



Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное
образовательное учреждение высшего образования
**«Калужский государственный университет
им. К.Э. Циолковского»**

**ПРОГРАММА ВСТУПИТЕЛЬНЫХ ИСПЫТАНИЙ,
ПРОВОДИМЫХ УНИВЕРСИТЕТОМ САМОСТОЯТЕЛЬНО
при поступлении по программам бакалавриата**

«Иностранный язык»
(английский язык)

ТРЕБОВАНИЯ К ВСТУПИТЕЛЬНОМУ ЭКЗАМЕНУ

Целью вступительного экзамена в бакалавриат является: проверка уровня практической подготовки по английскому языку, уровня знаний и умений поступающего.

Языковая подготовка проверяется путем выполнения на экзамене определенных заданий практического характера, в виде теста по английскому языку

Характеристика вступительного экзамена в бакалавриат

Вступительный экзамен по английскому языку проверяет уровень знаний, умений и навыков абитуриентов по иностранному языку и определяет, в какой степени они готовы продолжать изучение иностранного языка в КГУ им. К.Э. Циолковского и усваивать программу, целью которой является овладение иностранным языком как средством общения.

АНГЛИЙСКИЙ ЯЗЫК

Лексический материал.

Активное владение приблизительно 1000 - 1200 лексическими единицами (активный словарь поступающих) из разных сфер жизнедеятельности человека.

Словообразование.

Основные словообразовательные элементы (префиксы, суффиксы), с помощью которых образуются части речи.

Существительные: -er, -ing, -tion (-sion), -ment, -ity.

Прилагательные: -ful, -able, -less, -y, un-, dis-.

Глаголы: -ize, -fy, re- (rewrite).

Числительные: -teen, -ty.

Наречия: -ly и т.д.

Грамматика.

Синтаксис

Употребление простого повествовательного предложения с именным, простым глагольным и составным глагольным сказуемым в утвердительной и отрицательной форме. Употребление вопросительных предложений, выражающих общий и специальный вопрос, и побудительных предложений. Употребление сложно-подчиненных предложений с придаточными дополнительными, определительными, временными, причинными и условными. Употребление сложно-сочиненных предложений с основными союзами and, but, or и другими, а также без союзов. Употребление безличных предложений, сложного дополнения, конструкций с вводным there + be (are, was, were, is).

Морфология

Существительное

Употребление существительных во множественном числе, притяжательном падеже. Основные случаи употребления определенного, неопределенного и нулевого артикля.

Прилагательное

Употребление прилагательных в сравнительной и превосходной степени, образованных с помощью суффиксов -er, -est и вспомогательных слов (more и most). Употребление сравнительных оборотов.

Глагол

Употребление Present Indefinite для выражения обычных регулярных действий, не ограниченных четким временным параметром, а также для выражения ряда последовательных действий, следующих друг за другом. Употребление Present Indefinite для выражения действия в будущем в придаточных времени и условия.

Употребление Past Indefinite для выражения действия в прошлом.

Употребление Future Indefinite для выражения действия в будущем.

Употребление Present Continuous для выражения действия, происходящего в момент речи.

Употребление Present Perfect для выражения действий, завершенных и не завершенных в прошлом и связанных своими результатами с моментом говорения (речи).

Употребление Present, Past and Future Indefinite Passive.

Употребление модальных глаголов must, can, may и их заместителей для выражения необходимости, возможности и желательности совершения действия.

1) Употребление неличных форм глагола (инфинитива, причастия и герундия).

2) Употребление глаголов в форме imperative для выражения побуждения к действию, просьбы, приказа или совета в утвердительной и отрицательной форме.

Местоимение

Употребление личных местоимений в именительном падеже в функции подлежащего и в косвенном падеже в функции объекта действия и притяжательных местоимений в функции определения.

Числительные

Употребление количественных и порядковых числительных. Образование количественных и порядковых числительных.

Наречие

Употребление наречий для выражения признака действия (состояния) и качества. Степени сравнения наречий. Место наречия в предложении. Образование сравнительной и превосходной степени наречий с помощью суффиксов -er, -est и слов more и most.

Содержание и форма вступительного экзамена в бакалавриат

Экзамен включает восемь заданий:

- два задания на установление соответствия;
- два задания с выбором одного правильного ответа из четырех предложенных;
- одно задание на заполнение пропуска в связном тексте путем преобразования начальной формы слова в нужную грамматическую форму;
- одно задание на заполнение пропуска в связном тексте путем образования родственного слова от предложенного опорного слова;
- два задания на письменное изложение (личное письмо и сочинение-рассуждение с умением приводить аргументы в поддержку своего или чужого мнения и опровержение противоположной точки зрения).

ПРИМЕР ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ

РАЗДЕЛ 1. Чтение

1. Установите соответствие между текстами 1-7 и заголовками А-Н. Используйте каждую букву только один раз. В задании один заголовок лишний.

- A. Unexpected Tech Failure
- B. Military Use
- C. World Without Drivers
- D. Health Benefits

- E. Saving Time And Money
- F. Other Side of the Coin
- G. Robotic Future
- H. Specialised Vehicles

1. Globally released worldwide, Microsoft Vista hit the markets in early 2007. Its ideology was to enhance the security system of the personal computer. But the security features weren't all that better than its previous versions', according to many software critics. Vista is also not compatible on all sorts of PC's and runs slower compared to Windows XP. All of this prevented Vista from being a better version and it never took off like the company had hoped.
2. A couple centuries ago, if you wanted to record a moment for posterity, you sat around for hours or days while someone painted it. Up until ten years ago, you were at the mercy of photo developers charging 20 cents or more to help preserve your memories. Now you can record countless images and store them electronically for all of eternity at virtually no cost per picture.
3. With technology advancing at the pace it is today, we have to believe that by the end of the century we won't be driving our cars around the city. Rather, we will just be sitting on the then historic driver's seat and doing some work. While the concept looks futuristic, industrial designer Kubik Petr believes that nothing seems impossible with modern technology at hand.
4. The Kenguru is designed only for the disabled. Previously car manufacturers would design cars for the disabled but not specifically for them. This Hungarian company is taking it to the next step, the disabled will be able to open the rear of the car and just roll in the driving position, secure their wheelchair—without never having to leave their chair.
5. Technology certainly offers us innumerable comforts within our world, especially when it comes to people who have extreme medical conditions and need the help of science and technology to live comfortably within their everyday lives. The creation of robot limbs allows a person to walk again. The introduction of synthetic body parts such as a heart pump can help a person to live longer.
6. Everyone knows that being a soldier is a dangerous job. Walking through minefields, deactivating unexploded bombs or clearing out hostile buildings, for example, are some of the riskiest tasks. What if we could send robots to do these jobs instead of humans? Then, if something went wrong, we'd only lose the money it cost to build the robot instead of losing a human life.
7. Cutting edge technologies offer the hope for a better world, bringing welcome solutions to everything from disease to environmental damage. But these same technologies can also bring danger by aiding criminals and terrorists, invading personal privacy and even potentially creating diseases and damaging the environment. The more powerful and pervasive technology becomes, the more dangerous it becomes as well.

2. Прочитайте текст и заполните пропуски 8-13 частями предложений, обозначенных буквами А-Г. Одна из частей в списке А-Г лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

The world of automobiles has made some dramatic changes in the past century. Each year brings more innovative improvements in car technology. ⁸ _____ . However, all that brightness might make someone feel a bit curious about how it all began.

Way back in the 15th century, Leonardo Da Vinci was working diligently on designs and prototypes for transport vehicles. ⁹ _____. It wasn't until 1769 that an inventor in France built a working self-propelled vehicle. His name was Nicolas Cugnot, and the vehicle was a steam powered military tractor.

In Scotland, around 1839, Robert Anderson took a ride in his creation, ¹⁰ _____. Today's modern hybrid cars use technology based upon the ideas first dreamed of almost 170 years ago!

But the legitimate title of Automobile Inventor would have to go to German inventor, Karl Friedrich Benz. It was in 1886 that he received a patent on the world's first gasoline powered automobile, ¹¹ _____.

In the United States, the first patent issued for an automobile was granted in 1789, to Oliver Evans. He performed an amazing demonstration of his vehicle in 1805, ¹² _____. Proudly crowned the first amphibious vehicle, it never quite made it to production for the public.

It was in 1893 that Charles Edgar Duryea, and his brother Frank introduced to America the first gasoline powered car that worked the way it was supposed to. These two engineering brothers also started the first American automobile manufacturing plant.

A common belief is that Henry Ford invented the first car. However, Henry created his first car only in 1896. He had formed and lost two car manufacturing plants by 1903, ¹³ _____. His most famous contribution to the automotive industry was that he invented the first assembly line conveyor belt that revolutionized the manufacturing of automobiles.

- A. because automotive companies are planning to do a lot of scientific research
- B. when he started The Ford Motor Company
- C. which had a combustion engine and three wheels
- D. when he showed the crowd that his automobile was able to travel on land, and in the water by using a paddle wheel
- E. but, unfortunately, none ever came into being
- F. so the future looks bright for both car buyers and car manufacturers
- G. which he called the Electric Carriage

3. Прочитайте текст и выполните задания 14-20. Выберите цифру 1, 2, 3 или 4 из вариантов ответа.

Lisa Donath was running late. Heading down the sidewalk towards her subway stop, she decided to skip her usual espresso. Donath had a lot to do at work, plus visitors on the way. But as she hustled down the stairs and through the long tunnel, she started to feel uncomfortably warm. By the time she got to the platform, Donath felt faint. Maybe it hadn't been a good idea to give blood the night before, she thought. She leaned heavily against a post close to the tracks.

Several yards away, Ismael Feneque and his girlfriend, Melina Gonzalez, found a spot close to where the front of the train would stop. Feneque and Gonzalez were deep in discussion about a house they were thinking of buying. But when he heard the scream, followed by someone yelling, 'Oh, my God, she fell in!', Feneque didn't hesitate. He jumped down to the tracks and ran some 40 feet towards the body sprawled facedown on the rails.

'No! Not you!' his girlfriend screamed after him. She was right to be alarmed. By the time Feneque reached Donath, he could 'feel the vibration on the tracks and see the light coming into the tunnel,' he remembers. 'The train was maybe 20 seconds from the station.' In that instant, Feneque gave himself a mission, 'I'm going to get her out, and then I'm going to get myself out, as soon as possible. I'm not going to let myself get killed here.'

Feneque, a former high school wrestler who trains at a gym to stay in shape, grabbed Donath under her armpits. She was deadweight. But he managed to raise her the four feet to the platform so that bystanders could grab her arms and drag her away from the edge. That's where Donath briefly regained consciousness, felt herself being pulled along the ground, and saw someone else holding her purse. 'I thought I'd been mugged,' she says. She remembers the woman who held her hand and a man who gave his shirt to help stop the blood pouring from her head. The impact of her fall had been absorbed by her face—she'd lost teeth and suffered a broken eye socket, a broken jaw, and cuts all over her head.

But as the train closed in, Feneque wasn't finished. He still had to grab and hoist up a man and a teenager who'd hopped down to the tracks and then use all the strength he had left to lift himself onto the platform. He did so just seconds before the train barrelled past him and came to a stop. Police and fire officials soon arrived, and Feneque gave his name to an officer and told him the story. Gonzalez says her unassuming boyfriend was calm on their 40-minute train ride downtown—just as he had been seconds after the rescue, which, she says, made her think about her reaction at the time. 'I saw the train coming and I was thinking he was going to die,' she explains.

Donath's parents joined her at her hospital bedside by the next morning and stayed in town to see her through the series of surgeries she'd need to reconstruct her face. Donath was determined to find the man who had saved her life—the man the police had listed, incorrectly, as Feneque Ismael. 'I was never really into going on TV or getting my picture put in the *New York Times*,' says Donath. 'But I did so to know that I tried everything I could to contact him.'

Feneque, for his part, couldn't stop wondering what had happened to the woman on the tracks. He went on his own hunt, posting a message on a newspaper website asking if anyone knew whether the woman who had fallen in the subway had survived. No one responded. Several weeks later, while surfing the Internet for any new clues ... bingo! A television station had posted an update on its website, detailing Donath's recovery and her search for her rescuer. Feneque e-mailed the address provided to say that he was that man.

When the two first met, Donath threw her arms around Feneque and wept. It was overwhelming, she says, to try to convey her feelings. When they met again several months later, it felt a lot easier. 'I finally had the chance to hear his side of the story in detail,' she says.

Feneque says there's no point in wondering why he was on the platform—at a different time from when he usually rides and at a station a considerable distance from his apartment—at the moment Donath needed help. 'Whether it was pure coincidence or sent from above, who's to say? All I know is I was there and I'd do it again,' he says.

- 14 Lisa Donath was about to faint when she got to the platform because
- 1) she had skipped her usual espresso.
 - 2) she had given blood the night before.
 - 3) she had worked a lot.
 - 4) she felt uncomfortably warm.
- 15 When Feneque saw the light of the train coming into the tunnel, he
- 1) felt determined not to die.
 - 2) wanted to leave Donath.
 - 3) started panicking.
 - 4) allowed himself to get killed.
- 16 When Donath briefly regained consciousness, she thought that
- 1) she had been beaten.
 - 2) she had been kidnapped.
 - 3) she had been saved.
 - 4) she had been robbed.
- 17 On their train ride downtown, Gonzalez thought about her behaviour during the accident because
- 1) her boyfriend didn't want to assume that she was right.
 - 2) her boyfriend could have died during the accident.
 - 3) her boyfriend hadn't lost control of himself.
 - 4) she was still frightened.
- 18 Donath could not find a man who had saved her life because the police
- 1) had misspelled his name.
 - 2) had spelled incorrectly his surname.
 - 3) had mixed up his name and surname.
 - 4) hadn't written down his name and surname.
- 19 Feneque could finally contact Donath because
- 1) he has posted a message on a newspaper website.
 - 2) he had asked the television station to provide her e-mail address.
 - 3) he found her home address while surfing the Internet.
 - 4) he got her e-mail address from the television station website.
- 20 Feneque is sure that
- 1) Donath needs help.
 - 2) nobody can explain why he happened to be on the platform.
 - 3) his being on the platform was a pure coincidence.
 - 4) he was sent to the platform by God.

РАЗДЕЛ 2. Грамматика и лексика

1. Прочитайте данный текст и преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 21-27, так чтобы они грамматически соответствовали содержанию текста. Каждый пропуск соответствует отдельному заданию из группы 21-27.

- 21 In January 2003, the Congestion Charge _____ **INTRODUCE**
in London to help solve the city's traffic problems.
- 22 However, London's motorists still have traffic prob- **CRAWL**
lems, _____ through the city's streets.
London is just as congested with cars as it was before
the introduction of the traffic charging scheme.
- 23 'Without the Congestion Charge the traffic problems **BAD**
in London would be much _____ now,'
said the TfL's Managing Director.
- 24 'It already _____ successful in cutting traf- **PROVE**
fic coming into London.'
- 25 However, on its own, the traffic charging scheme **NOT RESOLVE**
_____ the problem of congestion in the city. London
streets remain clogged by road works and other measures
designed to help pedestrians, buses and cyclists.
- 26 Mayor of London Boris Johnson says he now **WORK**
_____ with TfL on a 'comprehensive
approach' to ease the congestion problem.
- 27 He believes that the government soon _____ **IMPOSE**
new measures to eliminate traffic congestion.

2. Прочитайте данный текст и образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 28-33, однокоренные слова, так, чтобы они грамматически и лексически соответствовали его содержанию. Каждый пропуск соответствует отдельному заданию из группы 28-33.

- 28 Television viewing has always been the main leisure activity for American teenagers. According to the _____ of a Nielsen study, US teens spend more time watching television than on the computer. **FIND**
- 29 The study found that teenagers were more engaged than _____ believed with traditional media such as live television, radio and newspapers. **POPULAR**
- 30 The amount of television watched by the _____ American teenager has increased by six percent over the past five years, which is rather alarming. **TYPE**
- 31 Television is a passive 'non-activity', which often detracts from _____ and community-oriented activities. **PERSONAL**
- 32 Time in front of the television cuts into family time and is a leading cause of _____ in both adults and children. **OBESE**
- 33 Excessive TV use leads to a more sedentary lifestyle which is _____ for all of us, both mentally and physically. **HEALTH**

3. Прочитайте текст с пропусками, обозначенными номерами 34-40. Эти номера соответствуют заданиям 34-40, в которых представлены возможные варианты ответов. Выберите один номер из четырех вариантов ответа.

Jake was walking home from school. It was a sunny autumn day. He'd usually stamp on the of leaves on the footpath to hear them crunch under his shoes. But today he ignored them. He was busy planning his project.

He was used to being home alone. That was because, three years ago, his dad had decided to go back to university, which meant his mum had had to go back to working . She did a lot of evening shifts because the money was better.

Jake walked up the stairs onto the veranda and stuck his hand in his pocket for the key but it wasn't there! Frantically, he tried the front door, knowing it would be locked, then turned around and hurried back up the footpath to see if he could find his key. He walked up the road for two blocks, the pavement.

It was no looking for it; he could have dropped it anywhere. He turned around and went home. He checked his watch. It was four o'clock and his dad would be back by seven. Jake supposed he could read the book he'd borrowed the school library for his project. The book was really good with wonderful photos of soldiers.

An hour later he finished the book and felt like having a but it didn't feel right to sleep with nothing over you. So he covered his chest with the foot mat and the book was his pillow. When he woke up, the Miller sisters were standing over him, staring.

'Why are you lying on the veranda with a foot mat over you?' said Adele.

'It's of your business,' Jake thought.

1) piles 2) bundles 3) sacks 4) flocks

1) long-time 2) half-time 3) full-time 4) peak-time

1) staring 2) skimming 3) scanning 4) looking

1) point 2) use 3) reason 4) aim

1) of 2) at 3) from 4) in

1) nap 2) dream 3) relax 4) snack

1) nothing 2) not 3) neither 4) none

4. Для ответов на задания **41** и **42** используйте бланк ответов №2. Черновые пометки можно делать прямо на листе с заданиями или использовать черновик. Записи черновика не будут оцениваться экспертом. Обратите внимание на необходимость соблюдения указанного объема текста. Тексты недостаточного объема (-10%), а также часть текста, превышающая требуемый объем(+10%), не оценивается.

41. You have received a letter from your English-speaking pen-friend Molly who writes:

... This year we had an unusually hot summer. What's the weather normally like in summer in Russia? What do you think about spending summer holidays at home? What is your favourite season, and why? I'm reading a very interesting book about England in the 16th century ...

Write a letter to Molly.

In your letter

- answer her questions
- ask 3 questions about the book

Write 100–140 words.

Remember the rules of letter writing.

42. Comment on the following statement.

It is wrong to make pupils read a lot in summer.

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you do not agree with the opposing opinion
- make a conclusion restating your position