

1. Пояснительная записка

Программа вступительного испытания (далее — ВИ) описывает цели, задачи, содержание, форму, процедуру, основные требования к ответам экзаменуемого, критерии оценки и основную литературу, которая рекомендуется при подготовке к вступительному испытанию в магистратуру по английскому языку по направлению подготовки 45.04.02 Лингвистика.

В программе ВИ отражены основные требования к уровню и содержанию знаний по английскому языку. Программа вступительного испытания включает перечень теоретических знаний и практических умений, навыков, которыми должен обладать абитуриент для обучения в магистратуре.

Объектом проверки является уровень владения первым иностранным языком (английским) в соответствии с требованиями программы вступительного испытания.

Цель ВИ — дифференцировать абитуриентов по уровню готовности к освоению магистерской программы по направлению 45.04.02 Лингвистика, направленность «Лингвистика и межкультурная коммуникация (первый иностранный язык — английский, второй иностранный язык — немецкий)» в соответствии с требованиями Федерального государственного образовательного стандарта высшего образования (программа бакалавриата).

Вступительное испытание по английскому языку проводится в форме компьютерного тестирования.

Цель вступительного испытания состоит в определении базовой подготовленности абитуриентов к выполнению профессиональных задач в сферах межкультурной коммуникации и лингвистики, установленных Федеральным государственным образовательным стандартом высшего образования по направлению 45.04.02 Лингвистика.

Задачи вступительного экзамена:

- выявить уровень сформированности общекультурных и профессиональных компетенций;
- выявить уровень сформированности навыков понимания публицистического, художественного текста на английском языке и заложенной в нем лингвокультурологической информации;
 - определить уровень владения навыками использования основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования английского языка для понимания речи;
- определить уровень владения первым иностранным (английским) языком и уровень готовности абитуриента к обучению в магистратуре.

Вступительное испытание по английскому языку проводится в форме компьютерного тестирования.

2. Структура вступительного испытания

Тест состоит из двух частей: *первая* часть предполагает проверку понимания содержания прочитанного публицистического / художественного текста. Количество заданий по проверке понимания текста — 10. *Вторая* часть теста включает 25 заданий на проверку лексико-грамматических навыков. В тесте имеются следующие типы заданий:

- задание с единичным выбором;
- открытое задание (вставить слово).

Задание с единичным выбором содержит закрытый вопрос или утверждение с предложенными вариантами ответов, из которых необходимо выбрать верный.

Открытое задание предполагает выбор лексической единицы или грамматической формы из предложенных. Ответ тестируемого сравнивается с эталоном ответа в системе.

3. Система оценивания вступительного испытания

1. Вопросы оцениваются следующим образом: каждое правильно выполненное задание по проверке понимания содержания публицистического/ художественного текста оценивается в 5 баллов, максимальное количество баллов — 50. Каждое правильно выполненное задание по проверке лексико-грамматических навыков оценивается в 2 балла, максимальное количество баллов — 50. Максимальная оценка всего теста — 100 баллов. Проверка заданий производится в автоматическом режиме.

4. Продолжительность вступительного испытания

Продолжительность тестирования составляет 2 академических часа (90 минут) с момента объявления заданий вступительного испытания.

5. Вопросы для подготовки к вступительному испытанию

Для успешной сдачи экзамена по иностранному языку необходимо усвоить следующий лексико-грамматический материал:

МОРФОЛОГИЯ

Имя существительное

Определители существительного

Артикль (неопределённый артикль/отсутствие артикля/определённый артикль)

Образование множественного числа имен существительных

Падеж

Имя прилагательное

Степени сравнения.

Имя числительное

Местоимение (личные местоимения /притяжательные местоимения /указательные местоимения/вопросительные местоимения/относительные местоимения/неопределённые)

Глагол: видо-временные формы глагола в активном и пассивном залоге , наклонение глагола

- Фразовые глаголы.
- Модальные глаголы.
- Неличные формы глагола. Конструкции с неличными формами глагола (Complex Object /Complex Subject)
- Формы инфинитива
- Герундий
- Причастие I, II

Наречие

Предлоги

Словообразование (аффиксация, словосложение , сокращение)

СИНТАКСИС

Порядок слов в повествовательном предложении.

Вопросительные предложения и их типы

Сложное предложение

Прямая и косвенная речь

ЛЕКСИКОЛОГИЯ

Лексическое значение. Многозначность.

Парадигматические отношения в лексике (синонимы, антонимы, омонимы, паронимы)

6. Образец фонда оценочных средств

You need to read the text and then answer a series of questions on it. The questions will be multiple choice.

U.S. Students' Progress Stagnated Last School Year, Study Finds

By Sarah Mervosh

Published July 11, 2023

<https://www.nytimes.com/2023/07/11/us/reading-math-test-scores-education-nwea.html?searchResultPosition=4>

Despite billions of federal dollars spent to help make up for pandemic-related learning loss, progress in reading and math stalled over the past school year for elementary and middle-school students, according to a new national study released on Tuesday.

The hope was that, by now, students would be learning at an accelerated clip, but that did not happen over the last academic year, according to NWEA, a research organization that analyzed the

results of its widely used student assessment tests taken this spring by about 3.5 million public school students in third through eighth grade.

In fact, students in most grades showed slower than average growth in math and reading, when compared with students before the pandemic. That means learning gaps created during the pandemic are not closing — if anything, the gaps may be widening.

“We are actually seeing evidence of backsliding,” said Karyn Lewis, a lead researcher on the study.

On average, students need the equivalent of an additional 4.5 months of instruction in math, and an extra four months in reading to catch up to the typical prepandemic student. That’s on top of regular classroom time. Older students, who generally learn at a slower rate and face more challenging material, are the furthest behind.

National exams last year showed that students in most states and across almost all demographic groups had experienced troubling setbacks, especially in math, because of the pandemic, according to the National Assessment of Educational Progress, a gold-standard federal exam. And last month, national math and reading test results for 13-year-olds hit the lowest level in decades.

Students who do not catch up may be less likely to go to college and, research has shown, could earn \$70,000 less over their lifetimes.

The question for educators and federal officials is how to address the four-month gap. Few academic interventions — standard tutoring, summer school, smaller class sizes — are powerful enough by themselves. And the last round of federal Covid relief funding — a record \$122 billion to help schools recover from the pandemic — must be spent or committed by September 2024.

Recovery plans have varied widely across thousands of school districts in the United States, with little national accounting of how the money has been spent. Many districts juggled competing priorities — including raising teacher pay, addressing students’ mental health and repairing long-neglected buildings.

The Biden administration required districts to spend at least 20 percent of their aid on academic recovery, an amount some experts have criticized as too low.

“The recovery effort has been undersized from the very beginning,” said Tom Kane, a Harvard economist. “We have seen examples of programs that were making a difference for students, but none have been at the scale or intensity required.”

Research suggests that high-dosage tutoring — which pairs a trained tutor with one to four students, at least three times a week, for a full year — can produce gains equivalent to about four months of learning.

But it is expensive and difficult to scale. A federal survey in December found that just 37 percent of public schools reported offering such tutoring.

Summer school, a popular option offered by many districts, may yield a little over a month’s worth of progress, according to research. That means that the average student would need to attend multiple sessions of summer school, or layer it with other interventions, to catch up.

Nationally, Black and Hispanic students were more likely to have attended schools that stayed remote for longer and often recorded greater losses compared with white and Asian students.

They now have more ground to make up, and, like white and Asian students, their rate of learning has not accelerated.

“What we’re seeing here is a lack of intentionality,” said Denise Forte, chief executive at the Education Trust, an advocacy group focused on students of color and students from low-income backgrounds.

Though federal aid money was supposed to focus on the students hit hardest by the pandemic, she said, “we are clearly not seeing that. There was a real lack of accountability by states to know whether those dollars were being spent in that way.”

Even with a year left of federal aid, it may be difficult for some districts to pivot, said Phyllis W. Jordan, the associate director at FutureEd, a nonpartisan research group at Georgetown University that recently analyzed federal aid dollars in California and found that hundreds of school districts had already spent all or most of their money.

Dr. Kane, the Harvard economist, suggested some states and school districts may need to turn to less popular options — like extending the school calendar. Another possible stopgap: An optional fifth year of high school.

“If we don’t make the changes necessary,” Dr. Kane said, “we will be sticking students with the bill.”

CHOOSE THE CORRECT OPTION (a, b, c)

1. According to a new national study released on Tuesday the U.S. Students’ Progress in reading and math over the past school year for elementary and middle-school students.....

- a. has increased
- b. has remained stable
- c. has decreased

2. The learning gaps created during the pandemic may be.....

- a. speeding up
- b. widening
- c. closing

3. The lead researcher on the study is..... about the academic results of the students

- a. optimistic
- b. hopeless
- c. worried

4. What is the approximate time required to achieve at least good results in math to catch up to the typical prepandemic student?

- a. four and a half months
- b. four months
- c. half a month

5. When did the 13-year-olds showed the most disappointing results in math on the state level?

- a. recently
- b. last month
- c. last year

6. Students who do not catch up to the students assessment tests are likely to earn

- a. more than \$100,000
- b. less than \$100,000
- c. more than \$200,000

7. Are the recovery plans unified in the country?

- a. yes
- b. no
- c. not stated

8. What is not mentioned as the subject for competing priorities in districts?

- a. raising teachers pay
- b. addressing students’ mental health
- c. tutoring Black and Hispanic students

9. What is the share for the academic recovery required by the federal government to be spent by a district?

- a. 20%
- b. 4.5%
- c. a half

10. The federal aid money was supposed to focus

- a. on the students hit hardest by the pandemic
- b. on academic recovery
- c. on raising teachers pay

THE GRAMMAR STRUCTURE SECTION.

CHOOSE THE CORRECT OPTION (a, b, c, d) AND FILL IN BLANK SPACES

11.”Why didn’t you tell me you were having so many problems?” –“I you, but I thought you had enough to worry about without my problems , so I said nothing”

- a. would tell
- b. would have told
- c. would be telling
- d. had told

12. I studied German for three years in high school., I had trouble talking with people when I was travelling in Germany

- a. Therefore
- b. On the other hand
- c. Otherwise
- d. Nonetheless

13. Of the 192 countries who signed the protocol, only one has subsequently failed it.

- a. to ratify
- b. of ratifying
- c. to have ratified
- d. to have ratified

14. Thousands of Uber customers are their accounts hacked by Russians

- a. are believed to have had
- b. are believed to have
- c. believe to hack
- d. were believed to have had

15. We to the tennis club since we moved here three years ago

- a. have belonged
- b. belonged
- c. are belonging
- d. belong

16. The owner of the building supply store doesn't mindhis customers discounts when they buy in large quantities

- a. giving
- b. being given
- c. to give
- d. to be given

17. Mr. Johnson is accused ... Parliament about what he knew about gatherings in Downing Street.

- a. to mislead
- b. of misleading
- c. for misleading
- d. to have misled

18. No one has better qualifications. Carol is certainfor the job

- a. to choose
- b. having chosen
- c. to be chosen
- d. being chosen

19. Who is the woman talking to the manager? I don't recall.... her around the office earlier

- a. to have seen
- b. seeing
- c. to see
- d. being seen

20. Linda has lost her credit card again. It's the second time this

- a. happens
- b. happened
- c. is happening
- d. has happened

21. There's somebody going behind us. It seems like we

- a. are following

- b. are being followed
- c. are followed
- d. are being following

22. Whyyou so negative? We are here to help you, dad

- a. are
- b. are being
- c. have been
- d. were

23. For more than a year Britainwith the highest inflation rate in four decades.

- a. is trapped
- b. was trapped
- c. has been trapped
- d. has trapped

24. As well as..... prices and cutting pack sizes, supermarkets are quietly downgrading ingredients

- a. raising
- b. rising
- c. growing
- d. raised

25. Larry drove all night to get here for his sister's wedding . He.....exhausted by the time he arrived

- a. couldn't be
- b. had to be
- c. must have been
- d. may be

26. The sitting-room curtains were drawn, though I don't know by whom; it.... by Mrs. Wilson a few minutes before

- a. must have been
- b. might have been
- c. had to be
- d. should have been

27.Where is my watch? I rememberit on the dresser a few minutes ago

- a. lay
- b. laying
- c. lying
- d. to lay

28. When I awoke, I was much surprised to find Joe.... beside me, smoking his pipe.

- a. sitting
- b. was sitting
- c. sat
- d. to be sitting

29.You have to pay extra if you take on board the plane

- a. much luggages
- b. many luggages
- c. much luggage
- d. many luggage

30. The skiing team has been very successful this year. All ofhave trained a lot

- a. their members
- b. its members
- c. it's members
- d. theirs members

31.We are looking forward to a.....next week

- a. three days trip
- b. three-day trip

- c. three days trip
- d. three days' trip

32. I'd rather you better for the coming exams

- a. study
- b. studied
- c. should study
- d. will study

33. Russia deniedin US presidential elections in 2016

- a. interfering
- b. to interfere
- c. having interfered
- d. to have interfered

34. I consider looking for a new job. Ithe same job for too long

- a. have been doing
- b. am doing
- c. have done
- d. did

35. Wildfires in Greece were never uncommon but, in recent years, they..... an increasingly catastrophic problem.

- a. are becoming
- b. have become
- c. became
- d. become

Запишите в таблицу выбранный ответ в виде буква (a,b,c,d) под соответствующей цифрой. Нумерация ответов сквозная по всему тесту.

Fill in the table with correct answers

1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35					

1	2	3	4	5	6	7	8	9	10
C	B	C	A	B	B	B	C	A	A

7. Ключ к фонду оценочных средств

11	12	13	14	15	16	17	18	19	20
B	D	A	B	A	A	B	C	B	D
21	22	23	24	25	26	27	28	29	30
B	B	C	A	C	A	B	A	C	B
31	32	33	34	35					
B	B	A	A	B					

8. Рекомендуемая литература

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2. Качалова, К. Н. Практическая грамматика английского языка с упражнениями и ключами: [учебник] / К. Н. Качалова, Е. Е. Израилевич. - М.: ЛадКом, 2012. – 720 с.
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тов и фак. иностр. яз. / И. П. Крылова, Е. М. Гордон. – 14-е изд. - ЭВК. – М. : АСТ : Университет, 2009. – 449 с.

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6. Слуднева, Л. В. Английский язык: практикум устной и письменной речи. Ч. 1: учеб. пособие для вузов / Л. В. Слуднева, Е. В. Гречина, Н. И. Перфильева. – Иркутск: ИГЛУ, 2008. – 233 р.

Evans, V. Upstream Proficiency C2 : Student's Book / V. Evans, J. Dooley. – Newbury: Express Publishing, 2007. – 276 р.

7. Gude, K. Proficiency Masterclass: student's Book / K. Gude, M. Duckworth. –Oxford : Oxford University Press, 2001. – 217 р.

8. Raymond Murphy. English Grammar in Use. A Self-study Reference and Practice Book for Intermediate Students. With Answers. Cambridge University Press, 2019. –218р..

9. Программное обеспечение и Интернет-ресурсы

Не предусмотрены данной программой.

10. Разработчики программы вступительного испытания

Семенова Т. И, профессор кафедры английской филологии ИФИЯМ, доктор филологических наук.

Иванова И. Е., доцент кафедры английской филологии ИФИЯМ, кандидат филологических наук.

Данная программа соответствует методическим рекомендациями «О порядке разработки и требованиях к структуре, содержанию и оформлению программ вступительных испытаний» (с изменениями и дополнениями)