

## **ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

для проведения текущей и промежуточной  
аттестации

по учебной дисциплине

**«Иностранный язык»**

для направления подготовки (специальности)

**44.03.01 – Педагогическое образование,**

**профиль «Историческое образование»**

**1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы (очная форма)**

| Семестр \ Наименование дисциплины   | 1        | 2        | 3        | 4 | 5 | 6 | 7 | 8 |  |  |
|---|----------|----------|----------|---|---|---|---|---|--|--|
| ОК-4 способность к коммуникации в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия |          |          |          |   |   |   |   |   |  |  |
| Б1.Б3. Иностранный язык   | +        | +        | +        |   |   |   |   |   |  |  |
| Б1.Б14. Русский язык и культура речи  |          | +        |          |   |   |   |   |   |  |  |
| <b>Этапы формирования компетенций</b>   | <b>1</b> | <b>2</b> | <b>3</b> |   |   |   |   |   |  |  |

**Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы (заочная форма)**

| Семестр \ Наименование дисциплины   | 1        | 2        | 3        | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|----------|----------|----------|---|---|---|---|---|---|----|
| ОК-4 способность к коммуникации в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия |          |          |          |   |   |   |   |   |   |    |
| Б1.Б3. Иностранный язык   | +        | +        | +        |   |   |   |   |   |   |    |
| Б1.Б14. Русский язык и культура речи  |          | +        |          |   |   |   |   |   |   |    |
| <b>Этапы формирования компетенций</b>   | <b>1</b> | <b>2</b> | <b>3</b> |   |   |   |   |   |   |    |

\* В качестве этапов формирования компетенций в процессе освоения образовательной программы определены семестры.

**2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания**

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.

| <b>Индекс</b> | <b>Компетенция</b>   | <b>Компоненты</b>   |
|---------------|--|---|
| ОК 4          | способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия | <p>1) использует знания о фонетике, морфологии, орфографии, синтаксисе английского языка</p> <p>2) применяет языковые навыки (грамматические, фонетические, лексические, орфографические) для общения в сферах межличностного взаимодействия.</p> <p>3) применяет речевые умения в сферах межличностного взаимодействия (аудирование, чтение,</p> |

|  |  |   |
|--|--|---|
|  |  | говoreние, письмо).   |
|  |  | 4) использует знания об особенностях иноязычной коммуникативной компетенции в единстве ее составляющих (языковая, речевая, социокультурная, межкультурная) в сферах межличностного взаимодействия |

***2.1 Показатели и критерии оценивания компетенций на различных этапах их формирования (промежуточная аттестация)***

| Компетенции | Показатели | Критерии в соответствии с уровнем освоения ОП    |  |   | Оценочное средство (промежуточная аттестация) |
|-------------|------------|--|--|---|---|
|             |            | пороговый<br>(удовлетворительно)<br>55-69 баллов | стандартный<br>(хорошо)<br>70-84 балла | эталонный<br>(отлично)<br>85-100 баллов |   |
|             |            |  |  |   |   |

|      |       |  |   |   |   |
|------|-------|--|---|---|---|
| ОК 4 | Знать | <p>1) Основные фонетические, лексические единицы и грамматические явления, позволяющие получать информацию и общаться на базовом уровне: представить себя, свою семью, свой университет в простых, четко произнесенных и небольших по объему сообщениях.</p> <p>2) Основные правила речевого этикета в бытовой и учебной сферах общения.</p> <p>3) Культуру и традиции стран изучаемого языка.</p> | <p>1) Лексический материал в объеме тем курса, позволяющий осуществлять поиск информации и общение на среднем уровне по темам, с которыми приходится иметь дело в профессиональной деятельности, учебе, быту и т.п., связанных с личными или профессиональными интересами;</p> <p>2) Грамматический материал для понимания при чтении без словаря текстов, построенных на частотном языковом материале повседневного и профессионального общения.</p> | <p>1) Социокультурные стереотипы речевого и неречевого поведения на иностранном и родном языках, степень их совместимости / несовместимости.</p> <p>2) Лексический и грамматический материал для ведения дискуссии на профессиональные темы, для выступления с докладами и презентациями.</p> <p>3) Языковой и речевой материал для понимания без словаря статей, сообщений, текстов по широкой современной проблематике и профессионально-ориентированных текстов.</p> | Тексты, тесты, диктанты, тренировочные упражнения и задания, ситуации общения, устные сообщения |
|------|-------|--|---|---|---|

|       |  |   |  |   |
|-------|--|---|--|---|
| Уметь | <p>1) Общаться в простых типичных ситуациях, в рамках знакомых тем, но допуская паузы, элементарные ошибки;</p> <p>2) Делать короткие подготовленные сообщения в рамках тем курса, содержание которых заучено и предсказуемо.</p> <p>3) Распознавать основные лексико-грамматические средства в коммуникативных ситуациях бытового общения, инициировать или поддерживать предельно краткий разговор на социально-бытовые темы; обмениваться типовыми репликами.</p> <p>4) Понимать основное содержание прочитанного текста без пользования словарем; детально – при условии частого использования словаря.</p> <p>5) Делать простые короткие записи и сообщения, написать несложное письмо личного характера (например, выразить благодарность, поздравить с праздником).</p> <p>6) Понимать на слух тему разговора; понимать речь в аудиозаписи на знакомые, простые темы.</p> | <p>1) Демонстрировать хорошее владение иностранным языком в аспектах говорения, понимания и письма в рамках изучаемых тем курса.</p> <p>2) Понимать содержание различного типа текстов на иностранном языке.</p> <p>3) Без затруднений общаться, без предварительной подготовки поддерживать беседу в большинстве ситуаций на знакомую тему (семья, хобби, учеба, работа/профессия, путешествие, разговор по телефону, текущие события и т.п.).</p> <p>4) Писать простые связные тексты на знакомые темы, написать письмо личного характера, сообщая в нем о личных событиях, впечатлениях, переживаниях.</p> <p>5) Понимать на слух не только тему, но и детали разговора; без затруднений понимать речь в аудиозаписи на знакомые, простые темы</p> | <p>1) Без подготовки довольно свободно участвовать в диалогах на бытовые и профессиональные темы.</p> <p>2) Принимать активное участие в дискуссии по знакомой проблеме, обосновывать и отстаивать свою точку зрения.</p> <p>3) Использовать грамматически правильные формы, сразу исправлять большинство собственных ошибок.</p> <p>4) Писать грамотные, подробные сообщения по широком кругу вопросов; писать доклады, эссе по профессиональным проблемам, освещая вопросы и аргументируя свою точку зрения.</p> <p>5) Самостоятельно находить информацию о странах изучаемого языка из различных источников (периодические издания, Интернет, справочная, учебная, художественная литература) с целью применения языкового материала в устных и письменных видах речевой деятельности на английском языке.</p> <p>6) Понимать основное содержание услышанного, выделять отдельную, значимую для себя информацию, догадываться о значении незнакомых слов по контексту, использовать информацию для решения поставленной задачи.</p> | Тестирование, диктант, тренировочные упражнения и задания, ситуации общения, устные сообщения |
|       |  |   |  |   |

|         |  |  |   |  |
|---------|--|--|---|--|
| Владеть | <p>1) Ограниченным словарным запасом и базовыми правилами грамматики для осуществления общения в рамках базовых тем общепрофессиональной и бытовой коммуникации.</p> <p>2) Базовыми навыками выражения своих мыслей и мнения в межличностном и деловом общении на иностранном языке.</p> <p>3) Базовыми навыками извлечения необходимой информации из оригинального текста на иностранном языке.</p> | <p>1) На среднем уровне иностранным языком для осуществления профессионального и бытового общения..</p> <p>2) Навыками адекватного реагирования в ситуациях бытового, академического и профессионального общения</p> | <p>1) Иностранном языком для высказывания без затруднений и без предварительной подготовки по широкому кругу вопросов, приводя аргументы «за» и «против».</p> <p>2) Навыками адекватного реагирования в ситуациях бытового, академического и профессионального общения.</p> <p>3) Навыками использования сложных синтаксических конструкций, словарного запаса, позволяющего высказываться без явного поиска подходящего слова или выражения.</p> <p>4) Навыками для демонстрации достаточно высокого уровня контроля грамматической и фонетической правильности.</p> <p>5) Основами публичной речи (устное сообщение, доклад).</p> <p>6) Культурой межнационального общения.</p> | <p>Тексты, тесты, контрольные работы, диктанты, тренировочные упражнения и задания, ситуации общения, устные сообщения</p> |
|         |  |  |   |  |

## **2.2. Критерии и шкалы оценивания результатов обучения при проведении текущего контроля успеваемости**

Текущий контроль предназначен для проверки хода и качества формирования компетенций, стимулирования учебной работы обучающихся 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.

| Модули | Контролируемые разделы (темы) дисциплины                       | Код контролируемой компетенции (или ее части) | Наименование оценочного средства   |
|--------|--|---|--|
| 1-12   | Грамматические темы, согласно рабочей программы                | ОК 4  | Контрольные упражнения (устно, письменно)<br>Промежуточные тестирования (диктанты, тесты)<br>Устные высказывания |
|        | Устные темы, согласно предметного содержания рабочей программы |   | Устное предметное общение, сообщение<br>Выступление с презентацией<br>Организация работы с текстом               |

**Критерии и шкала оценивания контрольных упражнений, тестирования (промежуточного, итогового)**

| Оценка       | Критерий оценки                       |
|--------------|---------------------------------------|
| «зачтено»    | Выполнение более 80% тестовых заданий |
| «не зачтено» | Выполнение менее 80% тестовых заданий |

**Критерии и шкала оценивания устного высказывания по теме**

|  |          |
|--|----------|
| Фонетически грамотная речь   | 1 балл   |
| Содержательная сторона речи (лексика, грамматика) удовлетворяет изученным лексическим единицам, грамматическим темам | 2 балла  |
| Речь свободная, без зрительной опоры на текст  | 2 балла  |
| Максимальный балл  | 5 баллов |

**Критерии и шкала оценивания выступления с презентацией, кейсом, творческим проектом**

|   |          |
|---|----------|
| Умение интересно подать материал, презентабельность                         | 1 балл   |
| Логичность, полнота изложения материала, раскрытие темы                     | 1 балл   |
| Грамотность (фонетическая, грамматическая, лексическая) изложения материала | 3 балла  |
| Максимальный балл   | 5 баллов |

**Критерии и шкала оценивания работы с текстом (понимание, перевод)**

|   |                |
|---|----------------|
| Умение понять без словаря тему, основную идею текста (перевод)                            | 1 балл         |
| Умение понять без словаря детали, извлечь полную информацию несложного текста (перевод)   | 2 балла        |
| Умение понять со словарем детали, извлечь полную информацию специального текста (перевод) | 2 балл         |
| Максимальный балл   | не суммируется |

**Итоговое тестирование**

Итоговый тест включает: 1) задания с единственным и множественным выбором ответа, позволяющие оценить знание программного материала дисциплины; 2) задания на сопоставление и установление соответствия, позволяющие оценить знания, необходимые для решения типовых заданий, умение выполнять предусмотренные программой типовые задания; 3) кейс, содержание которого направлено на выявление

умения применять теоретические знания в нестандартных ситуациях при решении творческих заданий, обосновывать свои действия. Максимальное число баллов – 14.

### **2.3. 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 двухбалльная шкала: «зачтено», «не зачтено».

| Шкала оценивания | Критерии оценивания   | Уровень освоения компетенций |
|------------------|---|------------------------------|
| «зачтено»        | Обучающийся удовлетворяет соответствующим эталонному уровню требованиям, описанным в таблице 2.1.   | Эталонный                    |
|                  | Обучающийся удовлетворяет соответствующим стандартному уровню требованиям, описанным в таблице 2.1.   | Стандартный                  |
|                  | Обучающийся удовлетворяет соответствующим пороговому уровню требованиям, описанным в таблице 2.1.   | Пороговый                    |
| «не зачтено»     | Обучающийся не удовлетворяет пороговым требованиям, описанным в таблице 2.1.<br>Обучающийся продемонстрировал недостаточный уровень знаний и умений.<br>Обучающийся не продемонстрировал знания, навыки, умения из-за пропусков, невыполнения заданий и т.п.<br>При ответах допускает множество ошибок. | 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**

#### **МОДУЛЬ 1**

##### **Модуль 1-2.**

**Тема:** О себе. Учеба в университете. Мой университет.

**Чтение.**

**Текст “About Paul Simon and his studies”.**

#### About Paul Simon and his Family

Hello. My name is Paul Simon. I am British. I am from Bristol, which is situated on the river Avon, in the South-West of England. I'm a language student at Christ Church College in Oxford. This college is quite famous and I am proud to be a student of it. I'm twenty. I'm not married yet, I am single. My hobbies are table tennis and computer games. My favourite subjects are Literature and History. I'm also interested in Natural Sciences and I'm good at sports. I have many friends at college. They are from various countries: Spain, France, Italy, Germany, Holland and Japan, too. We are very friendly but it isn't quite easy to understand each other. Our language teacher, Mr. Lewis is from Manchester. He is intelligent, experienced and always ready

to help. I am happy to be here. The only trouble is my parents are far away and I feel a bit lonely sometimes.

I'd like to tell you about my family now. Our family is rather large. There are four generations of Simons alive today. The oldest person in the family is my grandfather, Mr. Frank Simon. He is 78 and he is still full of life and energy. His wife, Mrs. Olive Simon is 5 years younger than him. She is very practical but a bit stingy, as it seems to me. Both my grandparents are retired.

My parents are in their fifties. My father, Mr. Terry Simon, is a bank manager. He is still quite handsome though he hasn't got much hair. He's six foot tall and very well-built. He's got blue eyes and a strong face. My father is clever, energetic, tolerant and broad-minded. I am sure that his best point is good sense of humour. My mother, Mrs. Janet Simon, is a nurse. She works with her son-in-law, Ted, in a Medical Centre on the outskirts of Bristol. Mom has got short brown curly hair, brown eyes with long lashes and a straight nose. She's not only an experienced nurse; she's also an easy-going person. That is why all the doctors in the Centre like her very much.

I also have two sisters: Liz and Rachel. They are very talented. Liz is the elder sister. She is keen on languages. Liz can speak fluent French and Italian and she knows some Spanish and Russian. Liz is 26 and she isn't married yet: she is too independent! She lives in a small house not far from her parents in the same neighbourhood. My sister Rachel is two years younger than Liz and she is not like Liz at all! She is sympathetic, patient and sensitive. She isn't as talkative and sociable as Liz but she is a much better listener. Liz and Rachel are almost the same height – Liz is just a bit taller. Their hair is almost the same colour, but Liz's hair is redder. They are both in a very good shape as they are fond of fitness. Rachel has a son, Patrick by name. He is a schoolboy. He is crazy about cartoons and computer games. He is good at most subjects at school, near the top of the class, except Mathematics. Patrick is very amusing and imaginative. No wonder he is one of the most popular boys in his school. In general, Patrick is a good boy but he can be very naughty at times.

I also have many other relatives: uncles, aunts and cousins. All members of our family are friendly, nice and very interesting.

### **Лексика для диктанта:**

1. студент-лингвист,
2. довольно известный,
3. любимые предметы,
4. из разных стран,
5. очень дружные,
6. умный, знающий и всегда готов помочь,
7. единственный недостаток,
8. иногда немного одиноко,
9. мне бы хотелось рассказать вам,
10. немного скуповата,
11. довольно красивый,
12. хорошее чувство юмора,
13. первый ученик,
14. в том же самом районе,
15. очень независимая,
16. разговорчивая и общительная,



- a) he    b) it    c) they
6. **Aristotle** did not use the word economics.  
a) it    b) you    c) he
7. In the traditional economy **men** are hunters & farmers.  
a) I    b) they    c) he
8. **Microeconomics** looks at how the details of the economy work.  
a) it    b) you    c) they
9. **Some shops** won't accept credit cards.  
a) they    b) it    c) we
10. **Inflation** can happen for a number of reasons.  
a) they    b) it    c) you

Keys: 1.a 2.a 3.b 4.a 5.c 6.c 7.b 8.c 9.a 10.b

### 3. Выберите правильный вариант ответа:

1. .... Russian company Avgit founded a joint venture with the Latvian Spondo company.  
a) a (an)    b) the    c) –
2. In 1998 Nestle brought half of its products to .... Russian market from abroad.  
a) a (an)    b) the    c) –
3. Twenty five specialists have already undergone training in .... Germany.  
a) a (an)    b) the    c) –
4. .... Russian – Iranian auto plant has started assembling pickups.  
a) a (an)    b) the    c) –
5. .... Germans intend to invest 30 million in the project.  
a) a (an)    b) the    c) –
6. .... River Elbe flows through the Czech Republic.  
a) a (an)    b) the    c) –
7. The nearest big city was .... Riga.  
a) a (an)    b) the    c) –
8. In .... Russia the 1-st McDonald`s restaurant appeared in 1990.  
a) a (an)    b) the    c) –
9. Before the late 19<sup>th</sup> century the white conquest of .... West was completed.  
a) a (an)    b) the    c) –
10. .... United States has rich and productive land.  
a) a (an)    b) the    c) –

Keys: 1.b 2.b 3.c 4.b 5.b 6.c 7.c 8.c 9.b 10.b

### Модуль 3.

**Тема: Система высшего образования в странах изучаемого языка. *Higher education in the English-speaking countries.***

#### Student life

The popular image of student life is of young people enjoying themselves and doing very little work. This is not often true. Not all students study full-time at university or college. Many

people study on a part-time basis, i.e. they combine their studies with work and look after a family. These students are highly motivated and work very hard.

Younger students are often thought to be lazy and careless about money but this situation is changing. British students do not have to pay to go to university. But they need money to live away from home while they are studying. Some students are given a grant from local education authority. Some students borrow money from the bank which must be paid back after they leave university. In theory, the grant pays for rent, food, books, and transport. In fact, the grant is not a lot of money. Some British students work during the holidays to earn more money, but it is now difficult to find such jobs.

In the USA students have to pay for tuition, room and board. That's why American universities give special financial aid package to help students finance their education. Financial aid includes loans, grants, scholarships, and work-study programs. Many students take part-time jobs during the term and work full-time in the vacations.

Most students in Britain go to university away from their home town. University is seen as a time to be independent, to live away from home and develop new interests. They usually live in a hall of residence for their first year, and then move into digs, i.e. a rented room in a private house or share a house with other students. But as financial pressures on students increase, many are now considering living at home. Staying at home with parents is undoubtedly cheaper and more comfortable. Academically, living at home is a huge advantage. The disadvantage is obviously in the social life.

In the US too, many students attend colleges some distance from their home town. They may live on campus in one of the dorms (residence halls), or off campus in apartments and houses which they share with housemates. Why do many American students live in residence halls? Research indicates that students who live on campus get better grades and are more likely to graduate than students who live off campus. Moreover, dorms are only minutes from classrooms, bookstores, libraries, food services, and recreational facilities. Residence hall students don't have to cook or clean dirty dishes. Among the advantages of living on campus are numerous opportunities to meet new people and new friends.

In Britain the interests of students are represented by a range of societies, clubs and social activities including sports, drama, and politics. One of the highlights of the year is rag week, a week of parties and fund-raising activities in support of various charities.

US students also spend a lot of time on social activities. Each American university has several clubs and student organizations including cultural, political, religious, musical, and social ones. One of the most important celebrations in American universities is homecoming. Many alumni, i.e. former students return to their college for a weekend in the autumn to watch a football game. During homecoming weekend there are also parties, dances, and usually a parade.

In spite of the fact that social activities take up too much time, British and American students are able to make their own decision about how hard they work. They try not to skip lectures and study hard to get good grades and a good degree.

### **British/American colleges and universities**

Most big towns in Britain have both a university and a college of higher education. Universities offer three- and four-year degree courses; colleges of higher education offer both two-year HND (Higher National Diploma) courses, as well as degree courses.

A degree is the qualification you get from university when you pass your final exams. You are then awarded a BA (Bachelor of Arts), BSc (Bachelor of Science) or BEd (Bachelor of Education).

Undergraduates, students who are studying for their first degrees, go to large formal lectures, but most of the work takes place in tutorials: lessons in groups of ten or more when the students discuss their work with the lecturer.

When you complete your first degree, you are a graduate. Some students then go on (continue) to do a second course or degree, called a postgraduate course or degree. These students are then postgraduates and they often get: an MA (Master of Arts), e.g. a Masters in English, an MSc (Master of Science), e.g. a Masters in biology or a PhD (Doctor of Philosophy) (minimum three years), e.g. a PhD in computer science.

The head of a department at a university is usually called a professor. An ordinary teacher or lecturer is not a professor.

In the U.S.A. the students can get higher education both in colleges and universities. The major difference between colleges and universities is that colleges are four-year institutions, and universities offer longer courses of study. College is usually an institution the curriculum of which emphasizes arts and sciences or liberal arts, a combination of natural and social sciences and the humanities. Academic work at a college leads to a four-year Bachelor of Arts (B.A.) or Bachelor of Science (B.S) degree.

Universities are usually composed of several undergraduate colleges and offer graduate (Master of Arts or M.A, Master of Science or M.S.) and post-graduate degrees (Doctor of Philosophy or Ph.D., Doctor of Education or Ed.D.)

Every American student has a major, i.e. the primary area of concentration. They may choose, for instance, English literature, Biology, Political Science, etc. Students are often required to take the majority of their courses in their declared major. Some courses are required by institutions of higher education, such as English, social science, and humanities courses. A certain number of courses are elected by students according to their interests alone.

The most common form of instruction in colleges and universities is lecturing. Laboratories are also often used for computer and science projects as well as for language courses. Teachers in the USA also make use of discussion groups where the students discuss a work of literature or an essay and prepare a group presentation on a related topic.

**Говорение Монологическое высказывание по теме «Высшее образование в Великобритании», «Высшее образование в США» на основе текстов: Student life**

**Письмо: Заполнение анкет. Открытка к празднику. Конверт.**

**Грамматика:**

Основные формы глагола. Времена группы Indefinite .

**1. Прочитайте следующие предложения и выберите из предложенных после них вариантов нужную грамматическую форму:**

1. He ... English better now than before.  
*a) spoke; b) will speak; c) speaks, d) speak.*
2. Now I'm busy, yesterday I ... some books at the library.  
*a) order, b) will order, c) ordered, d) orders.*
3. Students ... books and textbooks from these libraries.

- a) borrow, b) borrows, c) will borrow, d) borrowed.*
4. This student ... to the USA next year.  
*a) will go, b) goes, c) go, d) went.*
5. They ... a seminar in Psychology next Friday.  
*a) don't have, b) won't have, c) didn't have, d) doesn't have.*
6. The 1944 Education Act ... free compulsory secondary education in Great Britain.  
*a) introduces, b) introduced, c) will introduce, d) introduce.*
7. College ... nicer and nicer. *a) get, b) got, c) will get, d) gets.*  
We ... ice cream twice a week. *a) has, b) will have, c) had, d) have.*
- I ... an awful mistake the first day. *a) made, b) will make, c) made, d) make.*
8. ... of Michael Angelo?  
*a) did you know, b) do you know, c) does you know, d) will you know.*
- The whole class ... because I thought he ... an archangel (архангел).  
*a) laughs, b) laugh, c) will laugh, d) laughed;*  
*a) is, b) will be, c) was, d) were.*
- He ... like an archangel, doesn't he?  
*a) sounded, b) sound, c) will sound, d) sounds.*

#### **Модуль 4.**

**Тема:** Важность изучения английского языка.

#### **Чтение**

#### **Text 3. ENGLISH IN THE MODERN WORLD**

People began to speak many centuries ago, and since then they have been speaking different languages. Every language reflects the soul, behaviour, temperament of each nationality. Peoples created their own alphabets and rules, but they always wanted to communicate with each other, to understand and to know more about each other. Languages help people to understand each other better, they help them to solve different economic and political problems, which stand before them, and so people learn foreign languages.

There are more than 2,700 languages in the world. At various times and in various places French, Spanish, Arabic and Latin were functioning as an international language. Two thousand years ago, Latin was the world's most important international language. Today this title belongs to English. It's a global language of travel, business, pop culture, sport and science.

The second half of the 20<sup>th</sup> century saw the explosive growth of the *need* for an international language. The need arose through the dramatic developments in communications – the transport of both people and information – that have resulted in what is referred to in cliché 'the global village'.

Nowadays, English is named as one of the official languages in the constitutions of some countries where it is not a native language; this for example, is the position of English in Sri Lanka. There are more television broadcasts in English than in any other language. English is widely used in sport – tennis, soccer, golf, for example. More pop songs are written in English, more films are made in English. In the United Nations and the European Community English is used more frequently than any other language. And in international conferences, whether scientific, commercial, cultural, or philanthropic it is usually taken for granted that English will be used more than any other language – and many such meetings agree on its exclusive use.

People who speak English can be divided into those for whom it is the native language, for whom it is the second language and those who are forced to use it for various practical

purposes. If English were not so flexible open to borrowings from other languages it would not become the most widespread language in the world. It is English that is used in business, technology, science and education. It is English that is losing its political and cultural associations and becoming the property of all cultures.

**Вопросы для собеседования по теме:**

1. What does every language reflect?
2. Do languages help people to understand each other better and to help them to solve different problems?
3. How many languages are there in the world?
4. What languages were functioning as an international language?
5. Why did the need for an international language arise in the second half of the 20<sup>th</sup> century?
6. Nowadays, English is named as one of the official languages in the constitutions of some countries, isn't it?
7. In what spheres of human activity is English widely used today?
8. How many groups can people who speak English can be divided?
9. Why has English become the property of all cultures?
10. Why do you learn English?

**Грамматика Употребление времен группы Simple. Виды вопросительных предложений.**

**Тест.**

*Вариант 1*

*1. Закончи предложения, выбрав правильный вариант.*

1. He ... all the questions at the last lesson.  
a) answers  
b) answered  
b)c) will answer
2. My sister ... English in a year.  
a) learned  
b) b)learns  
c) c) will learn
3. I... my homework every day.  
a) do  
b) did  
c) will do
4. Last week I... this interesting film.  
a) see  
b) saw  
c) will see
5. There ... no TV in our classroom.  
a) is                      b) are                      c) was
6. Did he ... a letter yesterday?  
a) writes  
b) wrote  
c) write
7. ... it rainy yesterday?

- a) Is
  - b) Will be
  - c) Was
8. ... there much snow last year?
- a) Is b) Was c) Were
9. The weather ... sunny tomorrow.
- a) will be
  - b) is
  - c) does

2. Задайте специальные вопросы к предложениям, начиная с вопросительных слов в скобках.

1. The twins were born in June. (When...?)
2. We had a great time in Disneyland. (Where...?)
3. Mr. Black can play chess very well. (How...?)
4. My wife prefers juice to tea. (Who...?)
5. Tom orders Japanese food every Friday. (What...?)
6. I meet a lot of people at work. (Where...?)
7. They will have lunch at home. (Where...?)
8. The film has just started. (What film...?)
9. I have been to the doctor. (Where...?)

## Модуль 5.

**Тема: Знакомство с англоязычными странами.**

**Чтение:**

**Text. History and Political Science in the University of Dublin.**

(E.B. Yastrebova, Coursebook For Upper Intermediate Students)

The University of Dublin was founded by Queen Elizabeth I in 1592. It is the oldest university in Ireland and one of the oldest universities of Western Europe. Many of the famous people of Irish history were educated here – writers such as Swift, Wilde and Goldsmith and Ireland's first President Douglas Hyde as well as President of Ireland Robinson. The university has many colleges including Trinity College where students can study political science and history.

Political science and History have a close affinity and the combination of the two provides an unusually coherent framework for the development of inter-disciplinary interest. In the first three years students take both subjects, and in the fourth year they may choose to concentrate exclusively on one subject or continue with both. The courses in history are designed to allow the preferences of individual students to shape the general character of their studies and permit them to specialize in a number of different ways. In each of the first two years students take courses which deal with different periods of Irish, British and American history. In the final two years students choose subjects from two lists of about twenty options which are studied in detail with particular attention to the original resources.

In political science the work of the first two years is designed to provide a systematic foundation of the courses offered in later years, when students may choose to concentrate on particular aspects of the subject, which includes Irish, American, Russian and East European or West European politics, contemporary political theories, public policy studies or theoretical analysis of conflict and co-operation.

## Лексика

### Словарный диктант по теме модуля

- |  |   |
|--|---|
| 1) in the making                           | a) напоминать людям о Римлянах              |
| 2) under the primitive communal system     | b) составляли большинство населения         |
| 3) the strongest slave-owning system       | c) первые набеги в Британии                 |
| 4) to remind the people of the Romans      | d) сопротивляться                           |
| 5) made up the majority of the population  | e) предлог для вторжения                    |
| 6) first raids in Britain                  | f) в процессе создания                      |
| 7) to resist                               | g) повстанцы были жестоко наказаны          |
| 8) the pretext for the invasion            | h) притязание герцога нормандского          |
| 9) to put down many rebellions             | i) при первобытнообщинном строе             |
| 10) the rebels were punished severely      | j) после ухода римлян                       |
| 11) it took hundreds of years              | k) сильнейшее рабовладельческое государство |
| 12) independence                           | l) чтобы они подчинились Англии             |
| 13) to bring them under English domination | m) независимость                            |
| 14) the claim of Duke of Normandy          | n) потребовалось сотни лет                  |
| 15) after the departure of the Romans      | o) подавить многочисленные восстания        |

**Ключи:** 1. – f; 2. – i; 3. – k; 4. – a; 5. – b; 6. – c; 7. – d; 8. – e; 9. – o; 10. – g; 11. – n; 12. – m; 13. – l; 14. – h; 15. – j.

### Вопросы для собеседования по теме:

1. What were the first inhabitants of Britain?
2. What empire became the strongest slave-owning state in the 1<sup>st</sup> century?
3. When did the Romans conquer Britain?
4. Was Britain attacked by the Germanic tribes of the Jutes, the Saxons and the Angels after the departure of the Romans?
5. What language has been the principal language of country?
6. When did the Danes and the Northmen carry out their first raids in Britain?
7. Who defeated the Danes?
8. When was England invaded by the Normans?
9. What was the pretext for the invasion?
10. Where did the battle between the Normans and the Anglo-Saxons take place?
11. Who became king of England and how many years did he rule?
12. What mixture did the English nation finally emerge?

### Презентации по теме **British Royal Family** (или / и **Some Interesting Facts about History of the UK**).

### Грамматика: **Имя прилагательное. Степени сравнения имен прилагательных.**

#### **I. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.**

1. This is one of the most favourite parks in our city.
2. The more I thought of that plan, the less I liked it.
3. Your translation is better than mine.

**Ключи:** 1. Это один из самых известных парков в нашем городе. 2. Чем больше я думал о плане, тем меньше он мне нравился. 3. Твой перевод лучше моего.

#### **II. Запишите сравнительную и превосходную степени прилагательных:**

cosy -; small -; large -; difficult -; good -; expensive -; bad -; different -; big -; tall-; old -.

### III. Выберите верную степень сравнения прилагательных из данных:

Е.г.: 1. – с.

1. My Granny is the (a) old; b) older; c) oldest) person in the family.
2. This text is very (a) difficult; b) difficulter; c) most difficult).
3. Her hair is (a) long; b) longer; c) more long) than mine.
4. She cooks the (a) tasty; b) tastiest; c) tastiest) cakes of all women in her family.
5. This work is (a) better; b) gooder; c) more good) than the previous one.
6. You are so (a) intelligent; b) more intelligent; c) most intelligent).
7. This is the (a) serious; b) more serious; c) most serious) problem I've ever had.
8. July is (a) hotter; b) hoter; c) more hot) than April.
9. Your mother is a (a) wonderful; b) more wonderful; c) most wonderful) cook.
10. Sam is (a) young; b) younger; c) more younger) than Mark.

**Ключи:** 1- с; 2. – а; 3. – b; 4. – с; 5. – а; 6. – а; 7. – с; 8. – а; 9. – а.

### IV. Раскройте скобки, записав верную степень сравнения прилагательного.

1. She feels (good) now than two days ago.
2. Mary is not so (practical) as her elder sister.
3. This is one of (funny) films in the festival.
4. You're (curious) person I've ever known.
5. July is (hot) than May.
6. This man has a (pleasant) appearance.
7. Her hair is (long) than her sister's.
8. He is (happy) man in the world!
9. She is (thin) girl in her class.
10. This sentence is (difficult) than the previous one.

**Ключи:** 1. – better; 2. – practical; 3. – funniest; 4. – the most curious; 5. – hotter; 6. – pleasant; 7. – longer; 8. – the happiest; 9. – the thinnest; 10. – more difficult.

### Модуль 6.

#### Чтение.

#### Текст. Early Britain

Britain has been many centuries in the making. The first inhabitants of the island were the Iberians. This race is supposed to have arrived from the Iberian Peninsular (the North of Spain). Soon after 700 B.C. Britain was invaded by the Celts. In the 1<sup>st</sup> century B.C. when the Celts still lived under the primitive communal system, the Roman Empire became the strongest slave-owning state in the Mediterranean. The Romans ruled all the civilized world and in the 1<sup>st</sup> century A.D. they conquered Britain. Britain was a province of the Roman Empire for about four centuries.

There are today many things to remind the people of the Romans: towns, roads, wells and the words.

After the departure of the Romans Britain was attacked by the Germanic tribes of the Jutes, the Saxons and the Angels. The conquerors are generally referred to as the Anglo-Saxons. The Anglo-Saxons made up the majority of the population in Britain. The Anglo-Saxon language, or English, has been the principal language of the country since then.

In 793 the Danes from Denmark and the Northmen from the Scandinavian peninsular (frequently called as the Vikings) carried out their first raids in Britain. At last all England was in their hands. The kingdom of Wessex alone was left to resist them. King Alfred (ruled 871 – 901) gathered his men and defeated the Danes.

In the 11<sup>th</sup> century England was invaded by the Normans. This was the fifth and the last invasion of England. The pretext for the invasion was the claim of Duke of Normandy, William, to the English throne. He gathered a numerous army and landed in the south of England. The battle between a numerous army and the Anglo-Saxons took place in 1066 at a little village near

the town now called Hastings. The Anglo-Saxons were defeated. Thus the Norman Duke became king of England – William the Conqueror. He ruled England for 21 years (1066 – 1087). The Normans had to put down many rebellions in different parts of the country and the rebels were punished severely.

Gradually the Normans mixed with the Anglo-Saxons and the Danes and from this mixture the English nation finally emerged. For many centuries this was simply known as England. To the west and north, Wales and Scotland fought for their independence so passionately that it took hundreds of years to bring them under English domination.

(L. Khvedchenya)

### **Вопросы для собеседования по теме:**

1. What were the first inhabitants of Britain?
2. What empire became the strongest slave-owning state in the 1<sup>st</sup> century?
3. When did the Romans conquer Britain?
4. Was Britain attacked by the Germanic tribes of the Jutes, the Saxons and the Angels after the departure of the Romans?
5. What language has been the principal language of country?
6. When did the Danes and the Northmen carry out their first raids in Britain?
7. Who defeated the Danes?
8. When was England invaded by the Normans?
9. What was the pretext for the invasion?
10. Where did the battle between the Normans and the Anglo-Saxons take place?
11. Who became king of England and how many years did he rule?
12. What mixture did the English nation finally emerge?

### **Монологическое высказывание с использованием следующей схемы:**

1. The text (article) is headlined... – Текст (статья) называется...  
The title of the text is... – Название текста...  
The author of the text is... – Автор текста...  
The text is written by... – Текст написан...  
It was published in... – Он был опубликован в...
2. The main idea of the text is... – Главная идея текста...  
The text is about... – Текст о...  
The text is devoted to... – Текст посвящен...  
The text is concerned with... – Текст связан с...  
The text touches upon... – Текст касается...  
The text deals with... – Текст имеет дело с...  
The text describes... – Текст описывает...  
The purpose of the text is to give the reader some information on.../...is to compare... – Цель текста – информировать читателя о.../ сравнить...  
The aim of the text is to provide the reader with some material on... – Цель текста – обеспечить читателя информацией по...  
According to the text... – Согласно содержанию текста...  
The text can be divided into 4 parts. – Текст можно разделить на 4 части.  
The first part deals with... – Первая часть связана с...  
The second part is about... – Вторая часть о...  
The third part touches upon... – В третьей части говорится о...

The fourth part of the text includes the fact that... – Четвертая часть текста включает в себя факт, что...

In conclusion the text reads... – В заключении в тексте говорится о...

The author comes to conclusion that... – Автор приходит к выводу, что...

3. I found the text interesting – Текст мне кажется интересным

|                    |                        |
|--------------------|------------------------|
| important          | важным                 |
| dull               | скучным                |
| easy               | легким                 |
| hard to understand | сложным для восприятия |
| instructive        | познавательным         |

### **Continuous (Progressive) Tenses**

**I. Раскройте скобки, поставив глагол в Continuous (Progressive) Tense, где необходимо.**

1. Nick (to have) dinner when his mother came.
2. Your cousin (to watch) television at this time tomorrow, .... she?
3. Sorry, I (not, to understand) you.
4. ... Ann (to speak) over the phone at the moment?
5. He (to write) a letter at 7 o'clock tomorrow.
6. What ... you (to do) now? – I (to do) my homework.
7. My sister (not, to play) computer games at that time yesterday, she (to be) at school.
8. She (to wait) for a doctor at the moment, her child is ill.
9. They (to discuss) this problem at 9 o'clock yesterday, ... they?
10. This group (to pass) the exam at 9 o'clock tomorrow.

**Ключи:** 1. – was having; 2. – will be watching ... won't; 3. - don't understand; 4. – is speaking; 5. – will be writing; 6. – are doing; am doing; 7. – wasn't playing, was; 8. – is waiting; 9. – were discussing... weren't; 10. – will be passing.

**II. Исправьте ошибки в предложениях:**

1. Children is going to school at the moment.
2. I am not believing you.
3. John will watching cartoons at 10 a.m. tomorrow.
4. Partners was talking about business at this time yesterday, wasn't they?
5. Who are making a deal at the moment?
6. When I saw him, he will be writing a letter.

**Ключи:** 1. – are; 2. – don't believe; 3. – will be watching; 4. – were; 5. – is; 6. – was.

**I. Постройте четыре типа вопросов к предложениям:**

1. Kate is chatting with her friend now.
2. Children were playing in the garden at this time yesterday.
3. She will be travelling to China at this time tomorrow.

### **Предлоги**

**Вариант 1.**

**1. Выберите подходящий предлог из предложенных.**

2. Do you get ... (a)in; b)to; c)on) the University ... (a)at; b)by; c)on) bus or ... (a)at; b)by; c)on) foot?
3. I prepared a birthday present ... (a)of; b)by; c)for) my friend.
4. My house is ... (a)above; b)between; c)into) the supermarket and the bus stop.
5. I am writing a test ... (a)with; b)by; c)in) a pen.

6. We'll meet with friends ... (a)at; b)on; c)in) 10 a.m.
7. Where are you now? – We are ... (a)to; b)on; c)in) the café.
8. They have four classes (a)to; b)on; c)in) Monday.
9. He was born ... (a)to; b)on; c)in) the first of May.
10. She has an exam ... (a)to; b)on; c)in) May.

**Ключи:** 1. – b, b, c; 2.- c; 3.- b; 4.- a; 5.- a; 6.- c; 7.- b; 8.- b; 9.- c.

## **2. Вставьте соответствующие предлоги времени вместо пропусков.**

1. Jennifer is going to come here ... the eighth of December. – Дженнифер собирается приехать сюда восьмого декабря.
2. Our pupils had the last test ... Wednesday. – Последняя контрольная работа была у наших учеников в среду.
3. Jane's elder brother was born ... January, 1999. – Старший брат Джейн родился в январе 1999 года.
4. My relatives will fly to Tunisia ... five days. – Мои родные полетят в Тунис через пять дней.
5. Our children stay in the swimming-pool ... two hours. – Наши дети останутся в бассейна на два часа.
6. George got up ... 04.40 a.m. a day before yesterday. – Позавчера Джордж встал в 04.40 утра.
7. Renate was going to the library ... classes. – После уроков Рената собиралась пойти в библиотеку.
8. Their boss will be busy ... 16.00 ... 19.00. – Их босс будет занят делами с 16.00 до 19.00.

**Ключи:** 1. On. 2. On. 3. In. 4. In. 5. For. 6. At. 7. After. 8. From... till.

## **Модуль 7.**

**Тема: Современные проблемы общества в странах изучаемого языка.**

**Чтение.**

### **Текст. Our society and its problems**

We live in the twenty first century, it is the era of computers, robots and machines which are able to make our life easier. It seems that people of our time should have no problems of any kind at all. Computers do the biggest part of our work, modern gadgets help us at home. However, nowadays we have much more problems than our grandparents had when they were young. Problems of modern society can lead to hard consequences for our lives. They are able to kill everyone and everything in the world.

All the problems can be divided into three groups: problems between countries, between a person and society and between society and nature.

The first group of problems is connected with disagreements between different countries. The main problem is danger of beginning the World War III, in other words, nuclear war. I am sure that this war will be the last in the world. It will put an end to everything. Now practically every country has nuclear bombs. Unfortunately there is such a possibility that terrorists may have this weapon. Correspondingly, here is another problem - world terrorism. I think all the countries have suffered from it. Common people die because somebody wants to prove something to the government or just to punish it. This kind of war is becoming widely-spread throughout the world. Several times a month we can hear bad news about death of people. Inhabitants of big cities are afraid to appear in public places as they are a great target for terrorists. The other problem is globalization. On the one hand, this phenomenon has a lot of advantages, it helps to get people united. But on the other hand, we forget our culture, traditions and become like others.

The next is the group of problems between society and a person. The most important problem is demographic. The amount of people are becoming less every year, the cause is that nowadays more people die. It happens because we value money and a good job much more than family, children. The average amount of people get married at the age of 30-35. In the modern family there is just one or two children. So we do not have people to replace us in the future. Another problem is unemployment. Many people are unemployed today. To find a job is very difficult for young graduates. In most cases they have to work in another sphere not connected with their education. Right now, there is also a big gap between the low-income people and the high income people and this is becoming a problem. Low-income people are starting to get lower wages and higher income people are starting to get higher wages.

The third group is problems between society and nature, ecological problems. The progress causes pollution. Everything, our society has, leads to destruction of the environment: cars, air conditioners, refrigerators, factories, cans influence the nature badly. Our planet is in serious danger. Global warming, water and air pollution are not all the problems we may have in the future. Most of us do not realize that we can destroy the Earth leaving our children without a place to live. In my opinion, this is the problem which we are able to solve. People need to care about the environment more, not only use it, but also try to help it. We should not only take, but give back, too.

It is said that there is no bad society, there is only bad people. In other words, the problem is in ourselves. Most of problems can be solved. Not only the government, but also all people are in charge. People and the government should get together and try to solve these problems in order to make this planet a safe and good place to live. If these problems are not solved, there might not even be the Earth in the future to live on.

**Говорение** Монологическое высказывание на тему: «Современные проблемы в странах изучаемого языка» на основе текстов для чтения.

**Письмо** Написание эссе по теме “Youth problems in Russia”

**Сравнение времен Continuous и Indefinite.**

**Ex. 1. Выберите нужную грамматическую форму.**

1) 1. Jane ... (was doing / did) her homework when her father ... (was coming / came) home from work. 2. The postman ... (is walking / walks) along the path. He ... (is coming / comes) twice a week. 3. We ... (will be having / will have) the test next week. 4. Come in and join me. I ... (have / am having) a cup of coffee. I usually ... (have / am having) one about this time. 5. ... (Do you drink / are you drinking) coffee every day? 6. What the brand of coffee ... (do you drink / are you drinking) with such pleasure? 7. Don't forget to take your umbrella. It ... (will rain / will be raining) the whole day. 8. When Nick ... (entered / was entering) the classroom, we ... (discuss / were discussing) our essays.

**Ex. 2. Раскройте скобки, употребляя глагол в соответствующей грамматической форме (Present Simple, Present Continuous, Past Indefinite, Past Continuous, Future Indefinite, Future Continuous).**

1. University graduates ... (work) in various spheres of the national economy. 2. The teacher ... (criticize) my test and the rest of the pupils ... (write) their essays. 3. What .... you ... (to do) at 8 o'clock tomorrow? 4. I ... (not to play) the piano at 4 o'clock yesterday. I ... (do) my homework. 5. What ... you ... (do) tomorrow? 6. He ... (spend) last summer in the country.

**Модуль 8.**

**Тема: Моя будущая профессия. Понятие, цель и задачи изучаемой дисциплины.**

**Чтение.**

**Текст: From The History of London**

London was an important city in Roman times, and there are substantial Roman remains, mostly below street level. By the Middle Ages, when London became the political and commercial capital of England, it was one of the most important cities in Europe.

The history of London begins about the year AD 43, when the Romans were in possession of the southern part of Britain and founded a military station on the present site of London. It was the centre of various disturbances until about 306, when Constantine constructed walls and fortifications, and thereby established stability and laid a firm basis for commercial prosperity. From 369 until 412 it was the capital of Britain, when it was known as Augusta. Subsequently it became the chief seat of Saxons. King Alfred expelled the Danes and fortified the city. It became famous as a commercial centre at the beginning of the reign of Edward III.

London was not built as a city in the same way as Paris or New York. It began life as a Roman fortification at a place where it was possible to cross the river Thames. A wall was built around the town for defence, but during the long period of peace which followed the Norman Conquest, people built outside the walls. This building continued over the years, especially to the west of the City. In 1665 there was a terrible plague in London, so many people left the city and escaped to the villages in the surrounding countryside. About 69.000 persons succumbed to the dread disease. In 1666 the Great Fire of London ended the plague, but it also destroyed much of the city. A destructive fire spread over 340 acres, burning about 15.000 houses.

From these calamities the city recovered with marked rapidity. The Bank of England was established in 1694. Sir Hans Sloane founded the British Museum in 1759, the old walls were torn down in 1760 and about that time the streets were improved by pavements, lighting and sanitary regulations. In 1840 the present parliamentary buildings were commenced, and in rapid succession followed the construction of great parks and many different municipal improvements. Although people returned to live in the rebuilt city after the plague and the Great Fire, there were never again so many Londoners living in the city centre.

Gradually London expanded, absorbing outlying villages, such as Kensington and Hampstead, until by the end of the 19-th century (during which the industrial revolution had made London the largest and most important city in the world) much of the central area of London had been developed in a way which is still recognizable today. During the twentieth century growth has continued into the outer suburbs.

These days not many people live in the city centre, but London has spread further outwards into the country, including surrounding villages. Today the metropolis of Greater London covers some 700 square miles and the suburbs of London continue even beyond this area. Some people even commute over 100 miles (over 150 km) every day to work in London while living far away from the city in the country or in other towns.

(V. F. Satinova)

**Notes**

AD (лат. Anno Domini) – нашей эры

Augusta – Огаста

Greater London – Большой Лондон (административно-территориальная единица; делится на 32 района и Сити; управляется Советом Лондона).

to commute – совершать регулярные поездки на работу в город из пригорода.

**Монологическое высказывание по тексту с использованием следующей схемы:**

1. The text (article) is headlined... – Текст (статья) называется...

- The title of the text is... – Название текста...
- The author of the text is... – Автор текста...
- The text is written by... – Текст написан...
- It was published in... – Он был опубликован в...
2. The main idea of the text is... – Главная идея текста...
- The text is about... – Текст о...
- The text is devoted to... – Текст посвящен...
- The text is concerned with... – Текст связан с...
- The text touches upon... – Текст касается...
- The text deals with... – Текст имеет дело с...
- The text describes... – Текст описывает...
- The purpose of the text is to give the reader some information on.../...is to compare... – Цель текста – информировать читателя о.../ сравнить...
- The aim of the text is to provide the reader with some material on... – Цель текста – обеспечить читателя информацией по...
- According to the text... – Согласно содержанию текста...
- The text can be divided into 4 parts. – Текст можно разделить на 4 части.
- The first part deals with... – Первая часть связана с...
- The second part is about... – Вторая часть о...
- The third part touches upon... – В третьей части говорится о...
- The fourth part of the text includes the fact that... – Четвертая часть текста включает в себя факт, что...
- In conclusion the text reads... – В заключении в тексте говорится о...
- The author comes to conclusion that... – Автор приходит к выводу, что...
3. I found the text interesting – Текст мне кажется интересным
- |                    |                        |
|--------------------|------------------------|
| important          | важным                 |
| dull               | скучным                |
| easy               | легким                 |
| hard to understand | сложным для восприятия |
| instructive        | познавательным         |

**Говорение. Монологическое высказывание на тему: “My Future Profession”**

**Грамматика. Времена группы Perfect, Perfect Continuous**

**1. Поставьте глаголы-сказуемые в форме Present Perfect или Present Perfect Continuous.**

1. John (to prepare) his dinner for two hours already and (not to finish) his work yet.
2. It is ten o'clock. George (to wait) for his friend for half an hour.
3. - You ever (to be) in England? – No, I never (to be) there.
4. The students of this group (to study) English for six months already.

**2. Употребите глаголы, данные в скобках, в нужной форме.**

1. I (to try) to sell my old cycle for a long time, but nobody wants to buy it.
2. The sportsmen (to train) for some time before the coach arrived.
3. Harry and Bess (to fall asleep) when we came back.
4. By the time John felt hungry, his wife (to cook) lunch.
5. We (to walk) in the park long before it began to rain.

## **Модуль 9.**

**Тема: Структура и основные разделы отрасли.**

**Текст: “Fields of history”.**

### **TRENDS IN WORLD POLITICS**

The current international system is in a state of post-cold war adjustment, in which numerous countries who share political or religious alliances are attempting to define their place in the world absent the tensions that accompanied the United States-Soviet Union arms race. The geographical areas that are the testing grounds for political power on the global stage may be loosely divided into four areas: the United States, China and Japan, Europe, and the Middle East. The concerns that face these areas include America's decline as a hegemonic power, the European Union and its increased economic power, the growing threat of disease, the possession of nuclear arms by rogue countries, and the continuing problems of a growing world population with decreasing resources.

The United States no longer has a unified Soviet Union to fear, which has the peculiar effect of reducing tension among the two powers while at the same time causing confusion among the rest of the world. As long as there were two big-power actors on the world stage, the identities of the outsiders was easily defined. Today, identities are not as clear, borders are increasingly fuzzy (witness the current problems in Bosnia and Palestine) and what was once a balance of power between the US. and the Soviet Union is now an imbalance, with the U.S. as the remaining "superpower" and other countries existing in the power vacuum.

The U.S. faces political problems from these countries, notably countries in the Middle East like Iran, Syria and Libya, who continue to view the U.S. as an enemy. If the U.S. is not involved in overt war with one of these countries, as it was with Iraq in the early 1990s, it must consider the continuing threat of terrorism from them.

### **Лексика**

#### **Словарный диктант по теме модуля**

Периоды истории, сбор информации, археология, греческий ученый, область исследования, современное изучение истории, меняться с течением веков, в хронологическом порядке, территориальное разделение, тематическое разделение, культурная особенность, история средних веков, история древнего мира.

#### **Вопросы для собеседования по теме:**

1. What fields of history do you know?
2. How can you call scholars who write about history?
3. Who is considered to be the "father of history"?
4. What did you learn about the modern study of history?
5. What is archaeology?
6. Historical Archaeology is a specific branch of archaeology, often contrasting its conclusions against those of contemporary textual sources, isn't it?
7. How can history be organized?
8. Is it possible for historians to concern themselves with both the very specific and the very general?

#### **Монологическое высказывание по тексту с использованием следующей схемы:**

1. The text (article) is headlined... – Текст (статья) называется...
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- The text deals with... – Текст имеет дело с...
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- The purpose of the text is to give the reader some information on.../...is to compare... – Цель текста – информировать читателя о.../ сравнить...
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- According to the text... – Согласно содержанию текста...
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3. I found the text interesting – Текст мне кажется интересным

|                    |                        |
|--------------------|------------------------|
| important          | важным                 |
| dull               | скучным                |
| easy               | легким                 |
| hard to understand | сложным для восприятия |
| instructive        | познавательным         |

**Грамматика: Видовременная система английского глагола (действительный залог): повторение.**

| Таблица Present   | Past  | Future   |
|---|---|--|
| <b>Indefinite/Simple</b>  |   |  |
| Действие происходит обычно, регулярно, время от времени:<br>to be + Participle II<br><br><i>The flower is usually planted by him.</i><br>(usually, regularly, day by day, weekly) | Действие происходит обычно, регулярно, время от времени в прошлом:<br>was/were + Participle II<br><br><i>The flowers were planted by him sometimes in his childhood. (usually, regularly, weekly, yesterday, in the past)</i> | В будущем обычное, регулярное, постоянное или вероятное действие:<br>shall/will be + Participle II<br><br><i>The flower will be planted, perhaps tomorrow. (in future, tomorrow, in a day, in a year, next year)</i> |

**1. Заполните пропуски по смыслу нужной формой глагола:**

1. Margaret \_\_\_\_\_(speak) four languages

2. In Britain the banks usually \_\_\_\_\_ (open) at 9.30 in the morning.
3. Peter (wash) \_\_\_\_\_ his car twice a month.
4. Books are very expensive nowadays. They (cost) \_\_\_\_\_ a lot of money.
5. Water (boil) \_\_\_\_\_ at 100 degrees Celsius.
6. Can I have something to eat? I (be) \_\_\_\_\_ hungry.
7. Last year our city (be) \_\_\_\_\_ 450 years old. We (have) \_\_\_\_\_ a great feast.
8. Last Friday morning they (go) \_\_\_\_\_ in the library.
9. We (enjoy) \_\_\_\_\_ our hotel last year.
10. When I was a child, I (want) \_\_\_\_\_ to be a doctor.
11. Yesterday I (take) \_\_\_\_\_ a taxi to the airport to my morning flight.
12. Our friends (come) \_\_\_\_\_ to see us last weekend.
13. She can't speak on the phone, she (listen) \_\_\_\_\_ to the lecturer right now.
14. At this time the sun (shine) \_\_\_\_\_ brightly yesterday.
15. I (finish) \_\_\_\_\_ already \_\_\_\_\_ this hard work.
16. He (tell) \_\_\_\_\_ just \_\_\_\_\_ me this story.
17. The rivers (freeze) \_\_\_\_\_ by last November.
18. Tomorrow he (do) \_\_\_\_\_ his task when his brother calls for him.

**2. Переведите предложения упражнения 1 в вопросительную (общие вопросы) и отрицательную форму.**

## **Модуль 10.**

**Тема: Основные категории и понятия.**

**Чтение.**

**Текст:**

### **Russian Foreign Policy**

Russia's view of the modern world, as well as its goals and objectives are reflected in the Foreign Policy Concept adopted in 2013. It evaluates the global situation and analyses the processes unfolding in the world and its regions. On its basis the foreign strategy of the country has been found in full recognition of the fundamentally new geopolitical situation in the world. The system of international relations is in transition as a new polycentric world order is taking root. We are witnessing the creation of a fundamentally new global model marked by growing competition in all spheres, including social and economic development and moral values.

Evidently, Russia is well placed to consolidate its role as one of the centres of the new multipolar system and actively impact the global situation with a view to ameliorating it, strengthening security and stability, putting in place favourable external conditions for the country's internal development to ensure sustainable economic growth and thus a higher quality of life for Russian citizens. The independent foreign policy pursued by Russia in accordance with modern trends and long-standing traditions is in increasingly high demand in the world, attracting a wide range of partners from Asia, Africa, Latin America and Europe.

Russia has consistently advocated an inclusive and positive agenda aimed not at restricting but rather amplifying ties between states. Our country stands ready to join efforts with all those who are equally willing to cooperate in line with the principles of equality, mutual respect, mutual benefit and norms of international law, as well as recognition of the central role of the United Nations in global affairs. The work of the UN Security Council, the Group of 20, BRICS, SCO and CSTO clearly demonstrate the efficiency of joint efforts.

Conversely, the Ukrainian crisis was a consequence of a policy of strengthening one's own security at the expense of others, which has been pursued by Western states for over a quarter of a century aiming to expand areas under their geopolitical control. This was manifested by successive waves of NATO expansion despite assurances to the contrary at the highest level and in violation of solemn declarations on the establishment of a system of equal and indivisible security in the Euro-Atlantic space.

The current negative turn in global affairs is not our choice. Russia will continue working under these circumstances and remains open for dialogue. There is no viable alternative to mutually beneficial and equal-footed cooperation between Russia and the EU, as our countries are closely intertwined by virtue of numerous geographic, economic, historical and human ties. We are ready to mutually approximate positions and seek compromises, but only on the basis of equality and true consideration of each other's interests, excluding any attempts of blackmail and diktat.

The establishment of the Eurasian Economic Union is making a tangible contribution to the development of wide-ranging cooperation in the region. We are convinced that gradual steps towards creating a common economic and humanitarian space from Lisbon to Vladivostok based on the principles of equal and indivisible security should serve as a strategic guideline in shaping a new architecture on the European continent.

### Лексика

#### **Словарный диктант по теме модуля**

Период раннего феодализма; жизнь рабов; тяжкий труд; взаимодействовать с внешним миром; дать возможность; повезти (посчастливиться); изменить свою долю к лучшему; иметь собственные хижины; сделать карьеру военного; изучать латинский язык; чин священнослужителя.

#### **Вопросы для собеседования по теме:**

1. Whose life was particularly hard in the early feudal age?
2. Why were the peasants discontent and sometimes rebellious ?
3. Could the serfs change their miserable lot?
4. How can you describe the serfs' huts?
5. What did the serfs do on Sundays and feast days?
6. Why were the serfs ignorant?
7. How often could a serf become a soldier and make a military career?
8. What gave villeins and serfs a chance to better their lot?

#### **Монологическое высказывание по тексту с использованием следующей схемы:**

1. The text (article) is headlined... – Текст (статья) называется...  
The title of the text is... – Название текста...  
The author of the text is... – Автор текста...  
The text is written by... – Текст написан...  
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2. The main idea of the text is... – Главная идея текста...  
The text is about... – Текст о...  
The text is devoted to... – Текст посвящен...  
The text is concerned with... – Текст связан с...  
The text touches upon... – Текст касается...  
The text deals with... – Текст имеет дело с...  
The text describes... – Текст описывает...  
The purpose of the text is to give the reader some information on.../...is to compare... – Цель текста – информировать читателя о.../ сравнить...

The aim of the text is to provide the reader with some material on... – Цель текста – обеспечить читателя информацией по...

According to the text... – Согласно содержанию текста...

The text can be divided into 4 parts. – Текст можно разделить на 4 части.

The first part deals with... – Первая часть связана с...

The second part is about... – Вторая часть о...

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The fourth part of the text includes the fact that... – Четвертая часть текста включает в себя факт, что...

In conclusion the text reads... – В заключении в тексте говорится о...

The author comes to conclusion that... – Автор приходит к выводу, что...

3. I found the text interesting – Текст мне кажется интересным

|                    |                        |
|--------------------|------------------------|
| important          | важным                 |
| dull               | скучным                |
| easy               | легким                 |
| hard to understand | сложным для восприятия |
| instructive        | познавательным         |

### **Грамматика: Страдательный залог (Indefinite Tenses).**

#### **Перепишите эти предложения в страдательном залоге:**

1. The students read or write special texts on their profession.
1. We took several photos for our documents.
2. The inflation influenced our business very badly.
3. They will make their advertisement soon.
4. He hasn't fixed the date for the next appointment.
5. We received this letter from the Head office.
6. My Granny will bake a tasty pie tomorrow.
7. I celebrate my birthday every year by the sea.
8. The Chairman opened the meeting.

#### **Перепишите эти предложения в страдательном залоге:**

1. The doctor examines his patients very carefully.
2. The Chairman opened the meeting.
3. The sanctions made our contract much harm.
4. All students will soon complete their tests.
5. Our teacher hasn't put any marks on the essay yet.
6. The manager printed these catalogues in time.
7. My groupmate will present his report on Monday.
8. The designers decorate our city for the New Year every December.
9. The inflation influenced our business very badly.

## **Модуль 11.**

### **Тема: Актуальные проблемы развития изучаемой науки.**

#### **Чтение.**

#### **Текст:**

#### **Let Freedom Ring!**

The Liberty Bell, a symbol of the American Revolution (1775-1783), got its name from a group of abolitionists who adopted it as a symbol of their cause.

It was in Independence Hall, then called the Pennsylvania State House, that the Liberty Bell rang out the news that the Declaration of Independence had been adopted. That was on



hard to understand  
instructive

сложным для восприятия  
познавательным

### **Грамматика: Страдательный залог (Continuous Tenses).**

#### **1. Поставьте глаголы, данные в скобках в страдательном залоге группы Continuous.**

1. A modern tune (play) ... when we came into the hall.
2. My piano (repair) ... at the moment.
3. The damaged buildings (reconstruct) ... now, the reconstruction will have been finished by the end of the year.
4. We were told to wait because the man (question) ... in the room.
5. You can't go in. She (interview) ... for the TV.
6. You can't use the office at the moment, it (redecorate) ...
7. A new metro line (construct) .... now. One of its stations will be built in our street.
8. Everybody was busy as a welcoming party (prepare) ... in honour of the distinguished visitors.

#### **2. Запишите следующие предложения в страдательном залоге группы Continuous.**

1. My father is washing the car.

---
2. She is taking a picture of him.

---
3. I am writing a poem.

---
4. We are not playing football.

---
5. He is not wearing a tie.

---
6. Is she preparing the party?

---
7. Are they talking about the meeting?

---
8. Is she watering the flowers?

### **Модуль 12.**

#### **Тема: Персоналии.**

#### **Чтение.**

#### **Benjamin Franklin – One Of The Founding Fathers**

(G.V. Nesterchuk, The USA And The Americans)

"Where liberty dwells, there is my country." B. Franklin

Benjamin Franklin (1706-1790), American printer, author, scientist, statesman and diplomat, was born in Boston, Massachusetts, into a poor family. He learned to read at a very early age, probably taught by his father, who destined him for the Church and sent him at eight years to a grammar school. But the expense proved too great, and at the age of ten Benjamin began to work in his father's little soap shop. Disliking this, he was apprenticed at twelve years to his half-brother, James, a printer. Benjamin read whatever book he could lay his hands upon, and by 1722 he was writing little essays of his own on various topics.

Constant reading made Franklin one of the most educated men of his time. His activities were varied. In the 1740s he experimented on electricity and invented the lightning-rod<sup>1</sup> for the protection of buildings. In the 1750s Franklin was sent to Britain to defend the interests of the American Colonies before the British Parliament. During the War of Independence he helped to frame the Declaration of Independence (1776). That same year he was sent to France, where he enlisted French help for the American : Colonies and later negotiated<sup>2</sup> peace with Britain (1783). After the War of Independence Franklin was chosen as a member of the Convention to frame the Constitution of the United States (1787).

Franklin's literary activities began in 1733 with the issuing of Poor Richard's Almanac which continued to appear for about 25 years. The almanac was a combination of a calendar, a miniature encyclopedia, and a moral counsellor. It noted the holidays, the dates of the fairs and the court sessions, and it contained jokes, poems, recipes and sayings.

In 1771 Franklin began writing The Autobiography but it was not completed and was published after his death. This outstanding literary work combines practicality, common sense, and optimistic faith in the abilities of every person who can rely on his own industry and strength.

B. Franklin was an enlightener<sup>3</sup> and most of his works are written in the form of moral and philosophical parables\*. He also wrote a lot of political and satirical pamphlets defending the rights of all men, including the Negroes and the Indians. These topics were especially important in the history of American literature. His pamphlet On the Slave Trade (1790) became his political testament<sup>5</sup>. The anti-slavery character of the pamphlet inspired the abolitionists<sup>6</sup> fight until the Civil War.

Franklin put his ideas into practice opening the first public library and founding several clubs and societies, among them the Junto Club, the first society of self-education and enlightenment and the society for the abolition of slavery.

1 lightning-rod — молниеотвод

2 negotiate — вести переговоры

3 enlightener — просветитель

4 parable — притча

5 testament — завещание

6 abolitionist — аболиционист, сторонник отмены рабства

### **Benjamin Franklin's Rising Sun**

(G.V. Nesterchuk, The USA And The Americans)

Benjamin Franklin, at 81, was the oldest and the most widely accomplished delegate to the 1787 Constitutional Convention. His presence represented the final public service in a remarkable career as scientist, author, diplomat and statesman. His reputation in Europe, wrote John Adams from Paris, was "more universal than that of Leibnitz or Newton, Frederick or Voltaire, and his character more beloved and esteemed than any or all of them". Although he was physically feeble — all of his speeches were read by a colleague — Franklin attended most of the sessions and was troubled by the recurring signs of opposition to the draft Constitution. In a notable address toward the close of the Convention, he gently urged dissenting delegates to put aside their legitimate criticisms — he himself had several — and recognize the version before them as the best compromise possible.

On the final day, as the last delegates were signing the document, Franklin pointed toward the sun on the back of the Convention president's chair. Observing that painters had found it difficult to distinguish in their art a rising sun from a setting sun, he went on to say: "I have often... in the course of the session... looked at that sun behind the: President without being able to tell whether it was rising or setting. But now at length I have the happiness to know it is a rising and not a setting sun."

Franklin was one of several American leaders who saw the new Union as a model that other countries could usefully emulate. "I send you," he wrote to friends in Europe, "the proposed new federal Constitution for these states... If it succeeds, I do not see why you might not in Europe form a Federal Union and one grand republic of all its different states and kingdoms..."

#### Benjamin Franklin's Sayings

Do you know that almost all Franklin's writings following the traditions of Enlightenment include practical words of advice to the people. Though not always original they are written in simple and humorous manner. Many of them, in one form or another, are still quoted today. Here are some of his famous sayings:

- ◆ He that can have patience can have what he will.
- ◆ Even peace may be purchased at too high a price.
- ◆ A word to the wise is enough.
- ◆ He that falls in love with himself will have no rivals.
- ◆ There never was a good war, or a bad peace.
- ◆ All things are easy to industry.
- ◆ Being uneducated is not so dishonorable as being unwilling to learn.
- ◆ He that cannot obey, cannot command.
- ◆ A lie stands on one leg, truth on two.
- ◆ The worst wheel of the cart makes the most noise.

#### Лексика

##### **Словарный диктант по теме модуля**

Величайший драматург; оказаться в долгах; испытать много трудностей; продать собственность; забрать из школы; уважаемая фермерская семья; счастливый брак; уехать в; театр «Глобус»; смотреть пьесу; быть известным как (в качестве).

##### **Вопросы для собеседования по теме:**

1. When was William Shakespeare born?
2. What was the father of William?
3. Where was the poet's mother from?
4. Was William Shakespeare the eldest son in the family?
5. He studied at Stratford Grammar School for six years, didn't he?
6. Why was William taken from the school?
7. How old was William Shakespeare when he married Anne Hathaway?
8. Was their marriage happy?
9. When did Shakespeare leave for London?
10. What was his first work in the theatre?
11. What theatre did he work at?
12. How many plays, poems and sonnets did he write?
13. Did you read his plays, sonnets or poems?

##### **Монологическое высказывание по тексту с использованием следующей схемы:**

1. The text (article) is headlined... – Текст (статья) называется...
- The title of the text is... – Название текста...
- The author of the text is... – Автор текста...
- The text is written by... – Текст написан...

- It was published in... – Он был опубликован в...
2. The main idea of the text is... – Главная идея текста...
- The text is about... – Текст о...
- The text is devoted to... – Текст посвящен...
- The text is concerned with... – Текст связан с...
- The text touches upon... – Текст касается...
- The text deals with... – Текст имеет дело с...
- The text describes... – Текст описывает...
- The purpose of the text is to give the reader some information on.../...is to compare... – Цель текста – информировать читателя о.../ сравнить...
- The aim of the text is to provide the reader with some material on... – Цель текста – обеспечить читателя информацией по...
- According to the text... – Согласно содержанию текста...
- The text can be divided into 4 parts. – Текст можно разделить на 4 части.
- The first part deals with... – Первая часть связана с...
- The second part is about... – Вторая часть о...
- The third part touches upon... – В третьей части говорится о...
- The fourth part of the text includes the fact that... – Четвертая часть текста включает в себя факт, что...
- In conclusion the text reads... – В заключении в тексте говорится о...
- The author comes to conclusion that... – Автор приходит к выводу, что...
3. I found the text interesting – Текст мне кажется интересным
- |                    |                        |
|--------------------|------------------------|
| important          | важным                 |
| dull               | скучным                |
| easy               | легким                 |
| hard to understand | сложным для восприятия |
| instructive        | познавательным         |

### **Грамматика: Страдательный залог группы Perfect.**

#### **1. Поставьте глаголы, данные в скобках в Present Perfect, Passive Voice.**

1. His novel just (to publish).
2. The thief (to detain) by the police today.

#### **2. Дополните следующие вопросы, поставив глаголы, данные в скобках в Present Perfect Passive Voice.**

1. ...that part of the world ever ... by people? (visit)
2. ... the mail ... yet? (deliver)
3. ... the students ... their books? (give)
4. ... the problem ... by the city leaders? (address)
5. ... the thieves ... yet? (catch--negative)
6. ... the money ... wisely? (spend)
7. Why ... the laundry ... yet? (do--negative)
8. Where ... the prisoner ... (take)
9. What ... to help the poor in this country? (do)
10. How many opportunities ... you ... (give)

### 3. Запишите следующие предложения в Present Perfect Passive Voice.

1. he postcard / send

---

2. the pencils / count

---

3. the door / close

---

4. the beds / make

---

5. the mail / write

### 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).

#### Перечень теоретических вопросов (для оценки знаний):

1. Объясните правило употребления форм глагола “to be”
  2. Объясните правило употребления форм глагола “to have”
  3. Объясните правило и случаи употребления конструкции “there is/are”
  4. Объясните правило употребления местоимений (личных, притяжательных, указательных, возвратных, неопределенных, относительных)
  5. Объясните правило образования степеней сравнений прилагательных и наречий
  6. Объясните правило и случаи употребления времени Present Simple
  7. Объясните правило и случаи употребления времени Past Simple
  8. Объясните правило и случаи употребления времени Future Simple
  9. Объясните правило и случаи употребления временной группы Continuous
  10. Объясните правило и случаи употребления временной группы Perfect
- И далее согласно темам рабочей программы

#### Перечень типовых заданий (для оценки умений):

Для оценки умений в видах речевой деятельности (чтение, аудирование, говорение, письмо) применяются задания следующего типа:

1. Прочитайте текст без словаря. Определите, какой из предложенных заголовков подходит к данному тексту.
2. Прочитайте текст без словаря и ответьте на вопросы.
3. Прочитайте текст, составьте и запишите план текста.
4. Прослушайте текст (диалог) и кратко передайте его содержание.
5. Составьте диалог по ситуации общения \_\_\_\_\_, инсценируйте диалог с одноклассником.
6. Представьте монологическое высказывание по теме \_\_\_\_\_ (согласно рабочей программе). Ответьте на вопросы преподавателя. Поддержите дискуссию.
7. Поддержите разговор/дискуссию по теме \_\_\_\_\_.

#### Перечень типовых практических заданий (для оценки навыков)

Для оценки языковых навыков (фонетических, лексических, грамматических, орфографических) применяются задания следующего типа:

1. Прочитайте текст вслух.
2. Инсценируйте диалог по теме \_\_\_\_\_.
3. Представьте устное высказывание по теме \_\_\_\_\_ (согласно рабочей программе).
4. Заполните пропуски в предложении/тексте подходящими словами по смыслу и грамматической форме.

#### **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, и процедур оценивания результатов обучения с помощью запланированных оценочных средств.

| Наименование оценочного средства | Описания процедуры проведения контрольно-оценочного мероприятия и процедуры оценивания результатов обучения   |
|----------------------------------|---|
| Лексический диктант              | Подготовку к лексическому диктанту по изучаемой теме студент осуществляет во внеурочное время. Обучающийся должен выучить весь объем учебной лексики. На занятии обучающийся под диктовку преподавателя (преподаватель диктует слова на русском языке) записывает лексику по определенным темам (разделам) на контрольном листе. Преподаватель обязан ознакомить студентов с критериями оценивания заранее. Лексический диктант осуществляется в письменной форме.  |
| Тестирование                     | Тестирование – форма измерения знаний студентов, основанная на применении тестов закрытого/открытого типа, на установление соответствия, упорядочивание последовательности и пр. Может быть организовано как текущее, либо с целью выявления результатов усвоения знаний по модулю, дисциплине в целом (итоговое). Преподаватель на предшествующем занятии конкретизирует тематику тестирования. Во время проведения тестирования запрещается пользоваться любыми источниками информации (словари, учебники, тетради для лабораторных занятий, электронные приложения с переводчиками и т.д.) |
| Устное сообщение, собеседование  | Устное сообщение - умение высказаться по изучаемой теме (при этом можно сообщение приготовить дома в виде индивидуального творческого задания). Логично построить свое высказывание, осветить все предложенные аспекты, продемонстрировать владение грамматическими структурами и хорошим словарным запасом в соответствии с поставленной задачей.  |
| Чтение и перевод текста          | Текст по изучаемой теме можно брать со студентами на занятии или во внеурочное время (для самостоятельного чтения и перевода, а затем на занятии осуществить контроль над выполненным заданием). Преподаватель должен ознакомить обучающихся с критериями оценивания этого вида работы заранее.   |
| Эссе                             | Обучающемуся заранее предлагается на лабораторном занятии выбрать тему эссе. А преподаватель заранее знакомит обучающихся с критериями оценивания эссе. Студенты сдают для оценивания   |

|                             |   |
|-----------------------------|---|
|                             | преподавателем написанные и оформленные в соответствии с требованиями свои эссе.  |
| Презентация                 | Презентация (электронная презентация) - это вид работы (особый документ с мультимедийным содержанием), демонстрация которого управляется пользователем. На данный момент это один из самых популярных способов подачи информации, который активно используется во многих дисциплинах. |
| Монологическое высказывание | Монологическое высказывание - умение высказаться по теме в виде монолога, логично построить свое высказывание, осветить все предложенные аспекты, продемонстрировать владение грамматическими структурами и хорошим словарным запасом в соответствии с поставленной задачей           |

#### Методика оценки деятельности студента (за семестр)

| Модуль | Процедура оценивания | Оценка     |            |
|--------|----------------------|------------|------------|
|        |                      | <i>min</i> | <i>max</i> |
| 1      | Написание диктанта   | 3          | 5          |
|        | Чтение/перевод       | 3          | 5          |
|        | Говорение            | 2          | 5          |
|        | Письмо               | 3          | 5          |
|        | Тестирование         | 2          | 5          |
| 2      | Написание диктанта   | 3          | 5          |
|        | Чтение/перевод       | 3          | 5          |
|        | Говорение            | 2          | 5          |
|        | Тестирование         | 3          | 5          |
|        | Грамматика           | 3          | 5          |
| 3      | Написание диктанта   | 3          | 5          |
|        | Чтение/перевод       | 3          | 5          |
|        | Говорение            | 2          | 5          |
|        | Аудирование          | 3          | 5          |
|        | Письмо               | 3          | 5          |
| 4      | Написание диктанта   | 3          | 5          |
|        | Чтение/перевод       | 3          | 5          |
|        | Говорение            | 2          | 5          |
|        | Аудирование          | 3          | 5          |
|        | Тестирование         | 3          | 5          |
|        |                      | 55         | 100        |

**4.2. Описание процедур проведения промежуточной аттестации**  
**Зачет (1 семестр)**  
**Экзамен (3 семестр)**

Формирование оценки промежуточной аттестации определяется преподавателем и осуществляется с использованием балльно-рейтинговой оценки работы студента.

При определении уровня достижений обучающихся на зачете учитывается:

- знание программного материала дисциплины;
- знания, необходимые для решения типовых заданий, умение выполнять предусмотренные программой типовые задания;
- умение применять теоретические знания в ситуациях повседневного и профессионального характера и при решении творческих заданий, обосновывать свои действия.
- владение навыками в четырёх видах речевой деятельности (говорение, чтение, письмо, аудирование).

Проведение промежуточной аттестации в форме зачета и экзамена позволяет сформировать индивидуальный балл студента по дисциплине по результатам текущего контроля, реализуемого в форме балльно-рейтинговой системы оценивания, т.к. оценочные средства, используемые при текущем контроле, позволяют оценить знания, умения и владения навыками/опытом деятельности обучающихся при освоении дисциплины. Преподаватель высчитывает индивидуальный балл как сумму баллов текущего и итогового контроля.

|    |    |        |            |
|----|----|--------|------------|
| A  | 10 | 94-100 | зачтено    |
| A- | 9  | 90-94  |            |
| B+ | 8  | 85-89  |            |
| B  | 7  | 80-84  |            |
| B- | 6  | 75-79  |            |
| C+ | 5  | 70-74  |            |
| C  | 4  | 65-69  |            |
| C- | 3  | 60-64  |            |
| D  | 2  | 55-59  |            |
| F  | 1  | 50-54  | не зачтено |
| F  | 0  | 0-49   |            |

#### **Образец экзаменационного билета для проведения промежуточной аттестации в форме экзамена**

1. Работа со специальным текстом.

а) Чтение указанного отрывка текста без предварительной подготовки. Передача общего содержания текста (время подготовки - 15 минут, без словаря).

б) Письменный перевод текста со словарем (время подготовки - 30 минут). Беседа с экзаменатором по содержанию текста.

2. Монологическое высказывание по изученной теме.

Если оценка уровня сформированности компетенций обучающегося не соответствует критериям получения зачета и экзамена на основе балльно-рейтинговой системы оценивания, то обучающийся сдает зачет и экзамен, который проводится в форме собеседования по изученным темам, выполнения итогового теста. Перечень тем и типовых тестовых контрольных заданий обучающиеся получают в течение семестра.