



Муниципальное образовательное автономное учреждение высшего
образования «Воронежский институт экономики
и социального управления»

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

ПО ДИСЦИПЛИНЕ

Б1.О.15 «Основы профессиональной коммуникации»

41.03.04 Политология

Воронеж 2023

1. Этапы формирования компетенций в процессе освоения дисциплины

№ п/п	Темы дисциплины	Индекс контролируемого индикатора компетенции	Оценочные средства		Технология оценки (способ контроля)
			наименование	№ заданий	
1	Тема 1. Политология как наука (Politics as a Science) Грамматика: настоящие и будущие времена активного залога	УК-4.1 УК-4.2 УК-4.3 ОПК-1.1 ОПК-1.2 ОПК-1.3 ОПК-1.4 ОПК-1.5	Ответ на зачете/экзамене	Комплек т заданий	Оценка преподавателем ответа на зачете/экзамене
			Работа с текстом	Текст 1	Проверка преподавателем
			Диалоги на различные ситуации	Комплек т диалогов	Оценка преподавателя
			Монологические высказывания	Текст 1	Оценка преподавателя
			Аудирование	1	Проверка преподавателем
			Грамматический тест	Тесты 1-2	Проверка преподавателем
			2	Тема 2. Власть как общественное явление (Power as a Social Phenomenon) Грамматика: прошедшие времена активного залога	УК-4.1, УК-4.2 УК-4.3 ОПК-1.1 ОПК-1.2 ОПК-1.3 ОПК-1.4 ОПК-1.5
Работа с текстом	Текст 2	Проверка преподавателем			
Подготовка письменной аннотации	Текст 2	Проверка преподавателем			
Монологические высказывания	Текст 2	Проверка преподавателем			
Диалоги на различные ситуации	Комплек т диалогов	Оценка преподавателя			
Грамматический тест	Тест 3	Проверка преподавателем			
3	Тема 3. Что такое демократия? (What is a Democracy?) Грамматика: Пассивный залог	УК-4.1, УК-4.2 УК-4.3 ОПК-1.1 ОПК-1.2 ОПК-1.3 ОПК-1.4 ОПК-1.5			
			Работа с текстом	Текст 3	Проверка преподавателем
			Подготовка письменной аннотации	Текст 3	Проверка преподавателем
			Диалоги на различные ситуации	Комплек т диалогов	Оценка преподавателя
			Монологические высказывания	Текст 3	Оценка преподавателя
			Аудирование	2	Проверка преподавателем
			Грамматический тест	Тест 4	Проверка преподавателем
4	Тема 4. Избирательная система (Elections) Грамматика: Complex Object; Complex Subject	УК-4.1, УК-4.2 УК-4.3 ОПК-1.1 ОПК-1.2 ОПК-1.3 ОПК-1.4 ОПК-1.5	Ответ на зачете/экзамене	Комплек т заданий	Оценка преподавателем ответа на зачете/экзамене
			Работа с текстом	Текст 4	Оценка преподавателем
			Подготовка письменной аннотации	Текст 4	Проверка преподавателем
			Диалоги на различные	Комплек т	Оценка преподавателем

			ситуации	диалогов	
			Монологические высказывания	Текст 4	Проверка преподавателем на семинарских занятиях
			Грамматический тест	Тест 5	Проверка преподавателем
5	Тема 5. Политические партии (Politics Parties) Грамматика: перевод в косвенную речь повествовательных предложений	УК-4.1, УК-4.2 УК-4.3 ОПК-1.1 ОПК-1.2 ОПК-1.3 ОПК-1.4 ОПК-1.5	Ответ на зачете/экзамене	Комплек т заданий	Оценка преподавателем ответа на зачете/экзамене
			Работа с текстом	Текст 5	Оценка преподавателем
			Подготовка письменной аннотации	Текст 5	Проверка преподавателем
			Монологические высказывания	Текст 5	Оценка преподавателем
			Диалоги на различные ситуации	Комплек т диалогов	Оценка преподавателем
			Грамматический тест	Тест 6	Проверка преподавателем
6	Тема 6. Подготовка служебной корреспонденции	УК-4.1 УК-4.2 УК-4.3 ОПК-1.3 ОПК-1.4	Ответ на зачете/экзамене	Комплек т заданий	Оценка преподавателем ответа на зачете/экзамене
			Подготовка служебных и личных писем на английском языке	Образец 6	Проверка преподавателем
			Аудирование	3	Оценка преподавателем
7	Тема 7: Средства массовой информации (Mass Media) Грамматика: перевод прямой речи в косвенную речь	УК-4.1 УК-4.2 УК-4.3 ОПК-1.1 ОПК-1.2 ОПК-1.4 ОПК-1.5	Ответ на зачете/экзамене	Комплек т заданий	Оценка преподавателем ответа на зачете/экзамене
			Работа с текстом	Текст 7	Оценка преподавателем
			Подготовка письменной аннотации	Текст 7	Проверка преподавателем
			Диалоги на различные ситуации	Комплек т диалогов	Оценка преподавателем
			Аудирование	4	Проверка преподавателем
			Грамматический тест	Тест 7	Проверка преподавателем
8	Тема 8: Подготовка резюме	УК-4.1 УК-4.2 УК-4.3 ОПК-1.3 ОПК-1.4 ОПК-1.5	Ответ на зачете/экзамене	Комплек т заданий	Оценка преподавателем ответа на зачете/экзамене
			Подготовка резюме	Образец 8	Оценка преподавателя
9	Тема 9: Публичные (общественные) отношения (Public relations) Грамматика: перевод прямой речи в косвенную	УК-4.1 УК-4.2 УК-4.3 ОПК-1.1 ОПК-1.2 ОПК-1.3 ОПК-1.4 ОПК-1.5	Ответ на зачете/экзамене	Комплек т заданий	Оценка преподавателем ответа на зачете/экзамене
			Работа с текстом	Текст 9	Проверка преподавателем
			Подготовка письменной аннотации	Текст 9	Проверка преподавателем
			Монологические высказывания	Текст 9	Проверка преподавателем
			Грамматический тест	Тест 8	Проверка преподавателем

2. Типовые задания или иные материалы, необходимые для оценки знаний, умений, навыков, характеризующих этапы формирования компетенций

2.1. Задания для подготовки к зачету и экзамену (для проведения промежуточной аттестации)

1. Уметь прочитать и перевести текст, задать к тексту все виды вопросов
2. Уметь ответить на вопросы преподавателя по тексту.
3. Подготовить краткий рассказ по теме:
 - Politics as a science
 - Power as a Social Phenomenon
 - What is a Democracy?
 - Political Parties
 - Mass Media
 - Elections
 - Public relations
4. Ответить на вопросы теста по изученному грамматическому материалу

2.2. Текст по темам дисциплины для чтения, перевода, подготовки монологических высказываний и письменных аннотаций)

Задание к теме 1: Политология как наука (Politics as a Science)

Текст прочитать, перевести, ответить на вопросы, задать вопросы к тексту.

По тексту подготовить письменную аннотацию; и монологическое высказывание.

Знать лексику текста.

Politics as a Science

In each historic period and in almost every geographic area, we can find someone studying politics and increasing political understanding. For example, Plato analyzed political systems, abstracted their analysis from more literary- and history- oriented studies and applied an approach we would understand as closer to philosophy. Similarly, Aristotle built upon Plato's analysis to include historical empirical evidence in his analysis.

During the rule of Rome, famous historians such as Polybius, Livy and Plutarch documented the rise of the Roman Republic, and the organization and histories of other nations, while statesmen like Julius Caesar, Cicero and others provided us with examples of the politics of the republic and Rome's Empire and wars. The study of politics during this age was oriented towards understanding history, understanding methods of governing, and describing the operation of governments.

During the Middle Ages, the study of politics was widespread in the churches and courts. Most of the political questions surrounding the relationship between church and state were clarified and contested in this period.

The advent of political science as a university discipline is evidenced by the naming of university departments and chairs with the title of political science arising in the 1860s.

Лексика:

To increase, to analyze, to abstract, literary- and history- oriented studies, to apply, to approach, empirical evidence, the rule, to document, the rise, a statesman, to provide, Rome's Empire, during, governing, to describe, be widespread, church, court, to surround, relationship, state, to clarify, to contest, the advent, be evidenced, department, chair.

Вопросы к тексту:

1. What can we find in each historic period and in almost every geographic area?
2. What does someone always study in each historic period and in almost every geographic area?
3. What did Plato analyze? What did he abstract?
4. What did Aristotle build in his analysis?
5. What famous historians during the rule of Rome do you know?

6. What did they document?
7. What did other statesmen provide us with?
8. What was the study of politics during this age oriented towards?
9. Where was the study of politics widespread during the Middle Ages?
10. What is evidenced by the naming of university departments and chairs with the title of political science?

Задание к теме 2. Власть как общественное явление (Power as a Social Phenomenon)

Текст прочитать, перевести, ответить на вопросы, задать вопросы к тексту.

По тексту подготовить письменную аннотацию; и монологическое высказывание.

Знать лексику текста.

Power as a Social Phenomenon

Governance as a social phenomenon is a fundamental, in a certain sense "eternal", problem of social and philosophical thought, growing interest of which in the scientific community naturally falls on turning points in social development.

Methods/Statistical Analysis: We used the systematic and comprehensive approach that involves the use of cultural, dialectical, ontological methods, as well as methods of historicism and objectivity.

Findings: The essence of power as a social phenomenon consists in the social nature of its rationality outward-oriented to a special organization of the environment on the basis of the objectives of the nearest and distant future. The essence of power as a social phenomenon is shown outwardly in the organization of the external environment of achieving a particular result which is determined by it as a target at a certain historical period, based on the interests of the state. The value of power as a social phenomenon in the construction of all-Russian national identity consists in the purposeful use of practices of power at the all-national level, comprising the whole society vertical, where the ultimate goal is consolidation of society.

The value of power as a social phenomenon in the construction of all-Russian national identity appears as a fundamental principle of serving simultaneously in several guises: both as a triggering, and as an organizing and guiding principle, directing the energy of the person, group and society as a whole.

Applications/Improvements: The successful implementation of the construction of the power of all-Russian national identity will allow simultaneously solving several interrelated problems from the solution of which largely depends the future of Russia: the humanization of interpersonal relations, creating a favorable adaptation climate in the country, consolidation of society.

Лексика:

Governance (управление), phenomenon, in a certain sense, "eternal", to fall, development, turning points, comprehensive approach, to involve, ontological method, as well as, the essence of power, outward-oriented, outwardly, a target, based on, comprise, the value of power, identity, to appear, to serve, simultaneously, to solve, guise (обличье), to trigger, guiding principle, ultimate goal, improvements, the successful implementation, allow, interrelated, largely, interpersonal relations, to create, a favorable adaptation climate, consolidation

Вопросы к тексту:

1. What is governance?
2. What is a fundamental, in a certain sense "eternal", problem of social and philosophical thought?
3. Why does the growing interest to the problem in the scientific community naturally fall on turning points in social development?
4. What methods are used in studying of politics?
5. What is the essence of power as a social phenomenon?
6. What does the value of power as a social phenomenon consist in?
7. What does the value of power as a social phenomenon appear?
8. What will the successful implementation of the construction of the power of all-Russian national identity allow?
9. What does the future of Russia depend on?
10. What does the humanization of interpersonal relations, creating a favorable adaptation climate in the country, consolidation of society depend on?

Задание к теме 3. Что такое демократия? (What is a Democracy?)

Текст прочитать, перевести, ответить на вопросы, задать вопросы к тексту.
По тексту подготовить письменную аннотацию; и монологическое высказывание.
Знать лексику текста.

What is a Democracy?

The origins of democratic theory lie in ancient Greek political thought. Greek philosophers classified governments according to the number of citizens involved in the process. Imagine a continuum running from rule by one person, through rule by a few, to rule by many.

At one extreme there is an autocracy, in which one individual has the power to make all important decisions. The concentration of power in the hands of one person (usually a monarch) was a more common form of government in earlier historical periods. Some countries are still ruled autocratically.

Oligarchy puts government power in the hands of an elite. At one time, the nobility or the major landowners commonly ruled as an aristocracy. Today, military leaders are often the rulers in countries governed by an oligarchy.

At the other extreme of the continuum is democracy, which means rule by the people. We have a simple answer to the question, "Who should govern?" It is, "The people". Unfortunately, this answer is too simple. It fails to define who *the people* are. Let us take a closer look at what "government by the people" really means.

The word *democracy* originated in Greek writings around the fifth century B.C. *Demos* referred to the common people, the masses; *kratos* meant "power".

Many centuries after the Greeks first defined democracy, the idea carried the negative connotation of mob rule. When George Washington was president, opponents of a new political party disparagingly called it a democratic party. No one would do that in politics today. In fact, the term has become so popular that the names of more than 20 percent of the world's political parties contain some variation of the word *democracy*.

The three principles - universal participation, political equality, and majority rule are widely recognized as necessary for democratic decision making. Small, simple societies can meet these principles with a direct or participatory democracy, in which all members of the group meet to make decisions, observing political equality and majority rule. The origins of participatory democracy go back to the Greek city-state, where the important decisions of government were made by the adult citizens meeting in an assembly. The people ruled themselves rather than having a small number of notables rule on their behalf.

Philosopher Jean Jacques Rousseau contended that true democracy is impossible unless all citizens gather to make decisions and supervise the government. Rousseau said that decisions of government should embody the general will and "will cannot be represented". Yet in the United States, Europe and virtually all other democracies, participatory democracy is rare.

Participatory democracy is commonly rejected on the grounds that in large, complex societies we need professional, full-time government officials to study problems, formulate solutions, and administer programs. Also, the assumption is that relatively few people will take part in participatory government.

Instead another form was introduced - representative democracy. In such a system, citizens participate in government by electing public officials to make decisions on their behalf. Elected officials are expected to represent the voters' views and interests - that is, to serve as the agents of the citizenry and to act for them. But what happens after the election?

The elected representatives might make wrong decisions which the people would have never made had they gathered directly for the same purpose. To account for this possibility representative democracy provides the principle of responsiveness, the obligation to respond to public opinion

Лексика: найти значение слов

Определять / давать определение; воплощать / олицетворять; предположение; дворянство / родовая знать; по той же самой причине; форма правления; человек благородного происхождения; широко / повсеместно признанный; отвечать принципам; воля; править от чьего-л. лица; принимать

решения; по той же причине; принятие решений; обязанность; государственные деятели; пренебрежительно; проводить в жизнь программы; отвергать / отклонять; власть.

Вопросы к тексту:

1. According to what principle are all governments classified?
2. What are the main features of an autocracy, oligarchy and democracy?
3. What is the origin of the word "democracy"?
4. What are the main principles of direct democracy?
5. What are the main principles of representative democracy?
6. Why did Rousseau prefer participatory democracy?
7. Why is this form so rare today?

Задание к теме 4. Политические партии (Political Parties)

Текст прочитать, перевести, ответить на вопросы, задать вопросы к тексту.

По тексту подготовить письменную аннотацию; и монологическое высказывание.

Знать лексику текста.

Political Parties

Most democratic theorists agree that a modern nation-state cannot practice democracy without at least two political parties that regularly contest elections. In fact, the link between democracy and political parties is so firm that many people define *democratic government* in terms of competitive politics.

Parties contribute to democratic government through the functions they perform for the political system - the set of interrelated institutions that link people with the government. Four of the most important party functions are nominating candidates for election to public office, structuring the voting choice in elections, proposing alternative government programs, and coordinating the actions of government officials.

Nominating candidates. Without political parties, voters would confront a bewildering array of self-nominated candidates, each seeking votes on the basis of personal friendships, celebrity status, or name recognition. Parties can provide a form of quality control for their nominees through their process of peer review. Party insiders, the nominees' peers, usually know the strengths and faults of potential candidates much better than average voters and thus can judge their suitability for representing the party. In this way, parties help not only to ensure a minimum level of quality among candidates who run for office but also to raise the quality of those candidates.

Structuring the voting choice. Political parties also help democratic government by structuring the voting choice - reducing the number of candidates on the ballot to those who have a realistic chance of winning.

The ability of established parties to mobilize their supporters has the effect of discouraging nonparty candidates from running for office and of discouraging new parties from forming. Consequently, the realistic choice is between candidates offered by the major parties, reducing the amount of new information that voters need to make a rational decision.

Proposing alternative government programmes. Parties also help voters choose among candidates by proposing alternative programs of government action - the general policies their candidates will pursue if they gain office. Even if voters know nothing about the qualities of the parties' candidates, they can vote rationally for the candidates of the party that has policies they favor.

Coordinating the actions of government officials. Finally, party organizations help coordinate the actions of public officials. A government based on the separation of powers divides responsibilities for making public policy. Political parties are the major means for bringing the separate powers to produce coordinated policies that can govern the country effectively. Members of the same party in different branches of power share the same political principles and thus voluntarily cooperate in making policy.

Parties are essential for making the government responsive to public opinion. In fact, the ideal role of parties has been formalized in the four principles of responsible party government:

1. Parties should present clear and coherent programs to voters.
2. Voters should choose candidates on the basis of party programs.
3. The winning party should carry out its program once in office.
4. Voters should hold the governing party responsible at the next election for executing its program.

So, in keeping with the model of responsible party government, formulate different platforms and tend to pressure their announced policies when elected to power.

Say whether the statements below are TRUE or FALSE.

1. Existence of political parties is a distinguishing feature of any democracy.
2. Party system is an institution that links people with the government.
3. In a democracy independent candidates are encouraged to participate in elections.
4. Parties are responsible for the actions of their candidates.
5. The main goal of any party is to introduce an alternative program of action.
6. Political party when in office helps coordinate activities of different branches of power.

Задание к теме 5. Избирательная система (Elections)

Текст прочитать, перевести, ответить на вопросы, задать вопросы к тексту.

По тексту подготовить письменную аннотацию; и монологическое высказывание.

Знать лексику текста.

Elections

The heart of democratic government lies in the electoral process. Whether a country holds elections - and if so, what kind - constitutes the critical difference between democratic and non-democratic governments. Elections institutionalize mass participation in democratic government: electoral rules specify *who* is allowed to vote, *how much* each person's vote counts, and *how many* votes are needed to win.

Again, elections are formal procedures for making group decisions. *Voting* is the act individuals engage in when they choose among alternatives in an election. Suffrage and franchise both mean the right to vote. By formalizing political participation through rules for suffrage and for counting ballots, electoral systems allow large number of people, who individually have little political power, to wield great power. Electoral systems decide collectively who governs and, in some instances, what government should do.

The simple act of holding elections is less important than the specific rules and circumstances that govern voting. According to democratic theory, everyone should be able to vote. In practice, however, no nation grants universal suffrage. All countries have age requirements for voting, and all disqualify some inhabitants on various grounds: lack of citizenship, criminal record, mental incompetence, and so forth.

Voting in free elections to choose leaders is the main way that citizens control government. Political parties help structure the voting choice by reducing the number of candidates on the ballot to those who have a realistic chance of winning or who offer distinctive policies. An election campaign is an organized effort to persuade voters to choose one candidate over others competing for the same office. An effective campaign requires sufficient resources to acquire and analyze information about voters' interests, to develop a strategy and matching tactics for appealing to these interests, to deliver the candidate's message to the voters, and to get them to cast their ballots.

Regarding election campaigns, one American politician, said, "There are four parts to any campaign. The candidate, the issues of the candidate, the campaign organization, and the money to run the campaign with. Without money you can forget the other three". Money pays for office space, staff salaries, telephone bills, travel expenses, campaign literature, and, of course, advertising in the mass media. A successful campaign requires a good campaign organization and a good candidate, but enough money will buy the best campaign managers, equipment, transportation, research, and consultants - making the quality of the organization is largely a function of money.

Campaigns vary in the effectiveness with which they transmit their messages via the news media. Effec-

tive tactics recognize the limitations of both the audience and the media. The typical voter is not deeply interested in politics and has trouble keeping track of multiple themes supported with details. By the same token, television is not willing to air lengthy statements from candidates. As a result, news coverage is often condensed to “sound bites” only a few seconds long.

Candidates exploit issues that they think are important to voters. They usually campaign by pointing out problems - unemployment, inflation, war, civil disorders, corruption – and promising to solve them. Candidates' attributes are especially important to voters who lack good information about a candidate's past performance and policy stands - which means most of us. Without such information, voters search for clues about the candidates to try to predict their behavior in office. Some fall back on their personal beliefs about religion, gender, and race in making political judgments.

Лексика: Find English equivalents for the following words and expressions in the text.

Право участвовать в выборах / право голоса (*2 варианта*); принятие групповых решений; достаточный; транспортные расходы; прошлая деятельность; предсказывать; передавать в эфир пространственные заявления; отсутствие гражданства; реклама в СМИ; избиратель; безработица; решать (проблемы); освещение новостей; голосование; правила проведения выборов; развить стратегию и соответствующую тактику; криминальное прошлое; проводить (избирательную) кампанию; формальная процедура; по различным причинам; подсчёт голосов (бюллетеней); бороться за один и тот же пост; предоставить право голоса / наделить избирательным правом; политические установки / взгляды; пол; раса; отличительная черта / свойство.

Вопросы к тексту

1. What is the major function of an electoral system?
2. What do electoral rules specify?
3. Give a definition of an election campaign.
4. Name four elements of any election campaign.
5. What are the distinguishing features of an effective campaign?
6. How much is a typical voter interested in politics?
7. Can you name problems that interest voters most of all?

Задание к теме 6: Подготовка деловой корреспонденции

Ознакомиться с образцами служебного и личного письма. Ответить на вопросы.

Образец служебного письма



Public Limited Company "Alpha"

Sadovaya St., 16, Moscow, 123456, Russia
Tel.:7(495)123-49-67, www.alpha.ru

Mrs Barbara Stain
Chief manager
Terra Incorporation
25 Downing St
London SW1A2AB
United Kingdom

Your ref.: 54/sl
Our ref.: 345/04-08
21 December, 202__

Dear Mrs Stain

Re: order 7453

О с н о в н о й т е к с т
О с н о в н о й т е к с т
З а к л ю ч е н и е

Yours sincerely,

A. Klimov

Aleksandr Klimov
Marketing director

Enclosure

Задание: ответить на вопросы: к 15.12

1. Назовите имя получателя и его должность.
2. Где работает получатель?
3. На какой улице находится офис получателя?
4. Как вы думаете, что такое Reference? (*ref.*)
5. Как вы думаете, это письмо инициативное или ответное? Докажите.
6. **Re: order 7453**, как вы думаете, что это?
7. Получатель замужем или нет? Объясните.
8. Какая должность у отправителя?
9. Что такое Enclosure?
10. Как называется компания, в которой работает Климов?

Образец личного письма

Задание: напишите ответ на письмо.

ul.Mira,15, flat 8
Voronezh 394000
Russia
December 10, 2020

Dear Sally,

Thank you for the letter. It was great to hear from you again after such a long time. I really should have written sooner. I've been busy with my exams.

I think you should take the invitation. Caves in Scotland are so beautiful. Your life is boring if you never take risks. Extreme sports give you a chance to live a full life. Last summer I tried rock climbing and really enjoyed it.

It's great that Ann is coming at last! How long is she going to stay with you? What are you going to do together? What places are you going to visit?

Anyway, I must go and get on my work!

Hope to hear from you soon.

All the best.

Kate xxx ♥♥♥

Задание к теме 6: Средства массовой информации (Mass Media)

Текст прочитать, перевести, ответить на вопросы, задать вопросы к тексту.

По тексту подготовить письменную аннотацию; и монологическое высказывание.

Знать лексику текста.

Mass Media

The mass media transmit information to large audience through print and broadcasts. The mass media in the United States are privately owned and in business to make money, which they do mainly by selling space or air time to advertisers. Both print and electronic media determine which events are newsworthy largely on the basis of audience appeal.

The main function of the mass media is entertainment, but the media also perform the political functions of reporting news, interpreting news, influencing citizens' opinions, setting the political agenda, and socializing citizens about politics.

Virtually all citizens must rely on the mass media for their political news. This fact endows the media with enormous potential to affect politics. To what extent do the media live up to this potential?

Americans overwhelmingly believe that the media exert a strong influence on their political institutions, and nearly nine of ten Americans believe that the media strongly influence public opinion. However, measuring the extent of media influence on public opinion is difficult. Because few of us learn about political events except from the media, it could be argued that the media create public opinion simply by reporting events.

Despite the media's potential for influencing public opinion, most scholars believe that the media's greatest influence on politics is found in their power to set the political agenda - a list of issues that people identify as needing government attention. Those who set the political agenda define which issues government decision makers should discuss and debate. Like a tree that fall in the forest without anyone around to hear it, an issue that does not get on the political agenda will not get any political attention.

One study found varying correlations between media coverage and what the public sees as "the most important problem facing this country today", depending on the type of event. Crises such as the Vietnam War, racial unrest, and energy shortages drew extensive media coverage, and each additional news magazine story per month generated an almost one percentage point increase in citations of the event as an important problem.

The media's ability to influence public opinion by defining "the news" makes politicians eager to influence media coverage. Politicians attempt to affect not only public opinion but also the opinions of other political leaders. The president receives a daily digest of news and opinion from many sources, and other top government leaders closely monitor the major national news sources. Even journalists work hard at following the news coverage in alternative sources. In a curious sense, the mass media have become a network for communicating among elites, all trying to influence one another or to assess others' weaknesses and strengths.

Some scholars argue that the most important effect of the mass media, particularly television, is to reinforce the hegemony, or dominance, of the existing culture and order. According to this argument, social control functions not through institutions of force (police, military, and prisons) but through social institutions, such as the media, that cause people to accept "the way things are". By displaying the life style of the rich and famous, for example, the media induce the public to accept the unlimited accumulation of private wealth. Similarly, the media socialize citizens to value "the American way", to be patriotic, to back their country, "right or wrong."

So the media play contradictory roles in the process of political socialization. On the one hand, they promote popular support for government by joining in the celebration of national holidays, heroes' birthdays, political anniversaries, and civic accomplishments. On the other hand, the media erode public confidence by detailing politicians' extramarital affairs, airing investigative reports of possible malfeasance in office, and even showing television dramas about crooked cops.

The media strongly defend the freedom of the press, even to the point of encouraging disorder by granting extensive publicity to violent protests, terrorist acts, and other threats to order.

Comprehension check: Say whether the statements below are TRUE or FALSE.

1. Politicians decide what news events are worth printing or broadcasting.
2. The mass media have two main functions.
3. Through setting the political agenda the media exercise its influence on public opinion.

4. Institutions of force are the only instrument to support the existing order in the country.
5. The main role of the media is to promote support for government.

Вопросы к тексту:

1. What is political agenda?
2. Who sets the political agenda and defines “the news”?
3. How do the media induce people to accept the existing culture and way of life?
4. What is political socialization?
5. Why is the role of the media in political socialization contradictory?

Задание к теме 8: Подготовка резюме.

Познакомьтесь с образцом резюме.
Подготовьте собственное резюме.

ОБРАЗЕЦ РЕЗЮМЕ

Ivan Ivanov

Personal information

Address: 201 Lenina Street, apt. 25, Moscow, 215315, Russia

Telephone: home: +7-XXX-XXX-XXXX mobile: +7-XXX-XXX-XXXX

Email: your.name@gmail.com

Date of birth: 25th July 1995

Nationality: Russian

Marital status: single

Objective I am seeking a position with a company where I can use my ability to analyze data sets and prepare financial forecasts.

Education Lomonosov Moscow State University, department of Economics, Master’s degree in Marketing (2011–2016).

Qualifications Marketing Specialist courses in Moscow Marketing College, started in 2014 up to present

Work experience

Company «_____», 2017 – present Moscow, Russia Financial analyst

- Preparing business plans
- Planning investment activities and budget
- Analyzing data sets collected through all the departments
- Preparing financial forecasts
- Preparing reports for the board of management

Company «_____», 2014–2017 Voronezh, Russia Assistant manager

- Providing main office with office supplies
- Analyzing large data sets collected through all the departments
- Preparing financial forecasts
- Preparing reports for the board of management

Personal qualities

- Broad-minded (широкий кругозор)

- Dependable
- Determined
- Initiative
- Versatile

Special skills

- Native Russian
- Fluent English
- Working knowledge of German (Basic knowledge)
- Driving License (Category B)
- Computer literacy (Microsoft Office, Outlook Express, 1C: Enterprise)

Hobbies: foreign languages, chess

References: Petr Petrov, Joint-Stock company “MOTOR”, +7-495 –XXX-X
(Акционерное общество “Мотор»)

Задание к теме 9: Public relations

Public relations

Public relations (PR) is the practice of managing the flow of information between an individual or organization and the public. Public relations provides organizations or individuals with access to their audience using topics of public interest and news. The purpose of a party's public relations is often to convince the public to hold a certain point of view about it, its leadership and political decisions. Common activities include speaking at meetings, working with the press and communicating with people.

The main functions of public relations include research, planning, communication, dialogues and evaluation.

Other public relations activities include:

- Promotional events, photo shoots or promotions
- Speeches to groups and professional organizations; receptions, seminars and other events; personal speeches
- Talk Show scheme: Public relations representatives give interviews on TV and radio talk shows with the audience that the party wants to reach.
- Books and other works
- Direct communication (transmitting messages directly to the audience, and not through the mass media), for example, through printed or electronic newsletters.
- Blogs
- Social Media services

Traditional public relations tools include press releases (a written or recorded message addressed to media representatives with the aim of announcing something supposedly newsworthy) and press kits (a pre-packaged set of advertising materials of a person or party distributed to media representatives for advertising use), which are distributed among the media in order to arouse the interest of the press. Other widely used tools include brochures, newsletters, and annual reports. Video and audio news releases (VNR and ANR) are often produced and distributed to television agencies in the hope that they will be used as regular program content.

After a public relations specialist has worked in this field for some time, he or she accumulates a list of contacts in the media and other areas related to the public.

Лексика:

manage, the flow provide, individual exposure, news items,	управлять, поток, предоставлять, индивидуальное освещение, новости,
--	---

<p>the aim, to maintain, a certain point of view, political decisions, essential functions, include, research, evaluation, photo ops, publicity stunts, personal appearances, talk show circuit, spokespersons, vie the mass media, social networking services, tools, for the purpose, announce, ostensibly, press kits, brochures ['brəʊf(u)ə] annual reports, practitioner, [præk'tiʃənə] work in the field, for a while</p>	<p>цель, поддерживать, определенная точка зрения, политические решения, основные функции, включать (в себя), исследования, оценка, фотосессии, рекламные трюки, личные выступления, ток-шоу, пресс-секретари, через средства массовой информации, социальные сети, инструменты, для этой цели, объявлять, якобы, пресс-подборки, брошюры, годовые отчеты, специалист, поработать в этой сфере, в этой области какое-то время</p>
---	--

2.3. Диалоги на различные ситуации

Диалог 1. Неформальное знакомство

John Smith: Hello, I'm John. I don't believe we've met. What's your name?

Megan Green: Nice to meet you, John. I'm Megan.

John Smith: Do you live here in New York?"

Megan Green: No, I'm just visiting. I'm from London. Do you live in New York?

John Smith: No, I'm also here visiting friends. What do you think about New York?

Megan Green: It's amazing.

Диалог 2. Формальное знакомство

John Smith: Pleased to meet you. My name is John Smith. I am a programmer at Google.

Megan Green: Pleased to meet you too. My name is Megan Green. How can I help you today?

John Smith: I'm designing a new app (приложение, программа), and I'm looking for people to help with my project.

Megan Green: My specialty is design. I'd be happy to help. Here's my business card. Feel free to email me at the address listed here.

John Smith: Great. Here's my business card. Thank you for your time today, and I appreciate your help.

Диалог 3. Разговор о голосовании

— For whom will you vote in the elections?

— For the socialists

— Why?

— Only their program provides for the creation of new jobs. And for whom will you vote?

— I'll vote for the democratic opposition.

— In my opinion they are too strongly oriented on the USA.

— I don't think so; they just want to make the country more open.

Диалог: Discussing Politics (Обсуждая политику)

BOB: Have you been following the presidential campaign this year?

CHRIS: More or less. I watched the debate last night.

MARTHA: Me too. I liked the Republican candidate.

BOB: Really? He's too conservative for me. I know he has gone up in the polls – *опросы* lately, but I think he lost the debate last night.

CHRIS: I don't think so. As usual, he showed that he's well informed and that he's a terrific speaker.

MARTHA: Besides, he has a lot of experience in Washington, D.C., where he's very well respected. He's a former senator.

BOB: Well, I think that the Democrats have a better platform.

CHRIS: I haven't made up my mind yet. I still don't know who to vote for.

Диалог 5. Обмен валюты в банке

<u>Bank teller:</u> Good afternoon, how are you doing?	<u>Оператор банка:</u> Добрый день, как у вас дела?
<u>Client:</u> Great, thanks.	<u>Клиент:</u> Отлично, спасибо.
<u>Bank teller:</u> May I help you with something?	<u>Оператор банка:</u> Могу я вам чем-то помочь?
<u>Client:</u> Yes, I need to exchange dollars to euro. What`s the buying rate for dollar today?	<u>Клиент:</u> Да, мне нужно обменять доллары на евро. Какой курс покупки доллара на сегодня?
<u>Bank teller:</u> Well, today it is 1,05 Euro to 1 dollar.	<u>Оператор банка:</u> Так, сегодня 1,05 евро за 1 доллар.
<u>Client:</u> That`s pretty good for today. And do you charge any commission?	<u>Клиент:</u> Это довольно хороший курс на сегодня. А вы берете какую-нибудь комиссию?
<u>Bank teller:</u> No, we don`t. Can I have your name and phone number, please?	<u>Оператор банка:</u> Нет, не берем. Могу я узнать ваше имя и номер телефона, пожалуйста?
<u>Client:</u> My name is Jack Smith and my phone number is +18004595299.	<u>Клиент:</u> Меня зовут Джек Смит, мой номер телефона +18004595299.
<u>Bank teller:</u> How much would you like to change?	<u>Оператор банка:</u> Какую сумму вы хотите обменять?
<u>Client:</u> I want to change 300 dollars.	<u>Клиент:</u> Я хочу обменять 300 долларов.
<u>Bank teller:</u> Okay, the total amount will be 285 Euros. Can you put your signature here, please?	<u>Оператор банка:</u> Хорошо, общая сумма будет 285 евро. Не могли бы вы поставить здесь свою подпись?
<u>Client:</u> Here it is.	<u>Клиент:</u> Вот (поставил подпись).
<u>Bank teller:</u> This is your money and your receipt, please.	<u>Оператор банка:</u> Это ваши деньги и чек, пожалуйста.
<u>Client:</u> Thank you.	<u>Клиент:</u> Спасибо.
<u>Bank teller:</u> Is there anything else I can help you with today?	<u>Оператор банка:</u> Могу ли я еще чем-то помочь вам сегодня?
<u>Client:</u> No, have a great day.	<u>Клиент:</u> Нет, хорошего дня.
<u>Bank teller:</u> Have a great day too.	<u>Оператор банка:</u> И вам хорошего дня.

Лексика:

- Currency – валюта.
- Currency exchange – обмен валют.
- To exchange (change) smth to smth – обменять что-то на что-то (одну валюту на другую).
- Exchange rate – курс обмена валют.
- Buying rate – курс, по которому покупают валюту.
- Selling rate – курс, по которому продают валюту.
- To charge – взимать плату.
- Commission – комиссия.
- Total amount – общая сумма.
- Signature – подпись.

- To sign, to put one's signature – поставить подпись.

Диалог 6. Разговор с партнером

Mr. Archer: Good afternoon, Mr. Bloom. It's good to see you again in our conference hall. How are you doing?	Г-н Арчер: Добрый день, мистер Блум. Рад Вас снова видеть в нашем конференц-зале. Как Вы поживаете?
Mr. Bloom: Good afternoon, Mr. Archer. I'm fine, thank you. And how are you?	Г-н Блум: Добрый день, мистер Арчер. У меня все отлично, спасибо. А как Вы?
Mr. Archer: I'm very well. I was hoping we can discuss our latest issue today.	Г-н Арчер: У меня все хорошо. Я надеялся, что мы обсудим наш недавний вопрос сегодня.
Mr. Bloom: Yes, of course, with pleasure. Let's get down straight to business.	Г-н Блум: Да, конечно, с удовольствием. Давайте перейдем прямо к делу.
Mr. Archer: So, speaking about the rates for the euro, they seem to be changing every day.	Г-н Арчер: Итак, что касается тарифов на евро, кажется они меняются каждый день.
Mr. Bloom: I understand that, Mr. Archer. For that reason I've asked our accountant to make some corrections. Here is the latest pricelist. Have a look at it, please. If you'd like to make some changes, we'll gladly consider them.	Г-н Блум: Я понимаю это, мистер Арчер. По этой причине я попросил нашего бухгалтера внести некоторые изменения. Вот самый последний список цен. Посмотрите, пожалуйста. Если хотите внести какие-то изменения, мы с удовольствием их рассмотрим.
Mr. Archer: Let me see. This price for each box seems to be fair. We are ready to pay the total amount.	Г-н Арчер: Давайте-ка посмотрим. Эта цена за каждую коробку кажется справедливой. Мы готовы выплатить всю стоимость.
Mr. Bloom: I'm glad you like it.	Г-н Блум: Я рад, что Вам все нравится.
Mr. Archer: Thank you. Is there anything else we should discuss today?	Г-н Арчер: Спасибо. Есть ли еще темы, которые нужно сегодня обсудить?
Mr. Bloom: Just a couple of more issues. We've typed the new conditions of our contract, including the new prices. Can you have a look and make sure everything suits you?	Г-н Блум: Есть еще пара вопросов. Мы напечатали новые условия для нашего контракта, включая новую стоимость. Не могли бы Вы взглянуть и убедиться, что Вас все устраивает?
Mr. Archer: Let me see. I have no objections. The contract is all the same, just the prices were adjusted. When do you want me to sign it?	Г-н Арчер: Давайте посмотрим. Я не имею возражений. Контракт все тот же, только цены были скорректированы. Когда Вы хотите, чтобы я подписал его?
Mr. Bloom: Today, if possible. I'm leaving tomorrow, so I need a signed copy of this contract.	Г-н Блум: Если это возможно, то сегодня. Я уезжаю завтра и мне нужна подписанная копия этого контракта.
Mr. Archer: I see. I'll sign it a bit later today. I need to show it to my lawyer as well..	Г-н Арчер: Понятно. Я подпишу его чуть позже сегодня. Мне нужно также показать

его своему юристу.

Mr: Bloom: That will do. Thanks for having me at your headquarters. It's my pleasure to conduct business with you.	Г-н Блум: Договорились. Спасибо за то, что приняли меня в своем головном офисе. Мне приятно вести с Вами дела.
Mr. Archer: You're welcome anytime, Mr. Bloom.	Г-н Арчер: Мы Вам рады в любое время, мистер Блум..
Mr: Bloom: Thank you, Mr. Archer for your hospitality.	Г-н Блум: Спасибо, мистер Арчер за Ваше гостеприимство.

Диалог 7. Разговор о выборах

BOB: Have you been following presidential campaign this year?

CHRIS: More or less. I watched debate last night.

MARTHA: Me too. I liked the Republican candidate.

BOB: Really? He's too conservative for me. I know he has gone up in the polls (результаты опросов) lately, but I think he lost the debate last night.

CHRIS: I don't think so. As usual, he showed that he's well informed and he's a terrific (блестящий) speaker.

MARTHA: Besides, he has a lot of experience (у него большой опыт работы) in Washington, D.C., where he's very well respected. He's a former (бывший) senator.

BOB: Well, I think that the Democrats have a better platform.

CHRIS: I haven't made up my mind yet.. I still don't know who to vote for.

2.4. Аудирование

Задание 1: Вы услышите 4 коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и названиями хобби, о которых говорится в диалогах, к каждому диалогу подберите соответствующее название хобби, обозначенное цифрами. В задании – 1 лишнее хобби.

1. Painting; 2. Listening to music; 3. Reading; 4. Going for sports; 5. Playing the guitar;

Диалог	A	B	C	D
Хобби				

Задание 2: Вы услышите 4 коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и названиями гаджетов, о которых говорится в диалогах, к каждому диалогу подберите соответствующее название гаджета, обозначенное цифрами. В задании – 1 лишний гаджет.

1. Computer; 2. Fridge; 3. Electric kettle; 4. Vacuum cleaner; 5. Cooker

Диалог	A	B	C	D
Гаджет				

Задание 3: Вы услышите 4 коротких диалога, обозначенных буквами А, В, С, D.

Установите соответствие между диалогами и названиями места действия, о которых говорится в диалогах, к каждому диалогу подберите соответствующее название места действия, обозначенное цифрами. В задании – 1 лишнее название.

1. In the street; 2. At the seaside; 3. In the underground; 4. At the airport; 5. At the shop

Диалог	A	B	C	D
Место действия				

Задание 4: Вы услышите 4 коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и жанрами фильмов, о которых говорится в диалогах, к каждому диалогу подберите соответствующий жанр, обозначенное цифрами. В задании – 1 лишнее название жанра.

1. Action; 2. Melodrama; 3. Detective; 4. Adventure; 5. Fantasy

Диалог	A	B	C	D
Жанр фильма				

2.5. Тесты для контроля по разделам (темам) дисциплины

Тесты для контроля грамматики по теме 1 «Времена группы Present активного залога»

ТЕСТ № 1 "PRESENT TENSES"

1. You do not hear what I am saying because you very absent-minded today.

- are is are being have been

2. Today the world so rapidly; things never stay the same.

- changes has changed is changing has been changing

3. It's raining, and I see you don't have an umbrella. You can borrow mine, I it now.

- don't need did not need haven't needed haven't been needing

4. Jake is a good footballer. Do you know since when football?

- he has been playing he plays has he been playing is he playing

5. - What are you looking for? - I my umbrella somewhere, and now I don't know where it is.

- leave has left have been leaving have left

6. Paul looks young for his age. He says he is 56 years old, but nobodyhim.

- hasn't believed is not believing believes believe

7. Zeta has sent me two letters; neither of which

- has arrived have arrived arrive is arriving

8. Her family from town to town ever since she can remember.

- is moving has moved moves has been moving

9. - Do you remember me? - Of course, I do. We several times before.

- have met meet met have been meeting

10. Excuse me I a public telephone. Is there one near here?

- have been looking for have looked for look for am looking for

11. Willy from his Uncle Alex since the latter immigrated to Canada.

- does not hear have not heard has not heard is not hearing

12. I don't like Alice. She about difficulties of life all the time.

- complains is complaining has complained has been complaining

13. Susan is a fashion designer. Now, she at a new set of clothes to be shown at a fashion show in April.

- works is working has been working has worked

14. About 85 percent of American students public schools, which are supported by state and local taxes.

- attend are attending have attended have been attending

15. I have found a good job. It's in Brazil. I to go to Brazil. I don' like living in cold climate.

- have always wanted always wanted want is wanting

Тесты для контроля грамматики по теме 1
«Времена группы Future активного залога»

ТЕСТ № 2 "FUTURE TENSES"

1. It is going to rain, and I am not sure if I will have painted the roof before it raining.

- starts will start will be starting will have started

2. I'll come home late tomorrow. I out with my friend.

- will be dining will dine will have been dining am dining

3. By the time you come home you everything I have told you.

- will have forgotten will forget will be forgetting have forgotten

4. John has bought this TV set on credit. He all the money by the first of August.

- will pay is paying will have paid will be paying

5. She is in the country now and she there for another week.

- will have been staying will be staying will stay will have stayed

6. Susan the house before her husband comes home.

- won't leave won't have been leaving won't have left won't be leaving

7. Did you write that letter to Jack? - Oh, I forgot. Thanks for reminding me. I it in the evening.

- will have written will have been writing will write am writing

8. Ted is looking for a job. He is a good worker and I hope that by the end of the month he a good job.

will find is going to find will have found is finding

9. I don't know when Professor Johnson to his office, but when he comes, I'll speak to him about it.

comes will come will have come is coming

10. According to the weather forecast it tomorrow all day long.

will be raining will rain will have rained will have been raining

11. The house for two hours when the firefighters finally arrive.

is burning will be burning will have burnt will have been burning

12. I can't meet you this evening. A friend of mine to see me.

will come will have come is coming comes

13. I don't know if he to join us, but if he does, it will change my plans.

will make up his mind; will have made up his mind; makes up his mind;
has made up his mind

14. My father is repairing our car. We hope that by Sunday he it.

will have repaired will repair will be repairing will have been repairing

15. By the time Mother comes home Peter all the ice-cream.

will eat will have eaten will have been eating will be eating

**Тесты для контроля грамматики по теме 2
«Времена группы Past активного залога»**

ТЕСТ № 3 "PAST TENSES"

1. Margaret didn't wear her shoes; she was barefoot. She on a piece of broken glass and cut her foot.

Stepped had stepped was stepping had been stepping

2. When Mary came back, she looked very red from the sun. She in the sun too long.

had been lying was lying had lain lay

3. When I was young, I that people over forty were very old. Now that I am forty myself I don't think so.

Thought used to think was thinking had thought

4. I didn't see Linda last month because she around Europe at that time.

Travelled was travelling had travelled had been travelling

5. I handed Betsy today's newspaper, but she didn't want it. She it during her lunch.

Read had been reading had read was reading

6. Everybody was laughing merrily while Harris them a funny story.

Told had told was telling had been telling

7. I got lost in the forest because I took the road I before.

didn't never take never took had never taken didn't take

8. A strong wind and I decided to put on a warm coat.

Blew had blown was blowing had been blowing

9. He ill for three days, so his mother wanted to bring him to a doctor, but he didn't want to go.

had felt felt had been feeling was feeling

10. We TV for ten minutes when the electricity went off.

Watched were watching had watched had been watching

11. While the kids in the garden, their mother was hurriedly cooking dinner.

were playing played had been playing had played

12. It wasn't raining when I looked out of the window; the sun was shining.

But it earlier. That's why the ground was wet.

Rained was raining had rained had been raining

13. When I first to England in 2008, I thought I knew English fairly well.

Came had come was coming had been coming

14. Tom breakfast this morning because he didn't have any time

wasn't eating hadn't eaten didn't eat hadn't been eating

15. Suddenly they heard a strange noise and at each other in horror.

Looked were looking had looked had been looking

Тесты для контроля грамматики по теме 3
Passive Voice

TEST № 4 PASSIVE VOICE

1. "Romeo and Juliet" by Shakespeare. — Роман «Ромео и Джульетта» был написан Шекспиром.

was written wrote has been written

2. I last month because of bad sales results. — Меня уволили в прошлом месяце из-за плохих результатов продаж.

was fired have been fired fired

3. English in many countries. — На английском языке говорят во многих странах.

is being spoken is spoken speaks

4. My neighbour a new job in advertising. — Моему соседу предложили новую работу в сфере рекламы.

was offer offered has been offered

5. The new hospital, which is not far from our office, next year. — Новая больница, которая находится недалеко от нашего офиса, будет открыта в следующем году.

will be opened will opened open

6. The exam papers to all the students right now by one of our assistants. — Сейчас один из наших ассистентов раздает всем студентам экзаменационные листы.

were handed out are handed out are being handed out

7. Four villages by an enormous landslide last year. — Четыре деревни были разрушены огромным оползнем в прошлом году.

Destroyed were destroyed have been destroyed

8. The application immediately! — Заявка должна быть отправлена немедленно!
must be sent must sent must send

**Тесты для контроля грамматики по теме 4
Complex Object**

ТЕСТ № 5 Complex Object

Выберите правильный вариант

Задание 1. I saw her into the building. – Я увидел, как она вошла в здание.
to come; coming; come

Задание 2. I believed you three mobile phones. – Я был уверен, что ты имеешь 3 мобильника.
to have; having; have;

Задание 3. He made me the window. – Он заставил меня закрыть окно.
to close; closing; close;

Задание 4. I saw them in the park. – Я видел, что они играют в парке
to play; playing; play;

Задание 5. She believes Mark a good guy. – Она была уверена, что Марк хороший парень.
to be; being; be;

Задание 6. I saw youin the park. Everybody liked it! – Я видел, как ты танцевала в парке. Всем понравилось.
To dance; to dancing; dance;

Задание 7. Mr. Smith saw his friends the classroom. – Мистер Смит видел, как его друзья покинули аудиторию.
to leave; leaving; leave;

Задание 8. His mum wants him his homework. – Его мама хочет, чтобы он выполнил домашнее задание.
to do; doing; do;

Задание 9. Shh! I hear someone Т-ш-ш! Я слышу, что кто-то плачет.
to cry; crying; cry;

Задание 10. He can't make me this! – Он не может заставить меня сделать это!
to do; doing; do;

Задание 11. I'd like him this task so well. – Хотел бы я, чтобы он выполнил это задание хорошо.
to do; doing; do;

Задание 12. His mum allowed him home late to night. – Мама позволила ему

вернуться домой попозже сегодня.

to come; coming; come;

Задание 13. Mr. Brown would like his son a surgeon. – Мистеру Брауну хотелось бы, чтобы его сын стал хирургом.

becoming; to become; become;

Задание 14. I want my son more languages. – Я хочу, чтобы мой сын знал больше языков

to learn; learning; learn;

Задание 15. Don't let him you. – Не позволяй ему валять дурака с тобой!

to fool; fooling; fool;

Задание 16. I expect the weathergood today. – Надеюсь, погода будет хорошая сегодня.

to be; being; be;

Задание 17. I felt someone me on the shoulder. – Я почувствовал, что кто-то касается моего плеча.

to touch; touching; touch;

Задание 18. I heard her a famous English song. – услышал, как она поет знаменитую английскую песню.

to sing; singing; sung;

Задание 19. I know her a good student. – Я знаю, что она хорошая студентка.

to be; being; be;

Задание 20. Rainy weather makes me bad. – В дождливую погоду я чувствую себя плохо.

to feel; feeling; feel;

Тесты для контроля грамматики по теме 5 Sequence of Tenses

ТЕСТ № 6 Перевод прямой речи в косвенную (повествовательные предложения)

1. "The Sun isn't a planet, it is a big star," the teacher explained.

The teacher explained to us that the Sun is a big star.

The teacher explained us that the Sun is a big star.

The teacher explained us that the Sun was a big star.

The teacher explained to us that the Sun was a big star.

2. 2. Lenny said: "I will come tomorrow."

Lenny said she would come tomorrow.

Lenny said she will come the next day.

Lenny said she would come the next day.

Lenny said she comes tomorrow.

3. "I will come tomorrow and finish the work," the plumber said to grandma.

The plumber said to grandma that he will come tomorrow and finish the work.

The plumber promised grandma that he will come the next day and finish the work.

The plumber promised grandma that he would come the next day and will finish the work.

The plumber promised grandma that he would come the next day and finish the work.

4. "I'm waiting for my parents," Nick said.

Nick said that he is waiting for my parents

Nick said that he was waiting for his parents

Nick said that he was waiting for my parents

Nick told that he was waiting for his parents

5. "I can't fix the engine myself," my brother admitted.

My brother admitted that he can't fix the engine myself.

My brother admitted that he couldn't fix the engine himself.

My brother admitted that he can't fix the engine himself.

My brother admitted that he couldn't fix the engine myself.

6. "You should be careful," my friends said to me.

My friends said to me that I should be careful.

My friends said to me that I should have been careful.

My friends told me that I should have been careful.

My friends told me that I should be careful.

7. "Don't make so much noise, will you?" the neighbour said to Pete.

The neighbour asked Pete to not make so much noise.

The neighbour asked Pete not to make so much noise.

The neighbour asked to Pete not to make so much noise.

The neighbour said to Pete to not make so much noise.

8. "I promise I'll write to you as soon as I arrive, Jane," said Nick.

Nick promised Jane that he will write to her as soon as he arrives.

Nick promised Jane that he would write to her as soon as he arrives.

Nick promised Jane that he would write to her as soon as he arrived

Nick promised Jane that he would write to her as soon as he would arrive.

9. "We only got tickets yesterday, though we booked the holiday a long time ago," said Mr.Smith.

Mr. Smith said that they had got tickets the last day, though they had booked the holiday a long time ago.

Mr. Smith said that they got tickets the previous day, though they booked the holiday a long time before.

Mr. Smith said that they had got tickets the previous day, though they had booked the holiday a long time before.

Mr. Smith said that they got tickets the previous day, though they had booked the holiday a long time before.

Тесты для контроля грамматики по теме 7
Sequence of Tenses (Special Questions)

ТЕСТ № 6 Перевод в косвенную речь специальных вопросов

1. "Why didn't you say that to me?" she asked her boyfriend.

She asked her friend why didn't he say that to me.

She asked her friend why he didn't say that to me.

She asked her friend why hadn't he said that to her.

She asked her friend why he hadn't said that to her.

2. Vanessa said: "What are you doing here?"

Vanessa asked me what I was doing there.

Vanessa asked me what was I doing there.

Vanessa asked me what I was doing here.

3. Rachel asked me: "Who is your teacher?"

Rachel asked who my teacher was.

Rachel asked who was my teacher.

Rachel asked who my teacher is.

4. "Where did you put my passport?" Megan said

Megan asked me where I put her passport.

Megan asked me where I had put her passport.

Where did I put her passport, Megan asked me.

5. My friend said to me: "Where were you yesterday?"

My friend said to me where was I yesterday

My friend asked me where I was yesterday

My friend said to me where I was the day before

My friend asked me where I had been the day before

6. He thought: "Where can my friend be at this moment?"

He thought where could his friend be at this moment

He thought where his friend could be at that moment

He thought where my friend could be at that moment

He thought where his friend can be at this moment

7. Nina asked: "Where is Tom?"

Nina asked where is Tom

Nina asked where was Tom

Nina asked where Tom was

Nina asked where Tom

8. They asked: "How many concerts have you been to in your life?"

They asked how many concerts had you been to in your life

They asked how many concerts we have been in our life.

They asked how many concerts we had been in our life

**Тесты для контроля грамматики по теме 9
Sequence of Tenses (General Questions)**

Т Е С Т № 7 Перевод в косвенную речь общих вопросов

1. Jane asked her friend: "Will you come to my party tomorrow, Kate?"

Jane asked Kate if she would come to her party the next day

Jane asked if would you come to my party tomorrow, Kate

Jane asked if Kate will come to her party tomorrow.

Jane asked Kate would she come to her party the next day

2. Jerry told me: "Could you give me a lift to the office?"

Jerry told me to give him a lift to the office.

Jerry asked me if I gave him a lift to the office.

Jerry asked me to give him a lift to the office.

3. Nick said: "Do you need to get up early tomorrow?"

Nick asked if I needed to get up early the next day.

Nick asked did I need to get up early the next day.

Nick asked if I needed to get up early tomorrow.

4. Nina said: "Could you speak English when you were 20?"

Nina asked me if I could speak English when I had been 20.

Nina asked me if I could speak English when I was 20.

Nina asked me if I could have spoken English when I was 20.

5. Mary wondered: "Did they buy this fresh meat two hours ago?"

Mary wondered if they bought that fresh meat two hours before

Mary wondered if they had bought that fresh meat two hours ago

Mary wondered if they had bought that fresh meat two hours before

Mary wondered if they buy this fresh meat two hours before.

6. Greg asks his friend: "Are you tired?"

Greg asks his friend if he is tired
Greg asks his friend is he tired
Greg asks his friend if you are tired
Greg asks his friend if he tired

Тесты для контроля грамматики по 9
Sequence of Tenses (Повелительное наклонение)

ТЕСТ № 8 Перевод в косвенную речь повелительного наклонения

1. The boy asked his girlfriend: "Give me one more chance".

The boy asked his girlfriend give me one more chance
The boy asked his girlfriend to give him one more chance
The boy asked his girlfriend give him one more chance
The boy asked his girlfriend to give me one more chance

2. Mother said to her son: "Don't put your dirty shoes on the carpet."

Mother told to her son not to put his dirty shoes on the carpet
Mother told her son not put his dirty shoes on the carpet
Mother told her son don't put his dirty shoes on the carpet
Mother told her son not to put his dirty shoes on the carpet.

3. He suggested: "Let's go to the jazz concert."

He suggested let's go to the jazz concert.
He suggested going to the jazz concert.
He suggested to go to the jazz concert.

4. He exclaimed: "Don't touch my discs!"

He exclaimed didn't touch his discs
He exclaimed not to touch his discs.
He exclaimed don't touch his discs.

5. Ben: «You must sign the document today.»

Ben told me to sign the document that day
Ben told me sign the document today.
Ben told me I had to sign the document today.

3. Описание критериев оценивания для каждого оценочного средства

Предмет оценки (продукт или процесс)	Показатель оценки	Критерии оценки	Шкала оценки	
			Академическая оценка /уровень освоения компетенции	Уровень освоения компетенции
Работа с текстом	Правильное без искажений произношение и интонация речи, грамотный перевод. Умение задать вопросы и правильно ответить на вопросы преподавателя по тексту	Студент читает текст без искажения интонации и произношения слов. Стилистически грамотно переводит текст. Владеет лексикой по теме. Умеет поставить все виды вопросов к предложениям и к тексту в целом. Понимает и правильно отвечает на вопросы преподавателя по тексту.	высокий (отлично)	освоена
		Студент читает текст без искажения интонации, допускает искажение произношения не более чем в трех словах. Стилистически грамотно переводит текст. Владеет лексикой по теме. Умеет поставить все виды вопросов к предложениям и к тексту в целом, допуская незначительные погрешности. Понимает и в основном правильно отвечает на вопросы преподавателя по тексту.	продвинутый (хорошо)	
		Студент читает текст, допуская искажение произношений слов. Грамотно переводит текст, но не полностью владеет лексикой. В постановке вопросов допускает неточности. Затрудняется ответить на некоторые вопросы преподавателя по тексту.	базовый (удовлетворительно)	
		Студент читает текст, постоянно допуская искажение произношений слов. С трудом переводит текст, почти не владеет новой лексикой. В постановке вопросов допускает ошибки. Затрудняется ответить на вопросы преподавателя по тексту.		не освоена
Подготовка аннотации к тексту	Грамотная передача краткого содержания текста. Отсутствие орфографических ошибок	Выполнены все требования к написанию аннотации: содержание текста кратко, но полностью раскрыто, выдержан объём аннотации.	высокий (отлично)	освоена
		Основные требования к написанию аннотации выполнены, но при этом допущены недочёты. В частности, имеются нарушения в изложении материала; однако грамматических ошибок не допущено	продвинутый (хорошо)	
		Имеются существенные отступления от требований к написанию аннотации. В частности: тема освещена лишь частично; допущены орфографические ошибки.	базовый (удовлетворительно)	
		Тема текста не раскрыта, допущено много орфографических и грамматических ошибок.		не освоена

		Аннотация не представлен.		
Монологи- ческие высказывания	Раскрытие темы, грамотное изложение мыслей с точки зрения английского языка	Студент говорит без искажения интонации и произношения слов. Стилистически и грамматически правильно строит фразы. Владеет лексикой по теме. Полностью раскрывает тему	высокий (отлично)	освоена
		Студент говорит без искажения интонации, но допускает небольшие погрешности в произношении слов. Стилистически правильно строит фразы. В основном владеет лексикой по теме. Полностью раскрывает тему	продвинутый (хорошо)	
		Студент допускает искажения интонации и погрешности в произношении слов. Не всегда грамматически правильно строит фразы. В основном владеет лексикой по теме. Тему раскрывает частично	базовый (удовлетворительно)	
		Студент не может связно высказать свою мысль, не может раскрыть тему, так как почти не владеет лексикой.		не освоена
Диалогические высказывания	Умение работать с партнером, обсуждать актуальные политические темы	Студент говорит без искажения интонации и произношения слов. Стилистически и грамматически правильно строит фразы. Владеет лексикой по теме. Полностью раскрывает тему	высокий (отлично)	освоена
		Студент говорит без искажения интонации, но допускает небольшие погрешности в произношении слов. Стилистически правильно строит фразы. В основном владеет лексикой по теме. Полностью раскрывает тему	продвинутый (хорошо)	
		Студент допускает искажения интонации и погрешности в произношении слов. Не всегда грамматически правильно строит фразы. В основном владеет лексикой по теме. Тему раскрывает частично	базовый (удовлетворительно)	
		Студент не может связно высказать свою мысль, не может раскрыть тему, так как почти не владеет лексикой.		не освоена
Аудирование	Умение понять услышанное, правильно ответить на вопросы по прослушанному материалу	Студент правильно ответил на вопросы	высокий (отлично)	освоена
		Студент допустил 1 неправильный ответ	продвинутый (хорошо)	
		Студент правильно ответил лишь на 50% вопросов	базовый (удовлетворительно)	
		Студент правильно ответил менее чем на 50% вопросов		не освоена
Выполнение грамматического	Правильность ответов при	Студент правильно ответил на 85-100% вопросов теста	высокий (отлично)	освоена

задания: Тестирование	тестировании	Студент правильно ответил не менее 70-84% вопросов теста	продвинутый (хорошо)	
		Студент правильно ответил не менее 51-69% вопросов теста	базовый (удовлетворительно)	
		Студент правильно ответил на 0-50% вопросов теста		
Ответ на экзамене	Правильность и спонтанность речи, Умение поставить вопрос и ответить на него. Правильное выполнение грамматических заданий	Студент владеет коммуникативными навыками, легко формулирует свои мысли, не допуская искажений. Точно отвечает на вопросы, поставленные преподавателем. Выполняет грамматические упражнения без ошибок	высокий (отлично)	освоена
		Студент владеет коммуникативными навыками, формулирует свои мысли, почти не допуская искажений. Достаточно правильно отвечает на вопросы, поставленные преподавателем. Выполняет грамматические упражнения, допустив не более 2-3 ошибок	продвинутый (хорошо)	
		Студент слабо, но владеет коммуникативными навыками, с трудом отвечает на вопросы, поставленные преподавателем. Выполняет грамматические упражнения, допуская ошибки (но не более 5)	базовый (удовлетворительно)	
		Студент не может выразить свои мысли, не отвечает на вопросы преподавателя. Допускает в грамматических упражнениях более 5 ошибок		не освоена
Ответ на зачете		Студент владеет коммуникативными навыками, легко формулирует свои мысли, не допуская искажений. Точно отвечает на вопросы, поставленные преподавателем. Выполняет грамматические упражнения без ошибок	высокий	освоена
		Студент владеет коммуникативными навыками, формулирует свои мысли, почти не допуская искажений. Достаточно правильно отвечает на вопросы, поставленные преподавателем. Выполняет грамматические упражнения, допустив не более 2-3 ошибок	продвинутый	
		Студент слабо, но владеет коммуникативными навыками, с трудом отвечает на вопросы, поставленные преподавателем. Выполняет грамматические упражнения, допуская ошибки (но не более 5)	базовый	
		Студент не может выразить свои мысли, не отвечает на вопросы преподавателя. Допускает в грамматических упражнениях более 5 ошибок		не освоена

4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков, характеризующие этапы формирования компетенций/индикаторов компетенций

Оценка знаний, умений, навыков, характеризующая этапы формирования компетенций по дисциплине «Основы профессиональной коммуникации (английский)» проводится в форме текущей, промежуточной и итоговой аттестации.

Контроль текущей успеваемости обучающихся – текущая аттестация – проводится в ходе учебных занятий в семестре с целью определения уровня усвоения обучающимися знаний; формирования у них умений и навыков; своевременного выявления преподавателем недостатков в подготовке обучающихся и принятия необходимых мер по ее корректировке; совершенствованию методики обучения; организации учебной работы и оказания обучающимся индивидуальной помощи.

К контролю текущей успеваемости относятся проверка знаний, умений и навыков обучающихся:

- на занятиях (работа с текстами, тестирование, решение ситуационных задач, развитие монологической и диалогической речи, аудирование);
- по результатам выполнения индивидуальных заданий (эссе);
- по результатам проверки качества конспектов лекций и иных материалов;
- по результатам отчета обучающихся в ходе индивидуальной консультации преподавателя, по имеющимся задолженностям и отчету по самостоятельной работе.

Экзамен проводится после завершения изучения дисциплины в объеме, определенной в рабочей программе дисциплины по утвержденным билетам, в которых практическое задание: 1) Чтение и перевод текста, постановка вопросов; 2) Рассказ на заданную тему и 3) Выполнение грамматического упражнения (теста) по изученному материалу. Оценка по результатам экзамена «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Зачет проводится после завершения изучения дисциплины в объеме, определенной в рабочей программе дисциплины, по утвержденным билетам, в которых 1) Чтение и перевод текста, постановка вопросов; 2) Рассказ на заданную тему и 3) Выполнение грамматического упражнения (теста) по изученному материалу. Оценка по результатам зачёта – «зачтено», «не зачтено».

Все виды текущего контроля осуществляются на аудиторных занятиях.

Каждая форма контроля по дисциплине включает в себя практические задания, позволяющие оценить уровень освоения обучающимися знаний и выявляющие степень сформированности умений и навыков.

Процедура оценивания компетенций обучающихся основана на следующих стандартах:

1. Периодичность проведения оценки (на каждом занятии).
2. Многоступенчатость: оценка (как преподавателем, так и обучающимися) и самооценка обучающегося, обсуждение результатов и комплекса мер по устранению недостатков.
3. Единство используемой технологии для всех обучающихся, выполнение условий сопоставимости результатов оценивания.
4. Соблюдение последовательности проведения оценки: предусмотрено, что развитие компетенций идет по возрастанию их уровней сложности, а оценочные средства на каждом этапе учитывают это возрастание.
5. Краткая характеристика процедуры реализации текущего и итогового контроля по дисциплине для оценки компетенций обучающихся представлена в таблице ниже.

№ п/п	Наименование оценочного средства	Краткая характеристика процедуры оценивания компетенций	Представление оценочного средства в фонде
1	Работа с текстами	Позволяет оценить навыки чтения без искажения интонации и произношения, умение переводить, владение лексикой текста; умение правильно задавать и отвечать на вопросы по тексту	Фонд текстов
3	Тестирование	Позволяет оценить уровень знаний обучающимися грамматического материала по дисциплине. Осуществляется на бумажных или электронных носителях по вариантам. Количество вопросов в каждом варианте определяется преподавателем. Отведенное время на подготовку определяет преподаватель.	Фонд тестовых заданий
4	Монологическое высказывание	Позволяют оценить умение высказать свое мнение по изученной теме	Фонд текстов
5	Диалоги на различные ситуации	Позволяют оценить навыки диалогической речи	Фонд диалогов
6	Аудирование	Умение понять в общем, о чем идет разговор в высказывании, заслушиваемом с кассеты и правильно ответить на вопросы	Фонд вопросов к текстам для аудирования
7	Творческое задание: аннотация к тексту	Аннотация – это короткий текст, как правило, не больше 150 слов. Аннотация должна выглядеть, как самостоятельный краткий текст, который вмещается в один абзац. В ней будут упоминаться только ключевые моменты текста. Следует избегать длинных сложноподчиненных предложений.	Тексты для выполнения творческого задания
8	Экзамен	Проводится в заданный срок, согласно календарному учебному графику. При выставлении оценок учитывается уровень приобретенных компетенций обучающегося согласно шкале оценивания.	Комплект заданий к экзамену
9	Зачет	Проводится в заданный срок, согласно календарному учебному графику. При выставлении оценок учитывается уровень приобретенных компетенций обучающегося согласно шкале оценивания.	Комплект заданий к зачету