

# ПРОГРАМА ПО АНГЛИЙСКИ ЕЗИК

## ИЗПИТЪТ Е ПИСМЕН, С ПРОДЪЛЖИТЕЛНОСТ 2 ЧАСА.

Конкурсният изпит по английски език се провежда в рамките на изучавания в средното общообразователно училище лексико-граматичен материал, разширен до активното владение на езикови умения на ниво **Advanced**.

**Изпитът е под формата на тест, състоящ се от следните компоненти:**

1. **Reading Comprehension:** нехудожествен текст с обем около 800 думи, със зададени 10 смислови въпроса и отговори в многоизборен вариант – А, В, С, D.
2. **Vocabulary Test:** нехудожествен текст с 15 празни позиции и предложен многоизборен вариант – А, В, С, D.
3. **Grammar Test:** 15 отделни изречения с предложен многоизборен вариант на изолирани граматични елементи – А, В, С, D.
4. **Paraphrase:** 10 отделни изречения с предложен многоизборен вариант на перифраза – А, В, С, D.

Кандидат-студентите трябва да се овладели практически следния граматичен материал:

1. **Член:** определителен и неопределителен; основна употреба; членуване при собствени имена, географски названия, абстрактни съществителни.
2. **Съществителни имена:** форми, образуване и употреба.
3. **Местоимения:** лични, показателни, въпросителни, притежателни, неопределителни, възвратни, относителни.
4. **Прилагателни имена:** образуване, степенуване и употреба.
5. **Наречия:** видове наречия. Образуване, степенуване и употреба.
6. **Предлози** и употребата им.
7. **Числителни:** бройни и редни.
8. **Глагол, видове глаголи:** преходни, непреходни; глаголни връзки; спомагателни (be, do, have, модални глаголи), безлична и възвратна употреба.
9. **Основни форми на глаголите:** правилни и неправилни глаголи.
10. **Нелични глаголни форми** (инфинитив, герундий, причастия).
11. **Глаголни времена:** прости, продължителни, перфектни форми и употреба.
12. **Страдателен залог** на глаголните времена.
13. **Съгласуване на времената.** Пряка и непряка реч.
14. **Словоред и структура на простото изречение.** Мястото на прякото и непрякото допълнение, на обстоятелствените пояснения за начин, място и време.
15. **Словоред и структура на сложното изречение.** Сложни съставни и съчинени изречения. Главни и подчинени изречения. Свързващи и въвеждащи елементи.
16. **Въпросителни изречения.**
17. **Условни изречения.**
18. **Емфатични структури.**

**Примерен вариант**  
**на кандидатстудентския изпит по английски език**

**TEST 1**

**SECTION 1**

**READING COMPREHENSION**

*10 questions, 45 min*

*Instructions: Read the extract carefully and then answer the ten questions below. Select the right option (A, B, C, D) basing your choice only on the text. On your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.*

Leonardo da Vinci's works of art made him world-famous. But there was far more to this great man of ideas than just the Mona Lisa's pretty face.

Leonardo is often thought of primarily as an artist, and with masterpieces such as *The Last Supper* and the *Mona Lisa* to his credit, his place in art history is assured. Yet his notebooks, filled with his strange spidery writing, show that his main interests lay elsewhere – in engineering and technology.

The notebooks are full of drawings and designs for all kinds of inventions – from calculating machines to tanks, from parachutes to helicopters. If his pioneering work on anatomy is also taken into consideration, it is not hard to see why Leonardo is considered to be one of the greatest geniuses of all time.

Born in 1452 to a Florentine lawyer and a local village girl, Leonardo was given only a rudimentary education. After ten years in the workshop of the artist Verrocchio, he set up as a freelance artist. Some of the work he did still survives, and reveals a stunning combination of technical skills with very careful observation. It also reveals an emerging fascination with technology, with technical drawings of equipment of all kinds. Leonardo was particularly fascinated by the technology of warfare. At this time, Florence was at war with the Pope, and Leonardo realised that this was an opportunity to make some serious money with his new inventions for better guns and other military equipment. However, the war ended before anything could come of his plans and he returned to his painting.

But Leonardo had had enough of life in Florence, especially the intellectual elite whom he blamed for his relative lack of employment. He began to feel he would be more appreciated elsewhere. At the age of thirty, he left his home town and eventually moved to Milan, where he spent seventeen years under the patronage of Ludovico Sforza, the Duke of Milan. Here he continued to combine his scientific and technological work with his painting, which was increasingly influenced by his interest in the mathematics of perspective and proportion. During this period, he painted *The Last Supper* and developed his ideas for chemical weapons and flame-throwers.

**1. Leonardo da Vinci is world famous for**

- A.** being a great man of ideas.
- B.** painting only *Mona Lisa*'s pretty face.

**C.** painting his only masterpiece – *The Last Supper*.

**D.** his works of art.

**2. Judging from his notebooks, Leonardo da Vinci was mainly interested in**

- A. drawing his pictures.
  - B. writing in a spidery manner.
  - C. technology and engineering.
  - D. everything that was connected with Florence.
- 3. Leonardo da Vinci is considered to be**
- A. one of the greatest anatomists of all time.
  - B. one of the greatest geniuses in his time.
  - C. the only great genius of all time.
  - D. one of the many great geniuses of all time.
- 4. The education Leonardo was given was**
- A. provided by Florentine lawyers and village workers.
  - B. elementary.
  - C. financed by freelance artists.
  - D. intended to make him capable of working in shops.
- 5. Leonardo da Vinci was fascinated by the technology of warfare because**
- A. he realised that he could make a lot of money by inventing weapons.
  - B. he hated the Pope.
  - C. he was a warmonger.
  - D. Verrocchio trained him as a military specialist.
- 6. One of the reasons Leonardo da Vinci moved away from Florence was because**
- A. he thought he had lived long enough in Florence to appreciate it.
  - B. the intellectual elite in Florence was unemployed.
  - C. he felt that his relatives were to be blamed for his being out of work.
  - D. he thought that other people might appreciate him better.
- 7. Leonardo left his home town of Florence**
- A. in 1482.
  - B. in 1465.
  - C. immediately before he moved to Milan.
  - D. seventeen years after he became 30 years old.
- 8. Ludovico Sforza was**
- A. the closest friend of Leonardo's.
  - B. Leonardo's patron.
  - C. the man who made Leonardo work for the Duke of Milan.
  - D. the man who employed Leonardo to manufacture cartridges.
- 9. When did Leonardo become interested in the mathematics of perspective and proportion?**
- A. While he was moving to Milan.
  - B. Before he moved to Milan.
  - C. After he painted *The Last Supper*.
  - D. While he was working in Milan.
- 10. When did Leonardo paint The Last Supper?**
- A. At the age of twenty.
  - B. While he worked for Ludovico Sforza.
  - C. When he moved out of Milan.
  - D. At the age of seventeen.

## SECTION 2

### PARAPHRASE TEST

*Instructions: Choose the option (A, B, C, D) that is closest to the meaning of the original sentence. Then, on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.*

- 1. Nobody could say Susan was pretty. In fact she was homely.**
  - A. Not only was Susan not pretty, she was homely.
  - B. Not only Susan was not pretty, she was homely.
  - C. Susan was neither pretty nor homely.
  - D. Susan wasn't as pretty as she was homely.
- 2. Everybody in the office expected that Miss Parker would be promoted next month.**
  - A. Miss Parker is expected to be promoted next month.
  - B. Miss Parker was expected to be promoted next month.
  - C. Miss Parker is expected to have been promoted next month.
  - D. Miss Parker was expected to have been promoted next month.
- 3. Adam immersed himself in work. He wanted to have no time to think.**
  - A. Adam immersed himself in work so that not to have time to think.
  - B. Adam immersed himself in work so that he could have no time to think.
  - C. Adam immersed himself in work in order he had no time to think.
  - D. Adam immersed himself in work so he needn't time to think.
- 4. William was a human, but he had the instinct of a weasel.**
  - A. If William was an animal, he would be a weasel.
  - B. If William had been an animal, he would be a weasel.
  - C. If William had been an animal, he would have been a weasel.
  - D. If William was an animal, he would have been a weasel.
- 5. Jacob recovered from his illness. His mother took him to Israel.**
  - A. Having recovered from his illness, Jacob's mother took him to Israel.
  - B. After recovering from his illness, Jacob's mother took him to Israel.
  - C. After Jacob has recovered from his illness, his mother took him to Israel.
  - D. Having recovered from his illness, Jacob was taken to Israel.
- 6. Jason was terribly nervous about the operation. He forced himself to smile at his mother.**
  - A. Although being terribly nervous about his operation, Jason forced himself to smile at his mother.
  - B. Despite having been terribly nervous about the operation, Jason forced himself to smile at his mother.
  - C. In spite of being terribly nervous about the operation, Jason forced himself to smile at his mother.
  - D. Despite that he was terribly nervous about the operation, Jason forced himself to smile at his mother.
- 7. The students' grades were rather poor last term. The situation hasn't changed much this term either.**
  - A. The students' grades are as poor as last term.
  - B. The students' grades are as poor as they were last term.
  - C. The students' grades are the same as last term.
  - D. The students' grades are so poor as they were last term.
- 8. The manager complained about Nick's outrageous behaviour.**
  - A. It was Nick's outrageous behaviour that the manager complained about.
  - B. It was Nick's outrageous behaviour which the manager complained about.
  - C. Nick's outrageous behaviour was that the manager complained about.
  - D. Nick's outrageous behaviour was which the manager complained about.

9. **We bought a new DVD player at Walmart yesterday. It doesn't work.**  
 A. The new DVD player, which we bought at Walmart yesterday, doesn't work.  
 B. The new DVD player, that we bought at Walmart yesterday, doesn't work.  
 C. The new DVD player which we bought at Walmart yesterday doesn't work.  
 D. The new DVD player, we bought at Walmart yesterday doesn't work.
10. **„We might go to see Earl Brady this afternoon – if you are rested“, he said.**  
 A. He said we might have gone to see Earl Brady that afternoon if I was rested.  
 B. He said we might go to see Earl Brady that afternoon if I was rested.  
 C. He said we might go to see Earl Brady this afternoon if I am rested.  
 D. He said we might have gone to see Earl Brady that afternoon if I am rested.

### SECTION 3

#### GRAMMAR TEST

*Instructions: Choose the correct option (A, B, C, D) that best completes the sentence. Then, on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.*

1. **Evidently feeling that the subject \_\_\_\_\_, he looked in turn to the others.**  
 A. had been thoroughly changed      B. has thoroughly been changed  
 C. was thoroughly changed      D. thoroughly was changed
2. **She could feel her skin \_\_\_\_\_ a little in the heat.**  
 A. to be broiling      B. to broil  
 C. broiling      D. broils
3. **Rosemary felt that the picture \_\_\_\_\_ in her memory at the mention of swimming.**  
 A. would always be popping up      B. would always pop up  
 C. used to pop up      D. used to be popping up
4. **She realized that the man in the jockey cap \_\_\_\_\_ a performance for his group.**  
 A. has been giving      B. was giving  
 C. has given      D. gave
5. **Because of her a man was going to be executed. She \_\_\_\_\_ the case in the first place.**  
 A. must never have taken      B. would never have taken  
 C. should never have taken      D. needn't have taken
6. **The courtroom was a stage where she matched wits \_\_\_\_\_ the best that the opposition could offer.**  
 A. with      B. to  
 C. at      D. against
7. **„Mr. Stela, are you aware that the testimony you \_\_\_\_\_ today in this courtroom is self-incriminating?“**  
 A. have given      B. had given  
 C. have been given      D. must have given
8. **„How many people would you have killed if you \_\_\_\_\_ human life?“**

- A. don't value  
C. couldn't have valued
- B. hasn't valued  
D. didn't value
9. „Objection! The District Attorney \_\_\_\_\_ to lead the witness!“  
A. have been attempting  
C. was attempting  
B. is attempting  
D. had been attempting
10. „I got pneumonia making pictures last January and since then I \_\_\_\_\_.“  
A. have been recuperating  
C. was recuperating  
B. have been recuperated  
D. recuperated
11. She wanted to run up to the jurors before they \_\_\_\_\_ their verdict.  
A. give  
C. could have given  
B. would have given  
D. could give
12. \_\_\_\_\_ tennis is a game played within certain rigid rules.  
A. The  
C. A  
B. –  
D. Some
13. I'd rather Tom \_\_\_\_\_ of the new construction site.  
A. take care  
C. were taking care  
B. would take care  
D. took care
14. The man \_\_\_\_\_ on the phone was judge Reynolds.  
A. who I spoke  
C. whom I spoke  
B. with whom I spoke  
D. which I spoke with
15. \_\_\_\_\_ the impassive scrutiny of strange faces, she took off her bathrobe and followed.  
A. After feeling  
C. Because feeling  
B. Having been feeling  
D. Feeling

## SECTION 4

## VOCABULARY CLOZE

*Instructions: Read the text below and decide which answer (A, B, C, D) best fits each gap. Then, on your answer sheet, fill in the space that corresponds to the letter of the answer you have chosen.*

## Dreams

What is a dream? Some dreams (1) \_\_\_\_\_ totally trivial, like the idle wanderings of a brain off-duty, and it is not (2) \_\_\_\_\_ that skeptics say they are best forgotten. But other dreams cannot be so easily dismissed. These are the very frightening ones we wish we could (3) \_\_\_\_\_ as „only dreams“; as parents urge their children to do with nightmares, but often their impression is so strong that the (4) \_\_\_\_\_ continues to haunt us for years. There are other dreams of such beauty and joy that we would not have (5) \_\_\_\_\_ them, and still others so vivid that we wonder whether they could be visions of another (6) \_\_\_\_\_ or glimpses into some previous life. A few actually predict the future. Is there anything they all have (7) \_\_\_\_\_ ?

Although science is still a long way from having any comprehensive (8) \_\_\_\_\_ of dreams, one finding that has emerged from modern research is that the majority of

dreams seem in some way to (9) \_\_\_\_\_ things that have preoccupied our minds during the previous day or two. Sometimes this is easy to see, but it is equally true even of those fantastic dreams that seem worlds away from our ordinary life and thoughts, like being (10) \_\_\_\_\_ down the street by a tiger or conversing with a dead person. Dreams express themselves in a special kind of picture (11) \_\_\_\_\_. Once this language is understood, it can be seen that the tiger symbolized someone or something we found frightening the day or so before the dream, while the (12) \_\_\_\_\_ person appeared perhaps in order to remind us of an idea he or she gave us many years ago, which has immediate relevance to our present life. Dreams reflect not only actual happenings, but also a whole host of thoughts and feelings that passed us by during the day because we were too (13) \_\_\_\_\_ or unwilling to catch them. In fact, the dreaming mind may be compared to a (14) \_\_\_\_\_ director, picking up things from waking life that need more attention than we have given them and reflecting on them in depth by composing stories. In these stories, cartoon-style pictures and all kinds of other devices are used to express what we are feeling deep down inside about ourselves, other people, and the quality of our lives generally. And this alone, even if we went no further, would be an excellent reason for not merely brushing dreams aside, for is there any (15) \_\_\_\_\_ being whose life would not be improved by a little additional reflection?

- |                    |                  |                |                   |
|--------------------|------------------|----------------|-------------------|
| 1. A. appearing    | B. seam          | C. seem        | D. appeared       |
| 2. A. wandering    | B. surprised     | C. wondering   | D. surprising     |
| 3. A. pass on      | B. pass off      | C. pass beside | D. pass into      |
| 4. A. reminder     | B. memorial      | C. memory      | D. memorandum     |
| 5. A. lost         | B. mist          | C. missed      | D. fled           |
| 6. A. world        | B. Earth         | C. ground      | D. nature         |
| 7. A. in routine   | B. in total      | C. in global   | D. in common      |
| 8. A. sympathy     | B. understanding | C. compassion  | D. understatement |
| 9. A. reflect      | B. shine         | C. polish      | D. deflect        |
| 10. A. rushed      | B. run           | C. chased      | D. jogged         |
| 11. A. tongue      | B. vision        | C. sight       | D. language       |
| 12. A. dead        | B. deathly       | C. extinct     | D. sleepy         |
| 13. A. busy        | B. dizzy         | C. brassy      | D. bossy          |
| 14. A. filmy       | B. moving        | C. movie       | D. movable        |
| 15. A. humiliating | B. human         | C. humanising  | D. humorous       |

## Методически указания

За успешното полагане на кандидатстудентския изпит е необходима подготовка върху учебно съдържание на ниво **Advanced**.

## Литература

За подготовката на кандидат-студентите може да се използва следната литература (освен учебниците по английски език за гимназиалния курс):

1. Грънчаров, М. Write and Translate. Пловдив: Нанси, 2000.
2. Leech, Geoffrey. An A-Z of English Grammar and Usage. Longman.

- Murphy, Raymond. English Grammar in Use Intermediate to Upper-Intermediate/ with CD-ROM. Cambridge University Press, 2003.
- Swan, Michael. Practical English Usage. Oxford University Press, 2005.
- McCarthy, Michael. Felicity O'Dell English Vocabulary in Use (Upper-Intermediate). Cambridge University Press, 2003.
- McCarthy, Michael. Felicity O'Dell English Vocabulary in Use (Advanced). Cambridge University Press, 2003.
- Yule, George, Oxford Practical Grammar (Advanced). Oxford University Press, 2006.
- Plovdiv University – 5 Admission Tests in English – Book 1 and Book 2. Context Publishers, 2008.

Препоръчва се също четене на оригинална художествена и нехудожествена английска и американска литература предимно от XX и XXI век.

**Забележка:** За специалностите, изискващи приеман изпит по английски език, се признават като оценка от изпит следните изпити, удостоверени със сертификати: положен валиден (към датата на кандидатстудентския изпит през юли) изпит TOEFL **IBT** и TOEFL **CBT** (като точките се приравняват към приемния изпит съгласно с представената по-долу таблица), Cambridge, IELTS, Pearson (London) Test of English, ECPE или ALCE на University of Michigan.

- С положен валиден (към датата на кандидатстудентския изпит през юли) изпит TOEFL, като точките се приравняват към приемния изпит съгласно със следните таблици:

#### TOEFL IBT

Точки	Оценка	Точки	Оценка	Точки	Оценка
60	3,00				
61 – 62	3,10	81 – 82	4,10	101 – 102	5,10
63 – 64	3,20	83 – 84	4,20	103 – 104	5,20
65 – 66	3,30	85 – 86	4,30	105 – 106	5,30
67 – 68	3,40	87 – 88	4,40	107 – 108	5,40
69 – 70	3,50	89 – 90	4,50	109 – 110	5,50
71 – 72	3,60	91 – 92	4,60	111 – 112	5,60
73 – 74	3,70	93 – 94	4,70	113 – 114	5,70
75 – 76	3,80	95 – 96	4,80	115 – 116	5,80
77 – 78	3,90	97 – 98	4,90	117 – 118	5,90
79 – 80	4,00	99 – 100	5,00	119 – 120	6,00

#### TOEFL CBT

Точки	Оценка	Точки	Оценка	Точки	Оценка
150	3,00				
155	3,10	205	4,10	255	5,10
160	3,20	210	4,20	260	5,20
165	3,30	215	4,30	265	5,30
170	3,40	220	4,40	270	5,40
175	3,50	225	4,50	275	5,50
180	3,60	230	4,60	280	5,60
185	3,70	235	4,70	285	5,70



190	3,80	240	4,80	290	5,80
195	3,90	245	4,90	295	5,90
200	4,00	250	5,00	Над 295	6,00

2. С положен валиден изпит Cambridge до 2015, както следва:

Proficiency: A – 6,00, B – 6,00, C – 5,80

Advanced: A – 6,00, B – 5,60, C – 5,30

First Certificate: A – 5,00, B – 4,50, C – 4,00

### **CAMBRIDGE CERTIFICATE (от 2015)**

#### **Level B2**

TOTAL NUMBER OF POINTS	LETTERS	UNIVERSITY ENTRANCE GRADES
160 – 173	C	4,30
174 – 180	B	4,70
181 – 190	A	5,20

#### **Level C1**

TOTAL NUMBER OF POINTS	LETTERS	UNIVERSITY ENTRANCE GRADES
181 – 193	C	5,20
194 – 200	B	5,50
201 – 210	A	6,00

#### **Level C2**

TOTAL NUMBER OF POINTS	LETTERS	UNIVERSITY ENTRANCE GRADES
201 – 213	C	6,00
214 – 220	B	6,00
221 – 230	A	6,00

3. С положен валиден (към датата на кандидатстудентския изпит през юли) изпит IELTS, като резултатите се приравняват към приемния изпит по следната схема:

TOTAL NUMBER OF POINTS	SCORE	UNIVERSITY ENTRANCE GRADES
210 – 215	9	6,00
205 – 209	8,5	6,00
200 – 204	8	6,00
190 – 199	7,5	5,50
185 – 189	7,00	5,20
175 – 184	6,5	4,70
170 – 174	6	4,30
160 – 169	5,5	4,20

4. С положен валиден изпит Pearson (London) Test of English до 2015, както следва:  
 Level 5: A – 6,00, B – 5,80, C – 5,60  
 Level 4: A – 6,00, B – 5,50, C – 5,00

**EDEXCEL – ESOL CERTIFICATE (от 2015)**

TOTAL NUMBER OF POINTS	SCORE	UNIVERSITY ENTRANCE GRADES		
Edexcel Level 1 certificate in ESOL International	B2	C – 4.30	B – 4.70	A – 5.00
Edexcel Level 2 certificate in ESOL International	C1	C – 5.00	B – 5.50	A – 6.00
Edexcel Level 3 certificate in ESOL International	C2	C – 5.60	B – 6.00	A – 6.00

5. С положен валиден изпит ECPE или ALCE на University of Michigan, както следва:  
 ECPE – 6,00;  
 ALCE – 5,50.

**Забележка:** Резултатите от изпитите следва да бъдат получени от Пловдивския университет – Филологически факултет, Катедра по английска филология, по официален институционален път. Кандидатите с изпити Cambridge и Pearson (London) Test of English при подаване на документи трябва да представят оригинален документ и да приложат ксерокопие.