ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ
(ПРОФЕССИОНАЛЬНЫЙ КОНТЕКСТ)

5 Семестр

Раздел 1 Первый раздел

1.1 Контроль по итогам (КИ) - 8 Неделя

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)»**

(Раздел 1, 5 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-8

Introduction

There are, to the best of our knowledge, four forces at play in the Universe. At the very largest scales — those of planets or stars or galaxies — the force of gravity dominates. At the very smallest distances, the two nuclear forces hold sway. For everything in between, it is force of electromagnetism that rules.

At the atomic scale, electromagnetism (admittedly in conjunction with some basic quantum effects) governs the interactions between atoms and molecules. It is the force that underlies the periodic table of elements, giving rise to all of chemistry and, through this, much of biology. It is the force which binds atoms together into solids and liquids. And it is the force which is responsible for the incredible range of properties that different materials exhibit.

At the macroscopic scale, electromagnetism manifests itself in the familiar phenomena that give the force its name. In the case of electricity, this means everything from rubbing a balloon on your head and sticking it on the wall, through to the fact that you can plug any appliance into the wall and be pretty confident that it will work. For magnetism, this means everything from the shopping list stuck to your fridge door, through to trains in Japan which levitate above the rail. Harnessing these powers through the invention of the electric dynamo and motor has transformed the planet and our lives on it.

As if this wasn't enough, there is much more to the force of electromagnetism for it is, quite literally, responsible for everything you've ever seen. It is the force that gives rise to light itself.

Rather remarkably, a full description of the force of electromagnetism is contained in four simple and elegant equations. These are known as the Maxwell equations. There are few places in physics, or indeed in any other subject, where such a richly diverse set of phenomena flows from so little. The purpose of this course is to introduce the Maxwell equations and to extract some of the many stories they contain.

However, there is also a second theme that runs through this course. The force of electromagnetism turns out to be a blueprint for all the other forces. There are various mathematical symmetries and structures lurking within the Maxwell equations, structures

which Nature then repeats in other contexts. Understanding the mathematical beauty of the equations will allow us to see some of the principles that underlay the laws of physics, laying the groundwork for future study of the other forces.

Tasks

1. Read the *Introduction* of the online course on **Electromagnetism** held by David Tong, Professor of Theoretical Physics at the University of Cambridge. Put the lecture plan points in the correct order (5 points)

The source of light, Electromagnetism at the atomic scale, The connection between electromagnetism and other forces, ~~Electromagnetism at the macroscopic scale~~, Four ruling forces, The purpose of the course.

1. _____
2. _____
3. Electromagnetism at the macroscopic scale
4. _____
5. _____
6. _____

2. Write a short summary of the text (60-100 words). That should include the role of electromagnetism at the atomic and macroscopic scales, its connection with other forces and your own understanding of this phenomenon. (6 points)

3. *Electromagnetism exists everywhere. When people drive, walk, or even go to the beach. But there are many aspects of electromagnetism and not all of them can seem positive. One of the fiercest uses of electromagnetism is as a weapon. Electromagnetic guns, tanks, and devices are harmful and more dangerous than normal guns and missiles due to their non-ballistic style of weaponry.*

Write an essay on positive and negative effects of electromagnetism. You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence. You should write at least 250 words.

- *The following linking words may help you: Firstly, Secondly, Thirdly, Also, Therefore, On the one hand, On the other hand, In conclusion, Finally, etc.*

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 1-8 недели обучения английскому языку в 1-ом семестре, и состоит из 20 заданий: задания 1-15 предназначены для оценки знаний General English по разделу 1; задания 16-20 предназначены для оценки знаний English for Specific Purposes по разделу 1.

Критерии оценивания Теста

Максимальный балл за работу – 25, минимальный положительный балл за работу – 15.

Максимальный балл за выполнение заданий GE – 15, минимальный положительный балл за работу – 10.

Максимальный балл за выполнение заданий ESP -10, минимальный положительный балл за работу – 5.

Шкала оценивания заданий GL

Количество выполненных заданий	Количество набранных баллов
15	15
10	10
1	1

Шкала оценивания заданий LSP

Количество выполненных заданий	Количество набранных баллов
5	10
4	8
3	6
2	4
1	2

Раздел 2 Второй раздел

2.1 Контроль по итогам (КИ) - 16 Неделя

<div align="center">

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)»**

(Раздел 2, 5 семестр)

</div>

<div align="center">

КИ-16

</div>

Read the two texts below carefully. In what way are the texts similar? What are the differences?
TEXT 1

Media stories continue to warn about the potential dangers of video game playing, including <u>potential addiction</u>, <u>violent behaviour</u>, and <u>depression</u>, usually in the aftermath of a violent incident linked to video game use.

But is video game playing necessarily harmful? A new <u>review article published in American Psychologist</u> suggests that we need to look at the positive aspects of video game play, as well as the negative. According to IsabelaGranic and her fellow researchers at Radboud University in the Netherlands, media stories relating to the video game phenomenon largely ignore how video games have changed in recent years to become more complex, realistic, and social in <u>nature</u>. Research in the last five years has documented the benefits experienced by children and adolescents playing these new, interactive games. The Dutch researchers suggest that not only do the newer video games provide young people with compelling social, <u>cognitive</u>, and emotional experiences, they also can potentially boost mental <u>health</u> and well-being.

As for the actual benefits that come from playing video games, IsabelaGranic and her co-authors provide a comprehensive review of the research literature showing that video games can develop skills in the following areas:

Cognitive development - Research into action games show enhanced mental rotation abilities, faster and more accurate attention allocation, higher spatial resolution in visual processing. Open-ended video games and other interactive media available online allow young people to improve problem-solving skills by learning to solve puzzles through trial-and-error. Interactive games also appear to improve <u>creativity</u> as well.

<u>**Motivation**</u> - By setting specific tasks and allowing young people to work through obstacles to achieve those tasks, video games can help boost self-esteem and help children learn the value of persistence. By providing immediate feedback as video game players solve problems and achieve greater expertise, players can learn to see themselves as having skills and <u>intelligence</u> they might not otherwise realize they possess. Games also provide intermittent reinforcement to encourage players not to give up despite growing challenges.

Emotion - For most gamers, video games are played for enjoyment and to help improve their mood. Along with distracting them from real-world problems (a special concern for young people looking for escape from <u>bullying</u> or other negative life situations), succeeding in video games can lead

to positive feelings, reduced anxiety, and becoming more relaxed. Many gamers report intense emotions of pride and achievement by immersing themselves in games that allow a high sense of control that "takes them out of themselves.

Social - Perhaps more than ever before, video games have become an intensely social activity. Instead of the stereotypical gaming nerd who uses video games to shun social contact, over 70 percent of gamers play with friends, whether as part of a team or in direct competition. Social and prosocial activities are an intrinsic part of the gaming experience with gamers rapidly learning social skills that could generalize to social relationships in the real world.

TEXT 2

A new study provides the first experimental evidence that the negative effects of playing violent video games can accumulate over time. Researchers found that people who played a violent video game for three consecutive days showed increases in aggressive behavior and hostile expectations each day they played. Meanwhile, those who played nonviolent games showed no meaningful changes in aggression or hostile expectations over that period.

Although other experimental studies have shown that a single session of playing a violent video game increased short-term aggression, this is the first to show longer-term effects, said Brad Bushman, co-author of the study and professor of communication and psychology at Ohio State University. "It's important to know the long-term causal effects of violent video games, because so many young people regularly play these games," Bushman said, "Playing video games could be compared to smoking cigarettes. A single cigarette won't cause lung cancer, but smoking over weeks or months or years greatly increases the risk. In the same way, repeated exposure to violent video games may have a cumulative effect on aggression."

The study involved 70 French university students who were told they would be participating in a three-day study of the effects of brightness of video games on visual perception. They were then assigned to play a violent or nonviolent video game for 20 minutes on each of three consecutive days.

After playing the game each day, participants took part in an exercise that measured their hostile expectations. They were given the beginning of a story, and then asked to list 20 things that the main character will do or say as the story unfolds. For example, in one story another driver crashes into the back of the main character's car, causing significant damage. The researchers counted how many times the participants listed violent or aggressive actions and words that might occur.

Students in the study then participated in a competitive reaction time task, which is used to measure aggression. Each student was told that he or she would compete against an unseen opponent in a 25-trial computer game in which the object was to be the first to respond to a visual cue on the computer screen. The loser of each trial would receive a blast of unpleasant noise through headphones, and the winner would decide how loud and long the blast would be. The noise blasts were a mixture of several sounds that most people find unpleasant (such as fingernails on a chalk board, dentist drills, and sirens). In actuality, there was no opponent and the participants were told they won about half the trials.)

The results showed that, after each day, those who played the violent games had an increase in their hostile expectations. In other words, after reading the beginning of the stories, they were more likely to think that the characters would react with aggression or violence.

"People who have a steady diet of playing these violent games may come to see the world as a hostile and violent place," Bushman said. "These results suggest there could be a cumulative effect."

You are going to talk on the issue of video games. Use the ideas provided in the texts along with ones of your own. You should talk for no more than 5-7 minutes. Follow the plan below:
-State the problem
-Provide the arguments in favour of video games and support them (use the text and your own ideas)
-Provide the arguments against video games and support them (use the text and your own ideas)
-State your position (you should be either for or against, you cannot remain neutral or indifferent) and support it with your examples. Provide counterarguments to an opposite point of view
- **-Conclude your talk by summarizing key points and restating your position**

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 1-8 недели обучения английскому языку в 1-ом семестре, и состоит из 20 заданий: задания 1-15

предназначены для оценки знаний General English по разделу 1; задания 16-20 предназначены для оценки знаний English for Specific Purposes по разделу 1.

Критерии оценивания Теста

Максимальный балл за работу – 25, минимальный положительный балл за работу – 15.

Максимальный балл за выполнение заданий GE – 15, минимальный положительный балл за работу – 10.

Максимальный балл за выполнение заданий ESP -10, минимальный положительный балл за работу – 5.

Шкала оценивания заданий GL

Количество выполненных заданий	Количество набранных баллов
15	15
10	10
1	1

Шкала оценивания заданий LSP

Количество выполненных заданий	Количество набранных баллов
5	10
4	8
3	6
2	4
1	2

6 Семестр

Раздел 1 Первый раздел

1.1 Контроль по итогам (КИ) - 8 Неделя

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
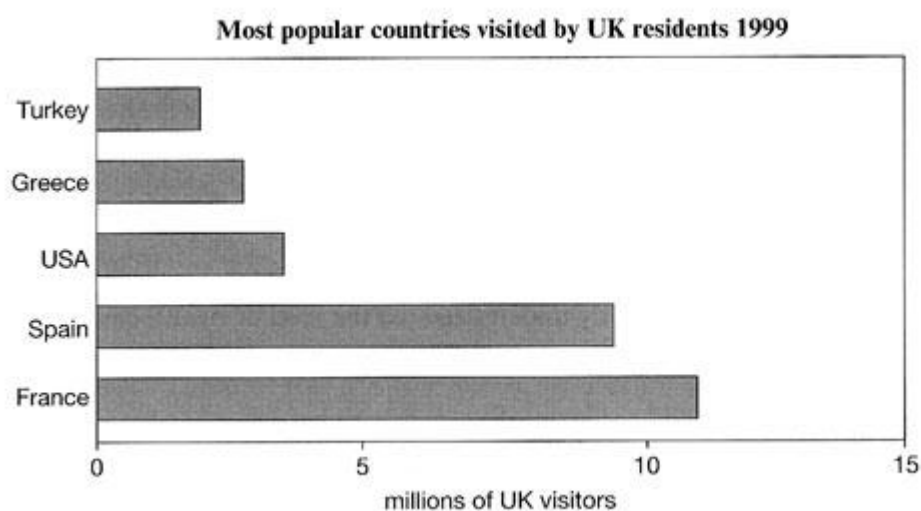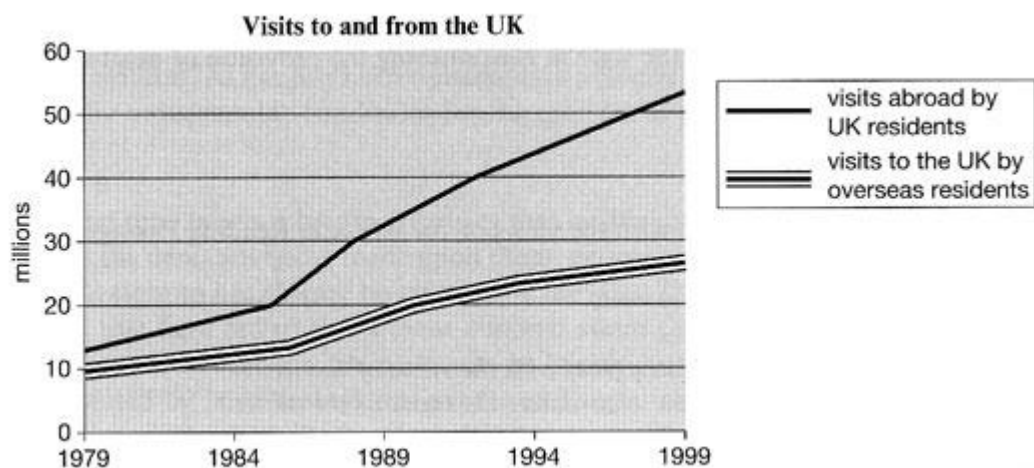(профессиональный контекст)»**

(Раздел 1, 6 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-8

The line graph shows visits to and from the UK from 1979 to 1999, and the bar graph shows the most popular countries visited by UK residents in 1999.

1. Describe these two diagrams.
2. Make comparisons between the bar chart and the line graph where relevant.

Visits to and from the UK

Most popular countries visited by UK residents 1999

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 1-8 недели обучения английскому языку в 1-ом семестре, и состоит из 20 заданий: задания 1-15 предназначены для оценки знаний General English по разделу 1; задания 16-20 предназначены для оценки знаний English for Specific Purposes по разделу 1.

Критерии оценивания Теста

Максимальный балл за работу – 50, минимальный положительный балл за работу – 15.

Максимальный балл за выполнение заданий GE – 25, минимальный положительный балл за работу – 10.

Максимальный балл за выполнение заданий ESP -20, минимальный положительный балл за работу – 5.

Шкала оценивания заданий GL

Количество выполненных заданий	Количество набранных баллов
15	25
10	20

| 1 | 1 |

Шкала оценивания заданий LSP

Количество выполненных заданий	Количество набранных баллов
5	20
4	16
3	12
2	8
1	4

2.1 Контроль по итогам (КИ) - 15 Неделя

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)»**

(Раздел 2, 6 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-16

Read the two texts below carefully. In what way are the texts similar? What are the differences?

Read the text below, render it using your own words and expand on its ideas. After you finish rendering, be ready to answer examiner's questions. You have 20 minutes to prepare.

Why are plants green?

When sunlight shining on a leaf changes rapidly, plants must protect themselves from the ensuing sudden surges of solar energy. To cope with these changes, photosynthetic organisms -- from plants to bacteria -- have developed numerous tactics. Scientists have been unable, however, to identify the underlying design principle.

An international team of scientists, led by physicist Nathaniel M. Gabor at the University of California, Riverside, has now constructed a model that reproduces a general feature of photosynthetic light harvesting, observed across many photosynthetic organisms.

Light harvesting is the collection of solar energy by protein-bound chlorophyll molecules. In photosynthesis -- the process by which green plants and some other organisms use sunlight to synthesize foods from carbon dioxide and water -- light energy harvesting begins with sunlight absorption.

The researchers' model borrows ideas from the science of complex networks, a field of study that explores efficient operation in cellphone networks, brains, and the power grid. The model describes a simple network that is able to input light of two different colors, yet output a steady rate of solar power. This unusual choice of only two inputs has remarkable consequences.

"Our model shows that by absorbing only very specific colors of light, photosynthetic organisms may automatically protect themselves against sudden changes -- or 'noise' -- in solar energy, resulting in remarkably efficient power conversion," said Gabor, an associate professor of physics and astronomy, who led the study appearing today in the journal Science. "Green plants appear green and purple bacteria appear purple because only specific regions of the spectrum from which they absorb are suited for protection against rapidly changing solar energy."

Gabor first began thinking about photosynthesis research more than a decade ago, when he was a doctoral student at Cornell University. He wondered why plants rejected green light, the most intense solar light. Over the years, he worked with physicists and biologists worldwide to learn more about statistical methods and the quantum biology of photosynthesis.

Richard Cogdell, a botanist at the University of Glasgow in the United Kingdom and a coauthor on the research paper, encouraged Gabor to extend the model to include a wider range of photosynthetic organisms that grow in environments where the incident solar spectrum is very different.

"Excitingly, we were then able to show that the model worked in other photosynthetic organisms besides green plants, and that the model identified a general and fundamental property of photosynthetic light harvesting," he said. "Our study shows how, by choosing where you absorb solar energy in relation to

the incident solar spectrum, you can minimize the noise on the output -- information that can be used to enhance the performance of solar cells."

Coauthor Rienk van Grondelle, an influential experimental physicist at Vrije Universiteit Amsterdam in the Netherlands who works on the primary physical processes of photosynthesis, said the team found the absorption spectra of certain photosynthetic systems select certain spectral excitation regions that cancel the noise and maximize the energy stored.

"This very simple design principle could also be applied in the design of human-made solar cells," said van Grondelle, who has vast experience with photosynthetic light harvesting.

Gabor explained that plants and other photosynthetic organisms have a wide variety of tactics to prevent damage due to overexposure to the sun, ranging from molecular mechanisms of energy release to physical movement of the leaf to track the sun. Plants have even developed effective protection against UV light, just as in sunscreen.

"In the complex process of photosynthesis, it is clear that protecting the organism from overexposure is the driving factor in successful energy production, and this is the inspiration we used to develop our model," he said. "Our model incorporates relatively simple physics, yet it is consistent with a vast set of observations in biology. This is remarkably rare. If our model holds up to continued experiments, we may find even more agreement between theory and observations, giving rich insight into the inner workings of nature."

To construct the model, Gabor and his colleagues applied straightforward physics of networks to the complex details of biology, and were able to make clear, quantitative, and generic statements about highly diverse photosynthetic organisms.

"Our model is the first hypothesis-driven explanation for why plants are green, and we give a roadmap to test the model through more detailed experiments," Gabor said.

Photosynthesis may be thought of as a kitchen sink, Gabor added, where a faucet flows water in and a drain allows the water to flow out. If the flow into the sink is much bigger than the outward flow, the sink overflows and the water spills all over the floor.

"In photosynthesis, if the flow of solar power into the light harvesting network is significantly larger than the flow out, the photosynthetic network must adapt to reduce the sudden over-flow of energy," he said. "When the network fails to manage these fluctuations, the organism attempts to expel the extra energy. In doing so, the organism undergoes oxidative stress, which damages cells."

The researchers were surprised by how general and simple their model is.

"Nature will always surprise you," Gabor said. "Something that seems so complicated and complex might operate based on a few basic rules. We applied the model to organisms in different photosynthetic niches and continue to reproduce accurate absorption spectra. In biology, there are exceptions to every rule, so much so that finding a rule is usually very difficult. Surprisingly, we seem to have found one of the rules of photosynthetic life."

Gabor noted that over the last several decades, photosynthesis research has focused mainly on the structure and function of the microscopic components of the photosynthetic process.

"Biologists know well that biological systems are not generally finely tuned given the fact that organisms have little control over their external conditions," he said. "This contradiction has so far been unaddressed because no model exists that connects microscopic processes with macroscopic properties. Our work represents the first quantitative physical model that tackles this contradiction."

Next, supported by several recent grants, the researchers will design a novel microscopy technique to test their ideas and advance the technology of photo-biology experiments using quantum optics tools.

"There's a lot out there to understand about nature, and it only looks more beautiful as we unravel its mysteries," Gabor said.

Towards an AI diagnosis like the doctor's

Artificial intelligence (AI) is an important innovation in diagnostics, because it can quickly learn to recognize abnormalities that a doctor would also label as a disease. But the way that these systems work is often opaque, and doctors do have a better "overall picture" when they make the diagnosis. In a new

publication, researchers from Radboudumc show how they can make the AI show how it's working, as well as let it diagnose more like a doctor, thus making AI-systems more relevant to clinical practice.

Doctor vs AI

In recent years, artificial intelligence has been on the rise in the diagnosis of medical imaging. A doctor can look at an X-ray or biopsy to identify abnormalities, but this can increasingly also be done by an AI system by means of "deep learning" (see 'Background: what is deep learning' below). Such a system learns to arrive at a diagnosis on its own, and in some cases it does this just as well or better than experienced doctors.

The two major differences compared to a human doctor are, first, that AI is often not transparent in how it's analyzing the images, and, second, that these systems are quite "lazy." AI looks at what is needed for a particular diagnosis, and then stops. This means that a scan does not always identify all abnormalities, even if the diagnosis is correct. A doctor, especially when considering the treatment plan, looks at the big picture: what do I see? Which anomalies should be removed or treated during surgery?

AI more like the doctor

To make AI systems more attractive for the clinical practice, Cristina González Gonzalo, PhD candidate at the A-eye Research and Diagnostic Image Analysis Group of Radboudumc, developed a two-sided innovation for diagnostic AI. She did this based on eye scans, in which abnormalities of the retina occurred -- specifically diabetic retinopathy and age-related macular degeneration. These abnormalities can be easily recognized by both a doctor and AI. But they are also abnormalities that often occur in groups. A classic AI would diagnose one or a few spots and stop the analysis. In the process developed by González Gonzalo however, the AI goes through the picture over and over again, learning to ignore the places it has already passed, thus discovering new ones. Moreover, the AI also shows which areas of the eye scan it deemed suspicious, therefore making the diagnostic process transparent.

An iterative process

A basic AI could come up with a diagnosis based on one assessment of the eye scan, and thanks to the first contribution by González Gonzalo, it can show how it arrived at that diagnosis. This visual explanation shows that the system is indeed lazy -- stopping the analysis after it has obtained just enough information to make a diagnosis. That's why she also made the process iterative in an innovative way, forcing the AI to look harder and create more of a 'complete picture' that radiologists would have.

How did the system learn to look at the same eye scan with 'fresh eyes'? The system ignored the familiar parts by digitally filling in the abnormalities already found using healthy tissue from around the abnormality. The results of all the assessment rounds are then added together and that produces the final diagnosis. In the study, this approach improved the sensitivity of the detection of diabetic retinopathy and age-related macular degeneration by 11.2+/-2.0% per image. What this project proves is that it's possible to have an AI system assess images more like a doctor, as well as make transparent how it's doing it. This might help these systems become easier to trust and thus to be adopted by radiologists.

Background: what is 'deep learning'?

Deep learning is a term used for systems that learn in a way that is similar to how our brain works. It consists of networks of electronic 'neurons', each of which learns to recognize one aspect of the desired image. It then follows the principles of 'learning by doing', and 'practice makes perfect'. The system is fed more and more images that include relevant information saying -- in this case -- whether there is an anomaly in the retina, and if so, which disease it is. The system then learns to recognize which characteristics belong to those diseases, and the more pictures it sees, the better it can recognize those characteristics in undiagnosed images. We do something similar with small children: we repeatedly hold up an object, say an apple, in front of them and say that it is an apple. After some time, you don't have to say it anymore -- even though each apple is slightly different. Another major advantage of these systems is that they complete their training much faster than humans and can work 24 hours a day.

-State the problem
-Provide the arguments in favour and support them (use the text and your own ideas)
-Provide the arguments against and support them (use the text and your own ideas)

-State your position (you should be either for or against, you cannot remain neutral or indifferent) and support it with your examples. Provide counterarguments to an opposite point of view
-Conclude your talk by summarizing key points and restating your position

Методика оценки результатов выполнения задания

Criterion	Points
Structure	20
Grammar	12
Vocabulary	12
Pronunciation	6
In total:	

Структура

20 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, последовательность пунктов задания не нарушена, ответ по каждому пункту задания исчерпывающий, не превышен лимит времени

16-18 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, последовательность пунктов задания не нарушена, ответ по пунктам задания может быть не очень подробным, возможно небольшое (меньше 1 минуты) превышение лимита времени

12-14 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, в последовательности пунктов задания есть незначительные нарушения или упущения, ответ по некоторым пунктам неподробный (отсутствуют собственные примеры или примеры из текста), возможно превышение лимита времени (1-2 минуты)

8-10 баллов – задание выполнено не полностью, содержание ответа отражает не все аспекты, указанные в задании, последовательность пунктов нарушена, ответ по большинству пунктов неподробный, возможно превышение времени (1-2 минуты)

4-6 балла – задание, в целом, не выполнено, содержание ответа отражает меньше половины аспектов, указанных в задании, последовательность пунктов нарушена, ответ по пунктам неполный, возможно значительное превышение лимита времени (больше 2 минут)

1 балл – задание не выполнено, ответ не отражает аспектов, указанных в задании, ответ неполный или отсутствует

Грамматика

10-12 баллов – используются грамматические структуры в соответствии поставленной коммуникативной задаче, практически отсутствуют ошибки (допускаются 1-2 негрубые ошибки)

6-8 балла – имеется ряд грамматических ошибок, не затрудняющих понимание ответа (не более 4-х)

2-4 балла – многочисленные ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание ответа (допускается 6-7 ошибок в 3-4 разделах грамматики)

0 баллов – грамматические правила не соблюдаются, ошибки затрудняют понимание ответа

Лексика

10-12 баллов – используемый словарный запас соответствует поставленной коммуникативной задаче, практически отсутствуют нарушения в использовании лексики

6-8 балла – используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении фраз (2-3), либо словарный запас ограничен, но лексика использована правильно

2-4 балла – использован неоправданно ограниченный словарный запас, часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание ответа (не более 4-х)

0 баллов – крайне ограниченный словарный запас не позволяет выполнить в полной мере поставленную коммуникативную задачу

__Произношение__

6 балла – произношение соответствует фонетическим нормам, четкая дикция, слова произносятся разборчиво, ответ не содержит долгих пауз, речь хорошо интонируется, допускается 1-2 негрубые фонетические ошибки

4 балла – произношение, в целом, соответствует фонетическим нормам, возможны небольшие нарушения дикции, некоторые звуки не разборчивы или съедаются, ответ содержит не больше одной долгой паузы, речь интонируется удовлетворительно, допускается до 4 негрубых фонетических ошибок или до 2 грубых

2 балл – произношение практически не соответствует фонетическим нормам, присутствуют нарушения дикции, больше чем одна большая пауза, плохая интонация, значительное количество фонетических ошибок, но они не препятствуют пониманию ответа

0 баллов – произношение не соответствует фонетическим нормам, слова не разборчивы, большое количество пауз, отсутствует интонация, ошибки препятствуют пониманию ответа

7 Семестр

Раздел 1 Первый раздел

1.1 Контроль по итогам (КИ) - 8 Неделя

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)»**

(Раздел 1, 7 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-8

Complete the test

Directions: For questions 1-60, circle the letter of the correct answer (A, B, C or D).

1. I _____ from France.
a) is b) are c) am d) be
2. This is my friend. _____ name is Peter.
a) Her b) Our c) Yours d) His
3. Mike is _____.
a) my sister's friend b) friend my sister c) friend from my sister d) my sister friend's
4. My brother is _____ artist.
a) the b) an c) a d) -
5. _____ 20 desks in the classroom.
a) This is b) There is c) They are d) There are
6.Paul _____ romantic films.
a) likes not b) don't like c) doesn't like d) isn't likes
7. Sorry, I can't talk. I _____ right now.
a) driving b) 'm driving c) drives d) drive
8. She _____ at school last week.
a) didn't be b) weren't c) wasn't d) isn't
9. I _____ the film last night.
a) like b) likes c) liking d) liked
10. _____ a piece of cake? No, thank you.
a) Do you like b) Would you like c) Want you d) Are you like
11. The living room is _____ than the bedroom.
a) more big b) more bigger c) biggest d) bigger
12. The car is very old. We're going _____ a new car soon.
a) to buy b) buying c) to will buy d) buy
13. Jane is a vegetarian. She _____ meat.
a) sometimes eats b) never eats c) often eats d)usually eats
14. There aren't _____ buses late in the evening.

a) some b) any c) no d) a

15. The car park is _____ to the restaurant.
a) next b) opposite c) behind d) in front

16. Sue _____ shopping every day.
a) is going b) go c) going d) goes

17. They _____ in the park when it started to rain heavily.
a) walked b) were walking c) were walk d) are walking

18. _____ seen fireworks before?
a) Did you ever b) Are you ever c) Have you ever d) Do you ever

19. We've been friends _____ many years.
a) since b) from c) during d) for

20. You _____ pay for the tickets. They're free.
a) have to b) don't have c) don't need to d) doesn't have to

21. Jeff was ill last week and he _____ go out.
a) needn't b) can't c) mustn't d) couldn't

22. These are the photos _____ I took on holiday.
a) which b) who c) what d) where

23. We'll stay at home if it _____ this afternoon.
a) raining b) rains c) will rain d) rain

24. He doesn't smoke now, but he _____ a lot when he was young.
a) has smoked b) smokes c) used to smoke d) was smoked

25. Mark plays football _____ anyone else I know.
a) more good than b) as better as c) best than d) better than

26. I promise I _____ you as soon as I've finished this cleaning.
a) will help b) am helping c) going to help d) have helped

27. This town _____ by lots of tourists during the summer.
a) visits b) visited c) is visiting d) is visited

28. He said that his friends _____ to speak to him after they lost the football match.
a) not want b) weren't c) didn't want d) aren't wanting

29. How about _____ to the cinema tonight?
a) going b) go c) to go d) for going

30. Excuse me, can you _____ me the way to the station, please?
a) give b) take c) tell d)say

31. I wasn't interested in the performance very much. _____.
a) I didn't, too. b) Neither was I. c) Nor I did. d) So I wasn't.

32. Take a warm coat, _____ you might get very cold outside.
a) otherwise b) in case c) so that d) in order to

33. _____ this great book and I can't wait to see how it ends.
a) I don't read b) I've read c) I've been reading d) I read

34. What I like more than anything else _____ at weekends.
a) playing golf b) to play golf c) is playing golf d) is play golf

35. She _____ for her cat for two days when she finally found it in the garage.
a) looked b) had been looked c) had been looking d) were looking

36. We won't catch the plane _____ we leave home now! Please hurry up!
a) if b) providing that c) except d) unless

37. If I hadn't replied to your email, I_____ here with you now.
a) can't be b) wouldn't be c) won't be d) haven't been

38. Do you think you _____ with my mobile phone soon? I need to make a call.
a) finish b) are finishing c) will have finished d) are finished

39. I don't remember mentioning _____ dinner together tonight.
a) go for b) you going to c) to go for d) going for

40. Was it Captain Cook _____ New Zealand?
a) who discovered b) discovered c) that discover d) who was discovering
41. You may not like the cold weather here, but you'll have to _____, I'm afraid.
a) tell it off b) sort itself out c) put up with it d) put it off
42. It's cold so you should _____ on a warm jacket.
a) put b) wear c) dress d) take
43. Paul will look _____ our dogs while we're on holiday.
a) at b) for c) into d) after

44. She _____ a lot of her free time reading.
a) does b) spends c) has d) makes
45. Hello, this is Simon. Could I _____ to Jane, please?
a) say b) tell c) call d) speak
46.They're coming to our house _____ Saturday.
a) in b) at c) on d) with
47. I think it's very easy to _____ debt these days.
a) go into b) become c) go down to d) get into
48. Come on! Quick! Let's get _____!
a) highlight b) cracking c) massive d) with immediate effect
49. I phoned her _____ I heard the news.
a) minute b) during c) by the time d) the moment
50. I feel very _____. I'm going to go to bed!
a) nap b) asleep c) sleepy d) sleeper

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 1-8 недели обучения английскому языку и состоит из 50 заданий.

Критерии оценивания Теста

Максимальный балл за работу – 50, минимальный положительный балл за работу – 30.

Шкала оценивания заданий

Количество выполненных заданий	Количество набранных баллов
50	50
30	30
1	1

Раздел 2 Второй раздел

2.1 Контроль по итогам (КИ) - 16 Неделя

<div align="center">

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)»**

(Раздел 2, 7 семестр)

</div>

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

<div align="center">

КИ-16

</div>

TASK

*You are going to talk about the issue of black holes. Use the ideas provided in the texts along with ones of your own. You should talk **5-7 minutes**. Follow the **plan** below.*
- *State the topic that the three texts focus on*
- *Provide the ideas from the texts in an organized way*
- *Conclude your talk by summarizing key points and stating your opinion*

*You now have **20 minutes** to prepare.*

Gravitational waves reveal unprecedented collision of heavy and light black holes

18 April 2020 , Science Daily

Researchers with the world's gravitational wave detectors said today they had picked up vibrations from a cosmic collision that harmonized with the opening notes of an Elvis Presley hit. The source was the most exotic merger of two black holes detected yet—a pair in which one weighed more than three times as much as the other.

Ordinarily, two spiraling black holes pump out gravitational waves concentrated at a single frequency: double the rate at which they orbit each other. That doubling arises because of the matched masses of the black holes. Every half orbit they return to a position that's effectively identical to their original one. But if the black holes have distinctly different masses, then general relativity predicts that they should also generate weaker waves at higher frequencies, or overtones.

Such oddball events might help researchers figure out how the black holes pair in the first place. That's a puzzle because it's not obvious how such big black holes can form so close together. Theorists have two general ideas. The pairs could originate from a pair of orbiting massive stars, which each collapse into black holes at the ends of their lives. Alternatively, in so-called dynamical models, the black holes might form completely separately and find each other across space and time, a scenario more likely in globular clusters, the dense clumps of stars found in the outer reaches of galaxies. Either scenario can probably account for the mismatched black holes in this event.

Spitzer telescope reveals the precise timing of a black hole dance

28 April 2020, Science Daily

The OJ 287 galaxy hosts one of the largest black holes ever found, with over 18 billion times the mass of our Sun. Orbiting this behemoth is another black hole with about 150 million times the Sun's mass. Twice every 12 years, the smaller black hole crashes through the enormous disk of gas surrounding its larger companion, creating a flash of light brighter than a trillion stars -- brighter, even, than the entire Milky Way galaxy. The light takes 3.5 billion years to reach Earth.

But the smaller black hole's orbit is oblong, not circular, and it's irregular. Because of the irregular orbit, the black hole collides with the disk at different times during each 12-year orbit. Sometimes the flares appear as little as one year apart; other times, as much as 10 years apart. Attempts to model the orbit and predict when the flares would occur took decades, but in 2010, scientists created a model that could predict their occurrence to within about one to three weeks.

So how does the smoothness of the massive black hole's surface impact the timing of the smaller black hole's orbit? That orbit is determined mostly by the mass of the larger black hole. If it grew more massive or shed some of its heft, that would change the size of smaller black hole's orbit. But the distribution of mass matters as well. A massive bulge on one side of the larger black hole would distort the space around it differently than if the black hole were symmetric. That would then alter the smaller black hole's path as it orbits its companion and measurably change the timing of the black hole's collision with the disk on that particular orbit.

Hungry black hole may be cosmic 'missing link'
BBC News, 1 April 2020

A team of astronomers has found what it says is the best evidence yet for an elusive class of black hole. They say the presumed "intermediate-mass" black hole betrayed its existence by tearing apart a wayward star that ventured too close.

These medium-sized objects are a long-sought "missing link" in the evolution of the cosmos. Researchers used two X-ray observatories, along with the Hubble telescope, to identify the object. The Hubble Space Telescope was pointed at the X-ray source to resolve its precise location. The telescope provided strong evidence that the X-rays emanated not from an isolated source in the Milky Way, but a distant, dense star cluster on the outskirts of a different galaxy.

This was just the type of place astronomers expected to find a mid-sized black hole.

So-called supermassive black holes are commonly found at the centres of galaxies; for example, our own Milky Way hosts a massive central black hole called Sagittarius A*.

But intermediate-mass black holes have been particularly difficult to find because they are smaller and less active than the massive types. In addition, they don't have as much nearby cosmic material to act as fuel, and lack the strong gravitational pull required to draw stars inwards to produce X-ray flares.

Intermediate-mass black holes are key to many questions about black hole evolution. For example, does a super-massive black hole grow from a mid-sized one? Astronomers also want to understand how mid-sized black holes form and whether they tend to reside in dense star clusters, such as this one.

Методика оценки результатов выполнения задания

Criterion	Points
Structure	**20**
Grammar	**12**
Vocabulary	**12**
Pronunciation	**6**
In total:	

Структура

20 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, последовательность пунктов задания не нарушена, ответ по каждому пункту задания исчерпывающий, не превышен лимит времени

16-18 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, последовательность пунктов задания не нарушена, ответ по пунктам задания может быть не очень подробным, возможно небольшое (меньше 1 минуты) превышение лимита времени

12-14 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, в последовательности пунктов задания есть незначительные нарушения или упущения, ответ по некоторым пунктам неподробный (отсутствуют собственные примеры или примеры из текста), возможно превышение лимита времени (1-2 минуты)

8-10 баллов – задание выполнено не полностью, содержание ответа отражает не все аспекты, указанные в задании, последовательность пунктов нарушена, ответ по большинству пунктов неподробный, возможно превышение времени (1-2 минуты)

4-6 балла – задание, в целом, не выполнено, содержание ответа отражает меньше половины аспектов, указанных в задании, последовательность пунктов нарушена, ответ по пунктам неполный, возможно значительное превышение лимита времени (больше 2 минут)

1 балл – задание не выполнено, ответ не отражает аспектов, указанных в задании, ответ неполный или отсутствует

Грамматика

10-12 баллов – используются грамматические структуры в соответствии поставленной коммуникативной задаче, практически отсутствуют ошибки (допускаются 1-2 негрубые ошибки)

6-8 балла – имеется ряд грамматических ошибок, не затрудняющих понимание ответа (не более 4-х)

2-4 балла – многочисленные ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание ответа (допускается 6-7 ошибок в 3-4 разделах грамматики)

0 баллов – грамматические правила не соблюдаются, ошибки затрудняют понимание ответа

Лексика

10-12 баллов – используемый словарный запас соответствует поставленной коммуникативной задаче, практически отсутствуют нарушения в использовании лексики

6-8 балла – используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении фраз (2-3), либо словарный запас ограничен, но лексика использована правильно

2-4 балла – использован неоправданно ограниченный словарный запас, часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание ответа (не более 4-х)

0 баллов – крайне ограниченный словарный запас не позволяет выполнить в полной мере поставленную коммуникативную задачу

Произношение

6 балла – произношение соответствует фонетическим нормам, четкая дикция, слова произносятся разборчиво, ответ не содержит долгих пауз, речь хорошо интонируется, допускается 1-2 негрубые фонетические ошибки

4 балла – произношение, в целом, соответствует фонетическим нормам, возможны небольшие нарушения дикции, некоторые звуки не разборчивы или съедаются, ответ содержит не больше одной долгой паузы, речь интонируется удовлетворительно, допускается до 4 негрубых фонетических ошибок или до 2 грубых

2 балл – произношение практически не соответствует фонетическим нормам, присутствуют нарушения дикции, больше чем одна большая пауза, плохая интонация, значительное количество фонетических ошибок, но они не препятствуют пониманию ответа

0 баллов – произношение не соответствует фонетическим нормам, слова не разборчивы, большое количество пауз, отсутствует интонация, ошибки препятствуют пониманию ответа

8 Семестр

Раздел 1 Первый раздел

1.1 Контроль по итогам (КИ) - 8 Неделя

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)»**

(Раздел 1, 8 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-8

1. **Make questions for the following answers. Use pronoun "you".**
    1) I have dinner with my family every day. (How often?)
    2) I started learning English when I was seven. (When)?
    3) I want to go to France on my holiday. (Where?)
    4) I was sad because I had a headache. (Why?)
    5) My mother taught me how to read. (Who?)

2. **Rewrite the sentences in the passive voice.**
    1) William Shakespeare wrote 'Hamlet'.
    2) Your guide will meet you at 12 o'clock.
    3) Some workers are repairing my car.
    4) The airline has cancelled our flight.
    5) Thousands of people watched the concert.

3. **Match the halves of the sentences and complete the sentences.**
1) If I were you,
2) If he _____ (not pass) the exam,
3) His teacher won't be angry
4) She wouldn't help you
5) If I had better qualifications,

a) he'll be so disappointed.
b) I _____ (can be) a professor.
c) I _____ (buy) a more reliable car.
d) if he _____ (tell) her the truth.
e) if she _____ (not want) to.

5. For Questions 1-10, read the text below. Use the word given in brackets after the gap to form a word that fits in the space in the same line. There is an example at the beginning (0).

FLORIDA

When the famous (0)____explorer_____ (explore) Columbus claimed Florida for Spain in 1492, he had never (1) _____ (lay) eyes on it. The area's most important early (2) _____(visit) thus set a pattern that has continued for centuries. There is a general (3)_____ (believe) amongst people, apparently quite (4)_____ (connect) with whether or not they've been there themselves, that Florida is a good place to go.

In fact, it is almost (5)_____ (possible) not to enjoy yourself in Florida today, given the wonderful (6)_____ (select) of facilities available to tourists. Some of the world's most popular tourist (7) _____ (attract) are located in the state whose (8) _____(sand) beaches welcome 40 million people each year. These days it seems (9)_____ (point) to describe Florida's geography and climate. After all, few people would have (10) _____ (difficult) in finding it on a map and most would know what weather to expect there.

Keys

1.1) How often do you have dinner with your family?
2) When did you start learning English?
3) Where do you want to go on your holiday?
4) Why were you sad?
5) Who taught you how to read?

3.1) 'Hamlet' was written by William Shakespeare.
2) You will be met (by your guide) at 12 o'clock.
3) My car is being repaired by some workers.
4) Our flight has been cancelled by the airline.
5) The concert was watched by thousands of people.

4. 1) c - If I were, I would buy a more reliable car.
2) a - If he doesn't pass, he'll be so disappointed.
3) d - His teacher won't be angry if he tells her the truth.
4) e - She wouldn't help you if she didn't want to.
5) b - If I had better qualifications, I could be a professor.

5.   1) laid 2) visitor 3) belief 4) unconnected 5) impossible 6) selection 7) attraction 8) sandy 9) pointless 10) difficulty

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 1-8 недели обучения английскому языку, и состоит из 25 заданий.
Критерии оценивания Теста

Максимальный балл за работу – 25, минимальный положительный балл за работу – 15.
Шкала оценивания заданий

Количество выполненных заданий	Количество набранных баллов
25	25
20	20
15	15
1	1

Раздел 2 Второй раздел

2.1 Контроль по итогам (КИ) - 15 Неделя

Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке (профессиональный контекст)»

(Раздел 2, 8 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-16

1. **Write the comparative or superlative form of adjectives.**
   1) I think this design is _____ (interesting) than that one.
   2) When we all checked in, Sarah's luggage was _____ (heavy), so she had to pay extra.
   3) The trains in Japan are _____ (modern) I've ever travelled by.
   4) That was probably _____ (bad) meal we've ever had in a restaurant!
   5) She looks much _____ (good) with long hair.

2. **Put the words below into the correct gaps.**

eye-catching / misleading / persuasive / catchy / dull

   1) In order to stimulate social change, the label needs to be _____ and attract attention.
   2) Rather a _____ color, brown, I've always thought. That's why I hate it.
   3) Greg's argument was so _____ that everybody believed him.
   4) The report also contains some statistics which may be _____. Let's double-check it.
   5) I sometimes hear that _____ tune, but I don't remember who sings it.

3. **Make questions for the following answers. Use pronoun "you".**
   1) I have never lost a wallet or credit card. (Yes/no question)
   2) The last thing I bought was a car. (What)
   3) I went to Spain last summer. (Where)
   4) I have never wasted money on something useless. (Yes/no question)
   5) I was talking to Paul at 6 o'clock yesterday? (When)

4. **For Questions 1-10, read the text below. Use the word given in brackets after the gap to form a word that fits in the space in the same line. There is an example at the beginning (0).**

THE TRAINING PROGRAMME

If you're (0) ___interested_____ (interest) in getting fit, then what you need is a training programme. Although aimed at improving physical (1)_____ (fit), this programme can also be (2) _____ (design) in such a way that It helps in the (3) _____ (develop) of particular athletic skills. There is a range of different (4) _____ (active) to choose from and a growing amount of scientific (5) _____ (know) to explain the effects of each one.

When you begin training, it is important to start (6) _____ (gentle), raising the (7) _____ (intense) of the programme in a gradual way. Although it is important to work sufficiently hard to make an (8) _____ (impress) on your physical condition, the activities shouldn't be (9) _____ (pain). It is (10) _____ (wise), therefore, to ignore warning symptoms such as sharp or persistent pain in particular muscles.

Keys
11) more interesting
2) heavier
3) the most modern
4) the worst
5) better

2.1) eye-catching
2) dull
3) persuasive
4) misleading
5) catchy

3.1) Have you ever lost a wallet or credit card?
2) What was the last thing you bought?
3) Where did you go last summer?
4) Have you ever wasted money on something useless?
5) When were you talking to Paul?

4.   1) fitness 2) designed 3) development 4) activities 5) knowledge 6) gently 7) intensity 8) impression 9) painful 10) unwise

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 9-16 недели обучения английскому языку, и состоит из 25 заданий.

Критерии оценивания теста

Максимальный балл за работу – 25, минимальный положительный балл за работу – 15.

Шкала оценивания заданий

Количество выполненных заданий	Количество набранных баллов
25	25
20	20
15	15

| 1 | 1 |

Раздел 1 Первый раздел

1.1 Контроль по итогам (КИ) - 8 Неделя

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)»**

(Раздел 1, 9 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-8

1. Make the following sentences (a) negative «-»; (b) interrogative «?»

For example: - Children usually sleep very soundly.

(a) *Children don't usually sleep very soundly.*

(b) *Do children usually sleep very soundly?*

1. The teacher comes in and shuts the door.

2. He got an excellent mark for his last test.

3. They will perhaps publish this dictionary in spring.

4. The sun is shining brightly.

5. She was working on her report all Sunday.

6. Night after night he'll be sitting in that empty room alone.

7. He has smoked five cigarettes today.

8. They had already left when the trouble started.

1. Ask questions to the following sentences beginning with the words in brackets.

Example: Tom plays tennis every day. (How often?) – How often does Tom play tennis?

1. We come to the University at the same time. (Why?)

2. There was nobody in the house when we came back. (Who?)

3. Leave the newspaper alone: I'll read it in the evening. (When?)

4. He is translating an English article. (What?)

5. They were chatting all day long in the garden. (Where?)

6. Mark will be telling the same story all over again. (What?)

7. I haven't seen him for several days. (How long?)

8. Kate's brother had taken his final exam by the time she left school. (What?)

3. Translate into English.

Example: Ларри редко гуляет с собакой. У него нет много свободного времени. – Larry rarely walks his dog. He doesn't have much free time.

1. Почему вы никогда не приходите на занятия вовремя?

2. Когда Эдди уходил рано утром, он взял ее фотографию с собой.

3. Эта зима будет очень холодной.

4. Вы создаете много шума. Не могли бы Вы быть потише.

5. Что ты собираешься надеть на вечер?

6. Когда мы вышли на улицу, шел снег.

7. Послезавтра у моей сестры экзамен в музыкальной школе. Завтра она весь день будет играть.

8. Она уже сообщила родителям о своем отъезде?

9. До того как поселиться в нашем городке, он много путешествовал. Он побывал во многих городах и странах.

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 1-8 недели обучения английскому языку, и состоит из 25 заданий. Один правильный ответ равен 2 баллам.

Критерии оценивания теста

Максимальный балл за работу – 50, минимальный положительный балл за работу – 30.

Шкала оценивания заданий

Количество выполненных заданий	Количество набранных баллов
25	50
20	40
15	30

1	2

2.1 Контроль по итогам (КИ) - 16 Неделя

Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке (профессиональный контекст)»

(Раздел 2, 9 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-16

1. Make the following sentences (a) negative «-»; (b) interrogative «?»

For example: - Children usually sleep very soundly.

   (a) *Children don't usually sleep very soundly.*

   (b) *Do children usually sleep very soundly?*

   1. Our secretary types a great number of letters every day.

   2. I met my former classmate last Friday.

   3. It will be cold in the evening.

   4. She is constantly forgetting phone numbers.

   5. My father was reading a newspaper while my aunt was cooking a dinner.

   6. This time on Sunday I'll be waiting for his call.

   7. I've seen a lot of my former classmates recently.

   8. Ann had studied English before she entered the University.

2. Ask questions to the following sentences beginning with the words in brackets.

Example: Tom plays tennis every day. (How often?) – How often does Tom play tennis?

   1. It is often cold in my flat. (Why?)

   2. She bought a new car two weeks ago. (What?)

   3. Tomorrow our in-laws will visit us. (When?)

   4. The dog is running after a cat. (What … after?)

   5. You were talking wonderfully at the yesterday's conference. (Who?)

6. They will be staying at home all day long tomorrow. (Where?)

7. I have only received two letters from him since September. (How many?)

8. He had eaten an apple before he got a phone call from her. (What?)

3. Translate into English.

Example: Ларри редко гуляет с собакой. У него нет много свободного времени. – Larry rarely walks his dog. He doesn't have much free time.

1. Наш поезд отправляется в 18.00. У нас еще есть время.

2. Он хорошо написал контрольную работу, и учитель похвалил его.

3. Мы вымоем посуду позже.

4. В данный момент учитель объясняет новый материал.

5. Он собирается пригласить в гости своего двоюродного брата.

6. Она накрывала на стол, когда мы пришли.

7. Через неделю в это время я уже не буду заниматься. Я буду купаться и лежать на пляже!

8. Я еще не говорил с ним об этом. Я не видел его с утра.

9. Когда я приехал в город, Дэвид уже уехал в Лондон. Я столь многого ожидал от разговора с ним!

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 1-8 недели обучения английскому языку, и состоит из 25 заданий. Один правильный ответ равен 2 баллам.
Критерии оценивания теста
Максимальный балл за работу – 50, минимальный положительный балл за работу – 30.
Шкала оценивания заданий

Количество выполненных заданий	Количество набранных баллов
25	50
20	40
15	30
1	2

10 Семестр

Раздел 1 Первый раздел

1.1 Контроль по итогам (КИ) - 8 Неделя

**Комплект материалов для оценивания выполнения
контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)»**

(Раздел 1, 10 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-8

1. Make the following sentences (a) negative «-»; (b) interrogative «?»

Example: - Children usually sleep very soundly.

   (a) *Children don't usually sleep very soundly.*

   (b) *Do children usually sleep very soundly?*

1. He leaves home at 9 a.m. every day.

2. Yesterday we tried to fix our car.

3. I will take part in that concert.

4. They are having a German lesson now.

5. Ted was walking along the lane when he heard a shot somewhere.

6. Now he will be looking for a new job.

7. They have visited India twice.

8. When the taxi arrived, my parents had already finished packing.

2. Ask questions to the following sentences beginning with the words in brackets.

Example: Tom plays tennis every day. (How often?) – How often does Tom play tennis?

1. He has dinner in the evening. (What time / usually?)

2. They booked two seats at the Opera. (Where?)

3. I'll never want to see him again. (Whom?)

4. She is looking for her glasses. (What … for?)

5. He was rehearsing his part in this play all week. (How long?)

6. Tomorrow at this time they will be coming to see you. (When?)

7. He has finished his breakfast already. (What?)

8. She had been at the airport for half an hour by the time the plane arrived. (Where?)

3. Translate into English.

Example: Ларри редко гуляет с собакой. У него нет много свободного времени. – Larry rarely walks his dog. He doesn't have much free time.

1. Я не знаю, почему он всегда опаздывает. Наверное, он живет далеко от университета.

2. Ее семья в прошлом году переехала в Лондон.

3. Кто пойдет завтра с нами в театр?

4. Лиза пытается починить ее стиральную машину.

5. В будущем году я собираюсь учить французский язык.

6. Мы встретились с ним, когда я стояла на автобусной остановке.

7. Не звоните мне завтра. Я весь день буду заниматься.

8. Я не смотрела этот фильм с тех пор, как окончила школу.

9. Мы не приступали к работе, пока не выяснили все подробности.

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 1-8 недели обучения английскому языку, и состоит из 25 заданий.
Критерии оценивания теста
Максимальный балл за работу – 25, минимальный положительный балл за работу – 15.
Шкала оценивания заданий

Количество выполненных заданий	Количество набранных баллов
25	25
20	20
15	15
1	1

2.1 Контроль по итогам (КИ) - 15 Неделя

Комплект материалов для оценивания выполнения контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке (профессиональный контекст)»

(Раздел 2, 10 семестр)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

КИ-15

1. Make the following sentences (a) negative «-»; (b) interrogative «?»

Example: - Children usually sleep very soundly.

   (a) *Children don't usually sleep very soundly.*

   (b) *Do children usually sleep very soundly?*

   1. Tony praises me for everything I do.

   2. They translated this text at the previous lesson.

   3. Liz will give you a lift to town.

   4. The cat is running along the wall.

   5. You were looking through my papers when I entered the room.

   6. The birds will be going South in a couple of days.

   7. She has already started her new job.

   8. John had washed his hands before he sat down to dinner.

2. Ask questions to the following sentences beginning with the words in brackets.

Example: Tom plays tennis every day. (How often?) – How often does Tom play tennis?

   1. Steve's friends come to our place regularly. (How often?)

   2. Last year Marie worked as an au pair in Newlingham. (When?)

   3. Tomorrow she'll have breakfast earlier than usual. (Why?)

   4. They are writing a composition now. (What?)

   5. Yesterday at 11.40 she was having breakfast at the canteen. (Where?)

6. The students will be revising for their exam the whole May. (Who?)

7. He has read that book twice. (How many?)

8. We heard that a fire had broken out in the neighbouring house. (Where?)

3. Translate into English.

Example: Ларри редко гуляет с собакой. У него нет много свободного времени. – Larry rarely walks his dog. He doesn't have much free time.

1. Его родители живут в Москве, и он навещает их каждый месяц.

2. В дверь снова постучали. Они не ответили, и вскоре стук прекратился.

3. Не приходите завтра в два часа дня: он будет занят.

4. Студенты слушают объяснения преподавателя.

5. Кто собирается принять участие в конкурсе?

6. Когда я впервые встретил мою невесту, она работала в школе.

7. Завтра он весь день будет готовиться к экзаменам.

8. Почему вы все собрались здесь? Что-нибудь случилось?

9. После того как вечер закончился и гости разошлись, усталые хозяева приступили к уборке.

Методика оценки результатов выполнения

Тест предназначен для оценивания знаний и умений, полученных обучающимися за 9-15 недели обучения английскому языку, и состоит из 25 заданий.
Критерии оценивания теста
Максимальный балл за работу – 25, минимальный положительный балл за работу – 15.
Шкала оценивания заданий

Количество выполненных заданий	Количество набранных баллов
25	25
20	20
15	15
1	1

5 Семестр

Аттестация разделов

Комплект материалов для оценивания зачета по дисциплине
Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

Discuss both these views (find <u>at least</u> 2 arguments for each) and give your own opinion. Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should speak for <u>at least</u> 3 minutes.

Topics

1. Some people say that punishment is necessary to help children learn the difference between right and wrong at an early age. Others think that parents and teachers shouldn't be allowed to use punishment to teach good behaviour to children.

2. **A lot of places in the world rely on tourism as their main source of income. However, some people think that tourism can also be a source of problems if it is not managed correctly.**

3. **A lot of places in the world rely on tourism as their main source of income. However, some people think that tourism can also be a source of problems if it is not managed correctly.**

4. **Some people say that the only reason for learning a foreign language is in order to travel to or work in a foreign country. Others say that these are not the only reasons why someone should learn a foreign language.**

Методика оценивания результатов за зачет

Тест предназначен для оценивания знаний и умений, полученных обучающимися в 1-ом семестре, и состоит из 20 заданий: задания 1-11 предназначены для оценки знаний General English; задания 12-18 предназначены для оценки знаний English for Specific Purposes.

Критерии оценивания заданий на зачет

Максимальный балл за работу –50, минимальный положительный балл за работу–30.
Максимальный балл за выполнение заданий GL– 22.
Максимальный балл за выполнение заданий LSP - 28.

Шкала оценивания задания GL

Количество выполненных заданий	Количество набранных баллов
11	22
7	14

1	2

6 Семестр

Зачет

Комплект материалов для оценивания выполнения контроля по итогам по дисциплине «Практикум по культуре речевого общения на иностранном языке (профессиональный контекст)»

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

Read the two texts below carefully. In what way are the texts similar? What are the differences?

Read the text below, render it using your own words and expand on its ideas. After you finish rendering, be ready to answer examiner's questions. You have 20 minutes to prepare.

Why are plants green?

When sunlight shining on a leaf changes rapidly, plants must protect themselves from the ensuing sudden surges of solar energy. To cope with these changes, photosynthetic organisms -- from plants to bacteria -- have developed numerous tactics. Scientists have been unable, however, to identify the underlying design principle.

An international team of scientists, led by physicist Nathaniel M. Gabor at the University of California, Riverside, has now constructed a model that reproduces a general feature of photosynthetic light harvesting, observed across many photosynthetic organisms.

Light harvesting is the collection of solar energy by protein-bound chlorophyll molecules. In photosynthesis -- the process by which green plants and some other organisms use sunlight to synthesize foods from carbon dioxide and water -- light energy harvesting begins with sunlight absorption.

The researchers' model borrows ideas from the science of complex networks, a field of study that explores efficient operation in cellphone networks, brains, and the power grid. The model describes a simple network that is able to input light of two different colors, yet output a steady rate of solar power. This unusual choice of only two inputs has remarkable consequences.

"Our model shows that by absorbing only very specific colors of light, photosynthetic organisms may automatically protect themselves against sudden changes -- or 'noise' -- in solar energy, resulting in remarkably efficient power conversion," said Gabor, an associate professor of physics and astronomy, who led the study appearing today in the journal Science. "Green plants appear green and purple bacteria

appear purple because only specific regions of the spectrum from which they absorb are suited for protection against rapidly changing solar energy."

Gabor first began thinking about photosynthesis research more than a decade ago, when he was a doctoral student at Cornell University. He wondered why plants rejected green light, the most intense solar light. Over the years, he worked with physicists and biologists worldwide to learn more about statistical methods and the quantum biology of photosynthesis.

Richard Cogdell, a botanist at the University of Glasgow in the United Kingdom and a coauthor on the research paper, encouraged Gabor to extend the model to include a wider range of photosynthetic organisms that grow in environments where the incident solar spectrum is very different.

"Excitingly, we were then able to show that the model worked in other photosynthetic organisms besides green plants, and that the model identified a general and fundamental property of photosynthetic light harvesting," he said. "Our study shows how, by choosing where you absorb solar energy in relation to the incident solar spectrum, you can minimize the noise on the output -- information that can be used to enhance the performance of solar cells."

Coauthor Rienk van Grondelle, an influential experimental physicist at Vrije Universiteit Amsterdam in the Netherlands who works on the primary physical processes of photosynthesis, said the team found the absorption spectra of certain photosynthetic systems select certain spectral excitation regions that cancel the noise and maximize the energy stored.

"This very simple design principle could also be applied in the design of human-made solar cells," said van Grondelle, who has vast experience with photosynthetic light harvesting.

Gabor explained that plants and other photosynthetic organisms have a wide variety of tactics to prevent damage due to overexposure to the sun, ranging from molecular mechanisms of energy release to physical movement of the leaf to track the sun. Plants have even developed effective protection against UV light, just as in sunscreen.

"In the complex process of photosynthesis, it is clear that protecting the organism from overexposure is the driving factor in successful energy production, and this is the inspiration we used to develop our model," he said. "Our model incorporates relatively simple physics, yet it is consistent with a vast set of observations in biology. This is remarkably rare. If our model holds up to continued experiments, we may find even more agreement between theory and observations, giving rich insight into the inner workings of nature."

To construct the model, Gabor and his colleagues applied straightforward physics of networks to the complex details of biology, and were able to make clear, quantitative, and generic statements about highly diverse photosynthetic organisms.

"Our model is the first hypothesis-driven explanation for why plants are green, and we give a roadmap to test the model through more detailed experiments," Gabor said.

Photosynthesis may be thought of as a kitchen sink, Gabor added, where a faucet flows water in and a drain allows the water to flow out. If the flow into the sink is much bigger than the outward flow, the sink overflows and the water spills all over the floor.

"In photosynthesis, if the flow of solar power into the light harvesting network is significantly larger than the flow out, the photosynthetic network must adapt to reduce the sudden over-flow of energy," he said. "When the network fails to manage these fluctuations, the organism attempts to expel the extra energy. In doing so, the organism undergoes oxidative stress, which damages cells."

The researchers were surprised by how general and simple their model is.

"Nature will always surprise you," Gabor said. "Something that seems so complicated and complex might operate based on a few basic rules. We applied the model to organisms in different photosynthetic niches and continue to reproduce accurate absorption spectra. In biology, there are exceptions to every rule, so much so that finding a rule is usually very difficult. Surprisingly, we seem to have found one of the rules of photosynthetic life."

Gabor noted that over the last several decades, photosynthesis research has focused mainly on the structure and function of the microscopic components of the photosynthetic process.

"Biologists know well that biological systems are not generally finely tuned given the fact that organisms have little control over their external conditions," he said. "This contradiction has so far been

unaddressed because no model exists that connects microscopic processes with macroscopic properties. Our work represents the first quantitative physical model that tackles this contradiction."

Next, supported by several recent grants, the researchers will design a novel microscopy technique to test their ideas and advance the technology of photo-biology experiments using quantum optics tools.

"There's a lot out there to understand about nature, and it only looks more beautiful as we unravel its mysteries," Gabor said.

Towards an AI diagnosis like the doctor's

Artificial intelligence (AI) is an important innovation in diagnostics, because it can quickly learn to recognize abnormalities that a doctor would also label as a disease. But the way that these systems work is often opaque, and doctors do have a better "overall picture" when they make the diagnosis. In a new publication, researchers from Radboudumc show how they can make the AI show how it's working, as well as let it diagnose more like a doctor, thus making AI-systems more relevant to clinical practice.

Doctor vs AI

In recent years, artificial intelligence has been on the rise in the diagnosis of medical imaging. A doctor can look at an X-ray or biopsy to identify abnormalities, but this can increasingly also be done by an AI system by means of "deep learning" (see 'Background: what is deep learning' below). Such a system learns to arrive at a diagnosis on its own, and in some cases it does this just as well or better than experienced doctors.

The two major differences compared to a human doctor are, first, that AI is often not transparent in how it's analyzing the images, and, second, that these systems are quite "lazy." AI looks at what is needed for a particular diagnosis, and then stops. This means that a scan does not always identify all abnormalities, even if the diagnosis is correct. A doctor, especially when considering the treatment plan, looks at the big picture: what do I see? Which anomalies should be removed or treated during surgery?

AI more like the doctor

To make AI systems more attractive for the clinical practice, Cristina González Gonzalo, PhD candidate at the A-eye Research and Diagnostic Image Analysis Group of Radboudumc, developed a two-sided innovation for diagnostic AI. She did this based on eye scans, in which abnormalities of the retina occurred -- specifically diabetic retinopathy and age-related macular degeneration. These abnormalities can be easily recognized by both a doctor and AI. But they are also abnormalities that often occur in groups. A classic AI would diagnose one or a few spots and stop the analysis. In the process developed by González Gonzalo however, the AI goes through the picture over and over again, learning to ignore the places it has already passed, thus discovering new ones. Moreover, the AI also shows which areas of the eye scan it deemed suspicious, therefore making the diagnostic process transparent.

An iterative process

A basic AI could come up with a diagnosis based on one assessment of the eye scan, and thanks to the first contribution by González Gonzalo, it can show how it arrived at that diagnosis. This visual explanation shows that the system is indeed lazy -- stopping the analysis after it has obtained just enough information to make a diagnosis. That's why she also made the process iterative in an innovative way, forcing the AI to look harder and create more of a 'complete picture' that radiologists would have.

How did the system learn to look at the same eye scan with 'fresh eyes'? The system ignored the familiar parts by digitally filling in the abnormalities already found using healthy tissue from around the abnormality. The results of all the assessment rounds are then added together and that produces the final diagnosis. In the study, this approach improved the sensitivity of the detection of diabetic retinopathy and age-related macular degeneration by 11.2+/-2.0% per image. What this project proves is that it's possible to have an AI system assess images more like a doctor, as well as make transparent how it's doing it. This might help these systems become easier to trust and thus to be adopted by radiologists.

Background: what is 'deep learning'?

Deep learning is a term used for systems that learn in a way that is similar to how our brain works. It consists of networks of electronic 'neurons', each of which learns to recognize one aspect of the desired image. It then follows the principles of 'learning by doing', and 'practice makes perfect'. The system is

fed more and more images that include relevant information saying -- in this case -- whether there is an anomaly in the retina, and if so, which disease it is. The system then learns to recognize which characteristics belong to those diseases, and the more pictures it sees, the better it can recognize those characteristics in undiagnosed images. We do something similar with small children: we repeatedly hold up an object, say an apple, in front of them and say that it is an apple. After some time, you don't have to say it anymore -- even though each apple is slightly different. Another major advantage of these systems is that they complete their training much faster than humans and can work 24 hours a day.

-State the problem
-Provide the arguments in favour and support them (use the text and your own ideas)
-Provide the arguments against and support them (use the text and your own ideas)
-State your position (you should be either for or against, you cannot remain neutral or indifferent) and support it with your examples. Provide counterarguments to an opposite point of view
-Conclude your talk by summarizing key points and restating your position

Методика оценки результатов выполнения задания

Criterion	Points
Structure	**20**
Grammar	**12**
Vocabulary	**12**
Pronunciation	**6**
___In total:___	

___Структура___
20 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, последовательность пунктов задания не нарушена, ответ по каждому пункту задания исчерпывающий, не превышен лимит времени

16-18 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, последовательность пунктов задания не нарушена, ответ по пунктам задания может быть не очень подробным, возможно небольшое (меньше 1 минуты) превышение лимита времени

12-14 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, в последовательности пунктов задания есть незначительные нарушения или упущения, ответ по некоторым пунктам неподробный (отсутствуют собственные примеры или примеры из текста), возможно превышение лимита времени (1-2 минуты)

8-10 баллов – задание выполнено не полностью, содержание ответа отражает не все аспекты, указанные в задании, последовательность пунктов нарушена, ответ по большинству пунктов неподробный, возможно превышение времени (1-2 минуты)

4-6 балла – задание, в целом, не выполнено, содержание ответа отражает меньше половины аспектов, указанных в задании, последовательность пунктов нарушена, ответ по пунктам неполный, возможно значительное превышение лимита времени (больше 2 минут)

1 балл – задание не выполнено, ответ не отражает аспектов, указанных в задании, ответ неполный или отсутствует

Грамматика

10-12 баллов – используются грамматические структуры в соответствии поставленной коммуникативной задаче, практически отсутствуют ошибки (допускаются 1-2 негрубые ошибки)

6-8 балла – имеется ряд грамматических ошибок, не затрудняющих понимание ответа (не более 4-х)

2-4 балла – многочисленные ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание ответа (допускается 6-7 ошибок в 3-4 разделах грамматики)

0 баллов – грамматические правила не соблюдаются, ошибки затрудняют понимание ответа

Лексика

10-12 баллов – используемый словарный запас соответствует поставленной коммуникативной задаче, практически отсутствуют нарушения в использовании лексики

6-8 балла – используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении фраз (2-3), либо словарный запас ограничен, но лексика использована правильно

2-4 балла – использован неоправданно ограниченный словарный запас, часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание ответа (не более 4-х)

0 баллов – крайне ограниченный словарный запас не позволяет выполнить в полной мере поставленную коммуникативную задачу

Произношение

6 балла – произношение соответствует фонетическим нормам, четкая дикция, слова произносятся разборчиво, ответ не содержит долгих пауз, речь хорошо интонируется, допускается 1-2 негрубые фонетические ошибки

4 балла – произношение, в целом, соответствует фонетическим нормам, возможны небольшие нарушения дикции, некоторые звуки не разборчивы или съедаются, ответ содержит не больше одной долгой паузы, речь интонируется удовлетворительно, допускается до 4 негрубых фонетических ошибок или до 2 грубых

2 балл – произношение практически не соответствует фонетическим нормам, присутствуют нарушения дикции, больше чем одна большая пауза, плохая интонация, значительное количество фонетических ошибок, но они не препятствуют пониманию ответа

0 баллов – произношение не соответствует фонетическим нормам, слова не разборчивы, большое количество пауз, отсутствует интонация, ошибки препятствуют пониманию ответа

7 Семестр

Аттестация разделов

Комплект материалов для оценивания выполнения контроля по итогам по дисциплине
«Практикум по культуре речевого общения на иностранном языке (профессиональный контекст)»

TASK

You are going to talk about the issue of black holes. Use the ideas provided in the texts along with ones of your own. You should talk **5-7 minutes**. *Follow the* **plan** *below.*

- *State the topic that the three texts focus on*
- *Provide the ideas from the texts in an organized way*
- *Conclude your talk by summarizing key points and stating your opinion*

You now have **20 minutes** *to prepare.*

Gravitational waves reveal unprecedented collision of heavy and light black holes

18 April 2020 , Science Daily

Researchers with the world's gravitational wave detectors said today they had picked up vibrations from a cosmic collision that harmonized with the opening notes of an Elvis Presley hit. The source was the most exotic merger of two black holes detected yet—a pair in which one weighed more than three times as much as the other.

Ordinarily, two spiraling black holes pump out gravitational waves concentrated at a single frequency: double the rate at which they orbit each other. That doubling arises because of the matched masses of the black holes. Every half orbit they return to a position that's effectively identical to their original one. But if the black holes have distinctly different masses, then general relativity predicts that they should also generate weaker waves at higher frequencies, or overtones.

Such oddball events might help researchers figure out how the black holes pair in the first place. That's a puzzle because it's not obvious how such big black holes can form so close together. Theorists have two general ideas. The pairs could originate from a pair of orbiting massive stars, which each collapse into black holes at the ends of their lives. Alternatively, in so-called dynamical models, the black holes might form completely separately and find each other across space and time, a scenario more likely in globular clusters, the dense clumps of stars found in the outer reaches of galaxies. Either scenario can probably account for the mismatched black holes in this event.

Spitzer telescope reveals the precise timing of a black hole dance

28 April 2020, Science Daily

The OJ 287 galaxy hosts one of the largest black holes ever found, with over 18 billion times the mass of our Sun. Orbiting this behemoth is another black hole with about 150 million times the Sun's mass. Twice every 12 years, the smaller black hole crashes through the enormous disk of gas surrounding its larger companion, creating a flash of light brighter than a trillion stars -- brighter, even, than the entire Milky Way galaxy. The light takes 3.5 billion years to reach Earth.

But the smaller black hole's orbit is oblong, not circular, and it's irregular. Because of the irregular orbit, the black hole collides with the disk at different times during each 12-year orbit. Sometimes the flares appear as little as one year apart; other times, as much as 10 years apart. Attempts to model the orbit and predict when the flares would occur took decades, but in 2010, scientists created a model that could predict their occurrence to within about one to three weeks.

So how does the smoothness of the massive black hole's surface impact the timing of the smaller black hole's orbit? That orbit is determined mostly by the mass of the larger black hole. If it grew more massive or shed some of its heft, that would change the size of smaller black hole's orbit. But the distribution of mass matters as well. A massive bulge on one side of the larger black hole would distort the space around it differently than if the black hole were symmetric. That would then alter the smaller black hole's path as it orbits its companion and measurably change the timing of the black hole's collision with the disk on that particular orbit.

Hungry black hole may be cosmic 'missing link'

BBC News, 1 April 2020

A team of astronomers has found what it says is the best evidence yet for an elusive class of black hole. They say the presumed "intermediate-mass" black hole betrayed its existence by tearing apart a wayward star that ventured too close.

These medium-sized objects are a long-sought "missing link" in the evolution of the cosmos. Researchers used two X-ray observatories, along with the Hubble telescope, to identify the object. The Hubble Space Telescope was pointed at the X-ray source to resolve its precise location. The telescope provided strong evidence that the X-rays emanated not from an isolated source in the Milky Way, but a distant, dense star cluster on the outskirts of a different galaxy.

This was just the type of place astronomers expected to find a mid-sized black hole.

So-called supermassive black holes are commonly found at the centres of galaxies; for example, our own Milky Way hosts a massive central black hole called Sagittarius A*.

But intermediate-mass black holes have been particularly difficult to find because they are smaller and less active than the massive types. In addition, they don't have as much nearby cosmic material to act as fuel, and lack the strong gravitational pull required to draw stars inwards to produce X-ray flares.

Intermediate-mass black holes are key to many questions about black hole evolution. For example, does a super-massive black hole grow from a mid-sized one? Astronomers also want to understand how mid-sized black holes form and whether they tend to reside in dense star clusters, such as this one.

Методика оценки результатов выполнения задания

Criterion	Points
Structure	**20**
Grammar	**12**
Vocabulary	**12**
Pronunciation	**6**
In total:	

Структура
20 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, последовательность пунктов задания не нарушена, ответ по каждому пункту задания исчерпывающий, не превышен лимит времени

16-18 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, последовательность пунктов задания не нарушена, ответ по пунктам задания может быть не очень подробным, возможно небольшое (меньше 1 минуты) превышение лимита времени

12-14 баллов – задание выполнено полностью, содержание ответа отражает все аспекты, указанные в задании, в последовательности пунктов задания есть незначительные нарушения или упущения, ответ по некоторым пунктам неподробный (отсутствуют собственные примеры или примеры из текста), возможно превышение лимита времени (1-2 минуты)

8-10 баллов – задание выполнено не полностью, содержание ответа отражает не все аспекты, указанные в задании, последовательность пунктов нарушена, ответ по большинству пунктов неподробный, возможно превышение времени (1-2 минуты)

4-6 балла – задание, в целом, не выполнено, содержание ответа отражает меньше половины аспектов, указанных в задании, последовательность пунктов нарушена, ответ по пунктам неполный, возможно значительное превышение лимита времени (больше 2 минут)

1 балл – задание не выполнено, ответ не отражает аспектов, указанных в задании, ответ неполный или отсутствует

Грамматика

10-12 баллов – используются грамматические структуры в соответствии поставленной коммуникативной задаче, практически отсутствуют ошибки (допускаются 1-2 негрубые ошибки)

6-8 балла – имеется ряд грамматических ошибок, не затрудняющих понимание ответа (не более 4-х)

2-4 балла – многочисленные ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание ответа (допускается 6-7 ошибок в 3-4 разделах грамматики)

0 баллов – грамматические правила не соблюдаются, ошибки затрудняют понимание ответа

Лексика

10-12 баллов – используемый словарный запас соответствует поставленной коммуникативной задаче, практически отсутствуют нарушения в использовании лексики

6-8 балла – используемый словарный запас соответствует поставленной коммуникативной задаче, однако встречаются отдельные неточности в употреблении фраз (2-3), либо словарный запас ограничен, но лексика использована правильно

2-4 балла – использован неоправданно ограниченный словарный запас, часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание ответа (не более 4-х)

0 баллов – крайне ограниченный словарный запас не позволяет выполнить в полной мере поставленную коммуникативную задачу

Произношение

6 балла – произношение соответствует фонетическим нормам, четкая дикция, слова произносятся разборчиво, ответ не содержит долгих пауз, речь хорошо интонируется, допускается 1-2 негрубые фонетические ошибки

4 балла – произношение, в целом, соответствует фонетическим нормам, возможны небольшие нарушения дикции, некоторые звуки не разборчивы или съедаются, ответ содержит не больше одной долгой паузы, речь интонируется удовлетворительно, допускается до 4 негрубых фонетических ошибок или до 2 грубых

2 балл – произношение практически не соответствует фонетическим нормам, присутствуют нарушения дикции, больше чем одна большая пауза, плохая интонация, значительное количество фонетических ошибок, но они не препятствуют пониманию ответа

0 баллов – произношение не соответствует фонетическим нормам, слова не разборчивы, большое количество пауз, отсутствует интонация, ошибки препятствуют пониманию ответа

8 Семестр

Зачет

Комплект материалов для оценивания зачета по дисциплине
Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)

Зачет 8 семестр

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

End-of-Term Work, 3-4 курс, 8 семестр

Presentation "The most important scientific discoveries and breakthroughs in your field of study"

Prepare a presentation on the given topic. To present your ideas convincingly, you will need to illustrate and support them.

Strategies to help you do this include the following:

- ▪ Research the topic from different sources.
- ▪ Plan carefully (Introduction, Main Body, Conclusion)
- ▪ Present data and facts
- ▪ Relate personal experiences
- ▪ Use visual aids and slides wisely (Clear slides, examples, diagrams/pictures/tables)
- ▪ Time your presentation (Time limit 5 min)
- ▪ Do not read from the slides

Методика оценивания результатов за зачет

Критерии оценивания заданий на зачет

Максимальный балл за работу –50, минимальный положительный балл за работу–30.

Шкала оценивания задания

Критерий	Количество набранных баллов
Содержание и структура	(максимум 12)
Навыки публичного выступления	(максимум 12)
Лексика	(максимум 10)
Грамматика	(максимум 10)
Произношение	(максимум 6)
Всего	(максимум **50**)

9 Семестр

Аттестация разделов

Комплект материалов для оценивания контроля по итогам
Практикум по культуре речевого общения на иностранном языке
(профессиональный контекст)
(Аттестация разделов, 9 семестр)

| Составитель | Овсянникова О.Н. | Доцент, доцент, к.п.н. |

Задание №1. Выберите правильный термин и составьте предложение с этим термином
The government department in charge of the money that a government collects in taxes and from borrowing, and the money that it spends
a) the Treasury
b) regulator
c) watchdog

Задание №2. Выберите правильный термин и составьте предложение с этим термином
A company that provides loans of money for people to buy houses
a) inbound acquisition
b) **mortgage lender**
c) entrepreneur

Задание №3. Выберите правильный термин и составьте предложение с этим термином
In Britain, this entity's shares are freely sold and traded with a minimum share capital of £50,000
a) public limited company
b) put option
c) forensic accounting

Задание №4. Выберите правильный термин и составьте предложение с этим термином
A company or bank that makes certain assets or securities such as shares or bonds *available* for sale
a) auditing
b) bond issuer
c) option trade

Задание №5. Выберите правильный термин и составьте предложение с этим термином
 A company that calculates the risk of lending to or investing in a company or its financial products
a) corporate credit-rating agency
b) **to close option position**
c) operating profit

Задание №6. Выберите правильный термин и составьте предложение с этим термином
The official bank of a country, which is responsible for setting interest rates, controlling the money supply, producing banknotes and keeping the country's supply of foreign currency and gold
a) **central bank**
b) tax accounting
c) start-up entrepreneur

Задание № 7. Выберите правильный термин и составьте предложение с этим термином
A restraint or limitation of credit; usually (although not always) a *government* measure designed to reduce inflation, by methods such as increasing interest rates
a) credit squeeze
b) call option
c) market risk

Задание №8. Выберите правильный термин и составьте предложение с этим термином
A loan to buy a house which has been given to a borrower with a poor credit rating
a) subprime mortgage
b) people risk
c) market risk

Задание №9. Выберите правильный термин и составьте предложение с этим термином
When a company which is experiencing financial difficulties is reorganized by an independent specialist with the aim of continuing some of its activities
a) technical risk
b) people risk
c) administration

Задание №10. Выберите правильный термин и составьте предложение с этим термином
When a company that is bankrupt is put under the control of an individual by the courts
a) **receivership**
b) outbound acquisition
c) investment capital

Задание №11. Выберите правильный термин и составьте предложение с этим термином
when a person or company does not have enough money or assets to pay their debts
a) inbound acquisition
b**) insolvency**
c) entrepreneur

Задание №12. Выберите правильный термин и составьте предложение с этим термином
When a failing company stops operating and its assets are sold to pay its debts
a) auditing
b) tax accounting
c**) liquidation**

Задание №13. Выберите правильный термин и составьте предложение с этим термином
Money which is lent to private individuals
a) **consumer lending**
b) tax accounting
c) start-up entrepreneur
Задание №14. Выберите правильный термин и составьте предложение с этим термином
A (debt) method that banks use in addition to savers' deposits to finance operations
a) wholesale funding
b) people risk
c) market risk

Задание №15. Заполните пропуск
A financial institution which was originally formed to help people buy or build houses with money which was saved with it
a) technical risk
b) people risk
c) building society

Задание №16. Заполните пропуск.
The money that savers put into banks

a) **retail deposits**
b) investments
c) amortised cost

Задание №17. Заполните пропуск.
The total amount of money a financial institution has lent to customers
a) internal rate of return
b) **loan exposure**
c) investment

Задание №18. Заполните пропуск.
Money which is lent to companies
a) corporate lending
b) team management
c) insolvency

Задание №19. Заполните пропуск.
A reduction in the general availability of loans or credit or a sudden tightening of the conditions required to obtain a loan from the banks
a) loan
b) **credit crunch**
c) credit

Задание №20. Заполните пропуск.
The reduction of a country's gross domestic product (GDP), usually for at least two quarters of a year
a) loan
b) recession
c) credit

Задание №21. Заполните пропуск.
a period when demand for products and services decreases
a) loan
b) economic slowdown
c) credit

Задание №22. Заполните пропуск.
When a company, organisation or system suddenly fails or becomes too weak to continue
a) loan
b) collapse
c) credit

Прочитайте текст и вставьте пропущенные слова unit 13 p 55
    The …. (22) which led an inquiry into the Northern Rock financial collapse blamed almost *every* player in the financial sector. It particularly pointed the finger at the. …. (23) agencies, who had assigned …. (24) credit ratings to bank securities which turned out to be some of the .... (25) investments in the market. These …. (26) grade assets, based on ...... (27) (those granted to borrowers who would be unlikely to repay them), were used to fund further loans to customers. It was pointed out that a fundamental problem lay in the fact that credit-rating agencies were paid by the *very* .... *(28)* whose corporate bonds they rated. As a result, the International Organization of Securities Commissions (IOSCO), the global … (29) was called in to improve …. (30) of this sector.

a) bond issuers (28); b) credit-rating (23); c) highest risk (25); d) investment-grade (24); e) securities regulator (29); f) subprime mortgages (27); g) treasury committee (22); i) regulation (30); j) junk-bond (26)

Методика оценивания результатов

Контрольные материалы предназначены для оценивания знаний и умений, полученных студентами в течение семестра обучения иностранному языку.

Аттестация разделов складывается из баллов, полученных студентами за 1 и 2 раздел семестра.

10 Семестр

Экзамен

"Комплект материалов для оценивания экзамена по дисциплине Практикум по культуре речевого общения на иностранном языке (профессиональный контекст) Экзамен 10 семестр

Составитель	Овсянникова О.Н.	Доцент, к.п.н.

Содержание экзамена

Аудирование:

Студентам выдаются бланки с заданием по аудированию, на которых они пишут свои ответы. После ознакомления с заданием (1 минута) студенты прослушивают текст два раза без перерыва между прослушиваниями. После окончания второго прослушивания у студентов есть ещё 5 минут для завершения выполнения задания по аудированию. После окончания пяти минут экзаменатор собирает выполненные задания. Аудирование оценивается по пятибалльной системе.

Образец экзаменационной карточки:

EXAMINATION CARDS:

Task 1 Listen to the recording and answer the questions
Task 2 Complete the test
Task 3 Synthesize information from three texts.
Task4 Speak on the given topic.

1) **Listen to the recording and answer the questions:**
   1 What should you do when you are driving?
   2 Why is opening a packet of crisps or a can so dangerous?
   3 What gets worse when drivers are talking on the phone?
   4 What's the main problem when drivers talk to other passengers?
   5 Why is listening to music you don't know the least dangerous?
        Answers (Listening):
           1 Concentrate 100% on controlling the car.

2 Because you need both hands to do it (and you take your hands off the wheel for a second or two)
3 Their control of the car.
4 They don't pay (enough) attention to what is happening on the road.
5 Because it doesn't distract you as much.

2) Complete the test.

1. *Rewrite the sentences in the passive.*
2) We clean the garages every day.
3) Someone has given him a lot of money.
4) We checked every car engine thoroughly.
5) You should pay your bill before you leave the restaurant.
6) They're repairing the roof at the moment.

2. *Match the two halves of the sentences and put the verbs in brackets in the appropriate form of First or Second conditionals.*

1) Do you think you'll see Keith	a) I _____ (come) and pick you up.
2) If I _____ (lose) my job,	b) if I had a car.
3) Where would you live	c) I'd go back to the factory.
4) If you finish before 5 o'clock,	d) when you _____ (be) at work.
5) I _____ (drive) to work	e) if you _____ (can) choose?

3. *Make questions from the prompts. Add auxiliary verbs if necessary.*
1. You/born/in Germany?
2. Your parents/enjoy/the concert/last night?
3. She/like/listening to/music?
4. You/see/Mike/recently?
5. Mozart/play/the violin?

4. *Tick the item (a-c), so that it means the same as the main sentence (1-5).*

1) **Dan can't be a teacher.**
   a) I'm sure Dan isn't a teacher.
   b) I 'm sure Dan is a teacher.
   c) I doubt that he is a teacher.
2) **You mustn't steal.**
   a) It's against the law to steal.
   b) It's important that you steal.
   c) It isn't necessary to steal.
3) **If it's hot tomorrow, we might go to the beach.**
   a) We'll definitely go to the beach tomorrow.
   b) I think we should go to the beach tomorrow.
   c) It's possible that we'll go to the beach tomorrow.
4) **Sam has to work on Saturday. His boss told him so.**
   a) Sam mustn't work on Saturday.
   b) Sam wants to work on Saturday.
   c) Sam's boss wants him to work on Saturday.
5) **You mustn't use a dictionary in the exam.**

a) It's against the rules to use a dictionary in the exam.
b) It isn't necessary to use a dictionary in the exam.
c) It's not possible to use a dictionary in the exam.

5. *Complete this extract, using the present simple or the present continuous form of the verbs in brackets.*

'My family? My father _____ 1)(work) for an international company so he _____ 2)(travel) a lot - right now he _____ 3)(travel) in South-East Asia. He always _____ 4)(buy) me something interesting from these trips and at the moment I _____ 5)(use) a computer that he bought me.'

_____

_

Test 3 Keys:

1. 1) The garages are cleaned every day. 2) He has been given a lot of money (by someone). 3) Every car engine was checked thoroughly (by us). 4) Your bill should be paid before you leave the restaurant. 5) The roof is being repaired (by them at the moment).
2. 1) (D)Do you think you'll see Keith when you are at work? 2) (C) If I lost my job, I would go back to the factory. 3) (E)Where would you live if you could choose? 4) (A) If you finish before 5 o'clock, I will come and pick you up. 5) (B) I would drive to work if I had a car.
3. 1) Were you born in Germany? 2) Did you parents enjoy the concert last night? 3) Does she like listening to the music? 4) Have you seen Mike recently? 5) Did Mozart play the violin?
4. 1) a; 2) a; 3) c; 4) c; 5) a.
5. 1) works; 2) travels; 3) is travelling; 4) buys; 5) am using.

3) Synthesize information from three texts

TASK

*You are going to talk about the issue of virtual reality. Use the ideas provided in the texts along with ones of your own. You should talk for **5-7 minutes**. Follow the **plan** below.*

- *State the topic that the three texts focus on*
- *Provide the ideas from the texts in an organized way*
- *Conclude your talk by summarizing key points and stating your opinion*

*You now have **20 minutes** to prepare.*

Virtual Reality has the potential to transform teaching and improve learning

22 May 2019, Independent

VR has great potential as a classroom aid. Researchers are currently developing Virtual Plant Cell, the first interactive VR experience that's designed for use in the classroom.

Advancements in mobile technology have led to high-definition VR sets for the price of a mid-range TV. Without the financial barrier, consumer-grade VR opens the door to improve skills training in settings where the real thing isn't readily available.

VR may also hold the key to driving positive behavioural changes. One way we know we can achieve this is by eliciting empathy. A recent Stanford study showed that participants who experienced becoming homeless in VR displayed more positive behaviour towards homeless people – in this case, through signing a petition demanding solutions to the housing crisis – than those who engaged with the same materials on a traditional desktop computer. This effect persisted long after the study ended. Perhaps by experiencing firsthand the challenges faced by vulnerable groups, we can share a common understanding.

The power of VR to elicit empathy might be used to tackle an even wider range of social issues. We've been running VR outreach projects in schools to improve awareness around climate change. Through VR, young people have witnessed the melting of the icecaps, swam in the Great Barrier Reef to see the effects of receding coral on the ecosystem and rubbed shoulders with great primates whose habitats are being cleared by deforestation. Using VR, we hope to cultivate environmentally responsible behaviour before attitudes and habits become more fixed.

Are VR headsets bad for your health?

BBC Science Focus Magazine, 7 May 2020

Virtual reality (VR) is really taking off, with over 10 million sets being sold globally last year.

But whether they're sophisticated headsets or cardboard adapters for smartphones, they've become the focus of health concerns. The most obvious risk involves injuries caused by blundering into real objects while immersed in VR.

But there's growing concern about more subtle health effects. Many people report headaches, eye strain, dizziness and nausea after using the headsets. Such symptoms are triggered by the VR illusion, which makes the eyes focus on objects apparently in the distance that are actually on a screen just centimetres away.

Known as vergence-accommodation conflict, this is now under investigation for its long-term effects, especially among children. A recent study by researchers at Leeds University found that just 20 minutes exposure to VR could affect the ability of some children to discern the distance to objects. There are also concerns that regular use of VR could accelerate the global epidemic of myopia – short-sightedness – which is predicted to affect one in three of the world's population by 2020.

Manufacturers of VR headsets are racing to solve the problem as it potentially poses a major threat to the widespread adoption of the technology.

What went wrong with virtual reality?

10 January 2020, BBC

There was a wave of expectation around VR in 2016, seen by many tech watchers as the year virtual reality would go mainstream. It has proved particularly useful in medicine, helping surgeons experience different types of operations or distracting burns patients from pain. Despite these bursts of optimism, it has never quite broken through. Today, few own their own headsets or use virtual reality in their day-to-day work.

Consultancy CCS Insights estimates 10 million headsets will be in circulation worldwide by the end of 2019, 21% growth on the previous year.

But it acknowledges this "might seem disappointing considering the huge hype" around VR, with still just a handful of successful devices available.

A major issue is that the price of headsets has remained very expensive.

"I think VR remains a very niche technology," says James Gautrey, a portfolio manager at Schroders who specialises in analysing technology stocks.

Mass adoption remains impeded by the hardware required to run it, in my opinion. Take videogames - you need a very powerful PC, a good amount of space, sensors set up around it, and of course the VR helmet itself.

The cost runs to thousands and for most it is completely impractical not to mention too expensive. There are clearly benefits using it to train people where real life 'on the job' training is dangerous, such as pilots, surgeons, deep sea divers. But beyond that and specialist video gamers, there has not been seen any compelling use cases that would make it more mainstream.

4) Speak on the given topics

1.Some cultures prefer steep hierarchies with many levels of management, clear roles and very powerful senior managers. Others prefer flat hierarchies with more equality and flexibility. What is common in your country? Which would you prefer to work in? Why?

2. In direct cultures instructions are very short. This can be seen as impolite and aggressive by people from indirect cultures, where instructions are usually polite requests/ Can you think of examples of each culture? How might this difference cause misunderstanding in multicultural teams?

3. Some cultures place a lot of importance on event starting and finishing on time. Others believe things should take as long as they need and are flexible with itineraries and schedules. What effect could this have on meetings, presentations and appointments? What is normal in your country?

4. Objectives-focused cultures clearly define objectives and detail roles and tasks in writing. Flexible cultures build relationships first and let goals develop with the relationship. What is common in your culture? How might this difference cause misunderstanding in multicultural teams?

5. Some cultures try to avoid unclear situations by use of fixed rules and procedures. Other cultures tolerate uncertainty and believe you need to be flexible to deal with problems as they arise. How might this affect business practice? Which attitude is more common in your country?

6. Some cultures believe that all statements should be honest, accurate, unemotional and not open to interpretation. Other cultures prefer to modify statements with understatement (somewhat, slightly) and exaggeration or even leave the true meaning unsaid. What is common in your culture? How might this difference cause misunderstanding in multicultural teams?

7. In some cultures senior managers make decisions and others carry out their instructions. In other cultures decisions are made by consensus after everyone contributes suggestions and opinions. What is common in your country? How might this difference cause misunderstanding in multicultural teams?

8. Some cultures expect presentations to be formal and technical. Others find this dull and ineffective and prefer a more entertaining style of presentation. What are they like in your country? How might these attitudes affect the dress, style and use of visual aids in presentations in different countries?

9. In some cultures people require little personal space. They stand close together, touch each other often and are happy to discuss personal matters. This can make people from other countries feel very uncomfortable. How much personal space do people in your need? How might this difference cause misunderstanding in multicultural teams?

10. Some cultures believe that showing passion and enthusiasm make an argument stronger. Others believe the strength of an argument relies on facts and figures and you should stay calm and in control. What about in your country? How might this difference cause misunderstanding in multicultural teams?

11. Some cultures prefer to build long-term business relationships and invest a lot of personal time socializing out of office hours to create trust and understanding Other cultures prefer short-term relationships based on specific deals and contracts with little personal contact. What is common in your culture?

12. In some cultures, when one person stops speaking another will start straight away. In others it is a mark of respect to wait for silence until you start to speak. Whereas in other cultures, several people can all speak at the same time. How about in your country? What difficulties might these differences cause in multicultural meetings?

13. In some cultures people like to focus on one thing at a time and dislike being interrupted during work and meetings. Other cultures tolerate disruptions such as phone calls during meetings and are happy to do several tasks at once. How might this difference cause misunderstanding in multicultural teams?

14. In some cultures any form of questioning or criticism in public is very impolite. In other cultures it is important to speak out and criticism is not taken personally. What is common in your culture? How might this difference cause misunderstanding in multicultural teams?

15. In some cultures people are praised and rewarded for their individual performance. In other cultures being singled out is very embarrassing and praise should be given to a whole group or team who worked together. What is common in your culture? How might this difference cause misunderstanding in multicultural teams?

Методика оценивания результатов за экзамен

Лексико-грамматический тест:

После окончания аудирования студентам выдается тест. На выполнение тесты дается 30 минут. Тесты выполняются на экзаменационном листе. По истечению 30 минут экзаменаторы собирают тесты. Тест оценивается по пятибалльной системе (проверяется во время подготовки студента к устному ответу):

22-25 баллов – 5
17-21 баллов – 4
12-16 баллов – 3
5-11 баллов – 2
1-4 баллов – 1
0 баллов – 0

После окончания тестирования студентам выдается три текста согласно выбранному билету.

Синтез трех текстов на английском языке:

17-20 баллов ставится, если используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче (допускается не более двух негрубых лексико-грамматических ошибок И/ИЛИ не более двух негрубых фонетических ошибок.

13-16 баллов ставится, если используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в большей части соответствуют поставленной задаче (допускается не более четырёх лексико-грамматических ошибок (из них не более двух грубых) ИЛИ/И не более четырёх фонетических ошибок (из них не более двух грубых).

9-12 баллов ставится, если используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче (допускается не более семи лексико-грамматических ошибок (из них не более двух грубых) ИЛИ/И не более семи фонетических ошибок (из них не более двух грубых).

6-8 баллов ставится если понимание высказывания затруднено из-за многочисленных лексико-грамматических и фонетических ошибок (пять и более лексико-грамматических ошибок И/ИЛИ семь и более фонетических ошибок).

0-5 баллов ставится если высказывание не соответствует поставленной задаче, студент затрудняется сказать что-либо на английском языке, отказывается отвечать.

Баллы за экзамен:
Аудирование – 5 баллов;
Лексико-грамматический тест –5 баллов;
Синтез трех текстов на английском языке–20 баллов;
Беседа по изученным темам на английском языке– 20 баллов