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РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ
Иностранный язык (2)

: 37.03.02 , :

: 1 2, : 1 2 3 4

		1	2	3	4
1	()	2	2	2	3
2		72	72	72	108
3	, .	22	20	20	26
4	, .	4	2	2	0
5	, .	10	10	10	14
6	, .	0	0	0	0
7	, .	10	10	10	14
8	, .	2	2	2	2
9	, .	6	6	6	10
10	, .	50	52	52	82
11	(, , ,)				
12					

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956 07.08.2014 ., : 25.08.2014 .

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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 правилах речевого этикета	; ;
2.об официальном и неофициальном стиле речи	; ;
.5. 5	
3.о требованиях, предъявляемых к уровню владения иностранным языком в нашей стране и за рубежом	; ;
4.правильно употреблять изученные лексико-грамматические структуры в коммуникативных ситуациях	; ;
.5. 6	
5.об основах культуры речи в рамках межкультурной коммуникации	; ;
6.выстраивать межкультурную, деловую, профессиональную коммуникацию с учетом психологических, поведенческих, социальных характеристик партнеров	; ;
7.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.	; ;
.5. 1 , ,	
8.работы со словарями и справочниками, как бумажными, так и электронными	; ;
9.лексический минимум (общеупотребительная лексика) по изучаемой тематике в объеме 4000 л.ед.	; ;
10.основные способы словообразования	; ;
11.навыками публичного выступления, устной презентации результатов профессиональной деятельности	; ;

.5. 6			
12. 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)			
.5. 8			
13. навыками грамотного письма и устной речи, способностью к коммуникациям в профессиональной деятельности			
14. 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)			
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. 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)			

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<p> : , , , , , - , (, - , : , , ,). </p>			
1. Personality. Conflict: Personality Clash : Present Simple Present Continuous	0	2	1, 10, 12, 13, 14, 16, 2, 3, 4, 5, 7, 9

2. Travel. Conflict: Travelling - an escape from reality or broadening the mind? : Present Perfect Past Simple	0	2	1, 10, 12, 13, 14, 16, 2, 3, 4, 5, 7, 9
: 2			
: , - (, , ,);			
3. Language. Conflict: Dying languages and languages of minorities : Future forms: will, going to, Present Continuous First conditional, time clauses	0	2	10, 12, 13, 14, 16, 4, 5, 7, 9
: 3			
: , - (, , ,);			
4. Education. Conflict: Single-sex or mixed school? : Defining and non- defining relative clauses	0	2	10, 12, 13, 14, 16, 4, 5, 7, 9

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: , - , , (- ,)				

<p>1. Personality. Conflict: Personality Clash : Present Simple Present Continuous</p>	3	3	<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; - (Qestion forms, Present Simple, Present Continuous); - - Personality Clash</p>
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<p>2. Travel.</p> <p>Conflict: Travelling - an escape from reality or broadening the mind?</p> <p>Present Perfect</p> <p>Past Simple</p>	<p>3</p>	<p>3</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>); -</p> <p>(</p> <p>,</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>-</p> <p>: Travelling - an escape from reality or broadening the mind?</p>
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[illegible]

<p>4. Language.</p> <p>Conflict: Dying languages and languages of minorities</p> <p>:</p> <p>Future forms: will, going to, Present Continuous</p> <p>First conditional, time clauses</p>	<p>4</p>	<p>4</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>- .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>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 a</p>
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<p>5. Advertising.</p> <p>Conflict: Advertisers targeting young people.</p> <p>Second conditional, Comparison: as ... as</p>	3	3	<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. Conflict: Homo homini lupus est. : Past Continuous. Past Perfect.</p>	<p>3</p>	<p>3</p>	<p>1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Language Leader (Intermediate) - .58- 67; - " Business () , (, , , ,); - (,) , ;- - , , ; - , , ; - : writing e-mails; - (Past Continuous, Past Perfect); - - : Homo Homini Lupus Est.</p>
<p>: 3</p>				
<p>: , - (- ,) ; , , : , , ,)</p>				

7. Design. Conflict: So many men, so many minds. : Modals.	3	3	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>	4	4	<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>-</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.</p> <p>Conflict: Challenges for new projects.</p> <p>: The passive. Articles.</p>	3	3	<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>: describing a process; -</p> <p>(The passive. Articles);</p> <p>-</p> <p>- :</p> <p>Challenges for New Projects.</p>
: 4				
<p>:</p> <p>,</p> <p>-</p> <p>(</p> <p>-</p> <p>,</p> <p>),</p>				

				Language Leader (Intermediate) - .102- 111; - " Trends " (), , (, , ,); - (,) ; - - , ; - : trend; - (Infinitives and -ing forms); - - : Fashion Influences Minds.
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<p>11. Arts and Media. Conflict: Out of sight, out of mind? : Reported Speech.</p>	4	4	<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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2		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	12	2
<p>English grammar []: / []. — , 2015. — 213 c. — 2227-8397. — : http://www.iprbookshop.ru/27158.html (2) []: ; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - []: / . — , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
3		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	20	4
<p>English grammar []: / []. — , 2015. — 213 c. — 2227-8397. — : http://www.iprbookshop.ru/27158.html (2) []: ; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - []: / . — , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
4		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	10	0
<p>English grammar []: / []. — , 2015. — 213 c. — 2227-8397. — : http://www.iprbookshop.ru/27158.html (2) []: ; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - []: / . — , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
: 2				
1		10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	8	0

<p>English grammar [] : / . . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — http://www.iprbookshop.ru/27158.html (2) [] : / . . . ; . . . - . - , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . . . [] : / . . . — . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
2		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	14	3
<p>: English grammar [] : / . . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — http://www.iprbookshop.ru/27158.html (2) [] : / . . . ; . . . - . - , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . . . [] : / . . . — . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
3		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	20	3
<p>/ : English grammar [] : / . . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — http://www.iprbookshop.ru/27158.html (2) [] : / . . . ; . . . - . - , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . . . [] : / . . . — . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
4		1, 10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	10	0

<p>English grammar []: / . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — : http://www.iprbookshop.ru/27158.html (2) [] : , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - [] : / . . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
: 3				
1		10, 15, 16, 4, 7, 8, 9	8	0
<p>English grammar []: / . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — : http://www.iprbookshop.ru/27158.html (2) [] : , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - [] : / . . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
2		10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	12	3
<p>English grammar []: / . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — : http://www.iprbookshop.ru/27158.html (2) [] : , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - [] : / . . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
3		10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	22	2

<p>English grammar [] : / . . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — http://www.iprbookshop.ru/27158.html (2) [] : / . . . ; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - [] : / . . . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
4		10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	10	1
<p>English grammar [] : / . . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — http://www.iprbookshop.ru/27158.html (2) [] : / . . . ; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - [] : / . . . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
: 4				
1		10, 13, 15, 16, 4, 7, 8, 9	8	0
<p>English grammar [] : / . . . [.]. — . — : , 2015. — 213 c. — 2227-8397. — http://www.iprbookshop.ru/27158.html (2) [] : / . . . ; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - [] : / . . . — . : , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html</p>				
2		10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	25	3

English grammar []:
/ . . . [.]. — . — : http://www.iprbookshop.ru/27158.html , 2015. — 213 c. — 2227-8397. — (2) []:
; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - []:
— , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html

3		10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	39	7
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English grammar []:
/ . . . [.]. — . — : http://www.iprbookshop.ru/27158.html , 2015. — 213 c. — 2227-8397. — (2) []:
; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - []:
/ . . . — , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html

4		10, 11, 12, 13, 14, 15, 16, 2, 3, 4, 5, 6, 7, 8, 9	10	0
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English grammar []:
/ . . . [.]. — . — : http://www.iprbookshop.ru/27158.html , 2015. — 213 c. — 2227-8397. — (2) []:
; , [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - []:
/ . . . — , 2009. — 192 c. — 978-5-9925-0327-2. — : http://www.iprbookshop.ru/19442.html

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	: DiSpace — 3446
	: DiSpace — 3446 ;

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<p>Формируемые умения: з1. знать особенности делового общения на русском и иностранном языках; з5. знать иностранный язык для межличностного общения ; з6. знать нормы устной и письменной речи иностранного языка для решения профессиональных задач; у1. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере профессиональной деятельности на русском и иностранном языке; у6. уметь анализировать речь оппонента на русском и иностранном языке; у8. владеть навыками устной и письменной речи на иностранном языке</p>		
<p>Краткое описание применения: Свободный вербальный обмен знаниями, идеями или мнениями между преподавателем и учащимися. Дискуссия, как метод тренинга, имеет тенденцию ограничиваться одним вопросом или темой и строится в определенном порядке. Очень важным является то, чтобы каждый имел свои взгляды и уважал взгляды других. Полностью исключается прерывание говорящего. Хотя дискуссия может затрагивать эмоциональную сферу, она не превращается из-за этого в спор. Чтобы дискуссия была эффективной, участникам необходимо обладать определенными базовыми знаниями. Это могут быть знания, переданные посредством инструкции, относящиеся к опыту, приобретенному до начала тренинга, или опирающиеся на информацию, изложенную во время программы. Дискуссия обеспечивает видение того, насколько хорошо группа понимает обсуждаемые вопросы, и не требует применения более формальных методов оценки.</p>		

2		.5;
Формируемые умения: з1. знать особенности делового общения на русском и иностранном языках; з5. знать иностранный язык для межличностного общения ; з6. знать нормы устной и письменной речи иностранного языка для решения профессиональных задач; у1. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере профессиональной деятельности на русском и иностранном языке; у6. уметь анализировать речь оппонента на русском и иностранном языке; у8. владеть навыками устной и письменной речи на иностранном языке		
Краткое описание применения: Тренинг является методом групповой работы, при которой в результате многократного переживания участниками группы различных способов разрешения проблемной ситуации формируется новый необходимый опыт. При этом организуется погружение в социальную деятельность, что способствует воссозданию в условиях тренинга значимых жизненных ситуаций. Это метод активного обучения, направленный на развитие знаний, умений и навыков. Тренинг как тренировка, в результате которой происходит формирование и отработка умений и навыков; тренинг как форма активного обучения, целью которого является передача знаний, развитие некоторых умений и навыков		

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Подготовка к занятиям:	26	55
Практические занятия:	9	15
" (2) [] : - / . ; [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052 . - ."		
Контрольные работы:	5	10
Зачет:	10	20
: 2		
Подготовка к занятиям:	26	55
Практические занятия:	9	15
" (2) [] : - / . ; [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052 . - ."		
Контрольные работы:	5	10
Зачет:	10	20
: 3		
Подготовка к занятиям:	26	55
Практические занятия:	9	15
" (2) [] : - / . ; [2014]. - : http://elibrary.nstu.ru/source?bib_id=vtls000193052 . - ."		
Контрольные работы:	5	10
Зачет:	10	20
: 4		

Подготовка к занятиям:	16	35
Практические занятия:	9	15
<p> ; " (2) [] : - / . : http://elibrary.nstu.ru/source?bib_id=vtls000193052. - . </p>		
Контрольные работы:	5	10
Экзамен:	20	40

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	1.	+	+	+
	6.		+	+
	8.	+	+	+

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5. :

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- 2 Office

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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	2
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9	Panasonic VK660	7

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 (2)

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 (2) 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	з1. знать особенности делового общения 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 – семестр 1, задания 1-5; Контрольная работа – семестр 2, задания 1-5; Контрольная работа – семестр 3, задания 1-7; Контрольная работа – семестр 4, задания 1-7; аудиторная работа, самостоятельная работа	Зачет – семестры 1, 2, 3, задания 1-3; Экзамен семестр 4, задания 1-4
ОК.5	з5. знать иностранный язык для межличностного общения	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:	Контрольная работа – семестр 1, задания 1-5; Контрольная работа – семестр 2, задания 1-5; Контрольная работа – семестр 3, задания 1-7; Контрольная работа – семестр 4, задания 1-7; аудиторная	Зачет – семестры 1, 2, 3, задания 1-3; Экзамен семестр 4, задания 1-4

		<p>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</p> <p>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.</p> <p>Грамматика: Infinitives and - ing forms. Work. Conflict: Workplace harassments</p> <p>Грамматика: Present Perfect Simple and Continuous</p>	<p>работа, самостоятельная работа</p>	
OK.5	<p>зб. знать нормы устной и письменной речи иностранного языка для решения профессиональных задач</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</p> <p>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.</p> <p>Грамматика: Infinitives and - ing forms. Work. Conflict: Workplace harassments</p> <p>Грамматика: Present Perfect</p>	<p>Контрольная работа – семестр 1, задания 1-5;</p> <p>Контрольная работа – семестр 2, задания 1-5;</p> <p>Контрольная работа – семестр 3, задания 1-7;</p> <p>Контрольная работа – семестр 4, задания 1-7;</p> <p>аудиторная работа, самостоятельная работа</p>	<p>Зачет – семестры 1, 2, 3, задания 1-3;</p> <p>Экзамен семестр 4, задания 1-4</p>

		Simple and Continuous		
ОК.5	у1. уметь логически верно, аргументировано и ясно строить устную и письменную речь в сфере 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. 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 – семестр 1, задания 1-5; Контрольная работа – семестр 2, задания 1-5; Контрольная работа – семестр 3, задания 1-7; Контрольная работа – семестр 4, задания 1-7; аудиторная работа, самостоятельная работа	Зачет – семестры 1, 2, 3, задания 1-3; Экзамен семестр 4, задания 1-4
ОК.5	уб. уметь анализировать речь оппонента 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.	Аудиторная работа, самостоятельная работа	Зачет – семестры 1, 2, 3, задания 1-3; Экзамен семестр 4, задания 1-4

		<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	у8. владеть навыками устной и письменной речи на иностранном языке	<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 – семестр 1, задания 1-5; Контрольная работа – семестр 2, задания 1-5; Контрольная работа – семестр 3, задания 1-7; Контрольная работа – семестр 4, задания 1-7; аудиторная работа, самостоятельная работа</p>	<p>Зачет – семестры 1, 2, 3, задания 1-3; Экзамен семестр 4, задания 1-4</p>

2. Методика оценки этапов формирования компетенций в рамках дисциплины.

Промежуточная аттестация по дисциплине проводится в 1 семестре - в форме зачета, в 2 семестре - в форме зачета, в 3 семестре - в форме зачета, в 4 семестре - в форме экзамена, который направлен 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.

В 1 семестре обязательным этапом текущей аттестации является контрольная работа. Требования к выполнению контрольной работы, состав и правила оценки сформулированы в паспорте контрольной работы.

В 2 семестре обязательным этапом текущей аттестации является контрольная работа. Требования к выполнению контрольной работы, состав и правила оценки сформулированы в паспорте контрольной работы.

В 4 семестре обязательным этапом текущей аттестации является контрольная работа. Требования к выполнению контрольной работы, состав и правила оценки сформулированы в паспорте контрольной работы.

В 3 семестре обязательным этапом текущей аттестации является контрольная работа. Требования к выполнению контрольной работы, состав и правила оценки сформулированы в паспорте контрольной работы.

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 (0 – 49 баллов).

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 (50 – 72 балла).

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 (73 – 86 баллов).

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 (87 – 100 баллов).

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

Паспорт зачета

по дисциплине «Иностранный язык (2)», 1 семестр

1. Методика оценки

Зачет проводится в устной форме, по билетам. Билет формируется по следующему правилу:

Первый вопрос: Чтение и пересказ текста. 1500-1800 п. знаков. Время выполнения 20 минут. Вопрос выбирается из списка «Тексты для чтения и пересказа» (список приведен ниже).

Второй вопрос: Перевод параграфа с иностранного языка на русский язык без подготовки. Тематически текст соответствует рабочей программе по дисциплине. Вопрос выбирается из списка «Тексты на перевод с иностранного языка на русский» (список приведен ниже).

Третий вопрос: Высказывание на предложенную тему. Темы сформулированы в соответствии с программой по дисциплине. Тема выбирается из списка «Темы для устного высказывания» (список приведен ниже).

В ходе зачета преподаватель вправе задавать студенту дополнительные вопросы из общего перечня (п. 4).

Форма билета для зачета

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
Факультет ИСТР

Билет № _____

к зачету по дисциплине «Иностранный язык (2)»

1. Read the text and speak on its main ideas.
2. Translate the extract from the text.
3. Speak on the suggested topic.

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

2. Критерии оценки

Критерии оценки задания 1

- Ответ на первый вопрос билета для зачета считается **неудовлетворительным**, если

студент не совсем понял основную мысль текста и не смог выразить ее, используя активную лексику, допускал ошибки, затрудняющие понимание. Оценка составляет 0-3 балла.

- Ответ на первый вопрос билета для зачета засчитывается 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.
- Ответ на первый вопрос билета для зачета засчитывается 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.
- Ответ на первый вопрос билета для зачета засчитывается 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

- Ответ на второй вопрос билета для зачета считается **неудовлетворительным**, если студент выполнил задание менее, чем на 50% (т.е. дал перевод 3 выражений из 6 с ошибками, либо 5-6 выражений с ошибками). Оценка составляет 0-2 балла.
- Ответ на второй вопрос билета для зачета засчитывается 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 балла.
- Ответ на второй вопрос билета для зачета засчитывается 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.
- Ответ на второй вопрос билета для зачета засчитывается 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

- Ответ на третий вопрос билета для зачета считается **неудовлетворительным**, если студент не совсем раскрыл тему, мало используя активную лексику, допуская ошибки, затрудняющие понимание, оценка составляет 0-2 балла.
- Ответ на третий вопрос билета для зачета засчитывается на **пороговом** уровне, если студент раскрыл тему, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание, оценка составляет 3-4 балла.
- Ответ на третий вопрос билета для зачета засчитывается на **базовом** уровне, если студент раскрыл тему, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание, оценка составляет 4,5-5 баллов.
- Ответ на третий вопрос билета для зачета засчитывается на **продвинутом** уровне, если студент раскрыл тему, 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 (2)»

Первый вопрос: Тексты для чтения и пересказа

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.

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

Второй вопрос: Тексты на перевод с иностранного языка на русский

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.

2. 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.

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.

5. 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.

6. 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.

7. You'll also get the opportunity to visit a local herbalist who makes his own powerful medicinal tinctures using local wild crafted 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!

Третий вопрос: Высказывание на предложенную тему

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.

Паспорт контрольной работы

по дисциплине «Иностранный язык (2)», 1 семестр

1. Методика оценки

Контрольная работа проводится по темам, предусмотренным рабочей программой по дисциплине для изучения в первом семестре. Контрольная работа включает 5 заданий.

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

Задания контрольной работы открытого, закрытого и комплексного характера. Контрольная работа выполняется письменно. Контрольная работа представлена в 2 вариантах. К контрольной работе прилагаются ключи. Время выполнения контрольной работы 80 минут.

2. 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.
- Контрольная работа считается выполненной на **базовом** уровне, если студент набрал 37-46 баллов из 55 возможных.
- Контрольная работа считается выполненной на **продвинутом** уровне, если студент выполнил задание без ошибок, или с незначительными ошибками, набрав 47-55 баллов из 55 возможных.

3. Шкала оценки

В общей оценке по дисциплине баллы за контрольную работу учитываются в соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины. В соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины, максимальный итоговый балл за контрольную работу составляет 10 баллов. Итоговый балл рассчитывается в форме пропорции, путем приведения полученного количества баллов студентом за контрольную работу к 10 максимальным итоговым баллам (т.е. полученное студентом количество баллов из 55 возможных максимальных баллов за контрольную работу умножается на 10 (максимальный итоговый балл за контрольную работу) и делится на 55 (максимальный

балл за контрольную работу).

4. Пример варианта контрольной работы

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 «кинопутешественником».
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.

Total score: 55

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

Паспорт зачета

по дисциплине «Иностранный язык (2)», 2 семестр

1. Методика оценки

Зачет проводится в устной форме, по билетам. Билет формируется по следующему правилу:

Первый вопрос: Чтение и пересказ текста. 1500-1800 п. знаков. Время выполнения 20 минут. Вопрос выбирается из списка «Тексты для чтения и пересказа» (список приведен ниже).

Второй вопрос: Перевод параграфа с иностранного языка на русский язык без подготовки. Тематически текст соответствует рабочей программе по дисциплине. Вопрос выбирается из списка «Тексты на перевод с иностранного языка на русский» (список приведен ниже).

Третий вопрос: Высказывание на предложенную тему. Темы сформулированы в соответствии с программой по дисциплине. Тема выбирается из списка «Темы для устного высказывания» (список приведен ниже).

В ходе зачета преподаватель вправе задавать студенту дополнительные вопросы из общего перечня (п. 4).

Форма билета для зачета

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
Факультет ИСТР

Билет № _____

к зачету по дисциплине «Иностранный язык (2)»

1. Read the text and speak on its main ideas.
2. Translate the extract from the text.
3. Speak on the suggested topic

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

2. Критерии оценки

Критерии оценки задания 1

- Ответ на первый вопрос билета для зачета считается **неудовлетворительным**, если студент не совсем понял основную мысль текста и не смог выразить ее, используя

активную лексику, допускал ошибки, затрудняющие понимание. Оценка составляет 0-3 балла.

- Ответ на первый вопрос билета для зачета засчитывается 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.
- Ответ на первый вопрос билета для зачета засчитывается 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.
- Ответ на первый вопрос билета для зачета засчитывается 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

- Ответ на второй вопрос билета для зачета считается **неудовлетворительным**, если студент выполнил задание менее, чем на 50% (т.е. дал перевод 3 выражений из 6 с ошибками, либо 5-6 выражений с ошибками). Оценка составляет 0-2 балла.
- Ответ на второй вопрос билета для зачета засчитывается 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 балла.
- Ответ на второй вопрос билета для зачета засчитывается 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.
- Ответ на второй вопрос билета для зачета засчитывается 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

- Ответ на третий вопрос билета для зачета считается **неудовлетворительным**, если студент не совсем раскрыл тему, мало используя активную лексику, допуская ошибки, затрудняющие понимание, оценка составляет 0-2 балла.
- Ответ на третий вопрос билета для зачета засчитывается на **пороговом** уровне, если студент раскрыл тему, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание, оценка составляет 3-4 балла.
- Ответ на третий вопрос билета для зачета засчитывается на **базовом** уровне, если студент раскрыл тему, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание, оценка составляет 4,5-5 баллов.
- Ответ на третий вопрос билета для зачета засчитывается на **продвинутом** уровне, если студент раскрыл тему, 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	10-13,5	14-17	17,5-20

баллов за зачет			
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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 (2)»

Первый вопрос: Тексты для чтения и пересказа

Text 1

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.

Text 2

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 3

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 summarizes 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 4

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 5

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 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.

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 6

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 7

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 help 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 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.

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.

Второй вопрос: Тексты на перевод с иностранного языка на русский

1. 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-to blanket bodies. Elbow Beach, fronted by Elbow Beach Hotel, is another spectacular wide stretch, of sand edged by turquoise seas.

2. 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.'

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

Третий вопрос: Высказывание на предложенную тему

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

Паспорт контрольной работы

по дисциплине «Иностранный язык (2)», 2 семестр

1. Методика оценки

Контрольная работа проводится по темам, предусмотренным рабочей программой по дисциплине для изучения в первом семестре. Контрольная работа включает 5 заданий.

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 предлогами

Задания контрольной работы открытого, закрытого и комплексного характера. Контрольная работа выполняется письменно. Контрольная работа представлена в 2 вариантах. К контрольной работе прилагаются ключи. Время выполнения контрольной работы 80 минут.

2. 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.
- Контрольная работа считается выполненной на **базовом** уровне, если студент набрал 37-46 баллов из 55 возможных.
- Контрольная работа считается выполненной на **продвинутом** уровне, если студент выполнил задание без ошибок, или с незначительными ошибками, набрав 47-55 баллов из 55 возможных.

3. Шкала оценки

В общей оценке по дисциплине баллы за контрольную работу учитываются в соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины. В соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины, максимальный итоговый балл за контрольную работу составляет 10 баллов. Итоговый балл рассчитывается в форме пропорции, путем приведения полученного количества баллов студентом за контрольную работу к 10 максимальным итоговым баллам (т.е. полученное студентом количество баллов из 55 возможных максимальных баллов за контрольную работу умножается на 10 (максимальный итоговый балл за контрольную работу) и делится на 55 (максимальный балл за контрольную работу)).

4. Пример варианта контрольной работы

ВАРИАНТ 1

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 |

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.

Total score: 55

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

Паспорт зачета

по дисциплине «Иностранный язык (2)», 3 семестр

1. Методика оценки

Зачет проводится в устной форме, по билетам. Билет формируется по следующему правилу:

Первый вопрос: Чтение и пересказ текста. 1500-1800 п. знаков. Время выполнения 20 минут. Вопрос выбирается из списка «Тексты для чтения и пересказа» (список приведен ниже).

Второй вопрос: Перевод параграфа с иностранного языка на русский язык без подготовки. Тематически текст соответствует рабочей программе по дисциплине. Вопрос выбирается из списка «Тексты на перевод с иностранного языка на русский» (список приведен ниже).

Третий вопрос: Высказывание на предложенную тему. Темы сформулированы в соответствии с программой по дисциплине. Тема выбирается из списка «Темы для устного высказывания» (список приведен ниже).

В ходе зачета преподаватель вправе задавать студенту дополнительные вопросы из общего перечня (п. 4).

Форма билета для зачета

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
Факультет ИСТР

Билет № _____

к зачету по дисциплине «Иностранный язык (2)»

1. Read the text and speak on its main ideas.
2. Translate the extract from the text.
3. Speak on the suggested topic.

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

2. Критерии оценки

Критерии оценки задания 1

- Ответ на первый вопрос билета для зачета считается **неудовлетворительным**, если студент не совсем понял основную мысль текста и не смог выразить ее, используя

активную лексику, допускал ошибки, затрудняющие понимание. Оценка составляет 0-3 балла.

- Ответ на первый вопрос билета для зачета засчитывается 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.
- Ответ на первый вопрос билета для зачета засчитывается 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.
- Ответ на первый вопрос билета для зачета засчитывается 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

- Ответ на второй вопрос билета для зачета считается **неудовлетворительным**, если студент выполнил задание менее, чем на 50% (т.е. дал перевод 3 выражений из 6 с ошибками, либо 5-6 выражений с ошибками). Оценка составляет 0-2 балла.
- Ответ на второй вопрос билета для зачета засчитывается 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 балла.
- Ответ на второй вопрос билета для зачета засчитывается 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.
- Ответ на второй вопрос билета для зачета засчитывается 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

- Ответ на третий вопрос билета для зачета считается **неудовлетворительным**, если студент не совсем раскрыл тему, мало используя активную лексику, допуская ошибки, затрудняющие понимание, оценка составляет 0-2 балла.
- Ответ на третий вопрос билета для зачета засчитывается на **пороговом** уровне, если студент раскрыл тему, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание, оценка составляет 3-4 балла.
- Ответ на третий вопрос билета для зачета засчитывается на **базовом** уровне, если студент раскрыл тему, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание, оценка составляет 4,5-5 баллов.
- Ответ на третий вопрос билета для зачета засчитывается на **продвинутом** уровне, если студент раскрыл тему, 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	10-13,5	14-17	17,5-20

баллов за зачет			
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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 (2)»

Первый вопрос: Тексты для чтения и пересказа

Text 1

INNOVATIVE DESIGN CENTRE FOR SERVICES (IDCS)

The design of products is well understood, taught and practiced the world over. Our experience as consumers is shaped by the physical and functional design of these products. From the clothes on our back and the house that we live in to the tools that we use and the food that we eat, product designers ensure there is function and beauty in the everyday things around us.

However, our lives are also influenced by our 'experience' as consumers of services, from the banks we use, the trains we get on and the schools we attend to the healthcare we need. But where do people learn how to design good quality services?

Well-designed services benefit individuals, organizations and society as a whole through increased efficiency and higher productivity. However, there was previously nowhere to educate the designers of services in the discipline of service design. Now, there is: the IDCS.

The IDCS offers courses from one week to four years in length. The courses attract student participants who want to change the way that services work in the real world. Most of the practical work that IDCS students complete is based on authentic projects that clients bring to the IDCS. The courses provide students with the knowledge and skills needed in work environments.

The IDCS takes commissions for projects from industry. Projects improve the usefulness of services and increase their efficiency for the client organization. The main work carried out by the IDCS is in healthcare, transport and business support.

Currently, the main way of teaching design is to focus on the individual and his/her skill within a discipline. But it seems clear that the only way to face the design challenges of today is to address them in teams of people who have different skills.

The old professional ideal was for the individual to be taught by a master. The new ideal is to encourage the power of the design team so that it develops a broad range of knowledge and achieves excellent design solutions.

As all projects undertaken at the IDCS are team projects, students learn to develop a high level of team-working skills.

1 Choose the description that best summarizes the text.

1 This is a newspaper article about teamwork. It uses the IDCS as an example to demonstrate how important teamwork is in the modern working environment.

2 This is an information leaflet which explains the purpose of the IDCS. It is probably designed to attract local businesses, particularly in the service industry, to give the IDCS practical projects to work on.

3 This is an information leaflet which explains the purpose of the IDCS. It is probably written to try to encourage people to attend its courses. It gives information about the purpose of the courses and what the teaching philosophy is.

4 This is a newspaper article which is investigating the purpose of the IDCS, the courses it runs and the way the courses are taught.

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

CIVIL ENGINEERING: IT'S NOT ALL BRICKS AND METAL

Ask anyone in the street what civil engineering is and the most likely reply will involve metal or concrete. In other words, most people associate engineering with bridges, roads, buildings and factories. We are not taught about engineering in school, so why should people consider anything else?

Structural, geotechnical and transport engineering are certainly three important strands of civil engineering and without them, we would not have houses to live in or roads to travel home on. But civil engineering extends further than this. Indeed, it can be viewed as something that covers everything you need in life.

One area of civil engineering that has become increasingly important and popular in recent years is environmental engineering. Interestingly, the growth of this area seems to have attracted increasing numbers of women into engineering careers.

Dr Charlotte Paterson, a lecturer in Environmental Engineering at the School of Civil Engineering and Geosciences at Newcastle University, paints an interesting picture of environmental engineering through her own experience and specialisation: waste stabilisation ponds.

Dr Paterson spent several years in the late 1990s doing field work in Tanzania and Australia for her PhD. This research may sound like an exciting and romantic opportunity for a

young academic. However, Dr Paterson is quick to point out that she spent most of this time floating in a small boat on ponds containing sewage.

If the aim of civil and environmental engineering is to use the forces and power of nature for the benefit of mankind, then waste stabilisation ponds provide the perfect example of this in action. This way of treating sewage uses a natural process which exploits the energy of the sun and bacteria to clean dirty water.

How does it work? Sewage treatment systems need to be given good conditions for the biodegradation of waste. This is usually done by adding oxygen to the water which can be achieved by mixing the water mechanically. An alternative method, however, is to use solar power. With this solar-powered method, algae are grown on the pond. The algae produce oxygen and the organic pollutants in the water are eventually broken down. The clean liquid is then separated from the dirtier solids which are removed to be treated. This offers a low-cost solution to a problem that affects billions of people worldwide.

This is one example of an environmental engineering technology that can improve the lives of many people worldwide. As Dr Paterson points out, one of the main aims of her own area of expertise is to find solutions for the billions of people who have neither clean water nor adequate sanitation.

Decide if the following statements are true or false. If the information is not given in the article, write 'not given'.

1. Civil engineering is a narrow subject that does not affect our daily lives.
2. The growth in civil engineering in recent years has attracted more women to it.
3. Dr Paterson's field research was neither exciting nor romantic.
4. The bacteria for waste stabilisation ponds are obtained from sewage.
5. The article describes two methods of adding oxygen to the polluted water.
6. The remaining solids in the treatment process are taken away to be used in agriculture.
7. Waste stabilisation ponds offer a solution to a worldwide problem.

Text 4

TRENDS IN SCHOOL DINNERS

What happens at midday in English schools? At the moment, schools in England have free school dinners for children from low-income families. Other pupils pay to have school dinners and some bring sandwiches. However, secondary school* meals services in England are now experiencing a crisis. In fact, experts have warned that the provision of school dinners in England will die out unless something is done about it immediately.

School dinners were introduced in schools in England at the end of the 19th century. The idea was to help children from low-income families who were often poorly fed at home, but the meals were available to all children. By 1920 around 1 million children were having school dinners at a huge cost to the government. In 1944 every secondary school had to provide school meals.

In the 1970s the number of children having school dinners started to fall. This continued in the 1980s, when local education authorities were given the choice to stop offering free school dinners. At this time, free school meals became part of the government benefit system which supported poor families, so fewer children were receiving free dinners and more were paying for them.

In the 1990s school dinner systems were privatized and this led to a decline in the quality of the food provided. By the mid 1990s, less than half the children in English schools were having school dinners. It was not until 2001 that the government started to focus on the quality of food in schools and set minimum standards for nutrition. By 2006 all school dinners had to meet certain standards.

So after this positive move, why the crisis? Research which is due to be published tomorrow will show that the number of students having school dinners has fallen dramatically. Now only 35% of children in secondary schools are having school dinners. This represents a drop of 17% in the last three years and is at the lowest level since 1944.

Some people blame this on two factors. Firstly, a lot of negative publicity has been generated by campaigns in recent years which have focused on the poor quality of food in schools. Secondly, the introduction of minimum standards for food in 2006 reduced the provision of certain types of popular food such as chips.

On a more positive note, catering in primary schools** is maintaining a steady uptake of around 40%. This shows no signs of declining further. In addition, the government is committed to spending £220m on school meals over the next four years.

* aged 11 to 16 ** aged 5 to 11

Answer the following questions:

1. What will happen if something is not done to help the school dinner system now?
2. Why were school dinners first offered to schoolchildren?
3. When did it become obligatory for schools to provide school dinners?
4. What two things happened in the 1980s that led to a decline in the number of children having school dinners?
5. According to the article, what was the effect of school dinners being run by private companies?
6. In which year did the government set standards for the quality of the food provided in schools?
7. What is special about the number of children having school dinners now?
8. What are the two reasons given for the low number of children having school dinners now?

Text 5

GREEN DESIGNS OF THE YEAR!

At Eco-home magazine we must see hundreds of great innovations every year but we can't give prizes to all of them. After days of discussion, here are the top three for this year.

DESIGN A: Most innovative furniture of the year The winner in this category was Zelfo Australia's Peanut Chair. It is made 100 percent from Plant material with no glue, so it cares for the environment as well as the owner. Zelfo is the name of the company and the name of the material they use to make all their products. The material combines plants and paper and provides an alternative to the chemicals and plastics in most types of furniture. Zelfo uses no chemicals and its factory in Australia recycles as much of its water as possible, with no toxic waste. Zelfo is also currently used in the production of musical instruments and toys. You might even be wearing their sunglasses in the future!

DESIGN B: Best innovation in houses If you walk through the area of Segrate in Milan you could find that the air smells fresher than in most other cities. That's because the road in the city centre is covered in concrete which cleans the air. Italy's largest cement maker, Italcementi first discovered the cement when it made a concrete for a new church in Rome. The idea was to design a chemical to keep the cement clean. They discovered that it could also clean the air around it. The company is certain that if 5 percent of all buildings had this cement, air pollution could fall by 50 percent.

DESIGN C: Design Team of the Year Eco-home's final award goes to Nike3 Considered team. As a sub-group of Nike, the aim of the team is to create an athlete's shoe which uses less energy, produces less waste, and is made with fewer chemicals. Its latest shoe the Soaker is an environmentally-friendly shoe but still with classic Nike design. It also contains 95 percent fewer chemicals than many other athletes' shoes.

According to the article, which innovation...

- 1) uses no chemicals?
- 2) uses very few chemicals?
- 3) helps you breathe more easily?
- 4) is comfortable to sit on?
- 5) looks like other similar designs?
- 6) can make many other objects?
- 7) might you walk on?

- 8) might you walk in?
- 9) is produced in a place that is also environmentally friendly?
- 10) was designed for something else?

Text 5

THE FIVE MYTHS OF DISTANT LEARNING

Myth 1: Online universities can offer as good an education as any traditional school. You just have to choose the right online course. Many of these now allow students to interact with expert teachers and learn through the Internet.

Myth 2: While this may be true of cheap schools or 'fake' schools, degrees from properly accredited schools are accepted by employers in the same way that traditional degrees are accepted.

Myth 3: Qualifications from accredited online schools will be accepted by traditional institutions in the same way that grades and qualifications from 'regular' colleges are accepted.

Myth 4: Anyone can claim to be an accredited agency, and many do. However, in order to be widely accepted, your degree needs to come from a college approved by your country's educational bodies. Always check with them first to avoid studying for an unrecognized qualification.

Myth 5: While some online students choose accelerated courses, others select online schools that let them do their work slowly, over a longer period of time. Just like traditional schools, some online institutions are known for being easier and others are known for being harder. Flexibility is key in the world of distance learning and the majority of online courses can change to fit your needs.

Decide if these statements are true or false.

- 1) The courses at many online universities are equal to any traditional university.
- 2) Employers actually prefer degrees from online universities.
- 3) Qualifications from schools which are officially approved won't necessarily mean much to anyone.
- 4) Make sure your course is with a recognized educational body.
- 5) The main benefit of online learning is that it can fit your way of working and requirements.

Text 6

VIDEO GAMES

Millions around the world spend their free time playing video and computer games. Many even believe they are improving themselves by doing so. Could they be right? Beads of sweat form on your brow as you grip the gun. Your heart is beating out of your chest as you creep through this virtual world. You are in control. Law — what law? Go ahead, steal a car, shoot innocent bystanders... Real? — Almost. 'Thrilling?' 'Heart throbbing?' 'Captivating?' 'Addictive?' — YES! Why is society so wrapped up in them? What do studies and research show? Why are people so enthralled by these inventions, spending countless hours in front of a screen?

For many people, the world of video games is a perfect break from a reality filled with deadlines, stress and responsibilities. People play them because they are fun, interesting and a way to relax. Computer and video games are often used to help people focus on something other than life's daunting problems. They are in a virtual world that makes sense to them — a place where they can be whoever or whatever they choose, without worrying about how they look or act, and without having to deal with real-life problems. For some, this escape is just a passing fascination — but for others, video games are much more.

The video games of today can be compared to the board games of previous generations. People once played board games as a form of social interaction. These games were generally a way of learning about and getting closer to family, friends or even dates. It was an opportunity to spend time with people and learn about how they thought. Board games offered a chance to socialize, stimulate the mind and enjoy interesting conversation. Human beings need this type of innocent social interaction. People were designed to engage with — talk to each other. Many today believe they can gain a social life from playing computer and video games.

Recently, researchers have recognized that video games have another destructive quality: They are addictive. Many video games are so engrossing that players feel they absolutely must finish the TASKs in the games — even going so far as to neglect their own personal lives. This has been further compounded in online games, in which players who ‘take time off’ in order to live their normal lives feel as though they are letting down their online friends. The effects of this have been tragic. In 2002, a gamer was so addicted to Everquest that he actually took his own life, most likely because of problems he was having solely within the game.

The current state of video games reveals a world that is progressing further into self-deceit, confusion, violence and ignorance. Young generation should be taught which pursuits truly have long lasting value. Adults must show the way how to form correct relationships and how to react, respond to and deal with stress. People should no longer turn to vain pursuits in the hope of finding social lives, or to waste the day away.

Text 7

HIGHER EDUCATION

Many countries in the developed and rapidly developing world have come to the realisation that a far greater number of a country's population need to be at university or other places of higher education to ensure that their knowledge-based economies can compete with others. At the same time, there is a strong feeling that universities, traditionally made up of small elites, need to ensure that disadvantaged groups get equal access. The effect of all this has been the ballooning of student numbers in Higher Education in the last ten years in many countries from Australia, to South Korea, to Britain, to Canada and to others.

As numbers rose inexorably, so have costs. Who is to foot the bill? The answer has been increasingly that costs must be transferred to the individual, as the state sector just does not have the capacity to fund the expansion that is required. Fees have gone up and will have to continue to rise. Many people who want access to all that a tertiary education offers have found that they will be faced with large mountains of debt upon graduation. The question that needs to be asked is whether fee hikes have discouraged entrance, particularly among those who would suffer the greatest financial hardship.

The evidence is unclear. Australia and New Zealand were early introducers of increased fees. The former introduced HECS, which is a combined tuition fee and income-contingent student loan scheme. The latter introduced and then deregulated student fees. In both cases, participation levels were largely unaffected by the changes, especially among lower-income families.

A more recent trend has been the adoption of student loan schemes which take the form of soft loans, popularly tagged "study now, pay later". Many argue that social equity is damaged by the costs; people from poorer backgrounds will balk at the costs involved and fail to enrol at universities. However, some argue that soft loan schemes are more equitable because those who have incurred debts during their studies stand a greater chance of repaying the loans through increased opportunities to obtain better-paid jobs. P5: At a time when many governments are strapped for cash, a shift to "study now, pay later" schemes will free up funds that could be used to remove barriers at earlier levels of education.

QUESTIONS

1. Which title best expresses the ideas in the text?

A. The crisis in Higher Education B. The Funding of Higher Education C. Knowledge-based economies and Higher Education D. Higher education and the Australia/New Zealand experience

2. Canada is mentioned because

A. disadvantaged persons there now enter Higher Education. B. it is part of the developed world. C. the student population there has increased. D. it is representative of North America.

3. Which one of the following statements is not true?

A. Loan schemes have been introduced. B. Fees have risen in Australia. C. Poorer New Zealand students stopped entering Higher Education. D. University students often get good salaries.

4. The word "latter" (paragraph 3) refers to
A. Australia B. student loan-scheme C. Hecs D. New Zealand
5. Soft loan schemes are applicable to
A. higher-income students B. disadvantaged groups C. lower-income students D. all university students
6. The word "balk" (paragraph 4) is best replaced by
A. Fear B. Reject C. Suffer D. recoil

Второй вопрос: Тексты на перевод с иностранного языка на русский

1. Currently, the main way of teaching design is to focus on the individual and his/her skill within a discipline. But it seems clear that the only way to face the design challenges of today is to address them in teams of people who have different skills. The old professional ideal was for the individual to be taught by a master. The new ideal is to encourage the power of the design team so that it develops a broad range of knowledge and achieves excellent design solutions. As all projects undertaken at the IDCS are team projects, students learn to develop a high level of team-working skills.
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. If the aim of civil and environmental engineering is to use the forces and power of nature for the benefit of mankind, then waste stabilization ponds provide the perfect example of this in action. This way of treating sewage uses a natural process which exploits the energy of the sun and bacteria to clean dirty water. How does it work? Sewage treatment systems need to be given good conditions for the biodegradation of waste. This is usually done by adding oxygen to the water which can be achieved by mixing the water mechanically. An alternative method, however, is to use solar power. With this solar-powered method, algae are grown on the pond.
4. Research which is due to be published tomorrow will show that the number of students having school dinners has fallen dramatically. Now only 35% of children in secondary schools are having school dinners. This represents a drop of 17% in the last three years and is at the lowest level since 1944. Some people blame this on two factors. Firstly, a lot of negative publicity has been generated by campaigns in recent years, which have focused on the poor quality of food in schools. Secondly, the introduction of minimum standards for food in 2006 reduced the provision of certain types of popular food such as chips.
5. Anyone can claim to be an accredited agency, and many do. However, in order to be widely accepted, your degree needs to come from a college approved by your country's educational bodies. Always check with them first to avoid studying for an unrecognized qualification. While some online students choose accelerated courses, others select online schools that let them do their work slowly, over a longer period of time. Just like traditional schools, some online institutions are known for being easier and others are known for being harder. Flexibility is key in the world of distance learning and the majority of online courses can change to fit your needs.
6. Recently, researchers have recognized that video games have another destructive quality: They are addictive. Many video games are so engrossing that players feel they absolutely must finish the TASKs in the games — even going so far as to neglect their own personal lives. This has been further compounded in online games, in which players who 'take time off' in order to live their normal lives feel as though they are letting down their online friends. The effects of this have been tragic. In 2002, a gamer was so addicted to Everquest that he actually took his own life, most likely because of problems he was having solely within the game.
7. As numbers rose inexorably, so have costs. Who is to foot the bill? The answer has been increasingly that costs must be transferred to the individual, as the state sector just does not have

the capacity to fund the expansion that is required. Fees have gone up and will have to continue to rise. Many people who want access to all that a tertiary education offers have found that they will be faced with large mountains of debt upon graduation. The question that needs to be asked is whether fee hikes have discouraged entrance, particularly among those who would suffer the greatest financial hardship.

Третий вопрос: Высказывание на предложенную тему

Speak on the topic:

- What is design?
- Inventors and their inventions
- University life (American/European Universities)
- NSTU
- Engineering wonders of the world
- Science and engineering - hen or egg?

Паспорт контрольной работы

по дисциплине «Иностранный язык (2)», 3 семестр

1. Методика оценки

Контрольная работа проводится по темам, предусмотренным рабочей программой по дисциплине для изучения в первом семестре. Контрольная работа включает 7 заданий.

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 предложениями, 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

Задания контрольной работы открытого, закрытого и комплексного характера. Контрольная работа выполняется письменно. Контрольная работа представлена в 2 вариантах. К контрольной работе прилагаются ключи. Время выполнения контрольной работы 80 минут.

2. 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

- Контрольная работа считается выполненной на **пороговом** уровне, если студент набрал 50-67 баллов из 100 возможных.
- Контрольная работа считается выполненной на **базовом** уровне, если студент набрал 68-85 баллов из 100 возможных.
- Контрольная работа считается выполненной на **продвинутом** уровне, если студент выполнил задание без ошибок, или с незначительными ошибками, набрав 86-100 баллов из 100 возможных.

3. Шкала оценки

В общей оценке по дисциплине баллы за контрольную работу учитываются в соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины. В соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины, максимальный итоговый балл за контрольную работу составляет 10 баллов. Итоговый балл рассчитывается в форме пропорции, путем приведения полученного количества баллов студентом за контрольную

работу к 10 максимальным итоговым баллам (т.е. полученное студентом количество баллов из 100 возможных максимальных баллов за контрольную работу умножается на 10 (максимальный итоговый балл за контрольную работу) и делится на 100 (максимальный балл за контрольную работу).

4. Пример варианта контрольной работы

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. A dialect 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)

Total score:100

Паспорт экзамена

по дисциплине «Иностранный язык (2)», 4 семестр

1. Методика оценки

Экзамен проводится в устной форме, по билетам. Билет формируется по следующему правилу:

Первый вопрос: Монологическое высказывание на предложенную тему. Темы сформулированы в соответствии с программой по дисциплине. Тема выбирается из списка «Темы для устного высказывания» (список приведен ниже)

Второй вопрос: Диалогическое высказывание. Вопрос выбирается из списка «Диалогические высказывания» (список приведен ниже).

Третий вопрос: Чтение и пересказ текста. 1500-1800 п. знаков. Время выполнения 20 минут. Вопрос выбирается из списка «Тексты для чтения и пересказа» (список приведен ниже).

Четвертый вопрос: Перевод параграфа с иностранного языка на русский язык без подготовки. Тематически текст соответствует рабочей программе по дисциплине. Вопрос выбирается из списка «Тексты на перевод с иностранного языка на русский» (список приведен ниже).

В ходе зачета преподаватель вправе задавать студенту дополнительные вопросы из общего перечня (п. 4).

Форма экзаменационного билета

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
Факультет ИСТР

Билет № _____

к экзамену по дисциплине «Иностранный язык (2)»

1. Speak on the suggested topic.
2. Make up a dialogue on the suggested topic.
3. Read the text and speak on its main ideas.
4. Translate the extract from the text

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

2. Критерии оценки Критерии оценки задания 1

- Ответ на первый вопрос билета для экзамена считается **неудовлетворительным**, если студент не совсем раскрыл тему, мало используя активную лексику, допуская ошибки, затрудняющие понимание, оценка составляет 0-4 балла.
- Ответ на первый вопрос билета для экзамена засчитывается на **пороговом** уровне, если студент раскрыл тему, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание, оценка составляет 5-6,5 баллов
- Ответ на первый вопрос билета для экзамена засчитывается на **базовом** уровне, если студент раскрыл тему, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание, оценка составляет 6,6-8,4 баллов.
- Ответ на первый вопрос билета для экзамена засчитывается на **продвинутом** уровне, если студент раскрыл тему, используя активную лексику, не допустив при этом лексических, грамматических и фонетических ошибок, оценка составляет 8,5-10 баллов.

Критерии оценки задания 2

- Ответ на второй вопрос билета для экзамена считается **неудовлетворительным**, если студент не совсем раскрыл тему, мало используя активную лексику, допуская ошибки, затрудняющие понимание, оценка составляет 0-4 балла.
- Ответ на второй вопрос билета для экзамена засчитывается на **пороговом** уровне, если студент раскрыл тему, используя активную лексику, с умеренным количеством ошибок, не затрудняющих понимание, оценка составляет 5-6,5 баллов.
- Ответ на второй вопрос билета для экзамена засчитывается на **базовом** уровне, если студент раскрыл тему, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание, оценка составляет 6,6-8,4 баллов.
- Ответ на второй вопрос билета для экзамена засчитывается на **продвинутом** уровне, если студент раскрыл тему, используя активную лексику, не допустив при этом лексических, грамматических и фонетических ошибок, оценка составляет 8,5-10 баллов.

Критерии оценки задания 3

- Ответ на третий вопрос билета для экзамена считается **неудовлетворительным**, если студент не совсем понял основную мысль текста и не смог выразить ее, используя активную лексику, допускал ошибки, затрудняющие понимание. Оценка составляет 0-4 балла.
- Ответ на третий вопрос билета для экзамена засчитывается 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 5-6,5 баллов.
- Ответ на третий вопрос билета для экзамена засчитывается на **базовом** уровне, если студент понял основную мысль текста и выразил ее, используя активную лексику, с незначительным количеством ошибок, не затрудняющих понимание. Оценка составляет 6,6-8,4 баллов.
- Ответ на третий вопрос билета для экзамена засчитывается на **продвинутом** уровне, если студент понял и изложил содержание текста, используя активную лексику, не допустив при этом лексических, грамматических и фонетических ошибок. Оценка составляет 8,5-10 баллов.

Критерии оценки задания 4

- Ответ на четвертый вопрос билета для экзамена считается **неудовлетворительным**, если студент выполнил задание менее, чем на 50% (т.е. дал перевод 3 выражений из 6 с ошибками, либо 5-6 выражений с ошибками). Оценка составляет 0-4 балла.
- Ответ на четвертый вопрос билета для экзамена засчитывается 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 5-6,5 баллов.
- Ответ на четвертый вопрос билета для экзамена засчитывается 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 6,6-8,4 баллов.

- Ответ на четвертый вопрос билета для экзамена засчитывается на **продвинутом** уровне, если студент дал перевод всех слов и выражений, не допустив при этом лексических, грамматических или фонетических ошибок. Оценка составляет 8,5-10 баллов.

3. Шкала оценки

Экзамен считается сданным, если сумма баллов по всем заданиям билета оставляет не менее 20 баллов (из 40 возможных).

	пороговый уровень	базовый уровень	продвинутый уровень
Задание 1	5-6,5	6,6-8,4	8,5-10
Задание 2	5-6,5	6,6-8,4	8,5-10
Задание 3	5-6,5	6,6-8,4	8,5-10
Задание 4	5-6,5	6,6-8,4	8,5-10
Общее кол-во баллов за экзамен	20-26,4	26,5-33,5	34-40

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

4. Вопросы к экзамену по дисциплине «Иностранный язык (2)»

Первый вопрос:

Speak on the suggested topic:

1. Don't follow trends, start trends
2. Fashion icons
3. Out of sight, out of mind?
4. Types of mass media
5. Crime and punishment
6. Reasons for committing crime
7. Origins of conflict
8. Conflict settling and peace-keeping organizations

Второй вопрос:

Make up a dialogue on the suggested topic:

1. The personality of someone who is important in your life.
2. Personality is more important than the way someone looks.
3. Your favourite TV programme.
4. The profession of a journalist.
5. The best candidates for the jury.
6. How to live longer?
7. Copying celebrities – is it worth doing?
8. How to make your city better?

Третий вопрос:

Read the text and speak on its main ideas.

Text 1.

FASHIONS CHANGE, BUT CHANGE IS ALWAYS THE FASHION

Fashions change at a steady rate, new research suggests, They are driven by a minority of innovators with many people copying each other. These are the conclusions of university researchers from the UK and USA.

The research also challenges the belief that a lot of our fashion choices are independent, rational decisions. It shows we generally copy others when it comes to popular culture.

The researchers say innovation is what actually drives fashion change. 'Innovators are the cool ones who "pump" new fashions into our world,' Dr Bentley of Durham University explains. 'Most are ignored, but some get copied.'

Plenty of celebrities, for example, get copied. Dr Bentley also points out that we are not necessarily looking out for the latest fashion but we need regular change.

Similar results to those of Dr Bentley were found in the US when academics looked at the Billboard Top 200 chart and found that it turned over at a constant average rate for 10 years, from the 1950s to the 1980s. The number of albums entering and exiting the chart varied from day to day and month to month, but overall the average change was 5.6 percent per month for the full 30-year period. They discovered similar consistency in the fashions for baby names and dog breeds.

They looked at the popularity of music, baby names and types of dogs and found that their popularity changes at a steady rate, regardless of population size.

Text 2

CAREERS IN JOURNALISM – BECOMING A FOREIGN CORRESPONDENT

So, you want to be a foreign correspondent. Unfortunately so do lots of other journalists. Many see it as their free passport to travel far and wide. As the world gets smaller, the competition for working overseas gets tougher. But if you remain undaunted you could be able to wangle your way into reporting on the latest crisis.

Some journalists say that they want to be foreign correspondents 'while they can'. After a few years of work, they reason, they can settle down to a comfortable job and cover less adventurous stories at home. But whenever you decide to go, here are some skills and talents you'll need:

LEARN A FOREIGN LANGUAGE

Many correspondents find that they need to work among several languages, but knowing at least one very well will increase your skills and show editors that you have an aptitude for language.

INDEPENDENCE AND CHUTZPAH

No newspaper editor will send a reporter who needs a lot of direction and management while reporting to their boss half a world away. You'll need plenty of self-confidence and be prepared sometimes to break some rules.

BE THE BEST

Many journalists can report well but foreign correspondents also need to be great writers. You have to be able to convey the scene of war to readers in less than '1000 words - with bombs and bullets going off around you. Every word you write will need to bring home to readers what's really happening with objective honesty and integrity.

Text 3

GRETA GARBO

It has been said that she was the most beautiful woman who ever lived. Whether this is true or not, Greta Garbo will always be remembered for starring in some of Hollywood's greatest masterpieces, from the silent movies of the twenties through to her last film in 1941.

Her decision never to make a film again shocked the movie world. She accepted an honorary Oscar in 1954 but soon afterwards she was rarely seen in public again. She famously said, 'I want to be alone.' She bought a seven-room apartment in New York City where she lived on her own for the rest of her life. Throughout the years leading up to her death in 1990, Garbo wasn't a total recluse.

It was reported that she still spent time with the rich and famous and that she would go for long walks in New York wearing dark glasses and casual clothes. She had invested the money she had made from films wisely and there are still rumours that she wrote an autobiography.

However, the book has never been published. Her final interview took place in Cannes with the journalist Paul Callan. He started the interview by saying, 'I wonder...' Garbo interrupted, said, 'Why wonder?' and walked away. It is probably one of the shortest interviews in celebrity history.

Text 4

NEW STATISTICS ON CRIME

New statistics show that, internationally, crime rates have fallen and so researchers have drawn the conclusion that more people than ever before can feel free to walk around without fear of crime.

Take the USA, for example. It still ranks high in violent crime among industrialized nations but, on the whole, street crime here is at one of its lowest rates ever. Interestingly, there are some exceptions where crime has risen, but only a little: low-crime societies like Denmark and Finland have recently experienced small increases in street crime.

Of course, comparing crime figures around the world is rather complicated. Each country has different definitions of what makes a crime but if we look at the past two decades, for example, most countries suggest there has been an overall fall in the number of cases of goods being taken from individuals. In particular, many Asian and Arab World countries have brought much of this crime under greater control.

For a long time this has been regarded as one of the worst types of property crimes but it is generally thought to be lower now than in the eighties. This could be due to more private homes and offices having better security systems from people breaking in. Some of the countries with the worst records are Australia, Canada, Denmark, England, Finland and Wales, while Korea, Saudi Arabia and Spain perform well.

No surprises here. The country with the most vehicles per person is also the place with the highest recorded figures. After the USA, with over one million thefts per year, comes the UK, Japan and France.

Text 5

STUDENT FILM WEEK AN OUTSTANDING SUCCESS

This year's festival was extremely popular with students from other universities. Some students even travelled over 100 miles to attend. Despite some films being poor quality, the vast majority were very popular with the people who watched them.

The audience who attended the different films throughout the week were 95% students. Some members of the public had responded to the advertisements which were placed in the town centre. However, most of the crowds were students from the five regional universities.

On the whole, the most popular genre of film was science fiction. Throughout the week, the science fiction films were full, with almost no seats available at all. Generally speaking, the room showing romantic comedies was the most empty every day. As 78% of the film week audience were women, this destroys the idea that the romantic comedy is the favourite genre among female film goers.

The popcorn sellers made the most money in the week. Most of the time, people chose to eat lunch outside the university in cafes and restaurants in the town. Nevertheless, the outlets selling popcorn, drinks and snacks next to the rooms showing the films did a lot of business. The only negative aspect was that the festival organizers were left with 120 bags of salted popcorn as the most popular type tended to be sweet!

The feedback gathered at the end of the week showed that most of the people who attended were extremely satisfied with the festival and happy that they had attended. The vast majority of people were very complimentary about the organization and stated that they would return the following year.

Based on the feedback, some of the main things that the organizers could think about for next year are:

- more variety of film genres
- clearer information about plots and characters
- fewer horror films
- more classic films.

Text 6

THE MAKING OF MAUVE

Once upon a time, colour was for the rich. Dyes had to be painstakingly derived from plants or animals; quality was uneven and rich hues like purple were reserved for royalty.

That all changed in 1856, when 18-year-old chemistry student William Perkin discovered some unexpected red crystals in the bottom of a test tube. While searching for a malaria cure in his tiny home laboratory, he had accidentally turned a noxious coal byproduct into a vivid purple that could be used to dye silk and other fabrics.

In tribute to the Parisian fashion world, he named the first synthetic dye after the French name of a purple plant — mauve. Perkin had to overcome his chemistry colleagues' disdain for commerce — even his mentor dismissed the discovery as "purple sludge" — as well as the distrust of the tradition-bound dye industry.

Perkin's creation took the European fashion world by storm once it was popularised by French Empress Eugenie, who thought the colour matched her eyes.

Some stodgy satirists complained of the "mauve measles" epidemic. Others wrote gushing odes to the new shade.

But fashion is fickle, and soon others were following Perkin's experiments, creating their own colours from petroleum byproducts. The market for natural dyes collapsed. By the time Perkin died in 1907, the British dye industry had been overtaken by Germany, which lured the world's best chemists to its factories in what Garfield calls "one of the first classic examples of brain drain".

Text 7

KILLER ROBOTS

Robots are taking over many hazardous jobs, but they are also creating new hazards, according to a report by the International Labour Office (ILO).

Being struck by a robot arm in motion, being trapped between the robot and another object, and being hit by an object dropped by an overloaded robot gripper are the main hazards that robots pose to humans, according to the report of Safety in the Use of Industrial Robots. In many cases, workers are in the way when the robot makes a sudden, unexpected movement or starts when it isn't supposed to. Such miscues may result from software problems, electrical interference, or faults in the hydraulic, electrical, or pneumatic controls.

The first robot-related death occurred in Japan in 1981, and one survey of robot use in Japan showed a total of 10 fatalities reported by the end of April 1987. The causes were the victim's error in four cases and "spontaneous start of robot" in other six, according to Japan's Ministry of Labour.

Each year, approximately five or six workers injured in robot accidents in Japan, and there have been many more "near-misses". Even when robots are used safely, other problems may develop, says the report. When robots create unemployment of humans, workers may suffer from ulcers, colitis, and emotional stress.

New jobs created by robotisation generate stress, too, such as anxiety in trying to keep with a robot's work pace. "In general, while technological innovation may free people from physical labour, it may give rise to mental load", the report notes, "and it is thought likely that new occupational diseases may arise in time."

Четвертое задание:

Translate the extract from the text.

1. Fashions change at a steady rate, new research suggests, They are driven by a minority of innovators with many people copying each other. These are the conclusions of university researchers from the UK and USA.

The research also challenges the belief that a lot of our fashion choices are independent, rational decisions. It shows we generally copy others when it comes to popular culture.

2. No newspaper editor will send a reporter who needs a lot of direction and management while reporting to their boss half a world away. You'll need plenty of self-confidence and be prepared sometimes to break some rules.

Many journalists can report well but foreign correspondents also need to be great writers. You have to be able to convey the scene of war to readers in less than '1000 words - with bombs and bullets going off around you. Every word you write

will need to bring home to readers what's really happening with objective honesty and integrity.

3. Her decision never to make a film again shocked the movie world. She accepted an honorary Oscar in 1954 but soon afterwards she was rarely seen in public again. She famously said, 'I want to be alone.' She bought a seven-room apartment in New York City where she lived on her own for the rest of her life. Throughout the years leading up to her death in 1990, Garbo wasn't a total recluse.

4. Of course, comparing crime figures around the world is rather complicated. Each country has different definitions of what makes a crime but if we look at the past two decades, for example, most countries suggest there has been an overall fall in the number of cases of goods being taken from individuals. In particular, many Asian and Arab World countries have brought much of this crime under greater control. For a long time this has been regarded as one of the worst types of property crimes but it is generally thought to be lower now than in the eighties.

5. On the whole, the most popular genre of film was science fiction. Throughout the week, the science fiction films were full, with almost no seats available at all. Generally speaking, the room showing romantic comedies was the most empty every day. As 78% of the film week audience were women, this destroys the idea that the romantic comedy is the favourite genre among female filmgoers.

The popcorn sellers made the most money in the week. Most of the time, people chose to eat lunch outside the university in cafes and restaurants in the town.

6. In tribute to the Parisian fashion world, he named the first synthetic dye after the French name of a purple plant — mauve. Perkin had to overcome his chemistry colleagues' disdain for commerce — even his mentor dismissed the discovery as "purple sludge" — as well as the distrust of the tradition-bound dye industry.

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New jobs created by robotisation generate stress, too, such as anxiety in trying to keep with a robot's work pace.

Паспорт контрольной работы

по дисциплине «Иностранный язык (2)», 4 семестр

1. Методика оценки

Контрольная работа проводится по темам, предусмотренным рабочей программой по дисциплине для изучения в первом семестре. Контрольная работа включает 7 заданий.

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

Задания контрольной работы открытого, закрытого и комплексного характера. Контрольная работа выполняется письменно. Контрольная работа представлена в 2 вариантах. К контрольной работе прилагаются ключи. Время выполнения контрольной работы 80 минут

2. 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

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

3. Шкала оценки

В общей оценке по дисциплине баллы за контрольную работу учитываются в соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины. В соответствии с правилами балльно-рейтинговой системы, приведенными в рабочей программе дисциплины, максимальный итоговый балл за контрольную работу составляет 10 баллов. Итоговый балл рассчитывается в форме

пропорции, путем приведения полученного количества баллов студентом за контрольную работу к 10 максимальным итоговым баллам (т.е. полученное студентом количество баллов из 100 возможных максимальных баллов за контрольную работу умножается на 10 (максимальный итоговый балл за контрольную работу) и делится на 100 (максимальный балл за контрольную работу).

4. Пример варианта контрольной работы

ВАРИАНТ 1

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
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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.

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 ____3total 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.

- They will not conduct their first experiment tomorrow unless the apparatus ____ ready.
a) is b) will be c) are
- If he ____ so lazy, he would not fail in the examination.
a) was not b) were not c) is not
- If he ____ well he could be present at the launching of the rocket.
a) was b) is c) were
- If you called for the doctor she ____ much calmer.
a) would be b) will be c) is
- If her husband got more money they ____ big house
a) buy b) will buy c) would buy
- 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:

- He will be glad if ____ вы ему поможете.
- He will be glad if ____ он сдаст экзамен
- We would be glad if ____ бы он мог участвовать в состязании.
- We would be glad if ____ бы она поехала отдохнуть.
- They would be glad if ____ бы пьеса имела успех.

(Score:10)

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

- Dear Sir,
- Yours faithfully
- 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.
- 18, Ladbroke Terrace
London, N.W.4
- 15th October, 2011
- E. Clifford, Esq.,
Weavewell Woolen Co. Ltd.,
Victoria Street,
London, E.C.4.
- Olaf Petersen
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)

Total score:100