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| | Частное образовательное учреждение высшего образования<br>«Академия управления и производства» |
| | СМК-ПГ 06.3.723-12/25 |

ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ

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Приложение 17 к приказу
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УТВЕРЖДЕНО
протоколом Ученого совета
от 26 декабря 2025 г. № 5
Ректор А.В. Борщева

# Программа
# вступительного испытания по дисциплине
# «Иностранный язык (английский)»

(проводимых ЧОУ ВО АУП самостоятельно)

Разработано:

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**Москва, 2025**

## Общие положения

Программа вступительного испытания по дисциплине «Иностранный язык (английский)» предназначена для абитуриентов, имеющих право на сдачу вступительных испытаний по учебным предметам и дисциплинам для обучения по программам бакалавриата.

Целью вступительного испытания является проверка знаний абитуриентов для проведения конкурсного отбора для дальнейшего обучения в ЧОУ ВО «Академия управления и производства».

Основной задачей вступительного испытания является проверка знаний иностранного (английского) языка абитуриента, необходимых для начала обучения по программе бакалавриата.

## 1 Содержание программы вступительного испытания

| № | Тема |
|---|---|
| 1 | Повседневная жизнь и быт, распределение домашних обязанностей в семье. Покупки |
| 2 | Жизнь в городе и сельской местности. Проблемы города и села |
| 3 | Общение в семье и школе, семейные традиции, межличностные отношения с друзьями и знакомыми |
| 4 | Здоровье и забота о нем, самочувствие, медицинские услуги. Здоровый образ жизни |
| 5 | Роль молодежи в современном обществе, ее интересы и увлечения |
| 6 | Досуг молодежи: посещение кружков, спортивных секций, клубов по интересам. Переписка |
| 7 | Родная страна и страна/страны изучаемого языка. Их географическое положение, климат, население, города и села, достопримечательности |
| 8 | Путешествие по своей стране и за рубежом, осмотр достопримечательностей |
| 9 | Природа и проблемы экологии |
| 10 | Культурно-исторические особенности своей страны и стран изучаемого языка |
| 11 | Вклад России и стран изучаемого языка в развитие науки и мировой культуры |
| 12 | Современный мир профессий, рынок труда |
| 13 | Возможности продолжения образования в высшей школе |
| 14 | Планы на будущее, проблема выбора профессии |
| 15 | Роль владения иностранными языками в современном мире |
| 16 | Школьное образование. Изучаемые предметы, отношение к ним. Каникулы |
| 17 | Научно-технический прогресс, его перспективы и последствия |
| 18 | Новые информационные технологии |
| 19 | Праздники и знаменательные даты в различных странах мира |

## 2 Примеры заданий

### Task №1

***Listen to the recording twice and for each question (1-5) mark one letter (A, B or C) for the correct answer.***

1. When it comes to work, a modern person thinks of:
A. finding a full-time job
B. doing something valuable
C. a shortage of creative jobs

2. In Athens, Aristotle founded a school for:
A. children of slaves
B. children of poor parents
C. children of rich parents

3. Saint Augustine proclaimed that:
A. intellectual work was better than manual work
B. the harder you work, the better your life gets
C. no matter how hard you work, you will never be happy

4. In the 16th century:
A. Michelangelo and Da Vinci both worked for the highest bidder
B. Michelangelo worked for free at the request of the Church
C. Da Vinci hired Michelangelo to do his work for him

5. In his Encyclopedie, Diderot DID NOT include a chapter about:
A. agriculturalists
B. bread makers
C. lawyers

### Task № 2

***Read the article. Choose the best sentence from the list to fill each of the gaps. For each gap 6-11, mark one letter (A to G). There is one extra sentence.***

**A** Yet ever since settlers had begun arriving in North America in the 16th century, there had been people who had pushed the frontier farther west.
**B** In addition, frontier families faced a nearly constant threat from the American Indians on whose lands they had settled.
**C** Beyond that, the land was a mystery – until Meriwether Lewis and William Clark led a band of explorers known as the Corps of Discovery west and reached the Pacific Ocean in 1805.
**D** The frontier continued to advance in this manner until it reached the eastern banks of the Mississippi River.
**E** Travelers clogged the four rough roads that spanned the Appalachians, and flatboats carrying settlers and their belongings crowded the Ohio River.
**F** Westward expansion was a time of massive change in the United States, and children were there to experience it all.
**G** Homes and farms tended to be isolated, and families had to provide everything, including

medical care, for themselves.

**The Growing Country**

As the 19th century dawned, the United States was a new but growing country. Its borders extended from the Atlantic Ocean in the east to the Mississippi River in the west. (6)_____. Reports of what they discovered – fertile land, rugged mountains, furbearing animals, and native peoples – would help to shape the very boundaries of the nation, which stretched from sea to sea by the middle of the century.

When the Corps of Discovery set out for their first winter camp in 1803, the population of the U.S. was 5.3 million, and two-thirds lived within 80.5 km of the Atlantic coast. (7)_____. Although the Appalachian Mountains created a formidable natural barrier to expansion, rumors of rich land and abundant wild hunt on the western side of the range enticed many pioneers to make the westward trek. Between 1764 and 1774, the frontier moved nearly 27 km farther west each year.

After the U.S. won its independence from Great Britain in 1783, the westward trickle of settlers surged. (8)_____. By 1800, two new states – Kentucky and Tennessee – had been formed west of the Appalachians, with a combined population of more than 300,000. As people continued to settle in the area, many of the adventurers who had first crossed the mountains picked up and moved farther west. (9)_____.

Life on the frontier was hard. (10) _____ Natural disasters such as floods and droughts could ruin an entire year's crop, and wild animals often killed livestock. (11)_____.

Despite the fact that the U.S. government tried to establish treaties and buy lands from the Indians before settlers arrived, those agreements were not always accepted by the Indians nor honored by the government.

## Task №3

***Read the article and answer the questions below. For each question 12-17, mark one letter (A, B, C) for the answer you choose.***

**The Birth of Art.**

One day in 1879, a 12-year-old girl named Maria accompanied her father as he explored their property in Altamira, Spain. As they wandered, Maria spotted a small opening in the ground she hadn't seen before. She crawled through and discovered she was inside a cave chamber. The ceiling was decorated with pictures, including elaborate images of bison. Ultimately, experts determined these prehistoric cave paintings were more than 14,000 years old.

Similar remarkable discoveries have been made across Europe, some dating back to 30,000 BCE. These works were created around the time of the Neanderthals, early humans who lived somewhere between 300,000 and 100,000 years ago. These pictures often depict creatures such as the bison Maria found, horses, marine creatures, cows, and more. Experts have debated the purpose of such images. One possibility is that these paintings were created simply to decorate the cave walls. Anthropologists in the 1900s dismissed that idea, however. They believed the cave paintings allowed prehistoric people to make sense of their world and to assert their place in it. Others believed that pictures told stories, creating a written history without words. Still others hold the cave paintings served some religious or ritualistic purpose for their creators. At the same time, many believe that pictures also seem to portray reverence for animals and the hunt.

Sculptures have likewise been found that date back tens of thousands of years. Perhaps the most famous of these is the Venus of Willendorf, discovered in Austria in 1908 and created sometime

between 28,000 and 25,000 BCE. Carved out of limestone, this small figurine stands only 11 cm tall. Experts believe it to be more than 25,000 years old. It is named Venus after the Roman goddess of love. Like many other Venus figures, this sculpture portrays the female form in an abstract way, accentuating her arms and facial features. Archaeologists debate the meaning of this and similar figurines, but suggest their existence may show their creators' respect for women as children bearers.

While no one is sure of the purpose behind these ancient paintings and sculptures, their existence nonetheless shows very early humans had an awareness of themselves and the world around them. At some point tens of thousands of years ago, people evolved beyond acting simply on the instinct for survival to become conscious, creative individuals. These paintings and objects give evidence for the birth of art.

12. In the cave Maria found
A) holes that lead to her room
B) bones of bison
C) prehistoric pictures
13. Cave pictures usually contain images of
A) people
B) scenes of hunting
C) animals

14. Among the possible purposes of the pictures, scientists don't name
A) social function
B) storytelling function
C) decorative function
15. Scientists believe that small figurines were created to
A) be presented to new mothers
B) express attitude towards motherhood
C) serve as a decoration
16. Ancient pieces of art prove that
A) creativity is one of the survival instincts
B) early humans realised who they are
C) ancient people were skillful artists

17. The found art objects show
A) how art appeared
B) that not everything is art
C) how ancient people viewed art

## Task № 4

***Read the article and decide whether each of the following statements (18-22) is true or false. Mark T for "true" and F for "false".***

18 People tend to pay close attention to themselves when they perform everyday actions.

19 Understanding of dancing is not narrowed to one universal definition.

20 The language of dance is not universal; it varies from culture to culture.
21 Dances do not change along with changes in the society.

22 Plato believed that people shouldn't dance alone.

**The Art of Dance**

Very few people care what they look like when they reach for something on a high shelf or hurry to the bus stop. The human body is designed to move, bend, and stretch, and these activities are just part of life. Dancing, on the other hand, gets a lot of attention. Not only is it a part of life, it says something about it.

Dance can be a serious way to worship, a passionate way to show love, or just a fun way to express emotion and connect with other people. Professor of dance Roger Copeland defines dance as "any movement designed to be looked at." This is a broad definition, and certainly some people dance for reasons that are cultural or intensely personal, rather than simply to perform. However, Copeland's point is clear. There are as many ways to define dance as there are reasons to dance. Any time the Village People's 1970s song "YMCA" played at a US baseball game, the result is invariably the same. A few people roll their eyes, some people grin, and then even the introverts have their arms in the air, shaping the letters as the Village People spell them out in song. But if an African tribe watched this show, they might stare blankly and wonder what the dancers were doing. Styles of dancing differ from culture to culture, and they change with the times. But one fact remains the same: whether the culture or time may be, dance is a part of it.

Dance can formally show social rank, as it did in the royal European courts of the 1600s and 1700s. Or it may informally establish who is dominant in a community, as it did with hip-hop dance battles in the 1970s. In some cultures, men and women dance separately. In these cultures, touching one another is taboo. In other cultures, couples embrace each other tightly. What is and is not accepted in a dance reflects a community's moral and standards. And when dances change, it is often a sign a culture's standards are being challenged.

Dance has been part of societies for centuries. Ancient Greek philosopher Plato envisioned an ideal society. He included scientists and other workers as part of his society, but he left professional dancers out. He approved of war dances, but only tolerated other secular dances celebrating order and beauty. Plato advised dancers to keep their feet close to the ground instead of jumping around. He also claimed dancing in a group was preferable to dancing alone, when the lack of peer pressure may cause a person to get a little out of control.

## Task № 5

***Read the text with gaps marked 23–30. These numbers correspond to tasks 23–30, in which possible answers are presented. Circle the number of the answer option you selected. Fill in the blanks with the given words.***

**The Greatest Earthquake**

Almost all earthquakes happen at faults, and there are certain earthquakes zones, or places where quakes occur repeatedly and where people can expect **23** _____to happen.

Japan experiences 20 percent of the world's **24** _____ earthquakes. Almost 100 years ago, a huge quake hit Kanto, a region on the main island of Honshu. Since then, almost four dozen major quakes have rocked the nation.

Many of the quakes were damaging, killing thousands of people and destroying countless buildings. But none of these natural disasters can compare to the underwater quake that **25** _____on March 11, 2011, about 129 km east of Sendai, on Japan's east coast. The quake ranked as one of the world's most powerful earthquakes in the last century.

The quake's force was so strong that experts believe it actually **26** _____the island of Japan 2.4 meters

The quake in the ocean was almost as intense as an exploding atomic bomb. The ocean floor **27** _____down several feet, hurling billions of cubic yards of water out of place for hundreds of miles.

Boaters out on the ocean probably never **28** _____the slightest bump of the tsunami wave as it rolled beneath them.

But those who lived along Japan's coast already knew what **29** _____about to happen.

They had already seen the beaches suddenly empty of water as it was drawn back from the shoreline, **30** _____fish flapping on the wet sand.

| | | | | | | |
|---|---|---|---|---|---|---|
| **23** | A) | they | B) | their | C) | them |
| **24** | A) | large | B) | largest | C) | larger |
| **25** | A) | struck | B) | strikes | C) | stroke |
| **26** | A) | moving | B) | moves | C) | moved |
| **27** | A) | was pushing | B) | was pushed | C) | was being pushed |
| **28** | A) | noticed | B) | has noticed | C) | notice |
| **29** | A) | is | B) | was | C) | was being |
| **30** | A) | left | B) | leave | C) | leaving |

## Task № 6

***Read the text with gaps marked 31–38. These numbers correspond to tasks 31–38, in which possible answers are presented. Circle the number of the answer option you selected.***

**Global Warming**

Carbon dioxide is one of the most **31** _____ compounds on earth. When concentrated in the atmosphere, it absorbs infrared radiation — solar energy that arrives in the form of light. The **32** _____the concentration of carbon dioxide (and other gases, such as methane and water vapour) in the atmosphere, the more radiation is absorbed by the atmosphere **33**_____than returning to space. The net effect of more carbon dioxide is a **34** _____ in surface temperatures, a phenomenon scientists have called the greenhouse effect.

Earth goes **35**_____ natural cycles of heating and cooling. These changes take place over millennia and even longer periods of time. They're caused by variations in earth's orbit and position relative to the sun, **36**_____changes in the sun's own energy output. But in a very short period of **37**____ time, scientists have measured a rapid warming that is most likely not due to natural causes. February 2016, for example, showed the highest average global surface temperatures for any month on **38** _____.

Surface temperatures were 2.18 degrees Fahrenheit (1.21C) higher than average – not only another record, but also the greatest change from the average over 137 years of record keeping.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **31** | A) | extended | B) | common | C) | general | D) | frequent |
| **32** | A) | higher | B) | bigger | C) | more | D) | larger |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **33** | A) | rather | B) | or | C) | more | D) | instead |
| **34** | A) | raise | B) | promotion | C) | rise | D) | growth |
| **35** | A) | through | B) | over | C) | across | D) | in |
| **36** | A) | also | B) | besides | C) | including | D) | as well as |
| **37** | A) | current | B) | recent | C) | the latest | D) | late |
| **38** | A) | record | B) | letter | C) | book | D) | recording |

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## 4 Оценка результатов сдачи вступительных испытаний

Вступительное испытание осуществляется в форме тестирования. Время выполнения заданий – 90 минут. Количество заданий – 6. Первое задание оценивается в 10 баллов, задания 2-6 оцениваются в 18 баллов. Общая сумма набранных баллов за правильные ответы на вопросы заданий является балльной оценкой результата сдачи абитуриентом вступительного испытания.

## Места хранения

Оригинал документа в электронном виде хранится на общем ресурсе Академии.