAR (not subject to control):

Level B1

Adjective: comparative and superlative forms of regular and irregular adjectives; structures with as ... as, so ... as rather, almost, quite; adjectives formed with suffixes/prefixes (overview); compound adjectives present/past participles as adjectives.

Adverb: frequency and movement; place (here/there); chronological sequence (first, next, etc.); time markers for past, present and future (yesterday, tomorrow, today, now); Present Perfect + yet/already manner (slowly, well, etc.); comparative and superlative forms; just, ever for time basic quantifiers (a lot, a little, very, too, rather, etc.); common linking words for chronological sequence; advanced adverbials of time: beforehand, afterwards.

Clause: 'have' in the present tense; 'be' in the present tense; agreement between nouns and verb 'be' wh-questions; yes/no questions; pro-clause with so, not (I think so. I hope hot.); when for linking two clauses; who, which, that in relative clause; to/in order to + verb; if + Present Simple defining vs. non-defining; relative clauses; relative pronouns; first, second and third conditional; reported speech with temporal shift; reported statements, commands, requests, yes/no questions, wh-questions; reporting verbs + that + complement clause.

Conjunction: 'and' to link nouns and noun phrases; basic 'but' to link clauses and sentences; basic connectors 'but/and/or'; 'because' for causes and reasons; basic connectors (but, because); so and then for results and consequences; neither ... nor, either ... or; if, when, as soon as, till, until, etc.+ present simple with future reference.

Determiner: 'this is' for an introduction; 'a/an' with single countable nouns; 'a/an' with jobs possessive adjectives 'my, your, his, her, its, our, their'; 'how' questions for time, measurement, size and quantity; 'this'/'these' and 'that'/'those' as determiners; 'the' for specific examples and back reference; 'the' for uniqueness, public buildings, geographical names, other proper names; 'some' and 'any' in

questions and negative statements; these and those as determiners relating to people or objects; basic quantifiers: some, any, no, a lot of/lots of, much, many (with countable and uncountable nouns); zero quantifier with plural countable nouns and uncountable nouns; 'enough' and 'too' for sufficiency and insufficiency a little, much for quantities with mass (uncountable) nouns overview of all quantifiers with countable/uncountable nouns; enough and too for sufficiency and insufficiency; a little, much for quantities with mass (uncountable) nouns; overview of all quantifiers with countable/uncountable nouns.

Modality: 'can' for ability; 'would like to' + infinitive; should/shouldn't for advice or suggestions; mustn't for prohibition; may I/we..? for formal and polite requests and permission; have to for present and near future obligation; had to for past obligation; may, must, can/could, would/wouldn't (like) for intention and desire; must/mustn't, need/needn't for (absence of) obligation; should/shouldn't for advice or suggestions; be allowed to for permission; will, might, shall, should, let, could for various purposes; modals + passive 'may/might' for likelihood; ought to for giving advice; use(d) to/would + infinitive for past routines and habits.

Noun: regular nouns - singular and plural; irregular nouns – plural; 's' for possession; regular/irregular nouns – plural possession; proper and common nouns.

Phrase: 'be' + adjective (size, colour, emotional state); 'be' + adjective; 'it' + 'be'; verbs taking 'to' + infinitive; verbs taking verb + ing.

Preposition: basic prepositions of place and movement; basic prepositions of place and direction; basic prepositions of time (in, on, at, from... to..., by, during); 'of' for a part or aspect 'with/without' for (lack of) possession and attribution; with; by + agent; prepositions in time phrases (before, after, for, since); prepositions in time phrases, e.g. 'during', 'for', 'since', 'throughout', 'till', 'until', 'as soon as', 'if', 'when', 'by'.

Pronoun: personal pronouns 'I, you, he, she, it, we, they'; wh-questions; object personal pronoun; object pronouns (me, him, her) as indirect objects; possessive pronouns as complement: mine, yours, his, hers, ours, theirs; reflexive pronouns for emphasis (myself, ourselves, etc.); reflexive pronouns as object/complement; indefinite compound pronouns some / any + thing / one / where / body; negative pronouns.

Verb: Imperatives; negative imperatives; 'have got' in the present tense; there is(n't)/are(n't); tag responses (short answers to present simple yes/no questions); was/were with complement; verb + ing; to + verb; question tags (positive/negative, all tenses); prepositional vs. phrasal verbs (separable/inseparable); Present Simple for opinions, likes and dislikes; Present Simple for daily routines, facts and states; Present Continuous for time of speaking; Present Continuous, Future Simple for plans and intentions future with be going to; Future Continuous; regular/irregular Past Simple for finished actions; Present Perfect with present reference; Present Perfect for personal experiences in the past; Past Simple vs. Past Continuous; Past Perfect; Past Perfect Continuous; active and passive (all tenses).

LEXICAL MINIMUM (not subject to control):

The candidate's lexical minimum consists of 2500 units, according to the topics of situational communication provided by current educational programs. These are commonly used words that native speakers typically use in everyday communication situations.

EXAM STRUCTURE

The entrance exam involves completing a test (total number of test tasks - **32**), which consists of two parts:

Part I "Reading" (**Tasks 1-3**) contains **15** tasks of different forms.

Part II "Language Use" (**Task 4-6**) contains **17** tasks.

About 60 minutes are allotted for the tasks.

The test consists of three types of tasks:

1. Matching tasks (Task 1: № 1-5, Task 3: № 11-15).

In the tasks, you are offered to match headlines to texts/parts of texts from the given options; statements/situations to announcements/texts; questions to answers or answers to questions.

2. Multiple-choice tasks (Task 2: № 6-10). The task consists of a stem and four answer choices, only one of which is correct.

3. Fill-in-the-blank tasks (Task 4: № 16-20, Task 5: № 21-25, Task 6: № 26-32).

In the tasks, you are offered to complete paragraphs/sentences in the text with sentences/parts of sentences, word combinations/words from the given options.

Recommended scoring distribution according to the scheme for scoring test tasks in the foreign language exam:

1. Matching tasks are scored as follows:

Task 1: № 1–5 is worth **0** or **1** point: **1** point for a correct answer; **0** points for an incorrect answer, multiple responses, or no response at all.

Task 3: № 11–15 is worth **0** or **1** point: **1** point for a correct answer; **0** points for an incorrect answer, multiple responses, or no response at all.

2. Multiple-choice tasks are scored as follows:

Task 2: № 6–10 is worth **0** or **1** point: **1** point for a correct answer; **0** points for an incorrect answer, multiple responses, or no response at all.

2. Fill-in-the-blank tasks are scored as follows:

Task 4: № 16–20 is worth **0** or **1** point: **1** point for a correct answer; **0** points for an incorrect answer, multiple responses, or no response at all.

Task 5: № 21–25 is worth **0** or **1** points each. **1** point will be awarded for a correct answer, while **0** points will be awarded for an incorrect answer, multiple answers, or failure to provide an answer.

Task 6: № 25–32 is worth **0** or **1** points each. **1** point will be awarded for a correct answer, while **0** points will be awarded for an incorrect answer, multiple answers, or failure to provide an answer.

The number of points that can be obtained is from **0** to **32**. According to the test score conversation table, the result of each part will be converted into a rating on a scale of 100-200 points.

TABLE

to convert the test scores in English language test to a scale of 100-200.

Test score	Score on the scale 100-200	Test score	Score on the scale 100-200
5	100	19	151
6	109	20	152
7	118	21	153
8	125	22	155
9	131	23	157
10	134	24	159
11	137	25	162
12	140	26	166
13	143	27	169
14	145	28	173
15	147	29	179
16	148	30	185
17	149	31	191
18	150	32	200

Recommended Books

1. English Vocabulary in Use. Pre-intermediate and Intermediate. – Cambridge: Cambridge University Press, 2018. – 263 p.
2. Enterprise 3. Course book / V. Evans, J. Dooley. – Express Publishing, 2017. – 200 p.
3. Enterprise 3. Workbook / V. Evans, J. Dooley. – Express Publishing, 2017. – 84 p.
4. Enterprise 3. Grammar / V. Evans, J. Dooley. – Express Publishing, 2017. – 160 p.
5. Enterprise 4. Course book / V. Evans, J. Dooley. – Express Publishing, 2017. – 200 p.
6. Enterprise 4. Workbook / V. Evans, J. Dooley. – Express Publishing, 2017. – 84 p.
7. Enterprise 4. Grammar / V. Evans, J. Dooley. – Express Publishing, 2017. – 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 Szkolnej Pedagogicznej, 2018. – 351 p.

11. New Headway: Intermediate. Student's book / Soars L. and Soars J. – Oxford : 2016 – 160 p.

12. New Headway: Intermediate. Workbook with key / Soars L. and Soars J. – Oxford: 2016 – 87 p.

Internet resources

1. Macmillan Education. [Electronic resource]. – Access Mode : <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. Тести ЗНО он-лайн. [Електронний ресурс]. – Режим доступу : <http://zno.co.ua/ua/zno-angliyska-mova.html>

SAMPLES OF EXAMINATION TASKS

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

Body Language

1 _____

Shaking hands is a polite gesture indicating friendship and acceptance. At one time, however, meeting with a stranger aroused suspicion and fear. To prevent each other from suddenly attacking, strangers joined right hands as a pledge of non-aggression, thus demonstrating that neither party was about to use a weapon. Handshaking is now the activity practised by both men and women not only to greet one another, but to seal a contract as well.

2 _____

The American “OK” sign, the joining of the thumb and forefinger in a circle, indicates that all is well or perfect. The “OK” sign acquired its modern connotation from the ancient world, wherein the circle itself was one of the oldest and most common symbols for perfection. The verbal expression “OK” is native to the United States and was formed in support of the letter “O” indicating that something was as perfect as a circle.

3 _____

When not used in hitchhiking, the thumbs-up gesture in American culture typically indicates “I like that”, while the thumbs-down gesture indicates your negative feelings towards something. The gesture has been linked to the time of the Roman arena, where the emperor supposedly ordered life or death for a gladiator by turning thumbs up or thumbs down.

4 _____

Crossing one's fingers serves as protection from bad luck or from the penalties associated with lying. Thus, when people wish for good luck, they cross their fingers, and when they wish not to be held accountable for a lie, they cross their fingers and hide their arms behind their backs to not let on that they are lying.

5 _____

By sticking out their tongues, people react to situations that may be unpleasant for them. Such displays indicate laughing or rejection. For example, children often stick out their tongues to tease each other. Or, they may also stick out their tongues in reaction to activities requiring close concentration; hence, the tongue-showing of children focused on their homework.

- A Cover bad breath
- B Show that you are wrong
- C Show that everything is fine
- D Indicate approval or disapproval
- E Making fun or just being focused
- F Indicating a feeling of helplessness
- G Guard against negative consequences
- H Demonstrate your peaceful intentions

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 book worms. 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 text below. Choose from (A–H) the one which best fits each space (11–15). 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, (11) _____, 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, (12) _____ so that it can offer services from meals on wheels for elderly people to welfare centres for soldiers in the Army.

The active lady, (13) _____ 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 (14) _____.

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 (15) _____ 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 she had a party to celebrate 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 always liked children very much
- C who has spent her life volunteering
- D who was considered a sickly child
- E who is known for her delicious cakes
- F who have been involved with the Guides or Scouts
- G she spends lots of time with the family

Task 4. Read the text below. For questions (16-20) choose the correct answer (A, B, C or D).

Match Made It in Heaven (part 1)

As I sat sipping a cup of tea at my sister Doris' house, my husband, Brian, (16) _____ 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 (17) _____?" 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 (18) _____ 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 (19) _____ 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 (20) _____ 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.

16	A detected	B held	C caught	D captured
17	A challenge	B strife	C rivalry	D wager
18	A entertainment	B amusement	C pastime	D diversion
19	A clear	B exact	C strict	D plain
20	A completed	B occupied	C charged	D filled

Task 5. Read the text below. For questions (21-25) choose the correct answer (A, B, C or D).

Match Made It in Heaven (part 2)

Soon he decided to build a giant grandmother clock. The project was (21) _____ 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 (22) _____ 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 (23) _____ 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 (24) _____ 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 (25) _____ to his aunt.

21	A developing	B making	C designing	D unrolling
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22	A use	B cling	C fasten	D piece
23	A grew	B formed	C mounted	D ascended
24	A with	B in	C by	D of
25	A favoured	B conferred	C bestowed	D donated

Task 6. Read the texts below. For questions (26–32) choose the correct answer (A, B, C or D).

How Pigeons Really Get Home

Homing pigeons (26) _____ 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 (27) _____ Oxford University followed pigeons in Oxford over a three-year period, using tiny tracking devices equipped with global positioning system technology (28) _____ by Swiss and Italian colleagues.

What they discovered (29) _____. 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 (30) _____ 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 (31) _____ 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 (32) _____ turn at a bridge.”

26	A were known	B known	C are known	D knowing
27	A England's	B the England's	C the England	D England
28	A developing	B is developed	C developed	D was developed
29	A is surprising	B was surprising	C to surprise	D surprising
30	A helping	B to help	C helps	D helped
31	A wasn't	B weren't	C won't	D isn't
32	A distinct	B distinction	C distinctly	D distinctive

Head of the certification commission

Larysa SAVYTSKA

Онлайн сервіс створення та перевірки кваліфікованого та удосконаленого електронного підпису

ПРОТОКОЛ
створення та перевірки кваліфікованого та удосконаленого електронного підпису

Дата та час: 16:47:06 10.04.2026

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Розмір файлу з підписом: 114.7 КБ

Назва файлу без підпису: ПРОГРАМА вступного іспиту з іноземної мови_English_бакалавр_26.doc
Розмір файлу без підпису: 111.5 КБ

Результат перевірки підпису: Підпис створено та перевірено успішно. Цілісність даних підтверджено

Підписувач: САВИЦЬКА ЛАРИСА ВОЛОДИМИРІВНА

П.І.Б.: САВИЦЬКА ЛАРИСА ВОЛОДИМИРІВНА

Країна: Україна

РНОКПП: 2853210062

Організація (установа): ФІЗИЧНА ОСОБА

Час підпису (підтверджено кваліфікованою позначкою часу для даних від Надавача): 17:45:22
10.04.2026

Сертифікат виданий: КНЕДП АЦСК АТ КБ "ПРИВАТБАНК"

Серійний номер: 5E984D526F82F38F0400000038736501B9827607

Тип носія особистого ключа: Незахищений

Алгоритм підпису: ДСТУ 4145

Тип підпису: Удосконалений

Тип контейнера: Підпис та дані в одному файлі (CADES enveloped)

Формат підпису: Базовий (CADES-BES)

Сертифікат: Кваліфікований

Версія від: 2026.02.19 13:00