МИНОБРНАУКИ РОССИИ

федеральное государственное бюджетное образовательное учреждение

высшего образования

«Омский государственный университет им. Ф.М. Достоевского»

Факультет иностранных языков

«Утверждаю»

Проректор по учебной работе,

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«\_\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2017 г.

**Программа вступительного ИСПЫТАНИЯ**

**по «АНГЛИЙСКОМУ ЯЗЫКу»**

на МАГИСТЕРСКУЮ программУ

по направлению 45.04.02 «ЛИНГВИСТИКА»

Омск – 2017

Программа вступительного испытания составлена в соответствии с требованиями государственного образовательного стандарта по направлению «Лингвистика», предъявляемыми к уровню подготовки необходимого для освоения магистерских программ:

**Целью вступительных испытаний является** проверка и оценка уровня сформированности компетенций, предусмотренных действующим стандартом в сфере ФГОС ВО по дисциплинам, реализуемым в рамках профиля подготовки. Данная цель реализуется путем тестирования абитуриента для выявления степени владения английским языком (лексические, грамматические навыки, навыки работы с текстом).

**Требования к базовым знаниям, умениям и навыкам абитуриента.**

Абитуриент должен продемонстрировать знания, умения и навыки по практике английского языка в рамках требований к основным компетенциям выпускника бакалавриата по направлению «Лингвистика», а именно владеть:

* необходимым объемом - лексических единиц, в том числе функциональную лексику, идиоматику, оценочную лексику, языковых средств (синонимия, антонимия, омонимия и др.);
* грамматических структур, особенностей грамматического оформления различных типов предложений;
* правилами порождения письменного текста различных видов;
* страноведческой и социокультурной информацией: общие сведения о стране/странах изучаемого языка, их науке и культуре, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой культуре.
* навыками/приемами коммуникативно-ориентированной систематизации грамматического и лексического материала.

**Регламент и форма проведения вступительного испытания.**

**Форма вступительного испытания** – тест по английскому языку

Поступающему предлагается выполнить:

50 заданий на чтение и понимание текстов, проверку сформированности лексических и грамматических навыков. Время выполнения заданий -1 час 30 минут. (5 частей)

**Критерии оценок:**

Каждый вопрос теста оценивается: в 2 балла.

**Итоговая максимальная сумма баллов: 100.**

**Основная литература**

1. Миловидов, В.А. Введение в IELTS: (Международная Система Тестирования Знаний Английского Языка) : учебное пособие / В.А. Миловидов. - М. ; Берлин : Директ-Медиа, 2015. - 331 с. : ил. - ISBN 978-5-4475-5280-0 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=428593>(27.09.2016).
2. Селезнева, Т.А. Английский язык. Проверь себя: итоговые тесты повышенной сложности / Т.А. Селезнева, М.Е. Маслова, Ю.В. Маслов. - Минск : ТетраСистемс, 2011. - 176 с. - ISBN 978-985-536-194-8 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=78486> (27.09.2016).

**Дополнительная литература**

1. Первухина, С.В. Английский язык в таблицах и схемах : пособие / С.В. Первухина. - Изд. 5-е. - Ростов-н/Д : Феникс, 2013. - 189 с. : ил. - (Без репетитора). - Библиогр. в кн. - ISBN 978-5-222-21201-1 ; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=256259> (27.09.2016).
2. Английский язык: по дисциплине «Иностранный язык» (английский) : сборник тестовых заданий / сост. Е.А. Золоторева. - Кемерово : КемГУКИ, 2012. - 84 с. ; То же [Электронный ресурс]. - URL:<http://biblioclub.ru/index.php?page=book&id=228169> (27.09.2016).

**Macmillan** – [www.macmillaneducation.com](http://www.macmillaneducation.com/)

* [www.insideout.net](http://www.insideout.net/) – weekly lesson on a topical theme
* [www.reward-english.net](http://www.reward-english.net/) – monthly lesson on cultural topics

**Oxford**

* [www.oup.com/elt](http://www.oup.com/elt) - lessons, resources
* [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile) - English File
* [www.oup.com/elt/courses/headway](http://www.oup.com/elt/courses/headway) - Headway

**Cambridge**

* [www.cambridge.org/elt/inuse](http://www.cambridge.org/elt/inuse) - interactive tests and exercises
* [www.cambridge.org/elt/liu](http://www.cambridge.org/elt/liu) - Language in Use
* [www.cambridge.org/elt/ncec](http://www.cambridge.org/elt/ncec) - The New Cambridge English Course
* [www.cambridge.org/elt/interchange](http://www.cambridge.org/elt/interchange) - New Interchange
* [www.cambridge.org/elt/passages](http://www.cambridge.org/elt/passages) - Passages (AE)
* [www.cambridge.org/elt/objective](http://www.cambridge.org/elt/objective) - Objective (exam)
* [www.cambridge.org/elt/fcdirect](http://www.cambridge.org/elt/fcdirect) - First Certificate Direct (exam)
* [www.cambridge.org/elt/toefl](http://www.cambridge.org/elt/toefl) - exams: TOEFL/ IELTS
* [www.cambridge.org/elt/grammarworks](http://www.cambridge.org/elt/grammarworks) - Grammar
* [www.cambridge.org/elt/gelt](http://www.cambridge.org/elt/gelt) - Grammar for English Teachers
* [www.cambridge.org/elt/cgel](http://www.cambridge.org/elt/cgel) - Grammar of the English Language
* [www.cambridge.org/elt/readers](http://www.cambridge.org/elt/readers) - English Readers (sample chapters? Worksheets)

**Образец примерного теста**

**ЧТЕНИЕ И ЛЕКСИКО-ГРАММАТИЧЕСКИЕ ЗАДАНИЯ**

**Part 1**

For questions **1-18**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap.

**Born to shop**

Good shoppers may be made in heaven. A scientific study into astrology and lifestyles has shown a remarkable correlation between our star signs and the way we spend money. The research, **(1)** .... on an analysis of 30,000 people's backgrounds, lifestyles and shopping habits, comes from an impeccable **(2)** ... . It states that chocolate firms should target those born under Aries, jewellers should **(3)** .... out Geminis and sports gear manufactures should focus on Scorpios. All three signs have long been characterized by astrologers as outgoing, sociable and competitive. By **(4)** ... , those selling more mundane products such as DIY equipment should target Aquarians, while office equipment makers should do no worse than focus on Virgos, who have a **(5)** .... to be work-obsessed. Taureans, Pisceans and Cancerians are the ideal customer for any company. Their insecurity makes them unusually cautious, meaning they exhibit high levels of brand **(6)** .... . As for the other signs, well they could be just so mean they are not worth targeting at all!

**1** **A** based **B** derived  **C** deduced **D** gathered

**2** **A** origin **B** root **C** foundation **D** source

**3 A** seek **B** find **C** hold **D** make

**4** **A** chance **B** surprise **C** contrast **D** far

**5** **A** tendency **B** direction **C** trend **D** drive

**6** **A** loyalty **B** affiliation **C** fidelity **D** dependability

**The future**

The environmental **(7)** ... for the future is mixed. In spite of economic and political changes, interest in and **(8)** ... about the environment remains high. Problems of acid deposition, chlorofluorocarbons and ozone depletion still seek solutions and concerted action. Until acid depositions **(9)** ... , loss of aquatic life in northern lakes and streams will remain a growing problem as increasing human population puts additional stress on the environment. To reduce environmental degradation and for humanity to save its habitat, societies must recognize that resources are **(10)** ... . Environmentalists believe that, as populations and their demands increase, the idea of continuous growth must **(11)** ... way to a more rational use of the environment, but that can only be brought **(12)** .... by a dramatic change in the attitude of the human species.

**7 A** outline **B** outset **C** outcome **D** outlook

**8 A** concern **B** attention **C** responsibility **D** consideration

**9 A** wane **B** diminish **C** depreciate **D** curtail

**10 A** finite **B** restricted **C** confined **D** bounded

**11 A** make **B** force **C** give **D** dear

**12 A** on **B** about **C** off **D** in

**Parents and Teenagers**

Adolescent children whose parents exert firm but fair control over them are much more likely to steer **(13)** ... delinquency, researchers have discovered. Youngsters whose parents are overbearing, inconsistent or **(14)** ... are at far greater risk of becoming problem teenagers, the long-term study of criminal offending shows. Closely supervised adolescents who are allowed some autonomy not only **(15)** ... of trouble but also have fewer rows and less conflict at home.

Parenting style was a main influence on whether young people **(16)** ... in criminal or delinquent behaviour. The most successful parents are those who are prepared to negotiate and have clear **(17)** ... rules, such as knowing where their children are, who they are with and what time they are to come home. The least successful are those who try to **(18)** ... the law, those who make arbitrary and intermittent attempts to control their children or make threats which are not carried our.

**13 A** clear of **B** out of **C** far from **D** free of

**14 A** informal **B** decisive **C** lax **D** flexible

**15 A** stay out **B** make out **C** leave out **D** talk out

**16 A** occupied **B** engaged **C** absorbed **D** committed

**17 A** bottom **B** base **C** floor **D** ground

**18 A** put down **B** take up **C** lay down **D** set up

**Supraphonic**

**Cordless Phone**

Please follow these instructions carefully

**Installation**

Locate the grey twin cable and **(19**) ... it into your wall-mounted telephone **(20)** .... Next, insert the auto-rechargeable battery into the **(21)** .... in the back o f the telephone. Place the **(22)** ... on the telephone base and look at the electronic **(23)** ... at the top right. It should read “ Ready to connect.” **(24)** ... “ 000” using the telephone **(25)** ... After a few seconds, you should see the message “ Ready” on the telephone.

**Operation**

Your cordless phone is operated similarly to a(n) **(26)** ...............phone. You need to **(27)** ... the

aerial before you use your phone. After use. the aerial retreats automatically.

**19** **A** thrust **В** plug **C** check **D** push

**20** **A** catch **В** section **C** nook **D** jack

**21** **A** niche **В** gap **C** compartment **D** void

**22** **A** receiver **В** headset **C** handle **D** recipient

**23** **A** screen **В** reel **C** display **D** picture

**24** **A** Phone **В** Call **C** Form **D** Dial

**25** **A** controls **В** keypad **C** switchboard **D** dialler

**26** **A** usual **В** common **C** conventional **D** typical

**27** **A** draw **В** extend **C** lengthen **D** prolong

**Part 2**

For questions **28-36**, think of one word which can be used approximately in all three sentences. Here is n example **(0)**.

Example:

**0**  She never ....... the things he did for her.

He said that the value of the house had ........ considerably.

His employer .......... that he had been ill, and she did not penalise him for having been absent.

**(0)** *appreciated*

**28** The pair collapsed in a ..................... of giggles as Simon struggled with Sam's bag and pretended to fall over.

Your jacket's a really good .................. - is it made-to-measure?

Mayor Winston will have a .................. when he reads the taxi drivers' proposals for carving up the city.

**29**  How much ................. do you intend to give of these timetabling changes?

I knew he would take no ............... until he'd checked police and security records.

After a week, Maria handed in her ............... and booked a flight to Valencia.

**30** Older people prefer to travel off ......................, when the buses aren't crowded and journeys take less time.

The sun had gone behind a distant ......................, leaving streaks of pink and pale yellow in its wake like a glorious memory.

At the .................. of their careers, the comedy duo were regularly getting 27 million viewers, including the Queen!

**31** I see people struggling to learn the rules of this game, and it .................. me that their goal is not to win, but to avoid showing themselves up.

Later in the evening, Cornie ................ strikes up a conversation in Polish with Andrei from Lvov.

The comedian Harry Enfield's "Kevin the teenager" character ...................... an immediate chord with any long-suffering parent of that age group.

**32** In this goalless draw with Tottenham, Queens Park Rangers supplied the only chances, Sinton clipping the ................... and Baker hitting a post.

Down in Bristol recently, I went to a local ..................... which offered live jazz and was packed every night.

Interestingly, the wrapped .................... of soap came into use only at the beginning of the twentieth century.

**33** Another ................. : never criticize your partner directly.

She slowly stuck the ................. of her tongue out at the teacher.

The Pargeters soon reduced the once-tidy flat to a .......................

**34** The subject ................. itself demands the application of thick layers of paint.

However, if a cosmic ray particle collides with ................... inside the magnetosphere, neutrons can be ejected.

The forced sale was over in a .................. of hours..

**35** He had fallen into the ................. of having a cup of coffee from the vending machine every time he passed it.

Interrupting his wife is a really bad .................... of his.

Mother Benedicta, immaculate in her black .................. and white, starched coif, listened carefully to what was being said.

**36** No one takes Mr Potter ........... any more, after he disgraced himself at the party.

Teenagers are often ............. at risk of getting into trouble with the law.

But .......... , don't you feel that hitch-hiking is too risky nowadays?

**Part 3**

You are going to read an article about "emotional literacy", the ability to put feelings and emotions into words. For questions **37-41,** choose the answer **(A, B, C** or **D)** which you think fits best according to the text.

**Teach Boys Emotional Literacy, or Else**

Luke, thirteen, pauses at the office door, undecided whether to take his baseball cap off or leave it alone; he pulls it off and steps into the room - the school psychologist's office. "Come on in, Luke. Have a seat in the big chair."

Luke's a 'good kid.' He plays drums in the school band and makes fair grades, though they've dropped lately. At school he's not part of the popular clique, but he does have a few good 'mates'.

So what brings him here? In the past few months Luke has grown increasingly sarcastic and sullen. A few evenings ago, concerned about his grades, his parents turned down his request to participate in an optional after-school activity. Luke flew into a rage. He slammed doors and kicked a hole in his bedroom wall. His mother was stunned by the violent outburst, his father was livid, but they left him alone to cool off. The next morning Dad left early for work, Luke had a headache and took a sick day off from school, and his mother called in at the school to see if anyone there might know what was troubling him. Luke's advisor suggested the counselling visit.

As we talk, my questions cruise the perimeter of his life: academics, music, friendships, family. His answers are curt, cautious and begrudging, punctuated with shrugs and a steely expression intended to keep the conversation from moving any closer than that outer edge. "About the other night. The rage and that hole in the bedroom wall. You must have been pretty mad to do that?" Luke looks wary, and even a little scared. He shrugs. "You look sad. Do you feel sad?"

Luke quickly looks down, and I see that tears are beginning to well up in his eyes. Clearly he is hurting, but it is masked in the toughness that fills his voice. "I don't know. Maybe, I guess."

"Let's see if we can figure out what's making you feel so bad."

Beyond Fight-or-Flight

Every troubled boy has a different story, but their stories share a disturbing theme, a theme of emotional ignorance and isolation. Each day we try to connect with boys like Luke, who are unversed in the subtleties of emotional language and expression and threatened by emotional complexity. When we ask them to open up, most, like Luke, respond with the same fight-or-flight response we all have to threatening situations.

A boy longs for connection at the same time he feels the need to begin to pull away, and this opens up an emotional divide. This struggle between his need for connection and his desire for autonomy finds different expression as a boy grows. But regardless of their age, most boys are ill-prepared for the challenges along the road to becoming an emotionally healthy adult. Whatever role biology plays (and that role is by no means clear) in the way boys are characteristically different from girls in their emotional expression, those differences are amplified by a culture that supports emotional development for girls and discourages it for boys. Stereotypical notions of masculine toughness deny a boy his emotions and rob him of the chance to develop the full range of emotional resources. We call this process, in which a boy is steered away from his inner world, the emotional miseducation of boys.

If you ask a boy the question "How did that make you feel?" he very often won't know how to respond. He'll talk, instead, about what he did or plans to do about the problem. Some boys don't have the words for their feelings - 'sad' or 'angry' or 'ashamed', for instance. A large part of our work with boys is to help them understand their emotional life and develop an emotional vocabulary. We try to teach them

We build emotional literacy, first, by being able to identify and name our emotions; second, by recognising the emotional content of voice and facial expression, or body language; and third, by understanding the situations or reactions that produce emotional states. By this we mean the link between loss and sadness, between frustration and anger, or threats to pride or self-esteem and fear. In our experience with families, we find that most girls get lots of encouragement from an early age to be emotionally literate: to be reflective and expressive of their own feelings, and responsive to the feelings of others.

In the Shadows

When we first began working with and speaking about boys, a large part of our task was to convince sceptical parents and educators of a truth we knew from our years of experience as therapists: that boys suffer deeply as a result of the destructive emotional training our culture imposes upon them, that many of them are in crisis, and that all of them need help. Perhaps because men enjoy so much power and prestige in society, there is a tendency to view it as a foregone conclusion that boys will have future success and to diminish the importance of any problems they might experience in childhood.

We have to come to grips with the fact that every boy has an inner life, that their hearts are full. Every boy is sensitive, and every boy suffers. When we do acknowledge it, and use this understanding to advance our own emotional education as parents and teachers of boys, we can help them meet the shadows in their lives with a more meaningful light. If we can give them an emotional vocabulary and the encouragement to use it, they will unclench their hearts.

**37** Luke is the kind of boy who

**A** regularly flies into fits of rage.

**B** is not popular with his peers.

**C** has a limited circle of friends.

**D** wouldn't normally need counselling.

**38** In narrating the incident which prompted Luke's mother to seek help, the writer presents Luke as being

**A** spoilt.

**B** troublesome.

**C** tough.

**D** distressed.

**39** Luke's behaviour during the counselling session

**A** is not consistent with a violent temperament

**B** shows that he is afraid of punishment

**C** is typical of boys visiting the psychologist

**D** shows fear which may not be entirely genuine.

**40** The writer suggests that, when asked to talk about their feelings, boys feel

**A** vulnerable.

**B** offended.

**C** ridiculed.

**D** bullied.

**41** The writer believes that the differences between boys and girls

**A** are mostly of a biological nature.

**B** are made greater by society.

**C** cause boys to become tough.

**D** give girls an unfair advantage.

**42** When asked about their emotions, boys think of

**A** ways of understanding them better.

**B** dealing with them in practical terms.

**C** how they can express themselves.

**D** how they can use them to their benefit.

**43** In the last paragraph, the writer stresses that

**A** adults also need to develop emotionally in order to help boys.

**B** boys won't suffer if they have a good emotional vocabulary.

**C** admitting that boys are sensitive is hard for the male parent.

**D** parents and teachers must be encouraged to help boys.

**Part 4**

Read the article. Seven paragraphs have been removed. Choose which of the paragraphs (**A-H**) fit into the gaps (**44-50**). There is one paragraph you do not need to use.

**Lonely Enough for You?**

*A hiker's paradise and there's nobody around to spoil it.*

*Tony Perrottet loses himself in Tasmania*

"If this isn’t lonely enough for you," a grizzled Tasmanian sheep farmer told me, pointing out towards some desolate and windswept alpine scrub, "try the Twisted Lakes. You can have as much solitude as you want round there,” he chortled.

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| **44** |  |

A few days later, when I made it to Cradle Mountain. 1 could see what the farmer meant. Tasmania was at its most benign - brilliantly sunny, which apparently occurs here only one day in every 10. I'd left the main walking trail just a few hundred yards behind, and there I was, the only living soul in a pristine moorland, gazing into a startling emptiness.

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| **45** |  |

I stooped at a rivulet to lake a drink - safe as Evian - then stripped off my clothes and threw myself naked into a chilly lake. Nobody was going to disturb me here in my own private valley ... not today, not tomorrow, maybe not even for another month. There are few places on earth where you can keep your own company so easily as Tasmania - although when I first arrived in Cradle Mountain, I didn't actually feel that alone. I'd spent the night before at a chalet-style lodge with a gaggle of raucous Aussies on summer holidays, while Eagles songs played over and over on a perpetual loop.

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| **46** |  |

A park ranger, identifiable by a badge with a pink Tasmanian devil on it, pointed out the route to the Twisted Lakes: "Just chuck a left at Hanson’s Peak, mate. Not a soul up there." ‘Chucking a left’ took me over a mountain ridge and into the void. Up above, bare granite peaks protruded like decaying teeth. Clusters of tiny scarlet flowers swayed in the bush. At one turn, I nearly tripped over a wombat. This shy, muscular, almost spherical creature scratched itself awake and lumbered off like a miniature tank, smashing branches as it went. As the sun climbed, bathing the landscape in a dreamy warmth, the trail wound upwards onto a highland plateau. That’s when I found the Twisted Lakes - a trio of moss-fringed tarns looking as deliberately arranged as a Japanese garden. As I took my skinny dip, I realised why Tasmania is considered a hiker's paradise by Australians. In the rest of the country you often have to travel for days to notice a change in landscape.

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| **47** |  |

It was early afternoon when the trail emerged on the flanks of Little Horn, the lower peak of Cradle Mountain. I had the choice of turning back or continuing in a wide loop around Dove Lake, which sparkled like black opal far below. Well, I thought cockily, how hard could it get?

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| **48** |  |

Finally. I recognised the path - heading down, down, straight down a blunt outcrop of stone called Bald Rock. I vaguely remembered the park ranger warning me about this. ("She’s a tricky one." he’d smirked. "Take her slow.") From up above, the rock looked like a giant, slippery slide.

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| **49** |  |

"We did this exact same hike last year," the boyfriend confided merrily. "Started out perfect, just like today. By noon it was snowing." At this, the pair of them bounded down the rock face like mountain goats. "Don’t worry, you dingos," the girlfriend shouted back, "it's not as bad as it looks." Of course, they were right. If you took it slowly.

Bald Rock was a piece of cake. And at the bottom lay my reward, a lake of Olympic-pool proportions just begging for the ultimate mountain swim.

|  |  |
| --- | --- |
| **50** |  |

"Survive that lot, cobber?" he asked cheerily. "No worries, mate," I said, getting into the Tassie rhythm. "If that's not lonely enough for you." he said, "try the southwestern forests ..." I cut him off as fast as 1 could: "No, no, that was plenty lonely enough" - and roared back to the busy alpine lodge for a little raucous banter by the fireside and a few Eagles songs.

**A** Two hours later, having crossed a temperate rainforest whose giant ferns looked like something from *Journey to the Centre of the Earth,* 1 stumbled back to my car. It was nearly dark, and most visitors had left. But lounging beside his Land Cruiser was my old mate the park ranger, just making sure that the stragglers returned safely from the wilderness.

**В** To my relief, a team of four Aussie bushwalkers suddenly appeared on the trail and joined me in contemplation of the view. It was easy to identify the couple from Tasmania - they were the ones who. even on this hot and cloudless summer’s day, carried full rain gear and thermal underwear in their packs.

**C** When I woke up the next morning, the countryside was swathed in a chilly, pea-soup mist. But by the time I'd finished breakfast, the sky had transformed into a dome of cloudless blue - an invitation to explore.

**D** But then the landscape changed again. The soil became drier, the sun brighter, the heat blistering. My water was running low. The trek was starting to feel like an out-take from *Beau Geste.* And was I even going the right way?

**E** It's far from virgin, however. Walkers on the trail past Hanson’s Peak have engraved a relatively clean path on the bushy terrain. 1 was tempted to use it myself, but only for a moment. The temptation of attempting to reach the Peak itself was too powerful. It would take some serious climbing, but the sun was still high, and the potential reward for bothering to unpack my climbing gear far\_too great to ignore.

**F** I could taste the isolation in the air. The Tasmanian wind, having drifted thousands of miles across the Indian Ocean, is the purest on the planet. Alpine lakes glittered like dark pearls in the sun. Mountain ridges continued into the horizon, row after row, ad infinitum.

**G** I wasn't sure if this was a recommendation or a warning. In Australia's enormous island state, solitary bushwalkers still occasionally disappear never to be seen again. The farmer was talking about Cradle Mountain-Lake, St Clair National Park, more than 1.200 square km of mountain wilderness on the rim of Tasmania's savage central highlands. I resolved to go.

**H** But there, wild mountain vistas are broken at every turn by delicate natural set pieces. All around me the gnarled bushes were like bonsai; the granite around them glistened almost white, as if sandblasted clean. And not a soul in sight.