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Некоммерческое образовательное частное учреждение высшего образования  
"Международный открытый институт"

УТВЕРЖДАЮ

Ректор \_\_\_\_\_ /Хромова И.А./

«15» апреля 2025 года

## **РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)**

Б1.О.02.01 Иностранный язык

44.03.01. Педагогическое образование

Начальное образование

Бакалавриат

Очная

**Одинцово, 2025**

## 1. ЦЕЛЬ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Дисциплина «Иностранный язык» ставит своей целью формирование у обучающихся навыков практического владения иностранным языком в различных ситуациях межличностного и профессионального общения. Данная дисциплина включает следующие направления работы:

- расширение кругозора и повышение общей культуры обучающихся;
- воспитание толерантности, уважения к духовным ценностям разных стран и народов;
- работа над развитием навыков деловой англоязычной коммуникации для реализации научно-исследовательской деятельности на следующих этапах обучения.

Код компетенции	Содержание компетенции	Индикаторы достижения компетенций
УК-4	способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном языке	ИУК-4.1. – владеет системой норм русского литературного языка при его использовании в качестве государственного языка РФ и нормами иностранного(ых) языка(ов), использует различные формы, виды устной и письменной коммуникации
		ИУК-4.2. – использует языковые средства для достижения профессиональных целей на русском и иностранном(ых) языке(ах) в рамках межличностного и межкультурного общения
		ИУК-4.3. – осуществляет коммуникацию в цифровой среде для достижения профессиональных целей и эффективного взаимодействия

## 2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Дисциплина «Иностранный язык» относится к Коммуникативно-цифровому модулю обязательной части учебного плана образовательной программы, изучается в 1, 2, 3 семестрах.

Для освоения дисциплины «Иностранный язык» студенты используют знания, умения и виды деятельности, сформированные в процессе изучения предмета «Иностранный язык» на предыдущем уровне образования. Изучение дисциплины «Иностранный язык» необходимо в качестве предшествующей формы учебной работы для использования литературы на иностранном языке в процессе освоения других учебных дисциплин, в том числе курсов по выбору.

## 3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Дисциплина направлена на формирование следующих компетенций выпускника:

Код компетенции. Код и наименование индикатора достижения компетенций	Знает	Умеет	Владеет
УК-4 УК-4.1	<p>- лексику иностранного языка, позволяющую осуществлять устную и письменную коммуникацию в рамках повседневного общения в бытовой и профессиональной среде;</p> <p>- грамматический материал, позволяющий вести коммуникацию на иностранном языке на уровне В1-В1+ в соответствии с международной системой сертификационных уровней владения иностранным языком (далее – уровень В1-В1+);</p>	<p>выбирать и корректно использовать лексические единицы, соответствующие конкретной коммуникативной ситуации;</p> <p>использовать грамматические формы иностранного языка на уровне, обеспечивающем успешную коммуникацию;</p> <p>распознавать и понимать в устной и письменной речи грамматические формы на уровне достаточном, для понимания грамматического единицы высказывания.</p>	<p>навыками говорения на повседневные и бытовые темы на иностранном языке на уровне не ниже В1- В1+;</p> <p>-навыками чтения и понимания текстов разных жанров на иностранном языке, лексически и грамматически соответствующих уровню не ниже В1- В1+;</p> <p>навыками письма на иностранном языке на уровне не ниже В1- В1+;</p> <p>навыками слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне В1-В1+.</p>
УК-4. УК-4.2	<p>- нормы и правила речевого этикета иностранного языка, необходимые для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде;</p> <p>- нормы и правила оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на иностранном языке</p>	<p>- выбирать соответствующие конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише;</p>	<p>- навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языке на уровне, соответствующем уровню В1-В1+;</p> <p>- навыками распознавания и понимания устойчивых сочетаний и клише в письменной и звучащей речи на иностранном языке на уровне В1-В1+</p> <p>- навыками построения письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке</p>

УК-4. УК-4.3.	<p>- правила и нормы коммуникации и взаимодействия в цифровой среде;</p> <p>- нормы речевого этикета, принятые в цифровом пространстве;</p> <p>- принципы размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т.п.)</p>	<p>- выбирать лексические и грамматические средства для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке</p> <p>- составлять электронные письма и прочие типы сообщений, используемых для виртуального общения;</p> <p>- оформлять электронные сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.;</p> <p>- искать и находить необходимую информацию в иноязычном цифровом пространстве</p>	<p>- навыками деловой коммуникации на иностранном языке;</p> <p>- навыками понимания иностранного языка медиадискурса</p>
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#### 4. ОБЪЕМ ДИСЦИПЛИНЫ

Общая трудоемкость дисциплины составляет 9 ЗЕТ (324 академических часа).

	Количество академических часов
<b>4.1. Объем контактной работы обучающихся с преподавателем</b>	<b>109</b>
в том числе:	
лекции (общее кол-во часов, включая практическую подготовку)	-
практические занятия, семинары и пр. (общее кол-во часов, включая практическую подготовку)	108
лабораторные занятия (общее кол-во часов / включая практическую подготовку)	-
курсовое проектирование	-
групповые, индивидуальные консультации и иные виды учебной	1
деятельности, предусматривающие групповую или индивидуальную работу обучающихся с преподавателем	
<b>4.2. Объем самостоятельной работы обучающихся</b>	<b>215</b>
в том числе часов, выделенных на подготовку к экзамену	36

#### 5. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

№ п/п	Наименование раздела дисциплины	Общая трудоёмкость в акад. часах	Трудоёмкость по видам учебных занятий (в акад. часах)				
			Лек/ пр.подг.	Лаб / пр.подг.	Пр/ пр.подг.	СРП	СР
1	My friend's character. My family and household duties. <i>Character adjectives, appearance, personal qualities, antonyms.</i> <i>Family, years and dates, your family history, someone's life story. City life/country life, family routines, neighbourhoods</i> Грамматика: Comparatives. Present simple tense. Past simple tense.	22			8		14
2	MSPU and my favourite subject/discipline <i>History of MSPU, structure of our department, schedule, timetable, subjects/disciplines, study habits</i> Грамматика: Present/Past continuous tense	22			8		14
3	Choosing a profession and getting a job <i>Jobs, job qualities, career, job interview, curriculum vitae CV, letter of application</i> Грамматика: Present perfect tense	24			10		14
4	Customs and traditions in Britain and the USA. British and American cuisine <i>Traditional celebrations and customs, festive activities, greeting cards, feelings and events. Restaurant- related vocabulary, order a meal at a restaurant, recipes and cooking programmes, cooking, the food you eat, food in Britain &amp; USA</i> Грамматика: Countable and uncountable nouns	24			10		14
5	Tourism and different means of travelling <i>Geography, travel collocations, holiday plans, travel advice, living in a different country</i> Грамматика: Articles	22			8		14
6	Sports and healthy living <i>Sport and exercise, parts of the body, health and illnesses, famous sport events and people; the Olympics, getting fit</i> Грамматика: Question formation	22			8		14
7	Mass media and ICTs. Learning foreign languages <i>IT collocations, means of mass media, smartphones and tablets, using the Web, blogs and language websites. Variety of languages, means of communication, strategies of learning a foreign language, pen-pals.</i> Грамматика: Modal verbs	24			10		14
8	Hobbies and entertainment. Clothes and shopping. <i>Entertainment experiences, kinds of music,</i>	24			10		14

	<i>film genres, entertainment events in your town or city, going out in the evening. Books and newspapers, reviews, genres, parts of a book, reading habits, favourite books, Shopping, money and prices, meeting friends in town, choosing clothes, paying for clothes, choosing and giving presents.</i> Грамматика: Conditionals. Future simple tense					
9	Generation gap <i>Generations and their peculiarities, family-related psychological issues, living alone, age stages, teenagers, faults</i> Грамматика: Future perfect tense	22			8	14
10	Art, culture and Subcultures. Great inventions. <i>Different arts, theatre vocabulary, describing paintings, history of masterpieces, art galleries, world- known exhibitions. History of famous inventions, modern inventions in different spheres of science, science-related vocabulary, non- fiction books.</i> Грамматика: Superlatives	24			10	14
11	Education in Britain <i>Types of education, British schools, school age, higher education in Britain, state &amp; private education, famous public schools.</i> Грамматика: Passive voice	26			8	18
12	Teaching English at primary school <i>Specifics of teaching English in elementary school children, psychological outlook on young schoolers. Inclusive schools, inclusion and barriers to inclusive education, special educational needs, variety of disabilities, disabled people, technical equipment</i> Грамматика: Revision of Tenses	31			10	21
	Курсовое проектирование	-				-
	Консультация к экзамену	1				1
	Подготовка к экзамену	36				36
	Итого:	324			108	1 215

### 6. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ

№ п/п	Наименование раздела дисциплины	Вид самостоятельной работы обучающихся
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1	My friend's character. My family and household duties.	Изучение материала учебно-методических пособий. Выполнение упражнений. Составление тематического глоссария.
2	MSPU and my favourite subject/discipline	Информационный поиск с использованием иноязычных ресурсов Интернета, аналитическая обработка информации.
3	Choosing a profession and getting a job	Составление монологического и диалогического высказывания по изучаемой теме.
4	Customs and traditions in Britain and the USA. British and American cuisine	Обзор материалов российских и англоязычных СМИ, образовательных аудио- и видеохостингов, учебных ресурсов.
5	Tourism and different means of travelling	Чтение, перевод и аналитическая обработка аутентичных художественных, публицистических, научных и специальных текстов.
6	Sports and healthy living	Аннотирование и реферирование текстов.
7	Mass media and ICTs. Learning foreign languages	Написание эссе по изучаемой теме. Написание деловых писем различных видов. Написание отзывов и рецензий. Подготовка портфолио.
8	Hobbies and entertainment. Clothes and shopping.	Подготовка доклада по изучаемой теме с сопровождением мультимедийной презентации.
9	Generation gap	
10	Art, culture and Subcultures. Great inventions.	
11	Education in Britain	
12	Teaching English at primary school	

## 7. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

### 7.1. Оценочные материалы для проведения текущего контроля успеваемости

№ п/п	Наименование раздела дисциплины	Средства текущего контроля успеваемости	Перечень компетенций
1	My friend's character. My family and household duties.	Диагностирующий контроль выполнение контрольных лексико-грамматических тестов; составление диалогов и монологов с использованием пройденного лексико-грамматического материала	УК-4
2	MSPU and my favourite subject/discipline	выполнение контрольных лексико-грамматических тестов; составление диалогов и монологов с использованием пройденного лексико-грамматического материала	
3	Choosing a profession and getting a job	выполнение контрольных лексико-грамматических тестов; составление диалогов и монологов с использованием пройденного лексико-	

		грамматического материала
4	Customs and traditions in Britain and the USA. British and American cuisine	выполнение контрольных лексико-грамматических тестов; составление диалогов и монологов с использованием пройденного лексико-грамматического материала
5	Tourism and different means of travelling	выполнение контрольных лексико-грамматических тестов; пересказ аутентичных художественных, публицистических, научных и специальных текстов; подготовка эссе
6	Sports and healthy living	выполнение контрольных лексико-грамматических тестов; пересказ аутентичных художественных, публицистических, научных и специальных текстов; подготовка эссе
7	Mass media and ICTs. Learning foreign languages	выполнение контрольных лексико-грамматических тестов; пересказ аутентичных художественных, публицистических, научных и специальных текстов; подготовка эссе
8	Hobbies and entertainment. Clothes and shopping.	выполнение контрольных лексико-грамматических тестов; пересказ аутентичных художественных, публицистических, научных и специальных текстов; подготовка эссе
9	Generation gap	выполнение контрольных лексико-грамматических тестов; подготовка тематического глоссария; подготовка мультимедийной презентации
10	Art, culture and Subcultures. Great inventions.	выполнение контрольных лексико-грамматических тестов; подготовка мультимедийной презентации
11	Education in Britain	выполнение контрольных лексико-грамматических тестов; подготовка мультимедийной презентации
12	Teaching English at primary school	выполнение контрольных лексико-грамматических тестов; подготовка тематического глоссария подготовка мультимедийной презентации

**Примерный тест на определение уровня английского языка  
(диагностирующий контроль)**

## Section 1

Choose the best word or phrase (a, b, c or d) to fill each blank.

(1) My name is Juan and I \_\_\_\_\_ from Spain.

- a) is
- b) be
- c) are
- d) am

(2) Where \_\_\_\_\_?

- a) does he work
- b) he works
- c) he does work
- d) works he

(3) Who did \_\_\_\_\_ at the party?

- a) you saw
- b) you see
- c) saw you
- d) see

(4) '\_\_\_\_\_ to Australia, Ginny?'  
'No, I haven't.'

- a) Did you ever go
- b) Will you ever go
- c) Are you ever going
- d) Have you ever been

(5) Tokyo is \_\_\_\_\_ city I've ever lived in.

- a) the most big
- b) the bigger
- c) the biggest
- d) the more big

(6) Is she the woman \_\_\_\_\_ husband is a famous musician?

- a) which
- b) that
- c) who
- d) whose

(7) The police wanted to know exactly how the money \_\_\_\_\_ stolen from the bank.

- a) is
- b) was
- c) gets
- d) did

(8) By the time Mary gets here, the movie \_\_\_\_\_.

- a) will finish
- b) is going to finish
- c) will have finished
- d) is finishing

(9) You \_\_\_\_\_ tell anyone about this, Sara. It's our secret, OK?

- a) couldn't
- b) wouldn't
- c) mustn't
- d) don't have to

(10) I think you \_\_\_\_\_ leave now, it's getting late.

- a) can
- b) would
- c) will
- d) should

(11) I wish I \_\_\_\_\_ in such a cold country!

- a) didn't live
- b) haven't lived
- c) won't live
- d) am not living

(12) If Jack \_\_\_\_\_ music, he wouldn't have become a concert pianist.

- a) hadn't studied
- b) didn't study
- c) wouldn't have studied
- d) hasn't studied

## Section 2

Choose the best word or phrase (a, b, c or d) to fill each blank.

(13) I always go to the movies \_\_\_\_\_ Fridays.

- a) on
- b) in
- c) at
- d) by

(14) I will \_\_\_\_\_ you tomorrow.

- a) shout
- b) cry
- c) call
- d) say

(15) Hannah's a really \_\_\_\_\_ person. She's always smiling.

- a) sensible
- b) interesting
- c) talkative
- d) cheerful

(16) I have no \_\_\_\_\_ what time the swimming pool opens.

- a) belief
- b) opinion
- c) idea
- d) feeling

(17) It was a beautiful day so we went on a boat \_\_\_\_\_ on the lake.

- a) ride
- b) travel
- c) drive
- d) sightseeing

(18) It was a great meal, but pretty expensive. Just look at the \_\_\_\_\_!

- a) ticket
- b) recipe
- c) invoice
- d) bill

(19) Laura rarely leaves the house without \_\_\_\_\_ her make-up on.

- a) doing
- b) putting
- c) having
- d) getting

(20) Joel came back from his holiday in Brazil looking really \_\_\_\_\_.

- a) tanned
- b) sunned
- c) coloured
- d) darkened

### Section 3

**Choose the best word or phrase (a, b, c or d) to fill each blank.**

(21) I'm not very interested \_\_\_\_\_ sports.

- a) for
- b) about
- c) in
- d) to

(22) She likes \_\_\_\_\_ expensive clothes.

- a) to wearing
- b) wearing
- c) wear
- d) is wearing

(23) Harry \_\_\_\_\_ his father's car when the accident happened.

- a) was driving
- b) drove
- c) had driven
- d) has been driving

(24) I was wondering \_\_\_\_\_ tell me when the next plane from Chicago arrives?

- a) could you
- b) can you
- c) if you could
- d) please

(25) If I \_\_\_\_\_ you had cancelled the meeting I wouldn't have turned up!

- a) knew
- b) have known
- c) had known
- d) know

(26) I like your hair. Where \_\_\_\_\_?

- a) cut you it
- b) did you have it cut
- c) do you cut it
- d) have it cut

(27) I think Joey must \_\_\_\_\_ late tonight. His office light is still on.

- a) have worked
- b) work
- c) be working
- d) to work

(28) John tells me Jack's going out with Helen, \_\_\_\_\_ I find hard to believe.

- a) that
- b) who
- c) whose
- d) which

(29) We \_\_\_\_\_ to the new house by the end of the week, so we won't be here next Sunday.

- a) will have moved
- b) will be moving
- c) will move
- d) are moving

(30) What \_\_\_\_\_ this weekend, Lance?

- a) will you do
- b) are you doing
- c) will you have done
- d) do you do

(31) The weather has been awful. We've had very \_\_\_\_\_ sunshine this summer.

- a) little
- b) a little
- c) few
- d) a few

(32) Did you hear what happened to Kate? She \_\_\_\_\_.

- a) is arrested
- b) arrested
- c) has been arrested
- d) is being arrested

#### Section 4

Choose the best word or phrase (a, b, c or d) to fill each blank.

(33) I often \_\_\_\_\_ football when I'm at the beach.

- a) have
- b) go
- c) do
- d) play

(34) My sister \_\_\_\_\_ the cooking in our house.

- a) does
- b) makes
- c) cooks
- d) takes

(35) Don't forget to \_\_\_\_\_ the light when you go out.

- a) turn up
- b) turn in
- c) turn off

d) turn over

(36) I hope this cut on my hand \_\_\_\_\_ quickly.

- a) cures
- b) heals
- c) treats
- d) restores

(37) She just burst into \_\_\_\_\_ when she heard the tragic news.

- a) crying
- b) tears
- c) cries
- d) break down

(38) He \_\_\_\_\_ that he hadn't stolen the computer, but no one believed him.

- a) reassured
- b) informed
- c) insisted
- d) persuaded

(39) Could you \_\_\_\_\_ me that book for a couple of days, please?

- a) lend
- b) owe
- c) borrow
- d) rent

(40) Greg is \_\_\_\_\_ a lot of time at Yvonne's house these days!

- a) taking
- b) spending
- c) having
- d) doing

#### Section 5

Choose the best word or phrase (a, b, c or d) to fill each blank.

(41) Who \_\_\_\_\_ in that house?

- a) does he live
- b) lives
- c) did he live
- d) he lives

(42) I will call you when I \_\_\_\_\_ home.

- a) get
- b) will get
- c) got

d) getting

(43) If you \_\_\_\_\_ me, what would you do?

- a) was
- b) would be
- c) were
- d) have been

(44) I don't know where \_\_\_\_\_ last night.

- a) did he go
- b) he did go
- c) went he
- d) he went

(45) John and Betty are coming to visit us tomorrow but I wish \_\_\_\_\_.

- a) they won't
- b) they hadn't
- c) they didn't
- d) they weren't

(46) I'm so hungry! If only Bill \_\_\_\_\_ all the food in the fridge!

- a) wasn't eating
- b) didn't eat
- c) hadn't eaten

d) hasn't eaten

(47) I regret \_\_\_\_\_ harder in school.

- a) not studying
- b) not to study
- c) to not study
- d) not have studied

(48) Surely Sue \_\_\_\_\_ you if she was unhappy with your work.

- a) will tell
- b) would have told
- c) must have told
- d) had told

(49) Our neighbours aren't very polite, and \_\_\_\_\_ particularly quiet!

- a) neither they aren't
- b) either they aren't
- c) nor are they
- d) neither did they be

(50) We had expected that they \_\_\_\_\_ fluent English, but in fact they didn't.

- a) were speaking
- b) would speak
- c) had spoken
- d) spoke

## Критерии оценивания диагностирующего теста

Баллы	Уровень владения английским языком
0-10	Beginner/ Elementary
11–20	Pre-intermediate
21–30	Intermediate
31–40	Upper-intermediate
41–50	Advanced

### РАЗДЕЛЫ 1–4.

#### 1) ПРИМЕРНЫЕ ТЕМЫ СООБЩЕНИЙ

##### Speaking/Writing skills

1. Do you think friendship depends on shared interests – hobbies and leisure activities?
2. Does it mean that if two people don't have common hobbies that can't be real friends?
3. Is it possible to establish a strong friendship through the Internet?
4. Choose one of the English-speaking world's holidays and describe it
5. Do you think men and women are equal in social life in our country? Has equality also been achieved in the home? What is the way to achieve it? And what happens in your family? Who does the work about the house? What do the men do?
6. Speak on the advantages and disadvantages of stopping at home for a married woman.
7. My university.
2. Will your job be the same in 10 years?
3. Why do you think teaching is a noble profession?
4. What traits must a good teacher have?
5. What difficulties of teaching profession can you name?
6. Give advice to a young teacher what he / she should / shouldn't do to be a success. Give reasons for your advice.
7. It's easier to make friends that to keep them.
8. "Anybody can sympathize with the sufferings of a friend, but it requires a very fine nature to sympathize with a friend's success." (Oscar Wilde)
9. "Associate yourself with men of good quality if you esteem your own reputation; it is better to be alone that in bad company." (George Washington)
10. "A real friend is one who walks in when the rest of the world walks out." (Walter Winchell)
11. "A happy family is an early paradise on the Earth." (G. Bowring)

#### Критерии и шкала оценивания сообщения (монолога)

Критерии	Описание критериев	Оценка		
		Требование не выполнено	Требование выполнено	на оптимально
Решение	Диапазон используемого информационного	0	3	

коммуникативной задачи	пространства (использование различных источников информации, приведение различных точек зрения по предложенной проблеме)		
Оформление речи	Лексическое оформление речи: словарный запас соответствует поставленной задаче, правильное использование лексики, отсутствие грубых лексических ошибок. Грамматическое оформление речи: правильное использование изученных грамматических образцов.	0	3
Структура	Ясность и чёткость изложения, логичность и грамотное построение ответа	0	2
Беглость речи	Темп и выразительность речи, правильные произношение и интонация, отсутствие грубых фонематических ошибок.	0	2
<i>Максимальное количество баллов</i>		10	

### Критерии и шкала оценивания сообщения (диалога)

Критерии	Описание критериев	Оценка	
		Требование не выполнено	Требование выполнено на оптимально
Решение коммуникативной задачи	Соответствие содержания диалога заданию: реплики соответствуют ситуации и типу диалога, соблюдается логичность в следовании реплик.	0	3
Взаимодействие	Взаимодействие в ведении беседы: умение начать, закончить разговор, адекватно реагировать на вопросы и комментарии, поддерживать разговор, сочетая обмен короткими репликами с более развернутым высказыванием, с выражением эмоций.	0	3
Оформление речи	Лексическое оформление речи: словарный запас соответствует поставленной задаче, правильное использование лексики, отсутствие грубых лексических ошибок. Грамматическое оформление речи: правильное использование изученных грамматических образцов.	0	2
Беглость речи	Темп и выразительность речи, правильные произношение и интонация, отсутствие грубых фонематических ошибок.	0	2
<i>Максимальное количество баллов</i>		15	

## 2) ПРИМЕРНЫЙ ПРОМЕЖУТОЧНЫЙ ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

### Reading

skills/Vocabulary Примерный текст и лексическое задание

**Task: Read the text and fill in the gaps with a suitable phrase from**

**the box.**

than any other group	in the company of someone else	helping them communicate
watching television	than two computers in the home	owning a mobile

**Hi-Tech Brings Families Together**

Technology is helping families stay in touch like never before, says a report carried out in the US.

Instead of driving people apart, mobile phones and the Internet are ... The research looked at the differences in technology use between families with children and single adults. It found that traditional families have more hi-tech gadgets in their home ... Several mobile phones were found in 89% of families and 66% had a high-speed Internet connection. The research also found that 58% of families have more ...

Many people use their mobile phone to keep in touch and communicate with parents and children. Seventy percent of couples, ..., use it every day to chat or say hello. In addition, it was found that 42% of parents contact their children via their mobile every day.

The growing use of mobile phones, computers and the Internet means that families no longer gather round the TV to spend time together. 25% of those who took part in the report said they now spend less time ... Only 58% of 18 – 29 years olds said they watched TV every day. Instead the research found that 52% of Internet users who live with their families go online ... several times a week and 51% of parents browse the web with their children.

“Some analysts have worried that new technologies hurt families, but we see that technology allows for new kinds of connectedness built around cell phones and the Internet,” said the report.

**Task: Complete the following text with the words and phrases from the box.**

DVD player	library	books
swimming pool	book	potted plants
to take care	laptop	window sills
gymnasium	DVD discs	

Our university is very modern. There is a ... on the second floor and a ... on the ground floor where we swim a lot. We have a large ... with a lot of ... on it. We can take any ... we need. At the Maths or Physics lessons the teacher uses a ... to explain a new theme to us. In our English classroom we have a ... and we use ... with films, texts and exercises. Our classroom is full of ... which stand on the ... My groupmates like ... of them.

**Listening**

**skills Примерное задание на аудирование**

**Listen to the interview and choose the right variant. Прослушайте интервью и выберите правильный вариант.**

**Interviewer:** So Mike, you mentioned your family, do you have a big family?

**Mike:** No, I have a fairly small family, actually, including me there are only four people in my family.

**Interviewer:** So it's your mother, your father, you ...

**Mike:** And my sister.

**Interviewer:** Oh, and your sister. OK, is your sister younger or older than you?

**Mike:** She's younger. She's just started university actually.

**Interviewer:** OK, that's nice. So where does your family live right now?

**Mike:** Ah, my mother and my father live in Victoria in Canada and my sister is on the

other side of Canada in Montreal in Quebec and I live in the capital.

**Interviewer:** Well, tell me about your father. What's your father like?

**Mike:** My father is pretty much the most interesting person I know. He tells different kinds of stories about his childhood, and his growing up.

**Interviewer:** Did he grow up in Canada?

**Mike:** No, he grew up in Liverpool, in England.

**Interviewer:** OK, nice, and what does your father do?

**Mike:** Ah, he was a pilot until five years ago. It was kind of tragic, he had a heart attack and he wasn't allowed to fly anymore.

**Interviewer:** Oh, I'm sorry.

**Mike:** He's fine now, yeah.

**Interviewer:** OK, what about your mother? Does she work?

**Mike:** No, she doesn't. She used to work. They both worked for Cathay Pacific airline. My mother was a stewardess and my father was a pilot. She was first introduced to him as a new member of the crew when they flew together to Osaka.

**Interviewer:** Oh, what a story. OK and what about your sister? You said that she's a student.

**Mike:** She's a student. She's in her first year in McGill University which is in Quebec. I haven't spoken to her lately so I don't know how she's doing.

**Interviewer:** So you and your sister, are you similar or quite different?

**Mike:** Oh, we are definitely quite different.

**Interviewer:** How so?

**Mike:** I was a rebellious type. I pretty much laid the foundation for my sister to get all the freedoms that she has – Mum and Dad treat her differently now. But she doesn't appreciate any of those things. Another way that we're different is that she's really into arts and drawing and painting and making music whereas I'm more into the technical side of things, like computer making, fixing cars.

**Interviewer:** So it sounds like you are quite different. Well, maybe she'll listen to this and she'll appreciate you more.

**Mike:** I hope so.

1. Mike is five years older than his sister.  
1) True 2) False 3) Not stated
2. The family members live in different parts of the country.  
1) True 2) False 3) Not stated
3. Mike's father had a very happy childhood.  
1) True 2) False 3) Not stated
4. Mike's father retired because of his poor health.  
1) True 2) False 3) Not stated
5. Mike's mother and father first met each other being on holidays.  
1) True 2) False 3) Not stated
6. Mike and his sister do not seem to be very close.  
1) True 2) False 3) Not stated
7. Mike and his sister were brought up in the same way.  
1) True 2) False 3) Not stated

### Grammar

#### Примерное грамматическое задание

*Read the extract from the text and complete the sentences with the correct forms of the verbs in brackets. Прочитайте отрывок из текста и заполните пропуски глаголами из скобок в правильной форме.*

There (to be) 22 million homes in Britain – big homes and small homes, old cottages and new buildings, houses and flats. Many British people (to love) old houses. They also (to love) gardening, and there (to be) gardens everywhere you go: in towns, villages and out in the country. Two thirds of families in Britain (to own) their houses. Millions of these houses (to be) the same with two or three bedrooms and a bathroom upstairs, dining room and kitchen downstairs. There (to be) a great many different kinds of homes in Britain, but there (to be) not enough! It (to be) often very difficult for young people to find a home when they (to want) to start a family. British homes (to be) usually smaller than American homes. But like Americans, different generations usually (not to live) in the same house.

#### Критерии оценивания контрольного лексико-грамматического теста

Количество правильных ответов	Балл
90 – 100 %	27 – 30
70 – 90 %	21 – 26
50 – 70 %	15 – 20

### 3) ПРИМЕРНЫЙ ИТОГОВЫЙ ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

#### Reading skills/Vocabulary

#### Примерный текст и лексическое задание

**Read the text and choose the correct variant. Прочтите текст и выберите правильный вариант.**

#### Thanksgiving Day

There is one day a year when all Americans stay home with their families and eat a big dinner. This is Thanksgiving Day. The pilgrims celebrated the first Thanksgiving Day in the fall of 1621. The pilgrims sailed to America from Plymouth, England, in September, 1620. They came to America for religious freedom. They were among the first European settlers in America. The name of their ship was the "Mayflower." They landed at Plymouth Rock, in what is now the state of Massachusetts in December, 1620.

There were people living in America before the pilgrims arrived. These people were the Native American Indians. The Indians began settling in America about 25,000 years ago. They

hunted, fished, and farmed to survive. There were many groups, or tribes, and each had its own customs and beliefs.

The pilgrims' first winter in the New World was difficult. They had arrived too late to grow many crops. Without fresh food, half of the pilgrims died. The following spring the Indians taught the pilgrims how to hunt, fish, plant, and survive in America. The crops did well, and in the fall of 1621 the pilgrims had a great harvest. They were thankful and decided to celebrate with a Thanksgiving feast. They prepared a dinner of turkey, corn, beans, and pumpkins. They invited their Indian friends to share this feast. The Indians brought food to the feast, too (they even brought popcorn!). Americans still celebrate Thanksgiving Day in the fall. It is celebrated on the fourth Thursday in November. Turkey is still the main dish and pumpkin pie is the most popular dessert.

1. The pilgrims landed in (New York, Georgia, Massachusetts) in 1620.
2. The pilgrims celebrated the first (Christmas, Thanksgiving Day, Valentine's Day) in the fall of 1621.
3. The name of the pilgrims' ship was (the Mayflower, the Plymouth, the Harvest).
4. The Indians taught the pilgrims how to (cook, survive, celebrate).
5. In the fall of 1621, the pilgrims had a good (harvest, ship, survival).
6. Today (popcorn, crops, turkey) is still the main dish served on Thanksgiving Day.

### Vocabulary

#### Fill in the gaps with the words from the list

pumpkins, trick-or-treating, Christmas tree, ghosts, Christmas, witches, Halloween, presents, funny, goblins, decorated, lanterns

1.
  - Hello, Alex!
  - Hi, Ann! Haven't seen you for ages! Where have you been?
  - Oh, I was at my relatives. We celebrated ... It was wonderful! We ... the house and the ... I love this tradition. I bought ... for my relatives and I got a lot of nice ...
  - You're lucky. Did you go out anywhere?
  - Yes, we walked a lot. And we also visited some of their friends.
  - Do you plan to go there next ...?
  - Yes, I'd love to.
2.
  - Hello, Nadia! What are your plans for October 31st?
  - Hi, Pete! Don't you know we are celebrating ... ? It's an old English tradition and we also like it.
  - Yes, I heard something about it, but I never took part in it. Could you tell me about it?
  - Sure! Listen. On that day many homes are decorated and lit by ... made from ... that have been hollowed out.
  - Really? That's interesting. Go on, please.
  - We dress up as ..., and ... and go ... to neighbours.
  - But why?
  - Well, it's an old tradition. Besides, it's rather ...

#### Task: Fill in the gaps with the words from the box.

firemen	accountants	computer engineers
network security	marketing specialists	artists
professionals		
salespeople	cosmetologist	
mechanics	lawyers	

1. ... on average hear “no” four to five times before making a sale to a customer.
2. ... should enjoy working with people because they are representing their legal interests.
3. Many little boys dream of becoming ... when they grow up.
4. Not everyone working at your local makeup counter is a licensed ... Most are just sales people.
5. The industries of chemicals, energy, healthcare, financial services, business services and government are hiring the largest number of ... at present.
6. Years ago advertising agencies hired professionally trained ... to produce graphics for their magazine and newspaper ads.
7. Some of the most popular career choices for ... are auto, industrial, diesel and aircraft mechanics.
8. College main subjects for ... include computer science, mathematics or software engineering.
9. When a company can't figure out how to connect what they do to people around them, ... help get people excited about its products and services.
10. A small company may have one or two ... employed, while a large firm may have a vast team of ... working in different divisions or branches.

### Listening skills

#### Примерное задание на аудирование

**Listen to the speakers and match the statements in the left and right columns.**  
**Прослушайте выступающих и сопоставьте высказывания в левой и правой колонках.**

- |            |  |
|------------|--|
| Speaker A: | 1. The speaker was glad when she / he was given more serious work to do.             |
| Speaker B: | 2. The speaker learned nothing important at work.                                    |
| Speaker C: | 3. The speaker didn't mind doing a lot of things during work practice.               |
| Speaker D: | 4. The speaker wants to do the same kind of work in the future.                      |
| Speaker E: | 5. The speaker has a different idea of the profession after completing the practice. |
| Speaker F: | 6. The speaker felt rather nervous before starting work.                             |

**Speaker A:** For my work practice I worked at Middle School. Over the two weeks I watched the teachers and worked with the children. I interacted with the pupils and helped encourage them to learn during their lessons. Teaching and working with children was much harder than I expected it to be, it isn't a simple job. A full classroom of children can be very hard to control, so I have total respect for teachers now.

**Speaker B:** For my work practice I worked at the City Hospital. I think it is good to get some work experience because we get to see what it is like to work somewhere. I had a lot of different jobs to do: I helped make beds, take people's pulse and blood pressure, make tea or coffee for the patients in the ward, serve lunches at lunchtime and get people's notes ready. I enjoyed talking to the patients, bringing a smile to their faces.

**Speaker C:** I worked at a big store. I really didn't enjoy myself and I think it was really a waste of time. During the day I worked from 9 a.m. until 5 p.m. putting products on shelves. I got a morning break, a lunch hour and an afternoon break which was very good! Some of them I was able to work on the customer help desk in the store. I wasn't given much responsibility and wasn't taught anything new during the day.

**Speaker D:** Now I am working in a department store and I like it but I clearly remember my first impressions. They were like OH MY GOD look how long I have to work and OH MY GOD I have to wear a horrible looking uniform! I was really afraid to call the store to arrange

my first visit. But after I had spoken to the manager and she had answered all my questions some of my fears were gone.

**Speaker E:** I worked at a graphics company. During my two weeks I basically did nothing except helping the staff to deliver things and collect equipment. The worst part of my work experience was at the beginning when I didn't have a lot to do. I was sitting watching people work, but as the days went on, I was given more responsibility. I really enjoyed my time at work practice and found it really interesting.

**Speaker F:** I worked with children, helping out in Physical Education classes during the day and attending clubs and matches after school. The children were aged between 9 and 13. My best moment was helping children to play cricket. I really enjoy sport and enjoy the interaction with others. So working with children or something to do with sports is what I would like to do when I become an adult.

### Grammar

#### Примерное грамматическое задание

##### Open the brackets. Раскройте скобки.

- Good morning.
- Good morning. I (look for) a job as an office manager.
- What speed you (have)?
- I (type) fifty words a minute.
- What salary you (look for)?
- I'd like about 80 pounds a week.
- Which area you (prefer) to work in?
- In the City, if possible.
- You (care) to work for a small company?
- I'd rather (work) for a company with a large staff. Like the last place I (work) in.
- What about this advertising company I (get) on my list here?
- That (sound) very interesting.
- When could you see them for an interview?
- Any time this afternoon (suit) me.
- You (know) how to go to Regent's Park?
- I (take) the District line.
- You (let) me (know) if you (get) the job.
- I (ring) you immediately after the interview.
- Goodbye and good luck!
- Thank you very much!

**Read the text. Put all the nouns under the two headings: Countable Nouns and Uncountable Nouns. Прочтите текст. Поместите все существительные под двумя заголовками: исчисляемые существительные и неисчисляемые существительные.**

My uncle Albert always has "high tea". He says he has no use for these "afternoon teas" where you try to hold a cup of tea in one hand and a piece of bread and butter about as thin as a sheet of paper in the other. He's a Lancashire man, and nearly everyone in Lancashire likes high tea. They have it between five and six o'clock, and they have ham or tongue and tomatoes and salad, or sausages, with good strong tea, plenty of bread and butter, then stewed fruit, or a tin of pears, apricots or pineapple with cream or custard and pastries or a good cake. And that's what they call a good tea.

#### Критерии оценивания контрольного лексико-грамматического теста

Количество правильных ответов	Балл
90 – 100 %	27 – 30

70 – 90 %	21 – 26
50 – 70 %	15 – 20

## РАЗДЕЛЫ 5–8.

### ПРИМЕРНЫЙ ТЕКСТ ДЛЯ ПЕРЕСКАЗА

**Open the brackets and retell the text. Раскройте скобки и перескажите текст.**

#### A Sad Story

Three men (come) to New York. They (arrive) at a very large hotel and (take) a room there. Their room (be) on the forty-fifth floor.

In the evening the three men (go) to the theatre and (come) back to the hotel very late.

“I (be) very sorry,” (say) the clerk of the hotel, “but our lifts (work not) tonight. If you (want not) to walk upstairs to your room we (make) beds for you in the hall.”

“No, no,” (say) one of the three men. “No, thank you. We (want not) to sleep in the hall. We (walk) up to our room.”

Then he (tell) his two friends, “It (be not) easy to walk up to the forty-fifth floor, but I (think) I (know) how to make it easier. On our way to the room I (tell) you some jokes. Andy (sing) us some songs. Then Peter (tell) us some interesting stories.”

So they (begin) to walk upstairs to their room. Tom (tell) them many jokes, Andy (sing) some songs. At last they (come) to the thirty-fourth floor. They (be) tired and (decide) to have a rest.

“Well,” (say) Tom, “now it (be) your turn, Peter.” “I (tell) you a sad story,” (say) Peter. “We (leave) the key to our room in the hall.”

### Критерии и шкалы оценивания пересказа

Критерии	Описание критериев	Оценка	
		Требование не выполнено	Требование выполнено на оптимальном уровне
Решение коммуникативной задачи	Все основные микротемы/сюжетные линии исходного текста сохранены. Пересказ не содержит элементов прямого цитирования и/или прямого воспроизведения значительных отрывков текста. Отсутствуют содержательные компоненты, которые не являются основными/ключевыми. Пересказ не содержит элементов критического анализа.	0	3
Фактологическая точность при пересказе	Отсутствие фактических ошибок, связанных с пониманием текста.	0	3
Структура	Ясность и чёткость изложения, логичность и грамотное построение ответа, соблюдение плана пересказа, наличие слов-связок.	0	3

Оформление речи	Лексическое оформление речи: словарный запас соответствует поставленной задаче, правильное использование лексики, отсутствие грубых лексических ошибок. Грамматическое оформление речи: правильное использование изученных грамматических образцов.	0	3
Беглость речи	Темп и выразительность речи, правильные произношение и интонация, отсутствие грубых фонематических ошибок.	0	3
<i>Максимальное количество баллов</i>		15	

## 2. ПРИМЕРНЫЙ ПРОМЕЖУТОЧНЫЙ ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

### Примерный текст

#### Reading skills/ Speaking skills

**Read the text and answer the following questions. Прочтите текст и ответьте на следующие вопросы.**

1. Do you feel that people who are not interested in churches, galleries and places of the kind should not travel at all or do you think they should travel and try to learn to appreciate these things?
2. Do you agree with the author that “boredom is mainly a holiday feeling”?

#### WHY NOT STAY AT HOME

All of us are more or less interested in life. But not everybody is interested in art – or at least the sort of art that is found in galleries and churches.

Often enough, tourists doing a church wear a mask of dutiful interest; but what boredom looks out, too often, at their eyes! And the boredom is felt still more because of the necessity to pretend an interest they don't feel.

There come moments when the whole thing becomes so painful for the tourist that he says he won't put his nose inside another church under any circumstances.

I remember such a thing happened in Venice. A motor boat company advertised an afternoon excursion to the island of Torcello. We booked our seats, and the next afternoon started in company with seven or eight other tourists. Soon we came to the island. We climbed on shore – all of us except one strong – minded American couple who, when they learned that what they were supposed to see on the island was another church, decided to remain comfortably seated in the boat till the rest of the company returned. I liked them for their honesty. But all the same time it seemed to me rather a sad thing that they had come all this way and spent all that money, just for the pleasure of sitting in a motor boat.

We call such people travelers because they do not stay at home. But they are not true travelers, not travelers born. For they travel not because they are interested in new places but because everybody does it. They are not really curious about things – everything is a disappointment to them. It is only the society of their fellow tourists and the sense of a social duty done that keep them more or less happy in the face of the disappointing facts of travel.

Your true traveler, on the other hand, is very curious about everything. He loves what is unfamiliar just because it is unfamiliar, he takes pleasure in every kind of beauty. Of course it is incorrect to say that he is never bored. For it is impossible to travel without being sometimes bored. For the tourist, a large part of almost every day is necessarily empty. Much time, to begin with, is spent in getting from place to place. And when the sights have been seen, the sightseer finds himself physically tired and with nothing special to do.

At home, when one has many things to do, one is never bored. Boredom is mainly a holiday feeling. It is for that very reason that your true traveler finds boredom rather pleasant than painful.

It is symbol of his freedom. He takes his boredom, when it comes, not just philosophically, but almost with pleasure.

#### Vocabulary

#### Примерное лексическое задание

**Task: Fill in the gaps with the words from the box.**

a draw	a long jumper	the losers
a set	the opponents	the captain
score a goal	a coach	
fair play	the winners	

1. If a team wins, they are called ...
2. The players of the other team are called ...
3. We call the instructor of a team ...
4. If a team loses the match, they are ...
5. There's usually a leader of a team or ...
6. A part of a game of tennis is called ...
7. We call correct play ...
8. The person who does the long jump is ...
9. 2 : 2 means that the match ended in ...

**Listening skills**

**Примерное задание на аудирование**

**Listen to the speakers and match the statements in the left and right columns.**  
**Прослушайте выступающих и сопоставьте высказывания в левой и правой колонках.**

Speaker A:	1. Using the Internet is a good way of studying English.
Speaker B:	2. The Internet helps with shopping.
Speaker C:	3. The Internet is very useful for doing the speaker's job.
Speaker D:	4. The Internet helps to learn about different cultures.
Speaker E:	5. The Internet can be dangerous for users.
Speaker F:	6. The Internet gives access to the information you need.

**Speaker A:** Nowadays more and more companies show their products on the Internet. So, if there's anything I need I can see where to get it and what it will cost without leaving home. I can also compare prices, which helps me to save money. Besides, I can buy the things I need online and they will be delivered to me which saves me a lot of time.

**Speaker B:** With the help of the Internet I can chat with different people from different countries, learn more and more about our world, different lifestyle and thinking. The Internet offers a place where we can communicate with each other. By exchanging ideas, learning other peoples' customs and traditions, we get to know people from all over the world and how our life compares to other people's lives in other countries.

**Speaker C:** I work all by myself doing translations. I find contacts on the web by publishing my advertisement on different Internet sites. Then I get texts from customers by e-mail, and return the completed translation to them. And when doing translations I use all kinds of on-line dictionaries. I also get paid through the Internet, so it saves me a lot of time.

**Speaker D:** There is a lot of information and things on the Internet. But many of them can hurt other people easily. The Internet has a risk of receiving spy programs or viruses, which can damage your computer. Moreover, you can meet bad people when chatting. According to crime statistics, there have been many people who suffered because of chatting to people they didn't know.

**Speaker E:** I used to chat on the Internet because I wanted to improve my English. Then I started to write in forums because I think that there you can get to know very intelligent people and share your interests. From my research, I think the best way to learn English over the Internet is to chat online. You can also find some tests on the Internet and check your progress.

**Speaker F:** The Internet has a wide variety of information such as data, pictures, graphs, film or book reviews and suchlike. For example, instead of going to a library you can search the Internet at home and find information for a report, an essay or anything you need in no time. Also, the Internet has lots of news from all over the world, so it's easy to find out what's going

on. So, it is very helpful for people of different age groups.

### Grammar

#### Примерное грамматическое задание

Here are the answers. Write the questions to them. Вот ответы. Напишите вопросы к ним.

1. Hockey is a very attractive game. Why ...?
2. A football team consists of 11 players. How many ...?
3. Men are more interested in sport than women. Who ...?
4. Cricket is the fairest game in the world. Which ...?
5. Climbing is one of the most dangerous sports. What kind ...?
6. Field hockey is played during summer. When ...?
7. Football is popular in schools, colleges and universities. Where ...?
8. Horseball is a game played on horseback where a ball is handled and points are scored by shooting it through a high net. How ...?
9. Sambo is a Russian martial art and combat sport. Whose ...?
10. The marathon is a long-distance running event with an official distance of 42.195 kilometers. How long ...?

Read the text and insert articles where necessary. Прочтите текст и вставьте артикли, где это необходимо.

In ... England everything is the other way round. On ... Sundays on ... Continent even ... poorest person puts on his best suits, tries to look respectable, and at ... same time ... life of ... country becomes cheerful; in ... England even ... richest peer or motor manufacturer dresses in ... rags and does not shave. On ... Continent there is one topic which should not be discussed – weather, in ... England, if you do not repeat ... phrase “Lovely day, isn’t it?” at least two hundred times ... day, you are considered a bit dull.

On ... Continent ... people have ... good food; in ... England people have ... good table manners.

... people on ... Continent either tell you ... truth or lie; ... English hardly ever lie, but they would not dream of telling you ... truth.

... continental people are easily hurt; ... English take everything with ... sense of ... humor – they are only hurt if you tell them that they have no ... sense of ... humor.

Many continentals think ... life is ... game; ... English think ... cricket is ... game.

#### Критерии оценивания контрольного лексико-грамматического теста

Количество правильных ответов	Балл
90 – 100 %	27 – 30
70 – 90 %	21 – 26
50 – 70 %	15 – 20

### 3. ПРИМЕРНЫЕ ТЕМЫ ЭССЕ

#### Speaking/Writing skills

1. Men have travelled ever since they first appeared on earth. Why do people travel?
2. Why do people take a camera with them? What do they photograph?
3. What do we see and learn while travelling?
4. What means of travel do you know? What are their advantages and disadvantages?
5. Some people prefer to travel on their own and hate travelling in a group. What about you?
6. Give simple reasons for liking/disliking different sports.
7. What do you think of the role of sports and games in character training?

8. Which is more important for character training – to win, or to learn how to be a good loser?
9. Do all games require great skills?
10. Do you agree that many people realize the importance of sports and games for their health?
11. Do you think that an athlete must necessarily go in for competitions?
12. Some people think it's important to do sports regularly while others would rather watch a sporting event on TV. What is your opinion?
13. Do you like to go to small shops or to big department stores and supermarkets?
14. Some people are fond of window-shopping. Can you say that you belong to such people?
15. What are advantages and disadvantages of big supermarkets?
16. Can you see a difference between state-owned shops and private shops? Which ones do you prefer?
17. What modern gadget couldn't you live without?
18. What quality newspapers do you know? What do they concern themselves with?
19. It is often said that the aim of the popular press is to entertain its readers rather than inform them. What kind of materials do these newspapers concentrate on?
20. Have you ever read a book that, in your opinion, was overrated?
21. Some people say there's nothing better than reading a good book while others would rather watch its film version. What is your opinion?
22. Speak about a book or story you have read.
23. Travelling abroad helps to understand your own country.

#### Критерии и шкала оценивания эссе

Критерии	Описание критериев	Оценка	
		Требование не выполнено	Требование выполнено на оптимальном уровне
Решение коммуникативной задачи	Задание выполнено полностью, представлена собственная позиция с аргументацией, стилистически нейтральное оформление речи; содержание и аргументы раскрываются с опорой на теоретические положения, выводы и фактический материал.	0	5
Организация текста	Внутреннее смысловое единство, связность раскрытия темы. Все высказывания полностью логичны, структура текста соответствует плану, средства логической связи задействованы в корректной форме, а текст имеет абзацы.	0	5
Языковое оформление текста	Языковое оформление текста. Словарный запас достаточный и соответствует сложности задания, имеется не более одной лексической ошибки. Грамматические средства использованы в достаточном объеме и в соответствии с	0	5

	заданием. Допускается не более двух ошибок. Отсутствие пунктуационных и орфографических ошибок.		
Максимальное количество баллов		15	

#### 4. ПРИМЕРНЫЙ ИТОГОВЫЙ ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

##### Reading skills/Vocabulary

##### Примерный текст и лексическое задание. Вариант 1.

**Read the text and choose the correct variant. Прочтите текст и выберите правильный вариант.**

##### HEALTH TIPS FOR TRAVELLERS

Travel is fun. Travel is exciting. But it's not fun or exciting if you get ill. You may think, "Not me. I won't fall ill in my holiday!" But for many people, that is what happens.

Of course you do not want to spend your holiday ill in bed. If you have heart trouble, you don't want to make it worse. So what can you do to stay in good health? There are three things you should remember when you travel relax, sleep and eat well.

A holiday is supposed to be a time for relaxing. But to our regret very often it is not. Think about what you do when you are a tourist. There are so many places to visit: museums, shops, parks and churches. You may spend most days walking around these places. This can be very tiring. Your feet may hurt. You've got a terrible headache after a few hours. If this is the way you feel, you should take a rest. Do not ask your body to do too much. A tired body means a weak body. And a weak body gets ill easily. So sit down for a few hours in a nice spot. In good weather, look for a quiet park bench. Or you can stop at a café. You can learn a lot by watching people while you rest.

You should not forget about sleep. If you want to stay healthy you need to get a good night's rest. You may have trouble sleeping at night when you travel. Your hotel room may be noisy or the bed may be uncomfortable. If this is true, don't hesitate to change rooms or hotels. Or, you may not get enough sleep for another reason. In many cities the nightlife can be very exciting. You may want to stay out late at night. In this case you should plan to sleep for an hour during the day. That extra hour can make a big difference.

Finally, if you want to stay in good shape, you must eat well. That means eating the right kinds of food. Your body needs fresh fruit and vegetables, and some meat, milk or cheese. No doubt when you are in a new country, you will wish to try new food. But you need to be careful about how much you eat. Try to avoid eating lots of rich food.

So, remember this: if you want to enjoy your holiday, take good care of yourself. Give your body some rest. Get enough sleep and eat good, healthy food.

1. This passage is about
  - i. what to eat when you travel.
  - ii. relaxing when you travel.
  - iii. how exciting travel is.
  - iv. how to stay healthy when you travel.
2. A holiday is not fun if
  - i. you are reluctant to go.
  - ii. you are suddenly taken ill.
3. Sightseeing is
  - i. the best way to relax.
  - ii. never any fun.
  - iii. very tiring.
  - iv. unhealthy.
4. It's a good idea
  - i. to spend holidays in other countries.

- ii. to get some rest every day.
  - iii. not to take very long holidays.
  - iv. to keep your first-aid kit handy when you are on holiday.
5. You can fall ill more easily if
- i. you are tired.
  - ii. you stay out late at night.
  - iii. you are sleepy.
  - iv. you sleep an extra hour during the day.
6. Your body needs sleep
- i. to enjoy the nightlife.
  - ii. to keep fit.
  - iii. not to spoil your appetite.
  - iv. to be strong enough to go sightseeing.
7. When you travel you should eat
- i. something different.
  - ii. more frequently.
  - iii. fresh fruit and vegetables.
  - iv. lots of rich food.
8. For good health you need
- i. to travel much.
  - ii. to lead an active life.
  - iii. to get enough sleep.
  - iv. to eat a lot of rich food.

### Примерный текст и лексическое задание. Вариант 2.

**Read the text and choose the correct variant. Прочтите текст и выберите правильный вариант.**

#### The Joy and Enthusiasm of Reading

I believe in the absolute and unlimited liberty of reading. I believe in wandering through the huge stacks of books and picking out the first thing that strikes me. I believe in choosing books based on the dust jacket. I believe in reading books because others dislike them or find them dangerous, or too thick to spend their free time on, or too difficult to understand. I believe in choosing the hardest book imaginable. I believe in reading what others have to say about this difficult book, and then making up my own mind, agreeing or disagreeing with what I have read and understood.

Part of this has to do with Mr. Buxton, who taught me Shakespeare in the 10<sup>th</sup> grade. We were reading *Macbeth*. Mr. Buxton, who probably had better things to do, nonetheless agreed to meet one night to go over the text line by line. The first thing he did was point out the repetition of motifs. For example, the reversals of things ('fair is foul and foul is fair'). Then there was the association of masculinity with violence in the play.

What Mr. Buxton did not tell me was what the play *meant*. He left the conclusions to me. The situation was much the same with the history teacher in 11<sup>th</sup> grade, Mr. Flanders, who encouraged me to have my own relationship with historical events and my own attitude to them. He often quoted famous historians in the process. I especially liked the one who said, "those who forget their history have no future."

High school was followed by college, where I read Umberto Eco's *Role of the Reader*, in which it is said that the reader completes the text, that the text is never finished until it meets this careful and engaged reader. The open texts, Eco calls them. In college, I read some of the great Europeans and Latin Americans. All the works I read were open texts. It was an exciting experience. Besides, I got familiar with wonderful works of literary criticism.

There are those critics, of course, who insist that there are right ways and wrong ways to read every book. No doubt they arrived at these beliefs through their own adventures in the stacks. Perhaps their adventures were not so exciting or romantic. And these are important questions for philosophers of every character. But yet I know only what joy and enthusiasm about reading have taught me, in bookstores new and used. They have taught me not to be afraid of something new, unusual or non-traditional, not to deny it but embrace it and try to understand even if you cannot agree with it. Not to stay within the boundaries but always seek for something

new and enjoy every second of this creative process and be happy every time you get some result, no matter how positive or negative.

I believe there is not now and never will be an authority who can tell me how to interpret, how to read, how to find the pearl of literary meaning in all cases. There exist thousands of versions, interpretations, colors and shadows. You could spend a lifetime thinking about a sentence, and making it your own. In just this way, I believe in the freedom to see literature, history, truth, unfolding ahead of me like a book whose spine has just now been cracked.

1. The unlimited liberty of reading for the narrator means
  - 1) access to different types of books.
  - 2) freedom in choosing and interpreting books.
  - 3) possibility to challenge other opinions on the mood.
  - 4) opportunity to select what to read according to the mood.
2. The narrator thinks that his love of reading
  - 1) is an inborn quality.
  - 2) developed early at school.
  - 3) was initially fostered by Mr. Buxton.
  - 4) is all due to the efforts of his Shakespeare teacher.
3. The narrator gives credit to Mr. Buxton for teaching him how to
  - 1) love classical literature.
  - 2) read Shakespeare aloud.
  - 3) interpret stylistic devices.
  - 4) find the meaning of a book for oneself.
4. The history teacher quoted famous historians to prove that people
  - 1) are often blind or deaf to learning.
  - 2) understand historical texts too literally.
  - 3) can't understand the meaning of historical events.
  - 4) should learn from history not to make similar mistakes.
5. According to Umberto Eco, an open text is a text
  - 1) commented on by the author.
  - 2) plus the reader's attitude to it.
  - 3) that the author has not finished.
  - 4) with different variants of an end.
6. Some critics say about text interpretation that
  - 1) only philosophers should interpret texts.
  - 2) people should enjoy books but not interpret them.
  - 3) there are several ways to interpret a text.
  - 4) there is the right interpretation to every book.
7. The narrator believes that
  - 1) it is impossible to interpret good writers.
  - 2) interpreting is collective intellectual work.
  - 3) authorities in interpreting will appear in future.
  - 4) one should find a proper interpretation by oneself.

### Vocabulary

#### Примерное лексическое задание

**Task: Fill in the gaps with the words from the box.**

shopping	counter	food
cosmetic	in fashion	comfortable
things for sale	ready-weighed and packed	quality
basket	select	
clothes	cashier	

1. There is a ... department in this shop where you can buy perfume.

2. You can come to the ... and choose your purchase.
3. In our greengrocer's you can buy ... vegetables.
4. You pay money to the ...
5. You can ... food and put it into the ...
6. She does the ... in their family.
7. I enjoy going shopping for new ...
8. They spend quite a lot of money on ...
9. I don't feel ... in these shoes.
10. I always try to be ...

**Task: Fill in the gaps with the words and phrases from the box.**

music	news	compact discs
favorite	collect	museums
listen to music	singers	
information	programmes	

Rich people often ... paintings, rare things and other art objects. Often such private collections are given to ..., libraries. As for me I like to ... Therefore I collect ... I like different ... I collect discs of my favorite groups and ... I carefully study the printed ... I try to find everything about my ... singers. I also like to watch music ... on TV. I want to keep up with the ... in the world of music.

### Grammar

#### Примерное грамматическое задание

**Fill in prepositions where necessary. Вставьте предлоги, где это необходимо.**

1. They offered ... me a very good choice ... ties ... all colors.
2. I would like to have a look ... one ... the blue dresses you have here ... the show-case ... 215 roubles.
3. What can I do ... you?
4. I want a silk dress. Show me something ... light blue. Where can I try it ...?
5. What size do you take ... shoes?
6. I needed a new pair ... walking shoes, so I went to a shoe shop. I tried ... about ten pairs and finally bought very good shoes ... my taste.
7. My old hat is no longer ... fashion. I must go ... the department store and look ... something modern.
8. My hat is no longer ... fashion. I must go ... the department store and look ... something modern.
9. Your winter coat is completely ... fashion. Let's go ... the big department store and choose something ... your taste.
10. I like the cut ... the shirt, but it is tight ... the neck and short ... the sleeves. Can I try ... a larger size?
11. I want an elegant tie to match ... my jacket. Show me something ... red or dark blue.

**Open the brackets. Раскройте скобки.**

A hobby is what a person (to like) to do in his or her spare time. Hobbies (to differ) like tastes. Your hobby (to make) your life more interesting. The most popular hobby (to be) doing things. It (to include) a wide variety of activities from gardening to travelling, from chess to volleyball. Both grown-ups and children (to be fond) of playing different computer games. This hobby (to become) more and more popular every year. Making things (to include) drawing,

painting, handicrafts. Many people (to collect) sometimes – coins, stamps, compact discs, toys, books.

### Open the brackets. Раскройте скобки.

BARBARA CARTLAND

Barbara Cartland is a famous love-story writer. According to the *Guinness Book of Records* she (be) the best-selling author in the world.

Barbara Cartland (be born) at the beginning of the century. She (write) her first book when she (be) twenty-one and it (sell out) as soon as it (reach) the shops.

Since then she (write) over 450 books, and all of them (be) about love.

This is what Barbara says about herself: “I (be) very organized. I (have) 5 secretaries. I (lie) on my sofa, (shut) my eyes and just (tell) the story. I (make) very few corrections, actually. I only (cut) the paragraphs if they (be) too long. When I (want) a plot, I (say) a prayer.”

At the moment Barbara Cartland (hold) the world record for the amount of books she (sell).

### Listening skills

#### Примерное задание на аудирование

**Listen to the speakers and match the statements in the left and right columns.**  
**Прослушайте выступающих и сопоставьте высказывания в левой и правой колонках.**

- |            |    |  |
|------------|----|--|
| Speaker A: | 1. | When reading these books, the speaker sees the world in an unusual way.            |
| Speaker B: | 2. | Thanks to these books, the speaker started to enjoy reading.                       |
| Speaker C: | 3. | These books made the speaker feel better when she / he was away from home.         |
| Speaker D: | 4. | These books helped the speaker during a difficult period of study.                 |
| Speaker E: | 5. | The things said by some of the characters help the speaker in difficult situation. |
| Speaker F: | 6. | These books showed the speaker that friends are very important.                    |

**Speaker A:** I've always read books for comfort, and when I was in London as a participant of an exchange programme, scared and lost, so far from my family and friends, I simply found a book store and bought the first two Harry Potter books there. I read them both in one night and then over and over again. It wasn't just comfort, it was like I found a good friend in a place where I had none, and I certainly became braver.

**Speaker B:** Harry Potter books have influenced me greatly. They helped me to understand that honesty, friendship and love are all we need. Now I look at the future in a more positive way than I had done before reading these books which speak about friendship. Harry Potter is never alone. When he does something difficult or frightening, his friends are always around and they give him all the help he needs.

**Speaker C:** The best thing Harry Potter books have given me is a philosophy for life. I found it in the words of Harry himself, his friends and other people around him. When I face problems, I remember some phrases from the books and I keep on fighting. I don't give up, because Harry never does. I've known before, that theoretically there is no such a thing as a hopeless situation, but now I truly believe it.

**Speaker D:** I've always liked reading. And I love the fact that Harry Potter books have given me my own private magical world. When I read Harry Potter, I feel so glad that I have a wonderful secret that no one else knows. I get the feeling that the books put everything around

me into a different, magical light, and the world of Harry Potter comes into mine, making ordinary things and people look strange.

**Speaker E:** Before I read Harry Potter books, and became interested in them, I didn't read too much. I just didn't understand what books could do. But after reading Harry Potter, I felt that I was in his world, and I thought, well, maybe other books can do that too. Now I just love reading, and the pleasure that I get from reading has become possible only because of that first Harry Potter book.

**Speaker F:** Harry Potter books have helped me in many ways. For example, last year I had to take my final exams and I was under a lot of stress because of that. Harry Potter characters also have a lot of exams and when I felt especially stressed and worried, I read those passages from the books and felt a little better, as if I was sharing my problems with friends. And the funny moments in the books cheered me up.

#### Критерии оценивания контрольного лексико-грамматического теста

Количество правильных ответов	Балл
90 – 100 %	27 – 30
70 – 90 %	21 – 26
50 – 70 %	15 – 20

### РАЗДЕЛЫ 9–12.

#### 1. ТЕМАТИЧЕСКИЙ ГЛОССАРИЙ ПО ТЕОРИИ И ПРАКТИКЕ НАЧАЛЬНОГО ОБРАЗОВАНИЯ

##### Критерии и шкала оценивания глоссария

Критерии	Описание критериев	Оценка	
		Требование не выполнено	Требование выполнено на оптимальном уровне
Содержательность	Глоссарий соответствует тематике будущей профессиональной деятельности обучающегося: теория и практика начального образования, психофизиология младшего школьника, возрастная педагогика и психология и др.	0	4
Аутентичность	Значения терминов соответствуют принятому в английском языке употреблению.	0	4
Грамотность	Отсутствие лексических, грамматических и орфографических ошибок.	0	4
Оформление	Аккуратность выполнения работы, термины группируются по алфавиту.	0	3
<i>Максимальное количество баллов</i>		15	

#### 2. ПРИМЕРНЫЙ ПРОМЕЖУТОЧНЫЙ ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

## Примерный текст и лексическое задание.

### Reading skills/Vocabulary

Read the text and choose the correct variant. Прочтите текст и выберите правильный вариант.

#### To Hear a Child

I believe in patience. I live as volunteer residential counselor in a small group home. These boys have brought joy and happiness into my life; they have made me laugh and made me proud. However, they have also challenged me, made me angry and tested my patience.

Each day we start anew, going about a 1 routine. I drive them to school, pick them up, cook for them and help with homework. We spend the evenings 2 about what happened during the day. I meet their teachers and study for tests with them. They are the last people I see each night and the first ones I hear in the morning. They have become a 3 of my life. I am twenty-two and am beginning to understand the love of a parent.

I could not have come this far without patience. They do not think like miniature adults and it is not fair to expect them to. 4 my expectations of them are high, I must remember that so much of what they see and understand is for the first time. First loves, first failed test, first time feeling the need to break away from the nest. I must have patience with them, because there is still a child within that comes out when I least expect it.

This world is a fast-paced, fast food, fast-internet place. 5, no matter how fast things move, children will be children. I believe they will mature quicker and with more tools if I am patient. I see it in their eyes. Over time, sad eyes can glisten again, but only if I am 6 of the fact that it takes them longer to get somewhere.

I see around them a world that expects too much of them. They come 7 too many things that give them too much sadness. They listen to me, respect me and understand reason but not always when I want them to. This opportunity has given me wisdom but only when I was patient enough to hear a child.

1. 1) daily 2) common 3) average 4) traditional
2. 1) discussing 2) debating 3) talking 4) saying
3. 1) bit 2) part 3) parcel 4) piece
4. 1) also 2) altogether 3) although 4) thus
5. 1) Nevertheless 2) Nevermore 3) Although 4) Therefore
6. 1) common 2) familiar 3) aware 4) acquainted
7. 1) through 2) along 3) around 4) across

Translate the instructions for parents and comment upon them, explain why they are important.

#### WAYS TO HELP CHILDREN

Here are some suggestions giving guidance to parents about the sort of things they should do with and for their children as a preparation for nursery school.

1. Encourage them to do things for themselves – like dressing, going to the toilet, washing and drying their hands.
2. Help them to recognize colors and shapes that they see around them. Count with them.
3. Read to them as much as you can. Get them to talk about the story.
4. Take them out as much as possible and talk about the things you see, the colors, smells, shapes that are around.
5. Talk to them and give them time to talk back to you. Use lots of words to describe things.
6. Listen to them and help them to say words and sentences properly.
7. Let them help you at home and talk about what they are doing, what is happening at the moment, what happened yesterday, what is going to happen tomorrow.

#### Grammar

#### Примерное грамматическое задание

Fill in the gaps with *can, may, might, must, should, have to*. Complete the sentences.

1. To become a professional musician you must ...

2. You should listen to ...
3. It can take a long time before ...
4. You need to send your records to ...

## HOW TO BECOME A PROFESSIONAL MUSICIAN

### **It's not about *what you must do* ... It's about *who you must become***

I asked myself all the usual questions like, "How ... I get on a world tour?", "Where ... I send my CDs to?", "Who do I ... talk to at the record company?", "How ... I make more money with my music and talents?", "What do I ... do to sell my music in other countries?" etc.

However, I wasn't ready for any of that yet. You ... be ready as a musician, but you haven't really prepared yourself mentally. When you "do things" now, you will make some progress along the way, but that isn't success. Successful people are successful not because they are intelligent or talented. When you become "success-mined", you ... have the power to achieve success in anything you success ... be built from the inside first, then the external things you ... do will fall into place much more easily.

There no easy way to start a career in the music industry. You ... listen to yourself and push through all bad days. And one day you ... become popular.

### **Listening skills**

#### **Примерное задание на аудирование**

**Listen to the interview and choose the right variant. Прослушайте интервью и выберите правильный вариант.**

**Interviewer:** So, Kara, your family moved to the United States when you were about eight, and you had already been attending an ordinary school in Mexico and started learning Spanish as your native language. As far as I know, there was nobody in the family who could speak English. So, when your parents got a resident's permit they considered the situation thoroughly and started attending a language course at elementary level in Mexico to have a better chance of getting a job in the States. And you started learning English at school with a bilingual program only when you moved to the US, didn't you? Was it difficult? How did you feel?

**Kara:** You know, like many other children, I was really scared of not being able to communicate with strangers. But coming at an early age like that can make things much easier. Children learn differently. The child's brain is like a sponge – it absorbs everything around it. A child doesn't even know why he or she is doing this. When it comes to learning languages children seem to be more comfortable with sounds and intonation than adults. He stays a word three times and it's his forever. He picks up words and makes sentences, and it doesn't matter what language he uses – the first or the second ... or maybe the third. He learns them using the same method.

**Interviewer:** Oh, and what did you think about bilingual education in the United States?

**Kara:** The school I happened to go to had a great bilingual program. They actually helped us to continue our Spanish speaking education both in reading and writing, which was great. But a lot of kids who were born and raised speaking Spanish, are deprived of that because most schools in the US don't have bilingual programs. Once these students start school and start learning English they stop speaking Spanish in the family. Partially because they want to fit into the English speaking environment as quickly as possible. In a couple years they cannot read or write Spanish.

**Interviewer:** Now, you've also taken classes in French in high school. Do you think it was easier to learn French through a textbook or to learn English being thrown into the United States and having to learn it?

**Kara:** I think learning a second language made it much easier to jump into a third language. You already sort of have a foundation for a new language environment. But it depends a lot on the teachers and the way they teach the language because I can read textbooks and try to understand what they are teaching. However, it's a lot easier when I have a real expert in front of me who knows the language, who can answer my questions and not only that: an expert I can listen to and hear the pronunciation and make sure that I'm doing it correctly.

**Interviewer:** Kare, in your family setting, when you are having family get-togethers, do you normally speak English or Spanish or is it a mix?

**Kara:** It's definitely a mix; some people call it, Spanglish. I have some younger relatives who speak English; they were raised here and speak it well. So sometimes we feel more comfortable speaking in English. But there are a lot of my relatives who moved here when they were old, and never had an opportunity to learn English – therefore I speak only Spanish to them. There are also times when talking to a certain person in English in school or in shops, I suddenly forget a word or it pops up into my head faster in Spanish, so I go from English to Spanish and then back and that's when we call it Spanglish, just because it's a little mixture of both.

**Interviewer:** And what about your nephews and nieces? I know they were born here in the United States. How is their Spanish?

**Kara:** Well, that was actually sometimes we often talked about in our family because we didn't want them to lose that part of, you know, their heritage and their culture. They have been surrounded by English since they were born and started speaking it when they were about two years old. But we wanted them to speak Spanish too, so we decided we would mostly talk to them in Spanish, especially for the first five years of their life. Because when they start school they come home and they suddenly just speak English and don't want to speak Spanish anymore. So we try really hard to speak Spanish around them, at least at home.

**Interviewer:** Kara, being bilingual you have a lot more choices than, say, I do with things like movies, music, books. When you go to the store and buy a book, do you normally buy it in English or in Spanish or does it just depend on the book?

**Kara:** I think it depends not only on the book; it depends on the mood. You know, there are times when I really feel that I forget certain things if I don't speak enough Spanish, so then I go and buy a Spanish book so that I can keep up on that. I sometimes buy books by foreign authors that are translated into Spanish if they are really interesting. But, you know, there are times when I just want to read a really good book and the translation is not exact. So if the book is written by an American or English writer, I buy it in English just because I want the real thing.

1. Before moving to the USA Kara's parents decided to
  - 1) send her to a bilingual school.
  - 2) start teaching her English at home.
  - 3) take a basic English course themselves.
2. Kara thinks it's easier to learn a foreign language at an early age because children
  - 1) are not afraid to communicate with strangers.
  - 2) learn it the way they learn their mother tongue.
  - 3) are highly motivated learners.
3. The main problem the children from immigrant families face in the USA is that they
  - 1) quickly forget their native language.
  - 2) have a hard time learning English.
  - 3) can't fit into the English-speaking environment.
4. Kara thinks the key element in learning French is
  - 1) language environment.
  - 2) a good teacher.
  - 3) a good textbook.
5. Kara uses Spanish when she
  - 1) talks to the older members of her family.
  - 2) lacks words to express her thoughts.
  - 3) talks to the Spanish who are beginners in English.
6. The adults in Kara's family are against
  - 1) teaching their children Spanish after they have started school.
  - 2) making English the only language of communication in the family.
  - 3) their children speaking English after they are five years old.
7. Kara buys books in English if

- 1) she wants to practice and improve her language.
- 2) they are not translated into Spanish.

3) she wants to read them in the original.

### **3. МУЛЬТИМЕДИЙНАЯ ПРЕЗЕНТАЦИЯ**

#### **Примерные темы**

1. Childhood is the safest period of human life.
2. “The best way to make children good is to make them happy.” (O. Wilde)
3. A child without parents is like a sunflower without sunlight.
4. High school students should only study the subjects they choose.
5. Some people think that Russian is easier to learn than English.
6. Describe the art you admire most of all.
7. Technical progress is harmful for the humanity.
8. Discuss the problems of English words borrowed into Russian. Is it good or bad?
9. How are you going to use English in your future work?
10. Do you think it is possible to learn English perfectly?
11. Describe your experience in learning English; your views on the role of English in the modern world.
12. The educational system in England. Draw the scheme of the system to be more precise.
13. Compare the system of education in Britain and in Russia. Find their merits and disadvantages.
14. Compare free and independent schools, their advantages and disadvantages.
15. Universities and colleges of Great Britain.
16. Oxbridge.
17. Student’s life in Britain.
18. Describe the art you admire most of all.
19. Technical progress is harmful for the humanity.
20. Discuss the problems of English words borrowed into Russian. Is it good or bad?
21. How are you going to use English in your future work?
22. Do you think it is possible to learn English perfectly?
23. Describe your experience in learning English; your views on the role of English in the modern world.
24. Be ready to speak in the educational system in England. Draw the scheme of the system to be more precise.
25. Compare the system of education in Britain and in Russia. Find their merits and disadvantages.
26. Compare free and independent schools, their advantages and disadvantages.
27. Universities and colleges of Great Britain.
28. Oxbridge.
29. Student’s life in Britain.
30. Discuss the problem of teaching English at schools. What school age is appropriate for starting English?
31. Give your own ideas about the problem of inclusive education.

#### **Критерии и шкала оценивания мультимедийной презентации**

<b>Критерии</b>	<b>Описание критериев</b>	<b>Оценка</b>
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		Требование не выполнено	Требование выполнено на оптимальном уровне
Дизайн	Эстетичность оформления; оптимальность использования графических и анимационных элементов, дополнительные эффекты PowerPoint (звук, анимация и др.)	0	3
Содержательность	Полнота представленной информации; наличие выводов по заявленной теме; полнота списка информационных ресурсов	0	4
Научность	Научность представленной информации; оперирование терминами; опора на современные концепции воспитания	0	4
Структура	Логичность представления информации; соблюдение структуры презентации; связность сообщения	0	4
<i>Максимальное количество баллов</i>		15	

#### 4. ПРИМЕРНЫЙ ИТОГОВЫЙ ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

##### Примерное лексическое задание. Вариант 1.

##### Reading skills/Vocabulary

**Read the text and complete the sentences using the following words, word combinations and expressions: is used, in spite of, courses, a great advantage, laboratories, fluently, teaching aids, popularity, are borrowed, listening, popular**

##### THE ENGLISH LANGUAGE

Though there are almost three thousand languages in the world, English is the most universal. It is the official language in over forty countries. We use English in international business, science and medicine. About 400 million people speak English as a mother tongue (700 million speak Chinese, 200 million speak Russian and 100 million speak German).

Even in the countries where English is not the first language, a number of English words are used. Words from no other language are borrowed more often than from English. Hundreds of words borrowed from English can be found in other languages such as soda, hotel, golf, tennis, jeans, OK, baseball and others. Many words are used as they are. Others are changed to make them more like native language, easier to say and remember.

English is everywhere. It is on signs, clothing, soft drinks and other goods around the world. In spite of their popularity, the English words and phrases are not always welcome. Some people think that the use of the English words is dangerous for the purity of their native language. But it goes without saying that English is still an international language. Some people believe that business would run more smoothly if everyone spoke the same language.

Languages have changed and disappeared throughout the history. This change is inevitable. But English words will continue to pop up everywhere, whether some people like it or not. English nowadays is the language of business, diplomacy and international relations. Most educated people speak English fluently. In most schools children start to learn English just from the first grade.

Join the people who want to speak English perfectly and you will gain a great advantage over others.

1. A lot of new words ... from English.
2. If you can speak English well, you gain ... over others.
3. Do you go to any English ... ?
4. The English language is very ...
5. Our department of foreign languages has various ... : language ... and centers.
6. English ... everywhere; its ... is obvious.
7. Can you speak English ... ?
- 8.....many textbooks in English, it is not easy to find a good one.

**Примерное лексическое задание. Вариант 2.**

**Reading skills/Speaking**

**Read the text and discuss the problem of teaching English at schools. What school age is appropriate for starting English?**

Helen Sotnikova, aged 22, a language teacher, just graduated from the University. Very energetic, full of modern approaches for teaching English. She is sure that the best age for starting English is the age of the kindergarten. Exaggerates the role of English in modern society.

Anna Plaskaya, aged 49, teacher of English. Sticks to the idea that the most important things in teaching English are reading and writing. She doesn't like the latest tendencies to teach English in primary school. Anna is sure that not everybody has the ability to learn a foreign language, that's why she pays her attention mostly to the advanced pupils.

Oleg Zubin, aged 36, a director of the English club. Interested more in money received from his students than in the quality of the knowledge given by his club. He is sure that the effective way to learn language is the accelerated courses (his programme is called "English in Two Months"). Believes that English is worth paying money for.

Andrey Izmailov, aged 40, teacher of English in the University. Tried many methods in teaching English. Believes that speaking is the main aspect of English; gives interesting lessons, full of discussions, problematic questions. Uses a lot of video and audiomaterial at the lesson, provokes students to speak and take part in different discussions. He is against accelerated courses and shares the idea of gradual material presenting. He thinks the best time for starting English in the form of games and plays is primary school.

**Complete the sentences using the following words: *attend, vary, responsible, variety, finance, able, encouraged, establishments, provided, taught.***

1. Some voluntary bodies ... this boarding school.
2. Schools are ... for the educational process.
3. Last year our teachers visited London and saw many educational ... there.
4. ... of exercises makes this textbook very interesting.
5. My parents ... me with good education. I'm very thankful to them.
6. The most ... students get scholarship.
7. The Mr. Brown's lessons are very interesting and we want to ... them.
8. His help ... me to finish this project.
9. After the university I ... History at the college.
10. Nowadays school programs ... very often.

**Примерный текст**

**Reading skills/Vocabulary/ Speaking**

**Read the article and give your own ideas about the problem.**

**What is Inclusive Education?**

Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together.

Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.

### **Benefits of Inclusive Education**

All children benefit from inclusive education. It allows them to:

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

### **Why is inclusive education important?**

It's important because we value our diverse communities. These communities start at school, where all students learn to live alongside peers. They learn together; they play together; they grow and are nurtured together.

A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences. Richard Wilkinson and Kate Pickett\* wrote, "student performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish".

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\* Richard Wilkinson and Kate Pickett wrote the book 'The Spirit Level', first published in 2009, which argues that societies with more equal distribution of incomes have better health, fewer social problems such as violence, drug abuse, teenage births, mental illness, obesity, and others, and are more cohesive than ones in which the gap between the rich and poor is greater.

### **Task: Fill in the gaps with the words and phrases from the box.**

individual strengths and gifts	student performance	individual needs and abilities
the mainstream school	diverse communities	special schools

appreciate diversity

special educational needs

	Inclusion rejects the use of _____ or classrooms to separate special needs students from students without disabilities.
	Our neighbourhood schools should include all children of school age with their own _____.
	Inclusion is about the child's right to attend _____ and the school's duty to accept the child.
	_____ start at school, where all students learn to live alongside peers.
	A premium is placed upon full participation by students with _____.
	_____ can be affected by the way other people judge them.
	The mainstream school should _____ and inclusion so that every student gets support.
	Inclusion enables children to develop _____.

### Примерное грамматическое задание

#### Reading skills/ Grammar

**Read the text, answer the question. Put the verbs in the brackets in the correct form.**  
**Прочтите текст, ответьте на вопросы. Поставьте глаголы в скобках в правильную форму.**

#### THE NATIONAL CURRICULUM

In 1988, for the first time in British history, a National Curriculum was introduced. The National Curriculum tells pupils which subjects they have to study, what they must learn and when they have to take assessment tests.

Between the ages of 14 and 16, pupils study for their GCSE (General Certificate of Secondary Education) exams. Pupils must take English Language, Maths and Science for GCSE, as well as a half GCSE in a foreign language and Technology. In addition, they must also be taught Physical Education, Religious Education and Sex Education, although they do not take exams in these subjects.

At the age of 16, pupils can leave school. If pupils stay on, they usually take A (Advanced) levels, AS (Advanced Supplementary) levels or GNVQs (Greater National Vocational Qualifications). It is quite common to combine, for example, two A levels with one AS level, or one A level with one GNVQ.

Pupils taking A levels study traditional subjects such as French, Physics or History. To go to university, pupils usually need two or three A levels.

AS levels are the same standard as A levels, but only half the content; AS-level German pupils take the A-level German Language exam, but do not take the A-level German Literature exam.

GNVQs are vocational qualifications. Pupils usually take one GNVQ in subjects such as Business, Literature and Tourism, Manufacturing, and Art and Design. One GNVQ (an advanced level) is equal to two A levels.

1. When a National Curriculum (to be introduced) for the first time?
2. What the National Curriculum (to tell) the pupils about?
3. In what subjects pupils (to take / not to take) exams?
4. What subjects pupils must (to be taught) without taking exams?
5. What (to mean) vocational qualifications?

## **7.2. Оценочные материалы для проведения промежуточной аттестации**

1. Семестр и форма аттестации: 1-2 семестр – зачет, 3 семестр – экзамен.

2. Типовые задания для проведения промежуточной аттестации:

### **Перечень примерных тем для подготовки к зачету:**

1. Do you think friendship depends on shared interests – hobbies and leisure activities?
2. Does it mean that if two people don't have common hobbies that can't be real friends?
3. Is it possible to establish a strong friendship through the Internet?
4. Is it true that a first rate color TV set has become an ordinary thing in nearly every household today?
5. Do you think men and women are equal in social life in our country? Has equality also been achieved in the home? What is the way to achieve it? And what happens in your family? Who does the work about the house? What do the men do?
6. The advantages and disadvantages of stopping at home for a married woman.
7. My University.
8. Will your job be the same in 10 years?
9. Teaching is a noble profession.
10. What traits must a good teacher have?
11. What difficulties of teaching profession can you name?
12. Give advice to a young teacher what he / she should / shouldn't do to be a success.
13. Choose one of the English-speaking world's holidays and describe it.
14. Means of travel, their advantages and disadvantages.
15. Do you prefer to travel on your own or in a group?
16. The role of sports and games in character training.
17. The importance of sports and games for health.
18. Small shops, big department stores and supermarkets.
19. The advantages and disadvantages of big supermarkets.
20. State-owned shops and private shops.

### **Перечень примерных заданий для подготовки к экзамену:**

1. Speak on the following topic
2. Read and render the text.
3. Grammar.

### **Перечень примерных вопросов для подготовки к экзамену:**

1. Means of travel, their advantages and disadvantages.
2. The role of sports and games in character training.
3. Speak about a book or story you have read.
4. Describe the art you admire most of all.
5. Technical progress is harmful for the humanity.
6. The problems of English words borrowed into Russian.
7. How are you going to use English in your future work?
8. Your experience in learning English; your views on the role of English in the modern world.
9. The educational system in England.
10. The system of education in Britain and in Russia, their merits and disadvantages.
11. Preschool education.
12. English primary schools.
13. Secondary education in England.
14. An ideal pupil; an ideal teacher.

15. Free and independent schools, their advantages and disadvantages.
16. Universities and colleges of Great Britain.
17. Oxbridge.
18. Student's life in Britain.
19. The problem of teaching English at schools. What school age is appropriate for starting English?
20. The problem of inclusive education.

### Примерный текст

#### What Was the Secret of this Teacher's Magic?

Everything changed in the second year. There must have been just as many children in the classroom, but somehow the room seemed bigger than the one we had left. Perhaps it was because everything was in its proper place. There were corners for this and corners for that, our desks had our names stuck on them, so we knew our place. So did Miss Craddock. You could never go into that room when she wasn't there. In the mornings she looked just the same as we had left her in the evenings. She was never absent or late for school. Sometimes I wondered if she might have slept there.

Miss Craddock was very tall, one of the tallest women I have ever seen. She wore flat shoes. I don't know what her clothes looked like because I never saw her with any on. That is I never saw her in a frock or a pullover and skirt. Two large smocks covered her up, they buttoned down the front. One of them was patterned with blue and white daisies, the other one was a pink-and-white check. I liked the daisies one best; I think she must have done too because she wore it more than the pink- and-white one. She never buttoned them, even the two buttons on the top, but she might have buttoned these up had her neck been so long. She said herself that she looked like a giraffe, yes she did, when she was showing us pictures of animals. Miss Craddock didn't mind us laughing when she told us this, she laughed herself.

Giraffes are beautiful animals and that is why I fell in love with Miss Craddock. I think that is why, although her eyes were big and blue, her complexion fresh, she always smelled as though she had just got out of the bath, she smelled of cleaned washing, no scent to her, just this clean smell.

How would you know what a teacher smelled like? Well, at some time during the day Miss Craddock would cuddle us. Hold us quite close to her and say sometimes very special. We all got the same treatment. As I had never had it at home, I suppose I appreciated it more than some of the others. The room was never noisy like the other one had been, this was funny because I can't even remember Miss Craddock shouting. There were eight groups for reading lessons and she would float from group to group. I can't remember how she taught us to read, in fact I can't remember not being able to read. I had not been in her class long before she extracted me from the groups altogether, she would give me a book that she had brought from home or borrowed from her friend Miss Moore and tell me to read it on my own. Later she would ask me what the book was about.

(From Mentors, Masters and Mrs. MacGregor)

### Примерный план пересказа

#### 1. Название статьи, автор, стиль.

The article I'm going to give a review of is taken from... — Статья, которую я сейчас хочу проанализировать из...

The headline of the article is — Заголовок статьи...

The author of the article is... — Автор статьи...

It is written by — Она написана ...

The article under discussion is ... — Статья, которую мне сейчас хочется обсудить, ....

The headline foreshadows... — Заголовок приоткрывает

## 2. Тема. Логические части.

The topic of the article is... — Тема статьи

The key issue of the article is... — Ключевым вопросом в статье является

The article under discussion is devoted to the problem... — Статью, которую мы обсуждаем, посвящена проблеме...

The author in the article touches upon the problem of... — В статье автор затрагивает проблему....

I'd like to make some remarks concerning... — Я бы хотел сделать несколько замечаний по поводу...

I'd like to mention briefly that... — Хотелось бы кратко отметить...

I'd like to comment on the problem of... — Я бы хотел прокомментировать проблему...

The article under discussion may be divided into several logically connected parts which are... — Статья может быть разделена на несколько логически взаимосвязанных частей, таких как...

## 3. Краткое содержание.

The author starts by telling the reader that — Автор начинает, рассказывая читателю, что

At the beginning of the story the author — В начале истории автор

describes — описывает

depicts — изображает

touches upon — затрагивает

explains — объясняет

introduces — знакомит

mentions — упоминает

recalls — вспоминает

makes a few critical remarks on — делает несколько критических замечаний о

The story begins (opens) with a (the)

description of — описанием

statement — заявлением

introduction of — представлением

the mention of — упоминанием

the analysis of a summary of — кратким анализом

the characterization of — характеристикой

(author's) opinion of — мнением автора

author's recollections of — воспоминанием автора

the enumeration of — перечнем

The scene is laid in ... — Действие происходит в ...

The opening scene shows (reveals) ... — Первая сцена показывает (раскрывает) ...

We first see (meet) ... (the name of a character) as ... — Впервые мы встречаемся с (имя главного героя или героев)

In conclusion the author

dwells on — останавливается на

points out — указывает на то

generalizes — обобщает

reveals — показывает

exposes — показывает

accuses/blames — обвиняет

mocks at — издевается над

gives a summary of — дает обзор

## 4. Отношение автора к отдельным моментам.

The author gives full coverage to... — Автор дает полностью охватывает...

The author outlines... — Автор описывает

The article contains the following facts.../ describes in details... — Статья содержит следующие факты ... / подробно описывает

The author starts with the statement of the problem and then logically passes over to its possible solutions. — Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.

The author asserts that... — Автор утверждает, что ...

The author resorts to ... to underline... — Автор прибегает к ..., чтобы подчеркнуть ...

Let me give an example... — Позвольте мне привести пример ...

## 5. Вывод автора.

In conclusion the author says / makes it clear that.../ gives a warning that... — В заключение автор говорит /

проясняет, что ... / дает предупреждение, что ...

At the end of the story the author sums it all up by saying ... — В конце рассказа автор подводит итог всего этого, говоря ...

The author concludes by saying that.../ draws a conclusion that / comes to the conclusion that — В заключение автор говорит, что .. / делает вывод, что / приходит к выводу, что

#### **6. Выразительные средства, используемые в статье.**

To emphasize ... the author uses... — Чтобы акцентировать внимание ... автор использует

To underline ... the author uses... Чтобы подчеркнуть ... автор использует

To stress... — Усиливая

Balancing... — Балансируя

#### **7. Ваш вывод.**

Taking into consideration the fact that — Принимая во внимание тот факт, что

The message of the article is that /The main idea of the article is — Основная идея статьи (послание автора)

In addition... / Furthermore... — Кроме того

On the one hand..., but on the other hand... — С одной стороны ..., но с другой стороны ...

Back to our main topic... — Вернемся к нашей основной теме

To come back to what I was saying... — Чтобы вернуться к тому, что я говорил

In conclusion I'd like to... — В заключение я хотел бы ...

From my point of view... — С моей точки зрения ...

As far as I am able to judge... — Насколько я могу судить .

My own attitude to this article is... — Мое личное отношение к

I fully agree with / I don't agree with — Я полностью согласен с/ Я не согласен с

It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. — Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.

I have found the article dull / important / interesting /of great value — Я нахожу статью скучной / важной/ интересной/ имеющую большое значение (ценность).

### **Перечень примерных грамматических тем для подготовки к экзамену:**

1. Grammar. Артикль.
2. Grammar. Множественное число существительных. Исчисляемые/неисчисляемые существительные. Притяжательный падеж существительных.
3. Grammar. Местоимения.
4. Grammar. Прилагательные и наречия. Сравнительная и превосходная степень прилагательных и наречий.
5. Grammar. Порядок слов в повествовательном предложении.
6. Grammar. Глагол "have / have got".
7. Grammar. Типы вопросов.
8. Grammar. Конструкция There is/are.
9. Grammar. Восклицательные предложения со словами "so / such; what / how"
10. Grammar. Группа времён Simple: Present Simple, Past Simple, Future Simple.
11. Grammar. Группа времён Continuous: Present Continuous, Past Continuous, Future Continuous.
12. Grammar. Группа времён Perfect. Present Perfect. Past Perfect. Future Perfect.
13. Grammar. Способы выражения будущего времени: Future Simple, Present Simple, Present Continuous, конструкция to be going to.
14. Grammar. Present Perfect Continuous, Past Perfect Continuous.
15. Grammar. Прямая и косвенная речь.
16. Grammar. Согласование времен.

17. Grammar. Passive Voice.
18. Grammar. Условные предложения (0, 1, 2, 3, Mixed).
19. Grammar. Модальные глаголы: can/could, may, must, should, have to.
20. Grammar. Неличные формы глагола: Gerund, Infinitive, Participle, Complex Object.

#### **Критерии оценивания:**

1. оценка **«отлично»** выставляется студенту, если полностью выполнены предложенные задания; студент демонстрирует способность применять полученные знания при составлении предложений, свободное владение и четкое понимание лексического минимума по данной теме, навыки поискового и изучающего чтения; студент демонстрирует последовательный, логичный пересказ текста с соблюдением объема пересказа, стилового оформления речи, диапазона лексических средств, грамматических и фонетических норм; выявлено свободное владение нормами современного литературного языка при переводе текста. Допускаются 1-2 неточности в работе, которые не влияют на верные в целом ответы.

2. оценка **«хорошо»** выставляется студенту, если полностью выполнены предложенные задания; студент демонстрирует способность применять полученные знания при составлении предложений, четкое понимание лексического минимума по данной теме, навыки поискового и изучающего чтения достаточно развиты; студент демонстрирует логичный пересказ текста с соблюдением объема пересказа, диапазона лексических средств, грамматических и фонетических норм. Допускаются 1-2 ошибки при выполнении упражнений и 1-2 недочета в последовательности и языковом оформлении пересказа текста. Выявлены незначительные отклонения от норм современного литературного языка при переводе текста.

3. оценка **«удовлетворительно»** выставляется студенту, если предложенные задания выполнены не полностью; студент допускает грамматические ошибки при составлении предложений; демонстрирует ограниченное владение лексическим минимумом по данной теме; навыки поискового и изучающего чтения слабо развиты; студент пересказывает текст фрагментарно, с нарушением логической последовательности и стилового оформления речи; диапазон лексических средств ограничен, присутствуют нарушения грамматических и фонетических норм; выявлено ограниченное владение нормами современного литературного языка при переводе текста.

4. оценка **«неудовлетворительно»** выставляется студенту, если предложенные задания выполнены с большим количеством лексических и грамматических ошибок; полученные знания используется студентом слабо при составлении собственных предложений; отсутствует четкое понимание лексического минимума по данной теме, навыки поискового и изучающего чтения слабо выражены; студент беспорядочно и неуверенно пересказывает текст без соблюдения объема пересказа, стилового оформления речи, диапазона лексических средств, грамматических и фонетических норм; выявлено слабое владение нормами современного литературного языка при переводе текста.

### **3. Описание показателей и критериев оценивания компетенций, описание шкал оценивания**

<b>Код компетенции, индикаторы достижения компетенции (ИДК)</b>	<b>Уровни освоения компетенций</b>			
	<b>Продвинутый</b>	<b>Базовый</b>	<b>Пороговый</b>	<b>Не освоены компетенции</b>
	<b>«отлично»</b>	<b>«хорошо»</b>	<b>«удовлетворительно»</b>	<b>«неудовлетворительно»</b>

	«зачтено»			«не зачтено»
<p>УК-4.1. Владеет системой норм русского литературного языка при его использовании в качестве государственного языка РФ и нормами иностранного (ых) языка(ов), использует различные формы, виды устной и письменной коммуникации.</p>	<p>Обучающийся демонстрирует: - знание лексики иностранного языка, позволяющей осуществлять устную и письменную коммуникацию в рамках повседневного общения в бытовой и профессиональной среде;</p> <p>- знание грамматического материала, позволяющего вести коммуникацию на иностранном языке на уровне В1-В1+ в соответствии с международной системой сертификационных уровней владения иностранным языком (далее – уровень В1-В1+).</p>	<p>Обучающийся допускает грамматические и лексические ошибки, демонстрирует знание грамматического материала, позволяющего вести коммуникацию на иностранном языке на уровне В1-В1+ в соответствии с международной системой сертификационных уровней владения иностранным языком (далее – уровень В1-В1+).</p>	<p>Обучающийся допускает грубые грамматические и лексические ошибки, не позволяющие осуществлять устную и письменную коммуникацию в рамках повседневного общения в бытовой и профессиональной среде;</p> <p>- не демонстрирует знание грамматического материала, позволяющего вести коммуникацию на иностранном языке на уровне В1 в соответствии с международной системой сертификационных уровней владения иностранным языком (далее – уровень В1).</p>	<p>Обучающийся не демонстрирует знание лексики иностранного языка, позволяющей осуществлять устную и письменную коммуникацию в рамках повседневного общения в бытовой и профессиональной среде;</p> <p>не демонстрирует знание грамматического материала, позволяющего вести коммуникацию на иностранном языке на уровне В1-В1+ в соответствии с международной системой сертификационных уровней владения иностранным языком (далее – уровень В1-В1+).</p>
	<p>Демонстрирует: - умение выбирать и корректно использовать лексические единицы, соответствующие конкретной коммуникативной</p>	<p>Демонстрирует: - умение выбирать и корректно использовать лексические единицы, соответствующие конкретной коммуникативной</p>	<p>Демонстрирует: - умение выбирать и корректно использовать лексические единицы, соответствующие конкретной коммуникативно</p>	<p>Демонстрирует: - умение выбирать и корректно использовать лексические единицы, соответствующие конкретной коммуникативно</p>

	<p>ситуации;</p> <ul style="list-style-type: none"> <li>- использовать грамматические формы иностранного языка на уровне, обеспечивающем успешную коммуникацию;</li> <li>- распознавать и понимать в устной и письменной речи грамматические формы на уровне достаточном, для понимания грамматического единицы высказывания.</li> </ul>	<p>ситуации;</p> <ul style="list-style-type: none"> <li>- использовать грамматические формы иностранного языка на уровне, обеспечивающем успешную коммуникацию;</li> <li>- не демонстрирует умение распознавать и понимать в устной и письменной речи грамматические формы на уровне достаточном, для понимания грамматического единицы высказывания.</li> </ul>	<p>й ситуации;</p> <ul style="list-style-type: none"> <li>- не использует грамматические формы иностранного языка на уровне, обеспечивающем успешную коммуникацию;</li> <li>- не распознает и не понимает в устной и письменной речи грамматические формы на уровне достаточном, для понимания грамматического единицы высказывания.</li> </ul>	<p>соответствующие конкретной коммуникативной ситуации; не использует грамматические формы иностранного языка на уровне, обеспечивающем успешную коммуникацию;</p> <p>не распознает и не понимает в устной и письменной речи грамматические формы на уровне достаточном, для понимания грамматического единицы высказывания.</p>
	<p>Демонстрирует навыки:</p> <ul style="list-style-type: none"> <li>- общения на повседневные и бытовые темы на иностранном языке на уровне не ниже B1-B1+;</li> <li>- чтения и понимание текстов разных жанров на иностранном языке, лексически и грамматически соответствующих уровню не ниже B1-B1+;</li> <li>- письма на иностранном языке на уровне не ниже B1-B1+;</li> </ul>	<p>Демонстрирует навыки:</p> <ul style="list-style-type: none"> <li>- общения на повседневные и бытовые темы на иностранном языке на уровне не ниже B1-B1+;</li> <li>- чтения и понимание текстов разных жанров на иностранном языке, лексически и грамматически соответствующих уровню не ниже B1-B1+;</li> <li>- письма на иностранном языке на уровне не ниже B1-B1+;</li> </ul>	<p>Демонстрирует навыки:</p> <ul style="list-style-type: none"> <li>- общения на повседневные и бытовые темы на иностранном языке на уровне не ниже B1-B1+;</li> <li>- не демонстрирует навыки чтения и понимание текстов разных жанров на иностранном языке, лексически и грамматически соответствующих уровню не ниже B1-B1+;</li> <li>- не демонстрирует</li> </ul>	<p>Не демонстрирует навыки</p> <p>общения на повседневные и бытовые темы на уровне не ниже B1-B1+;</p> <p>не демонстрирует чтение и понимание текстов разных жанров, лексически и грамматически соответствующих уровню не ниже B1-B1+;</p> <p>не демонстрирует навык письма на уровне не ниже B1-B1+;</p>

	- может слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне B1-B1+.	- не может слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне B1-B1+.	навыки письма на иностранном языке на уровне не ниже B1-B1+;  - не может слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне B1-B1+.	- не может слышать, распознавать и адекватно реагировать на звучащую речь на иностранном языке на уровне B1-B1+.
УК-4.2. Использует языковые средства для достижения профессиональных целей на русском и иностранном (ых) языке(ах) в рамках межличностного и межкультурного общения.	Демонстрирует уверенное владение нормами и правилами речевого этикета иностранного языка, необходимыми для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде; нормами и правилами оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на иностранном языке.	Демонстрирует недостаточно уверенное владение нормами и правилами речевого этикета иностранного языка, необходимыми для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде; демонстрирует недостаточно уверенное владение нормами и правилами оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на	Демонстрирует неуверенное владение - нормами и правилами речевого этикета иностранного языка, необходимыми для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде; не владеет нормами и правилами оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на иностранном языке.	Не владеет нормами и правилами речевого этикета иностранного языка, необходимыми для корректной устной и письменной коммуникации на уровне повседневного общения в бытовой и профессиональной среде; нормами и правилами оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т.п.), используемых в рамках делового общения на иностранном языке.  Не демонстрирует навыки выбора

		иностранном языке.		соответствующего конкретному контексту / жанру / ситуации
Демонстрирует: - навыки выбора соответствующего о конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише;	Демонстрирует навыки выбора соответствующего конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише;	Демонстрирует навыки выбора соответствующего конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише;	Демонстрирует плохо сформированные навыки выбора соответствующего о конкретному контексту / жанру / ситуации общения устойчивые сочетания и клише;	общения устойчивые сочетания и клише. Не демонстрирует навыки выбора лексических и грамматических средств для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.
- навыки выбора лексические и грамматические средства для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке	- допускает ошибки при выборе лексических и грамматических средств для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.	- не демонстрирует навыки выбора лексические и грамматические средства для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.	не демонстрирует навыки выбора лексические и грамматические средства для составления письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.	текстов разных жанров, используемых в рамках делового общения на иностранном языке. Не владеет: - навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на уровне, соответствующем уровню B1-B1+;
Владеет: - навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языке на уровне, соответствующем уровню B1-B1+;	Владеет: - навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языке на уровне, соответствующем уровню B1-B1+;	Владеет: - навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языке на уровне, соответствующем уровню B1-B1+;	Владеет: - навыками использования норм и правил речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языке на уровне, соответствующем уровню B1-B1+;	- навыками распознавания и понимания устойчивых сочетаний и клише в письменной и звучащей речи на уровне B1-B1+;
- навыками распознавания и понимания	- навыками распознавания и понимания	- не распознает и не понимает устойчивых	не распознает и не понимает устойчивых	- не владеет навыками

	устойчивых сочетаний и клише в письменной и звучащей речи на иностранном языке на уровне В1-В1+; - навыками построения письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.	устойчивых сочетаний и клише в письменной и звучащей речи на иностранном языке на уровне В1-В1+; допускает грамматические и лексические ошибки при построении письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.	сочетаний и клише в письменной и звучащей речи на иностранном языке на уровне В1-В1+; допускает грубые грамматические и лексические ошибки при построении письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.	построения письменных текстов разных жанров, используемых в рамках делового общения на иностранном языке.
УК-4.3. Осуществляет коммуникацию в цифровой среде для достижения профессиональных целей и эффективного взаимодействия	Уверенно ориентируется в правилах и нормах коммуникации и взаимодействия в цифровой среде; нормах речевого этикета, принятых в цифровом пространстве; принципах размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т.п.).	Неуверенно ориентируется в правилах и нормах коммуникации и взаимодействия в цифровой среде; нормах речевого этикета, принятых в цифровом пространстве; принципах размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т.п.).	Неуверенно ориентируется в правилах и нормах коммуникации и взаимодействия в цифровой среде; допускает ошибки в нормах речевого этикета, принятых в цифровом пространстве; не следует принципам размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т.п.).	Не ориентируется в правилах и нормах коммуникации и взаимодействия в цифровой среде; нормах речевого этикета, принятых в цифровом пространстве; принципах размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т.п.).
	Демонстрирует	Допускает	Допускает	Не

	<p>умение составлять электронные письма и прочие типы сообщений, используемых для виртуального общения; оформлять электронные сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.;</p> <p>искать и находить необходимую информацию в иноязычном цифровом пространстве.</p>	<p>грамматические и лексические ошибки при составлении электронных писем и прочих типов сообщений, используемых для виртуального общения; демонстрирует умение оформлять электронные сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.;</p> <p>искать и находить необходимую информацию в иноязычном цифровом пространстве.</p>	<p>грамматические и лексические ошибки при составлении электронных писем и прочих типов сообщений, используемых для виртуального общения; не демонстрирует умение оформлять электронные сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.;</p> <p>не демонстрирует умение искать и находить необходимую информацию в иноязычном цифровом пространстве.</p>	<p>демонстрирует умение составлять электронные письма и прочие типы сообщений, используемых для виртуального общения; оформлять электронные сообщения с учетом ситуации общения, взаимоотношений участников коммуникации и т.п.;</p> <p>искать и находить необходимую информацию в иноязычном цифровом пространстве.</p>
	<p>Владеет навыками деловой коммуникации на иностранном языке; навыками понимания иностранного языка медиадискурса.</p>	<p>Допускает грамматические ошибки в процессе деловой коммуникации на иностранном языке; навыками понимания иностранного языка медиадискурса.</p>	<p>Допускает грамматические, лексические и фонетические ошибки в процессе деловой коммуникации на иностранном языке;</p> <p>владеет навыками понимания иностранного языка медиадискурса.</p>	<p>Не владеет навыками деловой коммуникации на иностранном языке; не владеет навыками понимания иностранного языка медиадискурса.</p>

## 8. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

### 8.1. Основная литература

1. Английский язык для гуманитариев (B1–B2). English for Humanities : учебное пособие для вузов / О. Н. Стогниева, А. В. Бакулев, Г. А. Павловская, Е. М. Муковникова. — Москва : Издательство Юрайт, 2024. — 178 с. — (Высшее образование). — ISBN 978-5-534-14982-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/541185>
2. Крупченко, А. К. Английский язык для педагогов: academic english (B1–B2) : учебное пособие для вузов / А. К. Крупченко, А. Н. Кузнецов, Е. В. Прилипко ; под общей редакцией А. К. Крупченко. — Москва : Издательство Юрайт, 2024. — 204 с. — (Высшее образование). — ISBN 978-5-534-10843-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/541405>
3. Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для вузов / В. А. Гуреев. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 304 с. — (Высшее образование). — ISBN 978-5-534-17133-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/541134>
4. Куряева, Р. И. Английский язык. Лексика и грамматика : учебник для вузов / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 497 с. — (Высшее образование). — ISBN 978-5-534-16536-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/544927>
5. Архипович, Т. П. Английский язык для гуманитариев (B1) : учебник и практикум для вузов / Т. П. Архипович, В. А. Короткова. — Москва : Издательство Юрайт, 2024. — 746 с. — (Высшее образование). — ISBN 978-5-534-17589-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/545067>

### 8.2. Дополнительная литература

6. Кузьменкова, Ю. Б. Английский язык (A2–B2) : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2024. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/535681>
7. Иванова, О. Ф. Английский язык. Пособие для самостоятельной работы студентов (B1–C1) : учебное пособие для вузов / О. Ф. Иванова, М. М. Шиловская. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 357 с. — (Высшее образование). — ISBN 978-5-534-15771-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/541524>
8. Аитов, В. Ф. Английский язык (A1—B1+) : учебное пособие для вузов / В. Ф. Аитов, В. М. Аитова, С. В. Кади. — 13-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 234 с. — (Высшее образование). — ISBN 978-5-534-07022-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/538485>
9. Гаврилов, А. Н. Английский язык. Разговорная речь. Modern American English. Communication Gambits : учебник и практикум для вузов / А. Н. Гаврилов, Л. П. Даниленко. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 129 с. — (Высшее образование). — ISBN 978-5-534-09168-7. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537779>
10. Мичугина, С. В. Английский язык для педагогов (A2) : учебное пособие для вузов / С. В. Мичугина. — Москва : Издательство Юрайт, 2024. — 170 с. — (Высшее образование). — ISBN 978-5-534-08625-6. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/532283>

### 8.3. Перечень Интернет-ресурсов, необходимых для освоения дисциплины

1. ЭБС «Юрайт» <https://www.urait.ru/>
2. Elibary.ru <https://elibrary.ru/defaultx.asp>

### 8.4. Перечень информационных технологий и программного обеспечения

Для осуществления образовательного процесса по дисциплине необходимо использование следующего лицензионного и свободно распространяемого программного обеспечения и информационных технологий:

1. MS Office;
2. Microsoft Windows 10 PRO;
3. Свободно распространяемое программное обеспечение: свободные пакеты офисных приложений LibreOffice 24.2.0.
4. Система электронной поддержки образовательного процесса и дистанционного обучения Moodle, обеспечивающая разработку и комплексное использование электронных образовательных ресурсов

## 9. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Для осуществления образовательного процесса по дисциплине необходима следующая материально-техническая база:

- учебные помещения для проведения занятий лекционного типа, занятий семинарского типа, групповых и индивидуальных консультаций, практических занятий и курсового проектирования, текущего контроля, промежуточной и итоговой аттестации, укомплектованные специализированной мебелью, техническими средствами обучения, служащими для представления учебной информации большой аудитории, включая демонстрационное мультимедийное оборудование и учебно-наглядные пособия.

- помещения для самостоятельной работы, укомплектованные специализированной мебелью и оснащённые компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду МОИ.

№ Учебного помещения	Наименование помещений для проведения всех видов учебной деятельности, предусмотренной учебным планом, в том числе помещения для самостоятельной работы	Перечень основного оборудования, учебно-наглядных пособий
№ 1	Учебное помещение для проведения занятий лекционного типа	Специализированная мебель: столы ученические -13 шт.; стулья – 25 шт.; доска маркерная Технические средства обучения для представления учебной информации: экран для проектора; проектор, ноутбук, операционная система Microsoft Windows 10 PRO, офисный пакет LibreOffice 24.2.0, электронная библиотека, электронные презентации
№ 2	Учебное помещение для проведения практических занятий и курсового проектирования	Специализированная мебель: столы ученические -14 шт.; стулья – 27 шт.; доска маркерная Технические средства обучения для представления учебной информации: экран

		для проектора; проектор, ноутбук – 25 шт., операционная система Microsoft Windows 10 PRO, офисный пакет LibreOffice 24.2.0, электронная библиотека, электронные презентации, плакаты, наглядные материалы
<b>№ 3</b>	Учебное помещение для проведения занятий лекционного типа	Специализированная мебель: столы ученические -15 шт.; стулья – 29 шт.; доска маркерная Технические средства обучения для представления учебной информации: экран для проектора; проектор, ноутбук, операционная система Microsoft Windows 10 PRO, офисный пакет LibreOffice 24.2.0, электронная библиотека, электронные презентации
<b>№ 4</b>	Учебное помещение для проведения групповых и индивидуальных консультаций	Специализированная мебель: столы ученические -11 шт.; стулья – 21 шт.; доска маркерная Технические средства обучения для представления учебной информации: телевизор, ноутбук, операционная система Microsoft Windows 10 PRO, офисный пакет LibreOffice 24.2.0
<b>№ 5</b>	Учебное помещение для проведения текущего контроля, промежуточной и итоговой аттестации	Специализированная мебель: столы ученические -13 шт.; стулья – 25 шт.; доска маркерная Технические средства обучения для представления учебной информации: экран для проектора; проектор, ноутбук, операционная система Microsoft Windows 10 PRO, офисный пакет LibreOffice 24.2.0, электронная библиотека
<b>№ 6</b>	Учебное помещение для проведения занятий семинарского типа	Специализированная мебель: столы ученические -11 шт.; стулья – 21 шт.; доска маркерная Технические средства обучения для представления учебной информации: экран для проектора; проектор, ноутбук, операционная система Microsoft Windows 10 PRO, офисный пакет LibreOffice 24.2.0, электронная библиотека, электронные презентации
<b>№ 7</b>	Учебное помещение для проведения занятий семинарского типа	Специализированная мебель: столы ученические -11 шт.; стулья – 21 шт.; доска маркерная Технические средства обучения для представления учебной информации: экран для проектора; проектор, ноутбук, операционная система Microsoft Windows 10 PRO, офисный пакет LibreOffice 24.2.0, электронная библиотека, электронные презентации
<b>№ 8</b>	Учебное помещение для самостоятельной работы	Специализированная мебель: столы ученические -10 шт.; стулья – 20 шт.; доска маркерная Технические средства обучения для представления учебной информации: ноутбук

		– 10 шт., операционная система Microsoft Windows 10 PRO, офисный пакет LibreOffice 24.2.0, электронная библиотека
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