


МИНОБРНАУКИ РОССИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО «ВГУ»)

УТВЕРЖДАЮ

Заведующий кафедрой
теории перевода и межкультурной коммуникации


Л.А.Борисова

05.07.2018 г.

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

Б1.Б.15 Практический курс первого иностранного языка

1. Код и наименование направления подготовки/специальности:

45.05.01 Перевод и переводоведение

2. Профиль подготовки/специализация:

Лингвистическое обеспечение межгосударственных отношений (английский язык)

3. Квалификация (степень) выпускника: лингвист-переводчик

4. Форма обучения: очная

5. Кафедра, отвечающая за реализацию дисциплины: теории перевода и межкультурной коммуникации

6. Составители программы: Дымант Юлия Александровна, канд.филол.наук, преподаватель

7. Рекомендована: НМС факультета РГФ, протокол № 10 от 19 июня 2018 г.

отметки о продлении вносятся вручную)

8. Учебный год: 2018-19, 2019-20

Семестр(ы): 1-4

9. Цели и задачи учебной дисциплины: Целью изучения дисциплины является достижение уровня иноязычной коммуникативной компетенции в диапазоне от В1+ до В2. Реализация поставленной цели осуществляется благодаря решению следующих задач:

1) формирование умения аудирования, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от В1+ до В2 (понимать на слух монологическую и диалогическую речь носителя языка (телефонные послания, инструкции, лекции, новости, объявления, рассказы, речи, доклады, анекдоты, интервью, дискуссии) как с визуальной опорой, так и без нее; извлекать из воспринимаемых на слух аутентичных текстов соответствующей трудности фактическую информацию; выполнять различные задания, используя извлеченные из аудио / видео текста факты; уметь адекватно воспроизводить фрагменты прослушанных аудиоматериалов);

2) формирование умения чтения, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от В1+ до В2 (понимать оригинальный текст художественного и публицистического жанров; кратко излагать содержание текста с последующей формулировкой отношения к основной идее текста; понять общую идею текста, выявить конкретные факты в заданный промежуток времени; выполнить проблемные задания по содержанию текста; обсудить прочитанное с партнером и группой; дальнейшее развитие основных стратегий чтения / умения читать с общим пониманием содержания; с детальным пониманием; выделять из текста искомую информацию/; развитие умений поискового чтения / на материале текстов учебника, газетных статей, художественных текстов/; развитие умений читать разножанровые тексты / справочную литературу, переписку, художественную и публицистическую литературу, отчеты, доклады/);

3) формирование умения письменной речи и навыков письма, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от В1+ до В2 (развитие орфографических навыков письма; формирование навыков редактирования письменных текстов; формирование умений продуцировать письменные тексты с учетом потенциального читателя; формирование умений писать сочинения различного типа / абзацы-повествования, абзацы-инструкции, абзацы-описания, управляемые официальные письма (заявления о приеме на работу и заявления жалобы), управляемые и творческие письма неформального плана, письменные сообщения устных выступлений; писать абзацы разных типов (описательные, повествовательные, инструктивные); используя нужный стиль, лексику и грамматические структуры, соответствующие заявленному уровню ИКК, писать письмо личного и полуофициального характера, адекватное условиям общения и функции (заявление о приеме на работу, жалобу, запрос информации) на базе заданной ситуации и указанных ремарок);

4) формирование умения говорения, соответствующего уровню иноязычной коммуникативной компетенции в диапазоне от В1+ до В2 (развитие умений диалогической речи / диалог-беседа на бытовые темы, диалог-рассуждение, диалог-интервью, ситуативный диалог, различные типы диалогических единств, связанные с основными речевыми актами/ и монологической речи / монолог-описание, монолог-повествование, монолог-рассуждение/; формирование умений полилогической речи / дискуссии, тематические беседы/; развитие умений публичной речи / презентация текстов, докладов, сообщений с использованием риторических приемов/; развитие умений соблюдать культурно-специфические этикетные нормы оформления речи; формирование умений инициировать общение, адекватно вступать в общение, поддерживать разговор, завершать общение; высказывать суждения, оценки, отношение к высказываемому, обмениваться мнениями и информацией познавательно-информационного характера; развитие умений устно-речевого взаимодействия по всему спектру проблем; уметь вести подготовленную и спонтанную беседу социокультурного характера, на базе аудио-видео-текстового материала, демонстрируя грамматическую правильность, лексическую и идиоматическую насыщенность и ситуативную приемлемость речи; делать небольшие монологические сообщения на базе прочитанного, увиденного, услышанного материала с

использованием соответствующего словаря, грамматического материала и стиля; уметь использовать некоторые коммуникативные функции в процессе общения (мнение, согласие/несогласие, просьба, совет, отказ, реплики, поддерживающие разговор)).

5) формирование фонетических навыков, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (развитие навыков фонетического и ритмико-интонационного оформления речи; развитие навыков фонетического чтения / стихи, диалоги-образцы, пословицы/);

6) формирование лексических навыков, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (знать синонимы, антонимы к словам и/или их дефиниции; отличать лексику формального и неформального общения; лексику региональных вариантов изучаемого языка в пределах уровня; знать идиоматику и фразеологию изучаемого языка; использовать лексику в адекватной ситуации при обсуждении текстов, описании картинок, при монологическом и диалогическом высказывании, в дискуссиях и т.п.);

7) формирование грамматических навыков, соответствующих уровню иноязычной коммуникативной компетенции в диапазоне от B1+ до B2 (развитие грамматических навыков корректного и коммуникативно мотивированного использования условных предложений, сослагательного наклонения, основных видов модальных глаголов и оборотов, личных и безличных форм глагола и т.д.).

10. Место учебной дисциплины в структуре ООП: Блок Б1, базовая часть, обязательная дисциплина. Дисциплина опирается на знания, умения и компетенции, сформированные в рамках освоения школьной программы. Дисциплина является предшествующей для курса «Практикум по культуре речевого общения первого иностранного языка», а также профессионально ориентированных дисциплин (курс устного, письменного, специального перевода).

11. Планируемые результаты обучения по дисциплине/модулю (знания, умения, навыки), соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями выпускников):

| Компетенция | | Планируемые результаты обучения |
|-------------|---|--|
| Код | Название | |
| ОК -7 | Способность к самоорганизации и самообразованию | <p>знать: способы повышения квалификации и мастерства, способы организации рабочего времени, содержание процессов самоорганизации и самообразования</p> <p>уметь: критически оценивать результаты своей профессиональной деятельности, использовать творческий потенциал, самостоятельно строить процесс овладения информацией</p> <p>владеть: навыками выбора средств саморазвития</p> |
| ОПК-3 | Способность применять знание двух иностранных языков для решения профессиональных задач | <p>знать: орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемых языков; фонетическую систему, грамматический строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранных языков</p> <p>уметь: выбирать и адекватно употреблять лексические единицы в зависимости от контекста/регистра, строить высказывания по синтаксическим моделям; анализировать языковые особенности высказываний и учитывать их при решении профессиональных задач</p> <p>владеть: всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с</p> |

| | | |
|------|--|--|
| | | основной фундаментальной, профессиональной и специальной подготовкой |
| ПК-2 | Способность воспринимать на слух аутентичную речь в естественном для носителей языка темпе, независимо от особенностей произношения и канала речи (от живого голоса до аудио- и видеозаписи) | знать: Нормы оформления высказываний в устной речи уметь: свободно понимать на слух иноязычную речь во всех ее социальных и региональных вариантах в непосредственном общении в различных ситуациях и через технические средства владеть: аудированием как видом речевой деятельности |
| ПК-3 | Способность владеть устойчивыми навыками порождения речи на иностранных языках с учетом их фонетической организации, сохранения темпа, нормы, узуса и стиля языка | знать: Нормы иностранного языка уметь: свободно и правильно говорить на иностранном языке на общественно-политические, специальные и бытовые темы в различных ситуациях общения, идентифицировать и продуцировать различные типы письменных текстов на иностранном языке с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм владеть: говорением и письмом как видами речевой деятельности |
| ПК-4 | Способность адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм | знать: правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм уметь: адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм владеть: навыками построения текстов на иностранных языках для достижения коммуникативных и прагматических целей высказывания |
| ПК-5 | Способность владеть всеми регистрами общения: официальным, неофициальным, нейтральным | знать: регистры речи уметь: распознавать регистры общения в речи носителя языка владеть: всеми регистрами общения: официальным, неофициальным, нейтральным |
| ПК-6 | Способность распознавать лингвистические маркеры социальных отношений и адекватно их использовать (формулы приветствия, прощания, эмоциональное восклицание), распознавать маркеры речевой характеристики человека на всех уровнях языка | знать: лингвистические маркеры социальных отношений, маркеры речевой характеристики человека на всех уровнях языка уметь: распознавать лингвистические маркеры социальных отношений и адекватно их использовать владеть: формулами речевого этикета в изучаемых иностранных языках, невербальными средствами общения |

12. Объем дисциплины в зачетных единицах/час. — 36/1152.

Форма промежуточной аттестации - экзамен.

13. Виды учебной работы

| Вид учебной работы | Трудоемкость | | | | |
|---------------------|--------------|--------------|--------|--------|--------|
| | Всего | По семестрам | | | |
| | | 1 сем. | 2 сем. | 3 сем. | 4 сем. |
| Аудиторные занятия | 628 | 162 | 170 | 146 | 150 |
| в том числе: лекции | | | | | |
| практические | | | | | |

| | | | | | |
|---|------|-----|-----|-----|-----|
| лабораторные | 628 | 162 | 170 | 146 | 150 |
| Самостоятельная работа | 380 | 90 | 82 | 124 | 84 |
| Форма промежуточной аттестации (зачет – 0 час. / экзамен – 36час.) | 144 | 36 | 36 | 36 | 36 |
| Итого: | 1152 | 288 | 288 | 306 | 270 |

13.1. Содержание дисциплины

| п/п | Наименование раздела дисциплины | Содержание раздела дисциплины |
|-----------------------------|--|--|
| Лабораторные занятия | | |
| 1 курс | | |
| 1 | Комплексное развитие всех видов речевой деятельности | Развитие умений всех видов речевой деятельности по темам, предусмотренным базовым учебником |
| 2 | Переводческое аудирование | Аудирование с целью извлечения как главной, так и специальной (прецизионной) информации. Основные речевые формы высказывания: повествование, описание, рассуждение; монолог, диалог, полилог. Культура речи, речевой этикет. |
| 3 | Чтение для целей перевода | Поисковое чтение, ознакомительное чтение, предпереводческий анализ текста, работа с вокабуляром |
| 2 курс | | |
| 4 | Комплексное развитие всех видов речевой деятельности | Развитие умений всех видов речевой деятельности по темам, предусмотренным базовым учебником |
| 5 | Переводческое аудирование | Аудирование с целью извлечения как главной, так и специальной (прецизионной) информации. Основные речевые формы высказывания: повествование, описание, рассуждение; монолог, диалог, полилог. Культура речи, речевой этикет. |
| 6 | Чтение для целей перевода | Поисковое чтение, ознакомительное чтение, предпереводческий анализ текста, работа с вокабуляром |

13.2. Темы (разделы) дисциплины и виды занятий

| № п/п | Наименование темы (раздела) дисциплины | Виды занятий (часов) | | | | Всего |
|------------------|--|----------------------|--------------|--------------|------------------------|-------|
| | | Лекции | Практические | Лабораторные | Самостоятельная работа | |
| 1 семестр | | | | | | |
| | Комплексное развитие всех видов речевой деятельности | | | 72 | 40 | 112 |
| | Переводческое аудирование | | | 36 | 25 | 61 |
| | Чтение для целей перевода | | | 54 | 25 | 79 |
| 2 семестр | | | | | | |
| | Комплексное развитие всех видов речевой деятельности | | | 86 | 40 | 126 |
| | Переводческое аудирование | | | 34 | 21 | 55 |
| | Чтение для целей перевода | | | 50 | 21 | 71 |
| 3 семестр | | | | | | |
| | Комплексное развитие всех видов речевой деятельности | | | 78 | 50 | 128 |
| | Переводческое аудирование | | | 34 | 35 | 69 |
| | Чтение для целей перевода | | | 34 | 39 | 73 |
| 4 семестр | | | | | | |
| | Комплексное развитие всех видов речевой деятельности | | | 82 | 40 | 122 |
| | Переводческое аудирование | | | 34 | 22 | 56 |
| | Чтение для целей перевода | | | 34 | 22 | 56 |
| | Итого: | | | 628 | 380 | 1008 |

14. Методические указания для обучающихся по освоению дисциплины

Дисциплина считается освоенной, если обучающимся в полном объеме была выполнена трудоемкость учебной нагрузки, включающая в себя все виды учебной деятельности, предусмотренные учебным планом (аудиторную и самостоятельную работу).

Аудиторная работа предполагает посещение занятий и выполнение заданий, данных преподавателем. В случае пропуска лабораторного занятия по каким-либо причинам обучающийся обязан самостоятельно выполнить соответствующее задание под контролем преподавателя во время индивидуальных консультаций преподавателя.

Задания для самостоятельной работы выполняются обучающимся в письменном виде и предоставляются преподавателю для проверки в начале занятия. В случае невыполнения задания для самостоятельной работы обучающийся обязан отчитаться о выполнении учебной нагрузки для самостоятельной работы в срок, указанный преподавателем.

15. Перечень основной и дополнительной литературы, ресурсов интернет, необходимых для освоения дисциплины (список литературы оформляется в соответствии с требованиями ГОСТ и используется общая сквозная нумерация для всех видов источников)

а) основная литература:

| № п/п | Источник |
|-------|---|
| 1 | <i>Miles Craven, Kristin D. Sherman. Q: Skills for Success 3. Listening and Speaking. – OUP, 2011. .</i> |
| 2 | <i>Robert Freire, Tamara Jones. Q: Skills for Success 4. Listening and Speaking. – OUP, 2011.</i> |
| 3 | <i>Margot F. Gramer, Colin S. Ward. Q: Skills for Success. Reading and Writing. 3. Student's Book. – Oxford University Press, 2011. – 223 p.</i> |
| 4 | <i>Debra Daise, Charl Norloff, Paul Carne. Q: Skills for Success. Reading and Writing. 4. Student's Book. – Oxford University Press, 2011. – 273 p.</i> |
| 5 | <i>Christina Latham-Koenig, Clive Oxenden.. English File Intermediate. Student's Book. – Oxford University Press. – 2012. – 171 p.</i> |
| 6 | <i>Christina Latham-Koenig, Clive Oxenden, with Jane Hudson. English File Intermediate. Workbook. – Oxford University Press. – 2012. – 87 p.</i> |
| 7 | <i>Christina Latham-Koenig, Clive Oxenden. English File Upper-Intermediate. Student's Book. – Oxford University Press. – 2012. – 170 p.</i> |
| 8 | <i>Christina Latham-Koenig, Clive Oxenden, with Jane Hudson. English File Upper-Intermediate. Workbook. – Oxford University Press. – 2012. – 89 p.</i> |

б) дополнительная литература:

| № п/п | Источник |
|-------|--|
| 9 | <i>English Pronunciation in Use – Advanced. Martin Hewings. Self-study and classroom use. Cambridge University Press. 2007 – 191 p. Audio 5 CDs.</i> |

в) информационные электронно-образовательные ресурсы (официальные ресурсы интернет)*:

| № п/п | Ресурс |
|-------|--|
| 10 | <i>Oxford University Press Learning Resources Bank. – URL: https://elt.oup.com/student/englishfile/?cc=ru&selLanguage=ru</i> |
| 11 | <i>Матюшенко, В. С. Improve Your English / В. С. Матюшенко. М.: НАУКА; ФЛИНТА, 2012. – 240 с. РУКОНТ : национальный цифровой ресурс. – URL: http://rucont.ru.</i> |

* Вначале указываются ЭБС, с которыми имеются договора у ВГУ, затем открытые электронно-образовательные ресурсы

16. Перечень учебно-методического обеспечения для самостоятельной работы (учебно-методические рекомендации, пособия, задачки, методические указания по выполнению практических (контрольных) работ и др.)

| № п/п | Источник |
|-------|--|
| 1 | <i>www.britishcouncil.com</i> |
| 2 | <i>Cambridge English. – URL: http://www.cambridgeenglish.org/learning-english</i> |
| 3 | <i>Express Publishing. – URL: http://expresspublishing.gr/free-resources.</i> |

17. Информационные технологии, используемые для реализации учебной дисциплины, включая программное обеспечение и информационно-справочные системы (при необходимости)

18. Материально-техническое обеспечение дисциплины:
 CD-проигрыватель, ноутбук / компьютер

19. Фонд оценочных средств:

19.1. Перечень компетенций с указанием этапов формирования и планируемых результатов обучения

| Код и содержание компетенции (или ее части) | Планируемые результаты обучения (показатели достижения заданного уровня освоения компетенции посредством формирования знаний, умений, навыков) | Этапы формирования компетенции (разделы (темы) дисциплины или модуля и их наименование) | ФОС* (средства оценивания) |
|---|--|---|----------------------------|
| ОК-7 Способностью к самоорганизации и самообразованию | Знать: способы повышения квалификации и мастерства, способы организации рабочего времени, содержание процессов самоорганизации и самообразования | Все | Тесты текущей аттестации |
| | Уметь: критически оценивать результаты своей профессиональной деятельности, использовать творческий потенциал, самостоятельно строить процесс овладения информацией | Все | Тесты текущей аттестации |
| | Владеть: навыками выбора средств саморазвития | все | Тесты текущей аттестации |
| ОПК-3 Способность применять знание двух иностранных языков для решения профессиональных задач | Знать: орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемых языков; фонетическую систему, грамматический строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранных языков | Все | Тесты текущей аттестации |
| | Уметь: выбирать и адекватно употреблять лексические единицы в зависимости от контекста/регистра, строить высказывания по синтаксическим моделям; анализировать языковые особенности высказываний и учитывать их при решении профессиональных задач | Все | Тесты текущей аттестации |
| | Владеть: всеми видами речевой деятельности на изучаемых иностранных языках в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой | все | Тесты текущей аттестации |

| | | | |
|---|---|---|--------------------------|
| ПК-2 Способность воспринимать на слух аутентичную речь в естественном для носителей языка темпе, независимо от особенностей произношения и канала речи (от живого голоса до аудио- и видеозаписи) | Знать: Нормы оформления высказываний в устной речи | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| | Уметь: свободно понимать на слух иноязычную речь во всех ее социальных и региональных вариантах в непосредственном общении в различных ситуациях и через технические средства | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| | Владеть: аудированием как видом речевой деятельности | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| ПК-3 Способность владеть устойчивыми навыками порождения речи на иностранных языках с учетом их фонетической организации, сохранения темпа, нормы, узуса и стиля языка | Знать: Нормы иностранного языка | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| | Уметь: свободно и правильно говорить на иностранном языке на общественно-политические, специальные и бытовые темы в различных ситуациях общения, идентифицировать и продуцировать различные типы письменных текстов на иностранном языке с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| | Владеть: говорением и письмом как видами речевой деятельности | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| ПК-4 Способность адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм | Знать: правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм | Чтение для целей перевода | Тесты текущей аттестации |
| | Уметь: адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм | Чтение для целей перевода | Тесты текущей аттестации |
| | Владеть: навыками построения текстов на иностранных языках для достижения коммуникативных и прагматических целей высказывания | Комплексное развитие всех видов речевой деятельности Чтение для целей перевода | Тесты текущей аттестации |
| ПК-5 Способность владеть всеми регистрами | Знать: регистры речи | Комплексное развитие всех видов речевой | Тесты текущей аттестации |

| | | | |
|---|--|---|--------------------------|
| общения: официальным, неофициальным, нейтральным | | деятельности. Чтение для целей перевода | |
| | Уметь: распознавать регистры общения в речи носителя языка | Комплексное развитие всех видов речевой деятельности. Чтение для целей перевода | Тесты текущей аттестации |
| | Владеть: всеми регистрами общения: официальным, неофициальным, нейтральным | Комплексное развитие всех видов речевой деятельности. Чтение для целей перевода | Тесты текущей аттестации |
| ПК-6 Способность распознавать лингвистические маркеры социальных отношений и адекватно их использовать (формулы приветствия, прощания, эмоциональное восклицание), распознавать маркеры речевой характеристики человека на всех уровнях языка | Знать: лингвистические маркеры социальных отношений, маркеры речевой характеристики человека на всех уровнях языка | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| | Уметь: распознавать лингвистические маркеры социальных отношений и адекватно их использовать | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| | Владеть: формулами речевого этикета в изучаемых иностранных языках, невербальными средствами общения | Комплексное развитие всех видов речевой деятельности. Переводческое аудирование. | Тесты текущей аттестации |
| Промежуточная аттестация 1 - 4 | | | КИМ №1-4 |

* В графе «ФОС» в обязательном порядке перечисляются оценочные средства текущей и промежуточной аттестаций.

19.2 Описание критериев и шкалы оценивания компетенций (результатов обучения) при промежуточной аттестации

Для оценивания результатов обучения на экзамене используются следующие показатели: знание фонетической системы, грамматического строя, необходимого объема лексико-фразеологических единиц и функционально-стилистических характеристик иностранных языков и умение применять эти знания во всех видах речевой деятельности на изучаемом языке (аудирование, говорение, чтение, письмо).

Для оценивания результатов обучения на экзамене используется 4-балльная шкала: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».
Соотношение показателей, критериев и шкалы оценивания результатов обучения.

| Критерии оценивания компетенций | Уровень сформированности компетенций | Шкала оценок |
|---------------------------------|--------------------------------------|--------------|
| 80-100% выполнения заданий КИМ | Повышенный уровень | Отлично |
| 66-79% выполнения заданий КИМ | Базовый уровень | Хорошо |

| | | |
|----------------------------------|-------------------|---------------------|
| 50-65% выполнения заданий КИМ | Пороговый уровень | Удовлетворительно |
| менее 50% выполнения заданий КИМ | – | Неудовлетворительно |

19.3 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующие этапы формирования компетенций в процессе освоения образовательной программы

19.3.1 Фонд тестовых заданий промежуточной аттестации (КИМ № 1-4)

Промежуточная аттестация №1

Контрольно-измерительный материал №1

Аспект «Переводческое аудирование»

Listen to track 50. Complete the sentence. Choose A, B, or C.

1. The founder of TOMS shoes is _____.
A. Kein Knightley
B. Blake Mycoskie
C. George Markham
2. Blake went to Argentina to _____.
A. play polo
B. learn to cook
C. help people
3. In _____, people can get a disease from the volcanic soil if they don't wear shoes.
A. Peru
B. Ethiopia
C. Argentina
4. TOMS is short for _____.
A. teaching others makes sense
B. Thomas Mycoski
C. tomorrow

Listen to track 51. Complete the sentence. Choose A, B, or C.

5. The phrase used to introduced the example of Intuit is _____.
A. Let me give you an example
B. Take for example
C. For instance,
6. Gore-tex is a good example of _____.
A. succeeding after failure
B. failing hard
C. failing fast
7. The example of Virgin Airlines is introduced by the phrase _____.
A. To give an example
B. Take, for example
C. To illustrate this
8. The Virgin Airlines example illustrates _____.
A. people who fail don't have to lose their jobs
B. people who fail should be fired
C. you need to stop failing quickly

Read the article. Then choose the best response.

The Power and Profits of F1 Racing Does your business need a boost? 1 Imagine 350 million people seeing your company logo every year. Imagine that number growing even higher every year. Imagine being part of one of the most prestigious and glamorous sports in the world and making millions of dollars at the same time. Sound attractive? Hundreds of companies have already discovered the financial benefits of sponsoring Formula 1 racing. When you choose to sponsor a team, you can be assured that your company will grow financially and globally.

Why are companies interested? 2 Companies have realized that investments in the sport of auto racing can bring them huge profits. Businesses, including banks, hotels, and telecommunication companies, invest tens of millions of dollars every year to sponsor race teams. Hundreds of millions of people watch car races every year. For companies, this is an enormous market. Cars race around the track with company logos stuck to the doors, hood, and trunk, and people notice. Corporate sponsors can invest \$5 million in a race team, and make \$30 million or more from car advertising. The costs are cheap compared to the profits. Sponsoring a team also shows the financial stability of your company. Race cars can cost tens of millions of dollars, and race teams can spend up to \$300 million a year. Companies who invest in race teams are showing the world that they are powerful and dependable. **Why is investing now a good idea?** 3 Much of Formula 1's current success comes from its expansion to global markets. Although most races are in Europe, today there are races in the Middle East and Asia. Companies support worldwide expansion because it gives them new customers in emerging markets. They can push their brand globally. Many companies have already invested in Formula 1's most recent host locations, including Manama, Abu Dhabi, and Singapore. As a result, they have been able to expand their business to the Middle East and Asia. These areas of the world are full of business opportunities, and Formula 1 racing has brought them more growth and success. Expanding overseas also shows that your company has a global message, which is important in today's global economy.

Read the statements. Write T (true) or F (false).

- _____ 1. Investing in F1 racing can be profitable.
- _____ 2. Banks and hotels invest in F1 race teams.
- _____ 3. The costs of investing in F1 racing are higher than the profits.
- _____ 4. Investing in F1 racing can make a company look powerful.
- _____ 5. Most F1 races are in the Middle East and Asia.

Scan the text. Choose the best response.

- 6. How many people watch car races every year?
 - A. one million
 - B. tens of millions
 - C. hundreds of millions

- 7. How many dollars can corporate sponsors make from race car advertising?
 - A. 5 million
 - B. 30 million
 - C. 300 million

- 8. How many dollars can race cars cost?
 - A. hundreds of millions
 - B. tens of millions
 - C. hundreds of thousands

- 9. How much can race teams spend a year?
 - A. up to 300 million
 - B. up to 30 million
 - C. up to 5 million

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

- 1 Jaime isn't in the office today. He _____ (work) at home.
- 2 I _____ (answer) sixteen emails since ten o'clock this morning.
- 3 They _____ (watch) a football match on TV when we arrived.
- 4 What _____ you _____ (give) Pete for his birthday last week?

- 5 I _____ (go) to the doctor's at 4.30. I'll see you at 5.00.
- 6 _____ he _____ (finish) his homework yet? Oh, that was quick!
- 7 Don't get a taxi. I _____ (meet) you after the class in the car.
- 8 _____ you _____ (see) the new James Bond film next week?
- 9 We _____ (stay) with my parents at the moment while we look for a flat.
- 10 _____ you ever _____ (drive) a sports car?
- 11 _____ David _____ (look for) me at 10.30? I was in a meeting.
- 12 We _____ (just finish) lunch when Joe arrived.
- 13 Sorry I'm late. _____ you _____ (wait) long?
- 14 Will you _____ (can) help us move house next week?
- 15 The train _____ (not arrive) yet. It's an hour late.

2 Underline the correct word(s).

- 1 My sister's *a science teacher / science teacher* in a secondary school.
- 2 Tom *was playing / used to play* cricket when he was young.
- 3 You *mustn't / don't have to* pay for museums in the UK. They're usually free.
- 4 I'm afraid you *can't / couldn't* speak to Mr Jones. He's in a meeting.
- 5 My boyfriend drives *more slowly / slower* than I do.
- 6 I dropped my mobile phone in the bath last month so I *must / had to* get a new one.
- 7 You *shouldn't / don't have to* eat so much salt. It isn't good for you.
- 8 *Do you like / Are you liking* going to hot places on holiday?
- 9 Have you *been having / had* that computer for a long time?
- 10 This summer wasn't as hot *than / as* it was last summer.
- 11 He *doesn't need / isn't needing* to do any work this evening.
- 12 What time *do you go / are you going* out tonight?
- 13 You listened to the instructions *more / most* carefully than I did.
- 14 She's been working with us *for / since* 2004.
- 15 We like going to *restaurants / the restaurants* at the weekends.

3 Complete the second sentence with two words so that it means the same as the first sentence.

Contracted forms, e.g. *isn't*, count as one word.

- 1 All passengers must show their passports at the check-in desk.
You _____ show your passport at the check-in desk.
- 2 That dress is beautiful!
What _____ dress!
- 3 I didn't like exercise when I was younger, but now I go to the gym a lot.
I didn't _____ like exercise, but now I go to the gym a lot.
- 4 Do you have time to finish the work before Friday?
Will you be _____ finish the work before Friday?
- 5 This book isn't as interesting as the last one you lent me.
This book is less _____ the last one you lent me.
- 6 Our wedding will be in July.
We're _____ in July.
- 7 I was in the middle of my homework when you called.
I _____ my homework when you called.
- 8 Going to the theatre is more expensive than going to the cinema.
Going to the cinema isn't _____ as going to the theatre.
- 9 I've never read a funnier book.
That's _____ book I've ever read.
- 10 We met years ago.
We _____ each other for years.

VOCABULARY

4 Underline the odd word out.

- 1 melon peach beetroot pear
- 2 father nephew niece brother
- 3 captain track fan spectator
- 4 margarine carton box jar
- 5 moody bossy stubborn reliable
- 6 coach motorway scooter van
- 7 frozen boiled roast fried
- 8 win play lose draw
- 9 inherit borrow throw earn

10 furious tiny hilarious hungry

5 Write the opposite of the adjective.

- 1 mature _____
- 2 tidy _____
- 3 tiny _____
- 4 organized _____
- 5 freezing _____

6 Underline the correct word.

- 1 I forgot to wear socks to work. It was so *embarrassed* / *embarrassing*.
- 2 We were really *frightened* / *frightening* during the hurricane.
- 3 She often feels very *depressed* / *depressing* in the winter.
- 4 I've left my mobile at home again! It's so *frustrated* / *frustrating*.
- 5 Have you ever walked out of the cinema because the film was *bored* / *boring*?

7 Complete the words in the sentences.

- 1 Karen isn't in the office right now. Do you want to **l**_____ a message?
- 2 It's difficult to choose **b**_____ these two holidays.
- 3 Which **g**_____ is our plane leaving from?
- 4 This is Dave, my **fl**_____. We live in the flat next door.
- 5 I don't want to cook tonight. Shall we get a **t**_____?
- 6 We were two hours late because there was a terrible traffic **j**_____.
- 7 You must go to that new restaurant. The food is **d**_____.
- 8 I get on really well with Kate because we have a lot in **c**_____.
- 9 When his grandmother died, Jeff **i**_____ her house.
- 10 What's the speed **l**_____ on this road?

8 Complete the sentences with the correct word(s).

- 1 You have to be careful what you say to Sofia. She's very _____.
sensible responsible sensitive
- 2 She's trying to cut _____ on coffee at the moment. She just has one cup a day.
out down up
- 3 I still keep in touch with some of my _____ from secondary school.
colleagues partners classmates
- 4 They _____ me £10 to park my car at the railway station. cost saved charged
- 5 I'm sorry, I'm busy right now. Can I _____ you back later?
leave dial call
- 6 He's a lovely child. He's very _____.
affectionate moody aggressive
- 7 I don't like _____ food. I think food should be cooked!
raw fried boiled
- 8 Did he apply _____ that job he was talking about?
of to for
- 9 I told my friend what to do and she did the opposite. I was _____!
filthy tiny furious
- 10 This new company pays me a better _____ than my old company.
mortgage salary tax

PRONUNCIATION

9 Underline the stressed syllable.

- 1 spec|ta|tor
- 2 il|ma|gi|na|tive
- 3 un|der|ground
- 4 rasp|be|ries
- 5 a|fford
- 6 cir|cuit
- 7 pe|de|stri|an
- 8 in|de|pen|dent
- 9 mort|gage
- 10 am|bi|tious

10 Match the words with the same sound.

charming inherit journey height injured selfish organized paid team gossip owe

- 1 fish _____
- 2 jazz _____
- 3 snake _____
- 4 tree _____
- 5 chess _____
- 6 egg _____
- 7 bike _____
- 8 clock _____
- 9 zebra _____
- 10 train _____

Промежуточная аттестация №2

Контрольно-измерительный материал №2

Аспект «Переводческое аудирование»

Listen to track 55. Complete the sentence. Choose A, B, or C.

1. The communicators used the television show *Star Trek* look like _____.
A. laptops
B. big-screen televisions
C. cell phones
2. Something like an e-book was in the _____ called *The Hitchhiker's Guide to the Galaxy*.
A. book
B. movie
C. television show
3. In *Fahrenheit 451*, _____ is banned.
A. watching TV
B. reading
C. writing
4. Something like _____ appeared in a book by William Gibson.
A. a satellite
B. an e-book
C. the Internet

Аспект «Чтение для целей перевода»

Read the article. Then choose the best response.

How a Goat Led to Graduation 1 Among the proud students receiving diplomas at the 2008 graduation ceremony at Connecticut College was a young woman from Uganda named Beatrice Biira. And what makes her accomplishment so special is that she owes it all to a goat. 2 Beatrice was born in 1985 and grew up in the village of Kisinga in the mountains of Uganda. It is an extremely poor village, and Beatrice, the second oldest of six children, wanted very much to attend school, but her family didn't have the money to pay for it. In fact, the family was so poor that there was often not enough to eat. 3 All of this changed in 1993, when Beatrice was 9 years old, and her mother told her that, through the generosity of an organization named Heifer, they had received a goat. A goat? At the time, Beatrice could not see the value of something like a goat, especially when her mother told her that she would be responsible for caring for the goat. 4 They named the goat Mugisa, which in Lokonzo, Beatrice's language, means "luck." And soon Beatrice realized how her luck would change because of this goat. Mugisa was pregnant when she came to Beatrice's family and soon gave birth to two more goats. The milk from the goats helped Beatrice and her siblings to get healthier, and they were soon able to sell the additional milk. The family earned enough money to send Beatrice to school. 5 Though Beatrice was much older than the other children in school, she didn't mind. She breezed through the early grades as an excellent student. One day in 1995 a study tour, sponsored by Heifer, came to visit Beatrice's village. Two women who accompanied the tour, Page McBrier and Lori Lohstoeter, were impressed by Beatrice's passion for learning. They were inspired by her story, and decided to write a children's book about her. They called it *Beatrice's Goat*.

6 Beatrice continued to be an excellent student and won a scholarship to a high school in Kampala, the capital of Uganda. While Beatrice was a student there in 2001, *Beatrice's Goat* was published and became a very popular New York Times bestseller. While on this trip, she met a woman, Rosalee Sinn, who would become a great help to her. Ms. Sinn and others helped her obtain a full scholarship to attend the Northfield Mount Harmon School in Massachusetts, a private preparatory school that had a program to help international students make the transition to college.

1. Where did Beatrice grow up?

- A. in Kisinga
- B. in Connecticut
- C. in Kampala

2. How did Beatrice feel about the goat at first?

- A. She was excited about learning to care for it.
- B. She worried it would make her family sick.
- C. She did not think it had any value.

3. What does *Mugisa* mean?

- A. milk
- B. luck
- C. goat

4. What happened to the goat when the family first received it?

- A. It got sick.
- B. It ran away.
- C. It had babies.

5. Who wrote *Beatrice's Goat*?

- A. Beatrice Biira and her mother
- B. Page McBrier and Lori Lohstoeter
- C. Rosalee Sinn and Beatrice Biira

Match the year with the correct information from the reading.

- _____ 6. 2001
- _____ 7. 2008
- _____ 8. 1995
- _____ 9. 1993
- _____ 10. 1985

- A. Beatrice was born.
- B. Beatrice graduated from Connecticut College.
- C. A Heifer study tour visited Beatrice's village.
- D. Heifer donated a goat to Beatrice's family.
- E. The book, *Beatrice's Goat*, was published.

Аспект «Комплексное развитие видов РД»

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

- 1 James _____ (like) pasta, doesn't he?
- 2 If I _____ (be) taller, I'd be a brilliant basketball player.
- 3 As soon as Tina gets here we _____ (start) the meeting.
- 4 If we don't burn less oil and coal, global warming _____ (get) worse.
- 5 You would have passed the exam if you _____ (answer) all the questions.
- 6 I _____ (get) home much earlier if the train had been on time.
- 7 Whales _____ often _____ (see) off the coast of Norway in winter.
- 8 Elena rang and said that she _____ (call) back later.
- 9 The doctor told me _____ (sit) down and take my shirt off.
- 10 My car _____ (repair) at the moment so Dave gave me a lift to work today.
- 11 When we _____ (check in), I'll ask for a window seat for you.
- 12 That photo _____ (take) so long ago, it doesn't even look like me now!
- 13 Fran is celebrating. She _____ just _____ (offer) a new job.
- 14 _____ (go) to live in New Zealand if you had the opportunity?

15 Landing cards _____ (hand) out in a few minutes before the plane lands.

2 Underline the correct word or phrase.

- 1 Gillian *must* / *can't* be paid well. She's always going on foreign holidays.
- 2 I'm really bad at *to cook* / *cooking*, but I'm very good at buying takeaways.
- 3 I didn't have *time enough* / *enough time* in the exam to check my answers.
- 4 It's *too much* / *too* cold in here – can you put the heating on?
- 5 People *who* / *what* ask questions usually learn the most.
- 6 I asked Jon whether *did he speak* / *he spoke* Chinese.
- 7 Excuse me, could I have a *little* / *few* more milk in my coffee, please?
- 8 My house is easy *to find* / *finding* – it's opposite the train station.
- 9 If I needed to buy a car, I *had borrowed* / *would borrow* money from the bank.
- 10 There are *any* / *no* good sports facilities in this town.
- 11 I don't think I can afford *going* / *to go* abroad on holiday this year.
- 12 She *can't* / *mustn't* be at home. Her car isn't there.
- 13 You forgot *turning* / *to turn* off the television when you went to bed last night.
- 14 Steve said he would call you later, *did* / *didn't* he?
- 15 If you'd asked me, I *'d be* / *'d have been* glad to help you.

3 Complete the sentences with one word.

- 1 Pizza, _____ originally came from Italy, is eaten all over the world.
- 2 Your brother _____ still get the job he applied for, we just don't know yet.
- 3 Stavros asked me _____ I'd ever been to Greece.
- 4 Belinda eats meat, _____ she?
- 5 Stratford-upon-Avon is the town _____ Shakespeare was born.
- 6 You haven't really enjoyed this party, _____ you?
- 7 We'll wait _____ he arrives and then we'll all leave together.
- 8 That's the boy _____ mum works at the school.
- 9 I wouldn't have known it was Vicky _____ you'd told me.
- 10 'Is there any milk in the fridge?' 'No, there's _____ at all.'

VOCABULARY

4 Underline the odd word out.

- 1 roof ceiling outskirts chimney
- 2 clap stare point throw
- 3 selfish immature patient stubborn
- 4 timetable professor student pupil
- 5 department store baker's shopping centre supermarket
- 6 full-time retire permanent part-time
- 7 luckily fortunately carelessly comfortable
- 8 painter music inventor cyclist
- 9 comfort fortunate lucky careful
- 10 detective evidence suspect witness

5 Match the words that go together.

slope fiction belt friend station rank store effects injured jam course

- 1 special _____
- 2 golf _____
- 3 get _____
- 4 close _____
- 5 traffic _____
- 6 science _____
- 7 ski _____
- 8 police _____
- 9 taxi _____
- 10 seat _____

6 Complete the sentences with the correct word(s).

- 1 He was _____ very badly by his parents.
taught brought up educated
- 2 I've _____ chocolate recently, so I don't have it very often.
cut away cut out cut down on
- 3 If you understand what I'm saying, just _____ your head.

smile nod point

4 Ian lives _____ the outskirts of London.

in at on

5 My physics teacher isn't very _____; she only explains things once.

patient impatient patiently

6 Sara has a lot of _____ but she still can't find a job.

qualifications salaries training courses

7 We met at _____. We were colleagues at a computer company.

work college school

8 I loved the _____ when he jumped off the balcony into the sea!

script plot scene

9 My husband wants to _____ from work when he's 60.

retire sacked promote

10 The film was _____ on a novel by Anne Tyler.

set directed based

7 Complete the words in the sentences.

1 The TV isn't working because you didn't **pl**_____ it in!

2 I can give you £20, but only if you pay me **b**_____ tomorrow.

3 They failed their exams because they made too many **c**_____ mistakes!

4 The police are still trying to **s**_____ the crime after ten years.

5 Who is in **ch**_____ of this department?

6 It's 3.30. I have to **p**_____ up my children from school.

7 The meal was so bad that we **c**_____ to the manager.

8 Students shouldn't **ch**_____ in exams. It's dishonest.

9 My exams start next week so I have to **r**_____ over the weekend.

10 I can't **t**_____ the salt in this pasta. I think it needs some more.

PRONUNCIATION

8 Underline the stressed syllable.

1 de|mon|strate

2 un|comfor|ta|ble

3 e|le|men|tary

4 tem|pora|ry

5 qua|li|fi|ca|tions

6 sub|ti|tle

7 e|vi|dence

8 am|bi|tious

9 dis|co|nnect

10 in|he|rit

9 Match the words with the same sounds.

receipt term queue comfort wall could fine house terrace care coin

1 **up** _____

2 **snake** _____

3 **horse** _____

4 **tree** _____

5 **chair** _____

6 **bull** _____

7 **bike** _____

8 **boot** _____

9 **bird** _____

10 **key** _____

Промежуточная аттестация №3

Контрольно-измерительный материал №3

Аспект «Переводческое аудирование»

Listen to track 24. Choose the best response.

1. What color is a male peacock?

- A. blue
- B. brown
- C. tan

2. What kind of mate do female peacocks prefer?

- A. males who dance around
- B. males with many offspring
- C. males with beautiful tail feathers

3. According to the professor, what kind of offspring do preferred males tend to have?

- A. bigger and healthier
- B. smaller and faster
- C. decorated and colorful

4. What is the main idea of the passage?

- A. Male peacocks have very beautiful feathers.
- B. Male peacocks attract mates with their feathers.
- C. Male peacocks dance to attract their mates.

Listen to track 25. Choose the best response.

5. What is the main idea?

- A. Being a child prodigy is not very challenging.
- B. Child prodigies are good at a particular skill or art very early.
- C. Universities are good places for child prodigies.

6. What detail is important?

- A. Jack's brother went to college.
- B. Jack started university 20 years ago.
- C. Jack was 12 when he started to study calculus.

7. What was the reason why Jack behaved well in his classes?

- A. He wasn't bored.
- B. The other students were older.
- C. His parents supervised him.

8. What can you infer about Jack's experience?

- A. His parents supported him.
- B. He didn't have many friends.
- C. He liked his traditional school better.

Аспект «Чтение для целей перевода»

Read the article.

Windows to the World

1 As I stroll around, I look closely at store windows, since they are an essential part of the shopping experience. In his delightful book *Made in America*, Bill Bryson writes about the history of stores and shopping in America. He describes the big store windows that were an important feature of most retail stores in the past century. When I look out my office window in New York City, I see many of those windows. They remain the same today as they were some 120 years ago.

2 A century ago, people took the time to stop and look into store windows. I imagine them walking along slowly, stopping at a tall window, and peering through the glass to see the latest fashions and newest products. Today, strolling, window-shopping pedestrians are an old-fashioned concept. Most people look straight ahead and walk with a quick, determined gait. Everyone seems to be in a hurry. They walk a lot faster now than they did in the old days.

3 Throughout modern times, different factors have changed the way pedestrians walk in busy urban areas. One of the most significant of these factors is traffic lights. William H. Whyte, the American author and urbanist, wrote about the pattern and movement of pedestrians on the sidewalk. He observed that because traffic lights are timed for the speed of cars, people pile up on street corners as they wait for the light to change. When the light changes, that "pile" of people will cross and stay crowded together as they continue down the street. Behind them, there will be a "gap" of fewer people, but then another crowd will form when the traffic light changes again. This creates a pattern of crowds and gaps on urban shopping streets.

4 Now, think about how individuals behave when walking in these crowds of people. Some people will speed up to get out of the crowd, and then the entire group will begin to walk more quickly. This behavior affects how people view the store windows that they pass by. Even if you wanted to slow down or stop to look in a window, you couldn't. You have to keep walking quickly so that you won't be in the way of other people. That's why window displays need to instantly grab attention. But many don't. Take the drugstores in my neighborhood, for example. The windows are filled with boxes of bleach and detergent, packages of razors and soap, and whatever else can be squeezed into the space. With the window so crowded, it is impossible to focus on any single product. Often, it's difficult to even see clearly what is really being promoted!

Read the statements. Write T (true) or F (false). Then correct each false statement to make it true.

- _____ 1. Store windows play no role in shopping.
- _____ 2. William H. Whyte wrote about the history of stores and shopping in America.
- _____ 3. People used to walk slower a century ago.
- _____ 4. Traffic lights affect the way crowds move on a street.
- _____ 5. It is easier to stop and look in a store window when walking in a crowd than in a gap in traffic.

Аспект «Комплексное развитие видов РД»

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

- 1 If I _____ (be) you I would ask them to raise my salary.
- 2 Could you call me back in half an hour? I still _____ (not read) your report.
- 3 'Ann doesn't like using Skype.' 'Neither _____ (do) Karl and I – we prefer the phone.'
- 4 If you _____ (have) headaches on and off for over a month, you should go to the doctor's.
- 5 We _____ (finish) mending your car by tomorrow, so come and pick it up then.
- 6 Who _____ (know) the answer to this question?
- 7 I wish I _____ (not wear) these shoes today. They're really uncomfortable.
- 8 Jo wishes she _____ (speak) Danish. Her company is sending her to Copenhagen.
- 9 Had my driving test been on a rainy day, I doubt I _____ (pass) it.
- 10 I _____ (talk) to Maria when Sam rang to say there was an urgent problem.
- 11 We'll go out as soon as you _____ (do) your homework.
- 12 How long _____ (sit) here? Are you waiting for someone?
- 13 We _____ (climb) for about an hour when the fog came down.
- 14 I hope everyone can come on the picnic. _____ (ask) Christina yet?
- 15 This time tomorrow I _____ (have) a massage at the health spa.
- 16 When I got to the bus stop I realized I _____ (leave) my mobile phone at home.

2 Order the words to make sentences.

- 1 I've / sure / laptop / I'm / left / where / my / not
- 2 little / brown / bag / bought / lovely / Italian / yesterday / a / I
- 3 hardly / big / ever / for / we / time / breakfast / have / a
- 4 hadn't / you / bet / come / wish / lecture / you / to / I / this
- 5 set / sooner / the / there / we'll / get / quicker / we / off / the
- 6 as / soon / I'll / arrive / as / call / I / you
- 7 buying / are / who / red / that / you / hat / for / big / ?
- 8 police / report / had / station / my / to / went / that / I / the / someone / car / to / stolen
- 9 such / decided / barbecue / weather / have / it / hot / we / a / was / to
- 10 badly / wasn't / accident / the / in / woman / injured / the
- 11 before / were / we'd / driving / for / we / hours / realized / we / lost / been
- 12 is / have / where / do / bus / idea / station / you / any / the / ?

3 Underline the correct form.

- 1 Come round at 7.30 – we'll **be having** / **have had** dinner by then.
- 2 I wish you **wouldn't be** / **weren't** so tall – it gives me neck ache to look at you!
- 3 **A** My brother went to Sri Lanka last year.
B **Did** / **Has** he? I'd love to go there!
- 4 **The rich** / **The rich people** should pay a lot more tax than they do.
- 5 I speak a **little** / **bit** French.
- 6 Jim won't come on time. He's **late always** / **always late**.
- 7 Take a coat in case it **gets** / **will get** cold.
- 8 **The English** / **English** are always talking about the weather.
- 9 We did **tell** / **told** you we'd be closed yesterday. I remember mentioning it.
- 10 Your brother doesn't play rugby, **does** / **doesn't** he?

- 11 My sister won't want to stay long, and neither **will / does** her husband.
 12 We had such **good / a good** time at Eric's we stayed till after midnight.

VOCABULARY

4 Complete the words in the sentences.

- 1 I prefer an **a** _____ seat to a window seat on planes – you can get out easily.
 2 I've never felt so much emotion before – I was completely **o** _____.
 3 You've had a **s** _____ throat for three days now. You should go to the doctor's.
 4 The fog was so **t** _____ I could hardly see anything and I had to drive very slowly.
 5 If you don't have anything to declare, you can just walk straight through **c** _____.
 6 Petra is **a** _____ to eggs. She comes out in a rash if she eats any.
 7 You've cut your thumb! It's **b** _____ quite badly.
 8 We're having another **h** _____ this month. It's been over 35 degrees for three weeks.
 9 New York to Singapore is the longest non-stop **f** _____ – it takes 18.5 hours.
 10 High blood **p** _____ can be a result of diet and / or lifestyle.

5 Complete the sentences with the correct word(s).

- 1 I always wear these leather _____ when it's really hot.
 shoes sandals boots
 2 You won't get very wet if you leave now – it's only _____.
 drizzling pouring damp
 3 I always get very _____ before a job interview, but it's easier once it's started.
 relieved nervous offended
 4 I was really worried when Rob started _____ on that fish bone.
 fainting sneezing choking
 5 I just need to collect my suitcase from baggage _____ and I'll see you in Arrivals.
 check-in drop-off reclaim
 6 Vanessa's very _____. She always wears the latest clothes.
 scruffy trendy old-fashioned
 7 We were _____ when the festival was cancelled – we'd been looking forward to it.
 grateful disappointed relieved
 8 I didn't have much work earlier in the year, but I'm very busy _____.
 actually eventually at the moment
 9 I like that skirt, and it really _____ your top.
 suits matches fits
 10 You should wear a shirt and _____ for the awards ceremony – it's a formal event.
 collar bow tie

6 Underline the odd word out.

- 1 gradually eventually in the end basically
 2 homesick fed up delighted devastated
 3 operation blister x-ray injection
 4 fit match suit undress
 5 freezing chilly boiling cool
 6 suede velvet lace hooded
 7 relieved offended desperate bewildered
 8 checked loose plain striped
 9 ulcer tumour rash pulse
 10 direct turbulence connecting long-haul

7 Underline the correct word.

- 1 I don't need to check anything in, I've only got hand **baggage / luggage**.
 2 **Apparently / Ideally** we'd like to find a cottage not too far from the sea.
 3 This phone is **pecially / especially** designed for older people.
 4 We've been working very **hardly / hard** recently. I hope things will get easier soon.
 5 That pizzeria's been open nearly a year and we **still / yet** haven't tried it.
 6 I hate having to eat in a rush. I prefer to take my **time / easy**.
 7 Dan's going to take **part / up** Tai Chi. There's a course starting in April.
 8 We usually go on a trip **at / in** the end of the school year.
 9 It's just an informal evening so there's no need to **dress up / get dressed**.
 10 I'm going to take **notice / advantage** of the dry weather and cut the grass.

PRONUNCIATION

8 Match the words with the same sound.

homesick especially calm caught crew drought relieved freezing hijack nylon

- 1 shower _____
- 2 boarding _____
- 3 loose _____
- 4 allergic _____
- 5 headache _____
- 6 pressure _____
- 7 cough _____
- 8 striped _____
- 9 heart _____
- 10 breathe _____

9 Underline the stressed syllable.

- 1 poi|son|ing
- 2 tem|pera|ture
- 3 lone|i|lness
- 4 fa|shio|na|ble
- 5 a|i|e|na|tion
- 6 e|spe|cial|ly
- 7 change|a|ble
- 8 de|vas|ta|ted
- 9 sun|burn
- 10 a|cco|mmo|da|tion

Промежуточная аттестация №4

Контрольно-измерительный материал №4

Аспект «Переводческое аудирование»

Listen to track 47. Choose the best response.

1. Who wrote the book?

- A. Ines Stevenson
- B. Steven Johnson
- C. John Valleyview

2. What is the main idea of the book?

- A. Television programs and video games can make us smarter.
- B. Everything bad is good for you.
- C. Video games have become more complicated.

3. What does the book say about video games?

- A. They are a waste of time.
- B. They have stayed much the same over time.
- C. They raise people's IQ scores.

4. According to the speakers, what is one reason video games may be good for your brain?

- A. They have a lot of interesting visuals.
- B. They are similar to real life.
- C. They are quite complicated.

Listen to track 48. Choose the best response.

5. How much bias does the speaker have for or against his subject, Lewis Pugh?

- A. He has no bias and discusses Pugh's background objectively.
- B. He admires Pugh and emphasizes on his positive characteristics.
- C. He thinks Pugh is unsuccessful and focuses on his negative traits.

6. What word or phrase shows the contrast between Pugh's reaction to the Arctic Ocean and his actual behavior?
- However
 - In contrast
 - On the other hand
7. In his introduction, the speaker gives an overview of the presentation. What is the order of topics?
- Pugh's work as an environmentalist, his background, and his swims
 - Pugh's swims, his work as an environmentalist, and his background
 - Pugh's background, his swims, and his work as an environmentalist
8. According to the speaker, what is one reason that Pugh is interested in the environment?
- He visited a lot of animal refuges in Africa.
 - He lived in England as a child.
 - He was a powerful ocean swimmer..

Аспект «Чтение для целей перевода»

Read the article.

Learning to Live Outdoors

1 On a brisk morning in October, Lee Posner, a powerfully built New York salesman, arrived at a remote spot in the northern Arizona mountains. Mr. Posner was one of three people taking a two-day course led by Tony Nester of Ancient Pathways, an Arizona outdoor survival school that teaches survival using only primitive technology.

2 After an hour of hiking up and down mountains and canyons at 7,000 feet, Mr. Nester led the group to a clearing in the dense pine woods. "Shelter is one of the first things you need to take care of, whether you are roasting in the desert or freezing in sub-zero degrees," he said, instructing his students on how to make a primitive shelter called a wickiup. We then littered the floor inside with pine needles. "You have to have something between you and the ground," Mr. Nester said. "Otherwise the ground will suck the 98.6 degrees of temperature right out of your body."

3 The next essential activity was to hunt for water and food, so we hiked deep into a tree-lined canyon, where the rocks at the bottom held brown rainwater. The area was used as a waterhole by local animals, and Mr. Nester pointed out footprints: "That type of print would indicate a cougar," he said. Mr. Posner filled his water bottle with a wary eye on the canyon's rocky sides. Wild onions stuck out of the wet ground around the water hole, and Mr. Nester instructed the group to dig out the tiny onions using our knives. It took a good hour of hard work to collect even a cupful.

4 We found a few wild cranberries and spent another hour collecting acorns, but soon hunger, a drop in temperature, and darkness descended on the group. By counting how many fists there were between the sun and the horizon, Mr. Nester could tell how many hours of daylight were left. "We have an hour to get back to camp to light a fire," he said.

5 Back at camp, we used our knives to make fire-making tools from wood, and a blanket of darkness descended just as the fire we eventually started roared to life.

6 The group, ravenous with hunger, began the laborious process of shelling acorns, which were dropped into a rusty can we had found. Then we made an acorn-and-wild-onion soup and devoured it eagerly, but we were all still hungry. Despite working for much of the day to collect onions and acorns, we still couldn't fill our bellies.

Choose the best response.

- What did Mr. Nester teach the group to do first?
 - make a fire
 - find water
 - make shelter
- What did the group find at the water hole?
 - cougar footprints
 - pine needles
 - acorns
- What did Mr. Nester use his fists to do?
 - make tools
 - dig out onions
 - tell the time
- When did the group make a fire?
 - during the daylight hours
 - just before it was dark

C. early in the morning

5. How did the group feel after they ate the soup?

A. hungry

B. cold

C. tired

Аспект «Комплексное развитие видов РД»

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

1 Dogs must not _____ (bring) into the park unless they are on a lead.

2 I enjoyed the film, despite _____ (see) it before.

3 Carla denied _____ (leave) the car window open.

4 It _____ (think) that the gang escaped in a black 4 x 4.

5 People used _____ (give) longer prison sentences in the past.

6 The art thieves are believed _____ (take) two priceless paintings.

7 I'm so sorry – I completely forgot _____ (buy) any milk.

8 I remember _____ (play) volleyball in the garden when I was little.

9 Janet convinced me _____ (not go) straight to university after finishing school.

10 The business is going to _____ (sell) next week

2 Complete the sentences with one word.

1 _____ of my sisters are older than me – I'm 23 and they're 26 and 29.

2 Please close doors quietly so _____ not to disturb other residents.

3 You _____ have spoken to your father like that, it was very rude.

4 My brother's with me – he insisted _____ coming.

5 Deirdre _____ have gone home – her coat is still on her chair.

6 We love India, but we can't _____ used to eating spicy food every day.

7 I loved the music, even _____ it was a bit too loud.

8 _____ the cold, we had a brilliant time exploring Greenland.

9 Sally looks _____ if she's had some really bad news. Is she OK?

10 We'll have to leave that box. There's _____ more room in the van.

11 I'm _____ to this kind of heat. I lived in Egypt before I moved here.

12 Do you have a _____ of scissors? I need to cut some wrapping paper.

13 That sounds _____ a really bad idea.

14 I don't want a coffee, I'd _____ have a tea.

15 I have good chats with my hairdresser while I'm _____ my hair cut.

3 Underline the correct form.

1 I know it's difficult with this noise, but please try **to go** / **going** to sleep.

2 We used to **live** / **living** in Scotland. It was nice, but the weather wasn't great.

3 Do you feel **as if** / **like** watching a film tonight?

4 I'm going to **get my car serviced** / **get serviced my car** tomorrow.

5 I going to **(-)** / **the** hospital tomorrow to visit my aunt.

6 All the staff in this restaurant **is** / **are** incredibly friendly.

7 There'll be **(-)** / **a** terrible traffic if you leave now.

8 **Every** / **All** room in the hotel has a wonderful view.

9 **Any** / **None** of the children wanted to go ice-skating so we went bowling instead.

10 Winter is a great time to go to **the** / **(-)** Canary Islands.

11 You **can't** / **may** have seen Gary here yesterday. He took the day off.

12 We're going for a walk this weekend, **whatever** / **however** the weather is like.

13 **Despite** / **In spite** of setting off late, we arrived in good time.

14 I bought a book and a magazine in the shop. **The** / **A** book is for my sister.

15 I recommend **to visit** / **visiting** the new Acropolis Museum in Athens.

VOCABULARY

4 Underline the odd word out.

1 point wave kneel scratch

2 biased accurate sensational censored

3 robbery evidence blackmail fraud

- 4 heel calf wrist ankle
- 5 judge verdict jury witness
- 6 duvet pillow yawn blanket
- 7 commentator newsreader advert presenter
- 8 stalking robbery mugging burglary

5 Complete the sentences with the correct word(s).

- 1 The film tells the story of a bank _____ that goes horribly wrong.
burglary theft robbery
- 2 Government plan to _____ thousands of public sector jobs.
clash axe quit
- 3 There was a big advertising campaign to _____ their latest mobile phone.
produce launch manufacture
- 4 The conferences are _____, in June and November.
multiannual postannual biannual
- 5 A _____ is somebody who studies rocks.
physicist geneticist geologist
- 6 Have you ever asked for advice from the _____ in this newspaper?
agony aunt critic paprazzi
- 7 I have to wake my brother up when he _____ because it's so loud!
snores sleepwalks yawns
- 8 We _____ most of our manufactured goods from China.
import expands export
- 9 Two men have been _____ with bribery.
charged arrested questioned
- 10 My neighbour won't _____ if you park your car in front of their house.
notice mind matter

6 Underline the correct word.

- 1 The drug was withdrawn because of its harmful side **results / effects**.
- 2 We're looking for **volunteers / donors** to work in the charity shop on Saturdays.
- 3 We'll have to cut carbon emissions **sooner or later / now or never**.
- 4 Did you **notice / realize** whether the supermarket was open when we drove past?
- 5 **Remember / Remind** me to buy some stamps when we're in the newsagents.
- 6 My wallet was **stolen / robbed** from out of my jacket when I went to the toilet.
- 7 I **hope / expect** Helen will come on Saturday. It would be a shame not to see her.
- 8 It was a long and difficult journey, but we arrived **safe and sound / sound and safe**.
- 9 This branch **did / made** the biggest profit last year.
- 10 It's hard to find **biased / objective** journalism that isn't obviously left- or right-wing.
- 11 I've had plenty of **downs and outs / ups and downs** in my 20-year career.
- 12 Prices have **raised / risen** by over 10% during the last year.

7 Complete the words in the sentences.

- 1 You're such a **h** _____ – you always imagining that you're ill!
- 2 I've sent Jenny a lovely **b** _____ of flowers for her birthday.
- 3 I **l** _____ on the sofa all afternoon yesterday watching TV.
- 4 I'm so tired, I can't stop **y** _____.
- 5 The audience clapped so long that the singer gave another **e** _____ .
- 6 I'd hate to suffer from **i** _____ because I love sleeping!
- 7 The traffic going past the hotel kept me **a** _____ all night.
- 8 This hard drive is so small you can hold it in the **p** _____ of your hand.
- 9 The men were tried, but **a** _____ because of a lack of evidence.
- 10 I always enjoy his reviews – I think he's the best film **c** _____ around.

PRONUNCIATION

8 Underline the stressed syllable.

- 1 co|mmen|ta|tor
- 2 lone|li|ness
- 3 black|mail
- 4 me|ga|ci|ty
- 5 or|ches|tra
- 6 com|pa|ny
- 7 sci|en|tist

8 con|vince
9 a|sto|nished
10 eye|brows

9 Match the words with the same sound.

advertisement heart refuse court branch jury theory tongue antisocial violin grow

- 1 guilty _____
2 deny _____
3 judge _____
4 market _____
5 journalist _____
6 comb _____
7 law _____
8 review _____
9 lungs _____
10 volunteer _____

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

Оценка знаний, умений и навыков, характеризующая этапы формирования компетенций в рамках изучения дисциплины осуществляется в ходе текущей и промежуточной аттестаций.

Текущая аттестация проводится в соответствии с Положением о текущей аттестации обучающихся по программам высшего образования Воронежского государственного университета. Текущая аттестация проводится в формах: устного опроса (фронтальная беседа); письменных работ (контрольные, сочинения); тестирования. Критерии оценивания приведены выше. Результаты текущей аттестации учитываются при выставлении оценки за промежуточную аттестацию.

Промежуточная аттестация проводится в соответствии с Положением о промежуточной аттестации обучающихся по программам высшего образования.

Контрольно-измерительные материалы промежуточной аттестации включают в себя тесты, позволяющие оценить степень сформированности умений и навыков.

При оценивании используются количественные шкалы оценок. Критерии оценивания приведены выше.