

Компонент ОПОП \_\_\_\_\_ 44.04.01 Педагогическое образование \_\_\_\_\_  
наименование ОПОП

\_\_\_\_\_ Б1.В.04 Практический курс английского языка \_\_\_\_\_  
шифр дисциплины

### ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Дисциплины  
(модуля)

\_\_\_\_\_ **Б1.В.04 Практический курс английского языка** \_\_\_\_\_

Разработчик (и):

\_\_\_\_\_ Лисицына Т.Н. \_\_\_\_\_  
ФИО

\_\_\_доцент кафедры иностранных языков\_\_\_  
должность

\_\_\_кандидат педагогических наук\_\_\_  
ученая степень,  
звание

Утверждено на заседании кафедры

\_\_\_\_\_ иностранных языков \_\_\_\_\_  
наименование кафедры

протокол № 7 от 25.04.2024

Заведующий кафедрой \_\_\_иностраннных языков\_\_\_

  
подпись

\_\_\_\_\_ Александрова Е.В. \_\_\_\_\_  
ФИО

**1. Критерии и средства оценивания компетенций и индикаторов их достижения, формируемых дисциплиной (модулем)**

| Код компетенции | Наименование  | Номер задания, проверяющего сформированность компетенции         |   |
|-----------------|---|--|---|
|                 |   | 1 вариант  | 2 вариант   |
| УК-4            | -способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия | 1,2,3,4,5,<br>11,12,13,<br>14,15, 16,17,<br>18,19,<br>20, 21, 22 | 1,2,7,8,9, 10,11,<br>12,16,17,<br>18, 19, 20,<br>28, 29, 30 |
| УК-5            | -способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия   | 6, 7, 8, 9, 10, 23,<br>24, 25, 26, 27,<br>28, 29, 30             | 3,4,5,6, 13,14, 15,<br>21,<br>22,23,24,<br>25,26,27,        |

**2. Оценка уровня сформированности компетенций (индикаторов их достижения)**

| Этап формирования компетенции<br>(разделы, темы дисциплины) | Формируемая компетенция | Индикаторы компетенции   | Критерии и показатели оценивания компетенций   |   |  | Формы контроля сформированности компетенций |
|---|-------------------------|--|--|---|--|---|
|   |                         |  | Знать:   | Уметь:  | Владеть:   |   |
| 1. Reading and Use of English                               | УК-4                    | <p>4.1. Грамотно и ясно строит речь в рамках межличностного и межкультурного общения на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p> <p>4.2. Демонстрирует умение вести деловые отношения на иностранном(ых) языке(ах) с учетом социокультурных особенностей</p> <p>4.3. Способен находить, воспринимать и использовать информацию на иностранном(ых) языке(ах), полученную из печатных и электронных источников для решения коммуникативных задач</p> | <p>Знать:</p> <p>иностранный язык на требуемом программном уровне; различные приемы работы с англоязычным текстом, устным и письменным</p> | <p>Уметь:</p> <p>вести деловые отношения на иностранном языке с учетом социокультурных особенностей</p> | <p>Владеть:</p> <p>методиками нахождения, алгоритмами восприятия и технологиями использования информации на иностранном языке.</p> | Тест  |
| 2. Writing  | УК-5                    | 5.1. Соблюдает требования уважительного отношения к  | Знать:   | Уметь:  | Владеть:   | Тест  |

|              |      |   |  |   |   |      |
|--------------|------|---|--|---|---|------|
|              |      | <p>историческому наследию и культурным традициям различных национальных и социальных групп в процессе межкультурного взаимодействия на основе знаний основных этапов развития России в социально-историческом, этическом и философском контекстах</p> <p>5.2. Умеет выстраивать взаимодействие с учетом национальных и социокультурных особенностей</p> | <p>принципы уважительного отношения к историческому наследию и культурным традициям различных национальных и социальных групп;</p> <p>основные этапы развития России и англоязычных стран в социально-историческом, этическом и философском контекстах</p> | <p>анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия</p>          | <p>техниками выстраивать взаимодействие с учетом национальных и социокультурных особенностей.</p> |      |
| 3. Listening | УК-4 | <p>4.1. Грамотно и ясно строит речь в рамках межличностного и межкультурного общения на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>  | <p>Знать:</p> <p>иностранный язык на требуемом программном уровне; различные приемы работы</p>   | <p>Уметь:</p> <p>вести деловые отношения на иностранном языке с учетом социокультурных особенностей</p> | <p>Владеть:</p> <p>методиками нахождения, алгоритмами восприятия и технологиями использования</p> | Тест |

|             |        |   |  |   |  |      |
|-------------|--------|---|--|---|--|------|
|             |        | <p>4.2. Демонстрирует умение вести деловые отношения на иностранном(ых) языке(ах) с учетом социокультурных особенностей</p> <p>4.3. Способен находить, воспринимать и использовать информацию на иностранном(ых) языке(ах), полученную из печатных и электронных источников для решения коммуникативных задач</p>   | с англоязычным текстом, устным и письменным  |   | информации на иностранном языке.   |      |
| 4. Speaking | УК-4,5 | <p>4.1. Грамотно и ясно строит речь в рамках межличностного и межкультурного общения на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p> <p>4.2. Демонстрирует умение вести деловые отношения на иностранном(ых) языке(ах) с учетом социокультурных особенностей</p> <p>4.3. Способен находить, воспринимать и использовать информацию на иностранном(ых)</p> | <p>Знать:</p> <p>иностранный язык на требуемом программном уровне; различные приемы работы с англоязычным текстом, устным и письменным</p> | <p>Уметь:</p> <p>вести деловые отношения на иностранном языке с учетом социокультурных особенностей</p> | <p>Владеть:</p> <p>методиками нахождения, алгоритмами восприятия и технологиями использования информации на иностранном языке.</p> | Тест |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | языке(ах), полученную из печатных и электронных источников для решения коммуникативных задач |  |  |  |  |
|--|--|--|--|--|--|--|

### 3. Критерии и шкала оценивания заданий текущего контроля

3.1 Критерии и шкала оценивания практических работ Перечень лабораторных/практических работ, описание порядка выполнения и защиты работы, требования к результатам работы, структуре и содержанию отчета и т.п. представлены в методических материалах по освоению дисциплины (модуля) и в электронном курсе в ЭИОС МАУ.

| Оценка                     | Критерии оценивания  |
|----------------------------|--|
| <i>Отлично</i>             | Задание выполнено полностью и правильно. Отчет по лабораторной/практической работе подготовлен качественно в соответствии с требованиями. Полнота ответов на вопросы преподавателя при защите работы.                            |
| <i>Хорошо</i>              | Задание выполнено полностью, но нет достаточного обоснования или при верном решении допущена незначительная ошибка, не влияющая на правильную последовательность рассуждений. Все требования, предъявляемые к работе, выполнены. |
| <i>Удовлетворительно</i>   | Задания выполнены частично с ошибками. Демонстрирует средний уровень выполнения задания на лабораторную/практическую работу. Большинство требований, предъявляемых к заданию, выполнены.   |
| <i>Неудовлетворительно</i> | Задание выполнено со значительным количеством ошибок на низком уровне. Многие требования, предъявляемые к заданию, не выполнены.<br>ИЛИ<br>Задание не выполнено.   |

### 4. Критерии и шкала оценивания результатов обучения по дисциплине (модулю) при проведении промежуточной аттестации

### 5. Задания диагностической работы для оценки результатов обучения по дисциплине (модулю) в рамках внутренней и внешней независимой оценки качества образования

ФОС содержит задания для оценивания знаний, умений и навыков, демонстрирующих уровень сформированности компетенций и индикаторов их достижения в процессе освоения дисциплины (модуля).

Комплект заданий разработан таким образом, чтобы осуществить процедуру оценки каждой компетенции, формируемых дисциплиной (модулем), у обучающегося в письменной форме.

Содержание комплекта заданий включает: *тестовые задания*

### Комплект заданий диагностической работы

## Шкала оценивания в рамках балльно-рейтинговой системы

«2» – 60 баллов и менее    «3» – 61-80 баллов    «4» – 81-90 баллов    «5»  
– 91-100 баллов

### Контрольные задания

Вариант 1.

Part 1

Task: For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

There is an example at the beginning (0).

0 A related B coupled C associated D accompanied

#### THE RAVEN

A very large fierce black bird, the raven has always been (0) C with evil omen. But the myths and

stories that surround ravens also take account of their unusual intelligence, their ability to (1)\_\_\_ sounds and voices and the way they seem to (2)\_\_\_ up a situation. The fact is, people have never known quite how to (3)\_\_\_ the raven. In many northern myths he was creator of the world, bringer of daylight, but also an aggressive trickster. Many traditional stories turn on the unpleasant ways in which Raven gets the (4)\_\_\_ of a human adversary.

Legend (5)\_\_\_ it that when there are no more ravens in the Tower of London, the monarchy will fall. In the seventeenth century King Charles II (6)\_\_\_ that at least six ravens should always be kept in the Tower. Today there are seven; six to preserve the monarchy, and a seventh in (7)\_\_\_ . To the amusement of tourists, the ravens are officially enlisted as defenders of the kingdom, and, as is the (8)\_\_\_ with soldiers, can be dismissed for unsatisfactory conduct.

1 - A -fake, B- mimic, C- mirror, D- simulate;



- 2- A- size, B- match, C- eye, D- catch;  
3- A- put, B- work, C- pick, D- take;  
4- A- best, B- most, C- better, D- good;  
5- A- holds, B- states, C- has, D- keeps;  
6- A- decreed, B- compelled, C- required, D- enacted;  
7 -A- substitution, B- reserve, C- continuity, D- standby;  
8- A- truth, B- issue, C- circumstance, D- case.

## Part 2

Task: For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap.

There is an example at the beginning (0).

Example: ONE

### THE GREATEST ICE-SKATING COMEDIAN EVER

Werner Groebli was undoubtedly (0) ONE of the most famous ice-skating comedians of all time. But even to his many fans the name will mean nothing. They knew him as Frick – from the ice-skating partnership Frick and Frack – a skater with an outstanding ability to combine complex skills with zany and contorted body positions that often had audiences (9)\_\_\_ stitches. Good (10)\_\_\_ to be Swiss junior skating champion, Groebli nevertheless got more (11)\_\_\_ of fooling around, ridiculing, as he put (12)\_\_\_, ‘the pomposity of professional skaters’.

Frick and Frack were praised for their grace, comic timing and daring acrobatics. (13)\_\_\_ than depending on falls or costumes to get laughs, the duo were celebrated for taking the traditional elements of figure skating and distorting them into amazing feats that left audiences enthralled. One crowd favourite involved Frack throwing Frick an invisible rope, (14)\_\_\_ which point he would slowly glide

forward as though (15)\_\_\_ pulled. (16)\_\_\_ was 'the farmer', in which the duo would skate as if sitting on a bouncing tractor seat.

### Part 3

Task: For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

There is an example at the beginning (0).

Example: ASSURED

#### EXTRACT FROM A BOOK ABOUT MEETING

We are (0) assured (SURE) by the experts that we are, as a species, designed for face-to-face communication. But does that really mean having every meeting in person? Ask the bleary-eyed sales team this question as they struggle (17)\_\_\_ (LABOUR) through their weekly teambuilding session and that answer is unlikely to be in the (18)\_\_\_ (AFFIRM). Unless you work for a very small business or have an (19)\_\_\_ (EXCEPT) high boredom threshold, you doubtless spend more time sitting in meetings than you want to. Of course, you could always follow business guru Archie Norman's example. He liked to express (20)\_\_\_ (SOLID) with customers queuing at the checkout by holding management meetings standing up. Is email a realistic (21)\_\_\_ (ALTERNATE) ? It's certainly a powerful tool for disseminating information, but as a meeting substitute it's seriously flawed. Words alone can cause trouble. We're all full of (22)\_\_\_ (SECURE) that can be unintentionally triggered by others and people are capable of reading anything they like into an email. There is also a (23)\_\_\_ (TEND) for email to be used by people who wish to avoid 'real'

encounters because they don't want to be (24)\_\_\_ (FRONT) with any awkwardness.

### Part 4

Task: For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

You must use between three and eight words, including the word given. Here is an example (0).

Example: 0 'Sometimes I think that moving away from Tokyo is what's made my life so hard,' said Saeko. (stayed) 'Sometimes I think that my life in Tokyo,' - said Saeko.

0- would have been easier if I'd stayed

25 - We still had a slim chance of reaching the summit before midday, but then Jean hurt her ankle.

(paid)

Jean's injured ankle\_\_\_\_\_ remaining hope we had of reaching the summit.

26- They tiptoed up the stairs because they didn't want to wake the baby up. (so)

They tiptoed up the stairs\_\_\_\_\_ the baby.

27- Twenty push-ups is my limit, then my arms give out. (before)

I can't do\_\_\_\_\_ my arms give out.

28- It never occurred to me that there'd be a cashpoint machine in the supermarket. (crossed)

It never\_\_\_\_\_ have a cashpoint machine.

29 - We had to go home early from our holiday because of a strike threat from airport workers.

(short)

We had to\_\_\_\_\_ threatening to strike.

30 - I made friends immediately with Nicola but I didn't like her husband.

(take)

Nicola and I hit \_\_\_\_\_to her husband.

Общее время, необходимое на выполнение данного теста: 75 минут

Методические материалы, определяющие процедуры оценивания знаний  
(ключи)

Задание 1 - В

Задание 2 – А

Задание 3 - D

Задание 4- С

Задание 5 - С

Задание 6 – А

Задание 7 - В

Задание 8 – D

Задание 9 – in

Задание 10 – enough

Задание 11 - out

Задание 12 - it

Задание 13 - rather

Задание 14 - at

Задание 15 – being (getting)

Задание 16 – another

Задание 17 – laboriously

Задание 18 – affirmative

Задание 19 – exceptionally

Задание 20 – solidarity

Задание 21 – alternative

Задание 22 – insecurity / insecurities

Задание 23 – tendency

Задание 24- confronted

Задание 25 – put paid to | any

Задание 26 – so as not to | wake (up) / (a)waken / disturb OR so

(that) they wouldn't / would not | wake (up) / (a)waken/ disturb OR so as to avoid|  
waking (up) / (a)waking /

disturbing

Задание 27 – any) more than twenty push-ups | before

Задание 28 – crossed my mind | (that) the supermarket would

Задание 29 – cut our holiday short | because airport workers were

Задание 30 – it off immediately | but I couldn't / could not / didn't / did not take

Вариант 2.

Part 1

Task: For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap.

There is an example at the beginning (0).

Example: ONE

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Werner Groebli was undoubtedly (0) ONE of the most famous ice-skating comedians of all time. But even to his many fans the name will mean nothing. They knew him as Frick – from the ice-skating partnership Frick and Frack – a skater with an outstanding ability to combine complex skills with zany and contorted body positions that often had audiences (1)\_\_\_ stitches. Good (2)\_\_\_ to

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## Part 2

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Legend (13)\_\_\_ it that when there are no more ravens in the Tower of London, the monarchy will fall. In the seventeenth century King Charles II (14)\_\_\_ that at least six ravens should always be kept in the Tower. Today there are seven; six to preserve the monarchy, and a seventh in (15)\_\_\_ . To the amusement of tourists, the ravens are officially enlisted as defenders of the kingdom, and, as is the (16)\_\_\_ with soldiers, can be dismissed for unsatisfactory conduct.

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Example: ASSURED

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guru Archie Norman's example. He liked to express (20)\_\_\_\_ (SOLID) with customers

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#### Part 4

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(paid) Jean's injured ankle\_\_\_\_\_ remaining hope we had of reaching the summit.

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(ключи)

Задание 1 -in

Задание 2 – enough

Задание 3 - out

Задание 4- it

Задание 5 - rather

Задание 6 – at

Задание 7 - being (getting)

Задание 8 – another

Задание 9 –В

Задание 10 - А

Задание 11 - D

Задание 12 - C

Задание 13 –C

Задание 14 -A

Задание 15 –B

Задание 16 -D

Задание 17 – laboriously

Задание 18 – affirmative

Задание 19 – exceptionally

Задание 20 – solidarity

Задание 21 – alternative

Задание 22 – insecurity / insecurities

Задание 23 – tendency

Задание 24- confronted

Задание 25 – put paid to | any

Задание 26 – so as not to | wake (up) / (a)waken / disturb OR so

(that) they wouldn't / would not | wake (up) / (a)waken/ disturb OR so as to avoid|  
waking (up) / (a)waking /

disturbing

Задание 27 – any) more than twenty push-ups | before

Задание 28 – crossed my mind | (that) the supermarket would

Задание 29 – cut our holiday short | because airport workers were

Задание 30 – it off immediately | but I couldn't / could not / didn't / did not take