



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF RUSSIAN FEDERATION  
Federal State Autonomous Educational Institution of Higher Education

**Far Eastern Federal University**  
(FEFU)

SCHOOL OF BIOMEDICINE

AGREED  
Head of OP

(Signed) (Full name)



CLAIM  
Director of the Department of Medical Biology and  
Biotechnology

(Signed) (Acting Name)  
December 30, 2021

**WORK PROGRAM OF THE DISCIPLINE**

English for Special Purposes

Direction of training 06.04.01 Biology

Educational program in the profile "Molecular and Cell Biology (in English)"

Form of training: full-time

course 1 semester 1,2

lecture..... hour.

practical exercises 136 hours.

including the use of MAE lek. - / Av -136 / Lab. 00 hour.

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total hours of classroom load 136 hour.

including the use of MAE 136 hour.

independent work 53 hour.

including exam preparation 27 hour.

control works (quantity) are not provided

coursework / coursework project is not provided

Credit 1 semester

exam 2 semester

The work program is drawn up in accordance with the requirements of the Federal State Educational Standard in the direction of training 06.04.01 Biology, approved by the order of the Ministry of Education and Science of Russia dated 11.08.2020 No. 934

The work program was discussed at the meeting of the Department of Medical Biology and Biotechnology Protocol dated December 30, 2021 No. 5

Director of the Department of Implementing Structural Unit Ph.D., Associate Professor Kumeiko V.V.

Compiled by: Senior Lecturer Ardeeva G.L

Vladivostok  
2021

Reverse side of the RPD cover page

1. The work program was revised at the meeting of the Department / department / department (implementing the discipline) and approved at the meeting of the Department / department / department (issuing structural unit), the protocol from " \_\_\_\_\_ № \_\_\_\_\_

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## Annotation to the work program of the discipline "English for Special Purposes"

Goals and objectives of the discipline:

The purpose of studying the discipline "English for Special Purposes" is to form students' knowledge of the English language in the application to the professional sphere, including lexico-grammatical aspects, speech aspects (reading, writing, listening, speaking), cultural and linguistic and cultural studies. This ensures the development of the ability and readiness to communicate verbally and in writing in English to solve the problems of professional activity.

Tasks:

- consistent, systematic development of students of all types of speech activity in English, providing general language literacy, as well as academic independence in mastering the best practices of different countries and cultures;
- maintenance of previously acquired skills and abilities of foreign language communication and their use as a basis for the development of communicative competence in the field of professional activity;
- formation of a holistic view of the future profession through the inclusion of training methods that recreate the conditions of real professional activity, as well as business and social communication;
- promoting the development of personal qualities of students leading to responsible and professional self-determination in the choice of forms and means of communication that support and strengthen the constructive format of intercultural interaction.

For the successful study of the discipline "English for Special Purposes", students must form the following preliminary competencies:

- mastery of lexico-grammatical categories in a foreign language at the level of graduates of bachelor's degree or specialist in natural science areas of training;
- willingness to improve their speech culture.

The planned results of training in this discipline (knowledge, skills, possessions), correlated with the planned results of the development of the educational program, characterize the stages of formation of the following competencies:

Universal competencies of graduates and indicators of their achievement:

<b>Name of the category (group) of universal competencies</b>	<b>Code and name of the universal competence of the graduate</b>	<b>Code and name of the indicator of achievement of universal competence</b>
Communication	UK-4 Is able to apply modern communication technologies,	UK-4.1 Ability to use /apply the studied special terms and

	including in a foreign language(s), for academic and professional interaction	grammatical constructions to work with original texts of an academic and professional nature UK-4.2 The ability to lexically correctly, competently, logically and consistently generate oral and written statements in situations of academic and professional interaction UK-4.3 Ability to form and defend one's own judgments and scientific positions in a foreign language in situations of academic and professional interaction
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<b>Code and name of the competency achievement indicator</b>	<b>Name of the assessment indicator (the result of training in the discipline)</b>
UK-4.1 Ability to use /apply the studied special terms and grammatical constructions to work with original texts of an academic and professional nature	Knows the basic special terms and grammatical constructions for working with original texts of an academic and professional nature.
	He is able to use the studied special terms and grammatical constructions to work with original texts of an academic and professional nature.
	Possesses the skills of using the studied special terms and grammatical constructions in situations of an academic and professional nature for communication in English.
UK-4.2 The ability to lexically correctly, competently, logically and consistently generate oral and written statements in situations of academic and professional interaction	Knows the basic principles of building lexically correct, competent, logical and consistent oral and written statements in situations of academic and professional interaction
	Able to build lexically correct, competent, logical and consistent oral and written statements in situations of academic and professional interaction
	Possesses the skills to build a lexically correct, competent, logical and consistent oral and written statement in situations of academic and professional interaction in English
UK-4.3 Ability to form and defend one's own judgments and scientific positions in a foreign language in situations of academic and professional interaction	Knows the basic special terms and grammatical constructions, the principles of building a lexically correct, competent oral and written statement for the formation and defense of one's own judgments and scientific positions, in a foreign language in situations of academic and professional interaction

<b>Code and name of the competency achievement indicator</b>	<b>Name of the assessment indicator (the result of training in the discipline)</b>
	Able to form his own judgments and scientific positions, in a foreign language in situations of academic and professional interaction
	He has the skills to form and defend his own judgments and scientific positions, in a foreign language in situations of academic and professional interaction.

The total labor intensity of mastering the discipline is 6 credit units (216 hours). The curriculum includes practical exercises (136 hours). /136 interactive hour ), independent work of the student 53 hours, including 27 hours to prepare for the exam .

Types of training sessions and work of the student in the discipline are:

<b>Designation</b>	<b>Types of training sessions and work of the student</b>
Ave	Practical exercises
WED	Independent work of the student during the period of practical training
Control	Independent work of the student and contact work of the student with the teacher during the period of intermediate certification

Structure of the discipline:

The form of training is full-time.

№	Name of the section Discipline	Semester	Number of hours by types of training sessions and work of the student					Intermediate attestation forms	
			Lek	Lab	Ave	OK	WED		Control
1	Topic 1: "Nauca biologia"	1			24		12		UO-3; PR-3; PR-1; PR-10; PR-12
2	Topic 2. "The evolutionary theory of Charles Darwin and its significance for the development of biology"		-	-	24	-	14	-	
3	Topic 3. "Plants and animals"				20		14		
	Total 1 semester:		-	-	68	-	40	-	
1	Topic 4. "Cell structure"	2	-	-	24	-	4	27	

2	Topic 5. "Genetics and heredity"			24		4		UO-3; PR-3; PR-1; PR-10; PR-12
3	Topic 6. "Man and the Environment"			20		5		
	Total 2 semester:		-	-	68	-	13	27
	Total exchange rate:		-	-	136	-	53	27

## I. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

Lectures are not provided for in the curriculum.

## II. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE AND INDEPENDENT WORK

### Practical exercises (68 hours, including 68 hours using MAE)

**Topic 1. "Getting started in research". (20 chas/ including using MAE 8 hours).** 1. Grammar/Vidotryal forms of the verb.

2. Vocabulary – learning vocabulary on a topic. Vocabulary related to Ss' research area.

3. Pronunciation.

4. Conversation strategies – the ability to support and continue a conversation. Educational and social sphere: *expressions to clarify the points of the lecture you don't understand.*

5. Listening – Text and dialogue with pre-text and post-text tasks on the topic "Biology as a science"; detailed understanding of the information of the text "Biology".

6. Reading – reading the article "About a well-known scientist". Introductory reading to determine the truth/falsity of a statement. Exploratory reading with highlighting the main components of the content of the text "Biography of a Scientist". Scanning for relevant information. Guessing the meaning of unknown words from the context.

7. Writing – Registration Form. Writing a Resume (Introduction to the Basic Principles of a Short Biography). Filling out questionnaire forms. (Writing up a résumé or CV). Applying for research funding. Writing an application.

8. Speaking – work in pairs: the ability to ask questions on the topic "Overview of biology", a well-known scientist the ability to answer questions about

the presentation of a brief biography.

9.

Repetition (Checkpoint) - systematization and repetition of the material covered.

MAE: "Getting started in research" (12 hours) - Text material: general scientific content on the profile of students at the choice of the teacher "Getting started in research". Creative task: "Planning a career in science" preparation for the interview - Face-to-face vs. online interaction. (Preparing for an interview). The following methods of active /interactive learning are used: role-playing, working in pairs.

**Topic 2.** "The evolutionary theory of Charles Darwin and its significance for the development of biology" / "The scientific community". **(24 hours / including using MAE 12 hours).** 1. Grammar - Temporal forms of the verb. The suffering voice.

2. Vocabulary – the study of vocabulary on the topic "The evolutionary theory of Charles Darwin and its significance for the development of biology". Vocabulary related to Ss' research area. Higher education. Scientific Institute. Scientific community.

3. Pronunciation.

4. Conversation strategies – Educational and social sphere: *Expressions to give reasoning to the choice of the answers, opinion.*

5. Listening – understanding the content of the audio text on the topic "Evolution".

6. Reading – reading the article "History of Biology". Search reading to determine the presence or absence of the requested information in the text. Learning reading with highlighting the main components of the content of the text.

7. Writing – Design of a business letter, the ability to write *a CV (Resume)* and a personal note. Conclusion of a Material Transfer Agreement (Completing a Material Transfer Agreement). Writing a critical review.

8. Speaking – work in a group: come up with your own version on the topic "The greatest scientist" discuss the details. Discuss what you know about completing a Material Transfer Agreement. Speech practice on the topic. Expression of opinion on the topic: "Communication with scientific communities". Asking for information and giving information. (Higher education. Scientific Institute. Scientific community.)

MAE "The scientific community" (12 hours). Text material: general scientific content on the profile of the specialty of undergraduates at the choice of the teacher - "Scientific Institute" (Scientific Institution). Creative task: discussion on the topic "Communicating with scientific communities".. The following methods of active / interactive learning are determined: round table, work in pairs, team form of work.

**Topic 3. "Plants and animals" (24 hours / including using MAE 12 hours).**

1. Grammar - Repetition of tenses. Translation of the passive voice. Complex sentences. Conditional sentences.

2. Vocabulary – learning vocabulary on the topic "Plants and animals" / Professional vocabulary. Terms.

3. Pronunciation/

4. Conversation strategies – educational and social sphere: *Expressions to give reasoning to the choice of the answers, opinion* "Using evidence in arguing a point".

5. Listening – understanding the content of the audio material "What do you think of it?"; conveying the content of what you hear.

6. Reading – Search reading in order to determine the presence or absence of the requested information in the text. Learning to read with mapping elements. Learning reading with elements of information analysis and reading on a topic. Introductory reading to determine the truth/falsity of a statement.

7. Writing – *A visa application form*. "Doing a literature review".

8. Speaking is a team form of work: ask and answer the questions "Plants and animals". Ability to ask and answer questions in the format of "interview" *A visa application form*. Speech practice on the topic "Review of scientific literature".

MAE (12 hours) "Finding a direction for your research" Text material of general scientific content on the profile of students at the choice of the teacher on the topic "Finding a direction for your research". Creative task: to prepare a brief message on the topic "Discussing Current Professional Literature" 1. Why an article or a book is worth reading. 2. Interpretation of the article titles. 3. Functions of a text. The following methods of active/interactive learning are applied: round table.

**Topic 4. "Designing an experiment". (24 hours / including using MAE 12 hours).** 1. Grammar – Matching tenses. Modal verbs and their equivalents. Repetition Adjectives and adverbs. Degrees of comparison.

2. Vocabulary – learning vocabulary on the topic "Cell structure"..

3. Pronunciation.

4. Conversation strategies – Educational and social sphere. *Surprise. Request*. Repetition of keywords in order to verify information, echo questions in order to verify what was heard. Introducing yourself and others in formal and informal situations: 1. Starting and keeping a conversation going. 2. Developing a conversation. 3. Echo-questions, responses and follow-up questions.

5. Listening – Listening to the text on the topic "The foundation of life".. Detailed understanding of the dialogue on the topic "Scientific Conference".



6. Reading—Learning to read with matching elements. Learning reading with elements of annotation, "Matter in the universe.

7. Writing – *Letters of invitation Letter: Agree to take part in the conference.*

8. Speaking – pair work: ask and answer questions about *Letters of invitation Letter: Agree to take part in the conference.* Taking part in a meeting. Scientific conference: Participation in the conference. Communication at the conference. Introducing yourselves and others in formal and informal situations. 1. Starting and keeping a conversation going. 2. Developing a conversation. 3. Echo-questions, responses and follow-up questions.

9. Repetition (Checkpoint) - systematization and repetition of the material covered topics: Natural Sciences. Review of scientific literature. Scientific conference. Form of work: Discussion.

MAE (12 hours) "Designing an experiment" -Text material: general scientific content on the profile of the specialty of the teacher's choice: "Describing material phenomena and forces".Creative task: "Approaches to data collection" - discussion, discussion. Prepare a speech on the research topic with a presentation: Designing an experiment

Describing approaches to data collection Designing an experimental set-up Describing material phenomena and forces The following active/interactive learning methods are used: round table.

**Topic 5. "Genetics and Heredity" / (12 hours \ including 12 hours using MAE) "Making predictions of experimental results"** 1. Grammar - Non-personal verb forms. Repetition - Modal verbs and their equivalents.

2. Vocabulary – vocabulary on the topic "Genetics and heredity".

3. Pronunciation.

4. Conversation strategies – Educational and social sphere: *Re-asking/ oral and written speech.*

5. Listening – Listening to the text and dialogue on the topic "Genetics and heredity"; detailed understanding and verification of answers.

6. Reading – reading the text of the article "Genetically modified (GM) crops". Exploratory reading to determine the presence or absence of requested information in the text. Learning reading with matching elements. Learning reading with elements of information analysis. Reading and translation. Individual reading.

7. Writing – writing an email *A letter in which you decline the invitation;* Expressions for writing an email.

8. Speaking – "GMOs: friends or enemies". pair work: discuss the questions: "What method do scientists use to modify genes? What can prevent conventional crops from growing?"

MAE (12 chacs) "Making predictions of experimental results". Text material: general scientific content on the profile of the specialty at the choice of the teacher (Describing a process). Describing an experiment. Speech practice on the topic "Making predictions of experimental results" Agreement and disagreement with a speaker. Supporting your ideas. Creative task: presentation on the topic of undergraduate research - Describing an experiment. Describing a process. The following methods of active / interactive learning are applied: work in pairs, team form of work.

**Topic 6. "Man and the Environment" / Scientific work. Necessary skills and abilities. (24 hours / including using MAE 12 hours).** 1. Grammar – Communion. Infinitive. Gerundius.

2. Vocabulary – "Man and the Environment" / Educational vocabulary on the topic. Professional vocabulary Terms.

3. Pronunciation – reduction of grammatical words; vowel sounds.

4. Conversation strategies – Will you? Could you? Won't you? polite question with "Do you mind...?", polite request with "Would you mind...?", agreement with the request.

5. Listening – listening to the dialogue "Safety rules in the laboratory".

6. Reading – reading the text "The safety rules"

7. Writing – writing a short article about environmental safety. Filling out questionnaire forms. *Filling out application form for continuation of education.*

8. Speaking – pair work: discuss the questions: How do most rural homes treat waste? What form of pollution affects big cities in developed countries?

MAE (12 chas). Scientific work. Necessary skills and abilities. Text material of general scientific content according to the profile of students at the choice of the teacher. Individual reading: reading, translation of the text in the specialty. Speech practice on the topic "Scientific work. Required Skills", discussion of the following issues:

Evaluating the results of an experiment  
Describing problems with an experiment Keeping a lab notebook  
Creative task: Round table "Research ethics".

Questions for discussion:

1. Research ethics on all levels in any field of research.

2. Reasons for and examples of unethical behavior in research.

3. An ethical dilemma in research. The following methods of intercourse/ interactive learning are applied: research ethics round table.

## Tasks for independent work

Independent work in the discipline "English for Special Purposes" is carried out in the form of classroom and extracurricular forms of cognitive activity. Independent work of students includes:

- Preparation for classroom practical exercises;
- Reading additional literature;
- Drawing up a plan and abstracts of the answer;
- Execution of translations;
- Run tests;
- Preparation of an oral report;
- Preparation of reports;
- Preparation of presentations;
- Essay writing;
- Preparation for participation in a business game, competition, creative competition.

Current preparation for practical exercises involves working on the texts of the lessons. This is an independent reading practice, text translation, answers to questions after texts or the preparation of oral and written answers based on the text of the lesson, the preparation of messages (reports, presentations) on the topic of the lesson. Memorization of new lexical units, training of grammatical constructions. Homework involves completing tasks in a workbook in writing. The tasks of the workbook contain exercises to work out the lexical and grammatical material passed in the lesson. Writing an essay as a type of independent work involves writing an essay of small volume and a free composition on the topic of the lesson.

### III. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF INDEPENDENT WORK OF STUDENTS

Educational and methodological support for the independent work of students in the discipline "English for Special Purposes" includes: a schedule for performing independent work in the discipline, including approximate time norms for each task; requirements for the presentation and design of the results of independent work;

#### Schedule for the implementation of independent work on the discipline

<b>№ p/n</b>	<b>Due Date/Deadlines</b>	<b>Type of independent work</b>	<b>Approximate norms of execution time</b>	<b>Form of control</b>
1.		Topic1: "Science of Biology". Work with new	12 hours	UO-3,

	First semester	and additional literature, Internet sources, videos. Performing grammar, lexical tasks, listening, writing essays on the topic, preparing for discussions, presentations		PR-1, PR-3, PR-10, PR-12
2.		Topic 2: "The evolutionary theory of Charles Darwin and its importance for the development of biology" Work with the main and additional literature, Internet sources, videos. Performing grammatical, lexical tasks, listening, writing essays on the topic, preparing for discussions, presentations	14 hours	UO-3, PR-1, PR-3, PR-10, PR-12
3.		Topic 3: "Plants and animals" Work with the main and additional literature, Internet sources, videos. Performing grammatical, lexical tasks, listening, writing essays on the topic, preparing for discussions, presentations	14 hours	UO-3, PR-1, PR-3, PR-10, PR-12
Total 1 semester			40 hours	
4.	Second semester	Topic 4: "Cell structure" Work with the main and additional literature, Internet sources, videos. Performing grammatical, lexical tasks, listening, writing essays on the topic, preparing for discussions, presentations	4 hours	UO-3, PR-1, PR-3, PR-10, PR-12
5.		Topic 5: . "Genetics and heredity" Work with the main and additional literature, Internet sources, videos. Performing grammatical, lexical tasks, listening, writing essays on	4 hours	Topic 5: . "Genetics and heredity" Work with basic and additional

		the topic, preparing for discussions, presentations		literature, Internet
6		Topic 6: "Man and the Environment" Work with the main and additional literature, Internet sources, videos. Performing grammatical, lexical tasks, listening, writing essays on the topic, preparing for discussions, presentations	5 hours	UO-3, PR-1, PR-3, PR-10, PR-12
Total 1 semester			1 hours	
Total exchange rate			53 hours	

### **Recommendations for independent work of students**

Having studied the schedule for performing independent work, it should be properly organized. It is recommended to study the structure of each task, pay attention to the schedule of work, reporting on each task is provided in the last week according to the schedule. Please note that the results of independent work affect the final assessment of the results of the development of the academic discipline.

Independent work of students is an integral part of the educational process and is considered as an organizational form of training. The goals of the CPC are the acquisition of competencies, the formation of students' abilities and skills of continuous self-education and professional improvement. Mastery of the universal competence of UK-4.

Independent work on the discipline "English for Special Purposes" is carried out in the form of classroom and extracurricular forms of cognitive activity. Independent work of students includes:

- Preparation for classroom practical exercises;
- Reading additional literature;
- Drawing up a plan and abstracts of the answer;
- Execution of translations;
- Run tests;
- Preparation of an oral report;

- Preparation of reports;
- Preparation of presentations;
- Essay writing;
- Preparation for participation in a business game, competition, creative competition.

Current preparation for practical exercises involves working on the texts of the lessons. This is an independent reading practice, text translation, answers to questions after texts or the preparation of oral and written answers based on the text of the lesson, the preparation of messages (reports, presentations) on the topic of the lesson. Memorization of new lexical units, training of grammatical constructions. Homework involves completing tasks in a workbook in writing. The tasks of the workbook contain exercises to work out the lexical and grammatical material passed in the lesson. Writing an essay as a type of independent work involves writing an essay of small volume and a free composition on the topic of the lesson. In the process of performing independent work, including when writing an essay, it is recommended to work with the following types of publications:

a) Scientific publications intended for scientific work and containing theoretical, experimental information about research. They can be published in the form of: monographs, scientific articles in journals or in scientific collections;

b) Educational literature is divided into:

- educational publications (textbooks, manuals, texts of lectures), which contain the most complete systematic presentation of the discipline or some of its sections;

- reference books, dictionaries and encyclopedias - publications containing brief information of a scientific or applied nature, not intended for complete reading. Their goal is to be able to quickly get the most general ideas about the subject.

When performing a number of tasks, it is required to work with literature. It is recommended to use various opportunities for working with literature: the funds of the FEFU scientific library (<http://www.dvfu.ru/library/>) and other leading universities of the country, as well as scientific and library systems available for use.

### **Methodical instructions for test tasks**

**PR-1 Test.** The proposed test tasks are developed in accordance with the Program for the discipline "English for Special Purposes". These tests can be used:

- students in preparation for the test in the form of self-examination of knowledge;
- teachers to test knowledge as a form of intermediate control;
- to test the residual knowledge of students who have studied this course.

Test tasks are designed for independent work without the use of auxiliary materials.

To perform a test task, first of all, you should carefully read the question. After reading the question, you should proceed to reading the proposed answer options. It is necessary to read all the options and as an answer you should choose only one index (numerical designation) corresponding to the correct answer. The tests are designed in such a way that in each of them only one of the options is correct. The choice should be made in favor of the most correct answer.

Limited time is allowed to run the test. It may vary depending on the level of test subjects, the complexity and volume of the test. As a rule, the time of execution of the test task is determined at the rate of 30-45 seconds per question.

The criteria for assessing the tests performed by students can be determined automatically if they are carried out on electronic platforms, or are determined (laid) by the teacher independently. The following evaluation criteria have been adopted:

90% – 100% correct answers – "excellent";

89% – 75% of correct answers – "good";

74% – 61% of correct answers – "satisfactory";

less than 60% of correct answers are "unsatisfactory".

### **Methodical instructions for the essay**

**PR-3 Essay.** Writing an essay is a type of extracurricular independent work on writing an essay of small volume and a free composition on a particular topic, interpreted subjectively and usually incompletely.

The essay is written in a formal (business) style. In the essay, the student is required to express his point of view on a given topic, as well as to cite opposing points of view and explain why he does not agree with them.

Students should support their opinion with examples or evidence. In the essay, constructions such as "In my opinion", "I think" should be actively used. It is necessary to use introductory words and constructions such as "On the one hand, on the other hand, words - bundles (Nevertheless, Moreover, Despite). It is forbidden to use abbreviations such as "I'm", "they're" "don't". The essay consists of four paragraphs: the introduction, the main part (paragraph 1 and paragraph 2) and the conclusion.

<b>Evaluation</b>	<b>Content</b>	<b>Organize text</b>	<b>Vocabulary</b>	<b>Grammar</b>
<b>100-86 "excellent" "credited"</b>	The task is completed in full: the content reflects all the aspects specified in the task; the	The statement is logical; logical communication tools are used correctly; The text is correctly divided into	The vocabulary used corresponds to the task; there are practically no	Grammatical structures are used in accordance with the task.

	style of speech is chosen correctly	paragraphs. the format of the statement is chosen correctly.	violations in the use of vocabulary	Virtually no errors
<b>85-76 "good" "credited"</b>	Task accomplished: some aspects specified in the task are not fully disclosed; there are some violations of the style of speech	The statement is basically logical; there are some shortcomings in the use of logical communication tools; there are some drawbacks when dividing text into paragraphs; there are some violations of the format of the statement	The vocabulary used corresponds to the task, but there are some inaccuracies in the use of words or the vocabulary is limited, but the vocabulary is used correctly	There are a number of grammatical errors that do not complicate the understanding of the text
<b>75-61 "satisfactorily" "credited"</b>	The task is not fully completed: the content does not reflect all the aspects specified in the task; violations of the style of speech are quite common	A statement is not always logical; there are numerous errors in the use of logical communication tools, their choice is limited; There is no division of text into paragraphs. there are numerous errors in the format of the statement	Unnecessarily limited vocabulary was used; there are often violations in the use of vocabulary, or some of them may make it difficult to understand the text.	Either elementary level errors are common, or errors are few, but make it difficult to understand the text
<b>Less than 60 "unsatisfactory" / "non-offset"</b>	Task not completed: the content does not reflect the aspects specified in the task or does not correspond to the required volume	There is no logic in the construction of the statement; the format of the statement is not observed	Extremely limited vocabulary does not allow you to perform the task	Grammar rules are not followed

### **Guidelines for business and role-playing games**

**PR-10. Business and role-playing game.** These activities involve group problem solving by game modeling of a real problem situation or comprehension of real situations. Self-preparation for them mainly involves the search and analysis of various ways to solve problems in similar cases and situations. As a result of the search, active vocabulary and grammatical turns should be selected and trained, which will help to show spontaneity of speech during practical exercises and support the course of the group discussion. This can be a pre-prepared monologue or elements of dialogic speech.



<b>Points</b>	<b>Content</b>	<b>Interaction with the interlocutor</b>	<b>Vocabulary</b>	<b>Grammatical correctness of speech</b>	<b>Pronunciation</b>
<b>100-86</b> <b>"Excellent"</b> <b>"credited"</b>	The task is fully completed: the goal of communication is fully achieved. The topic is disclosed in a given volume and presented in the form of logical and coherent statements	Demonstrates the ability to start and actively maintain a conversation, observing the order in the exchange of remarks: the ability to respond quickly and take the initiative when changing the topic	Has a large vocabulary that corresponds to the task at hand	Uses a variety of grammatical structures in accordance with the task: in more complex structures it makes a small number of errors that do not interfere with understanding	Speech is understandable: it observes the correct rhythm and intonation pattern. All sounds in the speech stream are pronounced correctly
<b>85-76</b> <b>"Good"</b> <b>"credited"</b>	Task accomplished: the goal of communication has been achieved; however, the topic is not fully covered; statements are mostly logical and coherent	In most cases, he demonstrates the ability to start and maintain a conversation when necessary, to react and to show initiative when changing the topic. In some cases, there are pauses	He has a sufficient vocabulary, basically corresponding to the task. However, there is some difficulty in the selection of words and some inaccuracies in the conversation.	Uses structures that generally correspond to the task; makes mistakes in both simple and complex structures, however, they do not interfere with understanding	Basically, speech is understandable: the sounds in the stream of speech are pronounced correctly <sup>4</sup> However, in the rhythm and intonation pattern there is a noticeable influence of the native language
<b>75-61</b> <b>"satisfactory"</b> <b>"credited"</b>	The task is partially completed: the goal of communication is not fully achieved, the topic is not sufficiently disclosed	Does not seek to start and maintain a conversation; conveys the most general ideas in a limited context; largely depends on the help of the interlocutor.	Has a limited vocabulary, in some cases insufficient to complete the task	Makes numerous mistakes or makes mistakes that make it difficult to understand	In some cases, speech comprehension may be difficult due to incorrect rhythm, intonation pattern and incorrect pronunciation of individual sounds; requires intense attention from the listener
<b>Less than 60</b> <b>"unsatisfactory" / "non-offset"</b>	Job failed; the purpose of communication is not achieved	Can't hold a conversation	Generally not up to the task	Generally not up to the task	The content of the statement is not perceived

## **Guidelines for the preparation of a message, report or presentation**

**UO-3. Preparation of a message, report or presentation.** The preparation of a message, report or presentation (hereinafter referred to as the Message) in English is an important form of work that expands the general horizons of the student through the use of additional English-language sources; teaches to plan a long

statement in English with logical transitions from one thought to another, expands vocabulary. When preparing a message, report or presentation, it is necessary to take into account the following:

1. Choosing a theme.

You should prefer the topic that is the most interesting and relevant in the current period of time. The topic should be sufficiently widely represented in the English-language press and the Internet by high-quality and accessible materials;

2. Time limit and length of the message.

As a rule, the duration of the oral presentation is about 5 minutes with the following parameters of the printed text: text in the amount of 1800 characters, i.e. one printed page A4 using the Times New Roman font, a size of 14 pt and an interval of 1.5.

Points	Content	Presentation
100-86 "Excellent" "credited"	The stated topic is fully disclosed; all ideas are clearly stated and structured, arguments are presented in a logical sequence	No/virtually no language errors; demonstrates fluency in the material; clearly follows the time limit for speech
85-76 "Good" "credited"	The stated topic is revealed almost completely; the main ideas are stated and structured, the arguments are presented in a logical sequence	A small number of language errors were made that do not interfere with the understanding of the message; demonstrates almost fluency in the material
75-61 "satisfactory" "credited"	The stated topic is partially disclosed; allows a violation of the logical sequence of arguments	Makes language errors that do not interfere with the general understanding of the message; message based on text
Less than 60 "unsatisfactory" / "non-offset"	The stated topic is not disclosed, the information is not complete	A large number of language errors were made

### Methodical instructions for the tasks of the workbook

**PR-12. Workbook.** The workbook is a didactic complex designed for the independent work of the student and allows you to assess the level of assimilation of the educational material.

Homework is done in a written workbook. The tasks of the workbook contain exercises to work out the lexical and grammatical material passed in the lesson.

The criteria for evaluating the work depend on the percentage of correct performance of tasks:

90% – 100% correct answers – "excellent";

89% – 75% of correct answers – "good";  
 74% – 61% of correct answers – "satisfactory";  
 less than 60% of correct answers are "unsatisfactory".

#### IV. MONITORING THE ACHIEVEMENT OF COURSE OBJECTIVES

No p/n	Supervised modules/ sections / topics of the discipline		Competency Achievement Indicator Code	Learning outcomes	Assessment tools	
					current control	intermediate attestation
1	Threads: 1-2	Topic 1: "Science of Biology"  Topic 2. "The evolutionary theory of Charles Darwin and its significance for the development of biology"	UK-4.1 Ability to use /apply the studied special terms and grammatical constructions to work with original texts of an academic and professional nature	Knows the basic special terms and grammatical constructions for working with original texts of an academic and professional nature	UO3, PR1, PR3, PR10, PR12	Tasks of Part 1, Tasks of Part 2
				He is able to use the studied special terms and grammatical constructions to work with original texts of an academic and professional nature.		
				Possesses the skills of using the studied special terms and grammatical constructions in situations of an academic and professional nature for communication in English.		
2	Threads: 3-4	Topic 3. «. « Plants and animals»  Topic 4. "Cell Structure"»	UK-4.2 The ability to lexically correctly, competently, logically and consistently generate oral and written statements in situations of academic and professional interaction	Knows the basic principles of building lexically correct, competent, logical and consistent oral and written statements in situations of academic and professional interaction	UO3, PR1, PR3, PR10, PR12	Tasks of Part 1, Tasks of Part 2
				Able to build lexically correct, competent, logical and consistent oral and written statements in		

				<p>situations of academic and professional interaction</p> <p>Possesses the skills to build a lexically correct, competent, logical and consistent oral and written statement in situations of academic and professional interaction in English</p>		
3	Threads: 5-6	<p>Topic 5. . "Genetics and heredity"</p> <p>Topic 6. . "Man and the Environment"</p>	UK-4.3 Ability to form and defend one's own judgments and scientific positions in a foreign language in situations of academic and professional interaction	<p>Knows the basic special terms and grammatical constructions, the principles of building a lexically correct, competent oral and written statement for the formation and defense of one's own judgments and scientific positions, in a foreign language in situations of academic and professional interaction</p> <p>Able to form his own judgments and scientific positions, in a foreign language in situations of academic and professional interaction</p> <p>He has the skills to form and defend his own judgments and scientific positions, in a foreign language in situations of academic and professional interaction.</p>	UO3, PR1, PR3, PR10, PR12	Tasks of Part 1, Tasks of Part 2

control tasks, methodological materials that determine the procedures for assessing knowledge, skills and (or) experience of activity, as well as qualitative assessment criteria that describe the level of formation of competencies, are presented in Section VIII.

## V. LIST OF EDUCATIONAL REFERENCES AND INFORMATION AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE

### Main literature

1. English for academic purposes. English for academic purposes: a textbook for bachelor's and master's degrees / T. A. Baranovskaya, A. V. Zakharova, T. B. Pospelova, Y. A. Suvorova; ed. by T. A. Baranovskaya. — M.: Izdatelstvo Yurayt, 2017. — 198 s. <https://www.biblio-online.ru/viewer/9DECDEFF-0CFB-48ED-82B3-8620AEBDEFC3#page/1>

2. Galchuk, L.M. English language in the scientific environment: practicum of oral speech: Uchebnoe posobie / Galchuk L.M. – 2izd. – M: Vuzovsky uchebnik, SIC INFRA-M, 2017 – 80 p. – Access mode: <http://znanium.com/bookread2.php?book=753351>

3. English language for natural science directions: textbook and practicum for academic bachelor's degree / L. V. Polubichenko, E. E. Kozharskaya, N. L. Morgun, L. N. Shevyrdyaeva; ed. L. V. Polubichenko. — M. : Publishing house Yurait, 2018. — 311 p. — (Series : Bachelor. Academic course). — ISBN 978-5-9916-6419-6 <https://www.biblio-online.ru/book/angliyskiy-yazyk-dlya-estestvennonauchnyh-napravleniy-433243>

### Further reading

1. English for academics. Book 1: : A communication skills course for tutors, lecturers and PhD students Olga Bezzabotnova, Svetlana Bogolepova, Vasiliy Gorbachev [et al.] Cambridge University Press, 2014. EC NB FEFU: <https://lib.dvfu.ru:8080/lib/item?id=chamo:7921428&theme=FEFU>

2. English for academics. Book 2: : A communication skills course for tutors, lecturers and PhD students Olga Bezzabotnova, Svetlana Bogolepova, Vasiliy Gorbachev [et al.] Cambridge University Press, 2015. EC NB FEFU: <https://lib.dvfu.ru:8080/lib/item?id=chamo:7921428&theme=FEFU>

3. Murphy, R. English Grammar in Use: third edition / a self-study reference and practice book for intermediate students of English / R. Murphy. – Cambridge: Cambridge University press, 2010. – 393 p. <http://lib.dvfu.ru:8080/lib/item?id=chamo:341520&theme=FEFU>

4. Buzarov V.V. Grammar of the spoken English language (with exercises) - Essentials of Conversational English Grammar (with Exercises) - M.: Akademiya, 2003. - 413 p. <https://lib.dvfu.ru:8443/lib/item?id=chamo:3636&theme=FEFU>

5. Drozdova T. Y. English Grammar. Reference & Practice with a separate key volume – St. Petersburg: Anthology, 2007. – 464 p. <https://lib.dvfu.ru:8443/lib/item?id=chamo:259168&theme=FEFU>

6. Komarov A. A. Practical Grammar Exercises of English for Students. – M.: Flint, 2012. – 256 p. <http://znanium.com/catalog.php?bookinfo=455230>
7. Krylova I.P. Collection of exercises on the grammar of the English language: a textbook – M. : Universitet, 2009. – 425 p. <https://lib.dvfu.ru:8443/lib/item?id=chamo:293754&theme=FEFU>
8. Nikolskaya, T.V., Kravchenko E.V. Uchebnoe posobie po rabot'nyi yaz'skogo text dlya postgraduates i magistratchik / T.V. Nikolskaya, E.V. Kravchenko. - Vladivostok: Dalnevost Publishing House. federal. un-ta, 2011. – 59 p. EC NB FEFU: <https://lib.dvfu.ru:8443/lib/item?id=chamo:661360&theme=FEFU>
9. Slepovich, V.S. Translation (English – Russian): textbook. – Minsk: Tetra Systems, Tetralit, 2014. – 336 p. EBS IPRbooks: <http://www.iprbookshop.ru/28183.html>
10. Turuk, I.F. Practicum on Teaching the Grammatical Basics of Reading a Special Text. English Language: A Textbook / I.F. Turuk. – Moscow: Publishing House of the Eurasian Open Institute, Turuk. – Moscow State University of Economics, Statistics and Informatics, 2006. – 49 p. EBS IPRbooks: <http://www.iprbookshop.ru/11221.html>
11. Sheveleva S. A Grammar of the English Language: Uchebnoe posobie dlya students vuzov / Sheveleva S.A. - M.: UNITI-DANA, 2015. - 423 p. <http://znanium.com/bookread2.php?book=872587>

**List of resources of the information and telecommunication network  
"Internet"**

1. CNN World News <http://www.cnn.com/WORLD> (feature articles on selected topics)
2. Grammar.htm - English grammar in HomeEnglish.ru: <http://www.homeenglish.ru>
3. English grammar in MyStudy.ru: <http://www.mystudy.ru>
4. Materials for learning Business English: textbooks, sample letters, colloquial phrases, examples of resumes, dictionaries: <http://www.delo-angl.ru>
5. Website for English language learners, students, university teachers and translators: <http://study-english.info>

**List of information technologies and software**

In the implementation of the educational process in the discipline, the general software of computer training classes (Windows XP, Microsoft Office, etc.) is used.

**Professional databases and information reference systems**

1. Scopus <http://www.scopus.com/home.url> Database

2. Web of Science <http://apps.webofknowledge.com/> Database
3. ABBYY Lingvo Electronic Dictionary: <http://www.lingvo.ru/>
4. Longman Dictionary of Contemporary English  
<http://www.ldoceonline.com/>
5. Oxford Dictionaries <http://www.oxforddictionaries.com/>

## **VI. METHODOICAL INSTRUCTIONS FOR MASTERING THE DISCIPLINE**

**Planning and organization of the time allotted for the study of the discipline.** You should start mastering the discipline immediately at the very beginning of the academic semester. It is recommended to study the structure and basic provisions of the Work Program of the discipline. Please note that in addition to classroom work (practical classes), independent work is planned, the results of which affect the final assessment based on the results of mastering the academic discipline. All tasks (classroom and independent) must be performed and submitted for evaluation in accordance with the schedule.

In the process of studying the materials of the training course, the following forms of work are offered: practical exercises, tasks for independent work.

The structure of the course "English for Special Purposes" is communicatively oriented. The main form of work when learning a foreign language is practical classes.

In the organization of educational activities in practical classes, both traditional and modern electronic data carriers, as well as the possibilities of information and communication educational technologies, are widely used.

The use of modern educational technologies makes it possible to take into account the level of educational readiness of each student, to anticipate the difficulties that may arise when performing both classroom and extracurricular educational activities, to ensure the possibility of effective control and self-control.

In the system of training students, practical classes allow you to acquire and improve universal competencies.

Objectives of the practical exercises:

- create conditions for deepening and systematization of knowledge in a foreign language;
- teach students to use a foreign language to solve problems of a social and domestic nature;
- to teach students to use a foreign language for practical purposes within the framework of general communicative and professionally directed activities;

- to form and develop the ability and readiness for communication in oral and written forms in English to solve the problems of professional activity;
- to form educational competencies and cognitive motivation underlying self-education, self-development and self-control.

Practical exercises are held in a study group. To perform a variety of educational tasks, conditions for authentic speech communication are created.

Work with original texts is aimed at preparing and conducting a round table, a practical seminar. To perform tasks of a situational nature, group and pair types of work are used. Reports and presentations are prepared on the topics studied.

On the part of the teacher, students are assisted in the formation of skills in reading foreign texts, their analysis, proper preparation of the presentation; in mastering the skills to write messages of a personal and official-business nature.

It should be borne in mind that the main amount of information the student must assimilate in the course of systematic independent work with information in a foreign language, posted both in electronic and traditional media.

For in-depth study of the material of the course of the discipline, it is recommended to use the main and additional literature specified in the above list.

Recommended sources are available to students in the FEFU Scientific Library (NB) (the list contains the corresponding hyperlinks of these sources), as well as in electronic library systems (EBS), with access via hyperlinks - EBS of the lan publishing house (<http://e.lanbook.com/>), EBS Znanium.com SIC INFRA-M (<http://znanium.com/>), EBS IPRbooks (<http://iprbookshop.ru/>) and other EBS used in FEFU <https://www.dvfu.ru/library/electronic-resources/>

**Work with literature.** It is recommended to use various opportunities for working with literature: the funds of the FEFU scientific library and electronic libraries (<http://www.dvfu.ru/library/>), as well as other scientific and library systems available for use.

The purpose of working with grammar is to structure, systematize and deepen knowledge of a foreign language and, on this basis, develop the skills of effective work with foreign texts and the formation of communicative competence of students.

Forms of current monitoring of the results of students' work in the discipline "English for Special Purposes" are written tests, writing essays, reports, discussions on the materials of the topics studied.

The final control of the discipline is carried out in the form of a test at the end of semester 1 and an exam at the end of semester 2. **Exam preparation.** Students who have completed all the tasks (laboratory, independent), provided for by the curriculum of the discipline, who have attended at least 85% of classroom classes, are allowed to pass the exam.



## VII. MATHEMATICAL AND TECHNICAL SUPPORT OF DISCIPLINE

The list of material and technical and software of the discipline is given in the table.

### Logistics and Software Discipline

Name of special premises and premises for independent work	Equipping of special rooms and premises for independent work	List of licensed software. Details of the supporting document
690922, Primorsky Krai, Vladivostok, Russky Island, Saperny Peninsula, Ajax village, 10, building L, aud. L 502. Classroom for lecture-type classes, group and individual consultations, ongoing monitoring and intermediate certification	The room is equipped with specialized educational furniture (seats - 30) Equipment: LCD panel 47", Full HD, LG M4716 CCBA – 1 pc. Classroom board.	Windows Edu Per Device 10 Education, O365 EDU A1, Microsoft 365 Apps for enterprise EDU
690922, Primorsky Krai, Vladivostok, Russky Island, Saperny Peninsula, Ajax village, 10, korp. A (Lit. P), Floor 10, room. A1017. Self-employment classroom	Equipment: Monoblock Lenovo C360G-i34164G500UDK – 15 pcs. Integrated touch screen Polymedia FlipBox - 1 pc. E-mail photocopier-printer-color scanner with 4 Xerox WorkCentre 5330 trays (WC5330C – 1 pc.)	Windows Edu Per Device 10 Education, O365 EDU A1, Microsoft 365 Apps for enterprise EDU

For conducting training sessions in the discipline, as well as for organizing independent work, students have access to the following laboratory equipment and specialized rooms that meet the current sanitary and fire safety standards, as well as safety requirements for educational and scientific and production work. In order to provide special conditions for the education of disabled people and persons with disabilities at FEFU, all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilets, signs of information and navigation support.

### VIII. VALUATION FUNDS

For the discipline "English for Special Purposes", the following assessment tools are used:

Oral interview:

- 1.Presentation / Message (UO-3)
- 2.Business and role-playing game. (PR-10)

Written works:

- 1.Test. (PR-1)
- 2.Essays (PR-3)

### 3. Workbook (PR-12)

#### **Oral questioning**

Oral questioning allows you to assess the knowledge and horizons of the student, the ability to logically build an answer, the possession of monological speech and other communication skills.

The training function is to identify details that for some reason were not sufficiently understood during the training sessions and in preparation for the test.

**UO-3. Presentation / message** is a product of independent work of the student, which is a public speech on the presentation of the results obtained by solving a certain educational-practical, educational-research or scientific topic.

**PR-10. Business and role-playing game.** These activities involve group problem solving by game modeling of a real problem situation or comprehension of real situations.

#### **Written works**

A written answer teaches accuracy, conciseness, coherence of the presentation of thought. Written verification is used in all types of control and is carried out both in the classroom and in extracurricular work.

**PR-1 – test.** The passage of each topic ends with a text that consists of various tasks to check the studied language material.

**PR-3 - Essay.** Essay provides a brief written message and allows you to assess the ability of the student to state in writing the essence of the problem posed, to draw conclusions that summarize the author's position.

**PR-12. Workbook.** The workbook is a didactic complex designed for the independent work of the student and allows you to assess the level of assimilation of the educational material. A tool for testing the ability to apply the acquired knowledge to perform tasks for the discipline.

#### **Methodological recommendations that determine the procedures for assessing the results of mastering the discipline**

**Intermediate certification of students.** Intermediate certification of students in the discipline is carried out in accordance with local regulations of FEFU and is mandatory. Intermediate control is carried out in the form of a test / exam for semesters. The object of control is communicative skills in all types of speech activity, limited by the topics and problems of the studied sections of the course. The final control is carried out in the form of an exam for the entire course of teaching a foreign language. The object of control is the achievement of a given The program of the level of proficiency in foreign communicative competence.

The test/exam consists of two parts:

1. The oral part is speaking.
2. The written part is the tasks of the test, within the framework of which the knowledge of the language material is checked, as well as two types of speech activity - listening and reading.

**Current certification of students** in the discipline is carried out in accordance with local FEFU regulations and is mandatory.

Current certification of the discipline is carried out in the form of control measures (oral surveys, performance of control works, testing, performance of tasks in the workbook) to assess the actual results of students' learning and is carried out by the leading teacher.

The objects of evaluation are:

- academic discipline (activity in the classroom, timeliness of various types of tasks, attendance of all types of classes);
- the degree of assimilation of theoretical knowledge;
- the level of mastery of practical skills and abilities in all types of educational work;
- the results of independent work.

### **Assessment tools for intermediate attestation**

**1. Oral part.** In this task, the student is presented with a list of questions within the framework of the studied topics. The student must demonstrate the ability to express his own opinion, as well as support the conversation. 3-4 minutes are given to complete the task.

With a squeak of topics:

1. "Science of Biology"
2. "The evolutionary theory of Charles Darwin and its significance for the development of biology"
3. "Plants and animals"
4. "Cell Structure"
5. "Genetics and heredity"
6. "Man and the Environment" The student must also demonstrate mastery of speech strategies and the ability to solve a particular communicative problem.

**2. Written part.** This part is a test to check the assimilation of language material and reading. You need to read the text and state the main idea of the text in your own words in English. This part is given 10 -15 minutes.

### **The Subject Matter of Biology**

There is an enormous variety of life on this planet: from microscopically small bacteria to the giant trees of the forest and the beautiful orchid; from single-celled animals like amoeba to the great variety of worms, insects, fishes, reptiles and birds, and then to the many members of the class of mammals to which we belong.

Biology is the study of living things. The word that can be used for all living things is organism. When we say «organism» we mean anything that is alive. Organisms that are similar are grouped into species.

Biology is classified as a natural science because its subject matter is a part of nature. Problems in biology are inseparably close to chemistry and physics. Biochemistry and biophysics, for example, are well-recognized areas of study.

Biological knowledge can be divided into smaller groups: those that deal with plants (botany), those concerned with animal life (zoology) and those that study plants and animals in the relationship to their environment (ecology).

Since biology is the group of sciences that deal with life in all its forms and in all its functions, it is necessary to distinguish as clearly as possible between living and non-living bodies. The dividing line between the living and non-living is not a very sharp one.

From the view point of function we can speak of several unmistakable signs. They are responsiveness, nutrition and reproduction. These activities – responsiveness, nutrition and reproduction – are combined in living bodies, and can be taken as the main criteria of the living state. The most unique characteristic of living bodies is the capacity for reproduction.

**Listening comprehension.** This part is a test to test the perception of speech by ear. The student needs to listen to the audio recording and choose the only correct option.

Example job.

Marie is calling her dentist's office. Listen to the phone conversation. Circle the correct answers.

1. Marie is calling the dentist to \_\_\_\_\_ .  
a. fix her tooth; b. get directions; c. make an appointment
2. Marie has \_\_\_\_\_ .  
a. a toothache; b. a loose tooth; c. a broken tooth
3. On Grove Street, there is \_\_\_\_\_  
a. a pet shop; b. a bookstore; c. a supermarket
4. Next to the dentist's office, there is \_\_\_\_\_ .  
a. a café; b. a big tree; c. a man

**Tasks to check the assimilation of language material.**

The student needs to choose the only correct option (option a, b or c), write down the answers.

Example job.

1. The first \_\_\_\_\_ emerged between 4 billion and 3.8 billion years ago.  
a) living things    b) living cells    c) living organisms
2. What really set man apart from the other creatures was his \_\_\_\_\_.  
a) invention of writing    b) use of metals    c) invention of farming
3. To make his life more secure and comfortable man began \_\_\_\_\_.  
a) to alter his environment    b) to establish permanent settlements    c) to develop science
4. Man is the most \_\_\_\_\_ form of life on the planet.  
a) permanent    b) intelligent    c) special
5. Life on this planet \_\_\_\_\_ in what is called the biosphere.  
a) emerges    b) evolves    c) exists
6. Man is \_\_\_\_\_ upon the natural world.  
a) sustainable    b) responsible    c) dependent
7. The biotic part of the biosphere consists of \_\_\_\_\_.  
a) flora and fauna    b) the solid Earth    c) the liquid water

8. The idea of biosphere belongs to \_\_\_\_\_.  
 a) Ch. Darwin            b) L.S.Vigotsky    c) V.I.Vernadsky

9. Biosphere is a \_\_\_\_\_ layer around the Earth.  
 a) thick life – supporting            b) thin life – supporting            c) non – living

### Criteria for evaluating the oral part

Points	Content	Vocabulary	Grammatical correctness of speech	Pronunciation
<b>100-86</b>  <b>"Excellent"</b>  <b>"credited"</b>	The task is fully completed: the goal of communication is fully achieved. The topic is disclosed in a given volume and presented in the form of logical and coherent statements	Has a large vocabulary that corresponds to the task at hand	Uses a variety of grammatical structures in accordance with the task: in more complex structures it makes a small number of errors that do not interfere with understanding	Speech is understandable: it observes the correct rhythm and intonation pattern. All sounds in the speech stream are pronounced correctly
<b>85-76</b>  <b>"Good"</b>  <b>"credited"</b>	Task accomplished: the goal of communication has been achieved; however, the topic is not fully covered; statements are mostly logical and coherent	He has a sufficient vocabulary, basically corresponding to the task. However, there is some difficulty in the selection of words and some inaccuracies in the conversation	Uses structures that generally correspond to the task; makes mistakes in both simple and complex structures, however, they do not interfere with understanding	Basically, speech is understandable: the sounds in the stream of speech are pronounced correctly, however, in the rhythm and intonation pattern there is a noticeable influence of the native language.
<b>75-61</b>  <b>"satisfactory"</b>  <b>"credited"</b>	The task is partially completed: the goal of communication is not fully achieved, the topic is not sufficiently disclosed	Has a limited vocabulary, in some cases insufficient to complete the task	Makes numerous mistakes or makes mistakes that make it difficult to understand	In some cases, speech comprehension may be difficult due to incorrect rhythm, intonation pattern and incorrect pronunciation of individual sounds; requires intense attention from the listener
<b>Less than 60</b>  <b>"unsatisfactory" / "non-offset"</b>	Job failed; the purpose of communication is not achieved	Generally not up to the task	Generally not up to the task	The content of the statement is not perceived

### Criteria for evaluating the written (test) part

The following evaluation criteria are distinguished:

- 90% – 100% correct answers – "excellent";
- 75% – 89% of correct answers – "good";
- 61% – 74% of correct answers – "satisfactory";
- less than 60% of correct answers are "unsatisfactory".

### Assessment tools for the current attestation

**PR-1 – test.** The passage of each topic ends with a text that consists of various tasks to check the studied language material. The student needs to open the brackets, choosing a suitable grammatical structure; arrange the words in the correct order; write down the answers to the proposed questions.

The following **evaluation criteria have been adopted:**

- 90% – 100% correct answers – "excellent";
- 75% – 89% of correct answers – "good";
- 61% – 74% of correct answers – "satisfactory";
- less than 60% of correct answers – "unsatisfactory"

#### An example of a typical test.

1. Put the words in the correct order to make questions. Then complete the answers. Use the correct form of be or do / does.

1. A \_\_\_\_\_ ? (student / you / a / be / part-time)  
B \_\_\_\_\_ , \_\_\_\_\_. I only go to class twice a week.

2. Circle the correct responses.

1. A I love baseball.      B I do too. / Me neither.

3. Write the questions for the answers. Use the words in parentheses.

1. A \_\_\_\_\_ ? (your parents)  
B They're from Greece.

**PR-3 - Essay.** The essay provides a brief written message and allows you to assess the ability of the student to state in writing the essence of the problem posed, to draw conclusions that summarize the author's position. The essay is written in a formal (business) style, consists of four paragraphs: Introduction, the main part (paragraph 1 and paragraph 2) and conclusion.

#### Essay evaluation criteria:

Evaluation	Content	Organize text	Vocabulary	Grammar
100-86 "excellent" "credited"	The task is completed in full: the content reflects all the aspects specified in the task; the style of speech is chosen correctly	The statement is logical; logical communication tools are used correctly; The text is correctly divided into paragraphs. the format of the	The vocabulary used corresponds to the task; there are practically no violations in the use of vocabulary	Grammatical structures are used in accordance with the task. There are practically no errors.

		statement is chosen correctly		
<b>85-76 "good" "credited"</b>	Task accomplished: some aspects specified in the task are not fully disclosed; there are some violations of the style of speech	The statement is basically logical; there are some shortcomings in the use of logical communication tools; there are some drawbacks when dividing text into paragraphs; there are some violations of the format of the statement	The vocabulary used corresponds to the task, but there are some inaccuracies in the use of words or the vocabulary is limited, but the vocabulary is used correctly	There are a number of grammatical errors that do not complicate the understanding of the text
<b>75-61 "satisfactorily" "credited"</b>	The task is not fully completed: the content does not reflect all the aspects specified in the task; violations of the style of speech are quite common	A statement is not always logical; there are numerous errors in the use of logical communication tools, their choice is limited; There is no division of text into paragraphs. there are numerous errors in the format of the statement	Unnecessarily limited vocabulary was used; there are often violations in the use of vocabulary, or some of them may make it difficult to understand the text	Either elementary level errors are common, or errors are few, but make it difficult to understand the text
<b>Less than 60 "unsatisfactory" / "non-offset"</b>	Task not completed: the content does not reflect the aspects specified in the task or does not correspond to the required volume	There is no logic in the construction of the statement; the format of the statement is not observed	Extremely limited vocabulary does not allow you to perform the task	Grammar rules are not followed

### Examples of a typical essay task:

Comment on the following statement: “An early choice of a career path is the key to success”

What is your opinion? Write 200–250 words. Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion

– express an opposing opinion and give 1–2 reasons for this opposing opinion

– explain why you don't agree with the opposing opinion

– make a conclusion restating your position

Comment on the following statements:

1. Why is your project worth doing?

2. What have other researchers done in this field?

3. What do you think helps to get funding for an academic project.

Comment on the following statement:

What is your opinion? Write 200–250 words. Use the following plan:

– make an introduction (state the problem)

– express your personal opinion and give 2–3 reasons for your opinion

– express an opposing opinion and give 1–2 reasons for this opposing opinion

– explain why you don't agree with the opposing opinion

– make a conclusion restating your position

**PR-10. Business and role-playing game.** These activities involve group problem solving by game modeling of a real problem situation or comprehension of real situations.

### Business and role-playing evaluation criteria

Points	Content	Interaction with the interlocutor	Vocabulary	Grammatical correctness of speech	Pronunciation
<b>100-86</b> <b>"excellent"</b> <b>"credited"</b>	The task is fully completed: the goal of communication is fully achieved. The topic is disclosed in a given volume and presented in the form of logical and coherent statements	Demonstrates the ability to start and actively maintain a conversation, observing the order in the exchange of remarks: the ability to respond quickly and take the initiative when changing the topic	Has a large vocabulary that corresponds to the task at hand	Uses a variety of grammatical structures in accordance with the task: in more complex structures it makes a small number of errors that do not interfere with understanding	Speech is understandable: it observes the correct rhythm and intonation pattern. All sounds in the speech stream are pronounced correctly



<b>85-76</b> <b>"good" / "credited"</b>	Task accomplished: the goal of communication has been achieved; however, the topic is not fully covered; statements are mostly logical and coherent	In most cases, he demonstrates the ability to start and maintain a conversation when necessary, to react and to show initiative when changing the topic. In some cases, there are pauses	He has a sufficient vocabulary, basically corresponding to the task. However, there is some difficulty in the selection of words and some inaccuracies in the conversation.	Uses structures that generally correspond to the task; makes mistakes in both simple and complex structures, however, they do not interfere with understanding	Basically, speech is understandable: the sounds in the stream of speech are pronounced correctly <sup>4</sup> However, in the rhythm and intonation pattern there is a noticeable influence of the native language
<b>75-61</b> <b>"satisfactorily" / "credited"</b>	The task is partially completed: the goal of communication is not fully achieved, the topic is not sufficiently disclosed	Does not seek to start and maintain a conversation; conveys the most general ideas in a limited context; largely depends on the help of the interlocutor.	Has a limited vocabulary, in some cases insufficient to complete the task	Makes numerous mistakes or makes mistakes that make it difficult to understand	In some cases, speech comprehension may be difficult due to incorrect rhythm, intonation pattern and incorrect pronunciation of individual sounds; requires intense attention from the listener
<b>Less than 60</b> <b>"unsatisfactory" / "non-offset"</b>	Job failed; the purpose of communication is not achieved	Can't hold a conversation	Generally not up to the task	Generally not up to the task	The content of the statement is not perceived

### Typical examples of business and role-playing games

Play a game “A Scientific Conference at your University”. Your University is organizing an International Conference “Biodiversity of the Pacific”. A lot of guests have come to take part in the conference. Role-play the procedure of welcoming guests, say the entering and final words, listen to the fragments of some presentations, and ask questions.

Roles:

- Conference Working Committee Chair
- Organizing Committee
- Presenters
- Guests
- Press

Play a game to make small talk:

1. when the first living cells emerged;
2. what impact man made on the environment he lived in;
3. what sort of reasons were that set man apart from other creatures;
4. why man began to alter his surroundings;
5. whether man is dependent upon the natural world;
6. how he/she understands the term "biosphere";
7. whether he knows what biota is;
8. what biosphere runs on;
9. what parts the abiotic portion can be divided into;
10. whether he knows how the concept "biosphere" developed

**PR-12. Workbook.** The workbook is a didactic complex designed for the independent work of the student and allows you to assess the level of assimilation of the educational material.

**The criteria for evaluating** the work depend on the percentage of correct performance of tasks:

- 90% – 100% correct answers – "excellent";
- 89% – 75% of correct answers – "good";
- 74% – 61% of correct answers – "satisfactory";
- less than 60% of correct answers are "unsatisfactory".

**UO-3. Preparation of a message, report or presentation.** Preparation of a message, report or presentation (hereinafter referred to as the Message) in English is an important form of work that expands the student's general horizons through the use of additional English-language sources; teaches to plan a long statement in English with logical transitions from one thought to another, expands vocabulary.

**Evaluation criteria:**

Points	Content	Presentation
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<b>100-86 "excellent" "credited"</b>	The stated topic is fully disclosed; all ideas are clearly stated and structured, arguments are presented in a logical sequence	No/virtually no language errors; demonstrates fluency in the material; clearly follows the time limit for speech
<b>85-76 "good" "credited"</b>	The stated topic is revealed almost completely; the main ideas are stated and structured, the arguments are presented in a logical sequence	A small number of language errors were made that do not interfere with the understanding of the message; demonstrates almost fluency in the material
<b>75-61 "satisfactorily" "credited"</b>	The stated topic is partially disclosed; allows a violation of the logical sequence of arguments	Makes language errors that do not interfere with the general understanding of the message; message based on text
<b>Less than 60 "unsatisfactory" / "non-offset"</b>	The stated topic is not disclosed, the information is not complete	A large number of language errors were made

**Approximate topics of messages, reports, presentations:**

1. Teaching and learning at higher education institutions.
2. Academic and professional events.

Additional questions related to the following topics:

1. "Science of Biology"
2. "The evolutionary theory of Charles Darwin and its significance for the development of biology"
3. "Plants and animals"
4. "Cell Structure"
5. "Genetics and heredity"
6. "Man and the Environment"

**Examples of competency formation tests: #1 for competency formation: Choose the best answer from the three given**

1. The evolutionary mechanism was understood by Darwin as...
  - a. environmental changes ...
  - b. natural selection ...
  - c. deliberate selection
  
2. Darwin discovered...
  - a. laws of heredity

- b. that the direction of evolution is towards the better adaptation
- c. that evolution is based only on inheritable variations in plants and animals

3. Scientists began deciphering the genes

- a. Only for theoretical reasons
- b. For better understanding hereditary mechanism
- c. For producing a particular protein

4. Each gene is responsible for

- a. The production of a specific prote
- b. The division of cells
- c. 4000 inherited disorders

## II. Find the wrong statements

1. At Edinburgh University Darwin was interested in natural history.
2. After publishing «The Descent of Man» Darwin published «The Origin of Species».
3. His trip to South America took him 10 years.
4. Darwin didn't know in detail how evolution works.
5. In Darwin's opinion, breeding animals, people rely on deliberate selection of certain variations

## III. Unscramble the sentences.

**Example: name/ What's/ first/ your? What's your first name?**

1. Emerged / Earth / on / ago / life / about / 4 billion years.
2. On / the / form / planet / is / the / intelligent / man / of / most / life.
3. Our / includes / vast / life forms / on / of / biosphere / numbers / planet.
4. Between / the / ecology / is / study / organisms / their / and / relationships / the / environment / of.
5. About / secure / began / 10,000 years ago / to make / to alter / man / life / environment / and / his / comfortable.
6. Can reach / of / lifetime / a / species / any / long / is / years / very / and / million.
7. Caused / by / to deal with / ecology / problems / has / activities / modern / human / environmental.
8. Biology / as / originally / ecology / treated / was / environmental.

**No. 2 to check the formation of competencies:**

**I. Complete the sentence. Below the sentence there are four choices, marked (a), (b), (c) and (d). You should find the one choice that best completes the sentence.**

1. D. Mendeleev ... in Tobolsk in 1834.  
a) was born                      b) is born                      c) born                      d) borns
2. You ... very extensive lab practice during the next years of your studies.  
a) had..... b) were having    c) will be having    d) have had
3. In ancient times gold ... the most perfect metal.  
a) considered ... b) was considered....    c) has considered    d) has been considered

**II. Unscramble the sentences.**

1. about / to / say / Don't / composition / its / forget
2. Knowledge/ organize /Many/ in/ tried /their/ coherent/ biologists/ to/ of/ things/ some/ logical/ living/ and/ way.
3. plants/ only/ creatures/ other/ Do/ that/ and/ animals/ are/ ea/t dead?

**No. 2 to check the formation of competencies:**

**I. Complete the sentence. Below the sentence there are three choices, marked (a), (b), and (c). You should find the one choice that best completes the sentence.**

**1. Different kinds of cells ...**

- a. are found in the bacterium.
- b. perform specialized functions.
- c. have only protoplasm surrounded by a membrane.

**2. The nucleus of a cell is separated ...**

- a. by a delicate membrane.
- b. by meiosis.
- c. by drop like spheres.<sup>42</sup>

**3. It is well known that the cytoplasm ...**

- a. is composed of different kinds of material.
- b. is transparent when it is stained.

**4. In plant cells organic compounds ...**

- a. are not hard to see under the light microscope.
- b. become plainly visible when a cell is stained.
- c. are synthesized from carbon dioxide and water using sunlight energy.

**5. The most important constituents of the nuclear membrane are...**

- a. proteins

b. proteins and lipids.

c. plastids.

**6. The particular properties of the protein depend upon...**

a. the order in which the amino acids are arranged.

b. the number of carboxyl groups.

c. the two strands of DNA which are coiled round each other.

**7. RNA is found...**

a. in membranes.

b. in the nuclei and the cytoplasm.

c. in the chromosomes of plants and animals.

**II. Unscramble the sentences.**

1. Climate / may / speed / the / processes / affect / with / some / occur / which / biological.

2. Much / erosion / been / in / research / with / carried out / has / water / connection / and / wind.

3. Do / genetic / anything / you / about / know / engineering?