

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
федеральное государственное бюджетное образовательное учреждение
высшего образования
КРАСНОЯРСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ
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(КГПУ им. В.П. Астафьева)

Факультет иностранных языков

Кафедра – разработчик:
Кафедра английской филологии

УТВЕРЖДЕНО:

на заседании кафедры английской
филологии
Протокол № 7 от «07» мая 2025 г.
И.о. заведующего кафедрой:

Битнер И.А.

ОДОБРЕНО:

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Председатель НМСС(С) ФИЯ:

Лукиных Ю.В.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

для проведения текущего контроля и промежуточной аттестации
обучающихся по дисциплине

«Практический курс английского языка»

Направление подготовки: 45.03.02 Лингвистика
Направленность (профиль) образовательной программы
Перевод и переводоведение (английский и китайский языки)

Квалификация (степень): Бакалавр

Составитель: А.В. Коршунова, канд. филол. наук, доцент

Красноярск, 2025

1. Назначение фонда оценочных средств

1.1. **Целью** создания ФОС дисциплины «Практический курс английского языка» является установление соответствия учебных достижений запланированным результатам обучения и требованиям основной профессиональной образовательной программы.

1.2. ФОС по дисциплине решает задачи: управление процессом приобретения обучающими необходимых знаний, умений, навыков и формирования компетенций, определенных в ФГОС ВО по направлению бакалавриата 45.03.02 Лингвистика Направленность (профиль) образовательной программы Перевод и переводоведение (английский и немецкий языки / английский и испанский языки);

- управление процессом достижения реализации ОПОП ВО, определенных в виде набора компетенций;
- оценка достижений обучающихся в процессе изучения дисциплины «Практический курс английского языка» с определением результатов и планирование корректирующих мероприятий;
- обеспечение соответствия результатов обучения задачам будущей профессиональной деятельности через совершенствование традиционных и внедрение инновационных методов обучения в образовательный процесс;
- совершенствование самоконтроля и самоподготовки обучающихся.

1.3. ФОС разработан на основании нормативных документов: федерального государственного образовательного стандарта высшего образования по направлению подготовки 45.03.02 Лингвистика Направленность (профиль) образовательной программы Перевод и переводоведение (английский и немецкий языки / английский и испанский языки);

- образовательной программы высшего образования по направлению подготовки 45.03.02 Лингвистика Направленность (профиль) образовательной программы Перевод и переводоведение (английский и немецкий языки / английский и испанский языки);
- Положения о формировании фонда оценочных средств для текущего контроля успеваемости, промежуточной и итоговой аттестации обучающихся по образовательным программам высшего образования - программам бакалавриата, программам магистратуры, программам подготовки научно-педагогических кадров в аспирантуре в федеральном государственном бюджетном образовательном учреждении высшего образования «Красноярский государственный педагогический университет им. В.П. Астафьева».

2. Фонд оценочных средств для промежуточной аттестации

2.1 Фонды оценочных средств включают: промежуточные тесты, эссе, таблицу – конспект, самостоятельную разработку тестов, решение лингвистических задач, презентации по теме лекций, презентации аутентичных научных статей, подготовка доклада, составление библиографии по теме.

Критерии оценивания представлены в технологической карте рейтинга в рабочей программе дисциплины.

3. Учебно-методическое и информационное обеспечение фондов оценочных средств (литература; методические указания, рекомендации, программное обеспечение и другие материалы, использованные для разработки ФОС).

Аракин В.Д. и др. Практический курс английского языка. 4 курс. – М., 1999, 2000

Смага А.А. «Методические рекомендации по изучению дисциплины ФТД.4 «Педагогика досуга». Электронный ресурс. Режим доступа: <http://pandia.ru/text/78/232/86786.php>.

Онлайн-тесты на сайте oltest.ru: Воспитание и обучение. Электронный ресурс. Режим доступа: http://oltest.ru/tests/vospitanie_i_obuchenie/.

Информационный образовательный ресурс «Инновации в образовании». Электронный ресурс. Режим доступа: https://www.google.ru/search?ie=UTF-8&hl=ru&q=инновац.центр%20пилот&gws_rd=ssl#newwindow=1&hl=ru&q=инновации+в+образовании

4. Фонд оценочных средств (банк данных)

1. Фонд оценочных средств (банк данных)

Оценочное средство 1 (промежуточная аттестация): зачет.

Для сдачи **зачета** необходимо:

1. Ответить на вопрос по пройденной теме.
2. Выполнить практическое задание по пройденному материалу (анализ отрывка из литературного произведения).

**Примерные вопросы к зачету
по дисциплине «Практический курс английского языка»**

Тематика докладов-презентации по дисциплине (7-8 семестры):

1. Causes of crime
2. Can punishment fit the crime
3. For and against death penalty

4. Court system in the USA
5. Teaching practice results
6. Joys and sorrows of teaching profession
7. Teacher burnout - how to combat it
8. Education system in the USA

Примерный текст для стилистического анализа (отрывок из художественного произведения) по дисциплине Б1.В.ОД.11
«Практический курс английского языка»

Hills Like White Elephants

By Ernest Hemingway

The hills across the valley of the Ebro were long and white. On this side there was no shade and no trees and the station was between two lines of rails in the sun. Close against the side of the station there was the warm shadow of the building and a curtain [2], made of strings of bamboo beads, hung across the open door into the bar, to keep out flies. The American and the girl with him sat at a table in the shade, outside the building. It was very hot and the express from Barcelona would come in forty minutes. It stopped at this junction for two minutes and went to Madrid.

„What should we drink?“ the girl asked. She had taken off her hat and put it on the table. „It's pretty hot,“ the man said. „Let's drink beer.“ „Dos cervezas,“ the man said into the curtain. „Big ones?“ a woman asked from the doorway. „Yes. Two big ones.“ The woman brought two glasses of beer and two felt pads. She put the felt pads and the beer glass on the table and looked at the man and the girl. The girl was looking off at the line of hills. They were white in the sun and the country was brown [3] and dry. „They look like white elephants,“ she said. „I've never seen one,“ the man drank his beer. „No, you wouldn't have.“ „I might have,“ the man said. „Just because you say I wouldn't have doesn't prove anything.“ The girl looked at the bead curtain. „They've painted something on it,“ she said. „What does it say?“ „Anis del Toro. It's a drink.“ „Could we try it?“ The man called.

„Listen“ through the curtain. The woman came out from the bar. „Four reales.“ „We want two Anis del Toro.“ „With water?“ „Do you want it with water?“ „I don't know,“ the girl said. „Is it good with water?“ „It's all right.“ „You want them with water?“ asked the woman. „Yes, with water.“ „It tastes like liquorice,“ the girl said and put the glass down. „That's the way with everything.“ „Yes,“ said the girl.

„Everything tastes of liquorice. Especially all the things you've waited so long for, like absinthe.“ „Oh, cut it out.“ „You started it,“ the girl said. „I was being amused. I was having a fine time.“ „Well, let's try and have a fine time.“ „All right. I was trying. I said the mountains looked like white elephants. Wasn't that bright?“

„That was bright.“ „I wanted to try this new drink. That's all we do, isn't it –

look at things and try new drinks?' „I guess so.' The girl looked across at the hills. „They're lovely hills," she said.

„They don't really look like white elephants. I just meant the colouring of their skin through the trees.' „Should we have another drink?" „All right" The warm wind blew the bead curtain against the table. „The beer's nice and cool," the man said. „It's lovely," the girl said. „It's really an awfully simple operation, Jig" the man said. „It's not really an operation at all." The girl looked at the ground the table

legs rested on. „I know you wouldn't mind it, Jig. It's really not anything. It's just to let the air in.' The girl did not say anything. „I'll go with you and I'll stay with you all the time. They just let the air in and then it's all perfectly natural" „Then what will we do afterwards?' „We'll be fine afterwards. Just like we were before.' „What makes you think so?' „That's the only thing that bothers us. It's the only thing that's made us unhappy.' The girl looked at the bead curtain, put her hand out and took hold of two of the strings of beads. „And you think then we'll be all right and be happy.“ „I know we will. You don't have to be afraid. I've known lots of people that have done it.“ „So have I," said the girl. „And afterwards they were all so happy.“ „Well," the man said, „if you don't want to you don't have to. I wouldn't have you do it if you didn't want to. But I know it's perfectly simple.“ „And you really want to?' „I think it's the best thing to do. But I don't want you to do it if you don't really want to.“ „And if I do it you'll be happy and things will be like they were and you'll love me?' „I love you now. You know I love you.“ „I know. But if I do it, then it will be nice again if I say things are like white elephants, and you'll like it?' „I'll love it. I love it now but I just can't think about it. You know how I get when I worry.“ „If I do it you won't ever worry?' „I won't worry about that because it's perfectly simple.“ „Then I'll do it. Because I don't care about me.' „What do you mean?' „I don't care about me.“ „Well, I care about you.“ „Oh, yes. But I don't care about me. And I'll do it and then everything will be fine.“ „I don't want you to do it if you feel that way.“ The girl stood up and walked to the end of the station. Across, on the other side, were fields of grain and trees along the banks of the Ebro. Far away, beyond the river, were mountains. The shadow of a cloud moved across the field of grain and she saw the river through the trees. „And we could have all this," she said. „And we could have everything and every day we make it more impossible.“ „What did you say?' „I said we could have everything.“ „We can have everything.“ „No, we can't.“ „We can have the whole world.“ „No, we can't.“ „We can go everywhere.“ „No, we can't. It isn't ours any more.“ „It's ours.' „No, it isn't. And once they take it away, you never get it back“ „But they haven't taken it away.“ „We'll wait and see.“ „Come on back in the shade," he said. „You mustn't feel that way.“ „I don't feel any way," the girl said. „I just know things.“ „I don't want you to do anything that you don't want to do - ' „Nor that isn't good for me," she said. „I know. Could we have another beer?' „All right. But you've got to realize - „ „I realize," the girl said. „Can't we maybe stop talking?' They sat down at the table and the girl looked across at the hills on the dry side of the valley and the man looked at her and at the table. „You've got to realize," he said, „that I don't want you to do it if you don't want to. I'm perfectly willing to go through with it if it means anything to you.“ „Doesn't it mean anything to you? We could get along.“ „Of course it does. But I don't want anybody but you. I don't want anyone else. And I know it's perfectly

simple." „Yes, you know it's perfectly simple." „It's all right for you to say that, but I do know it" „Would you do something for me now?" „Id do anything for you.“ „Would you please please please please please please stop talking?" He did not say anything but looked at the bags against the wall of the station. There were labelson them from all the hotels where they had spent nights. „But I don't want you to," he said, „I don't care anything about it" „Ill scream" the girl siad.The woman came out through the curtains with two glasses of beer and put them down on thedamp felt pads.

„The train comes in five minutes,' she said. „What did she say?" asked the girl. „That the train is coming in five minutes." The girl smiled brightly at the woman, to thank her. „Id better take the bags over to the other side of the station,' the man said. She smiled at him. „All right. Then come back and we'll finish the beer.'He picked up the two heavy bags and carried them around the station to the other tracks. Helooked up the tracks but could not see the train. Coming back, he walked through the bar-room,where people waiting for the train were drinking. He drank an Anis at the bar and looked at thepeople. They were all waiting reasonably for the train. He went out through the bead curtain. Shewas sitting at the table and smiled at him. „Do you feel better?" he asked. „I feel fine," she said. „There's nothing wrong with me. I feel fine.“

Plan of the analysis:

1. Type of the narration
2. Key of the narration
3. Gist of the narration
4. Message

Для сдачи экзамена необходимо:

1. Выполнить практическое задание по пройденному материалу (чтение и литературный перевод абзаца художественного текста; стилистический анализ).
2. Изложить содержание газетной статьи
3. Ответить на вопрос по пройденной теме.

Примерный текст для стилистического анализа (отрывок из художественного произведения) по дисциплине Б1.В.ОД.11

«Практический курс английского языка»

The Boarding House

James Joyce

Mrs. Mooney was a butcher's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's foreman and opened a butcher's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the devil. He drank, plundered the till, ran headlong into debt. It was no use making him take the pledge: he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he ruined his business. One night he went for his wife with the cleaver and she had to sleep a neighbour's house. After that they lived apart. She went to the priest and got a separation from him with care of the children. She would give him neither money nor food nor house-room; and so he was obliged to enlist himself as a sheriff's man. He was a shabby stooped little drunkard with a white face and a white moustache white eyebrows, pencilled above his little eyes, which were veined and raw; and all day long he sat in the bailiff's room, waiting to be put on a job.

Mrs. Mooney, who had taken what remained of her money out of the butcher business and set up a boarding house in Hardwicke Street, was a big imposing woman. Her house had a floating population made up of tourists from Liverpool and the Isle of Man and, occasionally, artistes from the music halls. Its resident population was made up of clerks from the city. She governed the house cunningly and firmly, knew when to give credit, when to be stern and when to let things pass. All the resident young men spoke of her as The Madam. Mrs. Mooney's young men paid fifteen shillings a week for board and lodgings (beer or stout at dinner excluded). They shared in common tastes and occupations and for this reason they

were very chummy with one another. They discussed with one another the chances of favourites and outsiders. Jack Mooney, the Madam's son, who was clerk to a commission agent in Fleet Street, had the reputation of being a hard case. He was fond of using soldiers' obscenities: usually he came home in the small hours. When he met his friends he had always a good one to tell them and he was always sure to be on to a good thing-that is to say, a likely horse or a likely artiste. He was also handy with the mits and sang comic songs. On Sunday nights there would often be a reunion in Mrs. Mooney's front drawing- room. The music-hall artistes would oblige; and Sheridan played waltzes and polkas and vamped

accompaniments. Polly Mooney, the Madam's daughter, would also sing. She sang: I'm a ... naughty girl. You needn't sham: You know I am.

Polly was a slim girl of nineteen; she had light soft hair and a small full mouth. Her eyes, which were grey with a shade of green through them, had a habit of glancing upwards when she spoke with anyone, which made her look like a little perverse madonna. Mrs. Mooney had first sent her daughter to be a typist in a corn-factor's office but, as a disreputable sheriff's man used to come every other day to the office, asking to be allowed to say a word to his daughter, she had taken her daughter home again and set her to do housework. As Polly was very lively the intention was to give her the run of the young men.

Besides young men like to feel that there is a young woman not very far away. Polly, of course, flirted with the young men but Mrs. Mooney, who was a shrewd judge, knew that the young men were only passing the time away: none of them meant business. Things went on so for a long time and Mrs. Mooney began to think of sending Polly back to typewriting when she noticed that something was going on between Polly and one of the young men. She watched the pair and kept her own counsel.

Polly knew that she was being watched, but still her mother's persistent silence could not be misunderstood. There had been no open complicity between mother and daughter, no open understanding but, though people in the house began to talk of the affair, still Mrs. Mooney did not intervene. Polly began to grow a little strange in her manner and the young man was evidently perturbed. At last, when she judged it to be the right moment, Mrs. Mooney intervened. She dealt with moral problems as a cleaver deals with meat: and in this case she had made up her mind.

It was a bright Sunday morning of early summer, promising heat, but with a fresh breeze blowing. All the windows of the boarding house were open and the lace curtains ballooned gently towards the street beneath the raised sashes. The belfry of George's Church sent out constant peals and worshippers, singly or in groups, traversed the little circus before the church, revealing their purpose by their self-contained demeanour no less than by the little volumes in their gloved hands. Breakfast was over in the boarding house and the table of the breakfast-room was covered with plates on which lay yellow streaks of eggs with morsels of bacon-fat and bacon-rind. Mrs. Mooney sat in the straw arm-chair and watched the servant Mary remove the breakfast things. She had Mary collect the crusts and pieces of broken bread to help to make Tuesday's bread-pudding. When the table was cleared, the broken bread collected, the sugar and butter safe under lock and key, she began to reconstruct the interview which she had had the night before with Polly. Things were as she had suspected: she had been frank in her questions and Polly had been frank in her answers. Both had been somewhat awkward, of course. She had been made awkward by her not wishing to receive the news in too cavalier a fashion or to seem to have connived and Polly had been made awkward not merely because allusions of that kind always made her awkward but also because she did not wish it to be thought that in her wise innocence she had divined the intention behind her mother's tolerance. Mrs. Mooney glanced instinctively at the little gilt clock on the mantelpiece as soon as she had become aware through her reverie that the bells of George's Church had stopped ringing. It was seventeen minutes past eleven: she would have lots of time to have the matter out with Mr.

Doran and then catch short twelve at Marlborough Street. She was sure she would win. To begin with she had all the weight of social opinion on her side: she was an outraged mother. She had allowed him to live beneath her roof, assuming that he was a man of honour and he had simply abused her hospitality. He was thirty-four or thirty-five years of age, so that youth could not be pleaded as his excuse; nor could ignorance be his excuse since he was a man who had seen something of the world. He had simply taken advantage of Polly's youth and inexperience: that was evident. The question was: What reparation would he make? There must be reparation made in such case. It is all very well for the man: he can go his ways as if nothing had happened, having had his moment of pleasure, but the girl has to bear the brunt. Some mothers would be content to patch up such an affair for a sum of money; she had known cases of it. But she would not do so. For her only one reparation could make up for the loss of her daughter's honour: marriage.

PLAN OF THE ANALYSIS

1. An author's note (This is an excerpt from ... by...)

2. The subject matter of the story (is...)

3. The plot is developed on the basis of the conflict

- between man and society
- between two sets of values
- inner conflict

4. Organization of the contents

- straight narrative presentation (the events are given in a chronological order)
- complex narrative presentation (chronology is broken, there are flashes back/forward)
- has a circular pattern (framing construction)

5. The type of the narration

- an account of events
- portraiture
- description
- dialogues
- monologues (inner, pronounced)
- represented speech

6. The way of presentation

- 1st person singular
- 3rd person singular

7. The key/slant of the excerpt

- matter of fact
- emotional
- pathetic
- humorous
- ironic

8. The composition of the excerpt

- exposition/an introductory part
- knot of the intrigue with complications/development of the events
- climax
- denouement/anti-climax
- ending (happy, unhappy, logical, defeated expectancy)

9. Means of expressiveness (syntactical: ..., lexical:)

10. Principles of foregrounding (convergence, analogy and contrast, defeated expectancy, coupling)

11. The message/idea of the text

CLICHES FOR STYLISTIC ANALYSIS

1. The excerpt under analysis presents an example of ...
2. The author skillfully describes...
3. The events of the story are developing rather slowly/swiftly.
4. The present analysis would be incomplete if we did not touch upon the peculiar atmosphere of the story/the writer's skill in individualizing the speech of the characters.
5. In a few masterful strokes the author portrays the main character: ...
6. A great force of conviction is achieved due to the vivid stylistic colouring of the language of the characters: ...
7. In depicting ... the author resorts to a number of stylistic devices that produce a powerful effect.
8. Here the author employs a very picturesque ...
9. The author enhances the desired effect with the help of ...
10. These stylistic devices dazzle us with the emotional force which they carry.
11. The effect is strengthened with the ...
12. The stylistic device is employed to represent the facts of reality more vividly.
13. This figure of speech is employed to create a more tangible, sensual and visual perception of the situation described by the writer.
14. Through the usage of these expressive means the writer reveals his own attitude to the main character/the family drama/the tragedy of the situation.
15. This stylistic device carries a heavy stylistic weight.
16. This stylistic means largely contributes to the vividness of the narration.
17. To depict the tension of the situation the author resorts to a very successful case of ...
18. The desired effect is strengthened by the following stylistic devices...
19. The emotional state of the character is revealed through an abundance of various stylistic devices.
20. These parallel constructions emphasize the dynamism of the plot/the monotony of development of the events.

21. The application of the parallel constructions/enumeration in this episode changes the rhythm of the narration from unhurried and slow to energetic, throbbing and exciting (or vice versa)
22. To stress the fact that ... the writer chooses the anaphoric repetition of/stylistic inversion/etc.
23. The writer prolongs the metaphor by making use of additional images which helps us draw a lively picture of ...
24. This allusion may be interpreted as the author's attempt to make his own attitude to the actions of the character clearer to the reader.
25. In the dialogue of these two characters we can trace the attitude to each other/the way they evaluate the situation/people.
26. The description of the scenery and the life of the characters stand in sharp contrast to each other.
27. The represented/inner speech of ... enables the writer to convey the character's feelings and emotions as if from within.
28. The author leaves it to the reader to draw the final conclusion about...
29. The excerpt is on the whole highly ironical/dramatic/tragic/etc.
30. This hyperbole supplies an ironic touch to the episode.
31. The incongruity between the expression and the expressed creates a humorous effect.
32. The disparity between the subject matter and the manner of the narration creates an ironic effect.
33. This episode presents the climax of the text.
34. The denouement is quite unexpected which is so characteristic of the writer's style.
35. The story/text/episode described in the excerpt produces a strong impression upon the reader both from the point of view of its contents and its style.

Примерная газетная статья для изложения по дисциплине Б1.В.ОД.11
«Практический курс английского языка»

The Guardian

Behind Britain's silent movies: sex, drugs and scandal-struck stars

The British Silent Film Festival has done much to lift the lurid lid on the film industry before the arrival of the talkie Matthew Sweet 8 April 2011

In November 1918, as victory bunting fluttered between lamp-posts all over London, a young British movie star had his day in court. Lionel Belcher, much more handsome than his name, the leading man of *Bonnie Mary* and *In Another Girl's Shoes*, did not emerge with his reputation intact. He had been one of the last people to speak to Billie Carleton, a West End musical comedy actress, before her drug-swashed body was discovered in her apartment next door to the Savoy hotel. The subsequent inquest revealed that Belcher was not as redeemable as some of the troubled romantics he embodied on the screen. He had deserted his wife. He was a

heroin addict. Thanks in part to his father's bankruptcy, he was supplementing his earnings by dealing cocaine, purchased illegally from a Soho chemist "well-known in the theatrical and cinema world". The response of the film company that employed him was swift and decisive: they re-released one of his old hits, *The Yoke* – the story of a young man weaned from the demon dope by a lover's dedication, adapted from a 1907 novel that had been suppressed on the grounds of obscenity. While Lionel Belcher faced the music, the International Cinematograph Company anticipated the sound of ringing tills.

Until recently, British cinema before the coming of the talkie was customarily dismissed as amateurish and genteel. That this opinion is fading away is largely due to the organisers of the annual British Silent Film Festival, who, for the past 13 years, have been screening neglected treasures from the archives, and rebuilding a sense of the talents who produced them and the people who watched. When the medium was young, it seems, nice people didn't have much to do with it. "A penn'orth of dark" was the commodity most prized by many members of the audience. Usherettes scooted up and down the aisles and sprayed the patrons with Jeyes Fluid.

According to some who lived long enough to be interviewed by historians, the fumigation should also have been carried out on set. "I was in at the beginning," recalled Douglas Payne, a veteran actor who had played thoughtful heroes since Herbert Asquith was prime minister. "Believe me, the British film industry developed through the efforts of the strangest conglomerate of humanity one could imagine. They saw the casting couch as the answer to their wildest dreams. I once mistakenly lent a dress suit to a producer. It was returned to me covered in blood, the by-product of discharging pox. Yes, you met all kinds of game in those days. "We know the names of the beasts that were bagged by the police.

Bernard Edwin Doxatt-Pratt worked as a film director in Britain and Holland, making boxing pictures and movie versions of West End hits. He abandoned two wives, disappeared with the fees of a film acting school for which he failed to take a single class, and was sent to prison for failing to pay a hotel bill. The titles he shot just in one year suggest that he was not the most versatile of talents, but they also explain the nature of his life of crime. Shortly after this spurt of activity, it struck him that it was not absolutely necessary to make a picture in order to extract cash from its backers, and took to touring seaside resorts, raising funds for the production of movies, and absconding with the cash before a frame was in the can. Reissuing something from the back catalogue of a scandal-struck star might not have been the canny commercial move that it had been when Lionel Belcher found himself implicated in a drug-related death. Cinema going was now a pastime of the respectable middle-classes. The Jeyes Fluid was put back on the shelf. But the more you learn about this rich and neglected era, the more you long to watch its pictures among an audience that is noisy, rowdy, gossipy – and freshly disinfected.

Примерные вопросы к экзамену

по дисциплине Б1.В.ОД.11 «Практический курс английского языка»

1. Causes of crime
2. Can punishment fit the crime
3. For and against death penalty
4. Court system in the USA
5. Teaching practice results
6. Joys and sorrows of teaching profession
7. Teacher burnout - how to combat it
8. Education system in the USA

Оценочное средство (текущий контроль): Тест

Критерии оценивания по оценочному средству 2: Тест

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Ответ верный	3
Ответ развернутый	3
Верный ответ на более 60% вопросов	4
<i>Максимальный балл</i>	10

1. Complete the following sentences with the words and phrases below.

<i>arrested</i>	<i>in custody</i>	<i>defense</i>	<i>imprisonment</i>
<i>verdict</i>	<i>proof</i>	<i>witness</i>	<i>embezzlement</i>
<i>charged</i>	<i>testimony</i>	<i>sentenced</i>	<i>juvenile delinquent</i>
<i>burglary</i>	<i>commit</i>	<i>shop-lifting</i>	<i>prosecution</i>
<i>bail</i>	<i>arson</i>	<i>evidence</i>	<i>probation</i>
<i>fine</i>			

1. The number of young people, who _____ crimes has risen sharply in recent years.
2. Another house was broken into last week. This is the third _____ in the area in the past month.
3. The judge _____ him to seven years' _____ for armed robbery.
4. After twelve hours, the jury finally reached its _____: the prisoner was guilty.
5. Although the police suspected that he had been involved in the robbery, since they had no definite _____ there was nothing they could do about it.
6. He parked his car in the wrong place and had to pay a \$20 parking _____.
7. This is the fourth fire in the area recently. The police suspect _____.
8. The shop decided to install closed-circuit television in an effort to combat the problem of _____.
9. He was _____ by the police outside a pub in Soho and _____ with murder.
10. A _____ is a young person who breaks the law.
11. A _____ is someone who sees a crime being committed.
12. The sum of money left with a court of law so that a prisoner may be set free until his or her trial comes up is called _____.
13. The bank manager admitted taking \$250,000 of the bank's money during the previous five years. He was found guilty of _____.
14. The witness held the Bible in her right hand and said: "I swear by Almighty God that the _____ I shall give shall be the truth, the whole truth, and nothing but the truth".
15. The formal statement made by a witness in court is called a _____.
16. If a person is _____, this means that he or she is put in prison before his or her trial comes up.
17. Since it was his first offence, he was not sent to prison but put on _____ for 6 months.
18. At a trial, the lawyer who speaks for the accused is called the attorney for the _____, while the lawyer who speaks against him is called the _____.

attorney for the _____.

2. Insert proper postpositions

1) before 2) with 3) in 4) to 5) of

- a) He's being kept _____ custody.
- b) He was sentenced _____ five years.
- c) She got a sentence _____ six months.
- d) He was accused _____ murder.
- e) She has been charged _____ theft.
- f) He appeared _____ court _____ handcuffs.
- g) They were brought _____ the judge.
- h) The jury reached a verdict _____ guilty.

3. Use fifteen of the twenty words below to complete the sentences in the text:

*accused charged commit detects
detective evidence executed victim
himself innocent investigation tried
fingerprints guesses found guilty herself
murderer retribution sentenced suspects*

One of the most interesting _____ (1) stories I have ever read is *Payment Deferred* by C. S. Forester. In this story, the _____ (2) man lives in a house in south London, and is visited by a cousin who has made a fortune abroad and has just arrived in the country, carrying the money with him. The _____ (3) kills the cousin and buries the body of his _____ (4) in the garden. He is now rich and able to give up work and look after his wife, who is an invalid. But although no one _____ (5) him of the crime because his cousin left no _____ (6) of his arrival in England behind him, _____ (7) reaches him in his terror at the thought of leaving the house. Instead of moving to a better part of the city or even going on holiday, he remains at home most of the time, frightened that someone may discover the body. At the end of the story his wife kills _____ (8) but the evidence suggests that he poisoned her. He is _____ (9) of the crime, _____ (10) with murder, _____ (11) and _____ (12) to death. He swears that he is _____ (13) but there is an ironic sense of justice in his being _____ (14) for a crime he did not _____ (15).

4. Use each of the following group words once only in completing the following sentences:

industrial – industrious

distance – extent – range – scope

crawl – march – pace – step – stride

accuse – arrest – charge – prove – suspect

fingerprints – footprints – scars – stains – traces

1. a) The investigation is proceeding at a steady _____.
b) Sherlock Holmes was always able to steal a _____ on Lestrade by solving crimes before the police could do so.
c) The traffic slowed to a _____ in the centre of the city.
d) You don't need to worry about the examination. You'll take it in your _____.
e) In many ways the law is out of _____ with the needs of our time.
2. a) Robinson Crusoe was astonished when he found _____ in the sand on his desert island.
b) He still had _____ on his face where the criminal had cut him with the knife.
c) The victim lay on the ground, the red _____ on his shirt showing where he had been shot.
d) The police require the _____ of all foreign residents in the country.
e) The _____ of white powder in the victim's glass were identified as arsenic.
3. I'm not going to _____ him of the murder unless I first have the evidence to _____ him and _____ him with it formally. It's not enough to _____ someone of committing a crime. You must be able to _____ them guilty of it.
4. a) He was promoted to Inspector because he was hardworking and _____.
b) These days there is a new kind of crime called _____ espionage, which consists in stealing firm's secrets and selling them to rivals.
5. a) The victim was shot at close _____ with a pistol.
b) We shall not be able to estimate the full _____ of the victim's injuries until the doctor has seen him.
c) He transferred to the Criminal Investigation Department because it gave him more _____ for his abilities.
d) In the old days, policemen on the beat had to walk a considerable _____ every day.

5. The following sentences contain words that are commonly used in articles about drugs and crime. Match the words in italics with the correct definition on the right.

____ 1. She <i>allegedly</i> stole the money, but it hasn't been proven yet.	a. attack (n.,v.)
____ 2. The police <i>arrested</i> her and took her to the police station.	b. proven/found guilty in a court of law
____ 3. His <i>assault</i> was deadly; the woman died of head injuries.	c. person who has been found guilty of a serious crime
____ 4. The two gangs started shooting at each other, and the one <i>bystander</i> ran for his life.	d. person in a stated type of business
____ 5. They were <i>charged</i> with murder; their lawyer explained the charges to them.	e. person who is standing nearby but is not involved
____ 6. Those six crimes were <i>committed</i> by a single man.	f. person who suffers from a crime (or misfortune)
____ 7. After her release from jail, the <i>convicted</i> thief could not find a job.	g. person who probably did a crime
____ 8. The drug <i>dealer</i> stands on the dealer's used car lot.	h. killing
____ 9. <i>Drug trafficking</i> is a real business in the inner cities.	i. legal process of determining guilt or innocence in court
____ 10. The <i>felon</i> spent many years in jail.	j. to put a person under police control/custody because of an unlawful act and (usually) put him/her in jail (temporarily)
____ 11. This Latin suffix is used in words as <i>insecticide</i> .	k. buying and selling drugs
____ 12. She <i>pleaded</i> innocent but was found guilty.	l. done (a crime)
____ 13. The bank <i>robbery</i> was filmed by hidden video cameras and the robber was soon caught.	m. to declare the punishment, said by the judge after a trial
____ 14. The judge <i>sentenced</i> him to 100 hours of community service.	
____ 15. Gunman <i>Slays</i> Stranger in	

Train	
_____ 16. The <i>suspect</i> was seen hurrying away from the scene of the crime.	n. to declare officially that one is innocent, guilty, insane, etc.
_____ 17. TV cameras were allowed in the courtroom during the <i>trial</i> .	o. supposedly, according to someone's statement but unproven
_____ 18. In many inner cities, both the killer and his <i>victim</i> are young African-American males.	p. accused of, the accusation
	q. to kill violently
	r. stealing something from a place or a person, usually with violence

6. The mistakes in these sentences have been underlined for you. Suggest a correct or better alternative for each mistake in Parts A and B.

Part A

1. Stealing banks is on the increase.
2. We must be sure he receives a fair process. 1.
3. They found the corps in the garden. 2.
4. Many people have bought false Dali paintings. 3.
5. The police examined the suspect for ten hours. 4.
6. There are austere penalties for dangerous driving. 5.
7. The little boy was able to make us a good description. 6.
8. The most famous criminals used to be held on Alcatraz. 7.
9. Everyone agrees the judge's decision was exact. 8.
10. How can you test this man is guilty? 9.
11. Can you acknowledge the person in this photo? 10.
12. His strange behavior raised my suspicions. 11.
13. She refuses all knowledge of what happened. 12.
14. The police searched the missing boy for ten days. 13.
15. Will this proof stand up in court? 14.
16. Some young people disappear without track. 15.
17. The police have been remarking his movements. 16.
18. He has evaded from prison several times. 17.
19. The sentence was 'Not Guilty'. 18.

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|--|-----|
| 20. Murderers aren't often <u>hung</u> these days. | 19. |
| | 20. |

Part B

- | | |
|---|-----|
| 1. The gang specialized in <u>robbing</u> bikes and selling them. | 1. |
| 2. I dialed a <u>false</u> number. | |
| 3. I saw a <u>suspected</u> person outside the shop. | 2. |
| 4. You can't <u>do</u> an accusation without proof. | 3. |
| 5. It will be two weeks before the <u>injury</u> heals. | 4. |
| 6. She received a life <u>verdict</u> for murder. | 5. |
| 7. I'm going to conduct my own <u>apology</u> . | 6. |
| 8. She was <u>held</u> stealing goods at a department store. | 7. |
| 9. The murderer <u>choked</u> his victim with a stocking. | 8. |
| 10. There's a big police <u>chase</u> for the criminals. | 9. |
| 11. He was <u>convicted</u> to death. | 10. |
| 12. I was sued and had to pay <u>damage</u> of £500. | 11. |
| 13. We have a list of missing <u>peoples</u> . | 12. |
| 14. These new credit cards are easy to <u>imitate</u> . | 13. |
| 15. A lie is intended to <u>cheat</u> someone. | 14. |
| 16. When does the murder <u>try</u> begin? | 15. |
| 17. Laws are <u>done</u> to be broken. | 16. |
| 18. The <u>innocents</u> were punished along with the guilty. | 17. |
| 19. Someone has <u>roused</u> the alarm. | 18. |
| 20. The <u>affair</u> remains unsolved. | 19. |
| | 20. |

7. Check your reading skill:

Seven sentences have been removed from the article. Choose from the sentences (A-H) the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Hi-Tech Thievery

Hi-tech bandits and mischief-makers are on the loose, stealing phone messages, selling access codes, taking computer parts and using advanced equipment to commit fraud and other crimes. According to a survey released by a New York accounting firm, more than a quarter of all American companies have suffered some sort of loss. **0 – E**

Recently, the large computer company IBM said that it was helping the FBI investigate the theft of computer parts, which may have cost the company tens of millions of dollars. As the majority of the population becomes more computer literate,

hi-tech crime is increasing. In California and Southeast Asia, organized crime is costing companies a fortune. 1 – Most of the parts are microprocessors and memory chips. There is great demand for the chips on the black market, and there have been at least ten armed robberies in California, all for memory chips. 2 –

The biggest problem, though, is telecommunication fraud, especially involving cellular phones. There are 11 million cell phones in America alone, and each has its own serial number and identification number. 3 –

The reason is that the numbers validate phone calls and charge the customer. In New York City, police recently arrested a gang of six men for selling phones with stolen serial and identification numbers. When a call is made from one of the illegal phones, the charge is made to the real owner. 4 –

Using electronic devices, the gang picked these numbers up from the airwaves. Then, police say, they used personal computers to program the stolen numbers into cell phones. These phones were often sold to immigrants for about 250 dollars. They would often make international phone calls and run up huge bills on other people's accounts. Phone pirates are also active in Hong Kong. In a police raid on an electronic shop, 130 phones were found and seven people were arrested.

A recent report suggests that companies are often at risk from security breaches by their own employees. 5 – And so-called wide-area networks are opening formerly internal information to the outside world. To beat high-tech crime, companies will have to rely on even more technology. New digital cellular phones will have more complex numbers that won't be transmitted and so can't be copied. But because many American firms have tightened security on their telephones, thieves are now attacking firms in other countries. 6 –

New techniques for protecting information will help stem the tide of high-tech crime – but thieves will always find new ways of beating the system.

- A. Gangs in these places have been stealing essential parts for computers by the truckload.
- B. These numbers are highly prized by thieves.
- C. New computer networks are giving an unusually large number of employees access to information.
- D. Robbers are hacking into computers to steal secret information.
- E. Most of this is due to security breakdowns in their computer systems.
- F. This type of fraud is responsible for up to one million dollars per year in illegal phone calls.
- G. Canada has recently witnessed a whole series of these incidents.
- H. These chips have recently become as valuable as gold in California.

Оценочное средство 3 (текущий контроль): Мониторинг посещаемости занятий: выборочный опрос.

Критерии оценивания по оценочному средству 3: Мониторинг посещаемости занятий: выборочный опрос

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Ответ верный	2
Ответ аргументирован	2
Верный ответ на более 60% вопросов	1
<i>Максимальный балл</i>	5

Оценочное средство 5 (текущий контроль): Доклад с презентацией по пройденной теме.

Критерии оценивания по оценочному средству 5: Доклад с презентацией по пройденной теме.

<i>Критерии оценивания</i>	<i>Количество баллов(вклад в рейтинг)</i>
Соответствие содержания целям и задачам дисциплины, заявленной теме	3
Способность к анализу и обобщению информационного материала, степень полноты обзора вопроса	3
Логичность и последовательность подачи материала, аргументированность выводов	3
Соблюдение нормоконтроля: стандарт оформления, цитаты, ссылки	1
<i>Максимальный балл</i>	10

[Примерная тематика докладов с презентацией по пройденной теме.](#)

1. Causes of crime
2. Can punishment fit the crime
3. For and against death penalty
4. Court system in the USA
5. Teaching practice results
6. Joys and sorrows of teaching profession
7. Teacher burnout - how to combat it
8. Education system in the USA

Оценочное средство 6 (текущий контроль): Защита группового проекта.

Критерии оценивания по оценочному средству 6: Защита группового проекта.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Соответствие содержания целям заявленной теме	2
Логичность и последовательность подачи материала, аргументированность выводов	2
Личный вклад в проект	1
<i>Максимальный балл</i>	5

Оценочное средство 7 (текущий контроль): Участие в дискуссии по

пройденной теме.

Критерии оценивания по оценочному средству 7: Участие в дискуссии по пройденной теме.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Студент участвует в дискуссии на занятии по заранее известной теме	3
Проявляет умение обобщать и делать выводы	3
Демонстрирует знание лексики по теме, их адекватное употребление	3
Владеет умением вести диалог, демонстрирует грамотность речи	1
<i>Максимальный балл</i>	10

Оценочное средство 8 (текущий контроль): Диктант-перевод по пройденной теме.

Критерии оценивания по оценочному средству 8: Диктант-перевод по пройденной теме.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Ответ верный	4
Верный ответ на более 60% диктанта	1
<i>Максимальный балл</i>	5

Оценочное средство (текущий контроль): Групповая и фронтальная работа по аналитическому чтению и разговорной практике.

Критерии оценивания по оценочному средству 9: Групповая и фронтальная работа по аналитическому чтению и разговорной практике.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
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Студент активно участвует в работе на занятии по аналитическому чтению и разговорной практике	3
Демонстрирует знание лексики по теме, их адекватное употребление. Владеет умением вести диалог, демонстрирует грамотность речи	3
Максимальный балл	6

Оценочное средство (текущий контроль): Групповая и фронтальная работа по домашнему чтению.

Критерии оценивания по оценочному средству 10: Групповая и фронтальная работа по домашнему чтению.

Критерии оценивания	Количество баллов (вклад в рейтинг)
Студент активно участвует в работе на занятии по домашнему чтению.	3
Проявляет умение обобщать и делать выводы. Владеет умением вести диалог, демонстрирует грамотность речи.	3
Максимальный балл	6

Оценочное средство (текущий контроль): Групповая и фронтальная работа по грамматике.

Критерии оценивания по оценочному средству 11: Групповая и фронтальная работа по грамматике.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Студент активно участвует в работе на занятии по грамматике.	3
Демонстрирует знание грамматических правил, их адекватное употребление.	3
<i>Максимальный балл</i>	6

Оценочное средство 12 (текущий контроль): Домашнее задание поаналитическому чтению и разговорной практике.

Критерии оценивания по оценочному средству 12: Домашнее задание поаналитическому чтению и разговорной практике.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Выполнение домашнего задания на 100%	4
Демонстрирует знание лексики по теме, их адекватное употребление.	2
<i>Максимальный балл</i>	6

Оценочное средство 13 (текущий контроль): Домашнее задание подомашнему чтению.

Критерии оценивания по оценочному средству 13: Домашнее задание подомашнему чтению.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Выполнениезаданий по содержаниютекста	4
Демонстрирует владение материалом.	2
<i>Максимальный балл</i>	6

Оценочное средство 14 (текущий контроль): Домашнее задание пограмматике.

Критерии оценивания по оценочному средству 14: Домашнее задание по грамматике.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Выполнение заданий по грамматике	4
Демонстрирует владение материалом	2
<i>Максимальный балл</i>	6

Оценочное средство 15 (текущий контроль):

Стилистический анализ художественного текста.

Критерии оценивания по оценочному средству 15:

Стилистический анализ художественного текста.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Соответствие содержания плану анализа текста. Логичность и последовательность подачи материала	2
Способность к анализу и обобщению материала, степень полноты обзора вопроса, аргументированность выводов	1
<i>Максимальный балл</i>	3

Оценочное средство 16 (текущий контроль): Просмотр фильма и выполнение заданий к нему.

Критерии оценивания по оценочному средству 16: Просмотр фильма и выполнение заданий к нему.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Студент активно участвует в обсуждении фильма. Выполнение	3

заданий	
Проявляет умение обобщать и делать выводы. Владеет умением вести диалог, демонстрирует грамотность речи.	3
Максимальный балл	6

Оценочное средство (текущий контроль): Написание эссе.

Критерии оценивания по оценочному средству 17: Написание эссе.

Критерии оценивания	Количество баллов (вклад в рейтинг)
Способность к анализу и обобщению информационного материала, степень полноты обзора вопроса. Логичность и последовательность подачи материала, аргументированность выводов	2
Соблюдение нормоконтроля: стандарт оформления	1
Максимальный балл	3

Оценочное средство 18 (дополнительные баллы): Участие в курсовых мероприятиях.

Критерии оценивания по оценочному средству 18: Участие в курсовых мероприятиях.

Критерии оценивания	Количество баллов (вклад в рейтинг)
Соответствие содержания целям курсового мероприятия	3
Личный вклад в проект	3
Максимальный балл	6

Оценочное средство 19 (дополнительные баллы): Составление кроссворда по теме.

Критерии оценивания по оценочному средству 19: Составление кроссворда по пройденной теме.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Соответствие содержания целям заявленной теме	2
<i>Максимальный балл</i>	2

Оценочное средство 20 (дополнительные баллы):
Подготовка компьютерного проекта по пройденной теме.

Критерии оценивания по оценочному средству 20:
Подготовка компьютерного проекта по пройденной теме.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Соответствие содержания целям заявленной теме	1
Личный вклад в проект	1
<i>Максимальный балл</i>	2

Оценочное средство 21 (дополнительные баллы): Разработка творческого задания по пройденной теме.

Критерии оценивания по оценочному средству 21: Разработка творческого задания по пройденной теме.

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Соответствие содержания целям заявленной теме	1
Личный вклад в проект	1
<i>Максимальный балл</i>	2

Оценочное средство 22 (итоговый контроль): Тест

Критерии оценивания по оценочному средству 22: Тест

<i>Критерии оценивания</i>	<i>Количество баллов (вклад в рейтинг)</i>
Ответ верный	3
Ответ развернутый	3
Верный ответ на более 60% вопросов	4
<i>Максимальный балл</i>	10

Task 4. Match the words and the definitions

- | | |
|------------------------|---|
| 1) degree | - a first degree awarded by universities in arts and certain other objects |
| 2) benefactor | - an entry on a record showing that a student has completed a course |
| 3) Bachelor of Arts | - careful study or investigation, especially in order to discover new facts or information |
| 4) Bachelor of Science | - a subject or course at college or university that a student may choose as he or she wishes |
| 5) doctor's degree | - a sum of money charged for teaching or instruction of individuals or small groups in colleges and universities |
| 6) research | - the action of giving money, property to provide a regular income for a school or college |
| 7) "major" | - the process of becoming, making or registering smb a member of a group, a student or a course |
| 8) "elective" | - an academic title or qualification, usually with a grade, given by the university or college to smb who has successfully completed the course |
| 9) "credit" | - a person who gives money or other help to a school, hospital, charity |
| 10) enrollment | - the highest academic degree, which requires a minimum of 2 years of course work beyond the Master's Degree level |
| 11) tuition | - a first degree awarded by universities in physics, chemistry or other scientific subjects |
| 12) endowment | - the principal subject or course at a college or university |

Task 5. Fill in the gaps:

- 1) Out of more than three million students who ... high school every year, about one million go on for “higher education”.
- 2) A college at a leading university might receive ... from two percent of high school graduates.
- 3) Administrators at many universities say that the ... provide a fair way for deciding whom to admit when they have ten out of twelve ... for every first-year seat.
- 4) The more desirable institutions are generally – but not always – more ... to attend.
- 5) Competence implies number of applicants for ... that is how selective the institution can be in choosing its students.

Task 6. Match the words and the definitions:

- | | |
|-------------------|--|
| 1) to rest on | - a gradual decrease in the quality, quantity, or importance of smth. |
| 2) accomplishment | - to depend on, to be based on smth. |
| 3) currently | - an amount of money that you borrow from a bank |
| 4) to pursue | - the most important or central part of smth. |
| 5) goal | - to officially make a statement, give an order, warning |
| 6) loan | - to continue doing an activity or trying to achieve smth. over a long period of time |
| 7) to enroll | - at a present time |
| 8) decline | - smth. successful or impressive that is achieved as a result of effort and hard work; achievement |
| 9) to issue | - aim or purpose, smth. that you hope to achieve in the future |
| 10) core | - to officially arrange to join a school, university or course |

Task 7. Match the beginnings and the endings of the sentences :

- 1 If a student want to continue in higher education...
- 2 A course of study at the University...
- 3 Students who complete a course of study at the University ...
- 4 If college students want to continue for a graduate or professional degree ...
- 5 The technical or vocational school...

- A. get Bachelor of Arts and Science degree.
- B .they must go to University.
- C .has only job training, it has no academic program.
- D .they can go to universities, colleges, community colleges and technical or vocational schools.
- E. lasts four years.

Task 8. Complete this text about paying for higher education with these words:

part-time, fees, loan, expenses, grant, accommodation

Going to university is expensive. First, there's the tuition ... Then there are all the books you need. Then, if you live away from home, you have to pay for your ... The university halls of residence are not cheap. Then you have all your other living ... A few students get a ..., but most have to take out a student ... from the bank, which can take years to pay off! Most students have to do a ... job in order to survive.

Task 9. Choose the right answer:

1. Kelly is an excellent pupil and she's never ___ truant from school.
A. played B. been C. tried
2. He ___ of high school at the age of 16.
A. dropped out B. left C. stayed away
3. They've been ___ for their A levels for a week already.
A. repeating B. swotting C. learning
4. When schools close, the children are on _____.
A. leave B. holiday C. break
5. The function of a school is to ___ children.
A. bring up B. educate C. encourage
6. Have you seen the new ___ for the exams?
A. programme B. syllabus C. schedule

Task 10. Match the following phrases with their definitions:

- | | |
|----------------------------------|---|
| 1. to sail through an exam | a. to make it difficult for someone to do something |
| 2. to gear yourself up for exams | b. to go for a walk, especially after sitting for a long time |
| 3. to stretch your legs | c. to make a determined effort to do something difficult |
| 4. to hinder your performance | d. to succeed very easily in a difficult challenge |
| 5. to wind down | e. to rest or relax after a lot of hard work or excitement |
| 6. the trickier (questions) | f. to do an exam again |
| 7. to tackle a question | g. to do something at a controlled, steady speed |
| 8. to pace yourself | h. to prepare yourself for something you have to do |
| 9. to retake an exam | i. difficult, complicated, needing great care to do well |

Task 11. Use these words in the situations below:

Finals, paper, results, revising, graduation, graduate, coursework, term, deadline, dissertation

1. – It's your last ... at university, isn't it?
– Yes, I've already done my oral, so now I've got to submit four pieces of ...
The ... is next Friday. I've got to do a 10,000-word ... and hand it in by the end of May. Then I can relax.
2. – Hi Susie, I haven't seen you around much recently.
– No, I've been at home ... most nights. I've got my ... next month. I can't wait till it's all over. Can you believe it, we don't get our ... until the end of July?
3. Overall, the exams weren't too bad but the American history ... was really difficult.
4. It's my ... ceremony next week. I think my parents are looking forward to it more than I am. I don't think they realise being a ... doesn't guarantee you a job like it used to.

Task 12. Read the following texts and match them with the headlines:

1. **Grading system**
2. **Classrooms**
3. **Different kinds of schools**
4. **School classes**
5. **Regulation of schools**
6. **School uniforms**
7. **Schools in the USA**

- A. In the USA, children start school when they are five or six years old. Depending on the state, schooling is compulsory until the age of 16 or 18. Children younger than five can go to a nursery school or preschool. At the age of five or six, the children attend elementary school (also known as grade school or grammar school), which last six years. The first year at elementary school is called kindergarten. After elementary school, students attend middle school (also known as junior high school) for three years. Then they continue at high school. In some states, students have to stay in school until they are 18 years old. In other states they may leave school at 16 or 17 with parental permission.
- B. Most students in the USA are enrolled in public schools. These are financed through taxes, so parents do not have to pay for their children's education. About 10 % of US students attend private schools, where parents have to pay a yearly fee. Another option is homeschooling: approximately 1-2 % of parents in the USA educate their children at home. Some reasons for homeschooling are religious views, special needs (e. g. handicapped children), or problems in traditional schools (bullying, drugs etc.). However, there is also opposition to homeschooling claiming that the students have difficulties socializing with others, that homeschooling (often carried out by the parents) is of a poor academic quality and that (especially concerning religion) extremist views might be encouraged.
- C. It is not common for students in the USA to wear school uniforms, but many schools have dress codes telling students what kind of clothing is or is not allowed in school. Some schools (especially private schools) have started to require their students to wear school uniforms in order to improve school discipline and avoid 'fashion cliques'.
- D. At elementary school pupils primarily learn how to read, write and count. There are about 20 to 30 pupils in one class. At junior and senior high school, mandatory subjects are English, maths, biology, chemistry, physics, physical

education and history. Schools also offer optional courses from which the students can choose, e. g., art, modern languages, and computers. Physical education is a very important subject in the United States – many students participate in sports programs. Gifted and talented students can take advanced courses in their schools or attend additional courses at community colleges in the afternoons or during the holidays. Often such courses are later acknowledged by universities, and can facilitate early graduation.

- E. The United States does not have a national school system, but the government provides guidance and funding for federal educational programs in which both public and private schools take part. From Hawaii to Delaware, from Alaska to Louisiana, each of the 50 states has its own laws regulating education. From state to state, some laws are similar while others are not, but all states require young people to attend school. The age limit varies, however. Most states require attendance up to age 16, some up to 18. Thus, every child in America receives at least 11 years of education.
- F. Almost everything you do for a class in the United States will affect your grade: examinations and tests, essays or written assignments, laboratory reports, studio work, class attendance, and class participation. The grade scale is usually from either A to F or 0-4. For each grade, you need certain percentages. For example, to get an A (or 4) on a test, you usually need to correctly answer 90-100 % of the questions, to get a B (or 3), you need 80-90%, and so on.

Task 13. Insert a necessary word:

1. ... is a morning, afternoon or night time for attending the class periods.
2. ... is an equivalent for British Bachelor's degree, normally requires four years of academic study beyond the high school diploma.
3. ... is the most advanced degree you can earn, symbolizing that you have mastered a specific area of study, or field of profession.

4. ... is a part of a calendar year, especially one of the three parts of an academic semester and working year.
5. ... is a time or date before which a particular task must be finished or done.
6. This person is a head of faculty.
7. This test is taken in the 11th grade of high school.
8. ... is a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.
9. ... is the price one pays as payment for rights or services in different spheres.
10. ... is a score or point awarded for each course related to the number of hours of work involved.
11. ... is an academic ranking immediately below full professor.
12. ... is funding that is available exclusively to students attending educational institution in the United States.
13. ... is a set of classes or a plan of study on a particular subject, usually leading to an exam or qualification.
14. This person is a head of department at college or university.
15. ... is the act of providing financial resources, usually in the form of money, or other values, to finance a need, program, and project, usually by an organization or company.
16. ... is a person who requests to study at a college or university.
17. ... is a division within a university or college comprising one subject area, or a number of related subject areas.
18. ... is a degree usually require one or two years of advanced study in graduate-level courses and seminars.

Task 14. Translate Russian into English:

1. В США существует несколько типов вузов: университеты, колледжи, профессиональные и технические колледжи и др.
2. Университет обычно состоит из колледжей.
3. Курс обучения на дневном отделении обычно длится 4 года.

4. 4-летняя программа университета ведет к получению степени бакалавра гуманитарных или естественных наук.
5. Степень магистра присуждается за исследования в области гуманитарных или естественных наук.
6. Различные типы колледжей предлагают различные программы академической, практической и профессиональной направленности.
7. Не все колледжи присваивают дипломы о высшем образовании.
8. технические или профессиональные колледжи могут предложить двухлетние курсы, ведущие к профессиональной подготовке.

Технологическая карта рейтинга дисциплины
«Практический курс английского языка»

Наименование дисциплины/курса	Уровень/ступень образования (бакалавриат, магистратура)	Статус дисциплины в рабочем учебном плане	Количество зачетных единиц/кредитов
Практический курс английского языка (4 курс)	Бакалавр	Специальная дисциплина	31
Смежные дисциплины по учебному плану			
Предшествующие: практический курс английского языка (1 – 3 курсы)			

4 курс, 7 семестр

БАЗОВЫЙ РАЗДЕЛ № 1			
	Форма работы	Количество баллов 23%	
		min	max
Текущая работа	Посещаемость 100%	1	2
	Диктант-перевод по теме " Преступления и наказания"	1	2
	Просмотр фильма и выполнение заданий к нему	1	2
	Тестовое задание по Unit 1	1	2
	Анализ текста по Unit 1	2	3
	Устный доклад по домашнему чтению	1	2
	Дискуссии по теме " Преступления и наказания "	2	3
	Домашнее задание	1	2
Промежуточный	Итоговый тест по пройденному	3	5
рейтинг-контроль	материалу (Speech Patterns, vocabulary, word combinations and phrases, аудирование)		
Итого		13	23

БАЗОВЫЙ РАЗДЕЛ № 2			
	Форма работы	Количество баллов 23%	
		min	max
Текущая работа	Посещаемость 100%	1	2
	Диктант-перевод по теме "Высшее образование "	1	2

	Просмотр фильма и выполнение заданий к нему	1	2
	Тестовое задание по Unit 2	1	2
	Анализ текста по Unit 2	2	3
	Устный доклад по домашнему чтению	1	2
	Устное сообщение по теме " Высшее образование "	2	3
	Домашнее задание	1	2
Промежуточный рейтинг- контроль	Итоговый тест по пройденному материалу (Speech Patterns, vocabulary, word combinations and phrases, аудирование)	3	5
Итого		13	23

БАЗОВЫЙ РАЗДЕЛ № 3			
	Форма работы	Количество баллов 24%	
		min	max
Текущая работа	Посещаемость 100%	1	2
	Диктант-перевод по теме " Телевидение "	1	2
	Творческое занятие по теме Телевидение, Дискуссия по теме "Телевидение"	2	4
	Тестовое задание по Unit 6	1	2
	Анализ текста по Unit 6	1	2
	Устное сообщение по теме "Телевидение"	1	2
Итоговый рейтинг-контроль	Итоговый семестровый тест	7	10
Итого		14	24

ИТОГОВЫЙ РАЗДЕЛ			
	Форма работы	Количество баллов 30 %	
		min	max
	Зачет	20	30
Итого:		20	30
Общее количество баллов по дисциплине		40	100

ДОПОЛНИТЕЛЬНЫЙ РАЗДЕЛ			
	Форма работы	Количество баллов 10 %	
		min	max
Раздел 1,2,3	Участие в курсовых мероприятиях	-	4
	Составление кроссворда по теме «Преступление и наказание»	-	1
	Подготовка компьютерного проекта по теме «Высшее образование в США»	-	1
	Подготовка компьютерного проекта по теме «Телевидение»	-	1
	Разработка компьютерного теста по пройденному материалу	-	1
	Разработка творческого задания по домашнему чтению	-	1
	Разработка творческого задания по теме «Телевидение»	-	1
Итого:		-	10
Общее количество баллов по дисциплине (по итогам изучения всех разделов, без учета дополнительного раздела)		60	100

3

4 курс, 8 семестр

БАЗОВЫЙ РАЗДЕЛ № 1			
Текущая работа	Форма работы	Количество баллов 23 %	
		min	max
	Посещаемость (100%)	1	2
	Устное сообщение по теме "Педагогическая практика"	1	2
	Творческое задание по теме "Педагогическая практика"	1	2
	Диктант перевод с использование лексики по теме «Политические выборы», «Переговоры и встречи на высшем уровне»	1	3
	Доклад по теме: «Система выборов»	1	2
	Тестовое задание по теме «Политические выборы» «Переговоры и встречи на высшем уровне»	2	3
	Перевод статьи по изучаемой теме	1	2
	Групповая и фронтальная работа на уроке	2	2
	Домашние задания	1	2
	Итоговый тест по пройденному материалу (Speech Patterns, vocabulary, word combinations and phrases, аудирование)	2	3
Итого		13	23

БАЗОВЫЙ РАЗДЕЛ № 2			
Текущая работа	Форма работы	Количество баллов 23%	
		min	max
	Посещаемость (100%)	1	2
	Диктант-перевод по теме " Семейная жизнь "	1	2
	Устное сообщение по теме " Семейная жизнь "	1	2
	Тестовое задание по Unit 8	1	2
	Доклад по теме «Мировые организации»	2	3
	Обсуждение мировых политических проблем	1	2
	Перевод статьи по изучаемой теме	1	2
	Групповая и фронтальная работа на уроке	1	2
	Домашние задания	1	2
Промежуточный рейтинг-контроль	Итоговый тест по пройденному материалу (Speech Patterns, vocabulary, word combinations and phrases, аудирование)	3	4
Итого		13	23

БАЗОВЫЙ РАЗДЕЛ № 3			
Текущая работа	Форма работы	Количество баллов 24 %	
		min	max
	Посещаемость (100%)	1	2
	Диктант-перевод по теме "Проблемы воспитания детей", «Война и мир», «Экономика»	3	4
	Перевод статьи по изучаемой теме	1	2
	Дискуссия по теме "Проблемы воспитания детей" Устное сообщение по теме "Проблемы воспитания детей "	3	4
	Тестовое задание по Unit 5	1	2
	Устные доклады	1	2
	Групповая и фронтальная работа на уроке	1	2
	Домашние задания	1	2
Промежуточный рейтинг-контроль	Итоговый тест по пройденному материалу (Speech Patterns, vocabulary, word combinations and phrases, аудирование)	2	4
Итого		14	24

ИТОГОВЫЙ РАЗДЕЛ			
	Форма работы	Количество баллов 30 %	
		min	max
	Экзамен	20	30
Итого:		20	30
Общее количество баллов по дисциплине		40	100

ДОПОЛНИТЕЛЬНЫЙ РАЗДЕЛ			
	Форма работы	Количество баллов 10 %	
		min	max
Раздел 1,2,3	Участие в курсовых мероприятиях	-	4
	Подготовка творческого задания по теме «Педагогическая практика»	-	1
	Составление кроссворда по теме «Семейная жизнь»	-	1
	Подготовка компьютерного проекта по теме «Выборы»	-	1
	Разработка компьютерного теста по политической лексике	-	1
	Разработка компьютерного проекта по устной практике	-	1
	Подготовка письменных докладов по домашнему чтению по предложенным темам.	-	1
Итого:		-	10
Общее количество баллов по дисциплине (по итогам изучения всех разделов, без учета дополнительного раздела)		60	100

*Перечень форм работы текущей аттестации определяется кафедрой или ведущим преподавателем

Соответствие рейтинговых баллов и академической оценки:

<i>Общее количество набранных баллов*</i>	<i>Академическая оценка</i>
60 – 72	3 (удовлетворительно)
73 – 86	4 (хорошо)
87 – 100	5 (отлично)

*При количестве рейтинговых баллов более 100, необходимо рассчитывать рейтинг учебных достижений студента для определения оценки кратно 100 баллов