

УТВЕРЖДЕНО

Учебно-методическим советом Школы иностранных языков
Протокол № 8 от 13.10.2023

Федеральное государственное автономное образовательное учреждение высшего
образования

Национальный исследовательский университет
«Высшая школа экономики»

**ПРОГРАММА
ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ**

по английскому языку

**Подходы к отбору содержания и разработке структуры контрольных
измерительных материалов для вступительного испытания**

Вступительное испытание, проводимое НИУ ВШЭ, позволяет установить уровень владения поступающими в магистратуру иноязычной коммуникативной компетенцией.

Программа вступительного испытания составлена с учетом результатов, достигнутых абитуриентами по итогам освоения образовательных программ бакалавриата и специалитета. В соответствии с концепцией развития англоязычной коммуникативной компетенции студентов НИУ ВШЭ уровень владения иностранным языком поступающих в магистратуру должен соответствовать уровню B2 и позволять продолжить совершенствование компетенций в рамках образовательных программ в магистратуре, в том числе реализуемых на английском языке.

Документы, определяющие содержание вступительного испытания

1. Концепция развития англоязычной коммуникативной компетенции студентов НИУ ВШЭ (утверждена ученым советом НИУ ВШЭ протокол от 20.07.2020 №11) // Федеральное государственное автономное образовательное учреждение высшего образования «Национальный исследовательский университет «Высшая школа экономики». – 2020. – 13 с. – Текст : непосредственный.
2. Образовательный стандарт: уровень высшего образования – бакалавриат // Федеральное государственное автономное образовательное учреждение высшего образования «Национальный исследовательский университет «Высшая школа экономики». – 2019. URL: <https://www.hse.ru/mirror/pubs/share/828425708.pdf> (дата обращения: 03.10.2023). – Текст : электронный.
3. Общеввропейские компетенции владения иностранным языком: Изучение, преподавание, оценка. – МГЛУ, 2003. – Текст : непосредственный.
4. Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). – 2020. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (дата обращения: 03.10.2023). – Текст : электронный.

Формат проведения вступительного испытания

Вступительное испытание проводится в виде теста. Тест состоит из 6 заданий. Время на выполнение заданий составляет 100 минут.

Пользоваться словарем или иными справочными материалами в процессе вступительного испытания не разрешается.

Структура экзамена и критерии оценивания

Работа для вступительного испытания является письменной, состоит из 3 разделов: «Аудирование», «Чтение», «Грамматика и лексика». В работу включены задания с кратким ответом следующих типов:

- задания на выбор одного правильного ответа из предложенных вариантов,
- задания на установление соответствия позиций,
- задания на заполнение пропуска в связном тексте путём преобразования предложенной начальной формы слова в правильную грамматическую форму.

В задании 1 раздела «Аудирование» абитуриентам предлагается дважды прослушать текст и закончить 5 предложений в соответствии с содержанием текста, выбрав один из 3 вариантов ответа.

Раздел «Чтение» состоит из 3 заданий и 3 текстов соответственно. Тексты могут быть различными по структуре, форме представления и стилевой принадлежности (прагматического, научно-популярного и художественного стиля речи).

В задании 2 дан текст с пропусками, заполнение которых предусматривает выбор предложений, соответствующих контексту, из списка А-Г.

Задание 3 ориентировано на понимание запрашиваемой информации в тексте, прочитав который, необходимо дополнить 6 предложений одним из предложенных вариантов. Для каждого предложения даны 3 варианта ответа.

В задании 4 предлагается соотнести 5 утверждений с содержанием текста.

Раздел «Грамматика и лексика» состоит 2 заданий.

В задании 5 предлагается связный текст с пропусками. При заполнении 8 пропусков необходимо выбрать один вариант ответа из 3 предложенных, чтобы он грамматически соответствовал содержанию текста.

В задании 6 дан текст с пропусками. При заполнении 8 пропусков в тексте необходимо выбрать одну лексическую единицу из 4 предложенных вариантов.

Все задания соответствуют уровню В2 по шкале общеевропейских компетенций владения иностранным языком.

Распределение заданий по содержанию и проверяемым элементам

Номер задания	Количество оцениваемых элементов содержания	Проверяемые элементы содержания	Баллы
Раздел «Аудирование»			
Задание 1	5	Понимание в прослушанном тексте запрашиваемой информации	15
Раздел «Чтение»			
Задание 2	6	Понимание структурно-смысловых связей академического текста	12
Задание 3	6	Полное и точное понимание информации в прагматических, научно-популярных и академических текстах	18
Задание 4	5	Детальное понимание информации в прагматических, научно-популярных и академических текстах	15
Раздел «Грамматика и лексика»			
Задание 5	8	Распознавание и употребление грамматических форм слова соответствующей части речи	16
Задание 6	8	Распознавание и употребление лексических единиц в письменной речи с соблюдением существующей в английском языке нормы лексической сочетаемости	24
ИТОГО	38		100 баллов

Вступительный экзамен по английскому языку

Время выполнения экзамена: 100 минут

Демонстрация

Task №1

Listen to the recording twice and for each question (1-5) mark one letter (A, B or C) for the correct answer.

1. When it comes to work, a modern person thinks of:

- A. finding a full-time job
- B. doing something valuable
- C. a shortage of creative jobs

2. In Athens, Aristotle founded a school for:

- A. children of slaves
- B. children of poor parents
- C. children of rich parents

3. Saint Augustine proclaimed that:

- A. intellectual work was better than manual work
- B. the harder you work, the better your life gets
- C. no matter how hard you work, you will never be happy

4. In the 16th century:

- A. Michelangelo and Da Vinci both worked for the highest bidder
- B. Michelangelo worked for free at the request of the Church
- C. Da Vinci hired Michelangelo to do his work for him

5. In his Encyclopedie, Diderot DID NOT include a chapter about:

A. agriculturalists

B. bread makers

C. lawyers

Task № 2

Read the article. Choose the best sentence from the list to fill each of the gaps. For each gap 6-11, mark one letter (A to G). There is one extra sentence.

A Yet ever since settlers had begun arriving in North America in the 16th century, there had been people who had pushed the frontier farther west.

B In addition, frontier families faced a nearly constant threat from the American Indians on whose lands they had settled.

C Beyond that, the land was a mystery – until Meriwether Lewis and William Clark led a band of explorers known as the Corps of Discovery west and reached the Pacific Ocean in 1805.

D The frontier continued to advance in this manner until it reached the eastern banks of the Mississippi River.

E Travelers clogged the four rough roads that spanned the Appalachians, and flatboats carrying settlers and their belongings crowded the Ohio River.

F Westward expansion was a time of massive change in the United States, and children were there to experience it all.

G Homes and farms tended to be isolated, and families had to provide everything, including medical care, for themselves.

The Growing Country

As the 19th century dawned, the United States was a new but growing country. Its borders extended from the Atlantic Ocean in the east to the Mississippi River in the west. (6)_____. Reports of what they discovered – fertile land, rugged mountains, furbearing animals, and native peoples – would help to shape the very boundaries of the nation, which stretched from sea to sea by the middle of the century.

When the Corps of Discovery set out for their first winter camp in 1803, the population of the U.S. was 5.3 million, and two-thirds lived within 80.5 km of the Atlantic coast. (7)_____. Although the Appalachian Mountains created a formidable natural barrier to expansion, rumors of rich land and abundant wild hunt on the western side of the range enticed many pioneers to make the westward trek. Between 1764 and 1774, the frontier moved nearly 27 km farther west each year.

After the U.S. won its independence from Great Britain in 1783, the westward trickle of settlers surged. (8)_____. By 1800, two new states – Kentucky and Tennessee – had been formed

west of the Appalachians, with a combined population of more than 300,000. As people continued to settle in the area, many of the adventurers who had first crossed the mountains picked up and moved farther west. (9)_____ .

Life on the frontier was hard. (10) _____ Natural disasters such as floods and droughts could ruin an entire year's crop, and wild animals often killed livestock. (11)_____. Despite the fact that the U.S. government tried to establish treaties and buy lands from the Indians before settlers arrived, those agreements were not always accepted by the Indians nor honored by the government.

Task №3

Read the article and answer the questions below. For each question 12-17, mark one letter (A, B, C) for the answer you choose.

The Birth of Art.

One day in 1879, a 12-year-old girl named Maria accompanied her father as he explored their property in Altamira, Spain. As they wandered, Maria spotted a small opening in the ground she hadn't seen before. She crawled through and discovered she was inside a cave chamber. The ceiling was decorated with pictures, including elaborate images of bison. Ultimately, experts determined these prehistoric cave paintings were more than 14,000 years old.

Similar remarkable discoveries have been made across Europe, some dating back to 30,000 BCE. These works were created around the time of the Neanderthals, early humans who lived somewhere between 300,000 and 100,000 years ago. These pictures often depict creatures such as the bison Maria found, horses, marine creatures, cows, and more. Experts have debated the purpose of such images. One possibility is that these paintings were created simply to decorate the cave walls. Anthropologists in the 1900s dismissed that idea, however. They believed the cave paintings allowed prehistoric people to make sense of their world and to assert their place in it. Others believed that pictures told stories, creating a written history without words. Still others hold the cave paintings served some religious or ritualistic purpose for their creators. At the same time, many believe that pictures also seem to portray reverence for animals and the hunt.

Sculptures have likewise been found that date back tens of thousands of years. Perhaps the most famous of these is the Venus of Willendorf, discovered in Austria in 1908 and created sometime between 28,000 and 25,000 BCE. Carved out of limestone, this small figurine stands only 11 cm tall. Experts believe it to be more than 25,000 years old. It is named Venus after the Roman goddess of love. Like many other Venus figures, this sculpture portrays the female form in an abstract way, accentuating her arms and facial features. Archaeologists debate the meaning of this and similar figurines, but suggest their existence may show their creators' respect for women as children bearers.

While no one is sure of the purpose behind these ancient paintings and sculptures, their existence nonetheless shows very early humans had an awareness of themselves and the world around them. At some point tens of thousands of years ago, people evolved beyond acting simply on the instinct

for survival to become conscious, creative individuals. These paintings and objects give evidence for the birth of art.

12. In the cave Maria found

- A) holes that lead to her room
- B) bones of bison
- C) prehistoric pictures

13. Cave pictures usually contain images of

- A) people
- B) scenes of hunting
- C) animals

14. Among the possible purposes of the pictures, scientists don't name

- A) social function
- B) storytelling function
- C) decorative function

15. Scientists believe that small figurines were created to

- A) be presented to new mothers
- B) express attitude towards motherhood
- C) serve as a decoration

16. Ancient pieces of art prove that

- A) creativity is one of the survival instincts
- B) early humans realised who they are
- C) ancient people were skillful artists

17. The found art objects show

- A) how art appeared
- B) that not everything is art
- C) how ancient people viewed art

Task № 4

Read the article and decide whether each of the following statements (18-22) is true or false. Mark T for "true" and F for "false".

18 People tend to pay close attention to themselves when they perform everyday actions.

19 Understanding of dancing is not narrowed to one universal definition.

20 The language of dance is not universal; it varies from culture to culture.

21 Dances do not change along with changes in the society.

22 Plato believed that people shouldn't dance alone.

The Art of Dance

Very few people care what they look like when they reach for something on a high shelf or hurry to the bus stop. The human body is designed to move, bend, and stretch, and these activities are just part of life. Dancing, on the other hand, gets a lot of attention. Not only is it a part of life, it says something about it.

Dance can be a serious way to worship, a passionate way to show love, or just a fun way to express emotion and connect with other people. Professor of dance Roger Copeland defines dance as "any movement designed to be looked at." This is a broad definition, and certainly some people dance for reasons that are cultural or intensely personal, rather than simply to perform. However, Copeland's point is clear. There are as many ways to define dance as there are reasons to dance.

Any time the Village People's 1970s song "YMCA" played at a US baseball game, the result is invariably the same. A few people roll their eyes, some people grin, and then even the introverts have their arms in the air, shaping the letters as the Village People spell them out in song. But if an African tribe watched this show, they might stare blankly and wonder what the dancers were doing. Styles of dancing differ from culture to culture, and they change with the times. But one fact remains the same: whether the culture or time may be, dance is a part of it.

Dance can formally show social rank, as it did in the royal European courts of the 1600s and 1700s. Or it may informally establish who is dominant in a community, as it did with hip-hop dance battles in the 1970s. In some cultures, men and women dance separately. In these cultures, touching one another is taboo. In other cultures, couples embrace each other tightly. What is and is not accepted in a dance reflects a community's moral and standards. And when dances change, it is often a sign a culture's standards are being challenged.

Dance has been part of societies for centuries. Ancient Greek philosopher Plato envisioned an ideal society. He included scientists and other workers as part of his society, but he left professional dancers out. He approved of war dances, but only tolerated other secular dances celebrating order and beauty. Plato advised dancers to keep their feet close to the ground instead of jumping around. He also claimed dancing in a group was preferable to dancing alone, when the lack of peer pressure may cause a person to get a little out of control.

Task № 5

Read the text with gaps marked 23–30. These numbers correspond to tasks 23–30, in which possible answers are presented. Circle the number of the answer option you selected. Fill in the blanks with the given words.

The Greatest Earthquake

Almost all earthquakes happen at faults, and there are certain earthquake zones, or places where quakes occur repeatedly and where people can expect **23** _____ to happen.

Japan experiences 20 percent of the world's **24** _____ earthquakes. Almost 100 years ago, a huge quake hit Kanto, a region on the main island of Honshu. Since then, almost four dozen major quakes have rocked the nation.

Many of the quakes were damaging, killing thousands of people and destroying countless buildings. But none of these natural disasters can compare to the underwater quake that **25** _____ on March 11, 2011, about 129 km east of Sendai, on Japan's east coast. The quake ranked as one of the world's most powerful earthquakes in the last century.

The quake's force was so strong that experts believe it actually **26** _____ the island of Japan 2.4 meters.

The quake in the ocean was almost as intense as an exploding atomic bomb. The ocean floor **27** _____ down several feet, hurling billions of cubic yards of water out of place for hundreds of miles.

Boaters out on the ocean probably never **28** _____ the slightest bump of the tsunami wave as it rolled beneath them.

But those who lived along Japan's coast already knew what **29** _____ about to happen.

They had already seen the beaches suddenly empty of water as it was drawn back from the shoreline, **30** _____ fish flapping on the wet sand.

- | | | | |
|-----------|----------------|----------------|---------------------|
| 23 | A) they | B) their | C) them |
| 24 | A) large | B) largest | C) larger |
| 25 | A) struck | B) strikes | C) stroke |
| 26 | A) moving | B) moves | C) moved |
| 27 | A) was pushing | B) was pushed | C) was being pushed |
| 28 | A) noticed | B) has noticed | C) notice |
| 29 | A) is | B) was | C) was being |
| 30 | A) left | B) leave | C) leaving |

Task № 6

Read the text with gaps marked 31–38. These numbers correspond to tasks 31–38, in which possible answers are presented. Circle the number of the answer option you selected.

Global Warming

Carbon dioxide is one of the most **31** _____ compounds on earth. When concentrated in the atmosphere, it absorbs infrared radiation — solar energy that arrives in the form of light. The **32** _____ the concentration of carbon dioxide (and other gases, such as methane and water vapour) in the atmosphere, the more radiation is absorbed by the atmosphere **33** _____ than returning to space. The net effect of more carbon dioxide is a **34** _____ in surface temperatures, a phenomenon scientists have called the greenhouse effect.

Earth goes **35** _____ natural cycles of heating and cooling. These changes take place over millennia and even longer periods of time. They're caused by variations in earth's orbit and position relative to the sun, **36** _____ changes in the sun's own energy output. But in a very short period of **37** _____ time, scientists have measured a rapid warming that is most likely not due to natural causes. February 2016, for example, showed the highest average global surface temperatures for any month on **38** _____. Surface temperatures were 2.18 degrees Fahrenheit (1.21C) higher than average – not only another record, but also the greatest change from the average over 137 years of record keeping.

- | | | | | |
|-----------|-------------|--------------|---------------|---------------|
| 31 | A) extended | B) common | C) general | D) frequent |
| 32 | A) higher | B) bigger | C) more | D) larger |
| 33 | A) rather | B) or | C) more | D) instead |
| 34 | A) raise | B) promotion | C) rise | D) growth |
| 35 | A) through | B) over | C) across | D) in |
| 36 | A) also | B) besides | C) including | D) as well as |
| 37 | A) current | B) recent | C) the latest | D) late |
| 38 | A) record | B) letter | C) book | D) recording |

Keys

Task 1

1 B

2 C

3 C

4 A

5 C

Task 2

6 C

7 A

8 E

9 D

10 G

11 B

Task 3

12 C

13 C

14 A

15 B

16 B

17 A

Task 4

18 F

19 T

20 T

21 F

22 T

Task 5

23 C

24 B

25 A

26 C

27 B

28 A

29 B

30 C

Task 6

31 B

32 A

33 A

34 C

35 A

36 D

37 B

38 A