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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение высшего образования

«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»

(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Кафедра иностранных языков

УТВЕРЖДЕН

на заседании кафедры

Протокол от « 24 » мая 2023 г., № 10

Зав. кафедрой



Сарычева Л.В.

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине (модулю)

Иностранный язык в профессиональной коммуникации (английский язык)

Направление подготовки
44.04.01 Педагогическое образование

Программа подготовки:
Инновационные образовательные технологии

Квалификация
Магистр

Мытищи
2023

1. Общие положения

Фонд оценочных средств – составная часть основной образовательной программы по соответствующему направлению подготовки и профилю подготовки. Нормативным актом, определяющим порядок видов контроля и аттестации студентов вузов, является «Типовое положение об образовательном учреждении высшего профессионального образования (высшем учебном заведении) Российской Федерации», утвержденное Постановлением Правительства России № 71 от 14 февраля 2008 г. Согласно данному Положению, высшее учебное заведение оценивает качество освоения образовательных программ путём осуществления текущего контроля успеваемости, промежуточной аттестации обучающихся и итоговой аттестации выпускников.

Фонд оценочных средств по дисциплине «Иностранный язык в профессиональной коммуникации (английский язык)» предназначен для контроля знаний, реализуемых по направлению подготовки 44.04.01 Педагогическое образование, «Инновационные образовательные технологии».

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

Оцениваемые компетенции	Уровень сформированности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	Пороговый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	<u>Знать</u> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи.	Практическое задание	Шкала оценивания практического задания
	Продвинутый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	<u>Знать</u> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи. <u>Уметь</u> анализировать научные события с	Практическое задание, сообщение	Шкала оценивания практического задания Шкала оценивания сообщения

			оценкой их значимости, высказывать собственное мнение по проблемам, связанным с научной и профессиональной деятельностью, осуществлять межкультурные контакты с зарубежными коллегами, создавать собственные образцы речи в сфере научной и профессиональной коммуникации.		
УК-5	Пороговый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	<u>Знать</u> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи.	Практическое задание	Шкала оценивания практического задания
	Продвинутый	1.Работа на учебных занятиях. 2.Самостоятельная работа студентов.	<u>Знать</u> особенности делового профессионального общения в академической/научной среде; стереотипы поведения и общения, формулы этикетной речи. <u>Уметь</u> анализировать научные события с оценкой их значимости, высказывать	Практическое задание, сообщение	Шкала оценивания практического задания Шкала оценивания сообщения

			собственное мнение по проблемам, связанным с научной и профессиональной деятельностью, осуществлять межкультурные контакты с зарубежными коллегами, создавать собственные образцы речи в сфере научной и профессиональной коммуникации.		
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Типовые контрольные задания

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины **«Иностранный язык в профессиональной коммуникации (английский язык)»**. КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации.

Текущий контроль

Текущий контроль предусматривает проверку отдельных знаний, умений и навыков студентов, полученных до начала обучения или во время обучения по дисциплине. Текущий контроль имеет целью оценить систематичность учебной работы студента в течение семестра. Текущий контроль предназначен для проверки достижения студентом отдельных учебных целей и выполнения части учебных задач программы учебной дисциплины. Формами текущего контроля по дисциплине «Деловой иностранный язык» являются практические задания, сообщения.

Практическое задание – система заданий, позволяющая осуществить процедуру измерения уровня знаний и умений обучающегося.

Сообщение – конечный продукт, получаемый в результате планирования и выполнения комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения практических задач и проблем, ориентироваться в информационном пространстве и уровень сформированности аналитических, исследовательских навыков, навыков практического и творческого мышления. Может выполняться в индивидуальном порядке или группой обучающихся.

Практические задания и сообщения способствуют формированию в дальнейшем при изучении профессиональных модулей, следующих общепрофессиональных и профессиональных компетенций:

- самостоятельно анализировать имеющуюся информацию, ставить задачу, нести ответственность за качество работ и научную достоверность результатов;
- профессионально оформлять, представлять и докладывать результаты научно-исследовательских и производственно-технических работ по утвержденным формам;
- генерировать новые идеи и методические решения;
- уметь представлять учебный материал в устной, письменной и графической форме для различных контингентов слушателей.

**Комплект практических заданий по дисциплине
«Иностранный язык в профессиональной коммуникации (английский язык)»**

Assignment 1. Read and translate the text:

Coping with Stress

Everyone – adults, teens, and even children – experiences stress at times. Stress can be beneficial. It can help people develop the skills they need to deal with possible threatening situations throughout life. Stress is not helpful when it prevents a person from taking care of themselves or their family. You can put problems into perspective by finding healthy ways to cope. Getting the right care and support can help reduce stressful feelings and symptoms.

Stress is a reaction to a situation where a person feels threatened or anxious. Stress can be positive (e.g., preparing for a wedding) or negative (e.g., dealing with a natural disaster). The symptoms may be physical or emotional.

After a traumatic event that is very frightening, people may have strong and lingering reactions. These events may include personal or environmental disasters, or threats with an assault. These strong emotions, may be normal and temporary.

Common reactions to a stressful event can include:

- Feeling sad, frustrated, and helpless
- Fear and anxiety about the future
- Anger, tension, and irritability
- Difficulty concentrating and making decisions
- Crying
- Wanting to be alone
- Loss of appetite
- Sleeping too much or too little
- Nightmares or bad memories
- Reoccurring thoughts of the event
- Headaches, back pains, and stomach problems
- Increased heart rate, difficulty breathing
- Smoking or use of alcohol or drugs

Healthy Ways to Cope with Stress

Feeling emotional and nervous or having trouble sleeping and eating can all be normal reactions to stress. Here are some healthy ways you can deal with stress:

- Take care of yourself.
 - Eat healthy, well-balanced meals
 - Exercise on a regular basis
 - Get plenty of sleep
 - Give yourself a break if you feel stressed out
- Talk to others. Share your problems and how you are feeling and coping with a parent, friend, counselor, doctor, or pastor.
- Avoid drugs and alcohol. These may seem to help with the stress. But in the long run, they create additional problems and increase the stress you are already feeling.
- Take a break. If news events are causing your stress, take a break from listening or watching the news.

Recognize when you need more help. If problems continue or you are thinking about suicide, talk to a psychologist, social worker, or professional counselor.

Helping Youth Cope with Stress

Children and adolescents often struggle with how to cope well with stress. Youth can be particularly overwhelmed when their stress is connected to a traumatic event—like a natural disaster (earthquakes, tornados, wildfires), family loss, school shootings, or community violence. Parents and educators can take steps to provide stability and support that help young people feel better.

Tips for school personnel

Kids and teens experiencing a stressful event, or see it on television, may react with shock, sadness, anger, fear, and confusion. They may be reluctant to be alone or fearful of leaving safe areas such as the house or classroom. School personnel can help their students restore their sense of safety by talking with the children about their fears. Other tips for school personnel include:

- **Reach out and talk.** Create opportunities to have students talk, but do not force them. Try asking questions like, what do you think about these events, or how do you think these things happen? You can be a model by sharing some of your own thoughts as well as correct misinformation. When children talk about their feelings, it can help them cope and to know that different feelings are normal.
- **Watch and listen.** Be alert for any change in behavior. Are students talking more or less? Withdrawing from friends? Acting out? Are they behaving in any way out of the ordinary? These changes may be early warning signs that a student is struggling and needs extra support from the school and family.
- **Maintain normal routines.** A regular classroom and school schedule can provide reassurance and promote a sense of stability and safety. Encourage students to keep up with their schoolwork and extracurricular activities but do not push them if they seem overwhelmed.
- **Take care of yourself.** You are better able to support your students if you are healthy, coping and taking care of yourself first.
 - Eat healthy, well-balanced meals
 - Exercise on a regular basis
 - Get plenty of sleep
 - Give yourself a break if you feel stressed out

Assignment 2. Scan the text in order to find the following information in it:

1) The proportion of young people involved in post-school education in Britain:

England & Wales _____; *Scotland* _____

2) Higher education in Britain is received at _____

3) The first awarded degree _____

The course lasts _____; *students are called* _____

4) The next awarded degree _____

The course lasts _____; *students are called* _____

5) The highest degree _____

The course lasts _____

6) The number of terms _____

7) Vacations:

1. _____; *lasts* _____

2. _____; *lasts* _____

3. _____; *lasts* _____

Post-school Education in Britain

There is a considerable enthusiasm for post-school education in Britain. A large proportion of young people – about a third in England and Wales and almost half in Scotland – continue in education at a more advanced level beyond the age of 18. The higher education sector provides a variety of courses up to degree and postgraduate degree level, and carries out research. Higher education in Britain is traditionally associated with universities, though education of University standard is also given in other institutions such as colleges and institutes of higher education, which have the power to award their own degrees.

All degree courses last three years, however there are some four-year courses and medical and veterinary courses last five or six years. The British University year is divided into three terms. The vacations – a month at Christmas, a month at Easter, and three or four months in summer – are mainly periods of private study.

Students studying for the first degree are called undergraduates. At the end of the third year of study they sit for their examinations and take the Bachelor's Degree. Those engaged in the study of art

subjects such as history, languages, economics or law take Bachelor of Arts (BA). Students studying pure or applied sciences such as medicine, dentistry, technology or agriculture get Bachelor of Science (BSc). When they have been awarded the degree, they are known as graduates.

Students who obtain their Bachelor degree can apply to take a further degree course, usually involving a mixture of exam courses and research. There are two different types of post-graduate courses – the Master's Degree (MA or MSc), which takes one or two years, and the higher degree of Doctor of Philosophy (PhD), which takes two or three years.

Assignment 3. Read and translate the text:

5 Steps to Effective Time Management

Once you make the decision, there are a number of excellent time management systems that you can follow. Although these are sometimes expensive or complex, you can achieve your goal by adopting a simple time management approach. The eight strategies below could make a huge impact on your academic career..

1. Make a schedule

After establishing your priorities, set up a schedule which respects your priorities. A wide variety of student organizers, diaries, planners, electronic tools and time management systems are available on the market. Choose or create whatever seems best for you. Many students select weekly planners that enable them to see the big picture more easily. Make sure your system is something you are very comfortable with as you will be referring to it often. Then, set up your schedule in this order:

- Mark in all your fixed commitments such as classes, seminars, tutorials, and part-time jobs. These are the givens, which you cannot change.
- Add in study time. Block off large sections of your day, reserved for studying alone, as well as shorter review periods. Organize your peak study times to coincide with the times of day when you are most awake and alert.
- Mark in other non-study activities. These are the important but lower priority items, such as exercise, recreational classes, or socializing, which you will fit in when possible.

2. Use a calendar

In addition to your weekly planner, invest in a large monthly wall calendar. Jot down all the important due dates, deadlines, exams, etc so they are in front of you as a visual reminder. This will make you more aware of important dates and allow you to adjust or rearrange plans if you are behind schedule.

3. Use review cards

Always keep some review cards with you to read over when you are waiting for something else to happen. This could include when you are traveling or waiting in line at the bus stop, bank, supermarket, cafeteria and so on. You could also place review cards in common locations which you pass frequently in your house, such as on the fridge door, bathroom mirror, etc. Frequent repetition and review is one of the keys to remembering information easily and effectively.

4. Plan activities logically

Get to know your bodily cycle; then, schedule activities around it as much as possible. If you always feel sleepy after lunch, for example, use the time to get in your daily walk, instead of fighting to keep your eyes open over a history book.

5. Plan some down time.

You are not a robot! Schedule some time to relax so you can rest and refresh your mind and body. This will enable you to study more effectively. Get enough sleep as well. A sleep-deprived student is not going to be able to perform at his or her best.

Assignment 4. Study the problems of the following students and recommend them the proper solutions based on the step(s) to effective time management, using the introductory phrases:

I (strongly) recommend you (not) to ...; Try (not) to ...; You'd better (not) ...;

You should (not) ...; You may ...

Problem 1. Student A is enjoying his first year. He has a lot of friends and a great social life. But this doesn't leave much time for work. **A** is anxious and guilty about this and to avoid these feelings he spends even more time going out.

Problem 2. Student B is a perfectionist. She works all the time as she finds it hard to be realistic about how much she has to do. Her goals are defined as "I should work harder" or "I must do better". Because she feels that nothing she does is good enough, **B** doesn't know when to stop, so she ends up feeling overwhelmed.

Problem 3. Student C leaves everything to the last minute. For **C** this is an attempt to deal with anxiety about his work since it gives him no time to agonize about whether it is good enough. However, putting things off is actually very stressful and **C** encounters difficulties over more complex, long-term projects or if a last minute crisis occurs.

Problem 4. Every day **Student D** means to get up at 8.00am and start work, but other things always seem more important. The longer she puts it off, the huger and more unmanageable her assignment seems. When **D** stops to look it is clear how much time she wastes. She also recognizes that she actually works better at night.

Assignment 5.

A. Rearrange the letters in the anagrams to form equivalents for the Russian words.

изменять(ся) — arvу	широкий диапазон — dwie nerag
предоставлять — pdroevi	сознающий — arwae
сравнивать — сгeрoмa	развитие — ntvopeldeme
делить, разделять — srahe	поверхность — sfuraec
распространять(ся) — sadepr c.-x.	культура — oгpc
сгибать, складывать — dflo	навык, умение — silkl
накрывать, покрывать — сvеrо	привычка, обычай — omcust
включать в себя — inuclde	среда обитания — btahait
замечать — nicote	измерять — msueare
искажать — doristt	характерная черта — fateeur
исследование — rrchease	преимущество — aantadvge

B. Match the words close in meaning in A and B.

- 1) A. to come from; to occur; to carry out; to include; to attempt; to circle; to focus (on); to preserve; to provide; to acquire; to distinguish
B. to differentiate (between); to derive; to revolve; to try; to involve; to keep; to concentrate (on); to give; to get; to perform; to happen
- 2) A. distortion; environment; impact; branch; significance; location; elevation; spread
B. diffusion; surroundings; influence; field; importance; altitude; inaccuracy; place
- 3) A. crude; obvious; remote; aware; gradually
B. conscious; slowly; isolated; raw; distinct

Assignment 6.

A. Match the words in A with the words in B to form word combinations. Make up sentences with them.

- A. physical; cultural; detailed; natural; obvious; specific; important; major; accurate; distorted; perfect; flat; valuable; detailed; new; various; mental; satellite; electronic; remotely sensed
B. representation; advantages; image; features; information

B. Match each of the following terms with the correct definition.

- a) remote sensing; b) stereoscope; c) multispectral scanner; d) aerial photograph; e) distortion; f) map projection; g) Landsat; h) legend
1. Gathering and recording information from a distance through aerial photographs and satellite images.
 2. Picture taken from above the earth.
 3. Instrument that takes a pair of overlapping aerial photographs.
 4. Instrument that records observations from space electronically and sends them to ground stations where computers translate the data into electronic images.
 5. Satellite that views the earth.
 6. One of the many different ways to show the spherical earth's surface on a flat map.
 7. It explains the meaning of symbols and colors used on a map.
 8. Inaccuracy contained on maps, which is a major disadvantage.

Assignment 7.**A. Match the words in A with the words in B to form word combinations.**

1) A. to raise; to acquire; to share; to scratch

B. crude maps; crops; skills; traditions

замечать — nicote измерять — msueare искажать — doristt

характерная черта — fateeur исследование — rrchease преимущество — aantadvge tage.

2) A. distinct; ice-covered; cultural; naturally occurring; inevitable;

rugged; remote; low-lying; human; physical; obvious; folded

B. distortions; phenomena; terrain; imprint; map; landscape; habitat; advantages; village; mountains; jungles; features

3) A. to spread; to represent; to vary; to mean; to record; to occur

B. electronically; greatly; literally; accurately; naturally; gradually

Assignment 8. Translation into Russian**A. Look at the underlined words and circle the part of speech they belong to.**

1. Enrolling at university was quite stressful.

pronoun / conjunction / noun

2. My high school grades were less than perfect.

adjective / verb / pronoun

3. Also, I couldn't decide which subject to major in.

noun / verb / preposition

4. I thought seriously about going abroad.

conjunction / adjective / adverb

5. But I didn't qualify for a scholarship. preposition / adverb / interjection

6. My parents said they couldn't help. pronoun / verb / adjective

7. So I stayed here and applied to this university.

noun / conjunction / preposition

8. When I was accepted, I thought – yes!!

adverb / preposition / interjection.

B. Underline one word in each line that is different. Explain your choice

diversity	distortion	range	variety
boundary	edge	habitat	border
convinced	sure	certain	compared
devise	invent	derive	design
observe	gather	scan	notice
separate	divide	collide	break
collide	brush	float	occur

Assignment 9.**Using a dictionary of your choice, find the answers to the following questions.**

1. What are the past simple and past participle forms of learn? Is it a regular or an irregular verb? _____

2. Are the following nouns countable, uncountable, or both? If both, what is the difference between the countable and uncountable noun?

advice: _____

homework: _____

time: _____

3. How many plural forms does the noun person have? _____

4. What is important to note regarding the use of look forward to in a sentence? _____

5. What is the meaning of actual?

Assignment 10. Underline one word in each line that is different. Explain your choice

collapse	burst	release	explode
dissolve	fold	erode	decompose
estimate	measure	alter	calculate
undergo	cause	suffer	experience
develop	alter	change	vary
state	claim	remain	argue
join	separate	connect	unite
destroy	invent	devise	create

A. Translate the following sentences paying special attention to predicates expressed by modal verbs followed by infinitives in the Passive Voice:

1. However, it is clear that motivation is an internal experience which cannot be studied directly. 2. The performances of the subjects in each age-group must be measured and compared. 3. These findings can be applied in industry. 4. The problem can be dealt with quite easily. 5. It is easier to be objective about behaviour which can be observed by others, measured and classified.

Assignment 11.

A. Match the verbs in A with the adverbs in B.

A. to move; to mean; to represent; to occur; to be used; to prove; to be populated; to erupt

B. continuously; literally; accurately; simultaneously; scientifically; heavily; suddenly; widely

B. Rearrange the letters in the anagrams to form equivalents for the Russian words.

собирать(ся) — gheatr удобрять — flitizere растворять(ся) — dvesisol выпускать — reelsea
 оставаться — rinmea убеждать — cvincone изменять(ся) — arlet сделать вывод — ccondelu
 претерпевать (изменения) — udergno происходить — ogcus поддерживать — sporupt дрейфовать —
 dftri раскалывать(ся) — siltp утверждать — cimla суровый — seeevr доказательство — cedevine

Assignment 12.

a) Which part of speech do the words in bold in the following sentences belong to? Match them with their definitions.

1. a) Augustus died in 14 C.E., and during a period that **lasted** until 192 C.E. a relatively peaceful Rome was ruled by a series of Emperors with varying abilities.

_____) to continue for a particular period of time

b) The **last** section forms the basis for subsequent Western traditions of doctor-patient confidentiality.

_____) happening or coming after all other similar things or people

2. a) Road crashes not only **claim** lives and inflict injuries but also create an economic burden to the society due to loss of productivity.

_____) to say that sth is true although it has not been proved and other people may not believe it

b) The central **claim** of socio-biology was also that an organism has evolved to interact and compete for resources to maximise its “success” in spreading genes to later generations.

_____) to cause sb’s death

c) Evolutionary psychology **claims** to have advanced beyond socio-biology.

_) a statement that sth is true although it has not been proved and other people may not believe it

Assignment 13.

A. Find infinitives in the following sentences and define their functions. Translate the sentences into Russian:

1. Although much remains to be learnt about the brain, especially about the cortex, a great deal of information is available to the clinical neurologist.
2. He proceeded to carry on careful experiments.
3. To have a good memory is a great advantage.
4. The work has not progressed far enough to give a complete account of the system.
13. He continued to be influenced by his past experience.
5. To know what the person thinks about himself is of great importance.

B. Choose the right word from the box and insert it into one of the following sentences:

to acquire, to present, sign, to strengthen, to occur, to condition

1. The visible ... of ageing appear earlier in some individuals than in others.
2. Even a temporary isolation from the group ... the tendency towards conformity.
3. Experiments have demonstrated that infants as young as ten days may be ... to suck at the sound of a buzzer if this is frequently ... just before the bottle is inserted in the mouth.
4. In prematurely born infants of 32 weeks responses to light, sound and even taste may

Assignment 14.

A. Translation into Russian

1. In the degree to which all independent variables are identified and the irrelevant ones controlled, few studies equal the one by Howland.
2. The only very large differences were the ones indicating that the control group learned the poetry and the prose more quickly than the experimental group.
3. One of the simplest psychophysical methods is called the method of reproduction.
4. In most experimental work a major requirement is to keep conditions constant except for one factor, which is systematically varied.
5. Looking at the problem from another point of view one can say that intelligence is very important for a person's adjustment.

B. Match parts of the sentences:

- | | |
|-----------------------|--|
| 1. I can't admit | a. my telling him what to do. |
| 2. The accused denied | b. being treated in such a way. |
| 3. We dislike | c. his getting so much money for nothing. |
| 4. Do you feel like | d. going out tonight? |
| 5. Do you fancy | e. stealing the money because I was in a different place at that time. |
| 6. Do you mind | f. my closing the window? There is a draught. |
| 7. I strongly resent | g. being guilty until his execution. |
| 8. He can't stand | h. playing some old tune? |

Assignment 15.

A. Choose the right word from the box and insert it into one of the following sentences:

to reward, punishment, reinforcement, memory, reason, to refer, to cause

1. Independence is stimulated by the mother's encouragement especially when she openly ... it by kissing the child.
- 2.... is used to strengthen different responses.
3. We need not ...to the responses of the youngest subjects, for they have already been described.
4. In recent years there have been a large number of investigations of... for events which have occurred within the few seconds or minutes.
5. Conditions which produce forgetting in short-term memory are really the same which ... forgetting in long-term memory.
6. The... often given for transferring older workers are that the work is too difficult, involves long hours or night work, etc.
7. The threat of... increases the tendency to fear.

Assignment 16.

A. Make up sentences by combining the words and phrases from the columns below.

Water	is; dissolves; has; reshapes; lies; collects; covers; plays; flows; falls; releases	an important role in weathering rock; as rain; everywhere; heat even as it freezes; the crust of the earth; in rivers; over three fourths of the earth's surface; different materials; underground; some special qualities; in deep and shallow places
-------	---	--

B. Underline one word in each line that is different. Explain your choice.

store	keep	release	hold
build up	reduce	increase	accumulate
gap	space	break	crust
luck	lack	need	shortage
stream	drop	flow	current
abundant	rich	scarce	fertile
widen	often	shorten	flatten
consist of	provide	include	be made up of

Assignment 17.**A. Give the Russian equivalents of the following word combinations and expressions:**

the right is guaranteed by the Constitution; not only a right but a duty too; pupils study academic subjects; to go to a vocational or technical school; a college gives general knowledge; to train specialists in different fields: education is free; students get scholarships

B. Say whether these pairs of words are synonyms or antonyms:

to gain	to acquire
mental	hysical
to reflect upon	to argue
to perform	to act
to enhance	to diminish
to research	to investigate
mind	intelligence
to refine	to improve
to acquire	to loose
to be concerned with	to be linked to
emphasis	focus.

Assignment 18.**I. Answer the questionnaire and determine your character traits.****All About You****1. What do you most look forward to doing?**

- a. making friends c. having a happy home life
b. discovering who I am d. getting a high-paying job

2. Do you have a hard time expressing your feelings?

- a. sometimes c. usually
b. often d. never

3. What do you miss not having most?

- a. more time to go out and have fun c. more time to stay home and relax
b. more time to learn new things d. more time to get ahead

4. Which risk would you consider taking?

- a. participating in a dangerous sport c. defending a controversial issue
- b. investing money in the stock market d. taking care of my health

5. What do you put off doing the most?

- a. paying bills c. writing letters
- b. phoning friends d. taking care of my health

6. What can you easily imagine yourself doing?

- a. falling in love c. buying a large home
- b. living in the country d. changing my career

7. Do you insist on having your own way at work or at home?

- a. often c. sometimes
- b. seldom d. almost always

8. What are you most often criticized for doing?

- a. talking too much c. not paying attention
- b. not giving opinions d. interrupting

9. Do you avoid accepting responsibility for your actions?

- a. sometimes c. infrequently
- b. often d. never

10. What do you enjoy doing the most?

- a. going to a barbecue with friends c. spending time gardening
- b. hiking alone in the mountains d. eating out in a first-class restaurant

Results:

Which letter did you circle the most times? Read the personality description for that letter.

- a. You are an outgoing and generous person with a good sense of humor. Sometimes you care much about what others think of you.
- b. You are an independent person who is cultured, artistic, and sensitive. Often you feel shy.
- c. You are a reliable, idealistic person who is very family oriented. Occasionally you feel bored and lonesome.
- d. You are a very ambitious, responsible, and well-organized person. Sometimes you are too competitive.

Assignment 19.

Do the questionnaire and check your real score.

WHAT ARE YOUR CHANCES THIS TERM?

1. Have you attended lectures?
 - a. all of them
 - b. half of them
 - c. none at all
2. Have you read the books on your list?
 - a. all the books
 - b. half of the books
 - c. just a few
3. Have you read any additional (дополнительный) material?
 - a. a lot
 - b. only a little
 - c. none
4. Have you made any notes (заметки) at the lectures?
 - a. very detailed notes
 - b. just the main points
 - c. none at all

5. Have you made any reports at the seminars?
 - a. at every seminar
 - b. only a few
 - c. none at all
6. Have you been active during the discussions at your seminars?
 - a. very active
 - b. just listening
 - c. sleeping through the discussions
7. Have you made any cribs (шпаргалки)?
 - a. a lot of them
 - b. just a few
 - c. none at all
8. Have you missed (to miss — пропускать) any classes?
 - a. a lot of them
 - b. just a few
 - c. none at all
9. Have you studied late into the night?
 - a. very often
 - b. not very often
 - c. never
10. Have you had your meals (еда) regularly?
 - a. always
 - b. only at weekends
 - c. hardly ever
11. Have you kept fit (to keep fit — быть бодрым и здоровым) this term?
 - a. fairly fit
 - b. not really
 - c. not at all

What is your score?

- | | | | | | |
|----------|----------|----------|-----------|-----------|----------|
| 1. a — 5 | 2. a — 5 | 3. a — 5 | 4. a — 5 | 5. a — 5 | 6. a — 5 |
| b — 1 | b — 2 | b — 3 | b — 4 | b — 3 | b — 2 |
| c — 0 | c — 0 | c — 0 | c — 0 | c — 0 | c — 0 |
| 7. a — 5 | 8. a — 0 | 9. a — 0 | 10. a — 5 | 11. a — 5 | |
| b — 1 | b — 3 | b — 2 | b — 1 | b — 3 | |
| c — 5 | c — 5 | c — 5 | c — 0 | c — 0 | |

1. From 55 to 40. Don't worry. You are sure to pass.
2. From 40 to 20. Take care. You'll pass only if you are very lucky.
3. From 20 to 0. No chance at all, you are sure to fail at the exam.

Assignment 20.

A. Match the Russian words in the left column and their English equivalents in the right column.

удовлетворение	attend
выбор	graduation
посещать	survey
окончание учебного заведения	choice
обзор	satisfaction

B. Say whether these pairs of words are synonyms or antonyms.

need	requirement
to utilize	to use
to achieve	to loose
to feel	to experience
close	distant
to believe	to consider

to focus on	to concentrate
to knock backwards	to advance
to attract	to distract
to strive	to attempt
to push forward	to slow down
goal	aim

Assignment 21.

A. Match the words in A with their opposites in B.

A. abundant; surface; dry; safe; shallow; rugged; tiny; high; narrow; fresh

B. dangerous; wide; low; flat; scarce; underground; huge; rainy; deep; salt

B. Read the sentences below and say, if they are true for you:

1. I was grown up to believe that life was a gift, and that I had to treasure it.
2. If there is some work to do, I prefer to do it alone.
3. Relatives can never become a source of problems.
4. I don't mind seeing a film, even if it is thought of as a bore.
5. I am looking forward to finding a good job with an international staff.
6. It's fun to be working together on one problem.
7. My best friend is thought to have studied in a biologically-biased class at school.
8. One of my teachers is known to have been working on the same problem for ten years.
9. If you are in university to study, most work is to be done at home.
10. I always suggest choosing the shortest way in solving any problem.

Assignment 22.

A. Match the Russian words in the left column to their English equivalents in the right column.

реферат	vocational
копия	assess
студент-второкурсник	counterpart
профессиональный	sophomore
оценивать	essay

B. Translate into Russian. Pay attention to the verbs to offer, to suggest.

1. American universities offer many courses.
2. The guests suggest that Tom should play the piano.
3. The teacher offered the students to write down some interesting facts.
4. My sister suggested that they should do it.
5. Our friend offered to help us.
6. Didn't her offer surprise you?
7. Polly suggested that they should have a picnic.
8. What did he offer?
9. The secretary offered John a cup of tea.

Assignment 23.

A. Match two parts of the sentences:

1. One can assume this
2. We expect the scope of the research
3. Most people consider science
4. I made my roommate
5. One can watch more and more people
6. You begin naturally to think
7. The author's major concern is to make the reader
8. We can find the consequences of the experiment
 - a. To be astonishingly dramatic.
 - b. to be far from ordinary life.
 - c. clear the room after the party.
 - d. such course of events to be a disaster.
 - e. to expand greatly.
 - f. realize the consequences of tampering with nature.

- g. to be a very simple question.
- h. move into biology from other branches of science.

B. Translate the following sentences into Russian1:

1. The history of the last 30 years shows him to have done very well.
2. This allowed the rules to be followed.
3. We know him to have established a school of his own.
4. They considered all water on the surface of the planet to have been liberated by volcanic action.
5. This analysis permitted them to tackle the problem directly.
6. This information enabled forecasts for the next few years to be made.
7. We know him to have objected to this style of research on previous occasions.

Assignment 24.

A. Circle *Yes* or *No* for the sentences. If the answer is *No*, give the correct sentence.

1. The American system of education differs from the systems of other countries.
Yes No
2. Now public and private school distinctions are largely based on religious influences.
Yes No
3. Compulsory education in the USA varies between 5 and 7 years of age, 5 being the most common.
Yes No
4. Secondary education in the USA is in grades 7—11.
Yes No
5. All states and districts have set the secondary school graduation level as the completion of the 10th grade.
Yes No

B. Read and translate the text.

Life

All of us have an intuitive understanding of what it means to be alive. However, defining life is difficult, partly because living things are so diverse and non-living matter looks like life in some cases. What's more, living things cannot be described as the sum of their parts. The quality of life emerges as a result of incredibly complex, ordered interactions among these parts. Among the characteristics of living things that, taken together, are not shared by non-living things are the following: living things consist of organic molecules, they acquire and use materials and energy from their environment and convert them into different forms, they grow and reproduce.

Assignment 25

I. Read the text. Do you agree with the author?

A Throw-Away Society

I entered a big supermarket to shop: I needed several cans of drinks, a few chocolates, a disposable tablecloth and some paper tissues, plastic glasses and plates (not to wash the dishes afterwards) and a number of items one would buy when their friends are coming to your place to relax and have fun. I packed everything into big celluloid bags, free to be taken by anyone, and left carrying with me two dozens of objects rapped in various kinds of plastic to throw away 40 % of what I had bought as rubbish. I think it doesn't surprise anyone nowadays that we have to throw many things away after using them. We do not know what to do with a colourful wrapping or an empty box of chocolates. These things can be easily bought next time you are in a shop. So we throw them away. We do not know where to put industrially used materials. So we pour them into the sea or deposit them in huge cemeteries of rubbish. A human being has become so used to having everything new and shining that one would spend all his or her money to buy a new mobile phone even if the old one is still working. It is fashionable. It is reliable. For a society to become environmentally aware, more than just a course of lectures at a school or college is needed. One may listen to a hundred lectures but what can he do if he is made to throw away half of the things he's bought? We do not pay attention to that — it has become normal. Dustbins are being filled every day with new tons of rubbish. recycling has become a major issue in the previous century and no doubt it is being much thought about today. Most European and some

Asian countries have started recycling programmes, and one can find three dustbins for different kinds of waste products in the garden of the average Englishman. The garbage is then collected and sent to special factories that use recycled materials to produce new things. To recycle is to survive.

Assignment 26

<i>Match the words in the left and right columns to restore the collocations.</i>	
tough	forms
discriminate	courses
enjoy	schemes
disproportion	sit-down entrance examinations
abolish	of private sector students
access	a small proportional advantage
topping-up	by age and gender
application	lesson

A. Say whether these pairs of words are synonyms or antonyms.

beneficent	maleficent
duty	esponsibility
to recover	to be up and about
to remove	to eradicate
natural	artificial
to buy	to purchase
to focus on	to center
to improve	to worsen
to guarantee	to safeguard
to be dedicated to	to be devoted to

Assignment 27

Read the following text about different types of grants and do the tasks that follow.

WHAT ARE DIFFERENT KINDS OF SCHOLARSHIPS?

Question: Can you explain the different kinds of scholarships that are available?

This is an area of great confusion for both parents and students. The two key words to keep in mind when thinking about scholarships are merit and need.

Merit-based scholarships go to students who are superb academic performers. They are usually awarded competitively. Examples of these are the National Merit Scholarships. Competition can be very keen for some larger merit-based awards and because of the subjective evaluation process, the best-qualified candidate does not always win.

Need-based scholarships go to students whose financial resources do not enable them to afford the full cost of the college or university to which they've been accepted. These scholarships are available at many schools and can be quite large depending on the financial-aid resources of the particular college. Need-based scholarships are sometimes the only way that students can afford to attend costly schools.

There is another, more elusive category of college scholarships. I call these restrictive specialty scholarships. Most colleges have a special group of awards (usually provided by graduates of the school that bestows money upon enrolling first year students according to unique considerations).

For example, church-affiliated colleges may have some specially endowed scholarships for young men and women who are members of that denomination. - Other specialty awards might go to students from certain geographic areas. The variety of requirements and restrictions can be wide.

To find out what scholarships you, as a high-school senior, might qualify for, check with your college advisor. Sometimes one general application will suffice to apply for the full range of merit/need-based scholarships your school and community offer. Many private scholarships are advertised in the local newspaper every year, so be alert to their listings. And – as always – turn to your public library or the Web for current books and listings of other scholarship sources.

Start early and look diligently. Finding scholarship money for college takes time.

Explain the following concepts from the text.

Scholarship; merit-based scholarship; superb academic performer; to be awarded competitively; the National Merit Scholarships; need-based scholarship; financial aid; costly school; restrictive specialty scholarship; to bestow money upon someone; church-affiliated college; specially endowed scholarships; denomination; college advisor; community; public library; the Web;

Assignment 28

A. Say whether these pairs of words are synonyms or antonyms.

to maintain confidentiality	to break confidentiality
to simplify	to complicate
donor	recepient
potential	actual
conduct	behavior
honest	dishonest
health care worker	medical professional
statement	norm
sympathy	compassion
grounds	essentials

B. Answer the following questions.

1. What three kinds of scholarships are available in the UK?
2. Are merit-based scholarships always awarded fairly?
3. What is the only way for a student without outstanding academic talents or sufficient financial resources to get through a costly college?
4. Who is eligible for specialty scholarships?
5. What strategies to get a scholarship can you list?

Assignment 29

Read and translate the following text:

Robot Cricket Finds Her Mate

The cheerful chirping of a cricket is actually the 'call song' of the male as he attempts to attract a female. The female follows the song unerringly, deftly detouring around obstacles and ignoring other sounds en route to her prospective mate. How intelligent is this apparently purposeful behaviour? Barbara Webb, a psychologist at the University of Edinburgh, Scotland, attacked this problem in a novel way; she built robot female cricket. Webb's goal was to find out whether mate-finding behaviour could be distilled down to taxes, relatively simple responses to stimuli, such as responses that could be wired into an electronic robot (and thus wired into genetically predetermined neural connections). Although its tangle of wires appears bewildering, the circuitry of the robot is trivial when compared with the potential complexity of neural connections — even in a cricket's brain.

On the laboratory bench, a loudspeaker 'male cricket' broadcasts its species-specific call song: short, regularly repeating tones. As the robot rolls forward, microphonic ears conduct the song to electronic circuitry that filters it from other sounds and adds together the repeating syllables of the song that reach each ear. The summed sounds in the ear closest to the loudspeaker reach a critical threshold level first, activating a mechanism that turns the robot toward the sound. The turning halts when an equal intensity of sound hits both ears. Sensory 'bumpers' help the robot detour around obstacles. The success of 'robocricket' surpassed Webb's expectations; it not only found its 'mate' but it unexpectedly mimicked other cricket-searching behaviours. Placed between two loudspeakers that broadcast at equal volume, the robot, like a real cricket, arbitrarily chose one speaker. If the repeating syllables of the song were altered between the two speakers, the robot (again, like a real cricket) first positioned itself exactly between them, then made an arbitrary choice. The electronic circuitry provides insights into mechanisms that could be used by a simple nervous system to produce complex adaptive behaviour.

Assignment 30

A. Say whether these pairs of words are synonyms or antonyms.

treatment	management
disorder	disturbance

stimulus	response
response	reaction
illness	disease
to treat	to cure
prevention	prophylaxis
to propose	to suggest
to stress	to emphasize
due to	because of
cause	effect
pattern	model
recovery	convalescence
reward	punishment
to behave	to act
injury	damage

Assignment 31

A. Find the antonyms:

normal, mental, lead to, abnormal, result from, insufficient, illness, punishment, disease, reward, sufficient, physical, health.

Match the following words with the definitions:

- | | |
|-----------------|--|
| 1. contribution | A quality of not being the same |
| 2. disease | B plant with seeds in pods, used for food |
| 3. explanation | C science or practice of farming |
| 4. variety | D statement, fact, circumstance that make plain or clear |
| 5. science | E giving ideas, suggestions, helping to bring about |
| 6. zoologist | F tendency to pass characteristics on to offspring, etc. |
| 7. heredity | G illness; disorder of body or mind or of plants |
| 8. inheritance | H knowledge arranged in an orderly manner |
| 9. pea | I deriving qualities from ancestors |
| 10. agriculture | J expert in the science studying animals |

Assignment 32

Underline the correct words to complete each sentence about jobs in education.

- As a **travelling** / **visiting** / **touring** professor in sociology, he spends much of his time abroad.
- The **overseer** / **supervisor** / **administrator** of your thesis will advise you on what kind of content is appropriate for your introduction.
- The **tester** / **marker** / **inspector** refuses to correct the paper, claiming it was illegible.
- Thanks to weekly lessons with a private **lecturer** / **tutor** / **professor**, her reading ability improved steadily.
- He looks as if he lives on the streets, but in fact he's a respected **headmaster** / **don** / **dean** at Oxford University.
- All applicants must include the names and addresses of two academic **referees** / **arbitrators** / **evaluators**.
- If you think your work has been graded unfairly, file a complaint with the **head** / **chief** / **leader** of the department.
- Students performance will be judged by external **prefects** / **graders** / **assessors** to ensure objectivity.
- Your career **director** / **analyst** / **advisor** is there to help you make the best choice for your future.

Assignment 33

Put each of the following words in its place in the passage below:

conservatism	stability	building	national	vision
associations	gardening	living	thatched	pond
opportunities	privilege	common	health	crime

The Love of Nature

Most of the British live in towns and cities. But they have an idealized _____ (1) of the countryside. To the British, the countryside has almost none of the negative _____ (2) which it has in some countries, such as poor facilities, lack of educational _____ (3), unemployment and poverty. To them, the countryside means peace and quiet, beauty, good _____ (4) and no _____ (5). Most of them would live in a country village if they thought that they could find a way of earning a _____ (6) there. Ideally, this village would consist of _____ (7) cottages built around an area of grass known as a “village green”. Nearby, there would be a _____ (8) with ducks on it. Nowadays such a village is not actually very _____ (9), but it is a stereotypical picture that is well-known to the British.

Perhaps this love of the countryside is another aspect of British _____ (10). The countryside represents _____ (11). Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and a _____ (12) to be able to go “into the country” whenever they want to. Large areas of the country are official “_____ (13) parks” where almost no _____ (14) is allowed.

Even if they cannot get into the countryside, many British people still spend a lot of their time with “nature”. They grow plants. _____ (15) is one of the most popular hobbies in the country.

Assignment 34

A. The following words define the parts of the ear responsible for hearing except two. Find and cross them out.

Hammer, sound waves, eardrum, anvil, message, ear canal, hearing nerves, stirrup.

B. Find the meanings of the following words and expressions in a dictionary and translate them into Russian:

establish = set up (v) realize = understand (v)
 appoint (v) follow (v)
 retain = receive (v) available (adj)
 summarize (v) amount of (n)
 prominent = outstanding (adj) opportunity (n)
 undergraduate (n) post-graduate (n)
 supervision (n) issue (n)
 adviser = advisor (n) contribution (n)
 major in = specialize (v)
 as far as sth is concerned
 to solve a research problem
 to take an active part in
 share information about sth
 to make (a great) contribution to = to contribute to
 to have a good command of English.

Assignment 35

A. Match the words in the left and right columns to restore the collocations.

distinct	job hunting and career planning
unemployment	ladders
recruitment	scheme
range	less qualified people
earnings	of the century
turn (n)	rate
displace	gap
graduate/ trainer	of occupations
career	market
develop	advantage

B. Find pairs of antonyms:

advantage, to borrow, to refuse, male, to lend, disadvantage, to speak, to listen, to accept, female.

Assignment 36**A. Find pairs of synonyms**

1) to lend a) to get	2) to understand b) female
3) to obtain c) to keep to	4) gender d) belief
5) woman e) to comprehend	6) to follow f) to oppose
7) faith g) to react	8) to resist h) to suggest
9) to respond i) sex	10) to offer j) to give

B. Match the words in the left and right columns to restore the collocations.

face-to-face	programme
medium	learning environment
long-range	instruction
integrated	of instruction
full-time	student counterparts
undertake	courses
direct	feedback
hold down	a full-time job
conventional	intermittently
campus-based	commuting
attend lectures	student

Assignment 37**A. Finish the sentence by selecting one of the proposed words':**

- Your age may be an ... or a disadvantage.
a) advantage b) treatment c) survival
- Some patients ... to follow instructions given by a person younger than themselves.
a) dwell b) threat c) refuse
- ... roles may influence patient-physician interactions.
a) religious b) acceptance c) gender
- A man who is accustomed to «being the boss» may ... being told what to do by a female physician.
a) insist b) believe c) resent
- Elderly patients are often lonely and may ... on illness to obtain the attention they need for emotional survival.
a) dwell b) insist c) follow
- The patients' pain may be so great that they will not ... what they are being told.
a) threat b) lend c) comprehend
- How patients feel about themselves and their illnesses has a ... on communication.
a) bearing b) cure c) benefit
- Some religions believe in ... healing only.
a) faith b) treatment c) advantage

B. Determine are the pairs of words and expressions synonyms or antonyms:

to promote	to contribute to	to spark	to inspire
concern	empathy	to reveal	to mask
to violate	to intervene	advantage	disadvantage
gender	sex	to lend	to borrow
to obtain	to send	to comprehend	to understand
to resist	to conform	to be accustomed to	to be in the habit of

to follow	to keep to	male	female
male	man.		

Assignment 38

A 13-year-old schoolgirl from Scotland wrote this letter. Give a correct English version.

"My smmr hols wr CWOT. B4, we usd 2 go 2 NY 2C my bro, his GF & thr 3 :-@ kds FTF. ILNY, its gr8.

Bt my Ps wr so {:-/ BC o 9/11 tht they dcdd 2 stay in SCO & spnd 2wks up N.

Up N, WUCIWUG -- 0. I ws vvv brd in MON. 0 bt baas & ^^^^.

AAR8, my Ps wr :-)-- they sd ICBW, & tht they wr ha-p 4 the pc&qt...IDTS!! I wntd 2 go hm ASAP, 2C my M8s again.

2day, I cam bk 2 skool. I feel v O:-) BC I hv dn all my hm wrk. Now its BAU ...".

Correct English version

"My summer holidays were a complete waste of time. Before, we used to go to New York to see my brother, his girlfriend and their three screaming kids face to face. I love New York, it's a great place.

But my parents were so worried because of the terrorism attack on September 11 that they decided we would stay in Scotland and spend two weeks up north.

Up north, what you see is what you get - nothing. I was extremely bored in the middle of nowhere. Nothing but sheep and mountains.

At any rate, my parents were happy. They said that it could be worse, and that they were happy with the peace and quiet. I don't think so! I wanted to go home as soon as possible, to see my mates again.

Today I came back to school. I feel very saintly because I have done all my homework. Now it's business as usual..."

Критерии оценки практического задания (каждый пункт 2 балла)

Вид работы	Шкала оценивания
Практическое задание	6 баллов , если задание выполнено полностью, даны ответы на все вопросы, не допущено ни одной ошибки
	4 балла , если задание выполнено полностью, даны не полные ответы на все вопросы, допущены незначительные ошибки
	2 балла , если задание выполнено частично, допущены серьезные ошибки при формулировке ответов на поставленные вопросы
	0 баллов , если задание не выполнено

Тематика для написания сообщения по дисциплине**«Иностранный язык в профессиональной коммуникации (английский язык)»**

1. Ведущие университеты страны изучаемого языка – программы магистратуры по профилю подготовки.
2. Структура научной статьи IMRAD.
3. Основные научные журналы в России и стране изучаемого языка в области научной работы.
4. Научная конференция: информация, заявка, подготовка тезисов. Язык профессионально-делового общения как функционально-стилистическая разновидность английского языка.
5. Идиоматика профессионально-делового языка.
6. Новейшие достижения в области профессионального образования.

7. Терминологический аппарат филологической науки: русско-английские соответствия.
8. Лексико-морфологические особенности профессионально-делового языка.
9. Филологические научные школы Европы.
10. Филологические научные школы США.
11. Знаменитые зарубежные филологи.
12. Великие русские филологи.
13. Современные тенденции в филологических исследованиях.
14. Виды академических текстов.
15. Магистерские программы в области филологии в Европейских странах.
16. Магистерские программы в области филологии в университетах США.
17. Магистерские программы в области филологии в университетах Британии.
18. Макронавыки, необходимые для функционирования в англоязычной академической среде.
19. Микронавыки, необходимые для функционирования в англоязычной академической среде.
20. Характерные черты академического стиля.
21. Стратегии чтения академических текстов.
22. Использование ссылок и цитат в академических работах.
23. Официальный стиль и книжная лексика английского языка.
24. Оформление эссе или академических письменных работ.
25. Подготовка резюме на иностранном языке.
26. Правила написания автобиографии.
27. Правила прохождения собеседования.
28. Современные направления в филологии.
29. Современные филологические теории.

Критерии оценки сообщения

Вид работы	Шкала оценивания
Сообщение	20 баллов , если представленное сообщение свидетельствует о проведенном самостоятельном исследовании с привлечением различных источников информации; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы.
	15 баллов , если представленное сообщение свидетельствует о проведенном самостоятельном исследовании с привлечением двух-трех источников информации; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы.
	10 баллов , если представленное сообщение свидетельствует о проведенном исследовании с привлечением одного источника информации; тема раскрыта не полностью; отсутствуют выводы.
	0 баллов , если сообщение отсутствует

Вопросы для зачета

1. Система высшего образования в России.
2. Система высшего образования в Британии и США.
3. Система высшего образования в Европейских странах.
4. Магистратура в Британии и США.

5. Магистратура в России.
6. Обучение в магистратуре в различных университетах мира.
7. Магистерские направления и курсы.
8. Исследовательские программы магистратуры.
9. Обучающие программы магистратуры.
10. Уровни образования, дипломы и ученые степени в англо-русских соответствиях.
11. Научное исследование магистранта: проблема, цель, задачи, методы исследования, результаты.
12. Перспективы развития профессионального образования.
13. Профессиональное образование в образовательном пространстве.
14. Научная педагогическая деятельность.
15. Язык профессионально-делового общения как функционально-стилистическая разновидность английского языка.
16. Лексико-морфологические особенности профессионально-делового языка.
17. Идиоматика профессионально-делового языка.
18. Виды делового общения.
19. Жанры научной речи.
20. Особенности профессионально-деловой коммуникации.
21. Устная и письменная коммуникация.
22. Особенности межкультурного профессионального общения.
23. Формы межкультурного профессионального общения.
24. Виртуальные педагогические конференции.
25. Международные педагогические конференции.
26. Межкультурные различия вербального и невербального поведения.
27. Новейшие достижения в области профессионального образования.
28. Лексико-морфологические особенности профессионально-делового языка.
29. Идиоматика профессионально-делового языка.
30. Формальный/неформальный регистры речи.
31. Понятие коммуникативного стиля. Виды коммуникативных стилей.
32. История создания Европейского языкового портфеля.
33. Американский языковой портфель учащегося.
34. Европейский языковой портфель в России.

Тематика сообщений для выступления на зачете

1. Ученая степень бакалавра в Европе XII-XIII веков.
2. Ученая степень магистра в Европе XII-XIII веков.
3. Ученая степень доктора в Европе XII-XIII веков.
4. Иерархическая система степеней «магистр» – «доктор» в XV–XVII веках.
5. Проблема унификации ученых степеней и званий.
6. «Всеобщая хартия университетов» (1988 г.).
7. Конвенция о признании квалификаций, относящихся к высшему образованию в Европейском регионе (1997 г.)
8. Совместная Декларация о гармонизации структуры системы европейского высшего образования (1998 г.).
9. Декларации об архитектуре высшего европейского образования (Болонская декларация, 1999 г.).

10. Интерактивная технология и ее использование в области филологического обеспечения СМИ.
11. Проектная технология и ее использование в области филологического обеспечения СМИ.
12. Блочно-модульная технология и ее использование в области филологического обеспечения СМИ.
13. Проблемная технология и ее использование в области филологического обеспечения СМИ.
14. Дебаты-технология и ее использование в области филологического обеспечения СМИ.
15. Понятийно-терминологический аппарат педагогических технологий.
16. Эволюция научных знаний в филологической науке в России.
17. Эволюция научных знаний в филологической науке за рубежом.
18. Объективные и субъективные трудности в разработке терминов и понятий в определенной области научного исследования.
19. Идиоматика профессионально-делового языка в сфере филологической науки.
20. Система регистров речи.
21. Факторы регуляции речевого общения.
22. Формальный регистр речи.
23. Неформальный регистр речи.
24. Формы межкультурной профессиональной коммуникации.
25. Виды межкультурной профессиональной коммуникации.
26. Типы межкультурной профессиональной коммуникации.
27. Блоги и форумы в области филологической науки в России.
28. Блоги и форумы в области филологической науки за рубежом.
29. Научные дебаты в области филологической науки, организуемые в России.
30. Научные дебаты в области филологической науки, организуемые за рубежом.
31. Инструменты для создания эффективной презентации.
32. Виды коммуникативных стилей.
33. Научная презентация.
34. Понятие профессиограммы.

Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.

В ходе освоения дисциплины предусмотрены следующие формы отчетности: сообщения и практические задания. В рамках освоения дисциплины предусмотрен текущий контроль и промежуточная аттестация.

Текущий контроль стимулирует студентов к непрерывному овладению учебным материалом, систематической работе в течение всего семестра и осуществляется по темам практических занятий.

Максимальное количество баллов, которое магистрант может получить за освоение дисциплины в каждом семестре 100 баллов. За текущий контроль максимальное количество баллов 70, за промежуточную аттестацию: зачет – до 20 баллов, экзамен – до 30 баллов.

В ходе освоения дисциплины, за текущий контроль, магистранту нужно набрать не менее 50 баллов.

В конце каждого семестра по дисциплине предусмотрена промежуточная аттестация:

- зачет в 1 семестре проводится устно и состоит из двух частей:
 - чтение, перевод и реферирование текста профессиональной тематики.
 - сообщение (тезисы) научной конференции.

Шкала оценивания зачета

Критерий оценивания	Баллы
Студент чётко излагает предложенный текст и демонстрирует его содержания, читает бегло, без ошибок, переводит отрывок на русский язык адекватно содержанию оригинала, грамотно составил диалог по пройденной тематике	11-20
Студент чётко излагает предложенный текст и демонстрирует его содержания, читает бегло, с допущением незначительных ошибок, переводит отрывок на русский язык адекватно содержанию оригинала с незначительными ошибками, диалог по пройденной тематике составлен с незначительными ошибками	1-10
Студент демонстрирует непонимания прочитанного текста, читает с допущением множества ошибок, переводит отрывок на русский язык неадекватно содержанию оригинала, составил диалог по пройденной тематике с допущением большого числа лексических и грамматических ошибок	0

- Экзамен во 2 семестре проводится устно и состоит из двух частей:

- 1) сообщение о научной работе;
- 2) реферирование научной статьи по специальности.

Образец сообщения о научной работе.

Sample of introductory speech

TITLE OF THE THESIS

1) Present the idea of the research. It is acknowledged that Following this,

In particular, the attention should be drawn to.... However,... Therefore, it is worth analyzing the context in which... .

2) Aim and objectives

The main objective of this thesis is to provide The possibility to approach this topic by means of regulatory theories, in particular by self-regulatory modes, is to a large extent ignored, Thus, this thesis goes one step further

Following the main aim of the research we plan to deal with several objectives:

- to analyze theoretical literature
- to compare foreign and domestic experience
- to formulate the basic principles...

3) Methods

This thesis presents a qualitative research, which to a large extent is based on the technique of desk research which results in a systematic literature review.

The significance of the thesis lays in the application of a good regulation test, which conceptualizes a theoretical framework Based on the application of different methods and topics covered, the thesis is divided into three chapters, which eventually answer the central thesis question:.... ?

4) Description of each chapter

The first chapter introduces..... The chapter briefly introduces recent empirical data Although the chapter primarily focuses on

The second chapter provides insights to the ongoing debate on.... The chapter is organized in the following structure. This chapter is unique because of the methodology applied; it is based on the empirical experience gathered by participating in.... The firsthand experience provides the thesis with insights

The third chapter is of a decisive importance as it presents the core problems.... In particular, the chapter provides a

Пример научной статьи по специальности

FOREIGN-LANGUAGE PROFESSIONAL COMPETENCE DEVELOPMENT APPLYING THE CLIL TECHNOLOGY IN TEACHING NON-LINGUISTIC UNIVERSITY STUDENTS

The social structure of contemporary society contributes to the challenge of helping students achieve professional communicative competence in foreign languages, which requires educators to do more than simply teach a language as a tool for communication [11]. The Content and Language Integrated learning technique (also known as CLIL), which mixes learning a foreign language with learning professional abilities, is currently being actively introduced in Russian institutions as English language courses. A good CLIL lesson should be built on the 4Cs framework, according to D. Coyle. To capitalize on the synergies of integrating learning (content and cognition) and language learning (communication and cultures), CLIL starts with content (such as subject matter, themes, and cross-curricular approaches) and focuses on the interrelationship between content (subject matter), communication (language), cognition (thinking), and culture (awareness of self and “otherness”) [7]. We have been able to get the conclusion that using CLIL technology in teaching and learning is very common in the university setting by analyzing several scholarly publications on the subject (please see works: [1], [2], [4], [8], [9]). The following characteristics of the CLIL technology implementation are identified by scholarly publications that discuss using it to teach a foreign language to university students who do not major in linguistics (please see works: [5], [6]). The primary linguo-didactic unit is an authentic text that serves as a springboard for future debate and the presentation of language material in the classroom, which is the first feature. The second characteristic is that group and pair work is prioritized as a learning format within the context of CLIL technology. Finally, a CLIL class emphasizes the growth of communication skills, including fluent speaking, in which errors are seen as a normal part of learning [10].

In this paper, we'll discuss how we used CLIL technology to teach Political Science students. It is important to remember that the methodological experience detailed below has only been acquired under the circumstances of one specific university, Perm State National Research University, and does not make any claims to being general. Students majoring in Political Science and International Relations are taught the subject “Foreign language in the professional sphere (English)”. The student learns about speech manners and diplomatic etiquette, the formats and guidelines for creating texts in monologue and conversation, and how to perceive and create speech while taking the course. The learner gains knowledge of general scientific and political

science terms in English for use in the workplace. World Leaders, History and the World of Politics, Politics and Policy, International Organizations and Their Abbreviations, Government, State and Social Institutions, Political Regimes, Bureaucracy: Functions and Problems, Multiculturalism: Issues and Problems, Local and Global Wars and Conflicts are some of the topics we cover in the course. With the use of lexical speaking exercises, brainstorming sessions, and visualisation services, the students' existing lexical and grammatical knowledge on the subject is updated throughout this phase.

ON THE THREE LINES OF THE COGNITIVE ANALYSIS OF PHRASEOLOGY

The article is aimed at systemizing the basic aspects of the cognitive approach to phraseology, which has played an important role in the works of Russian phraseologists for about twenty-five years. Despite its wide implementation and the innumerable descriptions of the views of the most prominent modern researchers, realized in PhD dissertations and papers, based on those views, the delineation of the major lines of studies still requires the introduction of some precision and additional detail. There are reasons to believe that the systematization of the cognitive approach in phraseology could be regarded as timely, for it groups the existing research works according to their prevailing aims and procedures. The principle of classification applied in the article is different from those used by other researchers, which allows us to speak about its scientific novelty.

The research undertaken in phraseology within the framework of cognitive linguistics falls into three basic lines: 1. Modelling phraseological concepts and describing fragments of the phraseological picture of the world. Basically static mental constructs, represented by phraseological units, are in the focus of attention. 2. Application of the theory of frames for investigating the formation of phraseological semantics and the usage of phraseological units in texts. The focus of attention is on the process and the dynamic constituent of the constructs under modelling. 3. Interpretation of the conceptual foundation of phraseological semantics in its direct connection with cultural codes and signs, i.e. the analysis of phraseological units within the framework of linguocultural linguistics (cultural linguistics in western terminology). The focus is on the relation between mental constructs and culture. Phraseological concepts can be modelled along with lexical ones as constituting linguistic concepts together – units of the linguistic picture of the world [6], [13]. There have been accumulated extensive results of modelling phraseological concepts in different languages by now. It is not possible to list all of them, so we can name just a few, e.g., English and Russian phraseological concepts of cat and dog [6], English phraseological concepts of birds [11], Russian and Serbian phraseological concepts of soul [10], English phraseological concepts of negative emotions [16]. This modelling, as a rule, is based on the units taken from a dictionary, but the analysis of phraseological units functioning in texts also contributes to the cause, allowing researchers to discover additional conceptual features or verify those, which were established before [10].

WORD-BUILDING POTENTIAL OF THE ANTHROPONYM “MERKEL” IN THE GERMAN MEDIAPOLITICAL DISCOURSE

Lexical fund of any language like any system alive is in constant dynamic development and requires regular replenishment and renovation by means of words that appear mainly due to active processes happening in the social and political life, in the consciousness of native speakers. Among other relevant ways of enriching the lexical content of a language, proper names, so called anthroponyms which nominate a particular person, appear as the important “donor” of new words. E.V. Skvoretzkaya emphasizes that proper nouns transferring into the category of common nouns acquire new meanings, correlating with the typical activity of the

person named, with definite features and properties of this subject and so on [3, P. 105]. In the format of the present article we tried to analyze lexical neoformations functioning in the field of modern German mediapolitical discourse. The anthroponym "Merkel" has become the source of their appearing. Topicality of the present research is defined, on the one hand, by the fact that political anthroponyms are one of the important ways of enriching the vocabulary of the modern German language; on the other hand, it is possible due to the unprecedented importance of the personality of the powerful German ex-chancellor Angela Merkel who ruled the country for more than 15 years. The aim of the present work is to study the word-building possibilities of the lexical units based on the anthroponym "Merkel" and used in the German media political discourse. The analysis suggests the study of structural and semantic segments, ways of coinage, belonging to the parts of speech, as well as the study of peculiarities of actualization and functioning of the analyzed type of words in the format of modern political discourse of German mass media. The material of the research is the corps of lexical word usage, coined from the basic anthroponym "Merkel", taken from the media political texts of German e-issues, as well as the lexis given in the online dictionary of German language neologisms on the portal www.owid.de [21]. According to the dictionary, the verb *merkeln*, referring to the group of weak verbs possesses full number of grammatical forms, namely, it has the Preterite form (*merkelte (sich)*), Participle II (*gemerkelt*), and it is able to form Perfect with the help of the auxiliary verb *haben* (*hat (sich) gemerkelt*), passive constructions [21]. The third new turn in the development of the semantic contents of the verb *merkeln* (to behave like Merkel, to *merkeln* «косить под Меркель») is connected with its actualization and wide popularity in the context of the Youth slang. This word became "The Youth word of the 2015 year" according to the results of the contest organized by the German issue of dictionaries Langenscheidt [16]. It is necessary to mention, however, that the German mediapolitical discourse of present days objectivizes mainly the primary meaning of the verb lexeme *merkeln* (to remain idle - *бездействовать*), less often it actualizes the semantics of the youth interpretation of the word (to imitate Merkel - «косить под Меркель»). The group of basic nouns from the onym "Merkel" in German language is formed according to the following models: *Merkel* + suffix *-n*: *Merkeln* *Merkel* + suffix *-isierung*: *Merkelisierung* *Merkel* + suffix *-aner*: *Merkelianer* *Merkel* + suffix *-ismus*: *Merkelismus* "Bundeskanzlerin *Merkeln* nimmt an einem Treffen mit den Spitzen der europäischen Arbeitgeberverbände teil" [10] (Inaction of the Federal Chancellor takes part in the meeting with the heads of European associations of employers; "Der Abgeordnete wirft ihm die «*Merkelisierung*» der CSU vor" [23] The present group of structurally and semantically complex in the meaning deonymic variants is exemplified by such hybrids as "Merkozy", "Merkiavelli", "Merkollande", "Merkollonti".

Шкала оценивания экзамена

Критерий оценивания	Баллы
Студент может грамотно, уверенно ответить на предложенный вопрос (вопросы), предоставил подготовленное сообщение	20-30
Студент грамотно, уверенно отвечает на предложенный вопрос (вопросы) с незначительными ошибками, предоставил подготовленное сообщение с незначительными ошибками	1-19
Студент не может ответить ни на один из предложенных вопросов, не предоставил (или предоставил выполненное частично, или с большим количеством ошибок) подготовленное сообщение	0

Итоговая шкала по дисциплине

Итоговая оценка по дисциплине выставляется по приведенной ниже шкале. При выставлении итоговой оценки преподавателем учитывается работа магистранта в течение всего срока освоения дисциплины, а также оценка по промежуточной аттестации.

Оценка по 100-балльной системе	Оценка по традиционной системе
81 – 100	отлично
61 - 80	хорошо
41 - 60	удовлетворительно
0 - 40	неудовлетворительно