

## **Program for entrance test in a foreign language**

### 38.03.02 Management

*(code and name of educational program specialization)*

### Global Governance and Leadership

### 38.03.02 Management

*(code and name of educational program specialization)*

### European Business, Languages and Culture

*professional direction*

### Bachelor

*qualification*

### Full-time

*mode(s) of study*

(Language of instruction: English)

Applicants, taking examinations in a foreign language at the Academy, must demonstrate the knowledge, required by the program of secondary education. The examination in a foreign language is given in written form. The examination tests grammar, reading comprehension in a foreign language with the extraction of general or detailed information from the text.

### **Requirements for reading comprehension (identical for all languages)**

An applicant must be able to read to oneself and understand texts of different levels of complexity:

- for detailed comprehension: unfamiliar texts, based on the language of the 11th and lower grades, containing up to 3-5% of new words, which can be guessed;
- for general comprehension: unfamiliar texts, based on the language of the 11th and lower grades, containing up to 2-3% of new words, which can be guessed or they do not impair the general understanding of the text being read without a dictionary;
- for finding specific information (the subject area of the text, its authors, for who the text was written, the purpose of writing it, etc.): unfamiliar adapted texts without using a dictionary.

The minimum number of points obtained as a result of admission test, confirming the successful completion of the admission test - 65 points.

### **Language content**

An applicant must demonstrate the ability to use grammar constructions that provide communication in a foreign language (in its direct and indirect forms) within the subjects and topics of the program.

They include:

- subject-predicate constructions (with linking verbs, verbs that express possession, etc.);
- grammatical phenomena, expressing the action (in the present, past and future), its aspect (the fact of action, the result of action, continuation of action, and others.) and modality (desire, need, opportunity, and others.); incentive to action and its prohibition;
- means expressing definiteness –indefiniteness (articles, pronouns, etc.); singularity - multiplicity of objects and phenomena; quality of objects, actions and states; the intensity of quality (degrees of comparison of adjectives, adverbs); order and quantity of subjects (quantitative and ordinal numbers)
- means expressing attributive and attributive-adverbial relations (constructions, defining objects by appearance, by the presence or absence of attributes, structures with infinitive, participle, etc.); objective relations (constructions with direct and indirect object, and others); subject-object relations (active and passive voice); adverbial relations (spatial, temporal, causal, conditional, comparison, etc.)
- means of sentence and parts of the text linking (structural and compositional means, means used for logical linking of statements; means indicating objective and subjective assessment of information, and others).

### **GGL English Language Assessment Scale Description (with reference to IELTS)**

#### **90-100 (IELTS 9 Expert user)**

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

#### **80-89 (IELTS 8 Very good user)**

Has fully operational command of the language with only occasional unsystematic inaccuracies. Misunderstandings occur in unfamiliar situations. Handles complex detailed argumentation as well.

#### **70-79 (IELTS 7 Good user)**

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

#### **60-69 (IELTS 6 Competent user)**

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

#### **50-59 (IELTS 5 Modest user)**

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

#### **40-49 (IELTS 4 Limited user)**

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

### **30-39** (IELTS 3 Extremely limited user)

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

### **20-29** (IELTS 2 Intermittent user)

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

### **10-19** (IELTS 1 Non user)

Essentially has no ability to use the language beyond possibly a few isolated words.

### **0-9** (IELTS 0 Did not attempt the test)

No assessable information provided.

## **ENGLISH**

### **Vocabulary**

Active vocabulary of approximately 1200-1500 lexical units.

### **Word-formation**

Formation of *nouns* with suffixes: -er, -ing, -ment, -tion (sion),

-ness, -ity, -ism, - (i) ty, -ing;

*adjectives* with suffixes -y, -less, -able, -ful, -ic / ical, -al, -ish, -ous;

*numerals* with suffixes: -teen, -ty, -th;

*adverbs* with the suffix -ly;

*verbs* with -en.

Prefixes: un-, in-, im-, il-, ir-, re-, dis-.

Conversion. Compounding.

## **GRAMMAR**

### **Syntax**

Use of simple sentence (non-expanded and expanded) with verbal and nominal predicates.

Use of impersonal sentences: *It is cold; It always snows here in winter; It is late; It is very kind of you; etc.* Use of complex object after the verbs *smell, feel, sound, taste, etc.*

Substantivation of adjectives.

*Numeral.* Cardinal and ordinal numerals.

*Pronoun.* Personal pronouns (in nominative and objective cases). Possessive pronouns.

The absolute form of possessive pronouns. Demonstrative pronouns. Reflexive pronouns.

Interrogative pronouns. Indefinite pronouns (*any, some, no, every, much, many, few, little,*

*a few, a little*). Derivatives from the pronouns some, any, no, every. The pronoun *one*. The pronoun *it*. The pronoun *none*.

### **Verb.**

Use of the Present Indefinite Tense / Present Simple:

a) to express usual, repeated, regular actions in the present, but not at the moment of speaking (*I usually go to work by bus*); b) for actions in progress at the moment of speaking with the verbs not usually used in continuous forms (e.g. *know, want, understand*) / *I do not understand you* / *He does not want to go there*); c) to express actions that will occur in the near future, if they are part of the program, timetable, etc. (*When does the train leave?*); g) to express future actions in the clauses of time and condition (*We will not go skiing if the weather is cold. He will call you when he comes*).

Use of The Past Indefinite Tense / Past Simple:

a) for finished past actions (no connection with the present) (*Last summer Kate and George visited Spain*); b) for actions, that were going on for some time in the past (*It rained all day yesterday*); c) for a sequence of actions in the past (*He came into the room, took off his coat and put it on the chair*). Use of constructions *used to + infinitive* and *would + infinitive* for actions, which happened regularly in the past or were true but not true any more (*We used to swim a lot when we lived in Los Angeles*).

Use of The Future Indefinite Tense / Future Simple for actions that will happen in the future (one-time actions, and regularly repeated actions in the future). *They will have English classes on Tuesday*. Use of the construction *to be going to* for future planned actions (*They are going to visit their parents next Saturday*).

Use of the Present Continuous Tense / Present Progressive):

a) for continuous unfinished actions taking place at the time of speaking (*Look! Tom and Jim are fighting*) or around the time of speaking (*Are you driving tonight?*); b) for future planned activities that will occur in the near future (especially with verbs of motion and the verb *have*) (*When are they leaving? We are having a party next Sunday night*).

Use of the Past Continuous Tense / Past Progressive

a) for actions that were in progress at some time or around some time in the past (*He was reading a newspaper at 5 o'clock yesterday*) b) in subordinate clauses introduced by *while* (*While Mother was cooking lunch Ann was sweeping the floor in the sitting room*), as well as in the main clause when the subordinate clause is introduced by *when*, for actions happening in the past at the same time with the action described in the main clause (*I was watching television when you phoned me*).

Use of the Future Continuous Tense/Future Progressive for continuous actions that will be happening at a certain moment in the future (*My aunt will be crossing the Atlantic ocean at this time tomorrow*).

Use of the Present Perfect Tense / Present Perfect to express an action already completed, which took place in the recent past, but has a connection with the present either through the result of the action (*Oh dear! I have broken Alice's favorite cup!*) or the time includes the present (i.e. the present perfect tense is used to express action or state, which began in the past and still continues at the time of speaking, in particular, for the verbs *to be, to have, to know*) (*I have known the Browns for twenty years / He has had that painting since November*).

Use of the Present Perfect Continuous Tense / Present Perfect Continuous)

for actions, that began in the past and still continue now (*I have been working for the company for 5 years*) or recently or just stopped before the moment of speaking. There is a connection with the present through the result (*Your clothes are dirty. Have you been fighting?*).

Use of the Past Perfect Continuous Tense / Past Perfect Continuous

for actions, completed by a certain moment of time in the past (*I had finished my work by 5 o'clock. When we entered the hall the curtain had already risen*).

Sequence of tenses:

*He said he would go there. - He said he lives in Paris. He said he had lived in London before he came to Paris. John said he was leaving two hours later. I explained to my little son that Rome is in Italy. Mary said she left school in 1995.*

Use of Passive Voice in the following forms:

Present Indefinite Passive / *Oranges are grown in hot countries*; Past Indefinite Passive (*The papers were typed 3 hours ago*); Future Indefinite Passive (*The answer will be given immediately*); Present Continuous Passive (*A new school is being built in my street*); Past Continuous Passive (*The secretary said the document was being typed at the moment*).

Use of (so-called) Prepositional Passive - *The book is much spoken about. The doctor was sent for. He will be laughed at.*

Recognizing the Present Perfect Passive (*The texts have been translated*), and the Past Perfect Passive (*He said the letters had been posted*) in texts.

Use of Imperative (affirmative and negative form) - *Go there. Do not talk!*

Special features of verbs *to be*, *to have* (*have got*), *to do*, *to feel*, *to think*.

Use of modal verbs and phrases *can*, *may*, *must*, *should*, *ought to*, *to be to*, *to have to* (*have got to*), *need*.

Use of non-finite forms: Infinitive, Gerund, Participle I and Participle II.

Use of Complex Object construction after verbs *hear*, *see*, *notice*, *watch*, *feel* (*I saw her crossing the street; I saw her cross the street*); after verbs *want*, *expect* and *would like* (*I would like you to meet my mother*); after verbs *make* and *let* in the active and passive voice (*We'll make them do it / They were made to do it / Let him do it / He was allowed to do it*).

**Adverb.**

Adverbs of time (indefinite frequency); place, manner, and completeness. Degrees of comparison. Position of adverbs in sentence. Adverbs modifying adjectives, adverbs, verbs, participles.

**Preposition.**

Prepositions of time, place, direction; absence of prepositions. Specifics of using *for*, *during*, *from*, *since*, *in*, *on*, *at*, *to*, *into*, *out of*, *about*, *of*, *with*, *by*, etc.

## GERMAN

### Vocabulary

Active vocabulary of approximately 1200-1500 lexical units.

### Word-formation

Deriving **nouns** with suffixes: -ling, -keit, -schaft, -er, -ler,

-ner, -ent, -ant, -at, -nis, -chen, -in, -turn;

**adjectives** with suffixes: -lich, -ig, -isch, -bar, -haft, -sam, -los and prefix -un ;

**numerals** with -zehn, suffixes -zig, -st, -t-;

**verbs** with the help of separable (an-, auf-, ein-, mit-, aus-, zu-, bi-, vor-), inseparable (be-, er-, ver-, zer-, ent-, emp-, mi-) and prefixes having specific properties (uber-, um-, zwischen-, hinter-, unter-, durch-).

Compounding.

## Grammar

### Morphology

**Article.** Definite, indefinite and zero articles, their agreement with the gender of a noun, declension of articles. Article substitutes (demonstrative, possessive, interrogative, indefinite and relative pronouns), their declension. Articles with proper names: occupations, nationalities, geographical names, parts of the day, seasons, abstract and material nouns, unique phenomena.

**Noun.** Gender. German system of cases. Declension of nouns:

strong (with the ending - (e)s in Gen.Sg.), weak (with the ending -en in all the oblique cases), "feminine" ( with zero ending) and mixed (ending in -ns Gen. Sg. and Dat.n Akk.Sg). Declension of nouns in plural or only in plural. Means of plural formation (suffixes -e, -en, er-, -s) and their agreement with noun gender. Special cases for plural formation (*Mann- Leute, Wort-Worte and Worter etc.*). Construction *von + proper name*. Possessives of nouns. Substitutes of nouns (personal pronouns), their declension.

**Adjective.** Full and short forms of adjectives. Qualitative and relative adjectives. Degrees of comparison. Special cases (suppletive forms, such as *gut besser- (am) beste (n)*). Declension of adjectives:

strong (with nouns without articles), weak (after the definite article, pronouns, etc.), mixed (after the indefinite article, words, possessive pronouns, etc.). Use of adjectives in plural, after the words *alle beide, viele, einige*.

**Adverb.** Degrees of comparison. Special (suppletive) forms *viel-mehr-am meisten*. Pronominal adverbs, e.g. *danach*.

**Pronoun.** The above mentioned issues cover almost all categories of pronouns in German. Reflexive pronoun *sich*, its use in dative and accusative cases, change according to person.??

**Verbs.** Types of German verbs: weak (regular), strong, irregular; modal, auxiliary; reflexive; verbs with separable prefixes, compound verbs (e.g. *kennenlernen*).

Person and number system. Basic forms (*Infinitiv, Prateritum, Partizip II*). Main forms of the most important strong verbs. System of tenses. Present (*Prasens*), its use. Conjugation of verbs of different types in the present tense. Simple past (Prateritum), its use. Conjugation specifics of various verb types in simple past. Compound past tense (*Perfekt*), specifics of its use, the formation of perfect with verbs *haben* and *sein*.

Pluperfect tense (*Plusquamperfekt*), formation and use.

Simple future tense (*Futurum I*), formation and use.

Sequence of tenses. System of moods: Indicative (*Indikativ*), imperative (*Imperativ*) (knowledge of the Subjunctive (*Konjunktiv*) is not required).

Voice system: active voice (*Aktiv*), passive voice (*Passiv*), stative (*Stativ*).

Use of construction *von* + *noun* (*pronoun*) with passive voice. Verbal government (within the school program). Some constructions (*haben* / *sein* + *zu* + *Infinitiv*, *scheinen* + *zu* + *Infinitiv*). Use of particle *zu* with verbs.

Specifics of use *sein*, *haben*, *werden*.

*Prepositions*. Prepositions governing Genitiv (*statt*, *wegen*, *während*), Dativ (*mit*, *nach*, *aus*, *zu*, *von*, *bei*, *seit*, *ausser*, *entsprechend*, *zuliebe*), Dativ or Akkusativ (*an*, *auf*, *in*, *zwischen*, *vor*, *hinter*, *unter*, *über*, *neben*, *entlang*), Akkusativ (*durch*, *für*, *ohne*, *um*, *gegen*). Specifics of use of the preposition *bis*.

*Conjunctions*. Coordinating conjunctions (*und*, *aber*, *oder*, *deshalb*, *denn*, *also*), subordinating conjunctions. Specifics of word order in sentences introduced by them.

*Particles*. Specific features of meaning and use of particles *ja*, *nein*, *doch*, *nicht*. Particles *denn*, *doch*, *ja* in questions and answers.

## **Syntax**

Types of sentences: simple and multiple, expanded and non-expanded, compound and complex; affirmative, interrogative and imperative; main and subordinate.

Type of relations between the clause elements:

The nature of the relationship between a sentence: agreement (*Er zeichnet*), government (*zeichnet einen Mann*), parataxis (*zeichnet gut*). Types of word order in a German sentence depending on the place of the predicate: direct (*Er zeichnet gut*), inverted (*Zeichnet er gut?*), frame (*..., da er gut zeichnet?*). The concept of verbal frame, place of variable and invariable part of the predicate in the frame structure. Main types of subordinate clauses. Construction *es gibt* + *Akk*.

## **FRENCH**

### **Vocabulary**

Active vocabulary of approximately 1200-1500 lexical units

### **Word-formation**

*Noun suffixes* *eur* (*euse*), *tion*, *de*, *ier* (*ier*), *age*, *isme*, *aison*.

*Adjective suffixes* *al*, *ain*, *ien*, *iste*, *able*.

*Ordinal numbers* suffix *-ieme*. Meaning of prefixes (*re*), *des* (*de*). Conversion (*un atre*, *un participant*).

Compounding.

### **Grammar**

#### **Syntax**

Use of simple expanded and non-expanded sentences. Formal features of predicate. Sentences with simple and compound verbal predicates, with nominal predicate.

Components of compound predicate: auxiliary verbs *être* and *avoir*, modal verbs *pouvoir*, *vouloir*, delexical verbs *faire*, *laisser*. Agreement between predicate and subject.

Formal signs of secondary elements of sentence, their position. Impersonal sentences (*il fait froid*). Use of *il y a* in declarative, interrogative, imperative sentences. Types of questions: general, alternative, special, including question referred to the subject. Use of compound and complex sentences with conjunctions, conjunction words and relative pronouns: *et, ni, ou, mais, comme, car, parce que, quand, si, qui, que, dont*. Specifics of indirect speech.

## **Morphology**

*Noun*. Use of nouns in singular and plural. Special cases of plural-formation (*journal - journaux, travail - travaux*). Gender of nouns. Formal signs of gender (determiners, suffix). Countable and uncountable nouns.

*Article*. Main uses of definite, indefinite and partial article. Absence of article (main cases).

*Adjective*. Adjective-noun agreement in gender and number. Special forms of feminine gender (*beau* - *beau*, *belle* - *belle*). Special forms of plurals. (*principal - principales, principaux*).

Adjective position in relation to

noun. Degrees of comparison of qualitative adjectives. Irregular degrees of comparison of adjectives (*bon - meilleur, le meilleur*).

*Numeral*. Cardinal and ordinal numerals.

*Pronoun*. Personal pronouns as subjects, direct and indirect objects. Their position in the sentence. Stressed and unstressed forms of personal pronouns. The pronouns *en, y* (*Je m'y intéresse. J'en suis content*). Relative pronoun *qui, que, dont*. Demonstrative and possessive determiners. Indefinite pronouns *on, chaque, aucun, même, tout*.

*Adverb*. Adverbs with *-ment*. Degrees of comparison. Position in the sentence.

*Verb*. Verbs of the I, II, III groups of conjugation, reflexive verbs, modal verbs. Characteristic features of their conjugation, use in following tenses of indicative mood: Present, Passé composé, Imparfait, Futur Proche, Passé Proche. Futur Simple, Plus-que-parfait. Futur *dans le passé* in active and passive voice. Recognition of Passé Simple in reading.

Use of tenses in complex sentences with conditional clauses.

Sequence of tenses within a complex sentence. Use of Conditionnel present in simple and compound sentences with conditional clause. The concept of transitive and intransitive verbs. Verbal government of the most frequent verbs. Recognition of participe présent, participe passé, gérondif in reading.

## **SPANISH**

### **Vocabulary**

Active vocabulary of approximately 1200 lexical units.

### **Word-formation**

Formation of **nouns** with suffixes: *-ito, -ita, -de, -dona, -tora, tora, -sor, -sora, -ero, -era, -ista, -ismo, -mento, -ante, -miento, -dad, -icia, -icio, -eria, -ia*;  
**adjectives**: *-ible, -able, -oso, -osa, -ico, -ica, -isia*;  
**verbs**: *-if, -car, -ecer, -ezaz*; **prefixes**: *re-, des-, in-*.

## Grammar

Use of constructions with verbs *ser estar*; with full verbs in presente de indicativo, futuro inmediato, preterito indefinido, futuro simple I, II, III conjugation; with verbs in imperative mood in affirmative and negative forms; constructions *después de, antes de + infinitivo; poder, deber, tener que + infinitivo; gustar, saber + infinitivo*

in presente, preterito indefinido de indicativo, futuro simple.

Use of compound sentences.

Use of complex sentences.

Use of nouns in singular and plural, nouns with indefinite, definite and zero articles. Use of adjectives and adverbs in positive, comparative and superlative degrees. The use of personal, demonstrative, possessive pronouns and pronominal adjectives.

Use of cardinal and ordinal numerals.

Use of prepositions and conjunctions.

Use of patterns with verbs in pluscuamperfecto de indicativo, presente de subjuntivo, imperative negativo, potencial simple; with verbs in passive voice; constructions *estar, seguir + gerundio*, infinitive constructions *acabar de, dejar de + infinitivo*; impersonal sentences.

Use of complex sentences with subordinate adverbial clauses of time, cause, condition), object clauses (including indirect speech and indirect question).

Use of qualitative adjectives and adverbs in comparative and superlative degrees. Use of pronouns as direct and indirect object (simultaneous use). Use participio in attributive function. Be familiar with sequence of tenses.

Use speech patterns with verbs in preterito perfecto, imperfecto de indicativo; with reflexive verbs; with infinitive constructions *empezar + infinitivo, terminar de + infinitivo* and construction *acabar de + infinitivo*.

Be familiar with forms, meaning and use of potencial simple denoting time, imperfecto de subjuntivo, potencial compuesto in conditional clauses. Be familiar with the infinitive construction *acusativo + infinitivo*. Be familiar with sequence of tenses.

Possible types of tasks:

- Double choice ("yes/no" answers)
- Finding errors in a sentence or a text
- Word-formation (the only task, where the spelling is counted)
- Working with text
- Matching words with their definitions- Multiple choice (multiple options are offered to choose the only correct)
  
- Choosing the correct response to the statement
- Search for synonyms / antonyms
- Choosing the right question to highlighted words or parts of a sentence

- Translation into Russian of marked grammatical and lexical structures
- Search for odd words in a line of words, different in form or meaning from the rest.
- Making a sentence out of its components given in random order.

Besides the above mentioned types of tasks, the test may include other types. It is necessary to review the basic vocabulary of conversational topics and basic grammar to successfully solve all the tasks.