

**МІНІСТЕРСТВО КУЛЬТУРИ ТА ІНФОРМАЦІЙНОЇ ПОЛІТИКИ УКРАЇНИ
ХАРКІВСЬКА ДЕРЖАВНА АКАДЕМІЯ КУЛЬТУРИ
ЦЕНТР МІЖНАРОДНОЇ ОСВІТИ І СПІВРОБІТНИЦТВА**

ЗАТВЕРДЖУЮ

Голова приймальної комісії ХДАК

_____ **Василь ШЕЙКО**

**ПРОГРАМА
ВСТУПНОГО ІСПИТУ ДЛЯ ІНОЗЕМЦІВ
З МОВИ НАВЧАННЯ (АНГЛІЙСЬКА МОВА)
ДЛЯ АБІТУРІЄНТІВ З ЧИСЛА ІНОЗЕМЦІВ ТА ОСІБ БЕЗ
ГРОМАДЯНСТВА, ЯКІ ВСТУПАЮТЬ ДО ХДАК
ДЛЯ ЗДОБУТТЯ СТУПЕНЯ БАКАЛАВРА**

INTRODUCTION

The program is designed for foreign citizens who have a desire to obtain a bachelor's degree in Ukraine and speak the language of instruction (English) at the level of "independent user" (according to the classification of European guidelines for language education).

The entrance exam in English (hereinafter - the entrance exam) for foreign and stateless entrants determines the level of English language proficiency and tests communicative competence, vocabulary and grammar structures that meet level B1/B2 according to the standards of the European guidelines for language education.

1. The purpose and objectives of the entrance exam

The aim of the entrance exam is to determine the level of training of entrants from among foreign citizens and stateless persons (hereinafter - entrants) in English language in order to ensure quality training of specialists from among foreigners and stateless persons. During the entrance exam, entrants must demonstrate the appropriate level of language, speaking and socio-cultural competencies.

Linguistic competence presupposes knowledge of phonetic, orthoepic, lexical, orthographic, grammatical and stylistic norms of English language.

Conversational competence includes the entrant's ability to perceive and reproduce information in English language.

Socio-cultural competence involves the applicant's knowledge of geography, culturology, background knowledge, etc., as well as the ability to use this knowledge in different language situations in the process of communicating with the representatives of other cultures.

2. Requirements for skills and abilities

Speech activity consists of receptive and productive skills.

The communicative speech competence of the candidate is manifested via various types of speech activities, namely: perception, production, interaction or mediation (including oral or written). Each of these activities can be connected with the texts, either orally, in writing, or in both forms.

Receptive skills include *reading and listening*.

Productive skills include *writing and speaking*.

LISTENING COMPREHENSION

The entrance exam involves assessment of the ability to perceive monologue and dialogic speech; ability to fully and accurately determine the topic of the expressions for listening comprehension, to understand the main idea of the author, major information and location of semantic parts. The presentation time of the proposed fragments is up to 2 minutes.

The entrant must demonstrate understanding of the main content of:

- statements on the topics within the everyday and professional sphere (at work, in class, at leisure, etc.);
- heard announcements, radio or television programs, interviews on the topics concerning current affairs or topics covering personal or professional interests;

The entrant must demonstrate the ability to identify:

- specific information contained in the statement with a clear structure;
- main and accompanying information, major content and specific details in each part of the message.

READING

The entrance exam involves assessment of reading skills; ability to fully, accurately and deeply understand basic information of the text, determine the topic of the text, the order of presenting information in the text, interpret conclusions and assessments of the author, draw conclusions and be able to express own attitude to the information an entrant has read.

Types of texts:

- signs in public places;
- inscriptions and announcements on a certain topic;
- short original texts and announcements related to private, public, professional and educational spheres of life;
- short newspaper and magazine articles describing events; press interviews;
- advertising texts;
- menus and recipes;
- traffic schedule;
- instructions for household appliances;
- a form with personal data, for example, for registration in the library, for membership in the club or section;
- certificate;
- postcards, short private letters;
- e-mails, messages;
- brochures, posters.

WRITING

Written speech determines the level of reproductive and productive skills based on the information of the read text, the ability to make a plan of the read text; ability to record the received information in writing. The exam assesses the ability to write personal letters using the formulas of conversational etiquette; to write about certain facts and events of the life, to express own thoughts and feelings, to describe plans for the future.

Tasks for written speech are formulated in the form of speech situations, the content of which clearly defines the purpose and object of communication.

The length of a written statement is at least 100 words. Written texts created by the entrant must contain at least 10 sentences.

SPEAKING

The entrance exam involves creation of own oral statement regarding the proposed communicative situation. The entrance test assesses the filling and communicative content, effectiveness and completeness of the situation, adequacy of the information provided, the correct use of lexical units and grammatical constructions, the appropriateness and accuracy of their use in oral speech.

The entrant must tell about some facts and events of his life, describe plans for the future; express own opinion and feelings, personal attitude to certain facts or events; formulate critical assessment of the facts; involve elements of in their speech.

1. The nature of the language material

GRAMMAR

Noun. The general meaning of the noun. Proper and common names. Concrete and abstract meanings of nouns. Number category. Plural forms. Case category: basic values of cases. Possessive form of the genitive case.

Article. Definite, indefinite, zero articles. Use of the article.

Adjective. Degrees of comparison.

Numerals. Ordinal and cardinal numerals. Fractional numerals.

Pronouns. Types of pronouns. Personal pronouns. Possessive pronouns. Reverse pronouns. Interrogative pronouns. Indicative pronouns. Indefinite pronouns. Negative pronouns. Pronouns *some, any, no; much, many; little, few; both; either, neither*.

Verb. The verbs *to be, to have*. Simple Tenses. Continuous Tenses. Perfect Tenses. Active vs Passive Voice. Modal verbs.

Adverb. Degrees of comparison.

Prepositions. Types of prepositions.

Conjunction. Types of conjunctions.

Syntax. The word order. Types of sentences: affirmative, interrogative, negative.

Types of questions: general (*yes/no*); special, alternative, “tag”-questions. Conditionals.

Direct-indirect speech.

Word formation.

Lexical minimum

The lexical minimum must be at least 2,500 words and phrases, which corresponds to the broad profile of the educational institution. The active lexical minimum must be at least 1,200 words and phrases. These are common words commonly used by native speakers in everyday communication situations.

The list of language situations

Educational language situations in which the entrant uses lexical and grammatical material are grouped within different areas of communication, namely:

1. Man: personal identification. Everyday life and its problems.
2. House, apartment, room. Furniture.
3. In the city: street, transport.
4. Friendship. Relationships in the team. My friend, my colleague.
5. My work / day off.
6. My family. Family relationships, family holidays.
7. Free time, hobbies, rest.
8. Travel: public transport, vacation.
9. Shopping: shop, kiosk, market, consumer goods, money.
10. Services: bank, currency exchange.
11. Food. Restaurant, cafeteria, coffee shop, dining room.
12. Character. Appearance.
13. Health and personal hygiene: body parts, well-being. Clothing.
14. Education: my school, my university, my specialty. Favourite subjects.
15. Ukraine, Kharkiv, Kyiv (or another city).
16. Man and the environment. Natural environment (weather, seasons, climate, plants, animals).

17. Media and social networks: press, radio, television, internet.
18. Culture and art. Traditions, customs, holidays: wishes, gifts.
19. Sports.
20. Foreign languages in human life.

The procedure for the entrance exam

The entrance exam is held according to the Rules of Admission to the Kharkiv State Academy of Culture in 2021.

5. Structure of the entrance exam

The entrance exam provides three subtests for a comprehensive assessment of the level of formation of language, speech and socio-cultural competencies:

- grammar subtest;
- written subtest based on the textual material of socio-cultural, official-business and everyday content (types of speech activity - listening, reading, writing);
- speaking subtest based on professional content and takes into account the needs of educational and professional communication.

6. ASSESSMENT CRITERIA

A 100-point scale assesses knowledge of English language, the starting point is 100 points. The overall score of the entrance test is derived based on the scores for each of its components and equals 100 points, so the maximum score of the entrance test can be 200 points. A foreign citizen does not receive a recommendation for enrolment if he scores less than 124 points.

I. Grammar test (30 points). *Each correct answer gives 2 points.*

30-6	Sufficient level of knowledge of the English grammar system. Each correct answer gives 2 points.
6-0	Low level of knowledge of the English grammar system. Each correct answer gives 2 points.

II. Speaking (25 points).

20-25	High level of spoken English. Ability to flexibly and effectively use a variety of language and speech tools of the English language.
15-20	Sufficient level of spoken English. Ability to express oneself logically within the topics specified by the program, to convey the main content of what is heard, to keep up a conversation, using detailed remarks. No phonemic errors.
15-5	Average level of proficiency in dialogic speaking; understanding of questions and their construction. Few mistakes are made, which do not interfere with mutual understanding. Ability to start and to keep up a conversation logically, but vocabulary and grammatical structures are limited.
5-0	Low level of proficiency in dialogic language, misunderstanding of issues, their design with significant deviations from the norms of the English language. The presence of a large number of errors that interfere with mutual understanding. The presence of difficulties in solving the communicative task on a given topic. The presence of phonemic errors.

III. Listening (25 points)

20-25	High level of listening comprehension skills allows an entrant to give full assessment of the listened text and correctly answer all the questions. The entrant without special efforts perceives by ear unfamiliar text of various level of complexity, understands its subject and the basic idea.
10-20	Sufficient level of listening comprehension skills allows an entrant to almost completely understand the main content of the listened text with a small number of unfamiliar words, the meaning of which can be guessed.
5-10	Possessing of listening comprehension skills at the intermediate level makes it possible to understand a small text based on familiar language material. The level of language proficiency allows you to give the correct answer to all questions.
5-0	At a low level , the entrant does not perceive by ear unfamiliar in content text, poorly understands its topic and main idea. The level of language proficiency does not allow to give full assessment of the listened text and to answer all the questions correctly.

IV. Reading (20 points)

15-20	High level of reading demonstrates a full understanding of the text, the ability to analyse it. The entrant can compare the information obtained with his own experience and draw the right conclusions.
10-15	Sufficient level demonstrates expressive reading, with good diction; intonation (division of sentences into semantic parts, melody of sentences of different syntactic structure), timbre, tempo, reading volume reproduce the author's idea, stylistic characteristics of the text. The entrant almost completely and accurately understands the basic information of the text, determines its topic, the order of presentation of information in the text, can draw the appropriate conclusions.
5-10	Intermediate level demonstrates the ability of the entrant to read, but without connecting the words intonation, without separating one sentence from another, makes a significant number of mistakes.
0-5	Low level demonstrates that the entrant does not understand the basic information of the text, does not determine its topic, the order of presenting information in the text, cannot draw the right conclusions.

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Head of Subject
Examination Commission

Nadiya BEVZ

**SAMPLE
ENGLISH LANGUAGE TESTING**

VOCABULARY AND GRAMMAR

TASK 1. Choose and mark the correct option (A, B, C, D) of the word or expression. *Each correct answer gives 2 points.*

1. There's no doubt that computers have _____ our lives easier.

A	done
B	got
C	become
D	made

2. The journalist asked me _____.

A	what was my favourite pastime
B	what is my favourite pastime
C	what my favourite pastime was
D	what my favourite pastime is

3. You'll be here tomorrow, _____?

A	isn't it
B	won't you
C	will you
D	will you be

4. There was _____ to eat and drink after the party.

A	isn't it
B	lot of
C	a lot
D	lots of

5. _____ that strange man sitting over there?

A	Whose
B	Which
C	Who's
D	Who

6. A kangaroo has such strong legs _____ it can jump over a car.

A	so
B	so as
C	as
D	that

8. The telephone was _____ by Alexander Graham Bell.

A	discovers
B	invented
C	exploring
D	studied

9. This programme _____ me a lot of money.

A	cost
B	costed
C	had costed
D	was cost

10. It happened _____ our way home.

A	in
B	on
C	for
D	about

11. By the time we arrived at the station, the train _____.

A	left
B	has been leaving
C	had left
D	was left

12. Mount Everest is _____ mountain in the world.

A	high
B	highest
C	the higher
D	the highest

13. What do you want _____?

A	me to do
B	that I'll do
C	I do
D	for me to do

7. Is there _____ in the room?

A	somebody
B	something
C	anybody
D	anywhere

14. If he lived in the country, he _____ happier.

A	was
B	is
C	will be
D	would be

15. _____ operate a computer is not as difficult as many people think.

A	To learn
B	To learning
C	Learning
D	Learning to

SPEAKING

TASK 1. Read the description of 2 problems. Choose the one closest to you. Prepare a story for 1 minute on your chosen problem.

- Do you agree or disagree with the following statement? **It is better to be a member of a group than to be the leader of a group.**
Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? **Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls.**
Use specific reasons and details to support your answer.

TASK 2. Make up a brief story on the topic “My native city”.

LISTENING

TASK. Listen to the text and check understanding answering the questions. Each correct answer gives 5 points.

When Jules Verne published his popular book, *Around the World in Eighty Days*, travel was still slow. To travel around the world in eighty days seemed impossible in the real world.

In 1889, America's first female reporter, Nellie Bly, convinced her editor that she could beat that time and any man who tried to compete with her. On November 14, 1889, Nellie got on board the steamship *Augusta Victoria*, leaving Hoboken, New Jersey. The race against the clock began at 9:40 a.m.

She travelled to France where she met Jules Verne. They mapped out Nellie's **itinerary** to match the route in Jules Verne's book.

Nellie went on to Italy. She then sailed through the newly dug Suez Canal. She sailed from Yemen to Ceylon (now Sri Lanka) to Singapore.

There, she bought a monkey who travelled the rest of the route with her. She learned that a young female reporter had been sent by a magazine and was ahead of her.

This did not stop Nellie. She continued on to Hong Kong and Japan before crossing the Pacific Ocean to San Francisco.

Nellie then travelled across the southern part of the United States by train to New Jersey. She set foot on the Jersey City train station seventy-two days, six hours, and eleven minutes after starting her journey. Her amazing race made her a national heroine.

1. How did Nellie travel?

A	on foot
B	by air
C	by steamship
D	by train

2. From the context of the text, what is the meaning of **itinerary**?

A	a list of books
B	a list of destinations on a trip
C	a list of steamships
D	a list of people to meet

3. Who do you think Nellie met in France?

A	Jules Verne
B	the Patriarch of Rome
C	King Henry II
D	Merilyn Monroe

4. What did Nellie and Jules Verne discuss?

A	how he wrote the book
B	the route around the world
C	people to meet on the way
D	how to write a novel

5. What can you infer from the passage about the success of Nellie's competitor?

A	She didn't finish the race.
B	She quit and went home.
C	She didn't win the race.
D	She won the race.

READING

TASK 1. Read the text. Do TASK 2 after the text.

As viewed from space. Earth's distinguishing characteristics are its blue waters and white clouds. Enveloped by an ocean of air consisting of 78% nitrogen and 21% oxygen, the planet is the only one in our solar system known to harbor life, circling the Sun at an average distance of 149 million km (93 million miles). Earth is the third planet from the Sun and the fifth largest planet in the solar system. Its rapid spin and molten nickel-iron core give rise to an extensive magnetic field which, coupled with the atmosphere, shields us from nearly all of the harmful radiation coming from the Sun and other stars. Most meteors burn up in the Earth's atmosphere before they can strike the surface. The planet's active geological processes have left no evidence of the ancient pelting it almost certainly received soon after it was formed. The Earth has a single natural satellite—the Moon.

TASK 2. Choose the correct answer (A, B, C, D). Each correct answer gives 2 points.

1. Approximately how much of the Earth's atmosphere is nitrogen?

A	One-fourth
B	One-half
C	Three-fourths
D	All of it

2. Which of the following helps to create Earth's magnetic fields?

A	Its blue waters
B	Its nitrogen atmosphere
C	Its molten metal core
D	The Moon

3. What two factors help protect the Earth from radiation?

A	Magnetic field and atmosphere
B	Rapid spin and molten iron-nickel core
C	The Sun and the Moon
D	Blue waters and white clouds

4. In line 2, "
- consisting*
- " most nearly means ...

A	hardening
B	containing
C	withholding
D	shortening

5. Why does the Earth show almost no signs of having been hit by numerous meteors in the past?

A	Humans have built over most of the craters
B	Most meteors burn in the air and do not land
C	Earth's magnetic field repelled most meteors
D	Earth's natural geologic activity has eliminated most traces

6. The main idea of this passage is that ...

A	there are life-supporting characteristics on Earth
B	Earth is predominantly water
C	Earth has no common characteristics with other planets
D	Earth is the only planet with a moon

7. The word "distinguishing" as it is used in this selection means ...

A	elevating in nature.
B	devastating in nature
C	characteristics like all other planets.
D	characteristics that set it apart from other planets.

8. It's probable that the next paragraph would discuss ...

A	people on planets.
B	the solar system as a whole.
C	the Earth's natural satellite—the Moon.
D	rings around Saturn.

9. As used in this selection, the word "harbor" is synonymous with ...

A	support
B	surround
C	water
D	include

10. This selection leads one to believe that ...

A	Earth never gets hit by meteors
B	Earth always gets hit by meteors
C	Earth was hit by meteors in some past time period
D	Earth may be bombarded by meteors in the near future.

WRITING

TASK. Write a brief essay about your future speciality. Please, highlight the following points in the text:

1. What faculty do you enter and what specialty would you like to master?
2. Why do you choose this specialty, what's interesting for you in it?
3. Where do you plan to work after holding the dream diploma?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.