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ФИО: Наумова Наталия Александровна

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Государственное образовательное учреждение высшего образования Московской области

МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ОБЛАСТНОЙ УНИВЕРСИТЕТ  
(МГОУ)

Институт лингвистики и межкультурной коммуникации

Лингвистический факультет

Кафедра индоевропейских и восточных языков

УТВЕРЖДЕН

на заседании кафедры индоевропейских и  
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## **ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ТЕКУЩЕГО КОНТРОЛЯ**

по дисциплине **Курс общеязыковой подготовки к  
международному экзамену  
(английский язык)**

Направление подготовки  
44.03.01 Педагогическое образование

Профиль:  
Иностранный язык (английский) (китайский или испанский языки)

Квалификация  
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**Назначение**

Осуществление текущей и промежуточной аттестации по дисциплине Курс общеязыковой подготовки к международному экзамену (английский язык).

Фонд оценочных средств текущего контроля разработан на основе рабочей программы дисциплины Курс общеязыковой подготовки к международному экзамену (английский язык) в соответствии с требованиями Федерального Государственного образовательного стандарта высшего образования по направлению подготовки 44.03.01 Педагогическое образование, утвержденного приказом МИНОБРНАУКИ РОССИИ от 22.02.18, №121

**Разработчик:**

К.филол.н. доц. кафедры индоевропейских и восточных языков Ковш Е.В.

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## 1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код и наименование компетенции	Наименование компетенции	Этапы формирования
<b>СПК-1</b>	Способен пользоваться системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей	1. Работа на учебных занятиях 2. Самостоятельная работа

## 2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этап формирования	Описание показателей
<b>СПК -1</b>	Пороговый	1. Работа на учебных занятиях 2. Самостоятельная работа	<b>Знать</b> - лексику в объеме до 4000 слов - значений (устойчивых словосочетаний) для продуктивного (активный словарь) и до 2000 слов - значений (пассивный словарь) рецептивного использования, <b>Уметь</b> - грамотно говорить в рамках пройденных тем, уметь вести беседу (с опорой на словарный запас - до 6000 лексических единиц); обеспечивать фразовый (со зрительной опорой) и последовательный двусторонний перевод неспециального характера с объемом отдельных высказываний в 2-3 фразы

	Продвинутый	<p>1. Работа на учебных занятиях</p> <p>2. Самостоятельная работа</p>	<p><b>Знать:</b></p> <p>лексику в объеме до 4000 слов-значений (устойчивых словосочетаний) для продуктивного (активный словарь) и до 2000 слов-значений (пассивный словарь) рецептивного использования (что соответствует академическому <b>уровню международного экзамена IELTS</b>);</p> <p>общепринятые элементы речевого этикета и деловой переписки на английском языке; основные актуальные сокращения и символы, принятые в печатных материалах на английском языке;</p> <p>приемы использования словарей печатного и медийного вариантов, в том числе моноязычных (толковых) словарей.</p> <p>основные фонетические, лексические, грамматические, словообразовательные явления и закономерности функционирования изучаемого иностранного языка, его функциональных разновидностей</p> <p><b>Уметь:</b></p> <p>фонетически правильно читать, произносить звуки и звукосочетания в потоке речи, владеть основными типами интонации в связной речи;</p> <p>писать с соблюдением правил орфографии и пунктуации;</p> <p>грамотно говорить в рамках пройденных тем, уметь вести беседу (с опорой на словарный запас - до 4000 лексических единиц);</p> <p>понимать при чтении с листа печатные неспециализированные материалы (газетные и научные статьи, и т.п.);</p> <p>понимать при прослушивании аутентичные неспециализированные аудиоматериалы (диалогическую и монологическую речь и т.п.);</p> <p>читать печатные материалы общего характера при точном восприятии графического образа лексических единиц и грамматических явлений;</p> <p>применять полученные теоретические знания на практике в процессе профессиональной деятельности, а также в процессе межкультурной коммуникации;</p> <p>уметь работать с учебной, художественной и научно-популярной английской литературой;</p> <p>на основе полученных знаний самостоятельно ставить исследовательские</p>
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			<p>задачи и находить адекватные методы их решения;</p> <p>применять полученные знания о закономерностях функционирования и функциональных разновидностях изучаемого языка для решения профессиональных задач</p> <p><b>Владеть:</b></p> <p>словарным запасом в объеме примерно 6000 единиц;</p> <p>умением излагать содержание прочитанного или прослушанного материала, а также анализировать информацию, полученную в ходе тестирования в определенный временной промежуток, определяемый рамками тестирования;</p> <p>основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единствами, предложениями;</p> <p>основными особенностями официального, нейтрального и неофициального регистров общения;</p> <p>академическими навыками работы с письменными и аудио материалами общего характера.</p> <p>системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей</p>
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### **3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы**

#### **Вопросы к устному опросу:**

1. We are becoming increasingly dependent on computers. They are used in businesses, hospitals, crime detection and even to fly planes. What things will they be used for in future? Is this dependence on computers a good thing or should we be more suspicious of their benefits?
2. In what ways has information technology changed work and working practices in the past 10 years?

3. Some businesses now say that no one can smoke cigarettes in any of their offices. Some governments have banned smoking in all public places. This is a good idea but it also takes away some of our freedom. Do you agree or disagree? Give reasons.
4. Should the same laws which prohibit the sale and consumption of heroin be applied to tobacco?
5. To what extent is the use of animals in scientific research acceptable?
6. Forests are the lungs of the earth. Destruction of the world's forests amounts to death of the world we currently know. To what extent do you agree or disagree?
7. To what extent should economic planning be influenced by the need of environmental conservation?
8. Damage of the environment is an inevitable consequence of worldwide improvements in the standard of living. Discuss.
9. The rising levels of congestion and air pollution found in most of the world cities can be attributed directly to the rapidly increasing number of private cars in use. In order to reverse this decline in the quality of life in cities, attempts must be made to encourage people to use their cars less and public transport more. Discuss possible ways to encourage the use of public transport.
10. Education is the single most important factor in the development of a country. Do you agree?
11. What are factors which are related to academic success in high-school students?
12. Do the benefits of study abroad justify the difficulties? What advice would you offer to a prospective student?
13. The idea of going overseas for university study is an exciting prospect for many people. But while it may offer some advantages, it is probably better to stay home because of the difficulties a student inevitably encounters living and studying in a different culture. To what extent do you agree or disagree this statement? Give reasons for your answer.
14. Education is recognized as vital to the future of any society in today's world. Governments throughout the world should make education compulsory for all children between the ages of 5 and 15. To what extent do you agree or disagree with this statement?
15. Children learn best by observing behavior of adults and copying it. To what extent do you agree or disagree with this statement?
16. Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it a responsibility of the governments of poorer nations to look after their citizens themselves?
17. Many lives are in danger when hastily erected buildings collapse because safety standards have been sacrificed to hopes of a quick profit. To prevent disasters of this kind, governments should play a greater role in setting and enforcing safety standards for building construction.
18. The dominance of black people in US sport is due to sociological rather than physiological factors. Discuss.
19. In Britain, when someone gets old, they often go to live in a home with other old people where there are nurses to look after them. Sometimes the government has to pay for this care. Who should be responsible for our old people? Give reasons.
20. In some countries the average worker is obliged to retire at the age 50, while in others people can work until they are 65 or 70. Meanwhile, we see some politicians enjoying power well into their eighties. Clearly, there is little agreement on an appropriate retirement age. Until what age do you think people should be encouraged to remain in paid employment? Give reasons for your answer.
21. Many people believe that women make better parents than men and that this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting. Write an essay expressing your point of view. Give reasons for your answer.

### **Темы презентаций:**

1. Мультимедийные ресурсы для подготовки к сдаче экзамена по английскому языку в международном формате IELTS
2. Система оценивания модулей IELTS
3. Анализ основных ошибок, допущенных студентами группы в ходе самостоятельной работы с тестами в разделе «Аудирование».

4. Анализ основных ошибок, допущенных студентами группы в ходе самостоятельной работы с тестами в разделе «Чтение».
5. Анализ основных ошибок, допущенных студентами группы в ходе самостоятельной работы с тестами в разделе «Говорение».
6. Анализ основных ошибок, допущенных студентами группы в ходе самостоятельной работы с тестами в разделе «Письмо».
7. Основные этапы тестирования по английскому языку в формате международных стандартов (IELTS, TOEFL).

### Образец практического задания

#### Writing task 1

You should spend about 20 minutes on this task. Write a report for a university lecturer describing the information in the table below. You should write at least 150 words.

Hours of leisure time per year in Someland							
	Teens	20s	30s	40s	50s	60s	70s +
Watching TV/videos	1,200	700	400	500	600	700	1,100
Socialising with 4 or less people	150	150	300	250	250	200	200
Socialising with 4 or more people	350	350	50	50	25	25	25
Individual exercise	150	100	200	200	50	75	150
Group exercise/sport	450	350	200	150	50	0	0
Cinema	100	75	50	25	25	50	75

#### Your task

Complete the Task One report exercise above. Spend only 20 minutes.

#### Sample answer

The table shows how people in different age groups spend their leisure time in Someland over the course of a year. It can be clearly seen that the amount of leisure time available varies considerably across the age groups and that people of different age levels have very different ways of spending their leisure time.

According to the figures, as people age in Someland their social lives reduce. Teenagers and people in their twenties spend on average 500 hours per year on socialising and 350



hours of that time is with a group of more than 4 people. Although the total hours of socialising in their 30s, 40s, 50s and 60s is fairly constant (between 300-350), socialising with more than 4 people drops dramatically to 50 hours in the 30s and 40s age groups and only 25 from 50 years old. Group and individual exercise follow a similar pattern.

People of all ages spend a good part of their leisure time on entertainment such as TV/video viewing and cinema. In both cases, teenagers and retired people spend around twice as much time as those who are at working age. Home entertainment ranges from just over a thousand hours for teenagers and retired people and an average of 600 hours for everyone else. Cinema accounts for 100 hours of the teenagers and retired people's leisure time and 25-50 hours for the rest.

In conclusion we can see there is a significant trend towards solitary and smaller group activities as people grow older and that teenagers and retired people spend a lot more time on entertainment than those of working age do.

## **Writing task 2**

You should spend about 40 minutes on this task.

Present a written argument to an educated reader with no specialist knowledge of the following topic:

**Television has had a significant influence on the culture of many societies. To what extent would you say that television has positively or negatively affected the cultural development of your society?**

You should write at least 250 words

Use your own knowledge and experience and support your arguments with examples and relevant evidence.

## **▶▶ Sample answer**

It has been around forty years since television was first introduced into Australian households and people today still have mixed views on whether it has a positive or a negative influence on the society.

Many people believe that television damages culture. It promotes the stronger cultures of countries such as Britain and North America and weakens the cultures of less wealthy countries. This is because the stronger, wealthier countries are able to assert their own culture by producing more programs that are shown widely around the world. These programs then influence people, particularly young people, in the countries where they are shown.

Also, because television networks need to attract large audiences to secure their financial

survival, they must produce programs which are interesting to a broad range of people. In Australia this range is very broad because we are a multicultural society and people of all ages like to watch television. To interest all these different people, most television programs are short in length, full of action and excitement, do not require much intelligence or knowledge to understand, and follow universal themes common to all cultures, such as love and crime. Television programs which concentrate on or develop themes pertinent to one particular culture are not so successful because they interest a smaller audience.

Nevertheless we much acknowledge that television does have some positive effects on the cultures within a society as well. People who do not live within their own culture can, in a limited way, access it through the multicultural station on the television. For example, Aboriginal children who have grown up in white families, or migrants and international students living in Australia, can watch programs from their own culture on the television.

In conclusion, I hold the view that television promotes and strengthens those cultures that are wealthy and influential while it weakens the cultures that are already in a weakened position.

### **Вопросы к зачету с оценкой.**

#### **1. Вопросы для первой части зачета с оценкой:**

Первая часть представляет собой краткое интервью, проводимое экзаменатором.

- Your spare time
- Your studies
- Your family / childhood
- Food / restaurants / meals
- Your hobbies / Interests
- Your country / home town
- Your job
- Your accommodation friends in your free time?
- Your room
- An achievement you are proud of
- The Internet
- Dreams
- Animals
- Newspapers/magazines
- Neighbours/neighbourhoods
- Letters and emails

- The weather
- Plants and flowers
- Fruit and vegetables
- Radio and television

Вторая часть представляет собой монологическое высказывание на заданную тему. Рекомендуемая продолжительность высказывания — **3 минуты**, минимальная — **2 минуты**.

## **2. Вопросы для второй части зачета с оценкой:**

- A book you have read
- A person you admire
- An achievement you're proud of
- A toy you played with
- A party you attended
- A festival you've been to
- A trip you've been on
- A film you've watched
- A place you would like to visit
- Your favourite form of transport
- Your favourite style of dress
- Your best friend
- A sport you enjoy playing-
- A song you like listening to
- A plan you have made
- A conversation you had recently that changed your way of thinking
- The type of weather you particularly like
- Your school days
- A television programme you watch
- A piece of jewellery
- A garden/park you enjoy visiting
- An old building you remember
- A course you are interested in
- A family member you like to be with

Третье задание зачета с оценкой представляет собой двустороннюю дискуссию продолжительностью 3-4 минуты. Экзаменатор задаёт вопросы, формулировка

которых носит проблемный характер и побуждает экзаменуемого высказывать и обосновывать своё мнение, соглашаться или опровергать озвученную точку зрения.

### **3. Вопросы для третьей части зачета с оценкой**

- The media.
- Journalism
- Advertising.
- Music and culture.
- The protection of wild animals.
- The environment.
- Education.
- Human relations, communication.
- Population growth.
- Charities / International Aid.
- The nature of human happiness.
- The relationship between employers and employees.
- The importance of free time in our modern world.
- The importance of making plans and having goals.
- Immigration.
- The importance of history.
- Social media
- Teaching as one of the most rewarding professions.

## **Примерные задания для тестирования**

### **ACADEMIC READING FOR IELTS TEST**

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#### **QUESTIONS 1-14**

You are advised to spend about 15 minutes on Questions 1-14 which refer to Reading Passage 1 below.

#### **READING PASSAGE 1**

### **FINDING THE LOST FREEDOM**

1. The private car is assumed to have widened our horizons and increased our mobility. When we consider our children's mobility, they can be driven to more places (and more distant places) than they could visit without access to a motor vehicle. However, allowing our cities to be dominated by cars has progressively eroded

children's independent mobility. Children have lost much of their freedom to explore their own neighbourhood or city without adult supervision. In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more, or far more, opportunities for going out on their own, compared with their own children today. They had more freedom to explore their own environment.

2. Children's independent access to their local streets may be important for their own personal, mental and psychological development. Allowing them to get to know their own neighbourhood and community gives them a 'sense of place'. This depends on 'active exploration', which is not provided for when children are passengers in cars. (Such children may see more, but they learn less.) Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves.

3. There are very significant time and money costs for parents associated with transporting their children to school, sport and to other locations. Research in the United Kingdom estimated that this cost, in 1990, was between 10 billion and 20 billion pounds. (A I P P G)

4. The reduction in children's freedom may also contribute to a weakening of the sense of local community. As fewer children and adults use the streets as pedestrians, these streets become less sociable places. There is less opportunity for children and adults to have the spontaneous of community. This in itself may exacerbate fears associated with assault and molestation of children, because there are fewer adults available who know their neighbours' children, and who can look out for their safety.

5. The extra traffic involved in transporting children results in increased traffic congestion, pollution and accident risk. As our roads become more dangerous, more parents drive their children to more places, thus contributing to increased levels of danger for the remaining pedestrians. Anyone who has experienced either the reduced volume of traffic in peak hour during school holidays, or the traffic jams near schools at the end of a school day, will not need convincing about these points. Thus, there are also important environmental implications of children's loss of freedom.

6. As individuals, parents strive to provide the best upbringing they can for their children. However, in doing so, (e.g. by driving their children to sport, school or recreation) parents may be contributing to a more dangerous environment for children generally. The idea that 'streets are for cars and back yards and playgrounds are for children' is a strongly held belief, and parents have little choice as individuals but to keep their children off the streets if they want to protect their safety.

7. In many parts of Dutch cities, and some traffic calmed precincts in Germany,

residential streets are now places where cars must give way to pedestrians. In these areas, residents are accepting the view that the function of streets is not solely to provide mobility for cars. Streets may also be for social interaction, walking, cycling and playing. One of the most important aspects of these European cities, in terms of giving cities back to children, has been a range of 'traffic calming' initiatives, aimed at reducing the volume and speed of traffic. These initiatives have had complex interactive effects, leading to a sense that children have been able to 'recapture' their local neighbourhood, and more importantly, that they have been able to do this in safety. Recent research has demonstrated that children in many German cities have significantly higher levels of freedom to travel to places in their own neighbourhood or city than children in other cities in the world. (ai p p g . co m)

8. Modifying cities in order to enhance children's freedom will not only benefit children. Such cities will become more environmentally sustainable, as well as more sociable and more livable for all city residents. Perhaps it will be our concern for our children's welfare that convinces us that we need to challenge the dominance of the car in our cities.

## Questions 1-5

*Read statements 1 -5 which relate to Paragraphs 1,2, and 3 of the reading passage.*

*Answer T, if the statement is true, F if the statement is false, or NI if there is no information given in the passage. Write your answers in the spaces numbered 1-5 on the answer sheet. One has been done for you as an example.*

*Example: The private car has made people more mobile. Answer:*

1. The private car has helped children have more opportunities to learn.
2. Children are more independent today than they used to be.
3. Walking and cycling to school allows children to learn more.
4. Children usually walk or cycle to school.
5. Parents save time and money by driving children to school.

## Questions 6-9

*In Paragraphs 4 and 5, there are FOUR problems stated. These problems, numbered as questions 6-9, are listed below. Each of these problems has a cause, listed A-G.*

*Find the correct cause for each of the problems and write the corresponding letter A-G, in the spaces numbered 6 -9 on the answer sheet. One has been done for you as an example.*

***There are more causes than problems so you will not use all of them and you may use any cause more than once.***

## Problems

*Example:* low sense of community feeling

1. streets become less sociable
2. fewer chances for meeting friends
3. fears of danger for children
4. higher accident risk

## Questions 10-14

Causes

*Answer:* **F**

**A** few adults know local children

**B** fewer people use the streets

**C** increased pollution

**D** streets are less friendly

**E** less traffic in school holidays **F**  
reduced freedom for children **G** more  
children driven to school

*Questions 10 -14 are statement beginnings which represent information given in Paragraphs 6, 7 and 8. In the box below, there are some statement endings numbered i-x. Choose the correct ending for each statement. Write your answers i-x, in the spaces numbered 10 -14 on the answer sheet. One has been done for you as an example.*

***There are more statement endings than you will need.***

*Example: By driving their children to school, parents help create ... Answer : i*

1. Children should play ...
2. In some German towns, pedestrians have right of way ...
3. Streets should also be used for ...
4. Reducing the amount of traffic and the speed is ...
5. All people who live in the city will benefit if cities are ...

### **List of statement endings**

1. ... a dangerous environment.
2. ... modified.
3. ... on residential streets.
4. ... modifying  
cities. v ...  
neighbourhoods.  
vi ... socialising.
5. ... in backyards.
6. ... for cars.
7. ... traffic calming.
8. ... residential

### **Questions 15-28**

#### **READING PASSAGE 2**

#### **RISING SEA**

##### **Paragraph 1. INCREASED TEMPERATURES**

The average air temperature at the surface of the earth has risen this century, as has the temperature of ocean surface waters. Because water expands as it heats, a



warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a 'natural' variability over a long time-scale that we have not yet recognized in our short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue, scientists – and inhabitants of low-lying coastal areas – would like to know the extent of future sea level rises. (AIP PG . com)

## **Paragraph 2.**

Calculating this is not easy. Models used for the purpose have treated the ocean as passive, stationary and one-dimensional. Scientists have assumed that heat simply diffused into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work by oceanographers, using a new model which takes into account a number of subtle facets of the sea – including vast and complex ocean currents – suggests that the rise in sea level may be less than some earlier estimates had predicted.

## **Paragraph 3.**

An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cms and 1.4 m, corresponding to atmospheric temperature increases of 1.5 and 4.5C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cms and 40 cms. This model only takes into account the temperature

effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in groundwater storage. When we add on estimates of these, we arrive at figures for total sea-level rises of 15 cm and 70 cm respectively.

## **Paragraph 4.**

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitively to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just 'diffuse' from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less dense than cold, so it would not spread downwards). Conventional models of sea-level rise have considered that

this the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many modelers have adopted.

### **Paragraph 5.**

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of

water in huge currents. To understand the importance of this, we now need to consider another process – advection. Imagine smoke rising from a chimney. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind, this process is advection – the transport of properties (notably heat and salinity in the ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

### **Paragraph 6.**

Massive ocean currents called gyres do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, just the top 3 m of the ocean contains more heat than the whole of the atmosphere. The origin of gyres lies in the fact that more heat from the Sun reaches the Equator than the Poles, and naturally heat tends to move from the former to the latter. Warm air rises at the Equator, and draws more air beneath it in the form of winds (the “Trade Winds”) that, together with other air movements, provide the main force driving the ocean currents.

### **Paragraph 7.**

Water itself is heated at the Equator and moves poleward, twisted by the Earth's rotation and affected by the positions of the continents. The resultant broadly circular movements between about 10 and 40 North and South are clockwise in the Southern Hemisphere. They flow towards the east at mid latitudes in the equatorial region.

They then flow towards the Poles, along the eastern sides of continents, as warm currents. When two different masses of water meet, one will move beneath the other, depending on their relative densities in the subduction process. The densities are determined by temperature and salinity. the convergence of water of different densities from the Equator and the Poles deep in the oceans causes continuous

subduction. This means that water moves vertically as well as horizontally. Cold water from the Poles travels as depth – it is denser than warm water – until it emerges at the surface in another part of the world in the form of a cold current.

### **Paragraph 8.**

#### **HOW THE GREEN HOUSE EFFECT WILL CHANGE OCEAN TEMPERATURES**

Ocean currents, in three dimensions, form a giant ‘conveyor belt’, distributing heat from the thin surface layer into the interior of the oceans and around the globe.

Water may take decades to circulate in these 3-D gyres in the top kilometer of the ocean, and centuries in the deep water. With the increased atmospheric temperatures due to the greenhouse effect, the oceans conveyor belt will carry more heat into the interior. This subduction moves heat around far more effectively than simple diffusion. Because warm water expands more than cold when it is heated, scientists had presumed that the sea level would rise unevenly around the globe. It is now believed that these inequalities cannot persist, as winds will act to continuously spread out the water expansion. Of course, of global warming changes the strength and distribution of the winds, then this ‘evening-out’ process may not occur, and the sea level could rise more in some areas than others.

### **Questions 15-20**

*There are 8 paragraphs numbered 1-8 in Reading Passage 2. The first paragraph and the last paragraph have been given headings. From the list below numbered A-I, choose a suitable heading for the remaining 6 paragraphs. Write your answers A-I, in the spaces numbered 15-20 on the answer sheet.*

***There are more headings than paragraphs, so you will not use all the headings.***

#### **List of headings**

**A THE GYRE PRINCIPLE**

**B THE GREENHOUSE EFFECT**

**C HOW OCEAN WATERS MOVE**

**D STATISTICAL EVIDENCE**

**E THE ADVECTION PRINCIPLE**

**F DIFFUSION VERSUS ADVECTION**

**G FIGURING THE SEA LEVEL CHANGES**

**H ESTIMATED FIGURES**

**I THE DIFFUSION MODEL**

1. Paragraph 2
2. Paragraph 3
3. Paragraph 4
4. Paragraph 5
5. Paragraph 6
6. Paragraph 7

## Questions 21 and 22

*Answer questions 21 and 22 by selecting the correct answer to complete each sentence according to the information given in the reading passage. Write your answers A, B, C or D in the spaces numbered 21 and 22 on the answer sheet.*

1. Scientists do not know for sure why the air and surface of ocean temperatures are rising because:

- A** there is too much variability
- B** there is not enough variability
- C** they have not been recording these temperatures for enough time
- D** the changes have only been noticed for 100 years

2. New research leads scientists to believe that:

- A** the oceans are less complex
- B** the oceans are more complex
- C** the oceans will rise more than expected
- D** the oceans will rise less than expected

## Question 23

*Look at the following list of factors A-F and select THREE which are mentioned in the reading passage which may contribute to the rising ocean levels. Write the THREE corresponding letters A-F, in the space numbered 23 on the answer sheet.*

### List of factors

- A** thermal expansion
- B** melting ice
- C** increased air temperature
- D** higher rainfall
- E** changes in the water table
- F** increased ocean movement

### Questions 24-28

*Read each of the following statements, 24-28. According to the information in the reading passage, if the statement is true, write T, if it is false, write F and if there is no information about the statement in the reading passage, write NI. Write your answers in the spaces numbered 24 -28 on the answer sheet.*

- 24. The surface layer of the oceans is warmed by the atmosphere.
- 25. Advection of water changes heat and salt levels.
- 26. A gyre holds less heat than there is in the atmosphere.
- 27. The process of subduction depends on the water density.
- 28. The sea level is expected to rise evenly over the Earth's surface

### QUESTIONS 29 -40

You are advised to spend about 20 minutes on Questions 29-40 which refer to Reading Passage 3 below.

#### READING PASSAGE 3

#### NEW RULES FOR THE PAPER GAME

1. Computerised data storage and electronic mail were to have heralded the paperless office. But, contrary to expectations, paper consumption throughout the world shows no sign of abating. In fact, consumption, especially of printing and writing papers, continues to increase. World demand for paper and board is now expected to grow faster than the general economic growth in the next 15 years. Strong demand will be underpinned by the growing industrialization of South-East Asia, the re-emergence of paper packaging, greater use of facsimile machines and photocopiers, and the popularity of direct-mail advertising. It is possible that by 2007, world paper and board demand will reach 455 million tons, compared with 241 million tons in 1991.
2. The pulp and paper industry has not been badly affected by the electronic technologies that promised a paperless society. But what has radically altered the industry's structure is pressure from another front—a more environmentally conscious society driving an irreversible move towards cleaner industrial production. The environmental consequences of antiquated pulp mill practices and technologies had marked this industry as one in need of reform. Graphic descriptions of deformed fish and thinning populations, particularly in the Baltic Sea where old pulp mills had discharged untreated effluents for 100 years, have disturbed the international community.
3. Until the 1950s, it was common for pulp mills and other industries to discharge

untreated effluent into rivers and seas. The environmental effects were at the time either not understood, or regarded as an acceptable cost of economic prosperity in an increasingly import-oriented world economy. But greater environmental awareness has spurred a fundamental change in attitude in the community, in government and in industry itself.

4. Since the early 1980s, most of the world-scale pulp mills in Scandinavia and North America have modernised their operations, outlaying substantial amounts to improve production methods. Changes in mill design and processes have been aimed at minimising the environmental effects of effluent discharge while at the same time producing pulp with the whiteness and strength demanded by the international market. The environmental impetus is taking this industry even further, with the focus now on developing processes that may even eliminate waste-water discharges. But the ghost of the old mills continues to haunt the industry today. In Europe, companies face a flood of environment-related legislation. In Germany, companies are now being held responsible for the waste they create.

5. Pulp is the porridge-like mass of plant fibres from which paper is made. Paper makers choose the type of plant fibre and the processing methods, depending on what the end product will be used for: whether it is a sturdy packing box, a smooth sheet of writing paper or a fragile tissue. In wood, which is the source of about 90% of the world's paper production, fibres are bound together by lignin, which gives the unbleached pulp a brown colour. The pulping stage separates the wood into fibres so they are suitable for paper making. Pulping can be done by mechanical grinding, or by chemical treatment in which woodchips are 'cooked' with chemicals, or by a combination of both methods.

6. Kraft pulping is the most widely used chemical process for producing pulp with the strength required by the high-quality paper market. It is now usually carried out in a continuous process in a large vessel called a digester. Woodchips are fed from a pile into the top of the digester. In the digester, the chips are cooked in a solution called white liquor, made of caustic soda (sodium hydroxide) sodium sulphide. The chips are cooked at high temperatures of up to 170° C for up to three hours. The pulp is then washed and separated from the spent cooking liquor which has turned dark and is now appropriately called black liquor. An important feature of kraft pulping is a chemical recovery system which recycles about 95% of the cooking chemicals and produces more than enough energy to run the mill. In a series of steps involving a furnace and tanks, some of the black liquor is transformed into energy, while some is regenerated into the original white cooking liquor. The recovery system is an integral part of production in the pulp and paper industry. The pulp that comes out has little lignin left

in the fibres. Bleaching removes the last remaining lignin and brightens the pulp. Most modern mills have modified their pulping processes to remove as much of the lignin as possible before the pulp moves to the bleaching stage.

### **Questions 29-32**

*Below is a list of possible factors, A-G, which will influence the amount of paper being used in the future. From the list, choose FOUR factors which are mentioned in Paragraph 1 of the reading passage. Write your answers A-G, in the spaces numbered 29-32 on the answer sheet.*

#### **List of factors**

**A** more people read newspapers

**B** increased use of paper bags

- C increased book production for education
- D wider use of sign post advertising
- E increased use of fax machines
- F wider use of leaflet advertising
- G greater use of duplicating machines

### Questions 33-35

*The following THREE statements are summaries of Paragraphs 2, 3 and 4 respectively. However, they are incomplete. Complete each of the statements using NO MORE THAN THREE WORDS FROM THE TEXT. Write your answers in the spaces numbered 33 -35 on the answer sheet.*

- 33. The international community has begun to demand ...
- 34. In the past, the environmental effects of pulp mill practices, were probably a price to pay for ...
- 35. Some paper mills have recently modernised their mill design in order to decrease...

### Questions 36-40

*Below is a list of possible steps in the kraft process of turning wood chips into paper. They are numbered 1-8. Only FIVE of the steps listed below are mentioned in the passage. The steps are not listed in the correct order. Decide which steps are mentioned and write them in the correct order. Write the appropriate number for each step in the correct order in the spaces numbered 36-40 on the answer sheet.*

- 1. the chips are cooked
- 2. the fibres are bound by lignin
- 3. the pulp is bleached
- 4. woodchips are put into a pile
- 5. the pulp is dried
- 6. the pulp is removed from the black liquor
- 7. the chips are put into the white liquor
- 8. the pulp is washed

### Answer keys:

- 1. F
- 2. T
- 3. NI
- 4. F
- 5. B



- 6. B
- 7. B||A
- 8. G
- 9.vii
- 10.iii
- 11.vi
- 12.ix
- 13.ii
- 14. G
- 15. H
- 16.I
- 17. E
- 18. A
- 19. C
- 20. C
- 21. D
- 22. B&C&E (in any order)
- 23. NI
- 24. T
- 25. F
- 26. T
- 27. F
- 28. B
- 29. E
- 30. F
- 31. G
- 32. cleaner industrial production
- 33. economic prosperity
- 34. environmental effects
- 35. 4
- 36. 7
- 37. 1
- 38. 8
- 39. 6

<b>Задания с 1-39 переносятся в БЛАНК ОТВЕТОВ (A; B; C; D)</b>
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#### 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Вид работы	Пятибальная шкала	Шкала оценивания
1. Посещение практических занятий	«отлично»	<b>5 баллов</b> , если студент посетил 90% от всех занятий
	«хорошо»	<b>4 балла</b> , если студент посетил как минимум 70% от всех занятий
	«удовлетворительно»	<b>3 балла</b> , если студент посетил как минимум 50% от всех занятий
	«неудовлетворительно»	<b>2 балла</b> , если из всех занятий студент посетил 30% и меньше
2. Устный опрос	«отлично»	<b>6 баллов</b> Коммуникативная задача успешно решена, содержание раскрыто полно. Демонстрируется умение описывать имевшие место или вымышленные события, проявляя при этом творческий подход и оригинальность мышления. Ответ передает чувства и эмоции обучающегося. Ответ демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Ответ полный, корректный с т.з. лексико-грамматической и стилистической точности.
	«хорошо»	<b>5 баллов</b> Коммуникативная задача выполнена. Продемонстрировано умение описывать имевшие место или вымышленные события; проявляется творческий подход. Сюжет понятен, но малоинтересен. Может не хватать личностного отношения к теме в силу отсутствия личного опыта или нехватки лексического «багажа».
	«удовлетворительно»	<b>4 балла</b> Коммуникативная задача в целом решена, однако содержание раскрыто недостаточно полно, имеются отдельные нарушения целостности содержания рассказа. Нет творческого подхода; ограниченность заученными текстовыми штампами.
	«неудовлетворительно»	<b>3 балла</b> Коммуникативная задача выполнена частично. Содержание высказывания не полностью соответствует заданным параметрам. Сюжет не всегда понятен, тривиален, не имеет динамики развития. В целом лексические средства соответствуют заданной теме, однако имеются неточности (ошибки) в выборе слов и лексической сочетаемости, учащийся допускает <b>5-6 ошибок</b> в выборе слов и лексической сочетаемости, которые не затрудняют понимания на слух. Используется в основном стандартная, однообразная лексика.
3. Выполнение практических заданий	«отлично»	<b>19 баллов</b> , если из всех заданий студент выполнил как минимум 80%.
	«хорошо»	<b>16 баллов</b> , если из всех заданий студент выполнил 79% - 60%

	«удовлетворительно»	<b>13 баллов</b> , если из всех заданий студент выполнил 59% - 40%
	«неудовлетворительно»	<b>10 баллов</b> , если из всех заданий студент выполнил 0%-39%
4. Выполнение контрольного тестирования	«отлично»	<b>30 баллов</b> , если из всех заданий студент набрал 100-81 баллов теста-экзамена
	«хорошо»	<b>25 баллов</b> , если из всех заданий студент набрал как минимум 80- 61 баллов
	«удовлетворительно»	<b>20 баллов</b> , если из всех заданий студент выполнил на 60-41 баллов.
	«неудовлетворительно»	<b>15 баллов</b> , если из всех заданий студент выполнил правильно 20% и менее (40 баллов и менее).
5. Зачет с оценкой	«отлично»	<b>60 баллов</b>
	«хорошо»	<b>50 баллов</b>
	«удовлетворительно»	<b>40 баллов</b>
	«неудовлетворительно»	<b>30 баллов</b>

**Сводная шкала оценивания по дисциплине «Курс общеязыковой подготовки к международному экзамену (по первому иностранному языку) (английский язык)»**

*(указано общее максимальное количество баллов для каждой оценки)*

<b>Вид работы</b>	<b>«отлично»</b>	<b>«хорошо»</b>	<b>«удовлетворительно»</b>	<b>«неудовлетворительно»</b>
Посещение практических занятий	5	4	3	2
Устные ответы	6	5	4	3
Выполнение практических заданий	19	16	13	10
Выполнение контрольного тестирования	30	25	20	15
Зачет с оценкой	40	30	20	10
<b>Итого</b>	<b>100</b>	<b>80</b>	<b>60</b>	<b>40</b>

При оценке выполнения **контрольного тестирования** учитываются:

1. Соблюдение временных норм на выполнение теста – **120 минут**. Структура стандартного международного теста-экзамена IELTS: аспекты, временные параметры:
  - 1) Аудирование (40 вопросов, 40 минут)
  - 2) Чтение (40 вопросов, 40 минут)
  - 3) Письмо (2 задания, креативное письмо 40 минут) .
2. Степень усвоения блока лингвистических дисциплин, связанных с английским языком и культурой.
3. Уровень знания фактического материала в объеме программы : умение выбрать вариант и ответить на вопросы теста.
4. Лингвистическая и лингвострановедческая эрудиция студента.
5. Правильность оформления речевых высказываний (лексико-грамматический каркас).
6. Решение коммуникативной задачи, логика, структура и грамотность изложения (в аспекте Writing «Письмо»).

7. Умение выразить свою мысль на языке с корректным лексико-грамматическим оформлением (в аспекте “Writing” «Письмо»).
8. Умение сделать обобщение, выводы.
9. Общая эрудиция студента в области межкультурной коммуникации.

#### **Критерии оценивания устного ответа на зачете с оценкой**

При выставлении оценки учитывается уровень владения языковой компетенцией (языковая корректность, лексическое и структурное разнообразие, фонетическое оформление речи), речевой компетенцией (владение различными видами дискурса, композицией речи, степень связности, аргументированности, владение умениями речевого взаимодействия), когнитивной компетенцией, социолингвистической и социокультурной компетенцией (адекватность выбора языкового и речевого материала с учетом всех компонентов культурно-маркированной ситуации общения, знание культурных реалий страны изучаемого языка).

Оценка **«отлично»** (40-31 баллов) выставляется студенту, который излагает материал последовательно, грамотно и бегло, обнаруживая правильное использование орфоэпических, лексических, грамматических и стилистических норм изучаемого языка и умеет рассуждать и участвовать в дискуссии по определенной теме, аргументировать свою точку зрения, приводить примеры, иллюстрирующие и подтверждающие ее (при этом в ответе допускается не более двух полных ошибок, не влияющих на смысловое содержание речи).

Оценка **«хорошо»** (30-21 балл) ставится, если высказывание студента соответствует предложенным для диалогического и монологического высказывания темам, но допускаются неточности в аргументировании и в примерах и/или студент обнаруживает умение рассуждать по определенной теме, но допускаются неточности в аргументировании своего мнения. Речь студента соответствует орфоэпическим, лексическим, грамматическим и стилистическим нормам изучаемого языка, но допускаются единичные ошибки в произношении, лексике или грамматике, которые самостоятельно исправляются студентом после замечания экзаменатора (не более 3-4 полных ошибок, незначительно влияющих на смысловое содержание речи)

Оценка **«удовлетворительно»** (20-11 баллов) ставится, если студент показывает знание и понимание основных положений тем билета, но обнаруживает недостаточное понимание содержания данной темы и ее проблематики; обнаруживает недостаточное умение выразить и аргументировать свое мнение по предложенной проблеме; его речь изобилует грамматическими и лексическими ошибками (5-10 полных ошибок, в том числе ведущих к искажению смысла высказывания).

Оценка **«неудовлетворительно»** (10-0 баллов) ставится, если студент обнаруживает неумение рассуждать и аргументировать свою точку зрения и/или непонимание тем, изложенных в билете, допускает грубые и/или многочисленные ошибки (более 10ти) в устной речи, ведущие к искажению смысла высказывания.

#### **Шкала оценивания ответа на зачете с оценкой<sup>1</sup>.**

*(указано максимальное кол-во баллов в итоговом оценивании)*

<b>Уровень овладения</b>	<b>неудовлетворительный</b>	<b>удовлетворительный</b>	<b>Оптимальный «хорошо»</b>	<b>высокий</b>
<b>Дескрипторы</b>				
Устный ответ на зачете с	10 баллов и менее	20 баллов	30 баллов	40 баллов

<sup>1</sup> Зачет в баллах (кумулятивная оценка )

оценкой				
Контрольное тестирование	15	20	25	30
Посещение, выполнение домашних заданий и ответы на практических занятиях	2+3+10	3+4+13	4+5+16	5+6+19
<b>Итоговый балл</b> (максимальный)	<b>40</b>	<b>60</b>	<b>80</b>	<b>100</b>
	<b>«неудовлетворительно»</b>	<b>«удовлетворительно»</b>	<b>«хорошо»</b>	<b>«отлично»</b>