

МИНИСТЕРСТВО КУЛЬТУРЫ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФГБОУ ВО ВОСТОЧНО-СИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ
КУЛЬТУРЫ

УТВЕРЖДАЮ:

И.о. проректора по научной работе

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**ПРОГРАММА ВСТУПИТЕЛЬНЫХ ИСПЫТАНИЙ В АСПИРАНТУРУ
ПО АНГЛИЙСКОМУ ЯЗЫКУ**

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Структура вступительного экзамена по английскому языку:

- 1) письменный перевод оригинального текста по специальностям аспирантуры объемом 1800 п.з. с англо-русским словарем. Время выполнения – 60 мин.
- 2) аннотирование оригинального текста по специальностям аспирантуры объемом до 1500 п.з. Время выполнения – 15-20 мин.
- 3) монологическое высказывание по теме «Мои научные интересы». Беседа по теме с экзаменаторами.

Требования

Языковой материал

Лексика:

аффиксальное словообразование: суффиксы существительных –er/or, -ment, -ence/ance, -ing, -ness, -tion/ -ation/ -(s)ion, -ist, -ty, -ture; суффиксы прилагательных -ous, -able/-ible, -ful, -al, -ive, -ic(al), -less; суффиксы глаголов –ize, -(i)fy; суффиксы наречий -ly; префиксы отрицания dis-, un-, in-/im.

Грамматика.

Структура простого предложения. Формальные признаки подлежащего и сказуемого: позиция в предложении повествовательном и вопросительном. Местоимения. Безличное местоимение it (конструкции It is necessary..., etc). Существительные в единственном и множественном числе. Артикли. Конструкция there is/there are. Исчисляемые и неисчисляемые существительные. Слова, обозначающие количество. Числительные. Степени сравнения прилагательных и наречий. Вспомогательные глаголы be, have, do, will/shall. Времена группы Simple, Progressive, Perfect, Perfect Progressive в активном и пассивном залогах. Модальные глаголы can/could, must, may/might, have to, should. Однокомпонентное сказуемое. Многокомпонентное сказуемое (вспомогательные, связочные глаголы в сочетании с инфинитивом, причастием, именной (предложной) группой. Строевые слова– средства связи между элементами предложения but, and, as...as, either...or, neither...or, both ...and, etc.; клишированные словосочетания that's why, in addition, etc. Структура сложноподчиненного предложения. Союзы, союзные слова. Бессоюзные предложения. Неличные формы глагола: инфинитив, причастие, герундий.

1.Образец текста для письменного перевода (1задание):

Definitions of Culture

Anthropologists have been discussing and debating definitions of culture since the origin of the discipline in the 19th century. In 1952 two prominent American anthropologists, Alfred Kroeber and Clyde Kluckhohn, published an entire volume cataloging different definitions of culture. A useful summary of that discussion, grouping their 160 different definitions into eight categories, is provided by John Bodley in his Cultural Anthropology: Tribes, States and the Global System (1994). Bodley goes on to distill what is useful in these categories and to define culture in a useful way. Culture, he suggests, is made up of at least

three components: what people think, what they do, and the material products they produce. The problem with defining culture as shared values and beliefs, as some anthropologists do, is that there can be a vast difference between what people think they ought to do (value) and what they actually do (behavior). Moreover, we get much of our evidence for what people do from what people make - that is, from material things (what archaeologists study). So we really need to include all three components in a definition of culture.

Besides these components, culture has several properties: to quote Bodley, it is "shared, learned, symbolic, transmitted cross-generational, adaptive, and integrated." For example, there is common agreement in a culture on what things mean. In America, for example, brides wear white as a symbol of purity. In China, red is worn by a bride as a celebratory or "happy" color, while white is the color of mourning. Thus colors take on symbolic meaning, as do religious symbols (icons), art, etc. Culture is learned; none is inherited. And it is passed on from one generation to the next, which is why schools and families are so important in cultural transmission.

Culture is furthermore adaptive, which harks back to how cultures – and subcultures - are formed. That is what is meant by adaptive: if you live in a cold climate, you will learn to make shelter and clothing that keep you warm.

Culture is also integrated; that is, each aspect of a culture is consonant with every other. If not, there is cultural dissonance that risks a tearing apart. We speak of, in Clifford Geertz's terms, a "web of culture." It is like a woven cloth, a fabric.

(from *What is a Culture?* by Nancy Jervis)

2. Аннотация

(2 задание) это сжатое изложение содержания прочитанного текста в виде перечня основных положений по следующему алгоритму:

- выходные данные рассматриваемого текста (название, автор, источник);
- формулировка ключевой проблемы (о чем?);
- краткое изложение основных положений;
- оценочная часть.

Например:

The article under the headline "Folk Songs" written by J.Mackensie was published in the newspaper "Moscow News"... (можно указать дату). The text deals with the folk songs as a very popular kind of song. The author begins with the definition of the folk song. Then he characterizes its peculiarities, namely the age, texts, melodies and popularity. Further the author draws our attention to some reasons of the revival of the folk song tradition in the 1950s and 1960s which included, for instance, playing folk songs in the style of pop or rock music. J.Mackensie comes to the conclusion that traditional folk songs are still popular giving Irish folk tunes as an example.

Клише для составления аннотации:

The headline of the article is

The title of the text I've read is

The article I've read is headlined

The text under discussion is entitled
The author of the article / Its author is
This article written by ... was published in
The article under the headline ... written by ... was published in the journal / newspaper
The main idea/aim of the text is to tell about (to consider / to analyze / to characterize / to prove / to define / to compare / to classify / to describe ...) .
The article deals with
The text touches upon the problem of
The text is devoted to
At the beginning of the text the author reports / stresses / emphasizes
The author starts with / begins with the definition of / description of / analysis of
First of all / Then / Further, ...
Firstly / Secondly / Thirdly / Finally, ...
The text says / informs / stresses
The author gives a comprehensive / thorough analysis of
Besides / moreover / however ...
..., namely / i.e. = that is / just to name a few
According to the author / text ...
To prove this idea the author gives some figures / facts / examples.
Consequently / thus / hence
In conclusion the author draws our attention to
The author concludes / comes to the conclusion that
I find this text informative as it contains some interesting facts.
In my opinion this article is of no value because all these facts are known to me.

Примерный перечень вопросов

(3 задание):

What University (Academy, Institute) did you graduate from?

When did you graduate from the University?

What field do you major in?

What scientific issue was your graduation project devoted to?

Have you got any work experience? Where?

Why did you decide to take post-graduate courses?

What scientific problem(s) are you interested in?

What well-known Russian and foreign researchers in your field can you name?

Who is your scientific advisor (supervisor)?

Can you name any scientific papers (books, monographs) of your supervisor?

What problems do they deal with?

What is the theme of your investigation? What is its aim?

What is the object (subject) of your research?

Have you got any publications? etc.