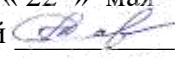


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МИНИСТЕРСТВО ОБРАЗОВАНИЯ МОСКОВСКОЙ ОБЛАСТИ
Государственное образовательное учреждение высшего образования Московской области
МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ОБЛАСТНОЙ УНИВЕРСИТЕТ
(МГОУ)

Кафедра иностранных языков

УТВЕРЖДЕН
на заседании кафедры иностранных языков
Протокол от « 22 » мая 2020 г., № 10
Зав.кафедрой  Л.В. Сарычева

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине
Иностранный язык (английский)

Направление подготовки

44.03.05 Педагогическое образование

Профили подготовки

Изобразительное искусство и дополнительное образование

Квалификация (степень) выпускника

Бакалавр

Мытищи
2020

1. Общие положения

Фонд оценочных средств – составная часть основной образовательной программы по соответствующему направлению подготовки и профилю подготовки.

Фонд оценочных средств по дисциплине «Иностранный язык» предназначен для контроля знаний, реализуемых по направлению подготовки **44.03.05 Педагогическое образование, профиль Изобразительное искусство и мировая художественная культура**

Год начала подготовки 2020

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
УК-4	Пороговый	1. Работа на учебных занятиях 2. Самостоятельная работа	Знать: базовую лексику и выражения, а также лексику, связанную со специальностью Уметь: общаться в большинстве типичных ситуаций, которые могут быть при поездке в страну изучаемого языка; понимать тексты на повседневные и профессиональные темы, в которых используются достаточно употребительные слова и конструкции	ТЕКУЩИЙ КОНТРОЛЬ: •Выполнение лексико-грамматических упражнений •Тестирование •Деловое письмо •Проект (защита презентации) ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ: •зачёт •экзамен
УК-4	Продвинутый	1. Работа на учебных занятиях 2. Самостоятельная работа	Знать: основные жанры устной и письменной речи, лексические и грамматические особенности, стилистические особенности, терминологический аппарат своей специальности, широкий спектр	ТЕКУЩИЙ КОНТРОЛЬ: •Выполнение лексико-грамматических упражнений •Тестирование •Деловое письмо •Проект (защита презентации) ПРОМЕЖУТОЧНАЯ АТТЕСТАЦИЯ:

			узкоспециальных выражений и конструкций Уметь: понимать развернутые доклады и лекции по знакомой теме; написать подробное сообщение на разные темы; анализировать и переводить статьи по специальности и инструкции, касающиеся профессиональной деятельности Владеть: профессионально-ориентированной межкультурной компетенцией	АТТЕСТАЦИЯ •зачёт •экзамен
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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»**. 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 «Иностранный язык» являются лексико-грамматические упражнения, тестирование, написание делового письма и проектная деятельность.

Выполнение лексико-грамматических упражнений - упражнения, предусматривающие операции с единицами языка, грамматическими единицами и формирующие навыки.

Тестирование - система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося.

Деловое письмо - средство, позволяющее оценить умение обучающегося письмен- но излагать суть поставленной проблемы, самостоятельно про- водить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.

Проект (защита презентации) - 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.

Комплект лексико-грамматических упражнений

Пример лексического упражнения

Fill in the blanks with the given words and word combinations:

in earnest, owing to, to perfection, lustrous, derived, formed any idea, summoned, erection, outline, exceedingly, proper to, precautions, exuberant, vistas, loitering

1. This new technology is sure to open up new in electronics.
2. The of Italy suggests a boot.
3. If you want to be a success, you've got to set to work
4. I couldn't come another engagement.
5. Holmes asked me if I had as to why the bed was clamped to the floor.
6. It was not that Holmes entirely lacked the feelings mankind.
7. The invalid appearing to be on his death's door, his relatives were to his bedside.
8. St. Paul's Cathedral is a truly impressive
9. It was a lovely Sunday afternoon with scores of idlers about in the park.
10. She seemed unable to feel at ease unless her clothes and make-up were arranged
11. There are a great many words both in English and in Russian from Latin.
12. This prodigy of a boy proved to be endowed with a most talent.
13. The young man couldn't help indulging in the life of the high society.
14. One has to take against fire.
15. I am grateful to you for your most obliging assistance.

Пример грамматического упражнения

Make up the sentences in reported speech.

1. She said, "I like to play tennis."
2. Sally said, "I don't like chocolate."
3. Margaret said, "I am planning a trip to the South."
4. Tom said, "I have already eaten lunch."
5. Kate said, "I called my doctor."
6. Mr. Ford said, "I'm going to fly to Chicago."
7. The speaker said, "I will come to the meeting."

8. Jane said, "I can't afford to buy a new TV-set."
9. The teacher said, "Now, children, you may go home."
10. 131 Ted said, "I have to finish my report."
11. Mr. Durrell said, "I must talk to the director."
12. Alison said, "I should call my parents."

Комплект лексико-грамматических тестов

I семестр

Пороговый уровень

Choose the correct answer.

1. Anna and Kate _____ to the cinema last Sunday.
A) didn't went B) don't go C) didn't go
2. I had breakfast _____ ago.
A) this morning B) three hours C) 7.30 a.m.
3. When _____ you last _____ tennis?
A) did/play B) do/play C) did/played
4. _____ you like _____ coffee?
A) do/any B) are/some C) would/some
5. There isn't _____ milk in the fridge.
A) many B) much C) a
6. Have you got _____ brothers?
A) some B) any C) the
7. The buildings in Venice are _____ the buildings in New York.
A) older than B) more older than C) much old than
8. Vienna is _____ city in Austria.
A) the most beautiful B) the beautiful lest C) more beautiful than
9. This restaurant is very, very good. It's _____ restaurant in London.
A) the better B) the good C) the best
10. I _____ a jumper and a jacket because it's cold today.
A) wear B) 's wearing C) 'm wearing
11. _____ Jim _____ today?
A) Do / work B) Is / working C) Does / works
12. Look, it's very cloudy. It _____ .
A) 's going to rain B) rainy C) raining
13. When _____ Polly _____ with her friend in Madrid?
A) does / going to stay B) — / is going to stay C) is / going to stay
14. I'm going to Egypt _____ the pyramids.
A) seeing B) to see C) going to see
15. _____ did you buy your jacket?' 'At a shop in town.'
A) When B) Why C) Where
16. 'How much did you pay for your book?' _____
A) £8.50 B) Hewitt's Bookshop C) To read some Shakespeare
17. _____ you ever _____ Mexican food?
A) Have / eat B) Have / ate C) Have / eaten
18. Olivia _____ to Rome.
A) has never been B) has ever been C) hasn't never been
19. 'I've met Robbie Williams.' 'When _____ ?'
A) have you met B) did you met him C) did you meet him

20. Raquel and James have _____ had a baby.
A) yet B) just C) ever
21. Has Nigel cooked dinner _____ ?
A) yet B) ever C) just
22. _____ 's the weather like in Mexico City?
A) low B) What C) Which
23. My grandmother started work _____ 1960.
A) in B) by C) on
24. It's snowy — please drive _____.
A) carefully B) easily C) careful
25. Let's go for a _____ swim.
A) quick B) badly C) well

Продвинутый уровень

1. Do you _____ work on Sundays
A) have to B) must C) should
2. I don't think you _____ stay out late
A) must B) should C) shouldn't
3. You _____ bring anything special to the party.
A) don't have to B) must C) should
4. Naomi will get in touch _____ she hears any news.
A) as soon as B) while C) until
5. Please look after the children _____ I get home from work.
A) Until B) if C) while
6. If I _____ some money, I'll go on holiday next year.
A) 'll save B) saved C) save
7. Will your parents buy you a car if you finish university?' _____.
A) No, won't B) No, they don't C) No, they won't
8. Before I go out tonight, I _____ finish this work.
A) 'm going to B) going to C) am
9. Do you want to go _____?
A) dancing B) to dance C) dance
10. Is coffee _____ in Kenya?
A) grew B) grown C) grow
11. Since 2001, all Skoda cars _____ by Volkswagen.
A) were produced B) are produced C) have been produced
12. 'Is a lot of paper wasted in your office?' _____.
A) a. Yes, it was B) Yes, it is. C) Yes, it has
13. If I _____ a famous person, I wouldn't know what to say.
A) meet B) didn't meet C) met
14. They _____ more money if they saved a little every month.
A) would have B) will have C) would had
15. If you _____ me, what would you do?
A) are B) like C) were
16. Emma is very busy so she _____ come to the party. She hasn't decided yet.
A) mustn't B) shouldn't C) might not
17. Ed is tired because he _____ all night.
A) hasn't worked B) has been working C) is working
18. You've got a lot of bags. _____ you _____?
A) Do / go shopping? B) Have / been shopping C) Have / shopped
19. Dan was taken to hospital because he _____ his leg.
A) breaks B) has broken C) had broken
20. 'Had they met Kathy before the party?' 'Yes, _____'.

- A) she had B) they had C) they did
21. Could you _____ me a favour and look after the children after school, please?
A) make B) get C) do
22. Naples is _____ an exciting city.
A) so B) such C) very
23. Lily gave _____ her job and traveled round the world.
A) over B) away C) up
24. John doesn't _____ much money as a waiter.
A) win B) take C) earn
25. Can you _____ a photo of us, please?
A) make B) take C) do.

II семестр

Пороговый уровень

1. He was so tired that he ... asleep in the chair.
A) fell
B) felt
C) went
D) became
E) lost
2. Our company is a small organization with only a few
A) employments
B) employers
C) employees
D) employs
E) employerers
3. Before we start the lesson, I'd like to ... what we did yesterday.
A) run along
B) run through
C) run up
D) run into
E) run across
4. I'll be with you in
A) a quarter of one hour
B) one quarter of an hour
C) a quarter of an hour
D) a quater of hour
E) a quarter and a half
5. ... experience of working in an office environment is essential for this job.
A) Earlier
B) Initial
C) First
D) Previous
E) Last
6. The company has had a bad year and will therefore not be ... any new workers.
A) taking to
B) taking up
C) taking after
D) taking off
E) taking on
7. The estate agent spent a ... deal of time trying to persuade me to buy the house.
A) large

- B) big
- C) wide
- D) great
- E) numerous

8. The child woke up crying because she had ... a nightmare.

- A) dreamt
- B) sent
- C) had
- D) felt
- E) saw

9. The shirt I wore that day was torn but I don't think anyone

- A) watched
- B) noticed
- C) mentioned
- D) remarked
- E) learned

10. The organizers decided to go ahead with the match ... the bad weather.

- A) although
- B) despite
- C) unless
- D) inspite
- E) in order

11. When I learned to ski, I practiced on a slope that was not too

- A) tall
- B) rising
- C) steep
- D) high
- E) slow

12. The plane crashed into a bridge because it was flying too

- A) slow
- B) deep
- C) high
- D) low
- E) fast

13. He kept his job ... the manager had threatened to dismiss him.

- A) although
- B) even
- C) unless
- D) despite
- E) inspite

14. In order to ... with his studies he worked through the summer.

- A) catch up
- B) take up
- C) catch on
- D) take on
- E) take care of

15. If you keep trying, you might ... to do it.

- A) understand
- B) manage
- C) discover
- D) succeed
- E) catch

16. She has to work hard to keep the house ... and tidy with three small children.

- A) neat
- B) ordered
- C) smooth
- D) plain
- E) well

17. He is a little bit ... in his left ear, but if you speak clearly he will hear what you say.

- A) dead
- B) diseased
- C) deaf
- D) disabled
- E) bad

Правильный ответ: C

18. I'm not sure ... the green coat is.

- A) whom
- B) whose
- C) who
- D) who`s
- E) which

19. We expected him at eight, but he finally ... at midnight.

- A) came off
- B) turned up
- C) turned off
- D) turned on
- E) found out

20. If you have any ... concerning this report, please phone the Office.

- A) wishes
- B) requests
- C) investigations
- D) queries
- E) sayings

21. Write to me and tell me ... about your holiday in Switzerland.

- A) much
- B) every
- C) all
- D) some
- E) few

22. She lives near me I often speak to her on my ... to work.

- A) path
- B) travel
- C) street
- D) road
- E) way

23. He`s intelligent but he ... common sense.

- A) misses
- B) lacks
- C) fails
- D) wants
- E) needs

24. The hotel has been built on the ... of a lake.

- A) edge
- B) border

- C) boundary
- D) front
- E) behind

25. The hall was very ... with over fifty people stuck into it.

- A) empty
- B) crowded
- C) painted
- D) decorated
- E) designed

Продвинутый уровень

1. The house is in good ... though it needs to be repainted.

- A) state
- B) condition
- C) position
- D) standing
- E) mood

2. The Finance Minister will be making a ... today about new rates of income tax.

- A) notice
- B) talk
- C) statement
- D) declaration
- E) decision

3. The colour of the sweater doesn't ... so long as it is the right size.

- A) match
- B) worry
- C) affect
- D) concern
- E) matter

4. We started early ... to miss the worst of the traffic.

- A) in order
- B) so that
- C) in so far
- D) so long as
- E) in case

5. He sat there with his arms ... doing nothing waiting for us.

- A) twisted
- B) flapped
- C) turned
- D) folded
- E) beyond

6. It was a secret - you weren't supposed to ... anyone anything.

- A) tell
- B) say
- C) speak
- D) talk
- E) cheat

7. Some people marry for ... and some for money.

- A) to love
- B) a love
- C) love
- D) the love

- E) like
8. Look over there. Isn't that the woman ... son you played tennis with the other day?
- A) whose
B) who
C) which
D) of which
E) whom
9. I can't stand her and I find that even ... her voice gets on my nerves.
- A) the sound of
B) the sounds
C) a sound of
D) a sound from
E) her sound of
10. It's hard to ... the difference between this forgery and the real painting.
- A) talk
B) say
C) speak
D) tell
E) realise
11. He said I hadn't given him his book back, but I was ... sure I had.
- A) totally
B) entirely
C) quite
D) rather
E) better
12. If the radio isn't working properly, you should ... to the shop. You've just bought it.
- A) take it out
B) receive it
C) bring it up
D) take it back
E) put it back
13. CPU is a kind of ...
- a) output hardware b) processing hardware c) storage hardware
14. Modem is an electronic device that
- a) prints the texts and graphics b) transmit the data from c) input graphics
one computer to another
15. CPU is the ... of the computer.
- a) brain b) head c) memory
16. The examples of output hardware are ...
- a) keyboard b) CPU c) monitor
mouse RAM printer
scanner ROM modem
17. Processing hardware directs the execution of Instructions in the computer.
- a) software b) hardware c) data
18. There are four elements of computer system: hardware, software, ... and data.
- a) diskettes b) procedures c) purposes
19. The ... displays text characters and graphics.
- a) mouse b) keyboard c) monitor
20. The large metal box that is the main part of the computer is called the...
- a) case b) screen c) tower
21. The kind of input hardware designed for typing letters and numbers is ...
- a) keyboard b) monitor c) mouse

III семестр

Пороговый уровень

Choose the correct answer

1. I _____ half the work up to now.
completed
have completed
have been completing
2. Those clothes _____ great on you!
looks
look
are looking
3. A person who treats their guests well is _____.
reserved
tolerant
hospitable
4. My car _____ when I was on holiday.
damaged
was damaged
had damaged
5. If you had much money, what _____?
will you do
do you do
would you do
6. The restaurant serves _____ food in town.
the best
good
better than all
7. You _____ smoke here.
needn't
oughtn't
are not allowed to
8. Molly wants _____ to your sister.
to speak
speaking
talking
9. The plane arrives _____ the airport at 6.
to
at
in
10. We _____ not eat this meal.
would rather
would better
had better
11. I won't _____ any rudeness from the children.
take off
put up with
take over
12. _____ silly thing to say!
What a
So a
Such

13. I took back the broken TV and asked the shop _____ my money.
to insult
to transport
to refund
14. Can I borrow a tie? _____ color will be OK.
Some
Any
No
15. The children can speak two languages. They are _____.
bilingual
twolangular
twicespeakable
16. I'm driving. so I'll just have _____.
half glass of wine
half a glass of wine
a half of wine-glass
17. None of my children look like me. They all _____ the father.
put after
looked after
took after
18. We _____ of buying a new house, but we haven't decided where.
have thought
have been thinking
thought
19. I was so hurt when he said I was _____.
bored
boredom
boring
20. They always forget _____ the flowers.
watering
to water
to have watered

Продвинутый уровень

Luck

About forty years ago I was an instructor in the military academy at Woolwich. I was present in one of the sections when young Scoresby **A22** his preliminary examination. I was touched to the quick with pity because the rest of the class answered up brightly and handsomely while he didn't know anything, so to speak. All the compassion in me was aroused in his behalf. I understood that when he came to be examined again, he would be flung over, so it would be simply a harmless act of **A23** to ease his fall as much as I could.

I took him aside, and found that he knew a little of Caesar's history; and as he didn't know anything else, I went to work and drilled him like a galley slave on a certain line of stock questions concerning Caesar which I knew would be used. You won't believe me but he went through with flying **A24**..... on examination day! He went through on that purely superficial 'cram,' and got compliments too, while others, who knew a thousand times more than he, got plucked. **A25**..... some strangely lucky accident, he was asked no question outside of the narrow limits of his drill.

It was stupefying. Now of course the thing that would **A26** him and kill him at last was mathematics. I **A27** to make his death as easy as I could. So I drilled him and crammed him just on the line of questions which the examiners would be most likely to use, and

then launched him on his fate. Well, try to **A28** of the result: to my consternation, he took the first prize! And with it he got a perfect ovation in the way of compliments.

A22	1) undertook	2) underscored	3) understood	4) underwent
A23	1) charity	2) cruelty	3) loyalty	4) bravery
A24	1) marks	2) grades	3) colours	4) banners
A25	1) Under	2) In	3) With	4) By
A26	1) find	2) expose	3) denounce	4) injure
A27	1) suggested	2) settled	3) solved	4) resolved
A28	1) conceive	2) imagine	3) predict	

IV семестр

Пороговый уровень

Choose the necessary form.

- I _____ the Star Wars films.
A) have never seen B) have ever seen C) have never saw
- They _____ for Google _____ 2004.
A) worked / for B) 've worked / since C) 're working / since
- _____ Neil _____ that he didn't get the job?
A) Did / tell B) Have / told C) Has / been told
- If you _____ that expensive car, you _____ enough money to go on holiday.
A) buy / won't have B) bought / don't have C) don't buy / won't have
- What _____ if you _____ a mobile phone?
A) will you do / haven't B) would you did / had C) would you do / didn't have
- Alison has worked for a month without a day off — she _____ be exhausted.
A) might B) must C) can't
- I know he speaks French, German and Italian so he _____ be Swiss.
A) can't B) could C) should
- Hundreds of trees were blown over in the night so the wind _____ have been very strong.
A) can't B) could C) must
- "I'm not very sociable. _____."
A) I don't B) So am I C) Neither am I
- "Sorry I'm late. _____ for a long time?"
A) Have you waited B) Are you waiting C) Have you been waiting
- Leo's French isn't very good. He _____ it _____ for very long.
A) has been learning B) hasn't been learning C) hasn't learned
- Ellen _____ that she needs to do more exercise.
A) has been realizing B) is realized C) has realized
- Henry worked for the bank _____ 2001 and 2006.
A) between B) while C) until
- Could you tell me where _____ ?
A) the library is B) is the library C) if the library
- Do you know _____ this train goes to Cardiff?
A) does B) if C) how
- It's lovely day, _____ ?
A) is it B) does it C) isn't it
- John _____ your school, wasn't he?
A) was at B) went to C) wasn't at
- The interviewer asked _____ drive.
A) can I B) if I could C) if I was

19. The dentist _____ to make another appointment.
A) told B) said me C) told me
20. The police officer _____ the robber to put down his gun and put his hands above his head.
A) ordered B) advised C) reminded
21. You'll need to _____ an answer to this problem.
A) get on with B) run out of C) come up with
22. I want to watch the television news. Could you _____, please?
A) look it up B) turn it on C) look for it
23. You must try that restaurant. The food is _____.
A) very delicious B) absolutely delicious C) absolutely tasty
24. We are hated the film — it was really _____.
A) hilarious B) superb C) awful
25. The kids _____ over the garden wall to get their football back.
A) climbed B) hugged C) chewed

Продвинутый уровень

Insert the appropriate words:

A SECRET OF ART

A rich American bought a painting by _____ well-known artist. As it had cost him _____ much money, he was sure it was _____ fine piece of art; besides, the man _____ sold it to him told him the _____ had received a gold medal for it. _____ American thought that the painting would look _____ in the main room in his house. _____ a difficult question came up: he could _____ decide which was the top and which _____ the bottom of the painting; They looked _____ same. So he decided to let the _____ himself to decide this question. He found _____ man's address and invited the painter to _____ dinner. He didn't say anything to the _____, but he put the picture on the _____, where the painter could see it during _____. While he was eating the soup, the _____ noticed the painting; when he came to _____ meat and potatoes, he could not stop _____ at it. Before he began to eat _____ fruit, he got up and moved nearer _____ the picture, then he stood farther away, _____ his head first on one side, then _____ the other. At last he came back _____ the table, sat down and said: 'You've _____ a terrible mistake with that picture, my _____. Can you see which is the top _____ which is the bottom? You have them _____ — and of course, the right and the _____ sides are wrong too. Anybody can see _____!'

V семестр

Пороговый уровень

Choose the correct variant.

1. He for a week already.
a) hasn't seen b) hasn't been seen c) saw
2. The bank robber local police
a) have been arrested b) have arrested c) was arrested
3. my book already? I can't wait any more.
a) Was published b) Have published c) Hasbeen published

4. Many accidents by dangerous driving.
a) caused b) are caused c) have been caused
5. My room at the moment I arrived.
a) was being cleaned b) was cleaned c) is being cleaned
6. This clock ...now.
a) repair b) is repairing c) is being repaired
7. They wanted to go to the cinema, but all seats out.
a) were sold b) were being sold c) sold
8. Jim gave me a letter to post. I remember to post it.
a) can b) may c) must
9. Sue be able to help them tomorrow.
a) was b) will c) is
10. What shall we do this evening? You go for a walk.
a) should b) could c) have to
11. It's strange that they be late.
a) could b) should c) may
12. This price is wrong. It be \$3.50, not \$4.00.
a) could b) must c) should
13. My bike is clean. I wash it tomorrow.
a) didn't have to b) will have c) will have to
14. A group of scientists are travelling around Africa. How many countries so far, I wonder?
a) have they visited b) they have visited c) do they visit
15. Peter and Mary on the platform. They have been waiting for their train for half an hour.
a) is standing b) are standing c) stand
16. When I first to England in 1938, I thought I knew English fairly well.
a) came b) had come c) was coming
17. I didn't see Linda last month because she around Europe at that time.
a) travelled b) was travelling c) had travelled

18. I'll come home late tonight. But I don't think that by the time I come the children will have gone to bed; they for me.

a) waited b) wait c) will wait

19. Michael has been doing homework since he home from school.

a) has come b) was coming c) came

20. She has lived there two years.

a) since b) for c) in

V семестр

Продвинутый уровень

Choose the correct variant.

1.

- _____(1) you retell this text in English right now?

- Unfortunately I _____(2). _____(3) to do this I _____(4) to repeat some words which I _____(5).

a)	b)	c)	d)
1.can	1.can	1. must	1. shall
2. can't	2. can't	2. can't	2. can't
3. to be able	3. be able	3. to be able	3. to be able
4. have	4. have	4. must	4. can
5. need-	5. need	5. can	5. need

2.

He _____(1) write in German, but he _____(2) to speak the language fluently. He _____(3) to listen to many tapes _____(4) to understand native speakers when he _____(5) to work in Germany.

a)	b)	c)	d)
1. can	1. can	1. can	1. is able
2. isn't able	2. can't	2. isn't able	2. isn't able
3. '11 have	3. '11 have	3. '11 have	3. '11 have
4. to be able	4. to be able	4. to be able	4. to be able
5. Has	5. '11 have	5. has	5. has

3.

- _____(1) I come in?

— No, you _____(2) because the bell has already rung.

- Oh, I'm sorry. _____(3) I go to the dean's office for permission?

- No, you _____(4). You _____(5) join us after the break.

a)	b)	c)	d)
1. shall	1.may	1.may	1. may
2. mustn't	2. must	2. mustn't	2. mustn't
3. shall	3. shall	3. shall	3. shall
4. needn't	4. needn't	4. need	4. needn't
5. may	5. may	5. may	5. may

4.

If you _____(1) to work much, you _____(2) to go in for sports. If you _____(3) to go in for sports, you _____(4) become unfit. So, you _____(5) decide what is better.

- | | | |
|------------------|------------------|--------|
| a) | c) | |
| 1. '11 have | 1. have | |
| 2. won't be able | 2. won't be able | |
| 3. aren't able | 3. aren't able | |
| 4. may | 4. may | |
| 5. must | 5. must | |
| b) | d) I have | I have |
| 2. aren't able | 2. won't be able | |
| 3. aren't able | 3. won't be able | |
| 4. may | 4. may | |
| 5. must | 5. must | |

My friend and I _____(1) to do a part-time job _____(2) to make a trip to the Far East. But yesterday my friend said he _____(3) go there because he _____(4) to look after his sister who _____(5) be seriously ill.

- | | |
|---------------|---------------|
| a) | b) |
| 1 must | 1. had |
| 2. to be able | 2. to be able |
| 3. couldn't | 3. couldn't |
| 4. would have | 4. would have |
| 5. might | 5. Might |
| 6. | |

- The plane to Boston _____(1) to take off in 15 minutes. _____(2) you do me a favour? _____(3) I pass

through the Customs without checking my suitcase?

- I'm sorry you _____(4). All passengers _____(5) open their suitcases.

- | | | | |
|------------|------------|------------|----------|
| a) | b) | c) | d) |
| 1. is | 1. will | 1. is | 1. is |
| 2. could | 2. can | 2. could | 2. could |
| 3. may | 3. may | 3. shall | 3. may |
| 4. may not | 4. may not | 4. may not | 4. may |
| 5. must | 5. must | 5. must | 5. must |

VI семестр

Пороговый уровень

Choose the correct variant.

1. Before you _____, don't forget to lock the door.

- | | |
|----------------|----------------|
| a) are leaving | c) leave |
| b) will leave | d) shall leave |
2. Please do not speak to anyone before the police _____.
- | | |
|---------------|-------------|
| a) come | c) '11 come |
| b) are coming | d) came |
3. His parents will be very glad if she _____ the university.
- | | |
|--------------|------------|
| a) enter | c) enters |
| b) '11 enter | d) entered |

4. When you _____ my brother, you _____ him.
 a) '11 see, won't recognize c) saw, recognize
 b) see, won't recognize d) '11 see, don't recognize
5. We won't discuss the matter until the headmaster _____.
 a) '11 arrive c) doesn't arrive
 b) won't arrive d) arrives
6. If I _____ any help I _____ my friend.
 a) need, '11 phone c) '11 need, phone
 b) '11 need, '11 phone d) needed, '11 phone
7. Let's _____ before it _____ raining.
 a) to go out, starts 'c) go out, '11 start
 b) go out, starts d) going out, '11 start
8. I want to go shopping but if you _____ to come, you
 a) want, need c) don't want, needn't
 b) not want, needn't d) do want, needn't
9. If you _____ on this tram it'll take you to the downtown.
 a) '11 get c) got
 b) have got d) get
10. He _____ to the country tomorrow if the weather is fine.
 a) go c) '11 go
 b) goes d) 'd go
11. You'll understand nothing unless you _____ the book yourself.
 a) read c) don't read
 b) won't read d) '11 read
12. You'll understand this rule after your teacher _____ it to you.
 a) '11 explain c) explains
 b) explain d) don't explain
13. I _____ the room till I see my brother.
 a) '11 leave c) leave
 b) shan't leave d) don't leave
14. I _____ at home till you _____ me up.
 a) am, '11 ring c) '11 be, ring
 b) is, ring d) '11 be, '11 ring
15. You _____ English fluently if you _____ hard.
 a) speak, work c) '11 speak, work
 b) speak, '11 work d) '11 speak, '11 work

VI семестр

Продвинутый уровень

Choose the correct variant.

1. We _____ to the top of Holborn Hill before I _____ that he was not smiling at all.
 a) had got, knew c) were getting, knew
 b) got, knew d) have got, have known
2. Turning from the Temple gate as soon as I _____ the warning, I _____ my way to Fleet Street, and then _____ to Covent Garden.
 a) was reading, made, drove

- b) have read, made, drove
 c) had read, made, drove
 d) read, made, drove
3. Seventy-seven detective novels and books of stories by Agatha Christie _____ into every major language, and her sales _____ in tens of millions.
 a) are translated, are calculated
 b) were translated, were calculated
 c) have been translated, are calculated
 d) had been translated, were calculated
4. In recent years, scientific and technological developments _____ human life on our planet, as well as our views both of ourselves as individuals in society and of the universe as a whole.
 a) have drastically changed c) are drastically changing
 b) drastically changed d) change drastically
5. Before we _____ from swimming in the river near the camp, someone _____ our clothes, and we had to walk back with our towels around us.
 a) returned, stole c) were returning, stole
 b) had returned, had stolen d) returned, had stolen
6. Our new neighbours _____ in Arizona for ten years before moving to their present house.
 a) had been living c) have been living
 b) lived d) were living
7. We went into the house by a side door and the first thing I _____ was that the passages _____ all dark, and that she _____ a candle burning there.
 a) noticed, were, left
 b) had noticed, had been, had left
 c) noticed, were, had left
 d) have noticed, were, had left
8. The sun _____ brightly all day on the roof of my attic, and the room was warm.
 a) was shining c) has shone
 b) shone d) had been shining
9. Although the period that we call "the Renaissance" _____ in Italy in the fourteenth century, this idea of rebirth in learning characterized other epochs in history in different parts of the world.
 a) begins c) began
 b) had begun d) will begin
10. Egyptians left no written accounts as to the execution of mummification, so the scientists _____ to examine mummies and establish their own theories.
 a) had c) are having
 b) have d) have had
11. In spite of the fact that it _____ all day long, the match _____ and the stands were full of spectators.
 a) had been raining, was not cancelled
 b) rained, was not cancelled
 c) was raining, has not cancelled
 d) had rained, had not been cancelled
12. Many football fans claimed that after "Real FC" _____ that important game it _____ no chance to win the

championship.

- a) lost, had c) had lost, had
b) lose, has d) will lose, will have

13. I wish he _____ last Friday but his flight _____ because of bad weather. If he _____ the next day I would

have brought him by car.

- a) arrived, was cancelled, called
b) had arrived, was cancelled, had called
c) had arrived, had been cancelled, called
d) arrived, have cancelled, had called

14. After many long years of devoted and patient instruction, the doctor _____ able to get the boy to clothe and feed himself, recognize and utter a number of words, as well as write letters and form words.

- a) was c) had been
b) has been d) were

15. At the first stages of the Industrial Revolution advertising _____ a relatively straightforward means of announcement and communication and was used mainly to promote novelties and fringe products which _____ unknown to the public.

- a) had been, were c) was, were
b) had been, had been d) was being, were

Список тем для беседы на зачёте и экзамене

1 семестр

1. Иностранный (английский) язык в современном мире.
2. Человек и общество.
3. Семейные ценности в современном мире.
4. География и краткая история Великобритании и США.
5. Жизнь в городе.
6. Искусство в России и за рубежом.

2 семестр

1. Система образования в России, Великобритании и США.
2. Мир профессий и карьера.
3. Информационные технологии в жизни молодежи.
4. Проблемы экологии.
5. Спорт и здоровый образ жизни.
6. Путешествия и транспорт.

3 семестр

1. История изобразительного искусства в России, Великобритании и США.
2. Академическая скульптура
3. Декоративно-прикладное искусство и народные промыслы в России, Великобритании и США.
4. История дизайна в России, Великобритании и США.

4 семестр

1. Компьютерные технологии в изобразительном искусстве
2. Компьютерные технологии в дизайне
3. Теория и методика обучения изобразительному искусству
4. Работа преподавателем изобразительного искусства в учреждениях начального, общего и среднего профессионального образования.

Список тем для экзамена

2 семестр

1. Иностранный (английский) язык в современном мире.
2. Человек и общество.
3. Семейные ценности в современном мире.
4. География и краткая история Великобритании и США.
5. Жизнь в городе.
6. Искусство в России и за рубежом.
7. Презентация: структура и форма представления.
8. Система образования в России, Великобритании и США.
9. Мир профессий и карьера.
10. Информационные технологии в жизни молодежи.
11. Проблемы экологии.
12. Спорт и здоровый образ жизни.
13. Путешествия и транспорт.

4 семестр

1. История живописи в России, Европе и США.
2. История скульптуры в России, Европе и США.
3. Декоративно-прикладное искусство и народные промыслы в России, Великобритании и США.
4. История дизайна в России, Великобритании и США.
5. Компьютерные технологии в изобразительном искусстве
6. Компьютерные технологии в дизайне
7. Теория и методика обучения изобразительному искусству
8. Работа преподавателем изобразительного искусства в учреждениях начального, общего и среднего профессионального образования.

Тематика проектной деятельности

1 семестр

1. Национальный флаг Великобритании Union Jack.
2. Национальная одежда Шотландцев.
3. Символика разных частей Великобритании.
4. Особенности английской кухни.
5. Британский национальный характер и особенности менталитета.
6. Английский юмор. Monty Python – творческий союз ветеранов британской комедии и сатиры
7. Озёрный край и поэты-романтики “Озёрной школы”.
8. Золотой век Елизаветы I.
9. Творчество Уильяма Шекспира. Театр Глобус.
10. Поэзия Роберта Бёрнса.
11. Театры Лондона.
12. Дворцы и резиденции Королевы Великобритании.
13. Британский парламент и роль монарха.

2 семестр

1. Австралия – столица, экономика, достопримечательности.
2. Ливерпуль – родина The Beatles (краткая история группы, музей The Beatles).
3. Нью-Йорк – “Большое яблоко”.
4. Транспорт в Лондоне (the Tube, a double-decker bus).
5. Генрих VIII и судьба его жен.

6. Мадам Тюссо и ее музей.
7. Новая Зеландия (краткий обзор страны, столица, население).
8. Индейцы – коренные американцы (история, жизнь в резервации).
9. Маргарет Тэтчер – железная леди Великобритании.
10. Королева Виктория и ее эпоха.
11. Уинстон Черчилль – краткая биография, роль в жизни Великобритании.
12. Бостонское чаепитие – как чай повлиял на взаимоотношения Англии и Америки.

3 семестр

1. Античное искусство.
2. Искусство эпохи Возрождения.
3. Великие голландские мастера живописи.
4. Английская живопись XVIII века: Уильям Хогарт, Томас Гейнсборо, Джошуа Рейнольдс.
5. Мастера английского пейзажа Джон Констебл и Уильям Тёрнер.
6. Импрессионизм и неоимпрессионизм.
7. Реализм в России. Деятельность “Передвижников”.
8. Монументальная историческая живопись.

4 семестр

1. Модернистские течения в искусстве XX века.
2. Библейские сюжеты в живописи.
3. Жанровая живопись.
4. Натюрморт. Возникновение и развитие жанра.
5. Пейзаж. Возникновение и развитие жанра.
6. Портрет. Возникновение и развитие жанра.
7. Современные российские и западные художники.

Деловое письмо

1. You are a member of the local volunteering organisation. Write a letter to the editor of a newspaper about the ecological problems in your city. Explain to them that the authorities don't care about sewage and gas emission and ask the newspaper to interfere.
2. Write a letter of complaint to the manager of the hotel, where your bag was stolen and ask to take measures for finding it or making a compensation.
3. They are going to build a new shopping centre in your area. For that many trees will have to be cut down. Write to the manager to persuade him to leave the trees and give your reasons.

Образцы текстов к зачету и экзамену

Пример текста социокультурной направленности (1 семестр)

THE ENGLISH LANGUAGE IS CHANGING

In general, it is becoming less formal. Some changes have taken place in grammar. Many educated people say less instead of fewer with countable nouns, for example – less people.

Over the past hundred years since linguists have been nothing pronunciation, certain sounds in the language have changed. The area where most change has taken place is that of vocabulary. Every year new words come into the English language. Some come from other countries, especially from North America, and some are created. These new words are linked with the society. For example, in the enterprise society there are yuppies that have a particular type of a life style. They live in big cities and are well-off. When they take their Pooches to the garage for a service they take care not to be ripped off by cowboys.

Many people today work with computers which gave us a lot of new words and expressions: to get to know a new machine you need hand-on experience. It's bad to have a bug in the system and even worse to have a computer virus. You must also be careful of hackers.

Everyone is trying to be green. We don't bin newspapers, we recycle them. We are also more careful about what we eat. We don't eat junk food, we look for organic and additive-free food, and some of us are veggies.

Пример текста социокультурной направленности (2 семестр)

THE AVERAGE ENGLISHMAN

All nationalities have their own specific features. The British are very reserved. They don't like to show their true emotions and feelings and boast of their knowledge, possessions or status. There is a saying "Don't complain, don't explain". They believe that open expression of feelings is a sign of bad manners. Since early childhood they are taught to control their emotions. Some foreigners find it difficult to communicate with English people because topics of communication are limited to weather, pets, ecology and royal family. It is not common to discuss private matters.

Politeness of English people became proverbial. People at bus stops stand in a line and don't rush to their seats. If you ask for a direction in the street, you will get detailed explanations.

The English are fond of traditions. Even the French have preferred not to translate the word "home", but to recognize it as English in origin and spirit. Yet how do they treat "home", which is, theoretically and traditionally regarded as the backbone of their country? First they remove their children from it by sending them to a boarding school almost as soon as they begin to walk. They are fond of French cuisine but they will never imitate it. English food in the restaurants is often boring, but in private homes cooking can be excellent.

The English are very ambitious. They are sure that England is the best country in the world. They work hard but like to relax too. The average Englishman has a hobby. It can be gardening,

keeping a pet, repairing the home. Englishmen believe that only they are true pet lovers. Most of them are convinced that God is an Englishman and probably educated at Eton.

They like to travel and try to learn a lot of facts about the country they are visiting but they usually don't make friends with people from these countries.

They value independence, ability to reach a goal, good education, unselfishness, tact, persistence politeness and good manners.

Пример текста социокультурной направленности (3 семестр)

WALL STREET

Wall Street is a place where the sun never shines. This doesn't mean it has a different climate from the rest of New York City. It simply means that the buildings here in New York's financial centre are so high that the street is always in the shade.

The people who work in the Wall Street area are too busy to worry about the weather. They are employed by great banking houses, such as J.P.Morgan, or giant financial companies like Merrill Lynch. They handle enormous sums of money every day. The savings of millions of Americans are in their hands.

Twenty years ago, life was a lot quieter on Wall Street. Many of the companies were old family firms. They had always been successful and did not see the need to work very hard for their money. Sons entering their fathers' businesses could come to work late, leave early, and be certain that no one would mind.

Those days are gone forever. Wall Street's big bosses still have magnificently furnished offices on the top floor, with wonderful views over New York harbour. But downstairs in the trading rooms, clever young people work feverishly at their computers sending money around the world.

Americans have never quite got used to trusting their banks. They remember too well the great Wall Street "crash" of 1929, when many banks closed and thousands of people lost their money. In order to keep the dangers small, American law prevents banks from becoming too big. No bank is supposed to have offices in more than one state. Perhaps this is why there are so many banks in America – nearly 15,000 of them.

The advantage of having so many small banks is that each one can get to know its customers, and can offer a personal service. The problem is that a traveler who has his or her money in a bank in Denver, Colorado, cannot easily get money out from a bank in Memphis, Tennessee. But even this is changing now.

Computers can send money so fast that the old system of American banks is breaking down.

Many Americans are not so happy about leaving their money in the bank. They want to see it grow, fast. That's one reason why many people spend as much money as they can on buying and improving houses. They know real estate prices often rise faster than anything else.

Grandpa might have put his money in a bag under the bed. But today, his grandson spends it on a new bedroom.

Пример текста социокультурной направленности (4 семестр)

THE TOWER OF LONDON

William, duke of Normandy, conquered England in 1066. One of the first tasks he undertook as king was the building of a fortress in the city of London. This structure, called the White Tower, was begun in 1066 and completed several years later by William's son, William Rufus. Today the White Tower stands at the center of an 18-acre (7.3-hectare) complex of buildings that is called the Tower of London. In addition to the White Tower, there are 19 other towers. The Thames River flows by one side of the complex. A large moat, or shallow ditch, surrounds it. Once filled with water, it was drained in 1843 and is now covered with grass.

The Tower of London is the city's most popular tourist attraction. Within it a great deal of fascinating history has taken place. The tower has served as a fortress, a royal residence, a prison, the royal mint, public records office, observatory, military barracks, place of execution, and city zoo. Today it holds the vault for the crown jewels.

As recently as 1941 the tower was used as a prison for Adolf Hitler's associate Rudolf Hess. Other notable prisoners over the centuries have included Sir Walter Raleigh, who was executed there in 1618; two wives of Henry VIII, Anne Boleyn and Katherine Howard; Elizabeth I before she became queen; Sir Thomas More; and Thomas Cromwell. It was in the Bloody Tower that the two princes Edward V and his brother the duke of York were believed to have been murdered in 1483 on orders from Richard III.

Most of the buildings in the tower complex are not open to tourists. Many of the structures, including some of the towers, serve as homes for the more than 50 families of those who work at the tower. Among them are the yeoman warders, more familiarly known as Beefeaters, who guard the buildings and grounds. Of the places open to visitors, the White Tower, the Jewel House (located in the Waterloo Barracks), and the Royal Fusiliers Museum are the most popular.

Пример текста профессиональной направленности (4 семестр)

HOW GREAT WORKS OF ART TELL STORY OF BRITAIN'S PAST.

Elizabeth Butler's *The Remnants of an Army: Jellalabad, January 13th, 1842*, painted during the second Afghan war, was seen by Victorians as a stirring portrait of British military heroism.

Alison Smith, curator of Artist and Empire, insists that it should be read as the work of a painter critical of British policy. "This work," she told the *Guardian*, "was partly produced to convey the idea of British history repeating itself, often with disastrous consequences."

Today, Butler's *Remnants* hangs near a portrait of another British military disaster at the end of another Afghan war, William Barnes Wollen's *The Last Stand of the 44th Regiment at Gundamuck*, showing an Essex regiment being overwhelmed by its tribal enemy. In 1898, on first display, Wollen's canvas was praised as a commemoration of gallantry in the face of overwhelming odds. But in 2002, British soldiers found reproductions being sold in the markets of Kabul – as a symbol of Afghans defeating foreign invaders. It would be hard to conceive a more poignant image of post-imperial Britishness.

Today, in London, there is a parallel global mood at work among the art institutions of the metropolis. Charles Saumarez Smith, chief executive of the Royal Academy, formerly director of the National Portrait Gallery, spoke about this change. "When I was director," he told the *Observer*, "we didn't really think much about issues of Britishness – although, of course, the choice of portraits reflected all sorts of unspoken assumptions about who we are. The Royal Academy likewise used to be viewed as an old-fashioned English institution, based on the democratic traditions of the annual summer exhibition and its position on Piccadilly, opposite Fortnum and Mason."

Today, such British institutions flourish in a changed world. "It's now extremely global," Saumarez Smith continues. At the Royal Academy "we are able to show Ai Weiwei without reference to his situation in China, to open exhibitions next year on Monet and Giorgione, and currently show Liotard, a Swiss artist who became known as a Turk and worked all over Europe. This reflects the global nature of the art world, in which Antony Gormley and Anish Kapoor are as well known in China and Japan as they are in London."

Схема аннотации текста (зачет, экзамен):

1. The title of the article.

The article is headlined ...

The headline of the article I have read is...

As the title implies the article describes ...

2. The author of the article, where and when the article was published.

The author of the article is...

The author's name is ...

Unfortunately the author's name is not mentioned

The article is written by...

It was published in ... (on the Internet).

It is a newspaper (scientific) article (published on March 10, 2012/in 2010).

3. The main idea of the article.

The main idea of the article is...

The article is about...

The article is devoted to...

The article deals (is concerned) with...

The article touches upon the issue of...

The purpose of the article is to give the reader some information on...

The aim of the article is to provide the reader with some material on...

4. The contents of the article. Some facts, names, figures.

The author starts by telling (the reader) that...

The author (of the article) writes (reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... / draws reader's attention to...

Much attention is given to...

According to the article...

The article goes on to say that...

It is reported (shown, stressed) that ...

It is spoken in detail about. ..

From what the author says it becomes clear that...

The fact that... is stressed.

The article gives a detailed analysis of...

Further the author reports (writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... / draws reader's attention to...

In conclusion the author writes (reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that... / draws reader's attention to...

The author comes to the conclusion that ...

The following conclusions are drawn: ...

5. Your opinion.

I found the article (rather) interesting (important, useful) as / because...

I think /In my opinion the article is (rather) interesting (important, useful) as / because...

I found the article too hard to understand / rather boring as / because...

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

I семестр (80 баллов — учебный процесс, 20 баллов — зачет)

1. Посещение занятий и работа на парах

50% занятий — 10 баллов

70% занятий — 12 баллов

100% занятий — 15 баллов

Активная работа на занятиях — 10 баллов

2. Самостоятельная работа

- выполнение лексико-грамматических упражнений — 15 баллов

- тестирование — 20 баллов

- проект по страноведческой тематике — 20 баллов

Содержание зачета:

1. Чтение и перевод фрагмента текста социокультурной направленности, понимание которого проверяется в форме беседы по содержанию. (10 баллов)

2. Беседа по одной из пройденных тем (устная монологическая речь) (10 баллов)

II семестр (70 баллов — учебный процесс, 30 баллов — экзамен)

1. Посещение занятий и работа на парах
50% занятий — 5 баллов
70% занятий — 8 баллов
100% занятий — 10 баллов
Активная работа на занятиях — 10 баллов
2. Самостоятельная работа
- выполнение лексико-грамматических упражнений — 10 баллов
- тестирование. — 10 баллов
- написание делового письма - 10 баллов
- проект по образовательной тематике — 20 баллов

Содержание экзамена:

1. Чтение и перевод фрагмента текста социокультурной направленности, понимание которого проверяется в форме беседы по содержанию. (10 баллов)
2. Письменная аннотация (письменная речь) текста социокультурной тематики. (10 баллов)
3. Беседа по одной из пройденных тем (устная монологическая речь) (10 баллов)

III семестр (80 баллов — учебный процесс, 20 баллов — зачет)

1. Посещение занятий и работа на парах
50% занятий — 10 баллов
70% занятий — 14 баллов
100% занятий — 20 баллов
Активная работа на занятиях — 10 баллов
2. Самостоятельная работа
- выполнение лексико-грамматических упражнений — 15 баллов
- тестирование — 15 баллов
- проектная деятельность — 20 баллов

Содержание зачета:

1. Чтение и написание аннотации (письменная речь) к тексту профессиональной тематики. (10 баллов)
2. Устное монологическое высказывание на одну из изученных тем (устная монологическая речь) (10 баллов)

IV семестр (70 баллов — учебный процесс, 30 баллов — экзамен)

1. Посещение занятий и работа на парах
50% занятий — 8 баллов
70% занятий — 11 баллов
100% занятий — 15 баллов
Активная работа на занятиях — 10 баллов
2. Самостоятельная работа
- выполнение лексико-грамматических упражнений — 15 баллов
- тестирование — 10 баллов
- проект на профессиональную тему (презентация) — 20 баллов

Содержание экзамена:

- 1) Чтение и беседа по тексту социокультурной направленности. (10 баллов)
- 2) Написание аннотации (письменная речь) по тексту профессионально-ориентированной направленности. (10 баллов)
- 3) Беседа по одной из пройденных тем (устная монологическая речь) (10 баллов)

Критерии оценки выполнения лексико-грамматических упражнений

Семестр	работа выполнена частично, с большим количеством ошибок	работа выполнена в полном объеме, но с ошибками	работа выполнена в полном объеме, допускаются незначительные недочеты
1	0-5 баллов	6-10 баллов	11-15 баллов
2	0-4 балла	5-7 баллов	8-10 баллов
3	0-5 баллов	6-10 баллов	11-15 баллов
4	0-5 баллов	6-10 баллов	11-15 баллов

Критерии оценки тестирования

Семестр	41-60 % верных ответов	61-80 % верных ответов	81-100% верных ответов
1	8-11 баллов	12-15 баллов	16-20 баллов
2	2-4 балла	5-7 баллов	8-10 баллов
3	5-8 баллов	9-11 баллов	12-15 баллов
4	2-4 балла	5-7 баллов	8-10 баллов

Критерии оценивания проектной деятельности

<i>Критерий</i>	<i>Показатели</i>	<i>Баллы</i>
План работы	План работы над проектом есть	2
	План работы отсутствует	0
Глубина раскрытия темы проекта	Тема раскрыта фрагментарно	2
	Тема раскрыта полностью	4
	Знания автора проекта превзошли рамки проекта	6
Разнообразие источников информации, целесообразность их использования	Большая часть информации не относится к теме Использован незначительный объём подходящей информации из ограниченного числа однотипных источников	2 4
	Представлена полная информация из разнообразных источников	6
Соответствие требованиям оформления письменной части и презентации	Отсутствует установленный правилами порядок, структура Внешний вид и речь автора не соответствуют правилам проведения презентации	2
	Предприняты попытки оформить работу в соответствии с установленными правилами Внешний вид и речь автора соответствуют правилам проведения презентации, но автор не владеет культурой общения, не уложился в регламент	4
	Чёткое и грамотное оформление	6

	Внешний вид и речь автора соответствуют правилам проведения презентации, автор владеет культурой общения, уложился в регламент, ему удалось вызвать большой интерес	
	ИТОГО	20 баллов

Работа с социокультурным или профессионально-ориентированным текстом (зачет, экзамен)

Показатели	Баллы
Полное понимание текста, его точный перевод (допускаются незначительные стилистические ошибки 1–4). Грамотный ответ на вопросы, демонстрирующий полное понимание.	8-10
Письменный перевод текста с незначительными ошибками и замечаниями, передача основного содержания с незначительными ошибками, не искажающими смысл прочитанного текста (допускаются незначительные ошибки, исправляемые при дополнительных вопросах экзаменаторов).	5-7
Неполный или неточный перевод текста, (5–7 стилистических и грамматических ошибок). Частичное понимание текста, неточные ответы на вопросы.	3-4
Неправильный перевод текста или выполнение менее 70% текста, большое количество ошибок. Ответы на вопросы неверны.	0-2

Показатели беседы (устной монологической речи) (зачет, экзамен)

Показатели	Баллы
Коммуникативная задача не решена. Высказывание сводится к отдельным словам и словосочетаниям.	1
Коммуникативная задача не решена. В высказывании отсутствуют логика и связность. Используемые языковые и речевые средства не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь очень медленная, со значительным количеством пауз. Допущено значительное количество ошибок, препятствующих коммуникации.	2
Коммуникативная задача решена частично. В высказывании отсутствуют логика и последовательность изложения. Оно носит незавершенный характер. Используемые языковые и речевые средства часто не соответствуют ситуации / теме / проблеме. Объем высказывания значительно ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущено значительное количество произносительных, лексических и грамматических ошибок, затрудняющих коммуникацию.	3
Коммуникативная задача решена частично. В высказывании значительно нарушена логика и последовательность изложения. Оно носит незавершенный характер, отсутствует вывод. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме. Объем высказывания ниже программных требований. Речь не беглая, со значительным количеством пауз. Компенсаторные умения не используются. Допущен ряд произносительных и лексических ошибок и значительное количество грамматических ошибок,	4

затрудняющих коммуникацию.	
Коммуникативная задача решена не полностью. В высказывании значительно нарушены логика и последовательность изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Объем высказывания ниже программных требований. Речь недостаточно беглая. Компенсаторные умения не используются. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.	5
Коммуникативная задача в основном решена. Высказывание носит заверченный характер, но имеются нарушения логики и последовательности изложения. Отсутствует вывод, не выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства не всегда соответствуют ситуации / теме / проблеме, они недостаточно разнообразны. Используемые связующие элементы не всегда адекватны решаемой задаче. Объем высказывания несколько ниже программных требований. Речь недостаточно беглая. Компенсаторные умения используются недостаточно. Допущен ряд произносительных, лексических и грамматических ошибок, частично влияющих на процесс коммуникации.	6
Коммуникативная задача решена относительно полно. Высказывание носит заверченный характер, но имеются незначительные нарушения логики и последовательности. Отсутствует вывод, есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства в основном соответствуют ситуации / теме / проблеме, но их разнообразие ограничено. Используемые связующие элементы в основном адекватны решаемой задаче. Объем высказывания соответствует программным требованиям. Речь достаточно беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки.	7
Коммуникативная задача решена относительно полно. Высказывание носит заверченный характер, построено логично и связно. Есть затруднения в выражении своего отношения к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используемые связующие элементы в основном адекватны. Объем высказывания соответствует программным требованиям. Речь беглая. В случае затруднений используются компенсаторные умения. Допущены отдельные произносительные, лексические и грамматические ошибки, не препятствующие коммуникации.	8
Коммуникативная задача решена полностью. Высказывание построено логично и связно и имеет заверченный характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. В случае необходимости используются компенсаторные умения. Допущены единичные произносительные и грамматические ошибки, не препятствующие коммуникации.	9
Коммуникативная задача решена полностью. Высказывание построено логично, связно и имеет заверченный характер. Выражено свое отношение к обсуждаемой теме / проблеме. Используемые языковые и речевые средства соответствуют	10

ситуации / теме / проблеме и варьируются в пределах изученного материала. Используются адекватные связующие элементы. Объем высказывания соответствует программным требованиям. Речь беглая. Допущены единичные произносительные ошибки, не препятствующие коммуникации	
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Показатели письменной речи (аннотация) (зачет, экзамен)

Показатели	Баллы
Аннотация отражает полностью содержание текста. Структура четкая, отражает логическое деление текста. Использованы речевые клише. Грамматические и пунктуационные ошибки отсутствуют.	7-10
Аннотация не совсем точно передает содержание текста. Структура аннотации не достаточно верно передает логическое членение текста. Присутствуют незначительные грамматические и пунктуационные ошибки (2-4).	3-6
Аннотация частично передает содержание текста. Структура аннотации не соответствует логике построения текста. Речевые клише использованы неуместно, присутствуют грамматические и пунктуационные ошибки.	0-2

Критерии оценки делового письма

Показатель	Баллы
1. Структура и оформление в соответствии с видом делового письма. Данный критерий означает, что письмо оформлено по правилам, есть четкая структура письма как в оформлении так и в самом письме.	2
2. Содержание. В данном критерии учитывается насколько полно, точно и правильно было написано письмо/документ на заданную тему. Оцениваются идеи и последовательность информации в раскрытии письма.	3
3. Лексика. Оценивается разнообразие лексических структур, используемых для составления документа/ написание письма	3
4. Грамматика. Оценивается разнообразие, сложность и точность грамматических конструкций.	2
Итого	10

КРИТЕРИИ ОЦЕНКИ ОТВЕТА

«Отлично»/ «Зачтено»

Студент демонстрирует отличное знание предмета (сформированность умений и навыков иноязычного общения в 4-х сферах коммуникации: повседневно-бытовой, учебно-образовательной, социокультурной и профессиональной):

- произношение соответствует программным требованиям; адекватно использует ритмику и мелодику иноязычной речи для выражения своих коммуникативных намерений.

- умеет работать с текстами разных типов, полно и точно передает содержание. Логично и последовательно выражает свои мысли. Речь отличается разнообразием языковых средств и точностью их употребления.

- при составлении письменной аннотации к прочитанному тексту, передает содержание в точности, соблюдает смысловую связанность и целостность изложения.

- способен вести беседу в соответствии с коммуникативной задачей. Умеет точно

формулировать свои мысли и выражать свое мнение. Владеет умением спонтанно реагировать на изменения речевого поведения партнера. Владеет техникой ведения беседы: может дать информацию, расспросить, выразить свое видение проблемы, использует в речи сложные грамматические конструкции (в рамках программы) и демонстрирует большой словарный запас.

«Хорошо»/ «Зачтено»

Студент демонстрирует хорошее знание предмета:

- произношение в целом соответствует программным требованиям, но встречаются случаи отклонения от нормы. В основном умеет использовать ритмику, мелодику иноязычной речи, хотя иногда речь может быть недостаточно выразительной;
- демонстрирует полное понимание текста, речевые высказывания состоят из простых предложений;
- владеет навыками письменной речи.
- способен вести беседу в соответствии с коммуникативной задачей, излагая не только факты, но и свое личное мнение. Владеет техникой ведения беседы, но не всегда может спонтанно отреагировать на речевое поведение партнера. Может допускать коммуникативно незначимые грамматические ошибки. Демонстрирует словарный запас в рамках программы.

«Удовлетворительно» /«Зачтено»

Студент демонстрирует отдельные речевые навыки и умения:

- делает ошибки в произношении и речевой интонации;
- не совсем верно понимает содержание текста. Пересказ состоит из крайне простых предложений, при этом допускаются грамматические ошибки;
- при составлении аннотации к тексту допускает грубые ошибки в понимании содержания и письменной речи.
- может участвовать в беседе, используя упрощенные лексико-грамматические структуры для выражения своих мыслей. Реагирует на вопросы собеседника. Часто при ответах на вопросы использует заученный текст. Обладает ограниченным лексическим запасом.

«Неудовлетворительно»/ «Не зачтено»

Студент демонстрирует отсутствие сформированности умений и навыков иноязычного общения:

- при частичном понимании текста не может передать его содержание. Отвечает лишь на простые вопросы, при этом допускает грамматические и синтаксические ошибки;
- не способен вести беседу. При ответах на вопросы использует заученные фрагменты тем. Не владеет достаточным количеством устойчивых фраз и выражений для ведения беседы. Не умеет адекватно реагировать на вопросы собеседника. Владеет минимальным запасом лексики, но не умеет его использовать.

Шкала оценивания экзамена

Балл	Оценка
Отлично	81-100
Хорошо	61-80
Удовлетворительно	41-60
Неудовлетворительно	0-40

Шкала оценивания зачета

Балл	Оценка
Зачтено	41-100
Не зачтено	0-40