



Программа вступительного экзамена в магистратуру по направлению «Лингвистика» составлена в соответствии с требованиями Федерального государственного образовательного стандарта высшего образования.

Выпускающий институт – Гуманитарный. Выпускающая кафедра – Лингвистика и межкультурная коммуникация. Научный руководитель ООП – Попова Н.В., д.п.н., проф. Цель подготовки магистров по данному направлению – осуществление профессиональной деятельности в сферах лингвистического образования и межкультурной коммуникации. Объектом профессиональной деятельности магистра является общее и прикладное языкознание, частное языкознание, теория межкультурной коммуникации, иностранные языки и культуры.

Основное направление подготовки магистров по программе «Теория перевода и межкультурная/межъязыковая коммуникация» – двусторонний перевод профессионально-ориентированных текстов. Уникальность программы, реализуемой в СПбПУ, заключается в том, что выпускник будет готов к осуществлению перевода по некоторым техническим, а также экономическим и гуманитарным направлениям. Наиболее вероятное трудоустройство магистров лингвистики, переводчиков двух иностранных языков – это информационные отделы и переводческие бюро научно-исследовательских институтов, фирмы, работающие в сфере межкультурной коммуникации, например, в туристическом или гостиничном бизнесе. Очная форма: срок обучения – 2 года. Обучение проходит на бюджетной и контрактной основе.

Основное направление подготовки магистров по программе «Теория обучения иностранным языкам и межкультурная коммуникация» – педагогическая деятельность. Уникальность программы, реализуемой в СПбПУ, заключается в том, что выпускник будет готов к преподаванию иностранных языков по некоторым техническим, а также экономическим и гуманитарным направлениям. Наиболее вероятное трудоустройство магистров лингвистики, преподавателей двух иностранных языков – это технический вуз или колледж, также возможно трудоустройство в фирмах,

работающих в сфере межкультурной коммуникации: туристический или гостиничный бизнес. Заочная форма: срок обучения – 2,5 года. Обучение проходит на контрактной основе.

Основные модули подготовки магистров по программе “Компьютерная лингводидактика” - компьютерные технологии в лингвистических исследованиях, информационные и сетевые педагогические технологии в лингводидактике. Выпускники данной программы смогут работать в современной информационно-коммуникационной среде школы и вуза, разрабатывать и вести дистанционные курсы по иностранному языку, успешно применять в профессиональной деятельности открытые интернет-ресурсы по иностранным языкам. Заочная форма: срок обучения – 2,5 года. Обучение проходит на контрактной основе.

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**Формат междисциплинарного экзамена для поступления в магистратуру по направлениям 45.04.02\_01, 45.04.02\_02, 45.04.02\_04:**

1. Лексико-грамматический тест
2. Задание на аудирование
3. Собеседование на английском языке

**Содержание подготовки к МДЭ:**

**Грамматика:**

1. Present Simple and Present Continuous
2. Past Simple, Past Continuous, Used to, Past Perfect, Past Perfect Continuous
3. Present Perfect, Present Perfect Continuous, Past Simple
4. Future and Future Perfect
5. Wh- questions, Tag questions, Additions
6. Modals 1 (ability, permission, requests, advice, suggestions, preferences)
7. Modals 2 (necessity, choice, expectations, future possibility, deduction, expressing regret about the past, deduction in the past)
8. Adjectives and adverbs
9. Gerunds and infinitives
10. Nouns, quantifiers, articles, reflexive and reciprocal pronouns
11. The Passive
12. The Conditional
13. Relative clauses
14. Indirect speech
15. Phrasalverbs

**Лексика:**

1. Family life
2. Housing
3. Health and healthcare
4. Problems of youth
5. Tourism and ecotourism
6. Environmental protection and science
7. Sport in the modern world

8. Languages of international communication
9. Mass media and new information technologies
10. Science and global problems

**Литература для подготовки:**

1. Образовательный портал: <http://lingualeo.com>.
2. Образовательный портал: <http://www.study-languages-online.com>.
3. Образовательный портал: <http://lingust.ru>.
4. Дудорова Э. С. Корнеева Е. А. Грамматика английского языка с опорными упражнениями. – СПб.:Каро, 2016. – 640 с.
5. Raymond Murphy, English Grammar In Use with Answers. - Cambridge University Press, 2015 – 368 с.
6. Marjorie Fuchs, Grammar Express British English with key. – Pearson, 2015. – 432 с.
7. Michael Vince, Language Practice for First. Student's Book and MPO with key Pack. Macmillan, 2016. - 344 с.
8. Michael Vince, Macmillan English Grammar In Context. Intermediate Pack without Key. Macmillan, 2016. - 208 с.

**Пример лексико-грамматического теста**

**Part 1**

*For questions 1-15, read the text below and decide which answer (A, B, C or D) best fits each gap.*

**Legal fight hits music pirates**

The global recording industry has launched its largest wave of legal (1) \_\_\_\_\_ against people suspected of (2) \_\_\_\_\_ music files on the internet. The latest move by the International Federation of the Phonographic Industry (IFPI) (3) \_\_\_\_\_ 2,100 alleged uploaders (4) \_\_\_\_\_ peer-to-peer (P2P) networks in 16 nations (5) \_\_\_\_\_ the UK, France, Germany and Italy. Thousands of people have agreed to pay compensation since the campaign (6) \_\_\_\_\_. In the US, civil lawsuits have been (7) \_\_\_\_\_ against more than 15,597 people (8) \_\_\_\_\_ September 2003 and there have been 3,590 settlements. 'This is a significant (9) \_\_\_\_\_ of our enforcement actions against people who are uploading and distributing (10) \_\_\_\_\_ music on

p2p networks,' said IFPI chief John Kennedy. 'Thousands of people – mostly internet-savvy men in their 20s or 30s – have learnt to their (11) \_\_\_\_\_ the legal and financial risks involved in file-sharing copyrighted music in large quantities.' Individual cases are generally brought by the national associations (12) \_\_\_\_\_ the recording industry, and in some cases by the labels, (13) \_\_\_\_\_ civil complaints. The UK record industry has so far brought 97 cases, with a (14) \_\_\_\_\_ 65 covered by the latest action. More than 140,000£ in compensation has been paid to the British Phonographic Industry by 71 individuals. Those who (15) \_\_\_\_\_ to resolve cases face civil court action.

1	A action	B activity	C acting	D acts
2	A stealing	B sharing	C using	D downloading
3	A aimed	B targeted	C directed	D pointed
4	A with	B having	C who	D using
5	A such	B with	C including	D throughout

6	A begin	B begun	C began	D begins
7	A carried	B instigate	C brought	D active
8	A during	B throughout	C since	D in
9	A increasing	B feature	C result	D escalation
10	A copyrighted	B registered	C trademark	D illegal
11	A benefit	B charge	C cost	D fortune
12	A for	B working	C representing	D inside
13	A in	B with	C for	D as
14	A newly	B addition	C further	D another
15	A intend	B wish	C fail	D don't

## Part 2

### Spacemen's autographs

*For questions 16-30, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

Only twelve astronauts actually (0) set foot on the moon during the US Apollo space programme between 1969 and 1972. Some have since (16) \_\_\_\_\_ household names – like Neil Armstrong, (17) \_\_\_\_\_ made the original 'giant leap for mankind' and Buzz Aldrin, his co-pilot on that mission. The other ten are less well-known, even (18) \_\_\_\_\_ each made his own contribution to the programme.

But to Paul Prendergast, a postal worker from London, they are all pioneers, worthy to be mentioned in the (19) \_\_\_\_\_ breath as the great explorers of earlier eras, (20) \_\_\_\_\_ as Christopher Columbus. Paul's fascination (21) \_\_\_\_\_ the subject began in 2000 (22) \_\_\_\_\_ he attended a convention for people (23) \_\_\_\_\_ hobby is collecting autographs. There he met Alan Bean (fourth man on the moon) and Ed Mitchell (sixth). As he remembers: 'There were television stars there, people from Bond movies, and so (24) \_\_\_\_\_ . But these men had walked on the moon. I headed straight (25) \_\_\_\_\_ to meet them and ask for their autographs. 'For a collector, the challenge of (26) \_\_\_\_\_ hold of the remaining ten proved irresistible. Yet Paul's quest was never going to be entirely straightforward. After (27) \_\_\_\_\_ . at that time, only nine of the astronauts were still alive and two

- (28) \_\_\_\_\_ given up signing autographs years before. Paul eventually  
(29) \_\_\_\_\_ to achieve his goals, (30) \_\_\_\_\_ by establishing contacts

with other collectors, by buying from reputable dealers and by attending specialist auctions.

### Part 3

For questions 31-41, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

#### 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

31 \_\_\_\_\_ placed on the English language. It is now commonplace to see parents providing a substantial amount of 32 \_\_\_\_\_ on additional tuition on language lessons to give their children every 33 \_\_\_\_\_ edge. In the past decade, language institutes have sprung up in 34 \_\_\_\_\_ urban centres, all claiming to provide rapid 35 \_\_\_\_\_ in English.

There has been a push by many parents to expose their children to English in their 36 \_\_\_\_\_ years. This, many claim, will make the language more 37 \_\_\_\_\_ and ensure that all pronunciation errors can be avoided. There is some evidence which points to youngsters who have been raised in 38 \_\_\_\_\_ families, where the language spoken at home is different to the one that they 39 \_\_\_\_\_ with in their external environment. While these children can switch between two languages with greater 40 \_\_\_\_\_, it remains to be seen whether this is 41 \_\_\_\_\_ when learning additional languages.

IMPORTANT

FUNDING

COMPETITION

NUMBER

ADVANCED

FORMATION

INSTINCT

LANGUAGE

CONVERSATION

EASY

ADVANTAGE

### Part 4

For questions 42-49, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must

use between three and six words, including the word given. Here is an example (0).

**Example:**

0 Chloe would only eat a pizza if she could have a mushroom topping.

**ON**

Chloe.....a mushroom topping when she ate a pizza. The gap can be filled with the words 'insisted on having'

42 There were a lot of things to think about before we made our decision.

**TAKEN**

Lots of things needed \_\_\_\_\_ consideration before we could make our decision.

43 Could I ask you if you'd mind looking after my dog while I'm away on holiday?

**WONDERING**

I \_\_\_\_\_ willing to look after my dog while I'm away on holiday?

44 I know that it was wrong of me to get angry in front of the children.

**LOST**

I know that I should \_\_\_\_\_ in front of the children.

45 If you need any further information, please call me.

**HESITATE**

If you need any further information \_\_\_\_\_ me a call.

46 It hasn't snowed quite as much this year as it did last year.

**SLIGHTLY**

This year, there has \_\_\_\_\_ than there was last year.

47 Unless the team's performance improves, they may find they have to resign from the league.

**FORCED**

If the team's performance doesn't get \_\_\_\_\_ resign from the league.

48 I don't mind whether we go to the seaside or not this year.

**DIFFERENCE**

It doesn't \_\_\_\_\_ whether we go to the seaside or not this year.

49 It's possible that the burglars got into the building by forcing open a fire exit.

**GAINED**

The burglars may \_\_\_\_\_ by forcing open a fire exit.

**Part 5 Reading task**

You are going to read three extracts which are all concerned in some way with cars and driving. For questions 50-55, choose the answer (A, B, C or D) which you think fits best according to the text.

## The case of the runaway trolley

There was nothing particularly interesting about the story of an empty supermarket trolley in York that, driven by high winds, collided with a car. But it was nonetheless reported in detail in the city's *Evening Press* newspaper. Incredibly, however, this report has led to a record 323 responses on the newspaper's website. The level of debate has been high, with readers attempting to negotiate the moral maze of apportioning blame for the incident.

Was it the supermarket, legal owner of the trolley, or was it Julie Bearing, 46, whose newish Citroen suffered a dented wing? Mrs Bearing told the *Press* that, although unhurt in the collision, she had been wounded by the supermarket's refusal to pay for the damage.

Initial responses were of disdain that the press should descend to such trivia; but it soon became apparent that the reporter, Matthew Woodcock, who had written a story of commendable detail and balance, had also in the process touched on matters that went to the very roots of society.

"The supermarket has a duty to control those trolleys," said one respondent, claiming it should make customers pay a deposit of £1 for a trolley, which is refunded when it is returned. Mrs Bearing did not, on the whole, draw a great deal of support, several people telling her to calm down, shut up, and claim on her insurance. Yet many people blamed neither Mrs Bearing nor the supermarket, but the trolleys themselves, which appear to be ganging up on humanity. 'These things are becoming a menace to society. Can't you see they want revenge for their dreary life?' one respondent wrote.

50 In the writer's opinion, the original story about the trolley

- A was justly criticised on the newspaper's website.
- B was an example of a well-written piece of journalism.
- C was not worthy of the amount of attention it received.
- D was designed to begin a public debate on a serious issue.

51 In the final paragraph, the writer is

- A explaining why the topic became so popular.
- B commenting on the likely outcome of the dispute
- C reviewing the various contributions to the website.
- D ridiculing the opinions of some of those responding

### Extract from a novel

Nick did not regret agreeing to go. He had long learned to accept the consequences of every decision he took with a degree of equanimity. Regret, then, was hardly the word for it. But consequences hatch slowly, and not always sweetly. The long drive west had reminded him of the point more forcefully with every mile. His past was a hostile country, his present a tranquil plain. By going home he was not only abandoning a refuge, but proclaiming that he no longer needed one – which, naturally, he would have said was self-evidently true. But saying and believing are very different things, as different as noise and silence. And what he heard most through the tinted glass and impact-proof steel of his sleek grey company car ... was silence.

Sunday would be his eldest brother's fiftieth birthday. A birthday party at Trennor – a gathering of the siblings – would do them all good. It was a summons Nick could not very well ignore. But in luring him down, Irene had admitted that there was more to it than that. 'We need to talk about the future. I don't see how Dad can cope at Trennor on his own much longer. A possibility's cropped up and we'd like your input.' She had declined to be specific over the telephone, hoping, he inferred, to arouse his curiosity as well as his conscience, which she had done, though not as conclusively as she must have hoped. Nick had agreed in the end because he had no reasonable excuse not to.

52 How was Nick feeling as he drove westward that evening? A sorry that he said he would go

B sad at the thought of returning home

C worried about the length of the journey

D unsure what the results of the trip might be

53 Which phrase used earlier in the text introduces the idea that Irene had intended to 'arouse his curiosity' ?

A 'abandoning a refuge'

B 'a summons'

C 'luring him down'

D 'cropped up'

### Could you possibly turn it down, please?

You're staring mindlessly into space at the traffic lights when shock waves of sound dent the car's side panels. If you're under thirty, you probably take it in your stride and, with uttermost cool, give a barely perceptible nod of recognition. But if your heart starts pounding and you have an overwhelming desire to hit something,

then the chances are you're either the wrong side of forty or completely out of touch or extremely bad-tempered. Or in my case, all three.

This is where the story ends for most people, but I wanted to see what would happen if I asked the other driver to turn down the volume. I spotted a white Ford whose stereo was several decibels louder than the aircraft flying overhead, and waited till it had parked up. A young man in a striking yellow vest got out. 'Why should I turn it down,' he said. 'I've paid for it; it's legal.' I try another tack. 'So how loud can it go?' 'Deafening loud,' he laughs. 'I've spent serious money on this system. Most car stereos just have a lot of bottom, this has got middle and top, too. I've entered competitions with it.' I discover that the cars with the best acoustics are hatchbacks. Bigger cars, such as BMWs, have so much more steel in them that you have to spend a great deal to get the bass to penetrate through the boot. I thank him – it's been an illuminating conversation.

54 According to the writer, when people under thirty hear loud music in a passing car, they

- A may subtly indicate approval to the driver
- B will avoid revealing their opinion of it.
- C are unlikely to pay any attention to it.
- D may be keen to hide their annoyance.

55 How did the writer feel after talking to the man in the yellow vest?

- A better able to tolerate loud music in cars
- B more informed about how car music systems work
- C even angrier about the loud music than he was previously
- D sorry that he had injured the man's pride in his music system.