

Затверджую

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РОВСЬКИЙ

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ПРОГРАМА

вступного випробування з англійської мови
для вступу вступників-нерезидентів на другий (магістерський рівень)
рівень вищої освіти

Програму ухвалено:

Вченою Радою Факультету лінгвістики

Протокол № 8 від « 27 » «березня» 2023 р.

Голова Вченої Ради

Зоя КОРНСВА

ВСТУП

Прийом вступників на навчання до КПІ ім. Ігоря Сікорського здійснюється відповідно до положень визначених «Порядком прийому на навчання для здобуття вищої освіти в 2023 році». Програму розроблено відповідно до «Правил прийому до КПІ ім. Ігоря Сікорського в 2023 році». Програму укладено для вступників, що складають вступне випробування з англійської мови для вступу на навчання для здобуття ступеня магістра.

ОСНОВНИЙ ВИКЛАД

Програма вступного випробування створена з урахуванням Загальноєвропейських рекомендацій з мовної освіти. Об'єктами оцінки є мовленнєва компетентність у читанні, говорінні, а також мовні лексичні та граматичні компетентності.

ЧАСТИНА I. ЧИТАННЯ

Мета – виявити рівень сформованості вмінь вступників самостійно читати і розуміти автентичні тексти за визначений проміжок часу. Завдання для визначення рівня сформованості іншомовної компетентності в читанні зорієнтовані на різні стратегії.

У тестах оцінюється уміння вступників розуміти прочитаний текст, виокремлювати ключову інформацію, узагальнювати зміст прочитаного, робити висновки на основі прочитаного.

Вступник повинен вміти:

- ✓ читати текст і визначати мету, ідею висловлення;
- ✓ читати (з повним розумінням) тексти, побудовані на знайомому мовному матеріалі;
- ✓ читати та виокремлювати необхідні деталі з текстів різних типів і жанрів;
- ✓ диференціювати основні факти та другорядну інформацію;
- ✓ розрізняти фактичну інформацію та враження;
- ✓ розуміти точки зору авторів текстів;
- ✓ працювати з різножанровими текстами;
- ✓ визначати структуру тексту і розпізнавати логічні зв'язки між його частинами;
- ✓ встановлювати значення незнайомих слів на основі здогадки, схожості з рідною мовою, пояснень у коментарі.

ЧАСТИНА II. ВИКОРИСТАННЯ МОВИ, ЛЕКСИКА

ЧАСТИНА III. ВИКОРИСТАННЯ МОВИ. ГРАМАТИКА

Мета – виявити рівень сформованості мовленнєвих і мовних граматичних і лексичних компетентностей вступників. Вступник повинен вміти:

- ✓ аналізувати й зіставляти інформацію;
- ✓ правильно вживати лексичні одиниці та граматичні структури;
- ✓ встановлювати логічні зв'язки між частинами тексту.

ЧАСТИНА IV. ГОВОРІННЯ

Вступник повинен вміти:

- ✓ здійснювати усне спілкування в межах окремих сфер, тем і ситуацій.

Task 1. Reading.

(20 points)

Read the text below. For questions (1-10) choose the correct answer (A, B, or C).

Who do you think will make the most use of robots in the future – teenagers or elderly people? Although we all know that in general younger people feel more comfortable with new technology than their parents and grandparents, robotics are predicting that as robot technology advances, human-like machines will become something we associate with the older generation. That's both because people who are less mobile and independent are more likely to need machines to carry out their household chores, and because older people tend to feel more confident dealing with technology if it looks, sounds, and behaves like a person. Although there are, of course, plenty of "silver surfers" who can browse the Internet as well as grandchildren, there are probably many more over-60s who convince themselves that they can't use anything computerised.

In Japan, there are already experimental robots in existence that can help people to get out of bed, to get back on their feet after they fall over and even to wash their hair. Robot designers are now close to creating robots that can not only remind people of when they need to take medication, but also administer the medication just as a nurse would if necessary, and even send video reports on patients to doctors. Before long, there could be robots that can act as all-round carers with minimal of human input. They will not even need a human being to give them a power supply. Instead, they will know how to plug themselves in when they need to be charged up. One expert in artificial intelligence has said that these care assistant robots have the potential to revolutionise people's lives as much as the invention of reading glasses and the discovery of fire. People in need of constant care will have no problem finding it via robotic nurses, and human carers will benefit from more breaks.

Robots are also being designed to help elderly people who are in good health to maintain their wellbeing and improve their fitness. Researchers at the University of Southern California have created a robotic gym instructor, which demonstrates the movements it asks people to make. The robot has a built in video camera, which it uses "watch" the movements of the person who's working out in front of it. If he or she does the exercises right, it praises them verbally. Perhaps, surprisingly when its designers tested the robotic gym instructor on people of all ages and asked them whether they would prefer to take instructions from a gym instructor on a video screen or the gym robot, their creation was by far the most popular choice, and among people across the generations!

1. According to the text, why are older people more likely to need robots to carry out their household chores?

- A They are less comfortable with new technology.
- B They are more mobile and independent.
- C They are more likely to have physical limitations.

2. What kind of robots are being designed to help maintain the wellbeing and fitness of elderly people in good health?

- A Robots to help with household chores.
- B Robotic carers with minimal human input.
- C Robotic gym instructors.

3. How do the researchers at the University of Southern California's robotic gym instructor help people improve their fitness?

- A By verbally praising them.

B By providing a video demonstration.

C By suggesting exercises for them to do.

4. What does the expert in artificial intelligence believe about the potential of care assistant robots?

A They will have a minimal impact on people's lives.

B They will benefit human carers by providing more breaks.

C They will not be able to replace human carers.

5. What will be the benefit of robots that can act as all-round carers with minimal human input?

A They will replace all human carers.

B They will require human beings to give them a power supply.

C They will revolutionize people's lives by providing constant care.

6. According to the text, who will benefit from the new technology in the future?

A teens with mobility problems

B people who have difficulty surfing the Internet

C teens who are not confident around technology

7. The Japanese robots mentioned in the second paragraph

A have been designed by doctors.

B are still in a testing phase.

C are very human-like.

8. According to the artificial intelligence expert, the Japanese robots

A will help people with reading problems.

B will run on minimal energy.

C will completely replace human carers.

9. The robotic gym instructor

A shows people how to do their exercises.

B isn't as popular as the video instructor.

C can suggest how people can improve their fitness.

10. What kind of robots have researchers at the University of Southern California created?

A a robotic arm

B a robotic gym instructor which demonstrates the movements

C care assistant robots

Task 2. English in use. Vocabulary.

(30 points)

Choose the correct answer (A, B, C or D).

11) Jenny into a fortune when she was twenty-one.

A came

B went

C got

D entered

12) Jane thinks she's better than people who haven't been to university and looks them.

A up to

B after

C down on

D out for

13) for time I think he's quite mad.

A Short

B Limited

C Cut

D Pressed

14) I've told her not to time on this project, but she never listens to me.

A put

B waste

C spoil

D spill

15) John left University and decided to for a job which he saw advertised in the magazine.

A set

B graduate

C update

D apply

16) She was a talented researcher and very soon was to a higher position.

A excelled

B boosted

C promoted

D upgraded

- 17) Jo is unemployed and receiving unemployment benefit. There's nothing worse than being on the
- A dole B help C fund D grant
- 18) I need your on this sheet of paper.
- A sign B signpost C signature D signifier
- 19) Would you me to finish early tonight?
- A remind B remember C suggest D recall
- 20) Be very careful with that painting; it's not just expensive, it's
- A valueless B countless C priceless D meaningless
- 21) My research advisor gave me a very useful of advice.
- A part B piece C plot D token
- 22) People made out of iron, and this period is known as the Iron Age.
- A tools B gadgets C appliances D kits
- 23) She's studying for a in ancient history because she's fascinated by it.
- A level B range C course D degree
- 24) Several years have since I saw Mark.
- A left B flown C passed D run
- 25) It's exhausting to from home to the university every day due to heavy traffic.
- A commute B move C relocate D pass

Task 3. English in use. Grammar.

(30 points)

Choose the correct answer (A, B, C or D).

- 26) 'Why were you so tired yesterday?' – 'Because I all morning.'
- A jog B was jogged C had been jogging D had been jogged
- 27) It was the first time I a live concert.
- A was ever seeing B had ever been seeing
C had ever seen D was ever seen
- 28) 'You live in a huge house, don't you?'
- 'Yes, but we ! We lived in a tiny flat a year ago.'
- A didn't use to B wouldn't C use not D weren't used to
- 29) Unfortunately, teachers days off very often.
- A don't get B aren't getting
C weren't getting D haven't been getting
- 30) Volleyball hurt my hands at first, but I finally..... it in the end.
- A was used B was used to C got used to D got use to
- 31) We're out of..... coffee, so could you get some from the supermarket?
- A a B an C the D –
- 32) Many people think there's point in joining a pressure group.
- A few B a few C little D a little
- 33) If I had understood the instructions properly, I the experiment correctly.
- A would have done B did C had done D have done
- 34) Students are not allowed to use these chemicals they are under the supervision of a technician.
- A if B in case C providing D unless
- 35) She couldn't find a hostel so we sleep at the railway station. It was awful!
- A must B had to C should D ought to
- 36) The prisoners are made the litter.
- A clean up B cleaning up C cleaned up D to clean up
- 37) James suggested for a coffee after work.

- A meeting B to meet C meet D be met
 38) No one seems to care about the environment,?
 A does he B do they C is he D are they
 39) Seldom such a difficult project in my career.
 A I have done B have I done C I did D am I doing
 40) The crime rate is high that citizens are terrified.
 A such B enough C so D –
The information is taken from different resources. See references.

Task 4. Speaking

(10+10=20 points)

a) Monologue speaking (20 points)

b) Dialogue speaking (20 points)

Topics for discussion:

- Future profession
- Causes and effects of environmental pollution
- Innovations in technology
- The pros and cons of using the Internet
- Your future speciality
- Online education
- Importance of education
- Your educational background


ПРИКІНЦЕВІ ПОЛОЖЕННЯ


Протягом вступного випробування не дозволяється використання вступниками паперових та електронних словників, довідників та електронних перекладачів.


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РОЗРОБНИКИ ПРОГРАМИ

Ольга ПАВЛЕНКО – к. пед. н., доцент, доцент кафедри англійської мови технічного спрямування №1 

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Наталія ЧІЖОВА – викладач кафедри англійської мови гуманітарного спрямування №3 

Програму рекомендовано:

кафедрою англійської мови технічного спрямування № 1

Протокол № 8 від 23 березня 2023 р.

В.о. завідувача кафедри  Артур ГУДМАНЯН

кафедрою англійської мови технічного спрямування № 2

Протокол № 8 від 15 березня 2023 р.

Завідувач кафедри  Юліана ЛАВРИШ

кафедрою англійської мови гуманітарного спрямування № 3

Протокол № 10 від 22 березня 2023 р.

Завідувач кафедри  Ірина СІМКОВА