

Программа внутреннего единого экзамена по факультативному курсу «Английский язык»

(1 курс, 4 модуль)

Утверждена
Проректором С.Ю.Рощиным
«25» июня 2015 г.

Целью данного экзамена является контроль микро и макро умений академического общения, лежащих в основе различных международных экзаменов уровня В2-С1.

Банк заданий является общим для всех образовательных программ. Тематика текстов основывается на практике различных моделей использования языка, в том числе предполагает включение научно-популярных и публицистических текстов в пределах заявленных языковых уровней по специфике различных профильных программ.

Экзамен проводится централизованно по единому расписанию. Проведение и оценивание результатов экзамена осуществляется с привлечением преподавателей, работающих на других курсах или образовательных программах.

Демоверсия экзамена, а также шкалы оценивания заданий со свободно конструируемым ответом заранее размещаются на сайте Департамента иностранных языков с тем, чтобы студенты заблаговременно ознакомились с содержанием и форматом контроля и оценивания. (См. Приложение 2)

Данный экзамен является обязательной частью учебного плана для всех образовательных программ. Оценка за экзамен является результирующей.

Студентам, которые могут предъявить действующий сертификат международных экзаменов в соответствии с локальными нормативными актами НИУ ВШЭ, перезачет баллов международного экзамена осуществляется по единой шкале НИУ ВШЭ.

1. Структура экзамена и формат проведения экзамена (См. Приложение 1)

Экзамен состоит из двух частей (письменной и устной) и имеет следующую структуру:

Письменная часть состоит из 3 разделов:

Аудирование включает в себя прослушивание диалога/лекции. Длительность аудиозаписи составляет 6-8 минут. Длительность проведения данного раздела составляет 10 минут, включая прослушивание аудиозаписи, выполнение различных заданий по прослушанному тексту и перенос ответов в ответный лист. Максимальное количество баллов 10.

Чтение включает в себя работу с двумя текстами, каждый длиной 2300-2500 знаков. Длительность проведения данного раздела составляет 30 минут, включая чтение текста, выполнение различных заданий к тексту и перенос ответов в ответный лист. Максимальное количество баллов 10.

Письмо включает в себя написание эссе.

При написании эссе рекомендуемый объем текста составляет 250 слов. Оценивание этого задания проводится в соответствии с критериями IELTS. Длительность проведения раздела *Письмо* составляет 40 минут. Максимальное количество баллов 20.

Устная часть представлена разделом *Говорением* и включает в себя монолог на заданную тему и ответы на вопросы по пройденным темам.

Тематика устной речи определяется программой дисциплины. Длительность проведения данного раздела составляет 10 минут. Максимальное количество баллов 10. Оценивание раздела проводится в соответствии с критериями.

2 Учебно-методическое и информационное обеспечение

Основная литература

- Harrison, L. Achieve IELTS. English for international education: student's book: intermediate - upper intermediate / L. Harrison, C. Cushen, S. Hutchison. – London: Marshall Cavendish, 2005. – 164 с. – На англ. яз. - ISBN 0-462-00747-2. УДК 802(075)
- Lougheed, L. Barron's IELTS (international English Language Testing System) / L. Lougheed. – New York: Barron's Educational Series, Inc., 2006. – 346 с. – На англ. яз. - ISBN 978-0-7641-7935-8. УДК 802(075)
- Lougheed, L. [Vol.4] : Barron's essential words for the IELTS / L. Lougheed. – 2nd ed. – 2014. – 380 с. + MP3 audio. – На англ. яз. - ISBN 9781438073989. УДК 802(075)

Дополнительная литература

- Hopkins, D. Cambridge grammar for IELTS: grammar reference and practice / D. Hopkins; with P. Cullen. – 3rd printing. – Cambridge [etc.]: Cambridge University Press, 2012. – 240 с. – (Cambridge books for Cambridge exams) . – На англ. яз. - ISBN 978-0-521-60463-5. УДК 802(075)
- Cambridge grammar for IELTS with answers: self-study grammar reference and practice / D. Hopkins; with P. Cullen. – 10th printing. – Cambridge [etc.]: Cambridge University Press, 2012. – 258 с. + CD-ROM. – (Cambridge books for Cambridge exams) . – На англ. яз. - ISBN 978-0-521-60462-8. УДК 802(075)
- Cambridge IELTS 3: with answers edition: examination papers from the University of Cambridge Local Examinations Syndicate. – Cambridge: Cambridge University Press, 2004. – 172 с. + cassette 1,2; audio CD set (2CDs). – (Cambridge books for Cambridge exams) . – На англ. яз. - ISBN 0-521-01333-X. УДК 802(075)
- Cambridge IELTS 4: with answers: examination papers from University of Cambridge ESOL Examinations: English for Speakers of Other Languages. – Cambridge: Cambridge University Press, 2005. – 176 с. – (Cambridge books for Cambridge exams) . – На англ. яз. - ISBN 0-521-54462-9. УДК 802(075)
- Cambridge IELTS 8: Examination papers from University of Cambridge ESOL examinations. – Cambridge [etc.]: Cambridge University Press, 2011. – 176 с. + 2 audio CDs. – На англ. яз. - ISBN 978-0-521-17380-3. УДК 802(075)

- Black, M. Cambridge objective IELTS [Электронный ресурс] : audio CD set / M. Black, A. Capel. – Cambridge [etc.]: Cambridge University Press, 2012. – (Cambridge books for Cambridge exams) . – На англ. яз. - ISBN 4-607-16731-3.
УДК 802(075)

Программное обеспечение и Интернет-ресурсы

- Материалы внутреннего единого экзамена по английскому языку для студентов 1 курса бакалавриата (конец 4 модуля): <http://lang.hse.ru/documents>
- Учебные программы дисциплины Иностранный язык (английский), разработанных кафедрами Департамента иностранных языков.
- The Longman Dictionary of Contemporary English Online <http://www.ldoceonline.com/>
- Oxford Learner's Dictionaries <http://www.oxfordlearnersdictionaries.com/>
- <http://www.ielts.org/teachers.aspx>
- <http://www.ieltsbuddy.com/> - practice on-line
- http://www.cambridgeesol.org/teach/ielts/academic_reading/index.htm
- http://www.cambridgeesol.org/teach/ielts/academic_writing/index.htm

№ п/п	Наименование	Условия доступа/скачивания
1	Microsoft Windows 8.1 Professional RUS	Из внутренней сети университета (договор)
2	Microsoft Office Professional Plus 2010	Из внутренней сети университета (договор)

Профессиональные базы данных, информационные справочные системы, интернет-ресурсы (электронные образовательные ресурсы)

№ п/п	Наименование	Условия доступа
	<i>Справочники, словари, энциклопедии</i>	
1.	Oxford Learner's Dictionaries	URL: http://www.oxfordlearnersdictionaries.com/
2.	The Longman Dictionary of Contemporary English Online	URL: http://www.ldoceonline.com/
	<i>Интернет-ресурсы</i>	
1.	Quizlet – ресурс для тренировки лексики	URL: http://quizlet.com/
2.	IELTS Tests online	URL: https://ieltsolinetests.com/

ПРИЛОЖЕНИЕ 1

Структура внутреннего единого экзамена по английскому языку и демоверсия (1 курс, 4 модуль)¹

№	Раздел работы	Возможные задания	Баллы	Комментарии заданиям
1	Аудирование	<ol style="list-style-type: none"> 1. Прослушайте диалог/лекцию и заполните пропуски (таблицу), используя не более 3-х слов из текста- 5 заданий. 2. Выберите один из трех предлагаемых вариантов ответов - 5 заданий. 	10 баллов	<p>Длительность аудиозаписи составляет 6-8 минут</p> <p>Длительность проведения раздела <i>Аудирование</i> составляет 10 минут</p>
2	Чтение	<ol style="list-style-type: none"> 1. Прочитайте текст №1 и определите, какие из утверждений 1-5 соответствуют содержанию текста (Верно), какие не соответствуют (Неверно) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (В тексте не сказано). 2. Прочитайте текст № 2 и заполните пропуски в утверждениях, используя не более 4-х слов из текста. 	10 баллов	<p>Объем каждого текста составляет 2300-2500 знаков</p> <p>Длительность проведения раздела <i>Чтение</i> составляет 30 минут</p>
3	Письмо	<ol style="list-style-type: none"> 1. Написание определенного типа эссе² (тип эссе определяется кафедрой). 	20 баллов	<p>Объем: 250 слов</p> <p>Длительность проведения раздела <i>Письмо</i> составляет 40 минут</p>
4	Говорение	<ol style="list-style-type: none"> 1. Монолог на заданную тему (с предварительной подготовкой в течение 1 минуты). 2. Ответы на вопросы по пройденным темам (без подготовки). 	10 баллов	<p>Длительность проведения раздела <i>Говорение</i> составляет 10 минут</p>

¹ Задания, представленные в данном документе, иллюстрируют тип предложенного задания. Количество вопросов и уровень языка может отличаться от количества вопросов и уровня языка в реальных вариантах.

² Выбор типа эссе предоставляется кафедрам с учетом специфики образовательных программ.

Раздел 1

АУДИРОВАНИЕ

You will hear an excerpt from a radio programme about living forever. As you listen, do the following tasks.

I. Complete the notes below. For answers 1-5 write NO MORE THAN FOUR WORDS.

1. According to Adam, the first person to live to be a hundred could already
.....
2. The advent of innovative medical and scientific techniques makes it possible to
.....
3. By studying how cells function in a human body, scientists are trying to prevent
.....
4. Some people aren't the idea of increasing life expectancy.
5. If too many people live up to a hundred or longer, the population will
.....

II. Listen to the recording again and for questions 6-10, choose the correct answer (A, B or C).

6. To be able to live for thousands of years people would have to agree
 - A. to inhabit outer space
 - B. to have more than two children in the family
 - C. to stop feeding their great-grandchildren
7. If you are immortal, you may find it difficult to get up in the morning because
 - A. it might discourage you from going to bed
 - B. it would make you feel exhausted after thousands of other mornings
 - C. you would be aware of many more mornings ahead
8. Some people claim that there is no sense living for thousands of years because
 - A. you would not be able to use your time efficiently
 - B. your memory would not get worse
 - C. you would only remember a part of your life
9. One of the reasons why you might never experience strong emotions, if you were immortal, is that
 - A. you would get bored with everyone you meet
 - B. your most powerful feelings come from realizing that life is short
 - C. the new technology would reduce your chances of falling in love
10. Adam believes that living longer than a hundred might make a person's life
 - A. more boring
 - B. less stressful
 - C. much more exciting

Раздел 2

ЧТЕНИЕ

Text 1

Read the text and decide if the following statements agree with the information of Text 1. Write:

T (True) if the statement agrees with the text

F (False) if the statement contradicts the text

NG (Not Given) if there isn't enough information to make a decision

1. London Zoo's advertisements are dishonest.
2. Zoos made an insignificant contribution to conservation up until 30 years ago.
3. The WZCS document is not known in Eastern Europe.
4. Zoos in the WZCS select list were carefully inspected.
5. No-one knew how the animals were being treated at Robin Hill Adventure Park.

One of London Zoo's recent advertisements caused me some irritation, so patently did it distort reality. Headlined "Without zoos, you might as well tell these animals to get stuffed", it was bordered with illustrations of several endangered species and went on to extol the myth that without zoos like London Zoo these animals "will almost certainly disappear forever". With the zoo world's rather mediocre record on conservation, one might be forgiven for being slightly sceptical about such an advertisement.

Zoos were originally created as places of entertainment, and their suggested involvement with conservation didn't seriously arise until about 30 years ago, when the Zoological Society of London held the first formal international meeting on the subject. Eight years later, a series of world conferences took place, entitled "The Breeding of Endangered Species", and from this point onwards conservation became the zoo community's buzzword. This commitment has now been clearly defined in The World Zoo Conservation Strategy (WZCS, September 1993), which although an important and welcome document does seem to be based on an unrealistic optimism about the nature of the zoo industry.

The WZCS estimates that there are about 10,000 zoos in the world, of which around 1,000 represent a core of quality collections capable of participating in coordinated conservation programmes. This is probably the document's first failing, as I believe that 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments. Of course, it is difficult to get accurate data but, to put the issue into perspective, I have found that, in a year of working in Eastern Europe, I discover fresh zoos on almost a weekly basis.

The second flaw in the reasoning of the WZCS document is the naive faith it places in its 1,000 core zoos. One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association. This might be a good starting point, working on the premise that members must meet certain standards, but again the facts don't support the theory. The greatly respected American Association of Zoological Parks and Aquariums (AAZPA) has had extremely dubious members, and in the UK the Federation of Zoological Gardens of Great Britain and Ireland has occasionally had members that have been roundly censured in the national press. These include Robin Hill Adventure Park on the Isle of Wight, which many considered the most notorious collection of animals in the country. This establishment, which for years was protected by the Isle's local council (which viewed it as a tourist amenity), was finally closed down following a damning report by a veterinary inspector appointed under the terms of the Zoo Licensing Act 1981. As it was always a collection of dubious repute, one is obliged to reflect upon the standards that the Zoo Federation sets when granting membership. The situation is even worse in developing countries where little money is available for redevelopment and it is hard to see a way of incorporating collections into the overall scheme of the WZCS.

Text 2

Read the text and complete notes 6-10:

Choose **NO MORE THAN THREE WORDS** from the passage, for each answer. Write your answers on your answer sheet.

In the first strategy, wards with the lowest absenteeism in different periods would win prizes donated by _____ (6).

In the second strategy, staff were given more control over their _____ (7).

In the third strategy, nurses who appeared to be taking _____ (8) sick leave or _____ (9) were identified and counselled.

Initially, there was a _____ (10) per cent decrease in absenteeism.

In an attempt to reduce the level of absenteeism amongst the 250 Registered and Enrolled Nurses in the present study, the Prince William management introduced three different, yet potentially complementary, strategies over 18 months. *Strategy 1: Non-financial (material) incentives:* Within the established wage and salary system it was not possible to use hospital funds to support this strategy. However, it was possible to secure incentives from local businesses, including free passes to entertainment parks, theatres, restaurants, etc. At the end of each roster period, the ward with the lowest absence rate would win the prize. *Strategy 2 Flexible fair rostering:* Where possible, staff were given the opportunity to determine their working schedule within the limits of clinical needs. *Strategy 3: Individual absenteeism :* and Each month, managers would analyse the pattern of absence of staff with excessive sick leave (greater than ten days per year for full-time employees). Characteristic patterns of potential 'voluntary absenteeism' such as absence before and after days off, excessive weekend and night duty absence and multiple single days off were communicated to all ward nurses and then, as necessary, followed up by action.

Results

Absence rates for the six months prior to the Incentive scheme ranged from 3.69 per cent to 4.32 per cent. In the following six months, they ranged between 2.87 percent and 3.96 percent. This represents a 20 percent improvement. However, analysing the absence rates on a year-to-year basis, the overall absence rate was 3.60 percent in the first year and 3.43 percent in the following year. This represents a 5 percent decrease from the first to the second year of the study. A significant decrease in absence over the two-year period could not be demonstrated.

Discussion

The non-financial incentive scheme did appear to assist in controlling absenteeism in the short term. As the scheme progressed it became harder to secure prizes and this contributed to the program's losing momentum and finally ceasing. There were mixed results across wards as well. For example, in wards with staff members who had a long-term genuine illness, there was little chance of winning, and

to some extent, the staffs on those wards were disempowered. Our experience would suggest that the long-term effects of incentive awards on absenteeism are questionable.

Over the time of the study, staff were given a larger degree of control in their rosters. This led to significant improvements in communication between managers and staff. A similar effect was found from the implementation of the third strategy. Many of the nurses had not realised the impact their behaviour was having on the organisation and their colleagues but there were also staff members who felt that talking to them about their absenteeism was 'picking' on them and this usually had a negative effect on management—employee relationships.

Раздел 3

ПИСЬМО

Write an essay on the following topic.

The only way to reduce the amount of traffic in cities today is by reducing the need for people to travel from home to work, education or shopping.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Раздел 4

ГОВОРЕНИЕ

TASK 1. *In 1 minute be ready to describe someone you know who is popular in your neighborhood.*

You should say:

- who this person is
- when you first met this person
- what sort of person he/she is

and explain why you think the person is popular.

TASK 2. *Answer the following questions. Express and justify your opinion.*

1. Do you think it's important to have good communication skills to do a job well? (Why? / Why not?)
2. Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion? (Why? / Why not?)
3. Do you prefer to get the news from newspapers, television or the Internet? (Why?)

ПРИЛОЖЕНИЕ 2

Критерии оценивания эссе

ESSAY ASSESSMENT (max 20 points)

word count – 250 words

if the word count is exceeded – only 275 words are to be assessed

less than 225 words – the paper is not to be assessed

Structure (max 1 point)

1 point – the student uses paragraphing sufficiently and appropriately; there is an introductory section, a main body and a conclusion

0 points – the student does not write in paragraphs, paragraphing is inadequate, or some of the sections are missing

Thesis statement (max 2 points)

2 points – the thesis statement is valid (it focuses on the main idea/problem)

1 point – the thesis statement is not clearly focused

0 points – there is no thesis statement, or it fails to communicate a relevant message

Main body: supporting arguments (max 6 points)

6 points – the student presents a relevant and fully developed response to the question providing not less than 2 extended and clearly-focused arguments in each body paragraph

5 points – the student presents a clear response with relevant ideas but 1 of them is not sufficiently developed

4 points – the student addresses all parts of the task although some parts are more fully covered than the others with less than 2 clearly-focused and well-developed arguments in one of the paragraphs

3 points – the student addresses the task only partially, with more than 1 idea inadequately developed or unclear

2 points – the student responds to the task only in a minimal way, presenting few ideas, which are largely irrelevant, undeveloped or repetitive

1 point – the student barely responds to the task, presenting only 1 or 2 ideas, which are irrelevant or undeveloped

0 points – the answer is completely unrelated to the task

Transitions (max 2 points)

2 points - the student uses a variety of transitions appropriately

1 point – the student uses a limited range of most common linkers (*firstly, for example, in conclusion*), some of which are inaccurate or repetitive

0 points – the student uses only basic cohesive devices (coordinators, subordinators, adverbs, e.g. *and, but, also*), and those used do not indicate a logical relationship between ideas

Conclusion (max 1 point)

1 point - the student summarizes the main points and restates the thesis statement

0 points – the conclusion contains some irrelevant ideas, not discussed in the main body; the thesis statement is not restated

Register (max 1 point)

1 point – the essay is written in the appropriate *academic/neutral style*, the student may make 1-2 minor stylistic mistakes

0 points – the student makes more than 2 stylistic mistakes

Grammatical Range and Accuracy (max 3 points)

3 points – the student uses a wide range of grammar structures and makes no grammatical mistakes

2 points – the student uses a variety of grammar structures, but makes 1-2 grammatical mistakes

1 point – the student uses a limited range of grammar structures and/or makes 3-4 grammatical mistakes

0 points – the student uses elementary grammar structures and/or makes more than 4 grammatical mistakes

Lexical Resource (max 4 points)

4 points – the student uses advanced vocabulary and makes no mistakes in spelling, word formation and word choice

3 points – the student skillfully uses uncommon lexical items but there may be occasional inaccuracies in spelling, word choice and/or collocation (1-2 mistakes)

2 points – the student uses a sufficient range of vocabulary, but makes 3-4 errors in spelling, word formation and/or word choice

1 point - the student uses a limited range of words and expressions and/or makes more than 4 mistakes in spelling, word formation and/or word choice

0 points - the student uses only basic vocabulary, with very limited control of word formation and/or spelling; errors are numerous and cause strain for the reader

