

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ  
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ЛУГАНСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»  
(ФГБОУ ВО «ЛГПУ»)

Структурное подразделение Институт филологии и социальных коммуникаций

Кафедра теории и практики перевода

УТВЕРЖДАЮ

Директор института филологии и  
социальных коммуникаций

Перетятая О.С.

«18» января 2024 г.



Приложение к рабочей программе учебной дисциплины

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

Иностранный язык в сфере академической коммуникации

По направлению подготовки – 45.04.02 Лингвистика

Программа магистратуры – Лингводидактика и межкультурное образование  
(английский язык)

Квалификация выпускника – магистр

Форма обучения – очно-заочная

Курс 2 (3 семестр)

Разработчик

преподаватель кафедры теории и  
практики перевода

ФГБОУ ВО «ЛГПУ»

Кузнецова Анастасия Вадимовна

Заведующий кафедрой

теории и практики перевода

Л.И. Харченко

Протокол

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## 1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

### 1.1. Область применения

Фонд оценочных средств (ФОС) – неотъемлемая часть рабочей программы дисциплины «Иностранный язык в сфере академической коммуникации» 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 магистратура по направлению подготовки 45.04.02 Лингвистика, утвержденным приказом Министерства науки и высшего образования Российской Федерации от 12 августа 2020 года № 992 (с изменениями и дополнениями) и Профессиональным стандартом, утвержденным Приказом Министерства труда и социальной защиты Российской Федерации, «Педагог (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) (воспитатель, учитель)» от 18 октября 2013 № 544н (с изменениями и дополнениями), «Педагог дополнительного образования детей и взрослых» от 22 сентября 2021, № 652н.

### 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
Общепрофессиональные	
ОПК-2. Способен учитывать в практической деятельности специфику иноязычной научной картины мира и научного дискурса в русском и изучаемом иностранном языках	ОПК-2.1. Учитывает в практической деятельности специфику научной картины мира и научного дискурса в русском языке. ОПК-2.2. Учитывает в практической деятельности специфику иноязычной научной картины мира и научного дискурса в изучаемых иностранных языках.

### 1.4. Этапы формирования компетенций и средства оценивания уровня их сформированности

Этапы формирования компетенций	Компетенции	Контрольно-оценочные средства / способ оценивания
Introduction to the discipline "English for academic communication"	ОПК-2	Конспект
The international system of higher education today. About myself and my study	ОПК-2	Конспект, доклад/презентация
Academic writing as a way of communication in science	ОПК-2	Конспект, доклад/презентация

Scientific Research. Research Stages. My scientific research work	ОПК-2	Конспект, практические задания
Scientific Writing – Abstracts. How to Write an Abstract. Journal Article. Its Components	ОПК-2	Конспект, аннотирование, реферирование, перевод
Presentation. What makes a good presentation? Participation in an international conference	ОПК-2	Конспект, подготовка презентации, составление заявки, подготовка доклада, тест
<b>Текущая аттестация</b>	ОПК-2	Контрольная работа
<b>Промежуточная аттестация</b>	ОПК-2	Зачет

### 1.5. Описание показателей формирования компетенций

Код компетенции	Результаты сформированности
ОПК-2. Способен учитывать в практической деятельности специфику иноязычной научной картины мира и научного дискурса в русском и изучаемом иностранном языках	<p>Знает: базовые термины и понятия, методологические основы, используемые в современном лингвистическом пространстве; речевые образцы, клише, разговорные формулы этикета делового и профессионального общения, используемые в разных видах устной и письменной речи; приемы структурирования научного дискурса.</p> <p>Умеет: делать необходимые теоретические обобщения, систематизировать теоретический и методологический материал; реализовывать личностные способности, творческий потенциал в различных видах речевой деятельности на иностранном языке; собирать и первично обобщать фактический материал; ясно, логически верно строить устную и письменную речь на иностранном языке.</p> <p>Владеет: навыками критического анализа теоретического и методологического материала, использования теоретического потенциала отдельных отраслей языкознания в практике общих и специальных процедур организации работы исследователя филолога; навыками научного поиска, обработки и использования иноязычных источников по проблемам профессиональной коммуникации с использованием современных профессиональных баз данных и информационных справочных систем.</p>

### 1.6. Критерии оценивания компетенций на разных этапах их формирования

Вид учебной работы	Количество баллов		
	ОФО	О-ЗФО	ЗФО
Выполнение и защита практических работ	-	30	-
Самостоятельная работа	-	20	-
Иные виды учебной работы (подготовка презентации/доклада, составление заявки, аннотирование, реферирование, перевод и др.)	-	30	-
Зачет	-	20	-
<b>Всего</b>	<b>100</b>		

### 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	<b>А</b> – 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	<b>В</b> – 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	<b>С</b> – 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	<b>Д</b> – 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	<b>Е</b> – 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	<b>FX</b> – 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	<b>F</b> – 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	
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## 2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

### 2.1. Оценочные средства текущего контроля

*Task 1. Read the sample opinion essay. Order its paragraphs*

\_\_\_\_\_Sports are an indispensable part of human life. However, some are considered to be more dangerous than the others. Because of the dangers those sports can lead to, many people believe they should be banned. In my view, extreme sports not only improve the skills and abilities of athletes, but also help them keep their lust for the thrill, adventure and passion. In this essay, I will discuss why dangerous sports should not be banned.

\_\_\_\_\_On the contrary, dangerous sports can result in serious injuries. Even though the lives of the people playing this kind of sports can be saved, they still possibly have to suffer from permanent injuries which can make them disabled. Hence, preventing people from this kind of sports can reduce the chances of permanent injuries from sport related accidents. However, almost all people who start doing extreme sports understand that it may lead to serious injuries and they agree to take such responsibility.

\_\_\_\_\_Firstly, people who love challenging sport say that such activity gives them adrenaline rush. They like to challenge themselves and show it to the world. Secondly, many dangerous sports are national sports in many countries. For instance, Kickboxing is national sport of Thailand and many participants get serious injuries performing it. Banning such sports can hurt sentiments of those countrymen.

\_\_\_\_\_In conclusion, I do not think that banning dangerous sports is a feasible idea. I personally believe that unsafe sports should not be banned rather proper safety measures and regulations should be implemented to make them safe for athletes and spectators.

\_\_\_\_\_Besides, if a number of sports were prohibited, it might affect the sport industry. Sportswear, sports equipment manufacturing and selling companies would experience substantial loss in revenue which results in much smaller taxes that the government could collect from the industry.

*Task 2. Make a presentation on the topic of the international system of higher education today.*

*Task 3. Formulate the basic approaches for the definition of the concepts of science and scientific knowledge.*

*Task 4. Identify the features of science.*

*Task 5. Consider the methods, techniques and procedures of scientific knowledge.*

- Task 6. Relate the forms and methods of scientific research.*  
*Task 7. Relate the correct organization of research work.*  
*Task 8. Formulate the basic requirements for scientific research.*  
*Task 9. Write an academic journal article.*  
*Task 10. Participate in an international conference.*

## **2.2. Оценочные средства для промежуточной аттестации**

- 1) The main difference between academic writing and normal writing is that academic writing \_\_\_\_.*
- a) uses longer words
  - b) tries to be precise and unbiased
  - c) is harder to understand
- 2) The difference between a project and an essay is:*
- a) essays are longer
  - b) projects are longer
  - c) students choose projects' topics
- 3) Paraphrasing a text means \_\_\_\_.*
- a) making it shorter
  - b) changing a lot of the vocabulary
  - c) adding more detail
- 4) The best time to write an introduction is often \_\_\_\_.*
- a) first
  - b) last
  - c) after writing the main body
- 5) Plagiarism is \_\_\_\_.*
- a) a dangerous disease
  - b) an academic offence
  - c) an academic website
- 6. We have to hand in a \_\_\_\_ at the end of the course. It can consist of up to five different pieces of work.*
- a) assignment
  - b) essay
  - c) portfolio
  - d) dissertation
- 7. The teacher gave us the title of this week's \_\_\_\_ today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday.*
- a) essay
  - b) project
  - c) thesis
  - d) composition
- 8. At the end of this course, you have to do a 5,000-word \_\_\_\_ which will be assessed, and the grade will contribute to your final degree.*
- a) thesis
  - b) project

- c) assignment
- d) essay

9. *I think I'll do a study of people's personal banking habits for my MSc \_\_\_\_\_. It has to be about 12,000 words.*

- a) dissertation
- b) composition
- c) essay
- d) project

10. *I've chosen to do the \_\_\_\_\_ instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.*

- a) project
- b) portfolio
- c) assignment
- d) thesis

11. *The conference proceedings will be published in a research \_\_\_\_\_.*

- a) journal
- b) magazine
- c) article
- d) paper

12. *This research \_\_\_\_\_ covers the use of the new device.*

- a) journal
- b) magazine
- c) article
- d) course

13. *During a job interview, you have to answer several common \_\_\_\_\_.*

- a) answers
- b) questions
- c) candidates
- d) companies

14. *A job interview enables the employer to learn a lot about an \_\_\_\_\_.*

- a) aspirant
- b) applicant
- c) candidate
- d) student

15. *I \_\_\_\_\_ from the University two years ago.*

- a) graduated
- b) finished
- c) studied
- d) learnt

16. *Professor: Will you take part in this conference? Student: \_\_\_\_\_*

- a) You are so kind.
- b) I sure will.
- c) I'm sorry.
- d) Are you sure?

17. *Professor: What is the aim of your report at the conference? Student:*

- 
- a) The aim of your report are to consider the pros and cons of university education.
  - b) The aim report is university education.
  - c) The aim report are university education.
  - d) The aim of my report is to consider the pros and cons of university education.

18. *Student 1: How did you pass your exam in physics? Student 2: \_\_\_\_\_*

- a) I took it.
- b) I studied it.
- c) I taught it.
- d) I failed it.

19. *Consultant: Would you tell me about your educational background?*

*Applicant: \_\_\_\_\_*

- a) It is about my education.
- b) University is a very good experience for everyone.
- c) I graduated from LSPU in 2015, and I received a Bachelor's degree in Philology.
- d) I speak fluently Spanish and Chinese. I also have good communicational skills.

20. *Consultant: Do you have any skills that would help you do this job?*

*Applicant: \_\_\_\_\_*

- a) I speak Chinese fluently. I also have good presentation skills.
- b) I'm looking for an on-line job.
- c) Yes, I am.
- d) You are wrong.

21. *Which of these is not a step of the scientific method?*

- a) Hypothesis
- b) Experiment
- c) Conclusion
- d) Plagiarism

22. *Which of these words would you NOT associate with the scientific method?*

- a) Disorganized
- b) Organized
- c) Data
- d) Control

23. *A hypothesis is \_\_\_\_.*

- a) a random thought
- b) an answer
- c) an educated guess
- d) an experiment

24. *Which of these would be called results?*

- a) Number of Fruit Flies
- b) Counting Fruit Flies



- c) Seeing Fruit Flies on an Apple
- d) Wondering Why a Fruit Fly was Born

25. *What do you do to test a hypothesis?*

- a) Guess
- b) Create a spreadsheet with data
- c) Publish a scientific paper
- d) Design an experiment

26. *Which of the following statements about the scientific method is true?*

- a) A way to solve problems
- b) Always right
- c) Is something you need a lab coat to do
- d) All of the above

27. *The measurements and numbers someone gets from their experiment are called their \_\_\_\_.*

- a) results
- b) hypothesis
- c) timeliness
- d) variables

28. *Anna would like to make an essay however she is having a hard time constructing it. What would be the best way that you can advise her to accomplish her task?*

- a) Outlining
- b) Summarizing
- c) Plagiarism
- d) Research

29. *Mary is writing her essay titled "Family Values". She decided to choose her experiences and observation inside their home to outline her work. What do you think is the source that she applied?*

- a) Secondary sources
- b) Primary sources
- c) Both A and B
- d) None

30. *Secondary sources are information created by someone who didn't experience the actual event firsthand.*

- a) True
- b) False

31. *Secondary sources are materials from those who actually experienced the events firsthand.*

- a) True
- b) False

32. *A hypothesis is \_\_\_\_.*

- a) a statement that is true
- b) a statement that needs to be proved right or wrong
- c) what the experiment is all about
- d) a written piece that is designed to present an idea

33. *A science experiment should start with:*

- a) a testable question
- b) a hypothesis
- c) the procedure
- d) a conclusion

34. *When a scientist shares their findings with other scientists, they are:*

- a) analyzing data
- b) making a hypothesis
- c) communicating results
- d) experimenting

35. *The final part; a summary of reasonable inferences is a / an:*

- a) conclusion.
- b) controlled experiment.
- c) question.
- d) hypothesis.

36. *Which of the following research methods has its roots in the philosophy?*

- a) Phenomenology
- b) Grounded theory
- c) Ethnography
- d) Action research

37. *Which of the following approaches is also known as the bottom up approach?*

- a) Deductive
- b) Supportive
- c) Directive
- d) Inductive

38. *Which of the following type of qualitative researches focuses on the cultures of groups?*

- a) Phenomenology
- b) Grounded theory
- c) Ethnography
- d) Case study

39. *What type of sampling should a researcher use when he requires a sample that is highly representative of the issues involved in the research or which are likely to have expertise in the required matter of research?*

- a) Quota sampling
- b) Purposive sampling
- c) Simple random sampling
- d) Snowball sampling

40. *Statistical hypothesis is also known as:*

- a) null hypothesis
- b) research hypothesis
- c) directional hypothesis
- d) scientific hypothesis

41. Translate into English: “практика подготовки и написания научной работы на иностранном языке” (two words).
42. Translate into English: “исследовательский центр” (two words).
43. Translate into English: “профессиональные знания и навыки” (two words).
44. Define the term “science”.
45. Define the term “portfolio”.
46. Define the term “project”.
47. Define the term “essay”.
48. Define the term “assignment”.
49. Define the term “thesis”.
50. How many higher education establishments are there in Russia?
51. What times does the history of higher education in Russia go back to?
52. What is the difference between “basic research” and “applied research”?
53. A detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding is called...
54. The fact of finding interesting or valuable things by chance is called...
55. An activity or business method in which a group of people meet to suggest a lot new ideas for possible development is called...
56. What is dogma?
57. What are the three main branches of science?
58. “Research shows that a diet low in salt helps people to lower their blood pressure.” Is it a fact or an opinion?
59. “Playing team sports is the better way to lose weight.” Is it a fact or an opinion?
60. “The Russian Department of Agriculture recommends that adults consume three to four cups of vegetables per day.” Is it a fact or an opinion?
61. Comment on the following quotation: “The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them” (William Lawrence Bragg).
62. Comment on the following quotation: “Science has made us gods even before we are worthy of being men” (Jean Rostand).
63. Comment on the following quotation: “We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology” (Carl Sagan).
64. Comment on the following quotation: “Science is organized knowledge. Wisdom is organized life.” (Immanuel Kant).
65. Comment on the following quotation: “Science and everyday life cannot and should not be separated.” (Rosalind Franklin).
66. Comment on the following quotation: “Science is nothing, but trained and organized common sense.” (Thomas Huxley).
67. There are two main stages involved in presenting a paper: the preparation stage and the presentation stage. List the five steps of the preparation stage.
68. Read the text and write a summary.

## **Baby's First Research**

*A geneticist working at her lab bench and a six-month-old baby playing with his food might seem to have little in common. After all, the scientist is engaged in serious research to uncover the very nature of the physical world, and the baby is, well, just playing ... right? Perhaps, but some developmental psychologists have argued that this “play” is more like a scientific investigation than one might think.*

*Take a closer look at the baby playing at the table. Each time the bowl of cereal is pushed over the table edge, it falls to the ground – and, in the process, it reveals critical evidence about how physical objects interact: bowls of cereal (as well as pacifiers, blocks, books, bananas, and other physical objects) do not float in mid-air, but require support to remain stable. It is likely that babies are not born knowing this basic fact of the universe; nor are they ever explicitly taught it. Instead, babies may form an understanding of object support through repeated experiments – systematic interactions with the world around them – and then build on this knowledge to learn even more about how objects interact (e.g., how much physical contact is necessary for support, how the shape of the objects affects one's ability to support the other). Though their scales and accoutrements differ, the baby's investigation and the physicist's experiment appear to share the same aim (to learn about the natural world), overall approach (gathering direct evidence from the world), and logic (are my observations what I expected?).*

*Though the claim is controversial, some psychologists have argued that many of children's ideas of how the world works resemble scientific theories:*

*These ideas are relatively coherent explanations for some set of phenomena in the natural world.*

*Children use them to generate expectations about how people and objects will behave.*

*They can be revised or rejected in favour of a new explanation if the weight of evidence goes against the currently accepted explanation.*

*Some psychologists propose that young children learn about more than just the physical world in this way — that they investigate human psychology and the rules of language using similar means. For example, it may only be through repeated experiments, evidence gathering, and finally overturning a pet theory, that a toddler will come to accept the idea that other people can have different perspectives and desires than he or she has – that, for example, inappropriate behaviour can be hidden from a parent's view by simply moving behind the sofa or that, unlike the child, Mommy actually doesn't like graham crackers.*

*Viewing childhood development as a scientific investigation provides insight into how children learn, but it also offers a provocative perspective on science and scientists. Why do young children and scientists seem to be so much alike? Psychologists Alison Gopnik, Andrew Meltzoff, and Patricia Kuhl have proposed that science as an endeavour – the impulse to explore, explain, and understand our world – is simply a holdover from our infancies.<sup>1</sup> Perhaps evolution endowed human babies with curiosity and a natural drive to explain their worlds – and adult scientists simply tap into the same explanatory drive that served them as infants. The same cognitive systems that make young children feel good about figuring something out may have*

*been unwittingly co-opted by adult scientists. As Gopnik and her colleagues put it, "It is not that children are little scientists but that scientists are big children."*

69. Describe a project you had to do in your studies or job.

70. Describe a science programme or a scientific experiment you have seen and enjoyed.