

NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
“Igor Sikorsky Kyiv Polytechnic Institute”

Approved by

Chair of the Admissions Committee
Rector

Anatoliy
MELNYCHENKO

signature

2026
Date

Faculty of Linguistics

Full Name of the Faculty/Educational and Research Institute

**PROGRAM
for the English Language Entrance Exam**

for the admission of international students to the second (master's) level of higher education
for all majors except A1 Educational Sciences and B11 Philology (by specialization)

Program approved by:

the Academic Council of the Faculty of Linguistics

Minutes No. 17 of June 29, 2026

Chair of the Academic Council

Dean _____ Zoya KORNEVA

INTRODUCTION

Admission of applicants to Igor Sikorsky Kyiv Polytechnic Institute is carried out in accordance with the provisions of the “Procedure for Admission to Higher Education Programs in 2026.” This program has been developed in accordance with the requirements of the “Rules for Admission to Igor Sikorsky Kyiv Polytechnic Institute in 2026.” This program is intended for international applicants in all majors, except for A1 Educational Sciences and B11 Philology (by specialization), who take an entrance exam in English for admission to the second (master’s) level of higher education.

OVERVIEW

The entrance exam program has been developed in accordance with the Common European Framework of Reference for Languages. The assessment focuses on applicants’ reading and speaking skills, as well as their lexical and grammatical proficiency. The content of the test items is based on authentic examples of literary language used in the countries whose languages are being studied, in accordance with the communication contexts and text topics specified in this Syllabus.

The English language entrance exam consists of four parts.

Part I. Reading

The objective is to assess the candidates’ ability to independently read and comprehend authentic texts within a specified time frame.

The tasks designed to assess the level of foreign language reading proficiency focus on various strategies: understanding main ideas (skimming), comprehending detailed information (scanning), and locating specific facts (selective reading).

Authentic texts from print periodicals, online publications, informational and reference materials, advertising brochures, and fiction are used to create the test tasks.

The total length of the texts is up to 2,500 words.

The test assesses candidates’ ability to understand a text, identify key information, summarize the content of what they have read, and draw conclusions based on the text.

The candidate is able to:

- read a text and identify its purpose and main idea;
- read (with full comprehension) texts based on familiar language material;
- read and identify necessary details from texts of various types and genres;
- distinguish between main facts and secondary information;
- distinguish between factual information and personal impressions;
- understand the authors’ points of view;
- work with texts of various genres;
- scan a text or series of texts to find the information needed to complete a specific task;
- identify the structure of a text and recognize the logical connections between its parts;
- determine the meaning of unfamiliar words based on context, similarities to one’s native language, or explanations in the commentary.

Parts II–III. Language Use

The objective is to assess the level of development of the candidates’ communicative, grammatical, and lexical competencies.

The candidate is able to:

- analyze and compare information;
- correctly use lexical items and grammatical structures;
- establish logical connections between parts of a text.

The minimum vocabulary for applicants is 2,500 words, corresponding to the areas of communication and text topics specified in this Program.

Part IV. Speaking

The objective is to assess the level of applicants' oral communication skills, specifically their ability to construct monologues and participate in oral interactions in English in accordance with the given communicative situation.

COMMUNICATION AREAS AND TEXT TOPICS FOR READING, LANGUAGE USE, AND SPEAKING

I. Personal Life

Everyday life and its challenges.
 Family. Family relationships.
 A person's character.
 Housing.
 Daily routine.
 A healthy lifestyle.
 Friendship, love.
 Relationships with peers and in a group.
 Hobbies and interests.
 Leisure and recreation.
 Personal priorities.
 Plans for the future, career choices.

II. The Public Sphere

Weather. Nature. The Environment.
 Life in the country whose language is being studied.
 Travel, excursions.
 Culture and art in Ukraine and in the country whose language is being studied.
 Sports in Ukraine and in the country whose language is being studied.
 Literature in Ukraine and in the country whose language is being studied.
 Mass media.
 Youth and the modern world.
 People and the environment.
 Clothing.
 Shopping.
 Food.
 Scientific and technological progress, prominent figures in science.
 Ukraine in the global community.
 Holidays, commemorative dates, and events in Ukraine and in the country whose language is being studied.
 Traditions and customs in Ukraine and in the country whose language is being studied.
 Prominent figures in the history and culture of Ukraine and the country whose language is being studied.
 Notable sites of historical and cultural heritage in Ukraine and in the country whose language is being studied.

Museums, exhibitions.
Painting, music.
Film, television, and theater.
Human rights and responsibilities.
International organizations, international movements.

III. Education

Education, learning, upbringing.
Student life.
The education system in Ukraine and in the country whose language is being studied.
Work and careers.
Foreign languages in people's lives.

Grammatical Tools

Noun
Grammatical categories (singular and plural, possessive case).
Noun phrases.
Lexical classes of nouns (proper and common nouns: concrete, abstract nouns, substances, collective nouns).
Articles
Definite and indefinite.
Zero article.
Adjectives
Types of adjectives.
Degrees of comparison of adjectives.
Numerals
Cardinal, ordinal, and fractional numerals.
Pronoun
Categories of pronouns.
Verbs
Regular and irregular verbs.
Verb mood.
Tense and aspect forms.
Modal verbs.
Verb forms (infinitive, gerund, participle).
Constructions with verb forms (compound object, compound subject, compound predicate).
Adverbs
Categories of adverbs.
Degrees of comparison of adverbs.
Prepositions
Types of prepositions.
Conjunctions
Types of conjunctions.
Sentences
Simple sentences.
Compound sentences.
Impersonal sentences.
Conditional sentences (types 0, I, II, III).
Direct and indirect speech
Word formation

Structure of the English entrance exam

The exam consists of four parts.

Part 1 “Reading” (Task 1) contains 10 multiple-choice questions. Each question consists of a prompt and three answer choices, only one of which is correct.

Part II (Task 2), “Language Use: Vocabulary,” contains 15 questions. Each question consists of a prompt and 4 answer choices, only one of which is correct.

Part III (Task 3), “Language Use: Grammar,” contains 15 tasks. Each task consists of a prompt and four answer choices, only one of which is correct.

Part IV (Task 4) “Speaking.” The speaking task covers both monologue and dialogue. The task includes a list of topics for oral discussion.

SCORING SYSTEM FOR THE ENTRANCE EXAM

Part 1 “Reading”

Task 1. Each question is worth 0 or 2 points: 2 points for a correct match; 0 points if no correct match is made, more than one answer is given, or no answer is provided. The maximum number of points is 20.

Part II (Task 2) “Language Use. Vocabulary”

Task 2. Each question is worth 0 or 2 points: 2 points for a correct match; 0 points if no correct match is made, more than one answer is given, or no answer is provided. The maximum number of points is 30.

Part III (Task 3) “Language Use. Grammar”

Task 3. Each question is worth 0 or 2 points: 2 points for a correct match; 0 points if no correct

match is made, more than one answer is given, or no answer is provided.

The maximum number of points is 30.

Part IV (Task 4) “Speaking.”

Task 4. This task assesses foreign language proficiency in monologue and dialogue speech. The maximum number of points is 20. The score is determined as follows:

- | | |
|--------------|---|
| 18–20 | The test-taker fully explores the topic, expresses ideas logically and coherently, maintains the dialogue, responds appropriately to questions, and uses a sufficient vocabulary and a variety of grammatical structures. Up to 0–3 lexical, grammatical, or phonetic errors are permitted; these are isolated and do not interfere with comprehension. |
| 14–17 | The topic is generally covered, and the speech is understandable and sufficiently coherent. The speaker can maintain a dialogue, although they sometimes need clarification or time to respond. 4–7 lexical, grammatical, or phonetic errors are permitted; these generally do not hinder communication. |
| 10–13 | The topic is partially covered. The speech is simple and at times lacks coherence. The test-taker gives short answers and has limited ability to maintain a conversation. 8–12 lexical, grammatical, or phonetic errors are allowed; they sometimes hinder comprehension. |
| 6–9 | The test-taker demonstrates limited ability in monologue and dialogue. Responses are fragmented, and the topic is covered only superficially. There are frequent lexical, grammatical, and phonetic errors—13–18 errors—that significantly hinder communication. |
| 0–5 | The response is almost absent or does not address the topic. The test-taker is unable to construct a coherent statement or maintain a dialogue. 19 or more lexical, grammatical, or phonetic errors, or a lack of linguistic resources, make effective communication impossible. |

The total number of points available for completing all tasks on the test is 100 points.

EXAMPLE TEST PAPER

Card 7

Task 1. Reading.

Read the text below. For questions (1–10), choose the correct answer (A, B, or C).

For years, the link between increased ride-sharing and reduced traffic congestion was clear: cheap, immediate, and readily available rides would encourage city residents to give up their cars. Uber Pool and Lyft’s Shared Rides, which pick up additional passengers along their routes, would function like citywide carpooling services, combining passengers and extending the reach of public transportation.

But in the last few years, as ride-sharing has expanded to dozens of cities and billions of rides, nearly all of these assumptions have been proven wrong or wildly optimistic.

First of all, ride-sharing has not reduced the number of cars on the roads. As taxi fares have fallen, their popularity has soared. San Francisco now has over 20 times more ride-sharing vehicles than official taxis. In New York, registered “transportation network company” cars outnumber yellow

cabs six to one. While some city residents have indeed given up their vehicles in favor of car sharing, others have purchased cars specifically to drive for Uber and Lyft.

Secondly, replacing solo drivers with car-sharing services hasn't reduced the number of miles city residents are driving on the roads. "Switching from your own car to an Uber actually adds miles because the car has to come pick you up," Schaller said.

"It would be great if Uber and Lyft carried small groups of people, but in fact they usually only carry solo riders," said Jarrett Walker, a transit planner and policy consultant. Uber drivers have to get to their first passenger, then end up taking significant detours along the route to pick up their second or third. And that's assuming they pick up a second passenger at all: According to internal company data obtained by BuzzFeed, 40 percent of Uber Pool trips in San Francisco ended up as solo rides in 2015, when the service was still relatively new. In addition, at that time, Uber was heavily subsidizing fares to make the service more popular.

And thirdly, rather than simply supplementing more efficient forms of transportation, Uber and Lyft are actually taking customers away from them. Two separate studies have found that the majority of Uber and Lyft riders would have walked, cycled, or taken a bus if ride-sharing weren't available. In one study, a University of Colorado researcher became an Uber driver and surveyed his passengers. He found that only about one in five had replaced driving alone with his taxi ride.

"When you ask people who say they're replacing personal car trips why they use ride-sharing instead, it turns out they're taking Uber and Lyft to the airport, when they go out drinking, and when they travel to avoid renting a car," Schaller said. Those trips are all replacing public transit trips. Plus, since ride-sharing passengers tend to be wealthier than the city average, ride-sharing could be luring the wealthy away from using buses and trains altogether, creating a two-tier system and, in the long term, weakening public support and funding for more efficient forms of transportation.

1. What can make people use ride-sharing instead of their cars?
 - A. Constantly rising gas prices
 - B Terrible traffic jams
 - C Affordable taxi rides
2. What has happened with ride-sharing recently?
 - A People don't want to ride-share.
 - B The service has become much more popular.
 - C A dozen people have used the service.
3. Why hasn't ride-sharing led to fewer cars on the roads?
 - A Rides are so expensive.
 - B There are a lot of yellow cabs on the road.
 - C Some people bought cars just to drive for Uber and Lyft.
4. Why do Uber vehicles cover longer distances than solo drivers?
 - A Uber drivers went off-route to pick up passengers.
 - B Uber drivers couldn't figure out the optimal routes.
 - C Most Uber rides weren't shared.
5. How many Uberpool trips were solo rides when this service was launched?
 - A Half of them
 - B Two out of five
 - C All of them
6. What is true about the early period of service development?
 - A Uber and Lyft transported small groups of people rather than solo riders.
 - B Uber drivers always had just one passenger.
 - C Uber covered part of the expenses to increase the service's popularity.
7. What would most Uber passengers have done if they hadn't used the service?
 - A driven their own cars

- B** walked or took public transportation
C taken a taxi
8. According to one study, how many passengers chose to take an Uber instead of driving alone?
A One in five
B Half of the passengers
C All of the passengers
9. Why do some people take Uber and Lyft instead of walking, biking, or taking the bus?
A To avoid renting a car
B To avoid driving alone
C To save money
10. What might be the effect of Uber and Lyft services?
A People will travel by car instead of flying
B People will travel more
C People will use public transportation less

(20 points)

Task 2. English in Use. Vocabulary.

Choose the correct answer (A, B, C, or D).

- 11) Jenny into a fortune when she was twenty-one.
 A came B went C got D entered
- 12) Jane thinks she's better than people who haven't been to college and looks down on them.
 A up to B after C down on D out for
- 13) for a while, I've thought he's quite mad.
 A Short B Limited C Cut D Pressed
- 14) I've told her not to time on this project, but she never listens to me.
 A put B waste C spoil D spill
- 15) John left college and decided to for a job he saw advertised in the magazine.
 A set B graduate C update D apply
- 16) She was a talented researcher and was very soon to a higher position.
 A excelled B boosted C promoted D upgraded
- 17) Jo is unemployed and receiving unemployment benefits. There's nothing worse than being on
 A dole B help C fund D grant
- 18) I need your on this sheet of paper.
 A sign B signpost C signature D signifier
- 19) Would you me to finish early tonight?
 A reminder B. Remember C suggest D recall
- 20) Be very careful with that painting; it's not just expensive, it's
 A valueless B countless C priceless D meaningless

21) My research advisor gave me a very useful of advice.

A part B piece C plot D token

22) People made out of iron, and this period is known as the Iron Age.

A tools B gadgets C appliances D kits

23) She's studying for a in ancient history because she's fascinated by it.

A level B range C course D degree

24) Several years have since I saw Mark.

A left B flown C passed D run

25) It's exhausting to from home to the university every day because of heavy traffic.

A commute B move C relocate D pass

(30 points)

Task 3. English in Use. Grammar.

Choose the correct answer (A, B, C, or D).

26) "Why were you so tired yesterday?" – "Because I all morning.

A jog B was jogged C had been jogging D had been jogged

27) It was the first time I a live concert.

A had ever seen B had ever been seeing

C had ever seen D had ever been seen

28) "You live in a huge house, don't you?"

"Yes, but we ! We lived in a tiny apartment a year ago."

A didn't use to B wouldn't C use not D weren't used to

29) Unfortunately, teachers days off very often.

A don't get B aren't getting

C weren't getting D haven't been getting

30) Volleyball hurt my hands at first, but I finally it in the end.

A was used B was used to C got used to D got used to

31) We're out of coffee, so could you get some from the supermarket?

A a B an C the D –

32) Many people think there's point in joining a pressure group.

A few B a few C little D a little

33) If I had understood the instructions properly, I the experiment correctly.

A would have done B did C had done D have done

34) Students are not allowed to use these chemicals they are under the supervision of a technician.

A if B in case C provided that D unless

35) She couldn't find a hostel, so we had to sleep at the train station. It was awful!

A must B had to C should D ought to

36) The prisoners are made the trash.

A clean up B cleaning up C cleaned up D to clean up

37) James suggested for a coffee after work.

A meeting B to meet C meet D be met

38) No one seems to care about the environment,?

A does he B do they C is he D are they

39) I have rarely such a difficult project in my career.

A I have done B have I done C I did D am I doing

40) The crime rate is high that citizens are terrified.

A such B enough C so D –

(30 points)

Task 4. Speaking

a) Spoken production

b) Spoken interaction

Topics for discussion:

1. Talk about your future life. Where would you like to live and work? What kind of lifestyle would you like to have?
2. Talk about global issues. Discuss:
 - environmental protection;
 - peace and cooperation;
 - new technologies;
 - ... (add your own idea).
3. Talk about the importance of education. Why do people need education? How does education influence society?
4. Talk about famous historical or cultural figures. Why do people remember them? What can we learn from them?
5. Talk about the role of English in your life. How can English help you communicate, study, and work?

(20 points)

Total: 100 points

REFERENCE LIST

Required Reading:

1. Evans, V. (2018). *FCE: Use of English for the Revised Cambridge Examination*. Express Publishing.
2. Foley, M., & Hall, D. (2019). *MyGrammarLab: Intermediate B1/B2*. Pearson.
3. Mann, M., & Taylore-Knowles, S. (2023). *Destination B2*. Macmillan.
4. Michalowski, B., Petrechko, M., McKean, S., & Kirby, K. (2019). *Focus on Exams B1*. Pearson.
5. Chandler, K., & Da Silva, L. (2020). *Practice Tests Plus: PTE General B2*. Pearson Education Limited.
6. Wilson, J. J., & Clare, A. (2022). *Speakout: Upper-Intermediate Student's Book* (3rd ed.). Pearson Education Limited.

Online resources:

1. BBC Learning English. (n.d.). *BBC Learning English*. <https://www.bbc.co.uk/learningenglish>
2. British Council. (n.d.). *LearnEnglish*. <https://learnenglish.britishcouncil.org/>
3. Cambridge University Press & Assessment. (n.d.). Learning English: Activities for learners. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/>

FINAL PROVISIONS

During the entrance exam, applicants are not permitted to use paper or electronic dictionaries, reference books, or electronic translators.

Calculation of Entrance Exam Scores

The results of the entrance exam for each section are converted from a 100-point scale to a 200-point scale according to the Table for Converting Test Scores to a Rating (on a scale of 100–200 points):

Таблиця відповідності оцінок PCO (30...100)
Оцінкам 200-бальної шкали (100...200)

шкала PCO	шкала 100...200	шкала PCO	шкала 100...200	шкала PCO	шкала 100...200
45	100	64	135	83	169
46	102	65	136	84	171
47	104	66	138	85	173
48	105	67	140	86	175
49	107	68	142	87	176
50	109	69	144	88	178
51	111	70	145	89	180
52	113	71	147	90	182
53	115	72	149	91	184
54	116	73	151	92	185
55	118	74	153	93	187
56	120	75	155	94	189
57	122	76	156	95	191
58	124	77	158	96	193
59	125	78	160	97	195
60	127	79	162	98	196
61	129	80	164	99	198
62	131	81	165	100	200
63	133	82	167		

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