

**THE ENTRANCE EXAMINATION PROCEDURE
for the Doctoral program in
Management**

Academic major: 5.2.6. Management

For academic discipline ‘THE ENGLISH LANGUAGE’

Section 1. THE CONTENT OF THE MAIN TOPICS

1. The basic principles

The entrance examination in English for applicants to be enrolled in the Doctoral Program in Management is held as a test to assess the applicants' level of academic English language proficiency. The test involves the use of a comprehensive competency- building approach to language-related material. The obtained results will help select the applicants for the Doctoral program with the upper-intermediate level of foreign language communicative competence (B2-level according to the Common European Framework of Reference for Languages).

The grammar knowledge which is subject to testing covers all grammar phenomena consistent with B2 level according to the Common European Framework of Reference for Languages. The following is the list of grammar phenomena which become subject to testing:

- Irregular verbs (cost, spread, cast, lie, lay, etc.)
- V-ing- to V.
- Used to, be used to, get used to.
- Tense following *after, as soon as, before, by the time, etc.*
- Lexical difficulties (conscious, consciousness, conscience, conscientious, etc.).
- Countable– uncountable nouns (advice, knowledge, permission, etc.).
- Adverbs- adjectives (lovely, likely, cowardly, etc.).
- Inversion (e.g., following *rarely, not once, not until, never, etc.*).
- Degrees of comparison (Father-further, easier, etc.).
- Conditionals.

Section 2. LITERATURE AND DATABASES

Main literature:

1. Official Guide to the TOEFL Test with CD-ROM, 5th Edition. McGraw-Hill Education, 2018.
2. Barron`s TOEFL iBT with CD-ROM and MP3 audio CDs, 15th Edition, 2016
3. Cracking the TOEFL IBT. 2017 Edition, the Princeton Review.

ETS link - <https://www.ets.org/toefl/rpdt/about>

Supplementary literature:

Official Guide to the TOEFL Test with CD-ROM, 4th Edition (Official Guide to the TOEFL iBT), McGraw-Hill; 2012

Databases

Libraries the Russian State Library	www.rsl.ru
The National Library of Russia	www.nlr.ru
The Library of the Russian Academy of Sciences	www.rasl.ru
The Library for Natural Sciences of RAS	www.benran.ru
The Scientific Library of St. Petersburg State	www.bio.spbu.ru/library
The Scientific Electronic Library ELIBRARY.RU	www.elibrary.ru

Section 3. THE ENTRANCE EXAM STRUCTURE AND CONTENT

3.1 The test consists of three sections: *Listening Comprehension*, *Structure and Written Expression* and *Reading Comprehension*.

Listening Comprehension: 30 minutes;

Structure and Written Expression: 30minutes;

Reading Comprehension: 60 minutes.

3.2 The *Listening Comprehension* section is designed to test the following skills: to comprehend spoken conversations, infer the correct conclusion from conversations, answer the questions based on the information given in conversations. The *Listening Comprehension* section, which lasts for 30 minutes, comprises three parts. In the first part the applicants will hear short conversations between two people and get the gist of it. The next part consists of two longer conversations. The applicants will answer several questions. The last part comprises three passages from academic lectures or discussions followed by questions. Each of the listening passages lasts for about 2 minutes. Most of the tasks use multiple-choice questions with 3-4 choices in them.

3.3 The *Structure and Written Expression* section is designed to test the applicants' skills in English grammar. This section lasts for 30 minutes and comprises two tasks. The first task consists of the sentences in which a part of each sentence has been replaced with a blank space. Each sentence is followed by four answer choices. The second task consists of the sentences in which four words or groups of words have been underlined. The applicants will have to underline a word or a group of words that contains a grammar or lexical mistake.

3.4 The *Reading Comprehension* section lasts for 60 minutes and comprises five texts (of approximately 2000 characters). It is designed to test reading skills, extent of vocabulary, ability to deal with synonymy, knowledge of stylistic features of language, ability to guess the meaning of occasional unknown words from the context. All the texts are based on academic English.

The applicants for the Doctoral Program in Management should demonstrate the following components of communicative competence:

- Linguistic competence - command of a certain amount of knowledge, skills and experience in the field of vocabulary, grammar and phonetics necessary for foreign language communication.
- Language competence - knowledge of language units and rules of their putting together and linking.
- Speech competence - command of ways how to form and to frame thoughts by means of language and the ability to use the ways in the course of speech perception
- Social and cultural competence - knowledge of national and cultural identity of foreign language speech behaviour, familiarity with items of social and cultural environment such as customs, rules, standards of social conventionality and cross-cultural knowledge.
- Social and linguistic competence - ability to select and to use appropriate language patterns and means depending on the purpose and context of particular communication, as well as social roles of participants in communication

- Compensatory competence - ability to solve various-complexity communication tasks using limited linguistic resources.
- Information competence - ability to search, analyze and transform information.

Communicative competence and language skills that should be demonstrated by the applicant:

The following is an approximate list of language skills (within the framework of communicative competence) which become subject to testing during the entrance exam:

- The ability to identify the most important information and to avoid ambiguity.
- An extensive vocabulary command. The testee rarely experiences difficulties in choosing an adequate expression noticed by others. The testee has good command of academic and idiomatic vocabulary.
- The ability to choose the most appropriate way of expressing thoughts from a wide variety of linguistic resources.
- The ability to process any text about real and fictional events.
- The ability to piece together an appropriate phrase to obtain the necessary linguistic information from the available set of functional discourse.
- Understanding of complex information and the ability to make recommendations on a wide range of issues either related or unrelated to the future professional activity.
- The ability to easily understand and to participate in complex discussions between third parties in group discussion of abstract, sophisticated and unfamiliar topics.
- The ability to determine the further course of the narrative and the text logic anticipating the further flow of the presentation based on the context, grammar and vocabulary.

Section 4. ENTRANCE EXAM ASSESSMENT SCORES

4.1 Rules of test assessment

The applicants complete the test tasks which are grouped in three sections.

The total number of tasks in a test is 140.

Each task carries equal weight.

The test is scored on a 1-100-point basis.

Each question of the entrance test is scored in the following way:

- correct answer – 0,71 point;
- incorrect answer – 0 point.

4.1.2 To reach the pass mark, an applicant is to get at least 50 points.