

МИНОБРНАУКИ РОССИИ  
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Факультет иностранных языков

«Утверждаю»

Проректор по учебной работе,

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**Программа вступительного испытания  
«Английский язык»**

Омск, 2020

**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. Тест состоит из 4 частей. В тесте имеются задания: - закрытого типа с указанием возможных вариантов ответа; задания открытого типа (словообразование), задания на установления соответствий. Время выполнения заданий – 90 минут. Запрещается использовать справочные материалы, средства связи и электронно-вычислительную технику (кроме той, которая используется для сдачи вступительного испытания на основе дистанционных технологий).

**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) / В.А. Миловидов. – Москва ; Берлин : Директ-Медиа, 2015. – 331 с. : ил. – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=428593> (дата обращения: 08.10.2020). – ISBN 978-5-4475-5280-0. – DOI 10.23681/428593. – Текст : электронный.
2. Маслова, М.Е. Английский язык. Проверь себя: итоговые тесты повышенной сложности : [12+] / М.Е. Маслова, Ю.В. Маслов, Т.А. Селезнева. – Минск : ТетраСистемс, 2011. – 176 с. – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=78486> (дата обращения: 08.10.2020). – Библиогр. в кн. – ISBN 978-985-536-194-8. – Текст : электронный

## Дополнительная литература

1. Первухина, С.В. Английский язык в таблицах и схемах: пособие / С.В. Первухина. – Изд. 5-е. – Ростов-на-Дону : Феникс, 2013. – 189 с. : ил. – (Без репетитора). – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=256259> (дата обращения: 08.10.2020). – Библиогр. в кн. – ISBN 978-5-222-21201-1. – Текст : электронный.
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 1-27, 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 out.

- |               |            |             |             |
|---------------|------------|-------------|-------------|
| 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 of 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   | B plug    | C check        | D push      |
| 20 A catch    | B section | C nook         | D jack      |
| 21 A niche    | B gap     | C compartment  | D void      |
| 22 A receiver | B headset | C handle       | D recipient |
| 23 A screen   | B reel    | C display      | D picture   |
| 24 A Phone    | B Call    | C Form         | D Dial      |
| 25 A controls | B keypad  | C switchboard  | D dialler   |
| 26 A usual    | B common  | C conventional | D typical   |
| 27 A draw     | B extend  | C lengthen     | D prolong   |

Read the texts below. For questions 28-39 use the word given in (CAPITALS) to form a word that fits in the gap next to it.

### Second Language Learning

There has been much debate in recent times about when young people should take up a second language. This has been especially fuelled in recent times by the increasing (IMPORTANT) 28 \_\_\_\_\_ placed on the English language. It is now commonplace to see parents providing a substantial amount of (FUNDING) 29 \_\_\_\_\_ on additional tuition on language lessons to give their children every (COMPETITION) 30 \_\_\_\_\_ edge. In the past decade, language institutes have sprung up in numerous centers, all claiming to provide rapid (ADVANCED) 31 \_\_\_\_\_ in English. There has been a push by many parents to expose their children to English in their formative years. This, many claim, will make the language more (INSTINCT) 32 \_\_\_\_\_ and ensure that all pronunciation errors can be avoided. There is some evidence which points to youngsters who have been raised in bilingual families, where the language spoken at home is different to the one that they (CONVERSATION) 33 \_\_\_\_\_ with in their external environment. While these children can switch between two languages with greater (EASY) 34 \_\_\_\_\_, it remains to be seen whether this is (ADVANTAGE) 35 \_\_\_\_\_ when learning additional languages.

### Fears of Future Global Hunger

A recent report has warned of global food (SHORT) 36 \_\_\_\_\_ unless the current system of farming and food distribution is changed. The report highlights fears that currently rapid increases in yields at the expense of (SUSTAIN) 37 \_\_\_\_\_, and that unless action is taken, hunger and (NUTRIENT) 38 \_\_\_\_\_ will become growing problems. The population is expected to rise to around 8/3 billion in the next twenty years, and (URBAN) 39 \_\_\_\_\_ is set to continue, and it is expected that 65-70% of the world's population will live in cities.

### Part 3

You are going to read an article about "emotional literacy", the ability to put feelings and emotions into words. For questions 40-46, choose the answer (A, B, C or D) which you think fits best according to the text.

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.

**40** 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.

- 41 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.
- 42 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.
- 43 The writer suggests that, when asked to talk about their feelings, boys feel  
A vulnerable.  
B offended.  
C ridiculed.  
D bullied.
- 44 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.
- 45 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.
- 46 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 four news reports about an abandoned baby. For questions 47-50, choose from the reviews A – D. The reviews may be chosen more than once.

##### Article A

It has been alleged that the mother charged with attempted murder after dumping her newborn baby into a drain has admitted to abandoning the baby boy. The woman remains in custody after bail was formally refused at Blacktown Local Court .

The newborn baby was discovered by passing cyclists on a day when temperatures surpassed 40 degrees Celsius. Mr Otte, who discovered the baby and only cycles the route once a month, said, 'That baby had no chance if we and the other people hadn't been there. Something made us find that baby today'.

The child was already undernourished, and dehydration would have taken effect and the baby would not have survived the day.



Passersby outside court cried 'shame' as the accused woman's relatives crossed the street in Blacktown.

### **Article B**

A woman has been charged with the attempted murder of her newborn son, who was left in a drain on Tuesday before being discovered the following Sunday. The incident has shocked us all. In the searing heat, the baby had little chance of survival, and the mother must have been aware of this as she callously shoved him through the tiny gap, dropped him into the darkness and left him to his fate. But although crimes like this are a rarity, they don't happen in isolation. Australia criminalises child abandonment, thus making it nigh on impossible for a depressed mother to give up her infant without causing it harm. Meanwhile pregnant women are shuffled through the system, rarely seeing the same caregiver twice. This model of care treats the pregnancy, but ignores the patient, and it is this ill-equipped, indifferent system that makes a crime this one possible.

### **Article C**

A mother has been charged with attempted murder after she allegedly abandoned her newborn son in a roadside drain, police confirmed today. The baby had been alone in the deep drain for five days when, by a stroke of luck, cyclists caught the faint sound of his muffled cries above the heavy noise of motorway traffic. Sweltering temperatures in Sydney have settled around 30C over the past week and it is believed the week-old boy would have died had he not been found. Karen Healy, National President of the Australian Association of Social said that this was a highly unusual case, as parents who abandon their children tend to do so in high-traffic areas like churches or hospitals where the child will be taken care of. This scenario, in which the mother clearly wanted the baby to be hidden and it was only by the grace of God that the infant survived, suggests an element of shame or possible mental illness which was not heeded by pre- and post-natal health providers. The 30-year-old mother is currently receiving therapy while she remains in police custody.

### **Article D**

A newborn baby boy has been rescued from an eight-foot drain beside a bike track in Australia after passing cyclists heard the sounds of wailing. Graham Bridges, who was among the people who helped rescue the baby, walked the bike track regularly and said it was usually very popular with riders on a Sunday morning. Inspector David Lagats said 'We all thought the worst but he's still alive. It was a long drop down, but he's wrapped up pretty well, so that will have cushioned his fall.' The concrete moulding of the drain formed a layer of insulation which protected the baby from the weather, which, during the week, reached temperatures of thirty degrees. The baby was taken to hospital in a stable condition, thanks, in part, to the fact that newborn babies have reserves of fluids and body sugars which they can resort to as they adapt to the new way of feeding. Lisa Charet, from the state department of family and community services said she was concerned for the mother's welfare. "We can give her the help and support that she needs. She must be feeling enormously distressed if she feels that this is the only course of action available to her."

Which article:

47. differs from the others with regards to the threat to the baby's health?
48. shares the same attitude to the mother as article B?
49. shares article B's view that the mother was not entirely responsible for her actions?
50. shares article C's attitude towards the baby's rescue.