

МИНОБНАУКИ РОССИИ

федеральное государственное образовательное учреждение
высшего образования

«Приамурский государственный университет имени Шолом-Алейхема»

**ПРОГРАММА И ПРАВИЛА ПРОВЕДЕНИЯ ВСТУПИТЕЛЬНОГО
ИСПЫТАНИЯ**

по английскому языку

Биробиджан, 2021

Пояснительная записка

Абитуриент, сдающий экзамен в вуз по английскому языку, должен показать знания, соответствующие программам для среднего (полного) общего образования.

Программа

Лексический материал. Активное владение приблизительно 1200-1500 лексическими единицами (активный словарь поступающих).

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, -ous; 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.

Синтаксис. Использование простого (нераспространенного, распространенного) предложения с глагольным и именным сказуемыми. Использование безличных предложений. Использование сложного дополнения.

Морфология.

Имя числительное. Количественные и порядковые числительные.

Местоимение. Личные местоимения (в именительном и объектном падеже). Притяжательные местоимения. Абсолютная форма притяжательных местоимений. Указательные местоимения. Возвратные местоимения. Вопросительные местоимения. Неопределенные местоимения. Производные местоимения от some, any, no, every.

Глагол. Использование в настоящем неопределенном времени для выражения обычных, повторяющихся, постоянных действий, происходящих регулярно в рамках настоящего времени, а также для выражения действий, которые произойдут в ближайшем будущем, если они запланированы, произойдут согласно программе, расписанию, и т.д. Использование настоящего неопределенного времени для выражения будущих действий в придаточных времени и условиях.

Использование в прошедшем неопределенном времени для обозначения действий, которые происходили в прошлом и не имеют связи с настоящим, для обозначения действий, которые происходили в течение некоторого времени в прошлом, а также для обозначения последовательных действий в прошлом.

Использование конструкций *used to + infinitive* и *would + infinitive* для обозначения повторяющихся действий в прошлом или постоянно имевших место действий в прошлом.

Использование в будущем неопределенном времени для выражения действий, которые произойдут в будущем (однократные действия и регулярно повторяющиеся действия в будущем). Использование оборота *to be going to* для выражения запланированного будущего времени.

Использование в настоящем продолженном времени для обозначения длительного незавершенного действия, происходящего в момент речи (или более обширный временной срез, нежели непосредственно момент речи), для обозначения будущего запланированного действия, которое произойдет в ближайшем будущем.

Использование в прошедшем продолженном времени для обозначения незаконченного продолженного времени в прошлом, которое происходило в определенный момент в прошлом, в том числе в придаточных, вводимых союзом *while*, а также в главном предложении с придаточными, вводимыми союзом *when* для выражения действия, происходившего в прошлом одновременно с действием, описываемым в главном предложении.

Употребление в будущем продолженном времени для выражения длительного действия, которое будет происходить в определенный момент в будущем.

Употребление в настоящем совершенном времени для обозначения действия уже законченного, имевшего место в прошлом, но имеющего связь с настоящим или через результат действия.

Употребление в настоящем совершенном продолженном времени для выражения длительного действия, которое началось в прошлом и еще совершается в настоящее время или закончилось непосредственно перед моментом речи и связано с настоящим результатом.

Употребление в прошедшем совершенном времени для выражения действия, закончившегося к определенному моменту в прошлом.

Употребление согласно правилу согласования времени.

Употребление в страдательном залоге

Употребление в повелительном наклонении (утвердительная и отрицательная формы). Употребление модальных глаголов can, may, must, should, ought to, to be to, to have to (have got to), need.

Употребление фразовых глаголов.

Употребление неличных форм - инфинитивов, герундий, первое и второе причастия.

Употребление в конструкции "сложное дополнение"

Наречие. Наречие времени, места, образа действия, меры и степени. Степени сравнения наречий. Место наречий в предложении. Наречия для определения прилагательных, наречий, глаголов, причастий.

Предлог. Предлоги места, направления, времени (и их отсутствие).

Артикли: определенный, неопределенный, нулевой.

Форма и правила проведения экзамена

Абитуриенты, сдающие вступительный экзамен по английскому языку, должны владеть навыком аудирования, чтения, письма, владеть достаточным объемом словарного запаса, знать грамматические правила, правила словообразования. Экзамен проходит в один этап и носит письменный характер.

1. Требования к пониманию письменных текстов

С целью извлечения полной информации абитуриент должен уметь читать про себя и понимать впервые предъявляемые тексты, построенные на языковом материале одиннадцатого и предшествующих классов и включающие до 3-5 % незнакомых слов, о значении которых можно догадаться или незнание которых не влияет на понимание основного содержания прочитанного. После прочтения испытуемый отвечает на вопросы по содержанию текста, выбирая правильный ответ из четырех предложенных. Время выполнения – 10 минут.

2. Требования к знаниям лексического и грамматического материалов

Абитуриент должен продемонстрировать владение лексическим минимумом, а также минимум грамматических явлений, обеспечивающих иноязычное общение. Предъявленный текст содержит пропуски. Каждому пропуску соответствует слово, выделенное жирным шрифтом. Испытуемым необходимо изменить форму слова таким образом, чтобы оно лексически и грамматически соответствовало содержанию текста. Время выполнения – 20 минут.

Критерии оценивания

Критерии оценивания по первому разделу «Чтение» за каждый правильный ответ задания №1 по 1 баллу.

В разделе 2 «Грамматика и лексика» за каждый правильный ответ дается по 1 баллу.

В разделе 3 «Грамматика и лексика» за каждый правильный ответ дается по 1 баллу, кроме слов populate, convenient, compare- за них дается по 2 балла.

В разделе 4 «Грамматика и лексика» за каждый правильный ответ дается по 1 баллу.

Правильность выполнения заданий проверяется по ключам.

Максимальное количество баллов: 30 баллов

Рекомендуемая литература

1. Mann M. McMillan Exam Skills for Russia. Grammar and Vocabulary, 2006.
2. Mann M. McMillan Exam Skills for Russia. Reading and Writing, 2006.
3. Mann M. McMillan Exam Skills for Russia. Speaking and Listening, 2006.
4. Murphy R. Essential English Grammar in Use. Third Edition Cambridge CUP, 2004.

Составитель

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Примеры экзаменационного материала

Task 2. Reading

When they first saw the dog, they weren't sure, in fact, that it was a dog. A small pile of rubbish by the side of the litter bin began to move. Verity and Sally, walking past on their way to the beach, both jumped back, expecting a rat to emerge from the litter. What they saw instead was the back end of a small brown dog, which seemed to be connected to a plastic bag. They both let out shrieks of delight.

"Oh, it's a puppy!" cried Verity, and bent down to release the dog's head from the plastic bag. The dog looked up at them with ketchup on its face. Now that they could see the whole animal, it was clear that it was not quite young as Verity had thought at first sight. It carried one or two scars of life on the streets – it had a cut below one eye and one ear seemed to be permanently at an angle – but on the whole it was not in bad health for a stray dog. Its coat was shiny and you couldn't see its ribs under the skin, like you could with many dogs in a similar position. Judging by the litter bin, visitors to the beach were a good source of chips, hot dogs and hamburgers without knowing it. The dog sat, looking up at the girls with its tongue hanging out as it panted.

"Come on", said Verity. "Let's take him down to the beach!" Sally hesitated a moment before agreeing. She could see where it was leading. Her father always told her to walk away from a stray animal because there was a danger you would want to keep it. Then it would be harder when you actually did have to walk away. However she couldn't deny that the dog was cute, so she was pleased when it trotted along behind them on the way to the beach.

They spread their towels on the beach and got sun cream out of their bags. When they turned round, the dog had settled on one of the towels as if he owned the place. He seemed glad of the opportunity to rest and Verity could imagine the constant battle he faced each day to survive. Apart from the search for food and shelter, which perhaps were less of a problem here than they would have been in the city center, there was the competition from other dogs. This dog must be pretty smart, she decided, to survive against the others because he certainly wouldn't win too many fights, even if his injuries showed that he didn't give up easily.

They spent the day lazing in the sun, swimming and playing beach tennis. The dog joined in after resting for a while. To the casual observer, it would have looked like two girls and their dog playing together. Sally knew, however, that that wasn't the case and she was dreading the moment when they would have to leave. Eventually, the sun began to set and it got cooler. Verity stroked the dog, which was lying on the towel next to her. Sally knew that they couldn't put it off any longer.

"It's probably time we were getting back", she said at last. Verity turned round and Sally saw tears running down her face. The dog looked from one of them to the other and waited.

1. Verity and Sally's first reaction is
 - a. amusement at the dog's appearance
 - b. worry about the dog's condition
 - c. fright at what might be under the rubbish
 - d. curiosity at the dog's behaviour
2. The dog seems to be
 - a. in good condition despite its injuries
 - b. in a worse state than most stray dogs

- c. rather overweight for its size
 - d. in urgent need of medical attention
3. It seems that people who go to this beach
 - a. enjoy feeding the stray dogs
 - b. are careless with their rubbish
 - c. throw a lot of food away.
 - d. don't know they are harming the dogs
 4. Sally doesn't immediately agree to take the dog to the beach because
 - a. they don't have a lead to put on the dog to control it
 - b. her father stops her from doing what she wants to do
 - c. she thinks the dog might be dangerous, in spite of his appearance
 - d. she doesn't want to form a relationship with a dog
 5. Verity thinks that the dog
 - a. needs their help to avoid the other dogs
 - b. is a coward when it comes to frighten other dogs
 - c. is more attractive than the other dogs
 - d. uses his brains to beat the other dogs
 6. The girls don't want to leave the beach because
 - a. they think the dog will be attacked
 - b. they want to sunbathe for another hour
 - c. they want people to think it's their dog
 - d. they are trying to delay leaving the dog
 7. Sally feels uncomfortable because
 - a. she and Verity have argued about the dog
 - b. she thinks that someone is watching them
 - c. she knows that leaving the dog will be hard
 - d. she wants to get rid of the dog without Verity knowing
 - e.

Ответы:

1	2	3	4	5	6	7

Task 3: Reading.

Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

Nevsky Prospect

Nevsky Prospect is the main and most famous street of St. Petersburg. The unique architectural ensemble of Nevsky Prospect was formed during the 18th – early 20th centuries. It starts from the bank of the Neva River, runs through the centre of the city and ends at the Neva River. The whole history of St. Petersburg can be seen in the history of the avenue. Nevsky Prospect is 4.5 km long and 25-60 m wide. The narrowest section is located from the Admiralty to the Moika River,

A _____.

After the construction of the Admiralty in 1704 and the Alexander Nevsky

Monastery in 1710, it was decided to build a road **B** _____ each other and with the Novgorod Path, which was used by Russian merchants. The construction began on both sides at the same time, the roads were laid through the wood, and in 1760s they were connected into one road, **C** _____, but with a turn at the Vosstaniya Square. Nevsky Prospect got its name only in 1783. The road was paved with cobble stones, **D** _____. It was the first street in St. Petersburg with gas lighting. By the early 20th century Nevsky Prospect had become the financial centre of Russia **E** _____ had their offices there. Nowadays, Nevsky Prospect is the centre of cultural and social life of St. Petersburg. There are museums, theatres, exhibition halls, cinemas, restaurants, cafés, shops **F** _____.

1. and hotels there or nearby the avenue
2. showing the original width of the avenue
3. which was not as straight as it was planned
4. which were built by famous architects and
5. connecting these two important structures with
6. and a few rows of trees were planted along the street
7. as the 40 largest banks of Russia, Europe and America

ОТВЕТЫ:

1	2	3	4	5	6	7

Прочитайте текст и выполните задания 3–9. В каждом задании запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному Вами варианту ответа.

Sports: The Power of Emotions

Do your emotions help or hurt you in sports competitions?

Emotions dictate how you perform throughout a competition. Excitement or anger, happiness or disappointment are strong emotions. They can help you or hurt your performance.

Negative emotions can hurt your performance physically. With anger, you can lose coordination and breathe with difficulty. You get tired quickly. You no longer have the physical capabilities to perform well.

Negative emotions can also hurt you mentally. You begin to think that you cannot perform well; you lose confidence in your ability to achieve your competitive goals. Negative emotions can hurt your motivation to perform because you just don't feel good and it's no longer fun.

One of the most difficult aspects of emotions is that they become habits. You feel that you cannot reach your goal and you lose control. For example, a tennis player is losing to an opponent and begins to feel strong negative emotions. These emotions can be helpful at first because they motivate him to fight. But if he's unable to change the course of the match, then he may feel helpless, he may accept that he cannot win, so he just gives up.

In my work with high-level athletes, I have seen extremely negative emotional reactions to the smallest mistakes and failures. For example, a young gymnast I worked with felt terrible about her gymnastics and herself even when the mistake was minor. By the end of the day, she would be bruised by her own emotions. Clearly, the punishment did not fit the crime.

Be sure that your emotions are proportional to what causes them. Ask yourself whether a few mistakes **are worth the** ill feelings you might experience. Are you being fair to yourself? You may lose perspective on how important your sport is in your life. It might be worth getting really upset if you didn't get into the college of your choice or you lost your job, but are these strong negative emotions worth feeling over some unimportant mistakes?

Consider the best athletes in the world. Sports are very important to them because it is their life. Considering how important sports are to them, most great athletes handle mistakes and losses pretty well. In fact, one reason why the best athletes in the world are at the top is because they have the ability to control their emotions rather than their emotions controlling them.

In recent years, I have found that a simple distinction appears to lie at the heart of the emotional reactions athletes have to their sport: threat vs. challenge. At the heart of emotional threat is the perception that winning is all-important and failure is unacceptable. Pressure to win from parents, coaches, and athletes themselves is also common. With these beliefs, it's easy to see why competing in a sport would be emotionally threatening.

In contrast, emotional challenge is associated with your enjoying the process of your sport regardless of whether you achieve your goals. The emphasis is on having fun and seeing the competition as exciting and enriching. Sports, when seen as an emotional challenge, are an experience that is highly motivating, to the point where you love being in pressure situations. Emotional challenge communicates to you that you have the ability to meet the demands of your sport, so you're confident and filled with positive thoughts.

8. In competitions emotions...

- 1) are only negative.
- 2) are unimportant.
- 3) cannot be controlled.
- 4) influence an athlete's performance.

ОТВЕТ:

9. Athletes may lose in a competition because they...

- 1) lose motivation.
- 2) are tired.
- 3) lack physical energy.
- 4) are afraid of a bad result.

ОТВЕТ:

When a mistake is small...

10.

- 1) an athlete often does not notice it.
- 2) a coach always blames an athlete.
- 3) an athlete may wrongly think it's too big.
- 4) an athlete instantly corrects it.

ОТВЕТ:

In paragraph 6 *to be worth smth* means...

11.

- 1) not to be as good as smth.
- 2) there is a good enough reason for smth.
- 3) to cost a certain amount of money.
- 4) to be interesting and helpful.

ОТВЕТ:

12 What, in the author's opinion, is a more serious problem?

- 1) Not achieving the goal in sports.
- 2) Becoming unemployed.
- 3) Getting bad marks in college.
- 4) Ignoring sports.

ОТВЕТ:

13 What is NOT said in the text about why sports can be emotionally threatening?

- 1) Parents expect athletes to always win.
- 2) Coaches' demands are always high.
- 3) A mistake is a tragedy.
- 4) The fans expect athletes to break records.

ОТВЕТ:

Task 4. Grammar and Vocabulary

The weather affects many aspects of our lives and ..(1).. are constantly looking for ways to produce accurate forecasts. Our ..(2).. to predict the weather depends on the information we have. Special ..(3).. is used to collect weather data, including amount of rainfall, temperature and wind speed and ..(4).. from all over the world. Computers make a ..(5).. between these present day figures and ..(6).. records then try to predict the future on the basis of the past. Large computers also help to produce a ..(7).. picture of the likely weather using a model of the Earth in their memories. Even with these aids, nature is so ..(8).. that our forecasts are accurate for only a few days. What's your favourite season? I think ..(9).. is spring. Birds, ..(10).. in the trees, tell us that winter is finally over. The animals that ..(11).. asleep for months wake up and start to look for food. The days are much ..(12).. than they were in the winter, so the plants start to grow, too. The countryside ..(13).. fresh, beautiful and alive. We can ..(14).. our coats

RESEARCH

ABLE

EQUIP

DIRECT
COMPARE
HISTORY

DETAIL

PREDICT

I
SING

BE
WARM

LOOK
LEAVE

and umbrellas at home when we go out. And unlike in the summer, the sun ..(15).. our skin when we spend a long time outside. The ..(16).. thing of all about spring, though, is knowing that the summer is not far away!

NOT BURN
GOOD

Task 5

Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–7, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы

<p style="text-align: center;">The name of Alaska</p> <p>Do you know the origin of the place name Alaska? The name Alaska comes from the Aleut word <i>alaxsxaq</i>, (1)_____ “an object toward which the action of the sea is directed” – that is, the mainland. It is also known as Alyeska, the “great land”, an Aleut word (2)_____ from the same root. Its nicknames are the Land of the Midnight Sun and America’s Last Frontier. Its first nicknames were “Seward’s folly” and “Seward’s icebox” to laugh at the secretary of state who negotiated the purchase of Alaska from Russia, which (3)_____ foolish at the time.</p>	<p style="text-align: center;">MEAN</p> <p style="text-align: center;">FORM</p> <p style="text-align: center;">CONSIDER</p>
<p style="text-align: center;">A landmark for the new millennium</p> <p>Have you seen the photos of the London Eye? The London Eye is a giant observation wheel (4)_____ in the Jubilee Gardens on the South Bank of the river Thames. The structure (5)_____ by the architectural team of David Marks and Julia Barfield, husband and wife. They submitted their idea for a large observation wheel as part of a competition to design a landmark for the new millennium. None of the entrants (6)_____ the competition. However, the couple pressed on and eventually got the backing of British Airways, who sponsored (7) _____ project.</p>	<p style="text-align: center;">LOCATE</p> <p style="text-align: center;">DESIGN</p> <p style="text-align: center;">WIN</p> <p style="text-align: center;">THEY</p>

Ответы для самопроверки

Ключи

Task 1

1)

1. c

2. e

3. b

4. a

5. d

2)

1. c

2. a

3. b

4. a

5. a

6. c

7. b

Task 2

1. c

2. a

3. c

4. d

5. d

6. d

7. c

Task 3

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8 -4

9 - 1

10 -3

11 -2

12 -2

13 -4

Task 4

1. researchers

2. ability

3. equipment

4. direction

5. comparison

6. historical

7. detailed

8. unpredictable

9. mine

10. singing
11. have been
12. warmer
13. looks
14. leave
15. doesn't burn
16. best

Task 5

1. meaning
2. was formed
3. was considered
4. located
5. was designed
6. won
7. their