

Вступительные экзамены в магистратуру МГИМО (У) МИД РФ

Примерные программы по иностранным языкам

ТРЕБОВАНИЯ К УРОВНЮ ИНОЯЗЫЧНОЙ КОМПЕТЕНТНОСТИ ПОСТУПАЮЩИХ В МАГИСТРАТУРУ МГИМО (У) МИД РФ

Согласно стандартам Министерства образования РФ 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), в том числе ориентированные на выбранный профиль, 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 о социокультурной специфике страны изучаемого языка, умение строить свое речевое и неречевое поведение в соответствии с этой спецификой с учетом профессионально ориентированных ситуаций общения, умение адекватно понимать и интерпретировать лингвокультурные факты;
- компенсаторную компетенцию - умение компенсировать дефицит языковых средств при получении и передаче иноязычной информации, в том числе – профессиональной направленности;
- учебно-познавательную компетенцию - умения, позволяющие находить с помощью данного иностранного языка информацию, отвечающую познавательным интересам, как в профессиональной сфере, так и в других областях знаний.

ТРЕБОВАНИЯ К УРОВНЮ ВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ ПО ВИДАМ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ

Говорение

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

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.

Письмо

- Владение навыками письменного изложения информации.

Перевод

- Владение лексико-грамматическими категориями для адекватного перевода профессионально ориентированных оригинальных текстов с иностранного языка на русский.

ФОРМАТ ВСТУПИТЕЛЬНОГО ЭКЗАМЕНА ПО ИНОСТРАННЫМ ЯЗЫКАМ

Раздел	Форма контроля	Максимальное количество баллов
Перевод	Письменный перевод текста профессионально ориентированного содержания	30
Аудирование	Различные формы письменного тестирования на основе прослушанного материала социокультурного или общественно-политического содержания	20
Чтение	Различные формы письменного тестирования на основе прочитанного материала социокультурного или общественно-политического содержания	30
Письмо	Навыки проверяются при выполнении заданий на аудирование и чтение	-
Говорение	Развитие предложенного тезиса социокультурного или общественно-политического содержания (с заданными параметрами по длительности звучания)	20
Итого		100

Экзамен проводится в два этапа:

I этап

- Письменный перевод текста профессионального содержания с иностранного языка на русский со словарем (кроме электронного). Объем – 1000 п.з.

Время выполнения – 60 мин.

II этап

- Выполнение письменного задания на основе аудиоматериала монологического и/или диалогического характера.
Время звучания – 4-5 мин. Двукратное предъявление.
- Выполнение письменного задания на основе прочитанного материала по общественно-политической и социокультурной тематике.
Время выполнения – 15 мин.
- Устная презентация по предложенному тезису.
Продолжительность презентации - 2 мин.
Время подготовки – 5 мин.

Общее время на прослушивание аудиотекста, выполнение письменной части разделов «Аудирование» и «Говорение», подготовку устной презентации тезиса - не более 30 мин.

КРИТЕРИИ ОЦЕНКИ

Раздел (максимальное количество баллов)	Параметры оценки результата
Перевод (30)	Отсутствие искажений при переводе
	Отсутствие неточности при переводе
	Отсутствие пропусков при переводе а) слова или словосочетания б) целого предложения
	Стиль
Аудирование (20)	Адекватность восприятия и обработки услышанной информации в соответствии с поставленной задачей
Чтение (30)	Адекватность восприятия и обработки прочитанной информации в соответствии с поставленной задачей
Говорение (20)	Аргументированность и логичность высказывания
	Беглость речи
	Адекватность лексического выражения (корректность использования тематической лексики, точность, уместность, сочетаемость)
	Грамматическая корректность

АНГЛИЙСКИЙ ЯЗЫК

Образцы заданий по разделам

1. Перевод (Translation)

Письменный перевод с английского языка на русский текста из аутентичного источника объемом 1000 п.з. Время выполнения задания – 60 мин.¹

Образцы текста для письменного перевода

*по направлениям «Международные отношения», «Регионоведение»,
«Политология», «Журналистика»*

Образец №1

The United Nations' reputation rises and falls these days based on the performance of its most visible components – the Security Council, the Commission on Human Rights, and the peacekeepers in the field. Each appears to be in pressing need of reform.

Permanent membership on the Security Council is obviously outdated. The five members, who once spoke for 40% of the world's population, now account for 29 %. The world's largest democracy (India) is excluded; so are regional powers like Nigeria and Brazil. While still applied to in some cases, the council must be fast losing its impact.

Some of the world's most brutal regimes are members of the Commission on Human Rights. Libya chaired the 2003 commission, and the 2004 commission extended membership to Sudan, which is busy ethnically cleansing hundreds of thousands of Africans in Darfur. Until membership comes with responsibilities, the commission will shelter too many human rights abusers and condemn too few.

Образец №2

Since the collapse of the Soviet Union, the USA has been the dominant power in the Middle East. But in recent years, its influence has diminished thanks to the failure to achieve a comprehensive settlement of the Arab-Israeli conflict, the protracted war in Iraq, and a lack of success in democratizing Arab authoritarian regimes. For almost a decade, the US has done little to address the region's principal conflicts and concerns while developing a reputation for unilateralism and double standards.

This reduced regional influence has been reinforced by a broader decline in the relative position of the US in the world at large. The US seems unable to deliver on many of its promises and often to make matters worse when it tries.

Nevertheless, the vast majority of Middle Eastern states still look to the US as the ultimate guarantor of their security and the power most able to help them achieve their objectives. The Obama administration should take advantage of the willingness of regional and

¹ Пользоваться словарем (кроме специализированных и электронных словарей) разрешается.

global powers to work with the US by renewing Washington's commitment to diplomacy. But for such efforts to be truly effective, the Obama administration's diplomats will need even more support.

***Образец текста для письменного перевода
по направлениям «Экономика» и «Менеджмент»***

Bad, or worse

WASHINGTON, DC

At best, the world economy is on the brink of recession

Deprive a person of oxygen and he will turn blue, collapse and eventually die. Deprive economies of credit and a similar process kicks in. As the financial crisis has broadened and intensified, the global economy has begun to suffocate. That is why the world's central banks have been administering emergency measures, including a round of coordinated interest-rate cuts on October 8th. With luck they will prevent catastrophe. They are unlikely to avert a global recession.

According to the IMF's most recent *World Economic Outlook*, published on October 8th, the world economy is "entering a major downturn" in the face of "the most dangerous shock" to rich-country financial markets since the 1930s. The fund expects global growth, measured on the basis of purchasing-power parity (PPP), to come down to 3% in 2009, the slowest pace since 2002 and on the verge of what it considers to be a global recession. (The fund's definition of global recession takes many factors into account, including the rate of population growth.) Given the scale of the financial freeze, the fund's forecast looks optimistic. Other forecasters are convinced that a global recession is inevitable. Economists at UBS, for instance, expect global growth of only 2.2% in 2009.

***Образец текста для письменного перевода
по направлению «Юриспруденция»***

The New York Business Corporation Law, enacted in 1961, states that every corporation has the power: to purchase, receive, take by grant, gift, devise, bequest or otherwise, lease or otherwise deal in and with real or personal property, or any interest therein, wherever situated. When the articles of incorporation are filed, the incorporators hold a meeting, adopt bylaws, and approve the initial steps to be taken by the corporation. Most corporations are only subject to the jurisdiction of the law of the state of incorporation or the laws of the states where they do business. It is often advantageous to incorporate in one state rather than in another state. Since a corporation is a legal entity entirely separate from its stockholders, the latter are neither liable for the debts of the corporation nor for the acts or misdeeds of the officers or agents of the corporation. There may be a voluntary dissolution of the corporation, provided that the majority of the incorporators desire that the corporation be dissolved. Corporations pay tax on the income they receive; that income having been distributed to shareholders in the form of dividends, it is again taxed in the hands of the individual shareholders. It should be noted, however, that the "S" corporation shareholders are taxed on the corporation's earnings whether or not a dividend actually is paid.

2. 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 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

You will hear people talking in five different situations. For questions 1, 3, 5, 7, 9, choose the best answer A, B or C. Complete sentences 2, 4, 6, 8, 10.

I 1 You hear somebody talking about a recent holiday.

What disappointed her about the villa complex she stayed in?

- A the way it was laid out
- B the type of people it attracted
- C the facilities provided for guests

2 The complex comprised 10 villas with private sitting-out areas, a _____ swimming pool and a restaurant.

II 3 You overhear a conversation about a missed appointment.
How does the girl feel now?

- A embarrassed about the way she behaved
- B angry that she didn't see the dentist
- C satisfied that she made her point

4 The woman was _____ minutes late for the appointment at the dentist's

III 5 You overhear two colleagues talking about something which happened at work.
What do they agree about?

- A Communications within the company are poor. B A mistake occurred as a result of human error.
- C It's important not to miss meetings.

6 The _____ of meetings are circulated by email.

IV 7 You hear an advertisement for sports clothes.
What aspect of the clothes is being emphasised?

- A how practical they are
- B how durable they are
- C how attractive they are

8 Jackets that hold warmth in and keep the rain out are called _____.

V 9 On the radio, you hear a man talking about children and computers.
What is he doing when he speaks?

- A disagreeing with recent research
- B giving advice on how to approach something
- C explaining how a particular problem can be overcome

10 According to recent research the best age to introduce a child to computers is _____.

Keys:

I - B; 2 - shared; 3 - A; 4 - 15; 5 - B; 6 - minutes; 7 - C; 8 - weatherproof; 9 - B; 10 - 3

Tapescript

I

Basically, I was looking for somewhere to get away from it all and relax, because the last few months have been so hectic at work, but I didn't want to feel cut off, because it's nice to meet people on holiday too. The complex sounded exactly what I was looking for - there were ten villas with a shared swimming pool and a restaurant, but each one had its own private sitting-out area. What I wasn't prepared for, however, was the fact that the place was popular with young families. So it was very noisy during the day, and extremely dull in the evening.

II

- How did you get on at the dentist's?

- I'm afraid it's a bit of a long story. I got held up on the motorway, so I was 15 minutes late for the appointment. Anyway, the next patient had gone in, so I'd missed it, which is fair enough, but then the receptionist said I'd have to pay anyway. I'm afraid after rushing like mad trying to get there on time, I was a bit stressed out and I just lost my temper. I feel awful about it now because I really shouted at her in front of a waiting room full of people. It made me feel better at the time, though.

III

- I feel sorry for Mandy really, I mean she spent hours preparing that report and no one thought to tell her that the policy had changed.
- Well, you know, she's invited to all the meetings ...
- Come on, if we went to all the meetings we're invited to, none of us would ever get anything finished.
- Well, even if you're not there, the minutes are circulated by email, you know, so I don't believe that she wasn't told. Either she wasn't listening, or she hadn't checked her in-box.
- I guess so, but I still feel sorry for her.

IV

Want to feel more confident in the gym? Swap your baggy T-shirt and track pants for racy sportswear that will make you look great. Our new autumn range of stretchy tops in bright colours is stylish and comfortable as well as allowing you to move freely. Our hard-wearing weatherproof jackets hold warmth in and keep the rain out, without making you look like a shapeless ball of plastic, and our must-have footwear, equally good for running or working out in the gym, wouldn't look out of place in the office. To view the full range, log onto our website now at www.gytnwear.com.

V

A listener, Mary, writes from Oxford to ask: what's the best age to introduce a child to computers? Well, Mary, recent research suggests that this can be a positive move for kids as young as three. It can enhance language and creative skills and give them a headstart in understanding technology. But that doesn't mean sticking the child in front of a screen and leaving them to it. Get a chair that's the right height, and keep each session to half-an-hour or less - more than enough time in one position for growing bones and a vulnerable spine. And sit with them, then you can answer any questions they might have.

3. Чтение (Reading)

Виды заданий в билете могут отличаться от представленных в образцах. Билет может содержать до четырех различных видов заданий.

Образец №1

Read the article and answer the questions (1-6) based on it.

Views of intelligence across cultures

- A In recent years, researchers have found that people in non-Western cultures often have ideas about intelligence that are considerably different from those that have shaped Western intelligence tests. This cultural bias may therefore work against certain groups of people. Researchers in cultural differences in intelligence, however, face a major dilemma, namely: how can the need to compare people according to a standard measure be balanced with the need to assess them in the light of their own values and concepts?
- B For example, Richard Nesbitt of the University of Michigan concludes that East Asian and Western cultures have developed cognitive styles that differ in fundamental ways, including how intelligence is understood. People in Western cultures tend to view intelligence as a means for individuals to devise categories and engage in rational debate, whereas Eastern cultures see it as a way for members of a community to recognize contradiction and complexity and to play their social roles successfully. This view is backed up by Sternberg and Shih-Ying, from the University of Taiwan, whose research shows that Chinese conceptions of intelligence emphasize understanding and relating to others, and knowing when to show or not show one's intelligence.
- C The distinction between East Asia and the West is just one of many distinctions that separate different ways of thinking about intelligence. Robert Serpell spent a number of years studying concepts of intelligence in rural African communities. He found that people in many African communities, especially in those where Western-style schooling is still uncommon, tend to blur the distinction between intelligence and social competence. In rural Zambia, for instance, the concept of *nzeli* includes both cleverness and responsibility. Likewise, among the Luo people in rural Kenya, it has been found that ideas about intelligence consist of four broad concepts. These are named *paro* or practical thinking, *luoro*, which includes social qualities like respect and responsibility, *winjo* or comprehension, and *rieko*. Only the fourth corresponds more or less to the Western idea of intelligence.
- D In another study in the same community, Sternberg and Grogorenko have found that children who score highly on a test of knowledge about medicinal herbs, a test of practical intelligence, often score poorly on tests of academic intelligence. This suggests that practical and academic intelligence can develop independently of each other, and the values of a culture may shape the direction in which a child's intelligence develops.

It also tends to support a number of other studies which suggest that people who are unable to solve complex problems in the abstract can often solve them when they are presented in a familiar context. Ashley Maynard, for instance, now professor of psychology at the University of Hawaii, conducted studies of cognitive development among children in a Mayan village in Mexico using toy looms, spools of thread, and other materials drawn from the local environment. The research suggested that the children's development, could be validly compared to the progression described by Western theories of development, but only by using materials and experimental designs based on their own culture.

- E The original hope of many cognitive psychologists was that a test could be developed that was absent of cultural bias. However, there seems to be an increasing weight of evidence to suggest that this is unlikely. Raven's Progressive Matrices, for example, were originally advertised as 'culture free' but are now recognized as culturally loaded. Such non-verbal intelligence tests are based on cultural constructs which may not appear in a particular culture. It is doubtful whether cultural comparisons of concepts of intelligence will ever enable us to move towards creating a test which encompasses all aspects of intelligence as understood by all cultures. It seems even less likely that such a test could be totally free of cultural imbalance somewhere.

The solution to the dilemma seems to lie more in accepting that cultural neutrality is unattainable and that administering any valid intelligence test requires a deep familiarity with the relevant culture's values and practices.

Вариант 1

Questions 1-5. Look at the researchers in 1-5 and the list of findings below. Match each researcher with the correct finding.

1		Ashley Maynard
2		Richard Nesbitt
3		Sternberg and Grogorenko
4		Sternberg and Shih-Ying
5		Robert Serpell

List of findings

- A** There is a clear relationship between intelligence and relationships with others in Chinese culture.
- B** Children frequently scoring well in academic tests score better in practical tests.
- C** The difference between intelligence and social competence is not distinct in many African communities.
- D** Children frequently scoring well in practical tests score less well in academic tests.
- E** In experiments to measure cognitive development, there is a link between the materials used and the test results.
- F** The connection between intelligence and social competence in many African communities is not clear.
- G** The way cognition is viewed in East Asian cultures differs fundamentally from those in Western cultures.
- H** Chinese culture sees revelations about one's intelligence as part of intelligence.

Question 6. Choose the correct letter, A, B, C or D.

Which of the following is the main argument of the article?

- A** Intelligence tests should include tests of social skills and responsibility.
- B** Test takers from any culture can learn the cognitive style required by Western intelligence tests.
- C** Intelligence tests cannot be free of cultural bias.
- D** More research is needed to develop an intelligence test which is valid for all cultures.

Keys:

1E 2G 3D 4A 5C // 6C

Вариант 2

Questions 1-3. The reading Passage has five sections, A-E. Choose the correct heading for sections B-D from the list of headings below.

1. Research into African community life
2. Views about intelligence in African societies
3. The limitations of Western intelligence tests
4. The Chinese concept of intelligence
5. The importance of cultural context in test design
6. The disadvantages of non-verbal intelligence tests
7. A comparison between Eastern and Western understanding of intelligence
8. Words for "**intelligence**" in African languages
9. The impossibility of a universal intelligence test

B	C	D
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Questions 4-6. Which THREE of the following statements about non-verbal intelligence tests are mentioned by the writer of the passage? Tick them (✓).

A	Raven's Progressive Matrices are widely considered to be culturally free.
B	Cultural comparisons will allow the development of culturally neutral tests.
C	The development of culturally neutral tests is unlikely.
D	Raven's Progressive Matrices are culturally specific.
E	The creation of culturally-free tests is sometimes possible.
F	Many cognitive psychologists originally hoped tests could be developed free of cultur

Keys:

B7 C1 D5 // 4C 5D 6F /

Образец №2

This article consists of 14 paragraphs. Six of them have been removed. Choose from the paragraphs A-G the one that fits each gap (1-6). There is one extra paragraph that does not fit and which you do not need to use.

MOTORCYCLE MENACE IN NATIONAL PARKS

Motorcyclists riding at high speeds in national parks and terrorising other road users in unofficial 'time trials' have become such a menace that a police helicopter is being deployed to catch offenders. Riders are attracted to mountain roads in the Peak District, Snowdonia and the Yorkshire Dales, where they enjoy the thrill of putting motorcycles capable of speeds of up to 150 miles per hour (240 km/h) through their paces.

In the Peak District National Park, Derbyshire Police have deployed the force helicopter for the first time above winding stretches of roads to catch speeding bikers. Notorious sections include the A6 between Buxton and Matlock Bath, where motorcyclists participate in time trials. Notices have now been posted along the road warning riders that the helicopter is monitoring their movements.

1

This attitude was underlined by an article in a magazine for bikers which has even road-tested high-performance machines in Snowdonia and extolled the virtues of using them between isolated beauty spots. The pleas of wardens not to promote the area for high-speed riding were ignored and the article referred with pride to 'sheep fleeing for their lives' and to the engine noise 'shattering the serenity.'

2

In the Yorkshire Dales, hundreds of riders follow an unofficial timed run known as the 'Dales TT' from Leeds and Bradford to Devil's Bridge. Police using radar traps last month booked up to 150 motorcycles speeding on the A65 Settle by-pass as part of the time trials.

3

Residents in the Dales have complained that the tranquillity of the area is being ruined as the motorcyclists ride at great speeds along winding roads through villages in Ribblesdale and Wensleydale. Speeding is also a serious problem on the road between Garsdale Head and Kirkby Stephen, where farmers have complained that the raucous machines are frightening animals and deterring tourists.

4

The route the riders have chosen not only angers residents but takes a gruesome toll of the riders themselves. An increasing number of small shrines, decked with flowers, mark the spots where riders have been killed.

5

Mr Fenten also wants the police to use more radar speed guns on minor roads. 'Bikers are ruining the peace and quiet of the area but nobody is actively discouraging them from riding through the park.'

6

Residents wonder whether it will have any more effect than the Bike 2000 Campaign the police introduced to persuade motorcyclists to ride more responsibly. Accidents were reduced slightly but it had only limited effects on speeds and noise levels.

- A** 'It is utterly horrendous,' he said. 'Many tourists have decided against staying in the Horton area. We want tougher moves to discourage bikers from travelling at speed, including a stronger police presence, and we want them kept on peripheral trunk roads.'
- B** Many more might have been caught but to avoid detection, riders are taking minor roads through the Dales and alerting each other with mobile telephones to sightings of the police.
- C** Other problem areas include roads from Buxton to Macclesfield and Ashbourne, where the helicopter will be used to alert ground patrols to dangerous driving. A police motorcyclist from the area said: 'These roads are winding and hilly and bikers get pleasure from that kind of road.'
- D** The problem has grown rapidly in the past decade with the rise in the popularity of motorcycles. It is worst at weekends but many motorcycle clubs ride out from the cities on summer evenings. In consequence, Horton in Ribblesdale's parish council decided last week to press
- for urgent talks with the police, demanding a 40 mph (64 km/h) speed limit on all non-trunk roads in the Dales.
- E** On the Isle of Wight, joyriders on motorcycles are terrorising a tiger sanctuary. The sanctuary's owner said he was regularly kept awake into the early hours of the morning by the animals moaning in fear after being terrified by the illegal racing and revving of engines.
- F** According to Wilf Fenten, a parish councillor for Horton in Ribblesdale, at least 700 motorcycles were counted on a single Saturday passing through the village. In the last week of June, up to 200 riders were recorded in the village on one morning alone.
- G** Park officials have complained to the magazine about the article, pointing out that 13 motorcyclists were killed, 49 seriously injured and 151 slightly injured in 1999 on the same roads. The park also alerted the police to the article. The police have now issued speed warning notices on a notorious 30-mile (48 km) stretch in the south of the park but according to wardens, the notices have had little effect.

Keys:

1C 2G 3B 4F 5A 6D

4. Говорение (Speaking)

Билет включает высказывание одного из известных государственных или политических деятелей, представителей науки, бизнеса, культуры и искусства. Задача кандидата – аргументировано и логично развить предложенный тезис. Продолжительность ответа – 2 мин.

Варианты тезисов

Franklin D. Roosevelt:

“Happiness is not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort”.

Hugh Miller:

“Problems are only opportunities with thorns on them”.

Mary Pettibone Poole:

“To repeat what others have said, requires education, to challenge it, requires brains”.

Walter Linn:

“It is surprising what a man can do when he has to, and how little most men will do when they don't have to”.

Winston Churchill:

“Success consists of going from failure to failure without loss of enthusiasm”.

Goethe:

“Treat a man as he is, he will remain so. Treat a man the way he can be and ought to be, and he will become as he can be and should be”.

Mohandas K. Gandhi:

“The best way to find yourself is to lose yourself in the service of others”.