


**МИНОБРНАУКИ РОССИИ**  
**ФГБОУ ВО**  
**«ЯРОСЛАВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»**  
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**ПРОГРАММА ВСТУПИТЕЛЬНЫХ ИСПЫТАНИЙ**  
**ПО ДИСЦИПЛИНЕ**  
**«ОСНОВНОЙ ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)»**

Ярославль, 2024

## **Программа вступительных испытаний по иностранному языку**

**(для лиц, имеющих право сдавать экзамены в традиционной форме)**

### **1. Структура вступительного испытания**

Экзаменационная работа состоит из 4 частей и проводится в письменной форме.

1 раздел «Аудирование» включает 3 задания. 1 задание – участнику предлагается прослушать текст и выбрать правильный ответ на вопрос из трех предложенных вариантов (5 вопросов). 2 задание – участнику предлагается прослушать 5 высказываний и установить соответствие между высказываниями каждого говорящего и утверждениями, данными в списке. 3 раздел – участнику предлагается прослушать текст и вписать в предложения по тексту недостающее слово (слова) из прослушанного текста (10 предложений). За каждый правильный ответ – 1 балл. Максимальное количество баллов – 20.

2 раздел «Чтение» состоит из 3 заданий. 1 задание - участнику предлагается прочесть текст, определить, какие из приведенных утверждений соответствуют содержанию текста (True) и какие не соответствуют (False) (5 предложений), а также выбрать правильный ответ на вопрос из трех предложенных вариантов (5 вопросов). 2 задание – вставить в текст пропущенные предложения (6 предложений). 3 задание – прочитать текст о 4 людях и вписать имя соответствующего человека в предложения, приведенные после текстов, исходя из информации об этих людях (5 предложений). За каждый правильный ответ – 1 балл. Максимальное количество баллов – 21.

3 раздел «Лексика - Грамматика» включает 4 задания. 1 задание – участнику предлагается прочитать текст с пропусками и выбрать правильное слово из 4 предложенных (10 предложений) в соответствующий пробел. 2 задание – использование глагола в правильной видовременной форме (10 предложений). 3 задание – участнику предлагается прочитать текст и образовать от предложенных форм слов однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста (4 предложений). 4 задание – участнику предлагается вписать необходимое слово в пробел (5 предложений). За каждый правильный ответ – 1 балл. Максимальное количество баллов – 29.

Общее количество баллов за 3 раздела – 70.

В заданиях на аудирование и чтение проверяется сформированность умений понимания как основного содержания устных и письменных текстов, так и полного понимания соответствующих текстов. Кроме того, проверяется понимание структурно-смысловых связей в тексте.

В заданиях на проверку лексико-грамматических навыков проверяются навыки оперирования грамматическими и лексическими единицами на основе предложенного материала.

## **2. Жанрово-стилистическая ориентация заданий**

В заданиях используются публицистические, художественные, научно-популярные и прагматические тексты. Содержание текстового материала учитывает возрастные особенности выпускника и не выходит за рамки коммуникативного, читательского и жизненного опыта абитуриента.

## **3. Требования к абитуриенту**

Поступающий в вуз должен иметь следующий объем знаний, навыков и умений по иностранным языкам.

Аудирование, чтение и перевод. Знать основы грамматики и словосочетания изучаемого языка, обладать запасом слов, необходимых для понимания иностранных текстов средней трудности.

Поступающие в вуз должны уметь:

- понимать письменный текст средней трудности без словаря, излагать содержание текста и свободно отвечать на вопросы по тексту;
- понимать на слух тексты средней трудности длительностью звучания 5-7 минут, письменно ответить на вопросы к тексту;
- письменно переводить на иностранный язык предложения, содержащие грамматическое правило или грамматическую форму.

## **4. Примерная тематика для выполнения заданий по аудированию и чтению.**

1. Человек и его окружение
2. Хобби и свободное время
3. Каникулы и праздники
4. Здоровый образ жизни
5. Охрана окружающей среды
6. Школьное образование
7. Россия и мир
8. Страны изучаемого языка

9. Покупки

10. Выбор профессии

### **Морфология**

Артикль. Общее понятие об употреблении артикля.

Имя существительное. Образование множественного числа. Форма притяжательного падежа. Сочетание существительных с предлогами, выражающими некоторые значения падежей русского языка.

Имя прилагательное. Образование степеней сравнения (общие правила и особые случаи).

Имя числительное. Количественные и порядковые числительные.

Местоимение. Личные, притяжательные, неопределенные, вопросительные, относительные и указательные местоимения.

Глагол. Личные формы глагола. Употребление глаголов have, be, do; should, would как самостоятельных и вспомогательных глаголов. Употребление глагола be как глагола-связки. Употребление глаголов be и have в модальном значении. Вспомогательные глаголы shall, will.

Модальные глаголы can, may, must.

Система глагольных времен по группам Indefinite, Continuous, Perfect, Active Voice. Образование Passive voice. Употребление глаголов в Present, Past, Future Indefinite Tense Passive Voice; Present, Past Continuous Tense Passive Voice; Present, Past Perfect Tense Passive Voice.

Сослагательное наклонение (Subjunctive). Типы нереальных условных предложений в английском языке.

Повелительное наклонение. Неличные формы глагола (Infinitive, Participle, Gerund). Их функции в предложении.

Наречие. Наиболее употребительные наречия. Степени сравнения наречий.

Предлог. Наиболее употребительные предлоги.

Союз. Наиболее употребительные сочинительные и подчинительные союзы.

Словообразование. Основные способы словообразования существительных, прилагательных, глаголов, наречий. Важнейшие суффиксы и префиксы.

### **Синтаксис**

Простое предложение. Нераспространенное и распространенное предложения.

Главные члены предложения. Способы выражения подлежащего. Виды сказуемого (глагольное, простое, составное глагольное и именное). Второстепенные члены предложения. Порядок слов в утвердительном, вопросительном и отрицательном предложениях.

Сложносочиненное и сложноподчиненное предложения. Наиболее употребительные виды придаточных предложений.

Виды вопросительных предложений.

## **ОБРАЗЦЫ ЭКЗАМЕНАЦИОННЫХ ЗАДАНИЙ**

### **LISTENING**

**1. Listen to the text. Choose the correct answer (A, B or C) to answer**

**questions.**

1. The presenter is talking to a woman who is known for her...

- A. boat trips.
- B. survival in a boat accident.
- C. trip to a deserted island.

2. Barbara's childhood nightmare was about

- A. a shipwreck.
- B. living alone on an island.
- C. losing her way in the darkness.

3. Where did Barbara learn to swim?

- A. In the Pacific.
- B. In the sea.
- C. In a swimming pool.

4. What is Barbara's attitude towards boat trips?

- A. Indifferent.
- B. Negative.
- C. Positive.

5. Barbara and her friend were going to...

- A. spend a holiday together.
- B. cruise the Pacific.
- C. buy a little passenger boat.

**2. You are going to hear five people. Match the speakers (1-5) with the phrases (A-F). There is one phrase you do not need.**

- 1. Swimming is a good way to relax.
- 2. Reading is a nice way to slow down.
- 3. Extreme sports have no age limits.
- 4. Extra training can be fun.
- 5. Hard work can be enjoyable.
- 6. Training a house pet can count as fitness exercise.

Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5

**3. You will hear a conversation between a tutor and two students who are preparing for an English literature test. For questions 1-10 complete the notes with a word or a short phrase.**

Novel: 1 .....

Protagonists: Mary Lennox; Colin Craven

Time period: Early in 2 .....

Plot: Mary → UK – meets Colin who thinks he'll never be able to  
3 ..... . They become friends.

Point of view: "Omniscient" – narrator knows all about characters' feelings, opinions and 4 .....

Audience: Good for children – story simple to follow

Symbols (physical items that represent 5 .....):

- the robin redbreast
- 6 .....
- the portrait of Mistress Craven

Motifs (patterns in the story):

- the Garden of Eden
- secrecy – metaphorical and literal transition from 7 .....

Themes: Connections between

- 8 ..... and outlook
- 9 ..... and well-being
- individuals and the need for 10 .....

## READING

### 1. Read the text.

It's not just the history but the sheer chutzpah of these buildings that fascinates me," announces Trevor Newton, my guide to Liverpool, as we meet under the looming portico of the Town Hall. An artist and architectural historian, Newton, 59, grew up here before heading south to work in London as a topographical artist in the early 1980s. He's returned to launch *Magnificent Liverpool*, idiosyncratic tours of a city that's *captivated* him since childhood.

"There's still an outdated view of Liverpool which dates back to the Toxteth riots and declining docks of the 1980s," says Newton, "but the city has changed hugely since then. The architecture is spectacular – it has the most listed buildings of any city outside London – and the vibrant indigenous culture is open to all. You can go on tours themed around football or the Beatles, but I wanted to offer something that draws on my background as an architectural historian and a Liverpudlian. I've known this city all my life, now I've come back to share it with other people.

"My father worked at the Liverpool Echo," Newton continues, as we

plunge into the midday bustle of Water Street. “He’d bring unprinted newspaper home for me to draw my favourite buildings on – so my love of architecture began when I was a child.” Newton knows the city well. During the following two days my personalised itinerary (you can book tours for groups or individuals lasting from an hour to a day or more) takes in landmarks brought to life by Newton’s commentary: “a dusting of dates” spiced with anecdotes.

“Everything starts with the port,” he tells me, gesturing towards the fast-flowing, silt-brown Mersey. It was King John who declared the natural harbour a borough in 1207. Coastal, Irish and European shipping was joined in the 17th century by trade from the American colonies. By the 1700s, warehouses and counting houses lined the docks. Tobacco, rum and cotton – commodities of slave-powered trade – were disgorged, while salt, soap and machinery were dispatched to the rest of the world.

You can see prosperity writ large in the business district. Banks and offices – gothic, neoclassical – line the pavements like palaces. The stamp of distinguished architects is everywhere: John Wood the Elder; Charles Cockerell; James Wyatt, who put the finishing touches to the Town Hall; Herbert Rowse, whose art deco ventilation shaft for the Mersey Tunnel broods over the city like a prop from Fritz Lang’s *Metropolis*. “These architects created a look that’s unique: it’s what gives Liverpool its extraordinary character,” says Newton enthusiastically.

**Are the sentences true (T) or false (F)?**

1. Newton is a supporter of the Liverpool Football Club.
2. Newton wants to study the history of architecture.
3. Liverpool business district appears to be thriving.
4. Famous architects worked in Liverpool.
5. James Wyatt is Newton’s favourite architect.

**Choose the best answer.**

1. What does the word “*captivated*” in paragraph A mean?  
**A** Surprised.  
**B** Interested.  
**C** Enchanted.  
**D** Annoyed.
2. Trevor Newton’s childhood was spent  
**A** near London.  
**B** near Liverpool.  
**C** in London.

**D** in Liverpool.

3. What does Newton say about the Liverpool buildings?

**A** Most of them were built after the 1980s.

**B** They are more beautiful than the buildings in London.

**C** Lots of them are protected by the government.

**D** They look outdated.

4. Newton's father worked ...

**A** as an architect.

**B** for a Liverpool newspaper.

**C** as a Liverpool guide.

**D** as a builder.

5. Which of the following goods was brought to Liverpool in the 18<sup>th</sup> century?

**A** Machinery.

**B** Salt.

**C** Textiles.

**D** Tobacco.

## **2. Read the text.**

### **Lost and found**

Throughout history abandoned places have held a fascination for many people. This has often found expression in art: ruined buildings 1 \_\_\_\_\_ a common subject in paintings. Such places are also treated 2 \_\_\_\_\_ and in poetry.

Travellers coming across ruined buildings in jungle or deserts naturally wondered 3 \_\_\_\_\_, and why they were deserted and ruined. The writings of explorers and travellers contain accounts of many deserted places in distant lands, while the work of archeologists has shown that the remains of many abandoned places can in fact lie close at hand, 4 \_\_\_\_\_.

The discovery of abandoned places over the centuries has occurred in a number of ways. Apart from the sites which have become completely buried or sufficiently ruined 5 \_\_\_\_\_ have been lost completely.

Some buried sites may have been anticipated as a potential archeological site before they were identified with a known historical place, as in the case of Troy. In many cases the "discovery" of an abandoned place is a rediscovery.

**Complete the text with phrases A-F. There is one phrase you do not need.**

A. in a variety of ways in prose



- B. as to be unrecognizable, few
- C. how they came to be there
- D. in deserted landscapes are
- E. for example, was abandoned for
- F. literally under one's feet

### 3. Read the text

#### What our students say about us

##### A) Francisco (Equatorial Guinea)

The main reason I chose this university is because my brother said how good it was. At the moment I'm taking a foundation course in Science for Engineering. If I do well enough in my end-of-year exams, I'll be able to get on to a degree course. The best things about my course are teaching methods and the fact that all the lecturers are so patient. I thoroughly enjoy campus life because it is quiet and safe, and also because everyone has been so kind and considerate. My housemates in particular are good fun to be with. Hopefully, next year I'll be starting a degree in Civil Engineering here, then, after that I'm planning to return to my country, to play my part in its future development.

##### B) Hiromi (Japan)

At the moment, I'm taking an English language course before I start doing a postgraduate degree course next year. The aim of this course is to improve my academic English with classes covering the skills I'll need in the future. The classes are sufficiently flexible for every individual student's needs and abilities to be taken into consideration. The main reason I chose this university is its location. The fact that you can get to London in just 35 minutes really appealed to me. And there are cinemas, shopping centres, supermarkets, everything you need in the nearest town just a five-minute bus ride away. Another reason I came here is the personal attention I received before I arrived. I always managed to contact the university whenever I needed to – and they always replied quickly and politely to my dozens of questions I asked them.

##### C) Chen (Taiwan)

I chose this course at this university originally because I had heard such good things about it from several friends in my country. And I can honestly say I haven't been disappointed. What has been particularly useful for me is the training in study skills before the main part of the course. I really appreciated the sessions we had on academic writing. They were well structured and took us step-by-step through what can be a daunting process. We had to write an essay every week, which was really hard work, but the practice it gave us has been invaluable – and has stood me in good stead for my main course of study, which is Music. The only disappointment for me is that I haven't had the time to mix socially with other students.

### D) Dasha (Russia)

I knew nothing about the university or the area it's in when I decided to come here. The prospectuses from different universities all claimed they were the best. They all showed good-looking students with happy smiling faces on every page. They didn't look like real students to me. All the courses sounded equally exciting and all the staff seemed equally well qualified. In the end, I simply put the names of five universities into a hat and picked one out. So that's why I'm here. But I needn't have worried, it's been a fantastic experience. I've only been here three weeks, but already I feel at home. I can speak English a hundred per cent better than when I arrived and I've learnt more about this country and its culture than I had in my previous seven years of learning English at school.

### Complete the sentences with the correct person A-D

Which student.....

1. already has a degree and is planning to take a higher degree?
2. came to the university because a family member recommended it?
3. chose their university because they had heard people praise it?
4. commented on the calmness of life on their campus?
5. felt at ease after only a short time at their university?

## USE OF ENGLISH

### 1. Complete the text. Choose the correct answer, A, B, C or D.

#### Dr Seuss

Theodor Seuss Geisel, better known as 'Dr Seuss', began writing for children (1)\_\_\_\_\_ by chance. During a long sea voyage in 1936, Seuss amused himself by (2)\_\_\_\_\_ together a nonsense poem to the rhythm of the ship's engine. Later he illustrated the rhyme and published it as *And to think that I saw it on Mulberry Street*. Many critics (3)\_\_\_\_\_ it as Seuss' best work.

A later book, *McElligot's Pool*, (4)\_\_\_\_\_ the first appearance of Seuss' famous fantasy characters, and *Horton Hatches the Egg* introduces an (5)\_\_\_\_\_ of

morality. Seuss' reputation as a major children's writer was sealed with the publication of *The Cat in the Hat*. This book uses easy-to-read words to tell the story of two children alone at home on a rainy day. A cat wearing a tall hat arrives to entertain them, wrecking their house in the (6)\_\_\_\_\_. The enthusiastic (7)\_\_\_\_\_ of this book delighted Seuss and (8)\_\_\_\_\_ him to found Beginner Books, a publishing company specialising in easy-to-read books for children. Some of his books have been made into cartoons and one of them, *How the Grinch Stole Christmas*, was also made into an ingenious and (9)\_\_\_\_\_ successful feature film starring Jim Carrey.

At one point in his career, Seuss (10)\_\_\_\_\_ gave up writing for children and devoted his talents to making documentary films.

- |     |                |                |                 |                 |
|-----|----------------|----------------|-----------------|-----------------|
| 1.  | A. fully       | B. quite       | C. extremely    | D. fairly       |
| 2.  | A. placing     | B. laying      | C. putting      | D. setting      |
| 3.  | A. look beyond | B. look upon   | C. look through | D. look towards |
| 4.  | A. indicates   | B. shows       | C. means        | D. marks        |
| 5.  | A. amount      | B. ingredient  | C. element      | D. item         |
| 6.  | A. practice    | B. method      | C. process      | D. action       |
| 7.  | A. reception   | B. welcome     | C. greeting     | D. admission    |
| 8.  | A. guided      | B. led         | C. told         | D. pointed      |
| 9.  | A. highly      | B. intensively | C. strongly     | D. widely       |
| 10. | A. shortly     | B. momentarily | C. temporarily  | D. presently    |

2.

For questions 1 – 5, 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 2 and 5 words, including the word given.

1. Which of the places you visited interested you most?

**THE**

Which was ..... that you visited?

2. Sally arrived late at the conference because her flight was delayed.

**TIME**

If Sally's ....., she wouldn't have arrived late at the conference.

3. The happy couple expressed their thanks for all the presents they had received.

**GRATEFUL**

The happy couple said that ..... all the presents they had received.

4. Colin will only read your email if you mark it as urgent.

**UNLESS**

Colin will ..... you mark it as urgent.

5. Tania regrets lending her new laptop to her little brother.

**WISHES**

Tania ..... her new laptop to her little brother.

**3. Complete the sentences with the correct form of the verbs in brackets.**

1. Sonia \_\_\_\_\_ (work) in the garden. Shall I call her for you?
2. We \_\_\_\_\_ (go) to the Edinburgh Festival in August last year.
3. If I found £20 on the floor in a shop, I \_\_\_\_\_ (give) it to one of the assistants.
4. My mother \_\_\_\_\_ (go) to salsa dance classes for the last two months – she loves it!
5. Wait until Roberto \_\_\_\_\_ (get) here and then the meeting can begin.