


Министерство науки и высшего образования Российской Федерации  
федеральное государственное автономное образовательное учреждение  
высшего образования  
«Санкт-Петербургский политехнический университет Петра Великого»

**Гуманитарный институт**

УТВЕРЖДАЮ

Директор ГИ

 Н.В. Чичерина  
« 3 » декабря 2024 г.

**ПРОГРАММА**

**вступительного испытания для поступающих в магистратуру  
по направлению подготовки**

**45.04.02 «Лингвистика» / 45.04.02\_06 «Медиалингвистика и  
межкультурная коммуникация (английский язык) / English Studies,  
Medialinguistics and Communication»**

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*Код и наименование направления подготовки / образовательной программы*

Санкт-Петербург  
2024

## АННОТАЦИЯ

Программа содержит перечень тем (вопросов) по дисциплинам базовой части профессионального цикла учебного плана подготовки бакалавров по направлению **45.03.02 «Лингвистика»**, вошедших в содержание билетов (тестовых заданий) вступительного испытания в магистратуру.

**Цель вступительного испытания** заключается в определении уровня общей личностной культуры, профессиональной компетентности при работе с текстами на иностранном языке, предполагающей расширенное поле научно-исследовательской деятельности в сфере анализа медиатекстов и языкового межкультурного взаимодействия, готовности абитуриента к обучению в магистратуре, предполагающей уровень владения английским языком по Европейской шкале не ниже уровня B2-C1.

Вступительное испытание оценивается по 100-балльной шкале и состоит из междисциплинарного экзамена в объеме требований, предъявляемых государственными образовательными стандартами высшего образования к уровню подготовки бакалавра по направлению, соответствующему направлению магистратуры, проводимого очно в письменной или устной форме и дистанционно (**максимальный балл – 100**). Минимальное количество баллов, подтверждающее успешное прохождение междисциплинарного экзамена – **50 баллов (50%)**.

Руководитель ОП

Составитель:

 А.С. Герасимова  
 А.С. Герасимова

Программа рассмотрена и рекомендована к изданию учебно-методическим советом **ГИ** (протокол № 1 от 26 сентября 2024 г.).

## **1. ДИСЦИПЛИНЫ, ВКЛЮЧЁННЫЕ В ПРОГРАММУ МЕЖДИСЦИПЛИНАРНОГО ЭКЗАМЕНА**

1. Дисциплина «Практический курс иностранного языка (английский язык)».
2. Дисциплина «Общее языкознание».

## **2. СОДЕРЖАНИЕ УЧЕБНЫХ ДИСЦИПЛИН**

### **2.1. Дисциплина «Практический курс иностранного языка (английский язык)»**

Знать содержание следующих тем: множественное число имен существительных; исчисляемые и неисчисляемые существительные; определенный и неопределенный артикли; артикли с именами собственными; степени сравнения прилагательных; количественные и порядковые числительные; виды и употребление местоимений; употребление временных групп глаголов Indefinite/Simple; Continuous/Progressive; Perfect; Perfect Continuous; употребление конструкций used to + infinitive и would + infinitive; употребление глагола в страдательном залоге; модальные глаголы; степени сравнения наречий; место наречий в предложении; предлоги места, направления, времени (и их отсутствие); условные предложения; косвенная речь; инфинитив; герундий; фразовые глаголы; устойчивые словосочетания; идиомы; владение разными стратегиями чтения на иностранном языке текстов различной жанровой специфики.

### **Литература для подготовки**

1. Dooley, J., Evans, V. (1999). Grammarway 4 with Answers. Express Publishing.
2. Foley, M., Hall, D. (2008). Advanced Learner's Grammar. Pearson Education Limited. Longman.
3. Fuchs, M., Bonner, M. (2003). Grammar Express with Answers. For Self-study or the Classroom. Pearson Education Limited. Longman.
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6. Murphy, R. (2019). English Grammar in Use with Answers. (5th edition). Cambridge University Press.

7. Vince, M. (1998). Intermediate Language Practice with Key. Macmillan Heinemann. English Language Teaching.

8. Vince, M., Sunderland, P. (2003). Language Practice for Advanced. English Grammar and Vocabulary (with key). Macmillan Education.

### **2.3. Дисциплина «Общее языкознание»**

Знать содержание следующих тем: природа и сущность языка; функции языка; язык и речь; язык и мышление; формы существования языка; язык как знаковая система; отношения в системе языка; фонетика и фонология; просодика; слово как основной элемент языка; слово как семиотический знак; значение слова и его компоненты; лексический состав языка; смысловая структура слова; лексическая система языка; фразеология; грамматика (типы грамматических значений в языке, грамматическая форма слова, виды грамматических категорий, понятие парадигмы, типы грамматических парадигм); синтаксис (механизмы синтаксиса, синтаксис словосочетания, предложение и высказывание, признаки предложения, структурный аспект изучения предложения, коммуникативный аспект изучения предложения, семантический аспект изучения предложения); классификация языков; письмо (алфавит, графика и орфография).

### **Литература для подготовки**

1. Аванесов Р.И. Фонетика современного русского литературного языка. М., 1978.

2. Алефиренко Н.Ф. Теория языка. Вводный курс. – М.: Академия, 2010.

3. Буланин Л.Л. Фонетика современного русского языка. – М.: Либроком, 2011.

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2. Гируцкий А.А. Введение в языкознание. – Минск: ТетраСистемс, 2008.

3. Головин Б.Н. Введение в языкознание. 4-е изд., М., 1983.

4. Даниленко В.П. Введение в языкознание. Курс лекций. – М.: Флинта, Наука, 2010.

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6. Лебедева Ю.Г. Звуки, ударение, интонация. М., 1975.

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### 3. ПРИМЕР ТЕСТОВОГО ЗАДАНИЯ

Санкт-Петербургский политехнический университет Петра Великого  
Гуманитарный Институт

УТВЕРЖДАЮ

Руководитель ОП

 А.С. Герасимова  
«29» ноября 2024 г.

### ВСТУПИТЕЛЬНОЕ ИСПЫТАНИЕ

по направлению подготовки / международной образовательной  
программе

**45.04.02 «Лингвистика» / 45.04.02\_06 «Медиалингвистика и  
межкультурная коммуникация (английский язык) / English Studies,  
Medialinguistics and Communication»**

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*Код и наименование направления подготовки / образовательной программы*

Вступительное испытание оценивается по 100-балльной шкале (максимальный балл – 100) и включает в себя лексико-грамматическое тестирование, чтение текста и ответы на вопросы, вопросы по общему языкознанию.

**Модуль 1. Дисциплина «Практический курс иностранного языка (английский язык)»**

*Task 1. Choose the correct answer.*

1. She was \_\_\_\_ first woman to cross \_\_\_\_ Atlantic in a canoe.  
a) the, -    **b) the, the**    c) -, the    d) a, -
2. The exam was quite easy – \_\_\_\_\_ we expected.  
a) more easy that    b) more easy than    **c) easier than**    d) easier as
3. She \_\_\_\_\_ since noon. Should we wake her up?

- a) is sleeping   **b) has been sleeping**   c) was sleeping   d) has slept
4. While the plumber \_\_\_\_\_ the washing machine, I was watching the news.  
a) repaired   b) repairs   c) had been repairing   **d) was repairing**
5. Entrance to the museum was free, so we \_\_\_\_\_ pay to get in.  
a) mustn't   b) were not allowed to   **c) didn't need to**   d) needn't have to
6. I'll have to come by bus, as my car \_\_\_\_\_.  
a) is repaired   b) was repaired   **c) is being repaired**   d) will be repaired
7. If the car \_\_\_\_\_ down, we would have come on time.  
**a) hadn't broken**   b) didn't break   c) didn't broke   d) hadn't broke
8. I don't mind \_\_\_\_\_ the washing up.  
a) to do   **b) doing**   c) do   d) to have done
9. Meet Max, \_\_\_\_\_ you?  
**a) will**   b) shall   c) do   d) shan't
10. The children had fun, \_\_\_\_\_ they?  
a) had   b) hadn't   c) did   **d) didn't**

*Task 2. Read the text. Use the word on the right to form a word that fits in the gap.*

### **Green living**

For years, city planners in Sweden have been creating green communities. These are places that use energy 1) \_\_\_\_\_ (WISE) and cut down on waste. In fact, what was once a dirty 2) \_\_\_\_\_ (INDUSTRY) site has been transformed into this kind of community. The area, known as Western Harbour, is found in Sweden's third largest city, Malmö. The area is a marvel when it comes to clean living. It has hardly any streets for cars; homes are linked by walkways and buses provide a regular 3) \_\_\_\_\_ (CONNECT) to the city centre. Homes were designed with green points' in mind. A green point' could be a plot of ground for growing vegetables, a nest box for birds or a 4) \_\_\_\_\_ (CONTAIN) in which residents can plant flowers. Each home is required to have ten green points. The community is powered by 100% renewable energy. Solar panels collect energy from the sun and a nearby wind turbine provides an 5) \_\_\_\_\_ (END) supply of electricity. More than just being green, architects made sure the housing development was pleasant to look at. Its combination of modern, futuristic design with more traditional styles helps make Western Harbour a joy to live in.

**Answers: 1) wisely; 2) industrial; 3) connection; 4) container; 5) endless.**



*Task 3. For questions 1-5, read the text below and decide which answer (A, B, C or D) best fits each gap.*

### **Horse riding lessons**

Learning to ride a horse can be a thrilling, yet challenging experience, as Laura learnt during her early lessons. She would never have 1) \_\_\_\_\_ up for the course if it hadn't been for her boyfriend urging her to try it, but she'd decided to face her fears and give it a go.

Her first lesson went fairly well, although it took her half an hour just to 2) \_\_\_\_\_ the horse, who could obviously sense her fear and wasn't keen on helping her out. The instructor told her, 'Don't be frightened. Just try to 3) \_\_\_\_\_ him that you're in control. He won't throw you.' She eventually managed it and rode for a full hour, so it was a successful day after all.

Her next few lessons went fairly smoothly. The area where she practised was an open meadow surrounded by trees and a river. It was a safe place to learn, but still, she had to be mindful 4) \_\_\_\_\_ hazards such as rocks and the occasional wild animal.

On one particular day, her horse came across a snake in the woods. The horse took fright and threw Laura to the ground, just as her instructor had said it wouldn't. 'I'm terribly sorry about that,' he said.

Laura was a good sport about it. 'If I came across a snake, I'd throw someone off my back, too!' She ended the day a bit 5) \_\_\_\_\_ from where her body had hit the ground, but otherwise unhurt and determined to continue riding.

- 1) A. enrolled   **B. signed**   C. written   D. entered
- 2) **A. mount**   B. board   C. climb   D. launch
- 3) A. pretend   B. insist   C. force   **D. convince**
- 4) **A. of**   B. for   C. to   D. with
- 5) **A. bruised**   B. broken   C. sprained   D. torn

*Task 4. Read the text below and decide whether the following statements are true, false or not given.*

### **Cycling Home from Siberia** *by Robert Lilwall*

We had been flying east all night and I awoke to notice that it was already daylight. Looking out of the window onto the empty landscape below, the dark shades of brown and green reassured me that, although it was mid-September, it had not yet started snowing in Siberia. I could see no sign of human life and the view rolled away in an otherworldly blend of mountains, streams and forests to an endless horizon.

My Russian neighbour Sergei woke up and smiled at me sleepily. I had told him that I was flying to the far-eastern Siberian city of Magadan with only a one-way ticket because it was my intention to return home to England by bicycle. 'But, Robert,' he had reasoned with me, 'there is no road from Magadan; you cannot ride a bicycle.' I explained that I had reason to believe that there was a road, though not many people used it these days.

'Alone?' he asked, pointing at me.

'No, I will be riding with a friend called Al.'

'Just one friend?'

'Yes just one,' I nodded.

Sergei still looked unconvinced and with just one word 'Holodna' (cold) he pointed outside. I tried to bolster my case by explaining to Sergei with hand gestures that I had a lot of warm clothes, though I left out the fact that, because my trip was self-funded I was on a tight budget. Most of my clothes and equipment had been bought at slashed prices. In reality, I was not at all sure they would be up to the job. This was especially true of my enormous postman's over-trousers which I had bought for £10.

My life of travel had all started in a lecture hall in Scotland several years ago. The hall that morning was full of students slumped in their seats. Some were taking notes, without energy. The lecturer droned on. I was thinking hard about a particular dilemma. Should I ask him or not? 'Well, why not?' I tore a fresh sheet from my pad and wrote, 'Hi Al, Do you want to cycle across the Karakorum Highway between Pakistan and China this summer? Rob.' In the row in front of me slouched Al, my old school friend. I tapped him on the shoulder and passed the note. He tried to decipher my scrawl, scratched his head, wrote something and passed it back. I unfolded it and held my breath while I read. 'OK,' it said.

Six years later I was going to join Al in Siberia. I had been working as a geography teacher and although I was still far from having full control of my classes, the job did tick many important boxes for me. It was frequently challenging, rarely boring, often fulfilling and of course there were great long holidays in which to chase adventures. Twice since I had started teaching I had used these holidays to go to meet Al. He had caught the adventuring bug in a big way after our bike ride through Pakistan and so had decided to do something far more relaxing than teaching: to cycle around the world. I was now joining him for the Siberian part of his trip.

Ever since that first ride we had taken together, Al had been setting himself greater and greater challenges. This round-the-world by-bike trip was certainly his greatest so far. At times he thought that the ride, or the road, would break him. Although it sounded tough, I envied him in many ways. He was having an extraordinary adventure, finding that he could deal with each new challenge even if it seemed impossible. He was proving wrong the sceptics who had told him he could not do it. He was doing something that scared him nearly every day and it made him feel alive.

Questions 1 to 5:

Answer True, False or Not Given to questions 1 to 5.

1. In the opening paragraph Robert reveals that he was relieved that the winter weather had not yet arrived.
2. Robert was flying to the Siberian city of Magadan with a return ticket.
3. Robert uses the example of the over-trousers to show that he had had a restricted amount of money to spend on clothes.
4. Al has always wanted to cycle across the Karakorum Highway between Pakistan and China.
5. Robert loved his job only because of the long holidays.

**Answers: 1 – T; 2 – F; 3 – T; 4 – NG; 5 – F.**

## **Модуль 2. Дисциплина «Общее языкознание»**

*Task 1. Choose the correct answer (note that the general number of questions in the similar exam task is 25).*

1. Speech sounds are characterized by:  
**a) strength, pitch and timbre**  
b) strength and length  
c) timbre, pitch and duration  
d) pitch, timbre and noise
2. Polysemy is:  
a) the ability of a word to change meaning in context  
**b) polysemy of the word**  
c) unambiguity of the word  
d) the ability of a word to enter into antonymic connections with other words
3. Which from the given words forms the plural form in English using internal flexion:  
**a) man**  
b) girl  
c) boy  
d) rabbit
4. The units of speech are:  
a) word form, lexeme, word-group, sentence  
**b) sound, morph, word, word-group**  
c) utterance, word-group, lexeme, phoneme  
d) phoneme, morpheme, lexeme

5. Grammar studies:
- a) phonetics and lexicology
  - b) morphology, syntax and phonetics
  - c) lexicology and syntax
  - d) **morphology and syntax**
6. The concept of “text” is:
- a) broader than “discourse”
  - b) not related to the concept of “discourse”
  - c) **narrower than “discourse”**
  - d) identical to the concept of “discourse”
7. The minimum pronunciation unit of speech is:
- a) **syllable**
  - b) morpheme
  - c) phoneme
  - d) sound
8. In the system of linguistic knowledge, language is opposed to:
- a) **speech**
  - b) thought
  - c) other semiotic systems
  - d) activity
9. The sciences closely related to linguistics are:
- a) **ethnography, psychology, sociology, cultural studies**
  - b) history, physiology, mathematics, sociology
  - c) ethnography, geography, natural science, anatomy
  - d) psychology, physiology, anatomy, acoustics
10. Sonants are:
- a) same as voiced consonants
  - b) same as vowels
  - c) sounds of a language, which consist mainly of tones
  - d) **sounds that are always syllabic**
11. The social functions of language are studied by:
- a) “internal linguistics”
  - b) **sociolinguistics**
  - c) psycholinguistics
  - d) hermeneutics

12. The units of the lexical-semantic level are:
- a) syntagm, paradigm
  - b) word form, word-group
  - c) **word form, lexeme, phraseological unit**
  - d) seme, syntaxeme, sememe
13. Modern linguistics considers speech activity as:
- a) type of work activity
  - b) an independent type of activity not related to other types
  - c) type of mental activity
  - d) **one of the types of human activity, which can be either independent or a part of other types of activity**
14. Jargons are typically used in speech by:
- a) educated people
  - b) people who do not speak the literary language
  - c) representatives of ethnic minorities
  - d) **representatives of stable social groups**
15. Turkic languages are:
- a) inflectional
  - b) polysynthetic
  - c) isolating
  - d) **agglutinative**