

**ФГАОУ ВО «МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ
МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ (УНИВЕРСИТЕТ)
МИНИСТЕРСТВА ИНОСТРАННЫХ ДЕЛ РОССИЙСКОЙ
ФЕДЕРАЦИИ»**

**ФАКУЛЬТЕТ МЕЖДУНАРОДНЫХ ЭКОНОМИЧЕСКИХ
ОТНОШЕНИЙ**

КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА №2

«УТВЕРЖДАЮ»

Декан факультета МЭО

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«__» _____ 201__ г.

**Программа вступительного экзамена по иностранному
языку для поступления в магистратуру
МГИМО МИД России
(очно-заочная форма обучения)**

МОСКВА – 2017

**Вступительные экзамены в магистратуру
МГИМО МИД РФ
Примерные программы по иностранным
языкам**

**ТРЕБОВАНИЯ К УРОВНЮ
ИНОЯЗЫЧНОЙ КОМПЕТЕНТНОСТИ
ПОСТУПАЮЩИХ В МАГИСТРАТУРУ
МГИМО МИД РФ**

Согласно стандартам Министерства образования и науки 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 (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.

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 социально-культурного компонента и речевого этикета.

Чтение

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

Письмо

Владение навыками аргументированного ответа на поставленный вопрос в соответствии с принятыми нормами письменного речевого этикета.

ФОРМАТ ВСТУПИТЕЛЬНОГО ЭКЗАМЕНА ПО ИНОСТРАННЫМ ЯЗЫКАМ

| Раздел | Форма контроля | Максимальное количество баллов |
|------------------|---|--------------------------------|
| Чтение | Различные формы письменного тестирования на основе прочитанного материала социально-культурного или общественно-политического содержания | 40 |
| Письмо* | Мини-эссе на заданную тему | 30 |
| Говорение | Развитие предложенного тезиса социально-культурного или общественно-политического содержания (с заданными параметрами по продолжительности говорения) | 30 |
| Итого | | 100 |

- Выполнение заданий на основе прочитанного материала по общественно-политической и социально-культурной тематике. Объем-3000-3200 печатных знаков.

- Мини-эссе на предложенную тему. Объем – 50-70 слов.

- Устная презентация по предложенному тезису.

Продолжительность говорения - 2 мин.

Общее время на выполнение заданий по разделам «Чтение», «Письмо», и подготовку устной презентации тезиса по разделу «Говорение» - не более 35 мин.

* Студенты, поступающие с языками стран Ближнего и Среднего Востока, китайским, вьетнамским, лаосским, тайским, японским, корейским, индонезийским, монгольским, индоиранским и африканскими языками, вместо мини-эссе выполняют перевод с иностранного языка на русский текста социально-культурного или общественно-политического содержания объемом 500-600 печатных знаков

КРИТЕРИИ ОЦЕНКИ

| Раздел (максимальное количество баллов) | Параметры оценки результата | Баллы, вычитаемые за несоответствие параметрам |
|--|---|---|
| Чтение (30) | Адекватность восприятия и обработки прочитанной информации в соответствии с поставленной задачей | 5 (за каждую ошибку) |
| Письмо (20) | Соответствие содержания эссе заданной теме | 10 |
| | Соблюдение формата эссе | 2 |
| | Аргументированность и логичность изложения | 1 |
| | Адекватность лексического и грамматического выражения (корректность использования лексики, сочетаемость, грамматическая корректность) | 1 за каждую ошибку |
| | Соблюдение стилистических норм | 1 |
| | Соответствие заданному объему (50-70 слов) | 20 – от 0 до 19 слов 10 – от 20 до 39 слов 5 – от 40 до 49 слов 5 – от 71 до 80 слов 10 – от 81 до 90 слов 20 – 91 слово и более |
| Говорение (20) | Аргументированность и логичность высказывания | 1 |
| | Адекватность лексического выражения (корректность использования тематической лексики, точность, уместность, сочетаемость) | 1 - за первые две ошибки 1 - за каждую последующую |
| | Грамматическая корректность | 1 - за первые две ошибки 1 - за каждую последующую |
| | Беглость речи | 2 |
| | Соблюдение временного формата (в % к отведенному времени) | 20 - от 1% до 50% 10 - от 51% до 75% 5 - от 76% до 90% |
| | Соответствие содержания высказывания заданной теме | 10 |

АНГЛИЙСКИЙ ЯЗЫК

Образцы заданий по разделам

1. Чтение (Reading)

Виды заданий в билете могут отличаться от представленных в образце.

Образец

Read the article.

Almost Human?

Steven Spielberg's 2001 film *A.I.* is the story of David, a robot-boy who can think and feel like a human. The film is set in the distant future, but the idea is not as far-fetched as it may seem at first. Today scientists are developing computers that are capable of interacting and communicating with humans.

It all started in 1950 when the British mathematician Alan Turing, who had famously helped to break German military codes during the Second World War, asked how scientists would know whether computers had successfully achieved truly artificial intelligence. His suggestion was that, in order for a computer to be described as truly intelligent, it had to give replies in a conversation which could not be distinguished from a human's replies.

New Yorker Hugh Loebner was fascinated by the idea of artificial intelligence, and in the early 1990s offered \$100,000 to the first program to pass the 'Turing Test', that is, to successfully fool a panel of judges into thinking it was a real person. That challenge has turned into an annual competition, but despite 16 years of trying, no technology has made that breakthrough, and the grand prize remains unclaimed.

However, every year the judges award a prize to the computer program that comes closest to passing the test, and in 2006 the lucky winner was Joan. She is just a few years old but is already very talkative. Joan's maker, the British entrepreneur Rollo Carpenter, emerged victorious after a day of intense competition as a quartet of software experts and their creations battled it out in a blind test held at University College London. The judges held typed conversations - similar to an Internet chat program - with all four of the

challengers, before they declared Joan the world's most human computer program.

The victory earned Carpenter a \$2,000 prize and a bronze medal - and also helped him retain the title he first won last year for the first time with a computer program called George. Both Joan and George are based on technology that Carpenter has named 'Jabberwacky'. What's unusual about Jabberwacky is that it uses its experience of interaction with humans to create a store from which to draw its next response. The Jabberwacky system has entered the competition every year since 2003, and now seems to be building up an impressive lead over its rivals. That may be helped by the fact that it is always able to enlarge its database through conversations online.

'I'm very pleased,' said Carpenter. In a way this is a very subjective test... but I believe that for practical purposes, people will believe Joan is a human.'

Carpenter has already identified a possible role for computers like Joan. He is working with call centre companies to help train his robots to understand how better to interact with humans, with the possibility of using them to replace human workers in the near future - a prospect that fills many people with horror.

However, experts say that a program that will successfully pass the Turing test and scoop the \$100,000 prize is still some years away. 'We're still a long way off, but I think Rollo Carpenter is onto something' said Duncan Graham-Rowe, one of the judges. Carpenter is not put off, being used to the long haul. The very first version of the program was written in 1982, and ran on a Sinclair ZX81, a primitive home computer which had a maximum of 16K of RAM!

Answer multiple choice questions 1-6. Only one answer is correct.

1. Robots such as David in Spielberg's film *A.I.*

- A are completely unrealistic.
- B already exist.
- C could conceivably exist in the future.
- D are being developed by scientists.

2. According to Alan Turing, what would a computer that could think for itself be able to do?

- A answer questions
- B win the Hugh Loebner competition
- C take part in a conversation with you and make you think it was human
- D break military codes

3. What was the result of the competition this year?

- A Joan won the \$100,000 prize.
- B Joan won the competition for the second time.

- C Joan was considered the most human of the four competitors.
- D None of the competitors was good enough to win a prize.

4. According to the text, what is unusual about the technology behind Joan?

- A Its store of responses grows larger as it interacts with humans.
- B It drives a number of programs that have won the competition.
- C It's much better than its rivals.
- D Its name, 'Jabberwacky'.

5. Joan's maker, Rollo Carpenter, is happy with the result because

- A the test was subjective.
- B he thinks people will believe that Joan is human.
- C he won a lot of money.
- D he has got a job working with call centre companies.

6. What is the experts' view of artificial intelligence?

- A Carpenter's computer is too basic.
- B Robots will replace human workers in call centres.
- C Carpenter will definitely win the competition in the future.
- D Nobody will win the Loebner competition in the near future.

KEYS

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| D | C | C | A | B | D |

2. Письмо (Writing)

**МИНИ-ЭССЕ
PARAGRAPH WRITING**

Мини-эссе (50-70 слов) на заданную тему.

Образец

Answer the following question:

What are the main factors of a successful career?

Write 50-70 words.

Use the following plan:

- make an introduction expressing your personal opinion
- give 2-3 arguments to support your position
- make a conclusion restating your position

(Do NOT copy the question)

I am convinced that the cornerstones of professional success are good education and hard work.

It's common knowledge, that nowadays a degree from a prestigious university can significantly enhance career prospects. Yet, vocational accomplishments are hardly imaginable without routine laborious activity.

To sum up, in modern knowledge economy only a well-educated hard-working specialist can climb up the career ladder. (59 words)

Некоторые рекомендации по написанию мини-эссе

The secrets to paragraph writing lie in four essential elements, which when used correctly, can make a great paragraph.

Element #1: Unity. Paragraph unity means that one paragraph is about ONLY ONE main topic. That is, all the sentences -- the topic, supporting sentences and the concluding sentence -- are all telling the reader about ONE main topic.

Element #2: Order. Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of details, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established.

Element #3: Coherence. Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has an easy time understanding the ideas that you wish to express. Using such connectors as For example, On the one hand, However, First, Second, Third, etc. is an important way of providing coherence in a paragraph.

Element #4: Completeness. Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. Usually three supporting sentences, in addition to the topic sentence and the concluding sentence are needed for a paragraph to be complete.

A basic paragraph structure usually consists of the topic sentence, (three) supporting sentences, and the concluding sentence.

1. Topic Sentence

The topic sentence is the first sentence in a paragraph which introduces the main idea of the paragraph by summarizing the main idea of your paragraph and indicating to the reader what your paragraph will be about.

2. Supporting Details

Supporting facts, details, and examples come after the topic sentence, making up the body of the paragraph and giving details to develop and support the main idea of the paragraph.

3. Closing Sentence

The closing sentence is the last sentence in the paragraph which restates the main idea of your paragraph using different words.

3. 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?

Таблицы пересчета результатов международных экзаменов в баллы МГИМО.

IELTS (International English Language Testing System, Academic)

| Баллы IELTS | Баллы МГИМО |
|--------------------|--------------------|
| 9,0 | 100 |
| 8,5 | 95 |
| 8,0 | 90 |
| 7,5 | 85 |
| 7,0 | 80 |
| 6,5 | 75 |
| 6,0 | 70 |
| 5,5 | 65 |

TOEFL (Test of English Learners Testing System)

| Баллы TOEFL | Баллы МГИМО |
|------------------------|------------------------|
| 120 | 100 |
| 119 | 99 |
| 118 | 98 |
| 117 | 98 |
| 116 | 97 |
| 115 | 96 |
| 114 | 95 |
| 113 | 94 |
| 112 | 93 |
| 111 | 93 |
| 110 | 92 |
| 109 | 91 |
| 108 | 90 |
| 107 | 89 |
| 106 | 88 |
| 105 | 88 |
| 104 | 87 |
| 103 | 86 |
| 102 | 85 |
| 101 | 84 |
| 100 | 83 |
| 99 | 83 |
| 98 | 82 |
| 97 | 81 |
| 96 | 80 |
| 95 | 79 |
| 94 | 78 |
| 93 | 78 |
| 92 | 77 |
| 91 | 76 |
| 90 | 75 |
| 89 | 74 |
| 88 | 73 |
| 87 | 73 |
| 86 | 72 |
| 85 | 71 |
| 84 | 70 |
| 83 | 69 |
| 82 | 68 |
| 81 | 68 |

| | |
|----|----|
| 80 | 67 |
| 79 | 66 |
| 78 | 65 |
| 77 | 64 |
| 76 | 63 |
| 75 | 63 |
| 74 | 62 |
| 73 | 61 |
| 72 | 60 |

GMAT (Graduate Management Admission Test)

| Баллы GMAT | Баллы МГИМО |
|-----------------------|------------------------|
| 800-680 | 100 |
| 675-670 | 99 |
| 665 | 98 |
| 660 | 97 |
| 655-650 | 96 |
| 645 | 95 |
| 640 | 94 |
| 635-630 | 93 |
| 625 | 92 |
| 620 | 91 |
| 615-610 | 90 |
| 605 | 89 |
| 600-595 | 88 |
| 590 | 87 |
| 585 | 86 |
| 580-575 | 85 |
| 570 | 84 |
| 565 | 83 |
| 560-555 | 82 |
| 550 | 81 |
| 545 | 80 |
| 540-535 | 79 |
| 530 | 78 |
| 525 | 77 |
| 520-515 | 76 |
| 510 | 75 |
| 505-500 | 74 |
| 495 | 73 |
| 490 | 72 |
| 485-480 | 71 |
| 475 | 70 |
| 470 | 69 |
| 465-460 | 68 |
| 455 | 67 |
| 450 | 66 |
| 445-440 | 65 |
| 435 | 64 |
| 430-425 | 63 |
| 420 | 62 |
| 415 | 61 |
| 410-405 | 60 |

SAT (Scholastic Aptitude Test)

| баллы SAT | баллы МГИМО |
|------------------|------------------------|
| от 2000 до 1981 | 100 |
| от 1980 до 1961 | 99 |
| от 1960 до 1941 | 98 |
| от 1940 до 1921 | 97 |
| от 1920 до 1901 | 96 |
| от 1900 до 1881 | 95 |
| от 1880 до 1861 | 94 |
| от 1860 до 1841 | 93 |
| от 1840 до 1821 | 92 |
| от 1820 до 1801 | 91 |
| от 1800 до 1781 | 90 |
| от 1780 до 1761 | 89 |
| от 1760 до 1741 | 88 |
| от 1740 до 1721 | 87 |
| от 1720 до 1701 | 86 |
| от 1700 до 1681 | 85 |
| от 1680 до 1661 | 84 |
| от 1660 до 1641 | 83 |
| от 1640 до 1621 | 82 |
| от 1620 до 1601 | 81 |
| от 1600 до 1581 | 80 |
| от 1580 до 1561 | 79 |
| от 1560 до 1541 | 78 |
| от 1540 до 1521 | 77 |
| от 1520 до 1501 | 76 |
| от 1500 до 1481 | 75 |
| от 1480 до 1461 | 74 |
| от 1460 до 1441 | 73 |
| от 1440 до 1421 | 72 |
| от 1420 до 1401 | 71 |
| от 1400 до 1381 | 70 |
| от 1380 до 1361 | 69 |
| от 1360 до 1341 | 68 |
| от 1340 до 1321 | 67 |
| от 1320 до 1301 | 66 |
| от 1300 до 1281 | 65 |
| от 1280 до 1261 | 64 |
| от 1260 до 1241 | 63 |
| от 1240 до 1221 | 62 |
| от 1220 до 1201 | 61 |
| от 1200 до 1181 | 60 |

BEC Higher (Business English Certificate)

| баллы BEC Higher | баллы МГИМО |
|-------------------------|--------------------|
| A | 100 |
| B | 90 |
| C | 80 |
| D | 65 |

ICFE (International Certificate in Financial English)

| баллы ICFE | баллы МГИМО |
|--------------------|--------------------|
| C1 Pass with Merit | 100 |
| C1 Pass | 90 |
| B2 Pass | 80 |
| Narrow Fail | 65 |

ILEC (International Legal English Certificate)

| баллы ILEC | баллы МГИМО |
|--------------------|--------------------|
| C1 Pass with Merit | 100 |
| C1 Pass | 90 |
| B2 Pass | 80 |
| Narrow Fail | 65 |

CAE (Certificate in Advanced English)

| баллы CAE | баллы МГИМО |
|------------------|--------------------|
| Grade A | 100% |
| Grade B | 90% |
| Grade C | 80% |

CPE (Certificate of Proficiency in English)

| баллы CPE | баллы МГИМО |
|------------------|--------------------|
| Grade A | 100% |
| Grade B | 97% |
| Grade C | 95% |