

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SUMY NATIONAL AGRARIAN UNIVERSITY

Department of Foreign Languages

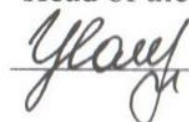
Chairman of the Admissions Committee  
of Sumy NAU  
Rector  
Academician of NAAS of Ukraine



" 31 " March 2021

**PROGRAM**  
OF ENTRANCE EXAM WITH FOREIGNERS  
ENTERING THE "BACHELOR" DEGREE OF HIGHER EDUCATION  
ON THE BASIS OF COMPLETE SECONDARY EDUCATION  
(THE ENGLISH LANGUAGE)

Head of the Subject Commission



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Program of entrance exam in **the English language** with foreigners entering the “Bachelor” degree of higher education on the basis of complete secondary education.

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The Program was approved by the Academic Council of the Faculty of Biology and Technology “\_\_\_\_\_” \_\_\_\_\_ 2021 (Minutes No. \_\_\_\_\_)

Chairman of the Academic Council of the Faculty  
of Biology and Technology

## CONTENT

Introduction.

General characteristics of the components of the test.

- Areas of communication and topics of texts for reading and language using.
- Grammar inventory.

Evaluation criteria.

Recommended Books

Sample of entrance tasks.

Recommended Books

## PROGRAM

of entrance exam in **the English language** with foreigners entering the “Bachelor” degree of higher education on the basis of complete secondary education

## I. INTRODUCTION

The Program is developed considering the Common European Framework of Reference for Languages (CEFR) (level B1-B2). The content of tasks for quality control of the formation of foreign language communicative competence is unified by types and forms of tasks. The Program takes into account the peculiarities of the English language.

The objects of assessment are speech competence in **reading**, as well as language **lexical and grammatical competences**. The content of test tasks is based on authentic samples of literary speech adopted in English-speaking countries, under the areas of communication and topics of texts defined by this Program.

### PARTICIPANTS OF THE ENTRANCE EXAM

The entrance exam in a foreign language is attended by persons who wish to enter the study for a bachelor's degree on the basis of complete secondary education (hereinafter – candidates).

### PURPOSE OF THE ENTRANCE EXAM

Determine the learning outcomes of candidates in the English language on a scale of 200 points based on the number of points they scored for the tasks of the subject test in English.

## II. GENERAL CHARACTERISTICS OF THE COMPONENTS OF THE TEST

### Part I. READING

**The aim** is to identify the level of candidates' skills to read and understand authentic texts for a certain time.

Tasks to determine the level of foreign language competence in reading are focused on different strategies: with an understanding of general information (skim reading), complete information (reading for detailed comprehension), and the search for specific information (scanning reading).

Authentic texts from printed periodicals, online publications, reference and advertising booklets, fiction are used to create test tasks.

Texts for skim reading can contain up to 5% of unfamiliar words, and for comprehension and scanning reading – up to 3%, the meaning of which can be guessed from the context by word-forming elements and consonance with the native language (words-internationalism).

The total volume of texts is up to 2,500 words.

Subject tests assess the ability of candidates to understand the read text, highlight key information, summarize the content of what is read, draw conclusions based on what is read.

The candidate is able to:

- read the text and determine its purpose, idea;
- read (with comprehensive understanding) texts based on familiar language material;
- read and extract the necessary details from texts of different types and genres;
- differentiate between basic facts and secondary information;
- distinguish between factual information and impressions;
- understand the views of the authors of the texts;
- work with texts of different genres;
- scan a text or a series of texts to find the necessary information to perform a particular task;
- determine the structure of the text and recognize the logical connections between its parts;
- establish the meaning of unfamiliar words based on a guess, similarity with the native language, explanations in the comment.

## **Part II. USE OF LANGUAGE**

**The aim** is to identify the level of formation of speech and language grammatical and lexical competencies of candidates.

**The candidate is able to:**

- analyze and compare information;
- use lexical units and grammatical structures correctly;
- establish logical connections between parts of the text.

The lexical minimum of the applicant is 2,500 units under the areas of communication and topics of the texts defined by this Program.

## **AREAS OF COMMUNICATION AND TOPICS OF TEXTS FOR READING AND LANGUAGE USING**

## **I. Personal sphere**

- Everyday life and its problems.
- Family. Family relations.
- Human character.
- Apartment.
- Daily routine.
- Healthy lifestyle.
- Friendship, love.
- Relationships with peers, in the team.
- The world of hobbies.
- Leisure, recreation.
- Personal priorities.
- Plans for the future, choosing a profession.

## **II. Public sphere**

- Weather. Nature. Environment.
- Life in English-speaking countries.
- Travel, excursions.
- Culture and art in Ukraine and English-speaking countries.
- Sports in Ukraine and English-speaking countries.
- Literature in Ukraine and English-speaking countries.
- Mass media.
- Youth and the modern world.
- Man and the environment.
- Clothing.
- Shopping.
- Food and meals.
- Scientific and technological progress, outstanding scientists.
- Ukraine in the world community.
- Holidays, anniversaries, events in Ukraine and English-speaking countries
- Traditions and customs in Ukraine and English-speaking countries.
- Outstanding personalities of history and culture of Ukraine and English-speaking countries
- Significant objects of the historical and cultural heritage of Ukraine and English-speaking countries.
- Museums, exhibitions.
- Painting, music.
- Cinema, television, theater.
- Responsibilities and human rights.

- International organizations, international movement.

### **III. Educational sphere**

- Education, training, upbringing.
- Student life.
- The education system in Ukraine and English-speaking countries.
- Work and profession.
- Foreign languages in human life.

### **GRAMMAR INVENTORY**

1. The structure of the sentence in English. Declarative, interrogative, negative sentences. Types of interrogative sentences.
2. The verb. Auxiliary, linking and main (notional) verbs.
3. The mood (the indicative, the subjunctive and the imperative). The use of tenses.
4. The active voice and the passive voice. The use of the passive voice. The sequence of tenses.
5. Non-finite forms of the verbs. The participle: forms, functions and use. The infinitive: forms, functions and use. The gerund: forms, functions and use.
6. Modal verbs and their equivalents.
7. The subjunctive mood. Emphatic constructions.
8. The functions of the verbs: to be, to do, will, should, would. Functions of verbs ending in -ing, -ed.
9. The noun. The formation of the plural. The possessive case.
10. The article.
11. The pronoun (general information). Personal, possessive and demonstrative pronouns. Indefinite pronouns some, any and negative pronoun no. Quantitative pronouns many, much, few, little. The indefinite-personal pronoun one. Three functions of one. And reflexive/emphatic pronouns.
12. The adjective. The adverb. Degrees of comparison.
13. The numeral. Cardinal and ordinal numerals. Fractions. Reading formulas, chronological dates. Identifying times.
14. Preposition. Kinds of prepositions.
15. Conjunction. Kinds of conjunctions.
16. Sentence. Simple sentences. Composite sentences. Impersonal sentences. Conditional sentences (0, I, II, III types).
17. Word formation.

## EVALUATION CRITERIA

of performance of tasks of the entrance exam  
in the English language with foreigners entering the “bachelor” degree of higher  
education on the basis of complete secondary education

The developed tasks of the entrance exam in English with foreigners provide for checking the formation of foreign-language communicative competence of students who enter the bachelor’s program and are offered to entrants in the form of lexical and grammatical texts.

### **The scale of evaluation of written speech (0 - 200)**

#### **Scale for evaluating the results of task № 1 (0-40)**

The number of questions in this task is 5, the number of points is 40, i.e. the value of the correct answer to each question is 8 points;

#### **Scale for evaluating the results of task № 2 (0-40)**

The number of questions in this task is 5, the number of points is 40, i.e. the value of the correct answer to each question is 8 points.

#### **Scale for evaluating the results of task № 3 (0-120)**

The number of questions in this task is 15, the number of points is 120, i.e. the value of the correct answer to each question is 8 points.

The final results of the entrance bachelor’s exam are determined using the assessment system used in SNAU, with their mandatory transfer to the national scale of academic performance in the following order:

### **Rating scale: SNAU and national (from 0 to 200 points)**

<b>The number of correct answers</b>	<b>Rating scale SNAU</b>	<b>Rating national scale</b>
23-25	184-200	Excellent (5)
19-22	152-176	Good (4)
13-18	104-144	Satisfactory (3)
0-12	0-96	Unsatisfactory (2)

Samples of English texts are attached.



## Sample of entrance tasks

### I. Reading Comprehension Test.

This text is followed by 5 multiple-choice questions. For each task choose the best possible answer from A, B, C or D and circle the letter of your choice.

#### THE CLIMATE OF THE UK

The climate in the UK is generally mild and temperate due to the influence of the Gulf Stream. The southwestern winds carry the warmth and moisture into Britain.

The weather is so changeable that the English often say that they have no climate but only weather. As the weather changes with the wind, and Britain is visited by winds from different parts of the world, the most characteristic feature of Britain's weather is its variability.

Rainfall is more or less even throughout the year. In the mountains there is heavier rainfall than in the plains of the south and east. The driest period is from March to June and the wettest months are from October to January. It seldom snows heavily in winter, frost is rare. January and February are usually the coldest months, July and August are the warmest. Still the wind may bring winter cold in spring or summer days. Sometimes it brings whirlwinds or hurricanes. Droughts are rare.

So we may say that the British climate has three main features: it is mild, humid and changeable. That means that it is never too hot or too cold. Winters are extremely mild. Snow may come but it melts quickly. In winter the cold is a humid cold, not dry.

This humid and mild climate is good for plants. Trees and flowers begin to blossom early in spring.

#### 1. How can you in general describe the climate of the UK?

a) snowy   b) warmth and moisture   c) cold and severe   d) mild and temperate

#### 2. What causes the weather's variability?

a) the sun and stars   b) the Gulf Stream and winds   c) rainfall   d) hurricanes

#### 3. What is good for plants in Britain's climate?

a) It's mild and humid   b) whirlwinds and hurricanes   c) frost and winds   d) changeability and variability

#### 4. What is the most characteristic feature of Britain's weather?

a) variability   b) stability   c) durability   d) sustainability

#### 5. How often does it rain in Britain?

a) Rainfall is more or less even throughout the year   b) from March to June   c) from October to January   d) in winter

### II. Read the text and find the right answer (a,b,c or d)

A fact that draws our attention is that, according to his position in life, an extravagant man is either admired or loathed. A successful business man does nothing to increase his popularity by being prudent with his money. A person who is wealthy is expected to lead a luxurious life and to be lavish with his hospitality. If he is not so, he is considered mean, and his reputation in business may even suffer in consequence. The paradox remains that he had not been careful with his money in the first place; he would never have achieved his present wealth. Among the low income group, a different set of values exists. The young clerk, who makes his wife a present of a new dress when he has not paid his house rent, is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills. The ideal wife for such a man separates her housekeeping money into joyless little piles – so much for rent, for food, for the children’s shoes, she is able to face the milkman with equanimity every, month satisfied with her economizing ways, and never knows the guilt of buying something she can’t really afford. As for myself, I fall neither of these categories. If I have money to spare I can be extravagant, but when, as is usually the case, I am hard up and then I am the meanest man imaginable.

**1. Which of the following would be the most appropriate title for the passage:**

- A. Being extravagant is always condemnable.
- B. The cause of poverty is extravagance.
- C. Extravagance is a part of the rich as well as of the poor.
- D. Stingy habits of the poor.

**2. According to the passage the person, who is a successful businessman and wealthy**

- A. Is expected to have lavish lifestyle.
- B. Should not bother about popularity.
- C. Is more popular if he appears to be wasting away his time.
- D. Must be extravagant before achieving success.

**3. The phrase ‘lavish with his hospitality’ in the third sentence of the first paragraph means**

- A. Thoughtful in spending only on guests and strangers.
- B. Unconcerned in treating his friends and relatives.
- C. Stinginess in dealing with his relatives.
- D. Extravagance in entertaining guest.

**4. The word ‘paradox’ in the last sentence of the first paragraph means**

- A. Statement based on the popular opinion
- B. a statement that seems self-contradictory but in reality expresses a possible truth.
- C. Statement based on facts
- D. A word that brings out the hidden meaning

**5. What is the meaning of the word “equanimity”?**

- A. Calmness
- B. Discomposure
- C. Equivocal
- D. Dubious

**III. Read and complete the sentences below. For each of the empty space choose the correct answer (A, B, C, D) and circle the letter of your choice.**

**1. These ... are very kind.**

- a) man                      b) men                      c) mens                      d) mans

**2. Ann is ... wife.**

- a) John's                      b) John is                      c) John's is                      d) John

**3. We don't need ... eggs. Just half a dozen.**

- a) a little                      b) many                      c) much                      d) a few

**4. There ... a lot of books on the shelf.**

- a) am                      b) be                      c) is                      d) are

**5. The man ... when somebody knocked at the door.**

- a) was reading                      b) read                      c) has read                      d) reads

**6. She ... traveled to most parts of the world.**

- a) have                      b) is                      c) has                      d) will

**7. The telegram ... at five o'clock yesterday.**

- a) was send                      b) is send                      c) was sent                      d) will be sent

**8. What ... you do if you won lots of money?**

- a) will                      b) won't                      c) would                      d) wouldn't

**9. If you were a good girl, I ... buy you some chocolate.**

- a) will                      b) won't                      c) would                      d) wouldn't

**10. They ... have missed the last bus if they had hurried.**

- a) shan't                      b) won't                      c) shouldn't                      d) wouldn't

**11. Hello, what ... your name?**

- a) is                      b) are                      c) am                      d) be

**12. No one can find Nick ... .**

- a) somewhere                      b) anywhere                      c) nowhere                      d) everywhere

**13. “What is ...?” - “She is a bank manager.”**

- a) his job                      b) she job                      c) he job                      d) her job

**14. You are ... me.**

- a) older                      b) oldest                      c) older than                      d) older then

**15. She ... a uniform.**

- a) wear                      b) to wear                      c) wearing                      d) wear

## **Recommended Books**

1. Clare A., Wilson J. Speakout. Pre-Intermediate Student's Book + DVD. 2<sup>nd</sup> edition. Pearson Education Limited, 2015.
2. Clare A., Wilson J., Williams D. Speakout. Pre-Intermediate Workbook with Key. 2<sup>nd</sup> edition. Pearson Education Limited, 2015.
3. Dooley Jenny, Virginia Evans. Grammarway 3. Newbury: Express Publishing, 2012.
4. Dooley Jenny, Virginia Evans. Grammarway 4. Newbury: Express Publishing, 2012.
5. Murphy, Raymond. Grammar in Use Intermediate. 3<sup>rd</sup> edition. Cambridge University Press, 2014.
6. Murphy, Raymond. English Grammar in Use Supplementary Exercises 3<sup>rd</sup> edition. Cambridge University Press, 2012.
7. Hewings M. Advanced Grammar in Use. 3<sup>rd</sup> edition. Cambridge: Cambridge University Press, 2013.
8. McCarthy M., O'Dell F. English Vocabulary in Use Upper-intermediate. 4<sup>th</sup> edition. Cambridge: Cambridge University Press, 2017.
9. Murphy R. English Grammar in Use. 5<sup>th</sup> edition. Cambridge: Cambridge University Press, 2019.