

**МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ЛИПЕЦКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ  
ИМЕНИ П.П. СЕМЕНОВА-ТЯН-ШАНСКОГО»  
(ЛГПУ имени П.П. Семенова-Тян-Шанского)**

**ПРОГРАММА ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ  
ПО НАПРАВЛЕНИЮ ПОДГОТОВКИ  
ПРИ ПРИЕМЕ НА ОБУЧЕНИЕ ПО ПРОГРАММАМ МАГИСТРАТУРЫ**

**НАПРАВЛЕНИЕ ПОДГОТОВКИ  
45.04.02 ЛИНГВИСТИКА**

**МАГИСТЕРСКАЯ ПРОГРАММА  
ТЕОРИЯ И ПРАКТИКА ПЕРЕВОДА**

**Липецк – 2026**



**ДОКУМЕНТ ПОДПИСАН  
ЭЛЕКТРОННОЙ ПОДПИСЬЮ**

Сертификат:00d3d17879261d7a912242d248a35528db  
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Действителен: с 11.02.2025 по 07.05.2026

Программа составлена в соответствии с Федеральным государственным образовательным стандартом высшего профессионального образования 45.04.02 «Лингвистика». Программа обсуждена и утверждена на заседании кафедры лингвистики и межкультурной коммуникации (протокол № 3 от 24 ноября 2025 г.).

Составитель: к.п.н., доцент Николаенко И.С.

### **Цели и задачи вступительных испытаний**

**Цель:** определить уровень подготовленности абитуриента к осуществлению профессиональной деятельности в сферах, непосредственно связанных со знанием иностранного языка, лингвистики и перевода.

**Задача:** проверить уровень подготовленности претендента к обучению по программе магистратуры.

**Форма проведения вступительного испытания:** устно-письменная.

### **Шкала оценивания ответа:**

85-100 баллов – «отлично»

65-84 балла – «хорошо»

40-64 балла – «удовлетворительно»

0-39 баллов – «неудовлетворительно»

Максимальный балл – 100 баллов.

Минимальный положительный балл – 40 баллов.

## **СОДЕРЖАНИЕ ПРОГРАММЫ**

### **1. Структура вступительного теста**

Вступительное испытание состоит из 5 разделов: аудирование, лексико-грамматический тест, работа с текстом для чтения на английском языке, устный перевод текста с листа с английского языка на русский, устное высказывание по предложенной теме.

- 1) *Письменная* часть вступительного испытания представляет собой тест, включающий в себя:
  - 10 тестовых заданий на аудирование;
  - 10 тестовых заданий на лексику и грамматику;
  - 5 тестовых заданий на работу с текстом на английском языке.
  
- 2) *Устная* часть вступительного испытания представляет собой:
  - устное высказывание по предложенной теме;
  - перевод текста с листа с английского языка на русский.

**ПЕРЕЧЕНЬ ЗАДАНИЙ**

<i>Раздел</i>	<i>Форма контроля</i>	<i>Максимальное количество баллов</i>
<b>Аудирование</b>	Различные формы письменного тестирования на основе прослушанного материала социально-культурного или общественно-политического содержания Время звучания аудиозаписи 10-15 минут.	30 (15 заданий по 2 балла максимум)
<b>Лексико-грамматический тест</b>	Различные формы письменного тестирования на знание лексики и грамматики английского языка. Общее время на выполнение задания 10-15 минут.	20 (10 заданий по 2 балла максимум)
<b>Чтение</b>	Различные формы письменного тестирования на основе прочитанного материала социально-культурного или общественно-политического содержания. Общее время на выполнение задания 10-15 минут	10 (5 заданий по 2 балла максимум)
<b>Говорение</b>	Развитие предложенного тезиса социально-культурного или общественно-политического содержания (с заданными параметрами по продолжительности говорения). Продолжительность говорения 2-3 минуты. Объем высказывания не ограничен, однако он должен быть достаточен для раскрытия темы.	20 (10 баллов <i>task</i> – решение коммуникативной задачи и 10 баллов <i>task</i> – лексическое и грамматическое оформление речи)
<b>Перевод</b>	Устный перевод текста социально-культурного или общественно-политического содержания с листа с английского языка на русский. Общее время на выполнение задания 10 минут.	20 (10 баллов <i>task</i> – точность перевода и 10 баллов <i>task</i> – лексико-стилистическое оформление)
	<b>Итого:</b>	<b>100 баллов</b>

## 2. ТРЕБОВАНИЯ К УРОВНЮ ПОДГОТОВКИ АБИТУРИЕНТОВ

### 1) ТРЕБОВАНИЯ К УРОВНЮ *ИНОЯЗЫЧНОЙ КОМПЕТЕНТНОСТИ* ПОСТУПАЮЩИХ В МАГИСТРАТУРУ

Уровень владения иностранным языком поступающих в магистратуру должен отвечать коммуникативной компетентностной модели, включающей:

- *речевую компетенцию* – функциональное использование изучаемого языка как средства общения и познавательной деятельности: умение понимать аутентичные иноязычные тексты (аудирование и чтение), передавать информацию в связных аргументированных высказываниях (говорение и письмо), планировать свое речевое и неречевое поведение с учетом специфики ситуации общения;
- *языковую компетенцию* – владение языковыми средствами и оперирование этими средствами в коммуникативных целях;
- *социокультурную компетенцию* – знания социокультурной специфики страны изучаемого языка, умение строить свое речевое и неречевое поведение в соответствии с этой спецификой, умение адекватно понимать и интерпретировать лингвокультурные факты;
- *компенсаторную компетенцию* – умение компенсировать дефицит языковых средств при получении и передаче иноязычной информации;
- *учебно-познавательную компетенцию* – умения, позволяющие находить с помощью данного иностранного языка информацию, отвечающую познавательным интересам.

Поступающие в магистратуру должны владеть иностранным языком **на уровне не ниже В2** в соответствии с общеевропейской системой уровней владения иностранным языком.

### 2) ТРЕБОВАНИЯ К УРОВНЮ *ВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ* ПО ВИДАМ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ

#### **Аудирование**

Владение навыками адекватного понимания информации, полученной на слух, и ее обработки в соответствии с поставленной задачей.

#### **Чтение**

Владение навыками различных видов чтения (просмотрового, поискового, изучающего, аналитического) и интегрированными навыками реферирования.

#### **Говорение**

Владение навыками использования специфических приемов устного изложения информации, оперирования обширным лексико-грамматическим аппаратом, высказывания своей точки зрения с учетом социально-культурного компонента и речевого этикета.

#### **Перевод**

Владение навыками устного перевода с листа с английского на русский с сохранением естественного ритма перевода, навыками трансформации

грамматических структур исходного текста в соответствии с нормами языка перевода, а также навыками передачи смысла оригинального текста, а не его буквального содержания.

### Критерии оценки вступительного экзамена по перевод

Ошибки (несоответствие параметрам)	Вычитаемые баллы
Искажение	3 (за каждую ошибку)
Неточность	2 (за каждую ошибку)
Пропуски при переводе: а) слова или словосочетания б) целого предложения	2 (за каждую ошибку) 3 (за каждую ошибку)
Лексическая ошибка	2 (за каждую ошибку)
Грамматическая ошибка	2 (за каждую ошибку)
Нарушение стилистических норм	1 (за каждую ошибку)

### ДЕМОНСТРАЦИОННЫЕ МАТЕРИАЛЫ

#### 1. Аудирование (Listening)

Билет может содержать виды заданий (от 1 до 4), отличные от представленных в образце, а также различные комбинации предлагаемых заданий. Аудиозапись может представлять собой единый текст или состоять из не связанных между собой отрывков (от 2 до 5). Двукратное предъявление. В том случае, если аудиозапись состоит из отрывков, каждый отрывок прослушивается два раза, после чего звучит следующий.

#### *Образец*

1. **Part 1.** You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

1) *You hear a young man talking about his hobby of rock climbing. How does he feel about it?*

- A. satisfied with his level of expertise
- B. concerned about doing a dangerous sport
- C. proud when he copes with difficult conditions

2) *You hear a public announcement at a family theme park. What does the announcement contain?*

- A. a change to a timetable
- B. details of a new attraction
- C. instructions about a location

3) *You hear two people talking about a course they have attended. What was the topic of the course?*

- A. book illustration
- B. journalism
- C. publishing

4) *You hear two people talking about a film they have both seen. What do they agree about?*

- A. The story wasn't very original.
  - B. Reviews of the film weren't accurate.
  - C. The message wasn't very positive.
- 5) *You hear a man being interviewed about a new project he has set up in his home town. What is the purpose of the project?*
- A. to reduce the amount of litter on a town's streets
  - B. to increase the inhabitants' awareness of recycling
  - C. to stop shopkeepers using plastic bags for customers' purchases
- 6) *You hear a man talking on the radio about salespeople. What does he say about them?*
- A. They take pride in forming good relationships with buyers.
  - B. They keep one objective in mind at all times.
  - C. They prefer people they think are easy to sell to.
- 7) *You hear two friends talking about a student website. What do they agree about it?*
- A. It is visually attractive.
  - B. It has a lot of useful advertisements.
  - C. It is easy to navigate round.
- 8) *You hear a chef talking about taking part in a cookery competition. What did he find surprising?*
- A. how nervous he felt
  - B. how rushed he felt
  - C. how tired he felt

- 9) **Part 2. You will hear a man called Chris Graham talking to a group of students about a vacation job he had in Australia. Complete the sentences with a word or short phrase.**

Chris thinks the best place to find a job like he had is the (9) \_\_\_\_\_.

Chris is studying (10) \_\_\_\_\_ at university.

Chris was often asked to go to a (11) \_\_\_\_\_ at the weekend.

In the mornings, Chris had to drive tourists to see the (12) \_\_\_\_\_ in the desert.

Many of the tourists were unaware of the need to keep their (13) \_\_\_\_\_ covered up when they were in the sun.

The tourists particularly wanted to know how to tell the difference between the (14) \_\_\_\_\_ of the wild animals.

Chris advises other students to send off their job application forms in the month of (15) \_\_\_\_\_ at the latest.

**Keys:**

Part 1

1. C, 2. A, 3. C, 4. B, 5. C, 6. B, 7. A, 8. C

Part 2

9. internet, 10. history, 11. party, 12. sun-rise, 13. shoulders, 14. tracks, 15. January

## **Tapescript:**

### Part 1

1) *Climber*: It's not for everyone, but I love the physical aspect. I started almost by accident – my uncle took me to an indoor climbing wall and I was hooked. The start of any climb still gives me a real buzz. I've never settled for being less than the best at anything I've tried, and that's what pushed me to the standard I am now – which doesn't mean I don't think I can still improve! I get a huge sense of achievement when I finish a particularly demanding climb, and though other climbers get nervous sometimes, like when there's ice, or the weather's bad, that never puts me off.

2) *Sonia*: Attention, everybody. This is Sonia Lee and I'm events manager for today at Seaworld Centre. If you hurry to Zone D you can catch the spectacular 'riding with dolphins' event. The next one's on at 5 past 11, but don't worry if you miss that, because you've got three more chances to see it today. We'll now be feeding the sea lions at 2.15, that's 45 minutes later than scheduled according to your programmes. And whatever you do, don't miss the ever-popular Penguin Walkabout. That starts in half an hour. You've never seen anything like it! See you there!

3) *Woman*: I enjoyed that.

*Man*: It was a bit too businessy for me. I know everything's about profits these days, but I still think producing books should be more about creativity than making money.

*Woman*: Everything's going the same way, whether you like it or not. A friend of mine did a course on book illustration, and she said the first lecture was about costs.

*Man*: Anyway, this speaker said if we're going into the book trade, we should get practice in as many aspects as possible.

*Woman*: I agree with that. They need an editor for the sports page on the student newspaper, and I think I'll go for it.

4) *Woman*: Well, what did you think of that film?

*Man*: I had mixed reactions really. From what I'd read, I expected it to be funnier.

*Woman*: I know what you mean – just shows how different people's tastes can be I guess. Good twist at the end though. I wasn't expecting that, were you?

*Man*: I kind of guessed what was coming to be honest. There were a lot of references to other films in the storyline I thought.

*Woman*: Oh, you think so? I wasn't quite sure what message it was trying to convey, though. One minute it seemed to be saying one thing and the next it was saying the opposite.

*Man*: Yeah, I agree.

5) *Woman*: Steven, this new environmental project you're running, what are you hoping to achieve?

*Man*: Well, Susie, the town I live in, Melbury, is a very pleasant place to live – clean and tidy. The problem really isn't with Melbury as such but is a wider problem – that of the dangers of rubbish to wildlife. So, I got all the retailers in the town together and showed them a film I'd made on this subject and as a result they've agreed to use paper bags instead of plastic ones. Recycling was introduced very successfully last year so I'm hoping that my new project will have similar success.

6) *Man*: Professional salespeople can sell anything to anyone and they do this by using very basic psychological techniques. Buyers normally have certain requirements by which they will judge the suitability of a product. The seller therefore attempts to find out what these conditions are by building a bond – asking questions about hobbies, family and the like; but you need to remember, the seller is only interested in 'closing the deal'. At its most

extreme, salespeople will even attempt to mirror the body language of the buyer. If the buyer laughs, then so will the seller.

7) *Man*: The college website is up again. Have you seen it?

*Woman*: Yes, they've been working on it for a month and it's better now. I thought, if they'd got sponsorship from local companies, there'd be too many advertisements, but it's OK.

*Man*: Yeah. That's not a problem. They must've got someone in from the design department to work on it, because there're some real improvements, it's not so dull.

*Woman*: Especially the artwork on the home page. They want people to send in ideas so they can change the layout regularly.

*Man*: OK, so long as it doesn't get too complicated and you waste time figuring out how to get to the page you want.

8) *Woman*: How did you find the competition?

*Man*: Tough, but I really enjoyed it. I was convinced the dishes I'd chosen to prepare would go down well. I decided to focus on using local ingredients as people nowadays worry a lot about what they're eating and it's really important to know where the food comes from. It was my first time competing against others and it was fun being under pressure to come up with things under strict time limits. I hadn't expected to be so worn out though, I think it was having to be on my feet for so long, but it's definitely something I'll do again.

## Part 2

*Chris*: Hello everyone. My name is Chris Graham and I spent my last vacation working in Australia. The place I was in is a popular tourist spot so there are lots of student jobs advertised in the newspaper – from hotel work to being a tour guide. I saw my job, for a bus driver, on the Internet, and so I applied. I'd recommend you do that too. [9] The whole idea of getting to know another country really appealed to me and I'm really pleased I had the opportunity to go.

I worked for a company which tries to help tourists understand what life used to be like before Europeans arrived – a time before clothes, cars and electricity. Many of the local people, the Aborigines, work for the company. Studying tourism at university wasn't essential to get the job – in fact, my subject's history [10]. What I did do was a short training course when I first arrived, though, to learn about the local plants and animals.

At first, I was given a room in a hotel in town but I found that I felt quite lonely so I moved into a caravan on the outskirts. Lots of other staff lived on the site and I got to meet lots of the local people there too. Everyone was really friendly and, as there wasn't a cinema or restaurant nearby, people frequently had a party on Saturday night and I was always invited. [11]

I worked six days a week, and I had to get up really early in the morning when most people, and even the birds and animals, are asleep. This is so the tourists can get to take photos of the sunrise. [12] I used to pick them up from their hotels around 5 AM and then head out of town and into the desert.

The tourists were from all over the world and often had no experience of the heat. They knew, of course, about covering their head and neck with a hat but often left their shoulders uncovered, which wasn't very sensible, especially if they hadn't been in the country for long and weren't used to the sun. [13]

After we had been into the desert, I would take the tourists to the local cultural centre, where they had the opportunity to ask questions. The tourists were especially keen to find out how to distinguish the tracks of kangaroos from wallabies and wild dogs. [14]

After the morning session I usually went back home, had a shower and a rest, then started again around two in the afternoon. I used to take the afternoon group to a water hole, where they were shown which plants could be eaten and which were also used to make weapons for hunting.

At one time, there were very few tourists in the particular area I worked in, because you needed to get a coach from the small railway station in the nearest large town, a good 200 kilometres away.

There's now an airport but the local government is keen to get one built which can take more flights, especially from abroad. I'm not sure about that, as I think it's busy enough as it is, but it would be good for the local economy, no doubt about it.

Anyway, I really recommend working in Australia during your vacation. The busy tourist season in the area where I worked is from May to October, so you need to make sure your application is in by the January of the year you are hoping to work. [15] You might not hear until March as it takes a while to process the applications and get references, but make sure you don't leave it too late.

## 2. Лексико-грамматический тест (Grammar and Vocabulary Test)

Билет может содержать виды заданий (от 1 до 4), отличные от представленных в образце, а также различные комбинации предлагаемых заданий.

**Образец:**

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

### The oldest leather shoe in the world

Archaeologists report that a perfectly preserved 5,500-year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is (1) \_\_\_\_\_ to be the oldest leather shoe ever found.

The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer's foot. It had been (2) \_\_\_\_\_ with grasses, either for warmth or to make sure it kept its shape. 'The shoe is relatively small but we can't say for certain whether it was worn by a man or a woman,' says Dr Ron Pinhasi, an archaeologist on the research (3) \_\_\_\_\_. 'We thought at first that it was about 600-700 years old because it was in such good shape.'

Shoes of this type from later periods have turned up in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off the west coast of Ireland as (4) \_\_\_\_\_ as the 1950s. It's obviously a style which (5) \_\_\_\_\_ popular for thousands of years.

- |                |             |             |             |
|----------------|-------------|-------------|-------------|
| 1) A. accepted | B. regarded | C. assessed | D. believed |
| 2) A. stuffed  | B. loaded   | C. pushed   | D. blocked  |

- 3) **A.** class                      **B.** force                      **C.** team                      **D.** company  
 4) **A.** recently **B.** lately                      **C.** presently                      **D.** immediately  
 5) **A.** held                      **B.** stood                      **C.** remained                      **D.** lasted

**Part 2. For questions 6 – 10, choose the answer (A, B, C or D) that best fits the gap.**

- 6) Captain Henry, \_\_\_\_\_ crept slowly through the underbrush.  
**A.** being remote from enemy,  
**B.** attempting to not encounter the enemy,  
**C.** trying to avoid the enemy,  
**D.** not involving himself in the enemy,
- 7) Tommy was one \_\_\_\_\_.  
**A.** of the happy childs of his class  
**B.** of the happiest child in the class  
**C.** child who was the happiest of all the class  
**D.** of the happiest children in the class
- 8) Many of the current international problems we are now facing \_\_\_\_\_.  
**A.** linguistic incompetencies  
**B.** are the result of misunderstanding  
**C.** are because of not understanding themselves  
**D.** lacks of the intelligent capabilities of understanding each other
- 9) Automobile production in the United States \_\_\_\_\_.  
**A.** has been rather erratic recently  
**B.** have taken slumps and rises in recent years  
**C.** has been erratically lately  
**D.** are going up and down all the time
- 10) While attempting to reach his home before the storm, \_\_\_\_\_.  
**A.** the bicycle of John broke down  
**B.** it happened that John's bike broke down  
**C.** the storm caught John  
**D.** John had an accident on his bicycle

**Keys:**

Part 1

1. D, 2. A, 3. C, 4. A, 5. C

Part 2

6. C, 7. D, 8. D 9. A, 10. D

### 3. Чтение (Reading)

Виды заданий в билете могут отличаться от представленных в образце.

#### *Образец*

*You are going to read an article about a woman who trains actors in fighting skills. For questions 1 – 5, choose the answer (A, B, C or D) which you think fits best according to the text.*

#### **Kombat Kate**

*James Stanton meets 'Kombat Kate' Waters, who trains theatre actors in how to 'fight' on stage.*

There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

'Imagine there's a tin can on my shoulder,' she says. 'Now try to knock it off.' I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don't miscalculate the angle and end up doing damage to her face. To my amazement, I get it right. 'That was good,' says Waters. 'Now maybe try it again without smiling.'

Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I'm meeting Waters, one actress friend responds: 'She's amazing. She taught me how to be a secret service agent in two days.')

Perhaps the most famous play Kate has worked on recently was called *Noises Off*. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close, Kate tells me, to the one we're trying out now. 'I've just slowed it down a bit,' she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I watch her hit the wall before falling to the ground. She's fine, of course. 'That's my party trick,' she says with a grin. 'Works every time.'

Once the lesson is over Kate tells me how she became one of only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching it as a career, she was told about the register and the qualifications she'd need to be accepted onto it. It was no small order: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she'd never tried before.

But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical world. The play she's working on is Shakespeare's *Richard III*. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

‘I try to get as much information as possible about what a fight would have been like in a particular period,’ Kate explains. ‘But because what I’m eventually doing is telling a dramatic story, not all of it is useful. The scene has to be exciting and do something for the audience.’

Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

In the rehearsal room, I can’t resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs, ‘Oh, I’d be awful,’ she says. ‘I only know how to fake it.’ I can’t help thinking, however, that she’s just being rather modest.

- 1) In the first paragraph, the writer is aware of \_\_\_\_\_
  - A. a critical attitude from Kate.
  - B. the concern of the other actors.
  - C. the need to reassure his readers.
  - D. having been in a similar situation before.
  
- 2) How does the writer feel when Kate mentions the tin can?
  - A. worried about hurting Kate
  - B. relieved that Kate is just pretending
  - C. concerned that it may injure his head
  - D. convinced that he won’t take it seriously enough
  
- 3) When Kate and the writer repeat the fight scene from *Noises Off*, we learn that \_\_\_\_\_.
  - A. the writer isn’t sure of his instructions.
  - B. Kate has adapted it slightly for the writer to try.
  - C. the writer is initially unwilling to do it.
  - D. Kate has to react quickly to a mistake the writer makes.
  
- 4) What does the phrase ‘no small order’ tell us about stage combat?
  - A. Kate knew she would love learning about it.
  - B. It is something very few people ever perfect.
  - C. Studying it required a lot of obedience and respect.
  - D. Qualifying to teach it would be a long and difficult process.
  
- 5) What does the writer tell us about the sword fight in the play *Richard III*?
  - A. Its details need to be made up.
  - B. It’s a particularly challenging scene to do.
  - C. Its action is conveyed through spoken words.
  - D. It is widely agreed to be the most exciting of its kind.

**Keys:**

1. C, 2. A, 3. B, 4. D, 5. A

**4. Говорение (Speaking)****Варианты тезисов для говорения**

- Finding a good job is never easy at the best of times. In times of high unemployment, with more and more people chasing fewer and fewer jobs, it becomes even more difficult. What makes a person competitive on the labour market?
- The idea of “quality time” is based on an understanding that it is not the amount of time you spend with the family that is important; it is what you do together that counts. How far do you agree with this statement?
- Some people claim that money is the root of all evil and the world would be a better place without it. How far do you agree with this statement?

**5. Устный перевод с листа (Sight translation)**

Устный перевод с листа на русский язык английского аутентичного текста социально-культурного или общественно-политического содержания. Общее время на выполнение задания 10 минут. Пользование словарем не допускается.

*Образец текста для перевода.*

**JOINT STATEMENT AGREED UPON BY BRICS FOREIGN MINISTERS  
MEETING IN NIZHNY NOVGOROD**

*The meeting was held in Nizhny Novgorod on June 10 and 11*



**NIZHNY NOVGOROD, June 11. /TASS/.** The BRICS foreign ministers, who gathered for a meeting in Nizhny Novgorod, have agreed upon a joint statement, Russian Foreign Ministry Spokeswoman Maria Zakharova told TASS.

“At their meeting in Nizhny Novgorod, the BRICS foreign ministers have agreed upon a joint statement,” she said.

The meeting was held in Nizhny Novgorod on June 10 and 11. This is the first BRICS ministerial meeting after the association’s expansion in 2023.

Participants in the BRICS ministerial meeting condemned the United States and its allies using the practice of protectionism in international trade, Russian Foreign Minister Sergey Lavrov said after the meeting.

“Most of the delegations stressed the destructive nature of the egoistic policy of trade protectionism, which is pursued by the United States and its allies,” he said.

“All the delegations spoke in favor of reforming the existing systems of global governance with a focus on giving the countries of the global South a bigger voice,” he said. “They stressed the necessity of collective decisions for attaining the goals of sustainable development, ensuring security and economic growth.”

## СПИСОК ЛИТЕРАТУРЫ, РЕКОМЕНДУЕМОЙ ДЛЯ ПОДГОТОВКИ К ВСТУПИТЕЛЬНОМУ ИСПЫТАНИЮ

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