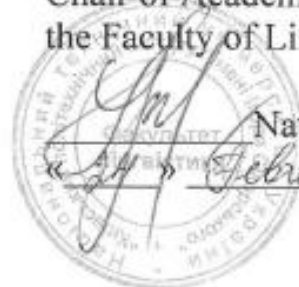


**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE  
“IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE”**

APPROVED

Chair of Academic Council of  
the Faculty of Linguistics



Nataliia SAIENKO

*February 2020*

**SYLLABUS FOR PhD ENTRANCE EXAMINATION  
IN ENGLISH  
for international students  
(all specialities, except for 035 Philology)**

Resolved by the Academic Council of the Faculty of Linguistics  
(Minutes No. 7 dated February 24, 2020)

Kyiv  
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(signature)

## INTRODUCTION

Admission of international students to the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” is governed by the university admission regulations based on current legislation of Ukraine. According to the Law of Ukraine “On Higher Education”, the Resolution of the Cabinet of Ministers of Ukraine dated March 23, 2016, under No. 261, “On Approval of the Procedure for Training the Doctors of Philosophy and Doctors of Sciences in Institutions of Higher Education”, Admission Policies to institutions of higher education approved by the Ministry of Education and Science of Ukraine on October 11, 2019 (№ 1285) and the University Admission Regulations for the applicants of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, applicants for Doctor of Philosophy (PhD) programmes shall pass an entrance examination in a foreign language corresponding to level B2 of the Common European Framework of Reference (CEFR). Foreign language acquisition facilitates the mobility of specialists in the world and should be in line with international standards on key competences of a highly skilled specialist.

Doctorate courses are open, without age or citizenship limits, to all those who already hold a master’s degree or similar academic title awarded abroad mostly in a related field. Enrollment of international students for PhD programmes at the expense of individuals and legal entities can be carried out during the academic year.

The syllabus is designed in accordance with the University Admission Regulations for all accredited PhD programmes, except for 035 Philology. The entry language proficiency level of university PhD applicants is expected to be at least B2 of the CEFR. It will ensure the independent English language communicative competence for PhD candidates to function effectively in their academic and professional fields.

According to the Admission Policies to institutions of higher education of Ukraine in 2019 (dated October 11, 2019, Chapter VII, Paragraph 6), a PhD applicant who holds a valid international certificate of language proficiency confirming at least B2 level of the CEFR (the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or Cambridge English Language Assessment (CELA)) is exempted from taking an entrance exam in English and gets the highest passing grade.

## MAIN BODY

### Language Skills (level B2)

#### 1. Listening

The applicant can

- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal life and academic field;
- follow a lecture, report or talk within the field of study, provided the presentation is clear.
- understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in the field of study;
- understand messages and instructions in academic and professional fields;
- follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker.
- understand the speaker's point of view.

#### Speaking

##### a) Spoken interaction:

The applicant can

- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible;
- take an active part in discussions within the academic and professional fields, accounting for and sustaining the viewpoint;
- to start a conversation support the discussion, ask to repeat or rephrase the statement, express the views and thoughts, continue the discussion, ask for more detailed information, take the initiative in the conversation, develop for and against arguments;
- behave adequately in typical academic and professional situations (at conferences, discussions, debates, conversations);
- have a speech communication ethics (language patterns of appeal, politeness, apology, agreement, etc.).

##### b) Spoken production:

The applicant can

- present clear detailed descriptions (presentations) on a wide range of subjects related to the field of interest;
- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
- use the basic means of communication to produce a cohesive discourse.

## 2. Reading

The applicant can

- understand authentic texts related to the field of study from textbooks, journals and Internet sources, and find the necessary information;
- quickly identify the content and relevance of news items, articles and reports on a wide range of academic and professional topics;
- read texts quite easily at different speeds and in various ways according to the purpose in reading and the type of text;
- have a broad reading vocabulary, but sometimes experience difficulty with less common words and phrases;
- understand articles and reports concerned with contemporary problems in which the writers adopt particular viewpoints.
- accumulate information from various sources for further use (at presentations, conferences, discussions in the academic and professional fields);
- understand charts and figures;
- read correspondence relating to the fields of interest and easily understand.

## 3. Writing

The applicant can

- write clear detailed texts on a wide range of subjects related to the fields of interest;
- write abstracts and summaries for authentic texts within academic and professional fields, synthesise information and arguments from a number of sources;
- write an essay, passing on information and presenting some arguments for or against a particular point of view.
- write academic and professional correspondence;
- evaluate different ideas and solutions to a problem;
- speculate about causes, consequences and hypothetical situations.

Other:

The applicant

- knows the characteristics of texts of various genres within the field of study (monographs, abstracts, articles, patents, reference books, specialised dictionaries) and uses them appropriately.

## **Language knowledge (level B2)**

The applicant must know:

- grammatical structures and syntax rules that are necessary for understanding and production of a wide range of texts in the academic and professional fields;

- a wide range of vocabulary (including terminology), which is necessary in the academic and professional fields;
- requirements to abstracting and summarizing the speciality-related texts.

### Structure of PhD Entrance Examination

The examination checks listening, reading, writing, and speaking skills to confirm level B2 and is composed of the written and oral parts.

*The written part* (80 minutes) includes:

1. Listening to a 3-minute text: 10 True/False questions to check listening comprehension (10 minutes).
2. Reading the speciality-oriented text (articles from the professional journal in the field of study of the applicant) (2000 characters) and writing a summary (55 minutes).
3. Writing an essay about the importance of applicant's future research (research justification): 8-10 sentences (15 minutes).

*The oral part* (8-10 minutes) includes:

1. Speaking on the article for which the applicant wrote the summary (see task 2 in the written part of the exam).
2. Speaking about applicant's plans on doing research: applicant's report and then answering the examiner's questions.

### Assessment Criteria

Examination assessment is carried out according to the European standards (ECTS), and the result is presented as the sum of the points given for each task. The specific weight of each task in the overall assessment is given below:

1. Listening: 20 points  
The number of True/False questions – 10, the correct answer to one question gives 2 points.
2. Reading the text and writing a summary: 30 points  
The applicant reads the text in his/her speciality/ field of study (2000 characters) and writes a summary (140-190 words)

28-30 points	<ul style="list-style-type: none"> <li>• All key concepts are identified.</li> <li>• Supporting information creates an exact explanation of the concepts.</li> <li>• Demonstrates an ability to synthesize information.</li> <li>• Organization is logical.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Transitions smoothly link each point together.</li> <li>• There is a clearly developed introduction, body, and conclusion.</li> <li>• Sentences connect with a natural flow and are varied in style.</li> <li>• Few (1-2) convention errors occur.</li> <li>• Subject specific vocabulary is applied with understanding.</li> <li>• Student uses her/his own words in a natural way.</li> </ul>
24-27 points	<ul style="list-style-type: none"> <li>• Most key concepts are identified.</li> <li>• Supporting information explains the concepts in a broad way.</li> <li>• Demonstrates an ability to generalize information.</li> <li>• Organization is orderly.</li> <li>• Some transition words are used to connect information.</li> <li>• There is indication of an introductory statement, body, and concluding statement.</li> <li>• Writing is understandable.</li> <li>• Convention errors (3-5) do not make writing hard to understand.</li> <li>• Word choice is appropriate to the subject.</li> <li>• Student mostly uses his/her own words.</li> </ul>
18-23 points	<ul style="list-style-type: none"> <li>• Topic may be identified, but not key concepts.</li> <li>• Most supporting information is missing.</li> <li>• Organization is random or disconnected.</li> <li>• There is not an identifiable introduction, body, and conclusion.</li> <li>• Writing is unclear or simplistic.</li> <li>• Sentences are choppy or awkward (6-8 errors altogether).</li> <li>• Word choice is simple or not appropriate to the subject.</li> <li>• Subject specific vocabulary is missing.</li> </ul>
14-17 points	<ul style="list-style-type: none"> <li>• Student indiscriminately lists information.</li> <li>• Convention errors (9-10) make writing hard to understand.</li> <li>• Student may copy much of the content from the presentation.</li> </ul>

Guidelines for writing a summary of an article:

- State the main ideas of the article.
- Identify the most important details that support the main ideas.
- Write your summary in your own words; avoid copying phrases and sentences from the article unless they are direct quotations.
- Express the underlying meaning of the article, not just the superficial details.

*Your summary should include:*

*Introduction*

- Start with a summary or overview of the article which includes the author's name and the title of the article.
- Finish with a thesis statement that states the main idea of the article.

*Body Paragraphs*

- Start each body paragraph with a topic sentence.
- Each paragraph focuses on a separate main idea and just the most important details from the article.

- Put the ideas from the essay into your own words. Avoid copying phrases and sentences from the article.
- Use transitional words and phrases to connect ideas.

*Concluding Paragraph*

- Summarize the main idea and the underlying meaning of the article.

*Adapted from "Guidelines for Writing a Summary" by Christine Bauer-Ramazani, Saint Michael's College.  
<http://academics.smcvt.edu/cbauer-ramazani/AEP/EN104/summary.htm>*

3. Writing an essay about the importance of applicant's future research (research justification): 10 points.

The applicant writes 8-10 sentences to answer the following questions:

- What is the focus of my future research?
- What will I investigate in order to shed light on my focus?
- Why is this research important?
- What real life or everyday problem, issue, question or context does the research relate to?
- What is the research ultimately trying to achieve?
- What possible negative repercussion is there of not solving this problem?
- What benefit does the research promise?

8-10 points	<ul style="list-style-type: none"> <li>• Topic is identified and main points are developed clearly.</li> <li>• Organization is logical.</li> <li>• Transitions smoothly link each point together.</li> <li>• Sentences connect with a natural flow and are varied in style.</li> <li>• Few (1-2) convention errors occur.</li> </ul>
6-7 points	<ul style="list-style-type: none"> <li>• Uneven coverage of relevant issues.</li> <li>• Organization is orderly.</li> <li>• Some transition words are used to connect information.</li> <li>• Writing is understandable.</li> <li>• Convention errors (3-5) do not make writing hard to understand.</li> </ul>
4-5 points	<ul style="list-style-type: none"> <li>• Partial coverage of the key issues.</li> <li>• Organization is random or disconnected.</li> <li>• Writing is unclear or simplistic.</li> <li>• Word choice is often inappropriate to the subject.</li> <li>• Sentences are choppy or awkward (6-8 errors altogether).</li> </ul>
2-3 points	<ul style="list-style-type: none"> <li>• Insignificant coverage of the issues.</li> <li>• Poorly structured.</li> <li>• Convention errors (9-10) make writing hard to understand.</li> </ul>

*The oral part:*

1. Speaking on the article for which the applicant wrote the summary – 10 points.
2. Speaking about applicant's plans on doing research:



- applicant's report gives 15 points;
- answering the examiner's questions gives 15 points.

Pronunciation, vocabulary, accuracy, communication, interaction and fluency are all markers of applicants' overall speaking abilities that are evaluated and assessed, together with the criteria mentioned above for writing tasks.

### **Grading system**

<b>Scale</b>	<b>Grade description</b>
95 – 100	Excellent
85 – 94	Very good
75 – 84	Good
65 – 74	Satisfactory
60 – 64	Sufficient
less than 60	Fail

The minimum passing grade is 60.

### **RECOMMENDED REFERENCES**

1. Texts in the field of study (articles from specialised scientific journals).
2. Hewings M. Cambridge Academic English: an Integrated Skills Course for EAP (Upper Intermediate) / Martin Hewings. – Cambridge University Press, 2012. – 176 p.
3. Hewings M. Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English (3d edition) / Martin Hewings. – Cambridge University Press, 2013. – 304 p.
4. Williams I. English for Science and Engineering / Ivor Williams. – Heinle, Cengage Learning, 2007. – 106 p.
5. Tamzen A. Cambridge English for Scientists / Amer Tamzen. – Cambridge University Press. – 2011. – 128 p.
6. McCarthy M., O'Dell F. Academic Vocabulary in Use / Michael McCarthy, Felicity O'Dell. – Cambridge University Press, 2008. – 176 p.
7. Ibbotson M. Cambridge English for Engineering / Mark Ibbotson. – Cambridge University Press, 2010. – 112 p.