

**МИНИСТЕРСТВО КУЛЬТУРЫ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**Федеральная государственная бюджетная образовательная организация**  
**высшего образования**  
**«Воронежский государственный институт искусств»**

**ФОНД**  
**ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ**  
**Б1.Б.2. «ИНОСТРАННЫЙ ЯЗЫК»**

**Специальность:** 53.09.01 Искусство музыкально-инструментального  
исполнительства (по видам) (уровень подготовки кадров высшей квалификации)  
**Вид:** сольное исполнительство на фортепиано  
**Квалификация:** Артист высшей квалификации. Преподаватель творческих  
дисциплин в высшей школе  
**Форма обучения:** очная  
**Факультет:** музыкальный  
**Кафедра:** гуманитарных и социально-экономических дисциплин

**Воронеж**  
**2025**

## 1. КОНТРОЛИРУЕМЫЕ КОМПЕТЕНЦИИ

В результате изучения дисциплины формируются следующие компетенции:

Код компетенции	Формулировка компетенции
УК-5	способность пользоваться иностранным языком как средством профессионального общения

## 2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Формируемые компетенции	Планируемые результаты обучения
УК-5 способность пользоваться иностранным языком как средством профессионального общения	<i>Знать</i> лексический минимум единиц английского языка общего и терминологического характера.  <i>Уметь</i> использовать различные формы, виды устной и письменной коммуникации на английском языке в профессиональной деятельности.  <i>Владеть</i> навыками разговорной и письменной речи на английском языке.

## 3. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

№ п/п	Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1.	Лингвистический материал	УК-5	Лексико-грамматический тест
2.	Речевая деятельность	УК-5	Устный ответ; Письменный и устный перевод; Пересказ;

## 4. ФОРМЫ, УРОВНИ И КРИТЕРИИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Форма оценивания	Уровни оценивания	Критерии оценивания
Перевод	Не аттестован («неудовлетворительно»)	неполный перевод (менее ½). Непонимание содержания текста, большое количество смысловых и грамматических ошибок.
	Низкий («удовлетворитель»)	фрагмент текста переведен не полностью (2/3 – ½) или с большим количеством лексических,

	но»)	грамматических и стилистических ошибок, которые препятствуют общему пониманию текста.
	Средний («хорошо»)	полный перевод (100%-90%). Встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами языка перевода.
	Высокий («отлично»)	полный перевод (100%) адекватный смысловому содержанию текста на русском языке. Текст - грамматически корректен, лексические единицы и синтаксические структуры переведены адекватно.
Пересказ	Не аттестован («неудовлетворительно»)	передано менее 50 % основного содержания текста, имеется существенное искажение содержания текста.
	Низкий («удовлетворительно»)	текст передан в сжатой форме с существенным искажением смысла.
	Средний («хорошо»)	текст передан семантически адекватно, ограничен меньшим объемом, но содержание передано не достаточно полно.
	Высокий («отлично»)	текст передан в сжатой форме адекватно содержанию текста, ограничен меньшим объемом, полное изложение основного содержания фрагмента текста.
Устный ответ	Не аттестован («неудовлетворительно»)	неполное высказывание (менее ½), более 15 грамматических / лексических / фонетических ошибок, грамматически неоформленная речь.
	Низкий («удовлетворительно»)	при высказывании встречаются грамматические ошибки, иногда очень серьезные. Объем высказывания составляет не более ½. Как вопросы, так и ответы вызывают затруднение.
	Средний («хорошо»)	при высказывании встречаются грамматические ошибки. Объем высказывания соответствует требованиям или не составляет более чем 20-25 предложений. Вопросы говорящий понимает полностью, но ответы иногда вызывают затруднения.
	Высокий («отлично»)	речь грамотная и выразительная. Правильно используются лексико-грамматические конструкции, если допускаются ошибки, то тут же исправляются говорящим. Объем высказывания соответствует требованиям. Говорящий понимает и адекватно отвечает на вопросы.
Тестирование	Не аттестован («неудовлетворительно»)	Правильно выполнено 40% и менее тестовых заданий
	Низкий («удовлетворительно»)	Правильно выполнено 41% - 60% тестовых заданий

	Средний («хорошо»)	Правильно выполнено 61% - 80% тестовых заданий
	Высокий («отлично»)	Правильно выполнено 81 -100% тестовых заданий

## 5. СОДЕРЖАНИЕ ОЦЕНОЧНЫХ СРЕДСТВ

Форма контроля знаний обучающихся по дисциплине «Иностранный язык (английский язык)» включает:

**Текущий контроль:**

- лексико-грамматический тест по пройденному материалу;

Выберите правильный ответ.

- 1 They are going \_\_\_\_\_ in America next month.  
a) to be      b) will be      c) be      d) being
- 2 This is the cinema \_\_\_\_\_ we saw the film.  
a) when      b) which      c) that      d) where
- 3 Have you ever \_\_\_\_\_ in a jazz band?  
a) seen      b) played      c) listened      d) wanted
- 4 I'm \_\_\_\_\_ when I'm with you.  
a) happier      b) happier than      c) happier      d) the happy
- 5 This is \_\_\_\_\_ than I thought.  
a) bad      b) badder      c) worse      d) worst
- 6 Can you tell me the way \_\_\_\_\_ ?  
a) to the bank      b) is the bank      c) where is bank      d) of the bank
- 7 Do you know what \_\_\_\_\_ ?  
a) time is it      b) time is      c) time is now      d) time it is
- 8 Were you \_\_\_\_\_ to open the door?  
a) could      b) can      c) able      d) possible
- 9 Everybody \_\_\_\_\_ wear a seat belt in the car.  
a) must      b) mustn't      c) don't have to      d) doesn't have to
- 10 Tom has lived in this town \_\_\_\_\_ three years.  
a) since      b) from      c) after      d) for
- 11 We \_\_\_\_\_ work in that factory.  
a) use to      b) was      c) used to      d) then
- 12 I think it \_\_\_\_\_ be sunny tomorrow.  
a) will probably      b) probably      c) can      d) will to
- 13 He \_\_\_\_\_ like his brother.  
a) look      b) isn't      c) isn't look      d) can look
- 14 \_\_\_\_\_ does your boyfriend look like?  
a) How      b) What      c) Why      d) Which
- 15 I've got \_\_\_\_\_ many problems.  
a) too      b) a      c) enough      d) really
- 16 If we get up in time, \_\_\_\_\_ catch the train.  
a) we catch      b) we caught      c) we had caught      d) we'll catch
- 17 They \_\_\_\_\_ to go to France for a year.  
a) decide      b) deciding      c) decided      d) to decide
- 18 I'm working \_\_\_\_\_ to pass my exam.  
a) hardly      b) much      c) hard      d) good
- 19 I'm writing \_\_\_\_\_ ask you to explain.  
a) for      b) in order to      c) because      d) because of

- 20 He said that most problems \_\_\_\_\_ by teenagers.  
 a) cause      b) caused      c) were caused      d) were causing
- 21 What \_\_\_\_\_ to do at the weekend?  
 a) have you like      b) are you liking      c) do you like      d) is you like
- 22 Football \_\_\_\_\_ in most countries.  
 a) plays      b) players      c) is played      d) is playing
- 23 Who was \_\_\_\_\_ the door?  
 a) at      b) on      c) in      d) of
- 24 We \_\_\_\_\_ lunch when you telephoned.  
 a) was having      b) had      c) were having      d) are having
- 25 Your work is \_\_\_\_\_ better.  
 a) being      b) doing      c) getting      d) falling
- 26 She could play the piano \_\_\_\_\_ she could walk.  
 a) during      b) while      c) as well      d) before
- 27 The train was cancelled, so we \_\_\_\_\_.  
 a) couldn't go      b) wasn't go      c) didn't went      d) mustn't go
- 28 The problem was \_\_\_\_\_ solved  
 a) easy      b) easy to      c) an easy      d) easily
- 29 It was a difficult journey, but I \_\_\_\_\_ get home.  
 a) could      b) managed to      c) at last      d) was
- 30 We had not \_\_\_\_\_ heard the news.  
 a) already      b) always      c) yet      d) today

#### ОТВЕТЫ

1 a / 2 d / 3 b / 4 c / 5 c / 6 a / 7 d / 8 c / 9 a / 10 d  
 11 c / 12 a / 13 b / 14 b / 15 a / 16 d / 17 c / 18 c / 19 b / 20 c  
 21 c / 22 c / 23 a / 24 c / 25 c / 26 d / 27 a / 28 d / 29 b / 30 c

- передача содержания прочитанного:

Прочитайте текст, придумайте к нему заголовок и в нескольких предложениях передайте его содержание на английском языке.

The subjects we study in the arts and humanities are not set in concrete. We make changes to them over time which reflect significant changes in our culture and the way we view it. For obvious reasons, new subjects such as Communications, Film and Media Studies have come into being quite recently. This has involved some shifting of boundaries in existing subjects such as Literature, Art History and Philosophy. And even within these older disciplines the focus of attention tends to shift over time. For instance, in recent decades feminist writers have drawn our attention to the roles of women as writers and artists, as characters in novels and as depicted in paintings, and as readers and viewers.

Also, what was always called English Literature is now often referred to as Literatures in English. That extends the humanities, especially in an age when it is seemingly vitally important for scholars of literature, history and the arts to engage in "collaborative work with experimental scientists or even simply to make "intelligent use of the findings from empirical science." But the last tendency puts the humanities on the verge of being absorbed and ousted by the science mentioned. The notion that 'in today's day and age,' with its focus on the ideals of efficiency and practical utility, scholars of the humanities are becoming obsolete was perhaps summed up most powerfully in a remark that has been attributed to the artificial intelligence specialist Marvin Minsky: "With all the money that we are throwing away on humanities and art - give me that money and I will build you to be a better student."

- написание аннотации.

Прочитайте текст, составьте к нему аннотацию.

## **Taking Care Of Your Voice**

### **Vocal Techniques**

by Aubrey Parsons

If you don't routinely warm your voice up before a gig, you're just asking for trouble. We explain how your voice actually works and pass on some basic techniques for looking after number one.

Most singers are sinners. Many singers commit the crime of self-abuse every time they open their mouth, not because of the tone that comes out, but because of the damage they do to their vocal cords due to lack of training, not looking after their voice, and worst of all, not bothering to warm up.

I've been singing for 30 years, but it was only after I turned professional five years ago that the penny dropped that I needed to look after my most important asset — my voice — because without it I couldn't pay the mortgage. A series of colds and chest infections led to me cancelling gigs, thus losing money, and it was only after I visited an Ear, Nose and Throat specialist and paid for some singing lessons that I realised the damage I could have done to my voice. I was lucky, because I hadn't caused any serious damage, and I was amazed to hear the difference in my voice with just a few singing lessons. I don't expect you all to rush for the Yellow Pages and sign up with a teacher, but following some of the simple pointers in this article could mean the difference between ruining your voice forever and a long and prosperous singing career.

**Итоговый контроль** - экзамен по иностранному языку, на котором проверяется конечный уровень соответствующих умений и навыков.

### **Образцы билетов**

Экзаменационный билет №1

1. Чтение текста без словаря, понимание, пересказ текста по специальности.

#### **Music in Great Britain**

The British have not been regarded as a particularly musical people and, from the end of the 17th century until the 20th century, there were relatively few British composers of international renown.

Before the 16th century, musical life was centred on the church, especially the cathedrals and the royal chapels. The choral works of John Taverner, William Byrd and Thomas Tallis are still performed today, most notably by the choirs of King's College, Cambridge and Christ Church in Oxford. Secular music in the 16th century included the instrumental work of William Byrd and Orlando Gibbons and the madrigals of Gibbons and Thomas Morley.

Henry Purcell, famous for his opera Dido and Aeneas (1689), has been described as the last great English composer before the 20th century. John Gay's The Beggar's Opera (1728), is still occasionally performed, and the comic operas of Gilbert and Sullivan are among the few 19th century British works that are still part of the repertoire.

The 20th century saw a renaissance in British music with the work of composers such as Delius, Holst, Elgar, Vaughan Williams, Walton, Tippett, Maxwell Davies and Britten. Britten in particular came to be regarded as a specially "English" composer, partly through the English themes of several of his operas but also through the folk songs and church music that provided the inspiration for many of his other works.

There is now a flourishing musical life in Britain with more people going to concerts than ever before. The BBC plays an important part in the development of music both by commissioning new work and by supporting orchestras. The BBC Radio 3 programme, which is broadcast throughout the day and evening, is devoted mainly to music. Many British

orchestras and musical groups have an international reputation. They include the London Philharmonic Orchestra (LPO), the London Symphony Orchestra (LSO), the BBC Symphony Orchestra, the Philharmonia, the Royal Liverpool Philharmonic, and others. Famous choirs include the Bach Choir and the Royal Choral Society. Music festivals held annually include those at Bath and Aldeburgh, and the Three Choirs Festival, held at Gloucester, Hereford and Worcester in turn. The popular series of Promenade Concerts held every summer in the Royal Albert Hall, London, are broadcast by the BBC.

At a more modest level, almost all schools and colleges have an orchestra, and many towns have a choral society. Music in the home is more likely to be listened to than played, but many homes have a piano.

2. Письменный перевод текста по специальности:

**Outstanding Events in the History of Great Britain**

There were many outstanding events in the history of Great Britain. Many different tribes tried to control the territory of Britain. England was added to the Roman Empire in 43 A.D. Roman invasion played a very important role in the history of the country. The Romans built the first roads in the country, dug the first walls. The Romans, who were great architects, constructed the first towns in Britain.

But the Normans influenced the British civilization most of all. They came in 1066 under the leadership of William the Conqueror. As the invaders spoke French, their speech influenced the English language.

Once the British had to face the French in 1805 at the battle of Trafalgar. Then Admiral Nelson won a great victory over the French fleet. In order to commemorate this event the monument to Admiral Nelson was erected on this square.

In the 18th century technological and commercial innovation led to the Industrial Revolution. The 13 North American Colonies were lost, but replaced by colonies in Canada and India.

3. Монологическое высказывание по теме «Карьера».