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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
НОВОРОССИЙСКИЙ ФИЛИАЛ
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«ПЯТИГОРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»



«УТВЕРЖДЕНО»

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**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Б1.О.04.01 «ПРАКТИЧЕСКИЙ КУРС АНГЛИЙСКОГО
ЯЗЫКА»**

Направление подготовки
45.03.02 «Лингвистика»
Направленность (профиль) программы
«Перевод и переводоведение»

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Докуто Б.Б. Рабочая программа дисциплины «Практический курс английского языка». – Новороссийск: НФ ПГУ, 2023. – 134 с.

Рабочая программа дисциплины составлена на основании Федерального государственного образовательного стандарта высшего образования по направлению подготовки 45.03.02 «Лингвистика» и содержит: наименование дисциплины, перечень планируемых результатов обучения, соотнесенных с планируемыми результатами освоения образовательной программы, указание места дисциплины в структуре образовательной программы, ее объем в зачетных единицах с указанием часов, выделенных на контактную работу обучающихся с преподавателем содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них часов и видов учебных занятий, перечень основной и дополнительной учебной литературы, учебно-методического обеспечения для самостоятельной работы обучающихся, ресурсов сети «Интернет», информационных технологий необходимых для освоения дисциплины, фонд оценочных средств для проведения промежуточной аттестации обучающихся, описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине.

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1. Объекты и виды профессиональной деятельности, профессиональные задачи, которые будут готовы решать обучающиеся, освоившие программу бакалавриата

1.1. Объекты профессиональной деятельности выпускников, освоивших программу бакалавриата по направлению подготовки 45.03.02 «Лингвистика» и направленности (профилю) «Перевод и переводоведение»: теория иностранных языков; перевод и переводоведение; теория межкультурной коммуникации; лингвистические компоненты электронных информационных систем; иностранные языки и культуры стран изучаемых языков.

1.2. Виды профессиональной деятельности, к которым готовятся обучающиеся: переводческая; научно-исследовательская.

1.3. Профессиональные задачи, которые будут готовы решать обучающиеся, освоившие программу бакалавриата по направлению подготовки 45.03.02 «Лингвистика» и направленности (профилю) «Перевод и переводоведение»:

- а) переводческая деятельность:
- обеспечение межкультурного общения в различных профессиональных сферах;
 - выполнение функций посредника в сфере межкультурной коммуникации;
 - использование видов, приемов и технологий перевода с учетом характера переводимого текста и условий перевода для достижения максимального коммуникативного эффекта;
 - проведение информационно-поисковой деятельности, направленной на совершенствование профессиональных умений в области перевода;
 - составление словарей, методических рекомендаций в профессионально ориентированных областях перевода;
- б) научно-исследовательская деятельность:
- выявление и критический анализ конкретных проблем межкультурной коммуникации, влияющих на эффективность межкультурных и межъязыковых контактов, обучения иностранным языкам;
 - участие в проведении эмпирических исследований проблемных ситуаций и диссонансов в сфере межкультурной коммуникации;
 - апробация (экспертиза) программных продуктов лингвистического профиля.

2. Цели и задачи освоения дисциплины

«Практический курс первого иностранного языка» входит в цикл базовых дисциплин лингвистов-переводчиков и обеспечивает подготовку бакалавров по

направлению «Лингвистика». Целью «Практического курса первого иностранного языка» является формирование у обучающихся способности организовать свое речевое и неречевое поведение адекватно задачам общения. Данная цель включает в себя приобретение знаний о системе и структуре языка и правилах его функционирования в процессе иноязычной коммуникации.

Выполнение обучающимися программных требований по практическому курсу должно осуществляться на базе практического курса первого иностранного языка при условии успешного усвоения фонетических, лексических, грамматических, словообразовательных явлений и стилистических закономерностей функционирования первого языка. Преемственность учебных дисциплин и интеграция практических и теоретических курсов является необходимым условием эффективности процесса обучения первому иностранному языку в рамках переводческой специализации.

Цель достигается путем поэтапного решения задач по выработке, закреплению и развитию отдельных умений, навыков и владений с учетом специфики первого иностранного языка. Данный курс способствует формированию компетенций, необходимых для осуществления как собственно переводческой деятельности, так и сопутствующих ей профессиональных задач.

Реализация названной цели предполагает решение следующих задач:

- способствовать развитию интеллектуальной способности студентов через ознакомление их со структурными, лексическими и функционально-прагматическими особенностями иностранной речи;
- показать возможность обмена информацией, идеями, мыслями, суждениями на иностранном языке с одновременным активным участием в процессе коммуникации;
- развить коммуникативные способности воспринимать, записывать и использовать информацию из различных источников (письмо, говорение);
- обеспечить овладение способностью вступить в реальные акты коммуникации, устанавливая и поддерживая личные контакты через обмен мнениями;
- через изучение языка увеличить возможность взаимопонимания и сотрудничества с людьми иной культуры.

3. Планируемые результаты обучения по дисциплине

3.1. Компетенции, формируемые в процессе изучения дисциплины

Процесс изучения дисциплины направлен на формирование составляющих следующих компетенций в соответствии с ФГОС ВО и ОПОП ВО по данному направлению подготовки:

УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

УК-4.1. Владеет системой норм русского литературного языка и нормами иностранного(ых) языка(ов).

Знать:

- нормы иностранного языка.

Уметь:

- строить грамотную речь на иностранном языке в соответствии с языковыми нормами.

Владеть:

- системой норм иностранного языка.

УК-4.2. Демонстрирует навыки ведения деловой коммуникации в устной и письменной формах на русском и иностранном(ых) языке(ах), способы установления контактов и поддержания взаимодействия в условиях поликультурной среды.

Знать:

- основные принципы ведения деловой коммуникации в устной и письменной формах на иностранном языке,
- способы установления контактов и поддержания взаимодействия в условиях поликультурной среды.

Уметь:

- вести деловую коммуникацию коммуникации в устной и письменной формах на иностранном языке;
- устанавливать контакты и поддерживать взаимодействие в условиях поликультурной среды.

Владеть:

- навыками ведения деловой коммуникации в устной и письменной формах на иностранном языке;
- способностью устанавливать контакты и поддерживать взаимодействие в условиях поликультурной среды.

ОПК-1. Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях

ОПК-1.1. Анализирует и интерпретирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка в синхронии и диахронии с учетом взаимосвязанности различных языковых уровней и взаимоотношений подсистем языка и включенных в них единиц и структур.

Знать:

- принципы и особенности функционирования языкового строя изучаемого иностранного языка в синхронии и диахронии.

Уметь:

- анализировать и интерпретировать основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка в

синхронии и диахронии с учетом взаимосвязанности различных языковых уровней и взаимоотношений подсистем языка и включенных в них единиц и структур.

Владеть:

- способностью анализировать и интерпретировать основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка в синхронии и диахронии с учетом взаимосвязанности различных языковых уровней и взаимоотношений подсистем языка и включенных в них единиц и структур.

ОПК-1.2. Применяет комплексные знания о языковой системе и закономерностях функционирования языка в коммуникативной и научно-исследовательской деятельности.

Знать:

- основные фонетические, лексические, грамматические, словообразовательные явления, орфографию и пунктуацию изучаемого иностранного языка;

Уметь:

- использовать полученные комплексные знания о языковой системе и закономерностях функционирования языка в научно-исследовательской и коммуникативной деятельности.

Владеть:

- понятийным аппаратом изучаемой дисциплины;
- способностью применять комплексные знания о языковой системе и закономерностях функционирования языка в научно-исследовательской и коммуникативной деятельности.

ОПК-3. Способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения

ОПК-3.1. Идентифицирует коммуникативные цели высказывания, выявляет релевантную информацию, определяет принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения.

Знать:

- особенности официального, нейтрального и неофициального регистров общения.

Уметь:

- идентифицировать коммуникативные цели высказывания, выявлять релевантную информацию, определять принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения.

Владеть:

- способностью идентифицировать коммуникативные цели высказывания, выявлять релевантную информацию, определять принадлежность выска-

звания к официальному, нейтральному и неофициальному регистрам общения.

ОПК-3.2. Корректно передает семантическую информацию, а также стилистическую и культурную коннотацию языковых единиц, используемых в устной и письменной коммуникации.

Знать:

- приемы и способы выявления семантической информации, а также стилистической и культурной коннотации языковых единиц, используемых в устной и письменной коммуникации.

Уметь:

- корректно передавать семантическую информацию, а также стилистическую и культурную коннотацию языковых единиц, используемых в устной и письменной коммуникации.

Владеть:

- способностью корректно передавать семантическую информацию, а также стилистическую и культурную коннотацию языковых единиц, используемых в устной и письменной коммуникации.

ОПК-3.3. Использует лексико-грамматические и фонетические средства организации семантически целостного и формально связного текста с соблюдением смысловой, коммуникативной и структурной преемственности между частями устного и /или письменного высказывания, совокупность составляющих которого соответствует языковой норме, а также прагматическим и социокультурным параметрам коммуникации.

Знать:

- основные лексико-грамматические и фонетические средства организации семантически целостного и формально связного текста.

Уметь:

- использовать лексико-грамматические и фонетические средства организации семантически целостного и формально связного текста с соблюдением смысловой, коммуникативной и структурной преемственности между частями устного и /или письменного высказывания, совокупность составляющих которого соответствует языковой норме, а также прагматическим и социокультурным параметрам коммуникации.

Владеть:

- способностью использовать лексико-грамматические и фонетические средства организации семантически целостного и формально связного текста с соблюдением смысловой, коммуникативной и структурной преемственности между частями устного и /или письменного высказывания, совокупность составляющих которого соответствует языковой норме, а также прагматическим и социокультурным параметрам коммуникации.

ОПК-4. Способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения;

ОПК-4.1. Идентифицирует лингвокультурную специфику вербальной и невербальной деятельности участников межкультурного взаимодействия.

Знать:

- типичные сценарии взаимодействия участников межкультурной коммуникации;
- социокультурные особенности устной и письменной речи в иноязычном социуме.

Уметь:

- идентифицировать лингвокультурную специфику вербальной и невербальной деятельности участников межкультурного взаимодействия;

Владеть:

- способностью идентифицировать лингвокультурную специфику вербальной и невербальной деятельности участников межкультурного взаимодействия.

ОПК-4.2. Соблюдает социокультурные и этические нормы поведения, принятые в иноязычном социуме.

Знать:

- социокультурные и этические нормы и правила поведения, принятые в иноязычном социуме.

Уметь:

- строить адекватную беседу с представителями иноязычной культуры с учетом социокультурных и этических норм и правил поведения, принятых в иноязычном социуме.

Владеть:

- навыками построения вербальной и невербальной коммуникации в иноязычном обществе с учетом социокультурных и этических норм и правил поведения, принятых в иноязычном социуме.

ОПК-4.3. Ориентируется на оптимальные модели речевого поведения в типичных социальных ситуациях и использует этикетные формулы, принятые в устной и письменной межъязыковой и межкультурной коммуникации.

Знать:

- модели вербального поведения и этикетные формулы устной и письменной межкультурной коммуникации.

Уметь:

- строить устные и письменные высказывания согласно правилам речевого поведения иноязычного социума.

Владеть:

- системой знаний об особенностях речевого этикета в рамках межкультурной коммуникации.

ПК-1

Способен осуществлять профессиональную деятельность в сфере межъязыковой и межкультурной коммуникации посредством письменного и устного перевода

ПК-1.3

Эффективно применяет знания иностранного языка в межъязыковой и межкультурной коммуникации

Знать:

- основные принципы и особенности межъязыковой и межкультурной коммуникации с использованием иностранного языка.

Уметь:

- эффективно применять знания иностранного языка в межъязыковой и межкультурной коммуникации.

Владеть:

- способностью эффективно применять знания иностранного языка в межъязыковой и межкультурной коммуникации.

3.2. Матрица формирования компетенций по дисциплине

Этап / семестр	Планируемый уровень формирования компетенции (базовый, повышенный, высокий)	Планируемые результаты обучения по дисциплине	Формы контроля (Т – текущий, П – промежуточный) и оценочные средства (для промежут. контроля с указанием шифра оценочного средства)
<p>УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p> <p>УК-4.1. Владеет системой норм русского литературного языка и нормами иностранного(ых) языка(ов).</p> <p>УК-4.2. Демонстрирует навыки ведения деловой коммуникации в устной и письменной формах на русском и иностранном(ых) языке(ах), способы установления контактов и поддержания взаимодействия в условиях поликультурной среды.</p>			
1 этап /1-6 семестр	III. Базовый	<p>Когнитивный компонент компетенции (знать):</p> <ul style="list-style-type: none"> - осознавать основные профессиональные задачи, - основные этапы осуществления лингвистической деятельности, <p>Деятельностный компонент компетенции:</p> <p>Уметь :</p> <ul style="list-style-type: none"> - моделировать потенциальные профессиональные ситуации, - использовать различные формы, виды устной и письменной коммуникации на первом иностранном языке в профессиональной деятельности. 	<p>Т(Р)2.Т2. Т-1 Комплексный тест по темам дисциплины;</p> <p>Т(Р)2.Т2.Т-2 Комплексный тест по темам дисциплины;</p> <p>Т(П)П3.Т3.УКПЗ-1 Учебное комплексное практическое задание;</p> <p>Т(П)3.Т3.КПЗ-2 Комплексное практическое задание;</p> <p>Т(П)3.Т3. Т-3 Комплексный тест.</p>

2 этап/ 7-8 се- местр	IV. Повы- шенный	Ценностный компонент компетенции владеть: способностью к осуществлению про- фессиональной деятельности.	Экспертное оценивание
<p>ОПК-1. Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях</p> <p>ОПК-1.1. Анализирует и интерпретирует основные явления и процессы, отражающие функционирование языкового строя изучаемого иностранного языка в синхронии и диахронии с учетом взаимосвязанности различных языковых уровней и взаимоотношений подсистем языка и включенных в них единиц и структур.</p> <p>ОПК-1.2. Применяет комплексные знания о языковой системе и закономерностях функционирования языка в коммуникативной и научно-исследовательской деятельности.</p>			
1 этап/1- 6 се- местр	III. Базо- вый	Когнитивный компонент компетенции знать: -тематическую лексику, грамматиче- ские конструкции, словообразователь- ные элементы изучаемого языка в объ- еме, предусмотренном в текущем се- местре; -формы и функциональные разновид- ности языка. Деятельностный компонент компетен- ции: уметь : -конструировать речевые высказыва- ния с использованием изученных язы- ковых средств и с учетом функцио- нального стиля иностранного языка. -использовать разнообразные языко- вые средства при осуществлении ком- муникации на первом иностранном языке	Т(Р)2.Т2. Т-1 Комплексный тест по темам дисциплины; Т(Р)2.Т2.Т-2 Комплексный тест по темам дисциплины; Т(П)П3.Т3.УКПЗ-1 Учебное комплексное практическое задание; Т(П)3.Т3.КПЗ-2 Комплекс- ное практическое задание; Т(П)3.Т3. Т-3 Комплексный тест.
2 этап/ 7-8 се- местр	IV. Повы- шенный	владеть: навыками фонетического, лексического и грамматического оформления своего высказывания средствами изучаемого языка с учетом ситуации общения.	
<p>ОПК-3. Способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения</p> <p>ОПК-3.1. Идентифицирует коммуникативные цели высказывания, выявляет релевантную информацию, определяет принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения.</p> <p>ОПК-3.2. Корректно передает семантическую информацию, а также стилистическую и культурную коннотацию языковых единиц, используемых в</p>			

<p>ОПК-3.3. Использует лексико-грамматические и фонетические средства организации семантически целостного и формально связного текста с соблюдением смысловой, коммуникативной и структурной преемственности между частями устного и /или письменного высказывания, совокупность составляющих которого соответствует языковой норме, а также прагматическим и социокультурным параметрам коммуникации.</p>			
<p>1 этап/4-6 семестр</p> <p>2 этап/7-8 семестр</p>	<p>III. Базовый</p> <p>IV. Повышенный</p>	<p>Когнитивный компонент компетенции (знать):</p> <p>Основные дискурсивные способы реализации коммуникативных целеустановок</p> <p>Деятельностный компонент компетенции:</p> <p>- уметь: применять способы формирования коммуникативных целеустановок с учетом контекста ситуации.</p> <p>- владеть: навыками работы в различных коммуникативных пространствах</p> <p>- иметь опыт работы с контекстами различной коммуникативной направленности</p> <p>Ценностный компонент компетенции: готовность к применению компетенции, мотивация к решению профессиональных задач, отношение к процессу, содержанию и результату деятельности:</p> <p>- конструировать речевые высказывания с использованием изученных языковых средств и с учетом функционального стиля иностранного языка.</p>	<p>Т(Р)2.Т2. Т-1 Комплексный тест по темам дисциплины;</p> <p>Т(Р)2.Т2.Т-2 Комплексный тест по темам дисциплины;</p> <p>Т(П)ПЗ.ТЗ.УКПЗ-1 Учебное комплексное практическое задание;</p> <p>Т(П)З.ТЗ.КПЗ-2 Комплексное практическое задание;</p> <p>Т(П)З.ТЗ. Т-3 Комплексный тест.</p>
<p>ОПК-4. Способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения;</p> <p>ОПК-4.1. Идентифицирует лингвокультурную специфику вербальной и невербальной деятельности участников межкультурного взаимодействия.</p> <p>ОПК-4.2. Соблюдает социокультурные и этические нормы поведения, принятые в иноязычном социуме.</p> <p>ОПК-4.3. Ориентируется на оптимальные модели речевого поведения в типичных социальных ситуациях и использует этикетные формулы, принятые в устной и письменной межъязыковой и межкультурной коммуникации.</p>			
<p>1 этап/4-6 семестр</p>	<p>III. Базовый</p>	<p>Когнитивный компонент компетенции</p> <p>знать :</p> <p>- тематическую лексику и языковые средства, в объеме, предусмотренном в</p>	<p>Т(Р)2.Т2. Т-1 Комплексный тест по темам дисциплины;</p>

2 этап/7-8 семестр	IV. Повышенный	<p>текущем семестре, необходимые для выражения точки зрения.</p> <ul style="list-style-type: none"> - принципы выделения релевантной информации; - клише для языкового оформления текстов разных жанров, стилей и целевой установки. <p>Деятельностный компонент компетенции:</p> <p>уметь:</p> <ul style="list-style-type: none"> - конструировать речевые высказывания с использованием изученных языковых средств и с учетом функционального стиля иностранного языка. <p>владеть:</p> <p>навыками фонетического, лексического и грамматического оформления своего высказывания средствами изучаемого языка;</p> <p>навыками компрессии исходного текста и выделения релевантной информации.</p> <p>Деятельностный компонент компетенции:</p> <p>уметь :</p> <p>конструировать тексты разных жанров, стилей и целевой установки с использованием необходимых языковых средств.</p> <p>владеть :</p> <p>навыками компрессии исходного текста и выделения релевантной информации.</p>	<p>Т(Р)2.Т2.Т-2 Комплексный тест по темам дисциплины;</p> <p>Т(П)П3.Т3.УКПЗ-1 Учебное комплексное практическое задание;</p> <p>Т(П)3.Т3.КПЗ-2 Комплексное практическое задание;</p> <p>Т(П)3.Т3. Т-3 Комплексный тест.</p>
1 этап/1-6 семестр	III. Базовый	<p>Когнитивный компонент компетенции</p> <p>знать :</p> <ul style="list-style-type: none"> - основные электронные словари и ресурсы и принципы их функционирования. <p>Деятельностный компонент компетенции:</p> <p>уметь :</p> <ul style="list-style-type: none"> - осуществлять подготовку к переводу и сам перевод. используя необходимые электронные ресурсы. <p>владеть : навыками фонетического, лексического и грамматического оформления своего высказывания средствами изучаемого языка с учетом ситуации общения.</p>	<p>Т(Р)2.Т2. Т-1 Комплексный тест по темам дисциплины;</p> <p>Т(Р)2.Т2.Т-2 Комплексный тест по темам дисциплины;</p> <p>Т(П)П3.Т3.УКПЗ-1 Учебное комплексное практическое задание;</p> <p>Т(П)3.Т3.КПЗ-2 Комплексное практическое задание;</p> <p>Т(П)3.Т3. Т-3 Комплексный тест.</p>
1 этап/2-6 семестр	III. Базовый	<p>Когнитивный компонент компетенции (знать):</p> <ul style="list-style-type: none"> - взаимосвязи с практическим курсом перевода; - теорией перевода. 	<p>Т(Р)2.Т2. Т-1 Комплексный тест по темам дисциплины;</p> <p>Т(Р)2.Т2.Т-2 Комплекс-</p>

2 этап/ 7-8 се- местр	IV. Повы- шен ный	<p>Деятельностный компонент компетен- ции:</p> <p>уметь</p> <ul style="list-style-type: none"> –анализировать текст с точки зрения междисциплинарных связей; -формулировать стратегию иноязычной коммуникации; <p>Деятельностный компонент компетен- ции (владеть)</p> <ul style="list-style-type: none"> – набором приемов и технологий, необ- ходимых для реализации иноязычной коммуникации 	<p>ный тест по темам дисци- плины;</p> <p>Т(П)З.ТЗ.УКПЗ-1 Учеб- ное комплексное практи- ческое задание;</p> <p>Т(П)З.ТЗ.КПЗ-2 Ком- плексное практическое за- дание;</p> <p>Т(П)З.ТЗ. Т-3 Комплекс- ный тест.</p>
<p>ПК-1 Способен осуществлять профессиональную деятельность в сфере межъязыковой и межкультурной коммуникации посредством письменного и устного перевода</p> <p>ПК-1.3 Эффективно применяет знания иностранного языка в межъязыковой и межкультурной комму- никации</p>			
1 этап/ 1-6 се- местр 2 этап / 7-8 се- местр	III. Базо- вый IV. Повы- шен ный	<p>Когнитивный компонент компетенции (знать) :</p> <ul style="list-style-type: none"> - основы актуального членения и син- таксической организации высказывания; - принципы структурирования письмен- ного и устного текста; - средства когерентности и когезии. <p>Деятельностный компонент компетенции (уметь):</p> <ul style="list-style-type: none"> – осуществлять конструирование выска- зывания с учетом его тема-рематиче- ского членения и соблюдением грамма- тических норм, <p>Деятельностный компонент компетенции (демонстрировать)</p> <ul style="list-style-type: none"> - способность осуществлять устную и письменную коммуникацию в рамках об- щественно значимой тематики. 	<p>Т(Р)2.Т2. Т-1 Комплекс- ный тест по темам дисци- плины;</p> <p>Т(Р)2.Т2.Т-2 Комплекс- ный тест по темам дисци- плины;</p> <p>Т(П)З.ТЗ.УКПЗ-1 Учеб- ное комплексное практи- ческое задание;</p> <p>Т(П)З.ТЗ.КПЗ-2 Ком- плексное практическое за- дание;</p> <p>Т(П)З.ТЗ. Т-3 Комплекс- ный тест.</p>

1-8 семестры	Репродуктивный, базовый, повышенный	Когнитивный компонент компетенции (знать): разнообразные языковые средства, позволяющие свободно устанавливать контакт с собеседником и поддерживать разговор на должном уровне. Деятельностный компонент компетенции уметь: начать, вести и завершать беседу, свободно используя изученные этикетные и фатические формулы, характерные для выражения собственного мнения и различных коммуникативных намерений (согласия, возражения, опровержения и т.д.); Владеть: широким спектром языковых средств в процессе интеракции с учетом коммуникативного намерения говорящего и регистра общения	Т(Р)2.Т2. Т-1 Комплексный тест по темам дисциплины; Т(Р)2.Т2.Т-2 Комплексный тест по темам дисциплины; Т(П)ПЗ.ТЗ.УКПЗ-1 Учебное комплексное практическое задание; Т(П)З.ТЗ.КПЗ-2 Комплексное практическое задание; Т(П)З.ТЗ. Т-3 Комплексный тест.
		Ценностный компонент компетенции: готовность к применению компетенции, мотивация к решению профессиональных задач, отношение к процессу, содержанию и результату деятельности.	Экспертное оценивание

4. Место дисциплины в структуре ОПОП ВО

Дисциплина **Б1.О.04.01** «Практический курс первого английского языка» относится к дисциплинам базовой части учебного плана.

Логическая и содержательно-методическая взаимосвязь наблюдается со следующими дисциплинами (практиками): «Практический курс перевода английского языка», «Практикум по культуре речевого общения английского языка», «Современная теория перевода».

Практический курс английского языка является основополагающим для проведения переводческих (5 и 7 семестры) и научно-исследовательских (6 и 8 семестры) практик.

5. Объем дисциплины

Общий объём часов – 1332 (37 ЗЕ).

Вид учебных занятий	Семестр 1 (зачёт К)		Семестр 2 (экзамен К)		Семестр 3 (зачёт К)		Семестр 4 (экзамен К)		Семестр 5 (зачёт К)		Семестр 6 (экзамен К)		Семестр 7 (зачёт К)		Семестр 8 (экзамен К)	
	ЗЕ	Час	ЗЕ	Час	ЗЕ	Час	ЗЕ	Час	ЗЕ	Час	ЗЕ	Час	ЗЕ	Час	ЗЕ	Час
Объем дисциплины	4	144	5	180	5,5	198	5,5	198	4	144	5	180	3	108	4	144
Всего часов академических																
Конт. работа	96,1		121,2		96,1		121,2		96,1		121,2		96,1		73,2	
Практ. Зан.	96		120		96		120		96		120		96		72	
Сам. раб.	47,9		42		101,9		60		47,9		42		11,9		54	
Конс.	-		1		-		1		-		1		-		1	
КПА	0,1		-		0,1		-		0,1		-		0,1		-	
Контр.	-		16,8		-		16,8		-		16,8		-		16,8	
КЭКЗ	-		0,2		-		0,2		-		0,2		-		0,2	
Форма пр. атт.	За		Эк		За		Эк		За		Эк		За		Эк	

6. Содержание дисциплины

6.1. Содержание дисциплины, структурированное по темам (разделам)

№	Раздел и тематика практических занятий	Общая трудоемкость (час.)	Аудиторные занятия (час.)	Самостоятельная работа (час.)

Семестр 1				
1.	Вводно- коррективный курс	53,9	36	17,9
2.	Unit 1. Personality	18	12	6
3.	Unit II. Travel	18	12	6
4.	Unit III. Work	18	12	6
5.	Unit IV. Language	18	12	6
6.	Unit V. Advertising	18	12	6
Итого часов		143,9	96	47,9
Семестр 2				
7	Unit VI. Business	22	16	6
8	Unit VII. Design	22	16	6
9	Unit VIII. Education	22	16	6
10	Unit IX. Engineering	24	18	6
11	Unit X. Trends	24	18	6
12	Unit XI. Arts and Media	24	18	6
13	Unit XII. Crime	24	18	6
Итого часов		162	120	42
Семестр 3				
14	Unit I. Communication	34	16	18
15	Unit II. Environment	34	16	16
16	Unit III. Sport	34	16	18
17	Unit IV. Medicine	32	16	16
18	Unit V. Transport	32	16	16
19	Unit VI. Literature	33,9	16	17,9
Итого часов		197,9	96	101,9
Семестр 4				
20	Unit VII. Architecture	24	20	10
21	Unit VIII. Globalisation	24	20	10
22	Unit IX. Art	24	20	10
23	Unit X. Psychology	24	20	10
24	Unit XI. Culture	24	20	10
25	Unit XII. Technology	24	20	10
Итого часов		180	120	60
семестр 5				
26	Unit I. Education and employment	26	18	8
27	Unit II. Tourism and conservation	28	18	10

28	Unit III. International relations	29,9	20	9,9
29	Unit IV. Health and care	30	20	10
30	Unit V. Fashions and consumerism	30	20	10
Итого часов		143,9	96	47,9
Семестр 6				
31	Unit VI. Technology and change	24	18	6
32	Unit VII. People and ideas	24	16	6
33	Unit VIII. Journalism and media	26	16	6
34	Unit IX. Law and society	26	16	6
35	Unit X. Arts and entertainment	26	18	6
36	Unit XI. Business and economics	26	18	6
37	Unit XII. A tactful business email	28	18	6
Итого часов		162	120	42
Семестр 7				
38	Unit I. Getting the Message Across	27	24	3
39	Unit II. The Happiest Days of your Life?	27	24	3
40	Unit III. Extra! Extra!	27	24	3
41	Unit IV. The Art of Entertainment.	26,9	24	2,9
Итого часов		107,9	96	11,9
Семестр 8				
42	Unit V. Respect	42	24	18
43	Unit VI. Another Day, Another Dollar	42	24	18
44	Unit VII. Our Planet, Our Home	42	24	18
Итого часов		126	72	54

6.2. Темы и содержание занятий семинарского типа

№ пп	Наименование раздела дисциплины (темы)	Содержание

1.	Personality	<p>Grammar: question forms, subject and object questions; present simple and present continuous Vocabulary: personality adjectives; prefixes</p> <p>Reading: encyclopedia entry about Carl Jung; Internet article about Hideo Nakata; Magazine article about charisma</p> <p>Listening: conversation about appearance and personality; radio interview with a psychologist Pronunciation: word stress</p> <p>Speaking: discussing personalities; information gap; discussing charisma and personality Scenario: personality clash (choosing a new team member) Key Language: giving opinion, agreeing and disagreeing</p> <p>Study skills: Note - taking while reading; symbols and abbreviations Writing skills: a comparative essay, linkers Home reading: Archibald Cronin “The Green Years” (Book I, Ch.I-VIII)</p>
2.	Travel	<p>Grammar: past simple, regular and irregular verbs; present perfect simple and past simple; <i>yet, already, before, never</i> Vocabulary: travel expressions; phrasal verbs (1)</p> <p>Reading: magazine article about travel and tourism; article about famous explores</p> <p>Listening: talk about travelling abroad; Interview with a traveller; lecture Pronunciation: <i>-ed</i> endings; weak forms</p> <p>Speaking: discussing travel; discussing past life events; discussing jobs in travel industry Scenario: organizing a study trip Key Language: discussing advantages and disadvantages, making suggestions</p> <p>Study skills: Note - taking while listening; Writing skills: A biographical profile, time linkers Home reading: Archibald Cronin “The Green Years” (Book I, Ch.IX- XV)</p>
3.	Work	<p>Grammar: present perfect continuous; present perfect simple and continuous Vocabulary: work adjectives; expressions connected with time and work</p>

		<p>Reading: job advertisements; magazine article about homeworking; advice leaflet about job interviews</p> <p>Listening: monologues describing jobs; Monologues about homeworking; conversation with a careers advisor; monologues about writing CVs</p> <p>Pronunciation: correcting politely; contractions and weak forms</p> <p>Speaking: discussing jobs; discussing what is important in a job; discussing homeworking; asking killer questions</p> <p>Scenario: taking part in a job interview</p> <p>Key Language: asking questions, giving answers</p> <p>Study skills: organizing ideas; organizing a paragraph</p> <p>Writing skills: covering letter and curriculum vitae (CV)</p> <p>Home reading: Archibald Cronin “The Green Years” (Book II, Ch.I- VI)</p>
4.	Language	<p>Grammar: future forms: <i>will, going to</i>; present continuous; first conditional, time clause</p> <p>Vocabulary: language learning, phrasal verbs (2) <i>allow, permit, let</i></p> <p>Reading: advert for a language course; news website about texting; excerpts about dying languages</p> <p>Listening: conversation between two students; radio interview about Gaelic</p> <p>Speaking: discussing language; discussing texting and language in the future; debate – minority languages</p> <p>Scenario: selecting an English language programme</p> <p>Key Language: accepting and rejecting ideas, considering consequences</p> <p>Study skills: describing tables and charts</p> <p>Writing skills: a report</p> <p>Home reading: Archibald Cronin “The Green Years” (Book II, Ch.VII- XI)</p>
5.	Advertising	<p>Grammar: second conditional; comparison: <i>as ... as</i>; emphasizing difference and similarity</p> <p>Vocabulary: adjectives for advertising; advertising methods</p> <p>Reading: opinions about advertising; magazine article about advertising; newspaper article about advertising to children</p>

		<p>Listening: monologues about advertisements; conversation about advertising techniques; TV debate about advertising</p> <p>Speaking: talking about adverts; describing and discussing photos; discussing using different media to advertise products</p> <p>Scenario: giving a formal presentation about B-Kool soft drinks</p> <p>Key Language: the language of presentations</p> <p>Study skills: using your dictionary</p> <p>Writing skills: a formal letter</p> <p>Home reading: Archibald Cronin “The Green Years” (Book III, Ch.I-IX)</p>
6.	Business	<p>Grammar: past continuous; past perfect</p> <p>Vocabulary: business terms and roles; business word combinations</p> <p>Reading: leaflet about business plans; business dilemmas; obituaries of business icons</p> <p>Listening: radio interview about setting up a business; conversation about a business idea;</p> <p>Pronunciation: weak forms</p> <p>Speaking: planning a business idea; discussing business dilemmas; talking about famous people’s achievements</p> <p>Scenario: Sunglasses after dark: negotiating a deal</p> <p>Key Language: making offers; stating a position; bargaining</p> <p>Study skills: recognizing formal and informal language; beginning and ending letters and emails</p> <p>Writing skills: writing emails</p> <p>Home reading: Archibald Cronin “Shannon’s Ways”</p>
7.	Design	<p>Grammar: Modals: present deduction</p> <p>Vocabulary: world building; adjectives; abstract nouns</p> <p>Reading: extracts from a design book; encyclopedia entry about Raymond Loewy</p> <p>Listening: discussion about a product; conversation at a design museum; conversation with a teacher about written work</p> <p>Pronunciation: word stress</p> <p>Speaking: discussion objects in the home/ designs/ a new product</p> <p>Scenario: Martelli design competition</p> <p>Key Language: describing qualities</p> <p>Study skills: editing and proofreading</p> <p>Writing skills: a report linkers</p> <p>Home reading: Archibald Cronin “Shannon’s Ways”</p>
8.	Education	<p>Grammar: Defining relative clauses; non-definite relative clauses</p> <p>Vocabulary: education and study</p>

		<p>Reading: news debate website about single-sex schools; encyclopedia entry about Maria Montessori; newspaper editorial about university fees</p> <p>Listening: monologue about a teacher; “Call my bluff”; monologues about worth of university; conversation about a course</p> <p>Speaking: discussion education; discussion a teacher; talking about educational system</p> <p>Scenario: Trouble at Lakeside (problem-solving)</p> <p>Key Language: discussion possibilities and options</p> <p>Study skills: reading strategies: skimming, scanning</p> <p>Writing skills: a formal letter; letter conventions</p> <p>Home reading: Archibald Cronin “Shannon’s Ways”</p>
9.	Engineering	<p>Grammar: the passive; articles</p> <p>Vocabulary: word combinations</p> <p>Reading: publicity leaflet about females in engineering; article about asteroids hitting the Earth; articles about three superstructures</p> <p>Listening: radio interview with a woman engineer; a talk</p> <p>Speaking: discussion engineering achievements; passive quiz; discussing structures; designing a superstructure</p> <p>Scenario: The Sky-High project (assessing a project)</p> <p>Key Language: discussing options, making decisions</p> <p>Study skills: preparing for a talk, linkers</p> <p>Writing skills: describing a process; using the passive</p> <p>Home reading: Archibald Cronin “Shannon’s Ways”</p>
10.	Trends	<p>Grammar: expressions of quality; infinitives and <i>-ing</i> forms</p> <p>Vocabulary: phrasal verbs (3); adjective order</p> <p>Reading: book review: <i>Tipping point</i>; magazine article about films and fashion; magazine article about life expectancy</p> <p>Listening: conversation between manager and shop assistant; advice on learning vocabulary</p> <p>Pronunciation: stress; numbers</p> <p>Speaking: talking about trends; discussing fashion and clothes; discussing work, health and society</p> <p>Scenario: belleview (participating in a meeting)</p> <p>Key Language: the language of meeting</p> <p>Study skills: recording and learning vocabulary</p> <p>Writing skills: describing a trend; avoiding repetition</p> <p>Home reading: Archibald Cronin “Shannon’s Ways”</p>
11.	Arts and media	<p>Grammar: reported speech: statements, commands, questions</p> <p>Vocabulary: words connected with the arts</p> <p>Reading: reviews; magazine article about media recluses; interview with Rageh Omar</p>

		<p>Listening: reviews; conversation about a job interview; beginning of talks</p> <p>Speaking: debate – how to spend an arts grant; discussing celebrities and the arts; describing a news event</p> <p>Scenario: the silver screen (choosing a film to produce)</p> <p>Key Language: comparing and contrasting</p>
		<p>Study skills: delivering a talk</p> <p>Writing skills: a report; making generalizations</p> <p>Home reading: Archibald Cronin “Shannon’s Ways”</p>
12.	Crime	<p>Grammar: third conditional; past deduction; <i>should have, shouldn’t have</i></p> <p>Vocabulary: crime; technology, money; people in crime</p> <p>Reading: newspaper report about cyber crime; article about the psychology of crime; newspaper report about bank robberies</p> <p>Listening: monologues by criminals; monologues about a robbery; lecture on home security; lecture on car security</p> <p>Speaking: describing crimes and criminals; speculating about a crime</p> <p>Scenario: You, the jury (discussing court cases)</p> <p>Key Language: presenting a case and discussing a verdict</p>
		<p>Study skills: summarising</p> <p>Writing skills: a narrative using cause and effect, linkers</p> <p>Home reading: Archibald Cronin “Shannon’s Ways”</p>
1.	Communication	<p>Grammar: The continuous aspect; the perfect aspect</p> <p>Vocabulary: Interpersonal Communication; idioms connected with communication</p> <p>Reading: Create speeches; leaflet advertising a course in communication skills; extract from the book.</p> <p>Listening: Opinions on what makes a good communicator.</p> <p>Speaking: Discussing trends in communication and research.</p> <p>Scenario: Flat sharing. Outlining problems, offering solutions.</p>
		<p>Study skills: Note - taking while listening</p> <p>Writing skills: Writing and checking emails</p> <p>Home reading: Charles Dickens “Oliver Twist” (Ch.I-X)</p>
2.	Environment	<p>Grammar: Present Perfect Simple and Continuous; Indirect Questions</p> <p>Vocabulary: Local environment; Urban/ Rural environment; Species Under Threat.</p> <p>Reading: Newspaper article about local environmental issues/ about disappearing Arctic ice.</p> <p>Listening: Vox pops about where people live; Questions and answers about volcanoes; Advice on designing questionnaires.</p>

		<p>Speaking: Information Gap: comparing the results of two survey; Discussing changes in one's environment Preparing a fact sheet about volcanoes</p> <p>Pronunciation: Stress in word combinations, constructions</p> <p>Scenario: Attending a public meeting</p> <p>Study skills: Designing a questionnaire (question types)</p> <p>Writing skills: Writing a questionnaire</p> <p>Home reading Charles Dickens "Oliver Twist" (Ch.X-XX)</p>
3.	Sport	<p>Grammar: Quantifiers; Articles</p> <p>Vocabulary: Idioms connected with sport; Prefix: -self; Abstract nouns; Adjectives</p> <p>Reading: Magazine article and biographical article about sportspersons; Leaflet advertising a karate club</p> <p>Listening: Interview with a karate teacher; A lecture giving advice on essay writing</p> <p>Speaking: Sport quiz; Discussing sport and games; Discussing men and women in sport</p> <p>Pronunciation: The definite article</p> <p>Scenario: Choosing the greatest modern sportsperson (key language: emphasis and comparison)</p> <p>Study skills: Understanding essay questions</p> <p>Writing skills: Essay writing (for-and-against essays)</p> <p>Home reading Charles Dickens "Oliver Twist" (Ch.XXI-XXX)</p>
4.	Medicine	<p>Grammar: Ways of expressing future</p> <p>Vocabulary: Medical terms: people, conditions and treatments; illness and medicine; dependent prepositions</p> <p>Reading: Encyclopedia entries on medical breakthroughs; Various types of information about malaria; Newspaper article about the first face transplant</p> <p>Listening: Talk by a professor about issues with medical treatment; A lecture on using the Internet for research</p> <p>Speaking: Assessing what makes a good doctor Discussing medical and ethical issues Planning an awareness-raising day</p> <p>Pronunciation: stressed syllables</p> <p>Scenario: The Downhill Hospital: making a difficult decision</p>

		<p>Study skills: Evaluating resources on the Internet</p> <p>Writing skills: Writing short reports (medical recommendations)</p> <p>Home reading: Charles Dickens “Oliver Twist” (Ch. XXXI-XL)</p>
5.	Transport	<p>Grammar: Modal Verbs (future/ present/ past)</p> <p>Vocabulary: Medical terms: people, conditions and treatments; illness and medicine; dependent prepositions</p> <p>Reading: Encyclopedia entries on medical breakthroughs; Various types of information about malaria; Newspaper article about the first face transplant</p> <p>Listening: Talk by a professor about issues with medical treatment; A lecture on using the Internet for research</p> <p>Speaking: Assessing what makes a good doctor Discussing medical and ethical issues Planning an awareness-raising day</p> <p>Pronunciation: stressed syllables</p> <p>Scenario: The Downhill Hospital: making a difficult decision</p> <p>Study skills: Evaluating resources on the Internet</p> <p>Writing skills:</p> <p>Home reading: Charles Dickens “Oliver Twist” (Ch. XL – L)</p>
6.	Literature	<p>Grammar: Narrative tenses</p> <p>Vocabulary: Literature: types of writing, people in literature; Word sets: light and dark, sounds</p> <p>Reading: Website on the Nobel Prize for Literature; Extracts from novels Descriptions of characters in Literature</p> <p>Listening: Book group discussion; Monologues about characters in literature Books extracts</p> <p>Speaking: Talking about books you like/ dislike; Discussion about childhood beliefs and practices;</p> <p>Pronunciation: used to</p> <p>Scenario: A book deal: negotiating a contract Key language: proposing, bargaining, talking about needs/ expectations</p> <p>Study skills: improving listening skills (predicting from clues; guessing meaning of words)</p> <p>Writing skills: A travel blog (adverbs of degree)</p> <p>Home reading: Charles Dickens “Oliver Twist” (Ch. L-LIII)</p>

7.	Architecture	<p>Grammar: Passives (Present Simple and Continuous, <i>will</i> future and <i>-ing</i> forms Past Simple and Continuous, Present Perfect, Infinitives, General and discourse use of the Passive)</p> <p>Vocabulary: Describing buildings; Idioms with bridge; Prefixes</p> <p>Reading: Personal opinions about buildings; Newspaper article about hotels in space; Magazine article about famous bridges</p> <p>Listening: Interview with an architect</p> <p>Speaking: discussing and describing buildings; Discussion about space hotels; Comparing two bridges</p> <p>Pronunciation: word stress, stress and intonation</p> <p>Scenario: On the horizon: deciding on the facilities in a hotel Key language: talking about requirements</p> <p>Study skills: Identifying fact and opinion; Writing skills: A description of building</p> <p>Home reading: Agatha Christie (Selective Detective Stories “The Mystery of the Spanish Chest”, “The Adventure of the Cheap Flat”)</p>
8.	Globalisation	<p>Grammar: Verb Patterns (verbs that take both the infinitive and <i>-ing</i> form) Causative form: have something done.</p> <p>Vocabulary: Word combinations: globalization; Abstract nouns; Word set: media</p> <p>Reading: Internet message board about globalization; Magazine article about the power of the Internet; Magazine article about global role models</p> <p>Listening: Podcasts about globalization</p> <p>Speaking: Discussing positive and negative aspects of globalization; Comparing good and bad experiences</p> <p>Scenario: Supermarket superpower: a TV debate Key language: clarifying</p> <p>Study skills: summarizing (topic s-s; paraphrasing) Writing skills: A summary (editing to shorten)</p> <p>Home reading: Agatha Christie (Selective Detective Stories “The Herb of Death”, “The Witness for the prosecution”)</p>

9.	Art	<p>Grammar: Adjectives and Adverbs (Gradable and Ungradable Adjectives). The position of Adverbs; adverb phrases of time, place and manner)</p> <p>Vocabulary: Art and artists Adverb/ adjective combinations Order of Adjectives before nouns</p> <p>Reading: Leaflet advertising Exhibitions at an art gallery Magazine article arguing for photography as an art form Three profiles of modern artists</p> <p>Listening: Conversation about exhibitions and opinions of them</p> <p>Speaking: discussing works of art and art exhibitions; Discussion about space hotels Comparing two bridges</p> <p>Pronunciation: stress and intonation</p> <p>Scenario: The new exhibition: giving an informal presentation Key language: sequencing information, moving to a new point</p> <p>Study skills: Expanding your vocabulary (collocations) Writing skills: An online review (adverbs)</p> <p>Home reading: Agatha Christie (Selective Detective Stories “Tape-Measure Murder”, “The Mystery of the Blue Jar”)</p>
10.	Psychology	<p>Grammar: Relative Clauses (Definite/ non-definite relative clauses; reduced relative clauses)</p> <p>Vocabulary: Working together: verbs with particles; Idioms with <i>mind</i></p> <p>Reading: Website about the Belbin model; Leaflet for parents about peer pressure Website on psychological profiling</p> <p>Listening: Part of a lecture on group dynamics</p> <p>Speaking: discussing team roles; Organizing a group activity Discussing crime books</p> <p>Pronunciation: stress patterns in adjective-noun pairs</p> <p>Scenario: Ask Vanessa: an advice phone-in Key language: giving advice</p>

		<p>Study skills: Writing a bibliography, referencing</p> <p>Writing skills: A discursive essay (linking words, conclusion)</p>
		<p>Home reading: Agatha Christie (Selective Detective Stories “The Case of the Perfect Maid”, “The Kidnapped Prime Minister”)</p>
11.	Culture	<p>Grammar: Reported speech (word order in reported questions; the most common changes; reporting verbs)</p> <p>Vocabulary: Aspects of culture; Adjectives</p>
		<p>Reading: Website on aspects of culture; Extracts from leaflets on cultural shock; Two opinions about cultural awareness</p>
		<p>Listening: Vox pops about one’s own culture; Monologue about experiencing cultural shock; Description of cultural mistakes; A radio discussion</p>
		<p>Speaking: Time capsule: comparing two descriptions of changing cultures; debate on cultural differences</p> <p>Scenario: Kaleidoscope World: giving a formal presentation Key language: creating impact in a presentation</p>
		<p>Study skills: improving reading skills (chunking, prefixes and suffixes, linkers)</p> <p>Writing skills: A formal letter (letter layout, formulaic language)</p>
		<p>Home reading: Agatha Christie (Selective Detective Stories “Where There’s a Will”, “The Case of the Discounted Husband”)</p>
12.	Technology	<p>Grammar: Conditionals (Zero conditional. The first type of conditionals. The second type of conditionals. The third type of conditionals. Mixed conditionals)</p> <p>Vocabulary: Technology; Adjectives connected with technology; Prefixes expressing opposites</p>
		<p>Reading: Magazine article on pioneers of communication; Website FAQs on the Amish; Article from <i>The New Scientist</i> on fear of technology</p>
		<p>Listening: Descriptions of gadgets and opinions of them</p>

1	Education and employment	Speaking: Discussing technology and its benefits; Debate on the rate of technological progress Scenario: Computer crash: problem-solving meeting Key Language: reassuring and encouraging
		Study skills: Plagiarism: what it is and how to avoid it Writing skills: An article (identifying the writer's position)
		Home reading: A. Conan Doyle "The Greek Interpreter"
		Reading: Success stories; Curriculum Vitae
		Listening: Radio phone-in; Job interview Speaking: Discussing differences in education; Talking about job hunting Writing skills: A covering letter
2	1 Tourism and conservation	Reading: Holiday brochures; Magazine articles on threats to beaches
		Listening: Dr. Graham Watkins interview about tourism and conservation
		Speaking: Talking about different types of tourism; Discussing different ways of protecting nature
		Writing skills: A problem-solution essay
3	International relations	Reading: Website article on traits of a nation, Science magazine article on CERN
		Listening: Radio interview - ambassador's life
		Speaking: Discussing national characteristics; Talking about international organizations Writing skills: A speech
4	Health and care	Reading: Newspaper article on health care in Cuba, Website article on nurses
		Listening: Film review of <i>Sicko</i> , Speech at a graduation ceremony
		Speaking: Talking about health and fitness, Discussing healthcare systems in different countries
		Writing skills: Analysis of visual information
5	Fashions and consumerism	Reading: Magazine article on 'haute couture', Newspaper headlines

		<p>Listening: Radio programme on consumerism; Radio programme on fashion and social responsibility</p> <p>Speaking: Discussing consumerism and materialism; Discussing controversial practices in the fashion world</p> <p>Writing skills: Summarizing</p>
6	Technology and change	<p>Reading: Articles on ideas that will change the world; Magazine article on Google</p> <p>Listening: A dialogue with a career advisor</p> <p>Speaking: Discussing the effects of technological changes; Talking about technological innovation</p> <p>Writing skills: A sales leaflet</p>
7	People and ideas	<p>Reading: Magazine article on 'gifted people', Article on Ibn Battuta</p> <p>Listening: Lecture on creativity, Radio programme on rediscovered people</p> <p>Speaking: Talking about national/local famous people; Sharing good ideas</p> <p>Writing skills: An opinion-led essay</p>
8	Journalism and media	<p>Reading: Newspaper article on journalism by Simon Jenkins</p> <p>Listening: People in the media talking about their jobs</p> <p>Speaking: Discussing the future of newspaper and new channels for media</p> <p>Writing skills: Features article for a magazine</p>
9	Law and society	<p>Reading: Extracts from <i>Watching The English</i> by Kate Fox, Research diary</p> <p>Listening: Talk on youth crime and punishment, A talk about immigration</p> <p>Speaking: Talking about different behaviour and unwritten rules in a society, Discussing juvenile justice</p> <p>Writing skills: A literature review</p>
10	Arts and entertainment	<p>Reading: Press release - Simon Bolivar Youth Orchestra of Venezuela, Extracts on digital development</p> <p>Listening: Webcast - benefits of the Internet, Performance reviews</p> <p>Speaking: Discussing art and entertainment, Talking about music</p> <p>Writing skills: Creative writing (a screenplay)</p>
11	Business and economics	<p>Reading: Business and economic extracts from news website, Newspaper article on global financial crisis</p>

		<p>Listening: A banker talking about redundancy</p>
		<p>Speaking: Discussing the reasons for the global financial crisis; Role play: negotiation</p>
		<p>Writing skills: A tactful business email</p>
12	A tactful business email	<p>Reading: An extract from <i>Solaris</i> by Stanislaw Lem, Extracts from <i>A world Without Bees</i> by Alison Benjamin and Brian McCallum</p>
		<p>Listening: Descriptions of films/novels, Video blog on 'plastic'</p>
		<p>Speaking: Discussing science fiction books/films, Discussing the importance of bees to nature and human life</p>
		<p>Writing skills: A personal statement</p>
7 семестр		
1	Getting the Message Across	<p>Language Focus: means of communication; facial expressions; ways of speaking; the Internet; prepositions; fixed phrases; idioms; phrasal verbs: <i>act, break</i></p>
		<p>English in Use: modal verbs, open cloze; key word transformations; word formation passage; words with multiple meanings; <i>summary writing:</i> selecting relevant information</p>
		<p>Reading: multiple choice (reading for content, opinion, purpose, tone, reference, implication); gapped text (reading for coherence and text structure)</p>
		<p>Listening: multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>
		<p>Speaking: telephone conversation; asking for and promising discretion; introducing news; expressing surprise, speculating; evaluating; suggesting alternatives</p>
		<p>Writing: expressing opinions in essays, letters and articles</p>
		<p>Home reading: Harper Lee "To Kill a Mockingbird" (Ch. I-VII)</p>
2	The Happiest Days of your Life?	<p>Language Focus: education, literacy; university studies; educational systems; prepositions; fixed phrases; idioms; phrasal verbs: <i>come, call</i></p>
		<p>English in Use: conditionals, open cloze, key word transformations; word formation passage; words with multiple meanings; <i>summary writing:</i> paraphrasing</p>

		<p>Reading: multiple choice (reading for content, opinion, attitude, purpose, implication, text organization)</p>
		<p>Listening: multiple matching (listening for opinion, specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p>
		<p>Speaking: discussing opinions; making suggestions; making recommendations; debating; inviting somebody to give their opinions; interrupting; monologues</p>
		<p>Writing: making suggestions and recommendations in letters and essays</p>
		<p>Home reading: Harper Lee “To Kill a Mockingbird” (Ch. VIII-XV)</p>
3	Extra! Extra!	<p>Grammar: gerunds and infinitives; dependent prepositions</p>
		<p>Vocabulary: success and achievements; special occasions; celebrations; career qualities; feelings</p>
		<p>English in Use: multiple cloze; error correction; gap fill; register transfer Phrasal verbs: <i>carry; wear</i></p>
		<p>Reading: multiple matching; multiple choice</p>
		<p>Listening: listening for gist and detail; blank filling; multiple matching</p>
		<p>Speaking: asking for/giving advice; giving an opinion; expressing uncertainty; giving and responding to news; comparing and contrasting; speculating</p>
		<p>Writing: formal and informal letters</p>
		<p>Home reading: F. Scott Fitzgerald “The Great Getsby” (Ch. I, II)</p>
8 семестр		
4	The art of Entertainment	<p>Grammar: review of present tenses; dependent prepositions</p>

		<p>Vocabulary: free time and entertainment; film; theatre; holidays; descriptive adjectives</p> <p>English in Use: structural cloze; error correction (spelling and punctuation); sentence completion; word formation</p> <p>Phrasal verbs: <i>put; set</i></p>
		Reading: multiple choice; gapped text (paragraph insertion)
		Listening: blank filling; multiple matching
		Speaking: negotiating; reaching agreement
		Writing: reviews
		Home reading: F. Scott Fitzgerald “The Great Getsby” (Ch. III, IV, V)
5	Respect!	<p>Grammar: passive voice/ causatives</p> <p>Phrasal verbs: <i>cut; pass</i></p> <p>Vocabulary: social/community issues - problems/solutions law, crime and punishment; idioms/fixed phrases</p> <p>English in Use: gap fill; error correction; multiple choice; word formation</p> <p>Reading: multiple matching; gapped text</p> <p>Listening: sentence completion; multiple matching ; listening for specific information, identifying speakers and topics</p> <p>Speaking: discussing problems/offering solutions; evaluating, discussing, speculating, giving opinions</p> <p>Writing: reports and proposals</p> <p>Home reading: F. Scott Fitzgerald “The Great Getsby” (Ch. VIII, IX)</p>
6	Another Day, Another Dollar	<p>Language Focus: work and business; the workplace; careers; professional skills; prepositions; fixed phrases; idioms; phrasal verbs: <i>take, tell</i></p> <p>English in Use: participles, open cloze, key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions and summary</i></p> <p>Reading: multiple choice (reading for tone, purpose, implication, content, reference); gapped text (reading for content, text organization)</p> <p>Listening: multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p> <p>Speaking: expressing approval and disapproval; making assumptions; evaluating; speculating; suggesting alternatives;</p> <p>Writing: formal letters; letters of application; recommendation; complaint, apology</p>

		Home reading: : Harper Lee “To Kill a Mockingbird” (Ch. XVI-XXII)
7	Our Planet, Our Home	Language Focus: the environment; recycling; environmental problems; ecology; prepositions; fixed phrases; idioms; phrasal verbs: <i>turn, wear</i>
		English in Use: concession/ comparison, open cloze, key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions and summary</i>
		Reading: multiple choice (reading for content, attitude, reference); four-option multiple choice lexical cloze (reading for semantic precision, complementation)
		Listening: multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)
		Speaking: sharing information; giving instructions; monologues
		Writing: review of writing tasks
		Home reading: Harper Lee “To Kill a Mockingbird” (Ch. XXIII-XXXI)

6.3. Темы и содержание учебных занятий в форме самостоятельной работы

№ пп	Наименование раздела дисциплины (темы)	Содержание
1.	Personality	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay writing
		Home reading: Archibald Cronin “The Green Years” (Book I, Ch.I-VIII)
2.	Travel	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation
		Home reading: Archibald Cronin “The Green Years” (Book I, Ch.IX- XV)
3.	Work	Grammar: present perfect continuous; present perfect simple and continuous
		Vocabulary: work adjectives; expressions connected with time and work
		Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice

		Writing skills: covering letter and curriculum vitae (CV) Home reading: Archibald Cronin “The Green Years” (Book II, Ch.I- VI)
4.	Language	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation
		Describing tables and charts Writing a report
		Home reading: Archibald Cronin “The Green Years” (Book II, Ch.VII- XI)
5.	Advertising	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation
		Reading: opinions about advertising; magazine article about advertising; newspaper article about advertising to children
		Home reading: Archibald Cronin “The Green Years” (Book III, Ch.I-IX)
6.	Business	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation
		Home reading: Archibald Cronin “Shannon’sWays”
7.	Design	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice
		Home reading: Archibald Cronin “Shannon’sWays”
8.	Education	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation
		Home reading: Archibald Cronin “Shannon’sWays”
9.	Engineering	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation
		Home reading: Archibald Cronin “Shannon’sWays”
10.	Trends	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation
		Home reading: Archibald Cronin “Shannon’sWays”
11.	Arts and media	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation
		Home reading: Archibald Cronin “Shannon’sWays”

12.	Crime	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation Home reading: Archibald Cronin “Shannon’s Ways”
1.	Communication	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation Home reading: Charles Dickens “Oliver Twist” (Ch.I-X)
2.	Environment	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Preparing of a Presentation Home reading Charles Dickens “Oliver Twist” (Ch.X-XX)
3.	Sport	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing Home reading Charles Dickens “Oliver Twist” (Ch.XXI-XXX)
4.	Medicine	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing Home reading: Charles Dickens “Oliver Twist” (Ch. XXXI-XL)
5.	Transport	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing Home reading: Charles Dickens “Oliver Twist” (Ch. XL – L)
6.	Literature	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing Writing skills: A travel blog (adverbs of degree) Home reading Charles Dickens “Oliver Twist” (Ch. L-LIII)
7.	Architecture	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing Home reading: Agatha Christie (Selective Detective Stories “The Mystery of the Spanish Chest”, “The Adventure of the Cheap Flat”)

8.	Globalisation	<p>Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing</p> <p>Home reading: Agatha Christie (Selective Detective Stories “The Herb of Death”, “The Witness for the prosecution”)</p>
9.	Art	<p>Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing</p> <p>Home reading: Agatha Christie (Selective Detective Stories “Tape-Measure Murder”, “The Mystery of the Blue Jar”)</p>
10.	Psychology	<p>Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing</p> <p>Home reading: Agatha Christie (Selective Detective Stories “The Case of the Perfect Maid”, “The Kidnapped Prime Minister”)</p>
11.	Culture	<p>Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing</p> <p>Home reading: Agatha Christie (Selective Detective Stories “Where There’s a Will”, “The Case of the Discounted Husband”)</p>
12.	Technology	<p>Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing</p> <p>Home reading: A. Conan Doyle “The Greek Interpreter”</p>
1.	Education and employment	<p>Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice Essay Writing</p>

2.	Tourism and conservation	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice
		Writing skills: A problem-solution essay
3.	International relations	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice
		Writing skills: A speech
4.	Health and care	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice
		Writing skills: Analysis of visual information
5.	Fashions and consumerism	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice
		Listening: Radio programme on consumerism; Radio programme on fashion and social responsibility
6.	Technology and change	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice
		Writing skills: A sales leaflet
7.	People and ideas	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice
		Listening: Lecture on creativity, Radio programme on rediscovered people
8.	Journalism and media	Reading and interpreting texts on the topic of the module. Grammar and Vocabulary practice
		Writing skills: Features article for a magazine
9.	Law and society	Reading: Extracts from <i>Watching The English</i> by Kate Fox, Research diary
		Listening: Talk on youth crime and punishment, A talk about immigration
		Speaking: Talking about different behaviour and unwritten rules in a society, Discussing juvenile justice
		Writing skills: A literature review
10.	Arts and entertainment	Reading: Press release - Simon Bolivar Youth Orchestra of Venezuela, Extracts on digital development
		Listening: Webcast - benefits of the Internet, Performance reviews
		Speaking: Discussing art and entertainment, Talking about music

		Writing skills: Creative writing (a screenplay)
11.	Business and economics	Reading: Business and economic extracts from news website, Newspaper article on global financial crisis
		Listening: A banker talking about redundancy
		Speaking: Discussing the reasons for the global financial crisis; Role play: negotiation
		Writing skills: A tactful business email
12.	A tactful business email	Reading: An extract from <i>Solaris</i> by Stanislaw Lem, Extracts from <i>A world Without Bees</i> by Alison Benjamin and Brian McCallum
		Listening: Descriptions of films/novels, Video blog on 'plastic'
		Speaking: Discussing science fiction books/films, Discussing the importance of bees to nature and human life
		Writing skills: A personal statement
1.	Getting the Message Across	Language Focus: means of communication; facial expressions; ways of speaking; the Internet; prepositions; fixed phrases; idioms; phrasal verbs: <i>act, break</i>
		English in Use: modal verbs, open cloze; key word transformations; word formation passage; words with multiple meanings; <i>summary writing:</i> selecting relevant information
		Reading: multiple choice (reading for content, opinion, purpose, tone, reference, implication); gapped text (reading for coherence and text structure)
		Listening: multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)
		Speaking: telephone conversation; asking for and promising discretion; introducing news; expressing surprise, speculating; evaluating; suggesting alternatives
		Writing: expressing opinions in essays, letters and articles
2.	The Happiest Days of your Life?	Language Focus: education, literacy; university studies; educational systems; prepositions; fixed phrases; idioms; phrasal verbs: <i>come, call</i>
		English in Use: conditionals, open cloze, key word transformations; word formation passage; words with multiple meanings; <i>summary writing:</i> paraphrasing
		Reading: multiple choice (reading for content, opinion, attitude, purpose, implication, text organization)
		Listening: multiple matching (listening for opinion, specific information); multiple choice questions (listening for opinion, gist, detail, inference)

		<p>Speaking: discussing opinions; making suggestions; making recommendations; debating; inviting somebody to give their opinions; interrupting; monologues</p> <p>Writing: making suggestions and recommendations in letters and essays</p>
3.	Extra! Extra!	<p>Grammar: past tenses, used to/ be used to + ing/would</p> <p>Vocabulary: character; relationships; idioms; fixed phrases with 'of'</p> <p>English in Use: register transfer; error correction (extra words); cloze; multiple cloze</p> <p>Phrasal verbs: <i>bring; stand</i></p> <p>Reading: multiple matching; multiple choice</p> <p>Listening: listening for gist and detail; matching; blank filling; multiple choice</p> <p>Speaking: giving/reacting to advice; offering/accepting/rejecting an apology; comparing and contrasting; speculating; discussing pros and cons; inviting speaker to continue</p> <p>Writing: articles</p>
4.	The Art of Entertainment.	<p>Grammar: review of present tenses; dependent prepositions</p> <p>Vocabulary: free time and entertainment; film; theatre; holidays; descriptive adjectives</p> <p>English in Use: structural cloze; error correction (spelling and punctuation); sentence completion; word formation</p> <p>Phrasal verbs: <i>put; set</i></p> <p>Reading: multiple choice; gapped text (paragraph insertion)</p> <p>Listening: blank filling; multiple matching</p> <p>Speaking: negotiating; reaching agreement</p> <p>Writing: reviews</p>
4.	Respect!	<p>Grammar: passive voice/ causatives</p> <p>Phrasal verbs: <i>cut; pass</i></p> <p>Vocabulary: social/community issues - problems/solutions law, crime and punishment; idioms/fixed phrases</p> <p>English in Use: gap fill; error correction; multiple choice; word formation</p> <p>Reading: multiple matching; gapped text</p> <p>Listening: sentence completion; multiple matching ; listening for specific information, identifying speakers and topics</p> <p>Speaking: discussing problems/offering solutions; evaluating, discussing, speculating, giving opinions</p>

		Writing: reports and proposals
5.	Another Day, Another Dollar	<p>Language Focus: work and business; the workplace; careers; professional skills; prepositions; fixed phrases; idioms; phrasal verbs: <i>take, tell</i></p> <p>English in Use: participles, open cloze, key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions and summary</i></p> <p>Reading: multiple choice (reading for tone, purpose, implication, content, reference); gapped text (reading for content, text organization)</p> <p>Listening: multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p> <p>Speaking: expressing approval and disapproval; making assumptions; evaluating; speculating; suggesting alternatives;</p> <p>Writing: formal letters; letters of application; recommendation; complaint, apology</p>
7.	Our Planet, Our Home	<p>Language Focus: the environment; recycling; environmental problems; ecology; prepositions; fixed phrases; idioms; phrasal verbs: <i>turn, wear</i></p> <p>English in Use: concession/ comparison, open cloze, key word transformations; word formation passage; words with multiple meanings; <i>open-ended questions and summary</i></p> <p>Reading: multiple choice (reading for content, attitude, reference); four-option multiple choice lexical cloze (reading for semantic precision, complementation)</p> <p>Listening: multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)</p> <p>Speaking: sharing information; giving instructions; monologues</p> <p>Writing: review of writing tasks</p>

7. Образовательные технологии

Информационные технологии, игровые технологии, проектные технологии, дискуссионные технологии, технологии проблемного обучения, эвристические технологии, технология обучения с использованием метода кейсов.

7.1. Инновационные формы проведения занятий

Название разделов и отдельных занятий, имеющих непосредственно практико-ориентированную или инновационно-технологическую направленность	Активный/ интерактивный метод
I курс	
Unit 1. Personality. Lesson 1.4. Personality Clash. Choosing a new team member	Обучение в сотрудничестве: «ажурная пила» (Jigsaw technique) для решения ситуационной задачи – подбор кандидатуры секретаря для телерадиокомпании
Unit II. Travel Lesson 2.4. Organizing a study trip	SWOT анализ - ситуационный анализа, позволяющий оценить текущую и будущую конкурентоспособность услуги (организация туристической поездки)
Unit III. Work. Lesson 3.4. Taking part in a job interview.	Case-study (метод конкретных ситуаций) – проведение отборочного собеседования при приеме на работу.
Unit IV. Language Lesson 4.4. Selecting an English Language programme.	Обучение в сотрудничестве: «ажурная пила» (Jigsaw technique) для решения ситуационной задачи – выбор подходящей программы по обучению английскому языку.
II курс	
Unit XI. Culture	Case-study (метод конкретных ситуаций)
Unit XII. Technology	Case-study (метод конкретных ситуаций)
III курс	
Unit I. Education and employment	Case-study (метод конкретных ситуаций)
Unit II. Tourism and conservation	Case-study (метод конкретных ситуаций)
Unit VII. People and ideas	Case-study (метод конкретных ситуаций)
IV курс	
Unit I. Something to Shout about Arranging a birthday party	Case-study (метод конкретных ситуаций) – обсуждение деталей проведения вечеринки по случаю совершеннолетия.
Unit II. Escape Artist. Tests in Music differ	Круглый стол «Что такое хорошая музыка?»
Unit III. People Power Is Childfree Life Virtually Very Sad?	Метод ролевой игры « Шесть шляп мышления » при

	обсуждении идеология чайлдфри , характеризующейся сознательным нежеланием иметь детей во имя личной свободы и пропагандой бездетного образа жизни
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7.2. Информационные технологии

При изучении дисциплины «Практический курс перевода первого иностранного языка» информационные технологии применяются в следующих случаях:

- оформление учебных и научных работ (рефератов, курсовых работ (проектов), мини-проектов), выступлений на семинаре, отчетов по лабораторному или практическому занятию и т.д.);
- демонстрация дидактических материалов с использованием мультимедийных технологий;
- использование электронной образовательной среды университета;
- использование информационно-справочного обеспечения, такого как: онлайн словари, справочники;
- использование специализированных справочных систем (электронных учебников, виртуальных экскурсий и справочников), коллекций иллюстраций и фотоизображений;
- использование на занятиях электронных изданий (чтение лекций с использованием слайд-презентаций, электронного курса лекций, графических объектов, видео-, аудио-материалов (через Интернет), виртуальных лабораторий, практикумов);
- организация взаимодействия с обучающимися посредством электронной почты, форумов.
- компьютерное тестирование.

8. Фонд оценочных средств для проведения промежуточной аттестации обучающихся по дисциплине

8.1. Система оценки сформированности составляющих компетенций

Планирование оценки результатов обучения при проектировании образовательной программы осуществлялось на основе современного подхода к оцениванию компетенций, представленного в работах А.И. Чучалина, А.В. Епихина, Е.А. Муратовой и др., согласно которому под компетенцией понимается готовность выпускника (мотивация и личностные качества) проявить способности (знания, умения и опыт) для успешного ведения профессиональной или иной деятельности в определённых условиях (проблема, задача, ресурсы для их решения).

Статус контрольного задания, выполняемого студентом, определяется тем или иным конкретным условием (например, задания могут различаться

уровнем новизны, наличием необходимых ресурсов, степенью самостоятельности студентов). Совокупность этих факторов создает тот или иной уровень сложности выполняемого контрольного задания. Оценка составляющих компетенций тем выше, чем выше уровень новизны выполняемых контрольных заданий, степень самостоятельности студентов и чем ниже уровень начальной обеспеченности ресурсами, что вынуждает студентов самостоятельно восполнять их недостаток. Таким образом, критериями достижения результатов обучения выступают условия, успешное выполнение контрольного задания в более сложных условиях свидетельствует о более высоком уровне сформированности составляющих компетенций.

Все контрольные задания, входящие в фонд оценочных средств по дисциплине, в соответствии с моделью оценки результатов обучения, разработанной сотрудниками Учебно-консультационного центра на основе методологии В.П. Беспалько и применяемой в рамках ФЭПО (федерального интернет-экзамена в сфере профессионального образования, портал i.exam), делятся на три блока (Приложение 6):

- блок 1 – задания на выявление знания и понимания (оценка когнитивного компонента компетенции) и отдельных элементов умений (деятельностного компонента); предполагающие минимальные показатели уровня новизны, максимальный уровень начальной обеспеченности ресурсами и требующие минимальной самостоятельности студентов;
- блок 2: учебные (практические) задания на применение знаний (типовые, требующие применения типовых действий) – разноуровневые задачи и задания (оценка деятельностного компонента компетенции на уровне умений по образцу); предполагающие средние показатели уровня новизны, начальной обеспеченности ресурсами и самостоятельности студентов;
- блок 3: комплексные практические задания на применение полученных знаний, умений и навыков в квазиреальных профессиональных и жизненных ситуациях (оценка деятельностного компонента компетенции на уровне комплексных умений и практических навыков), предполагающие максимальные показатели уровня новизны, минимальный уровень начальной обеспеченности ресурсами и требующие максимальной самостоятельности студентов.

Оценка составляющих компетенций осуществляется с помощью балльно-рейтинговой системы оценки. Рейтинговая оценка формируется в результате накопления рейтинговых баллов в течение семестра. Показатели учебного рейтинга студента в течение семестра определяются на основе формулы:

$$R = (Вст. / В max) \times 100 \%,$$

где R – рейтинговая оценка

В ст. – количество набранных баллов на момент оценки

В max – максимальное возможное по дисциплине количество баллов на момент оценки.

Балльно-рейтинговое оценивание осуществляется в ходе текущего контроля в соответствии с Положением о порядке проведения текущего контроля успеваемости и промежуточной аттестации обучающихся НФ ПГУ.

Пересчет рейтинговых процентов в итоговую оценку по учебной дисциплине производится по следующей шкале:

- «отлично», если рейтинговая оценка студента больше либо равна 90 %;
- «хорошо», если рейтинговая оценка студента находится в интервале 75-89 %, включая границы интервала;
- «удовлетворительно», рейтинговая оценка студента находится в интервале 60-74 %, включая границы интервала;
- «неудовлетворительно», если рейтинговая оценка студента ниже либо равна 59 %.

Оценка результатов обучения и сформированности составляющих компетенций осуществляется с помощью специальной карты.

Для определения уровня сформированности составляющих компетенций используется модифицированная модель оценки результатов обучения, разработанная сотрудниками Учебно-консультационного центра на основе методологии В.П. Беспалько и применяемая в рамках ФЭПО (федерального интернет-экзамена в сфере профессионального образования, портал i.exam):

№	Планируемый уровень сформированности составляющих компетенций	Оцениваемые компоненты компетенции	Блоки ОС	Критерии оценки	Уровень сформированности составляющих компетенций по результатам оценки (вывод)
1	II. Репродуктивный	Когнитивный	Блок 1	Менее 70% баллов за задания из блока 1.	Критический
				70% и более баллов за задания блока 1.	Репродуктивный
2	III. Базовый	Когнитивный и деятельностный на уровне умений по образцу	Блок 1 Блок 2	Менее 70% баллов за задания из каждого из блоков 1, 2.	Критический
				70% и более баллов за задания блока 1 и менее 70% баллов за задания блока 2.	Репродуктивный
				70% и более баллов за задания блока 2 и менее 70% баллов за задания блока 1.	Базовый
				70% и более баллов за задания блоков 1 и 2.	
3	IV. Повышенный	Деятельностный компонент	Блок 1 Блок 2 Блок 3	Менее 70% баллов за задания из каждого из блоков 1, 2, 3	Критический

	(уровень выпускника бакалавриата)	на уровне комплексных умений и овладения практическими навыками.		70% и более баллов за задания блока 1 и менее 70 % баллов за задания блоков 2 и 3.	Репродуктивный
				70% и более баллов за задания блоков 1 и 2 и менее 70 % баллов за задания блока 3.	Базовый
				70% и более баллов за задания блоков 1 и 3 и меньше 70 % баллов за задания блока 2.	Повышенный
				70% и более баллов за задания блоков 2 и 3 и меньше 70 % баллов за задания блока 1.	

8.2. Паспорт фонда оценочных средств

1 семестр

компетенции	Се-местр/этап/уровень	Вид контроля Блок ОС	Вид ОС	Сроки выполнения
ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.	1/1/ репродуктивный	Т(Р)2 Блок 1 Т-1	Комплексный тест по модулям 1-3	ноябрь
ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.	1/1/ репродуктивный	Т(П)3 Блок 1 Т-1	Комплексный тест по модулям 4-5	январь

2 семестр

компетенции	Се-местр/этап/уровень	Вид контроля Блок ОС	Вид ОС	Сроки выполнения
ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.	2/2/ репродуктивный	ТР (Т2) Блок 1 Т-1	Комплексный тест по модулям 6-9	апрель
ОПК-1.1. ОПК-1.2. ОПК-3.1.	2/2/ репродуктивный	Т(П) Т3 Блок 1 Т-1	Комплексный тест по модулям 10-12	июнь

ОПК-3.2. ОПК-3.3.				
3 семестр				
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.	3/3	ТР (Т2)	Комплексный тест по модулям 1-3	ноябрь
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.	3/3	Т(П)3 Т-2	Комплексный тест по модулям 4-6	январь
4 семестр				
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3	4/4	ТР(Т2)	Комплексный тест по модулям 7-9	апрель
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.	4/4	ТП(Т2)	Комплексный тест по модулям 10-12	июнь
5 семестр				
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3. ПК-1.3	5/5	ТР(Т2)	Комплексный тест по модулям 1-3	ноябрь
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.	5/5	ТП(Т2)	Комплексный тест по модулям 4-5	январь

ПК-1.3				
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	5/5	Т (Р) КПЗ	Комплексное практическое задание (эссе)	ноябрь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	5/5	Т (Р) УКПЗ	– Устное ком- плексное прак- тическое зада- ние (presentation)	ноябрь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	5/5	Т (П) КПЗ	Комплексное практическое задание (report)	январь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	5/5	Т(П) УКПЗ	– Устное ком- плексное прак- тическое зада- ние (presentation)	январь
6 семестр				

УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ПК-1.3	6/6	<u>Т (Р) Т-1</u>	Комплексный тест по модулям 6-9	апрель
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	6/6	<u>Т(Р) КПЗ-2</u>	комплексное практическое задание	апрель
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	6/6	<u>Т(Р) УКПЗ</u>	Устное комплексное практическое задание	апрель
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	6/6	<u>Т (П)</u>	комплексный тест по модулям 10-12	июнь
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ПК-1.3	6/6	<u>Т (П)</u>	комплексное практическое задание	июнь

УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	6/6	<u>Т (П)</u>	Устное комплексное практическое задание	июнь
7 семестр				
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ПК-1.3	7/7	<u>Т (Р)</u> Т-2	Комплексный тест по модулям 1-2	ноябрь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	7/7	<u>Т (Р)</u> КПЗ	комплексное практическое задание	ноябрь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	7/7	<u>Т (Р)</u> УКПЗ	Устное комплексное практическое задание	ноябрь

УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3. ПК-1.3		$\frac{T(\Pi)}{T-2}$	Комплексный тест по модулям 4-5	январь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3. ОПК-4.1. ОПК-4.3. ПК-1.3		$\frac{T(\Pi)}{КПЗ}$	комплексное практическое задание	январь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3. ОПК-4.1. ОПК-4.3. ПК-1.3		$\frac{T(\Pi)}{УКПЗ}$	устное комплексное практическое задание	январь
8 семестр				
УК-4.1. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3. ПК-1.3	8/8	$\frac{T(P)}{T-2}$	комплексный тест по модулям (1-2)	апрель
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3. ОПК-4.1.	8/8	$\frac{T(P)}{КПЗ}$	комплексное практическое задание	апрель

ОПК-4.3. ПК-1.3				
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	8/8	$\frac{T(P)}{УКПЗ}$	устное комплексное практическое задание	апрель
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	8/8	$\frac{T(II)}{T-2}$	комплексный тест по модулям (3-4)	июнь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	8/8	$\frac{T(II)}{КПЗ}$	комплексное практическое задание	июнь
УК-4.1. УК-4.2. ОПК-1.1. ОПК-1.2. ОПК-3.1. ОПК-3.2. ОПК-3.3.. ОПК-4.1. ОПК-4.3. ПК-1.3	8/8	$\frac{T(II)}{УКПЗ}$	устное комплексное практическое задание	июнь

8.3. Типовые контрольные задания, оцениваемые показатели и критерии оценивания составляющих компетенций, шкалы оценивания и методические материалы, определяющие процедуры оценивания

8.3.1. Типовое контрольное задание – Т2. Э-2 –Эссе с изложением предложений и рекомендаций (Making suggestions and recommendations essay) “ по теме “The Happiest Days of your life”

1. Вид оценочного средства (ОС):	Стандартизированное средство для диагностики результатов обучения по дисциплине: эссе с изложением предложений и рекомендаций на первом иностранном языке по актуальной социокультурной тематике. Объём работы – 300 -350 слов.
2. Назначение ОС:	оценка сформированности составляющих компетенций: УК-4.1, ОПК-1.1, ОПК-1.2, ОПК-3.1, ОПК- 3.1., ОПК-3.2, ОПК-3.3, ОПК-4, ПК-1.3.
3. Документы, определяющие содержание ОС:	федеральный государственный образовательный стандарт высшего образования для направления подготовки студентов направления 45.03.02 «Лингвистика» (уровень бакалавриата).
4. Подходы к отбору содержания, разработке структуры ОС:	Данное ОС является комплексным практическим заданием на применение полученных знаний, умений и навыков в квазиреальных профессиональных и жизненных ситуациях, предназначенным для оценки деятельностного компонента компетенции на уровне комплексных умений и практических навыков.
5. Образцы контрольных заданий:	<p>Making suggestions and recommendations essay subjects:</p> <ol style="list-style-type: none"> 1. Your branch is threatened with closure. As student representative, you must write to the authorities suggesting ways in which the branch can be saved. 2. The number of students dropping out of your university is constantly increasing. As a Students' Union representative, write to the authorities suggesting ways in which the situation could be changed. 3. Some employers are complaining that properly prepared graduates are hard to find. As an unemployed graduate, write to the local newspaper suggesting ways in which students as the potential work force be equipped to deal with the demands of the real “working” world.
6. Методические материалы, определяющие процедуры оценивания:	
6.1. Инструкции для студента:	<p>Before writing study the information on p.p. 42-46 (Upstream. Proficiency C2).</p> <p>Write a 300 - 350 word discursive essay making suggestions and recommendations on one of the following education-related issues:</p> <p>Time for essay writing: 90 min.</p>
6.2. Инструкции для оценивающего преподавателя:	

<p>6.2.1. Процедура выполнения и проверки ОС, использование дополнительных материалов:</p>	<p>Контрольное задание выполняется студентом в учебной аудитории самостоятельно.</p> <p>Первоначально студенты выполняют задание на черновиках, затем редактируют и оформляют работу на чистовых бланках. В случае, если студент не рассчитал время и не успел дописать работу, черновые записи учитываются при проверке.</p> <p>Проверка выполнения контрольного задания производится преподавателем. Общий балл сообщается студенту после проведения проверки преподавателем.</p> <p>В ходе выполнения задания допускается использование англо-английских словарей.</p> <p>Использование мобильных устройств связи и других источников информации не допускается.</p> <p>В случае использования дополнительных материалов, совещания с другими студентами и списывания результат данного студента аннулируется. Повторное выполнение задания не предусмотрено.</p>	
<p>6.2.2. Максимальное время выполнения задания:</p>	<p>С момента начала выполнения задания студентом 90 минут. Инструктаж, предшествующий выполнению задания, не входит в указанное время.</p>	
<p>6.2.3. Необходимые ресурсы:</p>	<p>Бланки для черновиков и чистовые бланки. Экран или доска для представления тем.</p>	
<p>6.2.4. Система оценивания отдельных заданий и работы в целом:</p>	<p>Выполнение задания оценивается в соответствии с приведенными в п. 7 и 8 оцениваемыми показателями, критериями и шкалами оценивания.</p>	
<p>7. Оцениваемые показатели (индикаторы, измеряемые результаты обучения)</p>	<p>В ходе выполнения задания студент демонстрирует способность (знание, умение, опыт деятельности):</p> <ul style="list-style-type: none"> – грамотно структурировать текст: делить текста на введение, основную часть и заключение; – во введение четко формулировать тезис, соответствующий теме эссе; – в основной части логично, связно и полно доказывать выдвинутый тезис; – в заключение формулировать выводы, логично вытекающие из содержания основной части; – правильно (уместно и достаточно) использовать разнообразные средства связи; – для выражения своих мыслей используются стилистически-уместные разнообразные языковые средства; – студентом демонстрируется полное понимание проблемы; – выполнять все требования, предъявляемые к заданию. 	
<p>8. Критерии и шкала оценивания:</p>		
<p>Шкала оценивания</p>		<p>Критерии оценивания</p>
<p>Балл</p>	<p>Характеристика</p>	
<p>1</p>	<p>0</p>	<p>Отсутствие ответа на задание</p>
<p>2</p>	<p>18</p>	<p>неуд- В ходе выполнения задания студент не демонстрирует оцениваемые</p>

		влетворительно	показатели, что свидетельствует о несформированности оцениваемых комплексных умений и практических навыков. Студент допускает многочисленные ошибки; дополнительная самостоятельная работа над заданием не приведет к какому-либо значимому повышению качества его выполнения. Как результат обучения по дисциплине данная составляющая компетенции не сформирована.
2+	47	неудовлетворительно с возможной пересдачей	В ходе выполнения задания студент не демонстрирует оцениваемые показатели, что свидетельствует о несформированности оцениваемых комплексных умений и практических навыков. Студент допускает многочисленные ошибки, дает неуверенные и неточные ответы на поставленные вопросы; при дополнительной самостоятельной работе над заданием возможно повышение качества его выполнения. Как результат обучения по дисциплине данная составляющая компетенции не сформирована.
3	60	посредственно	В ходе выполнения задания студент демонстрирует оцениваемые показатели частично, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков в минимальном объеме, необходимом для дальнейшего обучения и профессиональной деятельности. Студент допускает серьезные ошибки, дает неточные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована частично.
3+	67	удовлетворительно	В ходе выполнения задания демонстрирует оцениваемые показатели частично, что свидетельствует о недостаточной сформированности оцениваемых комплексных умений и практических навыков. Студент допускает ошибки, дает неточные ответы на поставленные вопросы, но пробелы не носят существенного характера. Как результат обучения по дисциплине данная составляющая компетенции сформирована частично.
4	75	хорошо	В ходе выполнения задания студент демонстрирует оцениваемые показатели, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков, но допускает единичные ошибки. Студент дает правильные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована.
4+	84	очень хорошо	В ходе выполнения задания студент достаточно уверенно демонстрирует оцениваемые показатели, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков, но допускает единичные ошибки. Студент дает последовательные, правильные, конкретные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована.
5	94	отлично	В ходе выполнения задания студент уверенно демонстрирует оцениваемые показатели, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков, но допускает одну несущественную ошибку. Студент дает полные правильные и конкретные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована.
5+	100		В ходе выполнения задания студент свободно и уверенно демонстрирует

			рует оцениваемые показатели, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков. Студент не допускает ошибок, дает полные правильные и конкретные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована.
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8.3.2. Типовое контрольное задание – ТЗ. ГД-3 – Диспут “Traditional Art vs Digital Art”

1. Вид оценочного средства (ОС):	Стандартизированное средство для диагностики результатов обучения по дисциплине, позволяющее включать обучающихся в процесс обсуждения спорного вопроса, проблемы социально-значимой, профессионально-ориентированной тематики, и оценить их умение аргументировать собственную точку зрения: диспут
2. Назначение ОС:	оценка сформированности составляющих компетенций: УК- 4.1, ОПК-1.1, ОПК-1.2, ОПК-3.1, ОПК- 3.1., ОПК-3.2, ОПК-3.3, ОПК-4, ПК-1.3.
3. Документы, определяющие содержание ОС:	федеральный государственный образовательный стандарт высшего образования для направления подготовки студентов направления 45.03.02 «Лингвистика» (уровень бакалавриата).
4. Подходы к отбору содержания, разработке структуры ОС:	Данное ОС является комплексным практическим заданием на применение полученных знаний, умений и навыков в квазиреальных профессиональных и жизненных ситуациях, предназначенным для оценки деятельностного компонента компетенции на уровне комплексных умений и практических навыков.
5. Образцы контрольных заданий:	Тема диспута: “Traditional Art vs Digital Art” Which Do You Prefer?” Issues to discuss: 1. Traditional art is more original and more hands on, where digital art is made by just moving a cursor. Traditional art seems to be more unique than digital art, because even if two pictures are of the same thing, they will be different because of the artists. 2. Digital art has the potential to overlay anything else in the picture/painting aspect of art, given enough time. 3. Traditional Art inspired Digital Art.
6. Методические материалы, определяющие процедуры оценивания:	
6.1. Инструкции для студента:	Вступительное слово ведущего: «The format of today’s meeting gives us an opportunity to exchange our opinions on the subject suggested. If not achieving the unanimity of views on the subject, you will be given the floor to express your understanding of the matter. The compulsory provision of a discussion is availability of well-grounded arguments. I believe that by expressing yourself and considering the opposite view you will agree on the issue.
6.2. Инструкции для оценивающего преподавателя:	
6.2.1. Процедура выполнения и проверки	Контрольное задание выполняется студентом в учебной аудитории в различных режимах работы: индивидуально и в микрогруппах. Проверка выполнения контрольного задания производится (или

ОС, использование дополнительных материалов:	преподавателем. Общий балл сообщается студенту сразу после окончания выполнения задания. В ходе выполнения задания допускается и приветствуется использование дополнительных информационных материалов, подтверждающих высказываемую позицию на обсуждаемые вопросы. Повторное выполнение задания не предусмотрено.											
6.2.2. Максимальное время выполнения задания:	Время выполнения задания регламентируется программой мероприятия.											
6.2.3. Необходимые ресурсы:	Программа дебатов, мультимедийный проектор; мультимедийные презентации участников круглого стола, раздаточный материал.											
6.2.4. Система оценивания отдельных заданий и работы в целом:	Выполнение задания оценивается в соответствии с приведенными в п. 7 и 8 оцениваемыми показателями, критериями и шкалами оценивания.											
7. Оцениваемые показатели (индикаторы, измеряемые результаты обучения)	<p>В ходе выполнения задания студент демонстрирует способность участвовать в устном диалогическом общении, проявляющуюся в следующих умениях:</p> <ul style="list-style-type: none"> – соблюдать правила речевого этикета в ситуациях научного диалогического общения; – вести диалог проблемного характера с использованием адекватных речевых форм (вопросы, согласие, несогласие, возражения, сравнения, противопоставления, просьбы и т.д.); – аргументировано выражать свою точку зрения; – владеть стратегией и тактикой общения в полилоге представлять информацию, идеи, проблемы и их решения... – собирать и интерпретировать информацию... – строить суждения и принимать решения... – находить и применять простые методы решения задания, интерпретировать и использовать информацию и рассуждать на этой основе; – использовать речевые формулы, используемые для выражения собственной позиции, аргументации, отношения к теме разговора, согласия или несогласия с высказываниями других членов коммуникации; – использовать вводные слова и конструкции, применяемые для обеспечения связной речи; – выстраивать аргументированные, логически связанные отрезки речи на иностранном языке; – использовать разнообразные языковые средства для выражения своих мыслей, отношения, оценки; – применять обширный активный вокабуляр, позволяющим выразить свои мысли по теме круглого стола. 											
8. Критерии и шкала оценивания:												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Шкала оценивания</th> <th rowspan="2" style="text-align: center;">Критерии оценивания</th> </tr> <tr> <th style="text-align: center;">Балл</th> <th style="text-align: center;">Характеристика</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td>Отсутствие ответа на задание</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">18</td> <td>неудовлетворительно В ходе выполнения задания студент не демонстрирует оцениваемые по-</td> </tr> </tbody> </table>		Шкала оценивания		Критерии оценивания	Балл	Характеристика	1	0	Отсутствие ответа на задание	2	18	неудовлетворительно В ходе выполнения задания студент не демонстрирует оцениваемые по-
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		влетворительно	казатели, что свидетельствует о несформированности оцениваемых комплексных умений и практических навыков. Студент допускает многочисленные ошибки; дополнительная самостоятельная работа над заданием не приведет к какому-либо значимому повышению качества его выполнения. Как результат обучения по дисциплине данная составляющая компетенции не сформирована.
2+	47	неудовлетворительно с возможной пересдачей	В ходе выполнения задания студент не демонстрирует оцениваемые показатели, что свидетельствует о несформированности оцениваемых комплексных умений и практических навыков. Студент допускает многочисленные ошибки, дает неуверенные и неточные ответы на поставленные вопросы; при дополнительной самостоятельной работе над заданием возможно повышение качества его выполнения. Как результат обучения по дисциплине данная составляющая компетенции не сформирована.
3	60	посредственно	В ходе выполнения задания студент демонстрирует оцениваемые показатели частично, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков в минимальном объеме, необходимом для дальнейшего обучения и профессиональной деятельности. Студент допускает серьезные ошибки, дает неточные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована частично.
3+	67	удовлетворительно	В ходе выполнения задания демонстрирует оцениваемые показатели частично, что свидетельствует о недостаточной сформированности оцениваемых комплексных умений и практических навыков. Студент допускает ошибки, дает неточные ответы на поставленные вопросы, но пробелы не носят существенного характера. Как результат обучения по дисциплине данная составляющая компетенции сформирована частично.
4	75	хорошо	В ходе выполнения задания студент демонстрирует оцениваемые показатели, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков, но допускает единичные ошибки. Студент дает правильные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована.
4+	84	очень хорошо	В ходе выполнения задания студент достаточно уверенно демонстрирует оцениваемые показатели, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков, но допускает единичные ошибки. Студент дает последовательные, правильные, конкретные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована.
5	94	отлично	В ходе выполнения задания студент уверенно демонстрирует оцениваемые показатели, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков, но допускает одну несущественную ошибку. Студент дает полные правильные и конкретные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована.
5+	100		В ходе выполнения задания студент свободно и уверенно демонстрирует оцениваемые показатели, что свидетельствует о сформированности оцениваемых комплексных умений и практических навыков. Студент не допускает ошибок, дает полные правильные и конкретные ответы на поставленные вопросы. Как результат обучения по дисциплине данная составляющая компетенции сформирована.

8.3.3. Типовые контрольные задания ТР (Т2) для рубежного контроля (1 курс, 1 семестр) - комплексный тест по модулям 1-3

УК-4.1 – задание 4.

ОПК-1.1., 1.2. – задания 1, 2, 3, 4.

ОПК-3.1..3.2.,3.3 – задания 2, 3, 4.

1 Underline the odd word or phrase.

0	stressful	generous	repetitive	satisfying
1	get back	see sights	set out	stop off
2	assertive	bossy	outperform	sensible
3	rewarding	misbehave	underrated	dislike
4	abroad	travel	destination	workstation
5	carry on	ex-boss	outrun	discomfort

/ 5

2 Complete the dialogue with the correct form of the verb in brackets. There may be more than one possible answer.

A: Good afternoon. 0_Have_____you_come____ (come) far?

B: No, for the last two weeks, I 1_____ (live) with my friend ten minutes away.

A: That's lucky. Alright, a question we like to ask all our candidates is 'Why 2_____you_____ (want) this job?'

B: That's a very good question. I 3_____ (take) many courses on writing software at university and really 4_____ (love) it. When I finished university, I 5_____ (not find) a job in software. Since then I 6_____ (write) thirteen programmes. In fact you 7_____ (buy) all of them. I 8_____ (think) you like my work.

A: That's true. In fact I, 9_____ just_____ (look) at your programmes and we 10_____ (think) for a long time that you would work well here. One final question. Last week our best designer 11_____ (go) on a one-year holiday and we have to finish a programme quickly. When can you start?

B: I 12_____ (meet) the owner of my house today but I can start tomorrow.

/ 12

3 Complete the text with the correct prepositions.

Sorry I didn't ring you with my answer last night. I had to stop 0_off_ on my way home to see Asli. She's just arrived in England and depends 1_____ me to help her get used to living here. She needs to improve her knowledge 2_____ English. She has little fluency 3_____ the language and without this, she has few prospects 4_____ finding a job. She's my sister's best friend so I feel responsible 5_____ her. Anyway I'm spending a lot of time right now looking 6_____ a job for Asli so I will get 7_____ to you when I can.

/ 7

4 Complete the text by putting the sentences (a-g) in the correct place.

- They think it also helps you to be more successful in meetings and negotiations.
- In meetings, if you know the other person is cautious, you probably don't want to be too assertive or too much of a risk-taker.
- She created a list of questions.
- It has been translated into more than thirty languages.
- For this reason, every year new companies are training their staff about MBTI.
- Today, if you want to make a psychological test you have to depend on lots of tests and research. Mothers and daughters can not just tests things with their children.
- In 1923 she read a book by the famous psychoanalyst, Carl Jung and started thinking about testing people's personalities.

The Myers-Briggs Indicator

Introduction

Companies all over the world today use the Myers Briggs Type Indicator (MBTI) to train the managers of the future. Many companies believe that Myers Briggs helps managers to understand their workers. 0_a____

A mother-daughter team:

Katherine Cook Briggs was always interested in how people were different. Her early work was studying biographies but this led to an interest in personality differences between people. 1____. She tried to sell Jung's ideas in the United States but was not successful.

In 1941, Isabel Briggs Myers, Katherine's daughter and originally a writer of novels, also became interested in using Jung's ideas. She wanted to help people find the best job for their character. She had no knowledge of how to make something like this so, helped by her mother, Isabel taught herself how to make a way to measure people. 2____. You could find out your type of personality by answering these questions. Isabel's children took these questions to school and tested them on their friends. 3____.

There are now more than 100 books on MBTI training and regular training workshops to teach people how to use it. 4____. It is also used by many companies in Australia, Britain, Canada, Korea, New Zealand, South Africa and elsewhere.

What does this mean for companies?

If you are sensitive then you probably don't want to be in a stressful job. If you are ambitious, you will want a challenging job. 5____. Companies believe that the MBTI helps people find out if they are right for a job and also prepare well for meetings. Many managers around the world talk about how they changed their style and won a contract thanks to MBTI. 6____.

Although there are many arguments for and against the MBTI, many companies still believe it can make the difference between success and failure. Try it, maybe it will tell you something about yourself.

/ 6
TOTAL /30

8.3.4. Типовые контрольные задания ТР (Т2) для рубежного контроля ТП (Т3) –промежуточный контроль - комплексный тест по модулям 4-6

УК-4.1. - задание 1-6.

ОПК-1.1., 1.2. – задания 1, 2, 3, 4, 5, 6.

ОПК-3.1., 3.2., 3.3. – задания 5, 6.

1 Underline the odd word or phrase.

0	junk food	vast sums	persuasive message	<i>misleading</i>
1	permit	endorse	let	allow
2	manufacturer	competitor	community	customer
3	extinction	die out	disappear	devastate
4	handbill	mail order	contract	endorsement
5	catchy	logo	witty	eye-catching
6	retailer	slang	dialect	accent

/ 6

2 Complete the text with one or two words in each gap.

Let's have a look at the two companies. At first, I thought Pauleta Inc. was ⁰as good as Kashubi Co. However, last week I received the report on Pauleta. Their director ¹_____ told me before that their profits were up by 5%. That's a lot ²_____ than Kashubi, who made a profit of 1.5%. However, when I ³_____ at the report, I saw that this was not true. They have actually made a loss of 5%. That's a lot ⁴_____ profit _____ I had been told. As you know I ⁵_____

their director at 7 o'clock and it's unlikely that I ⁶ _____ good news for him. Now, I think we ⁷ _____ make an offer for Kashubi.

/ 7

3 Complete the text with the correct prepositions.

You've really let yourself ⁰down_ this time! You can't expect to keep ¹ _____ with the other students if you spend all your time at parties. You're falling ² _____ and if your results don't pick ³ _____ soon they are going to fail you. You can't get ⁴ _____ copying friends' papers. Wake up Carl! If you don't catch ⁵ _____ soon you'll need to find something else to take ⁶ _____. Like a job!

/ 6

4 Create first or second conditional sentences using *if*. Use the information provided.

0 Maybe the weather will be good tomorrow and then we can go to the beach.

If the weather is good tomorrow we will go to the beach.

1 I don't have any money. I want that car.

2 I want to learn Spanish. I have to finish my French course first.

3 I hope we finish on time and then we can meet Jason.

4 The advert isn't catchy. We won't buy your product.

5 The company doesn't make a profit. We can't invest in it.

/ 5

5 Complete the text by putting the sentences (a-g) in the correct place.

- a) In the 1970s and 80s people could become rich very fast if they owned a language school.
- b) They don't just want a holiday in England, they want good English teaching.
- c) After all, they learnt English too and know the problems.
- d) If you don't let your students have some choice then your school will eventually fail.
- e) They have to think as a business.
- f) What happened and what can be done?
- g) Students had thought the best way to learn English was to go to a school in England.

LANGUAGE AS BUSINESS

Where have the students gone?

For English speakers, English Language Teaching has been a very successful business. For the last 35 years students from all over the world have rushed to England to learn English. ⁰__a__. As well as London, towns and cities, like Oxford, Cambridge, Brighton and Bournemouth, made huge profits from mostly teenage and twenty-somethings coming to England to study English.

Today more than 30% of the schools that were teaching English twenty years ago have gone bankrupt and schools now have to learn good business skills to try and survive.

¹ _____. Firstly, the market changed. In the 70s and 80s most students came from countries with money such as Italy, Spain, Switzerland etc. Today most students come from central and eastern Europe, Asia etc. They are not necessarily poorer but they are looking for value for money. ² _____. Many schools didn't take notice of this change.

Secondly, students wanted a different type of English. Fewer students want cheap summer courses or just English for conversation. They want Business English. They also want to choose different things to study with English. ³ _____.

Basically speaking, schools thought students would keep coming and spending their money. They didn't. Schools now have to negotiate their futures with the students. Students don't want the set meal, they want to choose from the menu.

Finally, people don't see the need to go to England to learn English. ⁴ _____. Now, because language schools in the home countries have got much better, students don't feel the need to go to the UK. Students also now realise that maybe they can learn better with their own bilingual teachers from their country than with native speakers of English. ⁵ _____.

It's not all bad news for schools in England. English language teaching will not become extinct. However, schools now have to learn to change. ⁶ _____. They have to provide what the customer wants and they have to remember that their competitors are not only in England. They are everywhere.

/ 6

6 Listen to the dialogue and tick the things they decide to do to advertise the Raymond Jacquet Classique range.

Track 2

Have a big budget	
Have colourful long commercials	
Keep the commercials short	
Use only young people	
Use film stars	
Show people at work	
Focus on their wrists	✓
Use classical music	
Use modern music	
Use a young director	

/ 5

TOTAL /35

8.3.5. Типовые контрольные задания ТР (Т2) для рубежного контроля (1 курс, 2 семестр) - комплексный тест по модулям 7-9

ОПК-3.1..3.2., 3.3., УК-4.1 – задание 4, 5.

УК 4.1. – задания 1, 2, 3, 4, 5.

ОПК-6 – задания 2, 3, 4, 5.

1 Underline the odd word or phrase.

0	engineer	developer	designer	invent
1	comet	retro	meteor	asteroid
2	unique	higher	primary	secondary
3	industrialisation	modernity	manufacturer	efficiency
4	prototype	graduate	mass-produce	modification
5	grade	corporate	distance	lifelong
6	futuristic	handmade	stylish	compulsory

/ 6

2 Complete the text with the correct word in the gaps.

I don't think ⁰ *the* product research has ¹ _____ finished properly. We ² _____ have more information. For example, the research, ³ _____ was done ⁴ _____ year ago, is incomplete. The people ⁵ _____ answered the questions, didn't say why they didn't like the design. We ⁶ _____ think that the colour is wrong or it ⁷ _____ be true that people don't like the packaging. We really don't know. We ⁸ _____ have more up-to-date research, with more detailed information. Paul Rimmer, ⁹ _____ job should be to do the research properly, is in ¹⁰ _____ US now. A call should ¹¹ _____ made to him, asking him to get on ¹² _____ earliest plane back here. It's very important ¹³ _____ we get more research done before going forward.

/ 13

3 Give the adjective forms of the words below.

- | | | |
|----------|------------|-------------------|
| 0 | produce | <i>productive</i> |
| 1 | use | _____ |
| 2 | innovation | _____ |
| 3 | science | _____ |
| 4 | inventor | _____ |
| 5 | art | _____ |
| 6 | develop | _____ |

/ 6

4 Read the text. In which paragraph can you find out:

- 0** When and where Sinan was born.
b
- 1** Why Sinan's work is still popular.

- 2** Sinan's big career change.

- 3** How his architectural designs continued to be used after his death. _____
- 4** How Sinan changed people's beliefs.

- 5** How Sinan first became popular.

THE ARCHITECT SINAN

430 years old and still going strong!

- a)** When people think about architecture today most people think about big towers in New York, beautiful palaces and churches in Italy and futuristic buildings in Asia. Yet one of the greatest architects that ever lived spent his whole life in Eastern Europe, Turkey and the Middle East and today, the work of Sinan can be seen and his influence felt more than 400 years after his death
- b)** Sinan was born in Kayseri, Turkey on April 15th 1489. He started life as a soldier and later worked as a skilled engineer and architect in Sultan Selim's military campaigns in the East. When the Ottoman army captured Cairo, Sinan was promoted to chief architect and was given the privilege of removing any buildings in the city that were not in the city plan. In 1534, the Ottoman army needed to get across Lake Van so Sinan created a clever system to get the soldiers across quickly and safely. This made him very popular with the Sultan. He was sent to Central Europe as a judge and while he was there he started building bridges. It was here that he began to spend more time as an architect than as a soldier. From the end of the 1530s until his death on July 15th 1578, Sinan worked all over the Ottoman Empire, from Budapest to Mecca, building

around 340 public structures. This included 94 great mosques, 57 universities and 35 palaces.

- c) Sinan's greatest work is the Selimiye Mosque in Edirne, finished four years before he died. Before the Selimiye Mosque, the largest dome (round top of a church or mosque) in the world was St Sophia in Istanbul, which was built during the Byzantine Empire. It was believed that a bigger dome could never be built. Sinan's dome in the Selimiye Mosque showed that a bigger dome could be built.
- d) Domes are important in Sinan's work. In fact, the designs that people connect with Islamic or Turkish architecture are either originally by Sinan or mostly by his students. His school of architecture still influences the Islamic World today. This is seen especially with the long thin towers on the sides of mosques, called minarets. Yet it is not only the Islamic World that Sinan's work has influenced. In particular his design of bridges was the model used for hundreds of years throughout central and Eastern Europe.
- e) In fact in some countries, Sinan's styles are coming back into fashion. What makes Sinan's work important today is that he was not only a master designer, but also a master engineer. His experience in the army led him to make sure that every piece of work he completed was safe, elegant and functional. It is because of this that today so many examples of Sinan's work can be seen all over Eastern Europe and the Middle East.

/ 5

5 Listen to the dialogue and decide whether the sentences are true or false.

Track 3

- 0 You don't need a good salary to buy a place to live in some cities. (Speaker 1) false
- 1 Getting a job that needs a degree can get you a lot of extra benefits. (Speaker 1) _____
- 2 He was told by everyone to go into higher education. (Speaker 2) _____
- 3 I work hard but get paid very well. (Speaker 2) _____
- 4 Always choose a subject connected with your future job. (Speaker 3) _____
- 5 It was easier to study at school. (Speaker 4) _____

/ 5

TOTAL /35

8.3.6. Типовые контрольные задания ТП (ТЗ) – для промежуточной аттестации (1 курс, 2 семестр) - комплексный тест по модулям 10-12

ОПК-3.1..3.2., 3.3., ОПК-4 – задание 4, 5.

УК 4.1. – задания 1, 2, 3, 4, 5.

1 Underline the odd word or phrase.

- | | | | | |
|---|-------------|------------|----------------|--------------|
| 0 | attorney | prosecutor | suspect | character |
| 1 | decline | dub | level off | top out |
| 2 | pitch | sitcom | animation | soap |
| 3 | chapter | novel | character | captor |
| 4 | offender | fraud | stabilise | charge |
| 5 | documentary | gripping | groundbreaking | incomparable |
| 6 | genre | set | hostage | sequel |

/ 6

2 Complete the text with one or two words in the gaps.

The witness started by giving her name and promising ⁰ *to tell* the truth. The prosecutor asked the witness if ¹ _____ seen the man before. She said that she had. She thought it had been two months ² _____. The prosecutor then asked the witness where. She told the prosecutor she ³ _____ met him at the party in the victim's house. The prosecutor suggested ⁴ _____ at the suspect again. The prosecutor ⁵ _____ know how she could ⁶ _____ sure he was the man. The witness replied that there had been a ⁷ _____ people at the party but only one man had one eye. Also, ⁸ _____ the other people at the party wore glasses. She said if she had met another man in her life who had one eye and wore glasses, she was sure she ⁹ _____ remembered. At this point the lawyer for the defence decided ¹⁰ _____ protest but the judge advised the lawyer ¹¹ _____ quiet.

/ 11

3 Fill the gaps with a word to make phrasal verbs or word combinations.

0 This is a company with a long tradition. We're over 150 years old you know.

1 Mr Eberhardt will take _____ as manager next week.

2 Scientists cannot find a genetic _____ between the two babies.

3 We must protect these insects before they die _____.

4 I hope the idea catches _____. He spent a lot of money on it.

5 Leaving the company was a career _____.

6 You have to slow _____ or you'll have a heart attack.

7 My father and I have always had a close _____.

8 Children who fail at school often believe they can't do well and so continue to fail. It's a vicious _____.

/ 8

4 Read the text. In which paragraph can you find out:

0 The name of the actor who played Buffy. c

1 What has happened to the other actors since Buffy. _____

2 How many series were made. _____

3 How Buffy came to TV. _____

4 The future for Buffy. _____

5 The director's feelings towards TV and film companies. _____

5 YEARS LATER ... WHERE'S BUFFY NOW?

a) In 2003, if you didn't know who Buffy was, you obviously didn't live on this planet. All of us were loving or hating the most surprising and, possibly, most financially successful series in TV history.

b) A 1992 film, Buffy the Vampire Slayer (for those of you living on that other planet, 'vampires' are dead people who drink the blood of the living) was a failure so the creator, Joss Whedon took the idea for a TV series and pitched it to Warner Bros. What did they see? 'Buffy' was a mix of horror, soap opera and sitcom, directed towards teenagers and twenty-somethings. It was a completely untried new genre. Most people would have laughed but Warner didn't. They gave Whedon the chance and the rest is history.

c) This groundbreaking TV series ran for seven series with a total of 144 episodes. It would have gone to an eighth series if Sarah Michelle Geller, who played Buffy, hadn't decided she had had enough. Was that the right career decision?

- d) The truth is that actors and actresses have found out that life after Buffy has not been as successful as they had expected. Ms Geller has made a few films but nothing as big as Buffy. Two or three of the other actors and actresses have been in films but have done little. The only successful actor has been David Boreanaz, who had his own successful TV series and is now starring in a successful crime series called ‘Bones’. For everyone else it’s all been a little disappointing.
- e) Joss Whedon must have thought that he had a big future. It hasn’t quite happened for him. The other series he did for Boreanaz, ‘Angel’ was quite successful but his next series ‘Firefly’ failed. The critics loved it but the TV channels didn’t buy into the idea. Since then, however, ‘Firefly’ has been turned into a film which has been very successful. Nevertheless, Joss has felt that he is still not properly understood by the big media companies.
- f) However, although Buffy can no longer be seen on TV, she is still very much alive. A comic book series is very successful. There are still plans for films and a TV series connected to Buffy and the DVDs still sell very well. The World of Buffy is still with us and Joss Whedon is still very popular in TV land.

/ 5

5 Listen to the dialogue and decide whether the sentences are true or false.

Track 4

0 Chloe didn’t enjoy her first week.

false

1 Sales staff need to be just fashion specialists.

2 Sales staff don’t need to wear a uniform.

3 They picked up an idea at a Milan fashion show.

4 They didn’t take assistants to shows last year but will this year. _____

5 Chloe should put pressure on customers to make a decision.

/ 5

TOTAL /35

**8.3.7. Типовые контрольные задания ТР (Т2) для рубежного контроля (2 курс, 3 семестр)
- комплексный тест по модулям 1-3**

УК-4.1.

ОПК-1.1.

ОПК-1.2.

ОПК-3.1.

ОПК-3.2.

ОПК-3.3.

ПК-1.3

A For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

Looking from the balcony of my ⁰ *apartment* block, you might think this is a nice part of town. Unfortunately, this gives a ¹ _____ impression of how things are here. For the last five years the crime ² _____ in this area has been constantly increasing and crimes are ³ _____ happening within 250 metres of my front door. Only last week my friend Peter was stopped by a man

near my house. The man asked my friend Peter for money. His ⁴ _____ language suggested that he would attack Peter if he had no money. My friend didn't seem to understand the danger he was in as he just ⁵ _____ into laughter and asked the man why he was asking a student for money. Instead of hitting him, the man showed an amazing amount of ⁶ _____ and just walked away. I think Peter needed to ⁷ _____ before he spoke but he tells me he behaved like this ⁸ _____. Normally, in such situations some knowledge of self-⁹ _____ would be useful to protect yourself physically. In Peter's case all he needed was a good sense of ¹⁰ _____.

- | | | | |
|---------------|----------------|---------------|-----------------|
| 0 a open | b cosmopolitan | c detached | d apartment |
| 1 a good | b untrue | c false | d right |
| 2 a service | b rate | c process | d performance |
| 3 a perhaps | b relatively | c mainly | d intentionally |
| 4 a own | b spoken | c visual | d body |
| 5 a burst | b hold | c run | d move |
| 6 a charisma | b tolerance | c agility | d flexibility |
| 7 a hear | b wait | c think | d listen |
| 8 a mainly | b pensively | c relatively | d deliberately |
| 9 a respect | b defence | c development | d confidence |
| 10 a charisma | b humour | c culture | d contact |

/10

B For questions 1–15, read the text below and think of a word which best fits each space. Use only one word in each space. In some cases a word is not necessary so write 'X'.

This year there have been ⁰ *hardly* any sightings of eagles in ¹ _____ mountains north of the forest. The number of sightings of eagles has ² _____ decreasing for the last three years and we now ³ _____ believe that the eagles ⁴ _____ moved to another location to build their nests. Before she left us, Sarah Reeve was ⁵ _____ a report on the eagles but I don't think she ⁶ _____ finished it.

On the other hand, there have been ⁷ _____ many sightings of foxes in the forest this year and we are afraid that their numbers ⁸ _____ increased to dangerous levels. ⁹ _____ sightings have mainly been by ¹⁰ _____ Lake Devere. We wonder ¹¹ _____ the farmers have noticed. If they have ¹² _____ losing chickens in the last six months we'll soon know about it and if they decide to act there is ¹³ _____ chance of stopping them shooting ¹⁴ _____ foxes. I'd like to ¹⁵ _____ how many complaints there have been from the farmers.

/15

C You are going to read an article about technology in the 21st century. Choose from the list a–g the best title for each paragraph 1–5. There is one extra title, which you do not need to use.

- a - So, will technological development slow down now?
- b - What is nanotechnology all about?
- c - How dangerous is nanotechnology?
- d - So how should we feel about the future of technology?
- e - So do we have no idea?
- f - But is this a good thing?
- g - What is meant by 'incremental change'?

TECHNOLOGY IN THE 21st CENTURY

Many people may say that the 20th century was the high point of the development of technology and that the 21st century will not be able to match it. This isn't entirely true. There is still a vast amount of potential in the development of technology. In addition we must now begin to ask ourselves if we want technology to develop as fast as it did previously.

How successful was the 20th Century?

Obviously the major technological developments in the 20th century were computers and the internet. However there are many others. TVs, phones, WAP technology and space travel, not to mention the progress made in military technology, flight and medicine. In fact it seemed we developed in every way imaginable. So many technological new words entered the language to reflect these changes. Time travel back to the 19th century and no one will understand you when you talk of ‘gadgets’ and ‘devices’, let alone GPS technology. The fact is clear that the technological changes of 1900–1999 would have been impossible for someone in 1899 to predict.

0 a

If one had been asked in 1899, the average man would have told you that technology would now slow down after the great changes during the Industrial Revolution. This answer would have been understandable because it is very difficult to predict what changes will take place in a 100 years time. The reason for this is that technology changes incrementally.

1 _____

A new development in technology usually builds on the previous development and so on. It’s like climbing stairs where you cannot go higher unless you take the next step in front of you. Now, in the early years of the 21st century we can only see the steps ahead of us. We cannot see the possible steps that will exist in 2099. For this reason the progress of technology is very difficult to predict.

2 _____

Well, we have some ideas. Robot technology is still relatively underdeveloped as is gene technology. We are also hearing now about nanotechnology. In fact it is this technology which may be the biggest breakthrough of the 21st century.

3 _____

According to those who believe in it, the theory is that in 100 years time there will be nanobots, very small robots who will be so small that we can’t see them. These robots will be able to do many things, from repairing parts of our body and destroying diseases to repairing and creating other forms of technology. Certainly nanotechnology will redefine the way we see the world and how we live in it.

4 _____

A lot of people would say ‘no’. People are naturally suspicious of things they can’t see and nanotechnology also has worrying sides to it. For example could you use nanobots to kill people or control their minds? Of course, no one knows right now but it is certainly worth worrying about.

5 _____

In 1899 many people expressed doubts about the way the world was developing and many attempts were made to slow progress down. The one thing we have learnt from the last 100 years is that you cannot slow down progress. Once people know about something then you cannot make it unknown again. The steps will remain in front of us and we will keep climbing. What we do with what we discover is really up to us.

/5

D You will hear three people talking about town and city life. For questions 1–3, choose which of the opinions (A–G) each speaker expresses. Use each letter only once. There is one extra letter which you do not need to use. The first has been done for you.

Track 1

1 – Speaker 1 - _____

2 – Speaker 2 - A _____

3 – Speaker 3 - _____

A – People shouldn’t leave their cars here.

B – I wish it was cleaner and tidier.

C – Things would be better if there was less noise.

D – I can travel around very easily.

E – We have no traffic problems.

F – I never have to worry about finding something to eat.

G – We have some problems with young people.

/5
Total /35

8.3.8. Типовые контрольные задания для промежуточной аттестации (2 курс, 3 семестр) - комплексный тест по модулям 4-6

ОПК-2 – задание С, D.

УК-4.1., 4.2, ОПК 1.1., 1.2., 1.3. – задания А, В, С, D.

ОПК-6 – задания А, В, С, D.

ОПК-4 – задание С, D.

A For questions 1–11, read the text below and decide which answer (A, B, C or D) best fits each space.

Martin Dawson, the 0 novelist famous for his best-selling 1 _____ about special agent Lee Hole, is very lucky to be alive. Fifteen years ago, while driving down a country road at night in rough weather, a small 2 _____ suddenly came round the corner. The 3 _____ from the bike's light blinded Matt and he suddenly braked. His 4 _____ brakes didn't work and his car smashed into a tree. Martin was not wearing a 5 _____ and these were the days before the 6 _____. Martin was thrown through the window.

Luckily, the man on the bike was a 7 _____ and he was able operate on Martin the moment he arrived at the local hospital. Unfortunately for Martin, he contracted 8 _____ at the hospital and ended up staying in the hospital for four more months. Once he left hospital he was using 9 _____ for a further three years and still occasionally needs to have 10 _____. However, he knows how lucky he was. He says 'My life is rather boring so this is a story I'm sure will be included in my 11 _____'.

- | | | | |
|------------------|-----------------|----------------|-------------|
| 0. a poet | b critic | c dramatist | d novelist |
| 1. a memoirs | b thrillers | c plays | d blogs |
| 2. a scooter | b truck | c barge | d glider |
| 3. a gleam | b glare | c yell | d audible |
| 4. a one-way | b turbulence | c anti-lock | d speed |
| 5. a signals | b shuttle | c airbag | d seatbelt |
| 6. a airbag | b signals | c puncture | d cameras |
| 7 a anaesthetist | b psychiatrist | c midwife | d surgeon |
| 8 a an infection | b a parasite | c an injection | d a symptom |
| 9 a mould | b antibiotics | c painkillers | d vaccines |
| 10 a transplants | b physiotherapy | c radiology | d diabetes |
| 11 a diary | b essays | c blogs | d biography |

/11

B For questions 1–14, read the text below and add a word which best fits each space. Use only one word in each space. In some cases a word is not necessary so write 'X'.

Dear Diary,

Today 0 was the fiftieth day I 1 _____ spent on this island. This morning, as always, I woke up at dawn, washed in the sea and 2 _____ had a breakfast of melons and mangoes. I think I might 3 _____ ill if I eat much more fruit. It 4 _____ raining all day and I had to spend the whole time in my hut. 5 _____ you find my message in the bottle? I hope so. I 6 _____ to think that it would be 7 _____ found quickly. I 8 _____ wake up every morning and stand by the sea looking for the ship that never came. I know there 9 _____ be a chance that we will see each other again but I doubt it.

The rain had stopped by the evening so I had some time to hunt. Until last week I hadn't been 10 _____ into the forest but I 11 _____ keep eating just fruit and fish. I need meat. While I 12 _____ hunting I heard the sound of a plane. I 13 _____ to climb to the top of the hill but by the time I got there the plane was gone. I think I will still 14 _____ waiting for a plane in a year's time.

/14

C You are going to read an interview with a midwife. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.

Magdalena Janczyk is the new midwife at the Hetherington Surgery. Magdalena is Polish and came to the UK six years ago. We interviewed Magdalena about her life and her plans for Hetherington.

Interviewer: Hi Magdalena. Why did you come to live in England?

Magda: I'm sorry to say it had nothing to do with medicine and health and everything to do with romance. When I was working as a nurse in a hospital in Krakow I met my husband, Ben, who was a visiting surgeon. After his visit he managed to transfer to Warsaw and when we were married we lived there for six years. Then last year Ben had to come back to the UK so we decided to relocate the whole family. Ben now works at St John's hospital in York.

I: Do you live here or in York?

M: We have two children and we decided we wanted to make sure they didn't lose their links to Poland and its culture. There are quite a lot of Poles in York, including a cultural centre so we thought it would be better to live there. However, York is only ten miles away and I have my own car so it's not a problem. And if my car breaks down, there's always a good bus service.

I: Why did you become a midwife?

M: Having my two children was a fantastic experience and I felt that I wanted to share this experience with others and help them have a healthy, safe and happy experience with the birth of their children. It is still true that in many countries there is no one there to help the family. The job of a midwife is not only about the birth, it's also about preparing parents and helping them after the birth. It's a hard time for parents as they will have never experienced anything like this before.

I: What do you think of Hetherington and what are you hoping to do here?

M: Hetherington is a lovely village and the people here have been very welcoming and friendly. Of course I won't only be working in Hetherington but also in all the other villages nearby. For the last three years there hasn't been a local midwife and I'm sure that has been quite hard. I hope that now we can make sure we can support all the families in this area. We will start prenatal classes in the next three weeks and I will be visiting all the families in the area over the next few months. If anyone wants to talk to me before that, they can contact me at the surgery.

1 Why is Magdalena in England?

- a because she wanted to be a midwife
- b because she loves Englishmen
- c because her husband works here
- d because she is getting married

2 Why is Magdalena living in York?

- a because the transport is good
- b because they need midwives
- c for their children
- d because her husband works there

3 Why did she become a midwife?

- a because she has had two children
- b because she was a nurse
- c because Hetherington needs a midwife
- d because she wants to help other families

4 Where will she work?

- a in York
- b in Hetherington
- c in York and Hetherington
- d in the area around Hetherington

5 Who will she be working with?

- a parents when they are giving birth
- b parents before, during and after birth
- c parents at birth and in the first year
- d any family with children

/5

D You will hear part of a talk about using websites for research. For questions 1–5 complete the sentences.

Track 2

1 Because some websites are non-profit and trustworthy, ...

2 If something is reviewed by an expert it is called ...

3 Ideally a medical website is updated every ...

4 Opinions should be presented as opinions, not ...

5 The main source of information when she was at university ...

/5

TOTAL /35

8.3.9. Типовые контрольные задания ТР (Т2) для рубежного контроля (2 курс, 4 семестр) - комплексный тест по модулям 7-9

УК-4.1.

ОПК-1.1.

ОПК-1.2.

ОПК-3.1.

ОПК-3.2.

ОПК-3.3.

ПК-1.3

A For questions 1–14, read the text below and decide which answer (A, B, C or D) best fits each space.

Purleigh Manor, the home of the late great 0 sculptor, Feridun Ozat (whose statues can be found throughout the 1 _____ gardens of the manor) has finally been put up for sale. The 2 _____ artist decided to move out of London in 1969, after he was 3 _____ criticised for his anti-war work 'A Soldier Dies Twice'. After spending months trying to escape the 4 _____ who followed him everywhere, he bought the empty and 5 _____ old manor, on the Isle of Tresco, as far away as he could get from the 6 _____ press.

Purleigh Manor was completely 7 _____ by Feridun in 1982, after it was badly 8 _____ in a fire. However Feridun decided not to change the 9 _____ style of the house and it still remains a great example of sixteenth century architecture.

Although he was 10 _____ shy, Feridun occasionally made televised appeals for some of the things he cared about, for example 11 _____ in factories in Asia and other 12 _____ issues. Many of these recordings were made at Purleigh. In 1984, in an effort to 13 _____ bridges with the newspapers and TV channels, he opened part of the manor to the public, especially the gardens. There will be a 14 _____ of Feridun's work at Purleigh before it goes onto the market.

- | | | | |
|--------------------|-------------------|-------------------|---------------------------|
| 0 a art lover | b painter | c sculptor | d critic |
| 1 a ornate | b ancient | c derelict | d magnificent |
| 2 a groundbreaking | b retrospective | c masterpiece | d controversial |
| 3 a highly | b heavily | c totally | d completely |
| 4 a paparazzi | b characters | c collectors | d critics |
| 5 a ancient | b dilapidated | c stylish | d ornate |
| 6 a indisputable | b unusual | c insensitive | d insoluble |
| 7 a rebuilt | b renovated | c designed | d maintained |
| 8 a constructed | b damaged | c restored | d commissioned |
| 9 a classical | b contemporary | c stylish | d innovative |
| 10 a completely | b painfully | c totally | d entirely |
| 11 a free markets | b corporate greed | c child labour | d multinational companies |
| 12 a human rights | b fair trade | c consumer choice | d climate change |
| 13 a burn | b cross | c build | d water under a |
| 14 a masterpiece | b abstract | c preview | d retrospective |

/14

B For questions 1–11, read the text below and think of the word which best fits each space. Use only one word in each space. In some cases a word is not necessary so write ‘X’.

Do you remember 0 eating at the Asterix Pancake Restaurant last year. It was deep winter and outside it was 1 _____, colder than cold. We had 2 _____ walking over the hills all day and were totally 3 _____. After all that walking I wasn’t just hungry, I was 4 _____! Do you remember our car had broken down that morning and it was still 5 _____ repaired at the garage when we came back to the village. The Asterix was easy to remember because, at that time, they were 6 _____ their windows painted red. It looked so strange. We had 7 _____ passed the restaurant, in fact, almost every day, but we hadn’t gone in mainly because the restaurant was 8 _____ expensive. However, that night we were too cold to care. Anyway, the story is that the Asterix 9 _____ closed by the owners last week. They had 10 _____ bankrupt. I know you’ve always wanted to open a restaurant. Shall we try 11 _____ buy it?

/11

C You are going to read an article about globalisation. Five paragraphs have been removed from the extract. Choose from the paragraphs A–E the one, which fits each gap (1–5).

Globalisation affected everyone in the final years of the 20th and the beginning of the 21st centuries. Let’s look at some of the issues concerning globalisation and make some predictions about what will happen with them.

1 ____

However, there has been much opposition to this development and even now laws are being put into effect to make it harder for an employer to employ someone who is not old enough to leave school. This will soon be a thing of the past.

2 ____

This phenomenon is set to continue. People are already complaining that soon it will be impossible to make a choice in the supermarket over which biscuit to eat or which shampoo to buy. I think this is inevitable and we should get prepared for it.

People began to discuss fair trade near the end of the 20th century when people became concerned that it seemed large multinational companies were controlling everything and the small producer was suffering. This also meant that multinational companies would soon have so much power that they might not have to listen to the consumer anymore and this would affect consumer choice.

3 ____

Connected with child labour and free trade is the issue of human rights. Certainly child labour is an example of the loss of children’s human rights. However, this issue is much wider as companies

tried to control not only what their workers do and say but also what they think and where they choose to work.

4 ____

Finally, the major issue that has been affected by globalisation is that of pollution, global warming and climate change. The need to supply what the consumer wants when they want has meant such issues as clean air have been less important. However there has been much work and debate on this issue.

5 ____

From reading all this you may feel that globalisation is all bad. That's certainly not the case but we have to remember that nothing comes without its own advantages and disadvantages. We should never remain blind to either of them.

A I'd like to believe we would see further development on this issue but I am not so sure. Corporate greed is too powerful to allow the small producer to compete with the big guns equally. Remember, profit is everything!

B However, I must say, it may already be too late. Until the big companies agree to control what they put into the air there is unlikely to be any change and even if there is change now, the damage may already have been done.

C One of the least beneficial of developments due to globalisation is the return of the issue of child labour. Child labour was a major issue in the 19th century, but by the middle of the 20th century we thought it had begun to disappear. However, as the century ended it became clearer that as western economies demanded cheaper and cheaper manufacture, the only way that poorer countries could meet this demand was through child labour.

D Again, on this issue, there has been much discussion and I feel that the future is beginning to look better. However I am concerned that rights and freedoms go two ways. For example, if I have the choice to smoke and if someone chooses to sit next to me in the park but hates smoking, whose human rights are being damaged? We will need to watch this issue closely, I think.

E A more positive issue is that of consumer choice. As focus was switched from what the consumer needs to what the consumer wants then we started to see a lot more competition and difference in products. No longer are all washing powders exactly the same but they are now all a little different in some way.

/5

D You will hear four people making artistic recommendations to a director of a gallery. For questions 1–4, choose which of the comments A–E each speaker expresses. Use the letter only once.

Track 3

1 – Speaker 1 - ____ ____

2 – Speaker 2 - ____ ____

3 – Speaker 3 - ____ ____

4 – Speaker 4 - ____ ____

A – This artist shows different images of the same thing

B – The artist's works are quite dramatic.

C – The artist works with a variety of different materials.

D – This artist collects facial expressions.

E – You can find this artist's works on the streets.

/5

TOTAL /35

8.3.10. Типовые контрольные задания для промежуточной аттестации (2 курс, 3 семестр) - комплексный тест по модулям 4-6

УК-4.1.

ОПК-1.1.
 ОПК-1.2.
 ОПК-3.1.
 ОПК-3.2.
 ОПК-3.3.
 ПК-1.3

A For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each space.

Working the 0 machines in a factory may seem a dull and boring job but in fact it needs a very 1_____ person to do it.

Firstly, there is a lot of 2_____ that you have to work with and rules for your safety that you have to 3_____. You may think they are 4_____ but they can save your life.

The second thing you notice is that the working area in factory has a 5 _____ atmosphere as there are Poles, Turks, Greeks, Romanians and Indians as well as British people all working together. Of course, this can mean there are 6_____, especially over issues related to rules of 7 _____ and life 8_____. What might seem to be normal behaviour for a Pole may be considered to be 9 _____ by a Greek.

The big issue, for many of us at the moment, is fear for our jobs. 10_____ technology is getting so advanced that now the most 11_____ part of the production process is the human being. Soon human beings will be 12 _____. Knowing you can lose your job at any time is not good for your 13 _____, I can tell you.

- | | | | |
|-----------------------|-----------------|-----------------|-----------------|
| 0 a gadgets | b appliances | c machines | d devices |
| 1 a responsible | b valuable | c anti-social | d durable |
| 2 a profiles | b machines | c equipment | d devices |
| 3 a get down with | b get used to | c get on with | d put up with |
| 4 a inadequate | b unlikely | c unnecessary | d ineffective |
| 5 a anti-social | b national | c multicultural | d subculture |
| 6 a misunderstandings | b inaccuracies | c mismanagement | d inconvenience |
| 7 a values | b behaviour | c tradition | d geography |
| 8 a customs | b rituals | c values | d institutions |
| 9 a inconvenient | b ineffective | c inefficient | d inappropriate |
| 10 a handy | b user-friendly | c durable | d cutting-edge |
| 11 a unable | b inefficient | c unlikely | d insensitive |
| 12 a hard-wearing | b obsolete | c practical | d intriguing |
| 13 a out of your mind | b an open mind | c peace of mind | d in two minds |

/13

B For questions 1-12, read the text below and think of the word which best fits each space. Use only one word in each space. In some cases a word is not necessary so write 'X'.

On Saturday, the council complaints committee held a special meeting 0 that discussed the problems 1 _____ caused by the last-minute change of location of the free rock concert.

High PLC, 2 _____ were responsible for organising the event, 3 _____ changing the location but felt that they had no choice, stating that the reason 4 _____ they made the change was because of a fire the night before. '5 _____ you were in our position, what would you have done?' asked Alex Hutton, owner of High PLC.

Bernadette Rogers, of the council, asked 6 _____ High PLC could not have repaired the damage. Mr Hutton did not know the answer to this question.

Mr Alex Smith, a visitor to the concert, 7 _____ the committee that the last-minute change of location had caused an extra 45-minute car journey, 8 _____ making him and his family late for the concert.

High PLC apologised for 9 _____ the location of the event. They said that if they 10 _____ arrange the event again, they would certainly do it differently. They have also 11 _____ to repay all extra costs that people may have had because of the location change. The council has also told them 12 _____ send letters of apology to all the people that complained.

/12

C You are going to read an article about phobias and allergies. For questions 1–5 choose the right person. The people can be chosen more than once and sometimes there is more than one answer.

Which person ...

- | | |
|--|-----------------|
| 0 ... would save money if they cured their phobia? | _____ Ali _____ |
| 1 ... is not sure they have a phobia or allergy? | _____ |
| 2 ... believes people think he/she is weird because of it? | _____ |
| 3 ... could be put in a life or death situation because of it? | _____ |
| 4 ... is seeing someone about their problem? | _____ |
| 5 ... is using it as an excuse? | _____ |

Cynthia

I don't have any allergies but I do have a phobia, or at least, I think it is one. I have a phobia to technology and in particular, computers. I can actually hear a computer working and it makes me nervous and I feel uncomfortable. This is becoming more and more of a problem as there is very little you can do in the world today without a computer. I'm going to see a psychiatrist and I hope they can solve it.

Ted

I have an allergy to dust although it's not too bad. In damp climates I don't really have a problem but it gets bad in hot countries where there is a lot of sand and dust in the air. On a holiday to Egypt last year I was taking pills 24 hours a day to stop sneezing. It also affects my eyes and nose and makes me very sleepy. I also tell my wife that it's a problem in dusty places which means I don't have to clean the house. I don't think she believes me though.

Giovanni

As I got older I became more and more allergic to nuts. When I was younger I could eat most types of nuts but now any nuts make me feel sick. I have had allergy tests and I've been told that it's not a real allergy but I don't think it's a phobia either. I am not afraid of nuts! They just make me feel sick.

Hélène

I have a phobia of clowns. It's not fair and I don't understand why but there it is. I don't have a problem with other circus acts. Many of my friends think I'm odd but it's an automatic reaction that I have no control over. Even if I see a movie with a clown in I am terrified. I wish I could stop it and then people wouldn't think I was so strange.

Graham

I have an allergy to penicillin, which you can usually find in most antibiotics. This can be very dangerous but I'm lucky and I only have a mild reaction to it. However, it has to be included on all my records and I have to wear something on my wrist in case there is an accident and they need to give me something immediately. They need to know not to give me penicillin but if I'm unconscious and alone who is going to tell them?

Ali

I have a terrible fear of the dark and if I am in a dark place I have panic attacks. I have been known to hit people. All the rooms in my house have to have lights on all night and I can't wear sunglasses, which is a real problem in my country. I recently had an assessment done by a psychiatrist and she is confident she can treat the phobia. I really hope so as it ruins my life and costs me huge amounts of money in electricity bills!

/5

D You will hear five people talking about their country and culture. For questions 1–5, choose the best answer A, B or C.

Track 4

1 You are listening to Ayla from Turkey.

What does she say about holidays?

- a It's a very exciting time with lots of presents.
- b It's a time when the whole family meets.
- c It's a time when they eat a lot of food.

2 You are listening to Carola from Germany.

What thing would have made her feel different from others?

- a Shopping in supermarkets
- b Driving to school
- c Cycling to work

3 You are listening to Anna from Russia.

What do Russians do often?

- a Have large parties
- b Talk about their own successes
- c Spend time in the snow

4 You are listening to Danielle from Cameroon .

What made her want to sleep?

- a Chasing chickens
- b Listening to the rain
- c Eating lots of fresh food

5 You are listening to Alessandra from Italy.

What frustrates her?

- a The variety of different cultures in Europe
- b Not knowing where to go for what you need
- c Not being able to express herself quickly

/5

TOTAL /35

8.3.11. Типовые контрольные задания ТР (Т2) для рубежного контроля семестр 5 - комплексный тест Модули 1–3

УК-4.1.

ОПК-1.1.

ОПК-1.2.

ОПК-3.1.

ОПК-3.2.

ОПК-3.3.

ПК-1.3

A Fill the gaps in the text with the correct words or phrases from the box.

botany	aloof	meticulous	fictional
clear of the tourist traps		an ability	off the beaten track
international relations	hospitable	over-optimistic	know-all
get back to nature	a passion	cultural awareness	baking temperatures

I have to say that was the worst holiday I have ever been on. I've never considered myself to be a ⁰ *know-all*, but as I had lived in England for a few years, I thought I knew enough! I wanted a holiday that was a bit ¹ _____. I have ² _____ for flowers and the islands are famous for theirs. In fact, the Scillies are heaven for anyone who studied ³ _____. The people are supposed to be ⁴ _____ and eager to help. I knew that I wasn't going to get ⁵ _____ there, but I did expect it to be quite warm in the summer. I was ⁶ _____. It rained every single day of the fortnight I was there. I also found that although the local people were friendly, they were so ⁷ _____. I was lucky if I saw more than three in one day. I've never felt so lonely! I wanted to ⁸ _____ in the beautiful gardens but in fact I spent nearly every day in my hostel hooked up to my computer. The Scilly Islands are very remote and maybe because of this you need to have some ⁹ _____ of the region before going there and be ¹⁰ _____ in checking the right time to avoid bad weather. However, if you want a cheap holiday and to steer ¹¹ _____, I suggest you go camping somewhere in England.

/11

B Fill in the gaps with the right word. If you think they should be blank, write Ø.

- 0 He ought *_to_* understand the importance of the occasion.
- 1 His house is on the coast of _____ Mediterranean Sea.
- 2 She'd _____ working there for months before she met her manager.
- 3 I'll lend you the book _____ you return it by Monday.
- 4 _____ diplomacy is better than going to war.
- 5 _____ seen the concert hall, our guests should now go to the dining room.
- 6 You _____ have bought me a ticket as I won't be able to go.
- 7 How many species _____ have become extinct by the end of the decade?
- 8 You really _____ see that fantastic exhibition before it finishes at the end of the month.
- 9 _____ there have been no complaints, I think we can say the restaurant has been a success.
- 10 Only _____ answer can be accepted for each question.
- 11 I _____ already interviewed three applicants this morning.

/11

C Read the description of life as a World Wide Floater in the Foreign Service and put the sentences in the right place.

- a This was not only for fans from the UK but also for other countries we had responsibility for.
- b It gives you an opportunity to be part of the local community and fully experience life in the country you are posted in.
- c The work might sound boring but in fact it can be great fun.
- d There have been times when I think 'Why am I doing this?'
- e In the last 24 months I have been to 18 countries.
- f After completing three months language training, I found myself in one of the most impressive buildings in the FCO estate.
- g After four weeks I was off to Kinshasa in the Democratic Republic of the Congo for a month.
- h January 2008 saw me in Shanghai for two months helping to organise a Trade visit by the Prime Minister.
- i But I arrived a few months before a State Visit by HM The Queen and HRH The Duke of Edinburgh and so I soon found myself doing all sorts of things to prepare for the event.

--

I am a World Wide Floater. This means that I am sent around the world covering jobs at our foreign offices where someone has gone on leave, or is long-term sick or where there is a major event that needs extra support.

⁰ c

I joined the Diplomatic Service (Foreign and Commonwealth Office) in April 2002 and my first posting was to the British Embassy in Berlin in 2004. ¹ _____ Here I was responsible (with two other colleagues) for IT and Communications systems. ² _____ There I worked as a maintenance manager.

In January 2005, I was sent to Bangkok to help the local consulate after the tsunami in Thailand. Liaising with survivors and relatives of those that had died, local authorities in Thailand and other government departments meant an extremely busy three months.

Returning to Berlin in 2006 only meant one thing! Somebody had organised a football tournament and a team called England had qualified to play. It was World Cup time. For me that meant two things: making sure that all our systems were working to the maximum and helping with the setting up of a 24/7 call centre. ³ _____ We were preparing for the worst but thankfully that never came and we were all able to enjoy the tournament.

After that I became a full time floater. ⁴ _____ My first float was to Jakarta to ensure all financial transactions were carried out properly while the accountant was away. ⁵ _____

The major plus point of working in this job is you are able to experience living overseas in a way that no other person can! ⁶ _____ You need to be outgoing, not afraid of a bit of hard work, and, most importantly, have a great sense of humour!

On the whole I have enjoyed my time. ⁷ _____ Then I look out of the office building and I see myself in central London, downtown Shanghai or high up on a hill in Freetown. That makes it all worth it really!

/7

D Listen to the interviews and tick the correct person.

Track 1

Who thinks ...

	Jim	Nancy	Bob
0 School education is not very useful.	✓		
1 Students should know how to work with others.			
2 Good education benefits the country.			
3 Education was better in the old days.			
4 Some subjects are not useful in the real world.			
5 Education helps you develop your own character.			
6 There is too much theory at school and not enough practice.			

/6

/35

ANSWER KEY:

Exercise A

1 off the beaten track 2 a passion 3 botany 4 hospitable 5 baking temperatures

6 over-optimistic 7 aloof 8 get back to nature 9 cultural awareness
10 meticulous 11 clear of the tourist traps

Exercise B

1 the 2 been 3 if 4 Ø 5 Having 6 needn't 7 will 8 should
9 As 10 one 11 have

Exercise C

1 f 2 g 3 a 4 e 5 i 6 b 7 d

Exercise D

Jim – 4
Nancy – 2, 5
Bob – 1, 3, 6

8.3.12. Типовые контрольные задания ТР (Т2) для рубежного контроля

Семестр 5

(УК 4.1., ; ОПК-1.1., 1.2., 3.1., 3.2., 3.3., 4; ПК-1.3.)

Модули 1–3

Write a problem-solving essay on the following title:

'Too many tourists make little or no effort to understand the culture of the country they are visiting. This damages relations between the countries involved'

(250-300 words TOTAL)

Writing criteria

Mark	Criteria
17–20	The student performs the task very well, covering all the main points using a wide range of structures and vocabulary. There are no errors and the language is very well controlled. Ideas are organised clearly and the student uses linking words with ease. The register and form are also correct. The student is above the level expected for the task.
13–16	The student performs the task well covering most of, if not all, the important points using a good choice of structures and vocabulary. The language is controlled with few mistakes and the whole text is clearly comprehensible. Ideas are well organised and the student uses linking words well. The register and form are also correct. The student is slightly above the level expected for the task.
10–12	The student covers many of the important points using relevant structures and vocabulary with few mistakes. There may be occasional incomprehensibility but this does not affect the overall understanding of the text. Ideas are mostly organised correctly and there is some use of linking words. The register and form are mostly correct. The student is at the level expected for the task.
7–9	The student attempts the task. Some points are made but they may not all be relevant, clear or comprehensible. Structure and vocabulary contain errors that can affect meaning and there may be cases of incomprehensibility. Ideas may not be organised correctly and there may be little evidence of linking words. Register and form are mostly correct. The student is slightly below the level expected for the task.
4–6	The student largely fails to perform the task. The student is not consistently relevant,

	clear or comprehensible. There are major errors of structure and vocabulary which affect meaning. Ideas are not well organised and there is little or no evidence of linking words. Register and form may be incorrect. The student is below the level expected for the task.
0–3	The student does not write comprehensibly or complete the task. / Absent for task.

8.3.13. Типовые контрольные задания ТР (Т2) для рубежного контроля

Семестр 5

УКПЗ – Устное комплексное практическое задание

(УК 4.1., 4.2. ; ОПК-1.1., 1.2., 3.1., 3.2., 3.3., 4; ПК-1.3.)

A: PRESENTATION

You are the Headmaster of a School and you are about to have a meeting with your the senior teacher (played by your teacher). The agenda is as follows:

- 1 Introduction
- 2 Recent meeting with parents
- 3 Recommendations
- 4 School Holidays
- 5 Any other business

You have just had a meeting with parents. They have complained about the following things:

- 1 – Mr Smith, the mathematics teacher is letting students leave the class early.
- 2 – Children are being bullied at break times
- 3 – The classrooms are very cold.
- 4 – Parents have asked the school to have more after-school clubs.

Start your meeting by going through the agenda and then report the meeting and make recommendations to the Senior Teacher.

You should speak for no more than seven minutes.

B: PROBLEM-SOLVING

In pairs, you are about to interview people to work as holiday reps (people who look after tourists on holiday) for a Club 18-30 (tourists can't be older than 30) to tourists resorts in Spain, Greece and Turkey. Discuss together and decide what are the six main characteristics that you will be looking for in the candidates at the interview. You have five minutes.

Speaking criteria

Mark	Criteria
17–20	The student performs the tasks and communicates with ease. Grammar and vocabulary are correctly used and varied. The student shows mastery in communicative strategies (e.g. cohesion, coherence, turn-taking) and has no hesitation or pronunciation errors. The student is above the level expected for these tasks.
13–16	The student performs the tasks and communicates comfortably. Grammar and vocabulary are varied and mostly used correctly. The student shows clear knowledge of communicative strategies and is able to form long and coherent utterances, shows some mastery in turn-taking and does not hesi-

	tate. The student's pronunciation does not impede comprehension. The student is at a slightly higher level than that expected for these tasks.
10–12	The student is able to communicate throughout the tasks. Grammar and vocabulary are adequate and any mistakes made do not result in significant breakdown of communication. The student shows some knowledge of communicative strategies and is able to form coherent utterances, shows some skill in turn-taking and rarely hesitates. The student may have some pronunciation problems but it should not cause communication breakdown. The student is at the level expected for these tasks.
7–9	The student finds it difficult to perform the tasks and relies heavily on other students to do so. The student is limited in the ability to communicate and has difficulty in choosing and using grammar and vocabulary. The student has limited communicative strategies and finds it difficult to complete extended utterances. Pronunciation should not be a problem but may occasionally result in misunderstanding or miscomprehension. The student is a little below the level expected for these tasks.
4–6	The student cannot perform the tasks properly and communicates with much difficulty. Grammar and vocabulary are not sufficient and it may take some time to frame utterances. The student has few, if any, communicative strategies and there are clear examples of communication breakdown. Pronunciation may cause miscomprehension and misunderstanding. The student is below the level expected for these tasks.
0–3	The student does not communicate or take part in the tasks. / Absent for tasks.

8.3.14. Типовые контрольные задания для промежуточной аттестации

Семестр 5

Комплексный тест (ОПК-2, ОПК-3; ОПК-6; ОК-12)

Модули 4–5

ОПК-2 – задание С, D.

УК-4.1., 4.2, ОПК 1.1., 1.2., 1.3. – задания А, В, С, D.

ОПК-6 – задания А, В, С, D.

ОПК-4 – задание С, D.

A Add the missing word.

- 0 There have been profound *changes* in the thinking of the party.
- 1 We need to replace the _____ equipment with some that is more up-to-date and practical.
- 2 His problems stem _____ his obsession with money.
- 3 The consumer price _____ shows a major decline this past month.
- 4 The phone is fitted with cutting- _____ technology.
- 5 The injections are particularly important if your immune _____ is weak.
- 6 Over the last few years we have seen considerable expansion _____ the retail sector.
- 7 I was rather _____ to find that I had not lost my car keys after all. They were in my coat.
- 8 Constant light exercise is proven to increase your _____ expectancy.
- 9 Trying to inject all the animals in one day would be too time- _____. Let's do it over three.
- 10 We are delighted to have with us the world-_____ inventor, Gabor Felix.
- 11 Inflation will have a negative effect on _____ spending.

/11

B Fill the gaps in the text with the correct words from the box.

as	being	did	due	had	is	made
sooner	therefore	was	while			

You won't believe the trouble we had yesterday getting Marco's designs into the shop. The first lorry⁰ *was* to arrive at the shop at 8.30 am. Little¹ _____ we know that there was a huge traffic jam right across London. What the company normally does² _____ give you a call when they are going to be late. Evidently, this procedure³ _____ forgotten as no such call came through.⁴ _____, we were not able to unload the designs from the lorries until 10 a.m.⁵ _____ the press were⁶ _____ to arrive at 11, it meant we had very little time to get everything together. I⁷ _____ all the designs taken straight to the display area, where the presentation was already⁸ _____ prepared.⁹ _____ the display areas were busy, I phoned Marco to tell him what happened and of course he¹⁰ _____ me explain to him everything that had happened. No¹¹ _____ had I put down the phone than the journalists began to arrive. That was just the start.

/11

C Read the text and tick (✓) the statements that are true.

0 Bill Gates thinks Ray Kurzweil is very clever.	<input checked="" type="checkbox"/>	
1 There will be no more surgical operations in the future.	<input type="checkbox"/>	
2 Nanotechnology will make us more intelligent.	<input type="checkbox"/>	
3 The difference between humans and robots will be very small.	<input type="checkbox"/>	
4 We will be able to stop our bodies getting older.	<input type="checkbox"/>	
5 Mobile phones will use nanotechnology.	<input type="checkbox"/>	
6 We will not be killed by traffic accidents any longer in 25 years' time.	<input type="checkbox"/>	

THE FUTURE IS PERFECT

SCIENTIST Ray Kurzweil – called the smartest futurist on Earth by Microsoft founder Bill Gates – has been predicting new technologies many years before they arrived.

Here, Ray explains why he believes today's 60-year-olds could go on to live forever.

“We are living through the most exciting period of human history.

Computer technology and our understanding of genes – our body's software programs – are accelerating at an incredible rate.

I and many other scientists now believe that in around 20 years we will have the ability to re-programme our bodies' software so we can stop, then reverse, ageing. Then nanotechnology will let us live for ever.

Already, extremely small machines called nanobots are being tested in animals. These will soon be used to destroy tumours, unblock blood clots and perform operations without scars.

Ultimately, nanobots will replace blood cells and do their work thousands of times more effectively.

Within 25 years we will be able to run very fast for 15 minutes without taking a breath, or go scuba-diving for four hours without oxygen.

Heart attack victims will calmly drive to the doctors for a minor operation as the nanobots in their blood will keep them alive.

Nanotechnology will extend our mental capacities so much that we will be able to write books within minutes.

Nanobots will allow us to go anywhere we like inside our minds. We will be able to make our own dreams. In our daily lives, hologram-like figures will pop up in our brain to explain what is happening.

These technologies should not seem at all fanciful. Our phones now perform tasks we wouldn't have dreamed possible 20 years ago. When I was a student in 1965, my university's only computer cost £7million and was huge.

Today your mobile phone is a million times less expensive and a thousand times more powerful. That's a billion times more capable for the same price.

According to my theory we will experience another huge increase in technological capability for the same cost in the next 25 years.

So we can look forward to a world where humans become like robots, with artificial limbs and organs.

This might sound unbelievable, but in fact it is already happening. People have artificial body parts and even some people with mental conditions have neural implants.

As we approach the 21st century's second decade, stunning medical breakthroughs are a regular occurrence.

In 2008 we discovered skin cells can be changed into the equivalent of embryonic cells. This means that not only will we be able to repair organs, we will also be able to grow them.

In a few years we will all know the diseases we have to be careful of and we will be protected from each one of them. Of course, it's important to ensure we get to take advantage of the upcoming technologies by living well and not getting hit by a bus.

By the middle of this century we will have electronic back-up copies of the information in our bodies and brains that make us who we are. Then we really will be able to live forever.”

/6

D Listen to the talk and fill in the gaps in the notes.

Track 2

- Pleased to see so many ⁰ *male graduates* _____, which is
¹ _____ on a few years ago.

- Should consider this career as a ² _____ that other people don't have.

- You are a nurse even when you are not ³ _____.

- There are challenges but early years will probably be the ⁴ _____

_____ of your life.

- First generation of nurses to have this level ⁵ _____.

- Asks about keeping balance between ⁶ _____.

- Also asks how you can keep your ⁷ _____ when things get difficult.

/7

/35

8.3.15. Типовые контрольные задания промежуточной аттестации

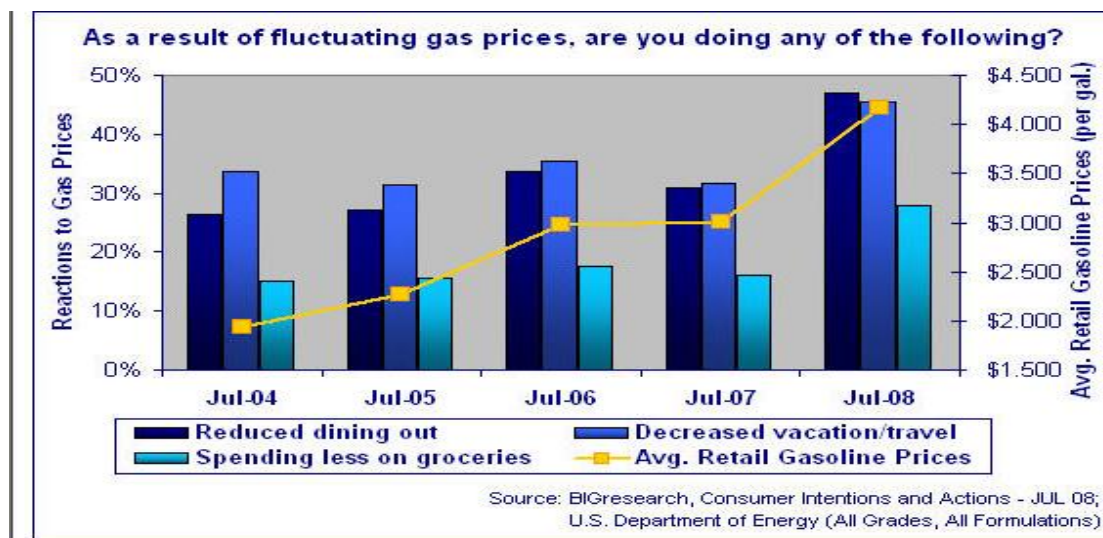
Семестр 5

КПЗ – Комплексное практическое задание

(УК 4.1., 4.2. ; ОПК-1.1., 1.2., 3.1., 3.2., 3.3., 4; ПК-1.3.)

Write a short report on the following chart. Make sure to include all the relevant information Remember to divide your report with an Introduction, Facts and Findings and Conclusion.

(minimum 150 words)



Writing criteria

Mark	Criteria
17–20	The student performs the task very well, covering all the main points using a wide range of structures and vocabulary. There are no errors and the language is very well controlled. Ideas are organised clearly and the student uses linking words with ease. The register and form are also correct. The student is above the level expected for the task.
13–16	The student performs the task well covering most of, if not all, the important points using a good choice of structures and vocabulary. The language is controlled with few mistakes and the whole text is clearly comprehensible. Ideas are well organised and the student uses linking words well.

	The register and form are also correct. The student is slightly above the level expected for the task.
10–12	The student covers many of the important points using relevant structures and vocabulary with few mistakes. There may be occasional incomprehensibility but this does not affect the overall understanding of the text. Ideas are mostly organised correctly and there is some use of linking words. The register and form are mostly correct. The student is at the level expected for the task.
7–9	The student attempts the task. Some points are made but they may not all be relevant, clear or comprehensible. Structure and vocabulary contain errors that can affect meaning and there may be cases of incomprehensibility. Ideas may not be organised correctly and there may be little evidence of linking words. Register and form are mostly correct. The student is slightly below the level expected for the task.
4–6	The student largely fails to perform the task. The student is not consistently relevant, clear or comprehensible. There are major errors of structure and vocabulary which affect meaning. Ideas are not well organised and there is little or no evidence of linking words. Register and form may be incorrect. The student is below the level expected for the task.
0–3	The student does not write comprehensibly or complete the task. / Absent for task.

8.3.16. Типовые контрольные задания для промежуточной аттестации

Семестр 5

T (II)

УКПЗ – Устное комплексное практическое задание
(УК 4.1., 4.2. ; ОПК-1.1., 1.2., 3.1., 3.2., 3.3., 4; ПК-1.3.)

A PRESENTATION

You are a sales representative for a Health Club and you are trying to convince your teacher to become a member. Read the notes below and then prepare your sales presentation. Give your sales presentation to your teacher. You may ask your teacher questions. Then answer any questions your teacher may have. You a minimum of six minutes

THE HADHAMS HEALTH CLUB

3-years old

1,200 members

Awarded health Club of the two years ago

- full gym / fitness centre
- aerobics classes
- swimming pool but no special pool for learner or for children
- dry and steam sauna
- massages
- squash courts and tennis courts

Personal trainer for first week and then always trainer available

Health Food Restaurant and Hairdressers

MEMBERSHIPS

7 day anytime pass to gym and swimming pool - £3200

7 day anytime to Pool - £1300

Weekdays anytime to gym and pool - £2600

Weekdays pool - £750

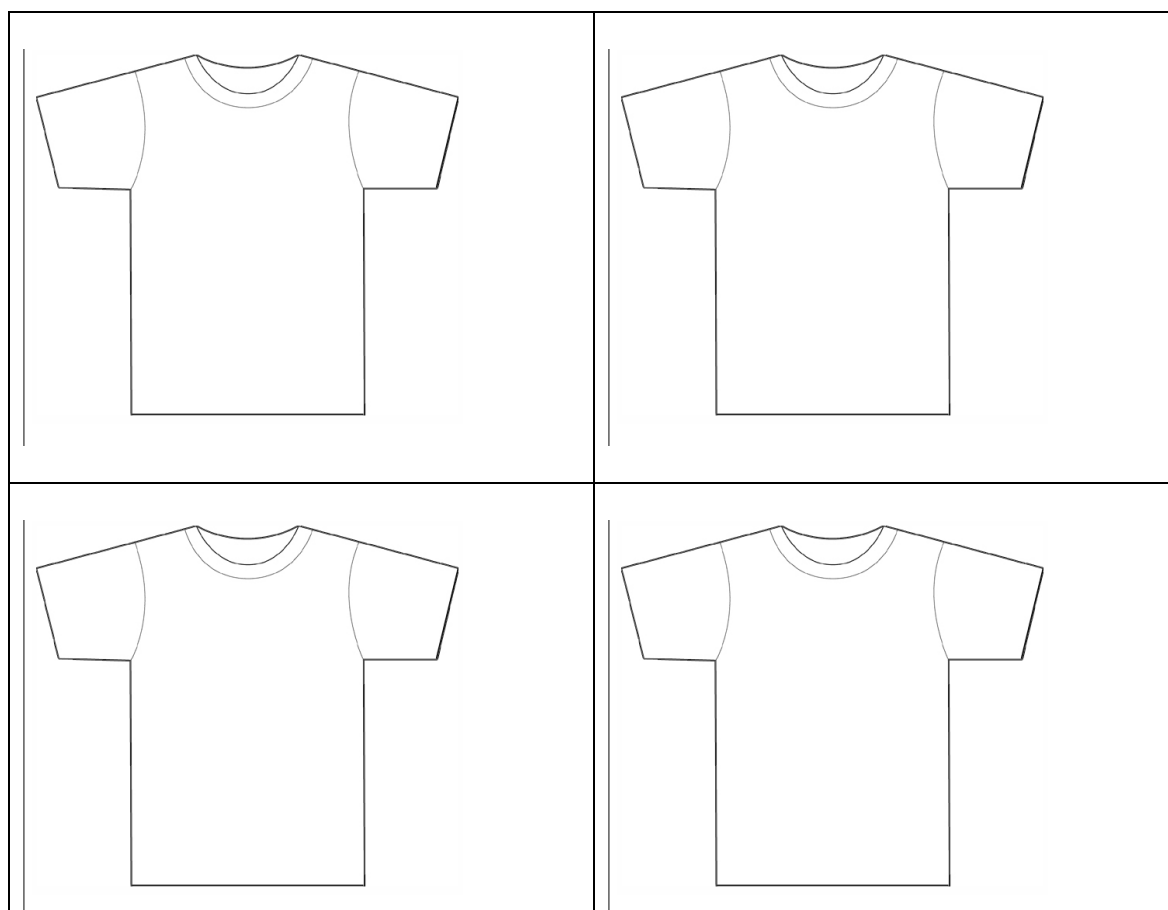
50% Reduction for parents and children

25% Reduction for teachers

One week membership for free if you bring a friend.

B: INFORMATION GAP / PROBLEM-SOLVING

In pairs, you are going to enter together in a t-shirt design competition. Firstly, on your own, design two t-shirts in the diagram below. Then tell each other about your t-shirts so that you can complete their design in the remaining places in your diagram. Then discuss together and decide and the best design to enter into the competition. You have six minutes to describe your t-shirts and then decide on the best.



Speaking criteria

Mark	Criteria
17–20	The student performs the tasks and communicates with ease. Grammar and vocabulary are correctly used and varied. The student shows mastery in

	communicative strategies (e.g. cohesion, coherence, turn-taking) and has no hesitation or pronunciation errors. The student is above the level expected for these tasks.
13–16	The student performs the tasks and communicates comfortably. Grammar and vocabulary are varied and mostly used correctly. The student shows clear knowledge of communicative strategies and is able to form long and coherent utterances, shows some mastery in turn-taking and does not hesitate. The student's pronunciation does not impede comprehension. The student is at a slightly higher level than that expected for these tasks.
10–12	The student is able to communicate throughout the tasks. Grammar and vocabulary are adequate and any mistakes made do not result in significant breakdown of communication. The student shows some knowledge of communicative strategies and is able to form coherent utterances, shows some skill in turn-taking and rarely hesitates. The student may have some pronunciation problems but it should not cause communication breakdown. The student is at the level expected for these tasks.
7–9	The student finds it difficult to perform the tasks and relies heavily on other students to do so. The student is limited in the ability to communicate and has difficulty in choosing and using grammar and vocabulary. The student has limited communicative strategies and finds it difficult to complete extended utterances. Pronunciation should not be a problem but may occasionally result in misunderstanding or miscomprehension. The student is a little below the level expected for these tasks.
4–6	The student cannot perform the tasks properly and communicates with much difficulty. Grammar and vocabulary are not sufficient and it may take some time to frame utterances. The student has few, if any, communicative strategies and there are clear examples of communication breakdown. Pronunciation may cause miscomprehension and misunderstanding. The student is below the level expected for these tasks.
0–3	The student does not communicate or take part in the tasks. / Absent for tasks.

8.3.17. Типовые контрольные задания ТР (Т2) для рубежного контроля

Семестр 6

Т (Р)

Т-2 –Комплексный тест

Модули 6-9

УК-4.1., 4.2, ОПК 1.1., 1.2., 1.3. – задания А, В, С, D.

ОПК-6 – задания А, В, С, D.

ОПК-4 – задание С, D..

A Fill the gaps in the text with a word from the box.

reluctantly	know	behaviour	reporter
work	full	close	offenders
juvenile	dirty	justice	draw
halt	public	scoop	time
responsibility	coverage	end	

At the moment I am working as a ⁰ *reporter* at the local courts. There has been a lot of interest recently in ¹ _____ delinquency in the area. There was a ² _____ protest last week and the issue is receiving a lot of media ³ _____. In a lot of cases, the young ⁴ _____ do things just to ⁵ _____ attention to themselves. Mostly it's just anti-social ⁶ _____ because they have ⁷ _____ on their hands. This city has very little to keep teenagers interested. Now the courts have ⁸ _____ decided to get tough in order to bring the crimes to a ⁹ _____. I'm keeping a ¹⁰ _____ eye on the cases but as there are so many I've really got my hands ¹¹ _____ .

/11

B Tick ✓ the sentence(s) that are correct. If not correct, change or delete (Ø) the underlined word.

0 You must have to get your paper in on time if you want to get a mark.

___will / Ø_

1 His responded to the question was completely incorrect.

2 Can you imagine play your piano in front of 10,000 fans?

3 My advice was very ignored by the government.

4 If there has been anything I could do, I would have done it.

5 The original report criticised the investigation with making false accusations.

6 The two-day holiday let me to recover from my business trip.

7 Many student had to sign if they wanted to collect their exam marks.

8 It will take days for me to get it over the shock.

9 My brother told me that he is still waiting for the package to arrive and hoped it would be here on Saturday.

10 Paul is working utterly hard this week to get everything ready on time.

11 The bill was supported by no of the ministers and was not accepted.

/11

C Read the text and add the following sentences in the right place. There is one you won't need.

a Times were particularly hard for farmers in the Mid North at that time

b His record of places and events was so accurate that they were later relied upon as historical evidence.

c Although still unknown to most Australians, Sir Hubert Wilkins, who has always remained an Australian, has finally been honoured in South Australia.

d Soon, he became interested in motion pictures and travelled South Australia's country towns and the eastern states showing moving pictures.

- e By the end of the same year Sir Hubert Wilkins was the first to make flights over the Antarctic.
- f I was in search of adventure and something out of the ordinary.
- g Although he tended to keep himself to himself he would often be seen in the fields reading books.
- h He was the first to take moving pictures in 1912 from actual battles.

SIR HUBERT WILKINS – FORGOTTEN AUSTRALIAN HERO

George Hubert Wilkins was born on a small farm in South Australia, on 31 October 1888. ⁰ a , with droughts, rabbits, locusts, as well as low wheat and wool prices. George Hubert Wilkins wrote, “Twenty years ago, I set out from Adelaide as a stowaway. ¹ Since then I have wandered around the world from east to west, from west to east and from the Arctic to the Antarctic, exploring many unknown places.” This is exactly what he did. ² Yet he needed more adventure and hoped to find it in England. The cheapest way to reach England was to stow away, arriving in England on his 21st birthday.

During 1910 he learnt to fly. Having mastered this, it was time to start balloon flying and having realised the possibilities of taking a camera or even a film camera up with him, he knew that there was money to be made from it. ³ Unfortunately, he was caught in the Balkans and put in front of a firing squad yet somehow survived.

With the outbreak of World War I, he joined the armed forces and went to France as official photographer. He was wounded several times and was awarded the Military Cross twice. He was there to record every major battle fought by the Australians. ⁴ Several times he took his camera up in balloons, across enemy lines. Australian General Monash described him as the bravest man he had ever met.

It was Wilkins who was appointed in 1923 to lead the British Museum's Northern Australia expedition which was to take two years. After completing the Australian expedition, Wilkins went back to the Arctic and in 1928 fulfilled his dream and became the first man to fly across the Arctic (3350 kilometres in 20½ hours). It resulted in his being knighted by King George V. ⁵ From 1942 until his death, Sir Hubert was employed by the United States Army, at first as a consultant in their planning division and later as Arctic consultant.

⁶ Despite a heatwave and a gruelling red dust storm, about 340 guests attended the unveiling at Hallett of a memorial honouring Sir Hubert on 29 November 1966.

Conditions were much better during the opening of the restored cottage at Mount Bryan East 35 years later on 29 April 2001, and attended by about the same number of people. This project was made possible by the Sir Hubert Wilkins Memorial Committee and the \$80,000 raised through the Australian National Geographic.

/6

D Listen to the speakers and write the number of the speaker who says the following.

Track 3

x Most of the news is quite boring.	3
a Some of the places I go to are dangerous.	
b People are more interested in what famous people are doing.	
c If you're famous you want your picture taken.	
d It's my job to get the paper ready on time.	
e Press conferences are not very useful.	
f We have to provide what people want to see.	
g Certain interviews are harder than others.	

/7

/35

ANSWER KEY**Exercise A**

1 juvenile 2 public 3 coverage 4 offenders 5 draw 6 behaviour
7 time 8 reluctantly 9 halt 10 close 11 full

Exercise B

1 response 2 playing 3 totally 4 had 5 for 6 Ø 7 every
8 Ø 9 ✓ 10 really 11 none

Exercise C

1 f 2 d 3 h 4 b 5 e 6 c

Exercise D

a 4 b 2/6 c 5 d 1 e 3 f 6 g 2

**8.3.18. Типовые контрольные задания ТР (Т2) для рубежного контроля
6 семестр**

Т (Р)

КПЗ – Комплексное практическое задание

УК-4.1.

УК-4.2.

ОПК-1.1.

ОПК-1.2.

ОПК-3.1.

ОПК-3.2.

ОПК-3.3..

ОПК-4.1.

ОПК-4.3.

ПК-1.3

Модули 6-9

Write an argumentative essay on the following statement?

‘Capital Punishment reduces crime and saves lives.’

(250-300 words)

Writing criteria

Mark	Criteria
17–20	The student performs the task very well, covering all the main points using a wide range of structures and vocabulary. There are no errors and the language is very well controlled. Ideas are organised clearly and the student uses linking words with ease. The register and form are also correct. The student is above the level expected for the task.
13–16	The student performs the task well covering most of, if not all, the important

	points using a good choice of structures and vocabulary. The language is controlled with few mistakes and the whole text is clearly comprehensible. Ideas are well organised and the student uses linking words well. The register and form are also correct. The student is slightly above the level expected for the task.
10–12	The student covers many of the important points using relevant structures and vocabulary with few mistakes. There may be occasional incomprehensibility but this does not affect the overall understanding of the text. Ideas are mostly organised correctly and there is some use of linking words. The register and form are mostly correct. The student is at the level expected for the task.
7–9	The student attempts the task. Some points are made but they may not all be relevant, clear or comprehensible. Structure and vocabulary contain errors that can affect meaning and there may be cases of incomprehensibility. Ideas may not be organised correctly and there may be little evidence of linking words. Register and form are mostly correct. The student is slightly below the level expected for the task.
4–6	The student largely fails to perform the task. The student is not consistently relevant, clear or comprehensible. There are major errors of structure and vocabulary which affect meaning. Ideas are not well organised and there is little or no evidence of linking words. Register and form may be incorrect. The student is below the level expected for the task.
0–3	The student does not write comprehensibly or complete the task. / Absent for task.

8.3.19. Типовые контрольные задания ТР (Т2) для рубежного контроля

6 семестр

Т (Р)

УКПЗ – Устное комплексное практическое задание

УК-4.1.

УК-4.2.

ОПК-1.1.

ОПК-1.2.

ОПК-3.1.

ОПК-3.2.

ОПК-3.3.

ОПК-4.1.

ОПК-4.3.

ПК-1.3

Модули 6-9

A PROBLEM-SOLVING

Working in pairs, you are owner of a national tabloid newspaper. The newspaper is losing sales and money daily and you need to decide what to do. Recent feedback from research suggests the following problems:

- Too much focus in the papers on international celebrities.
- Too much money spent on staff salaries and too many reporters and photographers employed.
- Three court cases of libel in the last year, all lost, costing money and reputation.
- Strong competition in the tabloid market.
- No online news site

Read Role A or Role B (as assigned by your teacher) and then hold a meeting and decide what to

do, **without** telling your partner what is on your role card.

A	B
You think you should close the paper and start again with a free tabloid paper for public transport that only uses stories and pictures generally available. Money should be made from advertising. This will allow you to sack most of the staff and all of the photographers.	You favour giving up the paper version entirely. You want to go online only, sack all of the staff and publish news stories and pictures emailed in from readers on the net.

B: PRESENTATION (in pairs)

Prepare and give a talk about someone from history why you believe he or she should be remembered. Present the person and then show why this person should be remembered. Be prepared to speak for at least four minutes.

When you have both finished discuss each person in comparison and try to agree on one.

Speaking criteria

Mark	Criteria
17–20	The student performs the tasks and communicates with ease. Grammar and vocabulary are correctly used and varied. The student shows mastery in communicative strategies (e.g. cohesion, coherence, turn-taking) and has no hesitation or pronunciation errors. The student is above the level expected for these tasks.
13–16	The student performs the tasks and communicates comfortably. Grammar and vocabulary are varied and mostly used correctly. The student shows clear knowledge of communicative strategies and is able to form long and coherent utterances, shows some mastery in turn-taking and does not hesitate. The student's pronunciation does not impede comprehension. The student is at a slightly higher level than that expected for these tasks.
10–12	The student is able to communicate throughout the tasks. Grammar and vocabulary are adequate and any mistakes made do not result in significant breakdown of communication. The student shows some knowledge of communicative strategies and is able to form coherent utterances, shows some skill in turn-taking and rarely hesitates. The student may have some pronunciation problems but it should not cause communication breakdown. The student is at the level expected for these tasks.
7–9	The student finds it difficult to perform the tasks and relies heavily on other students to do so. The student is limited in the ability to communicate and has difficulty in choosing and using grammar and vocabulary. The student has limited communicative strategies and finds it difficult to complete extended utterances. Pronunciation should not be a problem but may occasionally result in misunderstanding or miscomprehension. The student is a little below the level expected for these tasks.
4–6	The student cannot perform the tasks properly and communicates with much difficulty. Grammar and vocabulary are not sufficient and it may take some time to frame utterances. The student has few, if any, communicative strategies and there are clear examples of communication breakdown. Pronunciation may cause miscomprehension and misunderstanding. The student is below the level expected for these tasks.

0-3	The student does not communicate or take part in the tasks. / Absent for tasks.
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8.3.20. Типовые контрольные задания для промежуточной аттестации

Семестр 6

Г (II)

Т-2 – Комплексный тест (УК-4.1., ОПК-1.1., 1.2., 1.3.; ОПК-4)

Модули 10-12

A Complete the text with one word for each gap. If a word is not needed, write Ø.

⁰ *The* _____ first time I met Oleg was at a classical music concert in town. ¹ _____ that, we often used to bump into each other. I think we were always ² _____ to become friends but I had ³ _____ idea that I would eventually owe him so much. I was still getting ⁴ _____ losing my job and I had decided that ⁵ _____ I found a job soon, I would move back to England. ⁶ _____ my surprise when Oleg called asking me to attend an interview. It was an ⁷ _____ freezing day in Moscow when I arrived at this dark office for my interview. ⁸ _____ add to my concern, Oleg's colleague looked very suspicious. ⁹ _____ for my need for a job, I might have left immediately. As it turned out, I ¹⁰ _____ need to worry at all. They offered me a six-month job looking ¹¹ _____ a luxury villa just outside St Petersburg. The ¹² _____ was unbelievable and it included free food and a great salary. I have never turned ¹³ _____ a job and I didn't do ¹⁴ _____ then. Since then I have looked after many villas for Oleg and we are now on the ¹⁵ _____ of expanding our business all over Europe. I can't wait!

/15

B Write sentences, using words in the same order but in the right form.

- 0 Because the company lose money constantly, we declare bankruptcy last month
Because the company had been losing money constantly, we declared bankruptcy last month.
- 1 His deny that he drive at the time of the accident not believe.

- 2 We shall give our salaries by the company by now, but they insist it send.

- 3 If you think carefully before make your decision, you not resign last week.

- 4 The minister just agree make statement at 2 p.m.

- 5 By the time you arrive home tonight, I work on the report for 10 hours.

- 6 Every passenger make open their bags before get on the plane.

- 7 You succeed in convince him change his mind?

- 8 Little Mr Peters know that we plan a leaving party for him that Friday.

- 9 Lights not turn on after 9 p.m. unless there be an emergency.

- 10 Keep warm and feed with just soup, the patient recover quickly.

/20 (10x2)

C Complete the idioms with the right word in the right form.

- 0 I think something is *amiss*. Jan looks very worried.
- 1 You've paid far too much money. They've _____ you off!
- 2 It was difficult at first but now I'm getting the _____ of it.
- 3 This situation has gone on long enough. I'm _____ it to a halt.
- 4 You would never have expected Shawna to win it. She really is a dark _____.
- 5 I love trying new activities. I'll turn my _____ to anything.
- 6 You need to get out more. _____ it up a little.
- 7 Do you think he had a _____ in getting me the sponsorship?
- 8 Just because he promised doesn't mean it's going to happen. Don't take it for _____.
- 9 I bet you he shows you his magic tricks. He's such a _____.
- 10 Her constant complaining really gets on my _____.

/10

D Add one word to make collocations.

- 0 baking *temperatures*
- 1 cutting- _____
- 2 _____-sensitive
- 3 anti-social _____
- 4 libel _____
- 5 far-reaching _____
- 6 summit _____
- 7 _____ spending
- 8 carbon _____
- 9 immune _____
- 10 rote _____

/10

E Add words from the box to complete the text. Use each word once only.

adaptation ambitious deter discreet disillusioned editor emotional enabled fictional
 inspired led name popularity proud publisher relieved successful supply

When my grandfather left school, he went to work as a ⁰ *journalist* at the local paper. It wasn't a big- ¹ _____ paper. The work was boring and he quickly became ² _____ working there. In his spare time he started writing novels, preferring to write about ³ _____ characters than real characters. Unfortunately he couldn't find a ⁴ _____ for his first novel but that did not ⁵ _____ him and his determination ⁶ _____ to the publication of his second novel which was an ⁷ _____ of a local story. His ⁸ _____ increased with his third novel, which told the story of an ⁹ _____ boy wanting to escape his poor town and become a famous writer. The story was so successful that the ¹⁰ _____ of books to the shops could not meet demand. Now a ¹¹ _____ author, the money he made ¹² _____ him to buy a house. He was so ¹³ _____ he didn't have to live with his mother anymore! His writing ¹⁴ _____ many people to become writers, like myself. I am so ¹⁵ _____ of my grandfather.

/15

F Put the sentences in the correct places in the text.

- a He is playing a game. It involves matching place names to their locations.
- b Mrs Estrada ended up taking him to the library every day.
- c 'I don't see why my son shouldn't have friends,' she says.
- d It costs them around £4500 a year with a yearly increase of £150.
- e He is 7, but he has demonstrated much curiosity for a long time now.
- f No one wants to hear about the difficulties of a parent whose child is extraordinarily bright.
- g Mrs Estrada didn't want to fight with school officials; it didn't seem worth the trouble.

BEING A GENIUS CAN BE TOUGH, AND COSTLY

On a day off from school, Jonathan Estrada is at his computer. ⁰ a Without hesitation, beating his computer hands down. This is not a rare occurrence.

"Geography is his best subject," his mother, Mary, explains. "That and maths. And computers. And piano, I guess."

Jonathan has never met a subject he didn't like. ¹ ____ This was even before he started talking at the age of nine months.

Psychologists have called Jonathan an unusually gifted child. When he was 2½, he had the vocabulary of an 8 year old. A test measured his IQ at 160+. Now he is showing a talent for the piano.

Jonathan is also a sweet, sensitive boy who has lots of friends. So his parents would seem to have no cares. And, of course, Mrs Estrada says, she and her husband, Mario, feel blessed. But it has not been an easy road for them with their brilliant son.

At the pre-school level, the Estradas could find no development programmes for Jonathan that didn't cost a lot. ² ____ When it was time for him to start school, they were more hopeful. Mary Estrada made arrangements with the Northport Council District for Jonathan to take an exam to be placed in the gifted and talented programme at the local state school. But Jonathan, then 5, left the first part of the five-part exam in tears.

'It was so humiliating', Jonathan says, joining his mother at the dining room table after his game. 'It was too easy. They made me do things with blocks.'

Mrs Estrada immediately called Linda Kreger Silverman, an expert on gifted and talented children who knew Jonathan. Dr Silverman said that if Jonathan didn't feel comfortable with the test, it probably was too easy for him. But the council insisted the test was appropriate.

Jonathan never finished the test. ³ ____ Even in the special programme at Northport, he would be receiving only two hours a week of extra development.

So, the Estradas enrolled Jonathan at the Poole Island School for the Gifted. He is happy there, in a programme that is challenging without trying to turn students into 10-year-old college graduates. 'I like the approach,' Mrs Estrada said. But the tuition is expensive. ⁴ ____ Mario Estrada works 12 hours a day, seven days a week, in their shop to pay for it and dreams of expansion.

Mrs Estrada knows she has little sympathy beyond the community of parents with gifted children. ⁵ ____ It sounds too much like models complaining about being beautiful.

Mrs Estrada says experts tell her she should teach Jonathan at home. She prefers to have him in a classroom. ⁶ ____

When he is home, he plays with his sister, Leah, patiently teaching her about the world. Leah doesn't read yet and her vocabulary is distinctly a 3 year old's. Mrs Estrada said she was not at all disappointed. 'I'm thankful,' she said.

G Decide whether the following comments are true (T) or false (F), according to the text.

- | | |
|---|---------------|
| 0 He can easily beat his computer at games. | <u> T </u> |
| 1 The first skill he showed was the ability to speak. | <u> </u> |
| 2 Life has not always been easy with Jonathan. | <u> </u> |
| 3 Jonathan got a lot of extra support before he went to school. | <u> </u> |
| 4 The special test he took made Jonathan feel stupid. | <u> </u> |
| 5 The council and specialists disagreed about the test. | <u> </u> |
| 6 The Estradas decided not to send their son to state school. | <u> </u> |
| 7 Jonathan's father is looking to make more money. | <u> </u> |
| 8 Nobody likes someone who complains about having a gifted child. | <u> </u> |
| 9 Jonathan's sister is also gifted. | <u> </u> |

H Listen to the first part of the meeting. Put the statements in the order of the recording.

Track 5

- a The rail system needs updating. _____
- b We have asked people in the city for their opinions. 1
- c There has been a marked increase in traffic jams in the last three years. _____
- d Children need to be taken off the streets and put back into schools. _____
- e People want to see more green areas in the city. _____
- f Too much crowding in the city centre causes traffic jams. _____

/5

I Listen to the rest of the meeting and tick the opinions that you hear.

Track 6

0 We don't have enough trees.	<input checked="" type="checkbox"/>
1 Parks should be made bigger.	<input type="checkbox"/>
2 We should plant more trees.	<input type="checkbox"/>
3 Planting trees will cost a lot of money.	<input type="checkbox"/>
4 The neighbourhoods will look after their own trees.	<input type="checkbox"/>
5 People will lose their jobs.	<input type="checkbox"/>
6 It could help the unemployment problem.	<input type="checkbox"/>
7 Some projects take longer than others.	<input type="checkbox"/>
8 The local people can't be trusted.	<input type="checkbox"/>
9 People want to see this happen immediately.	<input type="checkbox"/>
10 There may be a chance to get money from the UN.	<input type="checkbox"/>

/10
/100**ANSWER KEY**

Exercise A

- 1 After 2 likely 3 no 4 over 5 unless 6 Imagine 7 utterly 8 To
9 But 10 didn't 11 after 12 offer 13 down 14 so 15 verge / point

Exercise B

- 1 His denial that he was driving at the time of the accident // was not believed.
2 We should have been given our salaries by the company by now, // but they insist / are insisting that it was sent / will be sent.
3 If you had thought carefully before making your decision, // you would not have resigned last week.
4 The minister has just agreed // to make a statement at 2 p.m.
5 By the time you arrive home tonight, // I will have been working on the report for 10 hours.
6 Every passenger was made to open their bags // before getting on the plane.
7 Have you succeeded in convincing him // to change his mind?
8 Little did Mr Peters know that // we were planning a leaving party for him that Friday.
9 Lights are not to be turned on after 9 p.m. // unless there is an emergency.
10 Kept warm and fed with just soup, // the patient will recover quickly.

Exercise C

- 1 ripped 2 hang 3 bringing 4 horse 5 hand 6 Live 7 hand
8 granted 9 show-off 10 nerves

Exercise D

- 1 edge 2 over 3 behaviour 4 laws 5 consequences 6 meeting 7 consumer
8 footprint 9 system 10 learning

Exercise E

1 name 2 disillusioned 3 fictional 4 publisher 5 deter 6 led 7 adaptation
 8 popularity 9 ambitious 10 supply 11 successful 12 enabled 13 relieved 14 inspired
 15 proud

Exercise F

1 e 2 b 3 g 4 d 5 f 6 c

Exercise G

1F 2T 3F 4F 5T 6T 7T 8T 9F

Exercise H

e, f, c, a, d

Exercise I

2, 3, 4, 6, 7, 8, 10

8.3.21. Типовые контрольные задания ТР (Т2) для промежуточной аттестации 6 семестр

Т (П)

КПЗ – Комплексное практическое задание

(УК 4.1., 4.2. ; ОПК-1.1., 1.2., 3.1., 3.2., 3.3., 4.1, 4.2., 4.3.; ПК-1.3.)

Модули 10-12

Write a personal statement to support your application for one of the following events:

- 1) A scuba-diving course
 - 2) A trek across the Alps with high-school children.
 - 3) A creative writing course
 - 4) Working as a stage helper at a music festival.
- (200-250 words)

Writing criteria

Mark	Criteria
17–20	The student performs the task very well, covering all the main points using a wide range of structures and vocabulary. There are no errors and the language is very well controlled. Ideas are organised clearly and the student uses linking words with ease. The register and form are also correct. The student is above the level expected for the task.
13–16	The student performs the task well covering most of, if not all, the important points using a good choice of structures and vocabulary. The language is controlled with few mistakes and the whole text is clearly comprehensible. Ideas are well organised and the student uses linking words well. The register and form are also correct. The student is slightly above the level expected for the task.
10–12	The student covers many of the important points using relevant structures and vocabulary with few mistakes. There may be occasional incomprehensibility but this does not affect the overall understanding of the text. Ideas are mostly organised correctly and there is some use of linking words. The register and form are mostly correct. The student is at the level expected for the

	task.
7–9	The student attempts the task. Some points are made but they may not all be relevant, clear or comprehensible. Structure and vocabulary contain errors that can affect meaning and there may be cases of incomprehensibility. Ideas may not be organised correctly and there may be little evidence of linking words. Register and form are mostly correct. The student is slightly below the level expected for the task.
4–6	The student largely fails to perform the task. The student is not consistently relevant, clear or comprehensible. There are major errors of structure and vocabulary which affect meaning. Ideas are not well organised and there is little or no evidence of linking words. Register and form may be incorrect. The student is below the level expected for the task.
0–3	The student does not write comprehensibly or complete the task. / Absent for task.

8.3.21. Типовые контрольные задания для промежуточной аттестации

6 семестр

Т (II)

УКПЗ – Устное комплексное практическое задание

УК-4.1.

УК-4.2.

ОПК-1.1.

ОПК-1.2.

ОПК-3.1.

ОПК-3.2.

ОПК-3.3..

ОПК-4.1.

ОПК-4.3.

ПК-1.3

Модули 10-12

A PRESENTATION

Your town / city has recently been criticised for not having any good entertainment venues. Individually, prepare and give a presentation (6-8 minutes) outlining your proposal for an entertainment venue to improve your town / city, outlining how your venue will do this.

At the end of your presentation, be prepared to answer one or two questions about your proposal.

B: PROBLEM-SOLVING

In pairs, you are planning to invest some money into a new product or service that is entering the market. Study the following four products. Discusses the advantage and disadvantages to each product and then together decide which product or service to invest in. You will be given a maximum of six minutes for your discussion.

A	B
A suitcase for small children. Small and strong, I has wheels so that children can ride it like a toy bus. Designed to look like cartoon characters. So far no market research has been done on the product.	An office lunch order service. Minimum groups of five from the same office order their lunches (e.g. soups, hot and cold

	sandwiches, salads) and set a time for delivery. Already working in one small town with some success.
C An electronic anti-burglar system. This system turns light on and off and recreates real sound in the house to give the impression you are at home when you are on business trips or on holiday.	D A company that organises children's parties, supplies clowns and Disney characters and takes full control of children's events, allowing parents to go out while the children have their fun. The owner has been a clown for years.

Speaking criteria

Mark	Criteria
17–20	The student performs the tasks and communicates with ease. Grammar and vocabulary are correctly used and varied. The student shows mastery in communicative strategies (e.g. cohesion, coherence, turn-taking) and has no hesitation or pronunciation errors. The student is above the level expected for these tasks.
13–16	The student performs the tasks and communicates comfortably. Grammar and vocabulary are varied and mostly used correctly. The student shows clear knowledge of communicative strategies and is able to form long and coherent utterances, shows some mastery in turn-taking and does not hesitate. The student's pronunciation does not impede comprehension. The student is at a slightly higher level than that expected for these tasks.
10–12	The student is able to communicate throughout the tasks. Grammar and vocabulary are adequate and any mistakes made do not result in significant breakdown of communication. The student shows some knowledge of communicative strategies and is able to form coherent utterances, shows some skill in turn-taking and rarely hesitates. The student may have some pronunciation problems but it should not cause communication breakdown. The student is at the level expected for these tasks.
7–9	The student finds it difficult to perform the tasks and relies heavily on other students to do so. The student is limited in the ability to communicate and has difficulty in choosing and using grammar and vocabulary. The student has limited communicative strategies and finds it difficult to complete extended utterances. Pronunciation should not be a problem but may occasionally result in misunderstanding or miscomprehension. The student is a little below the level expected for these tasks.
4–6	The student cannot perform the tasks properly and communicates with much difficulty. Grammar and vocabulary are not sufficient and it may take some time to frame utterances. The student has few, if any, communicative strategies and there are clear examples of communication breakdown. Pronunciation may cause miscomprehension and misunderstanding. The student is below the level expected for these tasks.
0–3	The student does not communicate or take part in the tasks. / Absent for tasks.

8.3.22. Типовые контрольные задания ТР (Т2) для рубежного контроля

Семестр 7

Т (Р)

Т-2 –Комплексный тест

УК-4.1.

УК-4.2.

ОПК-1.1.

ОПК-1.2.

ОПК-3.1.

ОПК-3.2.

ОПК-3.3.

ОПК-4.1.

ОПК-4.3.

ПК-1.3

Модули 1–2

A Fill the gaps with one word in the right form. The first letter is given.

- 0 The ceremony *preceded* ___ the reception party.
- 1 The German-**b** _____ virtuoso has been living in England for five years.
- 2 More **cl** _____ is needed of what exactly is expected of us before we can begin.
- 3 We'll sell off the liabilities and keep the **a** _____ of the company.
- 4 As you can see, it is a small **p** _____ that gets under the skin and lives off the blood of the animal.
- 5 What a **r** _____. I've never known him to get so angry and aggressive.
- 6 Sales are bound to **fl** _____ throughout the year. They never stay the same.
- 7 She packed everything **e** _____ her computer, which she decided to leave at home.
- 8 The Flea Club is a great **v** _____ to hear live music.
- 9 Recent statistics **in** _____ that we should expect an improvement in the near future.
- 10 They were attacked by a **s** _____ of bees.
- 11 Despite studying it for weeks, they still haven't been able to **i** _____ what species of animal it is.

/11

B Fill the gaps in the text with one word.

Two corporations have shown interest in buying our company. Although Svetlana likes Promos UK, I prefer the ⁰ *other* ____, Salkan Holding. Salkan was the only company ¹ _____ show a real interest in how we do things. ² _____ watched our financial struggles over the last two years, it has been clear to me that this ³ _____ has been caused by Promos UK. ⁴ _____ of this aggressive behaviour, I would find it very difficult to believe ⁵ _____ any real interest on their part. ⁶ _____ Promos UK fail in their offer, they will close us immediately. This ⁷ _____ will result in the loss of 5000 jobs. ⁸ _____ or not you think Salkan's offer is good enough, you must see it is the only ⁹ _____ that gives us a chance. We cannot refuse. A ¹⁰ _____ will destroy this proud company. I urge you to take ¹¹ _____ Salkan's offer now.

/11

C Read the text and finish the notes.

- 0 Dodo first drawn by *Van Neck* _____.
- 1 By 1698, all dodos _____.
- 2 Mauritius known for _____.
- 3 Dutch sailors _____ eating dodo – called it 'valghvogel'.
- 4 Because island safe, dodo lost ability _____.
- 5 Wrong image of dodo given by pictures by _____.
- 6 In fact we think dodo was _____.
- 7 As well as pictures, _____ that they ate on the way to Europe are to blame for people thinking dodos are fat.

Dead as a dodo?

The dodo is the most famous extinct species in the history of planet Earth. Its first contact with Europeans was in 1598, when a Dutch expedition headed by Admiral Jacob Cornelius van Neck landed on an island, thick with dense forests of bamboo and ebony, off the East coast of Africa. The island was named Mauritius by the adventurous and artistic Admiral – the first man to draw the extraordinary and unique flightless bird, now universally known as the dodo (from the Dutch word 'dodoor', meaning slow and stupid). The demise of the dodo has been attributed to hungry Dutch sailors en route to the Spice Islands of Indonesia. They would take a dinner break on the tropical island and consume the defenceless dodo, but it was clearly an acquired taste as the sailors named it 'valghvogel', meaning disgusting bird. The island of Mauritius is only 10 million years old and until the arrival of European settlers, there were no island predators to threaten the easy-going existence of the dodo, a bird that had evolved from African fruit-eating pigeons. This kind, predator-free paradise had allowed the dodo to evolve into a pedestrian bird with tiny wings unable to rise even a few inches off the ground. Therefore, the dodo was unable to protect itself from the dogs, cats and birds introduced by the new settlers. A hundred years later, the dodo was extinct – the last egg devoured, no doubt, by a fat rat whose ancestors probably started life in Amsterdam.

The popular image of fat and stupid creature comes from the celebrated painting of the dodo by Jan Savery (1589–1654). On his visits to the Oxford University Museum, Lewis Carroll was inspired by this image and the only remaining dodo skull and claw (both are still on display there), to create his own fictional version of a dodo for his classic 'Alice's Adventures in Wonderland'.

That image of the weird, flightless, dim-witted dodo is now being challenged by contemporary scientific research. Dr Andrew Kitchener has created two life-size reproductions of the dodo. They are based on research using hundreds of actual dodo skeletons and bones unearthed by naturalists in the Mare aux Songes swamp in south-east Mauritius. The new slimmer dodo is very different from the fat, cuddly, brainless animal celebrated in the picture of Jan Savery. Dr Kitchener's research presents us with a thin, fast, active, smart dodo superbly adapted to live and survive prosperously in the forests of its native Mauritius. The popular image of a fat, immobile, flightless dodo was drawn by Savery and his contemporaries because the live specimens that they used as models had been shipped over to Europe on a diet of ship's biscuits and animals and then overfed by their owners as they exhibited them to the general public. And in 1991, further credence was given to this new image of the dodo when a series of long-lost drawings by Harmanszoon dating from 1601 were discovered in The Hague after having been lost for over 150 years. These drawings confirm the thin, active bird, first seen in van Neck's drawings of the dodo from 1598.

We will never know exactly what the dodo looked like, but this enduring symbol of casual, careless extinction will continue to fascinate generations to come.

/7

D Listen to the three people speaking and tick the points that are made.

Track 4

0 People are being damaged by watching TV and using the Internet.	✓
1 It is not always easy to remember what you see on the Internet.	
2 The Internet is great for searching for information.	
3 Wikipedia is unreliable.	
4 All parents know what is on the Internet.	
5 It's wrong to stop kids using the Internet.	
6 You can learn so much from TV.	

/6

/35

8.3.23. Типовые контрольные задания для промежуточной аттестации Семестр 7

Т (II)

Т-2 –Комплексный тест (УК-4.1., ОПК-1.1, 1.2., 1.3.; ОПК-4; ПК-1.3.)

Модули 3–4

A Fill in the gaps with the correct word.0 a flock of birds _____

1 a pack of _____

2 a shoal of _____

3 a swarm of _____

4 a herd of _____

5 a set of _____

/5

B Match the meanings with the words.

0 a flower or the flowers on a tree or bush →	a blossom
1 a plant or animal that lives on or in another plant or animal and gets food from it	b carnivorous
2 a strong light plastic used to make bags, sheets for covering food, small containers, etc.	c germinate
3 a mountain with a large hole at the top, through which very hot liquid rock is sometimes forced out	d jellyfish
4 what some plants do when they begin to grow	e mercury
5 to travel in a curved path around a much larger object such as the Earth, the sun, etc.	f meteor
6 a sea animal that has a round transparent body and can sting you	g orbit
7 a heavy silver-white poisonous metal that is liquid at ordinary temperatures, and is used in thermometers. It is a chemical element, with the symbol Hg	h parasite
8 a long area of high land, especially at the top of a mountain	i pollination
9 the action of taking pollen to a flower or a plant so that it can produce seeds	j polythene
10 eats meat and / or flesh	k ridge
11 a piece of rock or metal that travels through space, and makes a bright line in the night sky when it falls down towards the Earth	l volcano

/11

C Replace the underlined word(s) in the sentences with an informal equivalent.

0 I hate those environmentally-concerned people. They don't think about humans.

tree-huggers

1 You must be insane if you think you can arrange a meeting with the Prime Minister.

_____.

2 His uncontrolled argument about women drivers upset everyone.

_____.

3 Are you still complaining? I am unable to tolerate it anymore.

_____.

4 Don't expend time and effort buying me a present as I don't want one.

_____.

5 When will she stop talking incessantly about the dangers of taking aspirin?

_____.

/5

D Fill in the gaps with a maximum of two words, using substitution or ellipsis. Only use one word if you can.

- 0 If you don't want that drink, I'll have _____ *it* _____.
- 1 I suggest we don't use metal. This particular _____ is heavy and rusts easily.
- 2 I don't think Dave will like the present. _____ prefers clothes.
- 3 If you give me more time to write the report, I'll _____ it by the end of the week.
- 4 She asked you to give your answer this week. Have you _____?
- 5 I don't need to have two bathrooms in this house but they are both nice. Either _____ would do.
- 6 He's been banned for fighting. That's not _____ of behaviour we want to see.
- 7 There are tickets for the 6 o'clock and the 8 o'clock show, but I prefer the _____.
- 8 She says she doesn't want to see a doctor but I think she _____.
- 9 Of the two holidays, we can go on this one this year and we'll do _____ next year.
- 10 He says it's alright to pay at the door but I think _____.

/10

E Rewrite the following sentences using nominalisation.

- 0 The new store will open at 10 a.m on Friday.
The opening of the new store is at 10 a.m. on Friday. _____
- 1 He trekked for 15 hours across the mountains.

- 2 The meeting was cancelled at the last minute.

- 3 They won't repair the window until tomorrow.

- 4 She was not expected to arrive in Los Angeles.

- 5 We cannot allow the protesters to go near the laboratory.

F Fill in the gap with one word.

- 0 What Heather said *about* _____ the Renaissance period was very interesting.
- 1 If I could just _____ up on something that Vassily said.
- 2 Perhaps we should _____ to something I mentioned earlier.
- 3 If I understand you _____, you are saying that I don't know what I'm talking about.
- 4 With _____ to Alex's comments, I'd just like to add one more point.

/4

ANSWER KEY

Exercise A

- 1 wolves, hounds, cards, etc. 2 fish 3 bees 4 elephants, cattle, cows, deer, etc.
5 assumptions, conditions, values, problems, tools, chairs, etc.

Exercise B

- 1 h 2 j 3 l 4 c 5 g 6 d 7 e 8 k 9 i 10 b 11 f

Exercise C

1 bonkers 2 rant 3 I've had it up to here 4 bother 5 spouting

Exercise D

1 one 2 He 3 do 4 done it / done so 5 Ø / one 6 the sort 7 earlier one / later one 8 should
9 the other (one) 10 not

Exercise E

- 1 The trek across the mountains took him 15 hours.
- 2 There was a last-minute cancellation of the meeting.
- 3 The repair to the window won't happen till tomorrow.
- 4 Her arrival in Los Angeles was unexpected.
- 5 Permission to go near the laboratory cannot be granted to the protesters.

Exercise F

1 pick 2 return 3 correctly 4 regard

8.3.24. Типовые контрольные задания ТР (Т2) для рубежного контроля Семестр 8

Т (Р)

Т-2 –Комплексный тест (УК-4.1., ОПК-1.1, 1.2., 1.3.; ОПК-4; ПК-1.3.)

Модули 5–6

A Match the words in column A with the words in column B.

A	B
0 <i>high</i> →	a <i>tech</i>
1 behind the	b hat
2 ground	c breaking
3 state	d dated
4 out	e moded
5 old	f the times
6 out	g edge
7 cutting	h tech
8 low	i of-the-art

/8

B Add the correct adverbs and dependent prepositions to the following sentences.

- 0 He's always trying to get people *down* with his criticisms.
- 1 Her efforts to make you like her really get _____ my nerves.
- 2 Would you please contribute _____ the lost animals charity this year?
- 3 You need to get _____ to a flying start at the beginning of the year if you want to beat the competition.
- 4 The financial crisis had a big impact _____ the country's economy.
- 5 How do you account _____ the sudden drop in Jake's marks this year?
- 6 The meetings between the two presidents led _____ a change in the two countries' relationship.
- 7 His poor health stems _____ spending too much time working underground as a miner.
- 8 Sarah is beginning to get the hang _____ working here.
- 9 The EU has experienced a massive expansion _____ size over the last ten years.

10 The government's attempts to reduce inflation may result in a rise _____ unemployment next month.

/10

C Turn the following sentences into the passive whenever possible, but without changing the meaning and the logic.

0 The group that was responsible for the Wonder Car is now working on an environmentally-friendly engine.

An environmentally-friendly engine is now being worked on by the group that was responsible for the Wonder Car.

1 The department has changed the times of Dr Shea's lectures.

2 When people completed the questionnaires, we collected them.

3 There has been an accident. A falling tree caused it.

4 The Community Relations Council is working late tonight.

5 I might not have locked the door.

6 We tried to get the report finished by midnight.

7 Someone broke into my house last night.

8 No one knows the whereabouts of the missing bank manager.

9 Surprisingly, Peter Ward presented the award.

10 You will receive regular emails from the Computer Help Desk.

/10

D Fill in the gaps to make causative structures using the word in brackets and other words you might need.

0 Every day I *have my power cut* for two hours. (my power cut)

1 All travellers _____ so that security guards can check inside. (open their bags)

2 Do you think the office _____ a five-week holiday this summer? (have)

3 We _____ three times last year, thanks to Gunter's bad driving. (car repair)

4 They _____ students _____ dictionaries into the examination. (not take)

5 When the storms came in, my husband _____ at the airport and couldn't leave. (catch)

6 Sam is _____ his sister _____ him to Antigua for two weeks. (take)

7 Because I wasn't concentrating the first time, the instructor _____ the test all over again. (do)

/7

E Replace the incorrect word or phrase with the correct one.

0 Show me give you an amazing statistic.

~~Show~~ Let _____

1 I think the statistics speak for loud, don't they?

2 I'd like to give you one other striking thing of the changes in the environment.

3 It's incredible to this machine can do!

4 I'm sure you'd find this new technology is an amazingly versatile piece of equipment.

5 The whole number of people using this machine is 4.5 million, yes, 4.5 million.

/5

/40

ANSWER KEY

Exercise A

1 f behind the times 2 c groundbreaking 3 i state-of-the-art 4 d/e outdated / outmoded 5 b old hat

6 d/e outdated / outmoded 7 g cutting-edge 8 h low-tech

Exercise B

1 on 2 to 3 off 4 on 5 for 6 to 7 from 8 of 9 in 10 in

Exercise C

1 The times of Dr Shea's lectures have been changed.

2 When the questionnaires were completed, we collected them.

3 An accident has been caused by a falling tree.

4 not possible

5 The door might not have been locked.

6 not possible

7 My house was broken into last night.

8 The whereabouts of the missing bank manger are not known.

9 Surprisingly, the award was presented by Peter Ward.

10 Regular emails will be sent by the Computer Help Desk.

Exercise D

1 are made to open their bags 2 will let you have

3 had the car repaired

4 don't let ... take

5 got caught

6 getting ... to take

7 made me do

Exercise E

1 ~~had~~ themselves

2 ~~thing~~ example

3 ~~to~~ what

4 ~~find~~ agree

5 ~~whole~~ total

8.3.25. Типовые контрольные задания для промежуточной аттестации

Семестр 8

Т (II)

Т-2 –Комплексный тест

УК-4.1.

УК-4.2.

ОПК-1.1.

ОПК-1.2.

ОПК-3.1.

ОПК-3.2.

ОПК-3.3.

ОПК-4.1.

ОПК-4.3.

ПК-1.3

Модули 7–8

A Choose the best word to complete the compound adjective.0 _____*drug*_____ -abusing

a ball b school c drug d town

1 _____ -featuring

a celebrity b health c philosophy d programme

2 _____ -inspiring

a happiness b awe c confidence d fear

3 _____ -of-the-way

a in b over c up d out

4 _____ -winning

a choir b award c bill d bass

5 _____ -born

a single b German c region d premature

6 comedy- _____

a lived b performed c trained d settled

7 _____ -packed

a actors b newspaper c fun d seriousness

8 _____ -heavy

a gossip b venues c adapted d previously

9 star- _____

a packed b heavy c full d studded

/9

B Fill in the gaps in the following sentences with one academic verb. The first letter is given.0 Constant wind and rain will **_erode_** the rock until it falls into the sea.1 Would you be able to **i** _____ the burglar from these pictures?2 The amount of snowfall will **v** _____ according to the changes in the temperature.3 Once the locking mechanism is **e** _____, it will be impossible for you to get in.4 The average human should **c** _____ between 1500 and 2000 calories a day.5 His poor presentation **r** _____ the opinion that he wouldn't pass the course.6 The charity needs to **d** _____ food packages to more than 12 villages in the region.7 Could you please **i** _____ on the map where you will be staying?

/7

C Rewrite the following sentences, making one sentence with a non-finite clause. The first word is given.

0 We had to leave early. We were so bored.

Being so bored, we had to leave early. _____

1 I've seen the play. I can tell you it's rubbish.

Having _____

2 We added salt. It might improve the taste.

To _____

3 Many people saw the badger. It lives at the bottom of our garden.

- Many _____
- 4 Alexander Bollite was a scientist. He was the only one who found the cure.
Alexander _____
- 5 The earthquake struck at 6 a.m. It destroyed over 100 houses.
The _____
- 6 The Palace Theatre is showing the new *Ice Age* movie. It has just re-opened.
Just _____
- 7 We built a new shed in our garden. This is for us to have somewhere to observe the stars.
To _____
- 8 The bacteria looks very active if it is seen through a microscope.
Seen _____

/8

D Match the features of spoken English listed in the box with the following pieces of dialogue.

- a Overlaps
- b Supportive comments
- c Hesitation
- d Repetition
- e Discourse markers
- f Add-on clause structure
- g Ellipsis
- h Reformulations

- 0 A: So what will we have to do?
B: It will need a reformulation of the theory. This reformulation will take some time.
d
- 1 A: What do you think of my plan?
B: Well, you know, I haven't really had time to think about it.

- 2 A: You'll never guess who I saw yesterday. Raul Hernandez!
B: Really! How exciting! Tell me more.

- 3 A: Please explain your concern.
B: The rate of incidence is quite frightening. What I mean is that it happens so often that we should be very worried.

- 4 A: I really would like you to understand that...
B: But I do understand you, I mean...
A: No, you don't. You just think you do.

- 5 A: So what is this?
B: This is the new model of converter, and you can see that it is very modern... and we have included all the new parts... but of course replaced those which you identified as unworkable.

- 6 A: So what do you think?
B: Well, um, I'm not, er, sure, what to say.

- 7 A: What shall I do with this?
B: In the car.

/7

E Fill in the gaps in the speech with the correct words. First letters are given.

I⁰reckon_____ that there is now no question that the takeover will take place. ¹T_____ is, McDougalls have agreed to take over 65% of the company. ²Y_____ k_____, I am personally very pleased with this result. ³B_____ and l_____, this company has been performing very poorly in recent years, and we've had to deal with poor management, bad timekeeping, that ⁴k_____ of t_____. But then ⁵a_____, that meant we could be late too! No, seriously, I think we will be a lot better off. ⁶A_____, we'll have a future, which we wouldn't have if we hadn't signed the takeover. And as ⁷f_____ McDougalls, I'm sure they will be a very good parent company. So, ⁸a_____ in a_____, the future looks bright. Oh, and ⁹b_____ I f_____, there's a cocktail party tonight to celebrate the takeover. See you all there.

ANSWER KEY**Exercise A**

1 a 2 b 3 d 4 b 5 b 6 c 7 c 8 a 9 d

Exercise B

1 identify 2 vary 3 enabled 4 consume 5 reinforced 6 distribute 7 indicate

Exercise C

- 1 Having seen the play, I can tell you it's rubbish.
- 2 To improve the taste, we added salt.
- 3 Many people saw the badger living at the bottom of our garden.
- 4 Alexander Bollite was the only scientist to find the cure.
- 5 The earthquake struck at 6 a.m., destroying over 100 houses.
- 6 Just reopened, the Palace Theatre is showing the new *Ice Age* movie.
- 7 To have somewhere to observe the stars, we built a new shed in our garden.
- 8 Seen through a microscope, the bacteria looks very active.

Exercise D

1 e 2 b 3 h 4 a 5 f 6 c 7 g

Exercise E

1 That 2 You know 3 By (and) large 4 kind (of) thing 5 again
6 Anyway 7 for 8 all (in) all 9 before (I) forget

9. Методические указания для обучающихся по освоению дисциплины

Требования к практическому владению иностранным языком

Аудирование

К концу I курса студент должен понимать на слух учебный аудио/видео текст, записанный в темпе 120 сл/мин, содержащий 2% незнакомых слов, о значении которых можно догадываться. Текст должен представлять литературно-разговорный стиль речи и быть построенным на изучаемом материале. Время звучания 2-3 минуты.

Говорение

Диалогическая речь

Студент должен уметь вести диалог-расспрос (выяснение, уточнение), диалог-обмен мнениями, диалог-обмен информацией с учётом ситуации общения.

Монологическая речь

Студент должен уметь передать содержание прочитанного и прослушанного текста с учетом коммуникативной сферы и коммуникативной ситуации, делать краткие сообщения (описания, повествования с элементами рассуждения) с учетом коммуникативной ситуации, подготовить сообщение длительностью 3-5 мин., опираясь на визуальную информацию (картинку) и базовые вопросы с элементами рассуждения.

Чтение

Чтение про себя.

Студент должен владеть изучающим чтением на материале учебных текстов и художественной литературы.

Чтение вслух.

Студент должен свободно, правильно в звуковом и интонационном отношении читать вслух подготовленный текст, а также новый текст, построенный на знакомом материале.

Домашнее чтение.

Для чтения берутся произведения английских и американских авторов. Работа над текстом кроме фонетической проработки предполагает его краткий лексико-грамматический анализ, выявление подтекста, толкование имеющихся в них реалий, перевод текста на русский язык, обсуждение его содержания, идейной направленности, некоторых особенностей языка и стиля автора. При составлении текущих контрольных, зачетных и экзаменационных заданий.

необходимо учитывать лексику, изучаемую при чтении текстов.

Дополнительное чтение.

Студентам I-IV курса необходимо прочитать 500 стр. за семестр. При проверке прочитанного студенты должны уметь:

- 1) дать английские эквиваленты указанных преподавателем слов, словосочетаний, фразеологических выражений.
- 2) ответить на вопросы к тексту.
- 3) пересказать текст от имени героев рассказов и в III лице.
- 4) принимать участие в обсуждении текста.

Письмо

Студент должен уметь правильно писать (графически, орфографически и пунктуационно) в пределах активного лексического минимума I-IV курса орфографические, творческие диктанты.

Студент должен уметь выражать мысли в письменной форме при выполнении таких видов работ, как личное письмо, изложение прочитанного или прослушанного на любую тему на основе лексического и грамматического материала I-IV курса.

Перевод

Студент должен отличать хороший перевод от плохого, уметь предвосхищать в общих чертах требуемый результат перевода, уметь составить связный, логичный и легко воспринимаемый переводной текст, учитывать специфику текста при переводе.

Студент должен овладеть навыками устного, письменного, абзацно-фразавого и последовательного перевода информативного и художественного текста.

Организация работы со словарем

Ознакомьтесь с предисловием о пользовании словарем и списком условных сокращений, принятых в словаре. Ознакомьтесь со всеми значениями нужного вам слова. Необходимо также обращать внимание на конструкции, в которых это слово употребляется, на предложенное управление, фразеологию и сочетаемость слова с другими словами. Выберите то значение слова, которое подходит к вашему контексту.

Работа с вокабуляром

Систематически работайте над расширением лексического запаса. Знание и употребление синонимов английских слов хотя бы для самых простых, часто встречающихся случаев сделает вашу речь более выразительной и приятной. Чтобы расширить ваш синонимический словарный запас, полезно выписывать наиболее часто встречающиеся существительные, прилагательные, глаголы и наречия, потом постараться подобрать максимально возможное количество синонимов. После этого необходимо обратиться к тезаурусу, или словарю синонимов, и дописать недостающие синонимы. Сколько именно изначальных слов выписывать - зависит только от вас и вашего желания учиться, у кого-то лучше пойдет по одному слову в день, у кого-то - по два-три, главное тут - не переборщить. Необходимо принимать во внимание один важный нюанс. Многие синонимы несут в себе весьма конкретные значения, например, слово *outstanding*,

синоним к good, сильно усиливает значение последнего, и есть даже словосочетание "outstandingly good". Поэтому каждое слово-синоним, что вы придумаете или найдете, должно прорабатываться тщательно, с поиском нужного контекста. Работа над одним словом и его синонимами должна заканчиваться только тогда, когда вы полностью уверены, что знаете, где и когда какое слово нужно применять. Занятия наспех, ради количества, в ущерб осознанию и пониманию, скорей отбросят вас назад, нежели продвинут вперед.

Методические рекомендации по реферированию статьи

Реферирование - краткое изложение текста. Цель реферата - в наиболее краткой форме передать содержание подлинника, но выделить особо важное или новое, что содержится в реферируемом материале. Так же создается референтский комментарий, который отражает оценку автора реферата. Предельный объем реферата - около 1200 слов. Сокращение текста оригинала - от 3-х до 10-ти раз.

Требования:

- лаконичность языка, т.е. использование простых предложений (глаголы употребляются в настоящем времени в действительном или страдательном залоге; модальные глаголы, как правило, отсутствуют);
- обязательное введение в текст реферата безличных конструкций и отелных слов, например: "It is reported...", "It is spoken in detail...", и др., с помощью которых ведется введение и описание текста оригинала;
- точность в передаче отдельных формулировок и определений;
- избежание использования прилагательных, наречий, вводных слов, не влияющих на содержание;
- использование некоторых обобщающих слов и словосочетаний, обеспечивающих логические связи между отдельными частями высказываний типа «as shown...», «..., however», «hence...» и т.д.

Языковые средства:

При написании аннотации (реферата), прежде всего, формулируется тема работы, т. е. тот предмет, который изучается, описывается, обсуждается, исследуется и т.д.

Какие же языковые средства типичны для введения темы в английском языке?

Наиболее характерными для английского языка являются предложения со сказуемым в страдательном залоге, но с прямым порядком слов.

E.g. Изучается изотонический эффект в кристаллах. - The isotopic effect in crystals is studied. Исследовались (исследованы, были исследованы) свойства радиоактивных элементов. - The radioactive properties of elements were studied.

Сообщая о теме или предмете исследования, следует пользоваться в

первую очередь формами настоящего времени Present Indefinite, а в тех случаях, когда необходимо подчеркнуть законченный характер действия, — Present Perfect.

Форма прошедшего времени Past Indefinite используется при описании проделанной работы (эксперимента, исследования, вычисления), если работа послужила основой для каких-либо заключений.

Е.g. *Исследуется случай тонких кристаллов - The case of the thin crystals is analyzed.*

Была рассчитана (рассчитана) деформация решетки, и формула использована для вычисления параметров. - The deformation of the lattice was estimated and formula was used to calculate the parameters.

При сообщении о предмете исследования может понадобиться целый ряд глаголов.

Глаголы с общим значением исследования: *study, investigate, examine, consider, analyse.*

Study имеет наиболее широкое употребление и означает изучать, исследовать.

Investigate подчеркивает тщательность и всесторонность исследования, помимо значений изучать, исследовать, глагол включает понятие «расследование».

Examine помимо изучать, исследовать, означает рассматривать, внимательно осматривать, проверять.

Analyse - исследовать, изучать ,(включая момент анализа).

Consider — изучать, рассматривать (принимая во внимание разные параметры).

Глаголы с общим значением описания: *describe, discuss, outline, consider.*

Describe- описывать, давать описание.

Discuss- обсуждать, описывать (иногда с элементом полемики), излагать.

Outline-кратко описывать, описывать (в общих чертах), очерчивать.

Consider- рассматривать, обсуждать (принимая во внимание разные параметры).

Глаголы с общим значением получения: *obtain, determine, find, establish.*

Obtain - получать имеет наиболее широкое значение (способ получения безразличен).

Determine - определять, получать, находить (любым способом). Иногда этот глагол означает определять (путем вычисления), вычислять.

Establish - устанавливать (точно) определять, (убедительно) показать.

Если при сообщении нужно что-либо логически выделить, то можно пользоваться следующими глагольными сочетаниями:

pay (give) attention to... - обращать внимание на...,

emphasize, give emphasis to, place emphasis on... - подчеркивать.

Значение этих сочетаний может быть усилено следующими прилагательными и наречиями:

particular, special, specific - особый,

great - большой,
primer - первостепенный,
especially, particularly, specially, specifically — особенно (исключительно),
with particular emphasis on... (with special attention to:) - причем особое внимание уделяется (обращается на..., особо подчеркивается).
 Заключительные предложения аннотаций часто вводятся следующими словами и сочетаниями слов:
conclude - приходиться к заключению (к выводу);
make, draw, reach a conclusion, come to a conclusion that... - делать заключение (вывод) относительно...; *it is concluded that...* - приходиться к выводу, что...;
lead to a conclusion, make it possible to conclude that..., concerning, as to... - приводить к заключению, давать возможность заключить, что...;
from the results it is concluded that... - на основании полученных результатов приходим к выводу;
it may be noted that... - можно отметить, что...;
it may be stated that... - можно утверждать, что...;
thus, therefore, consequently, as a result - таким образом, следовательно, в результате.

Методические рекомендации по организации самостоятельной работы студентов

Самостоятельная работа студентов направлена на решение следующих задач:

- развитие фонетических, грамматических и лексических навыков;
- формирование умений в аудировании, чтении, говорении и письменной; получения знаний по профессиональной и общекоммуникативной тематике;
- умение использовать различные коммуникативные приемы;
- формирование представлений о различных регистрах общения;
- обработка получаемой информации и формирование собственного мнения;
- формирование и аргументированное отстаивание собственной позиций по различным проблемам, обсуждаемым на занятиях
- поиск адекватных решений из моделированной ситуации.

Самостоятельная работа студентов в рамках курса практикума по ПКРО английского языка включает в себя следующие виды работ по различным аспектам:

1) Аспект практики устной речи: составление глоссария по изучаемой теме, изучение материалов заданной тематики в интернете и в учебном пособии, подготовку презентаций и устных выступлений по теме; устное реферирование статей и дискуссионных материалов;

2) Аспект практики письменной речи: изучение и анализ образцов письменных текстов выбранной тематики; подготовка и написание эссе на заданные темы в соответствии с образцами; написание аннотаций к тематическим материалам различных жанров;

3) Аспект домашнего чтения: самостоятельное чтение указанных художественных произведений, ведение словаря, подготовка устных выступлений по тексту, заучивание лексических единиц;

Список клишированных фраз при построении монологического высказывания

Cause and Result

- as a result of - в результате
- in consequence - вследствие, в результате
- consequently - следовательно, поэтому, в результате
- because of - потому что
- thanks to - благодаря
- on account to- из-за, вследствие
- due to - благодаря,
- owing to - по причине, вследствие, благодаря.
- Since – так как
- therefore -поэтому, следовательно
- thus/so - таким образом
- for this reason - по причине, из-за
-

Contrast

- on the one hand – с одной стороны
- on the other hand- с другой стороны
- conversely – обратно, наоборот
- by way on contrast/in contrast to - по сравнению с чем-либо
- ...as opposite to - по сравнению с чем-либо
- whereas/while - несмотря на то, что/тогда как. (She is always ailing, whereas he is never ill - - она всегда болеет, а он всегда здоров)
- Unlike - в отличие
- contrary to - вопреки

- on the contrary – наоборот

–

Generalization

- in general - вообще
- generally speaking - обычно, как правило, в целом
- on the whole - в целом, обычно.
- as a rule - как правило, обычно
- in principle - в принципе
- broadly speaking - вообще говоря/ в общих чертах.
- By and large в общем и в целом
- most - главным образом, больше частью
- mostly - обыкновенно, обычно, главным образом.

Comparison

- in similar - подобный, сходный, похожий.
- There is similarity between... and... - есть сходство между... и ...
- similarly - также, подобным образом.
- It is almost/nearly the same as -это почти то же самое
- may be compared to- может сравниться с...
- is identical/exactly the same - совсем то же самое likewise/equally - подобно, также, в равной степени

Adding

- furthermore - к тому же, кроме того, более того
- ...and what is more/...and than again- вдобавок, более того,
- moreover - сверх того, более того
- in addition – кроме того, к тому же
- another/one more.../ a further - еще раз, кроме того, более того
- as well as... as well - так же как, а также, заодно и
- it is worth adding - стоит добавить

10. Учебно-методическое и информационное обеспечение дисциплины

Основная, дополнительная учебная литература и ресурсы информационно-телекоммуникационной сети «Интернет», необходимые для освоения дисциплины

<i>Автор, название, год издания</i>	Эл. издание (адрес в электронно- библиотеч-	Печатное из- дание (кол-во эк- земпляров в библиотеке)
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11. Материально-техническое обеспечение дисциплины

Учебные занятия, текущий контроль успеваемости и промежуточная аттестация по данной дисциплине проводятся в учебных аудиториях для занятий

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<p>4. ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ</p>		

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лекционного типа, семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.

Данные учебные помещения укомплектованы специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации большой аудитории. Типовая комплектация таких аудиторий состоит из комплекта мебели для обучающихся и преподавателя, доски

маркерной / для мела, инструкции пожарной безопасности, огнетушителя; большинство аудиторий, в которых проводятся учебные занятия по дисциплине оснащены мультимедийным оборудованием.

Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана или интерактивной доски, акустической системы, а также интерактивной трибуны преподавателя, включающей персональный компьютер, блок управления оборудованием. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды контактной работы с обучающимися в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения отдельных корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение: Microsoft Office 2013 Standart Open License Acdmc № 64956361 от 24.03.2015 г., Microsoft Windows 7 Open License Acdmc № 64956361 от 24.03.2015 г., ESET NOD32 лицензия EAV- 0264600598 от 22.11.2019 г., Adobe Acrobat Reader бесплатная проприетарная (freeware), Google Chrome бесплатная проприетарная (freeware), 7-Zip бесплатная открытая (GNU LGPL), Media Player Classic бесплатная открытая (GNU GPL), SmartBoard OEM Software Pack OEM (поставляется вместе с интерактивной доской SmartBoard), AIMP 3 бесплатная проприетарная (freeware), АBBYY Lingvo X6 академическая проприетарная лицензия №187555 от 26.05.2015 г., Omega-T бесплатная открытая (GNU GPL), SkyDNS агент платная проприетарная, договор Ю-04828 от 18.11.2019 г., WinDJView бесплатная открытая (GNU GPL).

Качественный и количественный состав оборудования определяется спецификой данной дисциплины и имеет своё отражение в справке о материально-техническом обеспечении основной образовательной программы высшего образования – программы бакалавриата. Также предусмотрены помещения для хранения и профилактического обслуживания учебного оборудования.

12. Организация образовательного процесса для обучения инвалидов и лиц с ограниченными возможностями здоровья

В целях реализации индивидуального подхода к обучению студентов, осуществляющих учебный процесс по собственной директории в рамках индивидуального рабочего плана, изучение данной дисциплины базируется на следующих возможностях: обеспечение внеаудиторной работы с обучающимися в том числе в электронной образовательной среде с использованием соответствующего программного оборудования, дистанционных форм обучения, возможностей интернет-ресурсов, индивидуальных консультаций и т.д.

