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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное образовательное учреждение высшего образования

«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»

(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Лингвистический факультет
Кафедра теории языка, англистики и прикладной лингвистики

УТВЕРЖДЕН

на заседании кафедры

Протокол от «26» февраля 2024 г., №8

Зав. кафедрой

[Холстинина Т.В.]

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине (модулю)

Идиоматика

Направление подготовки

45.03.02 Лингвистика

Профиль:

Теория и практика перевода (английский язык + японский или китайский языки)

Квалификация

Бакалавр

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Очная

Мытищи

2024

Назначение

Осуществление текущей и промежуточной аттестации по дисциплине Идиоматика.

Фонд оценочных средств текущего контроля разработан на основе рабочей программы дисциплины Идиоматика в соответствии с требованиями Федерального Государственного образовательного стандарта высшего образования по направлению подготовки 45.03.02 Лингвистика, утвержденного приказом МИНОБРНАУКИ РОССИИ от 12.08.20, № 969

Разработчик:

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

Код и наименование компетенции	Этапы формирования
СПК-3 - способен использовать понятийный аппарат теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации для решения профессиональных задач	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	Критерии оценивания	Шкала оценивания
СПК-3	Пороговый	1. Работа на учебных занятиях 2. Самостоятельная работа	Знать: основные понятия теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации Уметь: применять полученные знания для решения профессиональных задач	Доклад, тестирование, практическое задание	Шкала оценивания доклада Шкала оценивания тестирования Шкала оценивания выполнения практического задания
	Продвинуто	1. Работа на	основные	Доклад,	Шкала

	ый	учебных занятиях 2.Самостоятельная работа	понятия теоретическ ой и прикладной лингвистики , переводовед ения, теории межкультур ной коммуникац ии Уметь: применять полученные знания для решения профессиона льных задач Владеть: Системным подходом при решении поставленных задач в избранной профессионал ьной сфере.	тестировани е, практическо е задание	оценива ния доклада Шкала оценива ния тестиров ания Шкала оценива ния выполне ния практиче ского задания
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Подтверждением сформированности у студента оцениваемых компетенций является промежуточная аттестация.

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

Контрольное задание (Тема 1).

Задание: Проведите сопоставительный анализ английского и русского текстов с целью проверки адекватности перевода русских идиом на английский.

Контрольное задание (Тема 2).

Задание: Сформулируйте семантическую структуру идиом. Приведите примеры идиом-эфеизмов.

Контрольное задание (Тема 3).

Задание: Назовите дискурсивные поля, организующие дискурсивное пространство идиоматики. Приведите примеры библеизмов, идиом-шекспиризов.

Контрольное задание (Тема 4).

Задание: Перечислите английские идиомы, используемые в средствах массовой информации, в рекламе, формальном письме.

Примерные задания из рабочей тетради.

1. Match the sentence openings (1-12) from Section A with an appropriate ending from Section B.

A

0. I wish to
1. I know we can't afford it, but all the
2. I know you don't like Anne, but I'll say this
3. From what I can
4. You want to move again?! You'll have a
5. Surely you're
6. To be perfectly
7. No
8. He struck me
9. By the sound
10. How
11. He's lying. I know for a
12. I don't know about you,
13. It's all very
14. He may think it's a great idea, but mark my
15. They may have got away this time, but rest
16. Whatever
17. Where on
18. With all due
19. As far
20. I was led
21. Let's

B.

0. goodness you would consult me before you make decisions that concern both of us.
- a. honest, I really don't care what you think.
- b. fact that he didn't come home on Friday night.
- c. job persuading your wife to leave this area. I know for a fact that she loves it here.
- d. respect, sir, I don't think a decision like that can be taken without consulting a lawyer.
- e. face it, neither of us has ever been any good at hiding our feelings.
- f. come you weren't at work today?
- g. possessed her to do such a thing?

- h. not thinking of telling her? That would be a terrible idea.
- i. as being a very honest and very generous man.
- j. same, I can't help feeling that we'd be missing out on a wonderful opportunity.
- k. for her, she's always been there for me when I've needed a shoulder to cry on.
- l. earth did I put my keys?
- m. as I know, he's still working for that company.
- n. wonder she dislikes him. I can't believe he said those things.
- o. gather, they are doing very well over there.
- p. well for Simon to say that we should take a pay cut – he doesn't have a family to feed.
- q. assured, we will be doing everything in our power to bring these people to justice.
- r. of it, they're having the time of their lives.
- s. but could do with a cup of tea.
- t. to believe that the price of the holiday was all-inclusive.
- u. words, this will end in tears!

2. Circle the correct term.

1. Is it any wonder he hates you? You took him completely for granted and **counted/treated** him like dirt.
2. He's a government minister. If the press find out he was involved, they'll have a **field/word** day.
3. The boss has got a **real/mind** thing about punctuality. He's actually sacked people for being ten minutes late.
4. George and Milly were wonderful to me. They went out of their **day/way** to make me feel at home.
5. Don't breath a **thing/word** of this to anyone, but I think they are going to give Thompson a sack.
6. Well, those first games don't **mind/count**. My hand control wasn't working properly.
7. I'm way/all for people enjoying themselves, but not when it involves being cruel to others.
8. I thought Pedro was **due/way** back from school to hours ago.
9. Obviously, Mr. Phillips was wrong and we'll deal with that in **real/due** course, but first I want to know how this all started.

3. Circle the correct item.

1. This place is a **board/tip**. You'd better tidy it up before your landlady comes back.
2. Violent crimes has increased dramatically in this neighbourhood that it has got to the **tip/point** where we are all afraid to go out at night.
3. Whenever I sleep on planes, I wake up with a **stiff/hard** neck.
4. What with his comments and the off-hand way he treated us, he had made **it/plane/wrong** that we were not welcome in this house, so we left.
5. He cheated but they caught him and he was punished. It serves him **hard/right**.
6. If you really feel that about your job, you should hand in your **notice/suit**.

7. Once they had deactivated the alarm, it was **right/plain** sailing. They got into the office, took the plans and were out and away in under ten minutes.
8. Whatever you do, don't get on the **wrong/plain** side of Mr. Evans.
9. I'm afraid the managing director is not available at the moment. He is in a **notice/board** meeting.
10. **Hard/Stiff** on the heels of last week's scandal comes news of yet another embarrassment for the government, as the Minister for Public Works was accused of nepotism yesterday.
11. He is very stubborn. Persuading him to change his mind will be no easy **matter/point**.
12. We're boycotting their products and we're hoping that other companies in the area will follow **right/suit**.
13. Now that we've qualified, we'll be up against **wrong/stiff** competition in every match we play.

4. Complete the sentences, using the words in the box below in the appropriate form.

tip – suit – plain – point – matter – right
 – board – notice – wrong – hard – stiff

1. You did most of the work, so it is only ... that you should get most of the money.
2. What's the ... of our each buying her a small present? Why don't we all chip in and buy her a big present?
3. The government were on the ... of declaring a state of emergency.
4. Look at this contract. What with all this legal jargon, I can't understand a word of it. Why can't they write these things in ... English?
5. Using fax and e-mail, it is possible to get information through in a ... of seconds.
6. Most political commentators ... Pickering as the most likely candidate to take over from Mr. Ryan.
7. Don't let me I think your book is very well-written. It's just that I'm not into detective fiction.
8. It has come to our ... that you have not paid last month's Council Tax.
9. The students at this school ... during the week but go home to their parents at the weekend.
10. There's something the ... with my car. I can't get it to start.
11. He said it is very rare. Apparently, Roman coins in this condition are pretty ... to come by.
12. I'm sorry to ask you at such short ... , but could you stand in for George at tomorrow's presentation?
13. It says that the service is included, but even so, I think we should leave a
14. My idea soon went by the ... when I discovered how much money I would need to invest.
15. She didn't have to speak. I could tell ... away that something was wrong.

16. Okay, ... yourself. I'm not going to argue with you.
17. Of course I feel ... done by. I was the only person in the office who didn't receive a bonus.
18. I found a job for Tim which will ... him down to the ground. A video reviewer. It's a deal for him.
19. Frightened? I was scared ... !

5. Match the verbs in the box with their definitions (sentences 1 to 12).

nudge – duck – kneel – crouch – tremble – fidget – curl up – shudder – frown – nod – shiver – flinch

- 1 You do it when you make a small sudden movement because something has hurt you (an injection, for example) or something has made you jump. _____
- 2 Some people do it when they pray. _____
- 3 You do it to avoid something that has been thrown at your head. _____
- 4 You do it with your elbow to get someone's attention. _____
- 5 You do it on the floor or on a big sofa, often whilst reading a book or watching television. _____
- 6 You do it when you lower your body to the ground by bending your knees. When a football team is having its photograph taken, the players in the front row do it. _____
- 7 When you shake because you are cold, you do it. _____
- 8 When you shake momentarily because you have seen, heard or eaten something unpleasant, you do it. _____
- 9 When you shake because you are frightened, you do it. _____
- 10 You do it with your eyebrows when you are angry or you don't understand. _____
- 11 You do it with your head when you are agreeing with someone or when you are saying yes. _____
- 12 They do it when they can't keep still. _____

6. Complete the collocations with an appropriate part of the body from the box below.

shoulders – heart – teeth – fist – eyebrows – legs – muscles – eyelid – toe – throat – head – stomach – ankle – arms

- | | |
|---------------------------|----------------------------|
| 1 He cleared his _____. | 8 He clenched his _____. |
| 2 He didn't bat an _____. | 9 His _____ was pounding. |
| 3 He shrugged his _____. | 10 He shook his _____. |
| 4 He crossed his _____. | 11 She sprained her _____. |
| 5 She folded her _____. | 12 She plucked her _____. |
| 6 He stubbed his _____. | 13 My _____ was rumbling. |
| 7 He flexed his _____. | 14 She gritted her _____. |

7. Complete the sentences using an appropriate body word.

- 1 I was born and bred in London so I know the city like the back of my _____.
- 2 He's got football on the _____. It's all he ever talks about.
- 3 It was a joke! I was pulling your _____.
- 4 They're so lucky! I'd give my right _____ for a house like theirs.
- 5 He fell _____ over _____ in love the minute she walked into the room.
- 6 Business has been awful. We've been losing money _____ over _____.
- 7 Do you see how much better you feel now that you have got it off your _____?
- 8 "There's no way we can afford it", she said. "It'll cost an _____ and a _____."
- 9 She had set her _____ on studying at Oxford but they turned her down.
- 10 Something was different about the place, but I just couldn't put my _____ on what it was.
- 11 She stayed with us for six weeks and she was a real pain in the _____. All she did was criticize me and complain about everything. When she left, I was glad to see the _____ of her.
- 12 I think it's time we got a new television. This one is on its last _____.

8. Fill in the gaps with an appropriate adjective from the box below. Each gap is followed by a definition of the adjective you need. You may have to use some of the adjectives twice and there are some extra adjectives which you do not need to use.

tailored – worn-out – flared – baggy – garish – loud – shabby – fetching – flat – fancy – grubby – crumpled – creased – synthetic – patched – moth-eaten – sturdy – platform – faded

A When on safari, it is important not to wear 1) _____ (very colourful) or 2) _____ (very colourful) clothes, as bright colours will only scare animals away. Stick to muted colours. If going on a walking safari, remember to pack a pair of 3) _____ (strong), 4) _____ (without heels) shoes – hiking boots are best.

B You wouldn't think that man over there is Doctor Fredricks, would you? Look at him, standing there in those 1) _____ (dirty) jeans and that 2) _____ (full of holes) cardigan.

C She breezed into the room wearing 1) _____ (unironed), 2) _____ (having lost its original colour or brightness) 3) _____ (very loose) trousers and black 4) _____ (old and ready to be thrown away) shoes. Looking up, her father almost choked on his tea. "I'm off to school," she said.

D Neither of us looked particularly 1) _____(attractive) on the day we first met. I'd crawled out of bed and thrown on the first things that came to hand: a 2) _____(old) pair of jeans, a 3) _____(unironed) shirt and a pair of tennis shoes. She had walked in dressed in a hideous pair of 4) _____(wide at the bottom) corduroy trousers and a huge 5) _____(very loose) jumper. Sartorially, we were made for each other.

9. Match the nouns with the adjectives.

- | | | | |
|-----------|----------------|----------|-------------------------------------|
| 1 | a breathtaking | A | view |
| 2 | a blatant | B | fighting |
| 3 | a prolific | C | documentaries on animal experiments |
| 4 | a gripping | D | judge |
| 5 | misleading | E | lie |
| 6 | a piercing | F | novelist |
| 7 | sporadic | G | reader |
| 8 | a sweeping | H | security |
| 9 | a staunch | I | Republican |
| 10 | a watertight | J | information |
| 11 | harrowing | K | generalisation |
| 12 | a lenient | L | rise |
| 13 | a meteoric | M | alibi |
| 14 | an avid | N | film |
| 15 | lax | O | scream |

10. Group the adjectives in the box into categories by putting them next to the appropriate heading.

flawless – arduous – dreadful – dreary – impeccable – dishevelled – middle-of-the-road – dull – tedious – strenuous – astute – mainstream – gruelling – mundane – shrewd – wily – run-of-the-mill – lousy – atrocious – unblemished – crafty – scruffy – bedraggled – conventional

Boring:

–

Difficult:

–

Untidy:

–

Bad:

–

Clever:

—

Ordinary:

—

Perfect:

11. Complete the sentences with an appropriate word from the box below:

downs – early – quiet – sound – tear – outs – joy – blood – drabs – square – span – shoving

- 1 He won fair and _____.
- 2 She got up bright and _____.
- 3 We need some peace and _____.
- 4 The guests arrived in dribs and _____.
- 5 They got there safe and _____.
- 6 There was a lot of pushing and _____.
- 7 She's their pride and _____.
- 8 That's wear and _____.
- 9 Like any couple, they have their ups and _____.
- 10 He's your own flesh and _____.
- 11 We'll soon have this place looking spich and _____.
- 12 don't know the ins and _____.

12. In the sentences below, the bold part of the pair phrases have been jumbled. Swap them around so as to form correct pair phrases.

- 1 I know it's not fair, but you'll just have to grin and **dance** it. _____
- 2 These carpets last for many years, even allowing for everyday wear and **bear**.

- 3 There was nothing in her bag but a few **outs** and ends. _____
- 4 As you can imagine, he's devastated. That Ferrari was his pride and **go**. _____
- 5 By and **once**, typed essays are much easier to read than hand-written ones. _____
- 6 She's far too prim and **parcel** to to agree to anything as outrageous as that. _____
- 7 It's annoying, I know, but do you really have to make such a song and **far** about it?

- 8 Players of his calibre are few and **large** between, so keep him happy. _____
- 9 Making mistakes is part and **joy** of the learning process. _____
- 10 I don't know all the ins and **odds** of the situation, but the fact remains that the wrong diagnosis killed her. _____
- 11 Let's get this clear, **proper** and for all. I did not say that you hated Jane.
- 12 The doctors said it was touch and **tear** whether he would survive the operation.

Tect 1

Circle the correct item.

- 1 It's impossible to anticipate all the questions that you are going to be asked. You're going to have to think on your **head/feet**.
- 2 It's a terrible car and what really gets up my **teeth/nose** is that I paid a fortune for it.
- 3 Everything you need for your climb can be found in the village situated at the **head/foot** of the mountain.
- 4 I don't know off- **heart/hand**. I have to look it up in the encyclopaedia.
- 5 You have to **back/hand** it to Joe – his company is a roaring success.
- 6 The lecturer had such a ridiculous voice that neither of us could keep a straight **eye/face**.
- 7 Mum had her **heart/eye** on the painting for months, so we bought it for her on her birthday.
- 8 We were the first company to set up business in China, so we have a **neck/head** start over our competitors.
- 9 Now it looks like I'm going to have to **hand/foot** the bill for the repairs.
- 10 He bought the cottage with a(n) **eye/heart** to doing it up and selling it at a later date.
- 11 He had always said yes. But this time he was going to put his **hand/foot** down.
- 12 It was happening right under my **eye/nose**, and I didn't realise it. I feel so stupid.
- 13 The little girl was obviously very upset as she was sitting on the step crying her **eyes/chest** out.
- 14 We ought to **hand/head** home. It's late and I'm working early tomorrow.
- 15 Why do you always have to stick your **hand/nose** into other people's affairs?
- 16 I don't think he's really determined. In the end, he'll get cold **feet/heart** and cancel the whole thing.

Tect 2 Choose the correct item.

- 1 Harry was offered a scholarship study in Spain and he _____ the opportunity with both hands.
A grasped **B** grabbed **C** held **D** passed
- 2 No way will you beat him. You don't _____ a chance. He's a hundred times better than you are.
A hold **B** run **C** possess **D** stand
- 3 It was _____ by chance that we managed to find her.
A sheerly **B** purely **C** plainly **D** highly
- 4 Both the favourite and then the second favourite pulled out. Naturally, we thought we were _____ a chance.
A in with **B** up for **C** in for **D** up with
- 5 A full scholarship to Harvard and you're worried about leaving your job? Get real! You'd be a fool to _____ up a chance like that.
A turn **B** brush **C** pass **D** cast
- 6 We knew the concert was sold out, but we still went to the stadium _____ the off-

chance that someone might want to sell us their tickets.

A with **B** by **C** on **D** in

7 He admitted taking a bribe and he doesn't think he's _____ his chances of getting re-elected?

A pulled **B** wiped **C** thrown **D** blown

8 Given the appalling weather conditions on top of the mountain, I'd say the chances of their finding any survivors are very _____ indeed.

A narrow **B** lean **C** remote **D** shallow

9 I suppose that there is a _____ chance that he could win, but I can't see it happening, myself.

A thin **B** slim **C** meagre **D** short

10 If someone offered me a posting in South Africa, I'd _____ at the chance.

A bound **B** jump **C** grab **D** seize

Test 3 Choose the correct item.

1 Chris was _____ between buying a new house and going on a round-the-world cruise.

A pulled **B** torn **C** moving **D** leaning

2 It was a difficult decision, but in the end we _____ for a state rather than a private pension scheme.

A chose **B** preferred **C** opted **D** selected

3 Of all the entries received, his was _____ out for special praise.

A isolated **B** brought **C** opted **D** singled

4 If you need a decent suit, go to Munns Stores. You'll be _____ for choice.

A overcome **B** ruined **C** spoilt **D** overwhelmed

5 I have to admit I'm in two _____ about whether to tell her or not.

A minds **B** choices **C** camps **D** options

6 Royson had deliberately disobeyed her orders. She had no alternative _____ punish him.

A but to **B** to **C** apart from **D** than

7 They were the best economic analysts in the United States – a team hand-_____ by the President himself.

A selected **B** picked **C** named **D** settled

8 I was in a _____ as to what to do. If I told the truth, he would get into trouble, but if I said nothing I would be in more trouble.

A doubt **B** quandary **C** hitch **D** complexity

9 It took the selection panel only twenty minutes to _____ to a decision.

A reach **B** arrive **C** come **D** clinch

10 I wish you would stop sitting on the _____ and decide whose side you're on.
A fence **B** crossroads **C** wall **D** middle

11 At first, her father was against her studying abroad, but later on he had a change of _____ and let her go to Paris.
A thought **B** feeling **C** mind **D** heart

12 Two hundred and fifty people applied for the job. Of these, only twenty applicants were _____ for interview.
A shortcut **B** short-staffed **C** short-changed **D** shortlisted

Text 4

1. Read the text and decide which answer (A, B, C or D) best fits each gap.

Arguing vs Quarrelling

Oscar Wilde once remarked that he disliked arguments as they were always vulgar and often convincing. What, 0) then, is the difference between an argument and a quarrel? Look the word "quarrel" up in a dictionary and you will find it defined 1) _____ an "angry argument". It seems that "angry" is the 2) _____ word here. Both quarrelling and arguing involve disagreements 3) _____ it is only during the former that we become angry or upset. We may raise our voices or even or even display aggressive behaviour when quarrelling, 4) _____ in an argument, we maintain a 5) _____ tone of voice and refrain from physically threatening our opponent. 6) _____, should we forget the differences in content. An argument is a discussion or debate in which two or more people put forward different or opposing views. They may not be personally concerned in the issues under discussion. 7) _____ the process is an objective, intellectual one. Evidence and logic may be used 8) _____ to support the speaker's point of view and possibly to convince the other(s). A quarrel, 9) _____, is personal, bound up with the ego and the participants' sense of self. 10) _____, things that the opponent may have said and done in the past are often dragged up at random as and when they occur to the speaker, in 11) _____ the logical marshalling of ideas which arguing involves. A quarrel may result from a clash of personalities, may hurt the participants and may be sincerely regretted afterwards. 12) _____ that there are hot-tempered people around, they may get carried away in an argument 13) _____ it degenerates into a quarrel, but it should, 14) _____ speaking, be a dispassionate exchange of views 15) _____ than a shouting match.

- | | | | | |
|-----------|--------------------------|-----------------------|------------------------|------------------------|
| 0 | A particularly | (B) then | C although | D say |
| 1 | A as | B like | C by | D such |
| 2 | A key | B basic | C code | D main |
| 3 | A notwithstanding | B while | C consequently | D but |
| 4 | A nevertheless | B when | C whereas | D however |
| 5 | A steady | B level | C plain | D monotonous |
| 6 | A In addition | B Also | C Nor | D In all |
| 7 | A Largely | B Admittedly | C Particularly | D Consequently |
| 8 | A in order | B in case | C in the event | D in effect |
| 9 | A notwithstanding | B despite | C however | D no matter |
| 10 | A For that | B For instance | C In fact | D That is |
| 11 | A comparison | B tandem with | C opposition to | D contradiction |

12	A Allowing	B granted	C Given	D Knowing
13	A so there	B so much	C so as	D so that
14	A generally	B usually	C normally	D habitually
15	A better than	B rather than	C more than	D other than

1. At that point the hero is into a car, which then speeds away.
A seized **C** manhandled
B snatched **D** grabbed
2. He of the vase and it dropped to the floor, shattering into a thousand tiny pieces.
A left hold **B** released **C** loosened **D** let go
3. The man let out a scream, his stomach and staggered towards the window. It was a very realistic scene.
A gripped **B** embraced **C** clutched **D** snatched
4. She reached the lifeboat. She was exhausted and she to its side, waiting for someone to pull her in.
A gripped **B** grasped **C** clutched **D** clung
5. Tim looked up and at his mother's dress. "Can I have an ice cream?" he asked.
A let go **B** tugged **C** gripped **D** heaved
6. As the train pulled in, she him into its path. At that point the novel ends.
A shoved **B** yanked **C** wrenched **D** snatched
7. There she was, walking out of customs, a huge suitcase behind her.
A towing **B** manhandling **C** pushing **D** dragging
8. I'm packed and everything's ready. I'm going to a couple of hours sleep before we leave.
A seize **B** embrace **C** grab **D** grasp
9. My ideal partner would have to be someone who wasn't too dependent on me, someone who wasn't too
A graspy **B** grippy **C** huggy **D** clingy
10. At the time, Mexico was in the of its worst economic recession on record.
A grip **B** tug **C** hug **D** grab
11. Of course you'll pass. You write well and you have an excellent of the

subject.

A grip **B** seizure **C** embrace **D** grasp

12. Everybody was busy with the spring cleaning, except Stanley, who always refused to pull his

A socks **B** weight **C** finger **D** share

13. I really don't want to get involved in your problems. Why are you me into it?

A pulling **B** dragging **C** wrenching **D** towing

14. "How silly of me to have tried to move the sofa all by myself," he said, his back.

A tugging **B** stroking **C** rubbing **D** patting

15. I picked up the letter. She darted toward and it. "That's mine!" she said.

A gripped **B** grabbed **C** yanked **D** wrenched

Рекомендованные темы индивидуального или группового проекта, в том числе доклада

Individual Projects

1. Time
2. Work
3. Appearance
4. Advice
5. Plans, Fortune, and Outcomes
6. Activities and Interests
7. Conditions, Causes, and Effects
8. Making Decisions
9. Health and Emotions
10. Conversations
11. Encouragement
12. Relationships
13. Arguments and Clarity

14. Standalone (These are standalone idioms which do not easily fit into the previous categories. They are used as statements or responses)

Проведение промежуточной аттестации по дисциплине

Вопросы к зачету

4 семестр

1. Специфика выражения национально-культурного восприятия мира с помощью идиом.
2. Особенности функционирования идиом в речи.
3. Источники происхождения идиом.
4. Исконно английские идиомы.
5. Идиомы, связанные с историческими фактами, реалиями, традициями и обычаями англичан.
6. Идиомы, используемые в английских сказках и баснях.
7. Библейские выражения, имеющие прототип в тексте Библии.
8. Библейские выражения, связанные с библейскими аллюзиями.
9. Адаптация библейских выражений в современных текстах.
10. Идиомы в произведениях Шекспира.
11. Идиомы, используемые в различных английских литературных источниках.
12. Идиомы, заимствованные из других языков.
13. Идиомы, возникшие в результате переосмысления выражений из профессиональной сферы деятельности.
14. Идиомы, связанные с бизнесом и денежными вопросами.
15. Идиомы, встречающиеся в сфере юриспруденции.
16. Идиомы, используемые в средствах массовой информации, в рекламе, формальном письме.

4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта

деятельности, характеризующих этапы формирования компетенций.

Проведение текущего и промежуточного контроля успеваемости по дисциплине

Вид работы	Пятибалльная шкала	Шкала оценивания
1. Посещение занятий (лекции, практические занятия)	«отлично»	5 баллов , если студент посетил 90% от всех занятий
	«хорошо»	4 балла , если студент посетил как минимум 70% от всех занятий
	«удовлетворительно»	3 балла , если студент посетил как минимум 50% от всех занятий
	«неудовлетворительно»	2 балла , если из всех занятий студент посетил как минимум 30%
		1 балл , если из всех занятий студент посетил 0%-29%
2. Устный ответ на практических занятиях	«отлично»	3 балла Ответ полный, с привлечением знаний из разных разделов курса; 5 и более примеров
	«хорошо»	2 баллов Ответ полный; 3-4 примера
	«удовлетворительно»	1 баллов Ответ неполный; 1-2 примера
	«неудовлетворительно»	0,25 баллов Ответ, не соответствующий теоретическому вопросу; отсутствие примеров
3. Выполнение домашних заданий в рабочей тетради	«отлично»	10 баллов , если из всех заданий студент выполнил как минимум 80%
	«хорошо»	8 баллов , если из всех заданий студент выполнил 79% - 60%

	«удовлетворительно»	6 баллов , если из всех заданий студент выполнил 59% - 40%
	«неудовлетворительно»	4 балла , если из всех заданий студент выполнил 0%-39%
4. Участие в групповом или индивидуальном проекте, в том числе подготовка доклада.	«отлично»	5 баллов , если представленный на защите продукт свидетельствует о проведенном самостоятельном исследовании с привлечением различных источников информации, отражает теоретическую и практическую направленность проекта, в том числе доклада ; во время защиты проекта, в том числе доклада продемонстрированы коммуникативные и рефлексивные умения, а также навыки работы в команде.
	«хорошо»	4 балла , если представленный на защите продукт свидетельствует о проведенном исследовании с привлечением различных источников информации, отражает теоретическую и практическую направленность проекта, в том числе доклада .
	«удовлетворительно»	3 балла , если представленный на защите продукт свидетельствует о проведенном исследовании, отражает теоретическую направленность проекта, в том числе доклада .
	«неудовлетворительно»	2 балла , если представленный на защите продукт свидетельствует о проведенном исследовании с привлечением одного источника информации; слабо отражает теоретическую и практическую направленность проекта, в том числе доклада .

5. Выполнение контрольной работы(теста) (одной) (Всего контрольных работ(тестов) 9)	«отлично»	2 балла , если из всех заданий студент выполнил как минимум 70%
	«хорошо»	1 балл , если из всех заданий студент выполнил как минимум 60%
	«удовлетворительно»	0,5 балла , если из всех заданий студент выполнил 40%-59%
	«неудовлетворительно»	0,25 балла , если из всех заданий студент выполнил 20%
		0,15 балл , если из всех заданий студент выполнил 11% - 19%
		0 баллов , если из всех заданий студент выполнил 0%-10%
6. Зачет	«отлично»	25 баллов
	«хорошо»	20 баллов
	«удовлетворительно»	15 баллов
	«неудовлетворительно»	10 баллов

Сводная шкала оценивания по дисциплине «Идиоматика»

(указано максимальное количество баллов)

Вид работы	«отлично»	«хорошо»	«удовлетворительно»	«неудовлетворительно»
Посещение лекционных и практических занятий	5	4	3	2
Устные ответы на практических занятиях	15	10	7	5
Выполнение домашних заданий в рабочей тетради	10	8	6	4
Ведение конспектов	5	4	3	2
Участие в групповом или индивидуальном проекте (проекте или презентации)	15	14	10	7

Выполнение контрольных работ	7	6	4	2
Тестирование	18	14	12	8
Зачет	25	20	15	10
Итого	81-100	61-80	41-60	0-40

Изучение дисциплины «Идиоматика» предусматривает форму отчетности – зачёт, который включает в себя теоретическую и практическую часть.

При завершении изучения половины курса «Идиоматика» студенты должны обладать знаниями теоретического материала в соответствии с учебной программой дисциплины: знать основные вопросы идиоматики английского и русского языков, а также структурно и функционально изоморфные и алломорфные признаки, свойственные идиомам русского и английского языков. Кроме того, студенты должны представлять историческое объяснение основных характеристик и тенденций развития современной русской и английской идиоматики.

Овладение практической частью курса включает умение студентов применять знания при чтении, переводе и анализе русских и английских текстов, а также в устной речи.

Изучение курса «Идиоматики» предполагает также развитие и совершенствование таких умений студентов, как умение компетентно сопоставлять явления английского и родного языков, относящихся к лексическому уровню, самостоятельно работать с научной литературой, умение осуществлять поиск нужной информации в словарях и справочных изданиях, на основе полученных знаний самостоятельно ставить исследовательские задачи и находить адекватные методы их решения.

При оценке знаний на зачете учитываются:

1. Понимание и степень усвоения теории курса.
2. Уровень знания фактического материала в объёме программы.
3. Правильность формулировки основных понятий и закономерностей.
4. Логика, структура и грамотность изложения вопроса.
5. Использование примеров из монографической литературы (статьи, хрестоматии, художественные произведения).
6. Умение связать теорию с практическим применением.
7. Умение сделать обобщение, выводы.
8. Умение ответить на дополнительные вопросы.
9. Глубокое и прочное усвоение знаний программного материала (умение выделять главное, существенное).
10. Знание авторов-исследователей по данной проблеме и общая эрудиция студента.

– оценка «зачтено» (25 -11 баллов) выставляется за ответ, который демонстрирует знание и понимание изученного материала, умение соединять знания из различных

разделов курса, иллюстрировать теоретические положения примерами; владение терминологией из различных разделов курса.

- оценка «не зачтено» (10 — 0 баллов) выставляется за ответ, который обнаруживает непонимание сути вопроса; незнание терминологии, искажение смысла понятий; неумение соотнести теорию с практикой.

Шкала оценивания ответа на зачете

Уровень овладения				
Дескрипторы	неудовлетворительный	удовлетворительный	оптимальный	высокий
Полнота ответа на теоретический вопрос	2 Ответ, не соответствующий теоретическому вопросу	3 Ответ неполный	4 Ответ полный	5 Ответ полный, с привлечением знаний из разных разделов курса
Знание терминологии, умение давать определения понятиям	2 отсутствует	3 Определения даются с некоторыми неточностями	4 Определения даются без собственных объяснений и дополнений	5 Четкие определения, умение объяснить их и дополнить
Знание персоналий, сопряженных с теоретическим вопросом	2 отсутствует	3 1-2 примера	4 3-4 примера	5 5 и более примеров
Умение проиллюстрировать явление практическими примерами	2 отсутствие примеров	3 1-2 примера	4 3-4 примера	5 5 и более примеров

Ответы на вопросы экзаменатора	2 Нет ответов на вопросы	3 Только ответы на элементарные вопросы	4 Ответы на вопросы полные или частично полные	5 Ответы на вопросы полные с приведением примеров и/или пояснений
Итоговый балл (максимальный)	10	15	20	25
	«неудовлетворительно»	«удовлетворительно»	«хорошо»	«отлично»