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РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ
Иностранный язык

: 37.03.02 , :

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		1	2
1	()	4	4
2		144	144
3	, .	81	80
4	, .	0	0
5	, .	72	72
6	, .	0	0
7	, .	71	71
8	, .	2	2
9	, .	7	6
10	, .	63	64
11	(, ,)		
12			

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Компетенция ФГОС: ОК.5 способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия; в части следующих результатов обучения:	
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1.о требованиях, предъявляемых к уровню владения иностранным языком в нашей стране и за рубежом	;
2.об основах культуры речи в рамках межкультурной коммуникации	;
3.теоретическую основу следующих грамматических явлений: - времена англ. глагола (активный и пассивный залоги); - порядок слов в предложении (утвердительном, вопросительном, отрицательном); - части речи; - употребление артикля; - модальные глаголы.	;
4.основные способы словообразования	;
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5.о правилах речевого этикета	;
6.лексический минимум (общеупотребительная лексика) по изучаемой тематике в объеме 4000 л.ед.	;
7.читать и понимать тексты а) бытовой, страноведческой и профессиональной направленности б) письменный перевод незнакомого текста со словарем - 1200/1300 п.зн. за 45 мин. (изучающее чтение)	;
8.работы со словарями и справочниками, как бумажными, так и электронными	;
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9.говорить на изученные темы в виде диалога и монолога; в монологической речи: - воспроизводить речевое высказывание по плану на основе прочитанного/прослушанного; - подготовить сообщение/доклад на базе изученной тематики объемом не менее 20-25 предложений; в диалогической речи: - отвечать на вопросы по прочитанному/прослушанному; - участвовать в беседе/дискуссии на базе изученной тематики (не менее 17-20 предложений)	;
10.воспринимать на слух аутентичную диалогическую и монологическую речь в рамках предложенной тематики - в виде ответов на вопросы по прослушанному, воспроизведения содержания прослушанного по плану после двукратного предъявления (объем - 1000/1200 печ.знаков длительностью звучания 1,5 - 2 мин., 2-3% незнакомых слов)	;
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11.об официальном и неофициальном стиле речи	;
12.выстраивать межкультурную, деловую, профессиональную коммуникацию с учетом психологических, поведенческих, социальных характеристик партнеров	;
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13.навыками грамотного письма и устной речи, способностью к коммуникациям в профессиональной деятельности	;
14.навыками публичного выступления, устной презентации результатов профессиональной деятельности	;
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15.орфографически грамотно, употребляя верные (изученные) лексико-грамматические структуры оформлять в письменном виде: а) вопросы по тексту, теме; б) ответы на поставленные вопросы; в) план изложения, содержания прослушанного/прочитанного; г) домашнее сочинение по изученной тематике; д) лексико-грамматическую контрольную работу по изученному материалу	;
16.правильно употреблять изученные лексико-грамматические структуры в коммуникативных ситуациях	;

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<p>1. Personality. Conflict: Personality Clash : Present Simple Present Continuous</p>	12	12	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate) - .6- 15; - " Personality " (), , (, , ,); - (,) , ;- - ; ;- : taking notes while reading, symbols and abbreviations, linkers, a comparative essay; - (Question forms, Present Simple, Present Continuous); - - Personality Clash</p>
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<p>2. Travel. Conflict: Travelling - an escape from reality or broadening the mind?</p> <p>:</p> <p>Present Perfect</p> <p>Past Simple</p>	<p>12</p>	<p>12</p>	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate)</p> <p>- .16- 25; -</p> <p>" Travel "</p> <p>(,),</p> <p>,</p> <p>(, , ,</p> <p>); - , , (, ,) ; -</p> <p>- , , ;</p> <p>- , ,</p> <p>;- : taking notes while listening, a biographical profile, time linkers; -</p> <p>(Past Simple, Present Perfect); -</p> <p>- : Travelling - an escape from reality or broadening the mind?</p>
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<p>3. Work. Conflict: Workplace harassments : Present Perfect Simple and Continuous</p>	12	12	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate) - .26- 35; - " Work " () , , (, , , ,) ; - (,) , ; - - , ; - , ; - : covering letter and CV; - (Present Perfect Simple, Present Perfect Continuous); - - : Workplace Harassments.</p>
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<p>4. Language.</p> <p>Conflict: Dying languages and languages of minorities</p> <p>Future forms: will, going to, Present Continuous</p> <p>First conditional, time clauses</p>	12	12	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate)</p> <p>- .38- 47; -</p> <p>"</p> <p>Language " (</p> <p>),</p> <p>,</p> <p>(</p> <p>,</p> <p>,</p> <p>); -</p> <p>(</p> <p>,</p> <p>)</p> <p>;-</p> <p>-</p> <p>,</p> <p>,</p> <p>;</p> <p>-</p> <p>,</p> <p>;</p> <p>-</p> <p>: describing tables and charts, a report; -</p> <p>(Future forms: will, going to, Present Continuous, First conditional, time clauses); -</p> <p>- : Dying Languages and Languages o</p>
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<p>5. Advertising.</p> <p>Conflict: Advertisers targeting young people.</p> <p>Second conditional, Comparison: as ... as</p>	12	12	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate)</p> <p>- .48- 57; -</p> <p>"</p> <p>Advertising " (</p> <p>),</p> <p>,</p> <p>(</p> <p>,</p> <p>,</p> <p>); -</p> <p>(</p> <p>,</p> <p>)</p> <p>;-</p> <p>-</p> <p>,</p> <p>,</p> <p>;</p> <p>-</p> <p>,</p> <p>;</p> <p>-</p> <p>: formal</p> <p>letter; -</p> <p>(Second conditional, Comparison: as ... as);</p> <p>-</p> <p>-</p> <p>: Advertisers Targeting Young People.</p>
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<p>6. Business.</p> <p>Conflict: Homo homini lupus est.</p> <p>: Past Continuous. Past Perfect.</p>	11	12	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate)</p> <p>- .58- 67; -</p> <p>" Business</p> <p>" (</p> <p>),</p> <p>,</p> <p>(</p> <p>,</p> <p>,</p> <p>,</p> <p>); -</p> <p>(</p> <p>,</p> <p>)</p> <p>;-</p> <p>-</p> <p>,</p> <p>;</p> <p>-</p> <p>,</p> <p>;</p> <p>-</p> <p>: writing</p> <p>e-mails; -</p> <p>(Past Continuous, Past Perfect);</p> <p>-</p> <p>- : Homo</p> <p>Homini Lupus Est.</p>
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<p>: , , ,</p> <p>- , , (- ,).</p>				

7. Design. Conflict: So many men, so many minds. : Modals.	12	12	1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	Language Leader (Intermediate) - .70- 79; - " Design " (), , (, , , ,); - (, ,) ;- - , ; - , ; - : a report, linkers; - (Modals); - - : So Many Men, So Many Minds.
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<p>8. Education.</p> <p>Conflict: Single-sex or mixed school?</p> <p>:</p> <p>Defining and non- defining relative clauses</p>	12	12	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate)</p> <p>- .80- 89; -</p> <p>"</p> <p>Education " (</p> <p>),</p> <p>,</p> <p>(</p> <p>,</p> <p>,</p> <p>); -</p> <p>(</p> <p>,</p> <p>)</p> <p>; -</p> <p>-</p> <p>,</p> <p>,</p> <p>;</p> <p>-</p> <p>,</p> <p>;</p> <p>-</p> <p>: a formal letter, letter conventions; -</p> <p>(Defining and non- defining relative clauses); -</p> <p>-</p> <p>: Single-Sex or Mixed School?</p>
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<p>9. Engineering. Conflict: Challenges for new projects.</p> <p>:</p> <p>The passive. Articles.</p>	12	12	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate)</p> <p>- .90- 99; -</p> <p>"</p> <p>Engineering " (</p> <p>),</p> <p>,</p> <p>(</p> <p>,</p> <p>,</p> <p>); -</p> <p>(</p> <p>,</p> <p>)</p> <p>; -</p> <p>-</p> <p>,</p> <p>,</p> <p>;</p> <p>-</p> <p>,</p> <p>,</p> <p>;</p> <p>-</p> <p>: describing a process; -</p> <p>(The passive. Articles);</p> <p>-</p> <p>- :</p> <p>Challenges for New Projects.</p>
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<p>10. Trends.</p> <p>Conflict: Fashion influences minds.</p> <p>:</p> <p>Infinitives and -ing forms.</p>	12	12	<p>1, 10, 11, 12,</p> <p>13, 14, 15, 16,</p> <p>2, 3, 4, 5, 6, 7,</p> <p>8, 9</p>	<p>Language Leader (Intermediate)</p> <p>- .102- 111; -</p> <p>" Trends "</p> <p>(</p> <p>),</p> <p>,</p> <p>(</p> <p>,</p> <p>,</p> <p>,</p> <p>); -</p> <p>(</p> <p>,</p> <p>)</p> <p>; -</p> <p>-</p> <p>,</p> <p>,</p> <p>-</p> <p>:</p> <p>trend; -</p> <p>(Infinitives and</p> <p>-ing forms);</p> <p>-</p> <p>- : Fashion</p> <p>Influences Minds.</p>
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<p>11. Arts and Media. Conflict: Out of sight, out of mind? : Reported Speech.</p>	12	12	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate) - .112- 121; - "Arts and Media " (), , (, , , ,); - (,) , , - - , ; - , ; - : delivering a talk, making generalizations; - (Reported Speech); - - : Out of Sight, out of Mind?</p>
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<p> : . . . (2) [] : - / . . . ; . . . - . - , [2014]. : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . . . </p>				
3		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	6	2
<p> : . . . (2) [] : - / . . . ; . . . - . - , [2014]. : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . . . </p>				
: 2				
1		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	39	2
<p> : . . . (2) [] : - / . . . ; . . . - . - , [2014]. : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . . . </p>				
2		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	17	2
<p> : . . . (2) [] : - / . . . ; . . . - . - , [2014]. : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . . . </p>				
3		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	8	2
<p> : . . . (2) [] : - / . . . ; . . . - . - , [2014]. : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . . . </p>				

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	e-mail; ;
	e-mail; : DiSpace — 3446
	: DiSpace — 3446
	: DiSpace — 3446 ;

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1		.5;
<p>Формируемые умения: з1. выпускник должен знать нормы устной и письменной речи иностранного языка для решения профессиональных задач; з2. знать иностранный язык для межличностного общения с иностранными партнерами; у1. выпускник должен владеть навыками устной и письменной речи на иностранном языке ; у10. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере профессиональной деятельности на русском и иностранном языке; у7. владеть навыками публичного выступления, устной презентации результатов профессиональной деятельности на русском и иностранном языке</p> <p>Краткое описание применения: Сочетает отдельные свойства и функции тестов и деловых игр. Суть этого метода заключается в том, что многим испытуемым дается одинаковое задание, которое они должны выполнить вначале индивидуально и соответственно зафиксировать. Затем испытуемые посредством группового обсуждения должны принять общее решение.</p>		

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<p>Формируемые умения: з1. выпускник должен знать нормы устной и письменной речи иностранного языка для решения профессиональных задач; з2. знать иностранный язык для межличностного общения с иностранными партнерами; у1. выпускник должен владеть навыками устной и письменной речи на иностранном языке ; у10. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере профессиональной деятельности на русском и иностранном языке; у5. уметь выстраивать межкультурную, деловую, профессиональную коммуникацию с учетом психологических, поведенческих, социальных характеристик партнеров на русском и иностранном языках</p>		
<p>Краткое описание применения: Кейс-стади представляет собой довольно сжатую во времени деловую игру, использования кейсов при работе со студентами является моделирование типичных коммуникативных ситуаций. Важным достоинством кейс-стади и других деловых игр является то, что они выполняют не только диагностические и познавательные, но и тренинговые функции.</p>		

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<p>Формируемые умения: з1. выпускник должен знать нормы устной и письменной речи иностранного языка для решения профессиональных задач; з2. знать иностранный язык для межличностного общения с иностранными партнерами; у10. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере профессиональной деятельности на русском и иностранном языке; у5. уметь выстраивать межкультурную, деловую, профессиональную коммуникацию с учетом психологических, поведенческих, социальных характеристик партнеров на русском и иностранном языках; у7. владеть навыками публичного выступления, устной презентации результатов профессиональной деятельности на русском и иностранном языке</p>		
<p>Краткое описание применения: система обучения, при которой студенты приобретают знания в процессе планирования и выполнения постепенно усложняющихся практических заданий (проектов). Применение метода проектов в обучении невозможно без привлечения исследовательских методов, таких как - определение проблемы, вытекающих из нее задач исследования; выдвижения гипотезы их решения, обсуждения методов исследования; без анализа полученных данных.</p>		

4		.5;
<p>Формируемые умения: з1. выпускник должен знать нормы устной и письменной речи иностранного языка для решения профессиональных задач; з2. знать иностранный язык для межличностного общения с иностранными партнерами; у1. выпускник должен владеть навыками устной и письменной речи на иностранном языке ; у10. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере профессиональной деятельности на русском и иностранном языке; у5. уметь выстраивать межкультурную, деловую, профессиональную коммуникацию с учетом психологических, поведенческих, социальных характеристик партнеров на русском и иностранном языках</p>		
<p>Краткое описание применения: Главная идея этого подхода состоит в том, что действия студентов должны исходить из конкретной ситуации, учитывать ее важнейшие параметры и их изменения.</p>		

5		.5;
Формируемые умения: з1. выпускник должен знать нормы устной и письменной речи иностранного языка для решения профессиональных задач; з2. знать иностранный язык для межличностного общения с иностранными партнерами; у1. выпускник должен владеть навыками устной и письменной речи на иностранном языке ; у10. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере профессиональной деятельности на русском и иностранном языке; у5. уметь выстраивать межкультурную, деловую, профессиональную коммуникацию с учетом психологических, поведенческих, социальных характеристик партнеров на русском и иностранном языках; у7. владеть навыками публичного выступления, устной презентации результатов профессиональной деятельности на русском и иностранном языке		
Краткое описание применения: Строятся по принципу "здесь и сейчас", то есть игроки вживаются в ситуацию и действуют исходя из нее. Главной целью групподинамических упражнений является приобретение их участниками и группой в целом соответствующего опыта решения задач и коллективного взаимодействия. Они ориентированы на тренинг их собственных участников. Участники групповой дискуссии приобретают некоторые навыки коллективного взаимодействия.		

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<i>Подготовка к занятиям:</i>	31	65
<i>Практические занятия:</i>	9	15
<i>Зачет:</i>	10	20
: 2		
<i>Подготовка к занятиям:</i>	21	45
<i>Практические занятия:</i>	9	15
<i>Экзамен:</i>	20	40

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	2.	+	+
	1.	+	+

10.		+	+
5.		+	+
7.		+	+

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5. :

8.

8.1

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8.2

1 Microsoft Windows

2 Microsoft Office

9.

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1	DRAPER	,
2	DVD- Panasonic DMR-ES35V	
3	DELL Vostro 500	,
4	CPU Intel Core 2Duo E6550	,
5	DVD- Panasonic DMR-ES35V	
6	DVD- Panasonic DMR-ES35V	
7	DVD- Panasonic DMR-ES35V	
8	DVD- Panasonic DMR-ES35V	
9	DVD- Panasonic DMR-ES35V	
10	DVD- Panasonic DMR-ES35V	
11	Panasonic VK660	
12	Panasonic VK660	

13	Panasonic VK660	
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16	Panasonic VK660	

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Новосибирский государственный технический университет»

Кафедра иностранных языков гуманитарного факультета

“УТВЕРЖДАЮ”
ДИРЕКТОР ИСТР
д.соц.н., профессор Л.А. Осьмук
“ ” _____ Г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

УЧЕБНОЙ ДИСЦИПЛИНЫ

Иностранный язык

Образовательная программа: 37.03.02 Конфликтология, профиль: Исследования социальных конфликтов

1. Обобщенная структура фонда оценочных средств учебной дисциплины

Обобщенная структура фонда оценочных средств по дисциплине Иностранный язык приведена в Таблице.

Таблица

Формируемые компетенции	Показатели сформированности компетенций (знания, умения, навыки)	Темы	Этапы оценки компетенций	
			Мероприятия текущего контроля (курсовой проект, РГЗ(Р) и др.)	Промежуточная аттестация (экзамен, зачет)
ОК.5 способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	31. выпускник должен знать нормы устной и письменной речи иностранного языка для решения профессиональных задач	Advertising. Conflict: Advertisers targeting young people. Грамматика: Second conditional, Comparison: as ... as Arts and Media. Conflict: Out of sight, out of mind? Грамматика: Reported Speech. Business. Conflict: Homo homini lupus est. Грамматика: Past Continuous. Past Perfect. Crime. Conflict: Criminal and civil law. Грамматика: Third Conditional. Design. Conflict: So many men, so many minds. Грамматика: Modals. Education. Conflict: Single-sex or mixed school? Грамматика: Defining and non- defining relative clauses Engineering. Conflict: Challenges for new projects. Грамматика: The passive. Articles. Language. Conflict: Dying languages and languages of minorities Грамматика: Future forms: will, going to, Present Continuous First conditional, time clauses Personality. Conflict: Personality Clash Грамматика: Present Simple Present Continuous Travel. Conflict: Travelling - an escape from reality or broadening the mind? Грамматика: Present Perfect Past Simple Trends. Conflict: Fashion influences minds. Грамматика: Infinitives and - ing forms. Work. Conflict: Workplace harassments Грамматика: Present Perfect Simple and Continuous	Контрольная работа (1 семестр) по разделам: Personality. Present Simple Present Continuous Travel. Present Perfect Past Simple Work. Present Perfect Simple and Continuous Контрольная работа (2 семестр): Advertising. Language. Business.	Зачет (1 семестр) Экзамен (2 семестр)
ОК.5	32. знать иностранный язык для межличностного общения с иностранными партнерами	Advertising. Conflict: Advertisers targeting young people. Грамматика: Second conditional, Comparison: as ... as Arts and Media. Conflict: Out of sight, out of mind? Грамматика: Reported Speech. Business. Conflict: Homo homini lupus est. Грамматика: Past Continuous. Past Perfect. Crime. Conflict: Criminal and civil law. Грамматика: Third	Контрольная работа (1 семестр) по разделам: Personality. Present Simple Present Continuous Travel. Present Perfect Past Simple Work. Present Perfect Simple and Continuous Контрольная	Зачет (1 семестр) Экзамен (2 семестр)

		<p>Conditional. Design. Conflict: So many men, so many minds. Грамматика: Modals.</p> <p>Education. Conflict: Single-sex or mixed school? Грамматика: Defining and non- defining relative clauses Engineering. Conflict: Challenges for new projects. Грамматика: The passive. Articles. Language. Conflict: Dying languages and languages of minorities Грамматика: Future forms: will, going to, Present Continuous First conditional, time clauses</p> <p>Personality. Conflict: Personality Clash Грамматика: Present Simple Present Continuous Travel. Conflict: Travelling - an escape from reality or broadening the mind? Грамматика: Present Perfect Past Simple Trends. Conflict: Fashion influences minds. Грамматика: Infinitives and - ing forms. Work. Conflict: Workplace harassments Грамматика: Present Perfect Simple and Continuous</p>	<p>работа (2 семестр): Advertising. Language. Business.</p>	
ОК.5	<p>у1. выпускник должен владеть навыками устной и письменной речи на иностранном языке</p>	<p>Advertising. Conflict: Advertisers targeting young people. Грамматика: Second conditional, Comparison: as ... as Arts and Media. Conflict: Out of sight, out of mind? Грамматика: Reported Speech. Business. Conflict: Homo homini lupus est. Грамматика: Past Continuous. Past Perfect. Crime. Conflict: Criminal and civil law. Грамматика: Third Conditional. Design. Conflict: So many men, so many minds. Грамматика: Modals.</p> <p>Education. Conflict: Single-sex or mixed school? Грамматика: Defining and non- defining relative clauses Engineering. Conflict: Challenges for new projects. Грамматика: The passive. Articles. Language. Conflict: Dying languages and languages of minorities Грамматика: Future forms: will, going to, Present Continuous First conditional, time clauses</p> <p>Personality. Conflict: Personality Clash Грамматика: Present Simple Present Continuous Travel. Conflict: Travelling - an escape from reality or broadening the mind? Грамматика: Present Perfect Past Simple Trends. Conflict: Fashion influences minds. Грамматика: Infinitives and - ing forms. Work. Conflict: Workplace harassments</p>	<p>Контрольная работа (1 семестр) по разделам: Personality. Present Simple Present Continuous Travel. Present Perfect Past Simple Work. Present Perfect Simple and Continuous</p> <p>Контрольная работа (2 семестр): Advertising. Language. Business.</p>	<p>Зачет (1 семестр) Экзамен (2 семестр)</p>

		Грамматика: Present Perfect Simple and Continuous		
ОК.5	у5. уметь выстраивать межкультурную, деловую, профессиональную коммуникацию с учетом психологических, поведенческих, социальных характеристик партнеров на русском и иностранном языках	Advertising. Conflict: Advertisers targeting young people. Грамматика: Second conditional, Comparison: as ... as Arts and Media. Conflict: Out of sight, out of mind? Грамматика: Reported Speech. Business. Conflict: Homo homini lupus est. Грамматика: Past Continuous. Past Perfect. Crime. Conflict: Criminal and civil law. Грамматика: Third Conditional. Design. Conflict: So many men, so many minds. Грамматика: Modals. Education. Conflict: Single-sex or mixed school? Грамматика: Defining and non- defining relative clauses Engineering. Conflict: Challenges for new projects. Грамматика: The passive. Articles. Language. Conflict: Dying languages and languages of minorities Грамматика: Future forms: will, going to, Present Continuous First conditional, time clauses Personality. Conflict: Personality Clash Грамматика: Present Simple Present Continuous Travel. Conflict: Travelling - an escape from reality or broadening the mind? Грамматика: Present Perfect Past Simple Trends. Conflict: Fashion influences minds. Грамматика: Infinitives and - ing forms. Work. Conflict: Workplace harassments Грамматика: Present Perfect Simple and Continuous	Контрольная работа (1 семестр) по разделам: Personality. Present Simple Present Continuous Travel. Present Perfect Past Simple Work. Present Perfect Simple and Continuous Контрольная работа (2 семестр): Advertising. Language. Business.	Зачет (1 семестр) Экзамен (2 семестр)
ОК.5	у7. владеть навыками публичного выступления, устной презентации результатов профессиональной деятельности на русском и иностранном языке	Advertising. Conflict: Advertisers targeting young people. Грамматика: Second conditional, Comparison: as ... as Arts and Media. Conflict: Out of sight, out of mind? Грамматика: Reported Speech. Business. Conflict: Homo homini lupus est. Грамматика: Past Continuous. Past Perfect. Crime. Conflict: Criminal and civil law. Грамматика: Third Conditional. Design. Conflict: So many men, so many minds. Грамматика: Modals. Education. Conflict: Single-sex or mixed school? Грамматика: Defining and non- defining relative clauses Engineering. Conflict: Challenges for new projects. Грамматика: The passive. Articles. Language.	Контрольная работа (1 семестр) по разделам: Personality. Present Simple Present Continuous Travel. Present Perfect Past Simple Work. Present Perfect Simple and Continuous Контрольная работа (2 семестр): Advertising. Language. Business.	Зачет (1 семестр) Экзамен (2 семестр)

		<p>Conflict: Dying languages and languages of minorities Грамматика: Future forms: will, going to, Present Continuous First conditional, time clauses Personality. Conflict: Personality Clash Грамматика: Present Simple Present Continuous Travel. Conflict: Travelling - an escape from reality or broadening the mind? Грамматика: Present Perfect Past Simple Trends. Conflict: Fashion influences minds. Грамматика: Infinitives and -ing forms. Work. Conflict: Workplace harassments Грамматика: Present Perfect Simple and Continuous</p>		
ОК.5	<p>у10. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере профессиональной деятельности на русском и иностранном языке</p>	<p>Advertising. Conflict: Advertisers targeting young people. Грамматика: Second conditional, Comparison: as ... as Arts and Media. Conflict: Out of sight, out of mind? Грамматика: Reported Speech. Business. Conflict: Homo homini lupus est. Грамматика: Past Continuous. Past Perfect. Crime. Conflict: Criminal and civil law. Грамматика: Third Conditional. Design. Conflict: So many men, so many minds. Грамматика: Modals. Education. Conflict: Single-sex or mixed school? Грамматика: Defining and non- defining relative clauses Engineering. Conflict: Challenges for new projects. Грамматика: The passive. Articles. Language. Conflict: Dying languages and languages of minorities Грамматика: Future forms: will, going to, Present Continuous First conditional, time clauses Personality. Conflict: Personality Clash Грамматика: Present Simple Present Continuous Travel. Conflict: Travelling - an escape from reality or broadening the mind? Грамматика: Present Perfect Past Simple Trends. Conflict: Fashion influences minds. Грамматика: Infinitives and -ing forms. Work. Conflict: Workplace harassments Грамматика: Present Perfect Simple and Continuous</p>	<p>Контрольная работа (1 семестр) по разделам: Personality. Present Simple Present Continuous Travel. Present Perfect Past Simple Work. Present Perfect Simple and Continuous Контрольная работа (2 семестр): Advertising. Language. Business.</p>	<p>Зачет (1 семестр) Экзамен (2 семестр)</p>

2. Методика оценки этапов формирования компетенций в рамках дисциплины.

Промежуточная аттестация по дисциплине проводится в форме зачета (1 семестр) и экзамена (2 семестр), которые направлены на оценку сформированности компетенций ОК.5.

Зачет и экзамен проводятся в устной форме, по билетам, варианты билетов составляются из заданий, приведенных в паспорте зачета (экзамена), позволяющих оценить показатели сформированности соответствующих компетенций

Кроме того, сформированность компетенции проверяется при проведении мероприятий текущего контроля, указанных в таблице раздела 1.

Общие правила выставления оценки по дисциплине определяются балльно-рейтинговой системой, приведенной в рабочей программе учебной дисциплины.

На основании приведенных далее критериев можно сделать общий вывод о сформированности компетенции ОК.5, за которые отвечает дисциплина, на разных уровнях.

Общая характеристика уровней освоения компетенций.

Ниже порогового. Уровень выполнения работ не отвечает большинству основных требований, теоретическое содержание курса освоено частично, пробелы могут носить существенный характер, необходимые практические навыки работы с освоенным материалом сформированы не достаточно, большинство предусмотренных программой обучения учебных заданий не выполнены или выполнены с существенными ошибками.

Пороговый. Уровень выполнения работ отвечает большинству основных требований, теоретическое содержание курса освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые виды заданий выполнены с ошибками.

Базовый. Уровень выполнения работ отвечает всем основным требованиям, теоретическое содержание курса освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые из выполненных заданий, возможно, содержат ошибки.

Продвинутый. Уровень выполнения работ отвечает всем требованиям, теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному.

6. Правила аттестации студентов по учебной дисциплине

В СООТВЕТСТВИИ С ПОЛОЖЕНИЕМ О БАЛЛЬНО-РЕЙТИНГОВОЙ СИСТЕМЕ ОЦЕНКИ ДОСТИЖЕНИЙ СТУДЕНТОВ

Новосибирского государственного технического университета
от 02.07.2009

Порядок определения рейтинговой оценки по дисциплине «Иностранный язык» на кафедре иностранных языков ГФ Направления 37.03.02 «Конфликтология»

Результаты текущего контроля знаний студента являются показателем того, как студент работал в течение семестра. Оценка работы студента в течение семестра осуществляется ведущим преподавателем в соответствии с разработанным Положением о БРС. Система контроля может сочетать как письменные, так и устные, как групповые, так и индивидуальные формы.

Итоговая оценка выставляется не на основании оценки за ответ на зачете или экзамене, а складывается из полученных баллов за выполнение контрольных заданий по каждому учебному модулю курса, активной работы на занятиях и баллов, полученных на зачете/экзамене.

Рейтинговая оценка знаний обучающихся по дисциплине включает:

- текущий контроль успеваемости (оценка работы в течение семестра: аудиторная, самостоятельная работа);
- рубежный контроль (контрольные мероприятия по модулю, разделу, теме);
- итоговый контроль (экзамен / зачет)

Распределение баллов рейтинговой оценки между текущим, рубежным и итоговым контролем в зависимости от формы итогового контроля по дисциплине устанавливается в следующем соотношении:

Таблица 6.1

Форма итогового контроля	Количество баллов		
	Текущий и рубежный контроль	Итоговый контроль	Сумма баллов
Экзамен	60	40	100
Зачет	80	20	100

До сведения студентов в начале семестра в обязательном порядке доводится информация о максимальном количестве баллов, которое можно получить по курсу, и о минимальном, ниже которого студент не может претендовать на допуск к зачету или экзамену по дисциплине. Преподаватель информирует студентов о результатах каждого контрольного среза, о достигнутом уровне успеваемости (в баллах) по дисциплине на разных этапах семестра. Студенту предлагается для заполнения в течение семестра 'Карта достижений студента', ведение которой помогает студенту самостоятельно анализировать текущие результаты и корректировать свою работу в течение семестра.

Преподавателю предоставляется право поощрять студента за активность (участие в конференциях, конкурсах, олимпиадах, дополнительные задания и т. д.) премиальными баллами в количестве, не превышающем 20 баллов, если форма итоговой аттестации — зачет, и 40 баллов, если форма итоговой аттестации — экзамен.

При оценке работы студентов в семестре учитываются такие показатели как «бонусы» При отработке ранее невыполненного домашнего задания студент зарабатывает +2 балла. Баллы за выполнение домашнего задания начисляются только в течение той учебной недели, когда оно должно было быть представлено преподавателю.

В случае пропуска занятий по болезни, подтвержденной медицинской справкой, студент имеет право добрать баллы, сдав пропущенный материал в письменной форме (письменные домашние задания) и устно во время еженедельных консультаций преподавателя.

Студенты, набравшие максимальное количество баллов по результатам текущего и рубежного контроля могут быть поощрены предоставлением академических льгот при сдаче зачета/экзамена.

Студенты, набравшие свыше 90 баллов по результатам текущего и рубежного контроля (с учетом работ, сверх предусмотренных основной программой освоения курса), могут быть поощрены освобождением от итогового контроля по дисциплине («автомат»). При этом в ведомость и зачетную книжку студента выставляется оценка «отлично», что соответствует «А+» шкалы ECTS. Итоговый рейтинг по дисциплине «Иностранный язык» за 4 семестра рассчитывается по формуле:

Итоговая оценка по дисциплине выставляется в «буквенной» форме в соответствии с 15-уровневой шкалой оценок ECTS, а также в традиционной форме (четырёхуровневая шкала либо «зачтено»). Итоговая оценка в двух формах проставляется в ведомость и зачетную книжку студента.

15-уровневая шкала оценок ECTS

Таблица 6.2

Характеристика работы студента	Диапазон баллов рейтинга	Оценка ECTS	Традиционная (4-уровневая) шкала оценки	
«Отлично» - работа высокого качества, уровень выполнения отвечает всем требованиям, теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному.	90-100	A+ 100-98	отлично	зачтено
		A 97-95		
		A- 94-90		
«Очень хорошо» - работа хорошая, уровень выполнения отвечает большинству требований, теоретическое содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом в основном сформированы, все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному.	80-89	B+ 89-87	хорошо	
		B 86-84		
		B- 83-80		
«Хорошо» - уровень выполнения работы отвечает всем основным требованиям, теоретическое содержание курса освоено полностью, без пробелов, некоторые практические навыки работы с освоенным	70-79	C+ 79-77		

материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые из выполненных заданий, возможно, содержат ошибки.		C 76-74		
		C- 73-70	удовлетворительно	
«Удовлетворительно» - уровень выполнения работы отвечает большинству основных требований, теоретическое содержание курса освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые виды заданий выполнены с ошибками	60-69	D+ 69-67	удовлетворительно	зачтено
		D 66-64		
		D- 63-60		
«Посредственно» - работа слабая, уровень выполнения не отвечает большинству требований, теоретическое содержание курса освоено частично, некоторые практические навыки работы не сформированы, многие предусмотренные программой обучения учебные задания не выполнены, либо качество выполнения некоторых из них оценено числом баллов, близким к минимальному	50-59	E		
«Неудовлетворительно» (с возможностью пересдачи) - теоретическое содержание курса освоено частично, необходимые практические навыки работы не сформированы, большинство предусмотренных программой обучения учебных заданий не выполнено, либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий	25-49	FX	неудовлетворительно	не зачтено
«Неудовлетворительно» (без возможности пересдачи) – теоретическое содержание курса не освоено, необходимые практические навыки работы не сформированы, все выполненные учебные задания содержат грубые ошибки, дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий	0-24	F		

ТЕКУЩИЙ И РУБЕЖНЫЙ КОНТРОЛЬ

Студент обязан выполнить все предусмотренные в рабочей программе виды работ в семестре и набрать количество баллов не ниже минимально допустимого.

За каждый вид работы указывается максимальный балл, из которых складывается максимальный балл за работу в семестре, и минимальный балл. Набирая за работы минимальный балл, студент зарабатывает минимальный балл (минимум) за работу в семестре, который будет допуском к зачету, имея количество баллов ниже минимального, студент не допускается к сдаче зачета.

Если вид работы оценивается в 10 баллов, студент может получить балл как выше минимального, так и ниже минимального, т.е. от 1 до 10 (см. критерии оценивания). Набирая за работы ниже минимального балла, магистрант не наберет того минимума, который позволит ему сдавать зачет.

Балл за текущий и рубежный контроль складывается из балла за аудиторную работу в семестре и балла за самостоятельную работу в семестре.

Аудиторная работа:

Оценивается работа на занятии: участие в ролевых и деловых играх, анализ конкретных проблемных ситуаций, групповые дискуссии, тренинги, мастер-классы.

Максимально за каждое занятие студент может набрать 5 баллов, минимальное количество баллов 3.

Баллы за несостоявшиеся занятия не по вине студента (праздничные дни, университетские мероприятия и т. д.) начисляются в максимальном объеме (т. е. 5 баллов) при условии выполнения студентом домашнего задания.

Баллы за занятия, на которых проводятся итоговые или промежуточные контрольные работы начисляются в максимальном объеме (т. е. 5 баллов), если студент самостоятельно, вдумчиво выполняет контрольную работу. Если имеются попытки списать, подсмотреть и т. д. допускается снижение балла за работу на данном занятии.

В семестр на аудиторную работу отводится максимально 15 баллов, минимально 9 баллов.

Итоговый подсчет баллов за аудиторную работу рассчитывается как сумма баллов за каждое занятие и деленная на количество занятий в данный период. Таким образом, итоговый балл за аудиторную работу в семестре складывается из суммы баллов за данный период, т.е. максимально 15 баллов, минимально 9 баллов.

Применяются следующие критерии оценки студента по данному параметру в конце каждого занятия:

Минимально 3 балла – низкая активность. Студент проявляет инициативу в малой степени. Даваемые ответы недостаточны верны. Домашнее задание выполнено не в полном объеме.

Максимально 5 баллов – высокая активность. Студент проявляет инициативу в значительной степени. Ответы отличаются высокой точностью, демонстрируют владение лексико-грамматическим материалом. Домашнее задание выполнено в полном объеме.

Самостоятельная работа:

Оцениваются виды работ отдельно по каждому модулю, предусмотренному в рабочей программе. По модулям проводятся контрольные мероприятия (контрольные работы, тесты, словарные диктанты, согласно группе).

В семестре, который заканчивается зачетом, максимально за каждый модуль студент набирает 65 баллов (мах. 80 баллов – 15 баллов (максимальный балл за аудиторную работу) = 65 баллов), минимальный балл за каждый модуль 31 (min. 40 баллов – 9 баллов (минимальный балл за аудиторную работу) = 31 балл).

В семестре, который заканчивается экзаменом, максимально за каждый модуль студент набирает 45 баллов (мах. 60 баллов – 15 баллов (максимальный балл за аудиторную работу) = 45 баллов), минимальный балл за каждый модуль 21 (min. 30 баллов – 9 баллов (минимальный балл за аудиторную работу) = 21 балл).

Итоговый балл за самостоятельную работу и рубежный контроль рассчитывается как сумма баллов по каждому модулю и деленная на количество модулей в семестре.

ИТОГОВЫЙ КОНТРОЛЬ

Максимальное количество баллов, которое студент может получить на экзамене, равно 40; максимальное количество баллов, которые можно получить в результате сдачи зачета, равно 20.

Если по результатам работы в семестре студент не набрал минимально допустимого количества баллов $R_{\min} = 30$ или $R_{\min} = 40$ в зависимости от формы итоговой аттестации, ему выставляется итоговая оценка «неудовлетворительно без права последующей пересдачи» - «F». В этом случае студенту предлагается изучить курс повторно на платной основе.

В случае выставления итоговой оценки «неудовлетворительно с правом последующей пересдачи» - «FX», студент не имеет права получить оценку выше «E» («удовлетворительно») в результате такой пересдачи.

Пересдача зачета/экзамена проводится по разрешению деканата (студенту деканат выписывает зачетный лист/экзаменационный лист) в удобное для преподавателя и студента время. Пересдача зачета/экзамена допускается не более двух раз, второй раз с комиссией.

Требования к зачету.

Итоговый контроль по окончании 1-го семестров осуществляется в форме зачета. Зачет включает в себя:

- Монологическое высказывание
- Перевод/пересказ текста
- Текст с заданиями на понимание прочитанного.

Максимальный балл, который студент может получить за каждый вид итогового контроля, составляет от 5 до 10 баллов, в зависимости от вида контроля. Минимальный балл за каждый вид контроля, позволяющий студенту сдать зачет – от 5 баллов.

Таблица 6.3

	Зачет	10	20
1	Монологическое высказывание	3	6
2	Перевод/пересказ текста	3	6
3	Текст с заданиями на понимание прочитанного	4	8
	ИТОГО ЗА ЗАЧЕТ	10	20

Примерные темы для монологического высказывания.

1 курс (1 семестр)

- Never judge a book by its cover
- Celebrity I wish to meet
- Am I a traveler or just a tourist?
- The most mysterious place in the world.
- A good worker has to be...
- Workplace harassments
- The most popular means of communication.
- Being a polyglot – an urgent necessity to survive or just a hobby?
- What makes a good advert?
- Celebrities, promoting and advertising goods and services.

- Business dilemmas.
- Business icons.
- How to make your business successful and profitable.

Требования к экзамену.

Итоговый контроль по окончании 2-го семестра осуществляется в форме экзамена. Экзамен включает в себя:

- Монологическое высказывание
- Диалогическое высказывание
- Пересказ текста
- Текст с заданиями на понимание прочитанного.

Максимальный балл, который студент может получить за каждый вид итогового контроля, составляет от 5 до 10 баллов, в зависимости от вида контроля. Минимальный балл за каждый вид контроля, позволяющий студенту сдать экзамен – от 5 баллов.

Таблица 6.4

	Экзамен	20	40
1	Монологическое высказывание	5	10
2	Диалогическое высказывание	5	10
3	Пересказ текста	5	10
4	Текст с заданиями на понимание прочитанного	5	10
	ИТОГО ЗА ЭКЗАМЕН	20	40

Примерные темы для монологического высказывания.

- What is design?
- Inventors and their inventions
- University life (American/European Universities)
- NSTU
- Engineering wonders of the world
- Science and engineering - hen or egg?
- Don't follow trends, start trends
- Fashion icons
- Out of sight, out of mind?
- Types of mass media
- Crime and punishment
- Reasons for committing crime
- Origins of conflict
- Conflict settling and peace-keeping organizations

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Новосибирский государственный технический университет»
Кафедра иностранных языков гуманитарного факультета

Паспорт зачета

по дисциплине «Иностранный язык», 1 семестр

1. Методика оценки

Зачет проводится в устной форме, по билетам. Билет формируется по следующему правилу: первое задание выбирается из диапазона заданий 1, второе задание из диапазона заданий 2 (список вопросов приведен ниже), третье задание выбирается из диапазона заданий 3.

Форма билета для зачета

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ
УНИВЕРСИТЕТ
Факультет ИСТР

Билет № _____

к зачету по дисциплине «Иностранный язык»

Задание 1. Чтение и пересказ текста. 1500-1800 п. знаков. Время выполнения 20 минут.

Задание 2. Перевод параграфа с иностранного языка на русский язык без подготовки.

Задание 3. Монологическое высказывание по теме. По изученным разделам в семестре.

Утверждаю: зав. кафедрой _____ должность, ФИО
(подпись)

(дата)

Пример билета для зачета

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ	Зачетный билет № 1 По дисциплине <u>«Иностранный язык»</u> <u>1 курс 1 семестр</u> Специальность «Конфликтология» ФГО <u>Кафедра иностранных языков ГФ</u>
<ol style="list-style-type: none">1. Read the text and speak on its main ideas.2. Translate the extract from the text.3. Speak on the suggested topic. <p>Составил: _____ Дата _____</p> <p>Утверждаю: зав. кафедрой _____ Мелёхина Е. А.</p>	

2. Критерии оценки

Критерии оценки задания 1

- Задание 1 считается выполненным на **пороговом** уровне, если студент понял основную мысль текста и смог выразить ее, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание. Оценка составляет 4-5 баллов.
- Задание считается выполненным на **базовом** уровне, если студент понял основную мысль текста и выразил ее, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание. Оценка составляет 5,5-6 баллов.
- Задание считается выполненным на **продвинутом** уровне, если студент понял и изложил содержание текста, используя активную лексику, не допустив при этом лексических, грамматических и фонетических ошибок. Оценка составляет 6,5-8 баллов.

Критерии оценки задания 2

- Задание считается выполненным на **пороговом** уровне, если студент выполнил задание на 50% (т.е. дал перевод 3 выражений из 6 без ошибок, либо 4-5 выражений с ошибками). Оценка составляет 3-4 баллов.
- Задание считается выполненным на **базовом** уровне, если студент выполнил задание на 75% (т.е. дал перевод 4 выражений без ошибок, либо 5-6 выражений с незначительными ошибками). Оценка составляет 4,5-5 баллов.
- Задание считается выполненным на **продвинутом** уровне, если студент дал перевод всех слов и выражений, не допустив при этом лексических, грамматических или фонетических ошибок. Оценка составляет 5,5-6 баллов.

Критерии оценки задания 3

- Задание 2 считается выполненным на **пороговом** уровне, если студент раскрыл тему, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание, оценка составляет 3-4 баллов.
- Задание считается выполненным на **базовом** уровне, если студент, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание, оценка составляет 4,5-5 баллов.
- Задание считается выполненным на **продвинутом** уровне, если студент понял и изложил содержание текста, используя активную лексику, не допустив при этом лексических, грамматических и фонетических ошибок, оценка составляет 5,5-6 баллов.

3. Шкала оценки

Зачет считается сданным, если сумма баллов по всем заданиям билета оставляет не менее 10 баллов (из 20 возможных).

	пороговый уровень	базовый уровень	продвинутый уровень
Задание 1	4-5	5,5-6	6,5-8
Задание 2	3-4	4,5-5	5,5-6
Задание 3	3-4	4.5-5	5,5-6
Общее кол-во баллов за зачет	10-13,5	14-17	17,5-20

В общей оценке по дисциплине баллы за зачет учитываются в соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины.

4. Вопросы к зачету по дисциплине «Иностранный язык»

Задание 1

Text 1

TOURISTS WARNED ABOUT EGYPT

The Foreign Ministry on Friday recommended that Russian tourists in Egypt do not visit areas where demonstrations are being held.

“Russia is hoping that the time of turbulence in this country is coming to an end. Naturally, we maintain the recommendation for our tourists to refrain from visiting places where most

demonstrations are held , and preferably not to appear there at all,” said Foreign Ministry spokesman Alexander Lukashevich at a briefing in Moscow on Friday, Interfax reported.

On Thursday, Russian officials recommended that Russian nationals stay away from places where demonstrations take place and follow the Foreign Ministry’s recommendations, adding that Russian authorities cannot guarantee people’s safety there.

Federal Tourism Agency of Russia (Rosturizm), in turn, issued travel advice for those who decided to go to Egypt. They are encouraged to avoid places of mass gathering of protesters always carry identity documents and contact numbers of the Russian Embassy in Egypt.

Travel agents should warn people

Rosturizm reminded tour operators and travel agents of the need to fully and accurately inform tourists of the dangers that can occur when travelling to Egypt. They should also provide information about the situation in Cairo and other major cities, as well as resorts, and the location and contact numbers of Russian representatives.

Meanwhile, travel companies say that Russians started buying up New Year’s tours this week. Most tourists buy holidays in Sharm el-Sheikh, which is far from Cairo, Anna Podgornaya, CEO of a major tourist company, told Interfax.

Riots in Tahrir Square in Cairo, calling for the military junta to step down, left 40 people dead in the past week.

Answer the following questions to the text:

1. What did the officials recommend to Russian people?
2. What kind of information should travel agents provide?

Text 2

LONDON’S TEENS

"Goth" is short for gothic but most teen Goths say the way they dress and the music they listen to is why they are Goths; it has nothing at all to do with religion. People associate Goths with Marilyn Manson and anti-religion but for most, the attraction is the music. "Quite a lot of people watch Buffy and really like it. They think it's cool to dress in black, they can't stand all the clones in the charts and they want something different. They feel isolated that they are not into what the other kids are," explains Fabienne, 16. "I like it because Goths are such nice people. Usually they are into art and books. They are sincere, kind and often a bit shy." Of all the teen "tribes" Goths seem to be the ones people find the weirdest because of their hair which they have dyed black and their pale make-up.

The most common place to see Ragga Girl is South London. Their attitude to clothing is sexy and classy. It should be tight. Scruffy is not acceptable. Even more important than clothing is accessories — rings, chains and bracelets are essential, not just for the girls but the boys too. Raggas like to look their best and demand that anyone they go out with looks as good as they do but without showing off. "I can't stand boys who walk around with their motorbike helmet or car keys to impress people."

Camden cool kids are into a variety of things. They have their hair dyed different colours — crimson is a popular one at the moment. They want to save the environment and often hang out in London's second-hand clothing shops, hunting for a bargain. They tend to mix quite expensive clothes with cheap ones. They look scruffy but in a very clean way! Their T-shirts often show their heroes who consist of people from cult TV programmes from the 1970s or

people who have fought for human rights. The attraction of Camden is the market with its clothing stalls, selection of T-shirts with sparkling designs, ethnic accessories.

Answer the questions:

- 1) Why do teenagers wear weird clothing?
- 2) What is essential in clothing for Raggas?
- 3) In what way do Camden cool kids differ from Raggas?

Text 3

JACQUES COUSTEAU: A REMARKABLE MAN

J.Cousteau was an ecologist, conservationist, explorer, filmmaker and inventor. He was a man, who spent practically his whole life underwater investigating the hidden depths of the ocean and who did more to educate the world about the mysteries of the deep than any other person before or since.

He was born in June, 1910 in a small town in France. He was a sickly child and spent much of his time in bed, reading and dreaming about a life at sea. In 1920, Jacques' family moved to America and he was encouraged to start swimming to build up his strength. This was the start of his fascination with water and the more he learned through his own experiences, the more passionate he became about "looking through nature's keyhole". However, his career in underwater exploration came about by accident. After joining the French Navy and travelling around the world, he was involved in a serious car accident that left him badly injured with two broken arms.

He started swimming in the Mediterranean Sea to strengthen his weak arms as part of his recovery process and rediscovered his love of the ocean. He developed a pair of underwater breathing equipment to allow him to stay underwater for longer periods. His experiments led to the development of the Aqua-Lung which was a commercial success.

During World War II, he worked for the French Resistance and experimented with underwater photography. He helped to dispose of German mines and was awarded the Croix de Guerre and the Legion D'Honneur medals for his bravery. In 1942, he made his first underwater film *Sixty Feet Down*. It was eighteen minutes long and was entered in the Cannes Film Festival.

After the war, he bought a ship which he named the *Calypso* and continued to make films. He wrote a book called *The Silent World* which became a best seller and was the subject of his next film. It received the Palme d'Or at Cannes and won an Academy Award. J.Cousteau promoted the conservation of the oceans and highlighted the problems of over fishing, pollution and the destruction of the coral reefs. He established the Cousteau Society in 1974 to protect ocean life and discovered new species, raised sunken ships and even led an expedition to Antarctica. Jacques Cousteau will be remembered as one of the great men of the twentieth century.

Text 4

PALMISTRY

Palmistry is the practice of foretelling the future by examining the lines and marks of the human hand. Palmistry probably began in ancient India. It was once considered a science. Today, most people regard palmistry as a false science. But people in many parts of the world practise palmistry. In palmistry, the fleshy parts of the palm at the base of the thumb and fingers and on the side of the hand are called mounts. The mounts are named for Apollo, the god of the sun in Greek and Roman mythology; the moon; and the planets Venus, Jupiter, Saturn, Mercury, and Mars.

A well-developed, fleshy mount supposedly means that a person has the characteristics associated with that mount. For example, the mount of Apollo indicates art and riches. Jupiter signifies ambition and pride, and Venus represents love and music. The wrinkles on the palm are called lines. Like the mounts, each line has a name and a meaning. For example, a long line of life supposedly foretells a long life.

A long, clear line of the heart indicates an affectionate disposition. A strongly marked line of the head signifies intelligence and imagination. Most palmists also use various physical clues in making predictions. Nervousness or small muscular reactions to statements made by the palmist may reveal a person's feelings.

The condition of the hands and nails also indicates some characteristics. Such signs may help the palmist make surprisingly accurate predictions. Some palmists use the form of the hand to describe an individual's personality as part of the process of predicting the future.

Text 5

OPTIMISTS AND PESSIMISTS

The study of personality has changed in recent times and more focus is now placed on the different ways that people understand their environments. One example of this type of approach is the study of optimism and pessimism. So what is the definition of optimism and pessimism?

Optimists tend to see all the events in their lives in a positive light. Everything seems positive to optimists. Even negative events may still be viewed as having the potential to be positive. Pessimists on the other hand generally focus on the negative potential of everything.

For example, pessimists who receive a poor grade in an exam will probably see this as a problem with their ability. In other words, they will see a poor grade as their own fault. Alternatively, pessimists may blame an external reason that is not within their control, e.g. a poor exam question or a strict examiner. The result is that pessimists will have lower expectations for the future and this can even lead to depression. In contrast, optimists will most likely view a poor exam result as useful feedback. They will take it as a warning that they need to change their study habits or exam preparation techniques.

Optimists often then make the decision to change that aspect of their study patterns and would fully expect to do better in the next exam. In general, and not surprisingly, optimists do better in life. Taking students as an example, optimists generally believe that factors such as making an effort and improving study habits will lead to better results.

Of course such beliefs lead to greater achievement. In one academic study, low-achieving students did much better when researchers helped them to overcome their negative feelings. However, optimists should be careful. Overoptimistic people can sometimes ignore potential problems. Indeed, a person who is always positive in every situation, including times of crisis, is unlikely to be considered normal.

Based on the information in the article, are the following statements 'true', 'false' or 'don't know'?

- 1 Being an optimist always results in better outcomes.
- 2 Optimists are likely to blame bad results on other people.
- 3 Optimists can sometimes view bad events as having potentially positive outcomes.
- 4 Pessimists will always view a poor exam result as their own fault.
- 5 Low-achieving students are always pessimistic.

Text 6

REFLECTIONS ON MODERN LIFE: TRAVEL BLOGS

For people in the UK, taking a gap year to travel around the world is no longer a rare and

unusual thing to do. Many students take a year out to go travelling after leaving school and before starting university. Increasingly, older people are also choosing to take a year away from their work or careers in order to spend time travelling to discover new cultures, become more independent and broaden their horizons.

One major difference between modern-day travellers and those in the past is the rise of technology and the increasing use of online websites or 'travel blogs' to chart a traveller's progress around the world. Blogs (a short form of 'web logs') are online diaries that open up the travelling experience to the world. Using both text and pictures, travellers can communicate their adventures to anyone with access to the web simply by stopping off once in a while in an internet café. Such adventurers are no longer solitary people who disappear from society for a year to appear 12 months later as changed and wiser people.

Those who believe that blogging is an essential part of modern life claim that there are a number of advantages to using travel blogs. One suggested advantage is that you only need to write once for all your family and friends to be informed of where you are and what you are doing. It is also free. There is a whole range of sites available for you that do not require any payment and give you a generous amount of storage space for uploading photos. Finally, it is supposed to be a secure way to store your information.

However, there is a growing feeling that the advent of such online recording of travelling is actually detracting from the overall experience. There is a strong argument that travelling is essentially a solitary experience. The whole point of a gap year is to distance yourself from your normal life. The aim is to discover new and fascinating things not only about the world but also about yourself. Furthermore, although your friends and relatives can access the information free, it can become an onerous task for them to follow an almost daily, generic diary and access hundreds of photos while being simultaneously bombarded with Internet advertising. Finally, although generally secure, using an online storage system is not free from risk. If the website you use ceases to exist or is taken over by another company, you could potentially lose a significant amount of time and effort.

So, are online travel blogs killing the benefits of travelling? Are they destroying the mystery and the pleasure of escaping for a year to play out the fantasy of adventure? Is it not more exciting to return home full of stories to tell around a fire on a cold, frosty night?

What is the writer's opinion? Underline the language in the text that helped you choose your answer.

1. The writer is neutral. He presents both sides of the argument and does not suggest an opinion.
2. The writer probably believes that travel blogs are a good thing.
3. The writer probably believes that travel blogs are not necessarily a good thing.

Text 7

EXPERIENCE WILD FOODS AND HERBAL MEDICINES OF ECUADOR YOURSELF IN AN UPCOMING ECO-TOUR ADVENTURE

Imagine walking through the rainforests of Ecuador, surrounded by medicinal plants and wild foods. Harmonies of birds and locusts blanket the forest from lush treetops. Your group pauses for a moment to take it all in ... that's when you discover you're standing right next to a sacred Sangre de Drago tree, rich with natural medicine, standing five stories tall with a gorgeous canopy of leaves shaped like hearts. Your group guide makes a small incision on the tree bark and the medicine begins to flow: It's an anticancer tree sap, made of 90 % proanthocyanidins. It's been used by the Shuar Indians as living medicine for centuries and now you're getting to taste it fresh, raw and wild, right off the tree...

This scene isn't fiction. I experienced it myself a few weeks ago as part of an eco-tourism mission I've taken on to help promote ecological tourism throughout Ecuador. As you'll soon see, you can experience this too because it's all part of a January eco-tour being offered by an

Ecuadorian-owned company based in Vilcabamba.

I was invited as a guest to go on a preview of this tour, and what I experienced was truly breathtaking: Hikes through the national forest, the identification and sampling of wild herbs, and the tasting of all varieties of exotic wild foods that I never even knew existed. This tour, called the 'Amazon Wild Foods and Medicinal Plants Adventure,' promises five days of adventure in Ecuador that you'll remember for a lifetime. The tour is focused on Zamora, a magical town in Southern Ecuador that's host to a magnificent assortment of wild foods and medicines. What's really amazing about this particular tour is that you'll have the opportunity to identify, harvest and experience numerous wild foods and herbal medicines straight from the Ecuadorian rainforest.

You'll also get the opportunity to visit a local herbalist who makes his own powerful medicinal tinctures using local wildcrafted herbs in the way they have been traditionally used for generations by the indigenous Shuar culture of Southern Ecuador. The January tour being offered in Zamora will also be repeated later in June. I'm told, so if you can't make the January timeframe, contact them anyway to inquire about adventures later in summer. And, yes, the company organizing this tour books your local airfare and hotels, too. They also arrange for your ground transportation and two meals a day. Most of the planning is already done for you. Enjoy Ecuador!

1. What is not common for the rainforests of Ecuador?

A giant trees C sacred tombstones B leafy branches D diverse environments

2. What is like a huge garden in the sky in the rainforests?

A the forest floor C the canopy B the understory D the plant bank

3. The sacred Sangre de Dragotree

A looks like a block of flats B is a five-storeyed house C resembles a heart D has a top in the form of a heart

4. In the rainforests of Ecuador you'll have an opportunity to taste a

A tree branch C tree leaf B tree bark D tree syrup

5. The tour to Ecuador doesn't offer

A a course of treatment B hikes through the rainforest C collecting medical herbs D tasting of exotic wild foods

6. In the tour to Zamora the guests won't have a chance

A to identify herbs B to take part in a rite of healing the sick C to learn about some of the herbal medicines D to taste different foods from the forest

Text 8

BERMUDA ADVENTURES

Bermuda has glorious pink sand beaches, British panache and more golf courses per square mile than anywhere else in the world. Here are some of our favourite Bermuda adventures. Stroll the beaches: Bermuda's sands— long, pink hued, and sugar soft— are spectacular. Top spots are the south shore's Warwick Long Bay and Horseshoe Bay. A day at Horseshoe Bay comes with all the amenities, including a snack shop, umbrella rentals, lifeguards, and lockers.

As a result, more tourists tan here, but the shore is never blanket-toblanket bodies. Elbow Beach, fronted by Elbow Beach Hotel, is another spectacular wide stretch, of sand edged by turquoise seas. Dive and Snorkel: Bermuda's more than 350 shipwrecks and the water's visibility from 70 to 100 feet dazzle both scuba enthusiasts and snorkelers. Some plunges to dive for include L'Hermanie, a French frigate sunk in 1838 that has canons and a host of sea critters and the Marie Celeste, a paddle wheeler downed in 1964, that features coral twisted around the 15-foot paddle wheel.

We're avid snorkelers. Floating along reefs, pointing out purple fan, yellow brain coral, teal parrot fish, blue tang and scores of spotted and striped beauties is a way we share our love of the ocean. And, I have to admit — because snorkelling is easy — it's the only sport in which I can keep up with my athletic children. The reefs start close-in at Church Bay, making access possible from the shore, but be careful of the sometimes rough water. Tobacco Bay and Horseshoe Bay

are also good snorkel spots. Avoid Royal Naval Dockyard's Snorkel Park. On cruise ship days passengers pack the place so you're as likely to get a fin in your face as see a fish.

Discover More Underwater Wonders: At Royal Naval Dockyard's Dolphin Quest, you can get closeto bottlenose dolphins. The encounter delivered some of our best island memories. We stood waist deep in water to pet the friendly beauties, listen to their clicks, command them to jump and to dive and receive a rubbery nose kiss. For young kids and those who don't want to get wet but do want to see underwater wonders, visit the Bermuda Aquarium, Museum and Zoo and the Bermuda Underwater Institute. At the aquarium, the 145,000 gallon North Rock coral reef tank holds hundreds of brightly hued fish. Watching the Bermuda Underwater Institute's simulated 'dive,' a video with sound effects, you see submerging whales, schools of toothy sharks, and clusters of floating jelly fish.

Задание 2

Translate the extract from the text.

1. Rosturizm reminded tour operators and travel agents of the need to fully and accurately inform tourists of the dangers that can occur when travelling to Egypt. They should also provide information about the situation in Cairo and other major cities, as well as resorts, and the location and contact numbers of Russian representatives. Meanwhile, travel companies say that Russians started buying up New Year's tours this week. Most tourists buy holidays in Sharm el-Sheikh, which is far from Cairo, Anna Podgornaya, CEO of a major tourist company, told Interfax.

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3. He was a sickly child and spent much of his time in bed, reading and dreaming about a life at sea. In 1120, Jacques' family moved to America and he was encouraged to start swimming to built up his strength. This was the start of his fascination with water and the more he learned through his own experiences, the more passionate he became about "looking through nature's keyhole". However, his career in underwater exploration came about by accident. After joining the French Navy and travelling around the world, he was involved in a serious car accident that left him badly injured with two broken arms.

4. A well-developed, fleshy mount supposedly means that a person has the characteristics associated with that mount. For example, the mount of Apollo indicates art and riches. Jupiter signifies ambition and pride, and Venus represents love and music. The wrinkles on the palm are called lines. Like the mounts, each line has a name and a meaning. For example, a long line of life supposedly foretells a long life. A long, clear line of the heart indicates an affectionate disposition. A strongly marked line of the head signifies intelligence and imagination. Most palmists also use various physical clues in making predictions.

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Задание 3

Speak on the topic:

- 1) Never judge a book by its cover
- 2) Celebrity I wish to meet
- 3) Am I a traveler or just a tourist?
- 4) The most mysterious place in the world.
- 5) A good worker has to be...
- 6) Workplace harassments

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Новосибирский государственный технический университет»

Кафедра иностранных языков гуманитарного факультета

Комплект заданий для контрольной работы
по дисциплине *Иностранный язык*
для студентов направления **37.03.02 Конфликтология**
1 курс 1 семестр

Тема: Personality. Traveling. Work (Личность. Путешествия. Работа)

Вариант 1

Задание 1 Переведите предложения на английский язык

Задание 2 Выберите правильную форму глагола

Задание 3 Определите типы домов и запишите их по-английски

Задание 4 Дайте английские эквиваленты следующих слов и выражений

Задание 5 Заполните пропуски подходящими по смыслу предложениями

Вариант 2

Задание 1 Переведите предложения на английский язык

Задание 2 Выберите правильную форму глагола

Задание 3 Определите типы домов и запишите их по-английски

Задание 4 Дайте английские эквиваленты следующих слов и выражений

Задание 5 Заполните пропуски подходящими по смыслу предложениями

Критерии оценки

Каждое задание оценивается в соответствии со следующей таблицей.

	пороговый уровень	базовый уровень	продвинутый уровень
задание 1	5-6 баллов	7-8 баллов	9-10 баллов
задание 2	10-14 баллов	15-17 баллов	18-20 баллов
задание 3	2,5-3 балла	3,5-4 балла	4,5-5 баллов
задание 4	5-6 баллов	7-8 баллов	9-10 баллов
задание 5	5-6 баллов	7-8 баллов	9-10 баллов
Общее кол-во баллов за работу	27-36 баллов	37-46 баллов	47-55 баллов

- Контрольная работа считается выполненной на **пороговом** уровне, если студент набрал 27-36 баллов из 55 возможных. Оценка составляет 10-13 баллов.
- Контрольная работа считается выполненной на **базовом** уровне, если студент набрал 37-46 баллов из 100 возможных. Оценка составляет 14-17 баллов.
- Контрольная работа считается выполненной на **продвинутом** уровне, если студент выполнил задание без ошибок, или с незначительными ошибками, набрав 47-55 баллов из 100 возможных. Оценка составляет 18-20 баллов.

Составитель _____ И.О. Онал
(подпись)

«_20_»__июня__2015 г.

**Промежуточный контролирующий материал №1 по дисциплине
«Иностранный язык» для студентов 1-го курса (1 семестр)
направление 37.03.02 Конфликтология**

ВАРИАНТ 1

I. Translate these sentences into English.

1. Туристы и отдыхающие обычно берут с собой фотоаппарат, чтобы делать фотографии достопримечательностей города, виды гор, долин, водопадов и т.д.
2. Путешественники выбирают тот или иной способ путешествия в зависимости от их преимуществ или недостатков, места назначения и своих планов.
3. Люди часто говорят, что путешествия расширяют кругозор.
4. Если вы хотите познавать новые места и культуры и не испытывать при этом никаких неудобств, свойственных путешествиям, вам следует стать «кино-путешественником».
5. Те, кто собираются путешествовать по делу или для удовольствия, имеют в своем распоряжении различные виды транспорта.

II. Choose the right form of the verb

1. We _____ the plan for the second term at the meeting yesterday.
a) had discussed b) have discussed c) discussed
2. The students _____ the results of the examinations by 3 o'clock tomorrow.
a) Knew b) will have known c) had known
3. We always _____ a dictionary when we _____ texts.
a) consulted _____ translated b) consults _____ translates c) consult _____ translate
4. What time _____ you _____ work every day?
a) do _____ start b) does _____ start c) are _____ starting
5. I often try to read the newspapers in English but I _____ very much.
a) am not understanding b) don't understand c) haven't understood
6. _____ you _____ what I said?
a) Are _____ understanding b) Did _____ understand c) Do _____ understood
7. He _____ to see me tomorrow.
a) will come b) comes c) come
8. I _____ my favourite blue sweater now.
a) Wear b) am wearing c) is wearing
9. Don't shout, he _____
a) is sleeping b) sleep c) sleeps
10. What he _____ yesterday evening from 7 till 10 pm?
a) was _____ doing b) were _____ doing c) did _____ do
11. _____ you ever _____ this book before?
a) Have _____ read b) Did _____ read c) Do _____ read
12. You _____ already _____ too many classes.
a) have _____ missed b) has _____ missed c) are _____ missed
13. He _____ mathematics and physics for the last year.
a) studies b) has been studying c) is studied
14. I _____ for half an hour when the bus finally came.
a) have been waiting b) had been waiting c) is waiting
15. We _____ in this street for fifteen years.
a) live b) are living c) have lived
16. When I was a child, we always _____ to the mountains in the summer.
a) went b) were going c) have gone

17. We are old friends. We _____ each other for a long time.
a) know b) knew c) have known
18. The tourists _____ since last Sunday.
a) had been travelling b) have been travelling c) have travelled
19. When I opened the fridge there _____ any oranges felt.
a) were not b) was not c) did not
20. I will join you, when I _____ my work.
a) will finish b) finish c) finishes

III. Define types of houses by their definitions and write them in English.

1. This type of house is built as one of a pair of houses which share a central wall.
2. Dwellings of this type usually rise up eighteen or twenty storeys high along the sky-line.
3. This is a beautiful old country house with large gardens.
4. Dwellings of this type are attached to one another on both sides in a long row.
5. This type of accommodation is suitable mostly for single men and women.

IV Give English equivalents for the following words.

- | | |
|------------------|-------------------------------|
| 1. разумный | 2. Поехать в командировку |
| 3. осторожный | 4. Уважать обычаи иностранцев |
| 5. самоуверенный | 6. Сделать прививку |
| 7. надежный | 8. Исследовать подводный мир |
| 9. властный | 10. Расширить горизонты |

V. Complete the gaps with the following prepositions: *for, to, in, of, on*.

Your knowledge____1 software applications will be important for you to be successful____ 2 this role. Furthermore, you are responsible____ 3 ensuring that your administrative team achieve the same level of skills that you possess yourself. It is particularly important that all staff develop their knowledge____ 4 our database and the way it works. We expect you to excel____ 5 this area and to demonstrate that you can enhance the prospects____ 6 our employees by passing these skills on to them. You will answer____ 7 the Director of Administration (DoA). Although you will report directly____ 8 the DoA, you may also be asked from time to time to do presentations to the Executive Board who will depend____ 9 you to give a clear and perceptive snapshot of the dynamics____ 10 your team.

Totalscore: 55

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ВАРИАНТ 2

I. Translate these sentences into English.

1. Жак Кусто – французский ученый-эколог и изобретатель – известен своими подводными приключениями.
2. Наконец мы достигли цели нашего путешествия и посвятили много времени осмотру главных достопримечательностей.

3. Люди путешествуют, чтобы увидеть новые живописные места, познакомиться с новыми людьми, попробовать национальную еду или просто ради смены обстановки.
4. Сельские жители предпочитают проводить время в больших городах – посещать музеи и обедать в экзотических ресторанах.
5. Городские жители обычно проводят отпуск у моря, нежась на солнце, или поднимаются в горы, чтобы насладиться прекрасными видами.

II. Choose the right form of the verb

1. ____ your name Joe?
a) does b) is c) are
2. ____ any women in the room?
a) was there b) are there c) is there
3. Benny ____ four sisters.
a) have got b) have c) has got
4. Tomorrow morning Helen ____ at 7 o'clock.
a) wakes up b) wake up c) will wake up
5. What colour ____ your new car?
a) does b) has c) is
6. Yesterday we ____ to the concert.
a) go b) went c) gone
7. Five hundred years ago, they ____ tea.
a) drink no b) drank not c) did not drink
8. I ____ tennis when I was you're age.
a) play b) played c) plays
9. Annie ____ a new, red sweater a few days ago.
a) bought b) buy c) has bought
10. She ____ for her exam since June.
a) is preparing b) has prepared c) prepares
11. He ____ his first world title fight when he was 25.
a) won b) has won c) wins
12. Betty ____ her sister since last year.
a) did not see b) has not seen c) saw
13. They ____ football every day on holidays.
a) hasn't played b) didn't play c) doesn't play
14. ____ you ever ____ abroad?
a) have ____ been b) were ____ been c) are ____ being
15. If you ____ slower, I ____ what you say.
a) will speak ... will understand b) will speak ... understand c) speak ... will understand
16. Look! The dog ____ your ice-cream.
a) is eating b) eats c) eat
17. Have you seen «Swan Lake» before?
I ____ it three years ago.
a) have seen b) saw c) see
18. It ____ Sunday yesterday and the students ____ to university.
a) were; didn't go b) was; didn't go c) is; hasn't gone
19. By the end of this year she ____ at the University for 20 years.
a) will have been teaching b) is teaching c) will teach
20. How long ____ she ____ for you when you came?
a) have ____ waiting b) has ____ waiting c) had ____ waiting

III. Define types of houses by their definitions and write them in English.

1. This type of house is built as one of a pair of houses which share a central wall.

2. Dwellings of this type usually rise up eighteen or twenty storeys high along the sky-line.
3. This is a beautiful old country house with large gardens.
4. Dwellings of this type are attached to one another on both sides in a long row.
5. This type of accommodation is suitable mostly for single men and women.

IV. Give English equivalents for the following Russian words and expressions:

- | | |
|------------------|-------------------------------|
| 1. разумный | 6. Поехать в командировку |
| 2. осторожный | 7. Уважать обычаи иностранцев |
| 3. самоуверенный | 8. Сделать прививку |
| 4. надежный | 9. Исследовать подводный мир |
| 5. властный | 10. Расширить горизонты |

VI. Complete the gaps with the following prepositions: *for, to, in, of, on*.

Your knowledge____**1** software applications will be important for you to be successful____ **2** this role. Furthermore, you are responsible____ **3** ensuring that your administrative team achieve the same level of skills that you possess yourself. It is particularly important that all staff develop their knowledge____ **4** our database and the way it works. We expect you to excel____ **5** this area and to demonstrate that you can enhance the prospects____ **6** our employees by passing these skills on to them. You will answer____ **7** the Director of Administration (DoA). Although you will report directly____ **8** the DoA, you may also be asked from time to time to do presentations to the Executive Board who will depend____ **9** you to give a clear and perceptive snapshot of the dynamics____ **10** your team.

Totalscore: 55

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Новосибирский государственный технический университет»
Кафедра иностранных языков гуманитарного факультета

Паспорт экзамена

по дисциплине «Иностранный язык», 2 семестр

1. Методика оценки

Экзамен проводится в устной форме по билетам. Билет формируется по следующему правилу: первое задание выбирается из диапазона заданий №1, второе задание из диапазона заданий №2, третье задание – из диапазона заданий №3 (список вопросов приведен ниже).

Форма билета для экзамена

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
Факультет ИСТР

Билет № _____
к экзамену по дисциплине «Иностранный язык»

Задание 1. Чтение и пересказ текста. 1500-1800 п. знаков. Время выполнения 20 минут.

Задание 2. Перевод параграфа с иностранного языка на русский язык без подготовки.

Задание 3. Монологическое высказывание по теме. По изученным разделам в семестре.

Утверждаю: зав. кафедрой _____ должность, ФИО
(подпись)

(дата)

Пример билета для экзамена

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ	Экзаменационный билет № 1 По дисциплине <u>«Иностранный язык»</u> <u>1 курс 2 семестр</u> Специальность «Конфликтология» ФГО <u>Кафедра иностранных языков ГФ</u>
<ol style="list-style-type: none">1. Read the text and speak on its main ideas.2. Translate the extract from the text.3. Speak on the suggested topic. <p>Составил: _____ Дата _____</p> <p>Утверждаю: зав. кафедрой _____ Мелёхина Е. А.</p>	

2. Критерии оценки

Критерии оценки задания 1

- Задание 1 считается выполненным на **пороговом** уровне, если студент понял основную мысль текста и смог выразить ее, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание. Оценка составляет 8-10 баллов.
- Задание считается выполненным на **базовом** уровне, если студент понял основную мысль текста и выразил ее, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание. Оценка составляет 11-12 баллов.
- Задание считается выполненным на **продвинутом** уровне, если студент понял и изложил содержание текста, используя активную лексику, не допустив при этом лексических, грамматических и фонетических ошибок. Оценка составляет 13-16 баллов.

Критерии оценки задания 2

- Задание считается выполненным на **пороговом** уровне, если студент выполнил задание на 50% (т.е. дал перевод 3 выражений из 6 без ошибок, либо 4-5 выражений с ошибками). Оценка составляет 6-8 баллов.
- Задание считается выполненным на **базовом** уровне, если студент выполнил задание на 75% (т.е. дал перевод 4 выражений без ошибок, либо 5-6 выражений с незначительными ошибками). Оценка составляет 9-10 баллов.

- Задание считается выполненным на **продвинутом** уровне, если студент дал перевод всех слов и выражений, не допустив при этом лексических, грамматических или фонетических ошибок. Оценка составляет 11-12 баллов.

Критерии оценки задания 3

- Задание 2 считается выполненным на **пороговом** уровне, если студент раскрыл тему, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание, оценка составляет 6-8 баллов.
- Задание считается выполненным на **базовом** уровне, если студент, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание, оценка составляет 9-10 баллов.
- Задание считается выполненным на **продвинутом** уровне, если студент понял и изложил содержание текста, используя активную лексику, не допустив при этом лексических, грамматических и фонетических ошибок, оценка составляет 11-12 баллов.

3. Шкала оценки

Зачет считается сданным, если средняя сумма баллов по всем заданиям составляет не менее 20 баллов (по 40-балльной шкале), при этом сумма баллов, полученных на зачете и баллов, полученных за работу в семестре, должна составлять не менее 50 баллов (по 100-балльной шкале).

	пороговый уровень	базовый уровень	продвинутый уровень
Задание 1	8-10	11-12	13-16
Задание 2	6-8	9-10	11-12
Задание 3	6-8	9-10	11-12
Общее кол-во баллов за зачет	20-27	28-32	33-40

Коэффициент, с которым учитывается полученная сумма баллов в общей оценке по дисциплине, определяется Правилами аттестации.

В общей оценке по дисциплине баллы за зачет учитываются в соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины.

4. Вопросы к зачету по дисциплине «Иностранный язык»

Задание 1

Text 1

ENROLMENT IN SIGN LANGUAGE CLASSES GROW

Some people believe that if more money and resources aren't given to traditional foreign language classrooms in the USA, languages such as French or German might die out. However, this does not mean that all language learning is in danger. More and more people are learning to speak with their hands.

One professor at an American university reports: 'If we offer American Sign Language (ASL), we'll have enough students for three courses. We cannot keep up with all the students who want to take the courses.'

One of the students also says, 'I just thought Sign Language was a beautiful language. I picked it up easily.'

Another student who has slowly lost her hearing since birth was also surprised by the course. 'Unless colleges offer these kinds of courses, deaf people will never really be part of society. The course also let me meet other people in the deaf community. It opened up a new world to me!'

However, some people have criticized the US schools offering American Sign Language. One reason is because some colleges won't accept it as a language if you can't speak it. Douglas Baynton, an ASL professor at University of Iowa, says: 'The idea that you can have a language on your hands is just very foreign.' ASL also uses space, gesture and body language.

But critics reply that ASL is not equal to languages like Chinese. Dr Lin, a professor of Chinese, comments that: 'If ASL is equal to traditional languages, it will have the same number of words and emotional range. In my opinion, it doesn't!'

But many ASL users say this is untrue. As one deaf student said: 'If you understand and use sign language, you'll understand the world the same as in any other language.'

Text 2

TAKING NOTES WHILE LISTENING

This is an extract from a lecture at a UK university. The lecturer is talking to a group of new students from all over the world. She is giving them advice about how to take effective notes while listening to lectures and talks.

'In the last session before lunch, we talked about a number of useful tips to help you take notes in lectures and talks. We talked about listening for language such as 'firstly' and 'now let's move on to'. These signposts are also sometimes referred to as 'structuring language'. We also talked about using abbreviations and focusing on verbs and nouns, in other words, the words that carry the main content of the talk. Finally, we also looked at a number of ways of structuring your notes (the numerical system; flow charts; spidergrams; tables and diagrams) and how to decide on the best one to use.

However, even if you follow all this advice to the letter, you may still experience problems. Often, when non-native speakers are trained to take notes in lectures and talks, the trainers forget to deal with one very important aspect of note-taking. So it is this that I want to mention now.

Taking notes when reading is much easier even though you still have the same issues of

which type of notes to do and linguistic problems such as understanding vocabulary. Written text never changes. You can read it again, you can go at your own speed, you can stop and look up words in the dictionary or ask for help. Speech, on the other hand, is ephemeral. Unless it is recorded or written down, there is no permanent record of it. For most of us it exists for a short time in your memory and then it is gone. You could record talks or lectures, but going over them again afterwards is boring and there may not be enough hours in the week to do it.

Therefore, to take good notes in lectures and talks you need to be fully prepared before the lecture takes place and I'm going to suggest a number of ways in which you can do this. The main point is to have as much knowledge about the topic as you can before the talk starts. There are a number of things you can do to help with this. For example, you can contact the speaker in advance and ask for handouts, important reading references and even lecture notes. If you explain the reasons, the lecturer will usually be more than happy to help you. You can get together with other audience members before the talk to predict the content of the lecture and discuss the language that will be used. You can read the main references and check the meaning of new vocabulary. Reading around the topic before the lecture will not only help you to take notes but also encourage a deeper understanding of the lecture or talk....'

Which of these statements best summarises the point the lecturer is making?

1. Taking notes in lectures and talks is much more difficult than taking notes while reading.
2. The main strategies to help you take notes in lectures and talks are to choose patterns of notes, to use abbreviations, to focus on verbs and nouns and to identify linguistic signposts.
3. As well as developing good note-taking skills such as using abbreviations and identifying certain language, it is crucial to be extremely well prepared before the talk or lecture takes place.

Text 3

NEW BOND FIIM IS A "GIANT ADVERT"

The release of another James Bond film is always good business for firms outside the film industry as well as in. After over 40 years of Bond films, winning a place for products within a scene has become big business. So much so, that the latest Bond movie is, in some respects, one long advert for vodka, watches and cars.

Twenty companies will see their products on the big screen, having paid between them \$70m (£44m) for the privilege. That is a record for product placement in a feature film. And the product placement is not even particularly subtle.

After driving BMWs in his last three films, 007 is back behind the wheel of an Aston Martin. He has changed his vodka brand and ditched his Rolex watch. Some critics say some of the authentic Bond characteristics have been sacrificed because of advertising.

At a time when the advertising industry is in a downturn, it seems surprising that companies are falling over themselves to pay such huge sums. But brand consultant Steve King said that such a strategy makes sense. "One of the unique things about cinema is its global appeal which means advertisers get the reach they cannot obtain elsewhere."

The last three Bond films have made more than \$1bn at the box office. Bond movies are especially popular with advertisers because of their appeal to the young and old. The 60-40 male-female ratio among Bond audiences is also appealing to many advertisers.

But where is product placement going? Experts say it may not be too long before interactive television and mobile technology link up. You will be able to buy the watch straight from James Bond's wrist. As advertisers continue to pay ever larger sums for the cachet of displaying their goods, the lines between advertising and entertainment are becoming increasingly blurred.

Choose the best answer for each statement.

- 1 When a new James Bond film is made

- a) only the film company benefits. b) not only film companies benefit. c) no one benefits.
- 2. The new Bond film a) contains lots of vodka. b) contains lots of product placement. c) contains lots of adverts.
- 3. All twenty companies have paid a) \$70m dollars in total. b) \$70m dollars per placement. c) too much money.
- 4. According to the article, some people don't like the new Bond movies because a) of the actor. b) there is too much advertising. c) of the poor advertising.

Text 4

THE ROLE OF THE PUBLIC RELATIONS MANAGER

The job of the public relations manager is a difficult one. He or she must defend a business when something goes wrong which may affect the company. So, if the press finds out the company is doing something unethical, for example, the PR manager will have to talk to journalists and convince customers that they have done nothing wrong. Here are the main things that the PR manager must look out for.

These are the things which no human can stop. For example, when the weather causes a crisis because of a hurricane or tornado, it may cause a PR disaster. 2 - Many people remember the famous tsunami of 2005 which hit countries such as Thailand. PR managers were working day and night to save tourism.

For example, if you had a factory which was putting chemicals or toxins into water and then the water was affecting the local area, you would need a highly-skilled PR manager. This person needs to make sure the general public doesn't stop buying the company's products.

Gossip and mediarumours can really damage a company and affect the branch. Take the case of the international company which was accused of being evil. Some people said it was working with the 'Devil!' The gossip started with a competitor and was untrue. However, it took some years for the company to change this image.

Problems with the people who work for you also often cause PR problems. When New York's Twin Towers fell down on 9/11, a member of staff at a Starbucks Coffee House was charging emergency rescue workers for bottled water. They were giving the water to people who were injured. This story was passed around on the Internet and was highly damaging.

Many celebrities often endorse a company's products. So if journalists and the media find out any interesting news about their private lives it can also affect the company. Similarly, news about financial problems in the company will mean the PR department needs to get busy.

Text 5

THE ERA OF GLOBAL ADVERTISING

One of the ways in which multinational enterprises (MNEs) promote their goods and services is by advertising. The method that they choose to promote their products worldwide will usually be defined by the nature of the product itself.

In this age of global companies, there are four general ways in which an MNE might promote a product across the globe.

The first method is 'identical product and identical message'. This is when an MNE believes that its product can sell worldwide without it being changed. Therefore, the product remains the same in every country and so does the way it is promoted.

The second method is 'identical product but different message'. This approach is used when the MNE feels that the product does not need to be changed in order for it to be sold in other countries. However, the message conveyed to the consumers in the advertising and promotion may differ from country to country.

The third approach is 'modified product but same message'. With this method, a different version of the product is produced for different country markets. Despite the requirements of different markets, the needs of the consumer may be the same. Therefore the advertising

message is not changed.

Finally, the fourth approach is 'modified product and modified message'. This is adopted when the way that the product is used in other countries is different and the buying habits of those consumers are different. The product will need to be altered and so will the manner in which it is promoted.

In terms of advertising, MNEs will often prefer to use the same advertising campaigns worldwide as marketing costs are reduced significantly. However, there are times when campaigns must be adjusted to suit the local market.

To summarise, there are two principal reasons that underpin this need for change. Firstly, if the way the product is used is different from its use in the home country. Secondly, if the advertising message doesn't make sense to the audience when directly translated.

Answer the questions relating to the vocabulary in the text.

1) Find three different words in the text with the same meaning which can be used to fill the gap. 'I don't think we have any choice. There's no way we can use the same product in other countries across Europe. It will have to be _____.'

2) Find two different words in the text with the same meaning which can be used to fill the gap. 'I think the product itself will be absolutely fine in the eight countries that we are targeting. However, the _____ we adopt – in terms of the promotional campaign – is going to be crucial.'

3) Find two different words in the text with the same meaning which can be used to fill the gap. 'Our view is that we should not limit the promotional campaign to Europe or even to Europe and the USA. This time, we aim big and make it a _____ campaign.'

Text 6

HOW TO LEARN ENGLISH EFFECTIVELY

Do you want to know how to learn English effectively? If so, you are not alone. In fact, there are many people out there today who are working to learn English as a second language. No matter what the reason is that you are learning English, you want to make sure that you can learn it quickly and effectively as well. Whether you are learning English in a class, on your own, or with language teaching software, there are certain things that you can do to make sure that you learn the language effectively. So, here are a few tips to keep in mind that will help you on your journey towards learning the English language.

It is very important that you have goals in mind if you want to know how to learn English effectively. Setting goals will help you to know where you want to be and it will you to actually see your progress as you learn the language as we'll. Decide what your goals are, whether you want to improve your vocabulary, pronunciation, or even if you want to comprehend when you're listening better. Once you know your goals, make sure that you are working to achieve them.

Practicing is probably one of the most important tips if you want to know how to learn English effectively. The more you practice your English skills, the better you will become at it. You can practicing by reading English, by writing emails and letters, by listening to television or the radio in English, or even by taking time to speak to other people who speak the English language. The more you practice, the fewer mistakes you'll end up making over time, and you'll become more effective with your English skills.

No matter what language you're learning, a large number of words you know is going to be very important. This is especially important when you are learning the English language. One of the best ways to learn new words is to start reading and you can also learn more by listening to the radio or watching television. Playing word games and doing word puzzles can also help you out when you are trying to enhance your English vocabulary.

If you plan on learning a language, you are going to make studying a priority. It's not just something you do every now and then, but it should be done every single day. When you study

each day it is easier to retain the new things that you learn. You'll also find that you can review easier every day and you'll definitely remember what you learn a lot better as well. So, if you want to know how to learn English effectively, then you need to make studying a priority.

When you're having fun, it actually makes it easier for you to remember things that you learn, so make sure that you make learning English fun. Take time to do puzzles and to play games, even if it does seem a bit childlike. They really can help you as you learn English and provide you with excellent practice.

Задание 2

1. However, some people have criticized the US schools offering American Sign Language. One reason is because some colleges won't accept it as a language if you can't speak it. Douglas Baynton, an ASL professor at University of Iowa, says: 'The idea that you can have a language on your hands is just very foreign.' ASL also uses space, gesture and body language. But critics reply that ASL is not equal to languages like Chinese. Dr Lin, a professor of Chinese, comments that: 'If ASL is equal to traditional languages, it will have the same number of words and emotional range. In my opinion, it doesn't!' But many ASL users say this is untrue. As one deaf student said: 'If you understand and use sign language, you'll understand the world the same as in any other language.'

2. Taking notes when reading is much easier even though you still have the same issues of which type of notes to do and linguistic problems such as understanding vocabulary. Written text never changes. You can read it again, you can go at your own speed, you can stop and look up words in the dictionary or ask for help. Speech, on the other hand, is ephemeral. Unless it is recorded or written down, there is no permanent record of it. For most of us it exists for a short time in your memory and then it is gone. You could record talks or lectures, but going over them again afterwards is boring and there may not be enough hours in the week to do it.

3. At a time when the advertising industry is in a downturn, it seems surprising that companies are falling over themselves to pay such huge sums. But brand consultant Steve King said that such a strategy makes sense. "One of the unique things about cinema is its global appeal which means advertisers get the reach they cannot obtain elsewhere." The last three Bond films have made more than \$1bn at the box office. Bond movies are especially popular with advertisers because of their appeal to the young and old. The 60-40 male-female ratio among Bond audiences is also appealing to many advertisers.

4. For example, if you had a factory which was putting chemicals or toxins into water and then the water was affecting the local area, you would need a highly-skilled PR manager. This person needs to make sure the general public doesn't stop buying the company's products. Gossip and media rumours can really damage a company and affect the branch. Take the case of the international company which was accused of being evil. Some people said it was working with the 'Devil!' The gossip started with a competitor and was untrue. However, it took some years for the company to change this image.

5. Finally, the fourth approach is 'modified product and modified message'. This is adopted when the way that the product is used in other countries is different and the buying habits of those consumers are different. The product will need to be altered and so will the manner in which it is promoted. In terms of advertising, MNEs will often prefer to use the same advertising campaigns worldwide as marketing costs are reduced significantly. However, there are times when campaigns must be adjusted to suit the local market. To summarise, there are two principal reasons that underpin this need for change. Firstly, if the way the product is used is different from its use in the home country. Secondly, if the advertising message doesn't make sense to the audience when directly translated.

6. Practicing is probably one of the most important tips if you want to know how to learn English effectively. The more you practice your English skills, the better you will become at it. You can practice by reading English, by writing emails and letters, by listening to television or the radio in English, or even by taking time to speak to other people who speak the English language. The

more you practice, the fewer mistakes you'll end up making over time, and you'll become more effective with your English skills. No matter what language you're learning, a large number of words you know is going to be very important. This is especially important when you are learning the English language. One of the best ways to learn new words is to start reading and you can also learn more by listening to the radio or watching television. Playing word games and doing word puzzles can also help you out when you are trying to enhance your English vocabulary.

Задание 3

Speak on the topic:

- 1) The most popular means of communication.
- 2) Being a polyglot – an urgent necessity to survive or just a hobby?
- 3) What makes a good advert?
- 4) Celebrities, promoting and advertising goods and services.
- 5) Business dilemmas.
- 6) Business icons.
- 7) How to make your business successful and profitable.

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Новосибирский государственный технический университет»

Кафедра иностранных языков гуманитарного факультета

Комплект заданий для контрольной работы
по дисциплине *Иностранный язык*
для студентов направления **37.03.02 Конфликтология**
1 курс 2 семестр

Тема: Design. Education. Engineering

Вариант 1

Задание 1 Заполните пропуски подходящими по смыслу словами. Первые буквы слов даны.

Задание 2 Заполните пропуски подходящими по смыслу словами. Некоторые слова используются больше 1 раза. Некоторые слова не используются.

Задание 3 Заполните пропуски предлогами, союзами и артиклями.

Задание 4 Выберите правильную форму глагола из предложенных.

Задание 5 Закончите предложения.

Задание 6 Поставьте части письма в правильном порядке

Задание 7 Прочтите текст и выполните задания к нему:

1) Выберите заголовок к каждому абзацу

2) Определите, верны или ложны данные утверждения

Вариант 2

Задание 1 Заполните пропуски подходящими по смыслу словами. Первые буквы слов даны.

Задание 2 Заполните пропуски подходящими по смыслу словами. Некоторые слова используются больше 1 раза. Некоторые слова не используются.

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Критерии оценки

Каждое задание оценивается в соответствии со следующей таблицей.

	пороговый уровень	базовый уровень	продвинутый уровень
задание 1	5-6 баллов	7-8 баллов	9-10 баллов
задание 2	10-14 баллов	15-17 баллов	18-20 баллов
задание 3	2,5-3 балла	3,5-4 балла	4,5-5 баллов
задание 4	5-6 баллов	7-8 баллов	9-10 баллов
задание 5	5-6 баллов	7-8 баллов	9-10 баллов
задание 6	4-5 баллов	5-6 баллов	7-8 баллов
задание 7	14-19	20-24	25-28

Общее кол-во баллов за работу	50-67 баллов	68-85 баллов	86-100 баллов
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Критерии оценки

- Контрольная работа считается выполненной на **пороговом** уровне, если студент набрал 50-67 баллов из 100 возможных. Оценка составляет 10-13 баллов.
- Контрольная работа считается выполненной на **базовом** уровне, если студент набрал 68-85 баллов из 100 возможных. Оценка составляет 14-17 баллов.
- Контрольная работа считается выполненным на **продвинутом** уровне, если студент выполнил задание без ошибок, или с незначительными ошибками, набрав 86-100 баллов из 100 возможных. Оценка составляет 18-20 баллов.

Составитель _____ И.О. Онал
(подпись)

«____» _____ 20 ____ г.

**Промежуточный контролирующий материал №2 по дисциплине
«Иностранный язык» для студентов 1-го курса (2 семестр)
направление 37.03.02 Конфликтология**

ВАРИАНТ 1

I. Complete each sentence with the correct word. The first and last letters of each word is given.

1. The English word “l_ _ “ refers to limits upon various of behavior.
2. Inflation is the process of rising p_ _ _ s
3. Today a_ _ _ _ _ _ _ _ t is the most public component of Russian marketing process.
4. A r_ _ _ _ _ r sells and buys a large assortment of goods from m_ _ _ _ _ _ _ _ r .
5. The firm has better products than its c_ _ _ _ _ _ _ r.
6. In planning the s_ _ _ _ _ y for marketing its product, a marketer must know both consumer needs and their motives for buying or not buying it
7. Effective s_ _ _ _ n is usually short, easy to remember and easy to repeat.
8. Any business will make a l_ _ s in the first two or three years.
9. In the first three years there is a chance that a businessman will go b_ _ _ _ _ t

(Score:10)

II.Fill the gaps using the words in the box. The words may be used more than once. Some words may not be used.

if when unless as soon as let accent(s) bilingual dialect catch on get by fall behind keep up with pick up

1. This job requires absolute fluency in both Arabic and English. Therefore, _____1 you are_____ 2, there will be no point applying.
2. Most large cities in the UK have a local _____ 3. Adialect is a version of

English that is used in that particular area or city. It can usually be explained by the history of the area and has a name. For example, in Liverpool there is Scouse, in London there is Cockney and in Newcastle the local dialect is Geordie. Scouse, Cockney and Geordie are also _____ 4 .

3. _____ 5 you spend time in Newcastle, you will soon _____ 6 the Geordie dialect. It can be difficult to _____ 7 the local people at first but listening to a dialect in context makes it easier to _____ 8 to what people are saying.
4. _____ 9 you arrive in a new city in the UK, one of the first things you will notice will be the local _____ 10. Usually, spoken words will sound different to the way you remember from your English lessons.
5. _____ 11 you _____ 12 yourself _____ 13 in your language classes, you may have real problems trying to catch up with the other students.
6. I can speak excellent French and Spanish and I can _____ 14 in Japanese. I've only studied Japanese for two months but I'd like to learn more.

(Score:28)

III. This is extract from a report about a self-study English language learning website at a British university. Fill the gaps using the words from the box. Each gap is one word. The words in the box may be used more than once.

of	is	this	it	are	if	the
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There is consistent usage of the site throughout the evening from 5 p.m. onwards with the period between 5 p.m. and midnight (10,193 hits) representing just over 29% of the total hits throughout the week. Even more interesting is the number of hits occurring between midnight and 9 a.m. (3,045), which represents nearly 8.7% of the total hits. However, _____ 1 demand for such a website which can be used outside normal working hours _____ 2 demonstrated by the 15,090 hits which occurred between 5 p.m. and 9 a.m. Thus over 43% of _____ 3 total usage is taking place outside the normal 'working week'. At 18 June 2007, the statistics show that 622 students had recorded scores for activities. _____ 4 represents 36.6% _____ 5 the total number of student users (1,701) to date. In total, 4,585 scores have been recorded by these 622 students giving a mean of 7.37 scores per user. In the 1980s, people believed that if you provided language learners with computer-based materials, they would use them. _____ 6 is now widely agreed that this is simply not true. Putting teaching and learning materials online _____ 7 not a solution in its own right. In fact, teaching and learning materials _____ 8 only teaching and learning materials _____ 9 they are used by teachers and learners. The CALL (Computer Assisted Language Learning) community _____ 10 now becoming much more concerned with how to integrate CALL into language learning programmes.

(Score:10)

IV. Choose the correct tense.

1. If I _____ algebra well, I would help you to solve this problem.
a) know b) have known c) knew
2. If his uncle _____ with us now he would give us much advice.
a) have travelled b) travelled c) travel
3. If I _____ into him in the street I should not recognize him, he looks so old.
a) run b) had run c) ran
4. If he had more spare time he _____ part in the play.
a) would take b) had taken c) have taken
5. Unless you are busy, we _____ to go skiing to the country.
a) shall be able b) is c) are
6. If she remembers everything they say, she (to write) us about it.
a) write b) will write c) wrote

(Score:6)

V. Complete the following sentences.

1. He will be glad if ____ он будет свободен вечером.
2. He will be glad if ____ вы навестите его.
3. We would be glad if ____ бы вы пришли вовремя.
4. We would be glad if ____ бы они прислали поздравления.
5. He would be glad if ____ бы она спела для нас эту песню.

(Score:10)

VI. Put the parts of the email in correct order. Match the letters with the numbers.

- a) Dear Sir or Madam,
- b) Yours faithfully,
- c) I would like to book a single room at your hotel for the nights of 12, 13 and 14 April.
Could I possibly have a quiet room with a bath?
I understand you have a restaurant. Could you tell me what time the restaurant closes?
Please let me know if you need a deposit or a credit card number. Thank you very much.
- d) *Peter West* Peter West
- e) The Receptionist
Clifton Hotel
Loughborough Road
Leicester LE7 9PO
- f) 17 Blundell Road
Cromer
Norfolk MP2 6QR
- g) 20 April 2011

1__ 2__ 3__ 4__ 5__ 6__ 7__

Answer the question: Is this email formal or informal?

(Score:8)

VII. Read the advertisement.

BUSINESS PLAN COMPETITION

1 _____

There are two important things which a successful business needs at the start: a good idea and a strong business plan. If you have the idea, we can help you with the skills, knowledge and support you need to develop a first-rate business plan. Furthermore, you could win up to £50,000 to help develop your business idea. Many of the participants in previous competitions have founded companies and gone into business with the knowledge they need to be successful. So it is not only the winners of the competition who could end up running companies and making healthy profits.

2 _____

The competition has two parts. In part 1 you will attend some two-day workshops at various locations in the UK. Our trainers are experienced business people and successful entrepreneurs from manufacturing, retail and service industries. They will use examples from a wide range of business areas to help develop your skills and knowledge.

In part 2, our expert professionals will be your coaches and mentors to help you develop expert business plans.

3 _____

With a first prize of £50,000, two runners-up prizes of £25,000 and five awards of £10,000, this is an opportunity for you to find the money you need to start your business. Prizes are not awarded for the best ideas. They are awarded for the business plans which are judged to have the best

potential to help turn your business idea into reality. Other prizes may be awarded in different categories at the judges' discretion.

4 _____

The competition is open to any member of the public. It does not matter what your previous skills and experience are. This is your chance.

5 _____

To enter, all you need is a one-page outline of your business idea. This should include a business description, a description of the product or service, a basic market analysis and your market strategy.

Application forms and full details of the competition, including information on previous winners, are available on our website.

6 _____

Outline business ideas must be submitted by 16 June.

1. Below are the six headings for the different sections of the advertisement.

Read the advertisement and decide which heading goes in which gap (1 to 6).

The prizes	Closing date
Who can enter?	Introduction
How to enter	The structure

2. According to the advertisement, are these statements true or false?

1. To enter this competition, you need a good idea and a strong business plan.
2. This competition will not only help the people who win it.
3. You must have some previous experience of writing a business plan.
4. There are eight cash prizes to be won totalling £150,000.
5. Prizes are awarded for the best ideas.
6. You will not receive any individual help to write your business plan.
7. People who work in business will provide training.
8. Your one-page business plan outline should contain three sections.

(Score:28)

Totalscore:100

**Промежуточный контролирующий материал №2 по дисциплине
«Иностранный язык» для студентов 1-го курса (2 семестр)
направления 37.03.02 Конфликтология**

ВАРИАНТ 2

I. Complete each sentence with the correct word. The first and last letters of each word is given.

1. In some countries in order to practice as a l _ _ _ r it is necessary to get a university degree.
2. A _ _ _ _ _ _ _ _ g is an engine of trade, business, it is also a big part of modern culture.
3. Inflation is the process of rising p _ _ _ _ s.
4. W _ _ _ _ _ _ e or sale of g _ _ _ s in large quantities is a part of the marketing system.
5. People pay t _ _ according to their income and businesses.
6. The s _ _ _ f in the office are friendly and helpful.
7. The firm has better products than its c _ _ _ _ _ _ _ _ r
8. Some companies t _ _ _ _ t specific ethnic groups with their interests.
9. Most successful businesses will spend a certain amount of time in red before they start to make a p _ _ _ _ t.

(Score:10)

II. Fill the gaps using the words in the box. The words may be used more than once. Some words may not be used.

If when as soon as bilingual dialect foreign grammar native slang take up

1. Speaking a _____1 language is an excellent skill to have. You don't need to be _____2 to be a good communicator in the language. In fact, you can give the impression that you are a _____3 speaker by concentrating on developing your spoken, communicative language.
2. Can you recommend any good self-study language books? I'm a little bored with only studying Italian, I want to _____4 a new language.
3. _____5 you are with _____6 speakers who are using a lot of _____7 , you have to ask them to explain it to you. It is not always a good idea for non- _____8 speakers to use _____9 but you need to be able to understand it.
4. _____10 you get the new self-study CD, the first thing you should do is transfer it onto your mobile phone. Then you can listen to it on the bus.
5. I don't have any problems with learning vocabulary but I just don't seem to be able to remember the _____11, particularly verb tenses. _____12 you have any good tips that may help, can you pass them on to me?
6. In Geordie _____13, the word 'yem' means 'home'. _____14 you go to Denmark, you will find that the Danish word for 'home' is 'yem'. This is because Newcastle is in the north-east of England where many Scandinavians landed in the 7th and 8th centuries.

(Score:28)

III. This is extract from a report about a self-study English language learning website at a British university. Fill the gaps using the words from the box. Each gap is one word. The words in the box may be used more than once.

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(Score:10)

IV. Choose the correct tense.

1. They will not conduct their first experiment tomorrow unless the apparatus _____ ready.
a) is b) will be c) are
2. If he _____ so lazy, he would not fail in the examination.
a) was not b) were not c) is not

3. If he _____ well he could be present at the launching of the rocket.
 a) was _____ b) is _____ c) were _____
4. If you called for the doctor she _____ much calmer.
 a) would be _____ b) will be _____ c) is _____
5. If her husband got more money they _____ big house
 a) buy _____ b) will buy _____ c) would buy _____
6. If the stove were in order she _____ over a fire in the yard.
 a) would not cook _____ b) will not cook _____ c) cooked _____

(Score:6)

V. Complete the following sentences:

1. He will be glad if _____ вы ему поможете.
2. He will be glad if _____ он даст экзамен
3. We would be glad if _____ бы он мог участвовать в состязании.
4. We would be glad if _____ бы она поехала отдохнуть.
5. They would be glad if _____ бы была у них лагуна.

(Score:10)

VI. Put the parts of the email in correct order. Match the letters with the numbers.

- a) Dear Sir,
- b) Yours faithfully
- c) Your Ref. GM/MS
- I thank you for your letter of 14th October and I am writing this to confirm that I agree to it in every respect. I am grateful to you and Mr. Smithson for giving me this opportunity and shall try to do all I can justify your confidence.
- d) 18, Ladbroke Terrace
London, N.W.4
- e) 15th October, 2011
- f) E. Clifford, Esq.,
Weave Well Woolen Co. Ltd.,
Victoria Street,
London, E.C.4.
- g) Olaf Petersen
- 1__ 2__ 3__ 4__ 5__ 6__ 7__

Answer the question: Is this email formal or informal?

(Score: 8)

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(Score:28)

Totalscore:100