

**Материалы междисциплинарного экзамена  
для поступающих на направление подготовки 44.04.01 «Педагогическое  
образование»  
направленность (профиль) программы: «Языковое образование»**

**Раздел "Методика обучения иностранным языкам "**

1. Учебные действия, направленные на формирование и совершенствование речевых умений и навыков и составляющие главную часть учебной работы на уроке – это \_\_\_\_:
  - а) методы;
  - б) приемы;
  - в) упражнения;
  - г) технологии.
  
2. В основе принципа учета родного языка лежат следующие тенденции:
  - а) явление дифференциации;
  - б) явление переноса;
  - в) явление перевода;
  - г) явление интерференции.
  
3. Выберите компоненты содержания обучения:
  - а) общие учебные умения
  - б) знание правил речевого и неречевого поведения
  - в) сферы коммуникативной деятельности
  - г) самостоятельное совершенствование в овладении иностранным языком
  - д) лингвистические знания и формируемые с их помощью речевые навыки
  - е) лингвострановедческие и страноведческие знания
  
4. Установите соответствие между типом упражнений и их назначением:

1.	языковые	А - Направлены на речевую тренировку речевого
2.	речевые	материала в учебной коммуникации, имитирующей
3.	условно-речевые	естественную
		Б - Направлены на развитие и совершенствование
		речевых умений на основе приобретенных знаний и
		сформированных навыков
		В - Направлены на усвоение обучающимися языковой
		формы. Результатом их выполнения является
		формирование навыков
  
5. Что из указанного ниже является одной из особенностей диалогической речи?
  - а) разноструктурность предложений и сложный синтаксис.
  - б) экстралингвистическая обусловленность.
  - в) контекстность.
  - г) полнота и развернутость.
  
6. Выберите пути семантизации лексики:

- а) подача слова в отдельном предложении
- б) подача слова через печатный текст
- в) усвоение слов в тренировочных упражнениях
- г) беседа
- д) аудирование текста
- е) рассказ с элементами беседы

7. Определите, какие из приведённых ниже особенностей характеризуют монологическую речь:

- а) целенаправленность
- б) реактивность
- в) непрерывный характер
- г) смысловая законченность

8. Лингвистический компонент содержания обучению письму включает

- а) письменную речь
- б) запись
- в) орфографию
- г) вербальные опоры
- д) графику

## **КЕЙСЫ**

**1. Определите последовательность действий при формировании навыков чтения на начальной ступени обучения:**

- а. обучение буквам, которые чаще всего встречаются в речевых моделях
- б. обучение алфавиту с разграничением букв и звуков
- в. чтение интернациональных слов, одновременно изучая буквы и звуки, ими передаваемые, устанавливая их различия в родном и иностранном языках
- г. обучение чтению слов, с опорой на графический образ слова в целом
- д. обучение согласным буквам, формирование звукобуквенных соответствий

**2. Установите правильную последовательность действий при дедуктивном методе обучения грамматике ИЯ:**

- а. выполняются подстановочные упражнения
- б. обучающиеся находят данное грамматическое явление в предложениях, называют форму, объясняют его значение и употребление
- в. изучается правило, сформулированное обычно с использованием специфических грамматических терминов
- г. выполняются трансформационные упражнения
- д. выполняются переводные упражнения с родного языка на иностранный

**3. Восстановите последовательность обучающих действий учителя и учебных действий обучающихся при обучении аудированию:**

- а. дать установку на прослушивание текста с целью понимания его общего содержания
- б. снять лексические и грамматические трудности
- в. проверить детальное понимание текста
- г. проверить понимание общего содержания текста
- д. дать установку на повторное прослушивание текста с целью выявления определенных подробностей

**4. Восстановите методическую последовательность действий учителя и обучающихся при обучении диалогической речи на основе диалога-образца:**

- а. повторение отдельных реплик диалога за учителем или диктором
- б. чтение диалога по ролям и заучивание реплик
- в. прослушивание диалога-образца и контроль понимания его содержания
- г. воспроизведение заученного наизусть диалога-образца обучающимися
- д. варьирование диалога-образца в соответствии с новыми ситуациями
- е. варьирование диалога-образца в пределах одной ситуации

***Раздел «Педагогика»***

**1. Установите соответствие между направлениями и формами воспитания:**

1) нравственное воспитание	А) устный журнал «О спорт! Ты мир!»
2) физическое воспитание	Б) фестиваль учебных проектов
3) эстетическое воспитание	В) подготовка игровой программы для воспитанников детского дома
4) интеллектуальное воспитание	Г) конкурс детских рисунков «Город моей мечты»

**2. К словесным методам обучения относятся...**

- 1) поощрение
- 2) беседа
- 3) упражнение
- 4) поручение

**3. Пример относится к методам:**

- 1) стимулирования
- 2) исследования
- 3) организации деятельности и поведения
- 4) формирования сознания личности

**4. К средствам обучения относятся...**

- 1) урок
- 2) учебник
- 3) консультация
- 4) электронный образовательный ресурс

**5. Способы совместной деятельности педагога и учащихся, направленные на решение дидактических задач, называются \_\_\_\_\_ обучения.**

- 1) приемами
- 2) методами
- 3) средствами
- 4) формами

**6. Основным фактором, определяющим тип семейного воспитания, выступает...**

- 1) заработная плата родителей
- 2) учебная успеваемость ребенка
- 3) совместный досуг

4) стиль взаимоотношений между родителями и детьми

7. Наиболее распространенным типом урока в современной школе является...

- 1) урок изучения нового материала
- 2) урок формирования умений и навыков
- 3) комбинированный урок
- 4) контрольно-проверочный урок

8. Установите соответствие:

1) развитие	А) усвоение человеком ценностей, норм, установок, образцов поведения, присущих в данное время данному обществу, социальной общности, группе и воспроизводство им социальных связей и социального опыта
2) образование	Б) целенаправленный процесс и результат овладения человеком системой научных знаний, познавательных умений и навыков и формирования на этой основе мировоззрения личности.
3) социализация	В) процесс целенаправленного формирования качеств личности в условиях специально организованной воспитательной системы
4) воспитание	Г) процесс и результат количественных и качественных изменений в организме, психике, интеллектуальной и духовной сфере человека

9. Теория воспитательного детского коллектива была разработана

- 1) Н.К.Крупской,
- 2) И.Г.Песталоцци,
- 3) А.С.Макаренко,
- 4) К.Д.Ушинским.

10. Диагностика межличностных отношений в классе, оценка социального статуса каждого ученика могут быть проведены методом...

- 1) беседы
- 2) наблюдения
- 3) социометрии
- 4) теоретического анализа

11. К формам организации обучения НЕ относится...

- 1) домашняя работа
- 2) беседа
- 3) урок
- 4) экскурсия

## **Задания по английскому языку**

### **Part 1 Reading**

#### **Task I**

*You are going to read an article about people who bought clothes in different ways. For questions 1-12, choose from the people (A-D).*

#### **Shopping for clothes**

##### **A Brad Stevens**

I was food shopping in the big supermarket near here and I saw they were selling jeans at a ridiculously low price, so I thought I'd pick up a pair. Later when I remembered I had a job interview the week after, I realised I should have bought some formal trousers instead, but I suppose it was just one of those things you suddenly do when you see something going cheap. Even though I probably could have got them for less on eBay. Anyway, I spent quite a bit of time going through this great pile of jeans because all the different sizes were mixed up and they weren't very clearly marked 'large' or 'extra large' or whatever. Eventually I came across a pair that seemed about my size and headed for the checkout. It was very slow there, and I got fed up standing in a line of about ten customers. Why they don't open more checkouts at busy times I really don't know.

##### **C Tania Ferreira**

I was walking along the pavement looking for something new to wear when a sign in a shop window saying 'cotton jackets 50% off' caught my eye, so I went in. They didn't have one in my size but said they could order it for me. A few days later they called me to say it'd arrived and I went back to the shop to collect it. It fitted me perfectly, but when I tried it on, I just didn't like the colour, a kind of grey-brown, and I said I'd prefer a lighter one. Again I had to wait, and again I went back to the shop. This time everything seemed fine, and I paid for it and took it home. After I'd worn it twice, though, I put it through the washing machine and was most upset to find it'd shrunk, despite the fact that I'd followed the washing instructions exactly. It was a waste of money, really.

##### **B Sara Desai**

I saw a stall selling sweaters when I was wandering around my usual clothes market and there was such a wide range of lovely ones that I was spoilt for choice. In the end I made my mind up and I enquired whether they had a particularly attractive pale blue one in medium. The stall holder said they had. I couldn't try it on there and then but I was sure it would fit me. So I paid and took it home. There I discovered that the sleeves were far too short so I had to take it back. That was annoying, but the man on the stall quickly found me a larger one for the same very reasonable price and that turned out to be just right on me. I'd wasted an hour or so traveling to and from the market, but I still wouldn't dream of shopping for things like that anywhere else.

##### **D Ali Haddad**

I'd picked up lots of things like books and computer games online, but that was the first time I'd actually got myself something to wear over the Internet. It looked like a really lovely shirt and the price was incredibly low, so I clicked on 'Buy it now', paid by credit card and waited for it to arrive. I thought afterwards that perhaps I should have emailed the seller to check the colour, because although it looked fine in the photo, it might not be exactly what I wanted. In the event I needn't have worried, and I was absolutely delighted when I saw it. I would have got another one if I'd known how good it would look.

## Which person

1. was pleased with a replacement item?
2. regretted not buying a different kind of item?
3. was disappointed with the item after they had owned it for some time?
4. had difficulty deciding which to buy as there were so many attractive items?
5. became impatient while waiting to pay for the item?
6. had not previously bought clothes that way?
7. had difficulty finding the right item because of the labelling?
8. bought an item that was the wrong size?
9. asked the seller a question about the item before they bought it?
10. says they will always buy clothes in the same place?
11. had not intended to buy clothes there?
12. was in the street when they saw the item advertised?

## Task II

*You are going to read a text. For questions 13-19, choose the answer (1, 2, 3 or 4) which you think fits best according to the text.*

### ZOOKEEPERS FOR A DAY

A visit to the zoo is one of the defining day trips of childhood, but the fascination tends to fade during the teenage years. However, the 'Keeper for the day' schemes currently being offered by several British zoos are proving a surprising hit among adolescents.

Peter Maltby, 16, has travelled from his home to be the keeper for the day at Colchester Zoo. The trip is at present from his parents, who are accompanying him. 'We used to take Peter and his sister to the zoo as children and it gave them both a love of wildlife', says his mother. Peter heard about the scheme from his school friend. 'He raved about how good it was', he says. The zoo offers two options, and while his school friend chose his carnivores (white tiger, snow leopard and lions), fed red pandas, penguins and seals, and visited iguana incubation room, Peter chose the "primates, birds of grey, small mammals and elephants" option. His first session involves feeding lemurs and rare gelada baboons and, as he dispenses bananas, some sit on his head. Then it is on to the Falconry Centre, where gingerly at first but with growing confidence, he handles several fearsome-looking birds of prey, including hawks, falcons and vultures.

Colchester Zoo's business manager, Alex Burr, says the scheme has become extremely popular. Elsewhere, it is a similar story. Geoff Worden of Blackpool Zoo says their scheme has really taken off. The days do not come cheap, but they do provide essential funds for conservation and endangered species programmes for the zoos. 'They also offer a unique opportunity for participants to learn a lot about how a zoo works and to spend time with everything from birds, reptiles and sea lions to gibbons, tigers and zebras', says Worden. 'Naturally we get youngsters who are thinking of a career with animals or in a zoo, but its appeal is broader than that. Afterwards, everyone realizes just what hard work it is looking after animals. They lose any idea that it's a cushy job and come away impressed with the care and dedication of zookeepers who might spend a full night with a sick animal – and realize that there are some things that are not about money, which can be refreshing'.

At Paignton Zoo, keepers for the day are also expected to 'muck in' and 'muck out'. 'This is not just a chance to meet some of the animals close up, this is real work,' says the Zoo's Phil Knowling. 'we get our share of youngsters on the scheme, some budding vets included, and everyone gets something different out of it. Not surprisingly, some are a bit wary of the reptiles and it can be unnerving to go into an enclosure full of hanging, twittering bats, but they gain a lot from their day.'

Some lucky participants in these schemes experience the drama of an animal birth, or are present at the introduction of a new species to the zoo, but also the reality is likely to be less dramatic, most seem entranced by the experience. 'From feeding giant tortoises, stroking the belly of a pregnant tapir, to holding out live locusts for the excitable lemurs, I had a fantastic day,' one participant wrote to Bristol Zoo. 'I can't actually remember the last time I was in such a rush to get up in the morning. It was a great day. I left full of information and experience that I would never normally have come across,' another reported back.

13. The writer says in the first paragraph that many young people

- 1) are unaware of the "Keeper for the Day" schemes.
- 2) don't like being taken to zoos when they are very young.
- 3) tend to lose interest in zoos as they get older.
- 4) only become interested in zoos when they are teenagers.

14. We are told that when Peter Maltby took part in the scheme,

- 1) his parents went with him because he was nervous.
- 2) his school friend's advice was of little help to him.
- 3) he chose the option he thought would be the easiest.
- 4) he began to feel better as one of the sessions went on.

15. What does Geoff Worden say about the scheme at his zoo?

- 1) It is not exactly the same as schemes at other zoos.
- 2) All kinds of young people take part in it.
- 3) It is particularly useful for people considering a career with animals.
- 4) His zoo has to charge more for it than other zoos charge.

16. What is meant by 'cushy' in the third paragraph?

- 1) easy
- 2) boring
- 3) dangerous
- 4) glamorous

17. What does Philip Knowling say about the scheme at the zoo?

- 1) A few people regret taking part in it.
- 2) He has made changes to it since it started.
- 3) It involves more contact with animals than other schemes.
- 4) Not all the people who take part in it are young.

18. In the final paragraph, the writer says that taking part in one of the schemes

- 1) often includes experiencing dramatic events.
- 2) can be a more exciting experience at some zoos than at others.
- 3) may change people's views of what happens in zoos.
- 4) is usually a very enjoyable experience.

19. One of the participants who wrote after taking part in a scheme mentioned

- 1) a feeling of great excitement before the event.
- 2) a feeling of surprise at the variety of activities involved.
- 3) overcoming their fear when dealing with creatures.
- 4) learning about creatures they had not previously heard of.

## *Part 2 Use of English*

### **Task 1. Complete the sentences using words or phrases A-D.**

1. After oil \_\_\_\_\_ under the sea near the Welsh Coast, Britain has become self-sufficient in this energy source.  
A) discovered  
B) will be discovered  
C) was discovered  
D) is discovered
2. I think that he was lonely because he had few friends and \_\_\_\_\_ of his neighbours ever spoke to him.  
A) neither  
B) none  
C) either  
D) no
3. As you can see from the letter I \_\_\_\_\_ my address and live in Oxford now.  
A) change  
B) have changed  
C) changed  
D) had changed
4. Copper tubing is the preferred choice of plumbers \_\_\_\_\_ noncorrosive.  
A. since it is  
B. because of  
C. it is  
D. insofar as
5. \_\_\_\_\_ “cultural diffusion” refers to the spread of customs or practices from one culture to another.  
A. To phrase  
B. Phrased  
C. To the phrase  
D. The phrase
6. The financial manager's job \_\_\_\_\_ among the many sources of finance for the best interest rates available.  
A. to shop around is  
B. to shop around it is  
C. is it to shop around  
D. is to shop around



7. Trace minerals are \_\_\_\_\_ are elements needed in greater quantities.
- A. as important to healthy human tissue as
  - B. most important to healthy human tissue
  - C. to healthy human tissue as important
  - D. important to healthy human tissue
8. \_\_\_\_\_ daily promotes physical as well as emotional well-being in people of all ages.
- A. Having exercised
  - B. Those who exercise
  - C. Exercising
  - D. For exercising
9. Bill said that he \_\_\_\_\_ for me outside when I got to the station.
- A) will be waiting
  - B) is waiting
  - C) would be waiting
  - D) waits

**Task II. Read the text below. Fill in the spaces with the right form of the words given below.**

### UNDERSTANDING BODY LANGUAGE

Body language makes up 50–100% of a conversation, whether we want it to or not. People don't always say what they think.. Here's how to interpret those non-verbal clues.

Eye contact is one of the most important **1**\_\_\_\_\_ of body language. Most of us are comfortable with a few second's eye contact, but anything longer can seem aggressive or intense. Equally, if you're talking to someone who looks away a lot, **2**\_\_\_\_\_ that they are bored.

If someone is on the same wavelength as you, they'll often adopt the same postures as you. So if people start to copy you, it **3**\_\_\_\_\_ that they're open to your ideas. But if a person's body and feet are turned away from you, even though they're looking at, it means they'd rather be moving the way their feet are pointing.

Most people cross their arms if they're feeling defensive or negative. So **4**\_\_\_\_\_ someone says they verbally agree with you, if they can cross their arms they really don't. Their critical stance will continue until they have uncrossed their arms, so try to find out what's **5**\_\_\_\_\_ them.

When someone is lying, they tend to become generally less expressive with their hands, but make a lot of shrugging and hand-to-face gestures. Hands or fingers covering the mouth **6**\_\_\_\_\_ deceit – the brain is subconsciously telling the hand to stop the deceitful words from coming out.

Tilting the head to the side shows some **7**\_\_\_\_\_ in what's being said. When people drop their heads, they are displaying a negative, judgmental or critical attitude. Using a hand to support your head suggests boredom has set in.

- |                  |               |               |             |
|------------------|---------------|---------------|-------------|
| 1. a) ways       | b) pieces     | c) marks      | d) aspects  |
| 2. a) convince   | b) assume     | c) evaluate   | d) identify |
| 3. a) means      | b) represents | c) intends    | d) involves |
| 4. a) as long as | b) unless     | c) provided   | d) even if  |
| 5. a) suffering  | b) bothering  | c) overcoming | d) teasing  |
| 6. a) clarify    | b) present    | c) point      | d) indicate |
| 7. a) attention  | b) enthusiasm | c) interest   | d) focus    |

**Task III. The items in this part have four underlined words or phrases. Identify the one underlined expression that must be changed for the sentence to be correct.**

- Christopher Columbus first seen Native Americans when he discovered the Caribbean Islands on October 12, 1492.  
A B C D
- To fit on an ecosystem, an organism must be able to adapt or become a part of it  
A B C D
- Theoretical biologist Aristid Lindenmayer is known for him description of the developmental processes in multicellular structures.  
A B C D
- Many artists receive promote backing from government agencies as well as from private individuals and firms.  
A B C D
- With the development of underwater breathing equipment, helmeted divers can now descend six hundred foot if they breathe a special mixture of gases.  
A B