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ФИО: Рукович Александр Владимирович

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Министерство науки и высшего образования Российской Федерации
Федеральное государственное автономное образовательное учреждение высшего образования

«СЕВЕРО-ВОСТОЧНЫЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ М.К. АММОСОВА»

Технический институт (филиал) ФГАОУ ВО «СВФУ» в г. Нерюнгри

Кафедра филологии

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине (модулю)

Б1.В.ДВ.09.01 Культура речевого общения
(код и наименование дисциплины (модуля))

45.03.01 Филология
(код и наименование направления подготовки/ специальности)

Зарубежная филология (Английский язык и литература)
(наименование профиля/ специализации)

бакалавр
(квалификация)

Нерюнгри, 2022 г.

УТВЕРЖДЕНО на заседании кафедры
филологии

« 25 » 04 20 22 г., протокол № 9

Заведующий кафедрой _____
(подпись)

Л.А. Хитинова

« 25 » 04 20 22 г.

СОГЛАСОВАНО:

Эксперты¹:

Мельникова А.Г. ст. преподаватель каф. филологии (подпись)

Ф.И.О., должность, организация, подпись

Ф.И.О., должность, организация, подпись

Составитель: Н.В. Зотова, доцент кафедры филологии (подпись)

Паспорт фонда оценочных средств
по дисциплине (модулю)
Б1.В.ДВ.09.01 Культура речевого общения

№	Контролируемые разделы (темы)	Код контролируемой компетенции (или ее части)	Требования к уровню усвоения компетенции	Наименование оценочного средства
семестр				
	Этика и особенности речевого этикета в Великобритании, США Жанры устной речи Деловое общение Профессиональное общение	УК-4.2 УК-4.4 УК-4.5 УК-4.8 ПК-1.4 ПК-3.1	Знать: - основы межличностного и межкультурного взаимодействия; правила речевого этикета; особенности монологической, диалогической и полилогической речи. Уметь: - применять базовые методы и приемы различных типов устной коммуникации на английском языке, высказываться на изученные темы, вступать в диалог, в том числе научный. Владеть методиками и практическими навыками: - коммуникации в устной форме на английском языке для решения задач межличностного и межкультурного взаимодействия: - составления текстов.	Работа на практических занятиях. Контрольная работа по теме. Экзамен.

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университет имени М.К. Аммосова» в г. Нерюнгри

КАФЕДРА ФИЛОЛОГИИ

Контрольная работа

1. Underline the correct answer.

- 1 He ____ from Brazil.
a is b be c am
- 2 We ____ to Warsaw because it was very cold.
a didn't go b don't go c didn't went
- 3 Have you done your homework ____ ?
a yet b since c never
- 4 ____ is your surname?
a What b Where c Why
- 5 Is it hot today?
a Yes, it was. b No, it is. c Yes, it is.
- 6 I ____ from Madrid.
a 'm not b isn't c amn't
- 7 Please don't talk ____ . I can't understand.
a quicker b quick c quickly
- 8 ____ in Poland?
a Do Dan live b Where Dan live c Does Dan live
- 9 Dan ____ in a hospital.
a doesn't work b doesn't works c don't work
- 10 When ____ work?
a does you finish b do you finish c do you finishes
- 11 Do they like French food?
a No, they do. b Yes, they don't. c Yes, they do.
- 12 There ____ an armchair in my living room.
a isn't b aren't any c are
- 13 When I was seven, I ____ .
a can dance b could dance c could danced
- 14 Have you seen ____ film yet?
a that b these c those
- 15 Are there ____ photos on the wall?
a a b some c any
- 16 I ____ .
a can't driving b couldn't drove c can't drive
- 17 London is ____ city in Britain.
a bigger than b the biggest c the biggest than
- 18 They ____ at work last week.
a weren't b didn't c wasn't
- 19 Our children ____ born in Tokyo.
a are b was c were
- 20 What's ____ name?
a yours b hers c his
- 21 Josie ____ a mountain.

- a has never climbed b has ever climbed c has yet climbed
- 22 ____ was she last night?
a Where b Who c What
- 23 Where ____ you yesterday?
a are b was c were
- 24 I'm going to Barcelona ____ a holiday.
a had b is having c to have
- 25 When are you ____ your homework?
a going to done b go to do c going to do
- 26 I think this wallet is ____ .
a mine b her c them
- 27 Is this test ____ ?
a easy b easily c easier
- 28 Buses are usually ____ taxis.
a the cheaper than b the cheaper c cheaper than
- 29 I ____ a cat.
a hasn't got b haven't got c don't have got
- 30 Tomorrow evening, he ____ dinner for his new girlfriend.
a cooked b 's going to cooking c 's going to cook
- 31 There aren't ____ eggs in the fridge.
a some b an c any

2. Phrases for personal and business letters are jumbled up. Put letters B for expressions used in business letters and letters P for personal ones.

1. I hope all is going well.
2. I will be obliged if you could...
3. Thanks for your letter.
4. Why don't we...
5. I would appreciate if you could...
6. How are you?
7. Dear Uncle Pete,
8. I would be very grateful to you for...
9. I am writing to enquire about...
10. With reference to...
11. My best regards to John.
12. Further to...

3. Imagine you are going to take the vacancy as a teacher at school. Write a CV and a resume.

4. Take any English or American newspaper and find 20 abbreviations there.

Критерии оценки контрольной работы:

На «отлично» (25-24 баллов) оценивается работа, выполненная правильно на 96% и более (допускается не более 4% ошибок от общего объема материала).

На «хорошо» (23-19 баллов) оценивается работа, выполненная правильно на 95-76% от общего объема материала.

На «удовлетворительно» (18 – 15 баллов) оценивается работа, выполненная правильно на 75-60% от общего объема материала.

На «неудовлетворительно» (14 баллов и менее) оценивается работа, выполненная правильно менее, чем на 60 % от общего объема материала.

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КАФЕДРА ФИЛОЛОГИИ

Экзамен

Экзамен по практикуму по культуре речевого общения проводится в форме собеседования по экзаменационным билетам. Экзаменационный билет включает в себя теоретический вопрос и практическое задание.

Теоретические вопросы к экзамену (7 семестр):

Тема 1. Этика и особенности речевого этикета в Великобритании, США

Тема 2. Жанры устной речи

Тема 3. Деловое общение

Тема 4. Профессиональное общение

Практические задания на экзамен

1. Speak about the ethic of speech in English.
2. Read the following text and find the cases of speech ethic in it:

Foreman in Rialmo trial feels 'hoodwinked' by question that negated jury's verdict against cop in shooting lawsuit

The 23rd floor of the Daley Center courthouse was pitched into confusion Wednesday night by a jury's response to a legal mechanism little-known to the public — a “special interrogatory,” a specific question posed to jurors.

Capping a closely watched trial, jurors found that Chicago police Officer Robert Rialmo fatally shot 19-year-old Quintonio Le Grier without justification and awarded the family just over \$1 million. But in answering an interrogatory introduced by the city's lawyers, jurors held that Rialmo reasonably believed he had to fire to prevent imminent death or great bodily harm. Faced with the contradictory findings, Judge Rena Marie Van Tine ruled for the city and Rialmo, wiping away the verdict and damages.

Jury foreman Dave Fitzsimmons told the Tribune that jurors believed the shooting wasn't justified and didn't think their answer to the special interrogatory would negate the verdict.

While jurors did not feel Le Grier's parents should get a big payday, they did want to send a message, said Fitzsimmons, who indicated the outcome bothered him “a great deal.”

“We wanted to make our point about this shooting not being justified and to get justice for Quintonio Le Grier,” he said Thursday night. “I feel hoodwinked.”

The jury's determination marked a strange finish to a trial over one of the most divisive incidents in recent Chicago police history. The shooting happened as Rialmo and his partner responded to a domestic disturbance on the West Side in 2015. Le Grier approached officers with a bat and Rialmo fired, hitting the teenager five times and also killing 55-year-old bystander Bettie Jones. The city averted trial with her family by reaching a tentative \$16 million settlement earlier this month.

The trial over Le Grier's death focused on conflicting accounts of whether the teen presented an immediate threat to the officers. After sitting through a week-and-a-half of evidence and testimony — ranging from dramatic re-enactments to numbing recitations of experts' qualifications — the jury deliberated for about 3 ½ hours before reaching a verdict.

Exercise 3. Your company is preparing to conduct a symposium. You have been asked to find a possible place by your chief executive. Write a report to your chief executive on your findings, recommending the most suitable option. You should use the following words: large hall, comfortable chairs, technical facilities, a business lunch, coffee breaks, underground station, screen, tea with sandwiches, parking, a few buses.

Exercise 4. A new consultant, Mr. Smith, is invited to work for your company. Mr. Smith is coming with his wife and two children. You have been asked to find a suitable housing for Mr. Smith by your chief executive. Write a report to your chief executive on your findings, recommending the most suitable option. You should use the following words: flat, modern conveniences, kitchen, underground station, room, comfortable, heavy traffic, a townhouse, parking, a school, on a bus (a trolleybus) route, rubles a month.

Exercise 5. Your company is engaged in providing one-day bus tours. The chief executive is seeking for a good restaurant to provide people with business lunch of three-courses. He has asked you to find a suitable place. Write a report to your chief executive on your findings, recommending the most suitable option. You should use the following words: restaurant, a three-course business lunch, cuisine, service, on a bus route, a snack bar, takeout food, dishes for vegetarians, various kinds of food.

Read the letter. Separate the different parts and write them.

Please could you send me more information about your courses, and an application form?

The Principal,

The Oxford English College, 2

34 Hilton Rd,

Eastbourne BN4 3 UA.

Yours faithfully.

Dear Sir or Madam.

I look forward to hearing from you as soon as possible.

Ana Maria Fernandes.

Rua Luis de Deus 18,

3000 Coimbra, Portugal.

I saw your advertisement for English classes in this month's English Today magazine and I am interested in coming to your school this summer.

29th March 2000.

I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my pronunciation. I would also like some information about accommodation.

Translate into English the following phrases:

в дополнение к; в целом; быть благодарным; в добавление, к тому же; ожидать с нетерпением; с уважением, искренне Ваш; с уважением, преданный Вам; в ответ на; наилучшие пожелания; прилагать, вкладывать в тот же конверт; ссылаясь на; в соответствии с; согласно просьбе; быть любезным

Arrange the following parts in the correct order to make a letter.

• Dear Mr Cranston,

• 10 September 2015

• I would be grateful if you could inform me how much the wage would be per hour, and how many hours a day I would be expected to work.

• E-mail: ivanov@list.ru

•I am sixteen-year-old student at a comprehensive school in Moscow. I am quite tall, of slim build, with shoulder-length wavy dark hair. I am generally considered to be outgoing and sociable. I speak fluent English and I have passed the FCE examination with an A.

•23-8 Lenina Street

•Mr David Cranston

•I look forward to hearing from you.

•Ivan Ivanov

•Director

•Moscow 115123

•If you require any further information, please do not hesitate to contact me. I am available for interview at any time

•Teendrama Productions

•Moscow 287654

•Yours sincerely,

•I am writing in response to your advertisement, which appeared in the Moscow News yesterday. I am very interested in this job because my ambition is to become an actor.

Look through the text and analyze it from the point of cause and effect.

CULTURAL LITERACY AND THE SCHOOLS(From "Cultural Literacy" by E.D. Hirsch)

School is the traditional place for acculturating children into our national life. Family, church, and other institutions play an important role, but school is the only institution that is susceptible to public policy control. In the modern age, the role assigned to our schools is to prepare our children for the broader activities of society and to train them in the literate public culture. Our schools have played this role less well than they should, chiefly because they have followed faulty educational ideas. The practical importance of ideas in human affairs, while not a recent revelation, is one that is too easily forgotten. The decline of American literacy and the fragmentation of the American school curriculum have been chiefly caused by the ever growing dominance of romantic formalism in educational theory during the past half century. We have too readily blamed shortcomings of American education on social changes (the disorientation of the American family or the impact of television) or incompetent teachers or structural flaws in our school systems. But the chief blame should fall on

37 faulty theories promulgated in our schools of education and accepted by educational policy-makers. Why have we failed to give our children the information they lack? Chiefly because of educational formalism, which encourages us to ignore the fact that identifying and imparting the information a child is missing is most important in the earliest grades, when the task is most manageable. At age six, when a child must acquire knowledge critical for continuing development, the total quantity of missing information is not huge. The technical reading skills of disadvantaged children at age six are still on a par with those of children from literate families. Supplying missing knowledge to children early is of tremendous importance for enhancing their motivation and intellectual self-confidence, not to mention their subsequent ability to learn new materials. Yet schools will never systematically impart missing background information as long as they continue to accept the formalistic principle that specific information is irrelevant to "language arts skills." Education formalism holds that reading and writing are like baseball and skating; formalism conceives of literacy as a set of techniques that can be developed by proper coaching and practice. The trouble is that reading for meaning is a different sort of game entirely. Every text, even the most elementary, implies information that it takes for granted and doesn't explain. Knowing such information is the decisive skill of reading.

What will you say in the following situations?

1. You are going to attract somebody's attention.

2. You want to call out to somebody but you don't know their names.
3. You are going to disturb somebody.
4. You'd like to introduce something you think the other person will see as —bad news.
5. You are not quite sure how to react to a piece of news introduced by the other speaker.
6. Your friend suggests you to go to the cinema but you don't particularly like the idea.
7. You bump into each other in a crowd.
8. You want to ask your friend to lend you some money.
9. A friend of yours invites you to a café and you agree willingly.
10. You ask the person you are talking to say the same thing again.

Choose the most suitable replies to the following:

1. Excuse me, could you tell me the time, please? (Sorry? What?)
2. Would you like a sandwich?
3. (No. No, thank you.)
4. Do you mind if I close this door? (No. No, that's quite all right, please do.)
5. Excuse me, do you know where the public telephone is? (No, I don't. No, I'm afraid I don't know.)
6. Did you find a book for Kate? (No, I'm afraid not, I couldn't find one anywhere.)
7. Oh, I'm sorry, that was silly of me. (Sorry. That's quite all right).
8. Did you say you come from Russia? (Yes. Yes, that's right, I'm Russian)

Критерии оценки ответа на экзамене:

Компетенции	Характеристика ответа на теоретический вопрос / выполнения практического задания	Количество набранных баллов
УК-4.2 УК-4.4 УК-4.5 УК-4.8 ПК-1.4 ПК-3.1	Дан полный, развернутый ответ на поставленный вопрос, показана совокупность осознанных знаний по дисциплине, доказательно раскрыты основные положения вопросов; в ответе прослеживается четкая структура, логическая последовательность, отражающая сущность раскрываемых понятий, теорий, явлений. Знание по предмету демонстрируется на фоне понимания его в системе данной науки и междисциплинарных связей. Ответ изложен литературным языком с использованием современной лингвистической терминологии. Могут быть допущены недочеты в определении понятий, исправленные студентом самостоятельно в процессе ответа. В практическом задании может быть допущена 1 фактическая ошибка.	24 – 30
	Дан полный, развернутый ответ на поставленный вопрос, показано умение выделить существенные и несущественные признаки, причинно-следственные связи. Ответ четко структурирован, логичен, изложен литературным языком с использованием современной гистологической терминологии. Могут быть допущены 2 – 3 неточности или незначительные ошибки, исправленные студентом с помощью преподавателя. В практическом задании могут быть допущены 2 – 3 фактические ошибки.	16 – 23
	Дан недостаточно полный и недостаточно развернутый ответ. Логика и последовательность изложения имеют нарушения. Допущены ошибки в раскрытии понятий, употреблении терминов. Студент не способен самостоятельно выделить существенные и несущественные признаки и причинно-следственные связи. В ответе отсутствуют выводы. Умение раскрыть значение обобщенных знаний не показано. Речевое оформление требует поправок, коррекции. В практическом задании могут быть допущены 4 – 5 фактических ошибок.	6 – 15
	Ответ представляет собой разрозненные знания с существенными ошибками по вопросу. Присутствуют фрагментарность, нелогичность изложения. Студент не осознает связь обсуждаемого вопроса по	0 – 5

	билету сдругими объектами дисциплины. Отсутствуют выводы, конкретизация и доказательность изложения. Речь неграмотная, терминология не используется. Дополнительные и уточняющие вопросы преподавателя не приводят к коррекции ответа студента. В практическом задании допущено более 5 фактических ошибок. <i>или</i> Ответ на вопрос полностью отсутствует <i>или</i> Отказ от ответа	
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