

ДЕМОВЕРСИЯ

Время выполнения экзамена: 150 минут

Часть 1. Компьютерное тестирование

Время выполнения: 110 минут

Язык: английский

Раздел I. АУДИРОВАНИЕ

Время выполнения: 15 минут.

Задания 1-5. Вы услышите рассказ современного американского писателя о своей жизни и творчестве. В **вопросах 1-5** отметьте один правильный ответ из трех предложенных (**A, B или C**). Вы услышите запись дважды.

1. What does the speaker say about receiving a scholarship?

- A) He admits he was forced to lie to receive his scholarship.
- B) He confesses to an unfair advantage for his scholarship.
- C) He believes academic dishonesty bought him his scholarship.

2. The speaker felt suddenly disappointed when...

- A) he had to go to the army.
- B) he quitted his high school.
- C) he lost his scholarship.

3. The speaker managed to realize important things in his life thanks to...

- A) being critical to himself.
- B) being able to forget his past.
- C) being persistent.

4. The speaker tells about his drafts to show...

- A) the role of revising in achieving success.
- B) the need to change inaccuracies you make.
- C) the process of writing a good short story.

5. To find a solution to a difficult situation the speaker suggests...

- A) setting goals.
- B) writing drafts.
- C) being patient.

Раздел II. ЧТЕНИЕ

Время выполнения: 45 минут

Задания 6-10. Прочитайте текст и в вопросах **6-10** отметьте один правильный ответ из 4 предложенных (**A, B, C** или **D**).

Child Language Acquisition: It's Not Just Baby Talk

By Tom Thompson

For me the exploration of language acquisition in children is a frontier just as fascinating, even as thrilling, as exploring outer space or the deep sea. Learning to understand a child's language acquisition is like cracking a deeply encrypted code.

Even before they're born, babies are able to eavesdrop on every conversation the mother has. And when they emerge, we can show that they recognize the rhythms and intonations of the mother's voice, as well as stories and songs first heard in the womb.

(1) A child's language skills are directly related to the number of words and complex conversations he, or she, has with others. (2) If a baby hears few words, if a child is rarely read to, or talked with, then he will not have normal language development. (3) Not just a technical skill, language is learned through nurturing face-to-face social interaction. (4) Fortunately, we are innately predisposed to pay attention to little children and talk to them.

But despite millennia of child rearing, we have not known much about early language and brain development. I can remember being impressed some years ago with the linguistic analysis of babies' language by using nipples connected to computers to register sucking. More recent leading edge research – especially in neuroscience technology that measures magnetic fields generated by the activity of brain cells – is helping us to investigate how, where and with what frequency babies from around the world process speech sounds in the brain when they are listening to adults speak in both their native and non-native languages.

Professor Deb Roy has employed a “continuous capture disc array” to study the evolution of the language development of his newborn son. He has analyzed his son's language abilities by way of over a quarter of a million recordings. The conclusion? Babies are computational wizards. Professor Roy has demonstrated, for example, how babbling is a warm-up to speech, as the child tries to figure out how to put the articulatory organs together to make sounds. We're all familiar with babies everywhere making delightful little *oooh* and *aahh* sounds when a parent is face-to-face with them, talking and smiling.

Much of that babbling includes the beginning of distinctive noise parameters of their own language community. By nine months, babies show a preference for listening to sound combinations that are possible in their language, even if the sound combinations don't form real words. We now have a better understanding of what babies are doing in their cribs by themselves and play with sounds. By playing in this way, they learn how to make the sounds they hear us produce.

Once babies can hear they start responding to sounds. So, babies are learning about speech a long time before they can talk. In independent efforts, Judit Gervain at Paris Descartes University and Patricia Kuhl at the University of Washington, are discovering that the baby brain responds from day one to the sequence in which sounds are arranged, suggesting that the algorithms for language learning are part of the neural fabric infants are born with. “For a long time, we had this **LINEAR** view. First, babies are learning sounds, then they are understanding words, then many words together. But,” as Gervain adds, “we now know that babies are starting to learn grammatical rules from the beginning.”

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It's a popular theory now that babies "take statistics" on how frequently they hear sounds that they want to duplicate on their own in what will be their native language. And then they choose accordingly. It's in that way babies organize the acoustic stream of their lives. How do children manage to do it? There is clearly some genetic foundation that enables human beings to acquire language. But children clearly have powerful learning mechanisms, largely triggered by social interaction, that enable them to learn the specific properties of their own language.

6. Which stylistic device is used by the author in the following sentence: "Learning to understand a child's language acquisition is like cracking a deeply encrypted code"?

- A) Metaphor;
- B) Metonymy;
- C) Simile;
- D) Synecdoche.

7. Which sentence contains the main idea of the third paragraph?

- A) Sentence 1.
- B) Sentence 2.
- C) Sentence 3.
- D) Sentence 4.

8. Which sentence is NOT true?

- A) During the pregnancy, babies can hear what their mother is saying.
- B) Social interaction is crucial since the baby's first days.
- C) Babbling can be considered as an intelligent speech.
- D) Babies can recognize their native language when they are under 1 year old.

9. What does the word "linear" in the penultimate paragraph mean?

- A) Consisting of lines.
- B) Capable of being shown by a straight line.
- C) Relating to the length of a line.
- D) Involving events that are directly connected and follow one after the other.

10. What is the genre of the text?

- A) Article.
- B) Presentation of statistics.
- C) Argumentative essay.
- D) Report.

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Задания 11-15. Расставьте фрагменты текста ‘*Support vs Challenge: School Leaders Should Strike the Right Balance*’ (A-E) в правильной последовательности. Напротив номеров 11-15 (где 11 – первый параграф текста, а 15 – последний) выберите соответствующую букву A-E.

A) There is certainly pressure out there, but leaders cannot be “umbrellas” and should certainly not be “funnels”. A good leader should think in terms of building the team members’ capacity to cope. One day some of those them will need to step into leadership themselves.

B) But teaching is tough. The workload is demanding and appears to be growing. The pressures are also considerable; anxiety and stress seem to come with the territory. Teachers can feel overwhelmed and out of control, which has an impact on retention and recruitment.

C) The best leaders should be supportive, and certainly aware of the different perspectives of their team. They empower those they lead rather than simply trying to protect them. They build capacity and ensure individuals develop personally and professionally over time. They hold team members to account, have a clear vision, strong sense of direction and high aspirations. They achieve all this through a judicious balance of support and challenge.

D) Teaching can be hugely rewarding: working with young people and your colleagues can bring many benefits, including a sense of fulfilment and pride in the achievements of pupils and staff. Children can also be endlessly entertaining, and charting their development over time is fascinating. Likewise, seeing colleagues develop, and knowing you played a part in that, can strengthen your sense of professional purpose.

E) Leaders at all levels – middle, senior and heads – have to deal with their own pressure, finding a sustainable balance in their lives, while ensuring those in their teams manage this too. So how can leaders ensure they are increasing teachers’ capacity to do their core job – teaching and caring for the pupils – rather than adding to the pressures, stresses and demands which can detract from that?

Support vs Challenge: School Leaders Should Strike the Right Balance

№	Варианты ответа				
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E

Раздел III. ЛЕКСИКО-ГРАММАТИЧЕСКИЙ БЛОК

Время выполнения: 50 минут

Задания 16-23. Выберите один вариант (A-D), который грамматически соответствует содержанию предложения (16-23).

16. Eventually I got _____ there after he had graduated from the university.
A. his move B. him moving C. him to move D. him move
17. Danish linguist Jespersen suggested _____ the roots of human language in play, laughter, cooing, courtship, emotional mutterings and the like.
A. tracing B. to trace C. trace D. to be traced
18. At the time of the incident, not many people _____ in the store.
A. shopped B. are shopping C. shop D. were shopping
19. If humans _____ sophisticated language or social structures beyond what we possess instinctually, how would we look today?
A. did not develop B. were developing C. developed D. had not developed
20. I regretted not _____ with her but it was too late to run after her.
A. going B. to go C. being gone D. go
21. As it turned out, the exam was quite easy, so I _____ all that time
A. didn't have to B. needn't have spent C. didn't need to D. needn't to have spend
22. I usually avoid _____ in the rush hour.
A. drive B. to drive C. to be driving D. driving
23. Where's Daniel? He _____ here half an hour ago.
A. should have been B. is supposed to be C. is to be D. was being

Задания 24-29. Ниже представлены 7 предложений (24-30). Определите, содержат ли данные предложения грамматические ошибки. В графе ответа напротив правильно составленных предложений напишите букву **A**, а напротив предложений с ошибками – букву **B**.

№	Предложение	Ответ
24.	Bread and butter is hardly enough for a nourishing breakfast.	
25.	There are two classes – one for cleverer students and one for slower learners.	
26.	He was explained the procedure.	
27.	Animals' taming is really hard work.	

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28.	I'm seeing her later.	
29.	Being proved wrong is never a comfortable experience.	

Задания 30-34. Прочитайте текст с пропусками, обозначенными номерами **30-34**. Эти номера соответствуют заданиям **30-34**, в которых представлены возможные варианты ответов. Выберите один вариант (**A-D**) для каждого задания.

Elite Reproduction via Education

Economic inequalities help explain how elite kids come to have elite jobs. Today the 0) *transmission* of economic privilege from one generation to the next tends to be indirect and operates largely through the educational system. Higher education has become one of the most important vehicles of social stratification and economic inequality in the United States. The earnings 30) _____ between those who graduate from high school and those who graduate from college has nearly doubled over the past thirty years.

Despite the rapid 31) _____ of higher education, children from the nation's most affluent families still monopolize universities. Roughly 80 percent of individuals born into families in the top quartile of household incomes will 32) _____ bachelor's degrees, while only about 10 percent of those from the bottom quartile will do so.

Many Americans are content to explain these disparities in terms of individual aspirations or abilities alone. But research shows that affluent and educated parents 33) _____ critical economic, social, and cultural advantages to their children that give their kids a(n) 34) _____ in educational success. Scholars often refer to these advantages as forms of "capital," because each can be cashed in for access to prestigious jobs and high salaries.

0.	A. transmission	B. transition	C. conversion	D. transit
30.	A. distinction	B. gulf	C. contrast	D. inequality
31.	A. increase	B. uptick	C. expansion	D. exposure
32.	A. obtain	B. possess	C. get hold of	D. take in
33.	A. pass over	B. swap	C. hand down	D. pass on
34.	A. back up	B. leg-up	C. footing	D. handhold

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Задания 35-39. Прочитайте текст с пропусками, обозначенными номерами **35-39**. Эти номера соответствуют заданиям **35-39**, в которых представлены возможные варианты ответов. Выберите один вариант (**A-D**), который лексически и грамматически соответствует каждому пропуску.

Inequality in Education

All education systems may **0)** ultimately be judged in terms of equality of opportunity.

This is not the same as the debates over **36)** _____ versus comprehensive schooling. It is rather a matter of whether everyone has the same opportunities for educational achievement or whether **37)** _____ of one sort or another is inherent in the system.

League tables for schools and colleges may actually help **38)** _____ to perpetuate inequalities, while claiming to promote the raising of standards. **39)** _____, league tables divide the world into good and bad, success and failure, resulting in a two-tier system, even if that is only how the public perceives it.

A surprising number of adults have managed to go through British comprehensive education without acquiring good basic skills and this of course depresses their chances of getting a **40)** _____ job. Educationalists perceive this to be less of an issue in better-off areas, so problems of inequality are perpetuated.

0.	A. ultimately	B. non-ultimately	C. ultimatumly	D. non-ultimatumly
35.	A. selection	B. selectee	C. selective	D. selenious
36.	A. elitum	B. elitism	C. elitarism	D. eliteness
37.	A. unintentionally	B. intentionally	C. intents	D. intentions
38.	A. evitably	B. inevitebly	C. evitebly	D. inevitably
39.	A. prestige	B. prestigious	C. unprestigious	D. unprestige

Часть 2. ТВОРЧЕСКОЕ ЗАДАНИЕ

РАЗДЕЛ I. ПИСЬМО

Время выполнения: 40 минут

Задание 1. Ознакомьтесь с содержанием двух текстов, представленных ниже. Напишите эссе, содержащее краткое изложение основных идей предложенных текстов, их оценку и Ваше собственное мнение по проблеме. Объем эссе – 240-280 слов.

1 Making a case for computer games in the classroom

Playing computer games is second nature for today's children. Teachers can embrace this fact in the classroom in order to enhance their relationship with their students. By focusing on the positive aspects of games, teachers can use them as valuable educational tools. Games such as Restaurant Empire teach students problem-solving and business skills. Other games like Making History get them to role-play historical events, bringing history to life in a way that books cannot, and making it more attractive to less academic children. They face challenges that people of the past faced, and work together to find solutions. Thus, interaction in the classroom is maintained.

2 Should computer games be used in the classroom?

There is a danger that students who get used to learning via computer games will become intolerant of other learning tools such as books. Also, the predominance of computer terminals in the classroom may effectively destroy direct physical interaction between students. While children may create certain things on the computer physical creativity such as handicrafts and play-acting may be lost. For many teachers, these are a fundamental part of classroom life. Virtual interaction via the internet detracts from real physical interaction, and could adversely affect children's ability to express themselves orally. We should not lose sight of the social role that the classroom plays in a child's development.