

Приложение № 29  
УТВЕРЖДЕНО  
приказом директора  
АНО ВО «Универсальный Университет»  
№15012026/ПК-1 от 15.01.2026

## **ПРОГРАММА ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ**

### **Профессиональное вступительное испытание (английский язык)**

для поступающих на программы бакалавриата по направлениям подготовки 42.03.05 «Медиакоммуникации», направленность (профиль) «Бренд-менеджмент и маркетинг в креативных индустриях», и 42.03.01 «Реклама и связи с общественностью», направленность (профиль) «Стратегические коммуникации и управление репутацией в креативных индустриях», и 38.03.02 «Менеджмент», направленность (профиль) «Продюсирование и предпринимательство в креативных индустриях»

**на платной основе**

## 1. Пояснительная записка

Профессиональное вступительное испытание (английский язык) проводится для определения уровня владения английским языком у поступающих на программы бакалавриата по направлениям подготовки 42.03.05 «Медиакоммуникации», направленность (профиль) «Бренд-менеджмент и маркетинг в креативных индустриях», и 42.03.01 «Реклама и связи с общественностью», направленность (профиль) «Стратегические коммуникации и управление репутацией в креативных индустриях», и 38.03.02 «Менеджмент», направленность (профиль) «Продюсирование и предпринимательство в креативных индустриях».

Вступительное испытание проводится в форме внутреннего тестирования по английскому языку.

Содержание вступительного испытания ориентировано на проверку владения английским языком на уровне не ниже Intermediate.

Минимальное количество баллов, подтверждающее успешное прохождение вступительного испытания, – 45 баллов.

Максимальное количество баллов за вступительное испытание – 100 баллов.

Формат вступительного испытания: письменное тестирование, включающее задания на аудирование, грамматику, понимание текста и написание эссе.

Общая продолжительность экзамена с учетом организационной части составляет 2 часа 20 минут. Продолжительность выполнения заданий составляет 2 часа 10 минут.

Вступительное испытание проводится очно в аудитории АНО ВО «Универсальный Университет» в соответствии с расписанием приемной кампании.

Поступающий участвует во вступительном испытании в соответствии с информацией, направленной приемной комиссией, и предъявляет документ, удостоверяющий личность. Университет идентифицирует поступающего путем сопоставления лица поступающего с документом, удостоверяющим личность.

Иностранцы поступающие могут представить документ, удостоверяющий личность, выданный государством, гражданами которого они являются.

Во время проведения вступительного испытания поступающему запрещается разговаривать с кем-либо, кроме членов экзаменационной комиссии и менеджера приемной комиссии, пользоваться справочными материалами, книгами, интернетом, мобильными телефонами, планшетами, наушниками, дополнительным компьютерным оборудованием и иными средствами связи, за исключением оборудования, непосредственно используемого для прохождения вступительного испытания.

## **2. Содержание вступительного испытания**

Вступительное испытание состоит из следующих частей:

1. Аудирование - однократное прослушивание текста, 10 вопросов, 15 минут.
2. Грамматический тест - 50 вопросов, 40 минут.
3. Задание на понимание текста - 2 части, 20 вопросов, 30 минут.
4. Написание эссе - письменное высказывание объемом 200–250 слов по предложенной теме, 45 минут.

## **3. Рекомендации и примеры заданий для подготовки к экзамену**

Ниже приведены демонстрационные задания, позволяющие поступающим ознакомиться со структурой и типами заданий, используемых во вступительном испытании по английскому языку.

Конкретные тексты и формулировки заданий на экзамене могут отличаться.

Уровень сложности заданий соответствует приблизительно уровню B1–B2.

### **Аудирование**

Пример задания по аудированию доступен по ссылке:

<https://britishdesign.ru/testing/>

## **Задание на понимание текста**

### **READING TEST - SAMPLES**

Данный тест по чтению представлен в качестве демонстрационного примера, чтобы помочь поступающим понять формат, уровень и типы заданий, используемых во вступительном испытании.

Тексты и вопросы по стилю и сложности соответствуют заданиям вступительного испытания. При этом конкретное содержание и количество вопросов во вступительном испытании могут отличаться.

Цель этого примера - показать, каким образом оцениваются навыки чтения, а не прогнозировать итоговый результат. Итоговая оценка на вступительном испытании формируется на основе общего результата, при этом раздел «Чтение» рассматривается вместе с другими частями теста.

### **READING (PART 1)**

Instructions: You are going to read a text about a general creative learning programme. Choose the most suitable heading for each paragraph (1–6) from the list of headings A–G.

The first paragraph “0” is given as an example. Write the correct letter A–G next to questions 1–6.

#### List of Headings

- A. Learning from people with a range of perspectives
- B. A flexible programme for different goals
- C. Support that helps students improve
- D. A place designed to encourage original thinking
- E. What the programme is about
- F. Cooperation as a key learning method
- G. Abilities developed for use outside the course

## The Creative Learning Programme

### 0 Example – E

0 The Creative Learning Programme is designed for people who want to explore their creative abilities in a practical and supportive environment. It brings together students with different interests and backgrounds and helps them develop confidence in creative thinking.

1 \_\_\_\_\_

The programme is open to students with a wide range of experience. Some participants are just beginning their creative journey, while others already have some practical skills. Students can choose how long they want to study and which areas they would like to focus on, depending on their personal aims.

2 \_\_\_\_\_

A key part of the programme is collaboration. Students regularly work in small groups where they share ideas, discuss problems and create projects. This approach helps them understand different ways of thinking and encourages them to learn from one another.

3 \_\_\_\_\_

Teachers play an active role in guiding students throughout the programme. They give regular feedback and help learners recognise their strengths and areas for improvement. This allows students to develop at their own pace and feel confident about their progress.

4 \_\_\_\_\_

The learning spaces are carefully planned to make students feel comfortable and motivated. There are areas for quiet work as well as shared spaces for discussion and teamwork. The environment is meant to inspire creativity and make learning an enjoyable experience.

5 \_\_\_\_\_

Students on the programme come from many diverse creative backgrounds, such as visual arts, design and media. Working alongside such people helps students see problems in new ways and develop more flexible thinking skills.

6 \_\_\_\_\_

By the end of the programme, students have gained skills that are useful beyond the classroom. They learn how to manage their time, communicate ideas clearly and work effectively with others. These abilities are valuable in many creative and professional situations.

### **READING (PART 2) - sample 1**

*Instructions: You are going to read comments from four people who took part in a creative learning programme.*

For questions 1–8, choose from the people A–D. The people may be chosen more than once.

#### The People

A - Lena

I joined the programme because I wanted to explore something creative, but I felt quite hesitant at the beginning. I had mostly worked independently before, so sharing ideas with others felt uncomfortable at first. Over time, however, listening to how other people explained their thinking made me aware that creativity can take many different forms. By the end of the programme, I felt far more at ease expressing my ideas and contributing actively to group discussions.

B - Marcus

For me, the most valuable aspect of the programme was learning how to organise my time more effectively. We had deadlines, group meetings and individual responsibilities, and at first I struggled to keep everything under control. Gradually, I developed routines that helped me remain focused and productive. While the creative tasks themselves were important, the practical skills I gained are transferable to many other areas of my life.

C - Sofia

I had already worked on similar creative activities before joining the programme, so I thought it would be relatively straightforward. In reality, I was surprised by how demanding it was to work with people whose approaches differed greatly from my own. At times, disagreements arose, and this could be frustrating. In retrospect, however, those moments forced me to reflect more carefully on my decisions and ultimately improved the standard of my work.

D - Ethan

What I appreciated most about the programme was the strong sense of community it created. Everyone was encouraged to support one another, and feedback was consistently constructive. Even when an idea proved ineffective, it was treated as a natural part of the learning process rather than a failure. This atmosphere made it easier to experiment and take creative risks without being overly concerned about making mistakes.

Questions: Which person...

1 responded positively to the overall emotional climate of the programme? \_\_\_\_\_

2 felt unsure about taking part at the beginning? \_\_\_\_\_

3 explains how difficulties led to the development of long-term working habits?  
\_\_\_\_\_

4 suggests that exposure to other viewpoints changed how they understand creative work? \_\_\_\_\_

5 refers to psychological tension that later contributed to personal growth? \_\_\_\_\_

6 mentions learning skills that are useful outside creative work? \_\_\_\_\_

7 implies that the learning context made mistakes feel less threatening? \_\_\_\_\_

8 describes a situation in which initial assumptions were later contradicted by experience? \_\_\_\_\_

**READING (PART 2) - sample 2**

*Instructions: You are going to read a text about taking part in a creative learning programme.*

For questions 1–7, choose the correct answer A, B, C or D.

### Learning to Work Creatively with Others

When people imagine creative work, they often picture individuals working alone, following personal inspiration. However, many creative projects today depend on collaboration, shared decision-making and the ability to respond to different viewpoints. For participants in creative learning programmes, this shift can be both challenging and rewarding.

For some students, the first difficulty is adjusting to a new way of working. Those who are used to managing their own time may find it uncomfortable to depend on others or to explain their ideas clearly. Early group discussions can feel slow or confusing, and progress may seem uncertain. At this stage, frustration is common, particularly when people have different expectations about how quickly results should appear.

Over time, many participants begin to recognise that these challenges play an important role in the learning process. Being required to listen carefully and justify decisions often leads to a deeper understanding of one's own thinking. Students may realise that ideas improve when they are questioned and reshaped through discussion, rather than developed in isolation.

Another important aspect of creative learning programmes is the emphasis on feedback. Instead of focusing only on final results, attention is given to reflection and improvement. Constructive comments from peers and tutors help students identify both strengths and areas that need development. This approach can reduce anxiety and encourage experimentation, as mistakes are treated as opportunities to learn rather than signs of failure.

The learning environment itself also influences how students develop. Spaces designed for shared work and open discussion can make participants feel more comfortable contributing their thoughts. When learners feel supported, they are more willing to take creative risks and to explore unfamiliar approaches without fear of negative judgement.

By the end of a creative learning programme, many students report changes that extend beyond creative ability alone. They often become more confident communicators, better at organising their time and more aware of how to work productively with others. These skills are valuable not only in creative contexts, but in a wide range of professional and personal situations.

## Questions

1 What is the main point made in the first paragraph?

- A. Most people misunderstand how creativity develops
- B. Creative learning programmes focus mainly on teamwork
- C. Teamwork plays an increasingly important role in creative work
- D. Creative work is becoming less individual than it used to be

2 What difficulty do some students face at the beginning of a creative learning programme?

- A. They feel unsure because progress seems slow and unclear
- B. They are not used to relying on other people to move work forward
- C. They lack the confidence to plan their work independently
- D. They find the structure of group discussions confusing

3 What does the writer suggest students gain from having to explain and defend their ideas?

- A. Greater control over how quickly work progresses
- B. A clearer awareness of how they approach creative decisions
- C. Increased confidence in their creative talent
- D. More efficient ways of working independently

4 What role does feedback play according to the text?

- A. It helps students judge how successful their final results are

- B. It encourages learners to compare their results with others
- C. It supports ongoing reconsideration and development throughout the process
- D. It allows tutors to identify problems at an early stage

5 How does the programme's attitude to mistakes influence students' behaviour?

- A. It increases their confidence to try options they would normally avoid
- B. It discourages them from repeating unsuccessful approaches
- C. It reduces the importance of group outcomes
- D. It leads them to focus less on improvement

6 What change do many students notice by the end of the programme?

- A. They develop skills that are useful in wider contexts
- B. They prefer working without support from others
- C. They rely less on discussion when making decisions
- D. They focus more strongly on creative outcomes

7 Which statement best reflects the writer's overall view of creative learning programmes?

- A. They are effective mainly for confident participants
- B. Their benefits depend largely on the learning environment
- C. They offer a structured way to develop both creative and personal skills
- D. They require careful adaptation to suit individual learners

KEYS

Part 1

1 B

2 F

3 C

4 D

5 A

6 G

Part 2 - sample 1

1 D

2 A

3 B

4 A

5 C

6 B

7 D

8 C

Part 2 - sample 2

1 C

2 B

3 B

4 C

5 A

6 A

7 C

**Грамматический тест**

## **Sample Grammar Test**

Образец теста по грамматике предназначен для того, чтобы помочь поступающим ознакомиться с форматом и уровнем вступительного испытания.

Образец иллюстрирует:

типы заданий, используемых на экзамене: множественный выбор, открытый пропуск, преобразование предложений, исправление ошибок;

общий уровень грамматики, ожидаемый от поступающих: приблизительно B1–B2.

Обратите внимание:

вопросы и ответы на вступительном испытании будут другими;

темы грамматики могут отличаться, но они будут сопоставимой сложности;

успешное прохождение теста не гарантирует получение определенного балла на реальном экзамене.

Цель теста - ознакомление, а не репетиция. Поступающим рекомендуется использовать его для понимания структуры экзамена и определения областей для дальнейшего изучения языка.

## **SAMPLE GRAMMAR TEST**

### **PART A - MULTIPLE CHOICE**

*Instructions: Choose the correct answer.*

1 A designer \_\_\_ ideas clearly can work well in a team.

- a) who explains
- b) whose explains
- c) which explains

d) where explains

2 There \_\_\_ several possible solutions to this problem.

a) has been

b) is

c) are

d) was

3 The team completed the task more \_\_\_ than expected.

a) quicker

b) quickly

c) quick

d) quickest

4 The lecture was very \_\_\_, so nobody checked their phone.

a) interested

b) interesting

c) interest

d) interestingly

5 By the time the meeting started, the designer \_\_\_ all the sketches.

a) was finishing

b) finishes

c) had finished

d) has finished

6 At the moment, the studio \_\_\_ on a new visual concept.

- a) is working
- b) works
- c) worked
- d) has worked

7 This tablet isn't Anna's - it's \_\_\_\_.

- a) herself
- b) her
- c) she
- d) hers

8 To improve the final result, you \_\_\_\_ follow the brief carefully.

- a) should
- b) might
- c) used to
- d) could

9 Many students are interested \_\_\_\_ digital marketing.

- a) at
- b) on
- c) for
- d) in

10 It was \_\_\_\_ clear explanation that everyone understood the task.

- a) so
- b) such a

c) so much

d) such

11 The news \_\_\_ already reached the whole department.

a) are

b) were

c) has

d) have

12 The teacher asked us \_\_\_ submit our work by Friday.

a) to

b) that

c) for

d) if

13 A short film \_\_\_ tells a story without dialogue can still be powerful.

a) where

b) whose

c) who

d) which.

### **PART B — OPEN CLOZE (6 questions)**

*Instructions: Complete each sentence with one word only.*

1 The coordinator explained \_\_\_ the applications would be reviewed.

2 If the instructions were clearer, fewer mistakes \_\_\_ be made.

3 The lights went out while the students \_\_\_ preparing the presentation.

4 She bought \_\_\_ new notebook for the design course.

5 If you need \_\_\_ suggestion, feel free to ask.

6 If I \_\_\_ more time, I would attend the workshop.

### **PART C - KEY WORD TRANSFORMATIONS**

*Instructions: Complete the second sentence so that it has a similar meaning to the first sentence. Use 2–3 words. Change the form of the given word if necessary.*

1 They need to check the equipment before use.

TO

The equipment needs \_\_\_\_\_ before use.

2 She finds it enjoyable to work on creative projects.

ENJOY

She \_\_\_\_\_ on creative projects.

3 It isn't necessary to bring your laptop tomorrow.

DON'T

You \_\_\_\_\_ bring your laptop tomorrow.

### **PART D - ERROR CORRECTION**

*Instructions: Each sentence contains one grammar mistake. Find the mistake and correct it.*

1 The instructions were very confuse.

2 This solution is more good than the previous one.

3 We didn't have much ideas during the meeting.

## **KEYS**

### Multiple Choice

1 a

2 c

3 b

4 b

5 c

6 a

7 d

8 a

9 d

10 b

11 c

12 a

13 d

### Open Cloze

1 how / that

2 would

3 were

4 a

5 a

6 had

### Key Word Transformations

1 to be checked

2 enjoys working

3 don't have to

### Error Correction

1 confusing

2 better

3 many

### **Написание эссе**

#### **Examples of essay topics**

“Some people believe that everyone can be creative if they are given enough time and encouragement. Do you agree or disagree with this statement?”

“Many people say that doing creative activities, such as drawing, writing, or making music, helps people relax and feel happier. Do you agree or disagree with this opinion?”