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

**44.04.01 «Педагогическое образование»**

Магистерская программа «Языковое образование»

## **ТРЕБОВАНИЯ К ВСТУПИТЕЛЬНОМУ ЭКЗАМЕНУ В МАГИСТРАТУРУ ПО МАГИСТЕРСКОЙ ПРОГРАММЕ «ЯЗЫКОВОЕ ОБРАЗОВАНИЕ»**

**Целью** вступительного экзамена в магистратуру 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 по специальности:**

В соответствии с характером предстоящей языковой педагогической и научно-исследовательской деятельности поступающего в магистратуру проверка на вступительном экзамене подлежит уровень его языковой подготовки (знания и умения).

## **АНГЛИЙСКИЙ ЯЗЫК**

### Лексический материал.

Активное владение приблизительно 2500 - 3000 лексическими единицами (активный словарь поступающих) из разных сфер жизнедеятельности человека и англо-американской литературы (детской и фольклора). Фразеологические единицы и поговорки.

### Словообразование.

Моделирование имен существительных с помощью суффиксов: -er, -ing, -ment, -tion (sion), -ness, -ity, -ism, -(i)ty, -ing; имен прилагательных с помощью суффиксов: -y, -less, -able, -ful, -ic/-ical, -al, -ish, -имен числительных с помощью суффиксов: -teen, -ty, -th; наречий с помощью суффикса -ly; глаголов с помощью -en. Знание префиксов: un-, in-, im-, il-, ir-, re-, dis-. Конверсия. Словосложение.

### Грамматика.

*Синтаксис.* Словосочетание и принципы его теоретического описания в различных подходах. Соотношение синтаксических и семантических структур в словосочетании. Предложение и его признаки. Структура предложения. Семантика предложения.

### *Морфология.*

Теория частей речи. Имя существительное и его категории; артикль. Имя числительное. Количественные и порядковые числительные. Местоимение и его разряды.

Глагол. Система глагольных времен. Залог и его виды. Вербалии и их формы. Герундий и герундиальные обороты. Инфинитив и инфинитивные обороты. Причастие и причастные обороты. Сослагательное наклонение.

Наречие. Наречие времени (неопределенного времени) места, образа действия, меры и степени. Степени сравнения наречий. Предлог. Предлоги места, направления, времени (и их отсутствие). Специфика значения

предлогов for, during, from, since, in, on, at, to, into, out of, about, of, with, by и т.д. в словосочетаниях

Степени сравнения прилагательных.

Союзы. Частицы. Артикль.

### **Содержание и форма вступительного экзамена в магистратуру**

Экзамен включает четыре задания:

- Задание по аудированию на выбор
- Задание по лексике и грамматике на выбор
- Лексико-грамматическое задание по исправлению ошибочных вариантов.
- Задание на чтение с пониманием общего содержания и деталей текста (выбор)

Каждый правильный ответ оценивается в 2 балла. Максимальное количество баллов за тест - 100.

### Задание 1 Listening

(Здесь приведена лишь часть заданий – в качестве образца)

*Directions: You will hear an interview. For questions 1-7, choose the best answer (A, B or C)*

1. Fred describes the outgoing year as the one which
  - A. brought him new financial problems
  - B. seriously changed his whole life
  - C. marked the end of his construction business
2. Fred worked with the children who
  - A. lacked some physical ability
  - B. attended a week-end school
  - C. had to stay in a hospital
3. When dealing with the children Fred was instructed to
  - A. be aware of their depression
  - B. try to avoid getting them excited
  - C. behave in the usual way

### Задание 2 Lexical-grammar tasks

(Здесь приведена лишь часть заданий – в качестве образца)

*2.1. Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C) and (D). Choose the one word or phrase that best completes the sentence.*

1. Deer \_\_\_\_\_ fast, especially if \_\_\_\_\_ chased.
  - A. run, they are
  - B. run, it is
  - C. will run, it will be
  - D. runs, they are
2. I found it difficult to answer him. I was \_\_\_\_\_ to be able to think clearly.
  - A. enough confused
  - B. too confusing
  - C. very confusing
  - D. too confused
3. They responded to our call rather \_\_\_\_\_ .
  - A. enough quick
  - B. lately
  - C. late
  - D. more lately

*2.2 Directions: Read the text and fill in the gaps with words or word combinations. Choose the most suitable variant from the given ones.*

British male buoyed up by beer and chips

More than a third of British men live on a diet of beer and fast food, a study of the national diet has shown. Women do (1) \_\_\_\_ any better, eating a “traditional British diet” high in sugars, cereals and fats and washed down with lots of tea. Only 17 per cent ate a diet close to that recommended by healthy eating groups – high in fibre and (2) \_\_\_\_ in fat. But even this group consumed above-average amounts of wine and spirits. The study was produced by a team from University College London, which used data from “The Dietary and Nutritional Survey of British Adults”, a report by the Department of Health and Ministry for Agriculture, Fisheries and Food that (3) \_\_\_\_ updated in October this year

1. A. not      B. almost      C. nearly      D. hardly
2. A. higher      B. low      C. lower      D. rich
3. A. was      B. is      C. had been      D. has been

### Задание 3 Mistakes

(Здесь приведена лишь часть заданий – в качестве образца)

*Directions: Read the text below and look carefully at each line. Some of the lines are correct, and some lines have a word which shouldn't be there. If a line is correct, put a tick (✓), if it has a word that shouldn't be there, write the word.*

#### Positive thinking

- to      0 Positive thinking doesn't mean to you have to find every  
✓      00 idea absolutely wonderful. It means you have to be  
\_\_\_      1 ready to explore an idea and to try and bring out whatever  
\_\_\_      2 good features it may has. The next step might be to find  
\_\_\_      3 the weaknesses in case the idea and to try and strengthen  
\_\_\_      4 them, rather than for using them simply as an excuse for  
\_\_\_      5 rejecting the whole idea.

### Задание 4 Reading

*Directions: In this section of the test you are supposed to demonstrate your ability to understand and estimate information in written texts. There is a passage followed by a number of questions about it. To each question, you must choose only one answer out of four, (A), (B), (C), (D) – the answer which best corresponds to the stated or implied information in the passage.*

#### Internet

Internet is one of the greatest tools we have today. Billions of bits of information, unlimited ways to connect, games to play, videos to watch, things to learn. There's something for everyone. We Facebook, tumble, stumble, and tweet more now than ever. Social media is connecting us in incredible ways. You can create communities of like-minded people that would never meet before on the Internet. But, due to this, we are spending copious amounts of time on the World Wide Web, and it's slowly changing who you are as a person.

I went for a long period of time where I didn't read a book. I finally got around to picking up a few new books and as soon as I started reading them, I struggled. I couldn't hold concentration like I used to. I would read a whole

paragraph with my mind elsewhere or had this constant anxious feeling to do something else, even when there was absolutely nothing else to do. My mind would jump from one thought to another and I barely could read a chapter in one sitting. I talked to a few people about this, and I even looked to the trusty Internet for my solution. I found that I'm not alone, many people report the same type of concentration shift. The reason for this is the information overload via Internet.

We take in 34 gigabytes of information each day now. That is 5 times more than we did 20 years ago. There is so much going on in our minds that we rarely spend any time on one particular bit of information because there is always something new and more intriguing just around the corner. When we land on a webpage, we spend the average of about 50 seconds, if that, and know that there are at least 5 other links we can click on the page. We can still concentrate, but our minds would much rather be focused on a series of things, not one thought.

1. According to the author, the Internet changes people because
  - A. of the amount of information it provides
  - B. it adds lots of friends
  - C. they spend too much time online
  - D. it helps to create new communities
2. Why does the Internet, according to the author, influence reading concentration?
  - A. It leaves less time for reading
  - B. It provides excessive information
  - C. The information there changes too fast
  - D. The bits of information there are very short.
3. Which of the following is NOT a feature of an online text?
  - A. Lots of descriptive words
  - B. Information headline
  - C. Reduced size
  - D. Clarity