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ФЕДЕРАЛЬНАЯ СЛУЖБА ПО ГИДРОМЕТЕОРОЛОГИИ И МОНИТОРИНГУ ОКРУЖАЮЩЕЙ СРЕДЫ
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(ФГБУ «АНИИ»)

УТВЕРЖДАЮ



Директор

/А.С. Макаров

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от 22.11.2024 г.

Рабочая программа дисциплины
Иностранный язык в профессиональной деятельности

образовательная программа по направлению подготовки
05.04.04 Гидрометеорология

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программа подготовки – магистратура

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Рабочая программа дисциплины **«Иностранный язык в профессиональной деятельности»**, входящая в состав основной образовательной программы высшего образования — программы магистратуры «Метеорология» направление подготовки 05.04.04 Гидрометеорология, утверждена на Ученом совете ФГБУ «ААНИИ».

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АННОТАЦИЯ РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ «Иностранный язык в профессиональной деятельности»

Дисциплина **«Иностранный язык в профессиональной деятельности»** является дисциплиной обязательной части образовательной программы, Блока 1 «Дисциплины (модули)» образовательной программы «Метеорология» по направлению подготовки 05.04.04 Гидрометеорология.

Цель дисциплины **«Иностранный язык в профессиональной деятельности»** - формирование иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения, формирование способности к самостоятельной познавательной и исследовательской деятельности.

Особый упор в курсе делается на профессиональную коммуникацию: формируются навыки различных видов чтения (поискового, ознакомительного, просмотрового, аналитического), осуществляется обучение семантико-синтаксического и лексико-грамматического анализа текста и основам перевода текстов по специальности с иностранного (английского) языка на русский, развиваются навыки восприятия на слух монологической и диалогической аутентичной речи в профессиональной сфере, а также совершенствование навыков устной и письменной речи в рамках профессионального общения (в частности, умение сформировать основную идею сообщения, кратко изложить содержание текста).

Общая трудоемкость освоения дисциплины составляет 8 зачетных единицы, 288 часов.

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1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Цель освоения дисциплины «Иностранный язык в профессиональной деятельности» — формирование иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения, формирование способности к самостоятельной познавательной и исследовательской деятельности.

Задачи:

- формирование навыков различных видов чтения (поискового, ознакомительного, просмотрового, аналитического);
- обучение семантико-синтаксическому и лексико-грамматическому анализу текста и основам перевода текстов по специальности с иностранного (английского) языка на русский;
- развитие навыков восприятия на слух монологической и диалогической аутентичной речи в профессиональной сфере;
- совершенствование навыков устной и письменной речи в рамках профессионального общения (в частности, умение сформировать основную идею сообщения, кратко изложить содержание текста).

2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В результате изучения учебной дисциплины обучающийся должен овладеть следующими компетенциями: универсальными (УК). Планируемые результаты формирования компетенций и индикаторы их достижения в результате освоения дисциплины представлены в Таблице 1.

Таблица 1

Планируемые результаты освоения дисциплины, соотнесенные с индикаторами достижения компетенций обучающихся

Код и наименование компетенции	Индикаторы достижения компетенции	Результаты обучения (знать, уметь, владеть)
УК-4 Способен применять современных коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1. Выбирает стиль общения в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия.	Знать: теорию эффективной коммуникации в устной и письменной формах на русском и иностранном языке, принятые в академическом и профессиональном сообществе З (УК-4)
	УК-4.2. Ведет деловую переписку на иностранном языке с учетом особенностей стилистики официальных и неофициальных писем и социокультурных.	Уметь: использовать разные коммуникативные роли и стратегии для решения задач профессиональной деятельности на русском и иностранном языке, принятые в академическом и профессиональном сообществе У (УК-4)
	УК-4.3. Выполняет для личных целей перевод официальных и профессиональных текстов с иностранного языка на русский, с русского языка на иностранный. УК-4.4. Устно представляет результаты своей деятельности на иностранном языке, может поддержать разговор в ходе их обсуждения.	Владеть: навыками использования разных коммуникативных ролей и стратегий для решения профессиональных задач на русском и иностранном языке, принятые в академическом и профессиональном сообществе

Код и наименование компетенции	Индикаторы достижения компетенции	Результаты обучения (знать, уметь, владеть)
		В (УК-4)

В результате освоения дисциплины магистрант должен:

ЗНАТЬ:

— основы академической грамматики, лексики и коммуникации, основные принципы различных видов чтения, семантико-синтаксического и лексико-грамматического анализа текста, основы перевода текста по специальности с иностранного (английского) языка на русский, научную терминологию.

УМЕТЬ:

— применять на практике основные принципы различных видов чтения, семантико-синтаксического и лексико-грамматического анализа текста, а также анализировать конкретные коммуникационные ситуации.

ВЛАДЕТЬ:

— навыками восприятия на слух монологической и диалогической аутентичной речи, навыками устной и письменной речи в рамках профессионального общения, навыками деловой коммуникации.

3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Дисциплина «Иностранный язык в профессиональной деятельности» является дисциплиной обязательной части Блока 1 «Дисциплины (модули)» учебного плана основной профессиональной образовательной программы высшего образования — программы магистратуры «Метеорология» по направлению подготовки 05.04.04 Гидрометеорология. Курс читается в первом и втором семестрах, форма промежуточной аттестации — экзамен.

Для успешного освоения материала данной дисциплины требуются знания, умения и навыки, полученные в ходе обучения на таких уровнях высшего образования как бакалавриат/специалитет.

Знания, умения и навыки, полученные при освоении данной дисциплины, применяются магистрантами в процессе прохождения учебной и производственной практики и при выполнении, подготовке к процедуре защиты и защиты выпускной квалификационной работы.

4. ОБЪЕМ ДИСЦИПЛИНЫ

Общая трудоемкость освоения дисциплины составляет 8 зачетных единицы, 288 часов.

Таблица 2

Объем дисциплины

Типы учебных занятий и самостоятельная работа	Объем дисциплины				
	Всего	Семестр			
		1	2	3	4
Контактная работа обучающихся с преподавателем в соответствии с УП:	108	54	54	-	-
Лекции (Л)	-	-	-	-	-
Семинарские занятия (СЗ)	108	54	54	-	-
Самостоятельная работа (СР)	162	81	81	-	-
Промежуточная аттестация	форма	Экзамен	Экзамен	Экзамен	-
	час.	18	9	9	-
Общая трудоемкость дисциплины (час./з.е.)	288/4	144/4	144/4	-	-

5. СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ

Содержание дисциплины соотносится с планируемыми результатами обучения по дисциплине: через задачи, формируемые компетенции и их компоненты (знания, умения, навыки – далее ЗУВ) по средствам индикаторов достижения компетенций в соответствии с Таблицей 3.

5.1 Содержание дисциплины

Таблица 3

Содержание дисциплины

№ п/п	Наименование тем (разделов)	Содержание тем (разделов)	Коды компетенций	Индикаторы компетенций (в соотв. с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)
1	Основы академической грамматики	<p>Видовременная система английского глагола (Действительный залог).</p> <p>Видовременная система английского глагола (Страдательный залог).</p> <p>Существительное: исчисляемые, неисчисляемые существительные.</p> <p>Слова, выражающие количество.</p> <p>Типы местоимений.</p> <p>Прилагательное и наречие.</p> <p>Степени сравнения прилагательных и наречий.</p> <p>Предлоги места и направления, падежные предлоги. Модальные глаголы в 1 и 2 значениях. Правила согласования времен, косвенный вопрос, глаголы говорения.</p> <p>Инфинитив. Герундий.</p> <p>Причастие. Сослагательное наклонение.</p> <p>Сложносочиненное и сложноподчиненное предложения. Типы придаточных, бессоюзная связь. Эмфатические конструкции.</p>	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)
2	Основы академической лексики	<p>Характеристики академической лексики.</p> <p>Методики исследовательской деятельности. Описание тенденций, причинно-следственных связей.</p> <p>Описание и оценка идей и концепций, ссылки на</p>	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)

№ п/п	Наименование тем (разделов)	Содержание тем (разделов)	Коды компетенций	Индикаторы компетенций (в соотв. с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)
		<p>источники. Статистические данные, графики и диаграммы, анализ результатов исследования.</p> <p>Профессиональные темы: Типы высших учебных заведений, степени, должности и звания. Современные системы и способы коммуникации в академической среде. Международное академическое сообщество. Корпоративная культура вуза.</p>			
3	Основы академической коммуникации	<p>Принципы академической коммуникации:</p> <p>Цель академической коммуникации. Требования к эффективному посланию</p> <p>Этапы создания и передачи эффективного послания.</p> <p>Взаимодействие с аудиторией.</p> <p>Способы получения и анализа обратной связи в процессе коммуникации.</p> <p>Типы вербальной (устной и письменной) академической коммуникации.</p> <p>Типы невербальной коммуникации.</p> <p>Взаимодействие вербальной и невербальной коммуникации.</p> <p>Мероприятия в сфере академической коммуникации.</p> <p>Эффективная академическая презентация:</p> <p>Структура и этапы презентации</p> <p>Организация и структурирование информации.</p> <p>Объяснение основных концепций и идей. Связь элементов презентации.</p> <p>Как заинтересовать аудиторию и вовлечь ее в дискуссию. Как выделить главное и подчеркнуть самые яркие мысли.</p>	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)

№ п/п	Наименование тем (разделов)	Содержание тем (разделов)	Коды компетенций	Индикаторы компетенций (в соотв. с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)
		Формальный и неформальный стили. Выбор языковых средств. Преобразование письменной речи в устную речь. Подготовка и эффективное использование иллюстративного материала. Описание графиков, схем, таблиц. Описание процессов и тенденций. Завершение презентации, выводы. Риторические вопросы. Элементы невербальной коммуникации.			

5.2 Структура дисциплины

Таблица 4

Структура дисциплины

№ п/п	Наименование тем (разделов)	Объем дисциплины, час.				СР	Форма текущего контроля успеваемости*, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по типам учебных занятий в соответствии с УП				
			Л	ЛР	ПЗ		
Тема 1	Основы академической грамматики	67	-	-	27	40	ПТ КР
Тема 2	Основы академической лексики	68	-	-	27	41	Р
Промежуточная аттестация		9	-	-	-	-	Экзамен
Всего за 1 семестр		144	-	-	54	81	9
Тема 2	Основы академической лексики	67	-	-	27	40	Р ПТ
Тема 3	Основы академической коммуникации	68	-	-	27	41	АП
Промежуточная аттестация		9	-	-	-	-	Экзамен
Всего за 2 семестр		144	-	-	54	81	9
Всего:		288	-	-	108	162	18

Примечание: * – формы текущего контроля успеваемости: устный перевод текста по специальности (ПТ), контрольная работа (КР), устное реферирование текста по специальности (Р), академическая презентация (АП).

6. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

6.1 Общие положения

Знания и навыки, полученные в результате лекций и семинарских занятий, закрепляются и развиваются в результате повторения материала, усвоенного в аудитории, путем чтения текстов и исследовательской литературы (из списков основной и дополнительной литературы) и их анализа.

Самостоятельная работа является важнейшей частью процесса высшего образования. Ее следует осознанно организовать, выделив для этого необходимое время и соответствующим образом организовав рабочее пространство. Важнейшим элементом самостоятельной работы является проработка материалов прошедших занятий (анализ конспектов, чтение рекомендованной литературы) и подготовка к следующим лекциям/семинарам. Литературу, рекомендованную в программе курса, следует, по возможности, читать в течение всего семестра, концентрируясь на обусловленных программой курса темах.

Существенную часть самостоятельной работы магистранта представляет самостоятельное изучение учебно-методических изданий, лекционных конспектов, интернет-ресурсов и пр. Подготовка к семинарским занятиям, опросам также является важной формой работы магистранта. Самостоятельная работа может вестись как индивидуально, так и при содействии преподавателя.

6.2 Рекомендации по распределению учебного времени по видам самостоятельной работы и разделам дисциплины

Тема 1. Основы академической грамматики:

1.1. Изучение рекомендуемых разделов грамматики. Повторение материала, изученного на предыдущих занятиях, при подготовке к последующим занятиям – 20 часов.

1.2. Подготовка к занятиям по предложенным для выполнения заданиям, самостоятельное изучение рекомендованной учебной литературы, повторение материала практических занятий – 20 часов. Итого: 40 часов.

Тема 2. Основы академической лексики:

2.1. Изучение рекомендуемых разделов лексики и профессиональных тем. Повторение изученного лексического материала на предыдущих занятиях при подготовке к последующим занятиям – 10 часов.

2.2. Подготовка к занятиям по предложенным профессиональным темам, самостоятельное изучение рекомендованной учебной литературы, повторение материала практических занятий – 21 часов. Итого: 41 часов.

Тема 3. Основы академической лексики:

3.1. Изучение принципов академической коммуникации, знакомство с основными видами академической коммуникации. Повторение материала, изученного на предыдущих занятиях, при подготовке к последующим занятиям – 10 часов.

3.2. Подготовка к занятиям по предложенным для обсуждения темам, самостоятельное изучение рекомендованной учебной литературы, повторение материала практических занятий, подготовка академической презентации, подготовка к участию в беседе по специальности – 30 часов. Итого: 40 часа.

Тема 4. Основы академической коммуникации:

2.1. Изучение рекомендуемых разделов лексики и профессиональных тем. Повторение изученного лексического материала на предыдущих занятиях при подготовке к последующим занятиям – 10 часов.

2.2. Подготовка к занятиям по предложенным профессиональным темам, самостоятельное изучение рекомендованной учебной литературы, повторение материала практических занятий – 31 часов. Итого: 41 часов.

6.3 Перечень литературы для самостоятельной работы

1. Беликова Г.И., Витковская Л.В. Русско-английский словарь математических терминов. — СПб.: РГГМУ, 2016. — 56 с.
http://elib.rshu.ru/files_books/pdf/rid_8debfd71af4e4c2f8f9b1f2da61bfa78.pdf

2. Дорошкевич И.С., Курченко Н.М., Морозова М.А., Петренко В.И. Словарь-минимум для студентов гидрометеорологических и экологических специальностей. – СПб.: РГГМУ, 2018. – 60 с.
http://elib.rshu.ru/files_books/pdf/rid_adca985d32be4dc392a759ab708b889a.pdf

6.5 Перечень учебно-методического обеспечения для самостоятельной работы

Для обеспечения самостоятельной работы магистрантов по дисциплине «Иностранный язык» разработано учебно-методическое обеспечение в составе:

1. Контрольные задания для подготовки к процедурам текущего контроля (п. 7.2 Рабочей программы).

2. Типовые задания для подготовки к промежуточной аттестации (п. 7.4 Рабочей программы).

3. Рекомендуемые основная, дополнительная литература, Интернет-ресурсы и справочные системы (п. 8, 9 Рабочей программы).

4. Рабочая программа практики размещена в электронной информационно-образовательной среде организации.

7. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

7.1 Показатели, критерии и оценивание компетенций и индикаторов их достижения в процессе текущей аттестации

Информация о содержании и процедуре текущего контроля успеваемости, методике оценивания знаний, умений и навыков обучающегося в ходе текущего контроля доводятся научно-педагогическими работниками ФГБУ «АНИИ» до сведения обучающегося на первом занятии по данной дисциплине.

Текущий контроль предусматривает подготовку магистрантов к каждому аудиторному занятию. Магистрант должен присутствовать на занятиях, выполнять упражнения, предусмотренные планом, показывая, что подготовил внеаудиторные задания, представлять необходимые материалы, выполнять письменные работы и презентации по темам курса.

Текущий контроль проводится в форме устного перевода, устного реферирования иноязычных специальных текстов, контрольной работы и презентаций магистрантов по профессиональным темам.

Таблица 5

**Показатели, критерии и оценивание компетенций и индикаторов их достижения
в процессе текущей аттестации**

Наименование темы (раздела)	Код компетенции	Индикаторы компетенций	Коды ЗУВ (в соотв. с табл. 1)	Формы текущего контроля	Результаты текущего контроля
Основы академической грамматики	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)	устный перевод текста по специальности	зачтено/ не зачтено
				контрольная работа	
Основы академической лексики.	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)	устное реферирование текста по специальности	зачтено/ не зачтено
				устный перевод текста по специальности	
Основы академической коммуникации.	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)	академическая презентация	зачтено/ не зачтено

Таблица 6

Критерии оценивания

Формы текущего контроля успеваемости	Критерии оценивания
Устный перевод текста по специальности	<p>Зачтено: Содержательная идентичность текста перевода. Эквивалентный перевод: содержательная идентичность текста перевода. Погрешности перевода не нарушают общего смысла оригинала. Лексические аспекты перевода. Использование эквивалентов для перевода 30-100% текста Грамматические аспекты перевода. Эквивалентный перевод с использованием основных грамматических конструкций, характерных для академического стиля речи. Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода. Соблюдение языковых норм и правил языка перевода для 30-100 % текста.</p> <p>Не зачтено: Содержательная идентичность текста перевода. Неэквивалентная передача смысла: ошибки представляют собой грубое искажение содержания оригинала. Лексические аспекты перевода. Использование эквивалентов менее чем для 30% текста Грамматические аспекты перевода. Использование грамматических эквивалентов менее чем для 30% текста Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода. Соблюдение языковых норм и правил языка перевода менее чем для 30% текста.</p>
Контрольная работа	<p>Зачтено: Грамматическая составляющая. 60% - 100 % правильных ответов.</p>

Формы текущего контроля успеваемости	Критерии оценивания
	<p>Лексическая составляющая. 60% - 100 % правильных ответов. Целостное восприятие текста. 60% - 100 % правильных ответов. Не зачтено: Грамматическая составляющая. 0% - 59% правильных ответов Лексическая составляющая. 0% - 59% правильных ответов Целостное восприятие текста. 0% - 59% правильных ответов</p>
<p>Устное реферирование текста по специальности</p>	<p>Зачтено: Точная передача фактов. Вся фактическая информация передана точно и без искажений. Имеются незначительные искажения Нейтральность изложения (либо правильная передача авторской позиции). Изложение нейтрально либо авторская оценка описываемых событий передана правильно. Имеются незначительные отклонения от нейтрального тона либо незначительные искажения авторской позиции. Связность и логичность. Изложение связное, структура прозрачная, логика изложения прослеживается. Изложение в целом связное, имеются незначительные недостатки изложения. Языковое оформление (лексика, грамматика, стиль). Лексико-грамматические ошибки отсутствуют, имеются только 1-2 незначительные грамматические и стилистические ошибки. Не зачтено: Точная передача фактов. Имеется более 5 серьезных искажений или множество мелких. Нейтральность изложения (либо правильная передача авторской позиции). Имеются серьезные отклонения / искажения в нескольких местах. Текст не понят, либо авторская позиция искажена до неузнаваемости Связность и логичность. В тексте имеются серьезные нарушения логики изложения, что сказывается и на построении текста; имеются значительные недочеты при построении высказываний. В тексте не прослеживается никакой логики, текст бессвязен или представляет собой набор отдельных предложений. Языковое оформление (лексика, грамматика, стиль). Имеется больше 5 лексико-грамматических или стилистических ошибок.</p>
<p>Академическая презентация</p>	<p>Зачтено: Соблюдены правила оформления презентации; во время выступления студент логично строит монологическое высказывание в соответствии с коммуникативной задачей, лексические единицы и грамматические структуры используются уместно и практически без ошибок, речь понятна и фонетически грамотна, соблюдается необходимый объем высказывания, содержание выступления носит занимательный характер. Четко сформулирован научный вопрос, на который докладчик представляет обоснованный ответ в конце выступления. Ясно представлена структура доклада, каждый фрагмент которого поэтапно раскрывается в ходе выступления. Элементы доклада соединены семантическими или грамматическими связями. Докладчик обобщает и анализирует представленную информацию в конце доклада. Презентация, сопровождающая доклад, способствует более полному пониманию и восприятию его содержания. Слайды не перегружены информацией, графическое представление подчеркивает наиболее значимые позиции выступления; Не зачтено: Презентация оформлена с ошибками, количество слайдов недостаточно, студент строит монологическое высказывание в соответствии</p>

Формы текущего контроля успеваемости	Критерии оценивания
	с коммуникативной задачей, но высказывание не всегда логично, имеются повторы, присутствуют лексические, грамматические и стилистические ошибки, затрудняющие понимание, в целом речь понятна, объем высказывания значительно ниже требуемого. Нечетко сформулирован научный вопрос, на который докладчик представляет не вполне обоснованный ответ в конце выступления. Нет четкой характеристики структуру доклада, каждая тема недостаточно полно и последовательно раскрывается в ходе выступления. Элементы доклада не всегда соединены семантическими или грамматическими связями. Докладчик обобщает и анализирует представленную информацию в конце доклада. Презентация, сопровождающая доклад, не способствует более полному пониманию и восприятию его содержания. Слайды в большинстве своем или перегружены информацией, или мало информативны. Графическое представление чаще всего не подчеркивает наиболее значимые позиции.

7.2. Контрольные задания для текущей аттестации

1) Примерные задания контрольной работы по курсу

I. Academic vocabulary

From the following list, use each word only once to complete the sentences below. Remember that in the case of nouns and verbs you may need to change the form of the word:

arbitrary (adj) • assign (v) • context (n) • criterion (n) • data (n) denote (v) • devise (v) • formulate (v) • ignore (v) • impact (n) similar (adj) • summary (n) • usage (n) • vertical (adj)
--

- Although not exactly identical, the two books are so _____ to each other that an author must have copied much of his book from the other.
- The Prime Minister set up a committee of financial experts to help him discuss and new policies.
- It is often possible to guess the meaning of a word from the other words around it — that is to say, the _____ .
- In 1990, the British researcher Tim Berners-Lee _____ the first browser, and so paved the way for the development of the World Wide Web.
- In newspapers, the layout of the columns is _____ , while the rows run across the page horizontally.
- The rise in the number of deaths from AIDS has had a very significant _____ on

people's sexual behaviour.

7. The _____ of drugs has increased significantly in spite of more severe penalties such as longer prison sentences.
8. Students should not try to write down everything they hear in a lecture, but just make a _____ of the most important points.
9. We use the term "class" to _____ groups of people who share the same social and economic backgrounds.
10. In one case, a murderer may go to prison for life, while another may be set free: it all seems completely _____.
11. The new journalist was _____ to researching the election promises of the main political parties.
12. Before we can judge a government's success, we have to decide the _____, such as unemployment, defence or taxation.
13. One student failed because he completely _____ the instructions on the paper, although they appeared at the top of every page.
14. Market researchers use _____ such as people's spending patterns as well as information about age and occupation to decide on the most effective marketing strategies.

Fill in the gaps

1. We made a _____ of our baby's first sounds to send to my parents.
2. It can be quite difficult to really define _____ ideas, such as love or friendship.
3. A group of volunteers _____ to the needs of the victims of the tornado.
4. I _____ she was talking to me because she was looking right at me when she said it.
5. The boss _____ him to send the report out as soon as it was complete.
6. There has been a noticeable drop in the _____ of crime in the area since the teen centre opened up.
7. If we all _____, I'm sure we'll be able to finish on time.
8. Reading in English is an excellent way to _____ your vocabulary.

Make corresponding nouns and use in sentences of your own

to consider
to cause
to occur
to raise
to contribute
to sign

to think
to appreciate
to determine
to define

II. Grammar skills

Fill in the gaps using an infinitive in each sentence

1. The exceptions are too numerous for any rule (найти)
2. in turn each of the predecessors of Byzantine culture and to give a general outline of their contributions is the aim of this chapter. (рассмотреть)
3. These conditions are sufficiently homogenous together. (чтобы рассматривать)
4. civil officials, schools were established in the capital and provinces (для подготовки).
5. The people of this period to have lived in huts of skins, leaving no traces behind them. (предположительно)
6. He was the first English painter his native countryside so sincerely. (который описал)
7. This work was compiled by a learned monk, who to have lived at the end of the 14th century (по-видимому).
8. There is a distinction between these classes of words. (следует сделать)
9., dialectical varieties are as numerous here as anywhere else in the peninsula. (прежде всего)

Gerund, infinitive and present participle

Put the verbs in brackets into the correct forms. Note that sometimes a bare infinitive will be required.

- 'I was lonely at first,' the old man admitted, 'but after a time I got used to (live) alone and even got (like) it.'
- Before trains were invented people used (travel) on horseback or in stage coaches. It used (take) a stage coach three days (go) from London to Bath.
- I meant (buy) an evening paper but I didn't see anyone (sell) them.
- Tom: I want (catch) the 7 a.m. train tomorrow.
Ann: But that means (get) up at 6.00; and you're not very good at (get) up early, are you?
- He accepted the cut in salary without complaint because he was afraid (complain). He was afraid of (lose) his job.
- She remembers part of her childhood quite clearly. She remembers (go) to school for the first time and (be) frightened and (put) her finger in her mouth. And she remembers her teacher (tell) her (take) it out.
- - Did you remember (lock) the car? -
No, I didn't. I'd better (go) back and (do) it now.
- Next time we go (house-hunt), remember (ask) the agent for clear directions. I wasted hours (look) for the last house.
- Tom: Let's (go) for a swim.

Ann: I'm not particularly keen on (swim). What about (go) for a drive instead?

III. Language comprehension

Fill in the gaps

Unpopular government policies have given to widespread public discontent.

A grounds B rise C cause D consequence

Having never been in the country before, I was initially confused the value of each coin.

A as for B as with C as of D as to

She went into the bathroom and her face with cold water to wake herself up.

A splashed B scattered C squirted D sprinkled

Much of what he said had little to the issue we were discussing.

A concern B accordance C relevance D involvement

His personal problems seem to have been him from his work lately.

A disrupting B disturbing C distracting D dispersing

It was a terrible experience and it put her flying forever.

A off B out C away D through

He is a bad-tempered man who has a tendency to his problems out on other people.

A let B put C get D take

2) Примерный текст для устного перевода по специальности по курсу

Aside from the gases in the atmosphere, clouds also play a major role in climate. By reflecting solar radiation away from Earth, some clouds act to cool the planet while other types of clouds warm the Earth by trapping heat near the surface. For years, it was not known whether clouds warmed or cooled the planet. Recent satellite measurements have proved that clouds exert an overall powerful cooling effect on the Earth. In some areas, however, such as tropics, heavy clouds may markedly warm the regional climate.

Clouds and greenhouse gases fit into a global radiation budget that must balance itself. Most of the incoming solar radiation is received in tropical regions while very little is received in polar regions especially during winter months. Over time, energy absorbed near the equator spreads to the colder regions of the globe, carried by winds in the atmosphere and by currents in the ocean. The small amount of energy retained in the atmosphere is redistributed, basically, by winds.

The Earth contains three essential parts, the lithosphere, the hydrosphere and the atmosphere. The atmosphere or air sphere covers the whole of the surface of the Earth. The air consists principally of two gases — oxygen and nitrogen. There are about 21 parts of oxygen and 79 parts of nitrogen. Men and nearly all animals must have oxygen or they cannot live. In the atmosphere there is also a little carbon dioxide. Now trees, grass cannot live without carbon dioxide. Besides oxygen, nitrogen and carbon dioxide there are small quantities of other gases in the atmosphere; by far the most important is moisture or water vapour

The atmosphere is a mixture of gases which surround the whole Earth. We do not know how high the atmosphere extends. Scientists believe that there is some air at the height of 200 miles. All the lower atmosphere contains some water vapour. The main source of the water vapour is the ocean, which covers 71 % of the area of the Earth. Other sources are smaller bodies of water, such as rivers and lakes. Winds carry water vapour from the ocean to the land. Rivers and glaciers return it in liquid or solid form to the ocean.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых студентами в ходе занятий и научных исследований.

3) Примерный текст для устного реферирования по специальности по курсу

Hurricanes – or tropical cyclones or typhoons as they are also known – are powered by heat and moisture. They form near the equator over seas with a surface temperature of at least 27 °C (81 °F), a condition that occurs during the late summer "hurricane season". A rising column of warm, moist air forms a spiral system of clouds and warm winds. Technically, a hurricane exists when these winds reach a speed exceeding 32.7 meters a second (about 73 miles an hour).

Hurricanes drift slowly westward at about 16 kph (10 mph) with the trade winds and also veer away from the equator. When they leave the tropics or strike the land, they dissipate, cut off from the warm seas that are the source of their energy. They are carefully monitored by weather satellites.

Air is a fluid and is forced to flow from regions of high pressure. How fast the air will flow depends on the size of the difference in the pressure centers and the distance separating them. A large difference in pressure over a short distance means a steep gradient of pressure on the weather map, while a small difference over a larger distance implies a much weaker gradient. Air is rather like water flowing down a slope – the steeper the slope, the faster the water flows but over the Earth's surface, of course, the air flows horizontally, not down a slope. Areas on a weather map with a rapid change of pressure across the surface will have air flowing rapidly (strong winds) while places with weak pressure gradients will see lighter winds.

Two rather dry monsoon seasons severely limit the total amount of rainfall normally received in East Africa. This is illustrated by the fact that almost two fifth of the region has annual means below 800 mm, and only a few isolated mountainous areas reach values exceeding 2000 mm per year. Compared to other equatorial monsoon regions, like Indonesia, where most areas have annual means over 2500 mm or even more, East Africa is a very dry region indeed.

However, because of the high variability from year to year, annual means give a rather poor representation of actual weather conditions. Especially if rainfall is considered in relation to agriculture, annual means have little significance.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых студентами в ходе занятий и научных исследований.

4) Примерная тематика академической презентации по курсу

- Academic Profile and Research Focus
- Research Proposal
- Conference Paper on Academic Issue
- Specialist Literature Overview
- Creative Thinking Fundamentals

- Academic's Essential Skills
- Major Factors Affecting Human Behavior
- Motivation Strategies
- Efficient Communication Principles
- Hard Subjects vs Soft Subjects
- Major Research Techniques

7.3 Показатели, критерии и оценивание компетенций и индикаторов их достижения в процессе промежуточной аттестации

Форма **промежуточной аттестации** в 1 и 2 семестрах представляет собой **письменно-устный экзамен**, который состоит из нескольких этапов:

1. Письменный перевод текста по специальности со словарем. Время – 1 час. Объем перевода: 2500 печатных знаков.

2. Устное реферирование текста по специальности, без словаря. Язык изложения – английский. Время подготовки – 5 мин. Объем: 1500 печатных знаков.

3. Беседа на английском языке по темам: Academic Profile (1,2 семестр), Research Interests (1,2 семестр), Conference Paper (2 семестр).

4. Проведение лексико-грамматического тестирования.

Перед экзаменом проводится консультация, на которой преподаватель отвечает на вопросы магистрантов.

Ответ магистранта на экзамене позволяет продемонстрировать уровень освоения знаний, полученных магистрантом в процессе изучения дисциплины, и сформированность умений и навыков.

В результате промежуточного контроля знаний студенты получают оценку по дисциплине.

Таблица 7

Показатели, критерии и оценивание компетенций и индикаторов их достижения в процессе промежуточной аттестации

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
Экзамен 1 и 2 семестров/ Письменно-устный: Письменный перевод, устное реферирование, собеседование, тестирование	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)	1. Текст переведен полностью (100 % объема) за указанное время, без искажений и неточностей. Адекватность перевода достигается за счет правильного понимания содержания текста на основе знания лексико-грамматических правил, владения основами перевода, правильного понимания синтаксической и стилистической структуры предложения, владения терминологической системой по избранной специальности. Перевод должен соответствовать стандартам	Отлично 100-81

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
				<p>русского языка, но допускаются небольшие лексические и стилистические неточности (1-2);</p> <p>2. Экзаменуемый демонстрирует нормативное произношение и беглость речи, умеет придерживаться схемы реферативного изложения содержания предъявленного текста, умеет логически и грамотно передать содержание прочитанного, используя разнообразную лексику и грамматические структуры, владеет навыками обобщения, выделения главного и выражения своего мнения. Возможны отдельные незначительные ошибки, не нарушающие логику изложения;</p> <p>3. Экзаменуемый дает логически обоснованные развернутые ответы на вопросы экзаменатора, умеет выражать свое мнение, приводить примеры для иллюстрации своего ответа, использует разнообразные синтаксические структуры, владеет правилами грамматики, обладает широким спектром общеразговорной и профессиональной лексики; при ответе возможны отдельные мелкие ошибки, в целом, не нарушающие коммуникацию.</p> <p>4. 81% - 100 % правильных ответов.</p> <p>1. Текст переведен полностью (100 % объема) за указанное время, перевод выполнен адекватно, экзаменуемый демонстрирует знание синтаксических и лексико-грамматических правил, но допускает неточности лексического (не более 2-1) и/или стилистического (1-2) характера;</p>	<p>Хорошо 80-61</p>

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
				<p>2. Экзаменуемый демонстрирует достаточно хорошее произношение, умеет следовать схеме реферативного изложения текста, выделять главное, логически и грамотно передавать содержание прочитанного, но испытывает трудности со структурированием полученной информации (обобщением, выводами, высказыванием собственного мнения). Допускает некоторые грамматические или лексические ошибки, которые не нарушают логику изложения, но влияют на беглость речи;</p> <p>3. Экзаменуемый дает развернутые ответы не на все вопросы экзаменатора, демонстрируя умение пользоваться разнообразными грамматическими структурами и общеразговорной и профессиональной лексикой в рамках освоенной программы. При этом экзаменуемый не владеет навыками структурирования своих высказываний, не умеет сопровождать их соответствующими примерами, ссылками и т.д.; при ответе им допускаются ошибки при построении сложных речевые конструкции без нарушения коммуникации в целом.</p> <p>4. 61% - 80 % правильных ответов.</p> <p>1. Перевод выполнен в указанное время и его объем составляет не менее 75 % объема оригинала, или выполнен в полном объеме (100 %), но при переводе допущены искажения (1-2), неточности (не более 3) в результате грамматических ошибок и выбора лексического значения</p>	<p>Удовлетворительно 60-41</p>

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
				<p>слов, не соответствующего контексту;</p> <p>2. Экзаменуемый допускает заметные ошибки в произношении, не следует схеме реферативного изложения текста/статьи, но может адекватно передать содержание прочитанного, используя ограниченный запас лексики, и допуская грамматические ошибки, не нарушающие логику изложения.;</p> <p>3. Экзаменуемый дает краткие ответы, испытывает трудности при приведении примеров и высказывании собственного мнения, использует относительно простые лексико-грамматические средства, демонстрирует ограниченный запас лексики, допускает ошибки при использовании лексико-грамматических структур, препятствующих полноценной коммуникации.</p> <p>4. 41% - 60 % правильных ответов.</p> <p>1. Текст переведен в указанное время и его объем составляет менее 75 % объема оригинала, или выполнен в полном объеме, но допущены искажения (3 и более), неточности (4 и более) в результате грамматических ошибок и выбора лексического значения слов не соответствующего контексту, а также стилистические неточности (2-3);</p> <p>2. Экзаменуемый допускает грубые ошибки в произношении, не следует схеме реферативного изложения текста, не может адекватно передать содержание прочитанного, допускает много лексических и грамматических ошибок, нарушающих логику изложения;</p>	<p>Не удовлетворительно 40 и менее</p>

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
				3. Экзаменуемый дает неадекватные ответы, демонстрирует непонимание вопросов экзаменатора, использует ограниченный запас слов, допускает большое количество лексических и грамматических ошибок, что приводит к нарушению коммуникации. 4. 40 % и менее правильных ответов.	

Результаты сдачи промежуточной аттестации по направлениям подготовки уровня магистратуры оцениваются по пятибалльной системе оценки согласно таблице 7а, основные критерии оценки знаний в пятибалльной (стандартной) системе для программ магистратуры представлены в таблице 7б.

Таблица 7а

Система оценки знаний обучающихся

Пятибалльная (стандартная) система	Бинарная система оценки
5 (отлично)	зачтено
4 (хорошо)	
3 (удовлетворительно)	
2 (неудовлетворительно)	не зачтено

Таблица 7б

Система оценки знаний обучающихся

Пятибалльная (стандартная) система	Критерии оценивания
5 (отлично)	ставится в том случае, когда обучающийся усвоил весь программный материал, излагает изученный материал логично, способен применять теорию при решении практических задач, не испытывает затруднений при ответе на дополнительные вопросы экзаменатора, демонстрирует самостоятельность мышления. Уровень сформированности компетенций — повышенный (продвинутый)
4 (хорошо)	ставится, если обучающийся твердо знает программный материал, не допускает существенных неточностей при ответе на дополнительные вопросы, способен выполнять практические задания, демонстрирует достаточно высокий уровень сформированности компетенций, однако затрудняется дать собственную оценку раскрываемому вопросу. Уровень сформированности компетенций – высокий
3 (удовлетворительно)	ставится, если обучающийся освоил только основной материал, но не знает отдельных деталей, допускает неточности, нарушает последовательность в изложении программного материала и испытывает затруднения в выполнении практических заданий. Уровень сформированности компетенций — пороговый
2 (неудовлетворительно)	ставится, если обучающийся не знает отдельных разделов программного материала, допускает существенные ошибки, с большими затруднениями выполняет практические задания, задачи. Уровень сформированности компетенций — критический

Результаты промежуточного контроля по дисциплине, выраженные в пятибалльной системе «отлично», «хорошо», «удовлетворительно» показывают уровень сформированности у обучающегося компетенций по дисциплине в соответствии с картами компетенций основной профессиональной образовательной программы высшего образования — программы магистратуры «Метеорология» по направлению подготовки 05.04.04 Гидрометеорология.

Результаты промежуточного контроля по дисциплине, выраженные в пятибалльной системе «неудовлетворительно» показывают несформированность у обучающегося компетенций по дисциплине в соответствии с картами компетенций основной профессиональной образовательной программы высшего образования — программы магистратуры «Метеорология» по направлению подготовки 05.04.04 Гидрометеорология.

7. Типовые задания к промежуточной аттестации

Примерный текст для письменного перевода по специальности

The Global Hydrological Cycle

There are several important pathways of matter within the Earth— Atmosphere system, including rock erosion and deposition, and various nutrient systems. However, the passage of water, in its vapour, liquid and solid states, is unique in what it forms a significant component of nearly all parts of the system. Water in the oceans evaporates under the influence of solar radiation, and the resulting water vapour, some of it in the form of clouds, is transported to the land areas by atmospheric circulation. The solar energy expended in bringing water to this elevated position is considerable, although some of the latent heat required in evaporation is returned to the atmosphere in condensation when clouds are formed. The fall of precipitation over the land converts potential energy to kinetic energy, but much of this is dissipated by friction due to air resistance, and only a fraction remains as potential energy on the land to be used in geomorphological systems. Some of the precipitation reaching the land is intercepted by vegetation; some infiltrates the soil, some percolates down to the ground water system and flows underground towards the sea; and the remainder flows as run-off, mainly in rivers. Evaporation from the land and transpiration from plants returns some of the moisture back to the atmosphere to be recycled. In addition to its circulation patterns, the hydrological cycle also embodies a number of reservoirs or storages. Surprisingly large inequalities exist in the global amounts stored. The oceans contain 93% of the total; glaciers about 2%; and terrestrial water constitute 5% of which the vast majority is groundwater storage. Only a fraction therefore is held on or near the surface in the soil, yet this very small quantity sustains all life on land.

2. Примерный текст для устного реферирования по специальности

Changes in the Earth — Atmosphere System

From a wide variety of evidence, it is well known that the present-day pattern of activity in the Earth— Atmosphere system has been substantially different in the past. This applies to all the major realms, including the planet's climate, geomorphology, hydrology, soils and biogeography. Past changes in the system have left their mark in many respects on today's landscapes. Although there are many immediate causes of natural change in the environment, most of them are related ultimately to geological changes induced by activity in the interior of the Earth or to climatic change. Large-scale changes have occurred in the past in the position and shape of the Earth's ocean and land areas. Climatic change occurs on many different spatial and temporal

scales. In the geological past, a change of climate in any one area may have been brought about by continental drift rather than by changes in the atmosphere. But modern research has shown that on a shorter time-scale, climatic changes affecting the whole globe are the result of shifts in atmospheric circulation caused by fluctuations in the amount and distribution of insolation received by the Earth; This idea is embraced in the Milankovitch curve, put forward in the 1930 as an "explanation of long-term climatic change, including glaciers and interglacials. The curve is a calculation of radiation input for various parts of the Earth, taking account of the Earth's changing altitude to the sun in three respects: in the shape of its elliptical orbit; in the relation of the seasons to the orbit; and in its angle of tilt — at present 23,5°. Finally, it must be stressed that many of the important recent changes in the Earth— Atmosphere system have nothing to do with natural causes, but have been brought about by man's activities. This may even apply to recent climatic change: it has been suggested that the general warming in the last hundred years has occurred because of the output of carbon dioxide into the atmosphere by industrial processes.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых студентами в ходе занятий и научных исследований.

3. Примерные вопросы для беседы по научным интересам

Discussing Background Information and Research

1. What Institute / Academy / University did you graduate from?
2. When did you graduate from the Institute / Academy / University?
3. What subjects were you interested in?
4. What is your specialty area?
5. What is your current research focus?
6. When did you get interested in research work?
7. What is the subject of your future master's thesis?
8. What issues are you going to address?
9. Is there extensive specialist literature on your subject?
10. What is theoretical framework of your research?
11. Why is your research important / topical?
12. What empirical material are you going to rely on?
13. What methods and techniques are you going to employ?
14. In what way is your paper going to contribute to developing your research field?
15. What is the theoretical / practical significance of your research?
16. Have you started your research yet? How long will it take you to write your thesis?
17. What do you think determines a person's progress in academic environment?
18. Who is your academic supervisor? Do you often consult him / her? What does he / she specialize in?

4. Примерные задания для проведения лексико-грамматического тестирования

Academic Vocabulary Test I

Choose the correct answer for each exercise:

1. The arrangement of students into classes based on mastery of specific skills or according to general intelligence is known as
 - a. ability grouping
 - b. collaborative learning
 - c. bilingual education
 - d. accountability

2. A policy that requires that student progress be measured and teachers be responsible for student progress is
 - a. accountability
 - b. bilingual education
 - c. ability grouping
 - d. collaborative learning

3. Bilingual education
 - a. teaches a second language to students
 - b. teaches students how to ride a bicycle
 - c. involves home schooling
 - d. requires accountability

4. A learning situation in which students work together on a project or assignment is
 - a. competency testing
 - b. accountability
 - c. cultural literacy
 - d. collaborative learning

5. The measurement of a student's ability to perform a specific skill or achieve a specified level is
 - a. competency testing
 - b. collaborative learning
 - c. accountability
 - d. curriculum

6. The familiarity with a body of knowledge that most people share is
 - a. curriculum
 - b. competency testing
 - c. accountability
 - d. cultural literacy

7. A course or program of study is
 - a. tenure
 - b. whole language
 - c. phonics
 - d. curriculum

8. A learning environment in which students have access to computers, the Internet, and

multimedia sources of information is a/an

- a. field trip
 - b. phonics program
 - c. electronic classroom
 - d. home schooling program
9. A program of supplemental instruction designed to stimulate and further the growth of students who exhibit high intelligence or exceptional mastery of skills is
- a. school board
 - b. field trip
 - c. gifted and talented
 - d. skills teaching
10. A policy that allows qualified parents to educate their children at home is
- a. electronic teaching
 - b. community learning
 - c. collaborative learning
 - d. home schooling
11. Specific learning goals or accomplishments that a school or teacher establishes for students with objectives that identify what the students are to learn are
- a. curriculums
 - b. learning communities
 - c. instructional objectives
 - d. ability groups
12. An environment in which teachers and students come together to provide respect, interaction, and positive feedback in support of students as learners is
- a. tenure
 - b. the learning community
 - c. home schooling
 - d. the school board
13. The ability to read and write is known as
- a. literacy
 - b. library
 - c. ability grouping
 - d. phonics
14. A school that offers special, unique programs to attract students from within a school district is
- a. a home school
 - b. a standard school
 - c. a magnet school
 - d. a super school
15. A form of testing that requires students to show what they know by actually doing

- something, such as performing a specific task is
- a. performance assessment
 - b. whole language testing
 - c. standardized testing
 - d. phonics
16. A method of teaching reading that emphasizes letters and the sounds associated with them is
- a. tenure
 - b. whole language
 - c. phonics
 - d. ability grouping
17. A group of elected officials that serves as a governing body of a school district is the
- a. magnet school
 - b. home school
 - c. black board
 - d. school board
18. A formal, usually commercial test that is administered according to specific directions with time limitations is a
- a. whole language
 - b. learning community
 - c. standardized test
 - d. performance assessment
19. A method of teaching that integrates reading, writing, speaking and listening is
- a. home schooling
 - b. whole language
 - c. phonics
 - d. ability grouping

Academic Vocabulary Test II

Choose the correct answer for each exercise.

1. A type of research that involves close, in-depth observation and analysis of individual people is a/an
- a. culture
 - b. case study
 - c. defense mechanism
 - d. ethnic group
2. A mental process such as thinking, remembering, and understanding is
- a. culture
 - b. memorization
 - c. cognition
 - d. memory

3. A system for living that includes objects, values, and characteristics that people acquire as members of society is
 - a. an ethnic group
 - b. culture
 - c. ethnocentrism
 - d. learning

4. A method of reducing anxiety by denying or distorting a situation or problem is
 - a. a learning
 - b. a case study
 - c. a hypothesis
 - d. a defense mechanism

5. Empirical refers to
 - a. information obtained from or that can be verified by observation or experimentation
 - b. information that can never be verified
 - c. a form of government ruled by an emperor
 - d. none of the above

6. A collection of people who share a cultural heritage is
 - a. learning
 - b. an ethnic group
 - c. a heterogeneous population
 - d. a homogeneous population

7. The belief that one's own culture is superior to that of others is
 - a. xenophobia
 - b. egomania
 - c. ethnocentrism
 - d. hypothesis

8. A tentative explanation about how various events are related to one another that can be tested by further experimentation is a
 - a. case study
 - b. hypothesis
 - c. culture
 - d. experiment

9. The capacity to learn from experience and to adapt to one's environment is
 - a. multiculturalism
 - b. intelligence
 - c. ethnocentrism
 - d. egomania

10. A relatively permanent change in knowledge or behavior that results from experience is
 - a. an experiment
 - b. learning

- c. intelligence
- d. culture

11. The study of diverse racial and ethnic groups within a culture is

- a. egomania
- b. intelligence
- c. ethnocentrism
- d. multiculturalism

12. A social rule that specifies how people should behave is

- a. value
- b. norms
- c. odds
- d. status

13. A group whose members share the same age or common interests is a

- a. inferior group
- b. peer group
- c. subgroup
- d. superior group

14. A reward or the process of giving a reward after a desirable behavior has occurred is

- a. sanction
- b. punishment
- c. reinforcement
- d. value

15. A reward for conforming to what is expected or a punishment for violating expectations is a

- a. reinforcement
- b. value
- c. sanction
- d. punishment

16. A category of people who have approximately equal income, power, and prestige is a

- a. peer group
- b. status class
- c. social class
- d. value group

17. One's position in a group or society is

- a. sanction
- b. norm
- c. status
- d. value

18. An oversimplified, inaccurate mental picture or conception of others is a

- a. status
- b. stereotype
- c. value
- d. norm

19. A socially agreed upon idea about what is good, desirable, or important is a

- a. norm
- b. stereotype
- c. status
- d. value

7.5 Средства оценки индикаторов достижения компетенций

Таблица 8

Средства оценки индикаторов достижения компетенций

Коды компетенций	Индикаторы компетенций (в соотв. с Таблицей 1)	Средства оценки (в соотв. с Таблицами 5, 7)
УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	Устный перевод текста по специальности, контрольная работа, устное реферирование текста по специальности, академическая презентация

Таблица 9

Описание средств оценки индикаторов достижения компетенций

Средства оценки (в соотв. с Таблицами 6, 7)	Рекомендованный план выполнения работы
Устный перевод текста по специальности	В ходе выполнения устного перевода текста магистрантам рекомендуется: 1. Устанавливать контакты и организовывать общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии для академических и профессиональных целей на иностранном языке. Составлять академические и (или) профессиональные тексты на иностранном языке, а также обсуждать и представлять результаты исследовательской и проектной деятельности, участвовать в дискуссиях на различных публичных мероприятиях, выбирая подходящий формат.
Контрольная работа	В ходе выполнения контрольной работы магистрантам рекомендуется: 1. Устанавливать контакты и организовывать общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии для академических и профессиональных целей на иностранном языке. Составлять академические и (или) профессиональные тексты на иностранном языке, а также обсуждать и представлять результаты исследовательской и проектной деятельности, участвовать в дискуссиях на различных публичных мероприятиях, выбирая подходящий формат.
Устное реферирование текста по специальности	В ходе выполнения устного реферирования текста магистрантам рекомендуется: 1. Устанавливать контакты и организовывать общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии для академических и профессиональных целей на иностранном языке. Составлять академические и (или) профессиональные тексты на иностранном языке, а также обсуждать и представлять результаты исследовательской и проектной деятельности, участвовать в дискуссиях на различных публичных мероприятиях, выбирая подходящий формат.

Средства оценки (в соотв. с Таблицами 6, 7)	Рекомендованный план выполнения работы
Академическая презентация	<p>В ходе подготовки академической презентации магистрантам рекомендуется учитывать:</p> <ol style="list-style-type: none"> 1. Устанавливать контакты и организовывать общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии для академических и профессиональных целей на иностранном языке. Составлять академические и (или) профессиональные тексты на иностранном языке, а также обсуждать и представлять результаты исследовательской и проектной деятельности, участвовать в дискуссиях на различных публичных мероприятиях, выбирая подходящий формат.

8. ОСНОВНАЯ И ДОПОЛНИТЕЛЬНАЯ ЛИТЕРАТУРА

8.1 Основная литература

1. Пособие по развитию навыков перевода для студентов, изучающих английский язык, Л., ЛГМИ, 1991, 94 с http://elib.rshu.ru/files_books/pdf/img-217153251.pdf
2. Савельев Я. А. Учебное пособие по английскому языку для студентов — гидрометеорологов, изучающим второй иностранный язык. СПб, изд. РГГМУ, 1994, 116 с. http://elib.rshu.ru/files_books/pdf/img-503141531.pdf
3. Учебное пособие по развитию навыков перевода для студентов, изучающих английский язык.-СПб.: Изд. РГГМУ, 2000.- 64 с http://elib.rshu.ru/files_books/pdf/img-503194643.pdf

8.2 Дополнительная литература

1. Задания и контрольные работы для студентов, изучающих английский язык, СПб.: изд. РГГМИ, 1997, 63 с. http://elib.rshu.ru/files_books/pdf/img-503154146.pdf
2. Савельев Л.А. Английский язык для аспирантов гидрометеорологических специальностей. Учебное пособие. – СПб.: изд. РГГМУ, 2012.– 144 с. http://elib.rshu.ru/files_books/pdf/rid_5aa8d6573107426e93d6feb4ff90f61a.pdf

9. ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ, ИСПОЛЬЗУЕМЫЕ ПРИ ОСУЩЕСТВЛЕНИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

9.1 Программное обеспечение

При осуществлении образовательного процесса магистрантами и профессорско-преподавательским составом используется следующее лицензионное программное обеспечение:

1. Р7-Офис Профессиональный для учебных заведений
2. OS Microsoft Windows
3. Яндекс Браузер

9.2 Перечень информационно-справочных систем и профессиональных баз данных информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины:

Информационно-справочные системы

1. Открытое образование. Ассоциация «Национальная платформа открытого

образования»: <https://npoed.ru/>

2. Официальная Россия. Сервер органов государственной власти Российской Федерации: <http://www.gov.ru/> _

3. Официальный интернет-портал правовой информации. Государственная система правовой информации: <http://pravo.gov.ru/>

4. Правовой сайт КонсультантПлюс: <https://www.consultant.ru/sys/>

5. Российское образование. Федеральный портал: <http://www.edu.ru/> _

Профессиональные базы данных информационно-телекоммуникационной сети «Интернет»:

1. Национальная электронная библиотека НЭБ: <https://rusneb.ru/> _

2. Президентская библиотека: <https://www.prilib.ru/?ysclid=m2vlmr7tar995952664> _

3. Российская государственная библиотека: <https://www.rsl.ru/?ysclid=m2vlo35cir499595384>

4. Российская национальная библиотека: https://nlr.ru/nlr_visit/RA1812/elektronnyie-katalogi-rnb?ysclid=m2vlov5wpc285541408 _

9.3 Лицензионные электронные ресурсы библиотеки

Профессиональные базы данных:

– **Электронная версия журнала «Математический сборник»:**

○ База данных, содержащая полнотекстовую коллекцию электронных выпусков журнала. Доступ осуществляется на платформе РЦНИ: <https://journals.rcsi.science/>

○ Доступ осуществляется на платформе Общероссийского портала Math-Net.Ru <https://www.mathnet.ru/>

– **Электронная версия журнала «Известия Российской академии наук. Серия математическая»**

○ База данных, содержащая полнотекстовую коллекцию электронных выпусков журнала. Доступ осуществляется на платформе РЦНИ: <https://journals.rcsi.science/>

○ База данных, содержащая полнотекстовую коллекцию электронных выпусков журнала. Доступ осуществляется на платформе Общероссийского портала Math-Net.Ru <https://www.mathnet.ru/>

– **Электронная версия журнала «Успехи математических наук»**
База данных, содержащая полнотекстовую коллекцию электронных выпусков журнала.

○ Доступ осуществляется на платформе РЦНИ: <https://journals.rcsi.science/>

○ База данных, содержащая полнотекстовую коллекцию электронных выпусков журнала. Доступ осуществляется на платформе Общероссийского портала Math-Net.Ru (<https://www.mathnet.ru/>).

– **Springer Journals.** База данных, содержащая полнотекстовые журналы издательства Springer на платформе: <https://link.springer.com/>

– **Nature Journals.** База данных, содержащая полнотекстовые журналы Nature Publishing Group на платформе: <https://www.nature.com/>

– **Adis Journals.** База данных, содержащая полнотекстовые журналы издательства Springer Nature, а именно журналы Adis на платформе: <https://link.springer.com/>

– **Springer Materials.** База данных, содержащая коллекции научных материалов в области физических наук и инжиниринга, на платформе: <https://materials.springer.com>

Электронные библиотечные системы:

1. **Znanium.com** – Электронная библиотечная система (ЭБС) – <http://znanium.com/>;

2. Университетская библиотека онлайн – Электронная библиотечная система (ЭБС) – <http://biblioclub.ru/>

9.4 Электронная информационно-образовательная среда

Образовательный процесс по итоговой аттестации поддерживается средствами электронной информационно-образовательной среды ФГБУ «ААНИИ», которая включает в себя, лицензионные электронные ресурсы библиотеки, официальный сайт ФГБУ «ААНИИ», локальную сеть и корпоративную электронную почту, и обеспечивает:

– доступ к учебным планам, рабочим программам дисциплин (модулей), практик и к изданиям электронных библиотечных систем и электронным образовательным ресурсам, указанным в рабочих программах;

– фиксацию хода образовательного процесса, результатов промежуточной аттестации и результатов освоения основной образовательной программы;

– формирование электронного портфолио обучающегося, в том числе сохранение работ обучающегося, рецензий и оценок за эти работы со стороны любых участников образовательного процесса;

– взаимодействие между участниками образовательного процесса, в том числе синхронное и (или) асинхронное взаимодействие посредством сети «Интернет» (электронной почты и т.д.).

Каждый обучающийся в течение всего периода обучения обеспечен индивидуальным неограниченным доступом к электронным ресурсам библиотеки, содержащей издания учебной, учебно-методической и иной литературы по изучаемой дисциплине.

10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА, НЕОБХОДИМАЯ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

В ходе реализации образовательного процесса используются специализированные многофункциональные аудитории для проведения занятий лекционного типа, занятий семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, укомплектованные специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации большой аудитории.

Проведение занятий лекционного типа обеспечивается демонстрационным оборудованием.

Помещения для самостоятельной работы оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду организации.

Для лиц с ограниченными возможностями здоровья и инвалидов предоставляется возможность присутствия в аудитории вместе с ними ассистента (помощника). Для слабовидящих предоставляется возможность увеличения текста на экране (ПК). Для самостоятельной работы лиц с ограниченными возможностями здоровья в помещениях для самостоятельной работы организовано по одному месту (ПК) с возможностями бесконтактного ввода информации и управления компьютером (специализированное лицензионное программное обеспечение – Camera Mouse, веб камера). Библиотека организации предоставляет удаленный доступ к ЭБ с возможностями для слабовидящего

увеличения текста на экране ПК. Лица с ограниченными возможностями здоровья могут при необходимости воспользоваться имеющимся в организации креслом-коляской. В учебном корпусе имеется адаптированный лифт. На втором этаже оборудован специализированный туалет. У входа в здание организации для инвалидов оборудована специальная кнопка, входная среда обеспечена информационной доской о режиме работы ФГБУ «ААНИИ», выполненной рельефно-точечным тактильным шрифтом (азбука Брайля).

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ
«Иностранный язык в профессиональной деятельности»**

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

1 Показатели, критерии и оценивание компетенций и индикаторов их достижения в процессе текущей аттестации

Информация о содержании и процедуре текущего контроля успеваемости, методике оценивания знаний, умений и навыков обучающегося в ходе текущего контроля доводятся научно-педагогическими работниками ФГБУ «АНИИ» до сведения обучающегося на первом занятии по данной дисциплине.

Текущий контроль предусматривает подготовку магистрантов к каждому аудиторному занятию. Магистрант должен присутствовать на занятиях, выполнять упражнения, предусмотренные планом, показывая, что подготовил внеаудиторные задания, представлять необходимые материалы, выполнять письменные работы и презентации по темам курса.

Текущий контроль проводится в форме устного перевода, устного реферирования иноязычных специальных текстов, контрольной работы и презентаций магистрантов по профессиональным темам.

Таблица 1

Показатели, критерии и оценивание компетенций и индикаторов их достижения в процессе текущей аттестации

Наименование темы (раздела)	Код компетенции	Индикаторы компетенций	Коды ЗУВ (в соотв. с табл. 1)	Формы текущего контроля	Результаты текущего контроля
Основы академической грамматики	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)	устный перевод текста по специальности контрольная работа	зачтено/ не зачтено
Основы академической лексики.	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)	устное реферирование текста по специальности устный перевод текста по специальности	зачтено/ не зачтено
Основы академической коммуникации.	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)	академическая презентация	зачтено/ не зачтено

Таблица 2

Критерии оценивания

Формы текущего контроля успеваемости	Критерии оценивания
Устный перевод текста по специальности	Зачтено: Содержательная идентичность текста перевода. Эквивалентный перевод: содержательная идентичность текста перевода. Погрешности перевода не нарушают общего смысла оригинала. Лексические аспекты перевода. Использование эквивалентов для перевода 30-100% текста

Формы текущего контроля успеваемости	Критерии оценивания
	<p>Грамматические аспекты перевода. Эквивалентный перевод с использованием основных грамматических конструкций, характерных для академического стиля речи.</p> <p>Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода. Соблюдение языковых норм и правил языка перевода для 30-100 % текста.</p> <p>Не зачтено:</p> <p>Содержательная идентичность текста перевода. Неэквивалентная передача смысла: ошибки представляют собой грубое искажение содержания оригинала.</p> <p>Лексические аспекты перевода. Использование эквивалентов менее чем для 30% текста</p> <p>Грамматические аспекты перевода. Использование грамматических эквивалентов менее чем для 30% текста</p> <p>Соблюдение языковых норм и правил языка перевода: стилистическая идентичность текста перевода. Соблюдение языковых норм и правил языка перевода менее чем для 30% текста.</p>
Контрольная работа	<p>Зачтено:</p> <p>Грамматическая составляющая. 60% - 100 % правильных ответов.</p> <p>Лексическая составляющая. 60% - 100 % правильных ответов.</p> <p>Целостное восприятие текста. 60% - 100 % правильных ответов.</p> <p>Не зачтено:</p> <p>Грамматическая составляющая. 0% - 59% правильных ответов</p> <p>Лексическая составляющая. 0% - 59% правильных ответов</p> <p>Целостное восприятие текста. 0% - 59% правильных ответов</p>
Устное реферирование текста по специальности	<p>Зачтено:</p> <p>Точная передача фактов. Вся фактическая информация передана точно и без искажений. Имеются незначительные искажения</p> <p>Нейтральность изложения (либо правильная передача авторской позиции). Изложение нейтрально либо авторская оценка описываемых событий передана правильно. Имеются незначительные отклонения от нейтрального тона либо незначительные искажения авторской позиции.</p> <p>Связность и логичность. Изложение связное, структура прозрачная, логика изложения прослеживается. Изложение в целом связное, имеются незначительные недостатки изложения.</p> <p>Языковое оформление (лексика, грамматика, стиль). Лексико-грамматические ошибки отсутствуют, имеются только 1-2 незначительные грамматические и стилистические ошибки.</p> <p>Не зачтено:</p> <p>Точная передача фактов. Имеется более 5 серьезных искажений или множество мелких.</p> <p>Нейтральность изложения (либо правильная передача авторской позиции). Имеются серьезные отклонения / искажения в нескольких местах. Текст не понят, либо авторская позиция искажена до неузнаваемости</p> <p>Связность и логичность. В тексте имеются серьезные нарушения логики изложения, что сказывается и на построении текста; имеются значительные недочеты при построении высказываний. В тексте не прослеживается никакой логики, текст бессвязен или представляет собой набор отдельных предложений.</p>

Формы текущего контроля успеваемости	Критерии оценивания
	Языковое оформление (лексика, грамматика, стиль). Имеется больше 5 лексико-грамматических или стилистических ошибок.
Академическая презентация	<p>Зачтено: Соблюдены правила оформления презентации; во время выступления студент логично строит монологическое высказывание в соответствии с коммуникативной задачей, лексические единицы и грамматические структуры используются уместно и практически без ошибок, речь понятна и фонетически грамотна, соблюдается необходимый объем высказывания, содержание выступления носит занимательный характер. Четко сформулирован научный вопрос, на который докладчик представляет обоснованный ответ в конце выступления. Ясно представлена структура доклада, каждый фрагмент которого поэтапно раскрывается в ходе выступления. Элементы доклада соединены семантическими или грамматическими связями. Докладчик обобщает и анализирует представленную информацию в конце доклада. Презентация, сопровождающая доклад, способствует более полному пониманию и восприятию его содержания. Слайды не перегружены информацией, графическое представление подчеркивает наиболее значимые позиции выступления;</p> <p>Не зачтено: Презентация оформлена с ошибками, количество слайдов недостаточно, студент строит монологическое высказывание в соответствии с коммуникативной задачей, но высказывание не всегда логично, имеются повторы, присутствуют лексические, грамматические и стилистические ошибки, затрудняющие понимание, в целом речь понятна, объем высказывания значительно ниже требуемого. Нечетко сформулирован научный вопрос, на который докладчик представляет не вполне обоснованный ответ в конце выступления. Нет четкой характеристики структуру доклада, каждая тема недостаточно полно и последовательно раскрывается в ходе выступления. Элементы доклада не всегда соединены семантическими или грамматическими связями. Докладчик обобщает и анализирует представленную информацию в конце доклада. Презентация, сопровождающая доклад, не способствует более полному пониманию и восприятию его содержания. Слайды в большинстве своем или перегружены информацией, или мало информативны. Графическое представление чаще всего не подчеркивает наиболее значимые позиции.</p>

2. Контрольные задания для текущей аттестации

1) Примерные задания контрольной работы по курсу

Grammar Tests

Comprehensive Test 1

Choose the right answer. Only one answer is correct.

1. We expected the Harrisons ...later than usual.

1. arrive
2. to arrive
3. arrives
4. arrived

2. Look! The bridge

1. is being repaired
2. is been repaired
3. has being repaired
4. has repaired

3. I don't want to be interrupted by him.

1. Я не хочу перебивать его.
2. Я не хочу, чтобы он перебивал меня.
3. Я не хочу, чтобы его перебивали
4. Я не хочу, чтобы мы перебивали друг друга.

4. He told us that he ... for a new job.

1. thought he would apply
2. applied
3. is applying
4. had been applied

5. The results are to be checked again.

1. The results must be checked again.
2. The results have been checked again.
3. The results are being checked again.
4. The results are checked again.

6. She said the lectures on art (посещаются) by many students.

1. were attended
2. are attended
3. are attending
4. attended

7. Mr. Blackten years.

1. has been head of this department for
2. is head of this department for
3. is head of this department since
4. has been head of this department since

8. The speaker has been..... to with great interest.

1. listened
2. listening
3. listen

9. The letter isn't ready yet. It ... still ... into English.

1. is translated
2. has been translated
3. is being translated

10. You should have looked through the mail.

1. It is necessary for you to look through the mail.
2. You were to look through the mail, but you didn't.
3. You must look through the mail.
4. You did not have to look through the mail.

11. He didn't refuse when he ... this job.

1. offered
2. was offered
3. is offered
4. offers

12. Why don't you answer when you ... ?

1. ask
2. are asking
3. are asked
4. were asked

13. You ... a hard life when you were a child, granddad.

1. must have
2. were to have
3. must have had
4. had had

14. You will ... speak Spanish in another few months.

1. can
2. have
3. be able to
4. ought

15. This theatrebefore we came to live in this town.

1. was built
2. has been built
3. had been built
4. was building

16. She is known ... on a very important issue now.

1. to have worked
2. working
3. to be working
4. working

17. He is said ... a novel for ten years.

1. to have been writing
2. to have written
3. to be writing
4. to write

18. Roy ... to be a good manager.

1. turned out
2. is turned out
3. to turn out
4. turned

19. The problem ... is of great importance.

1. discussing
2. being discussed

3. discuss
4. to discuss

20. the mail the secretary gave the most urgent letters to the manager.

1. Sorting out
2. Having sorted out
3. Sorted out
4. Looking

21. You should look ... the mail before leaving.

1. in
2. through
3. though
4. at

22. This is one of the best works ... Falconet.

1. by
2. of
3. to
4. from

23. I'll make decision only ... the agreement of my boss.

1. by
2. under
3. with
4. for

24. He arrived ... the invitation of the Prime Minister.

1. by
2. at
3. from
4. to

25. Everything depends ... your decision.

1. on
2. of
3. about
4. from

26. The quotation is enclosed ... the letter.

1. in
2. to
3. with
4. by

27. These defects are to be corrected ... your expense.

1. with
2. by
3. at
4. from

28. These defects appeared ... the Buyer's fault.

1. through
2. from
3. out of
4. on

29. Many international exhibitions and fairs ... in St. Petersburg.

1. are given
2. are held
3. are taken
4. take part

30. The company is going to ... an order for a new model of car.

1. put
2. give
3. place
4. make

31. The members of the House of Commons are elected by

1. secret ballot
2. political parties
3. the chief executive
4. secret

32. Each new Prime Minister ... new ministers.

1. accepts
2. invites
3. appoints
4. notifies

33. If you ... your order we'll be able to give you a 5% discount.

1. reduce
2. increase
3. inquire
4. ask

34. The most popular ... today is television.

1. entertainment
2. purchase
3. feature
4. setting

35. It costs 10 dollars if you are paying

1. currency
2. cash
3. money
4. coins

36. The Prime Minister takes policy decisions with the ... of his ministers.

1. appointment
2. agreement

3. invitation
4. position

37. The national Gallery ... a rich collection of paintings.

1. houses
2. sells
3. buys
4. frames

38. On TV in Great Britain news is ... at regular intervals.

1. told
2. heard
3. broadcast
4. sung

39. Our information is that your ... are quoting lower prices for the same product.

1. workers
2. sellers
3. competitors
4. contacts

40. We enclose for your further information our current FOB

1. price-list
2. payment
3. delivery
4. check

41. If any defects are found during the guarantee period the Seller is to correct them promptly at his

1. obligation
2. expense
3. fault
4. money

42. We ... with this letter all the particulars concerning the product.

1. advise
2. enclose
3. develop
4. write

43. Our company is interested in ... business relations with you.

1. making
2. establishing
3. getting
4. making

Comprehensive Test 2

Choose the best answer to complete the sentence.

1. If she _____ about his financial situation, she would have helped him out.
 - had known
 - knew

- would have known
2. I'll be _____ their cat while they are away on holiday.
- looking into
 - looking at
 - looking after
3. He made his children _____ their homework every afternoon.
- to do
 - doing
 - do
4. The test was _____ difficult she had problems finishing it on time.
- such
 - so
 - as
5. By the time she arrives, we _____ our homework.
- finish
 - will finish
 - will have finished
6. She _____ lunch by the time we arrived.
- finished
 - had finished
 - was finished
7. The sun _____ at 9 last night.
- sat
 - setted
 - set
8. When I stopped _____ to Mary, she was picking some flowers in her garden.
- speaking
 - to speak
 - speak
9. Despite _____ hard, he failed the exam.
- he studied
 - studied

- studying

10. That room _____ for a meeting this afternoon.

- is used
- is being used
- uses

11. We _____ play tennis every day when we were young.

- used
- would to
- would

12. If I _____ you, I would get a better job.

- was
- are
- were

13. He'll give you a call as soon as he _____.

- arrives
- will arrive
- is going to arrive

14. I really didn't want to come last night. _____

- So did I.
- Neither I did.
- Neither did I.

15. Do you think he knows what _____?

- he wants
- does he want
- wants he

16. I think San Francisco is _____ exciting _____ New York.

- as ... than
- as so
- as ... as

17. Why are your hands so dirty? - Well, I _____ in the garden.

- have worked
- have been working

- worked

18. Did you remember _____ the door?

- locking
- lock
- tolock

19. _____ 250 k.p.h.?

- Which model does go
- Which does model go
- Which model goes

20. That is the man _____ grandfather founded Kentucky Root Beer.

- who
- whose
- that

21. I could hardly _____ the ship in the distance.

- see out
- make through
- make out

22. Look at those clouds! It _____ rain.

- 's going to
- will
- shall

23. _____, we won't have much to talk about.

- If not he comes
- Unless he comes
- Since he comes

24. He has _____ interest in continuing the project.

- any
- not any
- no

25. - Where do you think Jane was yesterday? - She _____ at home.

- must be
- must have been

- must go

26. Jack told me he _____ come the next day.

- is going to
- will
- was going to

27. He drove the car _____ the garage and left for work.

- out of
- out
- into

28. Jack _____ a fortune when his great uncle passed on.

- came along
- came into
- came through

29. Unfortunately, Peter has _____ friends in Tacoma.

- a few
- a lot
- few

30. 'I will finish that project soon.' - Ken said he _____ finish that project soon.

- were
- would
- will

31. In his position _____ managing director, he is responsible for more than 300 employees.

- like
- as
- so

32. She wished she _____ the new car.

- bought
- would buy
- had bought

33. Fiestas _____ in Cologne, Germany for many years now.

- have been made
- have been making

- have made
34. I think you _____ see a doctor.
- should better to
 - ought
 - had better
35. You'll be leaving for Tokyo soon, _____?
- aren't you
 - will you
 - won't you
36. _____ the last market session the Dow Jones dropped 67 points.
- During
 - While
 - For

Passive Verbs

Choose the best verb to fill in the blank.

1. Today most tea _____ in India and China.
- A. is grown
 - B. was grown
2. The conference room _____ to hold 50 people.
- A. was designed
 - B. was designing
3. The 2006 World Cup _____ in Germany, and Italy won the soccer tournament.
- A. is held
 - B. was held
4. The personal computer, fax machine and iPod _____ in the last 25 years.
- A. have all been invented
 - B. had all been invented
5. Grammatical mistakes _____ when grading your final paper.
- A. will be counted
 - B. would be counted
6. The vaccine _____ free of charge for those who cannot pay.
- A. will be distributing
 - B. will be distributed
7. The minutes of the meeting _____ by and distributed before today's workshop.
- A. are being typed up
 - B. were typed up

8. The office building _____ to a shopping mall.

- A. is connected
- B. is connecting

9. The car _____ twice but it is still not running well.

- A. has been fixed
- B. is fixed

10. Cell phones _____ during the movie.

- A. will be turned off
- B. must be turned off

Modal Verbs

I.

1. I ... speak French. How about you?

- a) can b) may c) must

2. It is rather late. I ... go now.

- a) may b) must c) can

3. ... I have your pen for a minute?

- a) must b) may c) need

4. Your work is over. You ... have a day off tomorrow.

- a) may b) can c) must

II.

1. Министры должны встретиться в Париже.

The ministers ... in Paris.

- a) have to meet b) are to meet c) should meet

2. Вам следует посоветоваться с врачом.

- a) should consult b) must consult c) have to consult

3. Ему пришлось много работать вчера.

- a) must work b) was to work c) had to work

4. Вам не разрешат сделать это.

- a) will not be able to do b) won't be allowed to do
- c) can't do

5. Вам не нужно брать эти книги с собой. У меня они есть.

- a) need not take b) must not take c) won't have to take

6. Мы должны были встретиться в 5, но он не пришел.

- a) had to meet b) were to meet c) might meet

III.

1. He is very ill. They must send for the doctor immediately.

- a) had to send ... b) were to send ... c) might send

2. Nobody can help me.

a) might help ... b) could help ...

c) was allowed to help ...

3. You may not enter.

a) were not able to enter ... b) could not enter ... c) were not allowed to enter ...

Sequence of Tenses

Complete these sentences with suitable options.

I. We thought they ... be late.

1.would 2.shall 3.will

II. The man asked if we ... English.

1.speak 2.spoke 3.speaks

III. He told her that she ... a thief.

1.is 2.was 3.would

IV. He said that he ... at this Institute.

1.is studying 2.studies 3.studied

V. We thought that you (приняли) their invitation.

1.had accepted 2.assepted 3.received

VI. We were sure that you (будете принимать участие) in these sports events.

1.will take part 2.would take part 3.would take place

VII. He says that he (будет слушать) to the tape.

1.will be listened 2.will listen 3.would listen

VIII. He knew I (собираюсь) to leave.

1.was going 2.is going 3.will have

IX. We were sure that he (разрешил) all his problems.

1.solved 2.had solved 3.had decided

X. He said that he preferred to spend his days off at home.

1.Он сказал, что предпочитал проводить свои выходные дни дома.

2.Он сказал, что предпочитает проводить выходные дни дома.

3.Он говорит, что предпочитал проводить выходные дни дома.

XI. We thought that she was going to enter the Institute.

1. Мы думаем, что она собирается поступить в институт.

2. Мы думали, что она собирается поступить в институт.

3. Мы думали, что она пойдет в институт.

XII. The scientist said: "I work at this problem".

1.The scientist said that he worked at that problem.

2.The scientist said that he works at this problem.

3.The scientist said that he was working at this problem.

Которое из этих предложений точнее передает смысл данного английского предложения?

XIII. He said he would repair that watch.

1. He said he had to repair that watch.
2. He could have repaired that watch.
3. He said: 'I'll repair this watch'.

XIV. She asked me: "Have you completed the experiment?"

1. She asked me whether my experiment was completed.
2. She asked me if I had completed the experiment.
3. She asked me if I was going to complete the experiment.

Subjunctive Mood

After each sentence, select the verb or verb string that best completes that sentence. Caution: the subjunctive form will not be the best choice in all sentences.

1. It is very important that all employees _____ in their proper uniforms before 6:30 a.m.

- A. are dressed
- B. will be dressed
- C. be dressed

2. I wish my brother _____ here.

- A. were
- B. was

3. The coach insisted that Fabio _____ the center position, even though he's much too short for that position.

- A. plays
- B. play

4. Evelyn Pumita moved that the meeting _____.

- A. was adjourned
- B. be adjourned

5. My mother would know what to do. Oh, would that she _____ here with us now!

- A. were
- B. was

6. If only he _____ a little more responsible in his choice of courses!

- A. was
- B. were

7. If Mrs. Lincoln _____ ill that night, the Lincolns would not have gone to Ford Theatre.
- A. were
 - B. had been
8. Her employees treated Mrs. Greenblatt as though she _____ a queen.
- A. was
 - B. were
9. If his parents _____ more careful in his upbringing, Holden Caulfield would have been quite different.
- A. had been
 - B. were
10. I wish I _____ better today.
- A. feel
 - B. felt

The Infinitive

1. You warned me to stay away from Robert. I am sorry not..... your advice.
- to have followed
 - to be following
 - to follow
 - to have been following
2. Don't interrupt him when he is working. He hates.....
- to disturb
 - to be disturbing
 - to be disturbed
 - to have been disturbed
3. I am gladto stay with them in their country-house.
- to invite
 - to be invited
 - to have invited
 - to have been invited
4. Library books mustn't.....for more than two weeks.
- keep
 - be kept
 - be keeping
 - have kept
5. I meanta job interview for you, I am sorry I couldn't.
- to have arranged

- to arrange
- to have been arranged
- to be arranged

6. They must have taught him a lesson. It ought to ... long ago.

- be done
- have been done
- do
- have done

7. It is not enough to have a good mind; the main thing isit.

- to be using
- to use
- to have used
- to have been using

8. A great mistake that you can make in life is ... you are always right.

- to have thought
- to think
- to be thinking
- to have been thinking

9. Greg's wife gave him a long list of things ... at the supermarket.

- to buy
- to be bought
- to have been bought
- to have bought

10. My friend Marion is coming from Chile. I am sorry not... about it earlier.

- to ten
- to be told
- to have been told
- to have told

11. I was very upset and I didn't know whom ... to for advice.

- to turn
- to be turning
- to have turned
- to have been turned

12. I hoped ... you by phone, but I couldn't. Why didn't you pick up the receiver?

- to reach
- to have reached
- to be reaching
- to have been reaching

13. Judging from the books and papers on his desk he must..... since they left him in the morning.

- be working
- work

- have worked
- have been working

14. - Good-bye! I am so pleased..... you. - The pleasure is mine.

- to meet
- to be meeting
- to have been meeting
- to have met

15. This dress looks so old and worn out. It seems..... ages ago.

- to make
- to be made
- to have been made
- to have made

Infinitive and Gerund

1. **I don't mind _____ Zac. It's a nice nickname.**

- calling
- being called
- having been called

2. **The safe showed no sign of _____.**

- touching
- being touched
- having been touched

3. **Our teacher suggests _____ test next week.**

- writing
- being written
- having been written

4. **I really appreciate _____ this opportunity. I'll do my best.**

- giving
- being given
- having been given

5. **She strongly objected to our _____ a fire.**

- making
- being made
- having been made

6. **The child was punished by _____ to bed without dinner.**
- sending
 - being sent
 - having been sent
7. **He was clever enough _____ _____ in this delicate situation.**
- avoiding, speaking
 - to avoid, to speak
 - avoiding, to speak
 - to avoid, speaking
8. **I wonder if there is any use _____ _____ the results.**
- trying, improving
 - trying, to improve
 - to try, to improve
 - to try, improving
9. **I used a car to get to work, and now I can't get used to _____ by bus.**
- go
 - going
10. **Do you remember _____ your last exam? Was it hard?**
- take
 - to take
 - taking
11. **I don't feel like _____ this article today.**
- reading and to translate
 - to read and translating
 - reading and translating
12. **The little girl was really afraid of _____ lost in the forest.**
- having been
 - getting
 - having got
13. **Is there anything here worth _____?**
- buying

- being bought
- having been bought

14. **He disliked _____ coming home late.**

- I
- Me

15. **Would you mind _____ smoking here?**

- not
- not to
- no
- don't

16. **We stopped _____ some food in the store, because we'd run out of our supplies.**

- buying
- to buy
- having bought

17. **What about _____ to the cinema tomorrow?**

- to go
- going
- having gone

18. **_____ you here was a great surprise to me.**

- finding
- having found

19. **The friends couldn't _____ laughing when they discovered the problem.**

- assist
- help
- aid
- support

20. **I can't _____ standing in queues.**

- stand
- fall
- sit
- lie

Grammar Skills

Fill in the gaps using an infinitive in each sentence.

1. The exceptions are too numerous for any rule
(найти)
2. in turn each of the predecessors of Byzantine culture and to give a general outline of their contributions is the aim of this chapter. (рассмотреть)
3. These conditions are sufficiently homogenous together.
(чтобы рассматривать)
4. civil officials, schools were established in the capital and provinces (для подготовки).
5. The people of this period to have lived in huts of skins, leaving no traces behind them. (предположительно)
6. He was the first English painter his native countryside so sincerely. (который описал)
7. This work was compiled by a learned monk, whoto have lived at the end of the 14th century (по-видимому).
8. There is a distinctionbetween these classes of words. (следует сделать)
9., dialectical varieties are as numerous here as anywhere else in the peninsula.(прежде всего)

Gerund, infinitive and present participle

Put the verbs in brackets into the correct forms. Note that sometimes a bare infinitive will be required.

- 'I was lonely at first,' the old man admitted, 'but after a time I got used to (live) alone and even got (like) it.'
- Before trains were invented people used (travel) on horseback or in stage coaches. It used (take) a stage coach three days (go) from London to Bath.
- I meant (buy) an evening paper but I didn't see anyone (sell) them.
- Tom: I want (catch) the 7 a.m. train tomorrow.
Ann: But that means (get) up at 6.00; and you're not very good at (get) up early, are you?
- He accepted the cut in salary without complaint because he was afraid (complain). He was afraid of (lose) his job.
- She remembers part of her childhood quite clearly. She remembers (go) to school for the first time and (be) frightened and (put) her finger in her mouth. And she remembers her teacher (tell) her (take) it out.
- - Did you remember (lock) the car? -
No, I didn't. I'd better (go) back and (do) it now.
- Next time we go (house-hunt), remember (ask) the agent for clear directions. I wasted hours (look) for the last house.
- Tom: Let's (go) for a swim.
Ann: I'm not particularly keen on (swim). What about (go) for a

drive instead?

Reading Comprehension Test 1

This passage is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question.

Pauline Ortiz is a senior officer for a banking union, and her life was not always so good. She left school at 17 and by 31 she was divorced with two children and no job. Then she heard about Ruskin. Founded in 1899 Ruskin was the first residential college for working people and for those who had little or no educational opportunity when young. Every autumn since then, men and women have arrived at the college from a variety of communities and backgrounds, ethnic, industrial, and trade union, to study full-time for the first time in their adult lives. They will leave with a degree and go on to further study, or return home to make their careers, few have any recognized educational qualifications when they arrive. All have a common interest in society and a desire to improve it. Entry to Ruskin is by interview and is only for students who are 20 and over.

The college is residential and full state grants are available. If you are motivated to improve society this is your opportunity to gain the education you always wanted - but missed. Think of where it could get you.

Send for a prospectus now or ring 01865 310713.

1. Ruskin College is an institution for

- A. military education
- B. distance education
- C. full-time higher education
- D. post-graduate studies

2. To apply for a course you

- A. must be a teenager
- B. must be not younger than twenty
- C. may be a person of any age
- D. must be in your early twenties

3. The number of people studying at Ruskin

- A. is unlimited
- B. is more than 30
- C. is not stated in the text
- D. depends on communities demands

4. Ruskin college is for

- A. people without degrees
- B. divorced people
- C. bankers
- D. local residents

5. People come to the college to

- A. get a state grant
- B. learn more about Ruskin
- C. join a trade union
- D. get a degree

Reading Comprehension Test 2

Do you work with problem people? You know the type - the boss who is always moving the goal-posts, uncooperative colleagues, underlings who fail to do things as well as you do. If you are plagued by these or other problem types, perhaps you think the situation is beyond your control.

If so, think again. A good starting point is to recognize that behaviour breeds behaviour, which is one of those great truths that hasn't really dawned on a lot of people. Through your behaviour you may, quite unintentionally, be triggering a behaviour pattern in someone else that is for you a problem.

One of the commoner problem types is the authoritarian. Authoritarians talk too much and don't listen enough. They assume that people are basically lazy, can't be trusted and must not be allowed to make their own decisions because they would get it wrong. Authoritarians expect unswerving obedience and for someone with ideas and initiative it can be very frustrating. Doing nothing is not a good idea - unless it suits you to have someone taking all the decisions and telling you what to do.

You can alter your perception of the problem by recognizing that authoritarian behavior indicates not strength but rather feelings of inadequacy. But there is little point in trying to persuade authoritarians to change, so try to modify the situation. Nobody is authoritarian all the time: sometimes they are extremely bossy, sometimes less so. The key lies in understanding what sort of situation triggers their authoritarian behavior. It could be the risk of chaos, which authoritarians loathe. Or it might be a threat to or violation of a non-negotiable matter, or insubordination by a junior. You will reduce the problem if you are compliant on the issues that are sacrosanct and non-negotiable, but otherwise assertive. A useful approach is to assume that it's all right to do things until told otherwise. This will give you some space for initiatives, and you can win their trust slowly - but make sure that any initiatives you take do not jeopardize the orderliness which the authoritarian holds so dear.

The defensive person is another problem type. Defensive people do not accept responsibility for their actions, and therefore never learn from their experience. Nothing is ever their fault; there is always a seemingly plausible explanation. The best way to tackle a defensive person is to choose a time when he has made a mistake and invite him to join you in analyzing why it happened and what should be done to avoid it happening again. A softly-softly approach is essential to stop the defensive barriers being raised. So start by asking for their advice, initially about what you should do differently, and then slowly turning it round to establish what they are going to do differently in future. This will provoke more defensiveness, but you must not let them off the hook. Just keep repeating your challenge and eventually they will accept responsibility for their part in the mistake.

When they do, ease up on them. In this way they will learn that defensiveness doesn't pay.

Answer these questions selecting the best option

1 What should people realize about 'problem people' in general?

- A Their behaviour results from personal ambition.
- B Their behaviour stems from a lack of clear purpose.
- C Their behaviour will get worse if it is not controlled.
- D Their behaviour is not necessarily a problem for others.

2 Which of the following is true of authoritarians, according to the writer?

- A They do their jobs less efficiently than they think they do.
- B They are a problem for everyone who has to work with them.
- C They are disguising their own lack of self-confidence.
- D They fear that other people are trying to get their jobs,

3 The writer advises that when dealing with authoritarians you should

- A try to make them realize that they are being unreasonable.
- B obey every order that they give to you without question.
- C try to discuss things with them when they are feeling tolerant.
- D challenge their attitude to people who show initiative.

4 When approaching defensive people, you should

- A express disbelief of the explanations they give.
- B suggest that you have made mistakes yourself.
- C accuse them of being to blame for something.
- D wait until they have made a particularly bad mistake.

5 The best way of solving the problem of defensive people is to

- A force them to admit that nobody else is to blame.
- B show them the advantages of admitting guilt.
- C prevent them from becoming defensive.
- D accept some of their denials of responsibility.

Language Comprehension Test 1

You must choose the word or phrase which best completes each sentence. Indicate the letter A, B, C, or D against the number of each item 1 to 25 for the word or phrase you choose.

1 Following a lengthy power he became the Chairman of the company.

- A strife B struggle C rivalry D confrontation

2 He proved to be distinctly to working in a position of responsibility,

- A incompatible B inapt C unfit D unsuited

3 The passengers demanded for the loss of their luggage on the journey.

- A refund B subsidies C compensation D proceeds

4 When questioned by the press, the Minister to discuss the matter.

- A rejected B retracted C declined D denied
- 5 As the game went on, she in confidence.
A rose B grew C advanced D lifted
- 6 When I first came to this country, I only staying for a short time.
A predicted B envisaged C forecast D supposed
- 7 I gave them time to make a decision so I don't know why they still haven't replied.
A spacious B lavish C extensive D ample
- 8 What are the main of this illness?
A traces B symptoms C emblems D tokens
- 9 Money to be a problem after he had made his first successful film.
A ceased B discontinued C terminated D halted
- 10 Nobody would any tears if these terrible schemes were abandoned.
A pour B leak C spill D shed
- 11 She is so on getting to the top of her profession that she never lets anything get in her way.
A willing B desperate C eager D intent
- 12 There was little we could do registering a formal complaint.
A beyond B further C over D beside
- 13 every effort has been made to ensure that the details in this brochure are correct, the company cannot accept responsibility for any late changes.
A Even so B While C Nevertheless D Whereas
- 14 Unpopular government policies have given to widespread public discontent.
A grounds B rise C cause D consequence
- 15 Having never been in the country before, I was initially confused the value of each coin.
A as for B as with C as of D as to
- 16 She went into the bathroom and her face with cold water to wake herself up.
A splashed B scattered C squirted D sprinkled
- 17 Much of what he said had little to the issue we were discussing.
A concern B accordance C relevance D involvement
- 18 His personal problems seem to have been him from his work lately.
A disrupting B disturbing C distracting D dispersing
- 19 It was a terrible experience and it put her flying forever.
A off B out C away D through
- 20 He is a bad-tempered man who has a tendency to his problems out on other people.
A let B put C get D take

- 21 The captain's magnificent performancean example to the rest of the team.
 A set B gave C made D laid
- 22 When I got back, they had eaten the whole cake and just a few were left on the plate.
 A grains B drops C crumbs D shreds
- 23 Until aagreement has been reached, I am not committed to accepting the offer.
 A hard B stable C firm D settled
- 24 She said that she the opportunity to show that she could play a serious film role.
 A greeted B rejoiced C welcomed D cheered
- 25 I'llround to replying to their letter as soon as I have time, but I'm too busy at the moment.
 A get B come C go D turn

Language Comprehension Test 2

In this section you must choose the word or phrase which best completes each sentence. Indicate the letter A, B, C, or D against the number of each item 1 to 25 for the word or phrase you choose.

- 1 The film is based on a true story, but most of it is fiction.
 A loosely B casually C faintly D lightly
- 2 Unfortunately, the clerk to tell me that the ticket I bought was not valid before 9 am.
 A ignored B disregarded C omitted D missed
- 3 It was withregret that we left the village in which we had lived happily for so many years.
 A deep B full C keen D passionate
- 4 Joan has always had a tendency to the importance of minor problems.
 A overrate B exaggerate C multiply D heighten
- 5 They started the business in of making a lot of money quickly, but things didn't work out that way.
 A expectation B belief C certainty D likelihood
- 6 Police have not revealed thedetails of the case.
 A full B total C whole D sheer
- 7 She set to write a short novel, but it got longer and longer as she wrote it.
 A up B in C out D about
- 8 In of value for money, this is the best car I've ever bought.
 A sense B light C terms D regards
- 9 The cast several times and then left the stage to wild applause.
 A bowed B ducked C crouched D stooped
- 10 Competition winners will be selected at from a bag containing all correct entries.

A muddle B random C fluke D disarray

11 The pilot spoke to the passengers to their fears when the plane entered a storm.

A allay B deter C soothe D placate

12 Then he started out on what to be a very eventful journey.

A proved B arose C turned D developed

13 I think you're being pessimistic and that you'll do better than you expect.

A additionally B abundantly C unduly D worthlessly

14 Losses have forced the company to 1000 of its workers.

A lay off B take away C set apart D lose out

15 She being treated as an inferior at work.

A exasperates B resents C enrages D embitters

16 She seemed to be to losing and didn't make much effort.

A acceptable B resigned C compromised D content

17 I don't know why you have to make such a about such a trivial matter.

A fuss B sensation C trouble D stir

18 I'd like to start my own business, but I'm not sure how to about it.

A come B bring C go D see

19 She often appears not to care about her work, but appearances can be

A cunning B deceitful C deceptive D insincere

20 In to them, it wasn't their fault that the party went so badly.

A fairness B justice C recognition D sympathy

21 Brian isn't keen on exercise, but he isn't to the occasional walk.

A averse B unwilling C reluctant D contrary

22 It is difficult to decide on the best of action in these circumstances.

A measure B course C process D policy

23 He has been with the company for 30 years, but the management has now decided to with his services.

A discard B dispense C disuse D dismiss

24 Ruth is to give up immediately when faced with any problem.

A habitual B subject C susceptible D apt

25 The government is making every effort to an economic crisis.

A hinder B avert C impede D swerve

Conversation

What is the most appropriate answer?

1. Could I speak to Ms Johnson, please?

- a) Hang up and I'll call you back.
- b) Yes, I'll put you through.
- c) No, I prefer to hang on, it's very important.
- d) Yes, I'd like to speak to the person who deals with paying your suppliers, please.

2. Good afternoon. Can I help you?

- a) Yes, I'd like to speak to the person who deals with paying your suppliers, please.
- b) I'm afraid you seem to have the wrong number.
- c) No, I prefer to hang on, it's very important.
- d) Hang up and I'll call you back.

3. Is that Ojay and Simpson?

- a) Well could you get him to call me back as soon as he gets in?
- b) Yes, I'll put you through.
 - c) I'm afraid you seem to have the wrong number.
 - d) No, I prefer to hang on, it's very important.

4. I'm afraid he's out of the office and won't be back for an hour or so.

- a) Well could you get him to call me back as soon as he gets in?
- b) I'm afraid you seem to have the wrong number.
- c) Hang up and I'll call you back.
- d) Yes, I'll put you through.

5. I could get him to call you back in a few minutes.

- a) Yes, I'll put you through.
- b) I'm afraid you seem to have the wrong number.
- c) Hang up and I'll call you back.
- d) No, I prefer to hang on, it's very important.

6. There's a lot of noise on the line. Could you speak up?

- a) Hang up and I'll call you back.
- b) I'm afraid you seem to have the wrong number.
- c) Yes, I'll put you through.
- d) Well could you get him to call me back as soon as he gets in

Academic Vocabulary

From the following list, use each word only once to complete the sentences below. Remember that in the case of nouns and verbs you may need to change the form of the word:

arbitrary (adj) • assign (v) • context (n) • criterion (n) • data (n)

denote (v) • devise (v) • formulate (v) • ignore (v) • impact (n)

1. Although not exactly identical, the two books are so _____ to each other that an author must have copied much of his book from the other.
2. The Prime Minister set up a committee of financial experts to help him discuss and new policies.
3. It is often possible to guess the meaning of a word from the other words around it — that is the _____.
4. In 1990, the British researcher Tim Berners-Lee _____ the first browser, and so paved the way for the development of the World Wide Web.
5. In newspapers, the layout of the columns is _____, while the rows run across the page horizontally.
6. The rise in the number of deaths from AIDS has had a very significant _____ on people's sexual behaviour.
7. The _____ of drugs has increased significantly in spite of more severe penalties such as longer prison sentences.
8. Students should not try to write down everything they hear in a lecture, but just make a of the most important points.
9. We use the term "class" to _____ groups of people who share the same social and economic backgrounds.
10. In one case, a murderer may go to prison for life, while another may be set free: it all seems completely _____.
11. The new journalist was _____ to researching the election promises of the main political parties.
12. Before we can judge a government's success, we have to decide the _____, such as unemployment, defence or taxation.
13. One student failed because he completely _____ the instructions on the paper, although they appeared at the top of every page.

14. Market researchers use _____ such as people's spending patterns as well as information about age and occupation to decide on the most effective marketing strategies.

Fill in the gaps

1. We made a _____ of our baby's first sounds to send to my parents.
2. It can be quite difficult to really define _____ ideas, such as love or friendship.
3. A group of volunteers _____ to the needs of the victims of the tornado.
4. I _____ she was talking to me because she was looking right at me when she said it.
5. The boss _____ him to send the report out as soon as it was complete.
6. There has been a noticeable drop in the _____ of crime in the area since the teen centre opened up.
7. If we all _____, I'm sure we'll be able to finish on time.
8. Reading in English is an excellent way to _____ your vocabulary.

Make corresponding nouns and use in sentences of your own

to consider
to cause
to occur
to raise
to contribute
to sign
to think
to appreciate
to determine
to define

2) Примерные тексты для устного перевода по специальности по курсу

Текст 1.

Aside from the gases in the atmosphere, clouds also play a major role in climate. By reflecting solar radiation away from Earth, some clouds act to cool the planet while other types of clouds warm the Earth by trapping heat near the surface. For years, it was not known whether clouds warmed or cooled the planet. Recent satellite measurements have proved that clouds exert an overall powerful cooling effect on the Earth. In some areas, however, such as tropics, heavy clouds may markedly warm the regional climate.

Clouds and greenhouse gases fit into a global radiation budget that must balance itself. Most of the incoming solar radiation is received in tropical regions while very little is received in polar regions especially during winter months. Over time, energy absorbed near the equator spreads to the colder regions of the globe, carried by winds in the atmosphere and by currents in the ocean. The small amount of energy retained in the atmosphere is redistributed, basically, by winds.

The Earth contains three essential parts, the lithosphere, the hydrosphere and the atmosphere. The atmosphere or air sphere covers the whole of the surface of the Earth. The air consists principally of two gases — oxygen and nitrogen. There are about 21 parts of oxygen and 79 parts of nitrogen. Men and nearly all animals must have oxygen or they cannot live. In the atmosphere there is also a little carbon dioxide. Now trees, grass cannot live without carbon dioxide. Besides oxygen, nitrogen and carbon dioxide there are small quantities of other gases in the atmosphere; by far the most important is moisture or water vapour

The atmosphere is a mixture of gases which surround the whole Earth. We do not know how high the atmosphere extends. Scientists believe that there is some air at the height of 200 miles. All the lower atmosphere contains some water vapour. The main source of the water vapour is the ocean, which covers 71 % of the area of the Earth. Other sources are smaller bodies of water, such as rivers and lakes. Winds carry water vapour from the ocean to the land. Rivers and glaciers return it in liquid or solid form to the ocean.

Текст 2.

As part of the global hydrological cycle, moisture is continually entering the atmosphere by evaporation and transpiration, and leaving it in the form of precipitation. The amount of moisture that any part of the atmosphere can hold at any one time (saturation limit) depends on temperature: cold air can hold very little moisture, and much more moisture can be evaporated into warm air before it becomes saturated. Several expressions are used for describing the amount of moisture in the air. Absolute humidity is the mass or weight of water vapour per unit volume of air, in grams per cubic centimetre; however, as a body of air rises or sinks it undergoes volume changes, and its absolute humidity is thus not a constant figure. Meteorologists make use of the term specific humidity, the ratio of the weight of water vapour to the weight of the air, since this figure remains constant whatever the volume changes, unless water is actually added or lost from the body of air. Another expression useful to the meteorologist is relative humidity, which is the ratio of the actual amount of water in the air to the maximum amount the air could hold at that temperature, stated as a percentage.

Moisture exists in all three states of matter in the atmosphere, as vapour, liquid, or solid; changes from one to other are known as phase changes, and significant amounts of energy are involved in accomplishing these changes. In the process of evaporation, 600 calories of latent heat are required to change one gram of water from a liquid to a vapour state. Normally such a heat loss would be quickly compensated by conduction and radiation. In the reverse process of condensation, latent heat is released into the atmosphere, causing a slight rise in temperature.

Three principal factors favor evaporation. First, the initial humidity of the air: the drier the air, the greater the potential evaporation from water surfaces. Second, heat is needed to maintain evaporation, and the rate of evaporation will be proportionally higher depending on the warmth of the water surface and the air immediately above it. Third, wind force can be a significant factor, especially in turbulent conditions, where saturated air is continually replaced by fresh air. In general, the greater the wind strength, the more effective evaporation is likely to be.

Текст 3.

Clouds are a visible manifestation of condensation in the atmosphere. There is great profusion of cloud forms, but one can draw a distinction between stratiform clouds, which have a layer-like appearance, and cumuliform clouds, which are heaped or massive in shape. Two related factors are important in determining cloud shape, that of air stability and the mode of uplift. In unstable conditions, the dominant form of uplift is convection, and this is primarily responsible for the vertically-developed cumuliform clouds. Stratiform types on the other hand, tend to be product of stable air conditions, in which turbulence is the principle cloud-forming mechanism. Frontal uplift gives rise to a variety of clouds, depending on the type of front and the stability of the air. Similarly, clouds formed by orographic uplift can be either stratiform or cumuliform, depending on the stability of the air.

Four main cloud «families» are recognized, embracing ten cloud genera. The high clouds are composed largely of ice crystals, and include the wispy cirrus and the mackerel-sky effect of cirrocumulus. The prefix alto defines the middle clouds, and these are generally found at heights of

between 3 and 6 km. The low clouds are often indicative of dull weather: stratus, for instance, is a dense low-lying cloud, and in the form of stratocumulus indicates the presence of precipitation. The fourth family, clouds with vertical development, are clearly cumulonimbus, reflecting in their shape something of the upcurrents within them. Cumulus is the familiar white woolpack cloud.

Fog is cloud that forms close to the ground. There are three principal types, each indicative of different ways in which cooling takes place. Radiation fog is caused by radiation cooling of the land at night; in turn, the ground chills the adjacent air layers by conduction. This type of fog is common in calm conditions under clear skies in late autumn and early winter. Advection fog forms when moist air is blown over a cool surface and is chilled by contact. Typically this occurs over sea areas in early summer, creating a sea fog. Steam fog is generally much more localized than the other two types, and develop where cold air blows over much warmer waters

Текст 4.

Not all clouds give rise to precipitation, and it is important to realize that there is a difference between the tiny droplets that make up clouds and the much larger drops that fall as rain. The process of producing raindrops is not simply a case of droplets getting bigger by normal condensation. It requires the coexistence of both water and ice in clouds at temperatures well below freezing. The water exists in unfrozen super-cooled form because of the rarity of special freezing nuclei which are required to form ice crystals. In this situation, the water vapour in the cloud tends to condense on the ice crystals rather than the water droplets. The crystals eventually become sizeable enough to fall and coalesce with other crystals to form snowflakes on the way down. Normally, they melt into raindrops before reaching the ground. This process of rainmaking is known as the Bergeron mechanism.

Hail is of a rather different origin from the rain, snow, or sleet (partially melted snow) described in the Bergeron theory. A hailstone is composed of alternate concentric rings of clear and opaque ice, and is formed when an ice crystal is repeatedly carried up and down in the vertical currents of a large cumulonimbus cloud. Freezing and partial melting may occur several times before the pellet is large enough to escape from the cloud.

Thunderstorms develop when unstable conditions extend to great height, and this allows powerful updraughts to develop within cumulonimbus clouds. Within a storm there may be several convective cells, each of which goes through a life-cycle. In the developing stage, the initial updraught, formed in response to convection, is considerably accelerated by the energy released as condensation occurs. The great strength of the updraught initially prevents rain from falling. In the mature stage, heavy rain accompanied by thunder and lightning occurs, and the top of the cloud spreads out under the tropopause in a characteristic anvil shape. The storm, passes into the dissipating stage as the supply of moisture in the cell is gradually exhausted. Downdraughts become predominant, spreading out below the cloud, and preventing any further convective instability in the immediate vicinity. Lightning occurs in thunderstorms to relieve the electrical tension between oppositely charged areas within the cloud. Thunder occurs because lightning heats the immediate air to very high temperatures, causing rapid expansion and vibration of the air column, which is heard as thunder.

Текст 5.

Horizontal air movement or wind occurs on many scales, from small eddies to major circulations — planetary wind systems. The basic impulsion to air movement is provided by the inequalities in the atmospheric energy budget. Variable heating sets up variations in pressure, and this becomes one of the basic forces governing air movement. Once air is in motion, other factors come into play, including Coriolis force, the deflection caused by the Earth's rotation; centripetal force, which acts

around circulatory pressure : systems; and the frictional force exerted by the Earth's surface. Pressure is normally measured in millibars, spatial variations of pressure being depicted on maps by isobars, lines connecting places having the same barometric pressure. The gradual change of pressure between different areas is known as the barometric slope or the pressure gradient. The pressure gradient force always acts down the pressure gradient, attempting to cause the general movement of air away from high-pressure towards low-pressure areas.

Coriolis force is named after the French physicist Coriolis, who in the 19th century formalized the concept of the Earth's deflecting force. This causes a deflection of moving air. to the right in the Northern Hemisphere and to the left in the Southern, whatever the original direction. The phenomenon affects all freely moving objects, including ocean currents and projectiles. To the observer, on the ground, the deflecting force varies with the speed of the moving air and with latitude: the faster the wind, the more ground it covers in a given time, and the greater the effect of rotation can be. Near the equator the Coriolis force is very slight, .but it has marked effects in higher latitudes. In the free atmosphere, above the level of flow affected by surface topography, the flow of wind parallel to the isobars indicates that the two forces are exactly balanced. This sort of air motion is known as the geostrophic wind. A qualitative expression of the geostrophic situation is Buys Ballot's Law, which states that if one stands with one's back to the wind, then in the Northern Hemisphere low pressure always lies to the left, and high pressure to the right. The reverse applies in the Southern Hemisphere.

3) Примерный текст для устного реферирования по специальности по курсу

Текст 1.

Hurricanes – or tropical cyclones or typhoons as they are also known – are powered by heat and moisture. They form near the equator over seas with a surface temperature of at least 27 °C (81 °F), a condition that occurs during the late summer "hurricane season". A rising column of warm, moist air forms a spiral system of clouds and warm winds. Technically, a hurricane exists when these winds reach a speed exceeding 32.7 meters a second (about 73 miles an hour).

Hurricanes drift slowly westward at about 16 kph (10 mph) with the trade winds and also veer away from the equator. When they leave the tropics or strike the land, they dissipate, cut off from the warm seas that are the source of their energy. They are carefully monitored by weather satellites.

Air is a fluid and is forced to flow from regions of high pressure. How fast the air will flow depends on the size of the difference in the pressure centers and the distance separating them. A large difference in pressure over a short distance means a steep gradient of pressure on the weather map, while a small difference over a larger distance implies a much weaker gradient. Air is rather like water flowing down a slope – the steeper the slope, the faster the water flows but over the Earth's surface, of course, the air flows horizontally, not down a slope. Areas on a weather map with a rapid change of pressure across the surface will have air flowing rapidly (strong winds) while places with weak pressure gradients will see lighter winds.

Two rather dry monsoon seasons severely limit the total amount of rainfall normally received in East Africa. This is illustrated by the fact that almost two fifth of the region has annual means below 800 mm, and only a few isolated mountainous areas reach values exceeding 2000 mm per year. Compared to other equatorial monsoon regions, like Indonesia, where most areas have annual means over 2500 mm or even more, East Africa is a very dry region indeed.

However, because of the high variability from year to year, annual means give a rather poor representation of actual weather conditions. Especially if rainfall is considered in relation to agriculture, annual means have little significance.

Текст 2.

Much new knowledge has been added to our understanding of the general circulation of the atmosphere in recent years through the information supplied by satellites about conditions in the upper troposphere. In its simplest form, the general circulation should operate like a gigantic heat engine and produce, in vertical cross-section, a single cell circulation in each hemisphere, in which there is rising air at the equator, high-level outflow towards the poles, and a return surface flow in the opposite direction. Taking into account the Earth's rotation, the upper flow should be predominantly westerly and with the additional effects of friction, the surface flow should be slightly south of easterly; but several important factors disguise this pattern. Perhaps the most significant is that the interchange of heat between equator and poles does not take place only in a vertical sense, but is also accomplished in a horizontal sense; particularly in middle latitudes, where large masses of air penetrate north and south past each other in upper air waves and surface frontal patterns. This means that frontal systems are a major force in the maintenance of the general circulation.

Текст 3.

Broadly speaking, all the major wind systems around the globe are predominantly zonal or latitudinal in character, especially the upper winds. The surface wind pattern is dominated by two wind belts in each hemisphere. One of these is the trade-wind-belt, which covers nearly half the surface of the globe, between latitudes 30° N and S. The permanency of the subtropical high-pressure zones has an important bearing on the constancy of these winds. The two trade-wind systems converge towards each other in the equatorial low-pressure trough. With the annual migration of the trough with the overhead sun, the trade winds sometimes cross into their opposite hemisphere, giving a narrow zone of equatorial westerlies, the south-west monsoons of Asia is an exaggerated version of these winds. The second major surface wind belt in each hemisphere is the midlatitude westerlies, which develop out of the poleward sides of the subtropical high-pressure cells. The westerlies of the Southern Hemisphere are the stronger and more persistent, as there is minimal interference from land masses in contrast to the Northern Hemisphere. Polewards of the westerlies, high-latitude areas are generally regarded as being in the regime of the polar easterlies, but in the Arctic, where the polar high-pressure area is only, a winter phenomenon, these winds tend to be seasonal.

Important zones of surface convergence and divergence exist in the general circulation. The most important regions of divergence on the globe are the two subtropical high-pressure zones. There are areas of relatively calm winds, sometimes given the name «horse latitudes». Three major zones of net convergence encircle the globe. Two of these are the polar front zones of each hemisphere, between the westerlies and polar easterlies. The third lies in the equatorial trough between the inblowing trade winds and is termed the inter-tropical convergence zone.

The upper air general circulation is characterized all year by upper westerlies from about 15° of latitude almost to the poles. In low latitudes there is a much narrower belt of upper easterlies, whose extension again depends on the seasonal migration of the equatorial trough. With the July monsoon in India these winds reach as far as about 20°N, and are accompanied, by a marked tropical jet stream, but at other times of the year the upper easterlies are limited

Текст 4.

The differences between the Northern and Southern Hemispheres in the wind belts largely arise from the differences in land area. The Southern Hemisphere circulation is more uniform, more vigorous, and less affected by seasonal contrasts than the Northern Hemisphere. Marked summer heating of Asia and Africa north of the equator sets up monsoonal effects which occur only to a

minor degree in the Southern Hemisphere, where the conservative heating characteristics of the oceans impose a tempering influence. On the other hand, the great coldness of Antarctica ensures that a strong thermal gradient between the south Polar Regions and the equator drives a vigorous circulation, all year.

The world's major mountain chains also have a marked influence on the general circulation. At lower levels, north-south orientated topographic barriers obstruct zonal flow, as in the case of the Rockies, which effectively prevent the penetration of west coast maritime air into the continental interior. East-west aligned mountains inhibit meridional flow: the Himalayas, for instance, form an extremely effective barrier to the northward movement of the summer monsoon. High mountains also interfere with the upper air flow. The best studied example is again the Rockies which cause the upper westerlies to contract (high pressure) on their western side but expand vertically (low pressure) on their leeward side. The latter then becomes one of the favoured locations of a Rossby wave trough, which encourages high-level cold air to move southwards over the continental interior of North America in summer, helping to counteract the development of any large monsoonal effect in the continent.

Текст 5.

Large bodies of air whose physical properties, particularly those of temperature and humidity, are more or less uniform over considerable areas, are referred to as air masses. Since the lower layers of the atmosphere acquire these properties via the Earth's surface it is possible to recognize air mass source regions in which air masses pick up their features. These source regions are areas where the Earth's surface is fairly uniform, such as oceans, deserts, or large ice- and snowcovered areas. In addition, they are also regions of relative calm in the general circulation where homogeneous air mass characteristics can develop. Although air masses can become considerably modified as they travel, it is usual to describe the main types in terms of their region of origin.

There are several principal air masses which affect the British Isles. The most important of them are Polar and Tropical air masses. The Polar Front represents the fluctuating boundary between these two types. The Polar air masses actually originate in cool-temperate regions rather than the polar areas themselves. Two additional groups are sometimes encountered, Arctic and Equatorial air masses which occasionally migrate well beyond their source regions. Each of these major groups may further be described on the basis of their humidity characteristics as either maritime or continental. In the Northern Hemisphere, Polar continental air masses have their source regions over central Canada and Siberia, and air masses emanating from here are extremely cold and very dry, bringing some of the coldest weather experienced by the British Isles. Polar maritime air masses originate over the northern ocean areas, and are essentially cool and moist, and unstable in their lower layers. They are frequent visitors to the British Isles, bringing dull rainy conditions. The subtropical high-pressure centres over oceans act as source regions for Tropical maritime air masses; these are typically warm, moist and unstable, especially in summer. Tropical continental air masses originate over warm desert areas, such as Sahara and, not unexpectedly, they are hot, dry and unstable, although too deficient in moisture to cause cloud development.

Air masses move away from source areas in accordance with the pattern of the general circulation, and their basic characteristics may change in two ways: either by internal modification, for example by subsidence, bringing about adiabatic changes, or by the external influence of the surfaces over which they are passing. The end-result is to produce secondary air masses. One typical example is Polar continental air originating from the high-latitude interior of North America. This frequently travels eastwards across the Atlantic towards the British Isles, increasing in temperature and moisture content in its lower layers, and being transformed into a Polar maritime air mass.

При проведении текущей и промежуточной аттестации могут использоваться аутентичные тексты из монографий, научных статей, изучаемых студентами в ходе занятий и научных исследований.

3) Примерная тематика академической презентации по курсу

- Academic Profile and Research Focus
- Research Proposal
- Conference Paper on Academic Issue
- Specialist Literature Overview
- Creative Thinking Fundamentals
- Academic's Essential Skills
- Major Factors Affecting Human Behavior
- Motivation Strategies
- Efficient Communication Principles
- Hard Subjects vs Soft Subjects
- Major Research Techniques

3 Показатели, критерии и оценивание компетенций и индикаторов их достижения в процессе промежуточной аттестации

Форма **промежуточной аттестации** в 1 и 2 семестрах представляет собой **письменно-устный экзамен**, который состоит из нескольких этапов:

1. Письменный перевод текста по специальности со словарем. Время – 1 час. Объем перевода: 2500 печатных знаков.

2. Устное реферирование текста по специальности, без словаря. Язык изложения – английский. Время подготовки – 5 мин. Объем: 1500 печатных знаков.

3. Беседа на английском языке по темам: Academic Profile (1,2 семестр), Research Interests (1,2 семестр), Conference Paper (2 семестр).

4. Проведение лексико-грамматического тестирования.

Перед экзаменом проводится консультация, на которой преподаватель отвечает на вопросы магистрантов.

Ответ магистранта на экзамене позволяет продемонстрировать уровень освоения знаний, полученных магистрантом в процессе изучения дисциплины, и сформированность умений и навыков.

В результате промежуточного контроля знаний студенты получают оценку по дисциплине.

Таблица 3

Показатели, критерии и оценивание компетенций и индикаторов их достижения в процессе промежуточной аттестации

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
<p>Экзамен 1 и 2 семестров/ Письменно-устный: Письменный перевод, устное реферирование, собеседование, тестирование</p>	УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	З (УК-4) У (УК-4) В (УК-4)	<p>1. Текст переведен полностью (100 % объема) за указанное время, без искажений и неточностей. Адекватность перевода достигается за счет правильного понимания содержания текста на основе знания лексико-грамматических правил, владения основами перевода, правильного понимания синтаксической и стилистической структуры предложения, владения терминологической системой по избранной специальности. Перевод должен соответствовать стандартам русского языка, но допускаются небольшие лексические и стилистические неточности (1-2);</p> <p>2. Экзаменуемый демонстрирует нормативное произношение и беглость речи, умеет придерживаться схемы реферативного изложения содержания предъявленного текста, умеет логически и грамотно передать содержание прочитанного, используя разнообразную лексику и грамматические структуры, владеет навыками обобщения, выделения главного и выражения своего мнения. Возможны отдельные незначительные ошибки, не нарушающие логику изложения;</p> <p>3. Экзаменуемый дает логически обоснованные развернутые ответы на вопросы экзаменатора, умеет выражать свое мнение, приводить примеры для иллюстрации своего ответа, использует разнообразные синтаксические структуры, владеет правилами грамматики, обладает широким спектром общеразговорной и профессиональной лексики; при ответе возможны отдельные</p>	Отлично 100-81

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
				<p>мелкие ошибки, в целом, не нарушающие коммуникацию.</p> <p>4. 81% - 100 % правильных ответов.</p> <p>1. Текст переведен полностью (100 % объема) за указанное время, перевод выполнен адекватно, экзаменуемый демонстрирует знание синтаксических и лексико-грамматических правил, но допускает неточности лексического (не более 2-1) и/или стилистического (1-2) характера;</p> <p>2. Экзаменуемый демонстрирует достаточно хорошее произношение, умеет следовать схеме реферативного изложения текста, выделять главное, логически и грамотно передавать содержание прочитанного, но испытывает трудности со структурированием полученной информации (обобщением, выводами, высказыванием собственного мнения). Допускает некоторые грамматические или лексические ошибки, которые не нарушают логику изложения, но влияют на беглость речи;</p> <p>3. Экзаменуемый дает развернутые ответы не на все вопросы экзаменатора, демонстрируя умение пользоваться разнообразными грамматическими структурами и общеразговорной и профессиональной лексикой в рамках освоенной программы. При этом экзаменуемый не владеет навыками структурирования своих высказываний, не умеет сопровождать их соответствующими примерами, ссылками и т.д.; при ответе им допускаются ошибки при</p>	Хорошо 80-61

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
				<p>построении сложных речевые конструкции без нарушения коммуникации в целом.</p> <p>4. 61% - 80 % правильных ответов.</p> <p>1. Перевод выполнен в указанное время и его объем составляет не менее 75 % объема оригинала, или выполнен в полном объеме (100 %), но при переводе допущены искажения (1-2), неточности (не более 3) в результате грамматических ошибок и выбора лексического значения слов, не соответствующего контексту;</p> <p>2. Экзаменуемый допускает заметные ошибки в произношении, не следует схеме реферативного изложения текста/статьи, но может адекватно передать содержание прочитанного, используя ограниченный запас лексики, и допуская грамматические ошибки, не нарушающие логику изложения.;</p> <p>3. Экзаменуемый дает краткие ответы, испытывает трудности при приведении примеров и высказывании собственного мнения, использует относительно простые лексико-грамматические средства, демонстрирует ограниченный запас лексики, допускает ошибки при использовании лексико-грамматических структур, препятствующих полноценной коммуникации.</p> <p>4. 41% - 60 % правильных ответов.</p> <p>1. Текст переведен в указанное время и его объем составляет менее 75 % объема оригинала, или выполнен в полном объеме, но допущены искажения (3 и более), неточности (4 и более) в</p>	<p>Удовлетворительно 60-41</p> <p>Не удовлетворительно 40 и менее</p>

Форма промежуточной аттестации/вид промежуточной аттестации	Коды компетенций	Индикаторы компетенций (в соответствии с Таблицей 1)	Коды ЗУВ (в соответствии с Таблицей 1)	Критерии оценивания	Оценка
				<p>результате грамматических ошибок и выбора лексического значения слов не соответствующего контексту, а также стилистические неточности (2-3);</p> <p>2. Экзаменуемый допускает грубые ошибки в произношении, не следует схеме реферативного изложения текста, не может адекватно передать содержание прочитанного, допускает много лексических и грамматических ошибок, нарушающих логику изложения;</p> <p>3. Экзаменуемый дает неадекватные ответы, демонстрирует непонимание вопросов экзаменатора, использует ограниченный запас слов, допускает большое количество лексических и грамматических ошибок, что приводит к нарушению коммуникации.</p> <p>4. 40 % и менее правильных ответов.</p>	

Результаты сдачи промежуточной аттестации по направлениям подготовки уровня магистратуры оцениваются по пятибалльной системе оценки согласно таблице 3а, основные критерии оценки знаний в пятибалльной (стандартной) системе для программ магистратуры представлены в таблице 3б.

Таблица 3а

Система оценки знаний обучающихся

Пятибалльная (стандартная) система	Бинарная система оценки
5 (отлично)	зачтено
4 (хорошо)	
3 (удовлетворительно)	
2 (неудовлетворительно)	не зачтено

Таблица 3б

Система оценки знаний обучающихся

Пятибалльная (стандартная) система	Критерии оценивания
5 (отлично)	ставится в том случае, когда обучающийся усвоил весь программный материал, излагает изученный материал логично, способен применять теорию при решении практических задач, не испытывает затруднений при ответе на дополнительные

	вопросы экзаменатора, демонстрирует самостоятельность мышления. Уровень сформированности компетенций — повышенный (продвинутый)
4 (хорошо)	ставится, если обучающийся твердо знает программный материал, не допускает существенных неточностей при ответе на дополнительные вопросы, способен выполнять практические задания, демонстрирует достаточно высокий уровень сформированности компетенций, однако затрудняется дать собственную оценку раскрываемому вопросу. Уровень сформированности компетенций – высокий
3 (удовлетворительно)	ставится, если обучающийся освоил только основной материал, но не знает отдельных деталей, допускает неточности, нарушает последовательность в изложении программного материала и испытывает затруднения в выполнении практических заданий. Уровень сформированности компетенций — пороговый
2 (неудовлетворительно)	ставится, если обучающийся не знает отдельных разделов программного материала, допускает существенные ошибки, с большими затруднениями выполняет практические задания, задачи. Уровень сформированности компетенций — критический

Результаты промежуточного контроля по дисциплине, выраженные в пятибалльной системе «отлично», «хорошо», «удовлетворительно» показывают уровень сформированности у обучающегося компетенций по дисциплине в соответствии с картами компетенций основной профессиональной образовательной программы высшего образования — программы магистратуры «Метеорология» по направлению подготовки 05.04.04 Гидрометеорология.

Результаты промежуточного контроля по дисциплине, выраженные в пятибалльной системе «неудовлетворительно» показывают несформированность у обучающегося компетенций по дисциплине в соответствии с картами компетенций основной профессиональной образовательной программы высшего образования — программы магистратуры «Метеорология» по направлению подготовки 05.04.04 Гидрометеорология.

4. Задания к промежуточной аттестации

1. Примерные тексты для письменного перевода по специальности

Hurricanes

Hurricanes – or tropical cyclones or typhoons as they are also known – are powered by heat and moisture. They form near the equator over seas with a surface temperature of at least 27 °C (81 °F), a condition that occurs during the late summer "hurricane season". A rising column of warm, moist air forms a spiral system of clouds and warm winds. Technically, a hurricane exists when these winds reach a speed exceeding 32.7 meters a second (about 73 miles an hour).

Hurricanes drift slowly westward at about 16 kph (10 mph) with the trade winds and also veer away from the equator. When they leave the tropics or strike the land, they dissipate, cut off from the warm seas that are the source of their energy. They are carefully monitored by weather satellites.

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Two rather dry monsoon seasons severely limit the total amount of rainfall normally received in East Africa. This is illustrated by the fact that almost two fifth of the region has annual means

below 800 mm, and only a few isolated mountainous areas reach values exceeding 2000 mm per year. Compared to other equatorial monsoon regions, like Indonesia, where most areas have annual means over 2500 mm or even more, East Africa is a very dry region indeed.

However, because of the high variability from year to year, annual means give a rather poor representation of actual weather conditions. Especially if rainfall is considered in relation to agriculture, annual means have little significance.

Earth

Much new knowledge has been added to our understanding of the general circulation of the atmosphere in recent years through the information supplied by satellites about conditions in the upper troposphere. In its simplest form, the general circulation should operate like a gigantic heat engine and produce, in vertical cross-section, a single cell circulation in each hemisphere, in which there is rising air at the equator, high-level outflow towards the poles, and a return surface flow in the opposite direction. Taking into account the Earth's rotation, the upper flow should be predominantly westerly and with the additional effects of friction, the surface flow should be slightly south of easterly; but several important factors disguise this pattern. Perhaps the most significant is that the interchange of heat between equator and poles does not take place only in a vertical sense, but is also accomplished in a horizontal sense; particularly in middle latitudes, where large masses of air penetrate north and south past each other in upper air waves and surface frontal patterns. This means that frontal systems are a major force in the maintenance of the general circulation.

Circulation.

Broadly speaking, all the major wind systems around the globe are predominantly zonal or latitudinal in character, especially the upper winds. The surface wind pattern is dominated by two wind belts in each hemisphere. One of these is the trade-wind-belt, which covers nearly half the surface of the globe, between latitudes 30° N and S. The permanency of the subtropical high-pressure zones has an important bearing on the constancy of these winds. The two trade-wind systems converge towards each other in the equatorial low-pressure trough. With the annual migration of the trough with the overhead sun, the trade winds sometimes cross into their opposite hemisphere, giving a narrow zone of equatorial westerlies, the south-west monsoons of Asia is an exaggerated version of these winds. The second major surface wind belt in each hemisphere is the midlatitude westerlies, which develop out of the poleward sides of the subtropical high-pressure cells. The westerlies of the Southern Hemisphere are the stronger and more persistent, as there is minimal interference from land masses in contrast to the Northern Hemisphere. Polewards of the westerlies, high-latitude areas are generally regarded as being in the regime of the polar easterlies, but in the Arctic, where the polar high-pressure area is only a winter phenomenon, these winds tend to be seasonal.

Important zones of surface convergence and divergence exist in the general circulation. The most important regions of divergence on the globe are the two subtropical high-pressure zones. There are areas of relatively calm winds, sometimes given the name «horse latitudes». Three major zones of net convergence encircle the globe. Two of these are the polar front zones of each hemisphere, between the westerlies and polar easterlies. The third lies in the equatorial trough between the inblowing trade winds and is termed the inter-tropical convergence zone.

The upper air general circulation is characterized all year by upper westerlies from about 15° of latitude almost to the poles. In low latitudes there is a much narrower belt of upper easterlies, whose extension again depends on the seasonal migration of the equatorial trough. With the July monsoon in India these winds reach as far as about 20°N, and are accompanied, by a marked tropical jet stream, but at other times of the year the upper easterlies are limited

The differences between the Northern and Southern.

The differences between the Northern and Southern Hemispheres in the wind belts largely arise from the differences in land area. The Southern Hemisphere circulation is more uniform, more vigorous, and less affected by seasonal contrasts than the Northern Hemisphere. Marked summer heating of Asia and Africa north of the equator sets up monsoonal effects which occur only to a minor degree in the Southern Hemisphere, where the conservative heating characteristics of the oceans impose a tempering influence. On the other hand, the great coldness of Antarctica ensures that a strong thermal gradient between the south Polar Regions and the equator drives a vigorous circulation, all year.

The world's major mountain chains also have a marked influence on the general circulation. At lower levels, north-south orientated topographic barriers obstruct zonal flow, as in the case of the Rockies, which effectively prevent the penetration of west coast maritime air into the continental interior. East-west aligned mountains inhibit meridional flow: the Himalayas, for instance, form an extremely effective barrier to the northward movement of the summer monsoon. High mountains also interfere with the upper air flow. The best studied example is again the Rockies which cause the upper westerlies to contract (high pressure) on their western side but expand vertically (low pressure) on their leeward side. The latter then becomes one of the favoured locations of a Rossby wave trough, which encourages high-level cold air to move southwards over the continental interior of North America in summer, helping to counteract the development of any large monsoonal effect in the continent.

Air masses.

Large bodies of air whose physical properties, particularly those of temperature and humidity, are more or less uniform over considerable areas, are referred to as air masses. Since the lower layers of the atmosphere acquire these properties via the Earth's surface it is possible to recognize air mass source regions in which air masses pick up their features. These source regions are areas where the Earth's surface is fairly uniform, such as oceans, deserts, or large ice- and snowcovered areas. In addition, they are also regions of relative calm in the general circulation where homogeneous air mass characteristics can develop. Although air masses can become considerably modified as they travel, it is usual to describe the main types in terms of their region of origin.

There are several principal air masses which affect the British Isles. The most important of them are Polar and Tropical air masses. The Polar Front represents the fluctuating boundary between these two types. The Polar air masses actually originate in cool-temperate regions rather than the polar areas themselves. Two additional groups are sometimes encountered, Arctic and Equatorial air masses which occasionally migrate well beyond their source regions. Each of these major groups may further be described on the basis of their humidity characteristics as either maritime or continental. In the Northern Hemisphere, Polar continental air masses have their source regions over central Canada and Siberia, and air masses emanating from here are extremely cold and very dry, bringing some of the coldest weather experienced by the British Isles. Polar maritime air masses originate over the northern ocean areas, and are essentially cool and moist, and unstable in their lower layers. They are frequent visitors to the British Isles, bringing dull rainy conditions. The subtropical high-pressure centres over oceans act as source regions for Tropical maritime air masses; these are typically warm, moist and unstable, especially in summer. Tropical continental air masses originate over warm desert areas, such as Sahara and, not unexpectedly, they are hot, dry and unstable, although too deficient in moisture to cause cloud development.

Air masses move away from source areas in accordance with the pattern of the general circulation, and their basic characteristics may change in two ways: either by internal modification, for example by subsidence, bringing about adiabatic changes, or by the external influence of the

surfaces over which they are passing. The end-result is to produce secondary air masses. One typical example is Polar continental air originating from the high-latitude interior of North America. This frequently travels eastwards across the Atlantic towards the British Isles, increasing in temperature and moisture content in its lower layers, and being transformed into a Polar maritime air mass.

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2. Примерные тексты для устного реферирования по специальности

Текст 1.

Aside from the gases in the atmosphere, clouds also play a major role in climate. By reflecting solar radiation away from Earth, some clouds act to cool the planet while other types of clouds warm the Earth by trapping heat near the surface. For years, it was not known whether clouds warmed or cooled the planet. Recent satellite measurements have proved that clouds exert an overall powerful cooling effect on the Earth. In some areas, however, such as tropics, heavy clouds may markedly warm the regional climate.

Clouds and greenhouse gases fit into a global radiation budget that must balance itself. Most of the incoming solar radiation is received in tropical regions while very little is received in polar regions especially during winter months. Over time, energy absorbed near the equator spreads to the colder regions of the globe, carried by winds in the atmosphere and by currents in the ocean. The small amount of energy retained in the atmosphere is redistributed, basically, by winds.

The Earth contains three essential parts, the lithosphere, the hydrosphere and the atmosphere. The atmosphere or air sphere covers the whole of the surface of the Earth. The air consists principally of two gases — oxygen and nitrogen. There are about 21 parts of oxygen and 79 parts of nitrogen. Men and nearly all animals must have oxygen or they cannot live. In the atmosphere there is also a little carbon dioxide. Now trees, grass cannot live without carbon dioxide. Besides oxygen, nitrogen and carbon dioxide there are small quantities of other gases in the atmosphere; by far the most important is moisture or water vapour

The atmosphere is a mixture of gases which surround the whole Earth. We do not know how high the atmosphere extends. Scientists believe that there is some air at the height of 200 miles. All the lower atmosphere contains some water vapour. The main source of the water vapour is the ocean, which covers 71 % of the area of the Earth. Other sources are smaller bodies of water, such as rivers and lakes. Winds carry water vapour from the ocean to the land. Rivers and glaciers return it in liquid or solid form to the ocean.

Текст 2.

As part of the global hydrological cycle, moisture is continually entering the atmosphere by evaporation and transpiration, and leaving it in the form of precipitation. The amount of moisture that any part of the atmosphere can hold at any one time (saturation limit) depends on temperature: cold air can hold very little moisture, and much more moisture can be evaporated into warm air before it becomes saturated. Several expressions are used for describing the amount of moisture in the air. Absolute humidity is the mass or weight of water vapour per unit volume of air, in grams per cubic centimetre; however, as a body of air rises or sinks it undergoes volume changes, and its absolute humidity is thus not a constant figure. Meteorologists make use of the term specific humidity, the ratio of the weight of water vapour to the weight of the air, since this figure remains constant whatever the volume changes, unless water is actually added or lost from the body of air. Another expression

useful to the meteorologist is relative humidity, which is the ratio of the actual amount of water in the air to the maximum amount the air could hold at that temperature, stated as a percentage.

Moisture exists in all three states of matter in the atmosphere, as vapour, liquid, or solid; changes from one to other are known as phase changes, and significant amounts of energy are involved in accomplishing these changes. In the process of evaporation, 600 calories of latent heat are required to change one gram of water from a liquid to a vapour state. Normally such a heat loss would be quickly compensated by conduction and radiation. In the reverse process of condensation, latent heat is released into the atmosphere, causing a slight rise in temperature.

Three principal factors favor evaporation. First, the initial humidity of the air: the drier the air, the greater the potential evaporation from water surfaces. Second, heat is needed to maintain evaporation, and the rate of evaporation will be proportionally higher depending on the warmth of the water surface and the air immediately above it. Third, wind force can be a significant factor, especially in turbulent conditions, where saturated air is continually replaced by fresh air. In general, the greater the wind strength, the more effective evaporation is likely to be.

Текст 3.

Clouds are a visible manifestation of condensation in the atmosphere. There is great profusion of cloud forms, but one can draw a distinction between stratiform clouds, which have a layer-like appearance, and cumuliform clouds, which are heaped or massive in shape. Two related factors are important in determining cloud shape, that of air stability and the mode of uplift. In unstable conditions, the dominant form of uplift is convection, and this is primarily responsible for the vertically-developed cumuliform clouds. Stratiform types on the other hand, tend to be product of stable air conditions, in which turbulence is the principle cloud-forming mechanism. Frontal uplift gives rise to a variety of clouds, depending on the type of front and the stability of the air. Similarly, clouds formed by orographic uplift can be either stratiform or cumuliform, depending on the stability of the air.

Four main cloud «families» are recognized, embracing ten cloud genera. The high clouds are composed largely of ice crystals, and include the wispy cirrus and the mackerel-sky effect of cirrocumulus. The prefix alto defines the middle clouds, and these are generally found at heights of between 3 and 6 km. The low clouds are often indicative of dull weather: stratus, for instance, is a dense low-lying cloud, and in the form of stratocumulus indicates the presence of precipitation. The fourth family, clouds with vertical development, are clearly cumuliform, reflecting in their shape something of the upcurrents within them. Cumulus is the familiar white woolpack cloud.

Fog is cloud that forms close to the ground. There are three principal types, each indicative of different ways in which cooling takes place. Radiation fog is caused by radiation cooling of the land at night; in turn, the ground chills the adjacent air layers by conduction. This type of fog is common in calm conditions under clear skies in late autumn and early winter. Advection fog forms when moist air is blown over a cool surface and is chilled by contact. Typically this occurs over sea areas in early summer, creating a sea fog. Steam fog is generally much more localized than the other two types, and develop where cold air blows over much warmer waters.

Текст 4.

Not all clouds give rise to precipitation, and it is important to realize that there is a difference between the tiny droplets that make up clouds and the much larger drops that fall as rain. The process of producing raindrops is not simply a case of droplets getting bigger by normal condensation. It requires the coexistence of both water and ice in clouds at temperatures well below freezing. The water exists in unfrozen super-cooled form because of the rarity of special freezing nuclei which are

required to form ice crystals. In this situation, the water vapour in the cloud tends to condense on the ice crystals rather than the water droplets. The crystals eventually become sizeable enough to fall and coalesce with other crystals to form snowflakes on the way down. Normally, they melt into raindrops before reaching the ground. This process of rainmaking is known as the Bergeron mechanism.

Hail is of a rather different origin from the rain, snow, or sleet (partially melted snow) described in the Bergeron theory. A hailstone is composed of alternate concentric rings of clear and opaque ice, and is formed when an ice crystal is repeatedly carried up and down in the vertical currents of a large cumulonimbus cloud. Freezing and partial melting may occur several times before the pellet is large enough to escape from the cloud.

Thunderstorms develop when unstable conditions extend to great height, and this allows powerful updraughts to develop within cumulonimbus clouds. Within a storm there may be several convective cells, each of which goes through a life-cycle. In the developing stage, the initial updraught, formed in response to convection, is considerably accelerated by the energy released as condensation occurs. The great strength of the updraught initially prevents rain from falling. In the mature stage, heavy rain accompanied by thunder and lightning occurs, and the top of the cloud spreads out under the tropopause in a characteristic anvil shape. The storm, passes into the dissipating stage as the supply of moisture in the cell is gradually exhausted. Downdraughts become predominant, spreading out below the cloud, and preventing any further convective instability in the immediate vicinity. Lightning occurs in thunderstorms to relieve the electrical tension between oppositely charged areas within the cloud. Thunder occurs because lightning heats the immediate air to very high temperatures, causing rapid expansion and vibration of the air column, which is heard as thunder.

Текст 5.

Horizontal air movement or wind occurs on many scales, from small eddies to major circulations — planetary wind systems. The basic impulsion to air movement is provided by the inequalities in the atmospheric energy budget. Variable heating sets up variations in pressure, and this becomes one of the basic forces governing air movement. Once air is in motion, other factors come into play, including Coriolis force, the deflection caused by the Earth's rotation; centripetal force, which acts around circulatory pressure systems; and the frictional force exerted by the Earth's surface. Pressure is normally measured in millibars, spatial variations of pressure being depicted on maps by isobars, lines connecting places having the same barometric pressure. The gradual change of pressure between different areas is known as the barometric slope or the pressure gradient. The pressure gradient force always acts down the pressure gradient, attempting to cause the general movement of air away from high-pressure towards low-pressure areas.

Coriolis force is named after the French physicist Coriolis, who in the 19th century formalized the concept of the Earth's deflecting force. This causes a deflection of moving air to the right in the Northern Hemisphere and to the left in the Southern, whatever the original direction. The phenomenon affects all freely moving objects, including ocean currents and projectiles. To the observer, on the ground, the deflecting force varies with the speed of the moving air and with latitude: the faster the wind, the more ground it covers in a given time, and the greater the effect of rotation can be. Near the equator the Coriolis force is very slight, but it has marked effects in higher latitudes. In the free atmosphere, above the level of flow affected by surface topography, the flow of wind parallel to the isobars indicates that the two forces are exactly balanced. This sort of air motion is known as the geostrophic wind. A qualitative expression of the geostrophic situation is Buys Ballot's Law, which states that if one stands with one's back to the wind, then in the Northern

Hemisphere low pressure always lies to the left, and high pressure to the right. The reverse applies in the Southern Hemisphere.

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3. Примерные вопросы для беседы по научным интересам

Discussing Background Information and Research

1. What Institute / Academy / University did you graduate from?
2. When did you graduate from the Institute / Academy / University?
3. What subjects were you interested in?
4. What is your specialty area?
5. What is your current research focus?
6. When did you get interested in research work?
7. What is the subject of your future master's thesis?
8. What issues are you going to address?
9. Is there extensive specialist literature on your subject?
10. What is theoretical framework of your research?
11. Why is your research important / topical?
12. What empirical material are you going to rely on?
13. What methods and techniques are you going to employ?
14. In what way is your paper going to contribute to developing your research field?
15. What is the theoretical / practical significance of your research?
16. Have you started your research yet? How long will it take you to write your thesis?
17. What do you think determines a person's progress in academic environment?
18. Who is your academic supervisor? Do you often consult him / her? What does he / she specialize in?
19. What professional training / retraining courses have you taken up / would you like to take up?
20. Why did you choose your particular field of research?
21. What do you think determines a person's progress in academic environment?
22. What personal characteristics do you feel are necessary for success in your chosen field?
23. What are your long term / short term plans and ambitions?

4. Примерные задания для проведения лексико-грамматического тестирования

Grammar and Vocabulary Test

Circle the correct letter.

-
- | | |
|--|---|
| 1 I'm 18 and my brother is 20, so he's
.....me. | never forgets to do things. |
| a the oldest of | a reliable |
| b older than | b patient |
| c as old as | c strict |
| 2 Carl's veryHe's never late, and he | 3 We stayed in a lovely villathe sea. |
| | a it overlooks |

- b** overlooked
c overlooking
- 4 Not until the 1980sfor the average person to own a computer.
a it was possible
b was it possible
c was possible
- 5 Janher arm on a hot iron.
a broke
b burned
c sprained
- 6 Tomorrow's a holiday, so wego to work.
a have to
b mustn't
c don't have to
- 7 I usuallyswimming at least once a week.
a go
b do
c play
- 8 My friend Sienato Russia last year.
a went
b has gone
c has been
- 9 This isarea, with a lot of factories and warehouses.
a an agricultural
b an industrial
c a residential
- 10 If I.....well in my exams, I..... to university.
a will do; will go
b will do; go
c do; will go
- 11 She was so upset that she burst_____ tears.
a into
b out
c with
- 12 Where did you goholiday last year?
a for
b on
c to
- 13 Ocean currents..... play an important part in regulating global climate.
a are known to
b thought to
c are believed that they
- 14 My cousingetting a job in Bahrain.
a would like
b is planning
c is thinking of
- 15 I can't your hair, because I haven't got any scissors.
a brush
b cut
c wash
- 16 I wish Ihave an exam tomorrow!
a don't
b didn't
c won't
- 17 The government plans totaxes on sales of luxury items.
a increase
b expand
c go up
- 18 When I first moved to Hong Kong, life in a different country was very strange, but now I'm usedhere.
a living
b to live
c to living
- 19 Theremilk in the fridge.
a is some
b are some
c is a
- 20 Criminals are people who are guilty of

-the law.
a breaking
b cheating
c committing
- 21 Why on earth isn't Josh here yet?
 for him for over an hour!
a I'm waiting
b I've been waiting
c I've waited
- 22 "It's pouring down, and it's freezing."
 What are the weather conditions?
a high winds and snow
b heavy rain and cold temperatures
c thick cloud but quite warm
- 23feeling OK? You don't look very
 well.
a Do you
b You are
c Are you
- 24 Daniel's hair is getting far too long; he
 shouldsoon.
a cut it
b have cut it
c have it cut
- 25 Mandy works for a computer software
 company. She got recently, and so
 now she's an area manager.
a made redundant
b promoted
c a raise
- 26 I can't hear you - it'snoisy in here.
a too
b too much
c too many
- 27 Jamal has just sent meto arrange
 plans for this weekend.
a a blog
b an email
c a website
- 28 I promise I'll call you as soon as I.....
- a** I arrive
b I arrived
c I'll arrive
- 29 Photographers and designers need to be
 very.....
a creative
b fit
c annoying
- 30 The global financial crisis,is
 forcing lots of small businesses to close,
 does not look set to end soon.
a it
b that
c which
- 31 Therea terrible accident if the pilot
 hadn't reacted so quickly.
a had been
b was
c would have been
- 32 "Are you ready to order?"
 "Not yet - I'm still looking at the"
a bill
b menu
c service
- 33 "My job is never boring."
 The speaker's job is always.....
a interesting
b popular
c difficult
- 34 I've been working here..... about the
 last two years.
a during
b for
c since
- 35 "It leaves from Platform 2 at 4.15."
 The speaker is talking about
a an airline flight
b a train
c a taxi
- 36 I went to a lovelylast Saturday.

- The bride was my best friend when we were at school.
a anniversary
b marriage
c wedding
- 37 “I’ve got a headache.”
 “Maybe youto take an aspirin.”
a should
b ought
c don’t
- 38 The patient had anto insert metal pins in his broken leg.
a injection
b operation
c X-ray
- 39 She won a seat in parliament at the last.....
a general election
b opinion poll
c referendum
- 40 I’m surprised you didn’t get upset. If someone said that to me,really angry.
a I’m
b I was
c I’d be
- 41 This used to be.... part of the city, but since the old buildings were renovated it’s become a very fashionable area.
a an affluent
b a run-down
c a trendy
- 42 Cassie went to bed early because she was....
a tired
b stressed
c relaxed
- 43 In the 1960s, computers were expensive that ordinary people couldn’t afford them.
a so
b such
- c** too
- 44 Do you wantthe match tonight?
a watching
b watch
c to watch
- 45 Researchers claim the new discovery is a majorin the fight against malaria.
a breakthrough
b investigation
c progress
- 46 The Maths problem was really difficult and I just couldn’tthe answer.
a check in
b set off
c work out
- 47 When I was a child, I neverabout the future.
a have worried
b used to worry
c was worrying
- 48 A local politician hascharges of corruption made by the opposition party,
a accused
b blamed
c denied
- 49worries me about society today is how completely we have come to depend on technology.
a That
b What
c Which
- 50 Cats and dogs are usually kept as.....
a farm animals
b wild animals
c pets

Academic Vocabulary Test I

Choose the correct answer for each exercise:

1. The arrangement of students into classes based on mastery of specific skills or according to general intelligence is known as
 - a. ability grouping
 - b. collaborative learning
 - c. bilingual education
 - d. accountability

2. A policy that requires that student progress be measured and teachers be responsible for student progress is
 - a. accountability
 - b. bilingual education
 - c. ability grouping
 - d. collaborative learning

3. Bilingual education
 - a. teaches a second language to students
 - b. teaches students how to ride a bicycle
 - c. involves home schooling
 - d. requires accountability

4. A learning situation in which students work together on a project or assignment is
 - a. competency testing
 - b. accountability
 - c. cultural literacy
 - d. collaborative learning

1. The measurement of a student's ability to perform a specific skill or achieve a specified level is
 - a. competency testing
 - b. collaborative learning
 - c. accountability
 - d. curriculum

2. The familiarity with a body of knowledge that most people share is
 - a. curriculum
 - b. competency testing
 - c. accountability
 - d. cultural literacy

3. A course or program of study is
 - a. tenure
 - b. whole language
 - c. phonics
 - d. curriculum

4. A learning environment in which students have access to computers, the Internet, and multimedia sources of information is a/an
 - a. field trip
 - b. phonics program
 - c. electronic classroom

- d. home schooling program
5. A program of supplemental instruction designed to stimulate and further the growth of students who exhibit high intelligence or exceptional mastery of skills is
 - a. school board
 - b. field trip
 - c. gifted and talented
 - d. skills teaching
 6. A policy that allows qualified parents to educate their children at home is
 - a. electronic teaching
 - b. community learning
 - c. collaborative learning
 - d. home schooling
 7. Specific learning goals or accomplishments that a school or teacher establishes for students with objectives that identify what the students are to learn are
 - a. curriculums
 - b. learning communities
 - c. instructional objectives
 - d. ability groups
 8. An environment in which teachers and students come together to provide respect, interaction, and positive feedback in support of students as learners is
 - a. tenure
 - b. the learning community
 - c. home schooling
 - d. the school board
 9. The ability to read and write is known as
 - a. literacy
 - b. library
 - c. ability grouping
 - d. phonics
 10. A school that offers special, unique programs to attract students from within a school district is
 - a. a home school
 - b. a standard school
 - c. a magnet school
 - d. a super school
 11. A form of testing that requires students to show what they know by actually doing something, such as performing a specific task is
 - a. performance assessment
 - b. whole language testing
 - c. standardized testing
 - d. phonics
 12. A method of teaching reading that emphasizes letters and the sounds associated with them is
 - a. tenure

- b. whole language
 - c. phonics
 - d. ability grouping
13. A group of elected officials that serves as a governing body of a school district is the
- a. magnet school
 - b. home school
 - c. black board
 - d. school board
14. A formal, usually commercial test that is administered according to specific directions with time limitations is a
- a. whole language
 - b. learning community
 - c. standardized test
 - d. performance assessment
15. A method of teaching that integrates reading, writing, speaking and listening is
- a. home schooling
 - b. whole language
 - c. phonics
 - d. ability grouping

Academic Vocabulary Test II

Choose the correct answer for each exercise.

1. A type of research that involves close, in-depth observation and analysis of individual people is a/an
- a. culture
 - b. case study
 - c. defense mechanism
 - d. ethnic group
2. A mental process such as thinking, remembering, and understanding is
- a. culture
 - b. memorization
 - c. cognition
 - d. memory
3. A system for living that includes objects, values, and characteristics that people acquire as members of society is
- a. an ethnic group
 - b. culture
 - c. ethnocentrism
 - d. learning
4. A method of reducing anxiety by denying or distorting a situation or problem is
- a. a learning
 - b. a case study
 - c. a hypothesis
 - d. a defense mechanism
5. Empirical refers to

- a. information obtained from or that can be verified by observation or experimentation
 - b. information that can never be verified
 - c. a form of government ruled by an emperor
 - d. none of the above
6. A collection of people who share a cultural heritage is
- a. learning
 - b. an ethnic group
 - c. a heterogeneous population
 - d. a homogeneous population
7. The belief that one's own culture is superior to that of others is
- a. xenophobia
 - b. egomania
 - c. ethnocentrism
 - d. hypothesis
8. A tentative explanation about how various events are related to one another that can be tested by further experimentation is a
- a. case study
 - b. hypothesis
 - c. culture
 - d. experiment
9. The capacity to learn from experience and to adapt to one's environment is
- a. multiculturalism
 - b. intelligence
 - c. ethnocentrism
 - d. egomania
10. A relatively permanent change in knowledge or behavior that results from experience is
- a. an experiment
 - b. learning
 - c. intelligence
 - d. culture
11. The study of diverse racial and ethnic groups within a culture is
- a. egomania
 - b. intelligence
 - c. ethnocentrism
 - d. multiculturalism
12. A social rule that specifies how people should behave is
- a. value
 - b. norms
 - c. odds
 - d. status
13. A group whose members share the same age or common interests is a
- a. inferior group
 - b. peer group

- c. subgroup
- d. superior group

14. A reward or the process of giving a reward after a desirable behavior has occurred is
- a. sanction
 - b. punishment
 - c. reinforcement
 - d. value

15. A reward for conforming to what is expected or a punishment for violating expectations is a
- a. reinforcement
 - b. value
 - c. sanction
 - d. punishment

16. A category of people who have approximately equal income, power, and prestige is a
- a. peer group
 - b. status class
 - c. social class
 - d. value group

17. One's position in a group or society is
- a. sanction
 - b. norm
 - c. status
 - d. value

18. An oversimplified, inaccurate mental picture or conception of others is a
- a. status
 - b. stereotype
 - c. value
 - d. norm

19. A socially agreed upon idea about what is good, desirable, or important is a
- a. norm
 - b. stereotype
 - c. status
 - d. value

Academic Vocabulary Test III

1. Choose the word to match the definition:

an abstract or general idea inferred or derived from specific instances

- concept
- formula
- labour

. an amount of time

- estimate
- source
- period

. the field of academic study in which one concentrates or specializes

- available
- major
- similar

. the totality of surrounding conditions

- method
- environment
- finance

. inquire into

- research
- derive
- interpret

. marked by correspondence or resemblance

- legal
- specific
- similar

a document (or organization) from which information is obtained

- source
- estimate
- function

. set up or lay the groundwork for

- establish
- vary
- distribute

have need of

- approach
- require
- analyze

a rule or standard especially of good behavior

- percent
- estimate
- principle

take to be the case or to be true; accept without verification or proof

- assume
- issue
- define

a particular geographical region of indefinite boundary (usually serving some special purpose or distinguished by its people or culture or geography)

- area
- theory
- section

capable of being seen or noticed

- evident
- similar
- specific

make sense of; assign a meaning to

- interpret
- define
- approach

an administrative unit of government

- estimate
- authority
- economy

a well-substantiated explanation of some aspect of the natural world; an organized system of accepted knowledge that applies in a variety of circumstances to explain a specific set of phenomena

- theory
- major
- area

. allowed by official rules

- legal
- major
- individual

2. Choose the best preposition to complete the sentences.

1. Einstein's special **theory** relativity was published in 1905. (about, of)
2. Our analysis is **based** data from the 100 largest companies. (in, upon)
3. He **defined** ageism "a process of stereotyping and discrimination against people because they are old". (as, by)
4. Health issues need to be viewed the **context** of a person's way of life. (at, in)
5. The Earth has experienced warming and cooling many times in the past, as **inferred** geological records. (from, of)
6. Factors that may contribute ___ the development of diabetes include environment or genetics.
7. We cannot infer a direct causal relationship these results.
8. Such policies do not differentiate ___ different types of crimes.
9. Some countries have imposed restrictions _ television advertising of products to children.
10. Schools are ___ increasing pressure to lift levels of achievement.

5. Средства оценки индикаторов достижения компетенций

Таблица 4

Средства оценки индикаторов достижения компетенций

Коды компетенций	Индикаторы компетенций (в соот.с Таблицей 1)	Средства оценки (в соот. с Таблицами 5, 7)
УК-4	УК-4.1. УК-4.2. УК-4.3. УК-4.4.	Устный перевод текста по специальности, контрольная работа, устное реферирование текста по специальности, академическая презентация

Таблица 5

Описание средств оценки индикаторов достижения компетенций

Средства оценки (в соот. с Таблицами 5, 7)	Рекомендованный план выполнения работы
Устный перевод текста по специальности	В ходе выполнения устного перевода текста магистрантам рекомендуется: 1. Устанавливать контакты и организовывать общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии для академических и профессиональных целей на иностранном языке. Составлять академические и (или) профессиональные тексты на иностранном языке, а также обсуждать и представлять результаты исследовательской и проектной

Средства оценки <i>(в соот. с Таблицами 5, 7)</i>	Рекомендованный план выполнения работы
	деятельности, участвовать в дискуссиях на различных публичных мероприятиях, выбирая подходящий формат.
Контрольная работа	В ходе выполнения контрольной работы магистрантам рекомендуется: 1. Устанавливать контакты и организовывать общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии для академических и профессиональных целей на иностранном языке. Составлять академические и (или) профессиональные тексты на иностранном языке, а также обсуждать и представлять результаты исследовательской и проектной деятельности, участвовать в дискуссиях на различных публичных мероприятиях, выбирая подходящий формат.
Устное реферирование текста по специальности	В ходе выполнения устного реферирования текста магистрантам рекомендуется: 1. Устанавливать контакты и организовывать общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии для академических и профессиональных целей на иностранном языке. Составлять академические и (или) профессиональные тексты на иностранном языке, а также обсуждать и представлять результаты исследовательской и проектной деятельности, участвовать в дискуссиях на различных публичных мероприятиях, выбирая подходящий формат.
Академическая презентация	В ходе подготовки академической презентации магистрантам рекомендуется учитывать: 1. Устанавливать контакты и организовывать общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии для академических и профессиональных целей на иностранном языке. Составлять академические и (или) профессиональные тексты на иностранном языке, а также обсуждать и представлять результаты исследовательской и проектной деятельности, участвовать в дискуссиях на различных публичных мероприятиях, выбирая подходящий формат.