

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
STATE HIGHER EDUCATIONAL INSTITUTION
BANKING UNIVERSITY**

APPROVED

The Head of the Admission Committee
of the Banking University

T. Smovzhenko

February 09, 2018



**PROGRAMME
OF ENTRANCE TESTING
in the Foreign language (English)
for competitive selection of foreigners and stateless persons
to obtain a Bachelor's degree
in the program subject area 051 "Economics", 071 "Accounting and
Taxation", 072 "Finance, Banking and Insurance"
(full-time and part-time forms of studies)**

Kyiv 2018

Compiler:

Semko N.M. PhD, Associate Professor, Head of Foreign Languages Department, Lviv educational-scientific institute of the Banking University

Reviewer:

Chernyak L.I., Senior Lecturer of the Department of the Management and Social Studies and Humanities, Kharkiv educational-scientific institute of the Banking University

Ivanova I.V., PhD, Associate Professor of the Department of the Foreign Languages, Cherkasy educational-scientific institute of the Banking University

Considered and agreed at the meeting of Foreign Languages Department of the Lviv educational-scientific institute of the Banking University on January 30, 2018 (Minutes № 6)

Considered and agreed at the meeting of Educational and Methodical Council of the Banking University on February 08, 2018 (Minutes № 4/1)

Considered and approved at the meeting of Admission Committee of the Banking University on February 09, 2018 (Minutes № 15)

INTRODUCTION

The programme of testing the Foreign language (English) envisages testing vocabulary and grammar, reading comprehension of an original text, skills of searching for necessary information.

The applicants must have an adequate command of the appropriate amount of general language vocabulary, of the basic grammatical and lexical structures according to the secondary school curriculum. The main attention is paid to grammatical and lexical structures, the ability to find the information needed.

The programme reflects modern European educational trends which provide a comprehensive study of a foreign language in order to develop adequate skills as well as integrated control of the acquired skills.

PATTERN OF TESTING

The foreign language (English) test includes three tasks: one task to test reading comprehension (**Reading**), one task to test vocabulary (**Use of English**), one task to test grammar (**Grammar**). A candidate's overall score (200 points) is calculated by adding the scores for the three tasks. The minimum score to pass the exam should be at least 100 points.

2. **Reading** is aimed at testing reading comprehension, the ability to find the information needed. The task includes a text of 10 numbered statements. Having read the text, a candidate must find and specify the sentence of the text that is the answer to the question (A - J) provided after the text.

One correct answer is worth 5 points ($10 \times 5 = 50$). A wrong answer is worth 0 point.

3. **Use of English** is aimed at checking the contextual understanding of a lexical unit. The task consists of 10 questions and provides multiple choice (out of 3) of the words dropped in the sentences. One correct answer is worth 5 points ($10 \times 5 = 50$). A wrong answer is worth 0 point.

4. **Grammar** consists of 20 tests. One correct answer is worth 5 points ($20 \times 5 = 100$). A wrong answer is worth 0 point.

THE CRITERIA OF ASSESSING THE TEST TASKS

Tasks	Number of questions	Points for one correct answer	Total score	Duration (min.)
Reading	10	5	50	15
Use of English	10	5	50	15
Grammar	20	5	100	20
Total			200	50

Sample of the test tasks

Task 1

READING

(10 questions, 5 points for the correct answer).

Find in the text the sentences (1 - 10) which are the answers to the questions (A - J) given below. Write the number of the appropriate answer in the white boxes below. If necessary, don't be shy to use the same number more than once.

1. Bernard Berg started as an English teacher. He was always good at languages at school, so he decided to take his degree in French and German first.
2. When he finished his university studies in Oxford he began teaching in secondary school in England.
3. Two years later, however, he met someone who offered him a job of teaching English to foreign students during the long summer holidays.
4. His students were adults and he enjoyed the work greatly.
5. He soon found he was interested in languages of different countries. Since then he has specialized in this work.
6. First he went to Africa for two years and then he spent a year in Spain.
7. Then he went to Italy where he worked for three years.
8. He has not been to South America yet but he plans to go there.
9. He has taught men and women of all ages and of all nationalities. He has also learnt to get on with people of all ways of life.
10. Now he is a writer but his interest in foreign languages never lessens.

Questions

- A. What was Bernard Berg's first job?
- B. Where did Bernard Berg get higher education?
- C. 1Bernard Berg knows how to deal with different people, doesn't he?
- D. What is Bernard Berg's present occupation?
- E. How much time did he spend in Africa?
- F. What other languages besides English did Bernard Berg study at the University? (
- G. Has he ever visited Brazil?
- H. Is he still interested in foreign languages?
- I. When did he understand what he wanted to do?
- J. Did he like to work with grown-ups?

A	B	C	D	E	F	G	H	I	J
1	2	9	10	6	1	8	10	5	4

Task 2

USE OF ENGLISH

(10 questions, 5 points for the correct answer)

Choose the most appropriate answer from the options (A, B, C) for each gap (1 - 10) in the text. Write the letter of the appropriate answer in the white boxes below.

Remembering for exams

It's (1) _____ for everybody not to be able to remember things but bad memory can be a particular (2) _____ for students at exam time. Anyway, I did a search on the Internet and found (3) _____ ideas for improving your memory. In my opinion, one idea was particularly (4) _____. When given (5) _____ to learn you should try and use all your senses. So, for example, (6) _____ reading silently, we should record the material and then (7) _____ to it. Another theory, which some people might find (8) _____, is that there is a greater (9) _____ of our memorizing something successfully if we do it when the house is (10) _____, and preferably just before bed time.

1	A frustrated	B frustrating	C annoyed
2	A advantage	B advantageous	C disadvantage
3	A countable	B a lot of	C many of
4	A helping	B helpless	C helpful
5	A information	B informative	C informing
6	A however	B insist on	C instead of
7	A listen	B hear	C to hear
8	A likely	B unlikely	C liking
9	A ability	B possibility	C disability
10	A peaceful	B peacefully	C quite

1	2	3	4	5	6	7	8	9	10
B	C	B	C	A	C	A	B	B	A

Task 3

GRAMMAR

20 questions, 5 points for the correct answer)

Use the correct word forms to complete the sentences.

- This is the _____ and the most efficient way of saving money.
A) safer B) more safer C) safest
- My Dad _____ for ages. Now he has enough to buy a house.
A) save B) has been saving C) was saving
- A person who _____ money to buy a house usually gets it from a local bank.
A) is needing B) needs C) is needed

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C	B	B							
----------	----------	----------	--	--	--	--	--	--	--

11	12	13	14	15	16	17	18	19	20

Recommended books

1. Freebairn I. Blueprint, Course book (Pre-intermediate), Longman, 2006.
2. Cotton D., Falvey D., Kent S. Language Leader. Course book (Intermediate), 2008.
3. Cunningham S., Moor P. Cutting Edge, Course book (Intermediate), Pearson Longman, 2003.
4. Kirn E., Hartmann P. Interactions I. , A Reading Skills Book, Mc Grow-Hill, Inc., USA, 1990.
5. Mitchell H.Q. Traveller, Course book (Intermediate), MM Publications, 2009.
6. Molinsky S., Bliss B. Line by Line (English through Grammar stories). Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632, 2000.
7. Moreton W. Total English, Course book (Intermediate), Pearson Longman, 2006.
8. Soars Liz & J. Headway, Course book (Pre-intermediate), Oxford Univ. Press, 1998.
9. Soars Liz & J. Headway, Course book (Intermediate), Oxford Univ. Press, 1998.