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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение инклюзивного высшего образования
«Московский государственный гуманитарно-экономический университет»
(ФГБОУ ИВО «МГГЭУ»)

УТВЕРЖДАЮ

Проректор по учебно-методической работе

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ
Иностранный язык (первый)
наименование дисциплины

42.03.02 Журналистика
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Медиажурналистика

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине «Иностранный язык (первый)»

Оценочные средства составляются в соответствии с рабочей программой дисциплины и представляют собой совокупность контрольно-измерительных материалов (типовые задачи (задания), контрольные работы, тесты и др.), предназначенных для измерения уровня достижения обучающимися установленных результатов обучения.

Оценочные средства используются при проведении текущего контроля успеваемости и промежуточной аттестации.

Таблица 1 - Перечень компетенций, формируемых в процессе освоения дисциплины

Код компетенции	**Наименование результата обучения**
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)
ОПК-1	Способен создавать востребованные обществом и индустрией медиатексты и (или) медиапродукты, и (или) коммуникационные продукты в соответствии с нормами русского и иностранного языков, особенностями иных знаковых систем

Конечными результатами освоения дисциплины являются сформированные когнитивные дескрипторы «знать», «уметь», «владеть», расписанные по отдельным компетенциям. Формирование дескрипторов происходит в течение всего семестра по этапам в рамках контактной работы, включающей различные виды занятий и самостоятельной работы, с применением различных форм и методов обучения.

2. ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ[1]

Таблица 2

№	Наименование оценочного средства	Характеристика оценочного средства	Представление оценочного средства в ФОС
1	Эссе	Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.	Темы эссе
2	Тест	Средство, позволяющее оценить уровень знаний обучающегося путем выбора им одного из нескольких вариантов ответов на поставленный вопрос. Возможно использование тестовых вопросов, предусматривающих ввод обучающимся короткого и однозначного ответа на поставленный вопрос.	Тестовые задания

Приведенный перечень оценочных средств при необходимости может быть дополнен.

[1] Указываются оценочные средства, применяемые в ходе реализации рабочей программы данной дисциплины.

3. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ

Оценивание результатов обучения по дисциплине Иностранный язык (первый) осуществляется в соответствии с Положением о текущем контроле успеваемости и промежуточной аттестации обучающихся.

Предусмотрены следующие виды контроля: текущий контроль (осуществление контроля всех видов аудиторной и внеаудиторной деятельности обучающегося с целью получения первичной информации о ходе усвоения отдельных элементов содержания дисциплины) и промежуточная аттестация (оценивается уровень и качество подготовки по дисциплине в целом).

Показатели и критерии оценивания компетенций, формируемых в процессе освоения данной дисциплины, описаны в табл. 3.

Таблица 3.

Код компетенции	Уровень освоения компетенции	Индикаторы достижения компетенции	Вид учебных занятий[2], работы, формы и методы обучения, способствующие формированию и развитию компетенций[3]	Контролируемые разделы и темы дисциплины[4]	Оценочные средства, используемые для оценки уровня сформированности компетенции[5]	Критерии оценивания результатов обучения
УК-4	Знает					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	Знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Не знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	Знает принципы построения устного и письменного высказывания на государственном и иностранном	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Частично знает принципы построения устного и письменного высказывания на государственном и

[2] Лекционные занятия, практические занятия, лабораторные занятия, самостоятельная работа…

[3] Необходимо указать активные и интерактивные методы обучения (например, интерактивная лекция, работа в малых группах, методы мозгового штурма и т.д.), способствующие развитию у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств.

[4] Наименование темы (раздела) берется из рабочей программы дисциплины.

[5] Оценочное средство должно выбираться с учетом запланированных результатов освоения дисциплины, например:
«Знать» – собеседование, коллоквиум, тест…
«Уметь», «Владеть» – индивидуальный или групповой проект, кейс-задача, деловая (ролевая)
игра, портфолио…

		языках; требования к деловой устной и письменной коммуникации.				иностранном языках; требования к деловой устной и письменной коммуникации.
	Средний уровень Оценка «зачтено», «хорошо»	Знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Знает основные принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации.
	Высокий уровень Оценка «зачтено», «отлично»	Знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Знает принципы построения устного и письменного высказывания на государственном и иностранном языках; требования к деловой устной и письменной коммуникации, не допускает ошибок
	Умеет					

	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	Умеет применять языковые средства для достижения профессиональных целей на русском и иностранном (-ых) языке (-ах).	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Не умеет применять языковые средства для достижения профессиональных целей на русском и иностранном (-ых) языке (-ах).
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	Умеет применять языковые средства для достижения профессиональных целей на русском и иностранном (-ых) языке (-ах).	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Частично умеет применять языковые средства для достижения профессиональных целей на русском и иностранном (-ых) языке (-ах).
	Средний уровень Оценка «зачтено», «хорошо»	Умеет применять языковые средства для достижения профессиональных целей на русском и иностранном (-ых) языке (-ах).	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Умеет применять языковые средства для достижения профессиональных целей на русском и иностранном (-ых) языке (-ах), допускает незначительные ошибки
	Высокий уровень Оценка «зачтено», «отлично»	Умеет применять языковые средства для достижения профессиональных целей на русском	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Умеет применять языковые средства для достижения профессиональных целей на русском

		и иностранном (-ых) языке (-ах).				и иностранном (-ых) языке (-ах).
	Владеет					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	Владеет способностями выстраивать стратегию устного и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Не владеет способностями выстраивать стратегию устного и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	Владеет способностями выстраивать стратегию устного и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Частично владеет способностями выстраивать стратегию устного и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения
	Средний уровень Оценка «зачтено», «хорошо»	Владеет способностями выстраивать стратегию устного	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a	Тестовые задания, эссе	Владеет способностями выстраивать стратегию устного

		и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения.		career		и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения
	Высокий уровень Оценка «зачтено», «отлично»	Владеет способностями выстраивать стратегию устного и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	В совершенстве владеет способностями выстраивать стратегию устного и письменного общения на русском и иностранном (-ых) языке (-ах) в рамках межличностного и межкультурного общения

ОПК-1	Знает					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	ОПК-3.1. Знает отечественный и мировой культурный процесс	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Не знает отечественный и мировой культурный процесс
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	ОПК-3.1. Знает отечественный и мировой культурный процесс	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Знает отечественный и мировой культурный процесс, знания не сформированы
	Средний уровень Оценка «зачтено», «хорошо»	ОПК-3.1. Знает отечественный и мировой культурный процесс	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Знает отечественный и мировой культурный процесс, знания сформированы частично
	Высокий уровень Оценка «зачтено», «отлично»	ОПК-3.1. Знает отечественный и мировой культурный процесс	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Знает отечественный и мировой культурный процесс
	Умеет					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	ОПК-3.2 Умеет создавать медиатексты и медиапродукты.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Не умеет создавать медиатексты и медиапродукты..
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	ОПК-3.2 Умеет создавать медиатексты и медиапродукты.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a	Тестовые задания, эссе	Частично создает медиатексты и медиапродукты.

Примечание [ГЮА1]: ОБЩЕПРОФ. КОМПЕТЕНЦИИ ДОЛЖНЫ СОДЕРЖАТЬ ТРИ ИНДИКАТОРА. ИСПАРВИТЬ В СООТВЕТСТВИИ С ОПОП

				career		
	Средний уровень Оценка «зачтено», «хорошо»	ОПК-3.2 Умеет создавать медиатексты и медиапродукты.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Умеет создавать медиатексты и медиапродукты, допускает незначительные ошибки
	Высокий уровень Оценка «зачтено», «отлично»	ОПК-3.2 Умеет создавать медиатексты и медиапродукты.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Умеет создавать медиатексты и медиапродукты.
	Владеет					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	ОПК-3.3. Владеет навыками создания медиатекстов и медиапродуктов.	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Не владеет навыками создания медиатекстов и медиапродуктов
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	ОПК-3.3. Владеет навыками создания медиатекстов и медиапродуктов	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Частично владеет навыками создания медиатекстов и медиапродуктов
	Средний уровень Оценка «зачтено», «хорошо»	ОПК-3.3. Владеет навыками создания медиатекстов и медиапродуктов	Практические занятия, самостоятельная работа	1. Makings of a Journalist 2. The discipline I major in 3. Journalism as a career	Тестовые задания, эссе	Владеет навыками создания медиатекстов и медиапродуктов, допускает незначительные ошибки
	Высокий уровень Оценка «зачтено», «отлично»	ОПК-3.3. Владеет навыками создания медиатекстов и	Практические занятия, самостоятельная	1. Makings of a Journalist 2. The discipline I	Тестовые задания, эссе	В совершенстве владеет навыками создания

		медиапродуктов	работа	major in 3. Journalism as a career		медиатекстов и медиапродуктов

4. Методические материалы, определяющие процедуры оценивания результатов обучения

Тест

Тест является простейшей формой контроля, направленной на проверку владения терминологическим аппаратом, современными информационными технологиями и конкретными знаниями в области фундаментальных и прикладных дисциплин. Тест состоит из небольшого количества элементарных задач; может предоставлять возможность выбора из перечня ответов; занимает часть учебного занятия (10-30 минут); правильные решения разбираются на том же или следующем занятии. Частота тестирования определяется преподавателем.

Эссе

На первом этапе написания эссе проверяется оригинальность работы (проверка на заимствование (плагиат))

На втором этапе проверяются следующие элементы:

1) соответствие содержания письменной работы её теме, полнота раскрытия темы (оценка того, насколько содержание письменной работы соответствует заявленной теме и в какой мере тема раскрыта автором);

2) использование профессиональной терминологии (оценка того, в какой мере в работе отражены профессиональные термины и понятия, свойственные теме работы);

3) стилистика письменной речи (оценка структурно-смысловой организации текста, внутренней целостности, соразмерности членения на части, соподчиненности компонентов работы друг другу и целому);

4) грамотность текста (оценка того, насколько владеет автор навыками письма в соответствии с грамматическими нормами языка. Проверка текста на наличие грамматических ошибок, употребление штампов, то есть избитых выражений; ошибочное словообразование; ошибки в образовании словоформ; ошибки в пунктуации и т.п.);

5) наличие собственного отношения автора к рассматриваемой проблеме (если предусмотрено форматом эссе) /теме (насколько точно и аргументировано выражено отношение автора к теме письменной работы):

Преподаватель, оценивая эссе, использует результаты предыдущих двух этапов. При выставлении «зачтено» опирается на следующие критерии:

Критерии оценки эссе преподавателем:

- качество исходного материала, который использован (аналитический анализ прочитанной литературы, лекций, записи результатов дискуссий, собственные соображения и накопленный опыт по данной проблеме);
- качество обработки имеющегося исходного материала (его организация, аргументация и доводы);
- аргументация (насколько точно она соотносится с поднятыми в авторском тексте проблемами).

5. Материалы для проведения текущего контроля и промежуточной аттестации

Темы эссе
(рефератов, докладов, сообщений)

1. Beauty (as expressed in design, presentation, and format).
2. Literary style (as expressed in writing).
3. Universal appeal (to touch the heart or mind; to have lasting ef¬fect, to be addressed to a mass readership; to appeal to intellectuals, to rank-and-file people).
4. Impact (great impact; lessening impact; lack of impact; long¬term impact; short-term impact).
5. Design. Good newspaper design strives to be clear and simple (to serve its readers best; to be gray and dull; to do a lot of graphics; few “jumps”, jumping a story - or continuing it from one page to an¬other - is something that bothers readers; to use shorter stories that will end on the page they began).
6. Color (readers like color; to design the color into the paper rather than using it as an afterthought; color doesn't always help a reader; color makes something 25 percent more important than it would have been without it).
7. Headlines (a range of headlines weights: to attract the reader to a story; should be bold or light; to reflect the mood of importance of the story).

Контролируемые компетенции: УК-4, ОПК-3
Оценка компетенций осуществляется в соответствии с таблицей 4.

Тестовые задания

1. Examples of people that was considered great at verbal communication.
a. Joe Biden b. Ronald Reagan c. Jimmy Carter d. Barak Obama
2. _____ is a non-verbal form of communication.
a. Internet b. radio c. smile d. music
3. _____customarily kiss a business associate on both cheeks in greeting instead of shaking hands.
a. Chinese b. Germans c. Americans d. Swedes
4. To walk arm in arm for female colleagues in _____ signify a personal business relationship.
a. Britain b. America c. Germany d. Russia
5. Korean business conglomerate like Samsung and Hyundai are referred to as _____.
a. giants b. pyramids c. enigma d. chabooks
6. Samsung has formed its corporate _____ and the management styles.
a. business b. management c. culture d. style
7. Does the lack of _____understanding matter for foreign staff turnover in Samsung?
a. business b. management c. effective d. cultural
8. Foreign employees in Korean chabooks have difficult time due to _____differences.
a. age b. education level c. culture d. ethnic
9. Foreign staffs would take double burdens from both national culture differences and unique corporate _____when working for Korean chabooks.
a. management b. peculiarity c. cultures d. style
10. Hofstede defines culture as «mental programming» corresponds to a much broader use of the word that is common among sociologists and _____

a. historians b. managers c. professors d. anthropologists

11. Working under an American supervisor you should:

a. Be polite and not interrupt his instructions.

b. Not let him know that you did not understand.

c. Hide your mistakes until he discovers them.

d. Maintain ongoing honest communication about work problems and progress.

12. If you are having family problems, your American supervisor is probably expected to:

a. Listen to you just as he would to a friend.

b. Discuss it with you and make a plan of action to solve the problem.

c. Give you a week's vacation to solve the problem.

d. Visit your home and discuss the problems.

13. Your American co-worker has invited you to play tennis with him for the second time in a month. This could mean that:

a. You are now his close friend.

b. You can talk with him about your problems with your family.

c. He expects you to solve the technical problem he has at work.

d. He just enjoys playing tennis with you.

14. You are working hard to finish your project. Your American coworker is sitting down reading the newspaper. He might:

a. Come very close and look at what you are doing.

b. Bring you a cup of coffee to keep you awake.

c. Try to help you only if you asked him.

d. Ask you to stop working and join him to go to the movies.

15. Most American companies will start marketing a product when it:

a. Is in a prototype stage.

b. Is on the drawing board.

c. Is on the shelf ready for the customers.

d. Has passed the quality control test.

16. An American leaves the office telling his foreign co-worker, "Let's get together this week". The foreign worker should:

a. Invite the American to his house for a homemade dinner.

b. Expect the American to invite him for dinner at his house.

c. Expect the American to invite him to play tennis with him.

d. Accept it as a friendly comment.

17. Many Americans are inclined to feel confident that they can accomplish many tasks because:

a. They possess a strong infrastructure to complete the task.

b. They like to work hard day and night.

c. They believe nature and God will help them.

d. They can depend on other people to help them.

18. During his performance appraisal, an American employee might:

a. Agree fully with his manager's evaluation.

b. Defend his performance and justify his actions.

c. Ask his managers to write down his future goals.

d. Not ask questions about his next promotion or salary increase.

19. An American will almost always arrive on time for business appointments because:

a. He will want to relax for a while.

b. He wants to get the sale.

c. He shows respect for the host's time.

d. He has a lot of spare time.

20. You are travelling on an American bus. Beside you is an American. You should:

a. Greet him. b. Ask where he is going. c. Introduce yourself. d. Just sit quietly.

21. You meet an American friend in the hallway who says, "How are you?" You should:

a. Stop and shake hands with him.

b. Tell him, "Just fine", and continue walking.

c. Tell him about problems you have with your family.

d. Look at him and keep going.

22. Your co-worker called you on the phone and asked, "How are you doing?" You should:

a. Say, "OK, thank you".

b. Explain to him how hard it is to work under pressure.

c. Discuss with him your family problems.

d. Ask him if he has time to listen to a detailed reply.

23. You have completed a business transaction with an American firm.

You expect your American businessman will:

a. Write you to thank you for the business.

b. Become your friend and invite you to play tennis or golf.

c. Send you a New Year's card every year.

d. Call again for more business.

24. You are at a business luncheon. You have been approached by an American businessman. He introduces himself and exchanges cards with you. He will probably:

a. Give a detailed presentation of his company.

b. Keep talking with you until lunch time.

c. Excuse himself to meet more people.

d. Ask about your family.

25. Frequently major decisions in American companies are made based on:

a. Employee services and interests.

b. Middle line managers' recommendations.

c. First line management.

d. Top executives' vision and market data.

26. You are on a training assignment in a US company. You should:

a. Introduce yourself to all department personnel

b. Get permission from your supervisor every time you leave the office

c. Learn to depend on yourself to solve your problems

d. Try to establish harmony within your group.

27. This is your first week of training in an American company. Your department secretary seems very friendly and helpful. She may be:

a. Expecting you to invite her to the restaurant to dinner with you.

b. Doing her job

c. Interested to start relations with you.

d. Expecting you to bring her some flowers or a small present.

28. Americans tend to value _____ more than spiritual enlightenment.

a. money b. private house c. material possessions d. private yacht

29. Most Americans like _____ in daily interactions.

a. energy and honesty b. frankness c. formality and ritual d. informality

30. Americans usually rely on _____ for help rather than asking people.

a. Internet d. themselves c. others d. foreigners

31. Americans value time and its control and are _____.

a. money-oriented b. dollar-oriented c. future-oriented d. family-oriented

32. Americans customarily collect evidence and make decisions based on their _____

a. calculations b. prognosis c. feelings d.findings

33. The majority of Americans use _____ to refuse an offer.

a. letters b. direct messages c. indirect messages 4. code words

34. Many Americans are open and share their _____.

a. money b. wealth c. optimism d. space.

35. Most Americans are a _____oriented society.

a. present b. money c. future d. past

36. Americans tend to see themselves as confident and _____.

a. pessimistic b. optimistic c. money oriented d. hard-working

37. Americans are inclined to believe in _____

a. fate d. future hardships c. free competition d. free elections

38. Americans usually believe being on time for an appointment shows _____.

a. contempt b. respect c. doubts d. uncertainty

39. Most Americans believe they can control their destiny by their

a. army b. NAVY c. special operations d. own actions.

40. Shaking hands is important when you meet _____.

a. a gentleman b. a professional c. a Chinese d. an American.

41. Many Americans like to deal with _____directly and frankly.

a. money issues b. foreigners c. local population d. problems

42. Americans use _____to avoid conflict and loss of face.

a. special operations b. ambiguity c. color revolutions d. credit cards

43. Physical _____is important but we must not neglect the culture of the mind.

a. strength b. exercises c. abilities d. culture

44. Americans believe that universities should be centers of _____.

a. information b. knowledge c. intellectual power d. culture

45. The culture of Eskimos is studied by _____.

a. historians b. culturologists c. socioloigists d. anthropologists.

46. The European invaders used to say that their mission was to disseminate _____ among aborigines.

a. religion b. information c. law d. culture

47. A cultured person would never criticize other nation's _____.

a. habits b. traditions c. way of life d. political system

48. Corporate culture is especially important for companies operating _____.

a. in China b. in Germany c. in Italy d. on the international arena.

49. While speculating on world issues, we mustn't leave behind _____

a. geopolitics b. cultural differences c. geostrategy d. money issues

50. Song Liehua found life in London a bit of _____at first.

a. a culture shock b. enigmatic problem c. interesting code d. corrupt experience

51. Culturally, the city has a lot _____

a. to offer b. to loan c. give d. divide

52. Culture means the acquainting of ourselves with the best that has been known and thought

a. in America b. in Britain c. in the West d. in the world.

53. Australia has its own cultural identity, which is very different from that of

a. the rest of the world b. Britain c. Europe d. South East Asia.

54. Britain is known to be a _____society.

a. sophisticated b. culturally diverse c. normal d. nice

55. This country has a rich _____heritage.

a. cultural b. historical c. ancient d. modern

56. Cross cultural communication course studies the Greek _____.

a. culture b. history c. phenomenon d. peculiarities

57. Cross cultural communication course is a good opportunity for students to learn about other _____.

a. territories b. countries c. cultures d. cities

58. The USA is often accused of cultural _____.

a. aggression b. imperialism c. dominance d. diversity

59. A _____person knows a lot about music, art, theatre, etc.
a. modern b. cultural c. vise d. normal
60. You won't find much _____in this sleepy little town, I am afraid.
a. wealth b. money c. culture d. time
61. They enjoy _____activities like going to the theatre and the opera.
a. energetic b. cultural c. sophisticated d. rare
62. The French are _____sophisticated people.
a. historically b. very c. not d. culturally
63. Working late hours for very little money seems part of the company_____.
a. way of life b. tradition c. style d. culture
64. Culture shock is a _____ phenomenon.
a. abnormal b. rare c. usual d. psychological
65. When asked to describe yourself, do you think of yourself as belonging to a particular group?
a. ethnic b. cultural c. religious d. age
66. What experiences have you had that increased your sense of belonging to
a particular group?
67. How has a person`s background influenced:
a. the way a person spends his holidays
b. the way a person express himself, verbally and non-verbally
c. the way a person thinks about and relate to other groups
d. the way a person chooses his friends?
68. What makes a person`s cultural backgrounds different from his previous stereotypes?
a. friendships b. social relationships c. travel contacts d. Internet, films, TV, newspapers
69. Globalization means that there is now one _____culture everywhere in the world.
a. English b. American c. business d. Chinese
70. If they want to do business with me, then they'll have to adapt to my _____.
a. habits b. traditions c. timetable d. culture
71. “When in Rome, do as the _____ do.”
a. locals b. Romans c. Italians d. Latin`s
72. It's _____ to generalize about cultures.
a. possible b. natural c. impossible d. abnormal
73. Intercultural training just confirms _____.
a. cultural differences b. stereotypes c. traditions d. psychological peculiarities
74. Today I'm dealing with the Americans, tomorrow with a group from Japan. I can't possibly learn all I need to know about all the _____ I have to deal with.
a. customs b. traditions c. ethnic stereotypes d. cultures
75. What I need when I go abroad is a list of _____.
a. dos and don'ts b. ethnic stereotypes c. national traditions d. national holidays
76. Problems in international business relationships are not always caused by _____.
a. traditions d. culture peculiarities c. business models d. language difficulties
77. Doing business with people of other nationalities involves more than learning foreign languages. There are often_____.
a. religious differences b. cultural differences c. different national backgrounds d. different business models.
78. During business negotiations we need to be aware of _____.
a. customs b. attitudes c. socializing d. body language
79. The _____ shake hands less often than other European people.
a. French b. Spanish c. Germans d. Englishmen
80. Americans use first names more often than many other nationalities.
a. Russians b. Chinese c. Japanese d. Americans

81. The _____ consider that harmony and consensus in business communications are very important.

a. Americans b. Englishmen c. Spanish d. Japanese

81. When we visit other countries, it is important to _____ good observers and listeners.

a. use information of

b. use business models of

c. use manuals on cross cultural communications of

d. use textbooks of

82. We should avoid criticizing other cultures and realize that we all have similar problems but different _____ of dealing with them.

a. Customs b. traditions c. habits d. ways

83. Name an example of high context culture.

a. American b. Japanese c. Latin d. Korean

84. Name the example of low context culture

a. Russian b. British c. German d. Greek

85. All of the information can be lost in translation using basic English except:

a. cultural sensitivity b. nuances c. codified rules d. style

86. Cross cultural communication deals with exchange information between people belonging to different _____.

a. classes b. professions c. backgrounds d. cultures

87. The same gestures used by the Americans mean different things to _____.

a. English b. German c. Swiss d. Japanese

88. _____ consider punctuality very important.

a. Arabs b. English c. Spanish d. Japanese

89. Time is not of great importance in _____.

a. Britain b. Japan c. Latin America d. USA

90. _____ use hand to point on an object and don't use finger.

a. Japanese b. Americans c. Englishmen d. Spanish

91. In general, Americans value most:

a. Social recognition. b. Happiness. c. Equality. d. Money.

92. Many Americans see themselves as:

a. Modest and shy. b. Family members. c. Formal and ritualistic. d. Created equal to others.

93. Other cultures may see Americans as:

a. Victimized by economic crisis.

b. Reliant on their families for help.

c. Group-oriented.

d. Ignorant about other cultures.

94. When writing to an American company, it is very important to:

a. Reference your source.

b. Start your letter with a flattering introduction about your company president.

c. Have your letter signed by your company director and president.

d. Be specific on the purpose of the letter.

95. In a business introduction to an American he may ask you to call him by his first name because:

a. He is not interested in business.

b. He likes harmony in discussion.

c. His last name may be hard to pronounce,

d. He wants to be comfortable and move into an informal stage of business discussion.

96. When talking with an American business partner on the phone, it is common for him to ask you first about:

a. Your family health.

b. Your financial situation.
c. When you are planning to visit him.
d. How you are doing.

97. Mr. Saito, from Japan, is leaving the office of an American businessman who says to him, "We should get together sometime". Mr Saito should:
a. Invite his American friend for dinner.
b. Expect that his American friend will invite him to the bar.
c. Consider it as just a friendly comment.
d. Stop by his house to have a drink.

98. American business meetings usually start with:
a. Discussion of the past weekend's baseball game.
b. Formal agenda and tasks to be accomplished.
c. Period of harmony.
d. Introduction about everyone's past work experience.

99. In American business meetings you are expected to:
a. Wait until the end and state firmly your position.
b. Talk about how it is difficult to get to the meeting.
c. Maintain group harmony and do not ask embarrassing questions.
d. Express your ideas openly and rationalize them aggressively.

100. At the end of an American business meeting the participants may:
a. All go to the cafeteria to have a drink.
b. Write a conclusion and/or action plan with specific responsibilities and dates.
c. Conduct behind-the-scene discussions to change the conclusion.
d. Apologize to each other for any confrontations they had during the meeting.

Контролируемые компетенции: УК-4, ОПК-3

Оценка компетенций осуществляется в соответствии с таблицей 4.

Вопросы к зачету с оценкой

Task 1. You are going to read a newspaper article about exam technology. For questions 1 – 7 choose the answer (a.b.c.d) which you think fits best according to the text.

Like it or not, technology is already an established part of the exam process and the only argument still to be fought at this year's e-assessment conference and exhibition, taking place in London this week, is just how much further in that direction we should go.

At one end, little has changed. Students still, by and large, take exams in much the same way as they always have. They walk into a room full of desks with an invigilator on hand to tell them when to start and stop and to make sure no one is texting anyone else, and everyone is ticking the right boxes, or writing out the answer in longhand if required. It's once the ink has dried that the real change in the system kicks in.

Instead of divvying up the scripts between the thousands of markers,-they are now scanned into a central computer and the markers then access them online.

The benefits are obvious. It's quicker, cheaper and more efficient. The really dull components, such as multiple choice or simple questions such as "name four things that contribute to global warming", can be marked automatically or by less experienced markers, whereas questions requiring a more nuanced, longer answer can be left to the old hands. Your best markers don't have to be wasted on the straightforward stuff.

Students can also benefit. "Markers can now give much more precise feedback", says Kathleen Tattersall, who chairs the Institute of Educational. Assessors. "We can tell someone almost exactly what he or she needs to do to improve a grade because we can show them what they got right and wrong. This is particularly useful for, anyone looking to resit a January exam in the summer, because teachers can tailor individual revision plans for all their students,"

For all its advantages, no one reckons that this assessment model is the finished article. "There are difficulties that need to be ironed out",' says' Martin Walker, a former English teacher and a

principal examiner for one of the main boards. "Because markers are now often only given a few questions from each
paper, it's hard to get an accurate feel of exactly what a student does and doesn't know. When you had an entire exam script in front of you, you could build up a picture of the candidate's range of knowledge, so when there was room for doubt in an answer you could make a judgement call based on previous responses.
It's much harder to do it now.
"There, are also limits to what you can easily read on screen", he adds. "In my experience, most examiners end up printing out the long essays and working from a hard copy, which is both time-consuming and slightly self-defeating." The danger, as Tattersall concedes, is that schools end up teaching only what technology is capable of assessing. "Rather, we have to look at how IT is used in the classroom to improve teaching and learning and base our exams on that model", she says.
It is certain that we are only halfway through the electronic revolution. In the coming years, more and more exams will be completed - as well as marked – online and the government and the Qualifications and Curriculum Authority will have to think hard about the ways of maintaining standards.
By far the easiest form of online testing to implement is multiple choice. A student can take the test online and it can be automatically marked instantaneously; this system is almost foolproof .The downside is that most people associate multiple choice with dumbing down, on the grounds that anything that can be reduced to a yes or no, right or wrong answer, is bound to' be over-simplified.
"Not true", says Stevie Pattison-Dick, head of communications for Edexcel. "Some multiple-choice exams may be quite straightforward, but if they are, they only reflect the level of knowledge a student is expected to attain. There's nothing inherently simple about multiple choice. We have become very sophisticated in our question setting and are able to cross-reference the answers, so an examiner can now tell, whether someone just got lucky by ticking the right box or actually understood the process on which he
2.
or she was being assessed." One of the final exams a medical student has to pass before qualifying as a
doctor is multiple choice, so this method of assessment has to be extremely rigorous.
1. The writer believes that
A nothing of significance has changed in the exam system.
B a revolution in exam taking may soon be initiated.
C technology doesn't greatly affect students when they sit exams.
D many students cheat by using mobile phones.
2. What does the writer mean by "old hands" in paragraph 3?
A retired examiners.
B experienced examiners.
C examiners who have reached a certain age.
D mature students.
3. Which of the following is not mentioned as a benefit of computer marking?
A better utilization of examiners.
B more interesting questions can be set.
C many set questions do not need human markers at all.
D financial advantages.
4. One advantage of the new system is that
A teachers can focus on students' weaknesses before retakes.
B students only need to retake the parts of the exam that they failed.
C students can delay taking the exam for an extra six months.
D examiners can construct comprehensive revision plans.

5. A What is stated to be a disadvantage of the current system?
A Many examiners complain that the work is boring now.
B Examiners no longer have enough work.
C Examiners have a limited impression of the candidate.
D Examiners aren't as skillful as they used to be.
6. What is implied about the general perception of multiple-choice testing?
A It is easy for a student to cheat.
B It reduces the student's writing skills.
C It lowers the standard of the exam.
D It's impossible for a computer error to be made.
7. According to Stevie Patterson-Dick, multiple-choice exams
A do have a large element of chance in them.
B are not always the best way to test medical students.
C are by far the best way to test students on particular subjects.
D can be composed in a way that makes students reaffirm their knowledge.

Вопросы к экзамену

1. Read, translate and render the article
2. Speak on the topic
3. Account for your lexical minimum

Text 1. What Are the Mass Media?

A message can be communicated to a mass audience by many means: hardly an American lives through a day without feeling the impact of at least one of the mass media. The oldest media are those of the printed word and picture which carry their message through the sense of sight: the weekly and daily newspapers, magazines, books, pamphlets, direct mail circulars, and billboards. Radio is the mass communications medium aimed at the sense of sound, whereas television and motion pictures appeal both to the visual and auditory senses.

The reader turns to his newspaper for news and opinion, entertainment, and the advertising it publishes. In the weekly the focus is upon the reader's own community; in the daily the focus is upon the nation and the world as well. Magazines give him background information, entertainment, opinion, and the advertising; books offer longer range and more detailed examination of subjects, as well as entertainment; pamphlets, direct mail pieces, and billboards bring the views of commercial and civic organizations. Films may inform and persuade as well as entertain. Television and radio offer entertainment, news and opinion, and advertising messages and can bring direct coverage of public events into the listener's home.

There are important agencies of communication which are adjuncts of the mass media. These are (1) the press associations, which collect and distribute news and pictures to the newspapers, television and radio stations, and news magazines; (2) the syndicates, which offer background news and pictures, commentary, and entertainment features to newspapers, television and radio, and magazines; (3) the advertising agencies, which serve their business clients, on the one hand, and the mass media, on the other; (4) the advertising departments of companies and institutions, which serve in merchandising roles; and the public relations departments, which serve in information roles; (5) the public relations counciling firms and publicity organizations, which offer information in behalf of their clients, and (6) research individuals and groups, who help gauge the impact of the message and guide mass communicators to more effective paths.

Text 2. General Organization of Newspapers

The newspapers in the United States can be divided roughly into four categories: weeklies and semiweeklies, small dailies, larger dailies (mostly in the submetropolitan areas), and the gigantic metropolitan dailies. Each of these newspapers has a definite purpose and is

tailored to the needs of the community it serves. The size and frequency of a newspaper's edition depend upon the amount of advertising and circulation revenue it commands; trying to publish a newspaper on a grander scale than its community can support is a sure and swift way to bankruptcy.

Most American newspapers have a page that is eight columns wide and twenty to twenty-one inches deep; the normal column width is slightly less than 2 inches. This is called a standard size page. A rather small minority newspapers are tabloid in format, usually five columns wide and 15 inches deep, or approximately half the size of a standard page. Although it is widely agreed that the tabloid size newspaper is very easy for the reader to handle, the problems of printing it and the limitations on its advertising potential have kept many publishers from adopting this format. In spite of these limitations the newspaper with by far the largest circulation in the United States, the *New York Daily News*, uses the tabloid format.

Unfortunately because of the editorial approach used by some metropolitan newspapers, the word "tabloid" has taken a connotation of sensationalism. This is unfair to many tabloids whose content is no more sensational than that of standard size dailies. Equating physical size and content is a false approach, too often practiced.

No matter what their size, all newspapers have a fundamental organization in common. Each has five major departments:

- editorial, which gathers and prepares the news, entertainment, and opinion materials, both written and illustrated;
- advertising, which solicits and prepares the commercial messages addressed to the readers;
- circulation, which has the task of selling and delivering the newspaper to the readers of a community;
- production, which turns the editorial materials and advertisements into type and prints the newspapers;
- and business, which oversees the newspaper's entire operation. Newspaper stories are written to include the "5 W's and H" - *who, what, when, where, why,* and *how*. Their purpose is to present a report of an action or a situation in simple, easily understood language that can be comprehended by a mass audience of different educational levels. Increased emphasis has been placed upon simplicity of writing in recent years and upon explaining the "why" of news situations.

Text 3. The Small Daily Newspaper

The differences in operation of the weekly newspaper and the small daily newspaper are great, because the fundamental element of timeliness has been added. The principle of "today's news today" dominates the minds of daily newspapermen, no matter how small their paper may be.

Because the process of assembling and printing the newspaper is done six or seven times a week, instead of once, the thinking of the men who do the job is accelerated. Working on a daily does not necessarily make a reporter or an advertising solicitor a better newspaperman than his colleagues on the weeklies, but it does tend to make him a faster one. Deadlines take on a fresh, compelling meaning. A weekly may define its news deadline as "Tuesday afternoon", and still be able to slip through a couple of late columns Wednesday morning without seriously disturbing the rather flexible press time. Not so on the daily; if the copy deadline is 12:40 p.m., any stories sent out to the composing room after that minute may make the press start late. That in turn can mean missed bus connections and lost street sales for the circulation department. However, in the 24 hours before publication a weekly newspaperman turns out a large amount of copy, probably more than he would do on a daily.

A substantial overlapping exists between the weekly and small daily fields, in the sense that weekly cities sometimes are larger than small daily cities, and some weeklies have more circulation and advertising linage than small dailies. Yet, given a choice of jobs at identical pay,

the majority of newspaperman would probably choose the daily. They find more stimulation in the faster pace, in seeing their stories in print shortly after they have written them, and in having a greater kinship with world affairs through the presence of wire service news teletypes in the office.

What, then, causes some towns to have daily papers and other larger towns to have only a weekly? Essentially it is a matter of geography, supplemented at times by the commercial audacity of the publisher. When a good-sized town is close to a large city, competition from the big neighbouring paper may make successful operation of a small city daily financially impossible. Yet there is room for a weekly newspaper to present community news and the advertising of local merchants. A small daily in a relatively isolated region may operate at a profit, whereas the same paper would fail if it were published in the shadow of a large city daily.

5.4.2. Примерные темы для беседы, выносимые на экзамен

1. About myself/My background
2. My future profession
3. How I see myself 5 years from now
4. Contemporary journalism in Russia
5. Mass media in Britain
6. Mass media in the USA
7. What it takes to be a good journalist
8. Journalism as a career
9. The role of the Internet in modern world
10. My reasons to be a journalist

ЛИСТ РЕГИСТРАЦИИ ИЗМЕНЕНИЙ

№ п/п	Содержание изменения	Измененные пункты	Решение Учебно-методического совета