

**Федеральное государственное бюджетное образовательное  
учреждение высшего образования  
«Дипломатическая академия Министерства иностранных дел  
Российской Федерации»**

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ  
ИНОСТРАННЫЙ ЯЗЫК ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ  
(английский)**

Направление подготовки: 42.03.02 Журналистика

Направленность (профиль) подготовки: Международная журналистика

Формы обучения: очная

Квалификация выпускника: бакалавр

Объем дисциплины (модуля):

в зачетных единицах: 56 з.е.

в академических часах: 2016 ак.ч.

Фадеева И.А., Лукина Ю.В., Паневкина Е.И. Иностранный язык профессиональной деятельности (английский). – Москва: Дипломатическая академия МИД России, 2024 г.

Рабочая программа по дисциплине «Иностранный язык профессиональной деятельности» (английский) по направлению подготовки 42.03.02 Журналистика, направленность (профиль) программы «Международная журналистика» составлена Фадеевой И.А., Лукиной Ю.В. и Паневкиной Е.И. в соответствии с требованиями Федерального государственного образовательного стандарта высшего образования по направлению подготовки 42.03.02 Журналистика, утвержденного приказом Министерства науки и высшего образования от 08.06.2017 № 524.

Директор библиотеки



Толкачева Ю.В.

Рабочая программа:

**обсуждена и рекомендована** к утверждению решением кафедры от 22.01. 2024г., протокол №7

Заведующий кафедрой  
английского языка



Фадеева И.А.

**рекомендована** Учебно-методическим советом (УМС) Академии от 21 февраля 2024г., протокол № 5  
Председатель УМС



Мирзоева Ф.Р.

**одобрена** Ученым Советом Академии 27 марта 2024г., протокол №4

© Дипломатическая Академия МИД России, 2024

© Фадеева И.А., Лукина Ю.В., Паневкина Е.И., 2024

## 1. Цели и задачи освоения дисциплины

**Основной целью дисциплины** является развитие личностных качеств, формирование и совершенствование общекультурных, коммуникативных и профессиональных компетенций на иностранном языке (английском) в соответствии с требованиями ФГОС ВО № 524 от 08 июня 2017г., включая:

- совершенствование когнитивных и аналитических умений с использованием ресурсов на иностранном языке; повышение культуры мышления, общения и речи;
- расширение кругозора и повышение общей гуманитарной культуры обучающихся;
- развитие личностных качеств, формирование общекультурных компетенций и толерантного общения с носителями разных культур, ориентация на постоянное саморазвитие и продолжение образования;
- освоение обучающимися навыков межкультурной коммуникации на иностранном языке;
- повышение уровня учебной автономии, способности к самообразованию.

## 2. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы

Изучение дисциплины направлено на формирование у обучающихся следующих компетенций: УК-4.1; УК-4.2; УК-4.3; УК-4.4

1.	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и английском языке	УК 4.1. Выбирает на государственном языке РФ и иностранном языке коммуникативно приемлемые стиль и средства взаимодействия в общении с деловыми партнерами	Знает нормы устной речи, принятые в профессиональной среде. Умеет выбирать стиль общения на государственном языке РФ и иностранном языке применительно к ситуации взаимодействия. Владеет иностранным языком на уровне, необходимо и достаточном для общения в профессиональной среде.
		УК 4.2. Ведет деловую переписку на государственном языке РФ и иностранном языке	Знает нормы письменной речи, принятые в профессиональной среде. Умеет вести деловую переписку на государственном языке РФ и/или иностранном языке.
		УК 4.3. Использует диалог для сотрудничества в социальной и профессиональной сферах	Владеет жанрами устной и письменной речи в профессиональной сфере. Умеет выстраивать монолог, вести диалог и полилог с соблюдением норм речевого этикета, аргументировано отстаивать свои позиции и идеи.

	УК 4.4. Умеет выполнять перевод профессиональных текстов с иностранного на государственный язык РФ и с государственного языка РФ на иностранный	Владеет жанрами устной и письменной речи в профессиональной сфере. Умеет выполнять корректный устный и письменный перевод с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный язык профессиональных текстов.
--	---	--

### 3. Объем дисциплины и виды учебной работы

Объем дисциплины (модуля) и виды учебной работы в академических часах с выделением объема контактной работы обучающихся с преподавателем и самостоятельной работы обучающихся

Виды учебной деятельности	Всего	По семестрам								
		1	2	3	4	5	6	7	8	
1. Контактная работа обучающихся с преподавателем:	1183,6	160,5	160,3	160,5	160,3	160,5	14,0	16,0	80,5	
Аудиторные занятия, часов всего, в том числе:	1180	160	160	160	160	160	14,0	16,0	80,0	
• занятия семинарского типа:	1180	160	160	160	160	160	14,0	16,0	80,0	
практические занятия	1180	160	160	160	160	160	14,0	16,0	80,0	
Контактные часы на аттестацию в период экзаменационных сессий	3,6	0,5	0,3	0,5	0,3	0,5	0,5	0,5	0,5	
2. Самостоятельная работа студентов, всего	832,4	55,5	127,7	55,5	127,7	55,5	75,5	12,7	20,7	
• др. формы самостоятельной работы:	422,4	55,5	127,7	55,5	127,7	55,7	75,5	12,7	20,7	
Работа со статьями, упражнениями, аудированием	422,4	20	97,7	8	127,7	29		50	90	
Подготовка доклада	11,5	4,5		7						
Подготовка устного тематического сообщения	4,5	4,5								
Поиск информации в разных источниках	122			7			24		91	
Подготовка презентации	7			7						
Работа с документами	106		30				25	51		
Подготовка к экзамену	159	26,5		26,5		26,5	26,5	26,5	26,5	
3. Промежуточная аттестация: <i>экзамен, зачет</i>		экз	зач	экз	зач	экз	экз	экз	экз	
ИТОГО:	Ак. часов	2016	216	288	216	288	216	21	28	28
Общая трудоемкость	зач. ед.	56	6	8	6	8	6	6	8	8

#### **4. Содержание дисциплины, структурированное по темам с указанием количества академических часов и видов учебных занятий**

##### **Темы модуля 1 «ВВЕДЕНИЕ В ЖУРНАЛИСТСКИЙ ДИСКУРС»**

###### *Семестр 1.*

**Тема №1.** Коммуникационные исследования. Сбор и распространение новостей. Элементы строительства новостей. Критерий новостей. Грамматика: артикли, времена

**Тема №2.** Публичная риторика. Самые известные журналисты, ораторы, авторский стиль. Грамматика: герундий, деепричастные, причастные обороты.

**Тема №3.** Основные виды распространения новостей, социальные платформы. Новости в политике, международных делах, экономике. Грамматика: придаточное условия, согласование времен.

###### *Семестр 2.*

**Тема №4.** Стилистические приемы (метафора, аллитерация, конструкции, зевгма и так далее, параллельные конструкции).

**Тема №5.** Жанры в журналистских текстах: информационный, аналитические, художественный. Разбор на примере статей. Грамматика: пассивный залог, сослагательное наклонение.

###### *Семестр 3.*

**Тема №6.** Журналистский стиль и определения (цитаты, сравнение двух источников). Грамматика: модальные глаголы

**Тема №7.** Виды публикаций. Стиль: публицистический, официальный, формальный, сатирический стиль. Анализ на примере статей. Грамматика: слова исключения в английском языке (употребление только в ед/множественном числе, латинские слова).

##### **Темы модуля 2**

##### **«СРЕДСТВА МАССОВОЙ ИНФОРМАЦИИ КАК ВИД ЭФФЕКТИВНОГО ВОЗДЕЙСТВИЯ НА ОБЩЕСТВЕННОЕ СОЗНАНИЕ»**

**Тема №1(8).** Средства массовой информации как вид эффективного воздействия на общественное сознание в государствах: фреймы, заголовки -наживки.

###### *Семестр 4.*

**Тема №2(9).** Троллинг. Анализ произведений: сатира, черный юмор, медиа-эффекты

**Тема №3(10).** Дезинформация в СМИ. Анализ статей. Опровержение. Грамматика: синонимы, антонимы, профессиональная лексика в политическом дискурсе.

**Семестр 5.**

**Тема №4(11).** Роль социальных платформ: посты в соцсетях. Перевод постов разной эмоциональной окрашенности. СМИ: сенсация или фейк. Грамматика: степени сравнения прилагательных, глаголы, абстрактные существительные.

**Тема №5(12).** Теория «установки повестки дня» в газетах и журналах. Анализ на примере статей. Теория: написания заголовков в английских СМИ. Грамматика (артикли, инфинитивы, долженствование, будущее время в заголовках).

**Семестр 6.**

**Тема №6(13).** Связь с общественностью. Правовые нормы распространения информации.

**Тема №7(14).** Написание обзора политического события, встречи в верхах, международной конференции. Роль международных организаций.

**Семестр 7.**

**Тема №8(15).** Особенности работы военных журналистов на примере СВО. Защита прав журналистов.

**Тема №9(16).** Интервью у известных политических лиц: организация, получение разрешения, подготовка, этикет, вопросы. Проведение интервью с известной личностью (в сфере политики, культуры, экономики).

**Семестр 8.**

**Тема №10(17).** СМИ как проводник культуры и гарант социальной стабильности.

**Тема №11(18).** Специфика работы в газетах и журналах за рубежом. Этикет, вежливость и уважение к национальным особенностям при осуществлении журналисткой деятельности в разных странах.

№	Раздел дисциплины, тема	Практи ч. занятия	Самосто ят. работа
		ак.час.	ак.час.
<b>Семестр 1</b>			
1	<b>Модуль 1. Тема №1.</b> Коммуникационные исследования. Сбор и распространение новостей. Элементы строительства новостей. Новостные критерии. Грамматика: артикли, времена (Present/Past Simple), Present/Past Perfect	68	38
2	<b>Модуль 1. Тема №2.</b> Публичная риторика. Известные журналисты и ораторы, авторский стиль. Грамматика: герундий, деепричастные, причастные обороты	68	37
3	<b>Модуль 1. Тема №3.</b> Новости в политике, международных делах,	68	38

	экономике. Основные виды распространения новостей, социальные платформы. Грамматика: придаточное условия, согласование времен		
4	<b>Модуль 1. Тема №4.</b> Стилистические приемы (метафора, аллитерация, конструкции, зевгма и так далее, параллельные конструкции)	68	37
5	<b>Модуль 1. Тема №5.</b> Жанры в журналистских текстах: информационный, аналитические, художественный. Разбор на примере статей. Грамматика: пассивный залог, сослагательное наклонение.	68	38
6	<b>Модуль 1. Тема №6.</b> Журналистский стиль и определения (цитаты, сравнение двух источников).Грамматика: модальные глаголы	70	37
7	<b>Модуль 1. Тема №7.</b> Виды публикаций. Стиль: публицистический, официальный, формальный, сатирический. Анализ на примере статей. Грамматика: слова исключения в английском языке (употребление только в ед/множественном числе (money, information, news etc.), латинские слова – <b>critérium/a</b> , <b>phenomenon/a</b> etc.)	70	38
8	<b>Модуль 2. Тема №1(8).</b> Средства массовой информации как вид эффективного воздействия на общественное сознание: фреймы, заголовки -наживки.	64	37
9	<b>Модуль 2. Тема №2(9).</b> Троллинг. Анализ произведений: сатира, черный юмор, медиа-эффекты	64	38
10	<b>Модуль 2. Тема №3(10).</b> Дезинформация в СМИ. Анализ статей. Опровержение. Грамматика: синонимы, антонимы, профессиональная лексика в политическом дискурсе.	64	37
11	<b>Модуль 2. Тема №4(11).</b> Роль социальных платформ: посты в соцсетях. Перевод постов разной эмоциональной окрашенности. СМИ: сенсация или фейк. Грамматика: степени сравнения прилагательных, глаголы, абстрактные существительные.	64	38

12	<b>Модуль 2. Тема №5(12).</b> Теория «установки повестки дня» в газетах и журналах. Анализ статей. Теория: написания заголовков на английском языке. Грамматика (артикли, инфинитивы, долженствование, будущее время в заголовках).	64	37
13	<b>Модуль 2. Тема №6(13).</b> Связь с общественностью. Правовые нормы распространения информации.	64	38
14	<b>Модуль 2. Тема №7(14).</b> Написание обзора политического события, встречи в верхах, международной конференции. Роль международных организаций.	64	37
15	<b>Модуль 2. Тема №8(15).</b> Особенности работы военных журналистов на примере СВО. Защита прав журналистов.	64	37.4
16	<b>Модуль 2. Тема №9(16).</b> Интервью у известных политических лиц: организация, подготовка, получение разрешения, этикет, вопросы. Проведение интервью с известной личностью (в сфере политики, культуры, экономики)	64	37
17	<b>Модуль 2. Тема №10(17).</b> СМИ как проводник культуры и фактор социальной стабильности. Значение СМИ в формировании общества.	62	37
18	<b>Модуль 2. Тема №11(18).</b> Специфика работы в газетах и журналах за рубежом. Этикет, вежливость и уважение к национальным особенностям при ведении журналистской деятельности в разных странах.	62	37
<b>ИТОГО</b>		<b>1180</b>	<b>673,4</b>

#### 4.2. Самостоятельное изучение обучающимися разделов дисциплины

<b>Вопросы, выносимые на самостоятельное изучение</b>	<b>Виды самостоятельной работы*</b>	<b>Оценочное средство для проверки выполнения самостоятельной работы</b>
<b>Модуль 1. Тема №1.</b> Коммуникационные исследования. Сбор и распространение новостей. Элементы строительства новостей. Критерий новостей. Грамматика: артикли, времена (Present/Past Simple), Present/Past Perfect	<i>Работа со статьями, упражнениями, аудиозаписями</i>  <i>Подготовка доклада</i>	<i>Письменная работа</i> <i>Контрольная работа 1</i>
<b>Модуль 1. Тема №2.</b> Публичная риторика. Известные журналисты и ораторы, авторский стиль. Грамматика: герундий, деепричастные, причастные обороты	<i>Работа со статьями, упражнениями, аудиозаписями</i>	<i>Письменная работа</i> <i>Устный опрос</i>



	<i>Подготовка устного тематического сообщения</i>	
<b>Модуль 1. Тема №3.</b> Новости в политике, международных делах, экономике. Основные виды распространения новостей, социальные платформы. Грамматика: придаточное условия, согласование времен	<i>Работа со статьями, упражнениями, аудиозаписями.</i>  <i>Подготовка доклада</i>	<i>Письменная работа, устный опрос.</i> <u><i>Контрольная работа 2</i></u>
<b>Модуль 1. Тема №4.</b> Стилистические приемы (метафора, аллитерация, конструкции, зевгма и так далее, параллельные конструкции)	<i>Работа со статьями, упражнениями, с художественной и публицистической литературой, аудиозаписями</i>	<i>Письменная работа, устный опрос.</i> <u><i>Контрольная работа 3</i></u>
<b>Модуль 1. Тема №5.</b> Жанры в журналистских текстах: информационный, аналитические, художественный. Разбор на примере статей. Грамматика: пассивный залог, сослагательное наклонение.	<i>Работа со статьями, упражнениями, аудиозаписями, текстами международных документов и художественной литературой.</i>	<i>Письменная работа</i> <u><i>Контрольная работа 4</i></u>
<b>Модуль 1. Тема №6.</b> Журналистский стиль и определения (цитаты, сравнение двух источников). Грамматика: модальные глаголы	<i>Поиск информации в различных источниках</i>	<i>Письменная работа</i> <u><i>Контрольная работа 5</i></u>
<b>Модуль 1. Тема №7.</b> Виды публикаций. Стили: публицистический, официальный, формальный, сатирический. Анализ статей. Грамматика: слова исключения в английском языке (употребление только в ед/множественном числе (money, information, news etc.), латинские слова – criterium/a,	<i>Поиск информации в различных источниках, подготовка докладов, презентаций</i>	<i>Письменная работа</i> <i>Доклад</i> <i>Устный опрос</i> <u><i>Контрольная работа 6</i></u>
<b>Модуль 2. Тема №1.</b> Средства массовой информации как вид эффективного воздействия на общественное сознание: фреймы, заголовки -наживки	<i>Работа со статьями, упражнениями, аудиозаписями.</i>  <i>Поиск информации в различных источниках.</i>	<i>Письменная работа</i> <i>Устный опрос</i> <u><i>Контрольная работа 7</i></u>
<b>Модуль 2. Тема №2.</b> Троллинг. Анализ статей: сатира, черный юмор, медиа-эффекты.	<i>Работа со статьями, упражнениями, аудиозаписями.</i>	<i>Письменная работа</i>
<b>Модуль 2. Тема №3.</b>	<i>Работа со статьями,</i>	<i>Письменная работа</i> <i>Доклад</i>

<p>Дезинформация в СМИ. Анализ статей. Опровержение. Грамматика: синонимы, антонимы, профессиональная лексика в политическом дискурсе.</p>	<p><i>упражнениями, аудиозаписями.</i></p>	<p><u>Контрольная работа 8</u></p>
<p><b>Модуль 2. Тема №4.</b> Роль социальных платформ: посты в соцсетях. Перевод постов разной эмоциональной окрашенности. СМИ: сенсация или фейк. Грамматика: степени сравнения прилагательных, глаголы, абстрактные существительные.</p>	<p><i>Работа с текстами, упражнениями, аудиозаписями, социальными площадками, публикациями в журналах.</i></p>	<p><i>Письменная работа, доклад, устный опрос, презентации.</i></p>
<p><b>Модуль 2. Тема №5.</b> Теория «установки повестки дня» в газетах и журналах. Анализ статей. Теория: написания заголовков на английском языке. Грамматика (артикли, инфинитивы, долженствование, будущее время в заголовках).</p>	<p><i>Поиск информации в различных источниках, работа с правовыми документами.</i></p>	<p><i>Письменная работа Презентация <u>Контрольная работа 9</u></i></p>
<p><b>Модуль 2. Тема №6.</b> Связь с общественностью. Правовые нормы распространения информации.</p>	<p><i>Поиск информации в различных источниках, работа с правовыми документами.</i></p>	<p><i>Письменная работа, дебаты, круглый стол. <u>Контрольная работа 10</u></i></p>
<p><b>Модуль 2. Тема №7.</b> Особенности работы военных журналистов на примере СВО. Защита прав журналистов.</p>	<p><i>Поиск информации в различных источниках, работа с правовыми документами.</i></p>	<p><i>Письменная работа Доклад <u>Контрольная работа 11</u></i></p>
<p><b>Модуль 2. Тема №8.</b> Написание обзора политического события, встречи в верхах, международной конференции. Роль международных организаций.</p>	<p><i>Работа со статьями, упражнениями, аудиозаписями, социальными площадками, публикациями в журналах.  Работа с международными документами</i></p>	<p><i>Письменная работа, доклад, презентация, круглый стол. <u>Контрольная работа 12</u></i></p>
<p><b>Модуль 2. Тема №9.</b> Интервью у известных политических лиц: организация, подготовка, получение разрешения, этикет, вопросы. Проведение интервью</p>	<p><i>Работа со статьями, упражнениями, аудиозаписями, социальными площадками, публикациями в</i></p>	<p><i>Устный опрос, письменная работа, проведение интервью. <u>Контрольная работа 13</u></i></p>

с известной личностью (в сфере политики, культуры, экономики)	<i>журналах.</i>	
<b>Модуль 2. Тема №10.</b> СМИ как проводник культуры и фактор социальной стабильности.	<i>Поиск информации в различных источниках, работа с аудиозаписями.</i>	<i>Письменная работа, устный опрос, доклад. <u>Контрольная работа 14</u></i>
<b>Модуль 2. Тема №11.</b> Специфика работы в газетах и журналах за рубежом. Этикет, вежливость и уважение к национальным особенностям при ведении журналистской деятельности в разных странах.	<i>Работа с текстами, упр., аудиозаписями, социальными площадками, публикациями в журналах.</i>	<i>Доклад, презентации, письменная работа. <u>Контрольная работа 15</u></i>

Основная цель самостоятельной работы студента при изучении дисциплины «Иностранный язык профессиональной деятельности» (английский) – сформировать навыки в соответствии с требованиями, определенными в ходе практических занятий и расширить фактические знания.

Подробная информация о видах самостоятельной работы и оценочных средствах для проверки выполнения самостоятельной работы приведена в Методических рекомендациях по самостоятельной работе обучающихся.

## **5. Фонд оценочных средств для проведения текущего контроля и промежуточной аттестации обучающихся по дисциплине «Иностранный язык профессиональной деятельности» (английский).**

Образцы заданий текущего контроля и промежуточной аттестации Фонда оценочных средств (ФОС) представлены в Приложении к Рабочей программе дисциплины (модуля) (РПД). В полном объеме ФОС хранится в печатном виде на кафедре, за которой закреплена дисциплина.

## **6. Перечень нормативных правовых документов, основной и дополнительной учебной литературы, необходимой для освоения дисциплины «Иностранный язык профессиональной деятельности» (английский).**

### **6.1. Основная литература**

1. Ефремова, А. Э. Английский язык для студентов-журналистов Study English for Journalism Matters: учебное пособие / А. Э. Ефремова. - Чита : ЗабГУ, 2021. - 146 с. - ISBN 978-5-9293-2809-1. - URL: <https://e.lanbook.com/book/271409> (дата

обращения: 05.02.2024). - Режим доступа : для авториз. пользователей. - Текст : электронный.

2. Чиронова, И. И. Английский язык для журналистов (B1-B2). Mastering English for Journalism : учебник для вузов /И. И. Чиронова, Е. В. Кузьмина. - Москва : Юрайт, 2023. - 471 с. - ISBN 978-5-534-10056-3. - URL: <https://urait.ru/bcode/511078> (дата обращения: 05.02.2024). - Режим доступа : для авториз. пользователей. - Текст : электронный.

## **6.2. Дополнительная литература**

1. Александрова, Е. М. Английский язык для международных (B1-C1) : учебное пособие для вузов / Е. М. Александрова. - Москва : Юрайт, 2024. - 241 с. - ISBN 978-5-534-14776-6. - URL: <https://urait.ru/bcode/544515> (дата обращения: 05.02.2024). - Режим доступа : для авториз. пользователей. - Текст : электронный.
2. Дзись, Ю. И. Английский язык: профессиональная сфера коммуникации : учебное пособие / Ю. И. Дзись, С. Г. Селихова, Н. А. Сидорова. - Красноярск : Сибирский федеральный университет, 2023. - 168 с. - ISBN 978-5-7638-4592-1. - URL: <https://znanium.com/catalog/product/2093498> (дата обращения: 05.02.2024). - Режим доступа : для авториз. пользователей. - Текст : электронный.
3. Романюк, М. Ю. Английский язык для журналистов : учебное пособие / М. Ю. Романюк. - Оренбург : ОГУ, 2018. - 312 с. - ISBN 978-5-7410-2063-0. - URL: <https://e.lanbook.com/book/159699> (дата обращения: 05.02.2024). - Режим доступа : для авториз. пользователей. - Текст : электронный.

## **7. Перечень ресурсов информационно-телекоммуникационной сети «Интернет» и информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения, профессиональных баз данных и информационных справочных систем**

### **7.1. Ресурсы информационно-телекоммуникационной сети «Интернет», включая профессиональные базы данных**

1. Английская грамматика: Организация Объединенных Наций, официальный сайт. - URL: <https://www.un.org/en/> ( дата обращения : 14.02.2024) Текст : электронный.
2. Министерство иностранных дел: официальный сайт. - Москва. - URL: <https://mid.ru/> (дата обращения: 14.02.2024). - Текст: электронный.
3. Газета «The Guardian»: официальный сайт. Обновляется в течение суток. – URL: [www.theguardian.co.uk/politics/](http://www.theguardian.co.uk/politics/) (дата обращения: 14.02.2024). - Текст: электронный.

## 7.2. Информационно-справочные системы

1. Macmillan free on-line dictionary. - URL: <https://www.macmillandictionary.com/> (дата обращения :14.02.2024) - Текст: электронный.
2. Merriam-Webster On-line Dictionary. - URL: <https://www.merriam-webster.com/> (дата обращения :14.02.2024)- Текст : электронный.
3. On-line Collins English Dictionary. - URL: <https://www.collinsdictionary.com/> (дата обращения :14.02.2024)- Текст: электронный.
4. On-line Oxford English Dictionary. - URL: <https://www.oxfordlearnersdictionaries.com/> (дата обращения :14.02.2024)- Текст: электронный.

## 7.3. Лицензионное и свободно распространяемое программное обеспечение, в том числе отечественного производства.

Академия обеспечена необходимым комплектом лицензионного и свободно распространяемого программного обеспечения, в том числе отечественного производства:

- Microsoft Office - 2016 PRO (Полный комплект программ: Access, Excel, PowerPoint, Word и т.д);
- Программное обеспечение электронного ресурса сайта Дипломатической Академии МИД России, включая ЭБС; 1С: Университет ПРОФ (в т.ч., личный кабинет обучающихся и профессорско-преподавательского состава);
- Программная система для обнаружения текстовых заимствований в учебных и научных работах «Антиплагиат.ВУЗ» версия 3.3 (отечественное ПО);
- Электронная библиотека Дипломатической Академии МИД России на платформе «МегаПро» - <https://elib.dipacademy.ru/MegaPro/Web.;>
- ЭБС «Лань» - [https://e.lanbook.com/.](https://e.lanbook.com/);
- Справочно-информационная полнотекстовая база периодических изданий «East View» - <http://dlib.eastview.com.;>
- ЭБС «Университетская библиотека –online» - <http://biblioclub.ru.;>
- ЭБС «Юрайт» - <http://www.urait.ru.;>
- ЭБС «Book.ru» - [https://www.book.ru/.](https://www.book.ru/.;);
- ЭБС «Znaniy.com» - [http://znaniy.com/.](http://znaniy.com/.;);
- ЭБС «IPRbooks» - [http://www.iprbookshop.ru/.](http://www.iprbookshop.ru/.;);
- 7-Zip (свободный файловый архиватор с высокой степенью сжатия данных) (отечественное ПО);
- AIMP Бесплатный аудио проигрыватель (лицензия бесплатного программного обеспечения) (отечественное ПО);
- Foxit Reader (Бесплатное прикладное программное обеспечение для просмотра электронных документов в стандарте PDF (лицензия бесплатного программного обеспечения);
- Система видеоконференц связи BigBlueButton (<https://bbb.dipacademy.ru>) (свободно распространяемое программное обеспечение), KontrolTalk

<https://dipacademy.ktalk.ru>

Каждый обучающийся в течение всего обучения обеспечивается индивидуальным неограниченным доступом к электронно-библиотечной системе и электронной информационно-образовательной среде.

#### **8. Описание материально–технической базы, необходимой для осуществления образовательного процесса по дисциплине «Иностранный язык профессиональной деятельности» (английский)**

Дисциплина «*Иностранный язык профессиональной деятельности*» (английский) обеспечена: учебной аудиторией для проведения занятий лекционного и семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, оборудованной учебной мебелью и техническими средствами обучения, служащими для представления учебной информации, мультимедийными средствами обучения для демонстрации лекций-презентаций, набором демонстрационного оборудования.

Учебные аудитории соответствуют действующим противопожарным правилам и нормам, укомплектованы учебной мебелью.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой, обеспечивающей доступ к сети Интернет и электронной информационно-образовательной среде Академии.

**Обновление рабочей программы дисциплины «Иностранный язык профессиональной деятельности» (английский)**

Наименование раздела рабочей программы дисциплины (модуля), в который внесены изменения

(измененное содержание раздела)

Наименование раздела рабочей программы дисциплины (модуля), в который внесены изменения

(измененное содержание раздела)

Наименование раздела рабочей программы дисциплины (модуля), в который внесены изменения

(измененное содержание раздела)

Рабочая программа дисциплины (модуля):  
обновлена, рассмотрена и одобрена на 20\_\_\_/\_\_\_ учебный год на заседании кафедры  
\_\_\_\_\_ от \_\_\_\_\_ 20\_\_\_ г., протокол № \_\_\_\_\_

Приложение к РПД

**Федеральное государственное бюджетное образовательное  
учреждение высшего образования  
«Дипломатическая академия Министерства иностранных дел  
Российской Федерации»**

**ФОНД  
ОЦЕНОЧНЫХ СРЕДСТВ**

**для проведения текущего контроля и промежуточной аттестации по  
дисциплине  
«Иностранный язык профессиональной деятельности» (английский)**

Направление подготовки: 42.03.02 Журналистика

Направленность (профиль) подготовки: Международная журналистика

Формы обучения: очная

Квалификация выпускника: бакалавр

Москва



## **1. Область применения, цели и задачи фонда оценочных средств**

Фонд оценочных средств (ФОС) является неотъемлемой частью рабочей программы дисциплины «Иностранный язык профессиональной деятельности» и предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу данной дисциплины.

**Цель фонда оценочных средств по дисциплине** (далее ФОС) - установление соответствия уровня сформированности компетенций обучающегося, определенных в ФГОС ВО по соответствующему направлению подготовки и ОПОП ВО.

### **Задачи ФОС:**

- контроль и управление достижением целей реализации ОПОП, определенных в виде набора компетенций выпускников;
- оценка достижений обучающихся в процессе изучения дисциплины с выделением положительных/отрицательных;
- контроль и управление процессом приобретения обучающимися необходимых знаний, умений, навыков, определенных в ФГОС ВО и ОПОП ВО;
- обеспечение соответствия результатов обучения задачам будущей профессиональной деятельности через совершенствование традиционных и внедрение инновационных методов обучения в образовательный процесс Академии Рабочей программой дисциплины «Иностранный язык профессиональной деятельности» (английский) предусмотрено формирование следующих компетенций: УК 4 (УК 4.1, УК 4.2, УК 4.3, УК 4.4).

## **2. Показатели и критерии оценивания контролируемой компетенции на различных этапах формирования, описание шкал оценивания**

Применение оценочных средств на этапах формирования компетенций

Код и наименование формируемой компетенции	Код и формулировка индикатора достижения формируемой компетенции	Результаты обучения	Наименование контролируемых разделов и тем дисциплины	Наименование оценочного средства	
				контрольная точка текущего контроля	промежуточная аттестация
<p>УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и английском языке</p>	<p>УК 4.1. Выбирает на государственном языке РФ и иностранном языке коммуникативно приемлемые стиль и средства взаимодействия в общении с деловыми партнерами.</p>	<p>Знает нормы устной речи, принятые в профессиональной среде. Умеет выбирать стиль общения на государственном языке РФ и иностранном языке применительно к ситуации взаимодействия. Владеет иностранным языком на уровне, необходимо и достаточно для общения в профессиональной среде.</p>	<p>Названия тем представлены в разделе 4 РПД Содержание дисциплины, структурированное по темам (разделам) с указанием количества академических часов и видов учебных</p>	<p><b>Контрольная работа по иностранному языку</b> <i>(2- в семестр для дисциплин по иностранным языкам с Ведомостью)</i></p>	<p><b>2,4 семестры зачет в устной форме;</b> <b>1,3,5-8 семестры экзамен в письменной форме; экзамен в устной форме</b></p>

	<p>УК 4.2. Ведет деловую переписку на государственном языке РФ и иностранном языке.</p>	<p>Знает нормы письменной речи, принятые в профессиональной среде. Умеет вести деловую переписку на государственном языке РФ и/или иностранном языке.</p>	занятий		
	<p>УК 4.3. Использует диалог для сотрудничества в социальной и профессиональной сферах.</p>	<p>Владеет жанрами устной и письменной речи в профессиональной сфере. Умеет выстраивать монолог, вести диалог и полилог с соблюдением норм речевого этикета, аргументировано отстаивать свои позиции и идеи.</p>			

	<p>УК 4.4. Умеет выполнять перевод профессиональных текстов с иностранного государственного языка РФ и государственного языка РФ на иностранный.</p>	<p>Владеет жанрами устной и письменной речи в профессиональной сфере. Умеет выполнять корректный устный и письменный перевод с иностранного языка на государственный язык РФ и государственного языка РФ на иностранный язык профессиональных текстов.</p>			
--	--	--	--	--	--

### **3. Контрольные задания и материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности (индикаторов достижения компетенций), характеризующих результаты обучения в процессе освоения дисциплины и методические материалы, определяющие процедуры оценивания**

#### **3.1. Оценочные средства для проведения текущего контроля**

Текущий контроль по дисциплине проводится 2 раза за период освоения дисциплины с 1 по 7 семестр и 1 раз в 8 семестре. В качестве оценочного средства для проведения текущего контроля успеваемости по дисциплине используется: контрольная работа (грамматический, лексический тест).

#### **Контрольная работа 1**

Дисциплина: «Иностранный язык профессиональной деятельности» (английский)

Направление: Международная журналистика

#### **1. Choose the correct word to fill the gap:**

1. Opposition groups described the controversial visit as \_\_\_\_\_ of recent government measures, which they claim deny basic human rights.

A - an allowance                      B - a confirmation                      C - a condonation

2. The applicants claim this requirement breaches the right against self- \_\_\_\_\_ and thereby their right to a fair trial under the European Convention on Human Rights.

A – incrimination                      B – accusation                      C - attribution

3. Many on the left oppose immigration controls as undermining the fundamental right to the freedom of \_\_\_\_\_.

A – motion                      B – activity                      C - movement

4. South Africa has released new rules on black economic \_\_\_\_\_, saying more people will now benefit.

A – dispensation                      B – empowerment                      C - endorsement

5. The court declared that testing employees or prospective employees for HIV without consent constituted an invasion of \_\_\_\_\_ and was unlawful.

A – privacy                      B – privity                      C - secrecy

6. Persecution of individuals for the peaceful expression of political views is \_\_\_\_\_ internationally recognized norms of human rights.

A - dissonant to

B - incongruous with

C - inconsistent with

7. The leader of the opposition said that the Prime Minister's statements were in conflict with international \_\_\_\_\_ and conventions.

A – charts

B – charters

C - chattels

8. Certain confidential information can be \_\_\_\_\_ from public access to protect human rights.

A – restricted

B – restrained

C - reserved

9. The commissioners found him guilty of \_\_\_\_\_ violations of human rights.

A – grotesque

B – gross

C - grand

10. The comments will be seen as a direct rebuff to Mr Deckblatt, who recently criticised a High Court's ruling on a key \_\_\_\_\_ case.

A – sanctuary

B – asylum

C - refuge

## 2. Fill in the gaps with correct prepositions and adverbs:

Indirect peace talks ..... Israel and the Palestinians are finally ..... way ..... months of political deadlock. The first round of talks ended ..... the US confirming that special envoy George Mitchell will return ..... the region next week. The US urged both sides to keep up the effort ..... Mr Mitchell met the Palestinian president ..... Sunday. Mr. Mitchell will now shuttle between the two sides, with hopes that direct talks can start ..... four months. The United States warned both sides not to undermine the peace effort. The start of indirect talks ..... March was halted ..... a row ..... the building of new Israeli homes .... East Jerusalem. Palestinians broke off direct peace talks after Israel launched a military offensive on Gaza in late 2008.

### Контрольная работа 2

Направление: Международная журналистика

## 1. Open the brackets using the correct form of the given verbs:

The US secretary of state \_\_\_\_\_ (to travel) to Iraq to show US support for the Iraqi government while tensions with Iran \_\_\_\_\_ (to rise).

With the Iranian foreign minister due in Moscow this week, the US \_\_\_\_\_ (to concern) recently by reports that Iran's president \_\_\_\_\_ (to be to announce) on Wednesday a partial retreat from the nuclear deal agreed in 2015.

The Iranian leadership \_\_\_\_\_ (to feel) under pressure to respond to a refusal by the US to extend sanctions waivers and its imposition of secondary sanctions on any European companies that seek to trade with Iran. The US \_\_\_\_\_ (to declare) the Iranian Revolutionary Guards a terrorist group and (to announce) the dispatching of an aircraft carrier and bomber taskforce to the Middle East.

The US said this week that it \_\_\_\_\_ (to rush) an aircraft carrier group to the Middle East to deter any Iranian attack. US officials said there \_\_\_\_\_ (to be) indications Iran \_\_\_\_\_ (to plan) to retaliate for the sanctions, although the threat information \_\_\_\_\_ (to remain) vague.

### **1. Translate into Russian in writing:**

#### **Donald Trump's peace conference will fail, Palestinians say**

Peace effort that ignore Palestinian political aspirations will fail, senior Palestinian officials have said, after the Trump administration announced an economic conference will take place next month as the first step of its long-awaited Middle East peace plan.

Washington said on Sunday that Bahrain had agreed to host a "Peace to Prosperity" workshop to discuss the potential economic incentives of its still-undisclosed plan.

The Palestinian prime minister, Mohammad Shtayyeh, said his government was not informed of the investment conference in advance." The cabinet wasn't consulted about the reported workshop – neither over the content, nor the outcome, nor timing," he said at a ministerial meeting.

### **Контрольная работа 3**

Направление: Международная журналистика

What is a creative lead?

- A. The main idea of a feature story
- B. A piece of information that attracts and keeps the reader interested
- C. A point in the story where the reader loses interest
- D. The angle of a story

#### **Correct Answer**

- B. A piece of information that attracts and keeps the reader interested

#### **Explanation**

A creative lead refers to a piece of information that captures the attention of the reader and maintains their interest throughout the story. It is the hook or opening statement that grabs the reader's attention and entices them to continue reading. The creative lead is crucial in engaging the

reader and setting the tone for the rest of the story, making it an essential element in effective storytelling.

2. What is soft news?

- A. News that's based on opinions, not facts
- B. News that's entertaining or interesting
- C. News that's circulated on the Internet, not on paper
- D. Advice columns

**Correct Answer**

B. News that's entertaining or interesting

**Explanation**

Soft news refers to news that is entertaining or interesting rather than being hard-hitting or serious. It often includes human interest stories, celebrity gossip, lifestyle articles, and other light-hearted topics. Soft news is designed to engage and entertain readers rather than providing them with in-depth information or analysis. It is commonly found in magazines, tabloids, and online platforms, and it aims to capture the reader's attention through engaging storytelling and relatable content.

3. What is hard news?

- A. News that covers hard to understand topics
- B. News that's based on opinions, not facts
- C. News that affects an entire group of people
- D. The only kind of news there is

**Correct Answer**

C. News that affects an entire group of people

**Explanation**

Hard news refers to news that has a significant impact on a large group of people. It is not limited to covering hard to understand topics or being based on opinions. Instead, hard news focuses on reporting facts and events that are of public interest and have the potential to affect a wide audience. This type of news often includes topics such as politics, economics, disasters, and major social issues.

4. What do profile stories focus on?

- A. group's behavior
- B. An individual
- C. Celebrity interviews on
- D. Current events

**Correct Answer**

B. An individual

**Explanation**



Profile stories focus on an individual. These types of stories delve into the life, background, experiences, and achievements of a specific person. They aim to provide a comprehensive and in-depth understanding of the individual's personality, character, and impact on society. Profile stories often highlight the unique qualities, struggles, and successes of the individual, offering readers or viewers a closer look into their life and accomplishments.

5. What is meant by the balance in a news story?

- A. Getting a lawyer's opinion before writing an article.
- B. Having several authors write a story.
- C. Covering all sides of an issue as fairly as possible.
- D. Giving the same amount of space to every paragraph.

**Correct Answer**

- C. Covering all sides of an issue as fairly as possible.

**Explanation**

The balance in a news story refers to the practice of covering all sides of an issue as fairly as possible. This means presenting multiple perspectives, including different opinions, viewpoints, and arguments, in order to provide a comprehensive and unbiased account of the topic being reported. By doing so, journalists aim to ensure that the news story is fair, accurate, and informative for the readers or viewers. It is important for news organizations to maintain balance in their reporting to uphold journalistic ethics and provide a well-rounded understanding of the subject matter.

Rate this question:

6. Your choice of a source should depend on\_\_\_\_\_.

- A. The source's popularity
- B. The source's expertise
- C. The source's availability
- D. The source's height and weight

**Correct Answer**

- B. The source's expertise

**Explanation**

When choosing a source, it is important to consider the source's expertise. This means that the source should have knowledge and experience in the subject matter being discussed. An expert source is more likely to provide accurate and reliable information compared to a source with limited knowledge or expertise. Therefore, considering the source's expertise is crucial in ensuring the credibility and quality of the information obtained.

7.

What is an editorial?

- A. An opinion piece published on a special page
- B. The process when an editor works with an unfinished story

- C. A part of the writing process
- D. The job that reporter's get when they are promoted

**Correct Answer**

- A. An opinion piece published on a special page

**Explanation**

An editorial is an opinion piece that is published on a special page. It is a form of journalism that allows the author to express their personal views and perspectives on a particular topic or issue. Editorials are typically written by experts or individuals with knowledge and experience in a specific field. They aim to persuade or inform readers about a certain subject and often provide recommendations or suggestions for action. The special page refers to a dedicated section in a newspaper or magazine where editorials are prominently featured.

8. What is libel?

- A. Publishing a false statement that damages someone's reputation
- B. A tendency to do something
- C. Publishing private information about a person
- D. Use of outside editors

**Correct Answer**

- A. Publishing a false statement that damages someone's reputation

**Explanation**

Libel refers to the act of publishing a false statement that harms someone's reputation. This can include spreading false information about someone that can negatively impact their public image or standing in society. It typically involves written or printed material that is distributed to the public, such as newspaper articles or online posts. Libel is a form of defamation and can result in legal consequences for the person responsible for spreading the false information.

9. What is defamation?

- A. Publishing unflattering information about someone
- B. An invasion of privacy
- C. A clearly labeled personal opinion
- D. An untruthful accusation that lowers someone's reputation

**Correct Answer**

- D. An untruthful accusation that lowers someone's reputation

**Explanation**

Defamation refers to making false statements or accusations about someone that harm their reputation. It involves spreading untruthful information about an individual, which can lead to damage to their character or standing in the eyes of others. This can be done through various means such as spoken or written words, gestures, or even through online platforms. Defamation is considered a civil offense and can result in legal consequences for the person responsible for making the false accusations.

10. Freedom of the press in the U.S. is \_\_\_\_\_.

- A. Unlimited
- B. Limited only for school-sponsored journalism
- C. Governed by the Associated Press
- D. Guaranteed by the First Amendment of the Constitution

**Correct Answer**

- D. Guaranteed by the First Amendment of the Constitution

**Explanation**

The correct answer is guaranteed by the First Amendment of the Constitution. The First Amendment of the U.S. Constitution protects the freedom of the press, ensuring that the government cannot interfere with or control the press. This allows journalists and media organizations to report news and express their opinions without censorship or fear of retribution.

11. What is Journalism?

- A. The study of writing in journals
- B. A hard thing to do
- C. The reporting and publishing of the news
- D. An American business practice

**Correct Answer**

- C. The reporting and publishing of the news

**Explanation**

Journalism refers to the process of gathering, investigating, and presenting news and information to the public. It involves the activities of reporting, writing, editing, and publishing news stories through various media outlets such as newspapers, magazines, television, radio, and online platforms. Journalism plays a crucial role in keeping the public informed about current events, holding those in power accountable, and providing a platform for different voices and perspectives to be heard.

12. Who is a reporter?

- A. A good writer that happens to be popular with the public
- B. A person who writes research papers about any topic
- C. A person who interviews sources, writes copy, and is published
- D. Anyone who can publish his writing online

**Correct Answer**

- C. A person who interviews sources, writes copy, and is published

**Explanation**

A reporter is a person who interviews sources, writes copy, and is published. This role involves conducting interviews with individuals or organizations to gather information, writing articles or news stories based on the collected information, and having these articles published in newspapers,

magazines, or online platforms. It requires the skills of interviewing, researching, and writing in order to effectively communicate news and information to the public.

13. What makes a story “newsworthy”?

- A. The story has to be about a topic that appeals to the public interest.
- B. The story has to be published.
- C. The story has to have balanced sources.
- D. The story has to be about a celebrity.

**Correct Answer**

- A. The story has to be about a topic that appeals to the public interest.

**Explanation**

A story is considered "newsworthy" when it is about a topic that captures the attention and interest of the public. This means that the story should be relevant and significant to the audience, addressing issues or events that impact their lives or evoke their curiosity. The story should have the potential to inform, educate, or entertain the public, making it worth publishing and sharing.

14. What is a source?

- A. A published news source, such as the Chicago Tribune
- B. A person that a reporter interviews for his story
- C. A reporter resource that lists all of the rules of writing
- D. A published online news source, such as austintalks.org

**Correct Answer**

- B. A person that a reporter interviews for his story

**Explanation**

A source refers to a person that a reporter interviews for their story. Reporters often rely on interviewing individuals who have firsthand knowledge or expertise on a particular topic to gather information and quotes for their news articles. These sources provide valuable insights and perspectives that help reporters present a well-rounded and informative story to their readers.

**Контрольная работа 4**

Направление: Международная журналистика

Questions and Answers

1.

Which of the following best describes journalism?

- A. It is a field of study which involves gathering and delivering information to the public.
- B. A field of mass communication which is aimed at providing the citizens with information which will make them free and self-governing.

C.The study of creating news articles and opinion articles that shall form an informed citizenry.

D.None of the above.

**Correct Answer**

B. A field of mass communication which is aimed at providing the citizens with information which will make them free and self-governing.

**Explanation**

Journalism is a field of mass communication that aims to provide citizens with information that empowers them to be free and self-governing. This answer accurately reflects the purpose and goal of journalism, which is to inform the public and enable them to make informed decisions in a democratic society.

2. Which of the following is NOT an element of news?

A Timeliness

B. Impact

C. Oddity

D. None of the above

**Correct Answer**

D. None of the above

**Explanation**

The question asks for an element of news that is NOT listed among the options. The options provided are timeliness, impact, and oddity. All three of these are commonly recognized elements of news. Therefore, "none of the above" is the correct answer, as it suggests that all the options listed are elements of news.

3. News writing differs in approach with opinion writing.

A.True

B. False

Correct Answer

A. True

**Explanation**

News writing and opinion writing are two distinct forms of writing that require different approaches. News writing focuses on reporting facts and presenting information objectively, while opinion writing involves expressing personal viewpoints and subjective analysis. Therefore, it is true that news writing differs in approach from opinion writing.

4. This is the most important part of the frontpage, after the name of the newspaper.

A. Hammer headline

B. Fold

C. Ears

D.Banner headline

**Correct Answer**

D. Banner headline

Explanation

The given correct answer is "Banner headline". A banner headline refers to the headline that appears at the top of the front page of a newspaper. It is considered the most important part of the front page as it grabs the reader's attention and provides a brief summary of the main news story. It is usually larger and more prominent than other headlines on the page.

5. The newspaper's soul.

A. News

B. Editorial

C. Column

D. Feature

**Correct Answer**

B. Editorial

Explanation

The correct answer is "Editorial" because an editorial is a section in a newspaper that represents the opinion of the publication's editorial board. It typically contains articles written by the newspaper's staff or guest contributors, expressing their views on current events, politics, or other relevant topics. This section allows the newspaper to voice its stance and influence public opinion on various issues.

6. The newspaper's breather

A. News

B. Editorial

C. Column

D. Feature

**Correct Answer**

D. Feature

Explanation

The correct answer is "Feature". A feature in a newspaper refers to a special article or section that covers a specific topic in depth. It usually focuses on human interest stories, lifestyle, entertainment, or other non-news topics. Features are often longer and more detailed than regular news articles and provide a break from the hard news stories.

7. Which of the following are principles that govern opinion writing?

A. Accuracy and Balance

B. Accuracy and Fairness

C. Balance and Research

D. Fairness and Research

### **Correct Answer**

B. Accuracy and Fairness

#### Explanation

The principles that govern opinion writing are accuracy and fairness. Accuracy ensures that the information presented is correct and factual, while fairness ensures that multiple perspectives are considered and represented objectively. In opinion writing, it is important to provide accurate information and present a balanced view that is fair to all parties involved. This helps to maintain credibility and promote a well-rounded and informed discussion.

8.

Feature articles can be written in any form or structure.

A. True

B. False

### **Correct Answer**

A. True

#### Explanation

Feature articles can be written in any form or structure, meaning that there are no specific rules or guidelines that dictate how they should be organized or presented. This allows writers to be creative and flexible in their approach, tailoring the structure to best suit the content and purpose of the article. Whether it's a narrative, descriptive, or persuasive style, feature articles offer the freedom to experiment with different forms and structures to engage and captivate readers.

9. A feature article may do any of the following except

A. Entertain

B. Inform

C. Educate

D. Persuade

Correct Answer

D. Persuade

#### Explanation

A feature article may entertain, inform, educate, and even inspire the readers, but its main purpose is not to persuade. While persuasive writing aims to convince the audience to adopt a particular viewpoint or take a specific action, feature articles typically provide information, tell stories, or explore a topic in an engaging and informative way. Therefore, persuading the readers is not a typical objective of a feature article.

10. Which of the following will best describe news?

A. News is an account of recent events which are significant and interesting.

B. News is a record of recent events written in the newspaper.

C. News is a record events which are timely and interesting.

D. Aimed at informing the public, news consists of stories which are significant to the public.

## Correct Answer

A. News is an account of recent events which are significant and interesting.

### Explanation

The correct answer accurately describes news as an account of recent events that are both significant and interesting. This definition encompasses the main elements of news, which is to provide information about recent happenings that are relevant and captivating to the audience. It highlights the importance of selecting events that hold significance and appeal to the public's interest.

11. In 50 words or less, write down your expectations.

### Related Topics

Photography News Media Research Publishing

## Контрольная работа 5

Направление: Международная журналистика

Write a paragraph about ..., using newly acquired lexis and linking expressions - about 75 words. Write a concise headline above each sentence – as short as possible, using corresponding Headline English words for the underlined expressions.

.....

India's Prime Minister-elect, Narendra Modi, celebrated his overwhelming poll victory. Finish the sentences to illustrate the meanings of the words in bold. The **deck** of the article contained ...  
**Downstyle** is used mainly in ...

Fill each space with an appropriate expression.

A question that tricks the interviewee into giving the answer the interviewer wants - \_\_\_\_\_  
question

Define the following words: ATTRIBUTION = ..... SCOOP = .....

...

Supply the singular form for the plural of PHENOMENA Supply the plural form for the singular of CRISIS

Use these terms in sentences to demonstrate their meaning: STRINGER

OP-ED

Use a more formal reporting verb and make other necessary changes to transform the following statements into indirect speech.

The PM SAID: "The sanctions will be lifted."

.Paraphrase these Headline English terms: TAX HIKE AID PLEDGE

.Use phonetic symbols or the closest Latin letters to transcribe the correct pronunciation: Peace Corp [.....] tax haven [.....]

1. You are preparing to do a restaurant review of a new establishment in town. You:



A. Call the restaurant management and let them know that you are going to be dining there. You could shore up your review with an interview, and journalists must always reveal their identity to sources.

B. Dine at the restaurant without alerting management. You would not want to get special treatment before your review runs in the newspaper.

**Correct Answer**

B. Dine at the restaurant without alerting management. You would not want to get special treatment before your review runs in the newspaper.

2. You are a new member of your high school newspaper and have been instructed to clean up your Facebook profile to avoid the appearance of biases. One of the topics on your profile lists you as a catholic. You:

A. Take the listing down. The newspaper often reports on religious issues and your affiliation could jeopardize its neutrality.

B. Keep the listing up. Sharing your religious beliefs is important to you and doesn't interfere with your duties at the newspaper.

**Correct Answer**

B. Keep the listing up. Sharing your religious beliefs is important to you and doesn't interfere with your duties at the newspaper.

You just finished an interview with a new source and then received an email saying that the source has tried to add you as a friend on Facebook. You:

A. Accept. Your publication has no right telling you whom you can be friends with.

B. Decline. You explain to the source that such a friendship could create the perception of bias.

**Correct Answer**

B. Decline. You explain to the source that such a friendship could create the perception of bias.

4. You are taking pictures of a rally near your high school with a large police presence. The protest turns violent, however, and protesters begin throwing rocks at police officers. One of the officers approaches you asking for your camera so that authorities can begin investigating who started the riot. You:

A. Refuse. The newspaper is not an arm of the government, and it is not your job to help law enforcement.

B. Agree. It is your duty as a citizen to help police investigate criminal activity. Your camera might have important information that could bring a dangerous person to justice.

**Correct Answer**

A. Refuse. The newspaper is not an arm of the government, and it is not your job to help law enforcement.

5. A source tells you that she has pertinent information about an ongoing scandal at your school, but she wants to go "off the record" before she tells you details. You:

- A. Agree to go “off the record.” The source says she has pertinent information and you doubt that you can retrieve the information elsewhere. You will be sure to print the information anonymously.
- B. Decline the information. “Off the record” talk usually brings with it all sorts of legal problems.

**Correct Answer**

B. Decline the information. “Off the record” talk usually brings with it all sorts of legal problems.

6. After an interview with a representative from student council, your source starts panicking because he realizes that all student council communications are supposed to go through the organization's public relations liaison. You:

- A. Find a polite way to say “tough luck.” The source knew you were a reporter and that you were working on a story.
- B. Compromise with the source by saying you will e-mail the quotes to the public relations liaison to look over prior to publication.

**Correct Answer**

A. Find a polite way to say “tough luck.” The source knew you were a reporter and that you were working on a story.

7. An advertiser has approached your advertising staff about running an ad on the front page of the newspaper, and as the final authority on all content in the paper, the decision falls to you as editor-in-chief. You:

- A. Allow it. You can charge extra for the premium placement and use those funds to help support other endeavors for the newspaper staff.
- B. Deny it. The front page of the newspaper should be reserved for editorial content alone.

**Correct Answer**

B. Deny it. The front page of the newspaper should be reserved for editorial content alone.

8. You need a photograph of a senior you are profiling in the newspaper, and you notice that he has his professionally shot senior photographs posted on his Facebook page. You:

- A. Ask the student for permission and, if granted, use the photo in your publication.
- B. Avoid using the photograph.

**Correct Answer**

B. Avoid using the photograph.

9. While trying to transcribe the audio from an interview with a source, you accidentally erase your recording. You call your source to schedule another interview, but she says that she won't have time before your deadline and that you should, "Just use quotes from your memory." You indeed have a good memory of the interview, so you:

- A. Leave the source out of your story. B.

Agree to make up the quotes based on your memory, but insist that the source look them over before publishing them.

## Correct Answer

- A. Leave the source out of your story.

### Контрольная работа 6

Направление: Международная журналистика

#### Test Your Knowledge

1. Volkswagon is only having trouble with one of there new models.

Click to expand

Volkswagen (spelling) is having trouble with only (adverb placement) one of its (a company is an "it," not a "they") new models.

2. The grand marshal gave his council to whoever sought it.

The grand marshal gave his counsel (spelling) to whoever (this is the subject of the verb "sought," so it needs to stay "whoever") sought it.

3. Only one of the people who work in the lab is a vetinarian.

Only one of the people who work in the laboratory (spell out on first reference; thereafter, "lab" is fine) is a veterinarian (spelling).

4. He claimed he knows a star athalete who will sign with the school.

He said ("said" is neutral and always the best choice in journalism) he knew (sequence of tenses) a star athlete (spelling) who would (sequence of tenses) sign with the school.

5. He felt bad due to the unhygenic accomodations.

He felt bad because of ("because of" was previously preferred in constructions like this one, but few people know that anymore and so won't be distressed by "due to") the unhygienic (spelling) accommodations (spelling).

6. He looks like he can pitch real good.

He looks as if he can pitch well (use an adverb, not an adjective, here).

7. Travelling acrost the U.S., it's vastness effected her.

Traveling (one "L" is the preferred U.S. spelling) across (spelling) the United States, she ("she" was the one traveling, so "she" needs to be the subject of the main clause to avoid a dangling participle) was affected by its (possessive "its" takes no apostrophe) vastness.

8. Like I said, he should be like I and do like I do.

He should be like me (object) and do as ("as" is preferred over "like" in this kind of construction) I do.

9. He wanted to know if the criteria is valid.

He wanted to know whether (if it's a yes/no situation rather than a conditional, "whether" is preferred) the criterion ("criteria" is plural; "criterion" is the singular) was (sequence of tenses) valid.

10. Joe told his wife Alice he likes his mistress better than her.

Joe told his wife, Alice, (assuming Joe has but one wife, her name is an appositive that needs to be set off with commas) that he liked his mistress more (liking is a matter of quantity, so use "more" or "less," not "better" or "worse") than her.

11. The hero was presented with an historic award by the Congressman.

The hero received (an active construction is better here) a historic (use "a" when you pronounce the "h") award from the congressman (lowercase).

12. This is different than and hopefully more preferable over that.

This is different from (use "from" in most cases with "different") and hopefully (in modern usage, "hopefully" is acceptable to mean "it is hoped") preferable (spelling) to (use "to" and not "over" with "preferable") that.

13. Its easy to see the difference between she and I.

This is different from (use "from" in most cases with "different") and hopefully (in modern usage, "hopefully" is acceptable to mean "it is hoped") preferable (spelling) to (use "to" and not "over" with "preferable") that.

14. We must try and keep up with the Jones.

We must try to ("try to..." instead of "try and...") keep up with the Joneses (on

15. What kind of a woman could like those kind of men.

What kind of (no need for the indefinite article here) woman could like that kind (If "kind" is singular, the rest of the phrase needs to be also) of man? (this is a question so needs a question mark)

16. The principle reason for Lopez' dismissal was because he behaved wierd.

The principal (spelling) reason for Lopez's (form the possessive with apostrophe-s) dismissal was that ("reason" implies a cause, so "because" is unnecessary) he behaved weirdly (spelling, plus an adverb is needed here, not an adjective).

17. Neither her or him know how to play the ukalele.

Neither she nor he (these are subjects so need to be the subject pronoun forms) knows (singular verb, because we're talking about "she" or "he," not both) how to play the ukulele (spelling).

18. Have you got a recipe for a clam chowder soup which won't make me nauseous.

Do you have (preferred over "have you got") a recipe for clam chowder (chowder is soup, so "chowder soup" is redundant) that won't make me nauseated ("nauseated" once meant feeling ill and "nauseous" once meant inducing nausea, but "nauseous" has shifted in common usage to also mean feeling ill, so either is OK. Or change to "won't nauseate me.")?

### Контрольная работа 7

Направление: Международная журналистика

#### **PART 1 – GRAMMAR & SPELLING. Select the better answer.**

1. Several U.S. cities have adopted **pay parity** / **pay disparity** legislation.
2. Changes in IRS funding are most likely to **affect** / **effect** the corporate audit rate.

3. A new men's jewelry line at Tiffany & Co. will get **its / it's** own floor space in 200 stores.
4. Motorized scooter trips accounted for almost half of **eighty-four / 84** million rides in 2017 in 100 cities.
5. The National Trust for Historic Preservation **decimated / demolished** a lockhouse along the Erie Canal.
6. The Superdome will **undergo / endure** a \$450 million facelift aimed at keeping the Saints in New Orleans.
7. Newark, New Jersey, **rebuffed / rebutted** claims of lead-tainted water while distributing thousands of bottles.
8. Prosecutors violated a court order by monitoring **inmates' / inmates** communications with their attorneys.
9. The makers of OxyContin **provides / provide** proprietary data to research on causes of drug addiction.
10. **Protesters / Protestors** blockaded the route to construction of a telescope on Mauna Kea in Hawaii.

**PART 2 – DIGITAL LITERACY. Select the best answer.** 1. What is the primary purpose of data encryption?

- a. to keep websites from crashing b. to protect a user's private information
2. Google is retraining its \_\_\_\_\_ algorithm to wipe out bias against words like gay, lesbian and transgender.
3. Which is largest? a. gigabyte b. megabyte c. terabyte
4. Conversion rate is the percentage of visitors to a website that complete a desired action on the site. True False
5. Reasons to create a mobile website instead of an app.  
a. it is instantly accessible b. it is easy to upgrade c. it can act like an app d. all of the above
6. A website created with responsive design will \_\_\_\_\_ the display to a variety of devices, windows and screen sizes.
7. Wi-Fi is a technology that  
a. splits broadband frequencies into channels b. uses radio waves to provide network connectivity
8. A URL is  
a. the name of the website b. Uniform Resource Locator c. both d. neither
9. SEO stands for

---

---

## 10. How are cookies used?

- a. They track a computer user's interaction with a website
- b. They are designed to spread malware
- c. They are templates for web designers

### Контрольная работа 8

Направление: Международная журналистика

## Data visualization

Last Name	First Name	Commission Date	Birth State	Gender	Race or Ethnicity	U.S. District Court for . . .	Appointing President
Biotte	Andre	2014	NJ	Male	African American	the Central District of California	Barack Obama
Brodie	Margo	2012	Antigua	Female	African American	the Eastern District of New York	Barack Obama
Childs	Julianna	2010	MI	Female	African American	the District of South Carolina	Barack Obama
Blakey	John	2014	IN	Male	White	the Northern District of Illinois	Barack Obama
Brann	Matthew	2012	NY	Male	White	the Middle District of Pennsylvania	Barack Obama
Bruce	Colin	2013	IL	Male	White	the Central District of Illinois	Barack Obama
Feinerman	Gary	2010	IL	Male	White	the Northern District of Illinois	Barack Obama
Mazzant	Amos	2014	PA	Male	White	the Eastern District of Texas	Barack Obama
Jordan	Sean	2019	NY	Male	White	the Eastern District of Texas	Donald J. Trump
Dow	Robert	2007	WI	Male	White	the Northern District of Illinois	George W. Bush
Hardiman	Thomas	2003	MA	Male	White	the Western District of Pennsylvania	George W. Bush
Laplante	Joseph	2007	NH	Male	White	the District of New Hampshire	George W. Bush
Crane	Randy	2002	TX	Male	Hispanic	the Southern District of Texas	George W. Bush
Gelpí	Gustavo	2006	Puerto Rico	Male	Hispanic	the District of Puerto Rico	George W. Bush
Howard	Marcia	2007	FL	Female	Hispanic	the Middle District of Florida	George W. Bush
Nguyen	Jacqueline	2009	Vietnam	Female	Asian American	the Central District of California	Barack Obama
Bennett	Alfred	2015	TX	Male	African American	the Southern District of Texas	Barack Obama
Bolden	Victor	2014	NY	Male	African American	the District of Connecticut	Barack Obama
Hanks	George	2015	LA	Male	African American	the Southern District of Texas	Barack Obama
Logan	Steven	2014	WA	Male	African American	the District of Arizona	Barack Obama
Humetewa	Diane	2014	AZ	Female	American Indian	the District of Arizona	Barack Obama

The Federal Judicial Center publishes a biographical directory of Article III federal judges. Please select as many entries as are appropriate to illustrate the sampling of data.

- a. interactive U.S. Map
- b. pie chart
- c. line graph
- d. photographs
  
- e. multimedia slideshow
- f. all of the above

Write a line crediting the source of the data.

---

Write a one-line headline for the graphic with up to 40 characters including spaces.

## Контрольная работа 9

Направление: Международная журналистика

### 1. Complete the chart

a person dealing with financial news in a newspaper; US. a person dealing with local news in a newspaper	
	an op-ed
serious important news that is considered to be of interest to many people	
	to peddle a story
an organized group of people who are trying to persuade a government or other authority to do something, for example to change a law	

### 2. Complete the situations

- 1) Some people speak of ..... and ....., while thankfully many others are persistently optimistic and not letting the recession slow their business down.
- 2) The key to writing an effective ..... story starts with the lead. You can't write the same lead every day for a story that continues over an extended period of time. Instead, you must construct a fresh lead each day, one that reflects the latest developments in the story.

### 3. Reproduce the context / situation from the book based on the use of the following expressions

развеивать распространенные мифы \_\_\_\_\_ Model: кто? journalists что? are supposed to debunk comfortable myths где? in their stories как? instead of pandering to readers' preferences for lightweight stories.

### 4. Translate

- 1) В своей авторской колонке Дэвид Брукс высказал мнение по поводу всех важных актуальных новостей.

2) Журналист должен уметь находить связи в прежде не связанных между собой фактах и историях. Здесь он не «нагло» использует в своих корыстных целях материал другого источника, а обращает внимание на небольшую деталь и исследует ее более тщательно, по-новому.

**5. You are a blogger and your blog is devoted to the problems of modern journalism. Write a problem-solving post of one paragraph (150ww) on the topic and supplement it with 2-3 hashtags. State the thesis first, argument it by giving reasons, conclude strong.**

### **Sources of Fake News**

#### **Model:**

**Тезис** There are many fake news generators **Аргумент** First, people make fake news on social media to make money by running ads. **Обоснование** Their outrageous stories, distorted images, and other weird stuff are great "clickbait" and generate profits since people can't resist and then share the unusual news. Second, ... **Вывод** Thus, you should always remember that fake news stories are a result of social media viral deception and ... . #fakenews #nofakestories #bewareoffakenews **Совет:** используйте хэштэги также и для того, чтобы продемонстрировать активный вокабуляр.

### **Контрольная работа 10**

Направление: Международная журналистика

**Read and summarise the following text**

#### **How to pitch TV news reporters**

Having a network of great news sources is absolutely essential to uncovering and conveying great stories. Reality always outshines one's imagination, and that's why getting real tips from real people often is better than what you can find yourself by digging in archives and by going through lots of reports.

But pitching a story well can be tricky.



I've put together a checklist that could help you get it right when pitching a busy TV news reporter:

1. Boil your story down to one sentence, and focus on the conflict.

Every story I've ever made could be summarized into one sentence describing the conflict. However you contact the reporter, lead with this. Say, "Would you be interested in a story on ..." and then comes your sentence. This will help the reporter immensely to understand your pitch. We call it "The Thing" and we always ask ourselves, "What's The Thing in this story?" Deliver it early in your phone call or your email.

2. Remember it's "the thing," not "your thing."

The TV reporter probably won't be interested if a company tells them that the thing is that they've expanded their business and how great that is—unless maybe it's a listed company and they're talking to an economy reporter specializing in their field. If the company is hiring people in a particular area where other companies won't, then it might be interesting.

3. Know there are two sides to every story.

No reporter with integrity will be satisfied covering only one side of a story. For every good news story out there, there's someone who really didn't want that story to come out. Who is this person in your case? Who would really hate to see this story making the evening news?

4. Be prepared to answer questions.

This might sound basic, but if the story seems interesting, the TV reporter will probably take over the lead in the discussion and start asking the relevant questions. If you want the story out, that's good for you. Just make sure you're prepared to answer the important questions instead of trying to give your prepared answers. There's usually a big difference.

5. Find the reporter you want to cover your story.

If you want a great reporter, go directly to them. They are passionate about finding their own stories, and if you pitch the desk or send out a press release, the lead will go to a news reporter who's not chasing a story. Make sure your story is exclusive; otherwise you're probably just wasting their time.

6. Have evidence.

The TV news reporter can't just be talking to you. There must be evidence, such as documents or real people's testimonials supporting your claim. If the only thing you

have is your word, it doesn't matter if the reporter believes you or not. It's the reporter's job to do some digging, but it's in your best interest to at least point in the right direction.

7. Remember that television is a visual storytelling medium.

Printed news always starts with the most important at the top of the article and then they work themselves downward. This is why it's so easy to quickly scan newspapers and still get a good a idea. TV news doesn't work that way. We're more into visual storytelling, so help the reporter by suggesting visuals for the story.

### Контрольная работа 11

Направление: Международная журналистика

#### **1. Write suitable terms to the definitions below**

	norms which have existed for a long time
	the amount of prestige or social standing that a person has in a particular social position
	the expected and acceptable behaviour of those people who occupy a particular status
	a complete list of all members of the population
	the way in which the presence or behaviour of the interviewer may influence in some way the answers given by the respondent
	a person's opportunities for success or failure in all aspects of life
	Movement between layers in society

#### **2. Define the following terms**

Freelancer

Validity

Occupational scales

**3. State the difference between the following terms**

**Norms**

**Values**

Social control

Sanctions

Cross-sectional surveys

Longitudinal studies

Population

Sample

Race

Ethnicity

Ascription

Achievement

Power

Prestige

Embourgeoisement

proletarianization

Birth rate

Fertility rate

**4. What are the following systems of stratification based on? (e.g. race, religion, property ownership etc.)**

caste
feudal estates
slavery

<b>apartheid</b>
<b>social class</b>

**5. Choose the correct alternative:**

1. Which of the following belongs to random sampling techniques:  
a. cluster sampling      b. systematic sampling      c. quota sampling  
d. snowball sampling
2. Which of the following are sources of primary data?  
a. census      b. personal diaries      c. official statistics      d. questionnaires
3. Which of method is most likely to cause interviewer bias:  
a. postal questionnaires      b. unstructured interview      c. structured interview  
d. pre-coded questionnaire
4. In which system is it not possible to change your stratum within your lifetime:  
a. feudalism      b. slavery      c. class      d. caste
5. Which of the following does NOT determine your position within the class system:  
a. gender      b. education      c. occupation      d. income
6. Meritocracy means that people may be promoted thanks to their:  
a. income      b. status      c. achievements      d. social background
7. Population is shrinking in all countries listed here EXCEPT:  
a. Italy      b. Germany      c. the USA      d. Japan
8. The baby boom in America took place  
a. after the Second World War      b. after the Great Depression  
c. after the First World War      d. in the 1960s
9. What is the reason for people taking early retirement in the USA?  
a. they want to have a rest and enjoy life      b. to start a second career  
c. they are fired by their employers      c. they are disillusioned with work
10. Formal negative sanctions do NOT include:

a. ostracism b. imprisonment c. fines d. losing your job

11. Which of the following people may be considered sociologists?

a. Max Weber b. Mary Wollstonecraft c. Emile Durkheim d. August Comte

e. Robert Nisbet f. Henri Saint-Simon g. Immanuel Kant h. John Locke

12. Sociologists are 'in debate with the ghost of Marx' because:

a. they reject communism b. his theories are not scientific  
c. he developed a well-grounded theory c. he considered sociology to be no science

13. Which country is doing better in terms of integrating immigrants:

a. Japan b. The USA c. Germany d. France e. Korea

14. Right-wing parties are traditionally:

a. xenophobic b. xenophilic c. xenobiotic d. xenogamous

15. The synonym to trade union is:

a. industry union b. labour union c. market union d. commercial union

**6. Write a paragraph about the current demographic trends in Europe and the reasons behind them**

**Контрольная работа 12**

Направление: Международная журналистика

**1. You are going to read a newspaper article. Seven paragraphs have been removed from the article. Choose from paragraphs A-H the one which fits gap (1-7). There is one extra paragraph which you do not need to use.**

**To be gripped by verbs**

**In the wrong hands a book about verbs would be tedious, but not in Steven**

**Pinker's, says Matt Ridley**

In one random sample of a million words of English text, the top 10 verbs by frequency of use were be, have, do, say, make, go, take, come, see and get. They are all irregular verbs, their past tenses being the unpredictable: was, had,

said, made, went, took, came, saw and got. In the same sample, there were 877 verbs that were used only once, words like abate and abbreviate.

**1** - \_

A book that contains facts as these must surely teeter on the cusp of tedium and pedantry. There are 348 pages in Steven Pinker's new book and they are nearly all about past tenses of verbs.

**2** - \_

Yet it is neither tedious nor pedantic. Pinker has rightly been called the only linguist who can write readable prose, and if there is anybody who can make irregular verbs ripping it is he. His purpose is to take verbs as a case history of how language is contained in the brain and explore it in depth. Gone is the broad sweep of his previous book, *How the Mind Works*. Here he has gone deliberately narrow.

**3** - \_

He first sets out why he believes this hypothesis based on rich seams of linguistic evidence. For instance, when verbs became rare, they lose their irregularity. Most modern English speakers do not know the 'true' past tenses of cleave, row, abide, chide, geld. But very common verbs can retain, through frequent use, irregular past tenses that were once derived from the rules of other languages such as the shortening of the vowel in said. (Go is so irregular it has actually stolen a past tense from wend.)

**4** - \_

He subsequently considers two alternative theories, one of which believes that irregularities in grammar are really based on deeper and more complicated rules, the other that regularities are not rules, they are just forms of association easily copied by computers. Both theories are exposed and smitten (smited?) into the wilderness of disproof.

**5** - \_

As Pinker predicts, people with damaged grammar, like those with the genetic condition Specific Language Impairment or those with 'agrammatic' strokes or Parkinson's disease, are better at retrieving the past tense of irregular verbs than regular verbs.

**6** - \_

This supports Pinker's theory that there is a fundamental difference between something that is remembered as a word and something that is generated by a rule.

7 - \_

Words are fuzzy categories and rules are sharp definitions. This is not an easy book. It demands careful reading. But it amply rewards the effort.

**A**

People with the opposite – ‘anomic’ strokes or Alzheimer’s disease – who have trouble remembering words, but who remain good at grammar, are better at regular verbs.

**B**

His occasional diversions into participles, irregular plurals, the roots of German or neuroanatomy are brief. It is no good pretending otherwise: this is a book about verbs.

**C**

The book triumphantly explains irregular verbs, but does it do more? In a tantalizing last chapter, Pinker makes the case that he is scratching at the door of a fundamental insight into the human mind thinks: its tension between fuzzy categories (why is a penguin somehow a less prototypical bird than a robin) and sharp definitions (whole numbers are either even or odd).

**D**

Finally, in a brilliant tour de force, Pinker describes the evidence from his own and others’ studies which shows that words and rules occupy different places inside the brain. According to where an injury or a genetic condition manifests itself in the brain, it can either damage vocabulary or grammar, but rarely both.

**E**

The result is a fascinating voyage of discovery Pinker starts with a hypothesis that the irregular past tenses of verbs like to be are stored in the mind as distinct words, while the regular past tenses of words like to abbreviate are generated by the mind from rules, and that this fundamental distinction between generative rules and memorized words is a fundamental feature of language without which it would not work.

**F**

In showing why he thinks the observed data are best explained by this dichotomy he covers the history of language, how language is processed by the brain, and two opposed theories of language.

**G**

The majority of these are regular verbs and 16 are prefixed regulars like bethink and forswear. Only one was an irregular root: smite. Conclusion: irregular verbs are common; rare verbs are regular.

## H

Then Pinker test his hypothesis against other languages and against the mistakes that children make in that bizarre period of their lives when they actually ‘get worse’ at language, when they start saying goed after happily using went for months.

### **2. You must answer this question. Write your answer in 300-350 words in an appropriate style.**

You have read the following extract from an article in a science magazine. The article discussed advances in science and their benefits to mankind. You decide to write an article for the same magazine, entitled Scientific breakthroughs: a double-edged sword.

The extract: “We are indeed fortunate to live in the 21st century, when new scientific discoveries bring improvements to our lives almost every day. From genetics to physics, we have much to look forward to in the near future.”

### **Write your article.**

### **3. For questions 1-6, think of one word only which can be used appropriately in all three sentences.**

1. The sudden change had not \_\_\_\_\_ easy to him, and even he found himself undecided about what to do.

Slices of bad luck never \_\_\_\_\_ singly.

What will happen when the new regulations \_\_\_\_\_ into force?

2. ‘Your \_\_\_\_\_, it wasn’t me who done it,’ the thief muttered from the dock.

They held the lunch in his \_\_\_\_\_, to show how much they respected what he had done for them.



Although he was happy to borrow enough to buy painting materials or drinks, he had his own sense of \_\_\_\_\_.

3. He told her she would have to \_\_\_\_\_ herself more if she was going to pass.

The instructions indicate how we are to \_\_\_\_\_ the mixture to the broken figurine.

These regulations no longer \_\_\_\_\_ to pupils in the upper school.

4. I thought she sounded rather \_\_\_\_\_ when she sang that high note.

Low-grade vines, situated on \_\_\_\_\_ ground, probably the most boring village in Europe.

The team managed to rebuild the car in one and a half hours \_\_\_\_\_.

5. The farmer \_\_\_\_\_ for almost four hours, trapped under a tractor.

It must surely be for Parliament to \_\_\_\_\_ down the procedures which are to be followed.

There was no reason to \_\_\_\_\_ into him like that with personal insults.

6. I had to \_\_\_\_\_ French, German and Latin at school.

\_\_\_\_\_ your medicine, it will do you good.

Can I \_\_\_\_\_ this opportunity to invite you all to a meeting next Thursday.

**4. For questions 1-8, complete the second sentence so that it has similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.**

1. We were all a bit surprised when he told us of his marriage plans.

came

His marriage \_\_\_\_\_ surprise.

2. It's a shame Miranda didn't come to the party.

turned

I wish \_\_\_\_\_ to the party.

3. I really think she should stop ignoring me in meetings.

shoulder

It's about time \_\_\_\_\_ in meetings.

4. Recently, companies have been allowing more and more employees to dress down on Fridays.

increasing

Recently, an \_\_\_\_\_ dress down on Fridays.

5. I will not hesitate to leave if I'm not paid more.

no

I will \_\_\_\_\_ if I'm not paid more.

6. Some people say that the politician lied to the Prime Minister.

alleged

The politician \_\_\_\_\_ the Prime Minister.

7. Rebecca will have problems managing to pass her exams if she doesn't work harder.

succeed

Unless Rebecca \_\_\_\_\_ her exams.

8. I never considered buying an English newspaper while I was on holiday.

occured

It occurred \_\_\_\_\_ an English newspaper while I was on holiday.

**Контрольная работа 13**

Направление: Международная журналистика

1. **You are going to read four extracts which are all concerned in some way with music. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.**

### **Piano lessons**

Even a member of that mythical species, the completely tone-deaf, could not fail to be stirred by a Joanna MacGregor performance. Simply to see her zipping around a keyboard grabbing fistfuls of notes at the behest of some unfeasible contemporary score is to watch a pianist pushing the human frame to its limits.

But even her dazzling virtuosity was not enough to wow one small boy at a recent concert she gave for kids. Like the rest of the audience, he had been cascaded with bits and bobs of pieces in every style from her vast repertoire of classical, jazz, ragtime, blues, techno, African, etc. He'd coolly watched her dive under the lid of the concert grand piano to pluck the wires – normally a sure-fire knockout for kids. Then, as she drew breath and invited questions, he piped up, 'Can you play Match of the Day?'

How many concert pianists would have been floored by a request to play the theme tune to a TV football programme? For Joanna, though, it was simply a hoot. 'In his eyes, until I played Match of the Day, I hadn't passed the test. I wasn't a proper pianist.' Needless to say, she sailed through and doubtless logged the experience for her next children's recital.

1. What does the writer suggest about Joanna's playing?
- A Her method of playing is more energetic than that of all other pianists.
  - B Her playing is such that it could be enjoyed by almost anyone.
  - C She is more at ease playing some types of music than others are.
  - D She sees herself as an entertainer rather than a musician.
2. When the little boy made the request, Joanna was
- A impressed that he was so interested in music.
  - B irritated that he wanted something so humdrum.

C amused that he questioned her ability.

D annoyed that he hadn't appreciated what she'd been doing.

### **Piano Maniac**

I am learning the Toccata from Ravel's Tombeau de Couperin. I have been learning it for six months. It is not an easy piece. Played to speed it lasts for three minutes 59 seconds. I am not playing it to speed. What my speed is I have yet to discover, as I have not yet played through all nine pages without a stop. But if I did, I suspect my speed would lag some way behind that of Francois-Joel Thiollier's recording. Next month I am playing the Toccata at a piano class – as things now stand I would as soon be tightrope walking over Niagara Falls and pausing midway to cook ham and eggs.

Why am I doing this to myself? It is because I know I am an excellent pianist. The only snag is that I don't play very well. The answer is to practice every day, and velocity will come, pulse will become as steady as breathing and my abilities will be manifest to others. I'm not 70 yet. Once I've salvaged the wreck of my adolescent technique I may yet find employment at a white baby grand in a piano bar.

3. In this text the writer is

A complaining about his lack of experience.

B explaining why he is so slow at playing the piano.

C describing his feelings about his progress.

D apologising for not practicing his playing enough.

4. In describing his experiences, the writer's tone is

A jocular.

B indignant.

C relaxed.

D cynical.

## **A Perfect Pitch**

The omens were not good. There was the name for a start – ‘The Music Paradigm’. American management gobbledegook. And the claims in the brochure: ‘a once-in-a-lifetime experience that will reveal a creative new framework for rethinking your leadership style, philosophies and effectiveness’. ‘The Music Paradigm’ is the invention of the American conductor Roger Nierenberg. His central argument is that an organization only works if the leader and the led are in harmony. He demonstrates what happens when they are in competition, with the orchestra rejecting his interpretation. Cheerlessness. He lets orchestra play with the brief for each member to show off his or her part. Cacophony. He tells the violin section to play slightly out of synch: chaos. The point: each individual must play to his or her full creative potential, yet each must bend that talent to the collective needs of the group, under a leader who is prepared to innovate but never simply dictates. Got that? It took precisely six seconds for skepticism to be blown away.

5. During the course of his music experience, the writer

A fluctuates from cynicism to boredom.

B is very critical of American methods.

C questions the needs for a new management course.

D is completely won over.

6. Nierenberg uses music to

A redefine what management is about.

B point out that practice makes perfect.

C discuss the need for innovation.

D show how to pick team players.

## **Sounding the Last Post**

Rock guitarists Mark Knopfler and Bonnie Raitt, boogie-woogie pianist Jools Holland and classical guitarist John Williams are just a few of the big names in the music business who support the Soundwood campaign – the initiative to encourage sustainable use of endangered woods in musical instrument manufacturing. It’s time for everyone to play along. The lights dim and silence falls over the auditorium. A symphony orchestra is about to perform, using instruments made from some of the rarest trees in the world. The woods used to make the instruments are a roll call for the doomed: Honduras rosewood, Macassar ebony, Sri Lankan ebony. Soundwood isn’t about bans, boycotts or the total replacement of traditional materials with modern synthetic ones. Musical instruments are made from these materials because of their high tonal quality; it advocates the wise management of forests in order to secure the future of the species that provide the crucial woods. Soundwood’s objectives include promoting plantation production and locally-run tree nurseries, fieldwork to promote sustainable management of remaining wild stock and the establishment of credible monitoring schemes.

7. In this paragraph the writer is

- A encouraging people to tell Soundwood if their instrument is made of rare wood.
- B describing what happens to instruments when the wrong wood is used.
- C asking for a change in the type of material used in instrument making.
- D trying to raise awareness of what instruments are made of.

8. What does the writer mean by ‘It’s time for everyone to play along’?

- A You should only support musicians who are members of Soundwood.
- B You should encourage everyone to be a member of Soundwood.
- C You should act in accordance with Soundwood’s principles.
- D You should play with musicians who are members of Soundwood.

**2. Write an answer to one of the questions 1-3 in this part. Write your answer in 300-350 words in an appropriate style.**

1. An arts magazine is planning to print readers' reviews of museums or galleries they have visited. Write a review for the magazine, in which you evaluate a museum, gallery or exhibition of your choice and explain why other people might or might not enjoy visiting it.

Write your review.

2. Your college director has agreed in principle to a two-day music festival taking place at your college, but he/she has asked for a detailed proposal about the event. Write a proposal for him/her, in which you outline the intended programme, state the various college resources that would be required and explain why such an event would benefit the college.

Write your proposal.

3. A student newspaper has invited its readers to contribute their views on the good and bad points of city living. You decide to write a letter giving your own opinions, based on a city that you are familiar with. In your letter, you should also suggest how city lifestyles might be improved.

Write your letter.

**3. For questions 1-10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).**

### **How do you view?**

Scientists have devised a (0) remarkable machine that tracks the remark  
movements of your eyes as you  
look at a painting. As you (1) \_\_\_\_\_ the image of a painting a scrutiny  
on a screen, your eye  
movements are monitored to (2) \_\_\_\_\_ how far a painting close  
determines the way we

look at it. The results so far are unfortunately (3) \_\_\_\_\_. They impress  
 show that when people  
 look at a painting of sailboats being thrown about on a (4) tempest  
 \_\_\_\_\_ sea, for example,  
 they look, (5) \_\_\_\_\_ you may think, first and longest at the boats. surprise  
 The most interesting finding so far is that it is (6) \_\_\_\_\_ for us problem  
 to take in the whole  
 of a painting at once. The nature of a visual perception is momentary, (7) part  
 \_\_\_\_\_, and  
 fragmentary. Our visual field is very small and precise. Look at someone's  
 face and you are  
 aware of their surroundings and dress only as blurred (8) \_\_\_\_\_ second  
 information. When we  
 contemplate a painting, we are not looking equally at all parts (9) current  
 \_\_\_\_\_. The eye-  
 tracking machine demonstrates that we look at one small area of the  
 canvas, then another, in  
 short glances, yet ultimately we connect the dots to make sense of the  
 painting, feel its total  
 (10) \_\_\_\_\_ in our mind. present

**4. For questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.**

1. It was not until the exhibition opened that they realized that some paintings were missing.

**after**

Only \_\_\_\_\_ that some paintings were missing.

2. It is rare to get good service in shops these days.

**come**

Rarely \_\_\_\_\_ good service in shops these days.

3. Responsibility for the greater incidence of crime on some large estates should lie with the government.

**held**



The government \_\_\_\_\_ for the greater incidence of crime on some large estates.

4. The first violinist decided to pay no attention to the conductor.

**decision**

The first violinist \_\_\_\_\_ of the conductor.

5. Dr Potter will definitely be appointed to the Art Gallery board, if all goes according to plan.

**bound**

The Art Gallery \_\_\_\_\_ board, if all goes according to plan.

6. I have often found that products are faulty after I've bought them.

**time**

Many's \_\_\_\_\_ faulty after I've bought them.

7. It doesn't matter how often I go to Cairo, I'm always struck by the beauty of the Pyramids.

**times**

No \_\_\_\_\_, I'm always struck by the beauty of the Pyramids.

8. Although it's quite difficult living in such a congested city as Athens, I wouldn't move for anything.

**as**

Difficult \_\_\_\_\_ in such a congested city as Athens, I wouldn't move for anything.

### **Контрольная работа 14**

Направление: Международная журналистика

**1. You are going to read part of an article about longevity. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.**

## **Only a matter of time**

### **Want to live to 100? Inheriting the right genes helps.**

When Sophie Tucker, a popular singer and vaudeville star, was asked the secret of her longevity, she replied 'keep breathing'. New research suggests that the secret may actually be more complicated. It is a matter of having the right genes. Annibale Puca, of the Howard Medical Institute in Boston, and his colleagues compared the genetic material of 137 sets of aged siblings to see if they routinely shared particular stretches of DNA. The results, just published in the Proceedings of the National Academy of Sciences, suggest that they might. Long-lived siblings frequently have a particular piece of chromosome 4 in common (i.e. all the brothers and sisters involved inherited it from the same parent). That suggests this piece of chromosome carries a gene which, when present in a particular version, helps people to live to an exceptionally old age.

Dr Puca's study is the first to scan the entire genome for such data. Having found a region of interest, though, is only a start. First, the result needs to be confirmed. Linkage studies, as these sorts of investigation are known, have a habit of evaporating under scrutiny. Second, if it is confirmed, the gene (or, possibly, genes) involved must be identified. The draft of the human genome that is now available should make that easier than it would have been a few years ago, but the chromosomal region that Dr Puca has identified still contains several hundred genes that need to be examined.

Even so, mere confirmation would be a significant advance. Researchers have known for years that longevity runs in families, but they have debated how much that is due to genetic influences, and how much to a shared environment. Supporting evidence for a genetic contribution comes from experiments on fruit flies, mice, threadworms and yeast. These show that if such creatures inherit the right genes their lifespans can be extended dramatically. Furthermore, some human genes are already known to contribute in a small way to longevity, protecting against Alzheimer's disease and heart problems.

Thomas Perls, a professor of medicine at Harvard Medical School, and one of the authors of the study, says the group has its own dose of healthy skepticism. Nevertheless, some of the authors of the study

(including Dr Perils) are not so skeptical as to miss out on the opportunity to start their own company – Centagenetix – in order to pursue the matter. One thing in favour of there being only a few genes involved, observes Dr Perls, is the rarity of centenarians: only one in 10,000 people make it. If Centagenetix find longevity genes, he says the firm will patent them.

If a few crucial longevity genes are found, they would certainly be interesting. They could form the basis for research into the cellular pathways that are important to the ageing process. That would give clues about how to slow down ageing in the wider population. Dr Perls speculates that some kinds of disease-resistant genes may be involved – for example, genes that are better at repairing DNA, or genes for metabolic processes that produce rather fewer damaging, oxygen-rich free radicals.

If Centagenetix finds the hoped-for genes there is one other issue worth considering. If exceptional longevity is conveyed by only a few genes, these could be tested for in a relatively simple fashion. Some people would then know that their risk of dying young is far lower than average. These individuals would benefit more than the average person from their pensions and less from life insurance.

Life insurance works on the basis that individuals do not know their precise risks of dying. As Steven Haberman, a professor of actuarial science at City University, in London, points out, if somebody retiring at 60 knew that he was likely to live to be 110, barring accidents, he would not want to take out life insurance and subsidise the less long-lived in society. Buying an annuity, however, would give him an income for nearly half his life. So, if there is a precise genetic marker for longevity, insurance companies need to have the same information that an individual has – or they will go bust. Yet, according to Dr Haberman, companies selling annuities take no notice of the risk of their customers living much longer than average.

Dr Perls reckons that it will take about nine months to track down the crucial gene or genes, if it or they exist. In the meantime, Ms Tucker's advice still obtains: do not hold your breath.

1. What is the writer's attitude to the research by Dr Puca in the first two paragraphs?

A He is amazed that this gene has been discovered.

- B He is pessimistic about the next stage in the experiment.
- C He is perplexed by the possibilities which arise.
- D He is worried that the research will be too time-consuming.

2. What point is exemplified by the reference to 'fruit flies, mice, threadworms and yeast'?

- A That heredity is a factor of longevity.
- B That a shared environment is key.
- C That some genes protect against disease.
- D That lifespans can be extended artificially.

3. What does the writer suggest about Centagenetix?

- A That its existence proves that the researchers are optimistic.
- B Setting up the company was the best way to find the gene or genes.
- C That it will not attract many medical scientists.
- D It is cashing in on research in an abhorrent way.

4. What are we told about longevity genes in the fourth and fifth paragraphs?

- A There is a greater likelihood of there being more than fewer longevity genes.
- B They will probably contain genes which combat disease.
- C There is a chance that research can be done on the wider population.
- D They will become the property of one scientist.

5. What 'issue' does the writer think is worth considering?

- A The implications of testing for a longevity gene.
- B A change in financial procedures.
- C The possibility of dying young.
- D The need to increase life insurance.

6. What does the writer find surprising about what Dr Haberman has to say?

A That people are continuing to take out the wrong kind of insurance.

B That insurance companies do not have access to people's health details.

C That annuity companies are not worried about long-lived customers.

D That buying life insurance subsidises the people who die young.

7. What possibility is the writer emphasizing in the phrase 'do not hold your breath'?

A that Mr Tucker is wrong

B that results might be faster than expected

C that the research might not go smoothly

D that the crucial gene probably doesn't exist

**2. Write an answer to one of the questions 1-3. Write your answer in 300-350 words in an appropriate style.**

1. An international organization is compelling a comprehensive survey of ecological initiatives around the world. You have decided to write a report on your country, evaluating the measures currently taken to protect the environment and recommending new regulations that should be implemented.

Write your report.

2. An international magazine is featuring a series of reviews on important non-fiction books. You decide to submit a review of a non-fiction book that you have personally found helpful or interesting. In your review you should explain why this book is worth reading and what can be gained from it.

Write your review.

3. You intend to spend three months working in another country as a volunteer and need to find sponsors for your trip. You decide to write a

letter to a local company, outlining your plans and requesting financial support. In your letter, you should point out the benefits such sponsorship would bring to the company.

Write your letter.

**3. For questions 1-5, read the following texts on classical books. For questions 1-4, answer with a word or short phrase. You do not need to write sentences. For question 5, write a summary according to the instructions given.**

‘When I was quite small, I would sometimes dream of a city – which was strange,

because it began even before I knew what a city was. I could even see boats in the harbour;

yet, waking, I had never seen the sea, or a boat.’ People who don’t know the book may

find these words mildly intriguing. They are the opening lines of a 45-year-old science

fiction novel *The Chrysalides*, by John Wyndham. The tale has just earned the accolade of

inclusion in a series of new modern classics. It has, of course, always seemed a classic to

most of its three generations of readers. But now, through the series, it has emerged from

1. 8 their private enthusiasms into semi-official status.

It may never again dominate the bestseller lists as it did when first published, but it will

still be a living book, swimming steadily in the trade’s top-selling 500 or 5,000 titles;

while more recent ephemeral titles fall past it down the lists.

So, what makes a book a classic? I believe it must see further than we do into human

experience and render that experience to us in the language of all our senses and faculties,

so that we can live vicariously through it. It must continue to speak to us, with increasing

resonance, as we mature during a lifetime. It should divert us, make us laugh more than

almost anything or anyone except the most intimate parent, partner, lover or friend –

1.17 and sometimes, unfortunately, more than some of these.

1. Explain in your own words what the writer means here by ‘their private enthusiasts’ in line 8.

2. What does the writer imply by his use of the word ‘unfortunately’ in line 17?

The writer Cyril Connolly, in his book *Enemies of Promise*, offered would-be writers two pieces of advice; don’t be seduced by journalism and don’t have children. Only then will your mind be uncluttered enough to produce a book worthy of being a classic text.

Somewhere between 1,000 and 2,000 books are published every week in Britain alone. Trying to finger any one those out for any qualities whatsoever, never mind longevity, is daunting in the extreme; and as tempting of fate as wondering which baby in a maternity ward is going to grow up to be famous.

You can’t use sales as a test. Many writers have sold massively in their time; bewilderingly massively, when you consider the oblivion to which their words have been consigned. They remain, if they at all, as examples of rotten, melodramatic prose. Conversely, you can’t use poor sales as a guide either. Kafka sold zero copies of his work in his lifetime – mainly because his work was published posthumously (and against his wishes).

But I can’t faff about indefinitely and say that literary longevity is unknowable. To my mind, a book has to be both sincere in its aim and also contemporary. This is why I would rule out all examples of clever historical fiction. But in the end, it isn’t the critics who decide the matter – it’s up to the publishers and the people who buy their books to sort that one out for us.

3. What point is the writer making in the second paragraph when he refers to a ‘baby in a maternity ward’?
4. Explain in your own words what is paradoxical about the number of sales a book has.
5. In a paragraph of 50-70 words, summarise, in your own words as far as possible, what makes a classic book, as described in both texts.

### Контрольная работа 15

Направление: Международная журналистика

**You are to pitch your story from the commissioning task to the Editor-in-chief of one European broadcaster. Write a cover letter of 200 words at most in which you will explain why your story deserves to be published (posted, aired) on the channel (station) or at the website of the media outlet.**

Remember to

- Choose a real media outlet
- Make sure your story is within the scope of the outlet
- Start your letter with a thesis statement (the claim that your story is worth publishing)
- Give at least two reasons why your story should be submitted
- Make a concluding statement

Cover Letter

Dear Editor of ...,

I believe my story Title should ...

**Критерии оценивания контрольной работы**



5 балльная оценка	Пояснение к оценке
<b>5 баллов</b>	Задания выполнены полностью. Ошибки минимальны. При работе с текстом все требования к составлению краткого изложения текста, реферирования или реферирования с элементами критического анализа соблюдены. В работе используется широкий набор сложных грамматических структур. Грамматические ошибки – от 2 до 4 на работу. Обучающийся демонстрирует обширный словарный запас, знание синонимии, терминологии. Практические навыки работы с текстом сформированы. (80-100% прав. ответов)
<b>4 балла</b>	Задания выполнены с отдельными ошибками. При работе с текстом не все требования к составлению краткого изложения текста, реферирования или реферирования с элементами критического анализа соблюдены. Обучающийся демонстрирует достаточные знания лексики, использование сложных грамматических конструкций ограничено. Количество грамматических ошибок составляет 4-6. Необходимые практические навыки работы с освоенным материалом сформированы с некоторыми ограничениями.: (67-79% прав. ответов)
<b>3 балла</b>	Задания выполнены не полностью. При работе с текстом много нарушений требований к составлению краткого изложения текста, реферирования или реферирования с элементами критического анализа. Обучающийся демонстрирует ограниченные знания лексики, сложные грамматические конструкции не используются. Количество грамматических ошибок достигает 10. Отдельные практические навыки работы с освоенным материалом сформированы с большими ограничениями. (50-66% прав. ответов)
<b>0-2 балла</b>	Задания не выполнены. При работе с текстом много нарушений требований к составлению краткого изложения текста, реферирования или реферирования с элементами критического анализа. Обучающийся демонстрирует ограниченные знания лексики, использование грамматических конструкций ограничено. Практические навыки работы с материалом не сформированы. (менее 50% прав. ответов)

### 3.2. Оценочные средства для проведения промежуточной аттестации

В качестве оценочного средства для проведения промежуточной аттестации по дисциплине используются: экзамен и зачет.

№ п/п	Форма контроля	Форма и условия проведения промежуточной аттестации	Представление оценочного средства в фонде
1.	<b>Экзамен</b> <b>1,3,5-8</b> <b>семестры</b>	Экзамен в устной форме. <i>Экзаменационный билет состоит из 3 вопросов:</i> <i>1. Прослушивание аудиозаписи и суммирование информации</i> <i>2. Реферирование (саммери) статьи на английском языке</i> <i>3. Ответы на вопросы экзаменатора по пройденным темам</i>	Образцы текстов для реферирования (саммери), примеры вопросов по пройденным темам
		Экзамен в письменной форме	Перечень вопросов, заданий, тест
2.	<b>Зачет</b> <b>2,4 семестры</b>	Зачет в устной форме <i>Билет для проведения зачета состоит из 3 вопросов:</i> <i>1. Прослушивание аудиозаписи и суммирование информации</i> <i>2. Реферирование (саммери) статьи на английском языке</i> <i>3. Ответы на вопросы экзаменатора по пройденным темам</i>	Образцы текстов для реферирования (саммери), примеры вопросов по пройденным темам

## Билет письменного экзамена

### Семестр 1

#### Part 1. TEST

**1. Fill in the gaps with prepositions or adverbs:**

Russia and the US's top diplomats clashed ..... Venezuela and Iran ..... talks yesterday aimed ..... halting a rapid deterioration ..... Relations between the two countries.

Mike Pompeo, US secretary of state, told his Russian counterpart that the US would continue to apply "pressure" ..... Iran and demanded that Moscow cease its support ..... Venezuela's leader.

The White House has led an international coalition calling ..... Mr. Maduro's replacement as president ..... opposition leader. Moscow is one .... Mr. Maduro's foreign supporters and has branded the US desire to have him step ..... as a coup.

**2. Open the brackets using the correct tense form:**

Hungary's prime minister \_\_\_\_\_ (visit) the White House to meet President Trump on 13 May. The Hungarian President's spokesman \_\_\_\_\_ (say) that "energy security, defence

cooperation, bilateral relations and regional security” \_\_\_\_\_ (be) on the agenda. Under the Trump administration, there ..... (be) a U-turn in rhetoric, symbolised by the appointment of David Cornstein, a long-time friend of Trump, as ambassador.

Nonetheless, the White House invitation comes as a surprise. The US Secretary of State \_\_\_\_\_ (visit) Budapest in February, but a presidential meeting \_\_\_\_\_ (believe) to be on the cards. A leaked Hungarian diplomatic cable from December \_\_\_\_\_ (suggest) that there \_\_\_\_\_ (be) frustration in Washington over several issues considered as key to US interests.

### 3. Give English equivalents of the following word combinations:

- 1) пойти на уступки –
- 2) законодательная власть –
- 3) атомная электростанция –
- 4) многостороннее соглашение –
- 5) Переговоры запланированы на начало марта –
- 6) отвечать интересам обеих стран -

## Part II

### Translate into Russian:

#### Mike Pompeo visits Iraq amid rising tensions with Iran

The US Secretary of State, Mike Pompeo, travelled to Iraq to show US support for the Iraqi government during rising tensions with Iran.

With the Iranian Foreign Minister, Mohammad Javad Zarif, due in Moscow this week, the US has been concerned by reports that Iran’s president is to announce on Wednesday a partial retreat from the nuclear deal agreed in 2015.

The Iranian leadership feels under pressure to respond to a refusal by the US to extend sanctions waivers, especially on Iranian oil, and its imposition of secondary sanctions on any European companies that seek to trade with Iran. The US has declared the Iranian Revolutionary Guards a terrorist group and announced the dispatching of an aircraft carrier to the Middle East, citing unspecified intelligence suggesting Iran may be planning attacks.

### Билет устного экзамена

#### Семестр 1

1. Listen to the recording twice and render the information.
2. Sum up the article and comment on it.

### 3. Answer the examiners' questions

#### A confused generation

Change brings problems. Eleven-year-old Bella lives with her parents in a brand new apartment in Shanghai. Her real name is Zhou Jiaying – 'Bella' is the name that her English teacher has given her. Her parents are part of a confused generation in a confused time. In modern Chinese society different ideologies are fighting against each other. In the last twenty years, China's economic boom has brought enormous material benefits, but it has also had an impact on family life and values. Old values – the respect of family and older generations – compete with new values that make money the measure of success. But at the same time people are questioning these new values. Have new possessions made our lives richer? Are we destroying Chinese culture? As in all changing societies, people are trying to find the right balance between the 'new' and 'old'.

A few months ago, Bella's family put Bella's grandfather into a nursing home. It was a painful decision, because in China, caring for aged parents has always been a child's duty. But times are changing. Bella's ambition? 'I want one day to put my parents in the best nursing home' – the best that money can buy, she means.

'When she told us that,' Bella's father says, 'I thought – is it selfish to think she will be dutiful and look after us in our old age? We don't want to be a burden on her. This is something my daughter has been trying to teach us. Once parents taught children, but now we learn from them.' The family can buy many more things these days, and when they go shopping, Bella makes sure they select the 'right' western brands. (Pizza Hut is her favourite restaurant.) She also teaches her parents the latest slang.

Her parents want to be supportive, but they gave up helping with Bella's homework some time ago. Bella has been studying English for five years and in spoken English she has overtaken them. She has already, in her short life, learned more about the outside world than they have.

'Our advice is not wanted,' her mother says. 'When she was little, she agreed with all my opinions. Now she sits there and says nothing, but I know she doesn't agree with me.' In China there is no concept of the rebellious teenager. Bella glares, but says nothing. 'I suppose our child-raising has been a failure,' her mother adds sadly.

## Билет устного зачета

### Семестр 2

1. Listen to the recording twice and render the information.
2. Sum up the article and comment on it.
3. Answer the examiner's questions

### US envoy Mitchell meets Israel PM

US Middle East envoy George Mitchell has met Israeli Prime Minister Benjamin Netanyahu before the start of indirect talks with the Palestinians. The three-hour meeting in Jerusalem was described as "good and productive" by the US state department. But no announcements were made and Israeli officials have said the two are to meet again on Thursday. Mr Mitchell is due to meet with Palestinian President Mahmoud Abbas on Friday in Ramallah. The meeting with Mr Netanyahu had been planned as the start of talks but the Palestine Liberation Organization has still to agree to them. The PLO said it would meet on Saturday to finally decide if talks can proceed. Mr Abbas said on Wednesday that the indirect talks should last four months, after which the Palestinians would consult with the Arab League on whether to continue. The negotiations need to immediately deal with the toughest issues at the heart of the conflict, he said. He said first on the agenda should be the borders of a future Palestinian state. But the issue, connected to the building of Jewish neighbourhoods in East Jerusalem, has been a stumbling block.

*The talks were delayed in March by a row which strained Israeli-US relations. The Palestinians pulled out after an announcement that Israel had approved plans for new homes in the East Jerusalem settlement of Ramat Shlomo during a visit to Israel by US Vice-President Joe Biden. Earlier Obama administration adviser David Axelrod said the issue of Jerusalem would come at the end of the programme for talks. Israel has occupied the West Bank, including East Jerusalem, since 1967. It insists Jerusalem will remain its undivided capital, although Palestinians want to establish their capital in the east of the city. Nearly half a million Jews live in more than 100 settlements in the West Bank, among a Palestinian population of about 2.5 million. The settlements are illegal under international law, although Israel disputes this.*

## Билет письменного экзамена

### Семестр 3

1. Translate the text into Russian using a dictionary:  
**LAVROV SAYS PATIENCE NEEDED IN SYRIA**

An Arab League peace plan for Syria needs time to work in the same way that a similar program for Yemen eventually bore fruit, Foreign Minister Sergei Lavrov said Wednesday, offering to send Russian observers to Syria if necessary.

The bloc has threatened sanctions against Syria but has repeatedly extended deadlines for Damascus to agree to a peace plan that would see Arab monitors oversee the withdrawal of troops from towns, and usher in talks between the government and opposition forces.

Lavrov said Russia did not want the Arab League initiative to become an ultimatum or an excuse for outside interference. On the other hand, the observers to be sent to Syria could include non-Arabs, if it suited Damascus, he said. "Russia, in particular, could delegate its own representatives to such a group, if the Syrian authorities were interested," he said.

In October, Russia and China vetoed a Western-backed UN Security Council resolution condemning Syria's crack-down on peaceful protests.

Russia said the resolution could have opened the door to Western military intervention of the kind seen in Libya, where it says NATO overstepped its Security Council mandate.

**2. Choose one of the topic and write an extended answer to it (200-250 words)**

- 1) The results of two rounds of denuclearization talks between the US and North Korea.
- 2) The cause of a deadlock over Brexit deal.
- 3) The latest development of the relations between Russia and Japan.
- 4) China's policy "One Belt – One Road" and its implementation.
- 5) The situation with nuclear disarmament and its prospect.

**Билет устного экзамена**

**Семестр 3**

**4. Listen to the recording twice and render the information.**

**5. Sum up the article and comment on it.**

**6. Answer the examiners' questions**

**Amnesty calls on UN powers to lose veto on genocide votes**

Amnesty International has urged the five permanent members of the UN Security Council to give up their power of veto in cases where atrocities are being committed.

In its annual report, the rights group said the global response to an array of catastrophes in 2014 had been shameful.

Richer countries were guilty of taking an "abhorrent" stance by not sheltering more refugees, Amnesty said.

Saying that 2014 had been a catastrophic year for victims of conflict and violence, Amnesty said world leaders needed to act immediately to confront the changing nature of armed conflict.

Salil Shetty, the organisation's secretary general, said in a statement that the United Nations Security Council had "miserably failed" to protect civilians. Instead, the council's five permanent members - the UK, China, France, Russia and the US - had used their veto to "promote their political self-interest or geopolitical interest above the interest of protecting civilians," Mr Shetty said.

Part of the solution would be those countries surrendering their Security Council veto on issues related to mass killing and genocide, Amnesty added.

Last year, the veto was only used twice in the UN Security Council.

In March, Russia vetoed a resolution condemning as illegal a referendum on the status of Crimea and in May Russia and China blocked a resolution condemning Syria.

But many draft resolutions proposing tough action to deal with crises never reach the voting stage because they would almost certainly be vetoed, says the BBC World Affairs correspondent Mike Wooldridge.

The Amnesty report argues that if the use of the veto in the Security Council had already been restrained in the way the report suggests, that could have made it impossible to block UN action over the violence in Syria.

This might have resulted in President Bashar al-Assad being referred to the International Criminal Court, greater access for badly needed humanitarian aid would have been possible and civilians helped more, writes Mike Wooldridge.

The initiative to suspend the veto right in particular circumstances was first raised 15 years ago and may be gathering momentum, but it is still unclear when it might have enough backing to be enforced, our correspondent adds.

### **Билет устного зачета**

#### **Семестр 4**

- 1. Listen to the recording twice and render the information.**
- 2. Sum up the article and comment on it.**
- 3. Answer the examiners' questions**

### **Australia Will Announce Its Strategy for Slowing Immigration**

**Tracy Withers**

**Sat, December 9, 2023**

(Bloomberg) -- Australia's government will outline a plan next week to reduce immigration, Prime Minister Anthony Albanese said.

"The new strategy we'll announce will bring immigration back to sustainable levels," he told reporters Saturday in Sydney. "We need to have a migration system that enables Australia to get the skills that we need, but make sure the system is working in the interests of all Australians."

Australia's surging population has boosted demand for everything from housing to transport and dining out, stoking inflation pressures but also helping the economy avoid a recession. The central bank estimates population growth, following a surge in post-Covid immigration, accelerated to a peak of 2.5% in the third quarter of this year.

Albanese said Treasury projections released in the mid-year economic and fiscal update next week will show migration dropping substantially in the year ahead. He declined to give specific targets.

Asked if the government could get net arrivals back to pre-pandemic levels, he said the administration has done a lot of analysis of the problem.

"We believe that it is certainly not just possible, but desirable and necessary that we ensure these levels are sustainable," he said.

Albanese said a review of the immigration system showed it was “broken” and had been neglected. In October, the government said it wanted to tackle related fraud and exploitation, particularly abuse of student visas. It has also been making efforts to reduce lengthy visa-processing delays.

Albanese reiterated that his government wants to ensure that businesses can access the skills it needs, adding that the preferred way was to train Australians first, and then to target foreign workers.

“It makes no sense for Australia to advocate to have temporary migrants with temporary visas,” he said. “If we can get an engineer with skills and give them a path to permanency so that they contribute here in areas that we know have had skill shortages over such a long period of time, then that is critical.”

## Билет письменного экзамена

### Семестр 5

1. Translate the fragment in bold type into Russian.

2. Make a summary of the article.

#### **Three Months After Biden, It's Xi's Turn to Court Vietnam**

**The NYT, 12.12.**

*China's leader, Xi Jinping, arrived in Vietnam on Tuesday for a relatively rare trip abroad, seeking to elevate ties with an important neighbor just three months after President Biden visited Hanoi on a similar mission.*

*Few nations now feature more centrally in the great-power competition between the United States and China, placing Vietnam, which has a long history of fierce independence, in a high-risk, high-reward position. Keeping both giants happy could mean a transformative economic boost; angering one or the other could bring heavy costs.*

*Mr. Xi, analysts say, wants to test Vietnam's intentions, seeking reassurances that it is not siding against China with the United States after Washington and Hanoi agreed in September to form a “comprehensive strategic partnership.”*

*That is usually the highest diplomatic status that Vietnam affords. Beijing reached that level with Hanoi 15 years ago, but Mr. Xi has been pressing Vietnam to do one better by joining what China calls a “community of common destiny.”*

*He introduced that phrase about a decade ago as part of a plan to line up regional support and tamp down distrust among Southeast Asian nations that were once China's tributary states. Several countries, including Cambodia, Laos and Myanmar, have signed on, but Vietnam has resisted, fearing that it could be interpreted as acceptance of Chinese hegemony.*

Hanoi's concerns about China's reach are particularly acute in the South China Sea, where Vietnamese and Chinese ships have clashed repeatedly since the 1970s over competing claims to islands and oil and gas reserves.



Chinese and Vietnamese leaders, including Nguyen Phu Trong, the general secretary of Vietnam's ruling Communist Party, are expected to discuss the territorial disputes as they seek to produce a joint statement showing diplomatic progress.

The agenda is also likely to include China's Belt and Road Initiative, as well as the possibility of working together on rare earth minerals, a topic of great interest for both Washington and Beijing.

Vietnam has the world's second-largest rare-earth deposits, according to the U.S. Geological Survey. China dominates processing of the minerals, controlling prices for many of the materials needed for smartphones, electric vehicles, high-tech weapons and other crucial products.

## **Билет устного экзамена**

### **Семестр 5**

- 1. Listen to the recording twice and render the information.**
- 2. Sum up the article and comment on it.**
- 3. Answer the examiners' questions**

### **Javier Milei sworn in as president in 'tipping point' for Argentina**

Sun, 10 Dec 2023, The Guardian

Argentina's new president, Javier Milei, has vowed to lead his country out of decades of "decadence and decline" but said its punishing economic crisis would intensify over the coming months, as a "who's who" of the global far right assembled in Buenos Aires to celebrate the radical libertarian's inauguration.

Addressing tens of thousands of supporters outside Argentina's congress, Milei – a former TV celebrity known as El Loco or the Madman – compared his shock election with the start of the Soviet Union's collapse.

"Just as the fall of the Berlin Wall marked the end of a tragic era for the world, these elections represent a tipping point in our history," he declared, promising to "fight tooth and nail" to drag his country into "a new era of peace and prosperity".

He warned, however, that Argentina – where annual inflation is expected to hit 200% this year and 40% of citizens live in poverty – faced an "emergency" situation. "The challenge before us is titanic ... I'd rather tell you an uncomfortable truth than a comfortable lie," he said.

Milei's speech had strong echoes of Donald Trump's 2017 inauguration speech in which the American tycoon vowed to end an age of "American carnage", crime and poverty and return power to "the people". "Argentina has become a bloodbath," Milei said, vowing to fight the drug traffickers who had "hijacked" the streets of its biggest cities.

He had been formally sworn in as Argentina's next leader moments before in the presence of far-right associates including Brazil's former president, Jair Bolsonaro; Hungary's prime minister, Viktor Orbán, the leader of Chile's Republican party, José Antonio Kast, and the leader of Spain's Vox party, Santiago Abascal. "The right is rising not only in Europe but all around the world!" Orbán tweeted as he arrived in Argentina's capital.

Prominent leftwing leaders, including the Brazilian president, Luiz Inácio Lula da Silva, and his Colombian counterpart, Gustavo Petro, stayed away. The authoritarian presidents of Venezuela and Nicaragua, Nicolás Maduro and Daniel Ortega, were not invited.

Milei supporters flocked to Buenos Aires from across Argentina to witness what they hoped would prove a historic turning point. During the campaign Milei vowed to obliterate the corrupt political “caste” and “exterminate the cancer of inflation” by shutting down ministries and implementing a harsh austerity program.

## Билет письменного экзамена

### Семестр 6

1. Translate the fragment in bold type into Russian.

2. Render the article.

### **Saudi Arabia says solving Palestinian issue crucial to deal with Israel**

**Felicia Schwartz, ft.com., September 21 2023**

*Crown Prince Mohammed bin Salman, Saudi Arabia’s de facto leader, has said Palestinians would be “very important” in any deal to normalise ties with Israel, as the two countries move closer to a historic agreement.*

*In his first interview with an American TV channel since 2019, Prince Mohammed said the US, Israel and Saudi Arabia were making progress on talks towards normalising relations, but indicated the future of Palestine remained a sticking point.*

*“For us, the Palestinian issue is very important. We need to solve that part,” he said in an excerpt from an interview with Fox News’ Special Report released on Wednesday. “We hope that will reach a place, that it will ease the life of the Palestinians, get Israel as a player in the Middle East.”*

*The crown prince, a son of the Saudi king but the country’s day-to-day ruler, dismissed reports that Riyadh had pulled out of the discussions.*

*Prince Mohammed’s comments come after months of negotiations led by the White House, which is pursuing a long-shot push to bring tacit relations between Israel and Saudi Arabia into the open, ending decades of tension that have bedevilled Middle Eastern politics and vexed successive US presidents.*

As part of the deal, Washington and Riyadh would forge some sort of defence pact, Washington would offer the kingdom civil nuclear co-operation and Israel would make some kind of concessions to the Palestinians in their quest for statehood.

Asked about a potential defence pact with the US, Prince Mohammed said it would “save effort and headache from the Saudi side” to not shift its defence spending to other arms suppliers.

“We have a lot of security, military ties that really is strengthening the position of Saudi Arabia, the Middle East and strengthening the position of America globally, especially in Middle East. You don’t want that to be shifted.”

Prince Mohammed had another warning for the US, which is also seeking to contain the nuclear ambitions of Saudi Arabia’s regional rival Iran, reiterating that Riyadh would secure its own warhead if Tehran acquired an atomic weapon of its own.

Prince Mohammed’s assertion may prove contentious in the US Congress, which will have to approve the nuclear co-operation portion of any agreement between Washington and Riyadh.

## Билет устного экзамена

### Семестр 6

1. Listen to the recording twice and render the information.
2. Render the article and comment on it.
3. Answer the examiners' questions

#### China welcomes Syrian president Bashar al-Assad for summit

##### First visit since start of civil war as Beijing expands its influence in Middle East

Andrew England and Joe Leahy, ft.com., September, 21 2023

Syrian president Bashar al-Assad arrived in China on Thursday for a bilateral summit in his first visit since a civil war erupted in his country 12 years ago.

Assad's trip comes as Beijing is seeking to increase its diplomatic influence in the Middle East and as Damascus is being tentatively welcomed back into the fold by regional powers that once backed the Syrian opposition.

His regime has regained control of about two-thirds of the country with the military backing of Russia and Iran, but Assad is still treated as a pariah in the west and he rarely travels abroad.

There has long been speculation that Syria would seek Beijing's support for the multibillion-dollar task of reconstructing the war-devastated country. The topic is expected to be raised when Assad meets Chinese president Xi Jinping.

But China has been reluctant to invest in the impoverished Arab state, which is subject to heavy sanctions from western powers.

Syria is grappling with a deepening economic crisis that in recent weeks triggered anti-regime protests in the southern city of Sweida.

Alessandro Arduino, affiliate lecturer at the Lau China Institute, King's College London, said reconstruction would be on the table when Assad met Xi. But he said this was less attractive for China than many believed, especially with Chinese companies weighed down by an economic slowdown in their domestic market.

Instead, Assad's visit was an opportunity for Beijing to increase its diplomatic profile in the Middle East, a region it depends on for much of its oil and gas imports, Arduino said.

"First and foremost for Beijing is the narrative about China being not only an economic juggernaut but also a diplomatic juggernaut," he added.

China has traditionally focused on its expanding trade partnerships in the region and avoided getting involved in politics. But it surprised many in March by brokering an agreement between Saudi Arabia and Iran that led to the regional rivals agreeing to restore diplomatic relations.

Analysts said that was a sign of Xi's desire to expand China's influence across the Middle East, where the US has traditionally been the dominant foreign power. "What happened with the Saudi-Iran deal can be duplicated," Arduino said.

Assad has made few foreign trips since a popular uprising erupted in 2011 and morphed into civil war.

## Билет письменного экзамена

### Семестр 7

#### 1. Translate this article into Russian.

##### **Lula says Putin can attend next year's G20 in Rio without fear of arrest**

##### **Brazil's president, now the group's leader, says his Russian counterpart is welcome at 2024 event**

Sun 10 Sep 2023 14.18 BST

Vladimir Putin can attend next year's G20 summit in Rio de Janeiro without fear of arrest, the Brazilian president, Luiz Inácio Lula da Silva, has said as he took leadership of the forum.

Speaking at this year's meeting in Delhi, Lula – who has controversially tried to position himself as a peacemaker between Moscow and Kyiv – said the Russian president would be welcome to attend the November 2024 event.

The international criminal court (ICC) issued a warrant for Putin's arrest for alleged war crimes in March 2023, just over a year after Russia's invasion of Ukraine. As a signatory of the Rome statute, Brazil is required to cooperate with ICC investigations and activities, which legal experts say includes arresting the court's targets. Putin skipped last month's Brics summit in South Africa, a decision widely attributed to the fact that it has signed up to the same charter.

Lula, however, indicated Putin would be welcome at the Rio summit, where he said visitors would find “an atmosphere of peace”.

Lula's policy of not taking a clear side in the Ukraine war, which has claimed tens of thousands of lives, has irked many western leaders. Washington has accused him of uncritically “parroting Russian and Chinese propaganda”. Ukrainian officials have urged Lula to visit their country to witness “Russian aggression” up close. Lula has also faced criticism in South America, including from the Colombian writer Héctor Abad Faciolince.

#### 2. Render the article.

##### **Joe Biden to meet Benjamin Netanyahu at UN in awkward rapprochement**

##### **US president agrees to talks at general assembly despite deep unease over policies of Israeli PM's hardline coalition**

Nine months after returning to office, Israel's prime minister, Benjamin Netanyahu, is finally getting his long sought-after meeting with Joe Biden – but an awkward rapprochement at the UN general assembly is unlikely to improve the strained relationship between the two leaders.

The US president is scheduled to meet Netanyahu in New York on Wednesday, the White House said on Friday. The US national security adviser, Jake Sullivan, said the two leaders would “discuss a range of bilateral and regional issues focused on the shared democratic values between the United States and Israel and a vision for a more stable and prosperous and integrated region, as well as to compare notes on effectively countering and deterring Iran”.

Sullivan's reference to shared democratic values was a reference to deep unease in Biden's White House about the judicial overhaul being pushed by Netanyahu's hardline coalition partners, which it sees as an assault on the judiciary's independence. The proposals have been greeted by the largest

protest movement in Israeli history, including unprecedented declarations from thousands of military reservists that they wish to be released from service.

That has been the primary factor in Biden's refusal to meet Netanyahu so far during the Israeli prime minister's current term, and the principal reason there will not be the meeting in the White House that Netanyahu sought.

Biden's administration has also expressed frustration with accelerating Israeli settlement growth in the occupied West Bank, which the international community considers a major obstacle to peace with the Palestinians and a two-state solution to the decades-old conflict.

The Israeli leader announced earlier this month that he would visit the US, Israel's staunchest ally, which donates billions in military aid to the country each year. Initially, however, no meetings with US officials were announced – an anomaly for visiting Israeli prime ministers. Netanyahu, who grew up between Jerusalem and the US city of Philadelphia, frequently boasts of his close connection to the US to bolster his platform both at home and abroad.

Biden said earlier this year that he had no intention of sitting down with Netanyahu "in the near term", before his office said in July that a meeting had been agreed. Netanyahu's office was quick to announce that he had been invited to meet the president in the US, but the Biden administration pointedly declined to call it an invitation and did not specify where the leaders would meet.

## **Билет устного экзамена**

### **Семестр 7**

- 1. Listen to the recording twice and render the information.**
- 2. Render the article and comment on it.**
- 3. Answer the examiners' questions**

## **Watered-down G20 statement on Ukraine is sign of India's growing influence**

**Patrick Wintour** Diplomatic editor

Sun 10 Sep 2023

It took exhausted Indian diplomats 200 hours of non-stop negotiations, 300 bilateral meetings and 15 drafts, but in the end the G20 countries reached a consensus declaration on the war in Ukraine – one that largely retreated into generalised principles rather than the specific condemnation of Russia that the same group of leaders agreed when they met in Bali a year ago.

Moreover, no invitation was extended to Ukraine's president, Volodymyr Zelenskiy, to address the gathering, meaning the only direct combatant around the table was Russia, represented by its foreign minister, Sergei Lavrov.

India is already hailing the agreement as a diplomatic triumph, one that was tied up at least 24 hours before the summit closed. Going into the summit, there had been three options facing the leaders: a lowest-common-denominator agreement (the eventual outcome), a statement with footnotes allowing some countries to disown parts of the agreement, or no declaration.

The agreement admits blandly that there are different assessments of the situation, but upholds the principles of national sovereignty, the UN charter, previous UN resolutions on Ukraine, and describes the use of nuclear weapons as impermissible. Critically, it does not repeat the statement in

Bali that most countries condemn Russia's invasion, or that Russia should withdraw its troops unconditionally and immediately.

India's external affairs minister, S Jaishankar, did not seem too bothered to justify the outcome. "Bali was Bali. New Delhi is Delhi. Bali was a year ago, the situation was different. Many things have happened since then," he said.

The outcome obviously reflects India's rigid determination not to take sides in the war, but it is extraordinary that the majority of countries at the G20 that do oppose Russia's war of conquest were so prepared to be muzzled by the minority that prefer to look away.

A UK official said the joint declaration, widely seen as weak, was in fact effective at putting pressure on Moscow. Lavrov, unsurprisingly, did not share this interpretation. He pointed out: "The text doesn't mention Russia at all."

The compromise must be hard for Ukraine to take, and will only increase its nervousness that the next diplomatic staging post – an EU decision on Ukraine's accession in December – will be equally empty. The Ukrainian foreign ministry said the G20 had "nothing to be proud of".

## **Билет письменного экзамена**

### **Семестр 8**

#### **1. Translate this article into Russian.**

#### **Putin and Xi to meet in Beijing in October, Russia says**

By Guy Faulconbridge

September 19, 2023

**President Vladimir Putin will meet China's Xi Jinping for talks in Beijing in October, Russia said on Tuesday, Putin's first known trip abroad since an arrest warrant was issued against him over the deportation of children from Ukraine.**

Nikolai Patrushev, a close Putin ally and the secretary of Russia's Security Council, said Russia and China should deepen cooperation in the face of the West's attempt to contain them both. He was quoted by the Interfax news agency as saying that the talks in Beijing would be "thorough", at a meeting in Moscow with China's top diplomat, Wang Yi. Putin will attend the third Belt and Road Forum after an invitation by Xi during a high-profile visit to Moscow in March. Days before that visit, the International Criminal Court (ICC) issued a warrant for Putin's arrest on suspicion of illegally deporting hundreds of children or more from Ukraine. Moscow denies the allegations and the Kremlin said the warrant was evidence of the West's hostility to Russia, which opened a criminal case against the ICC prosecutor and the judges who issued the warrant. Russia's full-scale invasion of Ukraine early last year has triggered one of the deadliest European conflicts since World War Two and the biggest confrontation between Moscow and the West since the 1962 Cuban Missile Crisis. Putin has pivoted towards China, and Xi has stood by him.

#### **2. Render the article.**

**UK, France and Germany refuse to lift sanctions on Iran under nuclear deal**

## **Tehran in ‘too serious a breach’ of 2015 deal to lift sanctions under clause that would allow ballistic missile trade**

Patrick Wintour Diplomatic editor

Thu 14 Sep 2023

The UK, France and Germany will not lift sanctions on Iran in line with the timetable set out in the 2015 nuclear deal, the governments have announced in a move that will infuriate Tehran and put the continued viability of the deal at even greater risk.

Under the terms of the original deal, some UN sanctions were due to be lifted on 18 October 2023 as part of a sunset clause that would allow Iran to import and export ballistic missiles, including missiles and drones with a range of 300km (186 miles) or more.

In a letter to the EU external affairs chief, Josep Borrell, the three European signatories to the deal, known as E3, said on Thursday that Iran was in such a serious breach of the deal, in terms of levels of stored enriched uranium and allowing UN inspectors access to its nuclear programme, that sanctions relating to its ballistic missile programme had to remain in force.

The E3 said their refusal to lift the sanctions in line with the original sunset clause did not violate the deal because the agreement contained mechanisms in case of any dispute about whether one side was in breach of the agreement.

The UK said it had registered a dispute about Iranian non-compliance in 2020, but Iran had not responded at all, let alone within the agreed deadline of 30 days.

The UK said it and its partners remained committed to preventing Iran from developing a nuclear weapon, but Iran’s stockpile of highly enriched uranium was at a level “beyond all credible civilian justification”.

The UN sanctions that were due to be lifted on 18 October were on individuals and entities involved in Iran’s missile, nuclear and other weapons programmes. They will now be incorporated into domestic legislation in the UK, France and Germany.

A Foreign Office spokesperson said: “Iran continues to breach its commitments under the JCPOA and advance its nuclear programme beyond all credible civilian justification.

“Alongside our French and German partners, we have taken a legitimate and proportionate step in response to Iran’s actions.

“The UK and our partners remain committed to a diplomatic solution but Iran must now take clear steps towards de-escalation. We are committed to preventing Iran from developing nuclear weapons.”

The UK said Iran’s stockpile of enriched uranium was 18 times the limits set out in the JCPOA, and hundreds of advanced centrifuges had been built and deployed. Iran has justified its action as a legitimate response after Donald Trump removed the US from the deal.

**Билет устного экзамена**

**Семестр 8**

**1. Listen to the recording twice and render the information.**

2. **Render the article and comment on it.**
3. **Answer the examiners' questions**

## **Britain and US Race to Expand Pacific Defense Pact before Election Turmoil**

Politico/ 19 March 2024

**The UK, US, and Australia are rushing to expand their trilateral AUKUS defense partnership to further allied nations before potentially tumultuous elections in all three countries over the next 14 months.**

According to a senior diplomat involved in the talks, Japan and Canada are in line to join the so-called pillar 2 section of the AUKUS agreement, which will see participants sign up to extensive military technology collaboration, by the end of 2024 or early 2025.

It comes amid fears in Washington, London and Canberra that Donald Trump could wind back or scrap the AUKUS deal if he wins the November presidential election.

The AUKUS security agreement was first announced in September 2021. Its first part, pillar 1, involves the US and UK helping Australia build nuclear-powered submarines.

Pillar 2 of the agreement allows the three nations to agree on deals to develop advanced military technology in areas such as artificial intelligence, hypersonic missiles and quantum technologies.

It was always envisioned that pillar 2 could be expanded to further US allies, with Japan, Canada, New Zealand and South Korea among those expressing interest in joining.

A diplomat involved in the talks said US President Joe Biden's administration was now "pushing really hard to get some things on AUKUS done now, before the US election" in November, which may see Trump retake the White House. While he has yet to speak in public about the AUKUS deal, Trump has doubled-down on his America First rhetoric during the campaign and may adopt a more isolationist foreign policy position.

The UK is due to hold its own general election before the end of this year, while Australia is set to go to the polls by May 2025.

UK Foreign Secretary David Cameron and UK Defense Secretary Grant Shapps travel to Australia this week to hold meetings with their Australian counterparts. The pair will also meet with Australian Prime Minister Anthony Albanese, who is expected to provide a public update on the core submarine project amid fears in Canberra that America's decision to scale down submarine production could put the AUKUS deal in jeopardy.

An official working at the UK Ministry of Defense agreed there was "impetus to get pillar 2 done sooner rather than later" and that there are "ongoing discussions around what pillar 2 will look like."

No decisions over Japan and South Korea joining the pact has been made yet. New Zealand's defense minister Judith Collins recently said that there was "no guarantee" her country will be invited to AUKUS pillar 2.

Marion Messmer, a security expert at the London-based Chatham House think tank, said: "It makes sense to expand pillar 2, because it's something that a lot of other countries are interested in and Japan in particular makes a lot of sense given its Pacific location."



### Критерии оценивания зачета

60 бальная оценка	Пояснение к оценке
<b>15-60</b>	содержание дисциплины освоено <b>полностью</b> , без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, <b>все</b> предусмотренные программой обучения задания <b>выполнены</b> , качество их выполнения оценено числом баллов, близким <b>к максимальному</b> .
<b>30-44</b>	содержание дисциплины освоено <b>полностью</b> , без пробелов, <b>некоторые</b> практические навыки работы с освоенным материалом сформированы <b>недостаточно</b> , <b>все</b> предусмотренные программой обучения задания <b>выполнены</b> , качество выполнения <b>ни одного</b> из них <b>не оценено минимальным</b> числом баллов, в устной речи содержатся <b>некоторые ошибки</b> .
<b>15-29</b>	содержание дисциплины освоено <b>частично</b> , но пробелы <b>не носят существенного</b> характера, <b>необходимые</b> практические навыки работы с освоенным материалом в <b>основном</b> сформированы, <b>большинство</b> предусмотренных программой обучения заданий <b>выполнены</b> , в устной речи содержатся <b>некоторые ошибки</b> . <b>Отсутствуют</b> сложные грамматические конструкции.
<b>0-14</b>	содержание дисциплины не освоено, необходимые практические навыки работы <b>не сформированы</b> , <b>все</b> выполненные задания содержат грубые ошибки, <b>дополнительная самостоятельная</b> работа над материалом курса <b>не приведет</b> к какому-либо значимому <b>повышению качества</b> выполнения заданий.

## Критерии оценивания экзамена (письменная часть)

30 бальная оценка	Пояснение к оценке
<b>24-30 баллов</b>	Задания выполнены полностью. Ошибки минимальны. При работе с текстом все требования к составлению краткого изложения текста, реферирования или реферирования с элементами критического анализа соблюдены. В работе используется широкий набор сложных грамматических структур. Грамматические ошибки – от 2 до 4 на работу. Обучающийся демонстрирует обширный словарный запас, знание синонимии, терминологии. Практические навыки работы с текстом сформированы. (80-100% прав. ответов)
<b>17-23 балла</b>	Задания выполнены с отдельными ошибками. При работе с текстом не все требования к составлению краткого изложения текста, реферирования или реферирования с элементами критического анализа соблюдены. Обучающийся демонстрирует достаточные знания лексики, использование сложных грамматических конструкций ограничено. Количество грамматических ошибок составляет 4-6. Необходимые практические навыки работы с освоенным материалом сформированы с некоторыми ограничениями.: (67-79% прав. ответов)
<b>10-16 баллов</b>	Задания выполнены не полностью. При работе с текстом много нарушений требований к составлению краткого изложения текста, реферирования или реферирования с элементами критического анализа. Обучающийся демонстрирует ограниченные знания лексики, сложные грамматические конструкции не используются. Количество грамматических ошибок достигает 10. Отдельные практические навыки работы с освоенным материалом сформированы с большими ограничениями. (50-66% прав. ответов)
<b>0-9 баллов</b>	Задания не выполнены. При работе с текстом много нарушений требований к составлению краткого изложения текста, реферирования или реферирования с элементами критического анализа. Обучающийся демонстрирует ограниченные знания лексики, использование грамматических конструкций ограничено. Практические навыки работы с материалом не сформированы. (менее 50% прав. ответов)

### Критерии оценивания экзамена (устная часть)

30 бальная оценка	Пояснение к оценке
<b>24-30 баллов</b>	содержание дисциплины освоено <b>полностью</b> , без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, <b>все</b> предусмотренные программой обучения экзаменационные задания <b>выполнены</b> , качество их выполнения оценено числом баллов, близким к <b>максимальному</b> .
<b>17-23 балла</b>	содержание дисциплины освоено <b>полностью</b> , без пробелов, <b>некоторые</b> практические навыки работы с освоенным материалом сформированы <b>недостаточно</b> , <b>все</b> предусмотренные программой обучения экзаменационные задания <b>выполнены</b> , качество выполнения <b>ни одного</b> из них <b>не оценено минимальным</b> числом баллов, в устной речи содержатся некоторые <b>ошибки</b> .
<b>10-16 баллов</b>	содержание дисциплины освоено <b>частично</b> , но пробелы <b>не носят существенного</b> характера, <b>необходимые</b> практические навыки работы с освоенным материалом в <b>основном</b> сформированы, <b>большинство</b> предусмотренных программой обучения экзаменационных заданий <b>выполнены</b> , в устной речи содержатся некоторые <b>ошибки</b> . <b>Отсутствуют</b> сложные грамматические конструкции.
<b>0-9 баллов</b>	содержание дисциплины не освоено, необходимые практические навыки работы <b>не сформированы</b> , <b>все</b> выполненные экзаменационные задания содержат грубые ошибки, <b>дополнительная самостоятельная</b> работа над материалом курса <b>не приведет</b> к какому-либо значимому <b>повышению качества</b> выполнения экзаменационных заданий.

По окончании процедуры промежуточной аттестации производится перевод баллов в традиционную систему оценивания с учетом баллов,

полученных за мероприятия текущего контроля, и промежуточной аттестации.

Результатом освоения дисциплины «*Иностранный язык профессиональной деятельности*» является установление одного из уровней сформированности компетенций: высокий (продвинутый), хороший, базовый, недостаточный.

### Показатели уровней сформированности компетенций

Уровень/балл	Универсальные компетенции
Высокий (продвинутый) (оценка «отлично», «зачтено») <b>86-100</b>	Сформированы четкие системные знания и представления по дисциплине. Ответы на вопросы оценочных средств полные и верные. Даны развернутые ответы на дополнительные вопросы. Обучающимся продемонстрирован высокий уровень освоения компетенции
Хороший (оценка «хорошо», «зачтено») <b>71-85</b>	Знания и представления по дисциплине сформированы на повышенном уровне. В ответах на вопросы/задания оценочных средств изложено понимание вопроса, дано достаточно подробное описание ответа, приведены и раскрыты в тезисной форме основные понятия. Ответ отражает полное знание материала, а также наличие, с незначительными пробелами, умений и навыков по изучаемой дисциплине. Допустимы единичные негрубые ошибки. Обучающимся продемонстрирован повышенный уровень освоения компетенции
Базовый (оценка «удовлетворительно», «зачтено») <b>56-70</b>	Ответ отражает теоретические знания основного материала дисциплины в объеме, необходимом для дальнейшего освоения ОПОП. Обучающийся допускает неточности в ответе, но обладает необходимыми знаниями для их устранения. Обучающимся продемонстрирован базовый уровень освоения компетенции
Недостаточный (оценка «неудовлетворительно», «не зачтено») <b>Менее 56</b>	Демонстрирует полное отсутствие теоретических знаний материала дисциплины, отсутствие практических умений и навыков

## Обновление фонда оценочных средств

Наименование раздела фонда оценочных средств, в который внесены  
изменения

(измененное содержание раздела)

Наименование раздела фонда оценочных средств, в который внесены  
изменения

(измененное содержание раздела)

Наименование раздела фонда оценочных средств, в который внесены  
изменения

(измененное содержание раздела)

Фонд оценочных средств в составе Рабочей программы дисциплины:  
обновлен, рассмотрен и одобрен на 20\_\_\_/\_\_\_ учебный год на заседании  
кафедры \_\_\_\_\_ от \_\_\_\_\_ 20\_\_\_ г.,  
протокол № \_\_\_\_\_