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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
федеральное государственное бюджетное образовательное учреждение высшего образования
«Самарский государственный социально-педагогический университет»
Кафедра английской филологии и межкультурной коммуникации

Утверждаю
Проректор по учебно-методической
работе и качеству образования
_____ Н.Н. Кислова

Максимчик Оксана Александровна

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения промежуточной аттестации по дисциплине
«Коммуникативный практикум английского языка»

Направление подготовки:
44.03.05 Педагогическое образование (с двумя профилями подготовки)
Направленность (профиль): «Иностранный язык» (английский) и «Иностранный язык» (французский)

Квалификация выпускника
Бакалавр

Рассмотрено
Протокол № 11 от 25.06.2024
Заседания кафедры английской филологии и межкультурной коммуникации

Одобрено
Начальник Управления
образовательных программ
_____ Н.А. Доманина

Самара 2024

Пояснительная записка

Фонд оценочных средств (далее – ФОС) для промежуточной аттестации по дисциплине «Коммуникативный практикум английского языка» разработан в соответствии федеральным государственным образовательным стандартом высшего образования – бакалавриат по направлению подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки). Утвержден приказом Министерства образования и науки Российской Федерации от 22 февраля 2018 г. № 125, основной профессиональной образовательной программой высшего образования по направлению подготовки: 44.03.05 Педагогическое образование (с двумя профилями подготовки), направленность (профиль): «Иностранный язык» (английский) и «Иностранный язык» (французский), с учетом требований профессионального стандарта «Педагог (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) (воспитатель, учитель)», утвержденный приказом Министерства труда и социальной защиты Российской Федерации от 18 октября 2013 г. № 544н (зарегистрирован Министерством юстиции Российской Федерации 6 декабря 2013 г., регистрационный № 30550), с изменениями, внесенными приказами Министерства труда и социальной защиты Российской Федерации от 25 декабря 2014 г. № 1115н (зарегистрирован Министерством юстиции Российской Федерации 19 февраля 2015 г., регистрационный № 36091) и от 5 августа 2016 г. № 422н (зарегистрирован Министерством юстиции Российской Федерации 23 августа 2016 г., регистрационный № 43326).

Цель ФОС для промежуточной аттестации – установление уровня сформированности компетенции – УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

Задачи ФОС для промежуточной аттестации - контроль качества и уровня достижения результатов обучения по формируемым в соответствии с учебным планом компетенциям:

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

УК-4.1. Выбирает на государственном и иностранном(ых) языке(ах) коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами

Умеет:

- строить монологическое высказывание по социокультурно и профессионально значимым темам в соответствии с избранным функционально-смысловым типом речи и коммуникативной интенцией (описание, повествование, объяснение, аргументация);

- определять и охарактеризовать прагматическую установку и основные тезисы устного или письменного текста.

УК-4.2. Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения различных коммуникативных задач на государственном и иностранном(ых) языке(ах)

Умеет использовать информационно-коммуникационные технологии для поиска информации, необходимой для построения высказываний разного типа на иностранном языке (английский)

УК-4.3. Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном(ых) языке(ах)

Умеет: составлять грамматически корректные и стилистически адекватные коммуникативной ситуации письменные высказывания на английском языке, используя разнообразные языковые и речевые средства.

УК-4.4. Умеет коммуникативно и культурно приемлемо вести устные деловые разговоры на государственном и иностранном(ых) языке(ах)

Владеет: опытом корректного использования изученных лексических единиц и грамматических конструкций при построении устного высказывания на заданную тему в ситуации делового профессионального общения.

УК-4.5. Демонстрирует умение выполнять перевод текстов с иностранного(ых) языка(ов) на государственный язык

Умеет использовать адекватные средства русского языка для перевода информации разного типа, представленной на английском языке

Курс 4 Семестр 7

Требование к процедуре оценки:

Помещение: особых требований нет

Оборудование: нет

Инструменты: нет

Расходные материалы: бумага для тестов, бумага и ручка для подготовки ответа

Доступ к дополнительным справочным материалам: нет

Нормы времени: 40 минут на тест, 30 минут на письменное задание, 10 минут на подготовку устного ответа/5-7 минут на дискуссию.

Проверяемая (ые) компетенция (и) ($_{\text{из ОПОП ВО}}$):

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

Проверяемый индикатор достижения компетенции:

УК-4.1. Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемый стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.

Проверяемый (ые) результат (ы) обучения:

Умеет:

- строить монологическое высказывание по социокультурно и профессионально значимым темам в соответствии с избранным функционально-смысловым типом речи и коммуникативной интенцией (описание, повествование, объяснение, аргументация);

- определять и охарактеризовать прагматическую установку и основные тезисы устного или письменного текста.

Тип (форма) задания: лексико-грамматический тест

Пример типовых заданий (оценочные материалы):

Grammar

1. **Complete the sentences. Use the correct form of the verb in brackets.**

Example: *Have* you ever *been* (go) to Paris?

1 If I _____ (be) you I would ask them to raise my salary.
2 Could you call me back in half an hour? I still _____ (not read) your report.
3 Ann doesn't like using Skype.' 'Neither _____ (do) Karl and I – we prefer the phone.'
4 If you _____ (have) headaches on and off for over a month, you should go to the doctor's.
5 We _____ (finish) mending your car by tomorrow, so come and pick it up then.
6 Who _____ (know) the answer to this question?
7 I wish I _____ (not wear) these shoes today. They're really uncomfortable.
8 Jo wishes she _____ (speak) Danish. Her company is sending her to Copenhagen.
9 Had my driving test been on a rainy day, I doubt I _____ (pass) it.
10 I _____ (talk) to Maria when Sam rang to say there was an urgent problem.
11 We'll go out as soon as you _____ (do) your homework.
12 How long _____ (sit) here? Are you waiting for someone?
13 We _____ (climb) for about an hour when the fog came down.
14 I hope everyone can come on the picnic. _____ (ask) Christina yet?
15 This time tomorrow I _____ (have) a massage at the health spa.
16 When I got to the bus stop I realized I _____ (leave) my mobile phone at home.

___/16

2. Order the words to make sentences.

Example: cinema / you / yesterday / go / the / to / did

Did you go to the cinema yesterday?

1 I've / sure / laptop / I'm / left / where / my / not
2 little / brown / bag / bought / lovely / Italian / yesterday / a / I
3 hardly / big / ever / for / we / time / breakfast / have / a
4 hadn't / you / bet / come / wish / lecture / you / to / I / this
5 set / sooner / the / there /we'll / get / quicker / we / off / the
6 as / soon / I'll / arrive / as / call / I / you
7 buying / are / who / red / that / you / hat / for / big / ?
8 police / report / had / station / my / to / went / that / I / the / someone / car / to / stolen
9 such / decided / barbecue / weather / have / it / hot / we / a / was / to
10 badly / wasn't / accident / the / in / woman / injured / the
11 before / were / we'd / driving / for / we / hours / realized / we / lost / been
12 is / have / where / do / bus / idea / station / you / any / the / ?

___/12

3. **Underline the correct form.**

Example: I like sport, but my brother **does** / **doesn't**.

1 Come round at 7.30 – we'll **be having** / **have had** dinner by then.
2 I wish you **wouldn't be** / **weren't** so tall – it gives me neck ache to look at you!
3 **A** My brother went to Sri Lanka last year.
B **Did** / **Has** he? I'd love to go there!
4 **The rich** / **The rich people** should pay a lot more tax than they do.
5 I speak a **little** / **bit** French.
6 Jim won't come on time. He's **late always** / **always late**.
7 Take a coat in case it **gets** / **will get** cold.
8 **The English** / **English** are always talking about the weather.
9 We did **tell** / **told** you we'd be closed yesterday. I remember mentioning it.
10 Your brother doesn't play rugby, **does** / **doesn't** he?
11 My sister won't want to stay long, and neither **will / does** her husband.
12 We had such **good** / **a good** time at Eric's we stayed till after midnight.

___/12

Grammar total___/40

Vocabulary

4 Complete the words in the sentences.

Example: My foot is so **s***wollen* I can't get my shoe on.

1 I prefer an **a**_____ seat to a window seat on planes – you can get out easily.
2 I've never felt so much emotion before – I was completely **o**_____.
3 You've had a **s**_____ throat for three days now. You should go to the doctor's.
4 The fog was so **t**_____ I could hardly see anything and I had to drive very slowly.
5 If you don't have anything to declare, you can just walk straight through **c**_____.
6 Petra is **a**_____ to eggs. She comes out in a rash if she eats any.
7 You've cut your thumb! It's **b**_____ quite badly.
8 We're having another **h**_____ this month. It's been over 35 degrees for three weeks.

9 New York to Singapore is the longest non-stop **f**_____ – it takes 18.5 hours.
10 High blood **p**_____ can be a result of diet and / or lifestyle.

___/10

5 Complete the sentences with the correct word(s).

Example: John has *twisted* his ankle, so he can't walk very far.
hurt sore twisted

1 I always wear these leather _____when it's really hot.
shoes sandals boots
2 You won't get very wet if you leave now – it's only _____.
drizzling pouring damp
3 I always get very _____ before a job interview, but it's easier once it's started.
relieved nervous offended
4 I was really worried when Rob started _____ on that fish bone.
fainting sneezing choking
5 I just need to collect my suitcase from baggage _____ and I'll see you in Arrivals.
check-in drop-off reclaim
6 Vanessa's very _____. She always wears the latest clothes.
scruffy trendy old-fashioned
7 We were _____ when the festival was cancelled – we'd been looking forward to it.
grateful disappointed relieved
8 I didn't have much work earlier in the year, but I'm very busy _____.
actually eventually at the moment
9 I like that skirt, and it really _____ your top.
suits matches fits
10 You should wear a shirt and _____ for the awards ceremony – it's a formal event.
collar bow tie

___/10

6 Underline the odd word out.

Example: blister rash temperature x-ray
1 gradually eventually in the end basically
2 homesick fed up delighted devastated
3 operation blister x-ray injection
4 fit match suit undress
5 freezing chilly boiling cool
6 suede velvet lace hooded
7 relieved offended desperate bewildered
8 checked loose plain striped
9 ulcer tumour rash pulse
10 direct turbulence connecting long-haul

___/10

7 Underline the correct word.

Example: My hotel is **near** / **nearly** the airport.
1 I don't need to check anything in, I've only got hand **baggage / luggage**.
2 **Apparently / Ideally** we'd like to find a cottage not too far from the sea.
3 This phone is **specially** / **especially** designed for older people.
4 We've been working very **hardly** / **hard** recently. I hope things will get easier soon.
5 That pizzeria's been open nearly a year and we **still** / **yet** haven't tried it.
6 I hate having to eat in a rush. I prefer to take my **time** / **easy**.
7 Dan's going to take **part** / **up** Tai Chi. There's a course starting in April.
8 We usually go on a trip **at** / **in** the end of the school year.
9 It's just an informal evening so there's no need to **dress up** / **get dressed**.
10 I'm going to take **notice** / **advantage** of the dry weather and cut the grass.

___/10

Vocabulary total ___/40

Pronunciation

8 Match the words with the same sound.

homesi**ck** espe**ci**ally c**al**m c**augh**t cr**ew** dr**ou**ght rel**ie**ved **f**reezing hi**j**ack n**y**lon

Example: f**u**nny *blood*

1 sh**ow**er _____
2 b**oar**ding_____
3 l**oo**se _____
4 aller**g**ic _____
5 heada**ch**e_____
6 pre**ss**ure _____
7 cou**gh** _____
8 str**i**ped _____
9 h**ear**t _____

10 br**ea**the _____

___/10

9 Underline the stressed syllable.

Example: re|served

1 poi|son|ing
2 tem|pera|ture
3 lone|li|ness
4 fa|shio|na|ble
5 a|li|e|na|tion
6 e|spe|cia|lly
7 change|a|ble
8 de|vas|ta|ted
9 sun|burn
10 a|cco|mmo|da|tion

___/10

Pronunciation total ___/20

Grammar, Vocabulary, and Pronunciation total ___/100

Оценочный лист к типовому заданию (модельный ответ):

Grammar

1

1 were
2 haven't read
3 do
4 've been having
5 'll have finished
6 knows
7 wasn't wearing
8 spoke / could speak
9 would have passed
10 was talking
11 've done
12 have you been sitting
13 'd been climbing
14 Have you asked
15 'll be having
16 'd left

2

1 I'm not sure where I've left my laptop.
2 I bought a lovely little brown Italian bag yesterday.
3 We hardly ever have time for a big breakfast.
4 I bet you wish you hadn't come to this lecture.
5 The sooner we set off, the quicker we'll get there.
6 I'll call you as soon as I arrive.
7 Who are you buying that big red hat for?
8 I went to the police station to report that someone had stolen my car.
9 It was such hot weather we decided to have a barbecue.
10 The woman wasn't badly injured in the accident.
11 We'd been driving for hours before we realized we were lost.
12 Do you have any idea where the bus station is?

3

1 have had
2 weren't
3 Did
4 The rich
5 little
6 always late
7 gets
8 The English
9 tell
10 does
11 will
12 a good

Vocabulary

4

1 aisle
2 overwhelmed

3 sore
4 thick
5 customs
6 allergic
7 bleeding
8 heatwave
9 flight
10 pressure

5

1 sandals
2 drizzling
3 nervous
4 choking
5 reclaim
6 trendy
7 disappointed
8 at the moment
9 matches
10 tie

6

1 basically
2 delighted
3 blister
4 undress
5 boiling
6 hooded
7 relieved
8 loose
9 pulse
10 turbulence

7

1 luggage
2 Ideally
3 specially
4 hard
5 still
6 time
7 up
8 at
9 dress up
10 advantage

Pronunciation

8

1 drought
2 caught
3 crew
4 hijack
5 homesick
6 especially
7 freezing
8 nylon
9 calm
10 relieved

9

1 poi|son|ing
2 tem|pera|ture
3 lone|li|ness
4 fa|shio|na|ble
5 a|li|e|na|tion
6 e|spe|cia|lly
7 change|a|ble
8 de|vas|ta|ted
9 sun|burn
10 a|cco|mmo|da|tion

Оценочный лист к типовому заданию (показатели)
Ответы оцениваются в 1 балл за правильный ответ.

Максимальное количество баллов до преобразования – 100.
Максимальное количество баллов после преобразования – 10.

Показатели	9-10 баллов	7-8 баллов	5-6 баллов
Правильные ответы	86-100%	71-85%	56-70%

Оценка сформированности компетенции:
Пороговый уровень: не менее 60 % теста выполнено верно.
Продвинутый уровень: не менее 70 % теста выполнено верно.
Высокий уровень: не менее 85 % теста выполнено верно.

Проверяемая (ые) компетенция (и) (из ОПОП ВО):
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)
Проверяемый индикатор достижения компетенции:
УК-4.3. Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном(ых) языке(ах)
Проверяемый (ые) результат (ы) обучения:
Умеет: составлять грамматически корректные и стилистически адекватные коммуникативной ситуации письменные высказывания на английском языке, используя разнообразные языковые и речевые средства.
Тип (форма) задания: письменный ответ на заданную тему в формате неформального электронного письма

Пример типовых заданий (оценочные материалы):
What advice would you give to someone who wanted a healthier lifestyle?
Write an email to your friend telling them about what makes a healthy lifestyle. Write 160-180 words.

Оценочный лист к типовому заданию (критерии и показатели):
Ответы оцениваются по критериям оценивания.
Максимальное количество баллов – 5.

Показатели	5 баллов	3-4 балла	1-2 балла
Решение коммуникативной задачи	Полное тематическое и жанровое соответствие письменного сообщения коммуникативной задаче. Коммуникативная задача полностью выполнена – написано электронное письмо на заданную тему. Содержание письменного сообщения соответствуют ситуации, высказанная идея адекватна теме, полностью раскрыта, выразительно и развернуто изложена. Стилистическое оформление нормативно (неформальный стиль). Объем работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10% в сторону увеличения или в сторону уменьшения.	Коммуникативная задача выполнена частично – составленный текст является электронным письмом, но возможны незначительные нарушения стиля. Высказанная идея адекватна теме, но сформулирована неточно или не полностью раскрывает тему. Требования к объему в основном соблюдены.	Высказанная идея близка к теме, но раскрывает ее лишь частично. Формат написанного не соответствует заданию или соответствует лишь частично. Встречаются множественные нарушения стилевого оформления речи. Есть нарушения объема.
Организация текста	Композиция текста и его оформление соответствуют нормам английского языка. Текст характеризируется связностью, логичностью. В тексте есть вступление, заключение и основная часть, текст верно разделен на абзацы, в тексте присутствуют и правильно используются связующие элементы	Высказывание в основном логично. Допущены незначительные нарушения логики или абзацного членения текста (отдельные отклонения от плана в структуре высказывания (отсутствует вступление или заключение, деление текста на абзацы иногда нелогично), некоторые недостатки в использовании средств логической связи, их ограниченный выбор.	Текст не имеет четкой логической структуры, или высказывание не всегда логично, есть отклонения от темы, отсутствует или неправильно выполнено абзацное членение текста, имеются серьезные нарушения связности текста и/или многочисленные ошибки в использовании средств связи, выбор средств логической связи ограничен или средства логической связи практически отсутствуют
Лексика и грамматика	Используемый словарный запас и грамматические структуры соответствуют поставленной коммуникативной задаче.	Используемые структуры в основном соответствует нормам письменной речи.	Использован крайне ограниченный словарный запас; имеются

	Используемые лексические средства необходимы для раскрытия темы. Богатый арсенал лексических единиц. Грамматическое оформление нормативно, употребление грамматических структур уместное. Работа может иметь 1 – 2 незначительные ошибки с точки зрения лексического оформления (неточности выбора слов и лексической сочетаемости, которые не затрудняют понимания текста). В тексте могут присутствовать незначительные грамматические ошибки, не затрудняющие общего понимания текста (1-2).	Используемый словарный запас в целом соответствует поставленной коммуникативной задаче, встречаются отдельные неточности в употреблении лексики (в выборе слов и лексической сочетаемости – 3-4), которые не затрудняют понимание текста. В целом участник демонстрирует уместное использование грамматических структур. Однако, в тексте присутствует ряд незначительных грамматических ошибок, не затрудняющих общего понимания текста (3-4)	многочисленные ошибки в использовании лексики и грамматических конструкций, некоторые из ошибок могут затруднять понимание текста (5 и более).
Орфография и пунктуация	Орфографические ошибки практически отсутствуют (1-2). Текст разделён на предложения с правильным пунктуационным оформлением.	Имеется ряд орфографических или/и пунктуационных ошибок, которые не затрудняют общего понимания текста (не более 3).	Имеются многочисленные орфографические или/и пунктуационные ошибки, в том числе те, которые затрудняют понимание текста (4 и более).

Проверяемая (ые) компетенция (и) (из ОПОП ВО):

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

Проверяемый индикатор достижения компетенции:

УК-4.4. Умеет коммуникативно и культурно приемлемо вести устные деловые разговоры на государственном и иностранном (-ых) языках

Проверяемый (ые) результат (ы) обучения:

Владеет: опытом корректного использования изученных лексических единиц и грамматических конструкций при построении устного высказывания на заданную тему в ситуации делового профессионального общения.

Тип (форма) задания: устное сообщение (монолог)

Пример типовых заданий (оценочные материалы):

Talk about one of the statements below, saying if you agree or disagree. Give reasons.

1 ‘*We should always listen to what older people tell us.’*
2 *‘People waste too much time on their smartphones.’*
3 ‘*A life without risk is a boring life.’*

Оценочный лист к типовому заданию (критерии и показатели):

Ответы оцениваются по критериям оценивания.

Максимальное количество баллов – 5.

Решение коммуникативной задачи (1 балл)	Организация высказывания (2 балла)	Языковое оформление речи (2 балла)
Монолог соответствует теме – 1 балл.	Монолог грамотно структурирован, использован активный вокабуляр, представлены средства логической связи – 2 балла.	Монолог интонационно грамотно оформлен. В монологе наблюдается разнообразие грамматических структур и речевых клише, допускаются единичные грамматические и лексические ошибки – 2 балла.
Монолог не раскрывает тему – 0 баллов.	Монолог структурирован, встречаются единичные смысловые ошибки, не хватает средств логической связи – 1 балл.	В монологе имеются нарушения интонационного контура, недостаточное количество грамматических структур и речевых клише, допускаются грамматические и лексические ошибки – 1 балл.
–	Монолог не структурирован, многочисленные ошибки со средствами логической связи или их отсутствие – 0 баллов.	Интонационное оформление не соответствует нормам английского языка. Допускаются многочисленные грамматические и лексические ошибки – 0 баллов.

Методические материалы, определяющие процедуру и критерии оценивания сформированности части компетенции при проведении промежуточной аттестации:

Задания предполагают, что обучающиеся должны проявлять активность, самостоятельность, любознательность, демонстрировать умение решать проблемные задачи, грамотно и кратко излагать материал, стрессоустойчивость.

При проведении аттестации обучающийся выполняет тест письменно. Время выполнения теста ограничено 40 мин. 30 мин дается на письменное задание. При проведении аттестации обучающийся методом свободного выбора выбирает одну из тем. Время подготовки устного ответа (монолога) ограничено 10 мин, 5-7 минут на дискуссию. Обучающийся должен быть готов ответить на вопросы преподавателя.

Оценочный лист ко всем трем заданиям (преобразование результатов)

Показатели	19-20 баллов	17-18 баллов	15-16 баллов	менее 15 баллов
Правильные ответы	86-100%	71-85%	56-70%	менее 55%

Максимальное количество баллов: 20.

Оценка сформированности компетенций:

Пороговый уровень: не менее 60 % заданий выполнены верно. Продвинутый уровень: не менее 70 % заданий выполнены верно. Высокий уровень: не менее 85 % заданий выполнены верно.

Показатели оценивания компетенций

Показатели оценивания компетенций				
Баллы	19-20 баллов	17-18 баллов	15-16 баллов	менее 15 баллов
Уровень	Повышенный (продвинутый, высокий) уровень	Достаточный (базовый) уровень	Пороговый (минимальный) уровень	Отсутствие сформированности компетенции
Показатели	Обучающийся отвечает уверенно, демонстрирует полное владение материалом и терминологией, структура ответа последовательная и логичная, не требует дополнительных вопросов, речь обучающегося соответствует нормам и правилам английского языка. Обучаемый демонстрирует способность творческой деятельности, к решению нетипичных задач, к применению знаний и умений в нестандартных ситуациях	Обучающийся отвечает уверенно, демонстрирует владение материалом и терминологией, структура ответа неполная, требует дополнительных вопросов, речь обучающегося в целом соответствует нормам и правилам английского языка. Обучающийся демонстрирует способность применять знания к решению типовых задач, адаптирует различные варианты к ситуации, не допускает существенных ошибок	Обучающийся отвечает неуверенно, демонстрирует частичное владение материалом, структура ответа удовлетворительная, требует дополнительных вопросов. Обучающийся демонстрирует базовые знания, стандартные условия при выполнении заданий, возможны ошибки	Неспособность обучаемого самостоятельно продемонстрировать наличие знаний при решении заданий, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические задания

Курс 4 Семестр 8

Требование к процедуре оценки:

Помещение: компьютерный класс

Оборудование: компьютер или ноутбук с выходом в интернет

Инструменты: нет

Расходные материалы:

Расходные материалы: бумага для тестов, бумага и ручка для подготовки ответа

Доступ к дополнительным справочным материалам: словари, электронные справочники, энциклопедии, интернет-сайты

Нормы времени: 40 минут на тест, 25 минут на подготовку презентации (доклада)/5 минут на ответ, 15 минут на подготовку перевода/5 минут на ответ.

Проверяемая (ые) компетенция (и) ($_{\text{из ОПОП ВО}}$):

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

Проверяемый индикатор достижения компетенции:

УК-4.1. Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемый стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.

Проверяемый (ые) результат (ы) обучения:

Умеет:

- строить монологическое высказывание по социокультурно и профессионально значимым темам в соответствии с избранным функционально-смысловым типом речи и коммуникативной интенцией (описание, повествование, объяснение, аргументация);
- определять и охарактеризовать прагматическую установку и основные тезисы устного или письменного текста.

Тип (форма) задания: лексико-грамматический тест

Пример типовых заданий (оценочные материалы):

Grammar

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: We don't fancy *going* (go) out tonight.

1 Dogs must not _____ (bring) into the park unless they are on a lead.
2 I enjoyed the film, despite _____ (see) it before.
3 Carla denied _____ (leave) the car window open.
4 It _____ (think) that the gang escaped in a black 4 x 4.
5 People used _____ (give) longer prison sentences in the past.
6 The art thieves are believed _____ (take) two priceless paintings.
7 I'm so sorry – I completely forgot _____ (buy) any milk.
8 I remember _____ (play) volleyball in the garden when I was little.
9 Janet convinced me _____ (not go) straight to university after finishing school.
10 The business is going to _____ (sell) next week

__/10

2 Complete the sentences with one word.

Example: This packet of biscuits has already *been* opened – take it back to the shop.

1 _____ of my sisters are older than me – I'm 23 and they're 26 and 29.
2 Please close doors quietly so _____ not to disturb other residents.
3 You _____ have spoken to your father like that, it was very rude.
4 My brother's with me – he insisted _____ coming.
5 Deirdre _____ have gone home – her coat is still on her chair.
6 We love India, but we can't _____ used to eating spicy food every day.
7 I loved the music, even _____ it was a bit too loud.
8 _____ the cold, we had a brilliant time exploring Greenland.
9 Sally looks _____ if she's had some really bad news. Is she OK?
10 We'll have to leave that box. There's _____ more room in the van.
11 I'm _____ to this kind of heat. I lived in Egypt before I moved here.
12 Do you have a _____ of scissors? I need to cut some wrapping paper.
13 That sounds _____ a really bad idea.
14 I don't want a coffee, I'd _____ have a tea.
15 I have good chats with my hairdresser while I'm _____ my hair cut.

__/15

3 Underline the correct form.

Example: It took me a long time to **be / get** used to being retired.

1 I know it's difficult with this noise, but please try **to go** / **going** to sleep.
2 We used to **live** / **living** in Scotland. It was nice, but the weather wasn't great.
3 Do you feel **as if** / **like** watching a film tonight?
4 I'm going to **get my car serviced** / **get serviced my car** tomorrow.
5 I going to **(–)** / **the** hospital tomorrow to visit my aunt.
6 All the staff in this restaurant **is** / **are** incredibly friendly.
7 There'll be **(–)** / **a** terrible traffic if you leave now.
8 **Every** / **All** room in the hotel has a wonderful view.
9 **Any** / **None** of the children wanted to go ice-skating so we went bowling instead.
10 Winter is a great time to go to **the** / **(–)** Canary Islands.
11 You **can't** / **may** have seen Gary here yesterday. He took the day off.
12 We're going for a walk this weekend, **whatever** / **however** the weather is like.
13 **Despite** / **In spite** of setting off late, we arrived in good time.
14 I bought a book and a magazine in the shop. **The** / **A** book is for my sister.
15 I recommend **to visit / visiting** the new Acropolis Museum in Athens.

__/15

Grammar total __|40

Vocabulary

4 Underline the odd word out.

Example: rash blister toothache sunburn

1 point wave kneel scratch
2 biased accurate sensational censored
3 robbery evidence blackmail fraud
4 heel calf wrist ankle

5 judge verdict jury witness
6 duvet pillow yawn blanket
7 commentator newsreader advert presenter
8 stalking robbery mugging burglary

__/8

5 Complete the sentences with the correct word(s).

Example: The boys were really tired after their journey. In fact, they were ***exhausted***.
exhausted desperate stunned

1 The film tells the story of a bank_____ that goes horribly wrong.
burglary theft robbery
2 Government plan to _____ thousands of public sector jobs.
clash axe quit
3 There was a big advertising campaign to_____ their latest mobile phone.
produce launch manufacture
4 The conferences are _____, in June and November.
multiannual postannual biannual
5 A _____ is somebody who studies rocks.
physicist geneticist geologist
6 Have you ever asked for advice from the _____in this newspaper?
agony aunt critic paprazzi
7 I have to wake my brother up when he _____ because it's so loud!
snores sleepwalks yawns
8 We _____ most of our manufactured goods from China.
import expands export
9 Two men have been _____ with bribery.
charged arrested questioned
10 My neighbour won't _____ if you park your car in front of their house.
notice mind matter

__/10

6 Underline the correct word.

Example: I never **raise** / **rise** my voice in an argument.
1 The drug was withdrawn because of its harmful side **results** / **effects**.
2 We're looking for **volunteers** / **donors** to work in the charity shop on Saturdays.
3 We'll have to cut carbon emissions **sooner or later** / **now or never**.
4 Did you **notice** / **realize** whether the supermarket was open when we drove past?
5 **Remember** / **Remind** me to buy some stamps when we're in the newsagents.
6 My wallet was **stolen** / **robbed** from out of my jacket when I went to the toilet.
7 I **hope** / **expect** Helen will come on Saturday. It would be a shame not to see her.
8 It was a long and difficult journey, but we arrived **safe and sound** / **sound and safe**.
9 This branch **did** / **made** the biggest profit last year.
10 It's hard to find **biased** / **objective** journalism that isn't obviously left- or right-wing.
11 I've had plenty of **downs and outs** / **ups and downs** in my 20-year career.
12 Prices have **raised** / **risen** by over 10% during the last year.

__/12

Complete the words in the sentences.

Example: You should **b***rush* your teeth at least twice a day.
1 You're such a **h**_____ – you always imagining that you're ill!
2 I've sent Jenny a lovely **b**_____ of flowers for her birthday.
3 I **l**_____ on the sofa all afternoon yesterday watching TV.
4 I'm so tired, I can't stop **y**_____.
5 The audience clapped so long that the singer gave another **e**_____ .
6 I'd hate to suffer from **i**_____ because I love sleeping!
7 The traffic going past the hotel kept me **a**_____ all night.
8 This hard drive is so small you can hold it in the **p**_____ of your hand.
9 The men were tried, but **a**_____ because of a lack of evidence.
10 I always enjoy his reviews – I think he's the best film **c**_____ around.

__/10
Vocabulary total __/40

Pronunciation

8 Underline the stressed syllable.

Example: pre|sen|ter
1 co|mmen|ta|tor
2 lone|li|ness
3 black|mail
4 me|ga|ci|ty
5 or|ches|tra

6 com|pa|ny
7 sci|en|tist
8 con|vince
9 a|sto|nished
10 eye|brows

__/10

9 Match the words with the same sound.

adv**er**tisement h**ear**t ref**u**se c**our**t br**a**nch **j**ury th**eo**ry t**on**gue anti**s**ocial v**i**olin gr**o**w

Example: **a**xe *br**a**nch*

1 g**ui**lty _____
2 den**y** _____
3 ju**dg**e _____
4 m**ar**ket _____
5 j**our**nalist_____
6 c**o**mb _____
7 l**aw** _____
8 rev**iew** _____
9 l**u**ngs _____
10 volunt**eer**_____

__/10

Pronunciation total __/20

Grammar, Vocabulary, and Pronunciation total ___/100

Оценочный лист к типовому заданию (модельный ответ):

Grammar

1

1 be brought
2 having seen
3 leaving / having left
4 is thought
5 to be given
6 to have taken
7 to buy
8 playing
9 not to go
10 be sold

2

1 Both
2 as
3 shouldn’t
4 on
5 can’t
6 get
7 though
8 Despite
9 as
10 no
11 used
12 pair
13 like
14 rather
15 having / getting

3

1 to go
2 live
3 like
4 get my car serviced
5 the
6 are
7 (–)
8 Every
9 None
10 the
11 can’t
12 whatever
13 In spite
14 The
15 visiting

Vocabulary

4

1 kneel
2 accurate
3 evidence
4 wrist
5 verdict
6 yawn
7 advert
8 stalking

5

1 robbery
2 axe
3 launch
4 biannual
5 geologist
6 agony aunt
7 snores
8 import
9 charged
10 mind

6

1 effects
2 volunteers
3 sooner or later
4 notice
5 Remind
6 stolen
7 hope
8 safe and sound
9 made
10 objective
11 ups and downs
12 risen

7

1 hypochondriac
2 bouquet
3 lay
4 yawning
5 encore
6 insomnia
7 awake
8 palm
9 acquitted
10 critic

Pronunciation

8

1 co|mmen|ta|tor
2 lone|li|ness
3 black|mail
4 me|ga|ci|ty
5 or|ches|tra
6 com|pa|ny
7 sci|en|tist
8 con|vince
9 a|sto|nished
10 eye|brows

9

1 antisocial
2 violin
3 jury
4 heart
5 advertisement
6 grow
7 court
8 refuse
9 tongue

10 theory

Оценочный лист к типовому заданию (показатели)
Ответы оцениваются в 1 балл за правильный ответ.
Максимальное количество баллов до преобразования – 100.
Максимальное количество баллов после преобразования – 10.

Показатели	9-10 баллов	7-8 баллов	5-6 баллов
Правильные ответы	86-100%	71-85%	56-70%

Оценка сформированности компетенции:
Пороговый уровень: не менее 60 % теста выполнено верно.
Продвинутый уровень: не менее 70 % теста выполнено верно.
Высокий уровень: не менее 85 % теста выполнено верно.

Проверяемая (ые) компетенция (и) (из ОПОП ВО):
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)
Проверяемый индикатор достижения компетенции:
УК-4.2. Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения различных коммуникативных задач на государственном и иностранном (-ых) языках.
Проверяемый (ые) результат (ы) обучения:
Умеет использовать информационно-коммуникационные технологии для поиска информации, необходимой для построения высказываний разного типа на иностранном языке (английский)

Проверяемый индикатор достижения компетенции:
УК-4.1. Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемый стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.
Проверяемый (ые) результат (ы) обучения:
Умеет:
- строить монологическое высказывание по социокультурно и профессионально значимым темам в соответствии с избранным функционально-смысловым типом речи и коммуникативной интенцией (описание, повествование, объяснение, аргументация);
- определять и охарактеризовать прагматическую установку и основные тезисы устного или письменного текста.

Тип (форма) задания: устная презентация (доклад) с опорой на текст

Пример типовых заданий (оценочные материалы):
Using the Internet, prepare a presentation (report) on one of the megacities (London or New York). Give the necessary factual information about the city, give examples of why the city can be called a megacity, and outline some advantages and some problems for people who live in this megacity. (You have 25 minutes to prepare the task.)

Оценочный лист к типовому заданию (пример текста-источника для подготовки ответа):
London
The capital city of England and the United Kingdom lies on the River Thames, which winds through the city. Its many bridges, including London Bridge, are a famous sight. Probably the most famous is Tower Bridge, close to the Tower of London.
The Tower was built in the 11th century. In the medieval period London grew rapidly in size and importance. Westminster Abbey and the Guildhall date from this time, and the Palace of Westminster became the meeting place of Parliament. In 1666 many buildings were destroyed in the Fire of London. This provided an opportunity for architects like Christopher Wren to create a new design for much of the city. As London's population increased, new streets, squares and parks were added, and many public buildings. London was heavily bombed in World War Two, after which many more new buildings were constructed.
London is a busy commercial and cultural centre. Many important financial organizations, including the Bank of England and the London Stock Exchange, are located in the area called the City. Part of the old port in east London has been redeveloped as a business centre, called Docklands. In the West End there are theatres, cinemas, museums and shops. Many people who work in London commute by train or bus from the suburbs because buying a house or flat near the centre is very expensive. Different parts of the city are linked by the famous red London buses, black taxis and the London Underground, often called ‘the Tube’.
People from all over the world have been attracted to London and it is now a cosmopolitan, multicultural city. People from other parts of Britain sometimes think that it is very noisy and dirty. Many go there only for the ‘bright lights’ — the theatres round Shaftesbury Avenue or the shops of Oxford Street and Regent Street. Others take their children to see the sights, such as Buckingham Palace, where the Queen lives, and the clock tower from which Big Ben rings the hours. Young people are attracted to the bars and comedy clubs of Covent Garden, to live music concerts, and the stalls of Camden market and the cafes and pubs of Notting Hill and similar areas.
(https://www.oxfordlearnersdictionaries.com/definition/english/london?q=london)
New York
There is a great sense of excitement in New York and it has a reputation for being ‘the city that never sleeps’. The Big Apple, as it is sometimes called, feels alive, fast and at the centre of everything, with lots of traffic, yellow taxis, theatres, and restaurants busy late into the night. The city offers enormous contrasts. Some of the most expensive homes in the world are in New York City,

but on the streets outside are poor people without a home. It is possible to pay hundreds of dollars for a meal in a restaurant, or eat good, filling food for a few dollars from a street vendor.

Many Americans have never been to New York, but everyone knows something about the city. They are familiar with the tall buildings of Manhattan, Times Square with its bright advertisements, Madison Square Garden, where many sports events take place, Wall Street, its financial heart, the Empire State Building, the Statue of Liberty and Ellis Island, where many of their ancestors first arrived in the US. There is also the World Trade Center Site (which was called Ground Zero after the attacks of 9/11), where the development of the area is seen as a symbol of New Yorkers' courage and ability to recover after terrible events.

New York was founded in 1624 by the Dutch, who called it New Amsterdam. Its Dutch origins can be seen in the names of old New York families like Stuyvesant and Vanderbilt, and in place names such as Brooklyn (originally Breukelen) and Harlem. In 1664 the English gained control and changed the name to New York. In 1898 several towns were combined to make Greater New York City, which became the second largest city in the world, after London, though at the time part of it consisted of farms. Soon after, many new buildings were constructed, and in 1904 the New York subway was opened. The city is made up of five boroughs: The Bronx, Brooklyn, Manhattan, Queens, and Staten Island.

Many immigrants to the US stayed in New York, giving the city the variety of cultures it has today. During the 1920s, when alcohol was banned, New York had many speakeasies (= bars serving alcohol), which were illegal but very popular. This was also the time of the Harlem Renaissance, when Harlem became a centre for African-American arts and culture. In the second half of the 20th century wealthier people began moving out to the suburbs.

New Yorkers speak in a very direct way which can seem rude to people from other parts of the US. Some are not patient with visitors who are not used to the fast pace of the city. But for many visitors, meeting real New Yorkers is part of the attraction of going to the city.

(https://www.oxfordlearnersdictionaries.com/definition/english/new-york?q=New+York)

Оценочный лист к типовому заданию (показатели):

Ответы оцениваются по показателям в таблице.

Максимальное количество баллов – 5.

Показатели	Баллы
Обучающийся демонстрирует сформированное умение использовать информационно-коммуникационные технологии для поиска и отбора необходимой информации из электронных источников для расширения лингвистических и социокультурных знаний в рамках предметной тематики дисциплины, полное и глубокое понимание изученного материала, способен подробно объяснить сущность рассматриваемого явления, обладает развернутой системой фоновых знаний, связанных с осознанием социокультурных особенностей стран изучаемого языка и их отражения в английском языке. Презентация имеет вводную и заключительную фразы, логически структурирована, представлены средства логической связи, использован активный вокабуляр, наблюдается разнообразие грамматических структур и речевых клише, допускаются единичные грамматические и/или лексические ошибки, фонетическое оформление соответствует норме английского языка	5 баллов
Обучающийся демонстрирует умение использовать информационно-коммуникационные технологии для поиска и отбора необходимой информации из электронных источников в рамках предметной тематики дисциплины, хорошее знание изученных тем и понимание материала, способен в целом объяснить сущность рассматриваемого социокультурного явления, обладает системой фоновых знаний, связанных с осознанием социокультурных особенностей стран изучаемого языка, однако тема раскрыта не полностью, некоторые из сформулированных аспектов задания не освящены. Ответ структурирован, встречаются единичные смысловые ошибки, не хватает средств логической связи, имеется недостаточное количество грамматических структур и речевых клише, допускаются отдельные грамматические и лексические ошибки	4 балла
Обучающийся испытывает сложности с поиском и отбором необходимой информации из электронных источников в рамках предметной тематики дисциплины, демонстрирует удовлетворительное знание изученных тем, дает недостаточно полные и развернутые ответы, допускает ошибки в трактовке явлений, испытывает затруднения в определении связей между общественно-политическими и социокультурными явлениями и спецификой британского/американского сообщества и их отражением в языке. Ответ не структурирован, средства логической связи отсутствуют, допускаются многочисленные грамматические и лексические ошибки	3 балла

Проверяемая (ые) компетенция (и) ($_{\text{из ОПОП ВО}}$):

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

Проверяемый индикатор достижения компетенции:

УК-4.5. Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык

Проверяемый (ые) результат (ы) обучения:

Умеет использовать адекватные средства русского языка для перевода информации разного типа, представленной на английском языке

Тип (форма) задания: устный перевод текста

Пример типовых заданий (оценочные материалы):

Translate the text. You have 15 minutes to look through the text; you may use a dictionary/the Internet if necessary.

Text №1. Newspapers in Britain

Some British people buy a national or local newspaper every day or once a week. They either have it delivered to their home by a paper boy or paper girl, or they buy it from a newsagent (= a shop that sells newspapers, sweets, etc.) or a supermarket. Many people read a newspaper online and the number doing this is increasing very fast. Some newspapers charge for their online edition. National dailies are published each morning except Sunday. There is strong competition between them. Local daily papers, which are written for people in a particular city or region, are sometimes published in the morning but more often in the early evening.

In Britain the newspaper industry is still sometimes called Fleet Street, the name of the street in central London where many newspapers used to have their offices. Britain has two kinds of national newspaper: the quality papers and the tabloids, sometimes called the red tops. The qualities were also called the broadsheets because they were printed on large pages, but are now often in tabloid size which is half the size of a broadsheet. The quality papers report national and international news and are serious in tone. They have editorials which comment on important issues and reflect the political views of the paper's editor. They also contain financial and sports news, features (= articles), obituaries (= life histories of famous people who have just died), listings, crosswords, cartoons and comic strips, advertisements and the weather forecast. The main quality papers are The Times, the Daily Telegraph, The Guardian, and the Financial Times. In 2016, The Independent published its final print edition and has since been available only online.

The tabloids report news in less depth. They concentrate on human-interest stories (= stories about people), and often discuss the personal lives of famous people. People who don't approve of the tabloids call them the gutter press. The most popular are The Sun, The Mirror, The Express and the Daily Mail.

The Sunday and Saturday editions of papers have more pages than the dailies, supplements (= extra sections) on, for example, motoring and the arts, and a magazine.

There are also local papers, many of which are weeklies (= published once a week). They contain news of local events and sport, have advertisements for local businesses, and give details of houses, cars and other items for sale. Some are paid for by the advertisements they contain and are delivered free to people's homes. Some cities also have a daily paper published in the evening, for example, the Evening Standard in London.

(https://www.oxfordlearnersdictionaries.com/definition/english/newspaper?q=newspapers)

Text №2 Newspapers in the USA

The US has only one national newspaper, USA Today. The rest are local. A few newspapers from large cities, such as the New York Times, the Washington Post and the Wall Street Journal, are read all over the country. The International New York Times, called in the past the International Herald Tribune, is published outside the US and is read by Americans abroad. Many Americans subscribe to a newspaper which is delivered to their house. This costs less than buying it in a shop. Papers can also be bought in bookshops and supermarkets and most newspapers have online versions.

A daily newspaper from a medium-sized US city has between 50 and 75 pages, divided into different sections. The most important stories are printed on the front page, which usually has the beginnings of four or five articles, and colour photographs. The articles continue inside. The rest of the first section contains news stories, an opinion page with editorials, and letters to the editor, written by people who read the paper. Another section contains local news. The sport section is near the end of the paper, with the features section. This contains comics and also advice columns, such as Dear Abby. There are advertisements throughout the paper.

US tabloids contain articles about famous people but do not report the news. They are displayed in supermarkets, and many people read them while they are waiting to pay.

On Sundays in the US newspapers are thicker. There are usually fewer news stories but more articles analysing the news of the past week and many more features, including a colour section of comics.

Newspapers get material from several sources. Staff reporters write about national or local news. Major newspapers also have their own foreign correspondents throughout the world. Others get foreign news from press agencies or wire services, such as Associated Press or Reuters. Some papers have their own features writers. In the US features are usually syndicated, which means that one newspaper in each area can buy the right to print them. The editor decides what stories to include each day but the publisher or owner has control over general policy. Newspaper owners are very powerful and are sometimes called press barons. The most famous of these is Rupert Murdoch.

(https://www.oxfordlearnersdictionaries.com/definition/english/newspaper?q=newspapers)

Text №3 Advertising (1)

Most companies in Britain and the US have to work hard to promote and market (= draw attention to and make people want) their goods in order to sell them. Political parties, charities and other organizations also use advertising. Companies advertise on the internet and there are also advertisements, usually called commercials, on radio and television. Many pages in newspapers and magazines are filled with advertisements (also called ads or, in Britain, adverts). Especially in the US, supermarkets and other stores produce leaflets, often made up of several pages, showing pictures of items that are special offers that week.

Advertisements in newspapers and magazines are expensive and only the largest companies can afford to advertise their products in this way. Small companies advertise in the classified ads columns, where each advertisement consists of a few lines of text only. Shops and businesses, and individuals wanting to buy or sell used household goods, advertise in local papers and social media.

The richest companies buy prime-time advertising time on television (= when people are watching the most popular TV programmes). Famous actors or singers sometimes endorse a particular product by appearing in advertisements for it. Some advertising slogans (= short phrases mentioning a product) are known by everyone, for example, ‘Have a break – have a Kit Kat'. Some advertisements are like very brief episodes of a story. Tobacco advertising is now banned on radio and television in Britain and the US. Advertisers have no influence over the people who make programmes, even if they help pay for the programmes through sponsorship. There is, however, an increasing amount of product placement, where firms pay for their products to be shown in films or television programmes. In the US some commercials are national, others are shown only in a particular area. Some

products are sold on smaller channels by an infomercial, a commercial that lasts half an hour or more and tries to look like an entertainment programme.
Other ways of advertising include displaying large posters on hoardings or billboards (= large signs) by the side of roads. Flyers (= small posters) advertising local events, for example, are given to people in the street or posted through doors. Restaurants advertise in theatre programmes, and shops advertise in their own magazines.
(https://www.oxfordlearnersdictionaries.com/definition/english/commercial_2)

Text №4 Advertising (2)

Most companies in Britain and the US have to work hard to promote and market (= draw attention to and make people want) their goods in order to sell them. Political parties, charities and other organizations also use advertising. Companies advertise on the internet and there are also advertisements, usually called commercials, on radio and television. Many pages in newspapers and magazines are filled with advertisements (also called ads or, in Britain, adverts). Especially in the US, supermarkets and other stores produce leaflets, often made up of several pages, showing pictures of items that are special offers that week.
There are many forms of advertising on the internet. Just as firms send junk mail to people who have not asked for it, emails are used to advertise products and services. Emails that people do not want are called spam. On internet pages advertisers use banner ads (= advertisements across the top or bottom of a page), pop-ups (= pages that open in front of the page you are looking at) and links to their own websites to attract customers. Advertisers can collect data about a user's online activity, which allows them to learn about the user's interests. As a result, they are able to direct their advertising at specific users. Advertisements are also sent to mobile phones and social media.
The biggest US ad agencies have offices in New York on Madison Avenue, so Madison Avenue has come to mean 'the advertising industry'. In Britain, the advertising industry is controlled by the Advertising Standards Authority. All advertisements must be ‘legal, decent, honest and truthful ’. In the US the Federal Communications Commission makes rules about advertising. Television and radio stations are required to do some public service announcements (= commercials that give information to the community) free of charge.
Many people are against advertising, partly because it adds to the cost of a product. People also say that the influence of advertising is too great, and that children, especially, want every product they see advertised. On the other hand, many people buy American newspapers on Sundays because they advertise special offers and contain coupons (= pieces of paper enabling people to buy products at a reduced price).
(https://www.oxfordlearnersdictionaries.com/definition/english/commercial_2)

Text № 5 Radio in Great Britain

People in Britain listen to the radio a lot, especially in the morning and the early evening or while they are in their cars. They can listen to a radio show while it is being broadcast or later, by downloading it to their phone, tablet or computer.
A large percentage of the British radio audience listen to the BBC; the rest listen to independent commercial radio, which has advertising. There are ten national BBC radio stations. Radio 1 plays new rock, pop and dance music, Radio 2 broadcasts popular music, Radio 3 offers classical music (= serious music written by Bach, Beethoven, etc.), jazz and arts programmes, Radio 4 broadcasts popular news and current affairs programmes, drama and arts programmes, comedy and documentaries, and Radio 5 Live has sport and news. The other BBC stations, which can be listened to only on digital radio, are 1Xtra, 4 Extra, 5 Live Sports Extra, 6 Music, and Asian Network. The BBC also operates the BBC World Service, which broadcasts to most parts of the world. Independent radio stations which broadcast in competition with the BBC and are paid for from advertising include Classic FM talkSPORT, Heart and Capital FM. Many programmes, both from the BBC and commercial stations, can be listened to on the internet.
Many people also listen to local radio. The BBC has 40 local radio stations, and six stations broadcasting in the national regions: Northern Ireland, Scotland and Wales. Radio Cymru broadcasts in the Welsh language and Radio nan Gaidheal in Scottish Gaelic. Local radio stations concentrate on local news, traffic reports and pop music. Smaller stations are run by students or by hospitals for their patients. Ofcom issues licences to commercial broadcasters.
As online services become more popular, fewer people, in particular the young, are listening to the radio. Instead, many people use online streaming services to listen to music and they download podcasts to listen to comedy or discussion programmes.
(https://www.oxfordlearnersdictionaries.com/definition/english/radio_1?q=radio)

Text № 6 Radio in the USA

In the US there are more than 13 000 radio stations. Many people listen to the radio during drive time (= the time when they are travelling to or from work). There are no national radio stations, but there are networks, groups of stations that are associated with each other. The network affiliates (= stations in the group) use some of the same programmes.
The FCC (Federal Communications Commission), a part of the US government, issues licences to radio stations and says what frequency (= what part of the range of radio waves) they can use. The FCC also gives a station its call letters, the letters that it uses to identify itself. Many stations make their name from their call letters or frequency, for example Sunny 95.
Each station has a specific format (= style of programmes), which it hopes will be popular with its listenership (NAmE for ‘audience’). Some stations play a particular kind of music, such as ‘top 40’ (= popular songs) or country music. Other stations have talk radio and phone-in programmes, in which radio presenters discuss an issue and invite people listening to telephone the station and take part in the discussion. Radio stations operated by people from particular cultural groups offer programmes in languages other than English. Some stations broadcast religious programming (= types of programmes).
Many colleges and universities have their own radio stations, which anyone can listen to. Many towns also have a public radio station, which is usually part of the NPR (National Public Radio) network. Public radio stations often have public affairs programming and classical music, which is not common on commercial radio. At certain times of year public radio stations run pledge drives in which they ask listeners to donate money to the station. The Broadcasting Board of Governors, an independent

agency of the US government, operates the Voice of America, which brings information about the US, its culture and language to people around the world.
(https://www.oxfordlearnersdictionaries.com/definition/english/radio_1?q=radio)

Оценочный лист к типовому заданию (показатели):

5 баллов	4 балла	3 балла	1-2 балла
содержание исходного текста передано верно, стилистические особенности учтены, текст перевода полностью соответствует оригиналу, проявлены глубокие фоновые знания, применен творческий подход к выполнению задания	содержание исходного текста передано верно, стилистические особенности учтены, проявлены фоновые знания, имеются некоторые неточности и недочёты	содержание исходного текста передано в целом верно, стилистические особенности учтены, проявлены некоторые фоновые знания, имеются неточности и недочёты, влияющие на понимание текста	передана основная идея текста, стилистические особенности не учтены, имеются неточности и недочёты, влияющие на понимание текста, в тексте перевода встречаются грамматические ошибки

Оценка сформированности компетенции:
Пороговый уровень: не менее 60 % текста переведено верно.
Продвинутый уровень: не менее 70 % текста переведено верно.
Высокий уровень: не менее 85 % текста переведено верно.

Методические материалы, определяющие процедуру и критерии оценивания сформированности части компетенции при проведении промежуточной аттестации:

Задания предполагают, что обучающиеся должны проявлять активность, самостоятельность, любознательность, демонстрировать умение решать проблемные задачи, грамотно и кратко излагать материал, стрессоустойчивость.

При проведении аттестации обучающийся выполняет тест письменно. Время выполнения теста ограничено 40 мин. При проведении аттестации обучающийся методом свободного выбора выбирает одну из тем для презентации (доклада). Обучающемуся дается 25 минут на подготовку доклада/5 минут на ответ. При проведении аттестации обучающийся методом свободного выбора выбирает один текст на перевод, выполняет перевод с листа устно. Время подготовки перевода ограничено 15 мин, 5 мин дается на ответ. Обучающийся должен быть готов ответить на вопросы преподавателя.

Оценочный лист ко всем трем заданиям (преобразование результатов)

Показатели	19-20 баллов	17-18 баллов	15-16 баллов	менее 15 баллов
Правильные ответы	86-100%	71-85%	56-70%	менее 55%

Максимальное количество баллов: 20.

Оценка сформированности компетенций:

Пороговый уровень: не менее 60 % заданий выполнены верно. Продвинутый уровень: не менее 70 % заданий выполнены верно. Высокий уровень: не менее 85 % заданий выполнены верно.

Показатели оценивания компетенций

Показатели оценивания компетенций				
Баллы	19-20 баллов	17-18 баллов	15-16 баллов	менее 15 баллов
Уровень	Повышенный (продвинутый, высокий) уровень	Достаточный (базовый) уровень	Пороговый (минимальный) уровень	Отсутствие сформированности компетенции
Показатели	Обучающийся отвечает уверенно, демонстрирует полное владение материалом и терминологией, структура ответа последовательная и логичная, не требует дополнительных вопросов, речь обучающегося соответствует нормам и правилам английского языка. Обучаемый демонстрирует способность творческой деятельности, к решению нетипичных задач, к применению знаний и умений в нестандартных ситуациях	Обучающийся отвечает уверенно, демонстрирует владение материалом и терминологией, структура ответа неполная, требует дополнительных вопросов, речь обучающегося в целом соответствует нормам и правилам английского языка. Обучающийся демонстрирует способность применять знания к решению типовых задач, адаптирует различные варианты к ситуации, не допускает существенных	Обучающийся отвечает неуверенно, демонстрирует частичное владение материалом, структура ответа удовлетворительная, требует дополнительных вопросов. Обучающийся демонстрирует базовые знания, стандартные условия при выполнении заданий, возможны ошибки	Неспособность обучаемого самостоятельно продемонстрировать наличие знаний при решении заданий, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические задания

		ошибок		

Курс 5 Семестр 9
Требование к процедуре оценки:
Помещение: особых требований нет
Оборудование: нет
Инструменты: нет
Расходные материалы: бумага для тестов, бумага и ручка для подготовки ответа
Доступ к дополнительным справочным материалам: нет
Нормы времени: 40 минут на тест, 30 минут на письменное задание, 10 минут на подготовку устного ответа/5-7 минут на дискуссию.

Проверяемая (ые) компетенция (и) (из ОПОП ВО):
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)
Проверяемый индикатор достижения компетенции:
УК-4.1. Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемый стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.
Проверяемый (ые) результат (ы) обучения:
Умеет:
- строить монологическое высказывание по социокультурно и профессионально значимым темам в соответствии с избранным функционально-смысловым типом речи и коммуникативной интенцией (описание, повествование, объяснение, аргументация);
- определять и охарактеризовать прагматическую установку и основные тезисы устного или письменного текста.

Тип (форма) задания: лексико-грамматический тест

Пример типовых заданий (оценочные материалы):

Grammar

1 Complete the sentences with the correct form of the verb in brackets.

Example: How many CDs ***have*** you ***got*** (got) in your collection?
1 Betty isn't very good at DIY, so last year she _____ her house _____ (decorate) by a painter.
2 I'm upset because Agatha isn't here yet and I _____ (wait) for two hours.
3 Karl _____ (be) given a new job in marketing.
4 _____ he _____ (have to) start work at 7.00?
5 I was watching TV when I _____ (hear) a strange noise outside in the garden.
6 You _____ (not have) time to go to the cinema tonight – you need to study.
7 James _____ (work) for the company for 20 years when he finally received a pay rise.
8 It _____ (say) that getting enough sleep is a very important part of staying healthy.
9 I wish I _____ (know) how to help you, but I'm afraid I don't know how to fix computers.
10 There are thought _____ (be) tribes living in the Amazon that no one has ever contacted.
11 While my brother _____ (ride) his bike to school, he had a minor accident.
12 Would you rather we _____ (have) Chinese food tonight?
13 If only Ian _____ (be) a little happier. It makes me sad to know that he doesn't like his new school.
14 If only you _____ (not forget) to close the windows, the rain wouldn't have come in.
15 The weather _____ (expect) to be mild and rainy this summer.
16 We'd rather you _____ (not borrow) money for university. We're happy to pay for you to go.

___/16

2 Underline the correct word(s).

Example: I lost my wallet, ***so*** / ***because*** I had to phone the bank and cancel my credit card.
1 He's stopped working *due to* / *since* he turned 70 last year.
2 Warren is *understood to* / *understood* have driven to Mexico on a motorcycle with a suitcase full of money.
3 *It's seem* / *It seems* that we no longer need to worry about Adam. He got a job and he's going to marry Louisa.
4 He was late for the interview and *owing* / *consequently*, he didn't get the job.
5 We had to work quietly *so that* / *so as not to* wake the children.
6 We worked hard to prepare the garden for the party. *As a result* / *Nevertheless*, it looked beautiful and everyone enjoyed being outdoors.
7 Brian's *sure* / *bound to* come back home when he realizes he's left his mobile phone here.
8 Brad *can't* / *should* be in Tunis now. It's a four-hour flight, and he left about four hours ago.
9 Marsela *unlikely* / *won't* be here until after lunch.
10 We *used* / *would* go skiing in the Alps every winter.
11 *Apparently* / *According* Fred is going to buy a house in Manchester.
12 We'll *probably* / *probably be* go on holiday to California next August.

___/12

Complete the sentences with the correct word(s).

Example: ***They*** say you should get eight hours of sleep every night, but I usually get about six.
They They're Their

1 My brother and I give _____ a box of chocolates every year on our birthdays.
another each other by one another
2 I need to spend some time _____ every day. I need time to think and to relax on my own.
ourselves yourself by myself
3 Could you get Mario _____ and see me this afternoon, please?
coming come to come
4 It's _____ late and I need to go home.
get getting gets
5 Rarely _____ so happy. The interview went perfectly and they offered me the job!
have been I have been have I been
6 _____ can use your computer for video conferencing, and it's free.
One Each other You
7 _____ all have problems remembering things sometimes.
One We Ourselves
8 **A** Did you ever _____ to living away from the seaside?
B Not really. Actually, I really miss walking on the beach every day.
get use get used to get use
9 _____ we got to the shopping centre than all the shops closed.
As soon Sooner as No sooner had
10 I'm afraid my little sister _____ taking some sweets from the shop.
got someone caught got caught was got caught
11 Never _____ such a terrible, shocking story.
I have heard have I heard I heard
12 Not until someone tells me _____ who wrote the letter.
will I know do I know I know

___/12
Grammar total___/40

Vocabulary

<u>Underline</u> the odd word out.

Example: mumble *<u>slam</u>* scream giggle
1 idiom collocation synonym orthography
2 benefits a rise salary skills
3 got rid of praised dumped broke up with
4 monotonous tedious redundant repetitive
5 colleague career profession job
6 thought-provoking competitive gripping intriguing
7 yell splash slurp drip
8 affluent well-off penniless loaded
9 creak sigh groan stammer
10 bang crash crunch whistle

___/10

5 Complete the sentences with one word.

Example: Don't *<u>put</u>* off going to college. If you wait, it may be too late.
1 I didn't know which way to go at the junction, so I just went with my _____ feeling and turned right.
2 It's best to meet your problems _____ on and solve them before they get worse.
3 If you spend too much money, you're living beyond your _____.
4 Lilly was very lucky to get a _____ to study abroad, otherwise she wouldn't have been able to afford it.
5 A _____-fisted person is not generous with money.
6 A _____ is a frequent combination of words. Often they are the only possible combination to express a concept, like light snow.
7 The hospitals were struggling to cope with the number of _____ as the fighting got more and more intense between the army and the rebels.
8 Allen loves living in Barcelona. He's having the time of his _____.
9 If you keep trying, it's only a matter of _____ before you find a job.
10 When you _____ money, you put it into your bank account.

___/10

6 <u>Underline</u> the correct word(s).

Example: The book made me laugh. The writing was really *<u>witty</u>* / *moving*.
1 If you get some *qualifications* / *benefits*, then you'll probably get a better job.
2 What's got *on* / *into* Pat? She seems very upset.
3 I'm going to get a new car next month, but for the time *being* / *now* I'm taking the bus.
4 You have to teach kids that they can't always get their *own way* / *together*. Sometimes you have to do what someone else wants you to do.
5 I find it hard to work in a team where people *refuse* / *seem* to compromise and everything has to be done their way.
6 I wish more people were as sensible and *quick* / *down* to earth as you are. It would make life a lot easier.
7 I wanted to be a cartographer when I was little, but I *changed* / *swapped* my mind at secondary school and decided to be a psychologist.

8 Lucy and Robert are getting *on* / *along* really well. They're really happy together.
9 I need to get *around* / *back* home by midnight. I have an early start tomorrow.
10 It took George a long time to get *over* / *anywhere* losing his job, but now that he's working again,

___/10

7 Complete the words in the sentences.

Example: The book was really **f***ast-moving* and full of action, so it didn't take me long to finish it.
1 My husband is very **s**_____: he decided on Saturday morning that we should go to Wales for the weekend and we were on the road an hour later!
2 When you buy furniture from IKEA, it's best to follow the assembly instructions to the **l**_____ if you don't want to waste your time.
3 A story that makes you feel sad is **d**_____.
4 He thinks very highly of himself for no reason and he really looks **d**_____ on other people in the office.
5 I did a lot of **u**_____ work as a volunteer but now I really need to find job that pays my bills.
6 Manuel speaks English without an accent, it's hard to believe that his mother **t**_____ is actually Spanish.
7 There was this gorgeous strawberry cheesecake in the café and just couldn't resist the **t**_____ to buy one.
8 If you want to become a children's book writer you need to have a very **v**_____ imagination first of all.
9 You can all go back to the building now, there is no **i**_____ danger anymore.
10 Roman soldiers wore a **h**_____ to protect their heads from injury.

___/10

Vocabulary total ___/40

Pronunciation

8 Match the words to the same sound.

enorm**ous** e**x**perience **j**oke mort**g**age mumb**le** profe**ssi**on prof**ou**ndly scree**ch** synony**m** tur**n**over val**ue**

Example: ye**ll** *mumb**le***
1 tedi**ous** _____
2 ques**ti**on _____
3 ga**dg**et _____
4 environ**m**ent _____
5 pla**nn**er _____
6 **u**sually _____
7 r**ou**nd _____
8 gi**gg**le _____
9 **sh**eep _____
10 ma**kes** _____

___/10

9 Underline the stressed syllable.

Example: ma|na|ger
1 com|pete
2 kid|napped
3 con|ti|nual|ly
4 do|mi|nant
5 mere|ly
6 tran|scribe
7 re|gi|ster
8 mi|se|ry
9 haun|ting
10 en|qui|ry

___/10

Pronunciation total ___/20

Grammar, Vocabulary, and Pronunciation total ___/100

Оценочный лист к типовому заданию (модельный ответ):

Grammar

1

1 had…decorated
2 've been waiting
3 has been
4 Does…have to
5 heard
6 don't have
7 had been working
8 is said
9 knew
10 to be
11 was riding
12 had
13 were / was

14 hadn’t forgotten
15 is expected
16 didn’t borrow
2
1 since
2 understood to
3 It seems
4 consequently
5 so as not to
6 As a result
7 bound to
8 should
9 won’t
10 would
11 Apparently
12 probably
3
1 each other
2 by myself
3 to come
4 getting
5 have I been
6 You
7 We
8 get used
9 No sooner had
10 got caught
11 have I heard
12 will I know
Vocabulary
4
1 orthography
2 skills
3 praised
4 redundant
5 colleague
6 competitive
7 yell
8 penniless
9 creak
10 whistle
5
1 gut
2 head
3 means
4 grant
5 tight
6 collocation
7 casualties
8 life
9 time
10 deposit
6
1 qualifications
2 into
3 being
4 own way
5 refuse
6 down
7 changed
8 along
9 back
10 over
7
1 spontaneous
2 letter
3 depressing

4 down
5 unpaid
6 tongue
7 temptation
8 vivid
9 immediate
10 helmet

Pronunciation

8

1 enormous
2 screech
3 joke
4 synonym
5 turnover
6 value
7 profoundly
8 mortgage
9 profession
10 experience

9

1 compete
2 kidnapped
3 continually
4 dominant
5 merely
6 transcribe
7 register
8 misery
9 haunting
10 enquiry

Оценочный лист к типовому заданию (показатели)
Ответы оцениваются в 1 балл за правильный ответ.
Максимальное количество баллов до преобразования – 100.
Максимальное количество баллов после преобразования – 10.

Показатели	9-10 баллов	7-8 баллов	5-6 баллов
Правильные ответы	86-100%	71-85%	56-70%

Оценка сформированности компетенции:
Пороговый уровень: не менее 60 % теста выполнено верно.
Продвинутый уровень: не менее 70 % теста выполнено верно.
Высокий уровень: не менее 85 % теста выполнено верно.

Проверяемая (ые) компетенция (и) (из ОПОП ВО):
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)
Проверяемый индикатор достижения компетенции:
УК-4.3. Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках.
Проверяемый (ые) результат (ы) обучения:
Умеет: составлять грамматически корректные и стилистически адекватные коммуникативной ситуации письменные высказывания на английском языке, используя разнообразные языковые и речевые средства.

Тип (форма) задания: письменный ответ на заданную тему в формате формального письма

Пример типовых заданий (оценочные материалы):
Write your letter of application for the advertisement below (Write approximately 200 words)*:*
Westford Festival
We need people of all ages to help in the preparation and running of this year's festival, due to take place I September.
Remember, we are not interested in exam grades or qualifications! We need energetic and cheerful people (who can speak *some* English) to:
- help in the planning of events, exhibitions, etc
- look after young children and organise activities for them
- do odd jobs like painting, delivering leaflets, putting up posters, etc

Write and tell us about yourself and what you can do. Make this summer one to remember – and get paid for it!

Оценочный лист к типовому заданию (критерии и показатели):
Ответы оцениваются по критериям оценивания.
Максимальное количество баллов – 5.

Показатели	5 баллов	3-4 балла	1-2 балла
Решение коммуникативной задачи	Полное тематическое и жанровое соответствие письменного сообщения коммуникативной задаче. Коммуникативная задача полностью выполнена – написано письмо-заявка на работу. Содержание письменного сообщения соответствуют ситуации, адекватно теме, тема полностью раскрыта. Стилистическое оформление нормативно (формальный стиль). Объем работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10% в сторону увеличения или в сторону уменьшения.	Коммуникативная задача выполнена частично – составленный текст является формальным письмом, но возможны незначительные нарушения стиля. Содержание адекватно теме, но сформулировано неточно или не полностью раскрывает тему. Требования к объему в основном соблюдены.	Содержание близко к теме, но раскрывает ее лишь частично. Формат написанного не соответствует заданию или соответствует лишь частично. Встречаются множественные нарушения стилевого оформления речи. Есть нарушения объема.
Организация текста	Композиция текста и его оформление соответствуют нормам английского языка. Текст характеризируется связностью, логичностью. В тексте есть вступление, заключение и основная часть, текст верно разделен на абзацы, в тексте присутствуют и правильно используются связующие элементы	Высказывание в основном логично. Допущены незначительные нарушения логики или абзацного членения текста (отдельные отклонения от плана в структуре высказывания (отсутствует вступление или заключение, деление текста на абзацы иногда нелогично), некоторые недостатки в использовании средств логической связи, их ограниченный выбор.	Текст не имеет четкой логической структуры, или высказывание не всегда логично, есть отклонения от темы, отсутствует или неправильно выполнено абзацное членение текста, имеются серьезные нарушения связности текста и/или многочисленные ошибки в использовании средств связи, выбор средств логической связи ограничен или средства логической связи практически отсутствуют
Лексика и грамматика	Используемый словарный запас и грамматические структуры соответствуют поставленной коммуникативной задаче. Используемые лексические средства необходимы для раскрытия темы. Богатый арсенал лексических единиц. Грамматическое оформление нормативно, употребление грамматических структур уместное. Работа может иметь 1 – 2 незначительные ошибки с точки зрения лексического оформления (неточности выбора слов и лексической сочетаемости, которые не затрудняют понимания текста). В тексте могут присутствовать незначительные грамматические ошибки, не затрудняющие общего понимания текста (1-2).	Используемые структуры в основном соответствует нормам письменной речи. Используемый словарный запас в целом соответствует поставленной коммуникативной задаче, встречаются отдельные неточности в употреблении лексики (в выборе слов и лексической сочетаемости – 3-4), которые не затрудняют понимание текста. В целом участник демонстрирует уместное использование грамматических структур. Однако, в тексте присутствует ряд незначительных грамматических ошибок, не затрудняющих общего понимания текста (3-4	Использован крайне ограниченный словарный запас; имеются многочисленные ошибки в использовании лексики и грамматических конструкций, некоторые из ошибок могут затруднять понимание текста (5 и более).
Орфография и пунктуация	Орфографические ошибки практически отсутствуют (1-2). Текст разделён на предложения с правильным пунктуационным оформлением.	Имеется ряд орфографических или/и пунктуационных ошибок, которые не затрудняют общего понимания текста (не более 3).	Имеются многочисленные орфографические или/и пунктуационные ошибки, в том числе те, которые затрудняют понимание

			текста (4 и более).

Проверяемая (ые) компетенция (и) (из ОПОП ВО):

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

Проверяемый индикатор достижения компетенции:

УК-4.4. Умеет коммуникативно и культурно приемлемо вести устные деловые разговоры на государственном и иностранном (-ых) языках

Проверяемый (ые) результат (ы) обучения:

Владеет: опытом корректного использования изученных лексических единиц и грамматических конструкций при построении устного высказывания на заданную тему в ситуации делового профессионального общения.

Тип (форма) задания: устное сообщение (монолог)

Пример типовых заданий (оценочные материалы):

Talk about one of the statements below, saying if you agree or disagree. Give reasons.

1 *'Your family are the most important people in your life.'*
2 *'It is possible to be poor but happy. / It is not possible to be both successful and happy.'*
3 *'Children today have too much freedom.'*
4 *'It does not matter if a historical film is factually inaccurate.'*
5 *'Technology has had a bad effect on communication between people.'*
6 *'The role of English in the world will be less important in the future.'*

Оценочный лист к типовому заданию (пример текста для подготовки ответа о роли английского языка):

World English

English is the most widely spoken language in the world. It is the first language, or mother tongue, of over 350 million people living in countries such as Britain, Ireland, the US, Australia, New Zealand, Canada and South Africa, and it is spoken as a second language by many millions in countries where English is an official language. English is learned by many more people worldwide as a foreign language. English has many regional varieties such as South African English and Indian English and has also developed as a global language or international language, used as a lingua franca (shared language), sometimes called ELF (= English as a Lingua Franca) between people for whom it is not a first language. It is estimated that now only one out of every four users of the language speaks English as their first language.

English has achieved the status of a world language over a long period of time, and for various historical and cultural reasons. In the 17th century English was spread by people going from Britain to live in America, and in the 18th and 19th centuries by the growth of the British Empire. Many countries which were part of the empire kept English as their official language after they became independent because there were several local languages. As an official language, English is generally used in government, public administration and the law, and children may be taught in English. Since the middle of the 20th century, English has been an official language of international organizations such as the United Nations.

Economic factors are also important. Britain and the US are both major business and financial centres, and many companies that now operate in several countries started in Britain or the US. Elsewhere, a knowledge of English is often seen as necessary for success in business, and in countries which have many tourists.

Advances in technology and telecommunications have also helped to establish English as a global language. Many inventions important to modern life, for example, electricity, radio and the telephone, were developed in Britain or the US. English became the language for international communications in air traffic control and shipping. Now, major computer systems and software developers are based in the US, and English is one of the main languages used on the internet.

Britain and the US have invested in the development of English Language Teaching (ELT). The British Council has offices across the world which promote British culture and support the teaching of English. The United States also has libraries and cultural programmes in many countries. The English language broadcasts of the BBC World Service, Voice of America and other services are widely popular, and many people listen to the news broadcasts in order to get news about events in their own country. The BBC and Voice of America also broadcast programmes for people who are learning English.

As an international language, English continues to develop. People who speak English as a first or second language have their own variety of the language, and each variety continues to change. There are many differences, for instance, between British English and American English, and between Australian, South African, Indian, African and Jamaican English, though all can be understood, more or less, by speakers of other varieties. People who are learning English learn one of the major varieties, usually British or American English, or a variety of international English. As a global language, English can no longer be thought of as belonging only to British or American people, or to anyone else. As the number of people using English as a second or foreign language is increasing faster than the number who speak it as a first language, further movement away from a British or American standard is likely.

The status of English as a global language has meant that fewer British and American people are learning foreign languages, with the number of students choosing to study foreign languages at university falling every year.

Оценочный лист к типовому заданию (критерии и показатели):

Ответы оцениваются по критериям оценивания.

Максимальное количество баллов – 5.

Решение коммуникативной	Организация высказывания (2 балла)	Языковое оформление речи (2 балла)

задачи (1 балл)		
Монолог соответствует теме – 1 балл.	Монолог грамотно структурирован, использован активный вокабуляр, представлены средства логической связи – 2 балла.	Монолог интонационно грамотно оформлен. В монологе наблюдается разнообразие грамматических структур и речевых клише, допускаются единичные грамматические и лексические ошибки – 2 балла.
Монолог не раскрывает тему – 0 баллов.	Монолог структурирован, встречаются единичные смысловые ошибки, не хватает средств логической связи – 1 балл.	В монологе имеются нарушения интонационного контура, недостаточное количество грамматических структур и речевых клише, допускаются грамматические и лексические ошибки – 1 балл.
–	Монолог не структурирован, многочисленные ошибки со средствами логической связи или их отсутствие – 0 баллов.	Интонационное оформление не соответствует нормам английского языка. Допускаются многочисленные грамматические и лексические ошибки – 0 баллов.

Методические материалы, определяющие процедуру и критерии оценивания сформированности части компетенции при проведении промежуточной аттестации:

Задания предполагают, что обучающиеся должны проявлять активность, самостоятельность, любознательность, демонстрировать умение решать проблемные задачи, грамотно и кратко излагать материал, стрессоустойчивость.

При проведении аттестации обучающийся выполняет тест письменно. Время выполнения теста ограничено 40 мин. 30 мин дается на письменное задание. При проведении аттестации обучающийся методом свободного выбора выбирает одну из тем. Время подготовки устного ответа (монолога) ограничено 10 мин, 5-7 минут на дискуссию. Обучающийся должен быть готов ответить на вопросы преподавателя.

Оценочный лист ко всем трем заданиям (преобразование результатов)

Показатели	19-20 баллов	17-18 баллов	15-16 баллов	менее 15 баллов
Правильные ответы	86-100%	71-85%	56-70%	менее 55%

Максимальное количество баллов: 20.

Оценка сформированности компетенций:

Пороговый уровень: не менее 60 % заданий выполнены верно. Продвинутый уровень: не менее 70 % заданий выполнены верно. Высокий уровень: не менее 85 % заданий выполнены верно.

Показатели оценивания компетенций

Показатели оценивания компетенций				
Баллы	19-20 баллов	17-18 баллов	15-16 баллов	менее 15 баллов
Уровень	Повышенный (продвинутый, высокий) уровень	Достаточный (базовый) уровень	Пороговый (минимальный) уровень	Отсутствие сформированности компетенции
Показатели	Обучающийся отвечает уверенно, демонстрирует полное владение материалом и терминологией, структура ответа последовательная и логичная, не требует дополнительных вопросов, речь обучающегося соответствует нормам и правилам английского языка. Обучаемый демонстрирует способность творческой деятельности, к решению нетипичных задач, к применению знаний и умений в нестандартных ситуациях	Обучающийся отвечает уверенно, демонстрирует владение материалом и терминологией, структура ответа неполная, требует дополнительных вопросов, речь обучающегося в целом соответствует нормам и правилам английского языка. Обучающийся демонстрирует способность применять знания к решению типовых задач, адаптирует различные варианты к ситуации, не допускает существенных ошибок	Обучающийся отвечает неуверенно, демонстрирует частичное владение материалом, структура ответа удовлетворительная, требует дополнительных вопросов. Обучающийся демонстрирует базовые знания, стандартные условия при выполнении заданий, возможны ошибки	Неспособность обучаемого самостоятельно продемонстрировать наличие знаний при решении заданий, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические задания

Курс 5 Семестр 10

Требование к процедуре оценки:

Помещение: компьютерный класс

Оборудование: компьютер или ноутбук с выходом в интернет

Инструменты: нет

Расходные материалы:

Расходные материалы: бумага для тестов, бумага и ручка для подготовки ответа

Доступ к дополнительным справочным материалам: словари, электронные справочники, энциклопедии, интернет-сайты

Нормы времени: 40 минут на тест, 25 минут на подготовку презентации (доклада)/5 минут на ответ, 15 минут на подготовку перевода/5 минут на ответ.

Проверяемая (ые) компетенция (и) (из ОПОП ВО):

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

Проверяемый индикатор достижения компетенции:

УК-4.1. Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемый стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.

Проверяемый (ые) результат (ы) обучения:

Умеет:

- строить монологическое высказывание по социокультурно и профессионально значимым темам в соответствии с избранным функционально-смысловым типом речи и коммуникативной интенцией (описание, повествование, объяснение, аргументация);
- определять и охарактеризовать прагматическую установку и основные тезисы устного или письменного текста.

Тип (форма) задания: лексико-грамматический тест

Пример типовых заданий (оценочные материалы):

Grammar

1 Complete the sentences with the correct form of the verb in brackets.

Example: We've arranged for the tour *to be* (be) finished at 9.30.

1 Sheila advised me _____ (contact) the manufacturer. They may be able to repair the laptop.
2 I dislike people _____ (talk) while I'm giving a presentation.
3 We would hate you _____ (think) we don't want to come to your concert.
4 Ivan's waiting for the telephone _____ (ring). Ben said he'd call us as soon as he got some news.
5 Provided Lisa _____ (take) her phone with her when she left this morning, we should be able to send her a text message.
6 We would _____ (wait) to start eating, but we didn't know you were coming.
7 If you _____ (have) a bit more money to spend, you could buy a bigger TV.
8 We _____ (not hear) Franco's band play tomorrow night if we don't get tickets.
9 By next Friday I hope _____ (have) finished this project and started something new.
10 It's no use _____ (ask) Barry to help this weekend. He's going to be away until Monday.
11 He's tired of _____ (be) given presents he can't use. He says he'd rather have money.
12 Would you rather _____ (give) me the blue hat and kept the red one for yourself? We can trade, if you'd like to.

__/12

2 Underline the correct word(s).

Example: You *ought* / *should* to save some money for your holiday.

1 We won't *be allowed* / *able* to use the computers in the library without showing our ID.
2 You *needn't have* / *needn't* gone to the trouble of cooking, but thank you so much.
3 *Are* / *Will* you be having dinner with us tonight?
4 You *'re start* / *start* your university course next month, don't you?
5 *The place* / *What you need* is a good meal and a night's sleep.
6 *What happened* / *The reason happened* was he lost his keys.
7 *All* / *Everything* we want is a comfortable hotel by the beach.
8 We became *much* / *more and more* relaxed the longer we stayed.
9 Saturday was by *far* / *much* the happiest day of my life.
10 We studied together at *Tom's* / *the house of Tom*.
11 When I finish my degree, I want to train to be a *maths* / *maths'* teacher.
12 Aren't you a friend of my *brother* / *brother's*?

__/12

3 Complete the sentences with the correct word(s).

Example: Why don't we go home now? *After all*, we got here at seven o'clock this morning.

At least After all Otherwise

1 **A** Do you know anything about police work?
B Yes. As _____ of fact, my sister is a police officer.

beside incidentally a matter

On _____ hand, I'd like to go out tonight. On the other hand, I have a lot of homework to do.

the one the other another

3 _____ we've arrived too late because the boat has already left.

As far as Obviously It's concerned

4 We didn't have enough time to go camping last weekend. _____, the weather was really rainy.

Talking of Anyway In other words
5 Tony _____ been at work all night. The report is finished and the conference room is set up for the presentation.
's as though seems seems to have
6 It _____ as though Julie was going to win the race, but she fell near the end.
seemed seems was seeming
7 He _____ like his uncle George.
has the look looks does the look of
8 I _____ cold first thing this morning, but I feel warm now that the sun is up.
feel was felt felt
9 **A** Did Grace get a place at Oxford University?
B I'm afraid _____. But she's been offered one at Durham.
no didn't not
10 Dave probably enjoyed the party, but he didn't say _____.
so did he enjoyed
11 He went to the shop _____ didn't think to buy milk.
he but that
12 **A** You must try the potato salad. It's delicious!
B I already _____, but I didn't like it.
have tried did it
13 Steve is _____ happy in his new job!
as much so much
14 My parents are _____ good gardeners.
such as more
15 We had _____ for lunch we didn't have any dinner.
as little so much nearly
16 You've got _____ to do to get ready for your trip.
such a lot so far so

__/16
Grammar total __/40

Vocabulary

4 <u>Underline</u> the odd word(s) out.

Example: sword cannon *<u>survivor</u>* spear
1 smell taste perfume texture
2 squeak twitter neigh kennel
3 over along above on top of
4 a plaster a blister a bandage stitches
5 acupuncture hypnotherapy reflexology osteopath
6 dull spoilt picturesque overcrowded
7 bite sting fur scratch
8 figs mussels prawn fish
9 hips calf spine stride
10 cut off scroll down top up put through

__/10

5 <u>Underline</u> the correct word(s).

Example: Colds are caused by a *<u>virus</u>* / *bacteria* which can be passed from person to person.
1 He needed a *plaster* / *bandage* on his arm when he twisted it during wrestling.
2 I prefer to watch films in the cinema, but my wife *misagrees* / *disagrees* with me.
3 My first car was a *second-hand* / *duty-free* sports car I bought from my neighbour.
4 When the weather is warm, I love to *roll* / *pull* down the car windows and feel the wind in my hair.
5 I thought the film was *overcrowded* / *overrated*. All the reviews said it was brilliant, but I thought it was boring.
6 You'll have to call me on the landline in the evening – the *reception* / *sign* is terrible in the house.
7 There are some horses living in a *stable* / *hive* near my house.
8 The neighbours finally reached a *commitment* / *compromise* on how to share the public park near their houses.
9 We're having *roast* / *baked* chicken on Sunday. Would you like to come for lunch?
10 I could really do with a cup of tea. I'll go and put the *colander* / *kettle* on.

__/10

6 Complete the sentences with one word.

Example: The explosion blew *<u>up</u>* two buildings.
1 Carla was upset when she discovered that dogs weren't _____ in the hotel where she was staying, for health and safety reasons.
2 I was worried that the noise would keep him up last night, but he said that he slept like a _____.
3 I love coffee with whipped _____ on top, even though I know it's not very healthy.
4 Bill has gone _____ the doctor's, but we expect him to be back at about three o'clock.
7 Could you phone me back on my mobile? I'm running _____ of credit so we'll be cut off soon.
6 Rita is obsessed _____ counting calories. She carries a calorie chart everywhere with her.
7 I don't know why they built an _____ swimming pool; they're not going to get much use out of it. It rains 90% of the year where they live.

8 Don't take your mobile phone with you to the exam, the examiners will _____ it if they find it on you.
9 You make _____ eggs by beating the eggs and then cooking them in a pan. You need to keep stirring them.
10 The Queen has had more than 130 official _____ painted of her over the years.

__/10

7 Complete the words in the sentences.

Example: The natives used to hunt with bows and **a***rrows*.
1 She just turned up out of the **b**_____ an asked us to put her and the kids up for two weeks.
2 When I was pregnant, I had to have a **s**_____ every two months where they checked how the baby was growing.
3 Can you put the water on to **b**_____ the pasta? It'll need a few minutes to heat up.
4 I don't know how he got his driving licence, he's as blind as a **b**_____.
5 Scientists at Oxford University are conducting **g**_____- _____ research into the long-term effects of radio waves on the human brain.
6 When my asthma became really bad, my doctor sent me to see a **s**_____.
7 I'd much rather go to destinations that are off the beaten **t**_____ than to visit the popular tourist places.
8 Ruby didn't look well last time I saw her. She lost a lot of weight and was as **t**_____ as a rake.
9 When he said he would quit his job and start his own business I was very **s**_____ about the business, but he seems to be doing a good job.
10 When I was in school, I once did 100 **s**_____ in physical education class. My stomach muscles were very sore for about a week.

__/10

Vocabulary total __/40

Pronunciation

8 Match the words to the same sound.

b**ar**k chi**ck**en j**o**ke prote**ct** rib**s** sau**ce**pan simm**er** st**ea**med str**aw** stu**ff**ed w**i**ld

Example: wor**k**out *chicken*
1 toa**s**ted _____
2 compromi**se** _____
3 sp**e**cies _____
4 fr**ie**d _____
5 awkw**ar**d _____
6 **ph**ysiotherapist _____
7 c**a**ll _____
8 avocad**o** _____
9 ba**ked** _____
10 dep**ar**t _____

__/10

9 Underline the stressed syllable.

Example: sur|vi|vors
1 an|nounce
2 be|sides
3 re|mote
4 an|ti|bi|o|tics
5 stu|bborn
6 post|pone
7 o|ver|ra|ted
8 cap|ti|vi|ty
9 mu|ssels
10 ca|na|ry

__/10

Pronunciation total __/20

Grammar, Vocabulary, and Pronunciation total ___/100

Оценочный лист к типовому заданию (модельный ответ):

Grammar

1
1 to contact
2 talking
3 to think
4 to ring
5 took
6 have waited
7 had
8 won't hear
9 to have
10 asking
11 being
12 have given

2
1 be allowed
2 needn’t have
3 Will
4 start
5 What you need
6 What happened
7 All
8 more and more
9 far
10 Tom’s
11 maths
12 brother’s
3
1 a matter
2 the one
3 Obviously
4 Anyway
5 seems to have
6 seemed
7 looks
8 felt
9 not
10 so
11 but
12 have
13 so
14 such
15 so much
16 such a lot
Vocabulary
4
1 perfume
2 kennel
3 along
4 a blister
5 osteopath
6 picturesque
7 fur
8 figs
9 stride
10 scroll down
5
1 bandage
2 disagrees
3 second-hand
4 roll
5 overrated
6 reception
7 stable
8 compromise
9 roast
10 kettle
6
1 allowed
2 log
3 cream
4 to
5 out
6 with
7 outdoor
8 confiscate
9 scrambled
10 portraits
7
1 blue
2 scan

3 boil
4 bat
5 ground-breaking
6 specialist
7 track
8 thin
9 sceptical
10 sit-ups

Pronunciation

8

1 saucepan
2 ribs
3 steamed
4 wild
5 simmer
6 stuffed
7 straw
8 joke
9 protect
10 bark

9

1 announce
2 besides
3 remote
4 antibiotics
5 stubborn
6 postpone
7 overrated
8 captivity
9 mussels
10 canary

Оценочный лист к типовому заданию (показатели)
Ответы оцениваются в 1 балл за правильный ответ.
Максимальное количество баллов до преобразования – 100.
Максимальное количество баллов после преобразования – 10.

Показатели	9-10 баллов	7-8 баллов	5-6 баллов
Правильные ответы	86-100%	71-85%	56-70%

Оценка сформированности компетенции:
Пороговый уровень: не менее 60 % теста выполнено верно.
Продвинутый уровень: не менее 70 % теста выполнено верно.
Высокий уровень: не менее 85 % теста выполнено верно.

Проверяемая (ые) компетенция (и) (из ОПОП ВО):
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)
Проверяемый индикатор достижения компетенции:
УК-4.2. Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения различных коммуникативных задач на государственном и иностранном (-ых) языках.
Проверяемый (ые) результат (ы) обучения:
Умеет использовать информационно-коммуникационные технологии для поиска информации, необходимой для построения высказываний разного типа на иностранном языке (английский)

Проверяемый индикатор достижения компетенции:
УК-4.1. Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемый стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.
Проверяемый (ые) результат (ы) обучения:
Умеет:
- строить монологическое высказывание по социокультурно и профессионально значимым темам в соответствии с избранным функционально-смысловым типом речи и коммуникативной интенцией (описание, повествование, объяснение, аргументация);
- определять и охарактеризовать прагматическую установку и основные тезисы устного или письменного текста.

Тип (форма) задания: устная презентация (доклад) с опорой на текст

Пример типовых заданий (оценочные материалы):

1 Living in a foreign country can be a very challenging experience. "Culture shock" has been officially identified as a form of long-term psychological stress. Many people are unprepared for the reality of living full-time in a different environment. Using the Internet, prepare a presentation (report) on the differences between Russian and American/British manners.

2 Living in a foreign country can be an exciting and rewarding experience. It can also be a very challenging one. Many people face the reality of living full-time in a different environment. Using the Internet, prepare a presentation (report) on what both cultures (your own and foreign – British or American) have in common.

3 Living in a foreign country can be a very challenging experience. "Culture shock" has been officially identified as a form of long-term psychological stress. Many people are unprepared for the reality of living full-time in a different environment. Using the Internet, prepare a presentation (report) on the problems somebody from your country might experience if they decided to move to an English-speaking country.

4 Living in a foreign country can be a very challenging experience. "Culture shock" has been officially identified as a form of long-term psychological stress. Many people are unprepared for the reality of living full-time in a different environment. Using the Internet, prepare a presentation (report) on what might be difficult for British / American immigrants in your country.

5 What contribution do the different nationalities living in the Russian Federation/ the UK/ the USA make to a multicultural society? How far do you think it is possible to be part of a big country like Russia /the UK/ the USA, and still preserve your national identity? Using the Internet, prepare a presentation (report) on the topic.

6 Do Canada and the USA have a lot in common or do they differ in many aspects? Using the Internet, prepare a presentation (report) on the topic.

7 They say, the British and Americans are two nations divided by the same language. Why is it so? Using the Internet, prepare a presentation (report) on the topic.

8 The world's largest country, spanning two continents, Russia is a particularly intriguing market for the global travel and tourism industry. After hosting the 2014 Winter Olympic Games in Sochi and the 2018 FIFA World Cup, Russia increased its popularity among international tourists. Using the Internet, prepare a presentation (report) on a natural attraction of Russia/ a place of historical or architectural interest/ a tourist attraction from your region.

Оценочный лист к типовому заданию (пример текста-источника для подготовки ответа):

Culture shock refers to the feeling of disorientation experienced by people when they move to an unfamiliar cultural environment or when they are suddenly exposed to a different way of life or set of attitudes. This can be the result of immigration or a visit to a new country, a move between social environments, or simply a transition to another type of life.

Culture shock can be a daunting experience. It might cause depressive and anxious symptoms, but it might also be an enriching experience as it allows you to become aware of how diverse are the cultures of the world and as a result leads one to develop tolerance towards the differences between the different countries. Besides, culture shock provides you with the opportunity to gain a better understanding of your own cultural awareness, standing back from yourself and becoming aware of your own cultural, values, beliefs and perceptions.

A ***Russian Manners vs. British Manners,*** *by Miranda Ingrain*

I always thought that good manners were always good manners, wherever you were in the world. But that was until I married Alexander. We met in Russia, and I always remember when I first met him. He came to my flat one afternoon, and as soon as he came in he said to me, in Russian, *Nalei mnye chai* – which means 'Pour me some tea'. Well, I got quite angry. I couldn't believe that he hadn't used a *Could you ... ?* or a *please*. To me it sounded really rude. But Alexander explained that in Russian it was fine – you don't have to add any polite words.

Some months later I took Alexander home to meet my parents in the UK. But before we went I had to give him an intensive course in *pleases* and *thank yous*. He thought they were completely unnecessary. In the UK he just couldn't understand why people said things like, 'Would you mind passing me the salt, please?' He said, 'It's only the salt, for goodness sake! What do you say in English if you want a real favour?' I also told him how important it was to smile all the time. Poor Alexander – he complained that when he was in England he felt really stupid, 'like the village idiot', because in Russia if you smile all the time people think that you are mad. He was also amazed when we went to a dinner party in England, and some of the food was ... well, it wasn't very nice but everybody – including me – said, 'Mmm ... this is delicious'. In Russia, people are much more direct. The first time Alexander's mother came to our house for dinner, she told me that my soup needed more salt and pepper, that it didn't really taste of anything. I was really annoyed, and later, after she left, we argued about it. Alexander just couldn't see my point. He said, 'Do you prefer your dinner guests to lie?' Actually you know, I think I do. I'd prefer them to say 'That was lovely' even if they didn't mean it.

Anyway at home we now have an agreement. If we're speaking Russian, he can say 'Pour me some tea', and not say 'thank you' when I give it to him. But when we're speaking English, he has to add a *please*, a *thank you*, and ... a smile.

B ***6 Things Americans Do That Drive Brits Crazy,*** *by Ruth Margolis*

American people are some of the friendliest you'll ever meet. But occasionally they do things that we find a bit... eccentric?

1) Before I moved to the USA, I never imagined that my London accent made me sound intelligent. At first the compliments were nice, but then a New York mum asked me to teach her two-year- old how to talk like me. A bit too much, I thought.

2) In America, people in shops say things like 'Ma'am, you have been an awesome customer today' just because I bought some toilet paper. I do not want that.

3) American waiters love to please, but sometimes they're too helpful. Overenthusiastic waiters take away your plate the second it's empty, even if no one else at the table has finished.

4) There's a good reason why Brits only eat this bird at Christmas. Turkey meat is dry and tasteless. But Americans put it in everything – burgers, meatballs, lasagna – everything!

5) We get it, you're proud to be an American. We Brits like our country too, but to your average Brit, hanging a giant flag from your house is a little bit creepy.

6) Having to remove ‘u’s from words like ‘colour’ and change ‘re’ to ‘er’ in words like ‘theatre’ is a headache. And Americans, please note: saying ‘erb’ instead of ‘herb’ and pronouncing ‘fillet’ as ‘fillay’ (without the‘t’) is not clever or sophisticated. You are not French.

C 6 Things Brits Do That Drive Americans Crazy, *by Maria Roth*

We Americans love Brits. They’re so charming and smart! But there are some things about them that we don’t quite understand.

1) When strangers in stores and people on the street make eye contact, nod, or say ‘Hi!’ it’s OK to smile and say hello back. We won’t bite!

2) The authentic British way to prepare vegetables is to put them in boiling water for a fortnight. We Americans think this is weird and unpleasant.

3) Oh, we fat Americans with our big cars and flags! Too many Brits are convinced that this inaccurate picture of us is true, and we are not amused.

4) It seems that some Brits would rather not leave a 15 to 20 per cent tip for their waitress. They may not realize that waiters in the U.S. are paid very low wages and depend on tips to survive.

5) We get it, in British English ‘trousers’ means pants and ‘pants’ are really underwear. And the letter z is ‘zee’ to Americans, but ‘zed’ to Brits. We Americans just have a different way of speaking and writing. It doesn’t mean we’re stupid, and I promise we’re not trying to offend you.

6) Brits are famous for being reserved – they never complain or discuss their problems. But that’s not the way we do things here. We’re more open with our friends, and even with strangers, and when people don’t share we find it strange.

Comparing Canada and the USA

Two of the largest countries in the world, Canada and the United States, share the longest international border, 5,525 miles (8,891 km) and the world’s largest waterfall, the Niagara Falls. In neither country is the capital city the largest city. In the case of Canada, its capital, Ottawa, has a population of over 800,000, nearly 2 million fewer than Toronto, its largest city. In the USA, Washington D.C., the capital, has a population of a paltry532,323 compared with New York s 8.4 million.

While both countries are democracies, their style of government is different. Canada has a parliamentary system similar to the British model. The USA, on the other hand, has a presidential system. Both countries have English as their main language. However, both English and French are official languages in Canada, used by 56.9% and 21.3% respectively, and in the USA, Spanish is used increasingly; it is now the primary language for 38.3 million Americans, about 12% of the population. This is a result of a surge in the Hispanic population.

Although they are such close neighbours, Canadians and Americans don’t always share the same interests, especially in sports. For Americans football (American football not ‘soccer’!), baseball, and basketball are foremost in the popularity stakes, whereas for Canadians, ice-hockey is the predominant winter sport, and lacrosse its oldest, and indeed official, summer sport.

Like many close neighbours, Canadians and Americans often poke fun at each other, usually in stereotypical fashion. Canadian television frequently portrays American as loud, self-opinionated people with limited knowledge of the world outside the USA. Americans joke that they don’t know much about Canadians at all, aside from their passion for ice-hockey, their eternal winters, and the weird way they pronounce their vowel sounds saying, ‘aboot the hoose’ instead of ‘about the house’.

It would be difficult to quantify whether Canada and the USA, two of the largest and closest countries in the world, have more similarities or differences. However, recently *The Economist* magazine ranked Canada as the third most democratic nation worldwide, ahead of all the other countries in North and South America.

Оценочный лист к типовому заданию (показатели):
Ответы оцениваются по показателям в таблице.
Максимальное количество баллов – 5.

Показатели	Баллы
Обучающийся демонстрирует сформированное умение использовать информационно-коммуникационные технологии для поиска и отбора необходимой информации из электронных источников для расширения лингвистических и социокультурных знаний в рамках предметной тематики дисциплины, полное и глубокое понимание изученного материала, способен подробно объяснить сущность рассматриваемого явления, обладает развернутой системой фоновых знаний, связанных с осознанием социокультурных особенностей стран изучаемого языка и их отражения в английском языке. Презентация имеет вводную и заключительную фразы, логически структурирована, представлены средства логической связи, использован активный вокабуляр, наблюдается разнообразие грамматических структур и речевых клише, допускаются единичные грамматические и/или лексические ошибки, фонетическое оформление соответствует норме английского языка	5 баллов
Обучающийся демонстрирует умение использовать информационно-коммуникационные технологии для поиска и отбора необходимой информации из электронных источников в рамках предметной тематики дисциплины, хорошее знание изученных тем и понимание материала, способен в целом объяснить сущность рассматриваемого социокультурного явления, обладает системой фоновых знаний, связанных с осознанием социокультурных особенностей стран изучаемого языка, однако тема раскрыта не полностью, некоторые из сформулированных аспектов задания не освящены. Ответ структурирован, встречаются единичные смысловые ошибки, не хватает средств логической связи, имеется недостаточное количество грамматических структур и речевых клише, допускаются отдельные грамматические и лексические ошибки	4 балла
Обучающийся испытывает сложности с поиском и отбором необходимой информации из электронных источников в рамках предметной тематики дисциплины, демонстрирует удовлетворительное знание изученных тем, дает недостаточно полные и развернутые ответы, допускает ошибки в трактовке явлений,	3 балла

испытывает затруднения в определении связей между общественно-политическими и социокультурными явлениями и спецификой британского/американского сообщества и их отражением в языке. Ответ не структурирован, средства логической связи отсутствуют, допускаются многочисленные грамматические и лексические ошибки	

Проверяемая (ые) компетенция (и) ($_{\text{из ОПОП ВО}}$):

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

Проверяемый индикатор достижения компетенции:

УК-4.5. Демонстрирует умение выполнять перевод текстов с иностранного (-ых) на государственный язык

Проверяемый (ые) результат (ы) обучения:

Умеет использовать адекватные средства русского языка для перевода информации разного типа, представленной на английском языке

Тип (форма) задания: устный перевод текста

Пример типовых заданий (оценочные материалы):

Translate the text. You have 15 minutes to look through the text; you may use a dictionary/the Internet if necessary.

Text №1. Britain: a mix of cultures

Britain has always been a mixture of different nationalities and cultures. The country itself is made up of four nations – England, Scotland, Wales and Northern Ireland – each with its own cultural heritage. Back in the 17th century, Britain became a global power and gained an enormous empire. By the 1920s, the British Empire had reached a territorial size larger than that of any other empire in history and was home to 458 million people – a fifth of the world's population! But forty years later, most of the colonies had gained independence, and immigrants from Britain's former colonies had begun to arrive in the UK and contribute to its multicultural society.

The longest-established ethnic minority in Britain is the black Caribbean population. After World War Two, there was a labour shortage in the UK and people from Jamaica and Trinidad, former British colonies, were encouraged to come and work in Britain. In 1948, 500 came over on the steamship *Empire Windrush*, and throughout the following decade, thousands more arrived. Caribbean culture – especially food and musical styles such as ska and reggae – gradually became part of British life. The Notting Hill Carnival – the biggest street festival in Europe – was started by Caribbean immigrants.

Another wave of immigration to the UK occurred in the 1960s and 1970s. India and Pakistan were formerly part of the British Empire, and many people arrived from those countries. Asians in Britain formed a close community and on the whole retained their own customs and languages. However, Indian food is now part of British culture, with Indian restaurants found all over the country serving curry, one of Britain's most popular meals.

Since the expansion of the European Union in 2004, the UK has seen more immigrants from continental Europe. Most come to work in Britain and then return home after a few years, but others have chosen to settle in their new homeland.

Text №2. Playing with marbles

If you have been to the British Museum in London, you will be familiar with the Elgin Marbles. They are one of the Museum's key exhibits on show in the Duveen Gallery, a grand extension to the Museum which was specially built to exhibit them. The Elgin Marbles mainly originate from the Parthenon in Athens. For that reason they are also referred to as the Parthenon Marbles. They are a collection of sculptures, considered by many artists and critics to be the finest examples of Ancient Greek art there are. They were made between 447 and 432 BC, when the Parthenon was rebuilt after it had been destroyed by the Persians. The collection consist of several statues and fragments of statues from the Parthenon. There are also a few pieces that come from the other temples on the Acropolis.

The Elgin Marbles is a famous yet controversial exhibit. Taken from the Parthenon temple in 1802 by Lord Elgin, the sculptures are considered a crucial part of Greek history – so much so that the Greek government, supported by UNESCO, has repeatedly asked for the marbles to be returned. According to the Greeks, Lord Elgin 'looted' the sculptures as well as seriously damaging the monument; however, the British claim that Elgin had the permission of the Ottoman authorities* to remove them. It wasn't until 1822 during the Greek War of Independence that the Acropolis was handed over to the Greeks, but by then the English Parliament had approved Elgin's acquisition. No one can make the museum give back the marbles; however, the Greek government will go on campaigning for their return until they are back in Athens.

* *At the time Athens had been a part of the Ottoman Empire for some 350 years.*

Text № 3. Saved or stolen?

The world's largest museums have a well-earned reputation as an 'encyclopaedic' museums, with a global story told through millions of objects. It's clear that the museums help us to understand how events that happened at different times and in different places were connected, and how they influenced each other.

What's less clear is how the museums acquired many of the objects on display and whether they should remain there. Some have a well-documented history, but others were stolen from famous archaeological sites or acquired as trophies of war. Imagine having an important national monument from your country kept permanently in another country. How would you feel? Would you try to get the country to return it? It's not surprising that many countries have gone on to ask for their treasures back. However, where they should be kept is a question that is still fiercely debated.

So as you admire the breathtaking objects on display at the museums, think about their legacy. Remember to ask yourself: Does the end justify the means? Is taking an object for a museum that different from theft? And shouldn't important objects be exhibited where they were originally made?

Text №4. Threatened languages

Attempting to draw attention to the critical loss of indigenous languages, the UN has proclaimed 2019 as the International Year of Indigenous Languages. Many languages are on the verge of extinction. Their fate can be compared to that of many animals facing extinction, but they probably receive less global attention than the fate of many animals. Different languages have their quirks which tell us something about being human, and when languages are lost, most of the knowledge that went with them gets lost. People do care about identity as they want to be different. Apart from English, the United Kingdom has a number of other languages; half a million people speak Welsh, several thousand Scots are fluent in Gaelic, the Scottish language, about 400 people speak Cornish while the number of Manx speakers – the language of the Isle of Man – is perhaps as small as 100.

Many threatened languages find themselves in a complex situation. Gaeilge, the Irish language, spoken in the Irish-speaking region of Ireland (the Gaeltacht) provides a good example of this. It is spoken by just under half the population of the Gaeltacht. The number of people learning the language is growing and great progress is also being made in terms of educational provision. But the number of learners does not necessarily help the number of native speakers; for a language to succeed you have to have a high population of active language speakers concentrated in a given geographical area. Based on existing trends, there is a strong threat to the communal use of Irish and, if these trends continue, Irish will not exist as a language in 20 years' time.

Text №5. Minority languages in the British Isles (1)

English is now a truly global language. There are around 375 million native speakers all over the world, and an incredible 1.5 billion people learn it as a second, third or fourth language. It has become the common language of business, international politics and the internet.

It is hardly surprising, then, that when people think of languages in the UK, they only think of English. After all, almost 92% of the population speak it as their first language; and although the rest speak their native tongue at home, English is still their first language at work or at school. But did you know that English isn't the only language native to Britain? In fact, the UK is home to several other indigenous languages.

Most of these languages have their roots in Celtic culture. The Celts are thought to have arrived in Britain around 750 BC, and people have been speaking a variety of Celtic dialects ever since.

But before the Anglo-Saxons arrived in the 5th century, these languages were much more widespread. Over the last 1,500 years, English has grown and developed, spreading across the country and replacing the ancient tongues in all but the most remote regions.

Text №6. Minority languages in the British Isles (2)

Today, around 60,000 people speak Scottish Gaelic. Most of these live in the Highlands or on the islands off the north-western coast. This region of Scottish Gaelic speakers is known as the *Gdidhealtachd* - and you can see the language in the area's names and signs. Thanks to Scottish emigration in the 17th and 18th centuries, Scottish Gaelic communities have developed in Canada, too.

The closest language to Scottish Gaelic is Irish – or *Gaeilge* – a language still spoken in large parts of the Republic of Ireland, especially in the west, and in some areas of Northern Ireland, too. Irish is still very much alive here. It is the first official language of the Republic, and while there are only around 80,000 native speakers, almost everybody has some knowledge of the language. It has grown north of the border, too, with around 10% of the population speaking it regularly.

Irish and Scottish Gaelic are both Goidelic languages, but this is only one of two groups of Celtic languages in the UK. The other is the Brittonic family of languages, which includes Welsh and Cornish in the UK, as well as Breton in northern France.

But the recent growth of languages like Gaelic, Welsh and even Cornish show that you don't have to sacrifice one language to speak another. People in these places – and in other parts of the country, too – have fought to keep their local language alive, often because it is an important part of their identity. Language can provide a unique link to our culture and heritage, and in an era when literally thousands of languages are dying out, that is something worth keeping.

Text №7. Minority languages in the British Isles (3)

In Wales, around 560,000 people speak Welsh, which is almost 20% of the population. The language is particularly common in the north and north-west, and in some towns the majority of the population is Welsh-speaking. In cities like Cardiff, the language isn't quite as popular, with just over 12% of residents speaking it. But even here, Welsh- language schools have become very common, with around 40% of 5-15 year olds having some Welsh.

The Cornish language is similar to Welsh, but far fewer people speak it. The last native speaker died over 240 years ago, and the language was declared extinct in the 19th century. It lived on only in the region's place names, many of which take their names from the Cornish words for *house, hill and cove*. In recent years, however, it has made a comeback. Today, around three to five hundred people speak it fluently. It is even taught in some schools, and is especially popular with young people.

Minority languages like these aren't unique to the UK. Many countries have regional languages that were once widely spoken but have slowly been replaced by more dominant languages. It is a trend that is continuing around the world. In fact, experts predict that around 50% of the world's 6,500 languages could be extinct by the end of the century.

But the recent growth of languages like Gaelic, Welsh and even Cornish show that you don't have to sacrifice one language to speak another. People in these places – and in other parts of the country, too – have fought to keep their local language alive, often because it is an important part of their identity. Language can provide a unique link to our culture and heritage, and in an era when literally thousands of languages are dying out, that is something worth keeping.

Text №8. Great explorers (1)

The tradition of explorers dates back centuries, when intrepid men set off across the ocean to discover new lands. Hundreds of years ago, there were many famous explorers from places like England, Portugal, Italy, France and Spain. One of the reasons they travelled was to find wealth in other places such as gold, silver and spices. Others travelled to expand their king's lands. The public have always looked up to these explorers as heroes, even if they were unsuccessful. Since that time, people have continued to search the world for undiscovered places. They've been to the frozen land of Alaska, the deepest part of the Amazon rainforest, the

depths of the oceans and the tops of the highest mountains. They've even explored space. These days, most places in the world have already been discovered, but there are still plenty of remote regions where it's challenging – and at times dangerous – to get about. Here are three modern-day explorers that have continued the tradition.
Benedict Allen is a British explorer who visits remote places and learns about the people that live there. He became the first person to walk the Skeleton Coast of Namibia in southern Africa, preparing himself for the task by learning from the nomadic Himba tribe. The expedition took Benedict three and a half months, during which he walked about 2,000 kilometres with three unwilling camels. Together they survived extreme temperatures; went over the highest sand dunes in the world and crossed the rocky terrain of the north. During the last twenty years, Benedict's explorations have included crossing the Northeast Amazonian on foot and by canoe. He had also crossed the Amazon Basin at its widest point, single-handed and without the help of a map or compass.

Text №9. Great explorers (2)

The tradition of explorers dates back centuries, when intrepid men set off across the ocean to discover new lands. Hundreds of years ago, there were many famous explorers from places like England, Portugal, Italy, France and Spain. One of the reasons they travelled was to find wealth in other places such as gold, silver and spices. Others travelled to expand their king's lands. The public have always looked up to these explorers as heroes, even if they were unsuccessful. Since that time, people have continued to search the world for undiscovered places. They've been to the frozen land of Alaska, the deepest part of the Amazon rainforest, the depths of the oceans and the tops of the highest mountains. They've even explored space. These days, most places in the world have already been discovered, but there are still plenty of remote regions where it's challenging – and at times dangerous – to get about. Here are three modern-day explorers that have continued the tradition.
In 2010, Ed Stafford, a former British Army captain, completed a record-breaking journey when he became the first person to trek the entire length of the Amazon River. He started at the source of the river, which is in the mountains of Peru, and finished 859 days and about 7,000 km later on the Atlantic coast of Brazil. One of the biggest challenges was dealing with wildlife. Stafford came across electric eels, lethal vipers and giant anacondas. As if that wasn't enough, Stafford suffered an estimated 50,000 mosquito bites and a tropical fly laid its eggs in the skin of Stafford's head. But some of the humans he encountered were even more threatening than the wildlife. Stafford had been warned to stay away from certain notorious villages, but on one occasion he was chased by five or six boats full of angry locals. They were armed with guns and bows and arrows. Stafford thought they were going to kill him. But in fact, the village chief accompanied Stafford for 47 days of the walk and they ended up becoming good friends.

Text №10. Great explorers (3)

The tradition of explorers dates back centuries, when intrepid men set off across the ocean to discover new lands. Hundreds of years ago, there were many famous explorers from places like England, Portugal, Italy, France and Spain. One of the reasons they travelled was to find wealth in other places such as gold, silver and spices. Others travelled to expand their king's lands. The public have always looked up to these explorers as heroes, even if they were unsuccessful. Since that time, people have continued to search the world for undiscovered places. They've been to the frozen land of Alaska, the deepest part of the Amazon rainforest, the depths of the oceans and the tops of the highest mountains. They've even explored space. These days, most places in the world have already been discovered, but there are still plenty of remote regions where it's challenging – and at times dangerous – to get about. Here are three modern-day explorers that have continued the tradition.
Fedor Filippovich Konyukhov is a Russian explorer. He was born on 12 December 1951, on the coast of the Sea of Azov. Since the days of his childhood, he wanted to travel and discover the world, but he didn't just want to visit new places, he wanted to have a challenge too. At the age of 15, he rowed across the Sea of Azov in a fishing boat! By the age of fifty he had accomplished more than forty amazing trips and climbs. These included crossing the Atlantic Ocean fourteen times, once in a rowing boat. Not only is Konyukhov an explorer, he's an artist and a writer too. He's painted more than 3,000 paintings of his travels and he's been the author of many books.

Оценочный лист к типовому заданию (показатели):

5 баллов	4 балла	3 балла	1-2 балла
содержание исходного текста передано верно, стилистические особенности учтены, текст перевода полностью соответствует оригиналу, проявлены глубокие фоновые знания, применен творческий подход к выполнению задания	содержание исходного текста передано верно, стилистические особенности учтены, проявлены фоновые знания, имеются некоторые неточности и недочёты	содержание исходного текста передано в целом верно, стилистические особенности учтены, проявлены некоторые фоновые знания, имеются неточности и недочёты, влияющие на понимание текста	передана основная идея текста, стилистические особенности не учтены, имеются неточности и недочёты, влияющие на понимание текста, в тексте перевода встречаются грамматические ошибки

Оценка сформированности компетенции:
Пороговый уровень: не менее 60 % текста переведено верно.
Продвинутый уровень: не менее 70 % текста переведено верно.
Высокий уровень: не менее 85 % текста переведено верно.

Методические материалы, определяющие процедуру и критерии оценивания сформированности части компетенции при проведении промежуточной аттестации:

Задания предполагают, что обучающиеся должны проявлять активность, самостоятельность, любознательность, демонстрировать умение решать проблемные задачи, грамотно и кратко излагать материал, стрессоустойчивость.

При проведении аттестации обучающийся выполняет тест письменно. Время выполнения теста ограничено 40 мин. При проведении аттестации обучающийся методом свободного выбора выбирает одну из тем для презентации (доклада).

Обучающемуся дается 25 минут на подготовку доклада/5 минут на ответ. При проведении аттестации обучающийся методом свободного выбора выбирает один текст на перевод, выполняет перевод с листа устно. Время подготовки перевода ограничено 15 мин, 5 мин дается на ответ. Обучающийся должен быть готов ответить на вопросы преподавателя.

Оценочный лист ко всем трем заданиям (преобразование результатов)

Показатели	19-20 баллов	17-18 баллов	15-16 баллов	менее 15 баллов
Правильные ответы	86-100%	71-85%	56-70%	менее 55%

Максимальное количество баллов: 20.

Оценка сформированности компетенций:

Пороговый уровень: не менее 60 % заданий выполнены верно. Продвинутый уровень: не менее 70 % заданий выполнены верно. Высокий уровень: не менее 85 % заданий выполнены верно.

Показатели оценивания компетенций

Показатели оценивания компетенций				
Баллы	19-20 баллов	17-18 баллов	15-16 баллов	менее 15 баллов
Уровень	Повышенный (продвинутый, высокий) уровень	Достаточный (базовый) уровень	Пороговый (минимальный) уровень	Отсутствие сформированности компетенции
Показатели	Обучающийся отвечает уверенно, демонстрирует полное владение материалом и терминологией, структура ответа последовательная и логичная, не требует дополнительных вопросов, речь обучающегося соответствует нормам и правилам английского языка. Обучаемый демонстрирует способность творческой деятельности, к решению нетипичных задач, к применению знаний и умений в нестандартных ситуациях	Обучающийся отвечает уверенно, демонстрирует владение материалом и терминологией, структура ответа неполная, требует дополнительных вопросов, речь обучающегося в целом соответствует нормам и правилам английского языка. Обучающийся демонстрирует способность применять знания к решению типовых задач, адаптирует различные варианты к ситуации, не допускает существенных ошибок	Обучающийся отвечает неуверенно, демонстрирует частичное владение материалом, структура ответа удовлетворительная, требует дополнительных вопросов. Обучающийся демонстрирует базовые знания, стандартные условия при выполнении заданий, возможны ошибки	Неспособность обучаемого самостоятельно продемонстрировать наличие знаний при решении заданий, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические задания