


ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
«Приднестровский государственный университет им. Т.Г. Шевченко»
Рыбницкий филиал

Кафедра германских языков и методики их преподавания

УТВЕРЖДАЮ

Зав. кафедрой-разработчиком

_____ /  Егорова В.Г.

протокол № 1 « 1 » сентября 2021 г.

Фонд оценочных средств

по дисциплине «ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ
(англ. яз.)»

для направления подготовки:

44.03.05 «Педагогическое образование»

Профиль «Иностранный язык» с дополнительным профилем «Иностранный язык»

Квалификация (степень) выпускника

Бакалавр

Форма обучения

очная

ГОД НАБОРА 2017

Разработал:

доцент, к. филол. н.



Егорова Виктория Григорьевна

Рыбница, 2021

**Паспорт фонда оценочных средств по учебной дисциплине
«Практикум по культуре речевого общения»**

1. Модели контролируемых компетенций:

1.1. Компетенции, формируемые в процессе изучения дисциплины (9,10 семестр):

Код компетенции	Формулировка компетенции
ОК-4	способность к коммуникации в устной и письменных формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
ОК-5	способность работать в команде, толерантно воспринимать социальные, культурные и личностные различия
ПК-4	Способность использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов
ПК-6	Готовность к взаимодействию с участниками образовательного процесса
ПК-7	Способностью организовывать сотрудничество обучающихся, поддерживать их активность, инициативность и самостоятельность, развивать творческие способности
ПК-14	способность разрабатывать и реализовывать культурно-просветительские программы

1.2. Этапы формирования компетенций в процессе изучения дисциплины.

Конечными результатами освоения программы дисциплины являются сформированные на первом уровне когнитивные дескрипторы «знать», «уметь», «владеть», расписанные по отдельным компетенциям. Формирование этих дескрипторов происходит в течение двух семестров по этапам в рамках различного вида занятий и самостоятельной работы.

Формирование компетенций в учебном процессе

Контролируемые компетенции (шифры компетенции)	Планируемые результаты обучения (знает, умеет, владеет)
ОК-4 ОК-5 ПК-4 ПК-6 ПК-7 ПК-14	<p>знать:</p> <p>– специфику профессиональной деятельности специалиста по межкультурной коммуникации; уровни владения языковой, культурной и коммуникативной компетенцией; правила и формы взаимодействия с участниками образовательного процесса; базовые культурные концепты; особенности бытовой культуры в национальном аспекте; национально-культурную специфику речевого поведения;</p> <p>уметь:</p> <p>– осуществлять коммуникацию в устной и письменных формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия; взаимодействовать с участниками образовательного процесса; работать в команде, толерантно воспринимать социальные, культурные и личностные различия; организовывать сотрудничество обучающихся, поддерживать их активность и самостоятельность, развивать творческие способности; использовать возможности образовательной среды для достижения личностных,</p>

	<p>метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемого учебного предмета; анализировать особенности межкультурной коммуникации в коллективе; разрабатывать и реализовывать культурно-просветительские программы.</p> <p>владеть:</p> <p>– опытом осуществления профессиональной деятельности специалиста по межкультурной коммуникации в учебно-тренировочных ситуациях; оценки языковой, культурной и коммуникативной компетенций языковой личности; анализа культурных систем и межкультурных ситуаций; выявления уровня влияния культурных верований, норм и ценностей на межнациональное общение; анализа базовых культурных концептов в реальных ситуациях межкультурного общения; анализа специфики русской культуры в контексте межкультурной коммуникации.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1.3. Общая процедура и сроки проведения оценочных мероприятий.

Оценивание результатов обучения студентов по дисциплине осуществляется по регламенту текущего контроля и промежуточной аттестации. Текущий контроль в семестрах проводится с целью обеспечения своевременной обратной связи, для коррекции обучения, активизации самостоятельной работы студентов. Результаты текущего контроля подводятся по шкале балльной системы.

2. Программа оценивания контролируемой компетенции:

2. Программа оценивания контролируемой компетенции:			
№	Контролируемые модули, разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
Текущая аттестация			
1	What Makes a Good Teacher.	ОК-4 ОК-5 ПК-4 ПК-6 ПК-7 ПК-14	Письменные задания, устный опрос
2	New Challenges in Education.		задания для самоподготовки, устный опрос
3	Problems of the Young.		реферат, устный опрос
4	Job. Career. Moneymaking .The Job Interview.		Письменные задания, устный опрос, практические ситуации
5	Defining communication issues.		Письменные задания, устный опрос, практические ситуации
6	Personality and society. Leadership issues.		Письменные задания, устный опрос, практические ситуации
7	The discourse of negotiation.		Письменные задания, устный опрос, практические ситуации
Итоговая аттестация			
1-7		ОК-4 ОК-5 ПК-4 ПК-6 ПК-7 ПК-14	вопросы к экзамену,

Процедура проведения оценочных мероприятий имеет следующий вид:

А. Текущий контроль:

В конце каждого практического занятия студентам выдаются задания для внеаудиторного выполнения по соответствующей теме.

Студентам, пропускающим занятия, выдаются дополнительные задания – упражнения, тексты с заданиями. Подведение итогов контроля проводится по графику проведения текущего контроля. Оценка дескрипторов компетенций производится путем проверки содержания и качества оформления отчета и индивидуальной или групповой защиты каждого практического задания студентами в соответствии с графиком проведения занятий. Результаты оценки успеваемости заносятся в журнал и доводятся до сведения студентов. Студентам, не выполнившим учебный план по дисциплине в полном объеме, выдается дополнительные задания на зачетном занятии в промежуточную аттестацию.

Б. Промежуточный контроль (9 семестр – экзамен).

Зачетное занятие проводится согласно календарному графику учебного процесса. Итоговая оценка определяется как сумма оценок, полученных в текущей аттестации и по результатам ответа на экзамене. Проверка ответов и объявление результатов производится в день экзамена. Результаты аттестации заносятся в зачетную ведомость и зачетную книжку студента (при получении зачета/сдаче экзамена). Студенты, не прошедшие промежуточную аттестацию по графику сессии, должны ликвидировать задолженность в установленном порядке.

С. Итоговая аттестация (10 семестр – экзамен).

Итоговая аттестация предназначена для объективного подтверждения и оценивания достигнутых результатов обучения после завершения изучения дисциплины. Итоговая аттестация по дисциплине проводится в форме экзамена в десятом семестре по графику учебного процесса.

2.1. Шкала оценивания успеваемости.

Для оценки дескрипторов компетенций используется балльная шкала оценок. Для определения фактических оценок каждого показателя выставляются следующие баллы:

- результат, содержащий полный правильный ответ, полностью соответствующий требованиям критерия, – максимальное количество баллов (85-100);

- результат, содержащий неполный правильный ответ (степень полноты ответа – более 60%) или ответ, содержащий незначительные неточности, т.е. ответ, имеющий незначительные отступления от требований критерия, – 75% от максимального количества баллов (70-84);

- результат, содержащий неполный правильный ответ (степень полноты ответа – от 30 до 60%) или ответ, содержащий значительные неточности, т.е. ответ, имеющий значительные отступления от требований критерия – 40 % от максимального количества баллов (60-69);

- результат, содержащий неполный правильный ответ (степень полноты ответа – менее 30%), неправильный ответ (ответ не по существу задания) или отсутствие ответа, т.е. ответ, не соответствующий полностью требованиям критерия, – 0 % от максимального количества баллов (0).

Студентам, пропустившим занятия, не выполнившим дополнительные задания и не отчитавшимся по темам занятий, общий балл по текущему контролю снижается на 10% за каждое пропущенное занятие без уважительной причины. Студентам, проявившим активность во время занятий, общий балл по текущему контролю может быть увеличен на 20%.

Другими формами контроля качества выполнения студентами предложенных заданий является следующее: групповые занятия, проводимые в форме дискуссий по самостоятельно изученным темам; групповые собеседования и консультации преподавателя; написание тестов, переводов и эссе; ежемесячные срезы успеваемости студентов по предмету; работу с вокабуляром в учебнике В.Д.Аракина; работа с газетой предполагает составление вокабуляра социально-политической лексики с иллюстративными примерами из аутентичных газет.

Контрольные задания:

Тема: **Job. Career. Money-making .The Job Interview.**

1. Answer the questions.

1. Why do you think people do not usually ask themselves about their reasons for work?
2. What reasons for working are given in the passage? Do you think they are serious? What reasons for working can you suggest?
3. Who can say that work is power?
4. Does the author of the passage agree with the opinions he presents in the passage? Why?
5. What other reasons for working can you think of? (Extrinsic and intrinsic)

2. Give the English equivalents of the following word combinations.

запрещенный вопрос, завершение важной сделки, быть увлеченным работой, осознание своего положения, достигать призрачные цели, признавать чье-то лидерство, огорчаться, говорить очень тихо, подвернуться, выиграть в тотализаторе, наскребать, получить повышение по службе.

3. Explain in English.

to get the most out of the job, a job with the right company, priceless training, on-the-job experience, chances for advancement, a capable employee, to move ahead, valuable skills, to feel married to the job, fellow employees

4. Answer the questions.

1. What may the reasons for taking a lower paying job be? Which of them would you accept?
2. How can the contacts you make in the company help you move ahead?
3. What should you do to be a more important employee? Are you ready to do it? Why?
4. How do you understand: "Build a better mousetrap and the world will beat a path to your door"?
5. How can your fellow employees be helpful to you?
6. When do you think you should quit the job?
7. Why is it said that no job can be a waste of time? Do you share the author's opinion?

5. Comment on the statements.

1. The more prepared for the interview you are the better, because being ready will help you overcome any feeling of panic and anxiety that may develop.
2. The purpose of the interview is to find the right person to the job and to make him or her interested in working for the employer.
3. Job hunting is a serious business, though sometimes it is like playing a game that you cannot play without knowing its rules.

Тема: **COMMUNICATION. LEADERSHIP**

1. Translate the following word-combinations into Russian and use them in sentences.

1. modes of communication
2. to be commonly used to transmit messages
3. to place a high value on sth
4. to increase or decrease the meaning of the words
5. aloofness or rejection

6. cues in a speaker's message
7. multiple visual cues
8. to make an intensive study of non-verbal behavior
9. to have settled verbal meanings
10. to display affect bodily or facially
11. to indicate a wide variety of feelings
12. to be forced into uncomfortably close quarters with smb.
13. to discourage relationships

2. Answer the questions

1. What is non-verbal communication?
2. What are some basic modes of non-verbal communication?
3. How do modes of non-verbal behaviour vary from culture to culture?
4. What are the most common areas of non-verbal communication?
5. How do people usually respond to the kinesics elements of communication? 6. What is kinesics? How important is it?
7. What is an emblem?
8. When do illustrators come in?
9. How can we bodily or facially display an emotion?
10. What role do the eyes play in communication?

3. Give English equivalents for the following Russian combinations. Practice their use in sentences based on the text.

1. Иметь полномочия, соответствующие занимаемой должности
2. добиваться определенных производственных показателей
3. не иметь власти, чтобы заставить других выполнять распоряжения (приказы)
4. оказаться вовлеченным в ситуацию полного непонимания
5. лицо, занимающее должность официально, становится лишь номинальным главой организации
6. применять санкции
7. поручать самую неинтересную работу
8. подвергать кого-либо критике
9. быть готовым среагировать на что-либо
10. определить для себя роль
11. предоставить общепринятые рычаги контроля
12. наказывать за опоздания, симулирование болезни, плохую работу
13. проходить испытательный срок
14. срывать злобу на ком-либо
15. обозлиться в ответ (ответить тем же)
16. нажимать на рычаги
17. моральный дух падает
18. перестать думать о чем-либо
19. завоевать уважение, соответствующее занимаемой должности

4. Answer the following questions.

1. How different are the positions of the informal and formal leaders?
2. Why is someone who has the authority without the power a difficult man to work for in an organization?
3. Why is the problem of absorbing a new member into a group so painful?
4. What is the basic model of leadership emergence?
5. What standard levers does the new manager have?
6. How can a new manager fail to use his powers wisely?
7. What are the consequences of his failure?

Примеры тестов:

Variant I

I. Read the text and do the tasks A1-A7.

'Congratulations, Angela! You've won the car, you've won the holiday for two in the Caribbean, and now you're through to the final for a chance to win one million pounds!'

Angela was sure that even the screaming and clapping of the audience wouldn't be able to drown out the sound of her beating heart. She couldn't believe it - the first time she'd ever taken part in a game show and here she was in a potentially life-changing situation.

'Stay calm,' she thought to herself. 'Don't lose control now.'

'Okay, Angela,' said Bob, the presenter. 'Now, skill has got you this far but, as you know, there's always an element of chance in the final and this week is no exception.' Angela nodded. She'd never missed an episode and knew what every round entailed. 'So let's have a look at how you could win one million pounds!'

A brightly-coloured board descended from the ceiling of the studio. On the board were three large doors. 'Angela, behind one of these doors is one million pounds. Pick the right one, and you're going home today a millionaire. Pick the wrong one and you're going home with... The audience didn't hesitate to complete Bob's catchphrase for him:

'... just your bus fare!' Even Angela mouthed it, she knew it so well.

'That's right! And we don't want that, do we? So pick a door, Angela, and may luck be with you!'

Angela thought carefully before answering. 'The middle door please, Bob,' she said finally.

'The middle door!' repeated Bob. 'Okay! But before we have a look, I'm going to open a door that you were wise not to choose. He opened the door on the far left, revealing a picture of a bus ticket. The audience cheered. Angela's heart started beating faster.

'Now, Angela,' said Bob. 'We're going to be nice to you. You've got another choice to make. You can either stick with your original choice - the middle door - or you can change your decision and opt for the door on the right-hand side. What's it to be?'

As a mathematician, Angela had come across the very same problem at university. Now, here she was, facing it in real life. She couldn't believe her luck. She knew what not many people know, a fact that seemed to contradict all reason and common sense. She did the maths in her head one more time just to make sure she wasn't mistaken. She wasn't. When she'd picked the first door, she had a one in three chance of being right. Looking at it the other way round, she had a two in three chance of being wrong. Those were not good odds. But one of the wrong doors had now been eliminated, so if she changed her choice to the other possibility, she would double her chances of being right, of winning the million. It seemed impossible, but she knew it was true. 'What are you going to do Angela? Stick with your original choice or switch to the other door?' 'Bob, I'd like to switch, please.'

'Angela's going to switch! Let's get this right, Angela. You now believe - you now hope - the million pounds is behind the right-hand door. Is that correct?'

'The right-hand door, yes,' said Angela weakly.

'Not the middle door?'

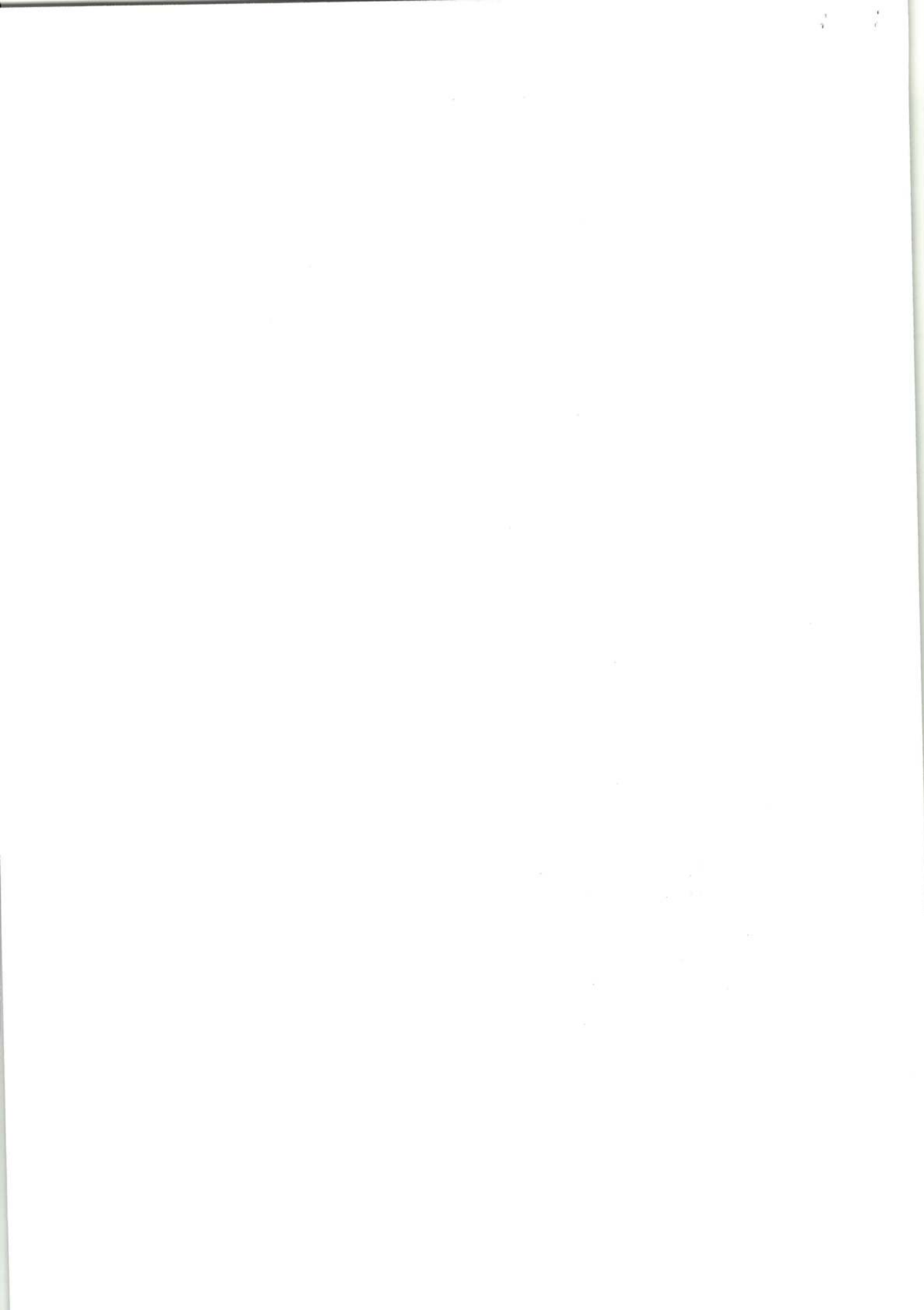
'No, not the middle door.'

'What are you going to do if it is actually behind the middle door?' asked Bob.

'Cry, probably!' said Angela. The audience laughed.

'I'm going to open the door you chose, Angela - the right-hand door. Let's hope there isn't a bus ticket behind it. Here we go!'

Time seemed to stand still as Bob outstretched his arm and began to open the door. Angela had never known a feeling like this. Surrounded by so many people, she felt like the only person in the universe. Here was the moment of truth, and she was not sure she could face the consequences, whatever they were.



A1 When she got through to the final, Angela couldn't believe that

- 1) her heart was beating so loudly.
- 2) she'd never taken part in a game show before.
- 3) the audience were supporting her so much.
- 4) her life might be about to change completely.

A2 The presenter tells Angela that

- 1) she will need some luck to win the money.
- 2) he won't make an exception for her.
- 3) her skill will increase the chances of her winning.
- 4) there is a small chance her skills will be useful.

A3 When the presenter doesn't finish a sentence, it's clear that

- 1) the audience has already been told what to say.
- 2) the presenter is unsure exactly what to say.
- 3) the presenter is well known for saying something.
- 4) Angela had to complete a well-known saying.

A4 When the presenter opens the first door,

- 1) he knows that Angela has won the money.
- 2) he doesn't know which door the money is behind.
- 3) he knows which door the money is behind.
- 4) he thinks she has made a bad choice.

A5 Angela 'couldn't believe her luck' that

- 1) her education would help her with this decision.
- 2) the presenter was giving her an extra chance.
- 3) she'd been in the same situation at university.
- 4) she knew far more facts than most people.

A6 Angela was absolutely certain that

- 1) the money was behind the right-hand door.
- 2) she could increase her chances of winning.
- 3) she had an impossible decision to make.
- 4) she had to analyse the problem in a different way.

A7 As Bob began to open the right-hand door, Angela felt

- 1) there were too many people around her.
- 2) knowing the truth was the most important thing.
- 3) worried by what the future would bring.
- 4) annoyed by Bob being so slow.

II. Read the information and write whether the statements B1 –B6 after it are true or false. Write *True* – if the statement is right, and *False* – if the statement is wrong.

No visit to London is complete without a trip to Buckingham Palace, the official London residence of the British monarch (currently Queen Elizabeth II).

Buckingham Palace was built for the Duke of Buckingham in 1703 and, as such, was known simply as Buckingham House. Its first royal resident was King George III, who bought it in 1762, but it was not until 1837, when Victoria became queen, that it became the official royal palace of the British monarch.

Approximately 450 people work at Buckingham Palace, and each year more than 50,000 people enjoy some form of entertainment there - the Queen often holds garden parties and receptions for invited guests. In the 1990s, the palace became even more open, with members of the public being allowed to go on a tour of the 'state rooms'. These are the official reception rooms in the palace, rather than the rooms that the Queen and her husband live in.

In June 2003, a concert of classical music and a pop concert were held in the grounds of Buckingham Palace. This was to celebrate Elizabeth's 50th anniversary as queen.

No king or queen has lived in the Palace of Westminster, which is on the north bank of the River Thames in London, since the 1500s. Today, the Palace of Westminster is better known by its other name: the Houses of Parliament.

Although the oldest part of the palace in existence today is over 900 years old, most of the building is less than two hundred years old. In 1834, the palace was almost completely destroyed by fire and had to be rebuilt. Parts of the building were also damaged by bombs during the Second World War.

At one end of the palace is a famous tourist attraction: a tower, often mistakenly referred to as 'Big Ben'. In fact, its actual name is the Clock Tower, or St. Stephen's Tower, and Big Ben is the large bell hidden inside which rings every hour on the hour.

B1. Buckingham Palace has always been the official London residence of the British King or Queen.

B2. Queen Victoria was the first British monarch to live there.

B3. Queen Elizabeth II and her husband live in the 'state rooms' in the palace.

B4. Elizabeth II has been queen for more than fifty years.

B5. Kings and queens once lived in the Palace of Westminster.

B6. If you stand outside the Palace of Westminster and look up, you can see Big Ben.

III. Choose the right variant in C1 – 8.

When Andrew Carter was offered the position of Senior European Sales Manager in a large, successful multinational corporation, he C1 at the chance. One of the main reasons for his immediate acceptance was the opportunity for a large amount of foreign travel. He could see himself relaxing in a cafe by the Seine after a hard day's business, before jetting C2 to an important meeting the next morning in Prague. How romantic it all seemed.

And yet now, only eight months after his first day in the job, how different his emotions were. For Andrew Carter was experiencing what many international business travellers had experienced before him, and will experience for years to come, that a life C3 on planes and in hotels is lonely, dull and exhausting.

He longed to be back at home, and dreamt of the simple pleasures of having someone to watch

television with, of being asked how his day was. As he lay on the bed in his luxurious, yet strangely

soulless hotel room, he C4 the empty evening ahead of him. 'What's the C5?' he asked himself, as he had done so many times, 'of going out this evening? I won't talk to anyone. I won't have anyone to enjoy it with. Every city's the same when you're alone.' Not wanting to sit alone at a table in the hotel restaurant, he decided to have his evening meal delivered to his room by room service. Leafing through the menu, Andrew was C6 by another desire - for some simple, home-cooked food. He sighed.

And then he thought the unthinkable. 'I don't have to C7 on like this,' he said out loud. 'I'm still young. My whole life's ahead of me. I could quit my job and do something I really enjoy. So what if I don't make so much money? Money isn't everything.'

It would take several years, and a number of C8 starts, but finally Andrew Carter did leave his highly-paid position. He was scared, but for the first time in his life he was truly content.

IV.

C1	1) took	2) jumped	3) seized	4) had
C2	1) by	2) forward	3) up	4) off
C3	1) spent	2) paid	3) passed	4) taken
C4	1) dreaded	2) distrusted	3) depressed	4) disappointed
C5	1) theme	2) topic	3) point	4) subject
C6	1) attacked	2) smashed	3) knocked	4) struck
C7	1) live	2) go	3) move	4) continue

C8

1) false

2) fake

3) artificial

4) forged

IV. Comment on the following statement in written.

Some people believe that teenagers today are generally rude, lazy and badly behaved. Other people, however, think that teenagers have a bad reputation for no reason.

Do you agree that teenagers are often criticized unfairly? Write about it in **200-250 words**.

Use the following plan:

1. Introduction (State the problem).
2. Express your opinion and give reasons for it.
3. Give other people's arguments and explain why they are wrong.
4. Conclusion.

Критерии:

31-28 points – 100%- 90% (5)

27-22 points – 80 %-70% (4)

19 points – 60% (3)

Ключи (I вариант)

A1 – 4

A2 – 1

A3 – 3

A4 – 3

A5 – 3

A6 – 1

A7 – 3

B1 – False

B2 – False

B3 – False

B4 – True

B5 – False

B6 – False

C1 – 2

C2 – 4

C3 – 1

C4 – 1

C5 – 3

C6 – 4

C7 – 2

C8 – 1

**Вопросы для проведения промежуточного контроля
(к экзамену)
по дисциплине «Практикум по культуре речевого общения»
для студентов V курса
направления «Педагогическое образование»
Профиля подготовки «Иностранный язык» с доп. профилем «Иностранный язык»
IX семестр**

1. A Troublesome Child
2. Streaming Children by Academic Ability
3. What Makes a Good Foreign Language Teacher
4. Relationships between Teachers and Pupils
5. Resolving Conflicts
6. Approaches to Teaching and Upbringing
7. The Role and Place of a Teacher in our Society
8. Lifelong Learning
9. Computers in Language Teaching
10. Approaches to Foreign-language Teaching
11. The Problem of Generation Gap
12. Is It Easy to Be Young?

**Вопросы к экзамену
по дисциплине «Практикум по культуре речевого общения»
для студентов V курса
направления «Педагогическое образование»
Профиля подготовки «Иностранный язык» с доп. профилем «Иностранный язык»
X семестр**

0 семестр

1. Job. Career. Moneymaking. The Job Interview.
2. Planning a Career.
3. Why people work.
4. Make your job work for you.
5. Getting ready for a job Interview.
6. Different kinds of Interview.
7. Boredom and Happiness at Work
8. What constitutes a hostile work environment.
9. What constitutes a happy work environment?
10. The only thing people are interested in today is earning more money.
11. The Reward Is The Job.
12. People should be rewarded according to ability, not according to age and experience.
13. Gaining life experience
14. Personality and society
15. Defining communication issues.
16. Leadership issues.
17. The discourse of negotiation.

Другими формами контроля качества выполнения студентами предложенных заданий является следующее: групповые занятия, проводимые в форме дискуссий по самостоятельно изученным темам; групповые собеседования и консультации преподавателя; написание тестов, переводов и эссе; ежемесячные срезы успеваемости студентов по предмету; работу с вокабуляром в учебнике В.Д.Аракина; работа с газетой предполагает составление вокабуляра социально-политической лексики с иллюстративными примерами из аутентичных газет.

Примеры тестов:

Variant I

I. Read the text and do the tasks A1-A7.

'Congratulations, Angela! You've won the car, you've won the holiday for two in the Caribbean, and now you're through to the final for a chance to win one million pounds!'

Angela was sure that even the screaming and clapping of the audience wouldn't be able to drown out the sound of her beating heart. She couldn't believe it - the first time she'd ever taken part in a game show and here she was in a potentially life-changing situation.

'Stay calm,' she thought to herself. 'Don't lose control now.'

'Okay, Angela,' said Bob, the presenter. 'Now, skill has got you this far but, as you know, there's always an element of chance in the final and this week is no exception.' Angela nodded. She'd never missed an episode and knew what every round entailed. 'So let's have a look at how you could win one million pounds!'

A brightly-coloured board descended from the ceiling of the studio. On the board were three large doors. 'Angela, behind one of these doors is one million pounds. Pick the right one, and you're going home today a millionaire. Pick the wrong one and you're going home with... The audience didn't hesitate to complete Bob's catchphrase for him:

'... just your bus fare!' Even Angela mouthed it, she knew it so well.

'That's right! And we don't want that, do we? So pick a door, Angela, and may luck be with you!'

Angela thought carefully before answering. 'The middle door please, Bob,' she said finally.

'The middle door!' repeated Bob. 'Okay! But before we have a look, I'm going to open a door that you were wise not to choose. He opened the door on the far left, revealing a picture of a bus ticket. The audience cheered. Angela's heart started beating faster.

'Now, Angela,' said Bob. 'We're going to be nice to you. You've got another choice to make. You can either stick with your original choice - the middle door - or you can change your decision and opt for the door on the right-hand side. What's it to be?'

As a mathematician, Angela had come across the very same problem at university. Now, here she was, facing it in real life. She couldn't believe her luck. She knew what not many people know, a fact that seemed to contradict all reason and common sense. She did the maths in her head one more time just to make sure she wasn't mistaken. She wasn't. When she'd picked the first door, she had a one in three chance of being right. Looking at it the other way round, she had a two in three chance of being wrong. Those were not good odds. But one of the wrong doors had now been eliminated, so if she changed her choice to the other possibility, she would double her chances of being right, of winning the million. It seemed impossible, but she knew it was true. 'What are you going to do Angela? Stick with your original choice or switch to the other door?' 'Bob, I'd like to switch, please.'

'Angela's going to switch! Let's get this right, Angela. You now believe - you now hope - the million pounds is behind the right-hand door. Is that correct?'

'The right-hand door, yes,' said Angela weakly.

'Not the middle door?'

'No, not the middle door.'

'What are you going to do if it is actually behind the middle door?' asked Bob.

'Cry, probably!' said Angela. The audience laughed.

'I'm going to open the door you chose, Angela - the right-hand door. Let's hope there isn't a bus ticket behind it. Here we go!'

Time seemed to stand still as Bob outstretched his arm and began to open the door. Angela had never known a feeling like this. Surrounded by so many people, she felt like the only person in the universe. Here was the moment of truth, and she was not sure she could face the consequences, whatever they were.

A1 When she got through to the final, Angela couldn't believe that

- 1) her heart was beating so loudly.
- 2) she'd never taken part in a game show before.
- 3) the audience were supporting her so much.
- 4) her life might be about to change completely.

A2 The presenter tells Angela that

- 1) she will need some luck to win the money.
- 2) he won't make an exception for her.
- 3) her skill will increase the chances of her winning.
- 4) there is a small chance her skills will be useful.

A3 When the presenter doesn't finish a sentence, it's clear that

- 1) the audience has already been told what to say.
- 2) the presenter is unsure exactly what to say.
- 3) the presenter is well known for saying something.
- 4) Angela had to complete a well-known saying.

A4 When the presenter opens the first door,

- 1) he knows that Angela has won the money.
- 2) he doesn't know which door the money is behind.
- 3) he knows which door the money is behind.
- 4) he thinks she has made a bad choice.

A5 Angela 'couldn't believe her luck' that

- 1) her education would help her with this decision.
- 2) the presenter was giving her an extra chance.
- 3) she'd been in the same situation at university.
- 4) she knew far more facts than most people.

A6 Angela was absolutely certain that

- 1) the money was behind the right-hand door.
- 2) she could increase her chances of winning.
- 3) she had an impossible decision to make.
- 4) she had to analyse the problem in a different way.

A7 As Bob began to open the right-hand door, Angela felt

- 1) there were too many people around her.
- 2) knowing the truth was the most important thing.
- 3) worried by what the future would bring.
- 4) annoyed by Bob being so slow.

II. Read the information and write whether the statements B1 –B6 after it are true or false. Write *True* – if the statement is right, and *False* – if the statement is wrong.

No visit to London is complete without a trip to Buckingham Palace, the official London residence of the British monarch (currently Queen Elizabeth II).

Buckingham Palace was built for the Duke of Buckingham in 1703 and, as such, was known simply as Buckingham House. Its first royal resident was King George III, who bought it in

1762, but it was not until 1837, when Victoria became queen, that it became the official royal palace of the British monarch.

Approximately 450 people work at Buckingham Palace, and each year more than 50,000 people enjoy some form of entertainment there - the Queen often holds garden parties and receptions for invited guests. In the 1990s, the palace became even more open, with members of the public being allowed to go on a tour of the 'state rooms'. These are the official reception rooms in the palace, rather than the rooms that the Queen and her husband live in.

In June 2003, a concert of classical music and a pop concert were held in the grounds of Buckingham Palace. This was to celebrate Elizabeth's 50th anniversary as queen.

No king or queen has lived in the Palace of Westminster, which is on the north bank of the River Thames in London, since the 1500s. Today, the Palace of Westminster is better known by its other name: the Houses of Parliament.

Although the oldest part of the palace in existence today is over 900 years old, most of the building is less than two hundred years old. In 1834, the palace was almost completely destroyed by fire and had to be rebuilt. Parts of the building were also damaged by bombs during the Second World War.

At one end of the palace is a famous tourist attraction: a tower, often mistakenly referred to as 'Big Ben'. In fact, its actual name is the Clock Tower, or St. Stephen's Tower, and Big Ben is the large bell hidden inside which rings every hour on the hour.

B1. Buckingham Palace has always been the official London residence of the British King or Queen.

B2. Queen Victoria torn the first British monarch to live there.

B3. Queen Elizabeth II and her husband live in the 'state rooms' in the palace.

B4. Elizabeth II has been queen for more than fifty years.

B5. Kings and queens once lived in the Palace of Westminster.

B6. If you stand outside the Palace of Westminster and look up, you can see Big Ben.

III. Choose the right variant in C1 - 8.

When Andrew Carter was offered the position of Senior European Sales Manager in a large, successful multinational corporation, he C1 at the chance. One of the main reasons for his immediate acceptance was the opportunity for a large amount of foreign travel. He could see himself relaxing in a cafe by the Seine after a hard day's business, before jetting C2 to an important meeting the next morning in Prague. How romantic it all seemed.

And yet now, only eight months after his first day in the job, how different his emotions were. For Andrew Carter was experiencing what many international business travellers had experienced before him, and will experience for years to come, that a life C3 on planes and in hotels is lonely, dull and exhausting.

He longed to be back at home, and dreamt of the simple pleasures of having someone to watch television with, of being asked how his day was. As he lay on the bed in his luxurious, yet strangely

soulless hotel room, he C4 the empty evening ahead of him. 'What's the C5,' he asked himself, as he had done so many times, 'of going out this evening? I won't talk to anyone. I won't have anyone to enjoy it with. Every city's the same when you're alone.' Not wanting to sit alone at a table in the hotel restaurant, he decided to have his evening meal delivered to his room by room service. Leafing through the menu, Andrew was C6 by another desire - for some simple, home-cooked food. He sighed.

And then he thought the unthinkable. 'I don't have to C7 on like this,' he said out loud. 'I'm still young. My whole life's ahead of me. I could quit my job and do something I really enjoy. So what if I don't make so much money? Money isn't everything.'

It would take several years, and a number of **C8** starts, but finally Andrew Carter did leave his highly-paid position. He was scared, but for the first time in his life he was truly content.

IV.

C1	1) took	2) jumped	3) seized	4) had
C2	1) by	2) forward	3) up	4) off
C3	1) spent	2) paid	3) passed	4) taken
C4	1) dreaded	2) distrusted	3) dedepressed	4) disappointed
C5	1) theme	2) topic	3) point	4) subject
C6	1) attacked	2) smashed	3) knocked	4) struck
C7	1) live	2) go	3) move	4) continue
C8	1) false	2) fake	3) artificial	4) forged

IV. Comment on the following statement in written.

Some people believe that teenagers today are generally rude, lazy and badly behaved. Other people, however, think that teenagers have a bad reputation for no reason.

Do you agree that teenagers are often criticized unfairly? Write about it in **200-250 words**.

Use the following plan:

1. Introduction (State the problem).
2. Express your opinion and give reasons for it.
3. Give other people's arguments and explain why they are wrong.
4. Conclusion.

Критерии:

31-28 points – 100%- 90% (5)

27-22 points – 80 %-70% (4)

19 points – 60% (3)

Ключи (I вариант)

A1 – 4

A2 – 1

A3 – 3

A4 – 3

A5 – 3

A6 – 1

A7 – 3

B1 – False

B2 – False

B3 – False

B4 – True

B5 – False

B6 – False

C1 – 2

C2 – 4

C3 – 1

C4 – 1

C5 – 3

C6 – 4

C7 – 2

C8 – 1

**Вопросы для проведения промежуточного контроля
(к экзамену)
по дисциплине «Практикум по культуре речевого общения»
для студентов V курса
направления «Педагогическое образование»
Профиля подготовки «Иностранный язык» с доп. профилем «Иностранный язык»
IX семестр**

1. A Troublesome Child
2. Streaming Children by Academic Ability
3. What Makes a Good Foreign Language Teacher
4. Relationships between Teachers and Pupils
5. Resolving Conflicts
6. Approaches to Teaching and Upbringing
7. The Role and Place of a Teacher in our Society
8. Lifelong Learning
9. Computers in Language Teaching
10. Approaches to Foreign-language Teaching
11. The Problem of Generation Gap
12. Is It Easy to Be Young?

**Вопросы к экзамену
по дисциплине «Практикум по культуре речевого общения»
для студентов V курса
направления «Педагогическое образование»
Профиля подготовки «Иностранный язык» с доп. профилем «Иностранный язык»
X семестр**

- 0 семестр
1. Job. Career. Moneymaking. The Job Interview.
 2. Planning a Career.
 3. Why people work.
 4. Make your job work for you.
 5. Getting ready for a job Interview.
 6. Different kinds of Interview.
 7. Boredom and Happiness at Work
 8. What constitutes a hostile work environment.
 9. What constitutes a happy work environment?
 10. The only thing people are interested in today is earning more money.
 11. The Reward Is The Job.
 12. People should be rewarded according to ability, not according to age and experience.
 13. Gaining life experience
 14. Personality and society
 15. Defining communication issues.
 16. Leadership issues.
 17. The discourse of negotiation.

