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*Приложение 4*  
к образовательной программе

## **ОЦЕНОЧНЫЕ МАТЕРИАЛЫ**

**для текущего контроля успеваемости и  
промежуточной аттестации обучающихся**

### **ПО ДИСЦИПЛИНЕ**

#### **Б1.В.ДЭ.02.02 Деловой иностранный язык**

(индекс, наименование дисциплины в соответствии с учебным планом)

#### **39.03.01 Социология**

(код, наименование направления подготовки/специальности)

#### **Социология**

(наименование образовательной программы)

#### **Бакалавр**

(квалификация)

#### **Очная форма обучения**

(форма обучения)

Год набора – 2023

Донецк

**Автор(ы)-составитель(и) ФОС:**

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**РАЗДЕЛ 1.**  
**ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ**  
**по дисциплине «Деловой иностранный язык»**

**1.1. Основные сведения о дисциплине**

Таблица 1

Характеристика дисциплины  
(сведения соответствуют разделу РПД)

Образовательная программа	бакалавриат
Направление подготовки	39.03.01 Социология
Количество разделов дисциплины	4
Часть образовательной программы	Б1.В.ДЭ.02.02
Формы текущего контроля	Текущий контроль (собеседование, эссе, доклад, сообщение, тестовые задания).
<i>Показатели</i>	Очная форма обучения
Количество зачетных единиц (кредитов)	8
Семестр	3, 4, 5, 6
<b>Общая трудоемкость (академ. часов)</b>	288
<b>Аудиторная контактная работа:</b>	38/34/38/34
Практические занятия	36/32/36/32
Консультации	2/2/2/2
<b>Самостоятельная работа</b>	34/38/34/38
<b>Контроль</b>	-
<i>Форма промежуточной аттестации</i>	Зачет/ Зачет/ Зачет/ Зачет

**1.2. Перечень компетенций с указанием этапов формирования в процессе освоения образовательной программы.**

Таблица 2

Перечень компетенций и их элементов

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
Ук-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.5. Способен осуществлять деловую коммуникацию на иностранном языке в устной и письменной формах	<b><i>Знать:</i></b>	
		- особенности и стили делового общения в устной и письменной формах на иностранном языке;	УК-4.5. 3-1
		- особенности и стили делового общения в устной и письменной формах на иностранном языке; - особенности написания и оформления деловых писем;	УК-4.5. 3-2
		- особенности и стили делового общения в устной и письменной формах на иностранном языке; - особенности написания и оформления деловых писем; - особенности вербального коммуникативного поведения представителей иноязычных культур	УК-4.5. 3-3
		<b><i>Уметь:</i></b>	
		- общаться на иностранном языке в устной и письменной формах, учитывая регистр общения;	УК-4.5. У-1
		- общаться на иностранном языке в устной и письменной формах, учитывая регистр общения; - составлять деловые письма с учетом вида и типа письма;	УК-4.5. У-2
		- общаться на иностранном языке в устной и письменной формах, учитывая регистр общения; - составлять деловые письма с учетом вида и типа письма; - учитывать особенности вербального коммуникативного поведения представителей иноязычных	УК-4.5. У-3

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
		культур в устном и письменном общении.	
		<b>Владеть:</b>	
		- иноязычной терминологией, достаточной для делового устного и письменного общения в пределах изученной тематики;	УК-4.5. В-1
		- иноязычной терминологией, достаточной для делового устного и письменного общения в пределах изученной тематики; - знаниями о языковых и стилистических особенностях деловых писем;	УК-4.5. В-2
		- иноязычной терминологией, достаточной для делового устного и письменного общения в пределах изученной тематики; - знаниями о языковых и стилистических особенностях деловых писем; - приемами использования особенностей вербального поведения участников иноязычного общения в устных и письменных актах профессиональной коммуникации.	УК-4.5. В-3
	УК-4.6: Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения профессионально ориентированных коммуникативных задач	<b>Знать:</b>	
		- способы поиска и приема необходимой информации на иностранном языке в сети Интернет;	УК-4.6. 3-1
		- способы поиска и приема необходимой информации на иностранном языке в сети Интернет; - особенности использования двуязычных онлайн словарей и других Интернет ресурсов;	УК-4.6. 3-2
		- способы поиска и приема необходимой информации на иностранном языке в сети Интернет;	УК-4.6. 3-3

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
		- особенности использования двуязычных онлайн словарей и других Интернет ресурсов; - методы отбора иноязычной информации в соответствии с поставленной задачей;	
		<b>Уметь:</b>	
		- находить необходимую информацию в сети Интернет в соответствии с поставленной коммуникативной задачей;	УК-4.6. У-1
		- находить необходимую информацию в сети Интернет в соответствии с поставленной коммуникативной задачей; - пользоваться справочными материалами в сети Интернет и другими информационными ресурсами;	УК-4.6. У-2
		- находить необходимую информацию в сети Интернет в соответствии с поставленной коммуникативной задачей; - пользоваться справочными материалами в сети Интернет и другими информационными ресурсами; - обрабатывать и редактировать подобранный материал, для использования в учебной деятельности.	УК-4.6. У-3
		<b>Владеть:</b>	
		- знаниями делового иностранного языка для поиска необходимой информации в сети Интернет;	УК-4.6. В-1
		- знаниями делового иностранного языка для поиска необходимой информации в сети Интернет; - умениями использовать с иноязычные онлайн словари и другие информационные ресурсы для решения профессионально ориентированных задач;	УК-4.6. В-2
		- знаниями делового иностранного языка для	УК-4.6. В-3

Компетенция	Индикатор компетенции и его формулировка	Элементы индикатора компетенции	Индекс элемента
		поиска необходимой информации в сети Интернет; - умениями использовать с иноязычные онлайн словари и другие информационные ресурсы для решения профессионально ориентированных задач; - умениями анализировать отобранный материал с целью дальнейшего его использования в учебной деятельности.	

Таблица 3

**Этапы формирования компетенций в процессе освоения основной образовательной программы**

№ п/п	Контролируемые разделы (темы) дисциплины	Номер семестра	Код индикатора компетенции	Наименование оценочного средства
<b>Раздел 1 Мир вокруг нас</b>				
1.	Тема 1.1. Среда обитания	3	УК-4.5	ситуационное задание, эссе (доклад, сообщение).
2.	Тема 1.2. Мировые проблемы.	3	УК-4.5	ситуационное задание, эссе (доклад, сообщение).
3.	Тема 1.3. Культуры мира.	3	УК-4.5	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
<b>Раздел 2 Общество как социальная система</b>				
5.	Тема 2.1. Проблемы социализации личности.	4	УК-4.5	ситуационное задание, эссе (доклад, сообщение).
6.	Тема 2.2. Что делает человека счастливым.	4	УК-4.5	ситуационное задание, эссе (доклад, сообщение).
7.	Тема 2.3. Дети улицы.	4	УК-4.5	тестовые задания, ситуационное задание,

				эссе (доклад, сообщение).
Раздел 3 Современное общество				
8.	Тема 3.1 Молодежь и безработица.	5	УК-4.6	ситуационное задание, эссе (доклад, сообщение).
9.	Тема 3.2. Субкультуры как социальное явление.	5	УК-4.6	ситуационное задание, эссе (доклад, сообщение).
10.	Тема 3.3 Взаимоотношения между людьми.	5	УК-4.6	тестовые задания, ситуационное задание, эссе (доклад, сообщение).
Раздел 4 Взаимодействие общества				
11.	Тема 4.1 Всемирно-популярные места	6	УК-4.6	ситуационное задание, эссе (доклад, сообщение).
12.	Тема 4.2 Мир профессий.	6	УК-4.6	ситуационное задание, эссе (доклад, сообщение).
13.	Тема 4.3. Будущие возможности.	6	УК-4.6	тестовые задания, ситуационное задание, эссе (доклад, сообщение).



## РАЗДЕЛ 2. ТЕКУЩИЙ КОНТРОЛЬ ПО ДИСЦИПЛИНЕ «Деловой иностранный язык»

Текущий контроль знаний используется для оперативного и регулярного управления учебной деятельностью (в том числе самостоятельной работой) обучающихся.

В условиях балльно-рейтинговой системы контроля результаты текущего оценивания обучающегося используются как показатель его текущего рейтинга. Текущий контроль успеваемости осуществляется в течение семестра, в ходе повседневной учебной работы по индивидуальной инициативе преподавателя. Данный вид контроля стимулирует у обучающегося стремление к систематической самостоятельной работе по изучению дисциплины.

Таблица 2.1.

Распределение баллов по видам учебной деятельности  
(балльно-рейтинговая система)

Наименование Раздела/Темы	Вид задания						
	ПЗ			Всего за тему	КЗР	СР	ИЗ*
	УО*	ТЗ*	РЗ*				
P.1.T.1.1	10	5	5	20	10	5	5
P.1.T.1.2	10	5	5	20		5	5
P.1.T.1.3	10	5	5	20		5	5
<b>Итого: 100б</b>	<b>30</b>	<b>15</b>	<b>15</b>	<b>60</b>	<b>10</b>	<b>15</b>	<b>15</b>

Наименование Раздела/Темы	Вид задания						
	ПЗ			Всего за тему	КЗР	СР	ИЗ*
	УО*	ТЗ*	РЗ*				
P.2.T.2.1	10	5	5	20	10	5	5
P.2.T.2.2	10	5	5	20		5	5
P.2.T.2.3	10	5	5	20		5	5
<b>Итого: 100б</b>	<b>30</b>	<b>15</b>	<b>15</b>	<b>60</b>	<b>10</b>	<b>15</b>	<b>15</b>

Наименование Раздела/Темы	Вид задания						
	ПЗ			Всего за тему	КЗР	СР	ИЗ*
	УО*	ТЗ*	РЗ*				
P.3.T.3.1	10	5	5	20	10	5	5
P.3.T.3.2	10	5	5	20		5	5
P.3.T.3.3	10	5	5	20		5	5
<b>Итого: 100б</b>	<b>30</b>	<b>15</b>	<b>15</b>	<b>60</b>	<b>10</b>	<b>15</b>	<b>15</b>

Наименование Раздела/Темы	Вид задания						
	ПЗ			Всего за тему	КЗР	СР	ИЗ*
	УО*	ТЗ*	РЗ*				
P.4.T.4.1	10	5	5	20	10	5	5
P.4.T.4.2	10	5	5	20		5	5
P.4.T.4.3	10	5	5	20		5	5
<b>Итого: 100б</b>	<b>30</b>	<b>15</b>	<b>15</b>	<b>60</b>	<b>10</b>	<b>15</b>	<b>15</b>

УО – устный опрос;

ТЗ – тестовое задание;

РЗ – разноуровневые задания (ситуационное задание, эссе (доклад, сообщение)\*)

ПЗ – практическое занятие;  
 КЗР – контроль знаний по Разделу;  
 СР – самостоятельная работа обучающегося  
 ИЗ – индивидуальное задание

## 2.1. Рекомендации по оцениванию устных ответов обучающихся

С целью контроля усвоения пройденного материала и определения уровня подготовленности обучающихся к изучению новой темы в начале каждого практического занятия преподавателем проводится индивидуальный или фронтальный устный опрос по выполненным заданиям предыдущей темы.

Критерии оценки.

Оценка	Уровень соответствия устного ответа критериям
отлично	<p>Обучающийся</p> <ol style="list-style-type: none"> <li>1) полно и аргументировано раскрывает содержание темы высказывания;</li> <li>2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств;</li> <li>3) демонстрирует беглость речи близкую к естественной, без длительных пауз и повторов;</li> <li>4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, быстро и правильно реагирует на поставленные вопросы, умеет поддержать</li> <li>5) беседу, высказать своё мнение;</li> <li>6) допускает 1-2 лексические, грамматические или фонетические ошибки,</li> </ol>
хорошо	<p>Обучающийся</p> <ol style="list-style-type: none"> <li>1) достаточно полно и аргументировано раскрывает содержание темывысказывания;</li> <li>2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию;</li> <li>3) демонстрирует беглость речи близкую к естественной, в речи может наблюдаться некоторое количество пауз, связанных с поиском правильныхсредств выражения;</li> <li>4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками,достаточно быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать своё мнение;</li> <li>5) допускает 3-5 лексических, грамматических или фонетических ошибок;</li> </ol>

удовлетворительно	<p>Обучающийся</p> <p>1) неполно раскрывает содержание темы высказывания;</p> <p>2) излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и фонетических средств для осуществления полноценного высказывания;</p> <p>3) речь замедленная, обучающийся делает достаточное количество пауз для поиска необходимых слов и выражений;</p> <p>4) демонстрирует недостаточные умения поддерживать контакт с аудиторией и собеседниками, достаточно медленно реагирует на поставленные вопросы, испытывает затруднения в ответах на некоторые из них, с трудом поддерживает беседу, высказывает своё мнение;</p> <p>5) допускает более 6-9 лексических, грамматических или фонетических ошибок;</p>
Неудовлетворительно	<p>Обучающийся</p> <p>1) не раскрывает содержание темы высказывания;</p> <p>2) излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными лексическими, грамматическими и фонетическими средствами для осуществления высказывания;</p> <p>3) речь замедленная, невнятная, изобилует длительными паузами и повторами;</p> <p>4) не умеет поддерживать контакт с аудиторией и собеседниками, медленно или совсем не реагирует на поставленные вопросы, не умеет поддерживать беседу и высказать высказывает своё мнение;</p> <p>5) допускает более 10 лексических, грамматических или фонетических ошибок.</p>

### ВОПРОСЫ ДЛЯ САМОПОДГОТОВКИ ОБУЧАЮЩИХСЯ

<i>Контролируемые темы дисциплины</i>	<i>Вопросы для подготовки к индивидуальному / фронтальному устному / письменному опросу по темам дисциплины</i>
Тема 1.1. Среда обитания	<p>1. How does social media influence one's lifestyle?</p> <p>2. Will e-books replace paper books in developed countries?</p> <p>3. Why is it common in some countries to be bilingual?</p> <p>4. Does traditional food reflect the history of a nation?</p> <p>5. How can you explain the high demand for Apple products?</p>
Тема 1.2. Мировые проблемы.	<p>1. What global problems were there in the past?</p> <p>2. What are the two categories of global problems now?</p> <p>3. What does the first category include?</p> <p>4. Why is global warming considered a global problem?</p> <p>5. How does it affect nature?</p> <p>6. What global problems does the second category include?</p> <p>7. Why is terrorism a global problem?</p> <p>8. Is poverty a big issue nowadays? Why?</p> <p>9. What is racism and why is it a global problem?</p> <p>10. What other global problems can you mention?</p>

	11. In what way can we fight global problems?
Тема 1.3. Культуры мира.	<ol style="list-style-type: none"> <li>1. What causes culture shock?</li> <li>2. How do people assimilate into a foreign culture?</li> <li>3. How do you usually greet people in your culture?</li> <li>4. What should you learn about a foreign country's culture before visiting it?</li> <li>5. What are some eating customs in your country? What things are rude?</li> <li>6. How are important holidays celebrated in your country?</li> <li>7. Which foreign culture do you find most interesting? What makes it interesting?</li> <li>8. If a foreign person was coming to your country, what advice would you give them?</li> <li>9. How are elderly people treated in your culture?</li> </ol>
Тема 2.1. Проблемы социализации личности.	<ol style="list-style-type: none"> <li>1. Explain how socialization occurs and recurs throughout life?</li> <li>2. Understand how people are socialized into new roles at age-related transition points?</li> <li>3. Describe when and how resocialization occurs?</li> <li>4. Explain the nature versus nurture debate?</li> <li>5. What is the roles of families and peer groups in socialization?</li> <li>6. Understand how we are socialized through formal institutions like schools, workplaces, and the government?</li> <li>7. Socialization in infancy and childhood?</li> </ol>
Тема 2.2. Что делает человека счастливым.	<ol style="list-style-type: none"> <li>1. Are you a happy person?</li> <li>2. What is happiness for you?</li> <li>3. What do you think is the color for happiness?</li> <li>4. Do you think that happiness lies within you? Or does it depend upon other people and external things?</li> <li>5. Can money buy happiness?</li> <li>6. Is happiness a state of mind?</li> <li>7. What makes you feel happy?</li> <li>8. What are the three most important things for you to be happy?</li> <li>9. Is happiness relative, that is, does it have a different meaning for each person?</li> <li>10. Are single people happy?</li> <li>11. Would you be happier with a soul mate or single?</li> </ol>
Тема 2.3. Дети улицы.	<ol style="list-style-type: none"> <li>1. What is a street child?</li> <li>2. What are the problems encountered by street children?</li> <li>3. Why does a child live on the streets?</li> <li>4. What can be done to help street children?</li> <li>5. Why do children become "Street Children"?</li> <li>6. How do "street children" survive?</li> <li>7. Why do children work at the garbage dump?</li> <li>8. Who does the term 'street children' refer to?</li> <li>9. How many street children are there and where do they live?</li> <li>11. What causes children to live or work on the street?</li> <li>12. How do street children process into adulthood and what are the long-term effects of street involvement?</li> </ol>
Тема 3.1 Молодежь и безработица.	<ol style="list-style-type: none"> <li>1. What is youth unemployment?</li> <li>2. Why is youth unemployment a problem in the long term?</li> <li>3. What are youth unemployment rates around the world?</li> <li>4. Why is youth unemployment so high?</li> </ol>

		5. What isn't included in the youth unemployment rate? 6. How is COVID-19 affecting youth unemployment? 7. Why is Mercy Corps working to solve the youth unemployment crisis? 8. What do you know about unemployment? 9. Hear the word 'job' What springs to mind when you? 10. To easy in it How job is a difficult country find or your?
Тема Субкультуры социальное явление.	3.2. как	1. Why is the deviation from social norms considered dangerous? 2. Can a subculture serve as a basis for a culture? 3. Why did the anime community grow worldwide? 4. Explain why some subcultures are considered dangerous. 5. How do social groups emerge? 6. Should parents encourage children to join an interest group? 7. How did hipsters influence global fashion trends? 8. Why did the anime community grow worldwide? 9. What are the most popular subcultures amongst generation Z?
Тема Взаимоотношения между людьми.	3.3	1. What is going to really set you off? 2. What can we do to avoid fighting or arguing entirely? 3. Where are you unwilling to compromise? 4. What is your most prized possession? 5. Who has been the most influential person in your life and why? 6. Which of your friends do you think you are most like? 7. When are you the happiest? 8. What gifts mean the most to you? 9. How much public affection are you comfortable with? 10. How do you like to celebrate your birthday? 11. Do you find it easy or hard to apologize? Why? 12. Who has had the biggest impact on you — your mom or dad — and why?
Тема 4.1 Всемирно-популярные места		1. What are some historical places that you know of? 2. What is the history behind them? 3. How do they look now? 4. What are some ways people interact with historical places? 5. What are the benefits of visiting historical places? 6. What are some challenges that come with interacting with historical places? 7. What feelings or emotions do you associate with historical places? 8. Do you think it's important to learn about and visit historical places? Why or why not? 9. Are young people interested in historical places? Why or why not? 10. Do you think historical places should be preserved? Why or why not? 11. What types of historic buildings are most popular to visit? 12. Are historical sites in your country popular with visitors? 13. What do you think will happen to historic places or buildings in the future? Why?
Тема 4.2 профессий.	Мир	1. What professions do you know and what are the most famous professions nowadays? 2. We'll try to find out which of profession will be top in the nearest future? 3. What is your ideal job?

	4. Would you rather work at home, in an office, or in different locations all the time? 5. What is a job that pays a lot of money, but that you would not want to do? 6. What do you think is the most important thing for you about a job? 7. Would you rather have a lot of money or a job that you enjoy? 8. What do you think is the most dangerous job? 9. What are some jobs that require you to travel? Would you like to have one of these jobs? 10. Do you know who has an interesting job? 11. What is the best / worst job you have ever had? 12. What are some reasons that a person might stay in a job that they do not enjoy? 13. What profession do you think is underpaid? 14. What profession do you think is overpaid?
Тема 4.3. Будущие возможности.	1. Is it easy to choose a profession? 2. Does anyone influence a person in choosing a profession? 3. Why is knowledge of a foreign language important? 4. What kind of occupation should one choose? 5. What are sociologists supposed to do? 6. What kind of problems can people have now? 7. Is the speciality of sociologist important and needed? 8. What has influenced your choice?

## 2.2 Рекомендации по оцениванию результатов тестовых заданий обучающихся

В завершении изучения каждого раздела дисциплины может проводиться тестирование (контроль знаний по разделу).

*Критерии оценивания.* Выполнение текущих тестовых заданий оценивается в баллах. Критерии оценивания, как и количество баллов за каждое выполненное задание, зависят от типа тестовых заданий и оговариваются каждый раз в тестовых заданиях отдельно.

Тестовые задания представлены в виде оценочных средств и в полном объеме представлены в банке тестовых заданий в электронном виде. В фонде оценочных средств представлены типовые тестовые задания, разработанные для изучения дисциплины «Деловой иностранный язык».

## ТИПОВЫЕ ТЕСТОВЫЕ ЗАДАНИЯ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ

### РАЗДЕЛ 1.

#### 1. Underline the odd one out in each group.

- |   |                |               |                        |                 |
|---|----------------|---------------|------------------------|-----------------|
| 0 | a) panda       | b) snail      | c) <u>malnutrition</u> | d) rabbit       |
| 1 | a) cause       | b) adult      | c) hope                | d) ship         |
| 2 | a) junk food   | b) depression | c) vitamins            | d) carbohydrate |
| 3 | a) responsible | b) careless   | c) uncomfortable       | d) useless      |
| 4 | a) cliff       | b) coast      | c) wave                | d) deer         |
| 5 | a) as          | b) because of | c) whereas             | d) so           |
| 6 | a) nurse       | b) adolescent | c) elderly             | d) retired      |
| 7 | a) seeds       | b) insomnia   | c) treatment           | d) surgery      |

## 2. Choose the right word to put in the gaps.

50 years ago there were <sup>0</sup> many (much/many) people living in the town of Smallholden. Today, if you walk down the High Street at night you <sup>1</sup> \_\_\_\_\_ (probably /certainly) <sup>2</sup> \_\_\_\_\_ (don't/won't) see anyone, just the policeman and his dog. It <sup>3</sup> \_\_\_\_\_ (have/has) been like this <sup>4</sup> \_\_\_\_\_ (for/since) 1984, when the car factory closed. There is <sup>5</sup> \_\_\_\_\_ (less/least) pollution in the town today, but <sup>6</sup> \_\_\_\_\_ (few/little) money in Small holden. However, things are looking <sup>7</sup> \_\_\_\_\_ (best /better) for the town. A new call-centre <sup>8</sup> \_\_\_\_\_ (will/might) open in June offering 5,000 new jobs. The council has <sup>9</sup> \_\_\_\_\_ (gave/given) permission and now, although the policeman is still alone at night with his dog, he has a smile on his face.

## 3. Put the words or phrases in the box into the correct column.

that's a good point in order to on the right personally		
what I think is that there are so that they look you should		

**Describing pictures**

**Expressing opinions/  
agreement or disagreement**

**Giving advice or reasons**

on the right

\_\_\_\_\_

## 4. Put the following sentences into the correct gaps in the text.

- For example, last month the British government refused to increase paternity leave from two weeks to four weeks.
- Today, in the UK, a mother can have 26 weeks' maternity leave.
- If they want more time, they will have a maximum of three years' leave.
- If they can make a law, then it will be good news for families everywhere.
- Dads need time with their new babies too.
- Companies do not accept that dads should have time with their babies.
- It also means mums will probably get more help at home.

### Dads need time too!

'Maternity leave' means time off for mothers to look after their new babies. But what about fathers, or 'dads'? E. How often do they get 'paternity leave'. Ten years ago, in many countries, a mother was lucky if she had four weeks' holiday. <sup>1</sup> \_\_\_\_\_ This means 26 weeks' holiday with full pay. This will soon change. Mothers will then have the chance to have a whole year's maternity leave on full pay. <sup>2</sup> \_\_\_\_\_ However, the last two years may not be paid. But what about dads? If they get two weeks' paid leave, they'll be lucky. <sup>3</sup> \_\_\_\_\_ They think mums should stay at home and dads should go to work. Many working dads will have little time with their babies. This is bad because research shows that some time with a new baby can be very important for both dads and babies. <sup>4</sup> \_\_\_\_\_ Many dads believe that the law on paternity leave should change so dads can spend more time with their children. However, many governments believe that dads are not important for babies. <sup>5</sup> ..... The European Union has often said that paternity leave is important. <sup>6</sup> \_\_\_\_\_ Dads are happy that maternity leave is increasing but they want to have time to help too.

## PA3/IEJ 2

### 1. You will hear a guide welcoming a group of visitors to "The Jungle Experience". For each question, put a tick [✓] in the correct box.

- How long will the tour take?  
A a few minutes  
B half an hour

- C an hour and a half
2. During the tour visitors will be able to
    - A answer questions
    - B listen to a talk
    - C visit the shop
  3. Which of the following can you eat in the café?
    - A hot dogs
    - B soup
    - C sandwiches
  4. "The Jungle Experience" aims to inform people about
    - A what is taking place in jungles everywhere
    - B different problems for the environment
    - C how wildlife and plants live together
  5. What do you need to do if you want to go on a night tour?
    - A arrive after 7 p.m.
    - B reserve a place
    - C pay by credit card
  6. What do you get if you become a Friend of the Jungle?
    - A a chance to become a volunteer
    - B special prices for some things
    - C free entrance for a year

**2. Choose the most appropriate word from the box to complete each sentence.**

politician search engine article programme  
 photography reality TV show soap opera comedy

1. The people on a reality TV show are watched by cameras 24 hours a day.
2. When a newspaper journalist writes an \_\_\_\_\_ it is printed in a newspaper.
3. When a TV journalist makes a report it is shown on a news \_\_\_\_\_.
4. A \_\_\_\_\_ is a person who makes or wants to make decisions in government.
5. I watched a great \_\_\_\_\_ last night and I couldn't stop laughing!
6. If you want to find something on the Internet, start with a \_\_\_\_\_.
7. The quality of John's pictures impressed the judges with his skill in \_\_\_\_\_.
8. I watch a \_\_\_\_\_ every night because I want to see the characters develop.

**2. Correct the mistakes in the following sentences.**

1. Look at this picture. Do you like *a* dress she is wearing? the dress
2. I don't really enjoy watching a documentaries. \_\_\_\_\_
3. But I did enjoy all documentaries I watched last night. \_\_\_\_\_
4. He works for radio station. \_\_\_\_\_
5. My brother's the journalist. He works for big newspaper. \_\_\_\_\_
6. I heard a good programme on radio last night. \_\_\_\_\_

**3. Read the text. Do the exercises.**

**When is it time to stop studying?**

It's 10 p.m. and six government employees are out checking the streets of Seoul, South Korea. But these are not police officers looking for teenagers who are behaving badly. Their mission is to find children who are still studying. And stop them.

Education in South Korea is very **competitive**. The aim of almost every schoolchild is to get into one of the country's top universities. Only the pupils with the best **marks** get a place. The school day starts at 8 a.m. and pupils finish studying somewhere between 10 p.m. and 1 a.m. at night. This is because many go to private academies called hagwons after school. Around 74% of all pupils attend a hagwon after their regular classes finish. A year's course costs, on average, \$2,600 per pupil. In Seoul, there are more private **tutors** than school teachers, and the most popular



ones make millions of dollars a year from online and in-person classes. Most parents rely on private tutoring to get their children into university.

With so much time spent in the classroom, all that pupils at South Korean secondary schools do is study and sleep. Some of them are so **exhausted** that they cannot stay awake the next day at school. It is a common sight to see a teacher explaining the lesson while a third of the pupils are asleep on their desks. The teachers don't seem to mind. There are even special **pillows** for sale that fit over the arms of the chairs to make sleeping in class more comfortable. Ironically, the pupils spend the lessons sleeping so that they can stay up late studying that night. The South Korean **government** has been aware of the **faults** in the system for some time, but now they have passed some reforms. Today, schoolteachers and head teachers in state schools have to meet certain standards or do additional training.

However, the biggest **challenge** for the government is the hagwons. The hagwons have been banned from having classes after 10 p.m. which is why there are street patrols looking for children who are studying after that time. If they find some in class, the owner of the hagwon **is punished** and the pupils are sent home. It's a strange world, where some children have to be told to stop studying while others are **reluctant** to start.

**Tick the true sentences. Correct the false ones.**

1. The street patrol in Seoul is looking for criminals.
2. Most pupils in South Korea want to go to university.
3. All private tutors in South Korea are paid well.
4. The government is doing nothing to improve the education system.
5. Every academy must close before 9 p.m.
6. Students are punished if they are found in a hagwon.

**Match the underlined words in the text with these definitions.**

1. group of people who officially control a country;
2. the situation needing great mental or physical effort in order to be done successfully;
3. wanting very much to win or be more successful than other people;
4. to cause someone who has done something wrong or committed a crime;
5. a teacher who teaches a child outside of school, especially in order to give the child extra help with a subject they find difficult;
6. one that supports a person's head while resting or sleeping;
7. not wanting to do something and therefore slow to do it;
8. a mistake, especially something for which you are to blame;
9. extremely tired;
10. a judgment, expressed as a number or letter, about the quality of a piece of work done at school, college, or university.

### РАЗДЕЛ 3

**1. Choose the correct answer (a, b or c) to complete the article (1–10).**

Michel Soussaline \_\_\_\_<sup>1</sup> in a Paris hospital as a cancer specialist. But at present, he is only working part-time. In his free time, he \_\_\_\_<sup>2</sup> his wife to develop a biotech company called Imstar. Mr Soussaline describes the difficulties of setting up a new company in France: 'We \_\_\_\_<sup>3</sup> the necessary investment, but it was impossible. There is much less help for developing companies than in the US.' Mr Soussaline believes that Imstar \_\_\_\_<sup>4</sup> a bigger company by now if it was based in California.

Mr de Bézieux, who heads a lobby group for small businesses in France, says: 'Between 1965 and 1980, the French economy \_\_\_\_<sup>5</sup> twice as fast as the US. Since then, it \_\_\_\_<sup>6</sup> the opposite. One of the main explanations is that our small businesses \_\_\_\_<sup>7</sup>.'

But now there is a new approach to small business in France. In the past year, the government \_\_\_\_<sup>8</sup> a series of initiatives to support innovative start-ups. In future, fast-growing companies \_\_\_\_<sup>9</sup> extra benefits and \_\_\_\_<sup>10</sup> lower rates of tax.

- |    |                   |                    |                    |
|----|-------------------|--------------------|--------------------|
| 1  | a) works          | b) worked          | c) working         |
| 2  | a) helped         | b) was helping     | c) is helping      |
| 3  | a) look for       | b) looked for      | c) will look for   |
| 4  | a) was            | b) would be        | c) have been       |
| 5  | a) grows          | b) is growing      | c) was growing     |
| 6  | a) was            | b) will be         | c) has been        |
| 7  | a) is not growing | b) was not growing | c) are not growing |
| 8  | a) launches       | b) has launched    | c) will launch     |
| 9  | a) will receive   | b) have received   | c) receive         |
| 10 | a) will be paid   | b) will pay        | c) are paying      |

**2. In each line of the e-mail below (11–15), there is one mistake. Cross out the word which is wrong and write the correct word on the right. The first one is given as an example.**

Subject: Meeting next Thursday

Dear Becky

Do you please help me? Can

I'm trying to find on how many people are coming to the meeting next \_\_\_\_\_<sup>11</sup>

Thursday. Maria said me it would be ten, but Alex thinks it could be 20. \_\_\_\_\_<sup>12</sup> If more

than 15 people come, we would need to book a bigger room. \_\_\_\_\_<sup>13</sup> But the large

meeting room has already been booked during the whole day. \_\_\_\_\_<sup>14</sup>

I look forward to hear from you. \_\_\_\_\_<sup>15</sup>

Many thanks,

Sam

**3. Choose the best phrase (a–h) to complete each gap in the conversation (16–23).**

- a) I think
- b) I agree
- c) Perhaps we should
- d) I'm not sure I agree
- e) how about
- f) The next item on the agenda is
- g) Yes, that's right
- h) What do you mean

**Chair** OK, let's move on. \_\_\_\_\_<sup>16</sup> publicity for our sales conference. Barbara, you've prepared something on this.

**Barbara** Yes. Well, to start with, I've prepared a leaflet to send out to the agents. You've all received a copy. What do you think?

**Ted** \_\_\_\_\_<sup>17</sup> it looks good – very colourful!

**Beth** \_\_\_\_\_<sup>18</sup> highlight the guest speaker's name a bit more. She's very well known, and her talk will attract a lot of people.

**Barbara** \_\_\_\_\_<sup>19</sup> by highlight the name more? I've put her name in large letters.

**Beth** Yes – but \_\_\_\_\_<sup>20</sup> putting it right at the top?

**Ted** \_\_\_\_\_<sup>21</sup>. The title of the conference is more important, isn't it?

**Dora** \_\_\_\_\_<sup>22</sup> – the title of the conference must be at the top. But \_\_\_\_\_<sup>23</sup> with Beth. The name should stand out more.

**4. Read the article and complete each gap (24–28) with one of these words (a–e).**

- a) messages
- b) newspaper
- c) warning
- d) information
- e) industries

### Message on sensitive e-mails is not getting through

When new employees start at Goldman Sachs, one of the first things they are told is that they should not put anything in an e-mail that they wouldn't want to read in the \_\_\_\_\_<sup>24</sup>. Don't complain about colleagues. Don't discuss sensitive deals. Don't say bad things about the competition. If you want to do those things, they are told, use the phone or talk to someone in person.

The same \_\_\_\_\_<sup>25</sup> has been repeated across the corporate world for years, but the message never seems to get through. Sensitive e-mails and instant messages continue to turn up in public.

It seems that no matter how often they are told, employees continue to see workplace e-mails as casual, private exchanges that no one else will read. The ePolicy Institute, which conducts research and advises companies, recently carried out a survey of 416 companies. The survey showed that only 42 per cent of companies conduct any formal training regarding e-mail usage. Instead, they rely on written policies that are often not read.

Simply telling workers to be more careful is not enough. Some companies are now using advanced software that can block potentially embarrassing messages from leaving a corporate system.

Proofpoint, an electronic security company, offers software that monitors \_\_\_\_\_<sup>26</sup> as they arrive and depart to detect potentially dangerous words or phrases. Keith Crosley, Director of Market Development for Proofpoint, says heavily regulated \_\_\_\_\_<sup>27</sup>, such as financial services and health care, are among his company's best customers. Kawasaki Motors uses the software to make sure no one leaks its motorcycle designs. The software ensures that personal data such as credit-card numbers and medical histories are encrypted and monitors the disclosure of confidential corporate \_\_\_\_\_<sup>28</sup>.

'Our systems can be trained,' Mr Crosley says. 'You can show it examples – "Here are my new car designs. Here is my internal phone list" – and not let those messages go out.'

The problem is that the software can occasionally block important e-mails that are not sensitive. 'Customers are not very tolerant of that problem,' Mr Crosley says.

#### 7. Choose the best answer to each question (29-33).

29. There are several kinds of sensitive information that shouldn't be included in e-mails. Which one *doesn't* appear in the article?

- a) complaints about people you work with
- b) trade secrets
- c) employees' names
- d) bank-account details
- e) credit-card details

30. If they want to discuss sensitive deals, Goldman Sachs employees are told not to ...

- a) use the phone.
- b) use e-mail.
- c) talk to a person inside the company.

31. According to an ePolicy survey, most companies ...

- a) use special software to block sensitive messages.
- b) organise training programmes to instruct employees how to use e-mail.
- c) send only written instructions about using e-mail.

32. Proofpoint is ...

- a) a kind of software that monitors e-mails.
- b) a company that specialises in electronic security.
- c) an institute that advises companies on security.

33. Which word is used in the article to mean the same as 'sensitive'?

- a) casual
- b) instant
- c) embarrassing

### Half a century in the UK

- 1 **F** What was life like in Britain in the 1960s? Many would say it was simpler, quieter, and safer. It seems to me that in every generation, people look back and say things were better when they were young. But that's because they felt better because they were younger! Being a 20-something, with all our dreams still possible, is different from being grown up with responsibilities: children, elderly parents, a home to pay for, money to make ... in other words, your life changes, as well as the world around you. But what has actually changed in the last 50 years?
- 2 \_\_\_\_ The 1960s was the time when the technological wonders we nowadays take for granted started to become more common. By the end of the decade, nearly all homes had a television set. Programmes were still made in black and white, not colour. They started at five in the afternoon on weekdays, and they finished at midnight. People didn't have mp3 players or CDs – they listened to music on the radio. Small, portable transistor radios were starting to replace the huge radio sets of the 1950s – which were bigger than most televisions are today. Nobody had personal computers. In the 1960s, the early computers were enormous, and only scientists with special training could use them.
- 3 \_\_\_\_ Shopping was different, too. Many people bought all their groceries in local shops. Supermarkets were a new idea in the 1960s, and although they were becoming popular, less than half of the population used them. A lot of people made their own clothes. There were fashion shops in big cities, of course, but people didn't spend the weekend shopping like they do now: perhaps they went to a football game or did some gardening.
- 4 \_\_\_\_ Travelling abroad on holiday was becoming more popular, but most British families spent their holidays in the UK – in places like Blackpool or the West Country.
- 5 \_\_\_\_ Fewer people owned cars, but there were still enormous traffic jams on roads, especially during the summer holidays. The government had just started building motorways, so people usually had to use older, narrower roads to travel long distances. But trains were more frequent and a lot cheaper than they are today. British Rail was famous around the world for its service. So, what do you think – was life better in the 1960s or was it simply different?

**1 Read the article quickly and choose the correct answer.** According to the author, why are people nostalgic about their twenties?

- a They were able to enjoy technology more then.
- b They like to look back to a time when they had fewer responsibilities.
- c Because life is getting more and more complicated for every generation.

**2 Read the article again. Match the headings (A–F) with the paragraphs. There is one extra heading.**

- A Home or away?
- B Buy what you need
- C New inventions in the 1950s
- D New entertainment in the 1960s
- E Train or car?
- F ~~What every generation thinks~~

**3 Read the article again. Complete each statement with no more than two words.**

- 1 The author thinks people saw the 1960s differently because they were **younger**.
- 2 In the 1960s, television programmes were not made in \_\_\_\_.
- 3 You could not watch TV \_\_\_\_\_midnight on working days.
- 4 In the 1960s you could have radios which you could \_\_\_\_\_.
- 5 Only people with special \_\_\_\_\_used computers in the 1960s.
- 6 Less than 50% of people bought their food in \_\_\_\_\_.
- 7 Many British families spent their holidays in \_\_\_\_\_.

- 8 \_\_\_\_\_people own cars today than in the 1960s.  
 9 There were still only very few \_\_\_\_\_where you could drive in the 1960s.

**2. Think about the worst holiday in your life. Imagine you are writing a postcard to your English friend from this holiday. Write about:**

- where you are.
- what the place and the weather is like.
- how you're feeling.
- why you're not enjoying the holiday.

Write in the present tense. Write your postcard in 60–100 words.

**3. Write the (real or invented) story of how you met your partner. Write about:**

- when and where it happened.
- how old you were.
- where you worked or what you studied.
- what activities you did together.
- an interesting episode in your life together.
- what brought you together.

Write in the past tense. Write your story in 120–180 words.

**4. Ask and answer the questions.**

- 1 Who's the happiest person you know? What do you think makes them happy?
- 2 Do you think it is important to follow the news? Why?/Why not?
- 3 What dishes are popular in your country? Do you like them? Why?/Why not?
- 4 What do you think your parents were like when they were your age? In what ways were they like you and in what ways were they different?
- 5 What would you show a first-time visitor to your country's capital city? Why?

**2.3 Рекомендации по оцениванию результатов ситуационных заданий**

Оценка	Правильность (ошибочность) решения
«Отлично»	Обучающийся 1) полно и аргументировано раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств; 3) демонстрирует беглость речи близкую к естественной, без длительных пауз и повторов; 4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать свое мнение; 5) допускает 1-2 лексические, грамматические или фонетические ошибки,
«Хорошо»	Обучающийся 1) достаточно полно и аргументировано раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико-грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию;

	<p>3) демонстрирует беглость речи близкую к естественной, в речи может наблюдаться некоторое количество пауз, связанных с поиском правильных средств выражения;</p> <p>4) демонстрирует умения поддерживать контакт с аудиторией и собеседниками, достаточно быстро и правильно реагирует на поставленные вопросы, умеет поддержать беседу, высказать свое мнение;</p> <p>5) допускает 3-5 лексических, грамматических или фонетических ошибок;</p>
«Удовлетворительно»	<p>Обучающийся</p> <p>1) неполно раскрывает содержание темы высказывания;</p> <p>2) излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и фонетических средств для осуществления полноценного высказывания;</p> <p>3) речь замедленная, обучаемый делает досточное количество пауз для поиска необходимых слов и выражений;</p> <p>4) демонстрирует недостаточные умения поддерживать контакт с аудиторией и собеседниками, достаточно медленно реагирует на поставленные вопросы, испытывает затруднения в ответах на некоторые из них, с трудом поддерживает беседу, высказывает свое мнение;</p> <p>5) допускает более 6-9 лексических, грамматических или фонетических ошибок;</p>
«Неудовлетворительно»	<p>Обучающийся</p> <p>1) не раскрывает содержание темы высказывания;</p> <p>2) излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными лексическими, грамматическими и фонетическими средствами для осуществления высказывания;</p> <p>3) речь замедленная, невнятная, изобилует длительными паузами и повторами;</p> <p>4) не умеет поддерживать контакт с аудиторией и собеседниками, медленно или совсем не реагирует на поставленные вопросы, не умеет поддерживать беседу и высказать высказывает свое мнение;</p> <p>5) допускает более 10 лексических, грамматических или фонетических ошибок.</p>

\* Представлено в таблице 2.1.

## ТИПОВЫЕ СИТУАЦИОННЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

### *Ситуации к разделу I. «Мир вокруг нас»*

1. *You are showing your favourite photos to your new acquaintances. What photos of your family and friends would you choose? On what occasions were these photos taken? What would you say to describe the character the people in the photos?*

*Do your parents always understand you?*

*Do you think it's good to have many friends?*

*How does your friend take your critical opinion?*

What is your favourite family holiday?

2. *Speak about your favourite form of art.*

How often do you go to the theatre?

Are you fond of painting?

What kind of music do you prefer? Why?

Who is your favourite actor or actress?

3. *Speak about the ecological situation in Russia.*

What can be done to reduce the air pollution in big cities?

What do you personally do to protect the nature?

Why is it necessary to recycle paper, plastic and metals?

What do you think about eco-tourism?

### ***Ситуации к разделу 2 «Общество как социальная система»***

1. *You are going to visit your friends in an English-speaking country. They ask you to make a short film about Russia to show their acquaintances. What sights of Russia will you include and what information about our country will you provide in the film?*

What places in Russia would you like to visit? Why?

Are there any traditional cultural or sport events that are held in your native town?

What places in Russia remind you of the outstanding people of the country?

Have you ever filmed any important events in your family? Or would you like to have any events filmed?

2. *You are showing your favourite photos to your new acquaintances. What photos of your family and friends would you choose? On what occasions were these photos taken? What would you say to describe the character the people in the photos?*

Do your parents always understand you?

Do you think it's good to have many friends?

How does your friend take your critical opinion?

What is your favourite family holiday?

3. *Every dark cloud has a silver lining.*

Are you an optimist by nature?

Who do you turn to when you are in trouble?

Have you ever helped anyone in a difficult situation?

How can one achieve success in life?

### ***Ситуации к разделу 3 «Современное общество»***

1. *You are going to choose three people to be sent into outer space to represent the people of the planet Earth to some alien culture. Whom would you choose? Talk about the reasons for choosing these particular people and their main features of character.*

What people are considered to be geniuses?

Have you ever talked to a well-known person?

What famous scientists, writers, poets, musicians in (Russia, Great Britain) are you proud of?

Whom of the famous people would you like to take after?

2. *Speak about activities you like doing together with other people.*

If you need some advice, who do you usually go to?

What kind of things do you prefer to do on your own?

Do you think mass media can make people think alike?

Who do you usually share your ideas with?

3. *Describe the best way to organize a birthday party for your friend?*

Describe the last party you went to?

What family traditions do you have?

What kinds of dishes can you cook yourself?

Who do you always invite to your parties and why?

### **Ситуации к разделу 4 «Взаимодействие общества»**

1. *Imagine you had an opportunity to get a very short tour of London. Your stay in London is going to last no more than three hours. What places of interest would you prefer to see? Give your reasons for choosing these particular sights or landmarks.*

What would attract you as a tourist in Great Britain?

Do you know any English customs and traditions?

What places of interest are there in your town?

What means of travelling do you prefer?

2. *Think of the two most popular jobs that young people in our country would like to have as their future career (express your opinion). Talk about the features that attract young people in these jobs and try to compare and contrast them.*

What is more important for success: to have natural abilities or to work hard?

What is your favourite subject?

Do you agree that doing well at school can lead to good career opportunities?

Is it easy for you to make a decision

3. *Better late than never.*

Have you ever felt that you have missed your opportunities?

How do you see yourself in ten years' time?

If you could change one thing in your past, what would it be?

What things do you usually put off as long as possible?

### **2.4. Рекомендации по оцениванию дискуссионных тем**

<b>Максимальное количество баллов государственная оценка)</b>	<b>Критерии</b>
отлично	Обучающийся: -способен вести беседу по предложенной тематике (диалогическое и монологическое высказывания) в нормальном темпе; - демонстрирует широкий словарный запас, эффективный выбор и использование слова / идиомы, владение формой слова, соответствующий регистр; использует сложные грамматические конструкции; -эффективно взаимодействует с экзаменатором и/или партнером; -дает точные исчерпывающие ответы на все вопросы; -умело справляется с непредсказуемыми ситуациями; - проявляет инициативу; обосновывает свою мысль; - осуществляет связные монологические высказывания; - раскрывает тему полностью и надлежащим образом, приводит примеры и факты; -любое колебание в речи связано с содержанием, а не с поиском слов или грамматики.
хорошо	Обучающийся: - способен вести беседу по предложенной тематике (диалогическое и/или монологическое высказывание) в нормальном темпе; - имеет достаточный диапазон словарного запаса, делает несущественные ошибки в выборе формы слова/идиомы, имеет незначительные проблемы в выборе сложных конструкций, делает несколько ошибок в выборе времени, числа, порядка слов / функции, артиклей, местоимений, предлогов, допускает



	<p>небольшое количество ошибок в орфографии, пунктуации, капитализации;</p> <p>-в основном высказывание отвечает заданию;</p> <p>-обучающийся понимает экзаменатора и партнера и дает правильные ответы на большинство вопросов;</p> <p>-в целом умеет справляться с непредсказуемыми ситуациями;</p> <p>- дает распространенные ответы и проявляет инициативу;</p> <p>- проявляет минимальные колебания в речи.</p>
удовлетворительно	<p>Обучающийся:</p> <p>-понимает экзаменатора и партнера и дает правильные ответы;</p> <p>-выполняет простые задачи, но испытывает затруднения с более сложными задачами, недостаточно широко развивает свою мысль;</p> <p>-показывает ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, значениях, имеет серьезные проблемы с простыми / сложными конструкциями,</p> <p>-проявляет частые колебания, произношение затрудняет общение;</p> <p>- темп речи замедлен.</p>
неудовлетворительно	<p>Обучающийся:</p> <p>-не способен высказываться в устной форме;</p> <p>- не может раскрыть содержание задания, не понимает собеседника;</p> <p>- имеет ограниченный диапазон словарного запаса, делает частые ошибки в выборе формы слова / идиомы, использовании, практически не показывает знания правил построения предложений.</p>

\* Представлено в таблице 2.1.

### ТЕМЫ ДИСКУССИЙ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

Контролируемые темы учебной дисциплины	Темы для дискуссии
Тема 1.1. Среда обитания	<p>Mobile phones are one of the most convenient ways of communication.</p> <p>Violence on TV should be prohibited.</p> <p>Cars should be banned from the city centers.</p>
Тема 1.2. Мировые проблемы.	<p>What are the causes of global warming</p> <p>Genetically modified products are not harmful for the health of people.</p> <p>Smoking should be prohibited.</p>
Тема 1.3. Культуры мира.	<p>Cultural appropriation in fashion</p> <p>Cultural differences in East Asian countries</p> <p>Cultural background's effect on one's personality</p>
Тема 2.1. Проблемы социализации личности.	<p>Problems of socialization of modern personality</p> <p>Childhood is the safest period of human life.</p>

Тема 2.2. Что делает человека счастливым.	Music is something that distracts people from their daily routine. Playing sports helps to reduce stress.
Тема 2.3. Дети улицы.	Many children decide to leave home because of conflict with their parents. What do you think of street children.
Тема 3.1. Молодежь и безработица.	Parents should allow teenagers to work part-time. The government is trying to reduce the rate of unemployment. Part-time job is a perfect variant for students.
Тема 3.2. Субкультуры как социальное явление.	Subculture and the Modern World Scientists think that judging by appearance is an important skill. What are the main reasons why people choose subcultures.
Тема 3.3. Взаимоотношения между людьми.	What is a friendship? Do you have a true friend? Are you a social person? How much time do you spend with people every week.
Тема 4.1 Всемирно-популярные места	Travelling broadens our outlook. It's important to choose a future profession according to personal interests and talents.
Тема 4.2. Мир профессий.	Types of professions and their description. Types of work and professions. The careers of the future are all professions that are in high demand.
Тема 4.3. Будущие возможности.	Imagine you could travel in time. What would you try to tell the people about your civilization? Future Of Work: What Job Roles Will Look Like In 10 Years. Career opportunities for a sociology graduate.

## 2.5. Рекомендации по оцениванию эссе (докладов, сообщений).

Максимальное количество баллов*	Критерии
отлично	Обучающийся: 1) полно и аргументировано раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико- грамматических и фонетических средств; 3) письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых логически оправдана и имеет соответствующий объем; 4) допускает 1-2 лексические, грамматические или стилистические ошибки, которые не влияют на содержание высказывания; 5) объем высказывания полностью соответствует требованиям.
хорошо	Обучающийся: 1) достаточно полно и аргументировано раскрывает содержание темы высказывания; 2) излагает материал связно и слитно, с использованием соответствующих лексико- грамматических и фонетических средств, допуская небольшие неточности, которые не влияют на содержание высказывания, не мешают его правильному восприятию; 3) письменное высказывание имеет вступление, основную часть и заключение, каждая часть из которых в целом логически оправдана и имеет соответствующий объем;

	<p>4) допускает 3-5 лексических, грамматических или стилистических ошибок;</p> <p>5) объем высказывания в основном соответствует требованиям.</p>
удовлетворительно	<p>Обучающийся</p> <p>1) неполно раскрывает содержание темы высказывания;</p> <p>2) излагает материал недостаточно связно и последовательно, знания терминологии не достаточны для раскрытия темы, а также обучаемому не хватает лексических, грамматических и стилистических средств для осуществления полноценного высказывания;</p> <p>3) письменное высказывание имеет вступление, основную часть и заключение, однако одна из частей слишком краткая/длинная, не связана с остальными частями, не соответствует своему назначению;</p> <p>4) допускает более 6-9 лексических, грамматических или фонетических ошибок;</p> <p>5) объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).</p>
Неудовлетворительно	<p>Обучающийся:</p> <p>1) не раскрывает содержание темы высказывания;</p> <p>2) излагает материал несвязно и непоследовательно, не владеет соответствующей терминологией, а также достаточными лексическими, грамматическими и стилистическими средствами для осуществления высказывания;</p> <p>3) не придерживается структуры письменного высказывания;</p> <p>4) допускает более 10 лексических, грамматических или стилистических ошибок;</p> <p>5) объем высказывания не соответствует требованиям (превышает установленный объем или, наоборот, имеет меньший объем).</p>

\* Представлено в таблице 2.1.

### ТЕМЫ ЭССЕ (ДОКЛАДОВ, СООБЩЕНИЙ) ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИИ

Контролируемые темы учебной дисциплины	Эссе (доклады, сообщения)
Тема 1.1. Среда обитания	<p>How overpopulation causes social problems</p> <p>Nationalism: A real world problem?</p> <p>Explain the popularity of online shopping worldwide.</p>
Тема 1.2. Мировые проблемы.	<p>The factories and plants must be removed from cities</p> <p>Green zones must be created. The greenery must be protected and increased</p> <p>Pollution control systems must be introduced</p>
Тема 1.3. Культуры мира.	<p>Cultural appropriation in fashion</p> <p>Cultural differences in East Asian countries</p> <p>Cultural background's effect on one's personality</p>

Тема 2.1. Проблемы социализации личности.	Problems of socialization of modern personality Socialization of personality in the modern world Socialization of a teenager's personality
Тема 2.2. Что делает человека счастливым.	Happiness - definition of happiness Examples that describe what a happy life The relationship between mental health and happiness
Тема 2.3. Дети улицы.	Street children have diverse characteristics and experiences Challenges faced by street children Violence becomes a part of everyday life
Тема 3.1. Молодежь и безработица.	Youth unemployment: a global crisis The youth unemployment conundrum and potential solutions Unemployment of the youth and their perspectives
Тема 3.2. Субкультуры как социальное явление.	Subculture and the Modern World Discover the history and lifestyle of Goths. Sports Subculture.
Тема 3.3. Взаимоотношения между людьми.	What is a friendship? Do you have a true friend? What do you think causes friendships to break up?
Тема 4.1 Всемирно-популярные места	Name a famous or influential figure who has inspired you. Describe this person and say why he/she has been inspirational to you.
Тема 4.2. Мир профессий.	Types of professions and their description. Types of work and professions. The careers of the future are all professions that are in high demand.
Тема 4.3. Будущие возможности.	Imagine you could travel in time. What would you try to tell the people about your civilization? Future Of Work: What Job Roles Will Look Like In 10 Years. Career opportunities for a sociology graduate.

### ВОПРОСЫ К ЗАЧЕТУ ПО РАЗДЕЛАМ (ТЕМАМ) ДИСЦИПЛИНЫ

Контролируемые темы учебной дисциплины № п/п	Вопросы к зачёту/экзамену	Индекс оцениваемой компетенции или её элементов
Тема 1.1. Среда обитания	Habitats & Communities	УК-4.5
Тема 1.2. Мировые проблемы.	The global problems	УК-4.5
Тема 1.3. Культуры мира.	Cultures of the World	УК-4.5
Тема 2.1. Проблемы социализации личности.	Socialization	УК-4.5
Тема 2.2. Что делает человека счастливым.	What Makes a Person Happy	УК-4.5
Тема 2.3. Дети улицы.	Street children	УК-4.5
Тема 3.1. Молодежь и безработица.	Youth unemployment	УК-4.6
Тема 3.2. Субкультуры как	Subculture as a Social Phenomenon	УК-4.6

социальное явление.		
Тема 3.3. Взаимоотношения между людьми.	Relationships between people	УК-4.6
Тема 4.1. Всемирно-популярные места	World-famous places	УК-4.6
Тема 4.2. Мир профессий.	The world of professions	УК-4.6
Тема 4.3. Будущие возможности.	Future opportunities	УК-4.6

## ОБРАЗЦЫ ТЕСТОВ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УРОВНЯ КОМПЕТЕНЦИИ НА ЗАЧЕТЕ

### 1. Write the nouns.

*Example - behave behaviour*

1 admire \_\_\_\_\_ 4 offensive \_\_\_\_\_ 2 arrange \_\_\_\_\_ 5 feel \_\_\_\_\_  
3 high \_\_\_\_\_

### 2. Read the definitions and complete the words.

*Example a person who can make you laugh is humorous.*

- 1 a person who always arrives on time is p — — — t — — l.
- 2 a person who puts up with other people's faults is t — — e — — — t.
- 3 a person who doesn't show their feelings easily is r — — — — v — d.
- 4 a person who loves their country is na — — — n — l — — — c.
- 5 a person who treats their guests well is ho — — i — — — le.

### 3. Complete the table with the past simple and past participle of these irregular verbs. One example - has been given.

*Base form past simple past participle*

*Begin began begun*

Bite \_\_\_\_\_  
Choose \_\_\_\_\_  
Do \_\_\_\_\_  
Hide \_\_\_\_\_  
Know \_\_\_\_\_  
Leave \_\_\_\_\_  
Make \_\_\_\_\_  
Put \_\_\_\_\_  
Ring \_\_\_\_\_  
Speak \_\_\_\_\_

### 4. Complete the sentences with the correct form of do, be, or have.

*Example - when were you born?*

- 1 where \_\_\_\_\_ she living at the moment? 2 \_\_\_\_\_ you ever been skiing? 3 what \_\_\_\_\_ you do last weekend? 4 'i'm sorry i'm late.' 'don't worry. I \_\_\_\_\_ been waiting long.'
- 5 \_\_\_\_\_ he work in the same company as you? 6 she wasn't very happy because she \_\_\_\_\_ had a bad day. 7 this car \_\_\_\_\_ manufactured in 1995. 8 he's writing a poem. \_\_\_\_\_ 8 we love going to the theatre but our children \_\_\_\_\_ enjoy it much. 9 i \_\_\_\_\_ getting married in a few weeks. 10 when i arrived at my neighbour's house, they \_\_\_\_\_ having an argument.

### 5. Make the sentences passive.

*Example - do they still deliver the post at midday?*

*Is the post still delivered at midday?*

- 1 they have arrested hundreds of burglars over the past six months. Hundreds of burglars \_\_\_\_\_.
- 2 india exports a lot of the world's silk. A lot of the world's silk \_\_\_\_\_.
- 3 does the factory still make parts for cars? Are parts for cars \_\_\_\_\_?
- 4 they had already given the job to someone else by the time i arrived. The job \_\_\_\_\_.
- 5 they damaged my car while i was away on holiday. My car \_\_\_\_\_.
- 6 they're cleaning the swimming pool just now. The swimming pool \_\_\_\_\_.
- 7 they have interviewed ten people since friday. Ten people \_\_\_\_\_.
- 8 that restaurant serves the best food in town. The best food in town \_\_\_\_\_.
- 9 local people were searching the area at midnight last night. The area \_\_\_\_\_.
- 10 they are providing information and help at the main desk. Information and help \_\_\_\_\_.

**6. Put the verbs in brackets into the correct form.**

**Example - they flew (fly) to Barcelona last week.**

A funny thing happened to me the other day. I(1) \_\_\_\_\_(be) in a hurry to get to work and I found that my car wasn't working. I(2) \_\_\_\_\_(have to) rush out of the house to catch the bus. While I(3) \_\_\_\_\_(walk) along the street, I(4) \_\_\_\_\_(notice) a woman of about my age on the opposite side of the road. I looked at her again and I(5) \_\_\_\_\_(realize) that we (6) \_\_\_\_\_(meet) before. She arrived at the bus stop a couple of seconds after me. 'she must be catching the bus, too,' I thought. We (7) \_\_\_\_\_just \_\_\_\_\_(miss) the previous bus and we had fifteen minutes to wait before the next one. I looked at the woman behind me again and I was sure that I(8) \_\_\_\_\_(know) her. 'excuse me, have we met before? I'm sure that I(9) \_\_\_\_\_(recognize) you,' I said. She looked a bit surprised, but she (10) \_\_\_\_\_(tell) me that her name was angela barker. 'you (11) \_\_\_\_\_(study) history at liverpool university' I shouted, 'from 1985 to 1988!' 'that's right!' she replied, 'and you're claire ...?' 'lewis. Well, my name was lewis but I(12) \_\_\_\_\_(be) married now. What (13) \_\_\_\_\_you \_\_\_\_\_(do) nowadays?' I asked. 'well, I(14) \_\_\_\_\_(work) in the central museum. In town and I(15) \_\_\_\_\_(live) in this area, in george street, for about three years,' she replied. 'you're joking! I live round the corner from there. I(16) \_\_\_\_\_(not believe) it! We (17) \_\_\_\_\_(be) neighbours for three years and we (18) \_\_\_\_\_Never \_\_\_\_\_(see) each other!' I said. 'I know, it's incredible!' she (19) \_\_\_\_\_(agree), 'and i'm glad that you spoke to me because I wondered why you (20) \_\_\_\_\_(look) at me all the time!'

**7. Complete the sentences using the correct form of the word in brackets.**

**Example- smoking is for bidden. (allowed)**

**You aren't allowed to smoke.**

- 1 it's ok to open the window. (can) you \_\_\_\_\_.
- 2 I advise you to take more exercise. (should) you \_\_\_\_\_.
- 3 my parents made me have violin lessons when I was a child. (have to). I \_\_\_\_\_.
- 4 tourists are required to carry a passport at all times. (must). Tourists \_\_\_\_\_.
- 5 it's against the law to drink and drive. (must) you \_\_\_\_\_.
- 6 it isn't necessary to book a table at the restaurant. (have to) you \_\_\_\_\_.
- 7 children are welcome to eat in the bar. (allowed) children \_\_\_\_\_.
- 8 am I required to get a visa for Brazil? (have to) \_\_\_\_\_?
- 9 it isn't a good idea to do exercise after a big meal. (should) you \_\_\_\_\_.
- 10 my teachers let me leave school early yesterday afternoon. (allowed) I \_\_\_\_\_.

**8. What would you say in these situations?**

**Example - you are late for a dinner party. Apologize and say why you are late.**

**Sorry i'm late. I had to finish some work.**

1. You want to invite your friend to go out at the weekend. Suggest an activity that you could do.  
\_\_\_\_\_.
2. You have been to see a film. Give your opinion of the film and ask your friend for theirs.  
\_\_\_\_\_.

3. You are in a restaurant. You have finished your meal and you want to pay. What do you say to the waiter?

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4. It is raining and your friend is waiting for the bus. Offer to take him/her home in your car.

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5. You are in a waiting room and it is very cold. Politely ask the person nearest the door to close it.

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6. You are moving house. Ask your friend to help you.

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7. Your friend has bought something new to wear. Pay them a compliment on what they have bought and ask them about the price.

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8. Someone you do not know well is asking you a lot of personal questions. You do not want to answer, so indicate that you want them to stop asking questions. You do not have to be very polite!

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9. You are in the pub with your friends. It's your turn to buy the drinks. What do you say?

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10. You want to speak to your sister who is at work. You speak to the receptionist of her company and ask to be put through. Your sister's number is 2861.

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