

Министерство науки и высшего образования РФ  
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высшего образования  
«Смоленский государственный университет»

**ПРОГРАММА ВСТУПИТЕЛЬНОГО ЭКЗАМЕНА  
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

**Направление подготовки: 45.04.02 Лингвистика  
Профили: Перевод и переводоведение  
Социальная лингвистика и межкультурная коммуникация**

Смоленск  
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## РАЗДЕЛ 1. СОДЕРЖАНИЕ ВСТУПИТЕЛЬНОГО ЭКЗАМЕНА

Абитуриент, сдающий экзамен по английскому языку в магистратуру, должен показать знания, навыки и умения по всем видам речевой деятельности в следующем объеме:

- 1) специфика артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке; основные особенности произношения, характерные для сферы профессиональной коммуникации; чтение транскрипции;
- 2) лексический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера;
- 3) дифференциация лексики по сферам применения (бытовая, терминологическая, общенаучная, официальная и др.);
- 4) свободные и устойчивые словосочетания; фразеологические единицы; основные способы словообразования;
- 5) грамматические навыки, обеспечивающие коммуникацию общего характера без искажения смысла при письменном и устном общении; основные грамматические явления, характерные для профессиональной речи;
- 6) понятие об обиходно-литературном, официально-деловом, научном стилях, стиле художественной литературы, основные особенности научного стиля;
- 7) культура и традиции стран изучаемого языка, правила речевого этикета;
- 8) говорение: диалогическая и монологическая речь с использованием наиболее употребительных лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения, основы публичной речи (устное сообщение, доклад);
- 9) аудирование: понимание диалогической и монологической речи на слух в сфере бытовой и профессиональной коммуникации;
- 10) чтение: тексты общего характера и тексты по профилю специальности;
- 11) письмо: аннотация, реферат, тезисы.

## РАЗДЕЛ II. СПИСОК ЛИТЕРАТУРЫ

### Основная литература

1. Учебник английского языка. Под ред. В.Д. Аракина. – М.: Владос, 2005.
2. Истомина Е.А., Саакян А.С. Английская грамматика. – М.: Эк со-Пресс, 2014.
3. Evans. Round-Up 6 (English Grammar Practice). Teacher's Book Автор: Evans V. Издательство: Pearson Longman Год издания: 2011
4. Л.А. Ерофеева. Учебник современного английского языка. English to Enjoy. – М.: Восток- Запад, 2007.
5. Разговорный английский (Conversational English) (advanced). В. Войтенко, А. Войтенко. – М.: Айрис Пресс, 2007.
6. Английский язык для студентов университетов. Чтение, письменная

практика и практика устной речи. English for University Students. Reading, Writing and Conversation: учебник для студ. филол. и лингв. фак. высш. учеб. заведений в 2 ч. [С. И. Костыгина и др.] – М.: Издательский центр «Академия», 2006.

7. English Pronunciation in Use. Elementary. Jonathan Marks. - Cambridge University Press, 2007.

8. Key Words for Fluency (pre-intermediate, intermediate, advanced collocation practice) George Woolard. - Thomson, 2005.

9. English Phrasal Verbs in Use. Michael McCarthy, Felicity O'Dell. - Cambridge University Press, 2004.

### **Дополнительная литература**

1. Матюшкина – Герке Т.И. и др. Practical Grammar in Patterns, 3rd Edition. – М.: Наука, 2001.

2. R. Murphy. English Grammar in Use, 2nd Edition. – Cambridge University Press, 1997.

3. B. Hartley & P. Viney. Streamline English. – Oxford University Press, 1994.

4. Узкий А.Ф. Правила чтения английских слов. – СПб.: Антология, 2003.

5. English Pronunciation in Use. Mark Hancock. - Cambridge University Press, 2003.

6. Test your English Vocabulary in Use (upper-intermediate). Michael McCarthy, Felicity O'Dell. - Cambridge University Press, 2001.

7. English Vocabulary in Use (pre-intermediate, intermediate). Stuart Redman. - Cambridge University Press, 1997.

8. English Vocabulary in Use (upper-intermediate, advanced). Michael McCarthy, Felicity O'Dell. - Cambridge University Press, 1994.

9. П.П. Литвинов. Учим английский по -новому. Изучение английского языка с помощью глагольных словосочетаний. – М.: Астрель: АСТ, 2005.

10. И. В. Ширяева. Разговорный английский в диалогах. – СПб.: Каро, 2006.

11. Oxford Learner's Grammar. Grammar Builder. John Eastwood. Oxford University Press. 2005.

12. Матюшкина-Герке Т.И., Балашова С.П., Броссе Н.Н., Иванова Л.Л., Кузьмичева Т.Н., Чахоян Л.П. Английский язык: Учебник для I курса филологических факультетов. Издание 10-е. - М.: ГИС, 2008.

13. Матюшкина-Герке Т.И., Кузьмичева Т.Н., Иванова Л.Л. A book for Aural/Oral work. Пособие для аудирования и навыков устной речи к учебнику английского языка для I курса филологических факультетов. :М.: ГИС, 2008.

14. Журналы “Cool English” №9-48.

## **РАЗДЕЛ III. КРИТЕРИИ ОЦЕНИВАНИЯ ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ**

### **Форма проведения вступительного испытания**

Экзамен проводится в форме теста.

### **Продолжительность вступительного испытания**

На подготовку ответов на экзаменационные вопросы отводится один астрономический час (60 минут).

### **Структура вступительного испытания**

Тест состоит из 29 заданий, которые организуются в пять разделов: А, В, С, D. Е. Данные разделы посвящены проверке следующих языковых навыков: А – фонетических, В – лексических, С – морфологических, D – понимания текста, Е – синтаксических.

### **Шкала оценивания**

Оценивается работа по 100-бальной системе. За каждое правильно выполненное задание разделов В и С выставляются 3 балла, разделов А и D – 4 балла, раздела Е – 5 баллов. За каждое неправильно выполненное задание выставляется 0 баллов. Максимальный балл – 100.

## **РАЗДЕЛ IV. ПРИМЕР ЭКЗАМЕНАЦИОННОГО ТЕСТА**

### **A. Find the word in which the underlined part is pronounced differently from the others.**

1. a) sward b) dwarf c) ward d) barn
2. a) bids b) says c) bets d) phones

### **B. Choose the right variant.**

3. What are you looking ... ? – Gloves, I can't find them.  
a) on b) at c) of d) for
4. I can work ... the day-time but not at night.  
a) at b) on c) in d) for
5. The cost of living has ... again.  
a) risen b) rose c) raised d) lifted
6. He phoned to say he ... his bag on the plane.  
a) forgot b) had forgotten c) had left d) left
7. He is by no ... intelligent, he's just lazy.  
a) consideration b) means c) way d) degree
8. They ... the sick man on the bed.  
a) lain b) lay c) laid d) lied
9. He got on the bus but tried not to pay his ... .  
a. a) ticket b) journey c) place d) fare

### **C. Choose the right variant.**

10. You must have as ... sugar as possible.  
a) few b) little c) a few d) a little
11. "Who ... the textbooks today?" the teacher asked angrily.

- a) haven't brought b) have brought c) don't bring d) hasn't brought
12. ... older are you than your sister?  
a) how more b) how much c) how much more d) how many
13. Nobody knew if he ... the head of the firm.  
a) is appointed b) has appointed c) will be appointed d) would be appointed
14. My child eats well. So ... Mary's.  
a) is b) does c) has d) doesn't
15. Neither Ann nor her sister ... to go to the disco tonight.  
a) intend b) don't intend c) doesn't intend d) intends.
16. The ... you pay, the ... services you get.  
a) less ... fewer b) more ... less c) less ... better d) less ... less
17. I'm going to Paris next week. When I ... there, I hope to visit a friend of mine.  
a) shall be b) will be c) am d) be
18. She didn't tell ... about her plans.  
a) none b) nobody c) anybody d) somebody
19. How much money ... to bring?  
a) need I b) do I need c) shall I d) must I
20. Many different languages ... in Europe.  
a) are speaking b) are spoken c) speak d) spoke

**D. Read the text and choose the right variant.**

***Philanthropy***

Philanthropy is defined as the love of humanity. A modern definition is "private initiatives, for the public good, focusing on quality of life", which combines an original humanistic tradition with a social aspect developed in the 20th century.

Growing up in this state, I dreamed of attending a college one day. On fall Saturdays at the stadium, I caught a glimpse of the brick buildings and tree-lined walkways. I knew they led to information, knowledge, and a whole tribe of new minds to connect with. When the day finally came to unpack my few belongings in the residence hall, I knew I was finally where I had always wanted to be. My years on campus certainly lived up to the anticipation. The classes, professors, friends, and opportunities created a life-changing experience.

Philanthropy is a critical part of the life and success of the whole local community, and college in particular. As a board member of the Center for Advancement, I have seen firsthand the joy of our alumni and friends as they make a difference in the life of this institution. **They** are delighted to pay it forward as they understand what college means to them. As a student, one does not always value how much the path was paved by those who have gone before, those who have an ability to give back. Now that my friend and I have made this community our family's

home, we have a much better understanding of how vital the long-term success of the college is for our entire state.

Through my involvement with the Center for Advancement, I truly witness the breadth of areas one can support. This institution is doing incredible researching, educating, and programming in so many areas. And our donors can discover their passion and connect in a meaningful way that goes beyond the dollars given. Whether it is the joy of the written word, the connection to first-generation college students, the atmosphere of a football Saturday, or a desire to support the cure for a hereditary medical condition, our donors become a part of the life of the college.

I have also seen philanthropy directly affect the life of the college from my experience in the Department of Finance. I work with students who have the opportunity to attend college because of the financial assistance they receive from our donors. Continued support has fostered the enhanced facility we work in today which has been reconfigured to remain relevant to today's needs. The educational experience is much richer because of the generosity of others. Our new auditorium is one shining example that we are proud to support. Not only is this facility a marvel of world-class architecture and programming, it also strives to make the arts accessible to all citizens. These experiences spark curiosity and imagination in audiences, young and old, to remind us what it means to be alive in this era of technology and separation.

Different funds provide a real-life working experience that is as relevant as any internship. Through philanthropy, students and faculty are able to use technology that could not be supported with tuition dollars. Private gifts also allow us to assist our faculty, who are the life of the institution, and provide our students a top-notch education.

Every dollar of support to the university today replays itself over and over as successive generations of learners have an opportunity to develop the skills they need to save lives, shape minds, and transform our future. One of the values we hope to instill in our children is the understanding of the value of giving back.

21. The author's childhood dream was to ...

- a) enter a college.
- b) change her life.
- c) leave the state she grew up in.
- d) visit a college campus.

22. The pronoun *They*, as used throughout paragraph 3, refers to ...

- a) future graduates.
- b) former students.
- c) board members.
- d) the author's friends.

23. Working in the Center for Advancement allowed the author to ...

- a) appreciate donors' aid.
- b) become more successful.
- c) make lots of new friends.
- d) make a big difference in students' lives.

24. Which of the following did the college donors NOT do?

- a) Communicate with students.
- b) Attend college sport clubs.
- c) Write for college publications.
- d) Sponsor health treatment.

25. It is implied that the new auditorium supports an education program in ...

- a) programming.
- b) architecture.
- c) arts.
- d) technology.

26. It is implied that college teachers ...

- a) have relevant experience.
- b) lack technology skills.
- c) are paid regularly.
- d) may be supported by private gifts.

27. The major aim of the article is to ...

- a) show the author's experience of philanthropy.
- b) criticize how the donors' money is spent.
- c) explain what philanthropy really is.
- d) pay tribute to the people supporting college.

**E. Make up sentences using the following words.**

28. when, last, nobody, snowed, Shri-Lanka, knows, in, it.

29. must, John, come, have, already, know, that, I.