

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
WEST UKRAINIAN NATIONAL UNIVERSITY**



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**Minutes of the WUNU AC meeting**

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**PROGRAM**

*admission exam*

***"Foreign Language (English)"  
for applicants for a bachelor's degree***

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## PROGRAM

### FOREIGN LANGUAGE ADMISSION TEST

The content of the Foreign Language Admission Test Program is determined on the basis of the Program of External Independent Assessment in Foreign Languages (approved by the Ministry of Education and Science, Youth and Sports of Ukraine, Order No. 695 of June 26, 2018), taking into account the main provisions of the State Standard of Basic and Complete General Secondary Education, the Common European Recommendations for Language Education (level B1) and the levels of academic achievements of secondary school graduates set out in the content of the current foreign language program for general educational institutions of Ukraine (grades 2-11).

The modern paradigm of school education considers a foreign language as an important means of intercultural communication. This approach orients the learning process towards the formation of the ability of graduates of general education institutions to social contact with representatives of another linguistic culture in the most typical situations of speech interaction. Achieving this level of formation of skills and abilities is ensured by the interconnected communicative, cognitive and sociocultural development of the student.

Foreign languages thus play an extremely important role in the life of society, as they become an effective factor in its socio-economic, scientific-technical and general cultural progress and a significant means of international integration. Therefore, it is no coincidence that they are included in the entrance exams to higher educational institutions of Ukraine.

The purpose of the entrance exam is to select applicants who have demonstrated the level of language proficiency specified in the state standards of secondary education (B1). The exam is aimed at assessing the formation of foreign language communicative competence in graduates of general education institutions in accordance with the State Standard of Basic and Complete General Secondary Education, current curricula and the Common European Recommendations on Language education and students' ability to use language to communicate, obtain necessary information, and survive in a modern foreign language environment.

The applicant must show how clearly and accurately he can cope with any task close to a real-life situation in which he needs to demonstrate knowledge of the language. In particular, he must be able to navigate the foreign language information space, understand the essence of the information received, and skillfully and effectively use the skills and abilities acquired in the learning process.

The content of tasks for quality control of the formation of foreign language communicative competence is unified by types and forms of implementation and takes into account the peculiarities of English, German, French, and Spanish.

The objects of control are **reading** as a type of speech activity, as well as **lexical** and **grammatical aspects** of foreign language communication (**language use**).

The task for determining the level of formation of foreign language competence in reading is oriented towards its various strategies: with understanding of basic information (introductory reading), complete information



(exploratory reading) and search for individual facts (selective reading). Sources for selecting texts are informational, advertising, newspaper and magazine materials, excerpts from works of art, the content of which is consistent with the curriculum. Texts (for introductory reading) may contain unfamiliar words - up to 5%, and for exploratory and selective reading - up to 3%, the meaning of which can be guessed from the context, word-forming elements, and consonance with the native language (internationalisms). The total volume of texts does not exceed 1500 words.

Control of **lexical and grammatical** competence (**language use**) involves determining the level of formation of language skills: the ability to independently select and form lexical units and grammatical phenomena in accordance with the communicative needs of communication within the framework of formulated tasks. The main principles for choosing the types and content of tests are tasks of a communicative-cognitive direction.

## **1. GENERAL REQUIREMENTS FOR APPLICANTS AT THE ADMISSION EXAM**

### **PART I. READING**

**The goal** is to identify the level of development of students' abilities to read and understand authentic texts independently, within a certain period of time.

#### **Requirements**

##### **regarding the practical mastery of reading as a type of speech activity**

The tests assess the level of understanding of the text, the applicant's ability to summarize the content of what is read, identify key words, and determine the meaning of unfamiliar words based on context or word-forming elements.

The entrant must understand read authentic texts of different genres and styles; find and analyze the necessary information, draw conclusions from what has been read; highlight the main idea/thought, differentiate main facts and secondary information; analyze and compare information, understand logical connections between parts of the text.

The student must read and understand authentic texts of various genres and types, considering them as a source of diverse information and as a means of mastering it.

#### **forms :**

- with the choice of the correct answer;
- to establish correspondence (selection of logical pairs);
- to fill in the gaps in the text;
- finding arguments and conclusions;
- choosing the titles of paragraphs of the text from the proposed titles.

#### **Text types :**

- articles from periodicals;
- letters (personal, business, etc.);
- announcement, advertising;
- timetables (of lessons, train schedules, etc.);
- menu, cooking recipes;

- programs (television, radio, etc.);
- personal notes, messages;
- excerpts from works of art.

To achieve the level specified for admission to higher education institutions, i.e. level B1, **the applicant must be able to:**

- understand the content of simple authentic texts of various genres and styles that relate to the personal, social, and educational spheres of communication;
- understand the main content of newspaper and magazine publications in popular science, artistic and journalistic styles;
- determine the most significant information in the text;
- identify the main idea using linguistic and contextual guesswork;
- browse a large text (series of texts) to find the necessary information;
- obtain information from advertisements, brochures, menus, schedules, brochures, short official documents (the meaning of unfamiliar words is revealed based on guesswork, drawings, similarities with the native language, and explanations in the commentary);
- analyze and summarize information;
- draw their own conclusions based on the information provided.

*The text should be at least 15,000 printed characters.*

*Reading proficiency scale according to the "Common European Framework of Reference for Languages : Learning, Teaching and Assessment"*

Each subsequent level includes the skills described at the lower levels, i.e. a graduate of a general education institution must have developed skills defined by levels from A1 to B 1+.

	<b>General understanding</b>
<b>B1/ B1+</b>	Can read with a sufficient level of understanding simple texts containing factual information on topics related to one's own interests and field of activity.
<b>A2</b>	Can understand short, simple texts containing the most frequently used words, including a number of words that have a common form and meaning in international vocabulary. Understands short, simple texts on familiar topics of a concrete nature, which contain words frequently used in everyday life, as well as words related to one's own activities/work.
<b>A1</b>	Understands very short, simple texts, perceiving individual sentences by sentences; recognizes familiar names, words, and basic expressions, rereading if necessary.

	<b>Reading correspondence</b>
<b>B1/ B1+</b>	Understands descriptions of events, feelings, and desires in private correspondence well enough to correspond regularly with a friend.
<b>A2</b>	Understands the main types of standard template letters and fax messages (requests, orders, confirmation letters, etc.) on familiar topics.
	Understands short, simple personal letters.
<b>A1</b>	Understands short, simple messages on postcards.



	Reading for orientation
B1/ B1+	Can review larger texts to identify necessary information, gather it, and extract it from different parts of the text or from different texts to perform specific tasks.
A2	Finds and understands necessary information in everyday materials, such as letters, brochures, and short official documents. Can find specific, predictable information in simple everyday material: an advertisement, a prospectus, a menu, a directory or a timetable, etc. Can place specific information in a specific order and also distinguish the necessary information (for example, using the Yellow Pages to find a desired service or merchant). Understands the meaning of signs, announcements, announcements that explain directions, contain instructions, warnings about dangers in public places, including restaurants, cafes, railway stations, workplaces.
A1	Recognizes familiar names, words and the simplest basic expressions on signs and advertisements in very common everyday situations.

  

	Reading for information and evidence
B1/ B1+	Can identify the main conclusions that follow from clearly defined logical texts. Understands the main line of argument in the treatment of the presented problem, although not necessarily in detail.
A2	Highlights important points in simple newspaper articles on familiar topics. Can identify specific information in simple written materials encountered, such as letters, brochures and short newspaper articles describing events.
A1	Understands the content of simple information materials and short descriptions, especially when there is visual support.

  

	Reading instructions
B1/ B1+	Understands instructions for using equipment written in simple, clear language.
A2	Understands rules, such as safety rules, when written in simple language. Understands simple instructions for equipment used in everyday life (e.g. instructions for using a public telephone)
A1	Can follow short, simple written instructions (e.g., read from X to U).

## PART II. USE OF LANGUAGE

The goal is to determine the level of mastery of lexical and grammatical material that will enable the applicant to communicate freely.

**Lexical competence** is the knowledge and ability to use vocabulary, which consists of lexical and grammatical elements.

**Lexical elements** contain knowledge of certain functional patterns, such as greetings, proverbs, archaic expressions, phraseological idioms and verbs, situational fixed expressions, word combinations, etc.

**Grammatical elements** consist of knowledge of certain classes of words and parts of speech: articles; words that determine quantity; demonstrative and personal pronouns; interrogative and relative pronouns; possessive pronouns; prepositions, auxiliaries and modal verbs; conjunctions, etc.

**Grammatical competence** is defined as the knowledge and ability to use the grammatical resources of language, to understand and express meaning, by expressing and recognizing correctly formulated phrases and sentences according to a set of certain principles, due to which the utterance has a semantic load.

Grammatical competence is based on knowledge *of the elements that make up words* (morphemes, prefixes, suffixes, etc. ); certain *grammatical categories* (number, gender, case, countable / uncountable , abstract/concrete nouns , transitive/intransitive verbs, passive/active/tense/kind/forms of the verb, etc.); *classes* (parts of speech, declension, etc.); *structures* (simple/compound words, phrases, sentences, etc.); *processes* (combinations of elements of words, sentences, gradation, transformation, etc.); *connections and relations* (management, coordination, etc.).

### Requirements

#### regarding practical mastery of lexical and grammatical material

The tests assess the level of knowledge of lexical and grammatical material of high school graduates. The graduate is able to analyze and compare information, select synonyms, phrasal verbs according to the context, and understand logical connections in the text.

#### Task forms (possible options)

- with one correct answer choice:

The task is for the entrant to choose one correct answer from four proposed answer options.

- filling in the gaps in the text:

The task is for the entrant to fill in the gaps in the text using the suggested words or phrases. The choice is made according to the purpose, knowledge, skills and abilities being tested in vocabulary or grammar.

#### Software

Authentic texts are small in size.

The tasks are always related to communication situations according to current curricula.

#### The applicant must be able to:

- identify and choose the correct formulations for using lexical units and grammatical constructions in the language in the process of written communication .

The tests use samples of written speech from the country whose language is being studied. Graduates' skills are tested using multiple-choice (one correct answer) test questions.

The test consists of short texts/excerpts of texts up to 200 words long, which test understanding of instructions, official messages and advertisements, as well as excerpts from advertising brochures, letters, newspapers, and magazines.

#### Lexical Skills Scale

	Vocabulary volume
<b>B1/ B1+</b>	Has sufficient vocabulary for self-expression, using slightly more words than necessary, on topics related to everyday life: family, hobbies and interests, work, travel and current events.
<b>A2</b>	Has sufficient vocabulary to perform routine , everyday operations that cover familiar situations and topics. Has sufficient vocabulary to fulfill communicative needs.
<b>A1</b>	Has sufficient vocabulary to copy for use in a real environment. Has a basic repertoire of isolated words and expressions related to certain specific situations.



	<b>Vocabulary control</b>
<b>B1/ B1+</b>	Has good control over basic vocabulary , but makes serious mistakes when expressing more complex thoughts or presenting information on unfamiliar topics or situations.
<b>A2</b>	Can control a narrow repertoire related to specific daily needs.
<b>A1</b>	Can control a narrow repertoire related to specific daily needs.

### *Grammar Skills Scale*

	<b>Grammatical correctness</b>
<b>B1/ B1+</b>	Can communicate with reasonable accuracy and precision in familiar contexts; has good self-control, although the influence of the native language is noticeable. Errors occur, but it is fully clear what the user is trying to communicate. Moderately correctly uses the grammatical repertoire most often used in speech: patterns and samples related to predicted situations
<b>A2</b>	Uses simple structures correctly, but systematically makes typical errors (for example, confuses tenses), which does not violate the act of communication, i.e. expresses himself clearly.
<b>A1</b>	Can have limited control over a small amount of simple and grammatical structures and sentence patterns in the learned repertoire.

*To morphology* refer to the internal organization of words. Words can be divided into morphemes, which are classified as the root and stem of the word, affixes: prefixes, suffixes, endings. Words can be classified as simple (consisting of only a root), complex ( root + affix ), compound (consisting of two or more roots). This also includes ways of modifying words, such as vowel alternation; consonant change; irregular forms; forms that do not change.

*Syntax* refers to the organization of words in sentences in terms of categories, elements, classes, the structure of processes and their interaction in the form of certain rules. The ability to organize sentences to express and convey meaning is a central aspect of developed communicative competence.

*Semantic competence* is related to the awareness and control of organizational structures, such as the correspondence of an individual word to the general content, synonymy, the meaning of categories, structures, processes, logical agreements , etc.

## **SPHERES OF COMMUNICATION**

### **TOPICS OF TEXTS FOR READING AND LANGUAGE USE**

#### **1. Personal sphere**

- Everyday life and its problems.
- Family. Family relationships.
- Human character.
- Daily routine.
- Healthy lifestyle.
- Friendship, love
- Relationships with peers, in a team.

- A world of hobbies.
- Leisure, rest.
- Personal priorities.
- Plans for the future, choice of profession.

## **2. Public sphere.**

- Environment.
- Life in the country whose language is being studied.
- Travel, excursions.
- Culture and art in Ukraine and in the country whose language is being studied.
- Sports in Ukraine and in the country whose language is being studied.
- Literature in Ukraine and in the country whose language is being studied.
- Mass media.
- Youth and the modern world.
- Man and the environment.
- Clothing.
- Shopping.
- Food.
- Scientific and technological progress, prominent scientists.
- Ukraine in the world community.
- Holidays, significant dates, events in Ukraine and in the country whose language is being studied.
- Traditions and customs in Ukraine and in the country whose language is being studied.
- Prominent figures in the history and culture of Ukraine and the country whose language is being studied.
- Objects of historical and cultural heritage of Ukraine and the country whose language is being studied are identified.
- Museums, exhibitions.
- Cinema, television.
- Human rights and responsibilities.
- International organizations, international movement.

## **3. Educational sphere.**

- Education, training, upbringing.
- School life.
- Favorite academic subjects.
- The education system in Ukraine and in the country whose language is being studied.
- Foreign languages in human life.



# LANGUAGE PROFICIENCY REQUIREMENTS

## ENGLISH

### **Lexical material.**

The lexical minimum of the applicant is 2500 units, in accordance with the topic of situational communication, provided for by the Program of general educational institutions in foreign languages (standard level) .

### **Word formation.**

Words formed from known roots using affixes: noun suffixes - *er* , - *ing* , - *ment* , - *tion* ( *sion* ) , - *ness* , - *ity* ; adjectives - *less* , - *ful* , - *able* , - *y* ; numerals: - *teen* , - *ty* , *th* ; adverbs: - *ly* ; verb prefixes *re* - ; adjectives: *un* - , *dis* - .

### **Morphology.**

**Noun.** Use of nouns in the singular and plural, possessive case. Proper and common nouns. Use of nouns as adjectives.

**Article.** Main cases of use of indefinite, definite, and zero articles.

**Adjective.** Use of adjectives. Degrees of comparison of adjectives.

**Pronoun.** Types of pronouns. Use of pronouns.

**Adverb.** Use of degrees of comparison of adverbs. Adverbs of place and time. Basic adverbial phrases.

Quantifiers / Intensifiers ( *quite* , *a bit* , *etc.* )

**Numerals.** Quantitative and ordinal numerals.

**Preposition** . Types of prepositions (place, direction, time). Use of prepositions.

**Part.** Features of the use of *to* with verbs.

**Conjunction.** Use of conjunctions of order and subordination.

**Verb.** Verb tense forms in the active and passive voice.

Conditional sentences (0, I, II, III types). Imperative mood of verbs. Regular and irregular verbs. Impersonal forms of verbs and their constructions. Gerund. Modal verbs. Participle And, Participle II.

Phrasal verbs with: get, be, look, keep, go, come, take, run, turn, call, break, give, put, make, clear, cut , fall, hold, let, hand.

Structure *to be going to do smth* .

### **Syntax.**

The structure of different types of sentences.

Simple sentences.

Impersonal sentences.

Complex sentences (complex and compound sentences).

### **Direct and indirect speech.**

Agreeing verb tenses in complex sentences.

## 2. CHARACTERISTICS OF TEST TASKS

The foreign language test consists of closed-form test tasks.

### *1. Compliance Tasks*

The tasks ask you to choose titles for texts/parts of texts from the given options; statements/situations for advertisements/texts; questions for answers or answers to questions; determine the correctness/incorrectness of a statement/situation.

The task is considered completed if the applicant has established the correct correspondence and marked the correct answer option on the answer sheet.

A task is considered unfulfilled if:

- a) the incorrect answer option is marked;
- b) two or more answer options are marked, even if there is a correct option among them;
- c) none of the answer options are marked.

### *2. Fill-in-the-blanks task*

The tasks ask you to fill in the gaps in the text with lexical units necessary according to the context.

The task is considered completed if the applicant has entered the correct lexical units on the answer sheet.

A task is considered unfulfilled if:

- a) incorrect lexical units are entered in the form;
- b) two or more answer options are marked, even if there is a correct option among them;
- c) the answer is not marked on the answer sheet.

*The maximum number of points* that an applicant can score for completing test tasks is 200 points.

*The total time to complete the test tasks* is 60 minutes.

## **3. RECOMMENDED READING TO PREPARE FOR THE ADMISSION TEST in FOREIGN LANGUAGES**

1. Valigura O., Davydenko L. External independent assessment 2025 English. Comprehensive preparation for external independent assessment – Ternopil: Textbooks and manuals, 2024. – 4 8 0 p.

2. Valigura O. P., Kindzerska Y.Yu. English: Sample tasks with detailed answers. – Ternopil: Textbooks and manuals, 2019. – 128 p.

3. Verba L.G., Verba G.V. Grammar of Modern English. Handbook. – K.: LLC “VP Logos-M”, 2019. – 342 p.

4. Myasoyedova S. English. Typical test tasks. External examination 2021. – Litera LTD, 2020 – 128 p.

5. Yevchuk O. V., Dotsenko I. V. English. Handbook + tests. Complete refresher course.



6. Myasoyedova S., Khodokovska O., Chernyshova Yu.. English. Comprehensive edition for preparation for external independent assessment. – Litera LTD, 2020 – 496 p.
7. Martyniuk A.P., Nabokova I.Yu., Sverdlova I.O. Guide to preparing for the external assessment in English 2021. – Spring, 2020. – 136 p.
8. Test tasks in English (for applicants to higher educational institutions) / Edited by Valigura O.R. 3rd ed., add . – Ternopil: Textbooks and manuals, 2022. – 192 p.
9. Rosinska M. , Edwards L. *Get 200. Exam Preparation Course for Ukraine* – Macmilan Education
10. *Grammar and Vocabulary for First Certificate* . – Longman
11. *FCE Practice Tests Plus 1* New Edition. – Longman
12. Murphy R. *English Grammar in Use* . 4<sup>th</sup> Edition . – Cambridge : Cambridge University Press .
13. Dooley J., Evans V. *Grammarway* . 2,3,4 . – Express Publishing
14. Evans V. *Round-up 5. English Grammar Practice* . – Longman .
15. Hastings B. *Longman Exam Activator Student's book* – England, Pearson Longman

BBC Learning English <http://www.bbc.co.uk/worldservice/learningenglish/>  
Listen this English – Learn English ( <http://www.listen-to-english.com/> ).  
Twominute English ( <http://www.youtube.com/user/twominenglish> ).  
Exam English ( <http://www.examenglish.com/> ).  
Learn English British Council ( <http://learnenglish.britishcouncil.org> )

# EVALUATION CRITERIA ADMISSION ENGLISH LANGUAGE TEST

**Educational degree: Bachelor's degree**

The test consists of two parts:

- reading,
- use of language.

The foreign language test uses tasks of two forms:

## ***1. Matching tasks (No. 1-10)***

The tasks ask you to determine the correctness/incorrectness of a statement/situation.

The task is considered completed if the applicant has established the correct correspondence and marked the correct answer option on the answer sheet.

A task is considered unfulfilled if:

- a) the incorrect answer option is marked;
- b) none of the answer options are marked.

The maximum number of points for this type of test task is 50 points. Each correctly completed task is evaluated at 5 points ( $10 \times 5 = 50$ ).

## ***2. Fill-in-the-blanks task (No. 11-40)***

The tasks ask you to fill in the gaps in the text with lexical or grammatical units necessary according to the context.

The task is considered completed if the applicant has entered the correct answer on the answer sheet.

A task is considered unfulfilled if:

- a) an incorrect answer was entered in the form;
- b) two or more answer options are marked, even if there is a correct option among them;
- c) the answer is not marked on the answer sheet.

Maximum number of test scores Questions 11-40 – 150 points. Each correctly completed task is worth 5 points ( $30 \times 5 = 150$ ).

***The maximum number of points*** that can be scored by correctly completing all the tasks of the foreign language test is 200 points.

***The total time to complete the test tasks*** is 60 minutes.