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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ

ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

Название дисциплины

Специальность

52.05.01 Актерское искусство (специалитет)

специализация:

«Артист драматического театра и кино»

(указывается код и наименование направления подготовки, специальности)

Квалификация выпускника

специалист

(бакалавриат/специалитет/магистратура/аспирантура/ассистентура-стажировка)

Форма обучения

очная

(очная, заочная)

Иркутск 2024

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ
«Иностранный язык (английский)»
Специальность 52.05.01 Актерское искусство (специалитет)
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1.1.Оценивание и контроль сформированности компетенций осуществляется с помощью текущего контроля успеваемости, периодического контроля и промежуточной аттестации.

В ходе обучения содержанием контроля являются приобретаемые студентами коммуникативные умения и навыки, а также уровень их сформированности во всех 4-х видах речевой деятельности (чтении, аудировании, говорении, письме). Подлежат отдельному текущему контролю усвоение отдельных лексико-грамматических явлений, владение иноязычным терминологическим аппаратом по специальности владение лингвострановедческими знаниями, необходимыми для осуществления межкультурной коммуникации.

Контроль осуществляется поурочно (*текущий контроль*), по завершении изучения отдельной темы/раздела/модуля (*периодический контроль*) и по завершении этапа/курса обучения иностранному языку (*промежуточный контроль*). *Текущий* контроль проводится на каждом занятии в устной, письменной форме или в форме тестов. *Периодический* контроль проводится два раза в семестр в виде 2-х контрольных работ по пройденному материалу/теме. Один раз в середине семестра проводится аттестация студентов на основании текущей успеваемости и по итогам тестов. Во всех формах контроля в качестве одного из наиболее эффективных методов выступает тестирование. Основными видами тестовых заданий являются:

1. перекрестный выбор (matching),
2. альтернативный выбор (true-false, etc),
3. множественный выбор (multiple choice),
4. упорядочение (rearrangement),
5. завершение/ окончание (completion),

6. замена / подстановка (substitution),
7. трансформация,
8. ответ на вопрос,
9. внутриязыковое перефразирование,
10. межъязыковое перефразирование (перевод).

1.2. Сводная таблица фонда оценочных средств текущего контроля и промежуточной аттестации по дисциплине

№ п.п.	<i>Перечень компетенций, формируемых дисциплиной</i>	
1.	УК-4, УК-5	
2.	<i>Этапы формирования компетенций</i>	
	<i>Название и содержание этапа</i>	<i>Код(ы) формируемых на этапе компетенций</i>
	<p><u>Этап 1:</u> Формирование базы знаний:</p> <ul style="list-style-type: none"> - практические занятия - формирование понятийного аппарата в области фонетики, стилистики, дифференциации лексики по сферам применения, фразеологических единицах, основных способах словообразования; грамматическом строе английского языка; - лексический минимум в объеме 4000 лексических единиц (общего и терминологического характера, в том числе 2000 продуктивно); - особенности построения различных видов иноязычных речевых произведений: аннотация, сообщения, частное письмо, деловое письмо, биография; - культуру и традиции стран изучаемого языка, правила речевого этикета; - способы выражения аргументированной оценки произведения на английском языке; - самостоятельная работа обучающихся по вопросам проектирования и моделирования академического и профессионального взаимодействия на иностранном языке. 	УК-4, УК-5
	<p><u>Этап 2:</u> Формирование навыков практического использования знаний:</p> <ul style="list-style-type: none"> - подготовиться к иноязычному обсуждению проблемных вопросов на практических занятиях - выполнить творческие задания на английском языке: <ul style="list-style-type: none"> • участвовать в диалоге/беседе повседневного академического и профессионального характера; • осуществлять монологическое высказывание (информирование, пояснение, уточнение, инструкция, иллюстрирование, доклад); • понимать высказывания профессионального/ научного характера; 	УК-4, УК-5

	<ul style="list-style-type: none"> • читать иноязычные тексты по специальности без словаря с целью поиска информации со скоростью 3600 печатных знаков за час; • переводить тексты со словарём со скоростью 1200 печатных знаков в час; • составлять деловое письмо на иностранном языке (объемом 600-700 печатных знаков); • использовать диалогическое общение для сотрудничества в академической коммуникации; - внимательно слушать и пытаться понять суть идей других, даже если они противоречат собственным воззрениям; - уважать высказывания других, как в плане содержания, так и в плане формы; - критиковать аргументированно и конструктивно, не задевая чувств других; адаптируя речь и язык жестов к ситуациям взаимодействия; • выполнять перевод профессиональных текстов с английского на государственный язык и обратно; • находить и использовать необходимую для саморазвития и взаимодействия с другими информацию о культурных особенностях и традициях различных социальных групп, в том числе на английском языке; • недискриминационно и конструктивно взаимодействовать с людьми на иностранном языке с учетом их социокультурных особенностей в целях успешного выполнения профессиональных задач и усиления социальной интеграции; - выполнить задания по проектированию и моделированию академического и профессионального взаимодействия на иностранном языке. 	
	<p><u>Этап 3:</u> Проверка усвоения материала и уровня владения навыками:</p> <ul style="list-style-type: none"> • выбора на государственном и английском языках коммуникативно приемлемого стиля делового общения, вербальных и невербальных средств взаимодействия с партнерами; • использования информационно-коммуникационных технологий при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и английском языках; • ведения деловой переписки с учетом особенности стилистики официальных и неофициальных писем, социокультурных различий в формате корреспонденции на государственном и английском языках. 	УК-4, УК-5
3.	<i>Показатели оценивания компетенций</i>	
	<p><u>Этап 1:</u> Формирование базы знаний</p>	<ul style="list-style-type: none"> - посещение практических занятий; - наличие на практических занятиях требуемых материалов; - формирование профессионального терминологического аппарата; - наличие выполненных самостоятельных заданий по

		проектированию и моделированию академического и профессионального взаимодействия на иностранном языке.
	<u>Этап 2:</u> Формирование навыков практического использования знаний	<ul style="list-style-type: none"> - правильное и своевременное выполнение практических заданий; - теоретическое обоснование позиции по проблемному вопросу на иностранном языке; - способность аргументировать свою точку зрения на иностранном языке; - составление планов и презентаций для обсуждений профессиональной тематики на иностранном языке; - участие в дискуссии на иностранном языке на предлагаемую профессиональную тему.
	<u>Этап 3:</u> Проверка усвоения материала	<ul style="list-style-type: none"> - степень готовности к участию в практическом занятии; - степень правильности составленных планов и презентаций на иностранном языке; - степень активности и эффективности участия по итогам каждого практического занятия; - успешное выполнение творческих заданий на иностранном языке.
4.	<i>Критерии оценки текущего контроля и промежуточной аттестации</i>	
	<u>Этап 1:</u> Формирование базы знаний	<ul style="list-style-type: none"> - посещаемость не менее 90% практических занятий; - участие в обсуждении вопросов актерского искусства на каждом практическом занятии на иностранном языке; - требуемые для занятий материалы в наличии; - задания для самостоятельной работы выполнены своевременно, в том числе исполнительское произведение на иностранном языке.
	<u>Этап 2:</u> Формирование навыков практического использования знаний	<ul style="list-style-type: none"> - задания по проектированию и моделированию разных видов и компонентов академического и профессионального взаимодействия на иностранном языке выполнены самостоятельно и представлены своевременно; - студент способен обосновать свою точку зрения в устной и письменной формах, опираясь на результаты анализа текстового материала, моделирования коммуникативной ситуации и использования речевых конструкций на иностранном языке; - студент может обосновать применение тех или иных речевых средств при создании исполнительского произведения (поэтического, вокального, драматического) на иностранном языке.
	<u>Этап 3:</u> Проверка усвоения материала	<ul style="list-style-type: none"> - представленные учебные работы соответствуют критериям; - в процессе дискуссии и обсуждения профессиональных тем продемонстрировано владение иноязычной терминологией и фактическим материалом, усвоены практические навыки поиска, систематизации и изложения информации по актерскому искусству на иностранном языке - представлено законченное исполнительское произведение (поэтическое, вокальное, драматическое) на иностранном языке; - задания сделаны самостоятельно, в отведенное время, результат выше пороговых значений;

1.3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности

№	Аббревиатура компетенций	Оценочные средства
1	УК-4,	Перевод иноязычных материалов по специальности, демонстрирующий знания, умения и навыки профессиональной обработки информации. Дискуссия по профессиональной тематике на базе содержания статьи по специальности. Задание по проектированию и моделированию разных видов и компонентов академического и профессионального взаимодействия на иностранном языке. Участие в дискуссии на иностранном языке на предлагаемую профессиональную тему. Представление законченного исполнительского произведения (поэтического, вокального, драматического) на иностранном языке. Экзамен
2	УК-5,	Перевод иноязычных материалов по специальности, демонстрирующий знания, умения и навыки профессиональной обработки информации. Дискуссия по профессиональной тематике на базе содержания статьи по специальности. Задание по проектированию и моделированию разных видов и компонентов академического и профессионального взаимодействия на иностранном языке. Участие в дискуссии на иностранном языке на предлагаемую профессиональную тему. Представление законченного исполнительского произведения (поэтического, вокального, драматического) на иностранном языке. Экзамен

1.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности

Оценивание знаний, умений и навыков по учебной дисциплине «Иностранный язык (английский)» осуществляется посредством использования следующих видов оценочных средств: тестирование знаний умений и навыков во всех четырех видах речевой деятельности (чтении, аудировании, говорении, письме). Подлежат отдельному текущему контролю усвоение отдельных лексико-грамматических явлений, владение лингвострановедческими знаниями.

Образцы тестовых заданий для текущего контроля знаний:

а) Вступительный тест

Задание 1. Раскройте скобки, употребив глаголы в нужном времени.

AN INTERVIEW WITH A POP STAR

P: Our special guest in the studio today is Bob Bubble. Welcome to the show, Bob.

B: Thanks. It's great (be) _____ here.

P: You are only 21, but you (already, sell) _____ 10 million records.

How old (you, be) _____ when you (write) _____ your first song?

B: I (be) _____ 15.

P: (You, take) _____ vocal lessons when you (be) _____ a kid?

B: No, I didn't. My parents (hope) _____ that I (become) _____ a lawyer.

So I (sing) _____ and (write) _____ my songs in secret – late at night in my room, when everyone (sleep) _____.

When my first album (appear) _____, my parents (be shocked) _____. My father said that I (disappoint) _____ him.

P: (He, be disappointed, still) _____ in you?

B: No. I (think) _____ he (be proud) _____ of me.

P: How many songs (you, write) _____ ?

B: About 150.

P: Bob, I know you (not, have) _____ much free time, but what (you, do, usually) _____ when you're not busy singing?

B: Well, I (be fond) _____ of windsurfing.

P: One last question, Bob. Are you married?

B: Not yet. I (get married) _____ only when I (meet) _____ the girl of my dream.

Задание 2. Из четырех вариантов (A), (B), (C), (D) выберите единственно **правильный**.

1. Everyone _____ of Bill Gates, the icon of American business and the richest man in the world.

- A. have heard C. is hearing
B. has heard D. has been heard

2. It was _____ cold that I put on my coat.

- A. too C. very
B. such D. so

3. The Internet _____ as harmless as it may seem.

- A. is C. isn't
B. has been D. isn't being

4. Do you mind _____ the door?

- A. I close C. if to close
B. close D. my closing

5. He does _____ but play computer games all day.

- A. everything C. anything
B. nothing D. something

6. I arrived _____ the airport with plenty of time to check in.

- A. for B. to C. at D. in

7. I'd like _____ overnight.
A. that you stayed with us C. you staying with us
B. you stay with us D. you to stay with us
8. John's been to India, _____ ?
A. isn't he C. hasn't John
B. hasn't he D. doesn't he
9. I'm going to my dentist _____ .
A. one of these days C. another of these days
B. another day D. the other day
10. In spite of Shakespeare's fame we know very _____ about his life.
A. little C. few
B. a little D. less
11. Ann couldn't go to the theatre with us because _____ .
A. she had prepare for the exam C. she had to prepare for the exam
B. she must prepare for the exam D. she will have to prepare for the exam
12. Neither Helen nor Andrew _____ to go to the museum with us.
A. is wanting C. doesn't want
B. wants D. don't want
13. The first film of this director is much more interesting _____ the second one.
A. then C. that
B. than D. as
14. By the time we got home, Alice _____ a delicious dinner.
A. prepared C. had prepared
B. has prepared D. has been preparing
15. Nobody _____ being shouted at.
A. likes C. is like
B. doesn't like D. like
16. I don't know who _____ your bike.
A. stealed C. did stole
B. has stoled D. has stolen
17. She _____ at the bus-stop when a young man took her bag and ran away.
A. was waiting C. is waiting
B. has been waiting D. had waited
18. I _____ an essay by six o'clock yesterday.
A. have written C. wrote
B. had written D. was writing
19. Everybody _____ to go to the dentist at least once a year.
A. should C. ought
B. must D. have

20. I'm late, _____ ?
 A. aren't I C. isn't it
 B. am I D. amn't I
21. She has got _____ daughter.
 A. a ten-years C. a ten-year-old
 B. a ten-years-old D. a ten-year-aged
22. Are you sure that the _____ bus leaves at 6 p.m.?
 A. latter C. late
 B. latest D. last
23. This newspaper is not very popular _____ young people.
 A. for C. about
 B. with D. over
24. Michelangelo Buonarroti was _____ artists in history.
 A. a very famous C. the most famous
 B. one of the most famous D. one of famousest
25. Please wait for me if you _____ earlier.
 A. will come C. comes
 B. come D. came

Задание 3. Поставьте вопросы к следующим предложениям.

1. Most of all he likes reading science fiction. (What?)
2. Shakespeare was eighteen when he got married. (How old?)
3. There are 8 departments in the Institute. (How many?)
4. Last week he went to Edinburgh to take part in the festival. (Why?)
5. She has to learn poems by heart every day. (How often?)
6. They are from Germany. (Where?)
7. He has been learning French for five years. (How long?)
8. She was born in 1975. (When?)
9. This suit costs 300 \$. (How much?)
10. Disney received 29 "Oscars". (Who?)

Задание 4. Переведите следующие предложения на английский язык:

1. Когда я вернулся домой, она готовила обед.
2. Они думали, что фильм будет очень популярным.
3. Эту пьесу перевели на русский язык в прошлом году.
4. Я не смогу пойти с ними в театр на следующей неделе. – И я тоже.
5. Вы были когда-нибудь в Италии? – Да.

Ключи к тесту:

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P: You are only 21, but you (already, sell) **have already sold** 10 million records.
How old (you, be) **were you** when you (write) **wrote** your first song?
B: I (be) **was** 15.
P: (You, take) **Did you take** vocal lessons when you (be) **were** a kid?
B: No, I didn't. My parents (hope) **hoped** that I (become) **would become** a lawyer.
So I (sing) **sang** and (write) **wrote** my songs in secret – late at night
in my room, when everyone (sleep) **was sleeping**. When my first album
(appear) **appeared**, my parents (be shocked) **were shocked**. My father
said that I (disappoint) **had disappointed** him.
P: (He, be disappointed, still) **Is he still disappointed** in you?
B: No. I (think) **think** he (be proud) **is proud** of me.
P: How many songs (you, write) **have you written** ?
B: About 150.
P: Bob, I know you (not, have) **don't have** much free time, but what (you, do,
usually) **do you usually do** when you're not busy singing?
B: Well, I (be fond) **am fond** of windsurfing.
P: One last question, Bob. Are you married?
B: Not yet. I (get married) **will get married** only when I (meet) **meet** the girl of
my dream.

Задание 2. Из четырех вариантов (A), (B), (C), (D) выберите единственно правильный.

1. Everyone **B** of Bill Gates, the icon of American business and the richest man in the world.
A. have heard C. is hearing
B. has heard D. has been heard
2. It was **D** cold that I put on my coat.
A. too C. very
B. such D. so
3. The Internet **C** as harmless as it may seem.
A. is C. isn't
B. has been D. isn't being
4. Do you mind **D** the door?
A. I close C. if to close
B. close D. my closing
5. He does **B** but play computer games all day.
A. everything C. anything
B. nothing D. something
6. I arrived **C** the airport with plenty of time to check in.
A. for B. to C. at D. in
7. I'd like **D** overnight.
A. that you stayed with us C. you staying with us
B. you stay with us D. you to stay with us
8. John's been to India, **B** ?
A. isn't he C. hasn't John

B. hasn't he D. doesn't he

9. I'm going to my dentist A.

A. one of these days C. another of these days

B. another day D. the other day

10. In spite of Shakespeare's fame we know very A about his life.

A. little C. few

B. a little D. less

11. Ann couldn't go to the theatre with us because C.

A. she had prepare for the exam C. she had to prepare for the exam

B. she must prepare for the exam D. she will have to prepare for the exam

12. Neither Helen nor Andrew B to go to the museum with us.

A. is wanting C. doesn't want

B. wants D. don't want

13. The first film of this director is much more interesting B the second one.

A. then C. that

B. than D. as

14. By the time we got home, Alice C a delicious dinner.

A. prepared C. had prepared

B. has prepared D. has been preparing

15. Nobody A being shouted at.

A. likes C. is like

B. doesn't like D. like

16. I don't know who D your bike.

A. stealed C. did stole

B. has stoled D. has stolen

17. She A at the bus-stop when a young man took her bag and ran away.

A. was waiting C. is waiting

B. has been waiting D. had waited

18. I B an essay by six o'clock yesterday.

A. have written C. wrote

B. had written D. was writing

19. Everybody C to go to the dentist at least once a year.

A. should C. ought

B. must D. have

20. I'm late, A ?

A. aren't I C. isn't it

B. am I D. amn't I

21. She has got C daughter.

A. a ten-years C. a ten-year-old

B. a ten-years-old D. a ten-year-aged

22. Are you sure that the **D** bus leaves at 6 p.m.?

A. latter C. late

B. latest D. last

23. This newspaper is not very popular **B** young people.

A. for C. about

B. with D. over

24. Michelangelo Buonarroti was **B** artists in history.

A. a very famous C. the most famous

B. one of the most famous D. one of famousest

25. Please wait for me if you **B** earlier.

A. will come C. comes

B. come D. came

Задание 3. Поставьте вопросы к следующим предложениям.

1. Most of all he likes reading science fiction. (What?) **What does he like doing most of all?**

2. Shakespeare was eighteen when he got married. (How old?) **How old was Shakespeare when he got married?**

3. There are 8 departments in the Institute. (How many?) **How many departments are there in the Institute?**

4. Last week he went to Edinburgh to take part in the festival. (Why?) **Why did he go to Edinburgh last week?**

5. She has to learn poems by heart every day. (How often?) **How often does she have to learn poems by heart?**

6. They are from Germany. (Where?) **Where are they from?**

7. He has been learning French for five years. (How long?) **How long has he been learning French?**

8. She was born in 1975. (When?) **When was she born?**

9. This suit costs 300 \$. (How much?) **How much does this suit cost?**

10. Disney received 29 "Oscars". (Who?) **Who received 29 "Oscars"?**

Задание 4. Переведите следующие предложения на английский язык:

1. Когда я вернулся домой, она готовила обед. **When I came back home she was making dinner.**

2. Они думали, что фильм будет очень популярным. **They thought the film would be very popular.**

3. Эту пьесу перевели на русский язык в прошлом году. **The play was translated into Russian last year.**

4. Я не смогу пойти с ними в театр на следующей неделе. – И я тоже. **I won't be able to go to the theatre with them next week. – Neither will I.**

5. Вы были когда-нибудь в Италии? – Да. **Have you ever been to Italy? – Yes, I have.**

Образец анкеты (Questionnaire) для заполнения в качестве домашнего задания:

First name: _____ Surname: _____

Date of birth: _____ Place of birth: _____
 Education: _____
 When did you leave school? _____
 What kind of school was it? _____
 What subjects did you like (dislike)? _____

Interests / Hobbies: _____

Things you enjoy doing: _____

Things you hate doing: _____

Your language abilities: what and how well you can do; what difficulties you have got.
 Fill in the following form:

CAN YOU:	HOW WELL CAN YOU DO IT:					
	Very well	Quite well	Not very well	very	A little	Can't do it at all
read in English?						
translate using a dictionary?						
fill in an application form in English?						
write a postcard (a message or a composition) in English?						
understand a film (a TV or radio programme)?						
introduce yourself in English?						
have a simple conversation?						
sing a song in English?						
tell a story in English?						
translate from Russian into English?						

Reason for learning English: _____

Started learning English in: _____

Other foreign languages spoken: _____

Foreign countries you have visited: _____

Are you fond of reading? What? _____

Your favourite authors: _____

Your favourite fiction character: _____

Music you like listening to: _____

Musical instruments you can play: _____

Last stage production seen: _____

Films you prefer to see: _____

Your favourite actors/ actresses: _____

Your favourite film directors: _____

Films you would like to take part in (genre; your role; the director of the film; the actors
as your partners): _____

Your main ambition: _____

Используя ответы, составьте свой психологический портрет (в устной форме).

б) Тест на проверку навыков различных видов речевой деятельности (1 семестр):

A. Reading

a) Read the text and say which paragraph is about:

- Nina's morning routine
- who Nina is and where she lives
- Nina's routine on performance days
- the rewards of being a ballerina
- what Nina does after a performance

1. Nina Ananiashvili is a prima ballerina at the Bolshoi Ballet, the greatest ballet company in the world. She lives with her husband Guya, a diplomat, in a flat in Moscow. The flat is very small. The bedroom and the sitting room are in one room and there is only a very small bathroom and kitchen.

2. Every morning Guya and Nina have breakfast at half past seven. Then Nina prepares her ballet shoes. She uses three new pairs of ballet shoes for every performance. Nina usually walks to her classes at the theatre. "I love the city," she says, "It opens my eyes." But on performance days, she takes a taxi to class and back. "I like to save my energy," she says. She arrives at the theatre at about five o'clock in the evening. The performance starts at seven thirty.

3. Dancing is very tiring and some ballerinas lose three kilos during a performance. Nina is always very thirsty after a performance. "I drink and drink: water, tea, lemonade, anything. Usually I can't sleep until three or four o'clock in the morning."

4. Bolshoi dancers earn quite a lot of money and there are other rewards. Girls stand in shopping queues to buy food for her. "Men just leave flowers outside my flat and then run away!" says Nina, and laughs.

b) Write questions for these answers:

1. _____ ?

at the Bolshoi Ballet.

2. _____ ?

at 7.30 a.m.

3. _____ ?

No, she doesn't. She usually walks to her classes.

4. _____ ?

at 7.30 p.m.

5. _____ ?

quite a lot of money.

B. Read the story and complete it with the correct form of the verb in brackets.

1. Andrea Schatzmann, an exchange student from Switzerland, _____ (to live) with the Connor family in San Francisco. She _____ (to get) up at 7 am and _____ (to take) a shower. She normally _____ (not to have) breakfast. At half past seven she _____ (to catch) the bus. Her first class _____ (to start) at a quarter past eight.

She always _____ (to have) lunch at 12 o'clock in the cafeteria. The cafeteria food

_____ (to be) OK and it _____ (to be) cheap too. Her afternoon classes _____ (to be) from 1.15

till 3.00 pm. so she _____ (to be) at school all day. She usually _____ (to have) dinner with

the Connors at about 8.00. On Saturdays she _____ (to have) lunch at the restaurant.

Once

a week, usually on Sunday mornings, she _____ (to go) swimming. A few friends usually _____ (to go) along, too. One of her friends has got a car, so he _____ (to pick)

them up and then he _____ (to drive) them home. After swimming they often (to go)

_____ out for a pizza. On Saturday evenings she sometimes _____ (to go) out with friends to a party

or maybe to a concert.

Sometimes she _____ (to invite) friends to her house and they _____ (to listen)

to music and (to talk). Mr. and Mrs. Connor often _____ (to take) them for a camping weekend to the seaside or to the mountains. From time to time she _____ (to call) her family in Switzerland. They never _____ (to talk) for very long because it _____ (to be) expensive. She usually _____ (to call) on Sundays because it _____ (to be)

cheaper than.

C. Multiple choice.

1. Her son is _____ bright student.
A) a B) the C)-
2. He often _____ to the movie theater.
A) go B) goes C) lives
3. They _____ famous film directors.
A) is B) are C) do
4. What's this? - It's _____ juice.
A) - B) a C) the
5. Russell Crow _____ an actor.
A) - B) is C) does
6. The success of this film depends _____ many things.
A) from B) on C) around
7. He attends _____ all interesting lectures and seminars.
A) - B) to C) on
8. Ksistof Zanussi speaks _____ Russian very well.
A) in B) on C) -
9. Dusan Makavejev _____ from Belgrade.
A) lives B) comes C) works
10. He _____ know exactly what to do.
A) don't B) isn't C) doesn't

D. Correct all the mistakes you can find.

1. He a very good students. He attends to all lecture and seminar. His parents is very proud of him. They wants him to be famous critic.
2. What you usually do in weekends? - I am go to see a films with my friends. We often goes to some concert of a rock music.
3. What do you favorite film? -I am not have any. I like a lot of movies.
4. This is the very famous critic. He has written many books in art.
5. Making films is a very interesting but hard businesses.
6. He have a many gifts.
7. They dreams to be come superstar.

8. Does this film interesting? - I am not know.
9. They interested in modern art.
10. I am not like horror films.

E. Find a synonym for each word.

1. an operator a stage production
2. a film production a cinematographer
3. a treatment a projectionist
4. a star a player
5. a cinema a story
6. a crew an interpretation
7. a script a movie
8. a performer a movie theater
9. a director of photography a celebrity
10. a performance a team

F. Paula is in the city centre. She is asking a woman some questions about her visits to the local cinema. First, read the answers. Then, write the questions.

Paula: (1) _____?

Woman: Usually once a week.

Paula: (2) _____ alone?

Woman: No, with a friend.

Paula: (3) _____ there?

Woman: I walk because I live nearby.

Paula: (4) _____ ?

Woman: £4.00.

Paula: (5) _____ ?

Woman: At the back of the cinema.

Paula: (6) _____ ?

Woman: All kinds of films, especially comedies.

Paula: (7) _____ film?

Woman: My favourite is 'Silent Streets'.

Paula: (8) _____ anything, for example, ice-cream?

Woman: No, I don't, but I usually have a coke.

Paula: Thank you for answering my questions.

Woman: You're welcome.

What about you? Write a short paragraph about your cinema habits.

Ключи к тесту:

A. Reading

a) Read the text and say which paragraph is about:

- Nina's morning routine - 2

- who Nina is and where she lives - 1
- Nina's routine on performance days - 3
- the rewards of being a ballerina - 4
- what Nina does after a performance - 3

b) Write questions for these answers:

1. Where does she work ?

at the Bolshoi Ballet.

2. When does she have breakfast?

at 7.30 a.m.

3. Does she go to her classes by car?

No, she doesn't. She usually walks to her classes.

4. What time does the performance start?

at 7.30 p.m.

5. How much does she earn?

quite a lot of money.

B. Read the story and complete it with the correct form of the verb in brackets.

1. Andrea Schatzmann, an exchange student from Switzerland, lives with the Connor family in San Francisco. She gets up at 7 am and takes a shower. She doesn't normally have breakfast. At half past seven she catches the bus. Her first class starts at a quarter past eight. She always has lunch at 12 o'clock in the cafeteria. The cafeteria food is OK and it is cheap too. Her afternoon classes are from 1.15 till 3.00 pm. so she is at school all day. She usually has dinner with the Connors at about 8.00. On Saturdays she has lunch at the restaurant. Once a week, usually on Sunday mornings, she goes swimming. A few friends usually go along, too. One of her friends has got a car, so he picks them up and then he drives them home. After swimming they often go out for a pizza. On Saturday evenings she sometimes goes out with friends to a party or maybe to a concert. Sometimes she invites friends to her house and they listen to music and talk. Mr. and Mrs. Connor often take them for a camping weekend to the seaside or to the mountains. From time to time she calls her family in Switzerland. They never talk for very long because it is expensive. She usually calls on Sundays because it is cheaper than.

C. Multiple choice.

1. Her son is A bright student.

A) a B) the C)-

2. He often **B** to the movie theater.

A) go B) goes C) lives

3. They **B** famous film directors.

A) is B) are C) do

4. What's this? - It's **A** juice.

A) - B) a C) the

5. Russell Crow **B** an actor.

A) - B) is C) does

6. The success of this film depends **B** many things.

A) from B) on C) around

7. He attends **A** all interesting lectures and seminars.

A) - B) to C) on

8. Ksistof Zanussi speaks **C** Russian very well.

A) in B) on C) -

9. Dusan Makavejev **B** from Belgrade.

A) lives B) comes C) works

10. He **C** know exactly what to do.

A) don't B) isn't C) doesn't

D. Correct all the mistakes you can find.

1. He is a very good student. He attends all lectures and seminars. His parents are very proud of him. They want him to be a famous critic.

2. What do you usually do at weekends? - I go to see films with my friends. We often go to some concerts of rock music.

3. What is your favorite film? -I do not have any. I like a lot of movies.

4. This is a very famous critic. He has written many books on art.

5. Making films is very interesting but hard business.

6. He has many gifts.

7. They dreams to become superstars.

8. Is this film interesting? - I do not know.

9. They are interested in modern art.

10. I do not like horror films.

E. Find a synonym for each word.

1. an operator - a projectionist

2. a film production - a movie
3. a treatment - an interpretation
4. a star - a celebrity
5. a cinema - a movie theater
6. a crew - a team
7. a script - a story
8. a performer - a player
9. a director of photography - a cinematographer
10. a performance - a stage production

F. Paula is in the city centre. She is asking a woman some questions about her visits to the local cinema. First, read the answers. Then, write the questions.

Paula: (1) **How often do you go to the cinema?**

Woman: Usually once a week.

Paula: (2) **Do you go** alone?

Woman: No, with a friend.

Paula: (3) **How do you get** there?

Woman: I walk because I live nearby.

Paula: (4) **How much does a ticket cost?**

Woman: £4.00.

Paula: (5) **Where do you (usually) sit?**

Woman: At the back of the cinema.

Paula: (6) **What kind of films do you like?**

Woman: All kinds of films, especially comedies.

Paula: (7) **What's your favourite** film?

Woman: My favourite is 'Silent Streets'.

Paula: (8) **Do you buy** anything, for example, ice-cream?

Woman: No, I don't, but I usually have a coke.

Paula: Thank you for answering my questions.

Woman: You're welcome.

в) Тест на проверку навыков аудирования монологической речи с использованием видеоматериалов (2 семестр).

The Tower of London and St. Paul's Cathedral

Videoscripts:

A. The Tower of London

The ancient Tower of London is on the north bank of the Thames, next to Tower Bridge.

It was started by William the Conqueror who invaded Britain in 1066.

He built the Tower to impress and frighten the English. It has a long and cruel history.

It was once a prison for enemies of the king. People say the ghosts of men and women who died in the Tower still walk here at night. There are many buildings here, but the most important is the White Tower, which is the oldest. Its walls are thirty metres high. There's also a Jewel House which contains the famous Crown Jewels.

The men who guard the Tower - and the Crown Jewels - are the Warders or Beefeaters.

They can tell you everything about its history. Their clothes are the uniform of royal guards of the year 1500. As well as Beefeaters, other soldiers guard the Tower - guardsmen of a regiment of foot soldiers - the same regiment that guards the Buckingham Palace. And they have their own ceremony on Tower Green.

Sometimes you can see another regiment firing its guns. This happens on special occasions, like a royal birthday. Today the Tower no longer frightens Londoners, but the guns sometimes frighten visitors!

B. St. Paul's Cathedral

St. Paul's Cathedral was built after the Great Fire of 1666. It stands in the heart of the City - the business centre of London. The architect was Sir Christopher Wren. It took him thirty-five years to finish St. Paul's. The cathedral is a hundred and ten metres high from the floor to the top of the cross and you can climb the 627 steps up to the dome. Wren designed St. Paul's to give a feeling of space and light. He built more than fifty churches after the Fire, but this is his masterpiece.

Inside the dome is the Whispering Gallery. If you whisper close to the wall on one side of the dome, you can be heard on the other side.

St. Paul's has seen many important occasions, like the Royal Wedding of 1981, when Prince Charles and Princess Diana were married. And famous people are buried here.

Sir Christopher Wren himself is buried in the floor under the dome. St. Paul's Cathedral is an island of peace in the noise and activity of one of the biggest financial centres in the world.

A. The Tower of London

I. Watch the scene and tick (V) the right answer.

1. William the Conqueror built the Tower of London

- to please the Normans

- to frighten the English

- to protect Londoners

2. Beefeaters are

- royal guards of today

- policemen

- Warders of the Tower

3. The Changing of the Guard ceremony at the Tower happens

- on Tower Green

- in the Jewel House

- in the White Tower

II. Watch the scene again. Three of the sentences below are false. Which ones?

1. The Tower of London is on the north bank of the Thames.

2. William the Conqueror invaded Britain in 1066.

3. People say that the king's ghost walks in the Tower at night.

4. The walls of the White Tower are thirty metres high.

5. The Beefeaters wear the uniform of royal guards of the year 1600.

6. The guardsmen on Tower Green are part of the same regiment that guards Buckingham Palace.

7. They fire guns on Tower Green every day.

B. St. Paul's Cathedral

I. Watch the scene, then answer these questions.

1. What is the City of London?

2. Who was Sir Christopher Wren?

3. What happened in St. Paul's Cathedral in 1981?

4. How long did it take to finish St. Paul's?

5. How high is St. Paul's?

6. How can you get to the dome?

7. What happens if you whisper on one side of the dome in the Whispering Gallery?

8. Where was Sir Christopher Wren buried?

II. Work with a partner. Look at this example, then ask and answer questions using the notes below and the verbs in brackets.

Model: 1675: Sir Christopher Wren started St Paul's.

1710: Sir Christopher Wren finished St Paul's (build)

Q: How long did it take Sir Christopher Wren to build St. Paul's?

A: It took him thirty-five years.

1. 4p.m.: We started climbing up to the dome. / 4.15p.m.: We reached the top (climb up to)

2. 1081: The White Tower was started. / 1097: The White Tower was finished (build)

3. 8a.m.: I leave home. / 9 a.m.: I arrive at the University (get to)
(make up your own examples)

Упражнения на закрепления всего материала (выполняется на уроке или дома в качестве домашнего задания):

1. Make one sentence out of the two sentences in each line below, by using 'who' or 'which'.

1. This is the Tower of London. It is on the north bank of the Thames.

2. It was started by William the Conqueror. He wanted to impress and frighten the English.

3. You can see the Warders of the Tower. They guard the Crown Jewels.

4. The cannons make a lot of noise. This sometimes frightens visitors.

2. Write the questions that give you the answers below.

1. Where _____
In the heart of the City.

2. Who _____
Sir Christopher Wren.

3. How many _____
More than fifty.

4. Where _____
It's inside the dome.

5. When _____
They were married in 1981.

3. Fill in the gaps in the sentences by choosing from the following prepositions: in, on, next to, inside, in the heart /centre / middle of, from, to, up to.

1. London is ___ the south-east of England _____ the River Thames.

2. Many famous men and women died _____ the Tower.

3. St. Paul's is _____ the City.
4. The Whispering Gallery is _____ the dome.
5. If you whisper _____ the wall _____ one side, you can be heard _____ the other side.
6. The cathedral is one hundred and ten metres high _____ the floor _____ the top of the cross.
7. You can climb the 627 steps _____ the dome.

4. Answer the questions:

1. When did William the Conqueror invade Britain?
2. What did he build the Tower of London for?
3. What does the Jewel House contain?
4. Who wore the Beefeaters' uniform in 1500?
5. What happened in 1666?
6. What is the main secret of the Whispering Gallery?
7. Where was Sir Christopher Wren buried?

Ключи к тесту:

A. The Tower of London

I. Watch the scene and tick (V) the right answer.

1. William the Conqueror built the Tower of London
 - to please the Normans
 - **to frighten the English V**
 - to protect Londoners
2. Beefeaters are
 - royal guards of today
 - policemen
 - **Warders of the Tower V**
3. The Changing of the Guard ceremony at the Tower happens
 - **on Tower Green V**
 - in the Jewel House
 - in the White Tower

II. Watch the scene again. Three of the sentences below are false. Which ones?

1. The Tower of London is on the north bank of the Thames.
2. William the Conqueror invaded Britain in 1066.
3. **People say that the king's ghost walks in the Tower at night. - False**

4. The walls of the White Tower are thirty metres high.

5. The Beefeaters wear the uniform of royal guards of the year 1600. - False

6. The guardsmen on Tower Green are part of the same regiment that guards Buckingham Palace.

7. They fire guns on Tower Green every day. - False

B. St. Paul's Cathedral

I. Watch the scene, then answer these questions.

1. What is the City of London? - **It's the business centre of London.**

2. Who was Sir Christopher Wren? - **He is the architect of St. Paul's Cathedral.**

3. What happened in St. Paul's Cathedral in 1981? – **The Royal Wedding of Prince Charles and Princess Diana.**

4. How long did it take to finish St. Paul's? - **It took thirty-five years.**

5. How high is St. Paul's? - **It's a hundred and ten metres high.**

6. How can you get to the dome? – **You can climb the steps up to the dome.**

7. What happens if you whisper on one side of the dome in the Whispering Gallery? – **You can be heard on the other side of the dome.**

8. Where was Sir Christopher Wren buried? – **He was buried in the floor under the dome of St. Paul's Cathedral.**

II. Work with a partner. Look at this example, then ask and answer questions using the notes below and the verbs in brackets.

1. 4p.m.: We started climbing up to the dome. / 4.15p.m.: We reached the top (climb up to)

Q: How long did it take you to climb up to the dome?

A: It took us 15 minutes to reach it.

2. 1081: The White Tower was started. / 1097: The White Tower was finished (build)

Q: How long did it take to build the White Tower?

A: It took 16 years to build it.

3. 8a.m.: I leave home. / 9 a.m.: I arrive at the University (get to)

Q: How long does it take you to get to the University?

A: It takes me an hour to get to the University.

Упражнения на закрепления всего материала (выполняется на уроке или дома в

качестве домашнего задания):

1. Make one sentence out of the two sentences in each line below, by using 'who' or 'which'.

1. This is the Tower of London. It is on the north bank of the Thames.

This is the Tower of London, which is on the north bank of the Thames.

2. It was started by William the Conqueror. He wanted to impress and frighten the English.

It was started by William the Conqueror, who wanted to impress and frighten the English.

3. You can see the Warders of the Tower. They guard the Crown Jewels.

You can see the Warders of the Tower, who guard the Crown Jewels.

4. The cannons make a lot of noise. This sometimes frightens visitors.

The cannons make a lot of noise, which sometimes frightens visitors.

2. Write the questions that give you the answers below.

1. Where does St. Paul's Cathedral stand?

In the heart of the City.

2. Who built St. Paul's Cathedral?

Sir Christopher Wren.

3. How many churches did Christopher Wren build?

More than fifty.

4. Where is the Whispering Gallery?

It's inside the dome.

5. When were Prince Charles and Princess Diana married?

They were married in 1981.

3. Fill in the gaps in the sentences by choosing from the following prepositions: in, on, next to, inside, in the heart / centre / middle of, from, to, up to.

1. London is **in** the south-east of England **on** the River Thames.

2. Many famous men and women died **in** the Tower.

3. St. Paul's is **in the heart of** the City.

4. The Whispering Gallery is **inside** the dome.

5. If you whisper **next to** the wall **on** one side, you can be heard **on** the other side.

6. The cathedral is one hundred and ten metres high **from** the floor **to** the top of the cross.

7. You can climb the 627 steps **up to** the dome.

4. Answer the questions:

1. When did William the Conqueror invade Britain? - **in 1066**
2. What did he build the Tower of London for? – **He built the Tower to impress and frighten the English.**
3. What does the Jewel House contain? - **The Jewel House contains the famous Crown Jewels.**
4. Who wore the Beefeaters' uniform in 1500? – **The men who guarded the Tower.**
5. What happened in 1666? – **The Great Fire**
6. What is the main secret of the Whispering Gallery? – **If you whisper close to the wall on one side of the dome, you can be heard on the other side.**
7. Where was Sir Christopher Wren buried? – **He was buried in the floor under the dome.**

г) Тест на проверку лингвострановедческих знаний (1 семестр)

Transcript: UK Culture – Language

The predominant spoken language is English, but in parts of Wales, Scotland and Northern Ireland their native language is still spoken.

What newcomers to the UK might find confusing are the numbers of different regional accents and dialects which can on occasions be difficult to understand, even for native English speakers!

It is possible in the early days of your stay in the UK, that you'll need some assistance in interpreting or translating English into your preferred language. Interpretation services are often available locally and details of where and how to access them are normally available from your local authority or Citizens Advice Bureau.

1. Before you watch: match the words and phrases to their definition

1. predominant a. help
2. native language b. people who have recently arrived in an area
3. newcomers c. sometimes
4. on occasions d. more important or larger
5. the early days e. group of people who govern an area
6. assistance f. changing what someone is saying into another language
7. interpreting g. the first language you learn
8. local authority h. the first days

2. Now watch the video to find out if you are right.

3. Comprehension Task: fill in the gaps in the text with the words below:

communication regions variety first language available abroad translator council

Most people in the UK speak English, but outside England some still use a different___ (1). There is still a wide___ (2) of accents and dialects spoken in different_____ (3) of the country, and because of this people from the UK often have _____ (4) problems, not to mention visitors from ___(5). Initially it may be necessary to use an interpreter or _____ (6). These are _____ (7) in most areas of the country and you should contact the local _____ (8) offices for this service.

To watch the video online, go to: <http://learnenglish.britishcouncil.org/en/uk-culture/language>

Ключи к тесту:

1. Before you watch: match the words and phrases to their definition

1. d, 2. g, 3. b, 4. c, 5. h, 6. a, 7. f, 8. e

3. Comprehension Task: fill in the gaps in the text with the words below:

communication regions variety first language available abroad translator council

Most people in the UK speak English, but outside England some still use a different **first language** (1). There is still a wide **variety** (2) of accents and dialects spoken in different **regions** (3) of the country, and because of this people from the UK often have **communication** (4) problems, not to mention visitors from **abroad** (5). Initially it may be necessary to use an interpreter or **translator** (6). These are **available** (7) in most areas of the country and you should contact the local **council** (8) offices for this service.

д) Тест на проверку знаний по лингвострановедению (2 семестр).

London Quiz: How much do you know about London?

1. Who gave London its first name?

- a) the Egyptians
- b) the Greeks
- c) the Romans

2. Who founded the Tower of London?

- a) Charles I
- b) William I
- c) Henry VIII

3. Which is the oldest part of London?

- a) Westminster

- b) the City
- c) the West End

4. How much of London did the Great Fire of London destroy in 1666?

- a) a quarter of London
- b) three quarters of London
- c) the whole city

5. Who designed St. Paul's Cathedral?

- a) Christopher Wren
- b) Benjamin Hall
- c) Francis Drake

6. Where are the British kings and queens crowned?

- a) St. Paul's Cathedral
- b) Westminster Abbey
- c) the House of Lords

7. Which birds, according to the legend, protect the Tower of London?

- a) pigeons
- b) ravens
- c) swans

8. Which is the most famous shopping street in London?

- a) Oxford Street
- b) Downing Street
- c) Baker Street

9. What is a 'double-decker'?

- a) a bus
- b) a lorry
- c) a ship

10. Where can you make a speech in Hyde Park?

- a) Poet's Corner
- b) Speaker's Corner
- c) Revolutionary Corner

11. What is 'the Globe' in London?

- a) the largest department store in Europe
- b) Cockney rhyming slang for 'hope'
- c) a Shakespearean theatre

12. Which is the only London Bridge that can be raised?

- a) Tower Bridge
- b) London Bridge
- c) Waterloo Bridge

13. Why was 2012 a special year for London?

- a) It was the city 2000th anniversary.
- b) The city was hosting the Olympic Games.
- c) There was an eclipse of the sun.

14. Where are the Crown Jewels kept?

- a) Buckingham Palace
- b) The Tower of London
- c) The Bank of England

15. What colour is the traditional London taxi?

- a) yellow
- b) black
- c) red

16. What's the popular name for the underground system in London?

- a) the Tunnel
- b) the Channel
- c) the Tube

17. What is the London Eye?

- a) a telescope
- b) an observation wheel
- c) a newspaper

18. How much will it cost you to visit the British Museum, the National Gallery or the Tate Modern Gallery?

- a) 10 pounds
- b) 30 pounds
- c) Nothing

19. Which former London resident has been voted 'the greatest Briton of all time'?

- a) Sir Winston Churchill
- b) Charles Darwin
- c) John Lennon

20. Which bridge over the Thames was pulled down in 1970 and transported, piece by piece, to Arizona in the United States?

- a) London Bridge
- b) Tower Bridge
- c) Westminster Bridge

Ключи к тесту: 1c, 2b, 3b, 4b, 5a, 6b, 7b, 8a, 9a, 10b, 11c, 12a, 13b, 14b, 15b, 16c, 17b, 18c, 19a, 20a.

е) Тест на проверку навыков аудирования (4 семестр).

1. Listen to the first part of the interview with Tonderai. Then choose the correct options.

Part 1 “My experience of Shakespeare”

In Zimbabwe where I had my formative years, so that's to say I was born there and lived there until I was twelve years old, we always heard Shakespearean lines or Shakespearean words spoken without realising that they were actually Shakespearean words and Shakespearean lines. So 'All that glitters is not gold' is something that, you know, we would say. 'Constant as the Northern Star' is something that we would say. 'To be or not to be' is something that we would say. Because our culture, our Zimbabwean culture is so full of proverbs and words and exciting word play. So we grew up around that. And I have to say that it's only years later that I realised that a lot of what we were speaking as young children was actually Shakespeare. And then of course Romeo and Juliet is something that we did at school very early on. And I fell in love with the story of these two young people who were just like myself, young and growing up.

1. He was born in ...
 - a. Angola b. South Africa c. Zimbabwe
2. He lived there until he was ... years old.
 - a. 10 b. 12 c. 20
3. He got to know a lot of Shakespearean expressions ...
 - a. in everyday life b. at school c. at the theatre
4. As a child he loved...
 - a. 'Hamlet' b. 'Romeo and Juliet' c. 'Anthony and Cleopatra'

2. Listen to the second part of the interview about the story of Hamlet. Put the events which Tonderai describes in chronological order.

Part 2. “The Story of Hamlet”

I think it starts off very simply. It starts off with someone returning. So I think as an audience we then think, well, just naturally where has he been and what has happened since he has gone. And then we find out you have a king who has been killed by his brother so that the brother can take over the kingdom. But we find out in many different ways. So there's a spiritual finding out, the ghost comes, you know, something unexpected, something from the other realm. And then there's also reason. Hamlet seeing things for himself. And then Hamlet encountering each person who he left behind, because he's been somewhere else. So, you know, there's Polonius who has his own motives and his own family. You have his mother who has her own motives and has made certain decisions. You have the uncle who has his own motives and has made certain decisions.

You have the threat that perhaps something from outside will happen to the country. Hamlet is shocked that his mother didn't know that his uncle killed his father. He doesn't sort of believe it. And when he believes it, when he really begins to understand that his uncle killed his father and married his mother he really takes it to his mother and says, 'Why do you not see that this person has done this and why are you married to him? And why do you settle for someone who is this person compared to your husband?' He really finds it shocking that his mother not only marries his uncle but that she doesn't seem to be useful or helpful in setting things right. And then we get to see Hamlet try to fix what has happened. And then we see how things go wrong. And then finally we are given an opportunity to start again at the end of the play. So that's how I see the storytelling, and I think it's beautifully done. I think it tells us things of the present, of the past, of what happens when we die, of what it means to be alive and to fight for the things that you believe in.

- A. The king, Hamlet's father, is killed by his brother, Hamlet's uncle.
- B. Hamlet tries to find out what has happened and put things right.
- C. Hamlet sees the ghost of his father.
- D. Hamlet's uncle marries Hamlet's mother.
- E. Hamlet returns home.
- F. Hamlet's uncle becomes the king.

3. Complete the sentences with the correct words (would + infinitive): have / write / eat / say / go / take.

1. When my father was in the army, he _____ to my mother every day.
2. I used to get up at six a.m. every day except on Sundays, when I _____ a lie-in.

3. Most people in medieval Europe _____ to church at least twice a day.
4. When I was a child, very few people _____ chicken. It was too expensive.
5. My parents _____ never _____ their holidays abroad. They always stayed in Scotland.
6. If you asked my grandmother what was for dinner, she _____ always _____ 'Wait and see!'

4. Check that you remember the sentences from the previous task. Write the correct words. Each gap has two or three words.

1. When my father was in the army, he _____ to my mother every day.
2. I used to get up at six a.m. every day except on Sundays, when I _____ a lie-in.
3. Most people in medieval Europe _____ to church at least twice a day.
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6. If you asked my grandmother what was for dinner, she _____ always _____ 'Wait and see!'

Ключи тесту:

1. Listen to the first part of the interview with Tonderai. Then choose the correct options.

1. He was born in Zimbabwe.
a. Angola b. South Africa c. **Zimbabwe**
2. He lived there until he was 12 years old.
a. 10 b. **12** c. 20
3. He got to know a lot of Shakespearean expressions in everyday life.
a. **in everyday life** b. at school c. at the theatre
4. As a child he loved 'Romeo and Juliet'.
a. 'Hamlet' b. **'Romeo and Juliet'** c. 'Anthony and Cleopatra'

2. Listen to the second part of the interview about the story of Hamlet. Put the events which Tonderai describes in chronological order.

- A. The king, Hamlet's father, is killed by his brother, Hamlet's uncle. - **1**
- B. Hamlet tries to find out what has happened and put things right. - **6**
- C. Hamlet sees the ghost of his father. - **5**
- D. Hamlet's uncle marries Hamlet's mother. - **3**
- E. Hamlet returns home. - **4**
- F, Hamlet's uncle becomes the king. - **2**

**3. Complete the sentences with the correct words (would + infinitive):
have / write / eat / say / go / take.**

1. When my father was in the army, he would write to my mother every day.
2. I used to get up at six a.m. every day except on Sundays, when I would have a lie-in.
3. Most people in medieval Europe would go to church at least twice a day.
4. When I was a child, very few people would eat chicken. It was too expensive.
5. My parents would never take their holidays abroad. They always stayed in Scotland.
6. If you asked my grandmother what was for dinner, she would always say 'Wait and see!'

f) Тест на проверку умений и навыков различных видов чтения (3 семестр), навыков устной и письменной речи.

1. Read the article.

1. Audrey Hepburn was an award-winning actress. The American Film Institute considered her to be the third greatest actress of all time. She also became a fashion and cultural icon, and continues to be so today. She was also a magnificent humanitarian. The memories of World War II horrors shaped her desire to help children and so she served as a UNICEF Goodwill Ambassador.

2. Hepburn was born in 1929 as Audrey Ruston in Brussels, Belgium. She was the only child of an Englishman and a Dutch aristocrat. She was educated at a private school in England. Her parents divorced in 1935 and her father left. His leaving was the most traumatic moment of her life. After World War II, Hepburn studied ballet in London.

3. Audrey was too tall to be a ballerina and went into acting. In 1951, her first big break came when she starred as Gigi in a London theatre. She won an award and lots of publicity. Her second break came two years later in the movie classic 'Roman Holiday', for which she won an Oscar for best actress.

4. Hepburn became one of Hollywood's most successful stars and starred in many unforgettable movies. She used her fame to work with UNICEF for several decades. She declared

"I have a broken heart", after seeing Ethiopia's famine in 1988. She also famously said: "Third World' is a term I don't like very much, because we're all one world." Hepburn died in 1993 but remains a much-loved legend.

2. Match the words from the article on the left with their synonyms on the right.

Paragraphs 1 and 2:

1. considered a. schooled
2. of all time b. wonderful

3. magnificent c. heartbreaking
4. aristocrat d. believed
5. educated e. noblewoman
6. traumatic f. ever

Paragraphs 3 and 4:

7. went into g. masterpiece
8. publicity h. phrase
9. classic i. stardom
10. fame j. entered
11. term k. is still
12. remains l. media attention

3. Match the following phrases from the article.

1. the third greatest actress a. as Audrey Ruston
2. World War II horrors shaped b. term I don't like very much
3. a fashion and c. of all time
4. Hepburn was born in 1929 d. "Roman Holiday"
5. His leaving was the most traumatic e. her desire to help children
6. Audrey was too f. movies
7. the movie classic g. moment of her life
8. starred in many unforgettable h. to work with UNICEF
9. She used her fame i. cultural icon
10. "Third World" is a j. tall to be a ballerina

4. Choose the correct word.

1. Audrey Hepburn was an award-winning actress. The American Film Institute considerate / considered her to be the third greatest actress of all / every time. She also became a fashion and cultural iconic / icon, and continues to be so today. She was also a magnificent humanitarian. The memories of World War II horrors shaped / shaping her desire to help children and so she served as a UNICEF Goodwill Ambassador.

2. Hepburn was born in 1929 as / was Audrey Ruston in Brussels, Belgium. She was the only child of an Englishman and a Dutch aristocrat. She was educated / education at a private school in England. Her parents divorced in 1935 and her father leaving / left. His leaving was the most traumatic moment for / of her life. After World War II, Hepburn studied ballet in London.

3. Audrey was too tall to be a ballerina / ballet and went into / in acting. In 1951, her first big

break came when she starred as Gigi in a London theatre. She won an award and lots of publicly / publicity. Her second break came two years later in the movie classic / classical 'Roman Holiday', for which she won an Oscar for best actress.

4. Hepburn became one of Hollywood's most successful stars and starred in many unforgettable movies. She used her famous / fame to work with UNICEF for several decades. She declared, "I have a broken heart", after seeing Ethiopia's famine / farming in 1988. She also famously said: "Third World' is a team / term I don't like very much, because we're all one world." Hepburn died in 1993 but remains a much- / many-loved legend.

5. Put the text back together. Number these lines in the correct order.

() - a Dutch aristocrat. She was educated at a private school in England. Her parents divorced in 1935 and her father

() - Audrey was too tall to be a ballerina and went into acting. In 1951, her first big break came when she

(1) - Audrey Hepburn was an award-winning actress. The American Film Institute considered her to be the third

() - movies. She used her fame to work with UNICEF for several decades. She declared, "I have a broken

() - Hepburn was born in 1929 as Audrey Ruston in Brussels, Belgium. She was the only child of an Englishman and

() - later in the movie classic 'Roman Holiday', for which she won an Oscar for best actress.

() - starred as Gigi in a London theatre. She won an award and lots of publicity. Her second break came two years

() - greatest actress of all time. She also became a fashion and cultural icon, and continues to be so

() - left. His leaving was the most traumatic moment of her life. After World War II, Hepburn studied ballet in London.

() - heart", after seeing Ethiopia's famine in 1988. She also famously said: "Third World' is a

() - Hepburn became one of Hollywood's most successful stars and starred in many unforgettable

() - term I don't like very much, because we're all one world." Hepburn died in 1993 but remains a much-loved legend.

() - today. She was also a magnificent humanitarian. The memories of World War II horrors

() - shaped her desire to help children and so she served as a UNICEF Goodwill Ambassador.

6. Put the words back into the correct order.

1. all the greatest of time third actress
2. also She icon cultural and fashion a became
3. World horrors desire children II her help War shaped to
4. Englishman Dutch only an a the of and aristocrat child
5. most moment her the traumatic of life
6. be to tall too was Audrey ballerina a
7. she Gigi big when as first came starred her break
8. of lots and award an won She publicity
9. with work to fame her used She UNICEF
10. very term like 'Third World' a don't much is I

7. AUDREY HEPBURN SURVEY:

Write five questions about Audrey Hepburn in the table (do this in groups of 5)

Each student must write the questions on his / her own paper. Then without your partners, interview other students. Write down their answers.

Return to your original partners, share and talk about what you found out.

Make mini-presentations to other groups on your findings.

	STUDENT 1	STUDENT 2	STUDENT 3
Q 1.			
Q 2. Q 3.			
Q 4.			
Q 5.			

8. Write about Audrey Hepburn for 10 minutes.

9. Different tasks for students as their homework:

1. VOCABULARY EXTENSION:

Choose several of the words from the text. Use a dictionary to build up more associations / collocations of each word.

2. INTERNET:

Search the Internet and find more information about Audrey Hepburn. Talk about what you discover with your partner(s) in the next lesson.

3. AUDREY HEPBURN POSTER:

Make a poster showing the different stages of the life of Audrey Hepburn.

4. MAGAZINE ARTICLE:

Write a magazine article about Audrey Hepburn.

Ключи к тесту:

2. Match the words from the article on the left with their synonyms on the right.

Paragraphs 1 and 2:

1. considered d. believed
2. of all time f. ever
3. magnificent b. wonderful
4. aristocrat e. noblewoman
5. educated a. schooled
6. traumatic c. heartbreaking

Paragraphs 3 and 4:

7. went into j. entered
8. publicity l. media attention
9. classic g. masterpiece
10. fame i. stardom
11. term h. phrase
12. remains k. is still

3. Match the following phrases from the article.

1. the third greatest actress c. of all time
2. World War II horrors shaped e. her desire to help children
3. a fashion and i. cultural icon
4. Hepburn was born in 1929 a. as Audrey Ruston
5. His leaving was the most traumatic g. moment of her life
6. Audrey was too j. tall to be a ballerina
7. the movie classic d. "Roman Holiday"
8. starred in many unforgettable f. movies
9. She used her fame h. to work with UNICEF
10. "Third World" is a b. term I don't like very much

4. Choose the correct word.

1. Audrey Hepburn was an award-winning actress. The American Film Institute considered her to be the third greatest actress of all / every time. She also became a fashion and cultural icon / icon, and continues to be so today. She was also a magnificent humanitarian. The memories of World War II horrors shaped / shaping her desire to help children and so she served as a UNICEF Goodwill Ambassador.

2. Hepburn was born in 1929 as / was Audrey Ruston in Brussels, Belgium. She was the only child of an Englishman and a Dutch aristocrat. She was educated / education at a private school in England. Her parents divorced in 1935 and her father leaving / left. His leaving was the most traumatic moment for / of her life. After World War II, Hepburn studied ballet in London.

3. Audrey was too tall to be a ballerina / ballet and went into / in acting. In 1951, her first big break came when she starred as Gigi in a London theatre. She won an award and lots of publicly / publicity. Her second break came two years later in the movie classic / classical 'Roman Holiday', for which she won an Oscar for best actress.

4. Hepburn became one of Hollywood's most successful stars and starred in many unforgettable movies. She used her famous / fame to work with UNICEF for several decades. She declared, "I have a broken heart", after seeing Ethiopia's famine / famine in 1988. She also famously said: "Third World' is a team / term I don't like very much, because we're all one world." Hepburn died in 1993 but remains a much- / many-loved legend.

5. Put the text back together. Number these lines in the correct order.

(6) - a Dutch aristocrat. She was educated at a private school in England. Her parents divorced in 1935 and her father

(8) - Audrey was too tall to be a ballerina and went into acting. In 1951, her first big break came when she

(1) - Audrey Hepburn was an award-winning actress. The American Film Institute considered her to be the third

(12) - movies. She used her fame to work with UNICEF for several decades. She declared, "I have a broken

(5) - Hepburn was born in 1929 as Audrey Ruston in Brussels, Belgium. She was the only child of an Englishman and

(10) - later in the movie classic 'Roman Holiday', for which she won an Oscar for best actress.

(9) - starred as Gigi in a London theatre. She won an award and lots of publicity. Her second break came two years

(2) - greatest actress of all time. She also became a fashion and cultural icon, and continues to be so

(7) - left. His leaving was the most traumatic moment of her life. After World War II, Hepburn studied ballet in London.

(13) - heart", after seeing Ethiopia's famine in 1988. She also famously said: "Third World' is a

(11) - Hepburn became one of Hollywood's most successful stars and starred in many unforgettable

(14) - term I don't like very much, because we're all one world." Hepburn died in 1993 but remains a much-loved legend.

- (3) - today. She was also a magnificent humanitarian. The memories of World War II horrors
(4) - shaped her desire to help children and so she served as a UNICEF Goodwill Ambassador.

6. Put the words back into the correct order.

1. The third actress of all time
2. She also became a fashion and cultural icon.
3. World War II horrors shaped her desire to help children.
4. She was the only child of an Englishman and a Dutch aristocrat.
5. the most traumatic moment of her life
6. Audrey was too tall to be a ballerina.
7. her first big break came when she starred as Gigi
8. She won an award and lots of publicity.
9. She used her fame to work with UNICEF.
10. "Third World" is a term I don't like very much.

Шкала оценки:

Все тесты оцениваются по 100 балльной шкале в процентах, а затем переводятся в 5-балльную оценочную систему:

- 5 «отлично» - 90-100%
- 4 «хорошо» - 80-89%
- 3 «удовлетворительно» – 70-80%
- 2 «неудовлетворительно – менее 70%

После каждого раздела Unit-а учебника «English for Film, TV and Digital Media students» проводится периодический контроль в форме перевода с русского языка на иностранный (20-25 предложений, содержащих в себе активную лексику и грамматику, пройденную в течение модуля).

Образец лексико-грамматической работы Unit 5

1. Я уверена, что эту романтическую комедию покажут во всех кинотеатрах Москвы.
2. Он терпеть не может смотреть детективы и боевики. И это совершенно не удивительно, так как после окончания университета он много лет работал на телевидении и снимал только такие фильмы.
3. В следующем году он собирается снять полнометражный документальный фильм о Петре Фоменко для канала «Культура».

4. Я не буду участвовать в этой телевизионной передаче до тех пор, пока продюсер будет решать все творческие вопросы.
5. Фильм был снят 3 года назад, а выйдет на экран только в следующем году.
6. Я хотел бы задать вам несколько вопросов, прежде чем мы начнем съемку.
7. Музыка к этому фильму была написана молодым, но очень перспективным и талантливым композитором.
8. Мне поехать с тобой завтра на кинопробы? – Я не знаю, решай сам.
9. Интересно, когда будут проводить пресс-конференцию со съемочной группой: до или после премьеры.
10. Представляешь? Они поедут на гастроли в Италию со своим дипломным спектаклем.
11. Каждый день продюсеру показывают весь отснятый материал.
12. Статья о кинофестивале была написана студенткой ВГИК. Ее опубликуют в журнале «Искусство кино» в следующем месяце.
13. - Вы знаете, когда будут готовы субтитры к фильму? - Думаю, их сделают через пару дней. Но от меня это не зависит.
14. Вы бы хотели писать сценарий сами или со сценаристом?
15. Мы ходили в субботу в Большой театр, но, к сожалению, нам дали места на галерке, откуда была видна только часть сцены.
16. У нас завтра первый генеральный прогон спектакля. Если у вас будет свободное время, приходите, пожалуйста, посмотреть.
17. Мы собираемся закончить съемки всех натуральных сцен на следующей неделе.
18. К сожалению, исторические фильмы выпускают не так часто, как триллеры.
19. Мне оставить вам сценарную заявку или у вас не будет времени, чтобы прочесть ее?
20. А: Ты помнишь, что мы собирались пойти куда-нибудь завтра вечером?
В: Да, конечно. Давай сходим в театр. Какую пьесу ты хотела бы посмотреть?
А: На твое усмотрение. Только хотелось бы что-нибудь со счастливым концом.
В: Хорошо. Давай созвонимся завтра утром часов в 11.

Ключи к тесту:

1. I'm sure that this romantic comedy will be shown in all Moscow cinemas.
2. He can't stand watching detective stories and action movies. And it isn't absolutely surprising, because after graduating from the institute he worked on television and shot only such films for many years.
3. Next year he is going to make a feature-length documentary about Pyotr Fomenko for the "Culture" channel.
4. I will not participate in this TV program until the producer solves all creative issues.
5. The film was shot 3 years ago and it will be released only next year.
6. I would like to ask you a few questions before we start shooting.
7. The music for this film was written by a young, but very promising and talented

composer.

8. Shall I go to the screen test with you tomorrow? - I don't know, it's up to you.
9. I wonder when they will hold a press conference with the crew: before or after the premiere.
10. Guess what? They are going on a tour to Italy with their diploma performance.
11. Every day all daily rushes is shown to the producer.
12. The article about the film festival was written by a VGIK student. Next month it will be published in the magazine "The Film Art".
13. Do you know when the subtitles for the film will be ready? - I think they'll be done in a couple of days, but it doesn't depend on me.
14. Would you like to write the script yourself or with the help of a screenwriter?
15. We went to the Bolshoi Theater on Saturday, but unfortunately we were given seats in the gallery, from which only part of the stage was seen.
16. Tomorrow we are having a dress rehearsal. Will you come to see it, if you have free time.
17. We are going to finish shooting all the location scenes next week.
18. Unfortunately, historical films are not released as often as thrillers.
19. Shall I leave you the treatment or you won't have time to read it?
20. A: Do you remember that we were going somewhere out tomorrow night?
B: Sure. Let's go to the theatre. What play would you like to see?
A: As you like. But I would like to see something with a happy end.
B: Fine. Let's get in touch tomorrow morning at 11 o'clock.

1.5. Промежуточная аттестация обучающихся по дисциплине

Итогом аудиторной и самостоятельной работы студента за I, II, III, IV семестры (форма промежуточной аттестации Э (4)) является семестровая контрольная работа. Она представляет собой обобщающий контроль в форме лексико-грамматического перевода с родного языка на иностранный 20-ти предложений, содержащих в себе активную лексику и грамматику, пройденную в течение семестра.

Итогом аудиторной и самостоятельной работы студента за IV семестр и условием допуска к экзамену студентов являются:

1. итоговая лексико-грамматическая работа;
2. зачёт по внеаудиторному (домашнему) чтению кино-литературы;
3. представление законченного исполнительского произведения (поэтического, вокального, драматического) на иностранном языке.

1.5.1 Образец теста для промежуточного контроля в форме итоговой лексико-грамматической работы 4 семестр актерский факультет

1. Мы уверены, что все актеры стараются воплотить режиссерский замысел.
2. Продюсер посмотрел вчера весь отснятый материал и попросил переснять

несколько сцен.

3. Этот приз вручается самому молодому актеру, принимающему участие в фестивале.
4. Мы решили создать свою собственную кинокомпанию, чтобы не зависеть от продюсеров.
5. Актерам не нужно знать, как работать со звуком, светом и камерой, не правда ли?
6. Режиссер позвонил и сказал, что он опаздывает на два часа. – Нам начать репетицию или подождать его?
7. Он сейчас в театре. У него прослушивание на главную роль в новом музыкальном спектакле. Можем мы начать репетицию немного позже?
8. Художник по костюмам спросил актрису, когда она собирается прийти на примерку костюмов?
9. Режиссер проводит подбор исполнителей на главные роли уже 3 часа. Я думаю, скоро будет перерыв, и вы сможете поговорить с ним сами.
10. У этого актера большой опыт работы в кино. Он уже сыграл 5 главных и большое количество эпизодических ролей.
11. Мастер хочет знать, посещаете ли вы занятия по сценической речи или пропускаете их.
12. Какой фильм принес вам признание и популярность?
13. Я думаю, что завтра у нас будет свободный день, так как режиссер уезжает с оператором-постановщиком на выбор природы.
14. Если вы выучите текст роли, мы поставим этот этюд к Рождеству.
15. Актер настаивал на работе в боевике без участия каскадеров.
16. Режиссер попросил оператора сделать еще один дубль этой сцены. Он не удовлетворен актерским исполнением.
17. Мы собираемся закончить съемки натуральных сцен на следующей неделе.
18. Когда мы репетировали сцену, приехал наш мастер.
19. Над каким проектом вы сейчас работаете? – Мы сейчас не снимаем. У нас подготовительный период. Оператор изучает новую технику съёмки, а сценаристы дорабатывают сценарий.
20. Уверена, что новый фильм этого режиссера будет иметь успех.
21. Дождь идёт с раннего утра, и мы не можем начать съёмку.
22. Она чувствует себя плохо и поэтому не сможет принять участие в обсуждении фильма.
23. Он всегда проводит кинопробы для актеров, которые в первый раз принимают участие в съемках.

24. Кинофестиваль во ВГИКе проводится каждый год.

25. Думаю, что актеры не отвечают за организацию съемочного процесса.

Промежуточный контроль в форме экзамена по завершении IV семестра включает в себя проверку уровня сформированности умений:

а) изучающего чтения профессионального текста объемом 2500 печатных знаков, понимание которого проверяется в форме письменного перевода на русский язык;

б) просмотрового чтения оригинальной статьи по специальности и навыков устной монологической речи (передача содержания статьи на английском языке) и диалогической речи и аудирования в ходе беседы с преподавателем по её проблематике.

в) диалогического общения с экзаменатором на одну из профессиональных тем.

1.5.2 Список тем, выносимых на экзамен для студентов, обучающихся по специальности **52.05.01 Актерское искусство** специализация **«Артист драматического театра и кино»**.

1. Production unit: team members' responsibilities
2. Film Acting
3. My favourite actor
4. My favourite film director
5. My favourite film
6. Film Festivals
7. VGIK international film festival
8. What Makes A Successful Movie?
9. Development and Pre-production
10. Production / Shooting Stage

1.5.3 Образец билета к экзамену и приложение к нему (IV семестр)

Федеральное государственное бюджетное образовательное учреждение высшего образования «Всероссийский государственный университет кинематографии имени С.А. Герасимова» (ВГИК)		
Утверждаю: Зав.кафедрой _____ «__» _____ 202_г.	Факультет <u>актерский</u> Кафедра <u>русского и иностранных языков</u> Специальность 52.05.01 Актерское искусство Форма обучения <u>очная</u>	Экзамен по дисциплине « <i>Иностранный язык (английский)</i> »
ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1		
<p>1. Переведите письменно со словарём статью по специальности объёмом 2.500 печатных знаков.</p> <p>2. Прочитайте оригинальную статью объёмом 1500 печатных знаков без словаря и будьте готовы изложить её основное содержание по-английски. Побеседуйте с экзаменаторами по проблематике данной статьи.</p> <p>3. Побеседуйте с экзаменаторами на английском языке на тему: «VGIK international film festival».</p>		

Приложение. Образец заданий на итоговом экзамене по дисциплине «Иностранный язык (английский)» для студентов обучающихся по специальности 52.05.01 Актерское искусство, специализация «Артист драматического театра и кино».

Задание 1. Переведите на русский язык письменно со словарём статью по специальности объёмом 2.500 печатных знаков (время подготовки - 60 мин.).

Acting in cinema 2.501 п.з.

Many people have a special feeling about the performers in films and look up to them as someone wonderful. There is no doubt that many of these special men and women have great talent and ability in creating characters that will catch our interest and sympathy.

Some directors consider the performers in a film as mere puppets who go through various scenes and sequences, saying lines that have no real meaning to them. Other directors explain the film in great detail to the performers, so that they can play their parts better. But whatever method the director uses, it is the actors in the film who are most likely to be remembered by the audience.

Today it's difficult to believe that the earliest American actors had appeared in films with no mention of their names on the screen. Even the most popular

performers were known to audiences only by their nicknames.

In 1910 the Independent producer Carl Laemmle signed up 'The Biograph Girl' to his studio and, by circulating false rumours of her death created such public interest that Florence Lawrence (her real name) was transformed overnight into America's first film star.

Stars soon became vital to box-office success, with their screen images carefully shaped to appeal to the public.

The larger-than-life image of these film superstars was reinforced by new movie magazines, which kept fans up to date with the careers of their favourite stars, and revealed the 'secrets' of their private lives.

During the height of the star system, many of the major studios held a near death-grip on their particular group of stars. But the "star system" that was prevalent in Hollywood in the 1930s and 1940s has faded away. Today many actors are not affiliated with one particular studio. Instead that, their agents contract with various film production companies.

But imagine that an actress who costs the studio a lot of money has a contract for another film at the same time. This arrangement conflicts with the shooting schedule of a film in progress. And in this case the only possibility is to shoot all the scenes with the actress first; then complete the rest of the film. Meanwhile, she goes on to make the second picture.

You can imagine the tremendous ability a performer must have to be able to act in such confusion. Often they are called upon to show changing emotional responses in the same film. For instance, Cliff Robertson in Charly played the part of a mentally retarded young man who, through a medical experiment, suddenly became a genius with such high intelligence that most people, couldn't relate to him. But the experiment failed. Charly slowly lost his capabilities and became mentally retarded again. Robertson was called upon to act first as if he did not understand what was happening to him, then as if he were highly aware, and finally, as if he were again out of touch with his surroundings, trying desperately and wistfully to understand. Trying to establish this complicated characterization out of order would be very difficult.

Задание 2. Прочитайте оригинальную статью объёмом 1500 печатных знаков без словаря (время подготовки 10 минут) и будьте готовы изложить её основное содержание по-английски. Побеседуйте с экзаменаторами по проблематике данной статьи.

Singin' in the Rain

by Cheryl Northcott 1.505 п.з.

What on earth was Hollywood producer Arthur Freed thinking? Does he do what a normal person would do and create a musical by having some songs written for an existing story? No. He does the complete opposite. He takes a bunch of songs

already written by him and owned by MGM and asks Adolph Green and Betty Comden to write a story around these songs. As a result this is a film with seamless transitions between the narrative and the film's production numbers.

Singin' in the Rain is the story of Hollywood's late 20s transition from silent films to talkies. Movie stars Don Lockwood and Lina Lamont are caught up in the mad rush for the movie studios to convert to sound. Don is going to be just fine – he has good looks and a great voice. But the gorgeous Lina has a voice that could peel paint off a wall. In order to save his reputation and his career Don, his girlfriend Kathy and his life long pal Cosmo come up with a brilliant plan of lip-synching.

The nearly perfect integration of music and the story are not the only evidence of brilliance in this musical. First there is the casting. Gene Kelly, playing silent movie star Lockwood and Debbie Reynolds playing Kathy Selden are fine. But the real show-stealers are Oscar nominee Jean Hagen as Lina Lamont and Donald O'Connor as Cosmo Brown. O'Connor's comic genius in the "make 'em laugh" sequence has got to be one of the most amazing and funny scenes in film history.

The choreography in this film is unforgettable. The dancing numbers make you want to run out and buy a pair of tap shoes. After watching this film, my eleven-year-old son promptly went to the living-room and tried to tap dance in his bare feet! It's one of those rare old films, that is a joy to watch over and over again. If I were only allowed to own one musical – and I love Hollywood musicals – this would be it.

Задание 3. Побеседуйте с экзаменаторами на английском языке на тему: «VGIK international film festival».

1.6. Шкалы оценивания результатов обучения

Уровень знаний, умений и навыков определяется оценками «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

“5” – «отлично» - ответ полный, построенный в соответствии с орфоэпическими, лексико-грамматическими и стилистическими нормами английского языка. Студенты владеют нормативной фонетикой английского языка и легко осуществляют коммуникативное намерение. Свободно владеют навыками перевода с иностранного языка на родной. Содержание текста на просмотровое чтение понято полностью, реакция на вопросы по тексту быстрая, адекватно выражается личное отношение к проблеме. Устное высказывание строится логично и грамотно. Самостоятельно выявляют грамматические ошибки и объясняют соответствующие грамматические явления. Правильно используют языковые нормы применительно к разным функциональным стилям.

“4” – «хорошо». Ответ полный, построенный в соответствии с орфоэпическими, лексико-грамматическими и стилистическими нормами английского языка. Студенты владеют нормативной фонетикой английского языка и легко осуществляют коммуникативное намерение, но возможны незначительные неточности и ошибки. Содержание текста на просмотровое чтение понято, студентами даны ответы на вопросы экзаменатора, но подчас они затрудняются адекватно высказать личное отношение к проблеме. Достаточно грамотно выполнен перевод текста, но допущены неточности. Самостоятельно выявляются 70% ошибок, допускаются некоторые затруднения при объяснении грамматического явления. Правильно используется языковая норма применительно к разным функциональным стилям.

“3” – «удовлетворительно». Ответ неполный, построенный не в полном соответствии с орфоэпическими, лексико-грамматическими, стилистическими нормами английского языка. Текст понят не полностью, реакция на вопросы к тексту слабая, в ответах на вопросы допущены ошибки. Перевод выполнен, однако, содержит значительное количество ошибок. Устное высказывание строится нелогично и изобилует большим количеством фонетических и грамматических ошибок. Самостоятельно выявляется до 50% ошибок, не объясняются некоторые грамматические явления. Не вполне правильно используется языковая норма применительно к разным функциональным стилям.

“2” – «неудовлетворительно». Ответ неполный, не отвечающий орфоэпическим, лексико-грамматическим и стилистическим нормам английского языка. Содержание статьи на просмотровое чтение не понято, нет реакции на вопросы. Устное высказывание построено нелогично, с множеством фонетических, лексических и грамматических ошибок. Перевод не соответствует требованиям. Самостоятельно выявляется не более 30% грамматических ошибок, грамматические явления не объясняются. Неправильно используется языковая норма применительно к разным функциональным стилям.

Каждый этап и часть экзамена оценивается по пятибалльной шкале. Итоговая оценка за экзамен выставляется по пятибалльной шкале на основании оценок, полученных за итоговую лексико-грамматическую работу, представление законченного исполнительского произведения (поэтического, вокального или драматического) на иностранном языке и каждую из трёх частей экзамена.

Форма промежуточной аттестации для обучающихся с ограниченными возможностями здоровья и инвалидов устанавливается с учетом индивидуальных психофизических особенностей (устно, письменно на бумаге, письменно на компьютере, в форме тестирования и т.д.).

Для обучающихся с ограниченными возможностями здоровья и инвалидов при необходимости предусматривается увеличение времени на подготовку к

зачетам и экзаменам, предоставляется дополнительное время для подготовки ответа на зачете/экзамене, при необходимости промежуточная аттестация может проводиться в несколько этапов, а также дистанционно.

Оценочные средства для обучающихся с ограниченными возможностями здоровья и инвалидов предоставляются в формах, адаптированных к ограничениям их здоровья и восприятия информации:

а) Для лиц с нарушениями зрения:

- в печатной форме увеличенным шрифтом,
- в форме электронного документа,
- в форме аудиофайла,

б) Для лиц с нарушениями слуха:

- в печатной форме,
- в форме электронного документа.

в) Для лиц с нарушениями опорно-двигательного аппарата:

- в печатной форме,
- в форме электронного документа,
- в форме аудиофайла.

ПРИНЯТО
Протокол заседания кафедры
№ _____ от _____

Лист регистрации изменений и дополнений

в рабочей программе (модуле) дисциплины «Иностранный язык (английский)»
по направлению подготовки 52.05.01 Актерское искусство (уровень специалитета) и
профилю подготовки:

«Артист драматического театра и кино»

_____ (название направления подготовки)

на 20__/20__ учебный год

1. В _____ вносятся следующие изменения:
(раздел рабочей программы)

1.1.;

1.2.;

...

1.9.

2. В _____ вносятся следующие изменения:
(раздел рабочей программы)

2.1.;

2.2.;

...

2.9.

3. В _____ вносятся следующие изменения:
(раздел рабочей программы)

3.1.;

3.2.;

...

3.9.

Зав. кафедрой _____
(Ф.И.О. подпись)

«__» _____ 20__ г.