

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

для проведения текущей и промежуточной аттестации

по учебной дисциплине

«Практический курс первого иностранного языка»

для направления подготовки

44.03.05 Педагогическое образование (с двумя профилями подготовки)

Профиль «Иностранные языки (английский и немецкий языки)»

1. Описание показателей (дескрипторов) и критериев оценивания компетенций на различных этапах их формирования

Контроль качества освоения дисциплины включает в себя текущий контроль успеваемости и промежуточную аттестацию. Текущий контроль успеваемости и промежуточная аттестация обучающихся проводятся в целях установления соответствия достижений обучающихся поэтапным требованиям образовательной программы к результатам обучения и формирования компетенций.

Компетенции	Показатели (дескрипторы)	Критерии в соответствии с уровнем освоения ОП			Оценочное средство (промежуточная аттестация)
		пороговый (удовлетворительно) 55-69 баллов	стандартный (хорошо) 70-84 балла	эталонный (отлично) 85-100 баллов	
УК-3	Знать	основы социального взаимодействия	свою роль в команде	способы реализации своей роли в команде	Теоретические вопросы, типовые контрольные и практические задания
	Уметь	осуществлять социальное взаимодействие	реализовывать свою роль в команде	добиваться необходимого результата	
	Владеть	основными знаниями социального взаимодействия	знаниями широкого социального взаимодействия	необходимыми знаниями для достижения нужного результата	
УК-4	знать	фонетические, лексические и грамматические явления и закономерности изучаемого языка	литературную и разговорную нормы изучаемого языка	способы взаимодействия с различными субъектами межкультурного общения	
	уметь	воспроизводить речевые образцы для решения различных коммуникативных задач;	учитывать условия общения при выборе адекватных языковых средств;	пользоваться современными техническими средствами, информационными технологиями для решения профессиональных задач	

	владеть	неподготовленной диалогической речью (для поддержания беседы в условиях формального и неформального общения)	навыками точного и адекватного понимания оригинального иноязычного текста разного характера (научный, художественный, публицистический)	навыками восприятия иноязычной речи на слух	
УК-6	знать	основные принципы самовоспитания и самообразования, саморазвития и самореализации,	метод самоуправления временем (тайм-менеджмент) и прием рефлексии (ведение дневника)	приемы использования творческого потенциала собственной деятельности	
	уметь	реализовать намеченные цели собственной деятельности с учетом условий, средств и способностей	учитывать принципы образования для саморазвития и самоорганизации в течение всей жизни	диагностировать проблемы морально-психологического климата в организации.	
	владеть	навыками эмоциональной и когнитивной регуляции для оптимизации собственной деятельности и психологического состояния	основными приемами эффективного управления собственным временем	методиками самоконтроля, саморазвития и самообразования	и
ОПК-5	Знать	основные подходы к оцениванию учебных достижений учащихся	разнообразные подходы к оцениванию учебных достижений учащихся	комплексный подход к оцениванию учебных достижений учащихся	
	Уметь	разрабатывать основные критерии оценивания	разрабатывать критерии оценивания в зависимости от сложности поставленной задачи	применять различные диагностические средства, формы контроля и оценки сформированности образовательных результатов	
					Теоретические вопросы, типовые контрольные и практические задания

ОПК-7	Владеть	разными видами оценивания, понимать цели и значимость оценивания для эффективного процесса обучения	навыками отбора диагностических средств, форм контроля и оценки сформированности образовательных результатов обучающихся	навыками отбора диагностических средств, форм контроля и оценки сформированности образовательных результатов обучающихся на различных образовательных уровнях	Теоретические вопросы, типовые контрольные и практические задания
	знать	формы образовательной деятельности в рамках классно-урочной системы	различные формы образовательной деятельности (лекции, беседы, информационные стенды, печатные материалы), не связанные с аудиторной работой	различные формы образовательной деятельности в широком контексте просветительной деятельности педагога	
	уметь	адаптировать содержание образовательного процесса под индивидуальные условия и возможности каждого участника образовательных отношений	определять состав участников образовательных отношений, их права и обязанности в рамках реализации образовательных программ, в том числе в урочной деятельности, внеурочной	проводить отбор и применение форм, методов и технологий взаимодействия и сотрудничества участников образовательных отношений в урочной деятельности, внеурочной деятельности и коррекционной работе в рамках реализации образовательных программ	
	владеть	основными навыками организации и управления образовательным процессом	навыками организации и управления образовательным процессом с использованием информационно-коммуникационных технологий	разнообразными навыками организации и управления образовательным процессом с использованием информационно-коммуникационных технологий, а также современными приемами повышения мотивации и развития лидерских качеств учащихся	

ПК-1	Знать	основы языковой системы и принципы ее функционирования	особенности языковой системы и принципы ее функционирования с учетом широкого междисциплинарного контекста	понимание фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемых иностранных языков
	Уметь	сопоставлять лексические, грамматические и фонетические особенности родного и иностранного языков;	объяснять образование, значение и употребление лексического и грамматического материала изучаемого языка	активизировать учебный процесс за счет организации групповых заданий и технологий сотрудничества
	Владеть	навыками анализа оригинального материала на ИЯ, отбором и приемами его адаптации в соответствии с целями	приемами анализа оригинального языкового материала с учетом особенностей всех уровней языка	приемами анализа оригинального языкового материала с учетом особенностей всех уровней языка в широком междисциплинарном контексте
ПК-2	знать	основные сведения историко-культурного и социального характера	сведения историко-культурного и социального характера, обеспечивающие толерантное восприятие иной культуры	основные сведения историко-культурного и социального характера, обеспечивающие толерантное восприятие иной культуры и способствующие успешному общению в ситуациях межкультурной коммуникации
	уметь	прогнозировать и интерпретировать феномены коммуникативной деятельности	прогнозировать и интерпретировать феномены коммуникативной деятельности и поведения с точки зрения культурных детерминант	прогнозировать и интерпретировать феномены коммуникативной деятельности с учетом принципов межличностной коммуникации
Теоретические вопросы, типовые контрольные и практические задания				

	владеть	основными коммуникативными стратегиями	коммуникативными стратегиями в соответствии с принятыми нормами и правилами в различных ситуациях	стратегиями идентификации и анализа непонимания при общении на основе знаний культурных различий и их влияния, вербальным и невербальным кодами	
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2. Описание критериев и шкал оценивания результатов обучения по дисциплине

2.1. Критерии и шкалы оценивания результатов обучения при проведении текущего контроля успеваемости

Текущий контроль предназначен для проверки хода и качества формирования компетенций, стимулирования учебной работы обучаемых и совершенствования методики освоения новых знаний. Он обеспечивается проведением семинаров, оцениванием контрольных заданий, проверкой конспектов лекций, выполнением индивидуальных и творческих заданий, периодическим опросом обучающихся на занятиях. Контролируемые разделы (темы) дисциплины, компетенции и оценочные средства представлены в таблице.

№ п/п	Контролируемые разделы дисциплины	Код контролируемой компетенции и/или индикаторы компетенции	Наименование оценочного средства
1	Assessy our knowledge of English. The English word. Word study.	УК-3;4;6 ОПК-5;7 ПК-1; 2	Грамматический тест Лексический тест Монологическое высказывание
2	Terminology. Dealing with Words Dealing with the Sentence	УК-3;4;6 ОПК-5;7 ПК-1; 2	Грамматический тест Лексический тест Монологическое высказывание
3	Dealing with Paragraphs. Ordering of Sentences in a Paragraph. Dealing with Texts	УК-3;4;6 ОПК-5;7 ПК-1; 2	Грамматический тест Лексический тест Монологическое высказывание
4	Punctuation An Approach to Reading Writing Summaries	УК-3;4;6 ОПК-5;7 ПК-1; 2	Грамматический тест Лексический тест

			Монологическое высказывание
5	Grammar in Use: Use of Articles. Grammar in Use: Use of Tenses (Active Voice, passive Voice, Sequence of tenses). Non-Finite Forms of the Verb: The Infinitive	УК-3;4;6 ОПК-5;7 ПК-1; 2	Грамматический тест Лексический тест Монологическое высказывание
6	Dates and Numbers in Oral and Written Communication	УК-3;4;6 ОПК-5;7 ПК-1; 2	Грамматический тест Лексический тест Монологическое высказывание
7	Introduction and Interview (Giving and asking for personal information). A Student of Foreign Languages Department. Students' routine: attending classes and organizing one's self-education path. Time Management.	УК-3;4;6 ОПК-5;7 ПК-1; 2	Диктант-перевод Доклад Презентация Монолог / диалог
8	Healthy Life Style. At the doctor's. Different kinds of sport	УК-3;4;6 ОПК-5;7 ПК-1; 2	Диктант-перевод Доклад Проект: Talk Show Монолог / диалог
9	Olympic games. Healthy Diet. Meals. An Englishman's Meals	УК-3;4;6 ОПК-5;7 ПК-1; 2	Диктант-перевод Доклад Презентация Монолог / диалог
10	Russian Cuisine. Eating Out.	УК-3;4;6 ОПК-5;7 ПК-1; 2	Диктант-перевод Доклад Презентация Монолог / диалог
11	Housekeeping. A flat (house) of my dream. Types of Dwellings.	УК-3;4;6 ОПК-5;7 ПК-1; 2	Диктант-перевод Доклад Презентация Монолог / диалог
12	City life and country life: advantages and disadvantages. Family upbringing. Children upbringing. Generation gap	УК-3;4;6 ОПК-5;7 ПК-1; 2	Диктант-перевод Доклад Презентация Монолог / диалог
13	Money and National Currencies. Shopping. Buying clothes. Buying Food. Small shops, supermarkets and markets	УК-3;4;6 ОПК-5;7 ПК-1; 2	Диктант-перевод Доклад Презентация Монолог / диалог

14	Fashion and Styles	УК-3;4;6 ОПК-5;7 ПК-1; 2	Диктант-перевод Доклад Презентация Монолог / диалог
15	Career Opportunities. My University (departments and professions). System of Education in Russia. System of Education in English-Speaking Countries (UK)	УК-3;4;6 ОПК-5;7 ПК-1; 2	Доклад Презентация
16	System of Education in English-Speaking Countries (USA). Means of travel Travelling a broad. Visa Formalities. Customs Regulations Hotels	УК-3;4;6 ОПК-5;7 ПК-1; 2	Доклад Презентация
17	Technologies Workplace Attending Conferences and Business Meetings	УК-3;4;6 ОПК-5;7 ПК-1; 2	Презентация
18	Comparing Graphs Understanding Visual Information Making a report in English	УК-3;4;6 ОПК-5;7 ПК-1; 2	Презентация
19	Making a presentation using the latest technologies (videoconferencing, webinar, etc)	УК-3;4;6 ОПК-5;7 ПК-1; 2	Презентация
20	Dress Code. Organizing an Event National characters	УК-3;4;6 ОПК-5;7 ПК-1; 2	Сочинение Круглый стол (дискуссия)
21	Feelings and emotions Expressing one's feelings	УК-3;4;6 ОПК-5;7 ПК-1; 2	Сочинение-размышление Круглый стол (дискуссия)
22	Cinema Hollywood	УК-3;4;6 ОПК-5;7 ПК-1; 2	Доклад Сочинение Индивидуальное творческое задание
23	Oscar Ceremony Movie review Art	УК-3;4;6 ОПК-5;7 ПК-1; 2	Доклад Сочинение Индивидуальное творческое задание
24	Painting At an art gallery	УК-3;4;6 ОПК-5;7 ПК-1; 2	Доклад Сочинение Индивидуальное творческое задание

			задание
25	Nature and Climate Ecology and Environment Natural Disasters and Survival Skills	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Диктант Ролевая игра
26	Volunteering and Charitable Organizations. UNICEF Networking and Tools for Personal network management	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Диктант Ролевая игра
27	Writing Your Resume and Cover Letter Globalization: Pros and Cons.	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Диктант Сочинение Ролевая игра
28	Growth and Development. Communication. Deviant behavior. Inclusive education	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа
29	Dealing with the blind and deaf. Crime and Poverty.	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа
30	Academic writing What is Bullying and How to Stop it at School Leadership	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа Дискуссия
31	Youth subcultures Presentations on Youth subcultures Group Projects on Youth subcultures	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа Дискуссия
32	Technology of Behavior Political Tolerance in Multiethnic Societies Case studies on Political Tolerance in Multiethnic Societies	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа Дискуссия
33	Motivation in FLL How to Correct Your Learners' Mistakes	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа Доклад
34	Teaching Young Learners Teaching Phonetics Teaching Grammar	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа Устное сообщение
35	How to Teach a Business Course: ESP; Needs Analysis and Writing a Syllabus	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа Устное сообщение
36	International Exams: IELTS and TOEFL The State Unified Exam in Russia	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Контрольная работа Устное сообщение
37	My Future Career Academic Career Educational and social projects	УК-3;4;6 ОПК- 5;7 ПК-1; 2	Круглый стол (дискуссия)

Критерии и шкала оценивания тестирования

Оценка	Критерий оценки
«зачтено»	Выполнение более 60% тестовых заданий
«не зачтено»	Выполнение менее 60% тестовых заданий

Критерии и шкала оценивания монологического и диалогического высказывания

Решение коммуникативной задачи	2 балла
Умение интересно подать материал, наличие личностного отношения к нему	1 балл
Фонетически правильное оформление речи	1 балл
Грамотность и логичность изложения материала	1 балл
Общее восприятие речи, эмоциональность, убедительность	1 балл
Максимальный балл	6 баллов

Критерии и шкала оценивания докладов

Оценка	Критерий оценки
«зачтено»	Выставляется обучающемуся, если доклад создан с использованием компьютерных технологий (презентация PowerPoint, Flash–презентация, видео-презентация и др.) Используются дополнительные источники информации. Содержание заданной темы раскрыто в полном объеме. Отражена структура доклада (вступление, основная часть, заключение, присутствуют выводы и примеры). Оформление работы, соответствует предъявляемым требованиям. Оригинальность выполнения (работа сделана самостоятельно, представлена впервые)
«не зачтено»	Доклад сделан устно, без использования компьютерных технологий. Содержание доклада ограничено информацией. Заданная тема доклада не раскрыта, основная мысль сообщения не передана.

Критерии оценивания презентаций

Оценка	Название критерия	Оцениваемые параметры
«зачтено»	Тема презентации	Соответствие темы программе учебного предмета, раздела
	Дидактические и методические цели и задачи презентации	Соответствие целей поставленной теме Достижение поставленных целей и задач
	Выделение основных идей презентации	Соответствие целям и задачам Содержание умозаключений Вызывают ли интерес у аудитории Количество (рекомендуется для запоминания аудиторией не более 4-5)
	Содержание	Достоверная информация об исторических справках и текущих событиях Все заключения подтверждены достоверными источниками Язык изложения материала понятен аудитории Актуальность, точность и полезность содержания

Подбор информации для создания проекта – презентации	Графические иллюстрации для презентации Статистика Диаграммы и графики Экспертные оценки Ресурсы Интернет Примеры Сравнения Цитаты и т.д.
Подача материала проекта – презентации	Хронология Приоритет Тематическая последовательность Структура по принципу «проблема-решение»
Логика и переходы во время проекта – презентации	От вступления к основной части От одной основной идеи (части) к другой От одного слайда к другому Гиперссылки
Заключение	Яркое высказывание - переход к заключению Повторение основных целей и задач выступления Выводы Подведение итогов Короткое и запоминающееся высказывание в конце
Дизайн презентации	Шрифт (читаемость) Корректно ли выбран цвет (фона, шрифта, заголовков) Элементы анимации
Техническая часть	Грамматика Подходящий словарь Наличие ошибок правописания и опечаток
«не зачтено»	Выполнение менее 60% оцениваемых параметров

Критерии и шкала оценивания индивидуальных творческих заданий

Оценка	Критерий оценки
«зачтено»	Обучающийся правильно выполнил индивидуальное творческое задание. Показал отличное владение навыками применения полученных знаний и умений при решении профессиональных задач в рамках усвоенного учебного материала.
«не зачтено»	При выполнении индивидуального творческого задания студент продемонстрировал недостаточный уровень владения умениями и навыками при решении профессиональных задач в рамках усвоенного учебного материала. Допущено множество неточностей.

Критерии и шкала оценивания дискуссионных тем для круглого стола

Оценка	Критерий оценки
«зачтено»	Обучающийся полно излагает изученный материал, даёт правильное определение понятий; обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; излагает материал последовательно и правильно с точки зрения норм литературного языка.

«не зачтено»	Обучающийся обнаруживает незнание большей части соответствующего раздела изучаемого материала, допускает ошибки в формулировке материала.
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Критерии оценивания письменных работ (сочинение, диктант, контрольная работа)

Оценка Содержание

- «5»
1. Содержание работы полностью соответствует теме.
 2. Фактические ошибки отсутствуют.
 3. Содержание излагается последовательно.
 4. Работа отличается богатством словаря, разнообразием используемых синтаксических конструкций, точностью словоупотребления.
 5. Достигнуты стилевое единство и выразительность текста.
- В целом в работе допускается 1 недочет в содержании 1-2 речевых недочета.
- «4»
1. Содержание работы в основном соответствует теме (имеются незначительные отклонения от темы).
 2. Содержание в основном достоверно, но имеются единичные фактические неточности.
 3. Имеются незначительные нарушения последовательности в изложении мыслей.
 4. Лексический и грамматический строй речи достаточно разнообразен.
 5. Стиль работы отличается единством и достаточной выразительностью.
- В целом в работе допускается не более 2 недочетов в содержании и не более 3-4 речевых недочетов.
- «3»
1. В работе допущены существенные отклонения
 2. Работа достоверна в главном, но в ней имеются отдельные фактические неточности.
 3. Допущены отдельные нарушения последовательности изложения
 4. Беден словарь и однообразны употребляемые синтаксические конструкции, встречается неправильное словоупотребление.
 5. Стиль работы не отличается единством, речь недостаточно выразительна.
- В целом в работе допускается не более 4 недочетов в содержании и 5 речевых недочетов.
- «2»
1. Работа не соответствует теме. Допущено много фактических неточностей.
 2. Нарушена последовательность мыслей во всех частях работы, отсутствует связь между ними, работа не соответствует плану.
 3. Крайне беден словарь, работа написана короткими однотипными предложениями со слабо выраженной связью между ними, часты случаи неправильного словоупотребления.
 4. Нарушено стилевое единство текста. В целом в работе допущено 6 недочетов и до 7 речевых недочетов

Критерии и шкала оценивания краткого изложения прочитанного текста с элементами анализа

Elements of the analysis	Points		
introduction:	-	-	
author			1
title			1

main characters when and where topic			1 1 1
summary concluding phrase	3 (1/4 of the text)	2 (1/5 of the text)	1 (short)
narrative mode	-	-	1
author's type			1
compositional elements	3 (all elements are mentioned correctly)	2 (there's a mistake in determining the elements)	1 (there are mistakes in determining the elements)
forms of writing examples (briefly)	-	-	1 1
methods of character drawing examples analysis of the examples	-	2	1 1 0 (no analysis)
strong positions: title 1 st paragraph last paragraph	-	-	1 1 1
the author's message	3 (correct evaluation)	2 (just stated)	0 (incorrect)
arguments connected with the author's message	-	2	1 (arguments not connected with the author's message)
stylistic devices connected with the author's message	-	2	1 (stylistic devices not connected with the message)
three-level analysis of the stylistic devices	3 (three-level analysis)	2 (1 part is missing from the analysis)	1 (stylistic devices just mentioned)
phrases	3 (there are phrases in all parts of the analysis)	2 (there are some phrases)	1 (there are few phrases)
your opinion of the text		2	
grammar	3 (no mistakes)	2 (few mistakes)	0 (there are many mistakes)
pronunciation	-	2 (no mistakes)	1 (there are mistakes)
text vocabulary	3 (lots of new words)	2 (few new words)	0 (no new words)

Maximum points possible: 45

“5” – 40-45

“4” – 34-39

“3” – 27-33

“2” – less than 27

Критерии оценивания проекта

Оценка	Критерии	Расшифровка уровня критерия
«зачтено»	Актуальность	Очень современная тема. Отклик на событие. Новые программы и устройства.
		Продвинутая тема, интересная многим
		Углублённое изучение программного материала.
		Проработка и иллюстрирование тем базового курса
	Осведомлённость	Изучено очень много источников. Освоены новые разделы темы. Осведомлённость на уровне эксперта
		Изучено достаточно много источников
		Изучено не очень много источников. Проект на уровне изученного примера рассмотренного на занятиях.
		Материал недостаточно освоен, скопирован, есть ошибки, используются термины без объяснения.
	Научность	Проведено научное исследование темы. Выдвинуты новые идеи, рацпредложения. Проведён анализ. Разработан новый материал.
		Проект практико-ориентированный. Разработаны дидактические материалы.
		Проект реферативный
	Значимость	Разработаны документы готовые к последующему использованию. Разработан справочник, мастер-класс, инструкция доступная любому.
		Собраны материалы, которые после изучения и доработки можно применить. Можно читать как интересную статью.
		Тема раскрыта недостаточно. Изложен материал по учебной теме, имеет значимость только для самого исполнителя.
	Презентабельность (публичное представление)	Оформление в соответствии с требованиями. Полный пакет документов: отчет о работе в текстовом виде + разработанные документы+ презентация для выступления. Оригинальная презентация. Яркое выступление
		Недостатки в оформлении
		Неполный пакет документов
		Слабое оформление
	Оригинальность	Индивидуальное отношение авторов проекта к процессу проектирования и результату своей деятельности. Дополнительные средства оформления. Оценивается оригинальность раскрываемой работой темы, глубина идеи работы, образность, индивидуальность творческого мышления, оригинальность используемых средств
	Качество	оценивается художественный уровень произведения, дизайн элементов оформления, гармоничное цветовое сочетание, качество композиционного решения, наличие перспективы

	Скорость выполнения	2- досрочно, 1 –сдан в срок, 0 – сроки сдачи нарушены
«не зачтено»	Выполнение менее 60% оцениваемых критериев	

2.2. Критерии и шкалы оценивания результатов обучения при проведении промежуточной аттестации

Промежуточная аттестация предназначена для определения уровня освоения всего объема учебной дисциплины. Для оценивания результатов обучения при проведении промежуточной аттестации используется 100-балльная шкала.

Основные виды систем оценивания

Европейская	100-балльная	4-балльная	2-балльная
A	94-100	отлично	зачтено
A-	90-94		
B+	85-89		
B	80-84	хорошо	
B-	75-79		
C+	70-74		
C	65-69	удовлетворительно	
C-	60-64		
D	55-59		
F	50-54	неудовлетворительно	не зачтено

Например:

1. Промежуточная аттестация предназначена для определения уровня освоения всего объема учебной дисциплины. Для оценивания результатов обучения при проведении промежуточной аттестации используется двухбалльная шкала: «зачтено», «не зачтено».

Шкала оценивания	Критерии оценивания	Уровень освоения компетенций
«зачтено»	Обучающийся правильно ответил на теоретические вопросы. Показал отличные знания в рамках учебного материала. Правильно выполнил практические задания. Ответил на все дополнительные вопросы	Эталонный
	Обучающийся с небольшими неточностями ответил на теоретические вопросы. Показал хорошие знания в рамках учебного материала. С небольшими неточностями выполнил практические задания. Ответил на большинство дополнительных вопросов	Стандартный
	Обучающийся с существенными неточностями ответил на теоретические вопросы. Показал удовлетворительные знания в рамках учебного материала. С существенными	Пороговый

	неточностями выполнил практические задания. Допустил много неточностей при ответе на дополнительные вопросы	
«не зачтено»	Обучающийся при ответе на теоретические вопросы и при выполнении практических заданий продемонстрировал недостаточный уровень знаний и умений. При ответах на дополнительные вопросы было допущено множество неправильных ответов	Компетенции не сформированы

2. Промежуточная аттестация предназначена для определения уровня освоения всего объема учебной дисциплины. Для оценивания результатов обучения при проведении промежуточной аттестации используется четырехбалльная шкала: «Отлично», «Хорошо», «Удовлетворительно», «Неудовлетворительно».

Шкала оценивания	Критерии	Уровень освоения компетенций
Отлично	наличие глубоких и исчерпывающих знаний в объеме пройденного программного материала, правильные и уверенные действия по применению полученных знаний на практике, грамотное и логически стройное изложение материала при ответе, знание дополнительно рекомендованной литературы	Эталонный
Хорошо	наличие твердых и достаточно полных знаний программного материала, незначительные ошибки при освещении заданных вопросов, правильные действия по применению знаний на практике, четкое изложение материала	Стандартный
Удовлетворительно	наличие твердых знаний пройденного материала, изложение ответов с ошибками, уверенно исправляемыми после дополнительных вопросов, необходимость наводящих вопросов, правильные действия по применению знаний на практике	Пороговый
Неудовлетворительно	наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы.	Компетенции не сформированы

3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

3.1. Оценочные средства текущего контроля успеваемости

Семестр 1. Разделы 1-6

Грамматический тест

Complete the following situations applying the sequence of tenses rules.

1. The doctor said that if I (to take) a warm bath just before I (to go) to bed, I (to feel) much better soon. I (to be) ill for two days already.
2. The teacher warned the boy that he (to fail) his English exam if he (not to work) hard. It's the second time she (to tell) him about it but it (to seem) to me he (not to believe) her.
3. My mother said to me that by the end of the month the Post Office (to send) us a bill which we (not to be able) to pay because I (to talk) on the phone for hours every day.
4. My parents asked me when my guests (to come) the next day and if I (to be going) to cook the Sunday dinner. I answered that we (to decide) to go to the restaurant.
5. The teacher said that we must (to be) careful because even if we (to make) any mistakes she (not to give) us any additional time to correct them.
6. I was grateful to my friend that he (to repair) my TV-set. It (to work) perfectly for years already.

Right / wrong – sequence. Find the mistake and correct it.

a) right

b) wrong

1. I wonder what does he do all day long.
2. She asked them what colour were they going to paint the living room.
3. The customs officer asked Dan if he has got anything to declare.
4. They said that the lecture was to begin in the afternoon.
5. I'd like to know where are they.
6. Could you tell me why you look so upset.
7. I was sorry that I couldn't meet her after classes.
8. I don't know why they had not kept their promise to take us with them.
9. Why didn't you say that we must translate the whole article?
10. We were told that our parents will be coming back on Saturday.

Supply appropriate prepositions in the following passive constructions.

1. Though the question had been discussed for a long time no decision was arrived ...
2. The visit of this delegation is widely commented ... in the newspapers.
3. He left for Australia five years ago and he hasn't been heard ... since.
4. I'm sure your idea of spending the week-end in town will be strongly objected ...
5. Unfortunately our work was constantly interfered ...
6. His presence at the meeting will be insisted ...
7. Don't say foolish things. You'll be laughed ...
8. Mr. Brown is such an experienced lecturer. I'm sure he will be listened ... with great attention when he gives his lecture on Modern Art.
9. I felt I was being looked ... and turned around.
10. The children should be looked ... better. They look so grubby.
11. The key has been looked ... since morning but it's nowhere to be found.
12. A shop was broken ... last night. A man was seen leaving it.

Right / wrong – Passive voice. Find the mistake and correct it.

A) right

B) wrong

1. By four o'clock Nick was tired of fishing.
2. These bushes have grown so high that they block the window.
3. Since all our matches had soaked when the boat turned over we could not make a fire.
4. Joan's face was covered with scratches and his clothes was torn and dirty.
5. The plane wasn't delayed in Colorado.
6. The letter has to sign the chief of police.
7. Peaches can be bought here for 10 each.
8. Jim laughed as he fell into the water.
9. The meeting was to be continued after lunch.

Лексический тест
How large is your English vocabulary?

Evaluate your word knowledge (decontextualized).

How well do you know each of them? (place the appropriate symbol before each word.)

- 0- Unknown
- 1- Not sure
- 2- Known

alternative	analyse	approach
arbitrary	assess	assign
assume	compensate	complex
concept	conclude	consist
constant	construct	context
criterion	data	define
denote	derive	devise
dimension	distinct	dominate
element	environment	equate
equivalent	establish	evaluate
evident	facilitate	formula
guarantee	hypothesis	identify
ignore	illustrate	impact
imply	indicate	initial
interpret	involve	magnitude
method	minimum	modify
negative	obvious	potential
presume	prime	proceed
publish	pursue	random
range	region	require
restrict	role	similar
specify	status	subsequent
suffice	summary	technique
tense	ultimate	usage
valid	vary	vertical

Монологическое высказывание

Read the following texts. Express your opinion

WORDS ON WORDS

(Some Thoughts About How, and What, Words «Mean»)

Text A. (from *Through the Looking Glass* by Lewis Carroll «Humpty Dumpty» — Chapter VI)

«When I use a word,» Humpty Dumpty said, in rather a scornful tone, «it means just what I choose it to mean — neither more nor less.»

«The question is,» said Alice, «whether you can make words mean so many different

things.»

«The question is,» said Humpty Dumpty, «which is to be master — that's all.»

Alice was too much puzzled to say anything; so after a minute Humpty Dumpty began again. «... I can manage the 10 whole lot of them! Impenetrability! That's what I say!»

«Would you tell me, please,» said Alice, «what that means?» «... I meant by "impenetrability" that we've had enough of that subject, and it would be just as well if you'd mention what you mean to do next, as I suppose you don't mean to stop here 15 all the rest of your life.»

«That's a great deal to make one word mean,» Alice said in a thoughtful tone.

«When I make a word do a lot of work like that,» said Humpty Dumpty, «I always pay it extra.»

Text B. (from Lewis Carroll's Symbolic Logic, quoted on p.269 of The Annotated Alice, ed. Martin Gardner)

...I maintain that any writer of a book is fully authorized in attaching any meaning he likes to any word or phrase he intends to use. If I find an author saying, at the beginning of his book, «Let it be understood that by the word "black" I shall always mean "white", and that by the word "white" I shall always mean "black,» I meekly accept this ruling, however injudicious I may think it.

Text C. (from «The Philosopher's Alice in Wonderland,» by Roger W. Holmes, in the Antioch Review, Summer, 1959, also quoted in The Annotated Alice fp.2701)

«May we ... make our words mean what we choose them to mean? One thinks of a Soviet delegate using "democracy" in a U.N. debate. May we «pay our words extra,» or is this the stuff that propaganda is made of? Do we have an obligation to past usage? In one sense words are our masters, or communication would be impossible. In another we are the masters; otherwise there could be no poetry.»

Text D. (from «Words, on Words,» the acceptance speech delivered by Vaclav Havel, on receiving the Peace Prize of the German Booksellers Association on October 15, 1989; reprinted in «The New York Review of Books,» January 18, 1990)

(1) Words can have histories too.

(2) There was a time, for instance, when, for whole generations of the downtrodden and oppressed, the word socialism was a mesmerizing synonym for a just world, a time when, for the ideal expressed in that word, people were capable of sacrificing years and years of their lives, and their very lives even. I don't know about your country, but in mine, that particular word — «socialism» — was transformed long ago into just an ordinary truncheon used by certain cynical, parvenu bureauc rats to bludgeon their liberal-minded fellow citizens from morning until night, labeling them «enemies of socialism» and «antisocialism forces.» It's a fact: in my country, for ages now, that word has been no more than an incantation that should be avoided if one does not wish to appear suspect.

(3) I was recently at an entirely spontaneous demonstration ...protesting the sell-off of one of the most beautiful parts of Prague to some Australian millionaires. When one of the speakers there, loudly decrying the project, sought to bolster his appeal to the government by declaring that he was fighting for his home in the name of socialism, the crowd started to laugh. Not because they had anything against a just social order, but quite simply because they heard a word which has been in-canted for years and years in every possible and impossible context by a regime that only knows how to manipulate and humiliate people.

(4) What a weird fate can befall certain words! At one moment in history, courageous, liberal-minded people can be thrown into prison because a particular word means something to them, and at another moment, people of the selfsame variety can be thrown into prison because that word has ceased to mean anything to them, because it has changed from a symbol of a better

world into the mumbo jumbo of a doltish dictator.

(5) No word — at least not in the rather metaphorical sense I am employing the word «word» here — comprises only the meaning assigned to it by an etymological dictionary. The meaning of every word also reflects the person who utters it, the situation in which it is uttered, and the reason for its utterance. The selfsame word can, at one moment, radiate great hopes, at another, it can emit lethal rays. The selfsame word can be true at one moment and false the next, at one moment illuminating, at another, deceptive. On one occasion it can open up glorious horizons, on another, it can lay down the tracks to an entire archipelago of concentration camps. The selfsame word can at one time be the cornerstone of peace, while at another, machine-gun fire resounds in its every syllable.

(6) Gorbachev wants to save socialism through the market economy and free speech, while Li Peng protects socialism by massacring students, and Ceausescu by bulldozing his people. What does that word actually mean on the lips of the one and 50 the lips of the other two? What is this mysterious thing — [«socialism»] — that is being rescued in such disparate ways?

Семестр 2. Разделы 7-14

Диктант-перевод

Family Upbringing and Housekeeping

- Учитель русского языка всегда придирается ко мне и не ставит хорошие оценки, даже если я готов к урокам.
- Она никогда не верила в мою любовь.
- Я не знаю, как убедить вас в правдивости моих слов. Я до посинения вам это доказываю.
- Я хочу убедиться в правильности вашего решения.
- Ее слова обидели ребенка. Он проплакал весь вечер.
- Было бы честно пригласить на торжество всех наших родственников.
- Родители Энн не разрешают ей гулять допоздна. Они считают, это слишком опасно.
- Психологи считают, что проблема детской ревности – одна из самых важных в семье.
- Мэри легко находит новых друзей. Она очень общительная.
- Я не люблю, когда меня обвиняют в том, чего я не делал.
- Есть такие люди, которые стараются получить выгоду из всего.

Перечень примерных тем для докладов / презентаций / монологических или диалогических высказываний








- The problems of modern family.
- An only child in the family: advantages and disadvantages.
- A child is a mirror of his parents.
- The problems of the youth in modern society.
- Keeping to a diet.
- Shopping is a kind of disease nowadays.
- In a healthy body is a healthy spirit.
- My favourite season.
- The problems of climate on the Earth.
- The problems of climate and ecology on our planet.



- The topic of seasons in arts.

Проект

Popular Talk Show: Today's Evening

Topic: Can a medical case change people's life?

	<p>Host of the show: announces the topic; introduces the guests; asks questions; interrupts the speakers when necessary; ends the show. Does everything to increase the show's rating.</p>
	<p>Guest 1. The Mother of the boy from "The Day's Wait". She presents her own version of the events described in the story.</p>
	<p>Guest 2. The Boy. He tells about his personal emotions and impressions which were hidden in the story told by his father.</p>
	<p>Guest 3. John Smith, an American soldier and Luz's boyfriend from "A Very Short Story". He tells about his wound, operation, staying at the hospital and love to a nurse.</p>
	<p>Guest 4. Luz, a typical young girl of the war time who wants to be happy in spite of murder, blood and sufferings.</p>
	<p>Expert 1. A famous Doctor who knows everything about medicine.</p>
	<p>Expert 2. A famous Writer who knows everything about life.</p>

	<p>Expert 3. A Teacher, who worries about moral degrading of the younger generation</p>
	<p>Audience (asks questions; comments; judges, etc.)</p>

Семестр 3. Разделы 15-16

Темы для докладов / презентаций

1. Travelling across my country.
2. Travelling abroad.
3. My favorite place in the world.
4. Travelling is my life style.

Семестр 4. Разделы 17-21

Примерные темы для презентаций

1. Technologies
2. Workplace
3. Attending Conferences and Business Meetings
4. Comparing Graphs
5. Understanding Visual Information
6. Making a report in English

Примерные темы для сочинения-размышления / дискуссии

- Healthy Way of Life: What is it?
- The generation gap is a problem for a modern family.
- The parents are their children's real friends.
- Very little is needed to make your life happy.
- Work done, have your fun.
- Modern young people can be called the tele-computer generation.
- You shouldn't be afraid to make a mistake, only then you will be lucky.
- Harmonious co-existence of every component is the only means of saving the planet.

Семестр 5. Разделы 22-24

Темы докладов (сочинений)/ диалогических высказываний

1. My favorite painter.
2. Great English painter.

3. Great Russian painter.
4. The most famous museums and galleries.

Темы для индивидуальных творческих заданий

1. Write a synopsis of the original script (screen adaptation) which may be produced. Say, who will be a film director, a camera-man, a costume designer, leading actors, etc. Justify your point of view.
2. Give a review of a film you have recently seen. Explain your likes and dislikes.

Семестр 6. Разделы 25-27

Диктант

Seasons and Weather

A year has four seasons and twelve months. Winter, spring, summer and autumn are four seasons of a year. December, January and February are winter months. March, April and May are spring months. June, July and August are summer months. September, October and November are autumn months.

Do you know rhymes about seasons? Here is one.

Spring is green.

Summer is bright.

Autumn is yellow.

Winter is white.

Winter is the season of snow. It's so cold in winter. Winter is beautiful, it often snows. Trees, fields, gardens, parks, streets and houses are white with snow. The sky is blue and grey. The shortest day in the year is the 22d of December. Winter is a good time for sports. Children and grown-ups enjoy skiing and skating. They also can play snowballs and make snowmen. The students have holidays in winter. We celebrate the New Year, decorate a fir-tree and put presents under it. We lay the table with tasty food, write new year cards and send them to our relatives and friends.

In spring nature awakens from her long winter sleep. The days grow longer. The trees are covered with young green leaves. The weather becomes warmer. The sun shines brightly, the sky is blue and cloudless. The ground is covered with young fresh grass. The woods are filled with merry songs of birds. There are many beautiful flowers in May: tulips, lilac. "April showers bring May flowers". We can go for a walk and play a lot outdoors.

Summer is a bright season. It has many colours. Flowers are red, blue and yellow. Trees are green, clouds are white, the sky is blue. In summer the sun rises very early and goes down late in the evening. The days become longer. It is warm and sometimes very hot. People can go to the forest to gather berries and mushrooms. We can also swim in the river and play outdoors all day long. There are the longest school holidays in summer.

Autumn is a beautiful season of fruit and vegetables. The leaves on the trees are yellow, red, brown and green. It is usually warm in September. The school year begins. On the 1-st of September we are glad to see our friends at school after long summer holidays. In October it becomes colder and the weather is often rainy. The leaves change their colours and fall off. The days are shorter than in summer, the sky is grey and the clouds are dark. In autumn we plant garlic in our kitchen orchard, also we plant crocuses, tulips and daffodils in the garden. The flowers look will lovely in spring.

Each season is beautiful in its own way. Why cry about bad weather? Enjoy each moment of our life!

When the weather is wet – we mustn't fret,
When the weather is cold – we mustn't scold,
When the weather is warm – we must not storm,
But be thankful together whatever the weather!

Примерный диалог в форме ролевой игры

WeatherinRussia

Две студентки (одна с юга, другая из Сибири) разговаривают о климате своих родных мест. Южанке не нравится климат Москвы. Ей кажется, что зимой здесь очень холодно, а лето часто дождливо. Сибирячке тоже не нравится московская зима. Хотя морозы в Сибири достигают 30–35°, переносятся они легче, так как почти нет ветра и воздух сухой. В Москве зимой снег часто тает, иногда моросит дождь. Погода – сырая, холодная. Небо в основном пасмурное и серое. Настроение – депрессивное.

Семестр 7. Разделы 28-29

Контрольная работа по вокабуляру

Courtsandtrials.

1. Translate the following words and word combinations into English:

суды первой инстанции, суды общих тяжб, апелляционный суд, верховный суд США, уголовное дело, мисдиминор, предумышленное убийство, грабеж, кража, злоупотребление властью, кража со взломом, изнасилование, похищение человека, обвиняемый, подзащитный, ответчик, истец, прокурор, адвокат, присяжные, свидетель, подать иск, заявление, ордер на арест, представить доказательства, улики, тяжкое преступление, перекрестный допрос, возражение, приговор, исправительное учреждение, пожизненное заключение, скамья подсудимых, зал судебного заседания.

2. Answer the following questions using vocabulary units:

1. What is the dual system existing in the USA? What three levels of courts does it consist of?
2. Who are the participants in the legal procedure?
3. What kinds of offences are known to you?
4. What penalties and sentences are imposed in the US courts?
5. What is the duty of US Supreme court?
6. What kind of civil matters are brought to common pleas courts?

Семестр 8. Разделы 30-32

Пример контрольной работы

Make up detailed examples (situations), using the following words and phrases and other words / expressions describing feelings and emotions experienced by people:

can't stand

get cold feet

deep down

have second thoughts

go blank

figure out
be kidding
get over
can't bear
be out on a limb
get me down
draw a blank
be at odds with
be tongue-tied
content
excited
convinced
flattered
furious
short-tempered
grouchy
hyper
devastating
thrilling
devastated
worrisome
nerve-racked
nerve-racking
unnerving
fallout

Вопросы для дискуссии

Youth subcultures

- What is subculture?
- What is a youth subculture?
- What aspects of youth subcultures do the functionalist, marxist, interactionist, post-structuralist theories single out? Which aspect do you consider of primary significance when characterizing youth subcultures? Why?
- What is a scene? Offer possible Russian equivalents for this word.
- What causes subcultures to appear?
- What were the subcultures like at the beginning of the 20th century?
- What was at the centre of a European and American subcultures in the 1920s?
- How did gangs appear?
- Why was the art world the spiritual home of most subcultures?
- What were some of the consequences of the depression?
- What new subcultures developed during the World War II? Why?
- What subcultures appeared after the World War II?
- Which new trends came into prominence and which old ones developed in the 1950s? What were subcultures mainly based on in 1960s?
- How did the already existing subcultures transformed in the 1970s?
- What new subcultures gained popularity in 1970s? Why?
- Did the 1980s differ from the previous decades? In what respect?
- What subcultures opposed each other in the 1980s?
- What were subcultures centered around in the 1990s?

- What did the new technological developments change?
- What artificial subcultures were created in the 1990s? Were there any precedents earlier? Which ones?
- What new possibilities came with the advance of technology?
- What meeting places were popular with different subcultures?
- Were there any subcultures that lasted through the whole century? Which subcultures transformed? Which stopped to exist?

Семестр 9. Разделы 33-36

Контрольная работа по вокабуляру

Teaching.

1. Translate the following words and word combinations into English:

абитуриент, первокурсник, второкурсник, студент старших курсов, магистрант, студент вечернего отделения, преподавательский состав, доцент, профессор, декан, заместитель декана, ректор университета, попечительский совет, студенческое самоуправление, институт дополнительного образования, отдел по трудоустройству студентов, учебный год, сессия, летние каникулы, зачет, специальность, курс по выбору, студент-практикант, передача, читательский билет, бакалавр гуманитарных наук, магистр, доктор наук, стипендия, плата за проживание в общежитии.

2. Answer the following questions using vocabulary units:

1. What steps do students have to take to enroll in a college/university for admission?
2. What financial assistance are applicants eligible for?
3. What is a GPA?
4. What is an undergraduate student? A graduate student?
5. What are the three types of schools in higher education?
6. What are the peculiarities of the curricula offered by a college or a university?

Темы для устных сообщений

Agree or disagree with the following statement. Enlarge on it using your active vocabulary.

1. "There is a brilliant child locked inside every student." (Marva Collins)
2. "The only source of knowledge is experience." (Albert Einstein)
3. "The important thing is not to stop questioning. Curiosity has its own reason for existing." (Albert Einstein)
4. "Learning, regardless of how it is defined, is ultimately the responsibility of the learner, not the teacher." (Bob Kizlik)
5. "The bad teacher's words fall on his pupils like harsh rain; the good teacher's, as gently as dew." (Talmud: Ta'anith 7b)
6. "Education is like a double-edged sword. It may be turned to dangerous uses if it is not properly handled." (Wu Ting-Fang)
7. "One learns how to teach and get better at it by actually teaching, analyzing results, and using feedback to improve. Teacher education programs do not teach people how to teach; at best, they prepare students to learn the needed professional skills once they begin teaching." (Bob Kizlik)
8. "I am a teacher! What I do and say are being absorbed by young minds who will echo these images across the ages. My lessons will be immortal, affecting people yet unborn, people I will never see or know." (Ivan Welton Fitzwater)
9. "Good teachers are costly, but bad teachers cost more." (Bob Talbert)

10. "It is the supreme art of the teacher to awaken joy in creative expression and knowledge."
(Albert Einstein)
11. "Learning is something students do, NOT something done to students." (Alfie Kohn)
12. "Courses in education given at...teachers' colleges have traditionally been used as a substitute for genuine scholarship. In my opinion, much of the so-called science of "education" was invented as a necessary mechanism for enabling semi-educated people to act as tolerable teachers." (Sloan Wilson)

Семестр 10. Раздел 37

Темы для Круглых столов (дискуссия)

1. The image of a modern teacher in contemporary books and movies.
2. New challenges in education and career planning.
3. What's your line? Teaching is not for everyone.
4. Teaching in Russia and abroad.
5. Secondary and higher education in Russia and abroad.

3.2. Оценочные средства промежуточной аттестации

В данном разделе представляются теоретические вопросы (для оценки знаний), типовые контрольные задания (для оценки умений), типовые практические задания (для оценки навыков и (или) опыта деятельности).

Семестр 1. Разделы 1-6. Экзамен

Пример экзаменационных заданий

1. Listen to the text and do the given tasks.
2. Present to foreign students a 3-minute talk on Zabaikalsky State University. Speak on the structure of the university, your study and extracurricular activities. Use the following words and expressions: *быть основанным; факультет; кафедра; ректорат; деканат; заведующий кафедрой; старший преподаватель; заместитель декана; основные и дополнительные дисциплины; первокурсник; дневное отделение; заочное отделение; практика в школе; стипендия.*

Пример текста для аудирования (задание 1)

A phone call from a customer

Junko: Hello, Junko Mori speaking. How can I help you?

Andrea: Hi, Junko, it's Andrea here from Red Band. I'm calling about our latest order.

Junko: Everything arrived OK, right? We got the delivery confirmation at our end.

Andrea: Yes, everything's fine with the order. I'm calling about the invoice and the payment terms. I need a favour.

Junko: A favour? What do you need?

Andrea: This is a little, er ... difficult, but I need an extension on the payment terms. I know they're usually 30 days, but we're having some cash flow problems. You'd really be helping us out if you could extend it to 60 days.

Junko: I'm not sure if I can do that, Andrea. We've got regulations at our end, and also have to manage our own cash flow.

Andrea: I promise this won't become the norm, Junko. Actually, I also want to place another new order. The same size order as last time. It's for an important customer and they pay on delivery.

Junko: I see. So your cash flow problem will be solved after this new order is delivered.

Andrea: Exactly.

Junko: That sounds good. Hold on, Andrea. Let me see what I can do. Yes, I think we can make an exception this time.

Andrea: That's great, Junko. I appreciate your help.

Junko: And we appreciate your business, Andrea. It works both ways.

Andrea: Thanks again, Junko. Can you send me a quick email confirmation of the payment terms extension?

Junko: Sure, no problem. We're happy to help you.

Andrea: Great. And I'll email you the new order.

Junko: Thanks. I'll keep an eye out for it. Talk to you soon.

Andrea: You too. Goodbye.

Task. Are the sentences true or false?

1. The delivery hasn't arrived yet. True / False
2. Andrea is having cash flow issues and needs a payment extension. True / False
3. Andrea usually asks for an extension of the payment terms. True / False
4. Andrea has a new order to place, even bigger than the last one. True / False
5. Junko can extend the payment terms on the last order to 60 days. True / False
6. Junko will send Andrea an email confirmation. True / False

Семестр 2. Разделы 7-14. Экзамен

Пример экзаменационных заданий

1. Listen to the text and do the given tasks.
2. You have recently returned from New York. What can you say about eating out there? Use the following words and expressions: *закусочная; хот-дог; ресторан быстрого питания; ресторан, где можно заказать еду, не выходя из автомобиля; гастроном (магазин готовой еды); еда на вынос; «клубный» сэндвич; кафетерий; большой выбор отличных и недорогих предложений.*

Пример текста для аудирования (задание 1)

Students' discussion

Teacher: So you've got a few minutes to discuss with your partner.

Student 1: So, as far as I know, the main similarity between Mars and Earth is that they can both support human life.

Student 2: Yeah, but do we know that's actually true? I mean, Mars is much colder than Earth, isn't it? It says here it's about minus 55 degrees most of the time, whereas on Earth only places like Antarctica get that cold.

Student 1: True. Well then, I suppose you could say both planets are a similar distance from the Sun?

Student 2: No way! Mars is much further away! It says here it's about 228 million kilometres, while Earth is about 150 million.

Student 1: Yes, but in space that's not that far. Jupiter is, like, almost 780 million kilometres. That's why we use astronomical units when we talk about distances in space. Earth is 1 astronomical unit from the Sun and Mars is 1.3. The difference doesn't sound so big when you look at it that way.

Student 2: I see what you mean. Jupiter is 5.2 astronomical units so I guess you're right. What other similarities are there between the two planets?

Student 1: Let's see ... not the colour, obviously!

Student 2: Yeah! Earth is called the blue planet and Mars is called the red planet for pretty obvious reasons!

Student 1: Their sizes are pretty different. Mars is about half the size of Earth.

Student 2: What about this? It looks like the days on both planets are almost the same length. Earth's day is 24 hours but Mars's is about half an hour longer.

Student 1: You're right. OK, any other things they both share?

Student 2: I suppose you could say they have water in common.

Student 1: Could you? How?

Student 2: Well, Earth is 70 per cent water and Mars probably had huge oceans in the past. It's just that most of the water there now is probably frozen.

Student 1: Ah, I see. I don't think we can say the air is the same, though. Most of Earth's air is nitrogen and oxygen, but Mars ...?

Student 2: Mars doesn't really have air, not compared with Earth. It's got about one per cent as much air as Earth.

Student 1: Right, and it's mostly carbon dioxide.

Student 2: Gravity is another difference. I didn't know this, but Mars has higher gravity than the Moon. But it's much less than on Earth, of course.

Student 1: Oh, yes. It says Mars has about 38 per cent of Earth's gravity.

Teacher: OK, let's see what you've found ...

Task. Complete the sentences with words from the box.

astronomical nitrogen frozen support Gravity same

1. Most people think Mars can human life.
2. We measure distances in space using units.
3. The two planets aren't the colour.
4. Most of the water on Mars is probably
5. The air on Earth is mostly made up of
6. on Mars is just over one third as strong as on Earth.

Семестр 3. Разделы 15-16. Зачет

Примерные вопросы для зачета

1. The generation gap is a problem for a modern family.
2. The parents are their children's real friends.
3. Very little is needed to make your life happy.
4. Work done, have your fun.
5. Modern young people can be called the tele-computer generation.
6. You shouldn't be afraid to make a mistake, only then you will be lucky.
7. Harmonious co-existence of every component is the only means of saving the planet.

8. Seasons, weather and our health.
9. The weather is a thing that is beyond me altogether.
10. Mysterious weather phenomena.

Семестр 4. Разделы 17-21. Экзамен

Пример экзаменационных заданий

1. Agree or disagree with the statement. Use as many vocabulary units as possible:
Cheating in exams is the only way out for lazy students to pass their exams.
2. Speak on the following topic:
The main strategies of getting a job.

Семестр 5. Разделы 22-24. Зачет

Примерное задание для зачета

Read the following text for obtaining the information. Make a summary of it and express your attitude to the topic. What is your favorite film genre?

Film Genres

All moviegoers are familiar with the idea of genre, even if they don't know the term. The word *genre* is originally French, and it simply means 'kind' or 'type'. It is related to another word, *genus*, which is used in biological sciences to classify groups of plants and animals. When we speak of film genres, we're indicating certain types of movies. The science-fiction film, the action picture, the comedy, the romance, the musical, the Western—these are some genres of fictional storytelling in cinema.

Scientists can usually place plants or animals within a single genus with confidence, but film genres lack that sort of scientific precision. Instead genres are convenient terms that develop informally. Filmmakers, industry decision makers, critics, and viewers all contribute to the formation of a shared sense that certain films seem to resemble one another in significant ways. Genres also change over time, as filmmakers invent new twists on old formulas. Thus defining the precise boundaries between genres can be tricky.

The popular cinema of most countries rests on genre filmmaking. Germany has its *Heimatfilm*, the tale of small-town life. The Hindi cinema of India produces *devotionals*, films centering on the lives of saints and religious figures as well as mythologicals derived from legend and literary classics. Mexican filmmakers developed the *cabaretera*, a type of melodrama centering on prostitutes.

When we think about genre, the examples that come to mind are usually those of fictional live-action films. There can be genres of other basic sorts of cinema, too. There are genres of documentary, such as the compilation film and the concert movie. Experimental films and animated films have genres as well.

Семестр 6. Разделы 25-27. Экзамен

Пример экзаменационных заданий

1. Listen to the text and do the given tasks.
2. Present to foreign students a 3-minute talk on the peculiarities of Russian climate (on the example of a particular area).

Пример текста для аудирования (задание 1)

A weather forecast

Hello and good morning! Well, we're off to a good start in the south this week, as most of the rain from the weekend has disappeared – just a few patches of cloud and maybe some showers here on the east coast. They'll all clear up by lunchtime, though. Over the next day or so, London and the area around Kent can expect a couple of isolated showers, but mostly dry through until Thursday.

It's not such good news for the north-west this week, I'm afraid: more wet weather, and not a lot of sunshine. Some of today's showers will be heavy – and even thundery in Manchester and across the Pennines. Leeds will escape the thunderstorms, with drizzle and light rain only throughout the rest of the day and tonight.

Elsewhere it becomes dry today, but with some foggy patches towards Wales. In England, tomorrow morning will see a dry, bright start in most places, with high temperatures throughout the week. We might see one or two thunderstorms appearing as the week goes on, with temperatures everywhere at 29 to 30 degrees.

By the weekend, unfortunately, the dry weather will make way for mostly cloudy skies and rain. The rain will move from Scotland, down towards the north and reach the south coast by Saturday afternoon. Temperatures, at least, will stay mostly warm at around 21 degrees for the weekend. It might feel like a nice change from the high twenties and early thirties we'll see in the week. That's all from me until tomorrow. Enjoy the mini-heatwave while you can!

Are the sentences true or false?

- | | |
|--|--------------|
| 1. It will start raining at lunchtime today in the east. | True / False |
| 2. The weather in the north-west will be worse than in the south. | True / False |
| 3. There will be thunder in Leeds tonight. | True / False |
| 4. Most of England will be hot this week. | True / False |
| 5. Wet weather will move from the north to the south at the weekend. | True / False |
| 6. It will stay hot when the rain comes. | True / False |

Семестр 7. Разделы 28-29. Экзамен

Пример экзаменационных заданий

1. Agree or disagree with the statement. Use as many vocabulary units as possible:
All people are not equal.
2. Read the extract and comment on it. Find lexical and syntactical devices used by the author. What methods of character-drawing are used here?

***THE IDIOTS* by Joseph Conrad (fragment)**

We were driving along the road from Treguier to Kervanda. We passed at a smart trot between the hedges topping an earth wall on each side of the road; then at the foot of the steep ascent before Ploumar the horse dropped into a walk, and the driver jumped down heavily from the box. He flicked his whip and climbed the incline, stepping clumsily uphill by the side of the carriage, one hand on the footboard, his eyes on the ground. After a while he lifted his head, pointed up the road with the end of the whip, and said--

"The idiot!"

The sun was shining violently upon the undulating surface of the land. The rises were topped by clumps of meagre trees, with their branches showing high on the sky as if they had been perched upon stilts. The small fields, cut up by hedges and stone walls that zig-zagged over the slopes, lay in rectangular patches of vivid greens and yellows, resembling the unskilful daubs of a naive picture. And the landscape was divided in two by the white streak of a road stretching in long loops far away, like a river of dust crawling out of the hills on its way to the sea.

"Here he is," said the driver, again.

In the long grass bordering the road a face glided past the carriage at the level of the wheels as we drove slowly by. The imbecile face was red, and the bullet head with close-cropped hair seemed to lie alone, its chin in the dust. The body was lost in the bushes growing thick along the bottom of the deep ditch.

It was a boy's face. He might have been sixteen, judging from the size--perhaps less, perhaps more. Such creatures are forgotten by time, and live untouched by years till death gathers them up into its compassionate bosom; the faithful death that never forgets in the press of work the most insignificant of its children.

"Ah!there's another," said the man, with a certain satisfaction in his tone, as if he had caught sight of something expected.

There was another. That one stood nearly in the middle of the road in the blaze of sunshine at the end of his own short shadow. And he stood with hands pushed into the opposite sleeves of his long coat, his head sunk between the shoulders, all hunched up in the flood of heat. From a distance he had the aspect of one suffering from intense cold.

"Those are twins," explained the driver.

The idiot shuffled two paces out of the way and looked at us over his shoulder when we brushed past him. The glance was unseeing and staring, a fascinated glance; but he did not turn to look after us. Probably the image passed before the eyes without leaving any trace on the misshapen brain of the creature. When we had topped the ascent I looked over the hood. He stood in the road just where we had left him.

The driver clambered into his seat, clicked his tongue, and we went downhill. The brake squeaked horribly from time to time. At the foot he eased off the noisy mechanism and said, turning half round on his box--

"We shall see some more of them by-and-by."

"More idiots? How many of them are there, then?" I asked.

"There's four of them--children of a farmer near Ploumar here. . . . The parents are dead now," he added, after a while. "The grandmother lives on the farm. In the daytime they knock about on this road, and they come home at dusk along with the cattle. . . . It's a good farm."

We saw the other two: a boy and a girl, as the driver said. They were dressed exactly alike, in shapeless garments with petticoat-like skirts. The imperfect thing that lived within them moved those beings to howl at us from the top of the bank, where they sprawled amongst the tough stalks of furze. Their cropped black heads stuck out from the bright yellow wall of countless small blossoms. The faces were purple with the strain of yelling; the voices sounded blank and cracked like a mechanical imitation of old people's voices; and suddenly ceased when we turned into a lane.

I saw them many times in my wandering about the country. They lived on that road, drifting along its length here and there, according to the inexplicable impulses of their monstrous darkness. They were an offence to the sunshine, a reproach to empty heaven, a blight on the concentrated and purposeful vigour of the wild landscape. In time the story of their parents shaped itself before me out of the listless answers to my questions, out of the indifferent words heard in wayside inns or on the very road those idiots haunted. Some of it was told by an emaciated and sceptical old fellow with a tremendous whip, while we trudged together over the sands by the side of a two-wheeled cart loaded with dripping seaweed. Then at other times other people confirmed and completed the story: till it stood at last before me, a tale formidable and simple, as they always are, those disclosures of obscure trials endured by ignorant hearts.

Семестр 8. Разделы 30-32. Экзамен

Пример экзаменационных заданий

1. Do the listening comprehension test.
2. Read and analyze the following text.

Пример текста для аудирования (задание 1)

At the chemist's

Chemist: Hello, can I help?

Customer: Yes, my wife sent me here. I, erm, need something for a sore throat ... and I can't stop coughing. It really hurts.

Chemist: Do you have a headache too?

Customer: Not really, no.

Chemist: Well, we have this syrup. And these lozenges.

Customer: Which is better?

Chemist: They're both good. The syrup is more expensive.

Customer: Oh, well ... I'll take the lozenges, then. How many do I take?

Chemist: Just one.

Customer: Sorry, I'm sorry. Er, how often should I take it?

Chemist: Just one every four to six hours. Take it before mealtimes. Are you allergic to any medicine?

Customer: No.

Chemist: Then you'll be fine with this.

Customer: Can I get some antibiotics too?

Chemist: I'm afraid you need a prescription for that.

Customer: Ah.

Chemist: You know, you should really see a doctor if that cough continues.

Customer: Thanks. I know.

Chemist: Anything else?

Customer: No, thanks.

Chemist: That'll be £7.49 then, please.

Task. Write the words in the correct group

it hurts a prescription an achelozenes a sore throat dizzy plasters
tablets a cough syrup

Describing illness	Medicines and treatment

Пример текста для анализа

Return to Kansas city

Irwin Shaw

Arline opened the bedroom door and softly went over between the twin beds, the silk of her dress making a slight rustle in the quiet room. The dark shades were down and the late afternoon sun came in only in one or two places along the sides of the window frames, in sharp, thin rays.

Arline looked down at her husband, sleeping under the blankets. His fighter's face with the mashed nose was very peaceful on the pillow and his hair was curled like a baby's and he snored gently because he breathed through his mouth. A light sweat stood out on his face. Eddie always sweated, any season, any place. But now when she saw Eddie begin to sweat, it made Arline a little angry.

She stood there, watching the serene, glove-marked face. She sat down on the other bed, still watching her husband. She took a lace-bordered handkerchief out of a pocket and dabbed at her eyes. They were dry. She sniffed a little and the tears started. For a moment she cried silently, then she sobbed aloud. In a minute the tears and the sobs were regular, loud in the still room.

Eddie stirred in his bed. He closed his mouth, turned over on his side.

"Oh, my," Arline sobbed, "oh, my God."

She saw, despite the fact that Eddie's back was toward her, that he had awakened. "Oh," Arline wept, "sweet Mother of God."

She knew that Eddie was wide awake listening to her and he knew that she knew it, but he hopefully pretended he hadn't been roused. He even snored experimentally once or twice. Arline's sobs shook her and the mascara ran down her cheeks in straight black lines.

Eddie sighed and turned around and sat up, rubbing his hair with his hands.

"What's the matter?" he asked. "What's bothering you, Arline?"

"Nothing," Arline sobbed.

"If nothing's the matter," Eddie said mildly, "what're you crying for?"

Arline didn't say anything. She stopped sobbing aloud and turned the grief inward upon herself and wept all the more bitterly, in silence. Eddie wiped his eye with the heel of his hand, looked wearily at the dark shades that shut out the slanting rays of the sun.

"There are six rooms in this house, Arline darling," he said. "If you have to cry, why is it necessary to pick the exact room where I am sleeping?"

Arline's head sank low on her breast, her beautiful beauty-shop straw-coloured hair falling tragically over her face. "You don't care," she murmured, "You don't care one dime's worth if I break my heart."

She squeezed the handkerchief and the tears ran down her wrist.

"I care," Eddie said, throwing back the covers neatly and putting his stockinged foot on to the floor. He had been sleeping in his pants and shirt, which were very wrinkled now. He shook his head two or three times as he sat on the edge of the bed and hit himself smartly on the cheek with the back of his hand to awaken himself. He looked unhappily across at his wife, sitting on the other bed, her hands wrung in her lap, her face covered by her careless hair, sorrow and despair in every line of her. "Honest, Arline, I care." He went over and sat next to her on the bed and put his arm around her. "Baby," he said. "Now, baby."

She just sat there crying silently, her round, soft shoulders shaking now and then under his arm. Eddie began to feel more and more uncomfortable. He squeezed her shoulders two or three times, exhausting his methods of consolation. "Well," he said finally, "I think maybe I'll put the kid in the carriage and take him for a walk. A little air. Maybe when I come back you'll feel

better."

"I won't feel better," Arline promised him, without moving. "I won't feel one ounce better."

"Arline," Eddie said.

"The kid." She sat up erect now and looked at him. "If you paid as much attention to me as to the kid."

"I pay equal attention. My wife and my kid." Eddie stood up and padded around the room uneasily in his socks.

Arline watched him intently, the creased flannel trousers and the wrinkled shirt not concealing the bulky muscles.

"The male sleeping beauty," she said. "The long-distance sleeping champion. My husband."

"I don't sleep so awful much," Eddie protested.

"Fifteen hours a day." Arline said. "Is it natural?"

"I had a hard workout this morning." Eddie said, standing at the window. "I went six fast rounds. I got to get rest. I got to store up my energy. I am not so young as some people any more. I got to take care of myself. Don't I have to store up energy?"

"Store up your energy!" Arline said loudly. "All day long you store up energy. What is your wife supposed to do when you are storing up energy?"

Eddie let the window shade fly up. The light shot into the room, making it harder for Arline to cry.

Семестр 9. Разделы 33-36. Экзамен

Пример экзаменационных заданий

1. Listen to the text and perform the task.
2. Agree or disagree with the following statement. Enlarge on it using your active vocabulary. "There is a brilliant child locked inside every student." (Marva Collins, American educator who started Westside Preparatory School in the impoverished Garfield Park neighborhood of Chicago in 1975).

Пример текста для аудирования (задание 1)

An Introduction to the lecture

Good afternoon, everyone. Welcome to the first lecture of our new course in Positive Psychology. While some people may associate psychology with looking at what's wrong with us, and at what problems we have, there is much more to psychology than that. Positive psychology, for example, looks at how to help people become happier.

This lecture begins with a question: what makes a happy life?

Now, I'm going to give you one possible answer. A happy life is a life in which you are completely absorbed in what you do. Now, how does this compare with what you and your partner said?

This answer comes from the work of Mihaly Csikszentmihalyi and the theory of flow.

Csikszentmihalyi is a psychologist who has spent much of his professional life on the study of what makes people happy and how we can find happiness.

Csikszentmihalyi suggests the theory that happiness is not caused by external events or things that happen to us. Our perception of these things and how we see these events either makes us happy or sad. In other words, if we want happiness, we have to actively look for it. However, this does not mean that we should always look for happiness! Csikszentmihalyi believed that our happiest moments happen when we are in a state of flow.

The theory of flow can be summarised like this: when we are totally involved in, or focused on, what we are doing, we are in a state of flow.

Csikszentmihalyi got the inspiration for this theory when he noticed how artists worked in a studio. They completely lost track of time, they didn't notice they were hungry or tired, and they could work for hours, even days, without stopping. Anyone I have spoken to who has experienced this state of concentration has said it's difficult to explain. The best way to explain it is that it is like being in a river and the flow of the water carries you away.

For the rest of this lecture, I will explore this theory of flow in more detail. First we will look at Csikszentmihalyi's life, and how it influenced his ideas. Then we will look at the conditions that go with a state of flow. What creates flow, exactly? Finally, we will look at activities that can help us achieve flow in our everyday lives. Will this course make you happy for life? Well, maybe. Maybe.

Right, let's get started. If you look at the next slide ...

Write a number (1–6) to put the topics in the order they are mentioned.

What makes a happy life?

Csikszentmihalyi and his work

An outline of the rest of the lecture

The difference between psychology and positive psychology

Examples of flow

One definition of a happy life

Семестр 10. Раздел 37. Экзамен

Пример экзаменационного задания

1. Read and interpret the text. Speak about the emotional atmosphere of the extract.

Text 1. A RESUMED IDENTITY

by Ambrose Bierce (fragment)

The Review as a Form of Welcome

ONE summer night a man stood on a low hill overlooking a wide expanse of forest and field. By the full moon hanging low in the west he knew what he might not have known otherwise: that it was near the hour of dawn. A light mist lay along the earth, partly veiling the lower features of the landscape, but above it the taller trees showed in well-defined masses against a clear sky. Two or three farmhouses were visible through the haze, but in none of them, naturally, was a light.

Nowhere, indeed, was any sign or suggestion of life except the barking of a distant dog, which, repeated with mechanical iteration, served rather to accentuate than dispel the loneliness of the scene.

The man looked curiously about him on all sides, as one who among familiar surroundings is unable to determine his exact place and part in the scheme of things. It is so, perhaps, that we shall act when, risen from the dead, we await the call to judgment.

A hundred yards away was a straight road, showing white in the moonlight. Endeavoring to orient himself, as a surveyor or navigator might say, the man moved his eyes slowly along its visible length and at a distance of a quarter-mile to the south of his station saw, dim and grey in the haze, a group of horsemen riding to the north. Behind them were men afoot, marching in

column, with dimly gleaming rifles aslant above their shoulders. They moved slowly and in silence. Another group of horsemen, another regiment of infantry, another and another --all in unceasing motion toward the man's point of view, past it, and beyond. A battery of artillery followed, the cannoneers riding with folded arms on limber and caisson. And still the interminable procession came out of the obscurity to south and passed into the obscurity to north, with never a sound of voice, nor hoof, nor wheel.

The man could not rightly understand: he thought himself deaf; said so, and heard his own voice, although it had an unfamiliar quality that almost alarmed him; it disappointed his ear's expectancy in the matter of timbre and resonance. But he was not deaf, and that for the moment sufficed.

Then he remembered that there are natural phenomena to which some one has given the name 'acoustic shadows.' If you stand in an acoustic shadow there is one direction from which you will hear nothing. At the battle of Gaines's Mill, one of the fiercest conflicts of the Civil War, with a hundred guns in play, spectators a mile and a half away on the opposite side of the Chickahominy Valley heard nothing of what they clearly saw. The bombardment of Port Royal, heard and felt at St. Augustine, a hundred and fifty miles to the south, was inaudible two miles to the north in a still atmosphere. A few days before the surrender at Appomattox a thunderous engagement between the commands of Sheridan and Pickett was unknown to the latter commander, a mile in the rear of his own line.

These instances were not known to the man of whom we write, but less striking ones of the same character had not escaped his observation. He was profoundly disquieted, but for another reason than the uncanny silence of that moonlight march.

'Good Lord!' he said to himself--and again it was as if another had spoken his thought--'if those people are what I take them to be we have lost the battle and they are moving on Nashville!'

Then came a thought of self-an apprehension a strong sense of personal peril, such as in another we call fear. He stepped quickly into the shadow of a tree. And still the silent battalions moved slowly forward in the haze. The chill of a sudden breeze upon the back of his neck drew his attention to the quarter whence it came, and turning to the east he saw a faint grey light along the horizon--the first sign of returning day.

This increased his apprehension. 'I must get away from here,' he thought, 'or I shall be discovered and taken.'

He moved out of the shadow, walking rapidly toward the greying east. From the safer seclusion of a clump of cedars he looked back. The entire column had passed out of sight: the straight white road lay bare and desolate in the moonlight!

Puzzled before, he was now inexpressibly astonished. So swift a passing of so slow an army!--he could not comprehend it. Minute after minute passed unnoted; he had lost his sense of time. He sought with a terrible earnestness a solution of the mystery, but sought in vain. When at last he roused himself from his abstraction the sun's rim was visible above the hills, but in the new conditions he found no other light than that of day; his understanding was involved as darkly in doubt as before.

On every side lay cultivated fields showing no sign of war and war's ravages. From the chimneys of the farmhouses thin ascensions of blue smoke signalled preparations for a day's peaceful toil. Having stilled its immemorial allocution to the moon, the watch-dog was assisting a

negro who, prefixing a team of mules to the plough, was flapping and sharpening contentedly at his task. The hero of this tale stared stupidly at the pastoral picture as if he had never seen such a thing in all his life; then he put his hand to his head, passed it through his hair and, withdrawing it, attentively considered the palm--a singular thing to do. Apparently reassured by the act, he walked confidently toward the road.

4. Методические материалы, определяющие процедуру

**оценивания знаний, умений, навыков и (или) опыта деятельности,
характеризующих этапы формирования компетенций**

4.1. Описание процедур проведения текущего контроля успеваемости студентов

В таблице представлено описание процедур проведения контрольно-оценочных мероприятий текущего контроля успеваемости студентов, в соответствии с рабочей программой дисциплины(модуля), и процедур оценивания результатов обучения с помощью спланированных оценочных средств.

Наименование оценочного средства	Описания процедуры проведения контрольно-оценочного мероприятия и процедуры оценивания результатов обучения
Индивидуальное творческое задание	Индивидуальные творческие задания выдаются на практических занятиях, предшествующих изучению предлагаемой темы. Индивидуальные задания должны быть выполнены в установленный преподавателем срок и в соответствии с требованиями к оформлению. Выполненные задания в назначенный срок сдаются на проверку
Круглый стол (дискуссия)	Дискуссии проводятся во время практических занятий. Преподаватель на практическом занятии, предшествующем занятию проведения круглого стола, доводит до обучающихся тему круглого стола, задания и вопросы для проведения круглого стола
Доклад	Защита докладов предусмотренные рабочей программой дисциплины, проводится во время практических занятий. Преподаватель на практическом занятии, предшествующем занятию проведения контроля, доводит до обучающихся: тему докладов и требования, предъявляемые к их выполнению и защите
Монологическое сообщение	Темы сообщений предлагаются студентам заранее. Сообщения должны быть подготовлены в установленный преподавателем срок в соответствии с требованиями к оформлению и содержанию выступления.
Диалогическое сообщение	Выполнение задания осуществляется непосредственно на практическом занятии. Преподаватель доводит до обучающихся тему и объем высказывания. Проверка осуществляется на занятии.
Контрольная работа	Контрольная работа проводится по результатам освоения пройденного лексико-грамматического материала во время практических занятий. Во время написания контрольной работы пользоваться учебниками, справочниками, конспектами лекций, тетрадями для практических занятий не разрешено. Преподаватель на практическом занятии, предшествующем занятию написания контрольной работы, доводит до обучающихся разделы тем, которые будут включены в контрольные задания.
Лексико-грамматический тест	Контрольное тестирование проводится по результатам освоения разделов дисциплины во время практических занятий. Во время проведения тестирования пользоваться учебниками, справочниками, конспектами лекций, тетрадями для практических занятий не разрешено. Преподаватель на практическом занятии, предшествующем занятию проведения теста, доводит до обучающихся: темы, количество заданий в тесте время выполнения.

Презентация/ проект	Темы для презентаций выдаются на практических занятиях, завершающих изучение определенной темы раздела, предусмотренной рабочей программой дисциплины. Презентации должны быть выполнены в установленный преподавателем срок и в соответствии с требованиями к оформлению (текстовой и графической частей). Выполненные задания в назначенный срок студент представляет на занятии.
Диктант, диктант-перевод	Орфографический диктант проводится по результатам освоения пройденного лексического материала во время практических занятий. Преподаватель на практическом занятии, предшествующем занятию написания диктанта, доводит до обучающихся разделы тем, которые будут включены в диктант.

4.2. Описание процедур проведения промежуточной аттестации

Зачет

При определении уровня достижений обучающихся на зачете учитывается:

- знание программного материала и структуры дисциплины(модуля);
- знания, необходимые для решения типовых задач, умение выполнять предусмотренные программой задания;
- владение методологией дисциплины(модуля), умение применять теоретические знания при решении задач, обосновывать свои действия.

Средняя оценка уровня сформированности компетенций по результатам текущего контроля	Оценка
Оценка не менее 3,0 и нет ни одной неудовлетворительной оценки по текущему контролю	«зачтено»
Оценка менее 3,0 или получена хотя бы одна неудовлетворительная оценка по текущему контролю	«не зачтено»

Если оценка уровня сформированности компетенций обучающегося не соответствует критериям получения зачета, то обучающийся сдает зачет. Зачет проводится в форме собеседования по перечню теоретических вопросов и решения типовых контрольных заданий. Перечень теоретических вопросов и типовых контрольных заданий обучающиеся получают в начале семестра.

Экзамен

При определении уровня достижений обучающихся на экзамене обращается особое внимание на следующее:

- дан полный, развернутый ответ на поставленный вопрос;
- показана совокупность осознанных знаний об объекте, проявляющаяся в свободном оперировании понятиями, умении выделить существенные и несущественные признаки, причинно-следственные связи;

- знание об объекте демонстрируются на фоне понимания его в системе данной дисциплины(модуля) и междисциплинарных связей;
- ответ формулируется в терминах дисциплины(модуля), изложен литературным языком, логичен, доказателен, демонстрирует авторскую позицию обучающегося;
- теоретические постулаты подтверждаются примерами из практики.