

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

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ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЛУГАНСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
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Структурное подразделение Институт филологии и социальных коммуникаций

Кафедра теории и практики перевода



УТВЕРЖДАЮ

Директор института филологии и
социальных коммуникаций

Перетятая О.С.

« 15 » января 2026 г.

Приложение к рабочей программе учебной дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущего контроля и промежуточной аттестации
обучающихся по дисциплине

Иностранный язык (английский)

Направление подготовки – 41.03.05 Международные отношения

Квалификация выпускника – бакалавр

Форма обучения – очная

Курс – 1-4 курс, ОФО (1/2/3/4/5/6/7 семестр)

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Область применения

Фонд оценочных средств (ФОС) – неотъемлемая часть рабочей программы дисциплины «Иностранный язык (английский)» и предназначен для контроля и оценки образовательных достижений студентов, освоивших программу дисциплины.

1.2. Цели и задачи фонда оценочных средств

Цель ФОС – установить соответствие уровня подготовки обучающегося требованиям ФГОС ВО – бакалавриат по направлению подготовки 41.03.05 Международные отношения, утвержденным приказом Министерства образования и науки Российской Федерации от 15 июня 2017 г. № 555 (с изменениями и дополнениями).

1.3. Перечень компетенций, формируемых в процессе освоения основной образовательной программы

Процесс освоения дисциплины направлен на формирование следующих компетенций и индикаторов их достижения:

Код по ФГОС ВО	Индикатор достижения
Универсальные	
УК- 4 – Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1 выбирает приемлемый стиль делового общения на государственном(-ых) и иностранном(-ых) языках, вербальные и невербальные средства взаимодействия с партнерами в устной и письменной формах; УК-4.2 использует информационно-коммуникационные технологии для повышения эффективности профессионального взаимодействия, поиска необходимой информации в процессе решения стандартных коммуникативных задач на государственном(-ых) и иностранном(-ых) языках; УК-4.3 оценивает эффективность применяемых коммуникативных технологий в профессиональном взаимодействии на государственном(-ых) и иностранном(-ых) языках, производит выбор оптимальных.
Общепрофессиональные	
ОПК-1 – Способен осуществлять эффективную коммуникацию в мультикультурной профессиональной среде на государственном языке	ОПК-1.1 осуществляет эффективную коммуникацию в мультикультурной профессиональной среде на русском и иностранном языках;

Российской Федерации и иностранном(ых) языке(ах) на основе применения понятийного аппарата по профилю деятельности	ОПК-1.2 показывает владение иностранным и русским языком на профессиональном уровне, соответствующем требованиям, предъявляемым к специалистам в сфере международных отношений; ОПК-1.3 владеет жанрами письменной и устной коммуникации в академической сфере, в том числе в условиях межкультурного взаимодействия
Профессиональные	
ПК-3 – Способен системно оценивать эволюцию и современное состояние мировой международной системы, рассматривать актуальные международные события в контексте более широких тенденций и процессов на основе работы с документами, научной литературой, материалами средств массовой информации, докладами экспертно-аналитических центров, базами данных, в том числе на иностранном(ых) языке(ах)	ПК-3.1 применяет теорию международных отношений и дипломатии; ПК-3.2 применяет умения и навыки работы с базами данных, в том числе на иностранном (ых) языке (ах)

1.4. Этапы формирования компетенций и средства оценивания уровня их сформированности

Этапы формирования компетенций	Компетенции	Контрольно-оценочные средства / способ оценивания
Тема 1. Система высшего образования. Проблемы студенческой жизни. Колледжи и университеты России. Образовательная система зарубежом. Грамматика: Present Simple.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа / доклад / презентация / выполнение упражнений/ опрос и др.
Тема 2. Профессиональная деятельность. Международные организации. Международная политика. Моя профессия. Грамматика: Present Continuous.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа / доклад / презентация / выполнение упражнений/ опрос и др.
Тема 3. Проблемы окружающей среды. Экологические проблемы. Стихийные бедствия. Международное сотрудничество в сфере экологии. Грамматика: Past Simple.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа / доклад / презентация / выполнение упражнений/ опрос и др.
Тема 4. Наука и техника. Технологии в 21 веке. Освоение космоса. Технологии и их влияние на общество. Грамматика: Past Continuous.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа / доклад / презентация / выполнение упражнений/ опрос и др.

Тема 5. Личный и профессиональный рост. Личный и профессиональный рост. Безработица. Грамматика: Past Perfect.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация /выполнение упражнений/ опрос и др.
Тема 6. Общественные отношения. Реклама. Пиар технологии. Полит технологии. Грамматика: Past Perfect Continuous.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация / опрос / выполнение упражнений/ опрос и др.
Тема 7. Глобализация. Экономическая интеграция. Проблемы миграции. Международная торговля. Инвестиции Путешествия и туризм. Грамматика: Future Tenses	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация / выполнение упражнений/ опрос и др.
Тема 8. Культура и общество. Культурное разнообразие. Национальная идентичность. Искусство. Идеологическая культура. Культурная идентичность. Грамматика: Passive..	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация / выполнение упражнений/ опрос и др.
Тема 9. Демократия Права человека. Средства массовой информации. Грамматика: Conditionals.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация / выполнение упражнений/ опрос и др.
Тема 10. Военные действия. Оружие массового уничтожения. Терроризм. Грамматика: Verb Patterns.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация / выполнение упражнений/ опрос и др.
Тема 11. Право и преступность. Законы и преступления. Организованная преступность Терроризм Мирные инициативы Коллективная безопасность Грамматика: Linking Words.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация / выполнение упражнений/ опрос и др.
Тема 12. Международное право. Источники международного права Функции международного права. Проблемы международного права. Национальное право. Институты международного права. Грамматика: Relative Clauses.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация / выполнение упражнений/ опрос и др.
Тема 13. Дипломатия. Функции дипломатии Дипломатические миссии. Роль послов. Переговоры. Права и привилегии. Грамматика: Reported Speech.	УК- 4 ОПК-1 ПК-3	Тест / контрольная работа /доклад / презентация / выполнение упражнений/ опрос и др.
Тема 14. Риторика публичных выступлений. Права человека. Средства массовой	УК- 4 ОПК-1	Тест / контрольная работа /доклад / презентация /

информации. Грамматика: Conditionals. Коммуникация. Публичная речь. Успешные ораторы. Грамматика: Phrasal Verbs.	ПК-3	выполнение упражнений/ опрос и др.
Текущая аттестация	УК- 4 ОПК-1 ПК-3	Контрольная работа
Промежуточная аттестация	УК- 4 ОПК-1 ПК-3	Диф. зачет /экзамен

1.5. Описание показателей формирования компетенций

Код компетенции	Результаты сформированности
УК- 4	<p>Знает: принципы построения устного и письменного высказывания на русском и иностранном языках; правила и закономерности деловой устной и письменной коммуникации.</p> <p>Умеет: применять на практике деловую коммуникацию в устной и письменной формах, методы и навыки делового общения на русском и иностранном языках.</p> <p>Владеет: навыками чтения и перевода текстов на иностранном языке в профессиональном общении; навыками деловых коммуникаций в устной и письменной форме на русском и иностранном языках; методикой составления суждения в межличностном деловом общении на русском и иностранном языках</p>
ОПК-1	<p>Знает: основы коммуникации в мультикультурной профессиональной среде на государственном языке Российской Федерации и иностранном (ых) языке(ах) на основе применения понятийного аппарата по профилю деятельности.</p> <p>Умеет: осуществлять эффективную коммуникацию в мультикультурной профессиональной среде на государственном языке Российской Федерации и иностранном (ых) языке(ах) на основе применения понятийного аппарата по профилю деятельности.</p> <p>Владеет: практическими навыками осуществления эффективной коммуникации в мультикультурной профессиональной среде на государственном языке Российской Федерации и иностранном (ых) языке(ах) на основе применения понятийного аппарата по профилю деятельности</p>
ПК-3	<p>Знает: основы организации и проведения внутригосударственных и международных мероприятий в области политики.</p> <p>Умеет: организовывать и проводить внутригосударственные и международные мероприятия в области политики.</p> <p>Владеет: практическими навыками организации и проведения внутригосударственных и международных мероприятий в области политики</p>

1.6. Критерии оценивания компетенций на разных этапах их формирования

Вид учебной работы	Количество баллов		
	ОФО	О-ЗФО	ЗФО
Устные ответы на практических занятиях	30	-	-
Тестовый контроль	20	-	-
Самостоятельная работа	20	-	-
Зачет/ экзамен	20		
Иные виды учебной работы (подготовка презентации, написание реферата и др.)	20	-	-
Всего	100		

Накопительная система оценивания по 100-балльной шкале

Четырехбалльная система оценивания экзамена	100-балльная шкала	Буквенная шкала, соответствующая 100-балльной шкале	Система оценивания зачета
Отлично	90-100	А – отлично – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом сформированы; все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному	Зачтено
Хорошо	83-89	В – очень хорошо – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом в основном сформированы; все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному	
Хорошо	75-82	С – хорошо – теоретическое содержание курса освоено полностью; некоторые практические навыки работы с освоенным материалом сформированы недостаточно; все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками	
Удовлетворительно	63-74	Д – удовлетворительно – теоретическое содержание курса освоено частично, но пробелы не носят существенного характера; необходимые практические навыки работы с освоенным материалом в основном сформированы; большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий содержат ошибки	
Удовлетворительно	50-62	Е – посредственно – теоретическое содержание курса освоено частично;	

		некоторые практические навыки работы не сформированы, многие предусмотренные учебной программой обучения учебные задания не выполнены либо качество выполненных некоторых из них оценено числом баллов, близким к минимальному	
Неудовлетворительно	21-49	FX – неудовлетворительно – теоретическое содержание курса освоено частично; необходимые практические навыки работы с освоенным материалом не сформированы; большинство предусмотренных учебной программой обучения учебных заданий не выполнено либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительно самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий	Не зачтено
Неудовлетворительно	0-20	F – неудовлетворительно – теоретическое содержание курса не освоено; необходимые практические навыки работы не сформированы; все выполненные учебные задания содержат грубые ошибки; дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий	

2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

2.1. Оценочные средства текущего контроля

Контрольная работа № 1

1. Read the text containing some of the concepts in IR and answer the following questions after reading:

International relations are often viewed in terms of levels of analysis. The systemic level concepts are those broad concepts that define and shape an international environment.

The concept of ‘power’ in international relations can be described as the degree of resources, capabilities, and influence in international affairs. It is often divided up into the concepts of ‘hard power’ and ‘soft power’, hard power relating primarily to coercive power, such as the use of force, and soft power commonly covering economics, diplomacy and cultural influence. However, there is no clear dividing.

Polarity in international relations refers to the arrangement of power within the international system.

The concept arose from bipolarity during the Cold War, with the international system dominated by the conflict between two superpowers, and has been applied retrospectively. Consequently, the international system prior to 1945 can be described as multi-polar, with power being shared among great powers. The collapse of the

Soviet Union in 1991 led to what some would call ‘unipolarity’, with the United States as a sole superpower.

Several theories of international relations draw upon the idea of ‘polarity’. The balance of power was a concept prevalent in Europe prior to the First World War, the thought being that by balancing power blocs it would create stability and prevent war. Theories of ‘the balance of power’ gained prominence again during the Cold War, being a central mechanism of Kenneth Waltz’s neorealism.

Hegemonic stability theory (developed by Robert Gilpin) also draws upon the idea of polarity, specifically the state of unipolarity. Hegemony is the preponderance of power at one pole in the international system, and the theory argues this is a stable configuration because of mutual gains by both the dominant power and others in the international system. This is contrary to many neorealist arguments, particularly made by Kenneth Waltz, stating that the end of the Cold War and the state of unipolarity is an unstable configuration that will inevitably change.

Many advocate that the current international system is characterized by growing interdependence, the mutual responsibility and dependency on others. The role of international institutions and widespread acceptance of a number of operating principles in the international system reinforces ideas that relations are characterized by interdependence.

Dependency theory is a theory most commonly associated with Marxism, stating that a set of core states exploit a set of weaker periphery states for their prosperity. Various versions of the theory suggest that this is either an inevitability (standard dependency theory), or use of the theory to highlight the necessity for change.

States can be classified by whether they accept the international status quo, or are revisionist, i.e. want change. Revisionist states seek to fundamentally change the rules and practices of international relations, feeling disadvantaged by the status quo. They see the international system as a largely western creation which serves to reinforce current realities. Japan is an example of a state that has gone from being a revisionist state to one that is satisfied with the status quo, because the status quo is now beneficial to it.

- 1) How can the concept of ‘power’ in international relations be described?
- 2) What does ‘hard power’ mean?
- 3) What does ‘soft power’ mean?
- 4) What does the concept of ‘polarity’ refer to?
- 5) What did the concept of ‘polarity’ arise from?
- 6) How can the international system be described prior to 1945?

- 7) When did 'unipolarity' arise?
- 8) When did the theory of 'the balance of power' gain prominence?
- 9) What does the concept of 'hegemony' suggest?
- 10) Is 'unipolarity' a stable configuration?
- 11) What is the current international system consistent with?
- 12) What is the essence of Dependency theory?
- 13) What is the 'status quo'?

2. Translate the following word-combinations into English:

broad concepts / to define and shape an international environment / the degree of resources / capabilities and influence in international affairs / hard power / to relate to coercive power / the use of force / soft power / to cover economics / cultural influence / there is no clear dividing / the arrangement of power within the international system / to draw upon the idea of polarity / the preponderance of power at one pole / mutual gains / both the dominant power and others / a largely western creation.

3. Find derivatives of the following words:

to revise, to depend, to relate, to exploit, to view, to preponderate, to dominate, to divide, polar, advantage, prior, to influence, to create, to define, real.4.

4. Complete the following sentences:

1) States can be classified by whether they accept the international status quo, or are _____ i.e. want revision. 2) Many advocate that the current international system is characterized by growing _____, the mutual responsibility and dependency on others. 3) A number of operating principles in the international system reinforce ideas that _____ are characterized by interdependence. 4) Sometimes there is no clear _____ between soft power and hard power. 5) The concept of 'polarity' arose from _____ when the international system was dominated by two superpowers. 6) Neorealists argue that the end of the Cold War and the state of _____ is an unstable configuration that will inevitably change. 7) Theories of 'the balance of power' gained _____ again during the Cold War.

2.2. Оценочные средства для промежуточной аттестации

Вопросы для устного опроса

1. What are international relations? How are they different from everyday social interactions? As an academic discipline, what issues does it cover?
2. What is the value of studying of international relations?

3. If you travel abroad or work for a joint venture, can we say that you participate in international relations in some way? Do individuals matter in international relations? How can they influence international relations?
4. Do you think that history can provide a crucial background for the study of international relations? What historical periods greatly influenced the development of international relations?
5. What is the role of the state in international relations? Can we say that the state is the major actor in international relations? What other actors do you know? Can, for example, the Internet be considered an actor in international relations?
6. What is the role of international organizations in international relations? Why are international organizations created? What international organizations do you know?
7. Scholars of international relations consider international organizations to have growing importance in world politics. Do you agree with them?
8. How would you define the term 'nation-state'?
9. What role does international law play in international relations?
10. What are the functions of the United Nations? What is the UN's influence on international politics? Do you think that it is likely to play one of the most important roles in international politics in the coming decades?
11. What are the origins and evolution of the European Union? What are its goals? What factors have played a major role in the integration of European countries?
12. How large is the European Union likely to become? What do you think are positive and negative consequences of the EU enlargement? Why have some countries been reluctant to join the European Union?
13. How important is the introduction of the single European currency, the euro, for the EU economy? Why did some EU members refuse to introduce the euro?
14. What are the major challenges facing the EU? What is the future of the European Union? Do you think it may break up some day as the Soviet Union did?
15. What is your attitude toward Ukraine's entering the European Union? What are the advantages and disadvantages of being the EU member?
16. What is NATO's purpose?
17. Do you support NATO enlargement? Do you think that it may pose a threat to some countries?
18. Why are some countries against joining NATO?
19. What are the major challenges facing NATO? Some political analysts consider NATO to be an anachronism or a politically dead organization, do you share this point of view? What is NATO's future?
20. What is the European choice?
22. Do the United Nations really maintain peace and cooperation in the world or defend the interests of some countries?
23. Which is the best method of influencing a country: diplomacy, trade restriction, economic sanctions, or military force?
24. Is it possible that in the future borders between countries will disappear and there will be one global community? Think of advantages and disadvantages of living in such a global entity.

25. What common values should be respected by states for successful international relations?
26. How can we, ordinary people, make a difference in world politics and shape the future of our world?
27. What human rights are violated in your country, if any, most of all?
28. Do you know any public organizations in your country that protect human rights? What is the role of public organizations in the legal education of citizens and in the protection of their rights? Does the state pay attention to public organizations, how important is their role in the society?
29. Have there been any cases of persecution, discrimination or imprisonment of people because of their political views? Are there many cases of torture and inhumane treatment during preliminary investigation and during questioning for the purpose of obtaining a confession?
30. Is there any discrimination or prejudice in your country? What can be done to eliminate it?
31. Do you know any concrete cases when civil rights were protected in Russia? Who assisted in the process? How realistic would it be to turn similar processes into a full-scale phenomenon?
32. Do you believe that during the years of independence a proper legislative base for the protection of human rights has been created in Russia? Do you think that Russian citizens have enough legal knowledge in the sphere of human rights?
33. According to the Constitution of Russia "to affirm and ensure human rights and freedoms is the main duty" Do you believe that the Russian Federation is fulfilling this duty?
34. What pressure can the international community exert on countries with a poor human rights record? Which countries have the worst human rights records?
35. Should human rights violations in some country be used as a pretext for its economic or military intervention by another country?
36. Why is freedom of speech important in a democratic society? What influence does the restriction of freedom of speech have on society? Is freedom of speech in your country restricted?
37. What are the good and bad things about elections? How are elections held in your country? Is voting an important responsibility of a citizen?
38. What is your opinion of a celebrity (e. g. a famous sportsman or a movie star) running for the presidency?
39. Approximately, in your opinion, what percentage of high-ranking officials in your country are corrupt? Should high-ranking officials publicize all their sources of income?
40. What do you think about your country's president and prime-minister?
41. What qualities do you think are the most important for a country's leaders?
42. Which of your country's leaders are you proud of? Who is the most controversial politician in your country?
43. Who, in your opinion, was the most outstanding person in Russian's history?
44. Who was the most infamous person in history, in your opinion? And in the world's Russian's history?

45. Who were/are the greatest presidents/ statesmen/public figures in the world, in your opinion?
46. What foreign and domestic policies is the current president pursuing? Did he/she live up to your expectations? What are his/her greatest achievements and mistakes?
47. What would you do if you could run your country for the whole term of office?
48. Why do people sometimes rebel against their society?
49. Have you ever been to a mass demonstration or rally? If so, tell about it. Would you fight to protect your right to be free?
50. Has there ever been a rebellion, coup, or revolution in your country? If so, what was its aim? What were the results?
51. What is the role of mass media in public opinion, setting moral and aesthetic standards, and disseminating information?
52. Does the ability of journalists to express their opinions directly depend on the political views, interests, and possibilities of the owner of the channel, and on financial-political groups backing it?
53. Do you think that there should be censorship of books, newspapers, films, and TV and radio programs? Should websites be censored? Does the Internet open up many opportunities for freedom of expression?
54. Are the mass media in Russia under the control of the current government?
55. Why do some TV channels distort events and are in the pursuit of sensationalizing?
56. To what extent do you trust Russian mass media, Eastern and Western ones? Which of the media, in your opinion, provide the best coverage of events?
57. Why have some countries benefited from globalization, and others haven't? Why is it not working in many parts of the world? What should be done to make globalization work for all nations? Is it possible?
58. Do you believe that the spread of English as an international language is another consequence of globalization?
59. To what extent has the Internet influenced globalization?
60. Do you think the world is dominated by the influence of such superpowers as the United States, China, and Russia?
61. What are the most popular tourist destinations in your country? How can a country benefit from tourism? How important is tourism to your country? Why do people travel around the world?
62. What is the future of globalization?
63. Have you ever been to a foreign country? How many countries have you been to? Would you like to travel around the world? What other countries would you like to visit? Why? What countries would you not like to visit? Why?
64. Would you rather go to a foreign country or travel within your own country?
65. What was the most interesting spot you have ever visited? What was your best trip? What was your worst trip?
66. What different kinds of travel do you know? What is your favorite mode of travel?
67. What do you think of the idea of space tourism? Would you like to travel in space?

68. Do you think that travel broadens the mind?
69. What do you think are the causes of emigration?
70. Do you think that government should constrain the number of immigrants entering the country? What should be done with illegal immigrants entering the country?
71. Are there any laws in your country that you think are wrong? Do you tend to ignore some laws?
72. Does everybody in your country observe laws? How important is it to observe laws?
73. What new laws should be introduced in your country?
74. What makes people commit crimes? Is it lack of money, bad upbringing, lawlessness, homelessness, unemployment or something else? Which is the major cause?
75. Is it possible to prevent some crimes? Which ones and how?
76. How much do the media cover crime in your country? Do you think that they should spend less or more time on it?
77. Should euthanasia (mercy killing) be available to people in great pain who want to die? Is it a crime?
78. Do you think policemen should be allowed to carry guns?
79. Do you think ordinary people should be permitted to own guns for self-protection? Are you allowed to have a gun without a special licence?
80. Is organized crime a big problem in your country? How to combat organized crime?
81. Are there problems with drugs in your country? Is there any connection between drugs and crime?
82. Do you think that soft drugs should be legalized?
83. If killing a person is a crime, is killing people during war also a crime?
84. Is abortion a crime?
85. Is drunk driving a serious crime? Why?
86. Should prostitution be legalized?
87. What kinds of crime are most common in your country? What is the punishment for the crimes?
88. What crimes are commonly punished by a fine in your country? What crimes do you think will decrease and what crimes will increase in the future?
89. If someone steals a loaf of bread to feed their starving children, is it a crime? Can you think of some situations when somebody has committed a crime, but you would not call the police?
90. In what societies is crime more prevalent?
91. Does your government take appropriate measures to combat crime? What measures should be taken to reduce crime?
92. How dangerous is computer crime? What should be done to curb computer crime?
93. What is the purpose of punishment?
94. Is capital punishment an effective method for preventing crime? Would capital punishment deter crime? Is there a death penalty in your country?

95. What is the severest punishment in your country?
96. Capital punishment has been abolished in a lot of countries. Do you think this is evidence of a more humane, democratic, and civilized society?
97. Do you think that public executions which were carried out in the past deterred crime?
98. Do you think there is more crime and violence today than 100 years ago? Why? Why not?
99. If you found a handbag full of money, would you keep it or take it to the police?
100. Is imprisonment an effective punishment? Is prison able to rehabilitate criminals?
101. What are the causes of war?
102. Are there any ways of settling severe international conflicts without resorting to war?
103. How can countries prevent conflicts and wars?
104. If everybody wants peace, then why are there so many military conflicts and wars?
105. Do you agree with the opinion that nations make war for the sake of peace? Isn't it a controversial issue?
106. What is the role of religion in peace movements, denouncing and triggering interethnic conflicts, acts of terrorism, and wars?
107. Why do sometimes religious leaders bless wars?
108. Do you think that war is sometimes necessary?
109. Do you think it may bring about positive changes?
110. Should weapons of mass destruction be prohibited?
111. Would the world be a safer place without weapons of mass destruction?
112. Why do some countries, for example the USA, spend so much money on their armed forces and the development of weapons of mass destruction?
113. Why are some countries willing to possess nuclear weapons?
114. Why are some countries allowed to have nuclear weapons and others aren't?
115. Do you think that your country should have nuclear weapons? Why? Why not?
116. What would the world be like after a nuclear war?
117. What are the causes of terrorism?
118. Can terrorist acts be justified in any way?
119. What is the difference between a freedom fighter and a terrorist?
120. How likely, in your opinion, are terrorist attacks in your country? What should be done so that our country would not become a target for terrorists?
121. Why is it so difficult to combat terrorism? What should be done to eradicate world terrorism?
122. Is there any connection between terrorism and globalization? Can globalization be a source of terrorism and radicalism?
123. Do you believe that information warfare attacks can pose a serious threat to national security and economy? Is it possible to curb cyberterrorism?
125. What do you think of politicians who deny famine and genocide?
126. Are young people in your country willing to join the army? Why? Why not?
127. Do you think there should be conscription in your country?

128. Do you think women have the right to serve in the army?
129. Would you fight in a war to defend your country? Is there any cause that you would fight/die for?
130. How strong is your country's army? Is it able to defend the country?
131. Do you think that Russia should enter some international organizations to ensure its security and defense? How effective is, in your opinion, collective security?
132. Have you ever considered joining a peace movement?
133. Do you think it is morally wrong to kill people?
134. Do you believe that the power of love can overcome the power of war?
135. How are the ideals of peace and freedom interrelated?
136. Is there personal responsibility of every individual for keeping peace in the world? What can each of us do to promote peace?
137. What lessons and warnings should humankind draw from wars, atrocities, and genocides of this and past centuries?
138. Do you believe that future generations will be able to live in peace?
139. What does the road to world peace start with?
140. What should be done to convert the contemporary hostile and militaristic world into a peaceful global society?
141. What are the major environmental problems confronting the world nowadays?
142. What are the major environmental problems confronting the world nowadays?
143. What steps are being taken by the international community to prevent environmental pollution?
144. What are the major environmental problems confronting your country?
145. Are you satisfied with your country's environmental policies?
146. Do people of your country care about the environment? Are you environment-conscious? Do you drop litter? Are there enough litter bins in your city? Do you think people who drop litter should be fined? Have you ever picked up litter thrown by other people?
147. Do you think the future generations will be thankful to us for the way we treat the environment?
148. How successful, in your opinion, are scientists in controlling climate change?
149. Is it a vital necessity to protect the environment nowadays?
150. What should be done to protect the environment?
151. How to protect plant and animal species from becoming extinct?
152. Do you think that international organizations should pay more attention to the emissions of greenhouse gases?
153. How to stop the depletion of the ozone layer?
154. What kinds of disasters are common in your country?
155. What is your country's worst ever natural or man-made disaster?
156. Have you heard of the Kyoto Protocol? Why did some countries (e. g. the USA) fail to sign it?
157. Do you think that we have to use alternative sources of energy (solar power, wind power, hydroelectric power) more?
158. Do you think that people and governments do enough to conserve energy?
159. What will happen to the global economy when fossil fuels come to an end?

160. Do you think that natural disasters are God's punishment?
161. Do you think there are lessons to learn from natural and man-made disasters?
162. Can we avoid the disasters in any way?
163. Do you think that people should donate money to help victims of a disaster?
164. What effect does climate have on one's lifestyle?
165. What would you do if you knew for sure that there would soon be the end of the world?
167. Is there any connection between sustainable development and the improvement of standards of living?
168. Is sustainable development more important for developed, developing, or underdeveloped countries?
169. In your opinion, what can cities such as Kyiv, Warsaw, and Moscow do to improve their air quality?
170. Is it safe to swim in your country's lakes, rivers and seas?
171. Do you believe that humankind will manage to terra-form planets such as the Moon and Mars so that people can live there?
172. If you were the environment minister, what measures would you take to protect the environment?
173. What steps are being taken by the international community to prevent environmental pollution?
174. What would you do if you knew for sure that there would soon be the end of the world?
175. Is there any connection between sustainable development and the improvement of standards of living?
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179. Do you believe that humankind will manage to terra-form planets such as the Moon and Mars so that people can live there?
180. If you were the environment minister, what measures would you take to protect the environment?
181. What are the goals of higher education?
182. How important is it to have higher education? Is university degree important for getting a good job?
183. Do you think that the system of higher education in Russia meets international standards? What should be done to raise national education to the highest world standards?
184. How has the system of higher education changed?
185. Do Russian universities offer high-quality education? Which is the most prestigious university in Russia?
186. Do you know any prominent Russian educators? What have they done for the development of the national education?
187. Does the government spend enough money on education in your country?

188. What problems are higher educational establishments in Russia and abroad confronted with?
190. Do you think that higher education should be free of charge? Are university tuition fees reasonable or high in your country? Is higher education affordable to the general public in your country? Do many students receive scholarships?
191. Do all entrants have an equal access to higher education?
192. If you could change anything at the university you attend, what would you change?
193. How has the computer changed studying? How has the Internet changed studying?
194. How has your life changed since entering the university?
195. Is your university life more about studying or having fun?
196. What kind of problems do you have as a student?
197. Are you good at dealing with problems? Do you have good friends to help you solve your problems?
198. Do you enjoy studying at the university? Which subject is the most important for your future job? How many subjects are you studying? How are they taught?
199. What is your favorite subject? Are there any subjects that you dislike? How should students be taught?
200. Some university students have jobs. Do you think it's a good idea to combine studies with work?
201. Are there any student organizations at your university? Tell briefly about them, if there are any. Are you involved in any extracurricular activities?
202. What can you remember about your first day at university? How did you feel?
203. Do you think that there should be a single curriculum for all students or students should have an opportunity to choose subjects?
204. What advice would you give a school-leaver who is about to enter university?
205. What are you majoring in? Why did you choose it? Who or what influenced your choice?
206. Would you like to study abroad? Why? Why not?
207. Do you attend lectures regularly? How often do you skip lectures? Why is it important to attend classes and lectures regularly? Do you have a lot of free time?
208. Are grades important to you? Do the lecturers grade you and your group mates fairly?
209. What is your attitude to cheating? Do your group mates cheat in tests and exams?
210. What kind of a student makes a good leader? What qualities should a good student leader possess? How to earn respect of fellow students?

Примеры типовых заданий к экзамену

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Read and translate the following text. Give a short summary of the it.

Most big towns in Britain have both a university and a college of higher education. There are 91 universities in Britain and 47 colleges of higher education.

Colleges of higher education offer both two-year HND (Higher National Diploma) courses, as well as degree courses.

Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

Universities are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities such as London and Manchester Universities and the new universities. Some years ago there were also polytechnics. After graduating from a polytechnic a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of BA (Bachelor of Arts) or BSc (Bachelor of Science). Most degree courses at universities last 3 years, language courses last 4 years (including a year spent abroad). Medicine and dentistry courses are longer (5 — 7 years).

Students may receive grants from their Local Education Authority to pay for books, accommodation, transport and food. This grant depends on the income of their parents. If students do not get a grant, parents are expected to pay for their children.

Students don't usually have a job during term time because the lessons, called lectures, seminars, classes or tutorials (small groups), are full time. However, many students now have to work in the evenings or during the holidays to earn more money, but it is now difficult to find such jobs. The result is that more students are dropping out, failing to finish their courses. Most students live away from their home town, in flats or halls of residence, because the university is seen as a time to be independent, to live away from home and develop new interests.

University life is considered "an experience". The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

2. Read the following statement, and decide if you agree or disagree. Prepare some arguments to support your viewpoint.

The job market demands highly qualified specialists who are not only professionally trained but also have good leadership, computer, and communication skills.

3. Give the Russian equivalents of these words on the theme: «Higher Education»