Приложение к ППССЗ

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Российский государственный аграрный университет –
МСХА имени К.А. Тимирязева»
(ФГБОУ ВО РГАУ-МСХА имени К.А. Тимирязева)
ТЕХНОЛОГИЧЕСКИЙ КОЛЛЕДЖ

КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

по дисциплине «ОГСЭ.04 Иностранный язык»

специальность: 44.02.03 Педагогика дополнительного образования

форма обучения: очная

Москва, 2022

Содержание

1. Общие положения

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины Иностранный язык.

КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в другие формы контроля и экзамена.

2. Результаты освоения дисциплины, подлежащие проверке

Результаты обучения (освоенные умения, усвоенные знания)	Основные показатели оценки результатов (название разделов или тем из рабочей программы)
У1. общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы	1) Welcome to the Planet of English 2) What Do College Students Do? 3) Traditions 4) How Do I get there? 5) Moscow 6) The Way into a Career
У2. переводить (со словарем) иностранные тексты профессиональной направленности	1) Economics 2) The UK(The Economy) 3) Microeconomics and Macroeconomics 4) The Economy of the USA 5) The Economy of Russia 6) People and Economy
У 3. самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	1) Russia 2) The UK 3) The Countryside or the Big City? 4) My native town 5) The Olympic Movement 6) Art and Culture 7) Wonders of the World 8) Man and Nature 9) The Way into a Career

З 1. лексический (1200 – 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	1) Economics 2) The UK(The Economy) 3) Microeconomics and Macroeconomics 4) The Economy of the USA 5) The Economy of Russia 6) People and Economy

Шкала оценки образовательных достижений

Процент результативности (правильных ответов)	Оценка уровня подготовки	
	балл (отметка)	вербальный аналог
90 – 100	5	отлично
80 – 89	4	хорошо
60 – 79	3	удовлетворительно
менее 60	2	неудовлетворительно

3. Структура контрольных заданий

Вопросы для текущего контроля 1(тестовые задания)

1. Замените подходящим по смыслу модальным глаголом:
This ability is especially important for top managers because they <u>have to solve</u> complex problems.
   a) can
   b) must
   c) should
   d) need

2. Management is based on scientific the ories and today we can say that it is a developing…
   a) information
   b) story
   c) science
   d) compain

3. A middle manager is a manager who … the strategy and major policies banded down from the top level of organization.
   a) draws
   b) constitutes
   c) implements
   d) plays

4. Your resume must be … of typographical and grammatical mistakes.
   a) fast
   b) full
   c) free
   d) fall

5. You've raised ... question. I must say. There is no one to answer it.

a) difficult

b) more difficult

c) the most difficult

d) most difficult

6. Management is the … of coordinating the resources of an organization to achieve the primary organizational goals.

a) pollution

b) exercise

c) policy

d) process

7. Mr. Smith saw an urgent message on his table. Somebody … it the day before.

a) had left

b) am leaving

c) leave

d) are left

8. We are going to interview three … on the position.

a) agency

b) applicants

c) employers

d) resumes

9. Выберите правильный перевод:

A market consists of people with their needs, the ability to buy and the desire and ability to sell.

a) Рынок состоит из людей с их потребностями, способностью покупать и желанием и способностью продавать.

b) Рынок состоял из людей с их потребностями, способностью покупать и желанием и способностью продавать.

c) Рынок состоит из людей с их способностью покупать и желанием и способностью продавать.

d) Рынок состоит из людей с их потребностями, способностью покупать и способностями продавать.

10. In the modern world the control of production is largely in the bands of entrepreneurs, who organize and direct industry … gaining profits.

a) for

b) on

c) to

d) with

11. When I came, she … an advertisement in a newspaper.
   a) to read
   b) read
   c) was reading
   d) reads

12. Management … the process of coordinating the resources of an organization to achieve the primary organizational goals.
   a) was
   b) is
   c) are
   d) be

13. Acquisition includes planning that leads to hiring a new …
   a) plan
   b) building
   c) personnel
   d) middle managers

14. Each organization can be represented as a three-story structure or a …
   a) pyramid
   b) level
   c) operation
   d) management

15. Найдите общий вопрос:
   a) Have you had a great experience at this type of work?
   b) You have had a great experience at this type of work, haven't you?
   c) What have you had at this type of work?
   d) Have you had a great or small experience at this type of work?

16. Найдите правильно построенное предложение:
   a) The employees content to keep of incentives a variety are used.
   b) Content to keep the employees a variety are of incentives used.
   c) To keep the employees content a variety of incentives are used.
   d) To keep content the employees used a variety of incentives are.

17. People with more education and experience usually … a better chance of success in getting a job.
   a) has
   b) is giving
   c) have
   d) having

18. Specific areas within marketing are marketing … advertising, promotion, and distribution.

    a) areas
    b) distribution
    c) environment
    d) research

19. References provide personal … of the candidate and it may not be of much value.

    a) control
    b) quantity
    c) evaluation
    d) resume

20. Выберите правильный перевод:
We are discussing what can be done about this situation, as I see no way out of it.
    a) Мы обсуждали, что может быть сделано в этой ситуации, т.к. я не вижу выхода из нее.
    b) Мы обсуждаем, что может быть сделано в этой ситуации, т.к. я не вижу выхода из нее.
    c) Мы обсудили, что может быть сделано в этой ситуации, т.к. я не вижу выхода из нее.
    d) Мы обсудили, что делается в этой ситуации, т.к. я не вижу выхода из нее.

Вопросы для текущего контроля 2(тестовые задания)

1. A room <u>has been reserved</u> for you at the Grand Hotel.
    a) резервировать
    b) резервируется
    c) резервировать
    d) зарезервирована

2. You … wonderfully at the yesterday's conference.
    a) were talking
    b) is talking
    c) are talking
    d) talk

3. Выберите правильный перевод:
 Завтра мы подпишем новый контракт.
    a) Tomorrow we must sign a new contract.
    b) Tomorrow we will sign a new contract.

c) Tomorrow we can sign a new contract.
d) Tomorrow we have signed a new contract.

4. Some managers think that without "open doors", important information будет упущена.
   a) will be missed.
   b) missed
   c) is missed
   d) are missed

5. A first-line manager is a manager … coordinates and supervises the activities of operating employees.
   a) when
   b) how
   c) who
   d) why

6. References … to verify such information as previous responsibilities and reason why an applicant decided to leave a former job.
   a) is contacted
   b) are contacted
   c) was contacted
   d) am contacted

7. Our people … for you at the entrance of the company for 10 minutes.
   a) am waiting
   b) will be waiting
   c) to wait
   d) waits

8. A resume is a short summary of the … background and qualifications.
   a) career's
   b) collective's
   c) company's
   d) candidate's

9. Ye? does not specialize … operations, finance, marketing, or human resources management.
   a) under
   b) with
   c) on
   d) in

10. Выберите правильный перевод:
 Курьер доставил пакет до того, как я пришел.
    a) The courier delivers the package before I come
    b) The courier had delivered the package before I came
    c) The courier is delivering the package before I come
    d) The courier are delivering the package before I come

11. The greater part of his work … toward improving management of production operations.
    a) were oriented
    b) was oriented
    c) are orienting
    d) are oriented

12. Выберите правильный перевод:
The main functions of management are planning, organizing, staffing, leading and controlling.
    a) Основными функциями менеджмента были планирование, организация, набор персонала, руководство и контроль.
    b) Основными функциями менеджмента будут планирование, организация, набор персонала, контроль.
    c) Основными функциями менеджмента являются организация, набор персонала, руководство и контроль.
    d) Основными функциями менеджмента являются планирование, организация, набор персонала, руководство и контроль.

13. I'm afraid, he … the letter by the time we come. We can't prevent it.
    a) will have posted
    b) will be posted
    c) will be posting
    d) are posting

14. A personnel manager directly … people in an organization.
    a) does
    b) delegates
    c) depends
    d) supervises

15. Выберите правильный перевод:
К тому времени как начнется программа, я уже закончу работу.
    a) By the time the program starts, I am finishing my work
    b) By the time the program starts, I am to finish my work
    c) By the time the program starts. I will be finishing my work

d) By the time the program starts, I will have finished my work

16. Employee training and development programs … the ability of employees to contribute to the firm.
    a) delegate
    b) notice
    c) qualify
    d) enhance

17. Some researchers believed that the human aspects … business organizations had been largely ignored by the end of the last year.
    a) with
    b) of
    c) under
    d) off

18. Выберите правильный перевод:
 Эти правила менеджмента организации были установлены Х. Эмерсоном в 1913г.
    a) These principles of an organizational management are set by H. Emerson in 1913
    b) These principles of an organizational management were set by H. Emerson in 1913
    c) These principles of an organizational management must set by H. Emerson in 1913
    d) These principles of an organizational management can set by H. Emerson in 1913

19. One thing was evident that our headquarters couldn't know what … about them, and someone must tell them.
    a) were being said
    b) was being said
    c) are said
    d) say

20. A new employee … now a lot of questions and he looks nervous.
    a) are answering
    b) is answering
    c) have answered
    d) are answering

21. Everyone who applies for a job must … an application and only then he or she may be invited to attend an interview.
    a) activate
    b) plan
    c) submit

d) adopt

3.2 комплект задания на дифференцированный зачет:
1. Прочитать и письменно перевести текст (статью) на русский язык
2. Пересказать текст (статью) на английском языке

Практические задачи (дифференцированный зачет)

Вариант 1
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

PEDAGOGY AS A SCIENCE

Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies. For example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the.

Вариант 2
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

Collection ericarchive.

Although differences in the organization of public and private schools are a focus of school reform discussions, those differences are not well understood. Using data from a national sample of secondary schools in the 1990-91 Schools and Staffing Survey, conducted by the National Center for Education Statistics (NCES), this report examined organizational differences across public and private schools and among private school types. The study examines six key organizational domains: educational goals; the professionalization of principals; teacher compensation; size of administrative staff; school-based control; and curricular emphasis. Overall, the results show considerable organizational variation among different

types of private schools and some significant similarities between public schools and some types of private schools. Although religious development of students is the most important goal among many private schools, comparable proportions of public, Catholic, and unaffiliated religious secondary schools hold academic excellence as their main educational goal. Although private school principals may hold fewer education credentials than their public school counterparts, there are differences across private school types. The ratio of administrative staff to faculty is larger in the private than public sector; however, there is considerable variation among private school types. Although private schools tend to have more onsite control of key administrative decisions, not all public schools lack this feature. There are few substantial sector differences in graduation requirements.

Вариант 3
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

About the Author

George S. Morrison is professor of early childhood education at the University of North Texas where he teaches child development and early childhood classes to undergraduate and graduate students. Professor Morrison's accomplishments include a Distinguished Academic Service Award from the Pennsylvania Department of Education, and Outstanding Service and Teaching Awards from Florida International University. His books include Fundamentals of Early Childhood Education, 4th Edition, Teaching in America, 4th Edition, Education and Development of Infants, Toddlers, and Preschoolers, The World of Child Development, The Contemporary Curriculum, and Parent Involvement in the Home, School, and Community.

Dr. Morrison is a popular author, speaker, and presenter. He writes an ongoing column for the Public School Montessorian and contributes his opinions and ideas to a wide range of publications. His speaking engagements and presentations focus on the future of early childhood education, the changing roles of early childhood teachers, the influence of contemporary educational reforms, research, and legislation on teaching and learning.

Dr. Morrison's professional and research interests include integrating best practices into faith-based programs; developing programs for young children and their families with an emphasis on early literacy; and the influences of families on children's development. He is also actively involved in providing technical assistance about graduate and undergraduate teacher education programs and early childhood practices to government agencies, university faculty, and private and public agencies in Thailand, Taiwan, and China

Вариант 4
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

Javad Gholami and Isa Qurbanzada Urmia University, Urmia, Iran

Recently, teacher training courses have attracted the researchersí special attention, while teacher education programs have not received as much attention. The present study investigated the attitudes key stakeholders in a teacher education program (i.e., student teachers, in-service teachers, and teacher educators) hold toward the appropriateness of TEFL teacher education programs at an Iranian teacher education university and their relevance to and sustainable impact in the real teaching context. To this end, 62 pre-service teachers, 48 in-service teachers, and 28 teacher educators filled out the Foreign Language Teacher Education Program Evaluation questionnaire adapted from Peacock (2009). The results of ANOVA tests indicated that the pre-service teachers and teacher educators found

courses with literary strands less relevant to English language teaching and believed that those courses should be modified or replaced by teaching more knowledge-building or knowledge-applying subjects. In addition, the in-service teachers harboured a negative perspective towar ds the courses which were not practical in the real classroom setting and considered them less empowering. All three groups found teaching-related courses, such as teaching methodology, of more sustainable nature and useful in the real teaching context. Besides, the participants believed that it is essential for the universities to incorporate several practical courses including practicum and classroom observations within the curriculum. This study suggests that accommodating key stakeholdersí preferences in a teacher education programs could lead to crafting more accountable and empowering teacher education programs.

Keywords: In-service teachers, Pre-service teachers, Teacher education, Teacher educators, Teacher education program evaluation

Вариант 5
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

Postgraduate Training Programs

All further education which comes after baccalaureate can be regarded as postgraduate education. It presupposes carrying a lot of research work, acquiring knowledge of new methodologies and new trends. It may lead to either a Master's degree (a three-year program of study) or PhD (usually a two-year course of study). Postgraduate programs are either research degrees or taught courses. Taught courses last one or more years and are either designed so that you deepen your knowledge gained from your first degree or for you to convert you expertise to another field of study. Examples of these include changing to law to become a solicitor and training to become a teacher. Degrees by instruction are very similar to undergraduate courses 54 in that most of the time is devoted to attending lectures. This may take up the first eight or nine months of the course and is followed by written examinations. A period of research lasting from two or three months usually follows and the results of it are presented in the form of a thesis. Finally, an oral examination is held, lasting perhaps an hour or two, to test the knowledge accumulated throughout the year. Most programs, which involve classes and seminars lead up to a dissertation. 20 Research course is quite a different type of study from a taught course. First of all it lasts longer, for about three years providing Master's or doctorate qualifications.

They allow you to conduct investigations into your own topic of choice and are of use in jobs where there are high levels of research and development. The most well-known research qualification is the Doctor of Philosophy (PhD, a three-year study program). There is a shorter version called a Master of Philosophy (MPh) which takes the minimum amount of time of two years. Both of these qualifications require the students to carry out a piece of innovative research in a particular area of study. Also possible is the research based on Master of Science (MSc.) and Master of Arts (MA) degrees. A recent development is the Master of Research (MRes), which provides a blend of research and taught courses in research methods and may be a taken as a precursor to a PhD.

Вариант 6
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

Helping define the frontiers of knowledge in modern Chemical and Biological engineering

Chemical and biological engineering is absolutely central to our everyday lives. So ingrained is it in everything around us that you may not even realise the myriad of applications that surround us. Without them, many of our modern-day luxuries and lifestyles would not be possible. From your phone battery to

your drinking water, the crops that feed us to healthcare; chemical and biological engineers are helping to diminish starvation, disease and poverty, improving the standard of living for people around the globe.

To find the best solutions to challenging global issues, the field must continue to question the existing status quo, pushing through the boundaries of current knowledge and understanding. Universities are leading the charge in this movement. While research and expertise from these disciplines are steeped in our global society, it will be the young chemical and biological engineers of higher education who will stand at the forefront of the industry's future development.

This makes graduates highly employable across a wide range of sectors, including energy, healthcare, food, water, and more. Chemical engineering is one of the best-paying professions in the US, with the median starting salaries for qualified engineers listed as around $94,000, while the business of biomedical engineering is expected to grow much faster than the nation's average rate, according to the US Department of Labor.

The work of both the chemical and biological engineers in society is so important that members of this field stand strong in the knowledge that what they do each day makes a real difference in the world, both now and long into the future.

But there is still so much of the biological and chemical engineering landscape that remains uncharted. Many areas exist that are open for exploration and innovation – could you soon become an industry pioneer?

Вариант 7
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

Education in the United Kingdom

The system of education in the United Kingdom is based on a well-developed approach that allows children to gain knowledge stepwise. There are four stages of education in this country: primary education (from 4 or 5 up to 11 years old), secondary education (from 11 up to 16 years old), further education, and higher education. Children are obliged to attend primary (or elementary) and secondary schools to develop the proper communication and learning abilities, organizational skills, self-discipline, and enthusiasm. Further education and higher education are not compulsory.

The primary school divides students into two levels: infants, aged 5-7, and juniors, aged 7-11. At this stage, the major goal is to give children the very basics of education. Kids learn to read, write, and do sums.

The secondary school differs from the primary school as its program is more complicated. Several subjects should be studied by all students, including English, Mathematics, Social Sciences, Humanities, and Modern Languages and Literature. Moreover, there are optional subjects for every student depending on their interests. They include various Arts and Sciences categories of studies.

In this country, both free and paid schools are available. State schools are financed by the government, and students do not pay for their education. Independent schools require parents to pay for their children's classes.

One can find certain differences in the overall functioning of the system of education in England, Scotland and Wales, because of different schooling policies that affect this scheme.

Вариант 8
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

Psychology

Psychology influences our daily lives in m any ways. N o m atter w hat we do or w here we do it, the chances are great that we are affected, som etim es dram atically, by the contributions o f psychologists. School psychologists influence students through program s o f p sychological testing and em otional and vocational counseling, applications that affect students' personal w ell-being, their progress through school, and their future

careers.

School psychologists help determ ine curriculum content and develop ways o f presenting m aterial in the classroom to facilitate the learning process. Industrial psychologists affect every aspect o f our careers at work, no matter w here w e are em ployed or w hat kind o f work w e do. Industrial psychologists determ ine techniques o f selection and training for n early all jobs, as well as the specific procedures by w hich the progress o f em ployees is periodically evaluated. O ffices and factories are designed, in part, b y p sychologists, as are the p rocedures and processes by w hich m uch w ork is perform ed.

Clinical psychologists use a variety o f techniques o f therapy and counseling to deal with persons w ho have em otional problem s. W hether the problem s are m ild or crippling, o f short or long duration, clinical psychologists are equipped to help resolve them. Psychologists are also involved in the hum an potential m ovem ent, helping thousands o f well-adjusted people find and release new and greater levels o f potential creativity and personal fulfillm ent. Consum er psychologists are concerned w ith the everyday decisions we make in shops and superm arkets, in front o f o ur television sets, and in voting booths. The products w e buy, the program s w e watch, even th e candidates we elect to public office are designed, packaged, and advertised usin g psychological techniques to increase their attractiveness and their potential to satisfy human needs

Вариант 9
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

A Methodology to Define Learning Objects Granularity:
A Case Study in Software Testing

While the reputation of testing in the software industry varies from mediocre to belittled, the ACM and the IEEE-CS (ACM/IEEE Computer Society, 2013) situate program testing as a relevant part of the core of undergraduate Software Engineering education (Salzer, Haberman, & Yehezkel, 2012). The lack of qualified professionals may be one reason companies do not have mature testing processes (Myers, Badgett, & Sandler, 2012) (Dias Neto, Natali, Rocha, & Travassos, 2006), which occurs due to the little attention given to the subject in the curricula of the Computer Science and Software Engineering courses (Chen, 2004) (Stroustrup, 2010).

From the need to support the flexible software testing training to suit different teaching contexts – business training and undergraduate courses as well as consider various curricula, we discussed in this article a methodology for defining a set of reusable learning objects (LO), applied in software testing area. However, the proposed methodology can be extended to any computing area.

What is the reason for creating a methodology to define the set of learning objects? It is in order to enable the use of learning objects in different contexts, due to the fact 2 F.B.V. Benitti that a key and difficult factor to balance regards to granularity (Wiley, 2001). Granularity refers to the object size, it can be understood as "the smallest portion of the object with all the essential information of a subject" (Braga, Dotta, Pimentel, & Stransk, 2012). A very large LO can derail its reusability because it contains a complexity of content that is suitable to a limited number of contexts. Therefore, granularity must be set to increase the reusability. Polsani (2006) highlights that the size of a LO is crucial to achieving success in its reusability and Moyse and Ally (2013) explain that "the finer the granularity, the greater the potential to reuse the LO in different situations; on the other hand, smaller LO tend to have less educational value and result in reduced and/ or lower-level learning."

Вариант 10
1. Прочитайте и письменно переведите текст (статью) на русский язык
2. Перескажите текст (статью) на английском языке

Granularity and Reusability of Learning Object

Learning Object is one of the main research topics in the e-learning community in recent years, and most researchers pay attention to the issue of Learning Object Reusability (Noor, Yusof, & Hashim, 2011), sharing a common approach to the composition of the virtual courses parts, whole or partially, they must be small, digital and capable of reuse (Flôres, Santos, & Tarouco, 2007) (Wiley, 2001).

Learning objects are defined as any entity, digital or non-digital, which can be used, reused or referenced

during learning supported by technology (Learning Technology Standards Committee, 2002). The most obvious motivation is the economic interest of reusing learning material instead of repeatedly creating it and other motivations can be found in the pedagogical area, since that learner-centric teaching theories invite instructors to use a wide variety of didactic material (Noor, Yusof, & Hashim, 2011).

Instructional technology identified as "learning objects" leads to technology choice for the next generation of instructional design due to its potential for reuse, generativity, adaptability and scalability, Gibbons, Nelson and Richards (2000) claimed more than 10 years ago. Nowadays, although reuse is the reason why much of Learning Object Technologies exists, little is quantitatively known about the reuse process. A quantitative analysis performed by Ochoa pointed the amount of learning objects reused is around 20% (Ochoa, 2011).

In an empirical study of MERLOT repository (Heyer, 2005), it has been found that the majority of learning resources integrates several information objects and educational components in a fixed, immutable way, which implies that the degree of reusability is extremely low. Reusability requires the LO to be in a fine-grain form because raw media elements are often much easier to reuse than aggregate assemblies. In other words, as the LOs size decreases (lower granularity), its potential for reuse increases.

Критерии оценки

	Критерии оценки к практическому заданию	Баллы за критерии оценки
1	2	3
1	**Перевод текста (письменный перевод)**	**Максимальный балл – 3балла**
	Полный перевод адекватный смысловому содержанию текста на русском языке. Текст грамматически корректен, все синтаксические структуры и лексические единицы, включая профессиональные термины, переведены адекватно. Переведено 100% объёма текста.	3
	Полный перевод. Встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами языка перевода и стилем. Переведено 100%-90% объёма текста.	2
	Полный перевод текста с большим количеством лексических, грамматических и стилистических ошибок, которые препятствуют общему пониманию текста. Переведено 90%-50% объёма текста.	1
	Непонимание содержания текста, большое количество смысловых и грамматических ошибок. Переведено менее 50% объёма текста.	0
2	**Пересказ текста**	**Максимальный балл – 2балла**
	Речь грамотная. Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются студентом самостоятельно. Объем высказывания соответствует требованиям. Студент понимает и адекватно отвечает на вопросы.	2
	При высказывании встречаются грамматические ошибки, в том числе очень серьезные. Объем высказывания составляет не более 50% необходимого объёма. Студент испытывает затруднения при ответах на вопросы преподавателя.	1
	При высказывании встречаются грамматические и лексические ошибки, в том числе очень серьезные. Объем высказывания составляет менее 50% необходимого объёма. Студент испытывает серьёзные затруднения при ответах на вопросы преподавателя.	0
	Итого	**5**