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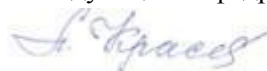
МИНИСТЕРСТВО ОБРАЗОВАНИЯ СТАВРОПОЛЬСКОГО КРАЯ

Филиал государственного бюджетного образовательного учреждения высшего образования

**«СТАВРОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ»
в г. Железноводске**

Кафедра историко-филологических дисциплин

УТВЕРЖДАЮ
Заведующий кафедрой



Л.И. Краснокутская

протокол № 14
от 24.06.2025

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ (МОДУЛЯ)

Иностранный язык

(наименование учебной дисциплины)

Уровень основной образовательной программы

бакалавриат

Направление(я) подготовки (специальность)

44.03.03 Специальное (дефектологическое) образование
профиль "Логопедия"

Форма обучения заочная

Срок освоения 4 лет 6 месяцев

Кафедра Кафедра историко-филологических дисциплин

**Год начала
подготовки** 2021

Железноводск, 2025 г.

Программу составил(-и): к.пед.наук, доцент, Суховеева Н.Д.

Рабочая программа дисциплины "Иностранный язык" разработана в соответствии с ФГОС: Федеральный государственный образовательный стандарт высшего образования - бакалавриат по направлению подготовки 44.03.03 Специальное (дефектологическое) образование (приказ Минобрнауки России от 22.02.2018 г. № 123).

Рабочая программа дисциплины составлена на основании учебного плана: 44.03.03 Специальное (дефектологическое) образование профиль "Логопедия", утвержденного учёным советом вуза от 25.06.2025, протокол № 7.

Рабочая программа одобрена на заседании кафедры Кафедра историко-филологических дисциплин от 24.06.2025 г., протокол № 14 для исполнения в 2025-2026 учебном году.

Зав. кафедрой



Л.И. Краснокутская

Рабочая программа дисциплины согласована с заведующим библиотекой.

Зав. библиотекой
Клименко А.В.
24.06.2025 г.



Срок действия рабочей программы дисциплины: 2025-2026 учебный год.

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами на государственном языке Российской Федерации и иностранном(ых) языке(ах), а также для дальнейшего самообразования.

2. ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

1. Повышение уровня учебной автономии, способности к самообразованию;
2. Развитие устной деловой коммуникации и деловой переписки;
3. Развитие информационной культуры;
4. Расширение кругозора и повышение общей культуры студентов;
5. Воспитание толерантности и уважения к духовным ценностям разных стран и народов.

3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Цикл (раздел) ООП: Б1.О.01

3.2. Дисциплины и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:

Выполнение и защита выпускной квалификационной работы

Курсовые работы по модулю "Модуль 11. Организация работы логопеда в школе"

Курсовые работы по модулю "Модуль 4. Научные исследования в профессиональной деятельности"

Методика преподавания русского языка и литературы (специальная)

Подготовка к сдаче и сдача государственного экзамена

Производственная практика (научно-исследовательская работа)

Производственная практика (научно-исследовательская работа)

Производственная практика (научно-исследовательская работа)

Учебная практика (научно-исследовательская работа (получение первичных навыков научно-исследовательской работы))

Экзамены по модулю "Модуль 11. Организация работы логопеда в школе"

Экзамены по модулю "Модуль 6. Научные исследования в профессиональной деятельности"

4. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

| Код и наименование компетенции | Код и наименование индикатора достижения компетенции |
|---|--|
| УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах | УК-4.1 Знает основы устной деловой коммуникации и деловой переписки на |

В результате освоения дисциплины обучающийся должен:

| | | |
|---|--|---|
| знать: Лексику иностранного языка, позволяющую осуществлять устную и письменную коммуникацию в рамках повседневного общения в бытовой и профессиональной среде. Грамматический материал, позволяющий вести коммуникацию на иностранном | уметь: Работа с иноязычной информацией. Умение сокращать или расширять информацию, представленную в устной или письменной формах, создавать на её основе вторичные тексты, заполнять таблицы. 2 Оперирование текстом. Умение извлекать из прочитанного или прослушанного текста | владеть: Говорение на повседневные и бытовые темы на иностранном языке. 2 Чтение и понимание текстов разных жанров на иностранном языке. Письмо на иностранном языке. Восприятие и понимание иноязычной речи на слух. Использование норм и правил |
|---|--|---|

языке на уровне В1–В1+ в соответствии с международной системой сертификационных уровней владения иностранным языком.

Нормы и правила речевого этикета иностранного языка, необходимые для корректной устной и письменной коммуникации.

Нормы и правила оформления письменных текстов разных жанров (письмо, обращение, предложение, запрос и т. п.), используемых в рамках делового общения на иностранном языке.

Правила и нормы коммуникации и взаимодействия в цифровой среде.

Принципы размещения информации в различных разделах виртуального пространства (сайты, социальные сети и т. п.).

Лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счёт новой тематики и проблематики речевого общения.

основную, полную или запрашиваемую информацию. 2 Работа с разными иноязычными источниками. Умение пользоваться справочными материалами, словарями, интернет-ресурсами. 2

Планирование и осуществление учебно-исследовательской или проектной работы. 2

Работа самостоятельно, рационально организуя свой труд в классе и дома. 2

Нахождение ключевых слов и социокультурных реалий при работе с иноязычным текстом. 2 Семантизация слов на основе языковой догадки.

Осуществление словообразовательного анализа. Выборочное использование перевода.

Участие в проектной деятельности межпредметного характера.

Понимание на слух иноязычных текстов монологического или диалогического характера с различной степенью понимания в зависимости от коммуникативной задачи.

Создание текстов разных жанров в рамках тематических разделов дисциплины с учётом норм оформления, принятых в стране изучаемого языка.

речевого этикета, устойчивых сочетаний и клише в устной и письменной речи на иностранном языке.

Создание собственных высказываний (сообщение, доклад, дискуссия).

Перевод текстов общетехнической тематики.

Знакомство с основами реферирования и аннотирования общетехнической литературы

5. ОБЪЕМ УЧЕБНОЙ ДИСЦИПЛИНЫ И ВИДЫ УЧЕБНОЙ РАБОТЫ

Общая трудоемкость дисциплины составляет 3 зачетные (-ых) единицы (-ы) (108), включая промежуточную аттестацию.

Распределение часов дисциплины по курсам

| Курс | 1 | | Итого | |
|---|------|------|-------|------|
| | УП | РП | | |
| Вид занятий | | | | |
| Практические | 10 | 10 | 10 | 10 |
| Консультации | 2 | 2 | 2 | 2 |
| Контактная работа на промежуточную аттестацию | 0,5 | 0,5 | 0,5 | 0,5 |
| Итого ауд. | 10 | 10 | 10 | 10 |
| Контактная работа | 12,5 | 12,5 | 12,5 | 12,5 |
| Сам. работа | 87 | 87 | 87 | 87 |
| Часы на контроль | 8,5 | 8,5 | 8,5 | 8,5 |
| Итого | 108 | 108 | 108 | 108 |

| 6. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ ПО РАЗДЕЛАМ (ТЕМАМ) И ВИДАМ ЗАНЯТИЙ | | | | | | |
|--|--|----------------|-------|----------------------------|------------|------------|
| Код занятия | Наименование разделов и тем /вид занятия/ | Семестр / Курс | Часов | Компетен-ции | Литература | Примечание |
| | Раздел 1. Раздел | | | | | |
| 1.1 | Вводный фонетический курс /Тема/ | 1 | 0 | | | |
| 1.2 | /Ср/ | 1 | 6 | УК-4.1 УК-4.2 УК-4.3 | Л1.1 | |
| 1.3 | Основной курс. Этикет. /Тема/ | 1 | 0 | | | |
| 1.4 | /Ср/ | 1 | 6 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.5 | Биография /Тема/ | 1 | 0 | | | |
| 1.6 | /Ср/ | 1 | 6 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.7 | Система образования. Жизнь современного студента. /Тема/ | 1 | 0 | | | |
| 1.8 | Система образования. Жизнь современного студента. /Пр/ | 1 | 2 | УК-4.1 УК-4.2 УК-4.3 | Л1.1 | |
| 1.9 | /Ср/ | 1 | 6 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.10 | Москва /Тема/ | 1 | 0 | | | |
| 1.11 | Москва /Пр/ | 1 | 2 | УК-4.1 УК-4.2 УК-4.3 | Л1.1 | |
| 1.12 | /Ср/ | 1 | 6 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.13 | Англо-говорящие страны. Великобритания. /Тема/ | 1 | 0 | | | |
| 1.14 | Англо-говорящие страны. Великобритания. /Пр/ | 1 | 2 | УК-4.1 УК-4.2 УК-4.3 | Л1.1 | |
| 1.15 | /Ср/ | 1 | 6 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.16 | Англо-говорящие страны. США. /Тема/ | 1 | 0 | | | |
| 1.17 | Англо-говорящие страны. США. /Пр/ | 1 | 2 | УК-4.1 УК-4.2 УК-4.3 | Л1.1 | |
| 1.18 | /Ср/ | 1 | 6 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.19 | Путешествие. /Тема/ | 1 | 0 | | | |
| 1.20 | /Ср/ | 1 | 8 | УК-4.1 УК-4.2 УК-4.3 | | |

| | | | | | | |
|------|---------------------------------|---|-----|----------------------------|------|--|
| 1.21 | Каникулы. /Тема/ | 1 | 0 | | | |
| 1.22 | /Ср/ | 1 | 8 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.23 | Покупки /Тема/ | 1 | 0 | | | |
| 1.24 | /Ср/ | 1 | 8 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.25 | Еда. /Тема/ | 1 | 0 | | | |
| 1.26 | /Ср/ | 1 | 8 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.27 | Защита окружающей среды. /Тема/ | 1 | 0 | | | |
| 1.28 | Защита окружающей среды. /Пр/ | 1 | 2 | УК-4.1 УК-4.2 УК-4.3 | Л1.1 | |
| 1.29 | /Ср/ | 1 | 5 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.30 | Деловой английский. /Тема/ | 1 | 0 | | | |
| 1.31 | /Ср/ | 1 | 8 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.32 | КПА /Тема/ | 1 | 0 | | | |
| 1.33 | /Конс/ | 1 | 2 | УК-4.1 УК-4.2 УК-4.3 | | |
| 1.34 | /КПА/ | 1 | 0,5 | УК-4.1 УК-4.2 УК-4.3 | | |

* - Тема изучается с учетом профессиональной направленности

Планы проведения учебных занятий отражены в оценочных материалах (Приложение 2.).

7. КОНТРОЛЬ КАЧЕСТВА ОСВОЕНИЯ ДИСЦИПЛИНЫ

Контроль качества освоения учебного материала по дисциплине проводится в форме текущего контроля успеваемости и промежуточной аттестации в соответствии с «Положением о формах, периодичности и порядке текущего контроля успеваемости и промежуточной аттестации обучающихся в ГБОУ ВО СГПИ и его филиалах».

Для аттестации обучающихся на соответствие их персональных достижений требованиям образовательной программы используются оценочные материалы текущего контроля успеваемости и промежуточной аттестаций (Приложение 2).

| Уровень сформированности компетенции | | | |
|--------------------------------------|----------------------------|----------------------------|----------------------------|
| не сформирована | сформирована частично | сформирована в целом | сформирована полностью |
| «Не зачтено» | «Зачтено» | | |
| «Неудовлетворительно» | «Удовлетворительно» | «Хорошо» | «Отлично» |
| Описание критериев оценивания | | | |
| Обучающийся демонстрирует: | Обучающийся демонстрирует: | Обучающийся демонстрирует: | Обучающийся демонстрирует: |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> - существенные пробелы в знаниях учебного материала; - допускаются принципиальные ошибки при ответе на основные вопросы билета, отсутствует знание и понимание основных понятий и категорий; - непонимание сущности дополнительных вопросов в рамках заданий билета; - отсутствие умения выполнять практические задания, предусмотренные программой дисциплины; - отсутствие готовности (способности) к дискуссии и низкая степень контактности. | <ul style="list-style-type: none"> - знания теоретического материала; - неполные ответы на основные вопросы, ошибки в ответе, недостаточное понимание сущности излагаемых вопросов; - неуверенные и неточные ответы на дополнительные вопросы; - недостаточное владение литературой, рекомендованной программой дисциплины; - умение без грубых ошибок решать практические задания. | <ul style="list-style-type: none"> - знание и понимание основных вопросов контролируемого объема программного материала; - твердые знания теоретического материала. - способность устанавливать и объяснять связь практики и теории, выявлять противоречия, проблемы и тенденции развития; - правильные и конкретные, без грубых ошибок, ответы на поставленные вопросы; - умение решать практические задания, которые следует выполнить; - владение основной литературой, рекомендованной программой дисциплины; <p>Возможны незначительные неточности в раскрытии отдельных положений вопросов билета, присутствует неуверенность в ответах на дополнительные вопросы.</p> | <ul style="list-style-type: none"> - глубокие, всесторонние и аргументированные знания программного материала; - полное понимание сущности и взаимосвязи рассматриваемых процессов и явлений, точное знание основных понятий в рамках обсуждаемых заданий; - способность устанавливать и объяснять связь практики и теории; - логически последовательные, содержательные, конкретные и исчерпывающие ответы на все задания билета, а также дополнительные вопросы экзаменатора; - умение решать практические задания; - наличие собственной обоснованной позиции по обсуждаемым вопросам; - свободное использование в ответах на вопросы материалов рекомендованной основной и дополнительной литературы. |
| 8. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ | | | |

Учебно-методическое обеспечение дисциплины включает рабочую программу дисциплины, методические материалы, оценочные материалы.

Учебно-методическое обеспечение самостоятельной работы обучающихся включает: учебники, учебные пособия, электронные образовательные ресурсы, методические материалы.

Самостоятельная работа обучающихся является формой организации образовательного процесса по дисциплине и включает следующие виды деятельности: поиск (подбор) и обзор научной и учебной литературы, электронных источников информации по изучаемой теме; работа с конспектом лекций, электронным учебником, со словарями и справочниками и др. источниками информации (конспектирование); составление плана и тезисов ответа; подготовка реферата; выполнение творческих заданий и проблемных ситуаций; подготовка к коллоквиуму, собеседованию, практическим занятиям; подготовка к зачету и экзамену.

9. ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ ЛИТЕРАТУРЫ

9.1. Рекомендуемая литература

9.1.1. Основная литература

| | |
|------|---|
| ЛП.1 | Иностранный язык (английский) [Электронный ресурс]: учебное пособие для аудиторной и самостоятельной работы. - пос. Караваево: КГСХА, 2017. - 103 с. – Режим доступа: https://e.lanbook.com/book/133541 |
|------|---|

10.1 Интернет-ресурсы (базы данных, информационно-справочные системы и др.)

| | |
|---|---|
| ЭБС «Лань» | https://e.lanbook.com |
| Национальная электронная библиотека (НЭБ) | https://rusneb.ru |
| ЭБС «Юрайт» | https://urait.ru |
| ЭБС «Журнальный зал»: русский толстый журнал как эстетический феномен | https://magazines.gorky.media |
| «Электронная библиотека ИМЛИ РАН» | http://biblio.imli.ru |
| «Электронная библиотека ИРЛИ РАН» (Пушкинский Дом) | http://lib.pushkinskijdom.ru |
| Научный архив | https://научныйархив.рф |
| ЭБС «Педагогическая библиотека» | http://pedlib.ru |
| ЭБС «Айбукс.ру» | https://www.ibooks.ru |
| Научная электронная библиотека eLibrary.ru | https://elibrary.ru |
| ЭБС Буконлайн | https://bookonline.ru |
| Научная электронная библиотека «Киберленинка» | https://cyberleninka.ru/ |
| Государственная публичная научно-техническая библиотека России. Ресурсы открытого доступа | http://www.gpntb.ru/elektronnye-resursy-udalennogo-dostupa/1874-1024.html |
| Библиотека академии наук (БАН). Ресурсы открытого доступа | http://www.rasl.ru/e_resours/resursy_otkrytogo_dostupa.php |

10.2. Профессиональные базы данных и информационные справочные системы

| | |
|--|---|
| Университетская информационная система РОССИЯ | https://uisrussia.msu.ru |
| Единое окно доступа к образовательным ресурсам | http://window.edu.ru/catalog |
| Словари и энциклопедии | https://dic.academic.ru |
| Педагогическая мастерская «Первое сентября» | https://fond.1sept.ru |
| Сайт Единой коллекции цифровых образовательных ресурсов | http://school-collection.edu.ru |
| Национальная платформа «Открытое образование» | https://openedu.ru |
| Портал «Единая коллекция цифровых образовательных ресурсов» | http://school-collection.edu.ru |
| Российское образование. Федеральный портал | http://edu.ru |
| Портал Федеральных государственных образовательных стандартов высшего образования | http://fgosvo.ru |
| Единая цифровая коллекция первоисточников научных работ удостоверенного качества «Научный архив» | https://научныйархив.рф |

| | |
|--|---|
| Портал проекта «Современная цифровая образовательная среда в РФ» | https://online.edu.ru |
| 10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ) | |
| <p>Занятия, текущий контроль успеваемости и промежуточная аттестация по дисциплине проводятся в учебных аудиториях, укомплектованных типовой мебелью для обучающихся и преподавателя, техническими и мультимедийными средствами обучения, включенными в локальную сеть вуза и с доступом к информационным ресурсам сети Интернет.</p> <p>Рабочие места для самостоятельной работы обучающихся оснащены компьютерной техникой с подключением к сети Интернет и обеспечены доступом в электронную информационно-образовательную среду вуза.</p> <p>Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение:</p> <ol style="list-style-type: none">1. Пакет программного обеспечения общего назначения Microsoft Office (MS Word, MS Microsoft Excel, MS PowerPoint).2. Adobe Acrobat Reader.3. Браузер (Internet Explorer, Mozilla Firefox, Google Chrome, Opera и др.).4. Программа тестирования Айрен. | |

Приложение 1

Методические материалы по дисциплине «Иностранный язык»

1. Планы практических занятий и методические рекомендации

Тема 1. Вводный фонетический курс.

Краткая история английского языка. Особенности фонетического строя английского языка. Особенности английского произношения. Английский алфавит. Интонация, акцентуации и ритм нейтральной речи в английском языке. Правила чтения.

Тема 2. Основной курс. Этикет.

Формы обращения: приветствия, слова при прощании, приглашения, благодарности, извинения.

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

Telephone Etiquette.

ГРАММАТИКА

Основные грамматические понятия: Части речи. Члены предложения. Местоимения.

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 3. Биография

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «My Biography»

Text 2. «My Friends»

АУДИРОВАНИЕ

Text 3. «A Letter to a friend»

Интернационализмы ГРАМ

МАТИКА

Множественное число существительных. Исчисляемые и неисчисляемые существительные. Притяжательный падеж существительных. Артикли. Страны и столицы.

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 4. Система образования. Жизнь современного студента.

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «Student's working day»

Text 2. «Primary and Secondary Education in the UK»

Text 3. «Russian Educational System»

АУДИРОВАНИЕ

Text 4. «School Life of a 13 year old British Boy»

ГРАММАТИКА

Глагол to be, to have.оборот There is/are

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 5. Москва.

Устная речь.

Чтение. Text 1. «Moscow, the capital of Russia»

Text 2. «Sightseeing in Moscow»

ГРАММАТИКА

Степени сравнения прилагательных и наречий. Наиболее употребительные наречия.

Синонимы и антонимы. Наречия.

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 6. Англо-говорящие страны. Великобритания.

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «The United Kingdom of Great Britain and Northern Ireland»

Text 2. «Why learn English? English around the world»

Text 3. «The story of the Union Jack»

Text 4. «The history of English Language»

Text 5. «London's Building»

Text 6. «Piccadilly Circus»

Text 7. «Interesting Facts about Big Ben»

АУДИРОВАНИЕ

Text 8. «How to pronounce British place names»

ГРАММАТИКА

Обозначения времени. Порядок слов в английском предложении. Безличные и неопределенно-личные предложения. Повелительное наклонение глаголов.

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 7. Англо-говорящие страны. США

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «The United States of America»

Text 2. «Washington»

Text 3. «New York»

АУДИРОВАНИЕ

Text 4. «Some facts about USA»

ГРАММАТИКА

Основные типы вопросов в английском предложении. Словообразование.

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 8. Путешествие.

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «Booking airplane tickets»

Text 2. «Airport check-in»

Text 3. «Renting a car»

ГРАММАТИКА

Правильные и неправильные глаголы.

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 9. Каникулы

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «Making a hotel reservation»

Text 2. «Checking-in to a hotel»

Text 3. «Checking-out of a hotel»

Text 4. «Hotel Service»

АУДИРОВАНИЕ

Text 5. «Example of Hotel Rules»

ГРАММАТИКА

Страдательный залог

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 10. Покупки.

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «Shopping»

Text 2. «Shopping in Britain»

Text 3. «Shopping in London»

АУДИРОВАНИЕ

Text 4. «At the Supermarket»

ГРАММАТИКА

Числительные. Арифметика. Геометрические фигуры.

Тема 11. Еда

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «Meals in England»

Text 2. «Typical English food»

Text 3. «British Pubs»

Text 4. «Meals in US»

Text 5. «Dinner at the Restaurant»

АУДИРОВАНИЕ

Text 6. «Healthy Eating»

ГРАММАТИКА

Модальные глаголы и их заменители. Сложные предложения

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 12. Защита окружающей среды.

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

ЧТЕНИЕ.

Text 1. «Global Warning»

Text 2. «Greenhouse Effect»

АУДИРОВАНИЕ

Text 3. «How can we help to protect Environment»

ГРАММАТИКА

Причастие настоящего времени. Причастие прошедшего времени. Герундий. Сложное дополнение. Субъективный инфинитивный оборот. Согласование времен в главном и придаточном предложениях. Согласование времен при переводе прямой речи в косвенную. Условные предложения. Сослагательное наклонение после глагола «wish».

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

Тема 13. Деловой английский.

УСТНАЯ РЕЧЬ.

Монологические и диалогические высказывания по теме.

How to write a letter in English

Правила оформления и написания писем личного характера. Как пишутся деловые письма?

ЧТЕНИЕ.

Text 1. «Credit cards»

ГРАММАТИКА

Предлоги. Глагол +предлог. Глагол +предлоги of|for|from|on.

Глагол + предлоги in|into|with|to|on

ПИСЬМО

Орфографические и пунктуационные правила английского языка. Выполнение письменного перевода.

2. Задания для самостоятельной работы

Тема 1. Вводный фонетический курс.

Особенности фонетического строя английского языка.

Английский алфавит.

Правила чтения.

Тема 2. Основной курс. Этикет.

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 3. Биография

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 4. Система образования. Жизнь современного студента.

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 5. Москва.

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.

2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 6. Англо-говорящие страны. Великобритания.

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 7. Англо-говорящие страны. США

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 8. Путешествие.

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 9. Каникулы

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 10. Покупки.

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 11. Еда

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 12. Защита окружающей среды.

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
2. Монологические и диалогические высказывания по теме.
3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.

Тема 13. Деловой английский.

1. Выполнение лексико-грамматических заданий, подбор, изучение лингвострановедческих источников.
 2. Монологические и диалогические высказывания по теме.
 3. Чтение текстов (несложные прагматические тексты и тексты по широкому и узкому профилю специальности) просмотровое чтение, чтение с полным пониманием.
 4. Подготовка к экзамену.
- 3. Примерные темы рефератов – не предусмотрены**

Оценочные материалы по дисциплине «Иностранный язык»

1. Оценочные материалы для текущего контроля

Тестовые материалы

Шкала оценки

«5» - от 25 до 28 правильных ответов

«4» - от 20 до 24 правильных ответов

«3» - от 16 до 19 правильных ответов

«2» - от 0 до 15 правильных ответов

| «2» | | «3» | | «4» | | «5» | |
|-----|----|-----|----|-----|----|-----|----|
| | | | | | | | |
| 0 | 15 | 16 | 19 | 20 | 24 | 25 | 28 |

| Номер вопроса | Тип тестового задания 1- закрытое 2- открытое последовательно 4-соответствие | Тестовое задание |
|---------------|--|---|
| 1. | 2 | Задание № 1 We've got a meeting in 10 minutes. Do I have to _____? — Yes, you do. 1- attract 2- atone 3- attend 4- attain |
| 2. | 2 | Задание № 2 A prearranged practical learning professional experience under the guidance of a university coordinator is ... 1- an exam 2- an internship 3- a lecture 4- a conference |

| | | |
|----|---|--|
| 3. | 2 | <p>Задание № 3 The TOEFL is the most common_____for those students whose first language is notEnglish. 1- test - credit 3- grade 4- exam</p> |
| 4. | 2 | <p>Задание № 4 Although each school in England decidesitsown_____, they must include certain compulsorysubjects. 1- program 2- curriculum - academic training 4- education</p> |
| 5. | 3 | <p>Задание № 5 Расположите части делового письма в правильном порядке Укажите порядок следования всех 5 вариантов ответа: A- Yours faithfully Terence Hill CompanySecretary B- The Steel Box Company Ltd SmithingtonLane Smithington Sheffield SH7 4AG England 27 February 20 3 C –TGH Bleche Handelsgesellschaft mbH Rombacher Hütte 99 44795 Bochum Germany D- Dear Sirs E- We regret to inform you that the current worldwide recession in the steel industry has led to a collapse in the market for viably priced metal boxes made in Europe</p> |

| | | |
|----|---|---|
| 6. | 4 | <p>Задание 6 Перед Вами конверт Harvard Plastics Inc. (UK) Соотнесите информацию под определенным номером на конверте с тем, что она обозначает. Укажите соответствие для каждого нумерованного элемента задания Укажите соответствие для всех 6 вариантов ответа:</p> <ol style="list-style-type: none"> 1) the addressee's company name 2) the country the letter comes from 3) the town in the return address 4) the ZIP Code in the return address 5) the addressee 6) the town in the mailing address <p>A) Birmingham B) BI89LL C) United Kingdom D) The President E) Harvard Plastics Inc. Broadway F) New York, NY 10018 USA</p> |
| 7. | 1 | <p>Задание № 7 Прочитайте текст и выполните задания. Parenting Styles In authoritarian parenting style, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. These parents have high demands, but are not responsive to their children. Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative. Authoritative parenting styles tend to result in children who are happy, capable and successful. Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent. Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.</p> <p>Ответьте на вопрос: Why are the children of authoritarian parents generally obedient and proficient?</p> <p>Варианты ответа:</p> |

| | | |
|----|---|--|
| | | 1-Their parents are democratic. 2-Their parents are responsive. 3- Their parents are strict. 4- Their parents are indulgent |
| 8. | 2 | <p>Задание 8 Прочитайте текст и завершите утверждение согласно содержанию текста. A permissive parenting style is the most likely to produce ...</p> <p>Parenting Styles In authoritarian parenting style, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. These parents have high demands, but are not responsive to their children. Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative. Authoritative parenting styles tend to result in children who are happy, capable and successful. Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent. Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.</p> <p>1- well-bred, even-tempered and smart children 2- disobedient, hot-tempered and dropping behind the class children 3- unhappy, clever and obedient children 4- happy, self-assured and poor children</p> |

| | | |
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| 9. | 1 | <p>Задание № 9</p> <p>Прочитайте текст и определите, какой заголовок соответствует тексту</p> <p>Every year more and more plants and animals disappear forever. Strangely, it is the most intelligent but most thoughtless animal that is causing most of the problems – man. Nature is very carefully balanced and if this balance is disturbed, animals can disappear alarmingly fast. Every day, thousands of species of animals draw closer to extinction. In many lakes fish are dying. Fishermen are worried because every year there are fewer fish and some lakes have no fish at all. Scientists are beginning to get worried too. What is killing the fish? The problem is acidrain</p> <p>Выберите один из 4 вариантов ответа:</p> <p>1) Nature 2) Ecological Catastrophe 3) Acidrains 4) Fish</p> |
| 10. | 1 | <p>Задание № 10</p> <p>Прочитайте текст и выберите утверждение, соответствующее содержанию текста</p> <p>English does not handle present, past and future as a trio in the category of tense; we shall not be referring to future tense at all in spite of having past and present. In English the verb may indicate that an action took place in a period preceding, but continuing right up to, the present moment, as well as simply in the past. In other languages such as Slavonic languages, what is important is whether or not the action has been completed. –I read a book last night will be translate into Russian in two different ways – depending upon whether or not I finished the book</p> <p>Выберите один из 4 вариантов ответа:</p> <p>1) In English the verb has only one from 2) «I read a book last night» will be translate into Russian in one way 3) In Slavonic languages it is important if the action has been completed 4) We must refer to future tense at all in spite of having only past tense</p> |
| 11. | 2 | <p>Задание № 11</p> <p>The youngeryou are,_____it is to learn.</p> <p>Вариантыответа:</p> <p>1- easyer 2- the easier 3- the easiest 4- moreeasier</p> |
| 12. | 2 | <p>Задание № 12</p> <p>Please buy somefruit_____the way home.</p> <p>Вариантыответа:</p> <p>1- to 2- in 3- at 4- on</p> |
| 13. | 2 | <p>Задание № 13</p> |

| | | |
|-----|---|---|
| | | <p>While _____ this article he came across many difficulties.</p> <p>Варианты ответа:</p> <p>1- to be translating</p> <p>2- translating</p> <p>3- having translated</p> <p>4- being translating</p> |
| 14. | 2 | <p>Задание № 14</p> <p>The fire will go _____ unless you put some more wood on it.</p> <p>Варианты ответа:</p> <p>1- up</p> <p>2- out</p> <p>3- off</p> <p>4- through</p> |
| 15. | 2 | <p>Задание № 15</p> <p>I wish I didn't have to work tomorrow, but _____ I do.</p> <p>Варианты ответа:</p> <p>1- fortunate</p> <p>2- unfortunately</p> <p>3- fortunately</p> <p>4- fortune</p> |
| 16. | 2 | <p>Задание № 16</p> <p>Everybody will _____ work hard if they want to pass exams.</p> <p>Варианты ответа:</p> <p>1- have</p> <p>2- have to</p> <p>3- be allowed to</p> <p>4- be</p> |
| 17. | 2 | <p>Задание № 17</p> <p>He was _____ tired _____ thirsty, for it was very hot.</p> <p>Варианты ответа:</p> <p>1- neither ... nor</p> <p>2- both ... and</p> <p>3- not so ... as</p> <p>4- either ... or</p> |
| 18. | 2 | <p>Задание № 18</p> <p>When Anna got paid she bought _____ some new clothes.</p> <p>Варианты ответа:</p> <p>1- she</p> <p>2- herself</p> <p>3- hers</p> <p>4- her</p> |
| 19. | 2 | <p>Задание № 19</p> <p>The Prime Minister's Election _____ soon.</p> <p>Варианты ответа:</p> <p>1- held</p> <p>2- will be held</p> <p>3- will hold</p> <p>4- will hold</p> |

| | | |
|-----|---|--|
| 20. | 2 | <p>Задание № 20 Liked _____ essay you had brought the other day very much. Варианты ответа: 1-the 2- a 3-an 4- –</p> |
| 21. | 2 | <p>Задание № 21 Выберите реплику, наиболее соответствующую ситуации общения Usher: «_____» Customer: «Here it is». Варианты ответа: 1-Where is your ticket? 2- May I see your ticket? 3- I can't see your ticket. 4-Do you have a ticket?</p> |
| 22. | 2 | <p>Задание № 22 Выберите реплику, наиболее соответствующую ситуации общения Receptionist: «_____». Guest: «I'd like a single room for one night». Варианты ответа: 1- What do you want, sir? 2- Good morning, sir. I'm at your service. 3- What is your name, please? 4- How long are you going to stay in the hotel?</p> |
| 23. | 2 | <p>Задание № 23 Выберите реплику, наиболее соответствующую ситуации общения Teacher: «Give me that book. Will you?» Student: «_____». Варианты ответа: 1- Very well, then. 2- I couldn't say for sure. 3- Just a minute. 4- Most certainly.</p> |
| 24. | 2 | <p>Задание № 24 Выберите реплику, наиболее соответствующую ситуации общения Mother: «Could you do some shopping for me?» Mary: «_____» Варианты ответа: 1-That's right. 2- It's out of the question. 3-Right away. 4- I quite agree with you.</p> |

| | | |
|-----|---|---|
| 25. | 2 | Задание № 25 The present British Royal Family's surname is ... Варианты ответа: 1- Stuart. 2- Buckingham. 3- Plantagenet. 4- Windsor. |
| 26. | 2 | Задание № 26 An American writer known as the author of the first detective story «The Murders in the Rue Morgue» is ... Варианты ответа: 1- Edgar Allan Poe 2- Arthur Conan Doyle 3- Agatha Christie 4- Walt Whitman |
| 27. | 2 | Задание № 27 A large shopping centre in the US is called a ... Варианты ответа: 1- hypermarket 2- shopping store 3- shopping mall 4- department store |
| 28. | 2 | Задание № 28 Canada occupies a major portion of ... Варианты ответа: 1- South America 2- Europe 3- North America 4- Central America |

Вопросы для контрольной работы

1.2.1 Комплект заданий для контрольной работы

Вариант 1

1. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s и какую функцию это окончание выполняет, т.е. служит ли оно:

- показателем 3-го лица единственного числа глагола в Present Simple;
- признаком множественного числа имени существительного;
- показателем притяжательного падежа имени существительного

Переведите предложения на русский язык.

- Small groups of Indians lived scattered over the land between the Atlantic and the Pacific.
- The country is governed in the Queen's name by the Government.

3. The House of Commons, which plays the major part in lawmaking consists of 635 elected members of Parliament.

2. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным

- In 1971 there was a reform of the British money system.
- In everyday speech, the contraction –pencil (pronounced [pi:]) is generally used instead of the full word –pencil.

3. Just over 700,000 farm workers provide over half the food needed by some 55.5 million people.

3. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. The London Marathon (марафон) is one of the biggest in the world.
2. The air in cities became much cleaner.
3. The more we know the more we forget.

4. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

- 1 More newspapers are read in Britain than in any other European country.
- 2 Some of Britain's top scientists are engaged in space research.
- 3 There are no letters for you on the table.

5. Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

1. The leader of the winning party automatically becomes Prime Minister.
2. British Prime Ministers lived and live at 10 Downing street since 1731.
3. According to the Department of Transport, traffic on all roads will double during the next 30 years.

6. Прочитайте и устно переведите на русский язык 1-7 абзацы текста. Перепишите и письменно переведите 1, 2, 3, 6, 7 абзацы.

1. THE UNITED KINGDOM

1. The United Kingdom of Great Britain and Northern Ireland consists of four main countries which are: England, Scotland, Wales and Northern Ireland. Their capitals are: London, Edinburgh, Cardiff and Belfast. The UK is an island state, it is composed of some 5500 islands, large and small.

2. The UK is one of the world's smaller countries. It is situated off the northwest coast of Europe between the Atlantic Ocean to the north and the North Sea to the east, and is separated from the continent by the English Channel and the Strait of Dover¹.

3. One can see two animals on British royal coat of arms. One of them is the lion. The King of beasts has been used as a symbol of national strength and of the British monarchy for many centuries. The other one is the unicorn². It is a mythical animal that looks a horse with a long straight horn growing from its forehead, and is a symbol of purity.

4. The formal name of the British national flag is Union Jack. It combines the St. George's cross of England, St. Andrew's cross of Scotland and St. Patrick's cross of Ireland. The United Kingdom or UK is a political term. All of four countries are represented in Parliament and the abbreviation UK is used on most official documents.

5. The class system is very important in Britain. It is created by complex system of accents³, school and family. Social position is often based on the traditions or history of the family, not is money. Many people's class can be identified immediately by the way they speak.

6. Britain is split up into counties. County councils are elected to run things⁴, such as education, housing, town planning, rubbish disposal⁵.

7. Britain is a constitutional monarchy. But the monarch's constitutional role is mainly symbolic.

Пояснения к тексту:

1. Дувский пролив
2. единорог
3. говор
4. управлять делами
5. уборка мусора

7. Прочитайте 5-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

What created class system in Britain?

1. The way people speak created the class system.
2. Class system was created by traditions and the way people speak.
3. Complex system of accents, school and family created class system.

Вариант 2

- 1. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s, и какую функцию это окончание выполняет, т.е. служит ли оно:**

- a) показателем 3-го лица единственного числа глагола в Present Simple;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного

Переведите предложения на русский язык.

1. Very often parents treat their children more as equals than they used to.
2. The House of Commons consists of members of Parliament.
3. Numbers make the postman's work much easier.

- 2. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.**

- a) Most children at day schools have their midday meal at school and go home about 4 o'clock.
- b) In 1958 Britain began the first transatlantic jet service.
- c) There is a National Youth Theatre with a high standard of performance, most of its actors are teenagers.

- 3. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.**

- A) Today Britain is the world's biggest exporter of cycles.
- B) Although Britain is a highly industrialized country, agriculture is still one of her most important industries.
- C) More than 55 million people live in Britain now.

- 4. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.**

1. In some areas there are middle schools for children of about 9 to 13 who then move to senior (выпускной, старший, последний) comprehensive schools.
- a) Do you know any names of Britain's famous writers, poets, musicians, actors and singers?
- b) –There is no place like home – the English say.

- 5. Перепишите следующие предложения, определите в них видовременные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.**

1. The English are a nation of stay-at-home.
2. The Greeks were pioneers in the theatre.
3. The government gives financial help in the form of a pension but in the future it will be more

and more difficult for the nation economy to support the increasing number of elderly.

- 6. Прочитайте и устно переведите на русский язык 1-3 абзацы текста. Перепишите и письменно переведите 1 и 2 абзацы.**

2. WHO ARE THE BRITISH

1. Most people are English, Scottish or Welsh, but in some British cities you can meet people of many different nationalities. But is Britain a cosmopolitan society? It really depends on where you go. In 1991 5.5 per cent of the 57 million population described themselves as belonging to an ethnic minority. Most members of ethnic minorities live in the South – East. In Greater London, they represent 20 per cent of the population.

2. People have been coming to Britain for centuries: some to get a better life, some to escape natural disasters, some as political or religious refugees. Many Irish people came to England in 1845 to escape famine¹, but usually they came to find work. Most of the roads, railways and canals built in the nineteenth century were made by Irish workers.

3. The greatest wave of immigration was in the 1950's and 1960's. This happened not only in Britain but also throughout Western Europe. Many companies needed people for unskilled or semi-skilled jobs. Britain advertised² particularly in the English – speaking islands of the Caribbean, for² people to come to Britain and work. Other people came from Pakistan, Bangladesh, India and Hong Kong.

4. The number of people asking to settle in Britain is rising, but Britain, since 1971, has reduced the number of people (coming from outside Europe) which it allows to stay. Many people in Britain, in spite of anti-racist laws, blame unemployment and poor housing³ on immigrants.

Пояснения к тексту:

1. зд. – не умереть с голода
2. зд. – приглашать через рекламу
3. зд. – плохое жилье

7. Прочитайте 4-й абзац и вопрос к нему. Из приведенных вариантов ответа укажите номер предложения, содержащего правильный ответ на поставленный вопрос:

Why has Britain reduced the number of people coming from outside Europe which it allows to stay?

- a) ... because of unemployment.
- b) ... because of unemployment and poor housing.

Вариант 3

1. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s, и какую функцию это окончание выполняет, т.е. служит ли оно:

- a) показателем 3-го лица единственного числа глагола в Present Simple;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного

Переведите предложения на русский язык.

1. The rooms upstairs are bedrooms; they are often very small.
2. The front door, which faces the street opens into a hall with two rooms, one on each side of the hall.
3. The British people are the world's greatest tea drinkers.

2. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным Motor car manufactures, for example, advertise the colour of their cars as – Embassy Black or – Balmoral Stone.

1. Most people in Britain work a five-day week, from Monday to Friday.
2. England is the land of brick fences and stone walls (often with glass embedded along the top).

3. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. The traditional opinion about the British, or the English in earlier centuries, was based on the habits of those Britons who could afford to travel, the diplomats and merchants.
2. The British look on foreigners in general with contempt and think that nothing is as well done elsewhere as in their own country.
3. Much leisure time is spent in individualistic pursuits (занятие), of which the most popular is gardening.

4. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

- b) Why do some British people tend to regard their own community as the centre of the world?
- c) Many British people give their suburban house a name, such as the Cedars, the Poplars, even though there are no trees in their gardens.
- d) Englishmen are hostile, or at least bored, when they hear any suggestion that some modification of their habits might be to their advantage.

5. Перепишите следующие предложения, определите в них видовременные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

1. Snobbery is not so common in England today as it was at the beginning of the century.

2. In 1963 Britain joined the Common Market.

3. To most people the name of Scotland Yard brings to mind the picture of a detective cool, collected, efficient, ready to track down any criminal with complete confidence that he will bring him to justice.

6. Прочитайте и устно переведите на русский язык 1-5 абзацы текста. Перепишите и письменно переведите их.

3. BRITISH HOMES

1. About 80 per cent of British people live in houses built close together. Detached houses are usually in expensive suburbs, quite far from the town centre. Terraced houses and blocks of flats are mostly found in town centers. They can either be very small two-storey houses with one or two bedrooms or large houses with three or five floors and four or five bedrooms.

2. About 67 per cent of people in Britain own their houses or flats. Most of the rest live in rented accommodation. People in Britain buy houses or flats because there is not enough rented accommodation and what there is can be expensive.

3. Council flats¹ and houses are built and owned by the local council. After the Second World War a lot of council flats, known as tower blocks, were constructed. Some were as high as 20 storeys and so badly built that they had to be pulled down only thirty years later.

4. Modern housing estates² are built differently now. There might be a mixture of two-storey terraced houses together with a four-storey block of flats. There are play areas for children and there is often a community centre³ where people who live on the estate can meet.

5. Since 1980's council tenants have been able⁴ to buy their own homes very cheaply if they have lived in them for over two years. By 1993, 1,5 million council houses had been sold, but only 5000 council houses or flats were built to replace them. This means that it is now very difficult to find cheap housing or rent.

6. Most British houses have a garden and many British people spend a lot of time in it. Most gardens, even small ones, have flowers and a lawn. If you don't have a garden, it is possible to grow flowers and vegetables on an allotment⁵ which is a piece of land rented from the local council.

Пояснения к тексту:

- a) муниципальное жилье
- b) микрорайон
- c) центробщина
- d) зд. – жители могут
- e) зд. – участок

7. Прочитайте 6-й абзац и письменно ответьте на вопрос:

Where can British people grow flowers if they have no gardens?

Вариант 4

- 1. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s и какую функцию это окончание выполняет, т.е. служит ли оно:**

- а) показателем 3-го лица единственного числа глагола в Present Simple;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

Переведите предложения на русский язык.

- A) Many outstanding statesmen, painters, writers and poets are buried in the Abbey.
- B) Many visitors to the Abbey are attracted to Poets' Corner.
- C) The street called Whitehall stretches from Parliament Square to Trafalgar Square.

2. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1) Scotland Yard is situated on the Thames Embankment close to the Houses of Parliament and the familiar clock tower of Big Ben.

2) An interesting branch of Scotland Yard is the branch of Police Dogs, first used as an experiment in 1938.

3) The popular nickname of the London policeman – bobby is a tribute to Sir Robert Peel, who introduced the police force in 1829, and whose Christian name attached itself to members of the force.

3. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

- Most museums of London are free and give free guided tours as well as lectures.

- Some cinemas are cheaper on Mondays; others sell half-price tickets before 6 p.m.

- The Cutty Sark¹ at the village of Greenwich on the River Thames is the most famous tea clipper in Britain.

Пояснения:

The Cutty Sark – Катти Сарк – последний из больших чайных клиперов, стоит в Гринвиче в сухом доке, открыт для публики как музей.

4. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

1. Some people think that the monarchy should be abolished.

2. The monarchy in Britain has no power and it costs the State a lot of money to maintain.

3. Can you give any examples borrowed from books and films characterizing the British people?

5. Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

1. Everybody knows about the devotion of the English to animals.

2. You might think that marriage and the family are not so popular as they once were.

3. During the nineteenth century Britain traded all over the world.

6. Прочитайте и устно переведите на русский язык 1,2,3,4,6 абзацы текста. Перепишите и письменно переведите 1,2,3 абзацы.

4. LONDON

a) London is where the invading Romans first crossed the River Thames. They built a city a square mile in size, surrounded it with a wall and called it Londinium. This original site of London is now called the City of London¹ and is Britain's main financial centre.

b) The City is only a very small part of London. In the eleventh century London began to expand beyond the City walls when King Edward the Confessor² built a huge abbey at Westminster. Even today, Westminster Abbey and the Houses of Parliament, as well as the shops, cafes, theatres and cinemas of the West End, are in the City of Westminster and not in the City of London.

c) The saying – When a man is tired of London, he is tired of life! (Dr. Johnson) is a cliché, but you can't be bored³ in London. There are hundreds of historic buildings, galleries and museums. There are parks and street markets, over 80 theatres and even more cinemas.

d) If you want to discover London, it is best to start with a tour on a sightseeing bus. It is also fun to go on a guided walk. The walks last up to three hours.

e) The centre of London has many different areas. Each one has its own special character. Covent Garden⁴ in London West End, is crowded with cafes, clubs and clothes shops. Soho⁴ is also known for its clubs. Knightsbridge⁴ has a lot of exclusive and expensive shops, as well as many of the embassies. Fleet Street⁴ is the home of Law Courts. One part of the West End has so many Chinese shops and restaurants that is called Chinatown.

f) When you go outside the centre you find many areas which used to be small villages. The villages became part of the city when they expanded but they still managed to keep their village character. Hampstead⁴, the best known of the villages, is extremely expensive.

Пояснения к тексту:

- a) Сити
- b) король Эдвард
- c) зд. – незаскучаешь
- d) названия

7. Прочитайте 5-й абзац текста и письменно ответьте на вопрос:

What is called Chinatown?

Вариант 5

1. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s, и какую функцию это окончание выполняет, т.е. служит ли оно:

- a) показателем 3-го лица единственного числа глагола в Present Simple;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного

Переведите предложения на русский язык.

- 1. The ceremony of the Changing of the Guard that takes place daily at eleven o'clock in the morning provokes most interest among tourists.
- 2. The two principal public attractions of the Royal Academy are the famous series of Winter Exhibitions and the annual Summer Exhibition.
- 3. The Queen's Gallery has special exhibitions from the Royal collection and may be visited every day except Monday.

2. Перепишите следующие предложения и переведите их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным

- 1. The men took hard and heavy jobs in industry, and the women took the low-paid jobs in factory canteens or restaurants.
- 2. The British government's policy is that immigrants and their children should enjoy equality of opportunity in every possible way.
- 3. The remarkable collection of –Holmesiana² to be seen includes revolvers, handcuffs, a police lantern, a model of a horse-drawn cab and some 19-th-century cartoons.

3. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

- 1. Hyde Park has a large and most attractive lake called the Serpentine.
- 2. Street – salesmen promise that the goods are of the highest quality and much cheaper than those you can buy in the West End.
- 3. Immigrants hoped to find a better way of life in Britain.

4. Перепишите и письменно переведите предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

- 1. The British say that once upon a time people in England kept to any side of the road they liked.
- 2. There are no trams in London since 1952.

3. Some have had to leave their country for religious or political reasons.

5. Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

- a) The East End markets are famous throughout the world.
b) Yet, many people still discriminate against immigrants and their children because of the colour of their skin.
c) The Royal Academy's services to the arts began nearly 200 years ago.

6. Прочитайте и устно переведите на русский язык с 1 по 4 абзацы. Перепишите и письменно переведите 1, 2, 3 абзацы.

5. STRATFORD – UPON – AVON

1. No town of comparable size enjoys such universal popularity as Stratford-upon-Avon, the birth-place of William Shakespeare. Year by year the fame of its long established Shakespeare Festival spreads as increasing numbers of visitors from all parts of the world come to enjoy the plays of the greatest dramatist of all time.

2. Originating as a river – crossing settlement, Stratford-upon-Avon has served as the market centre of the surrounding countryside since the grant of its market in 1196. Since 1553 Stratford has remained a self-governing borough and today has a basic population of some fifteen thousand people.

3. Stratford is a town with a character and atmosphere of its own. Apart from the beauty of its river, its streets and buildings preserve many links with its interesting past. Most famous are the properties and gardens associated with Shakespeare and his family.

4. The Shakespeare Memorial Theatre is the centre of the Shakespeare Festival. The brick-built theatre was erected in 1932 to replace an earlier theatre destroyed by fire. It is without doubt one of the best equipped theatres and its Shakespearean productions attract an international audience.

5. The House where Shakespeare was born in 1564 and spent his early years is a half-timbered building. It is visited by pilgrims from all over the world. The interior of Shakespeare's Birthplace contains many features of unusual interest. The poet's birthroom on the first floor is a fascinating room with a low, uneven ceiling and is furnished after the pattern of a middle-class home such as the Shakespeare family occupied. It is the famous window on which are recorded the signatures of distinguished people who visited the house.

7. Прочитайте 5-й абзац и вопрос к нему. Из приведенных вариантов ответа укажите номер предложения, содержащего правильный ответ на поставленный вопрос:

What is Shakespeare's house?

1. It is middle-class home.
2. It is a half-timbered building.
3. It is a house with low, uneven ceiling.

Критерии оценки реферата – не предусмотрены

Критерии оценки лабораторной работы – не предусмотрены

Критерии оценки презентации – не предусмотрены

Критерии оценки портфолио – не предусмотрены

2 Оценочные материалы для промежуточной аттестации

Примерный перечень заданий к зачету не предусмотрен

Примерный перечень вопросов для экзамена.

Situation 1

Speak on the following situation: You are second – year student of the Pedagogical Institute, you are going to visit your pen- friend in America. Think, what you can tell your friend about yourself.

Situation 2

Speak on the following situation: You have got a pen- friend from London. She wants to know all about your family. Tell her about it.

Situation 3

Speak on the following situation: Not long ago you moved into a new house (flat), it is very comfortable and convenient. You like everything about it. Describe it, please.

Situation 4

Speak on the following situation: You are a first – year student of the Pedagogical Institute. You agree, that it is difficult to be a student, because you are very busy every day. Tell about your working day.

Situation 5

Speak on the following situation: You are a second- year student of the Pedagogical Institute. There are a lot of the qualified teachers, laboratories, lecture- rooms in it. Tell some words about your institute.

Situation 6

Speak on the following situation: There are different professions in the world. And it is not an easy way to make the right choice. You want to become a teacher. Give your reasons for it.

Situation 7

Speak on the following situation: There are four seasons in the year: spring, summer, autumn and winter. In your region every season is beautiful in its own way. Tell about your favorite season.

Situation 9

Speak on the following situation: Last summer the group of students visited Great Britain. You were among them. Now you have known a lot about this beautiful country.

Situation 8

Speak on the following situation: The British Educational System differs from Russian one. What do you know about it?

Situation 10

Speak on the following situation: Russia is one of the greatest countries in the world. Many people all over the world are interested in its culture, geography and history. Tell about your motherland.

Situation 11

Speak on the following situation: The group of English students arrives to your institute. Tell them about our institute.

Situation 12

Speak on the following situation: You live in the North Caucasus. It is a beautiful spa, famous for its mineral waters, baths, muds. Your town is not large, but it is nice and you like every corner of it.

Situation 13

Speak on the following situation: Last summer you visited Great Britain. You liked different cities in this country. But London made an unforgettable impression on you.

Situation 14

Speak on the following situation: You have got an excellent opportunity to visit the capital of our country- Moscow. Now you are sure that it is...

Situation 15

Speak on the following situation: You were invited to your friend's family to spend Christmas Holidays. Now you have known much how people in Great Britain celebrate all holidays.

Situation 16

Speak on the following situation: All people are kin on sport. You agree with the proverb: «A good health is above wealth». That is why sport plays an important part in your life.

Situation 17

Speak on the following situation: You were at the meeting with the teacher of Oxford University.

He answered many questions about the System of Higher Education in his country. Tell your group-mates about Higher Education in Great Britain.

Situation 18

Speak on the following situation: You have read a lot of information about famous people. Please, tell your group mates about your favorite writer.

Situation 19

Speak on the following situation: Your pen-friend from Great Britain arrived in Russia for his holidays. He enjoys his visit greatly but he is missing his favourite newspapers. He told you what kind of British newspapers he prefers to read. Tell about it.

Texts

Customs and traditions

Every nation and every country has its own customs and traditions. In Britain traditions play a more important part in the life of the people than in other countries.

Englishmen are proud of their traditions and carefully keep them up. Foreigners coming to England are struck at once by quite a number of customs and peculiarities in English life. Some ceremonies are rather formal, such as the Changing of the Guard at Buckingham Palace, Trooping the Colour, the State opening of Parliament. Sometimes you will see a group of cavalymen riding on black horses through the streets of London. They wear red uniforms, shining helmets, long black boots and long white gloves. These men are Life Guards. Their special duty is to guard the queen or the king of Great Britain and very important guests of the country.

To this day an English Family prefers a house with a fireplace and a garden to a flat in a modern house with central heating. Most English love gardens. Sometimes the garden in front of the house is a little square covered with cement painted green in imitation of grass and a box of flowers. They love flowers very much.

Holidays are especially rich in old traditions and are different in Scotland, Ireland, Wales and England. Christmas is a great English national holiday and in Scotland it is not observed at all. But six days later, on New Year's Eve the Scots begin to enjoy themselves. All the shops and factories are closed on New Year's Day. People invite their friends to their houses. Greetings and presents are offered.

The Computer Revolution

Without the computer space programmes would be impossible and the 21st century would be impossible. The incredible technology we are building, the complexity and the knowledge we are amassing on the way toward the creation of that not-so-far-off 21st century, are all beyond the unaided mind and muscle of man. More than any other single invention, perhaps even more than wheel, the computer offers a promise so dazzling and a threat so awful that it will forever change the direction and meaning of our lives.

Computers today are running our factories, planning our cities, teaching our children, and forecasting the possible futures we may be hear to.

In the new age of exploration the computer is solving in milliseconds the problems a generation of mathematicians would need years to solve without its help. The small, fifty-nine-pound computer, which takes up only one cubic foot of space in the vehicle will do all of the mathematics needed to solve one billion different space-maneuvering, navigation, and re-entry problems. Moreover, it translates the answer into simple numbers and tells the astronaut the attitude to which he must bring the spacecraft before firing the thrusters, and indicate to him exactly how long they must be fired.

Good health

We are healthy when all parts of our bodies and of our minds work together properly. We cannot be happy unless we feel well.

The ancient Greeks knew that the value of good health. They even named one goddess Hygeia, which means goddess of health. Hygeia was the daughter of Asclepius, the god of medicine. The Greeks prayed to her to give them good health.

The Romans spoke of health in a proverb: A healthy mind in a healthy body. In addition to physical health, an understanding of mental health is also important. The body does a great deal to take care of itself, but by learning a few important health rules, it is possible to help the body to work at its best.

Many people will say: Good health means not being ill. That is true. But health is more than that. Good health is something positive. We have good health when our bodies and our minds are able to work at their best.

The human body is much more complicated than any machine. Yet it needs less day-to-day care than machine. No machine can do all the things the body can do. No machine will work for 70 years or more, day and night, requiring only air, water, food, and a few simple rules.

Sightseeing of London

London has many parks and gardens. The best known are Hyde Park, Regent's Park and St. James's Park. They are all within easy reach of the center of London.

Hyde Park is a royal park since 1536. It was once part of the forest where Henry VIII hunted wild animals. Hyde Park now has 146 hectares of parkland, and people are allowed to walk or sit and lie on the grass. The Serpentine is the lake in the middle of the park. In summer you can swim in the Serpentine or go out in a boat. It is a custom for some people to swim in it on Christmas Day. Hyde Park is famous for its Speaker's Corner, where people go when they want to tell other people about their political opinions.

Regent's Park is in the north-west of London. It is the home of the London Zoo. There are more than six thousand animals and birds in the Zoo. One can reach the Zoo by boat that goes along the Regent's canal. In summer one can visit an open-air theatre and enjoy a play by Shakespeare. There are also children's playgrounds and tennis courts.

St. James's Park is the oldest and the smallest of a royal parks. It is near Buckingham Palace. There is a lake in St. James's Park which is famous for its water-birds. The pelicans were originally given to Charles II by a Russian ambassador. Hundreds of people who work in the offices nearby come to this park to rest and eat their lunch.

Clothes

These days, most people in Britain and the USA do not wear very formal clothes. But sometimes it is important to wear the right thing.

Many British people don't think about clothes very much. They just like to be comfortable. When they go out to enjoy themselves, they can wear almost anything. At theatres, cinemas and concerts you can put on what you like – from elegant suits and dresses to jeans and sweaters. Anything goes, as long as you look clean and tidy.

But in Britain, as well as in the USA, men in offices usually wear suits and ties, and women wear dresses and skirts (not trousers). Doctors, lawyers and businessmen wear quite formal clothes. And in some hotels and restaurants men have to wear ties and women wear smart dresses. Jeans and open shirts are sometimes not allowed.

In many ways, Americans are more relaxed than British people, but they are more careful with their clothes. At home, or on holiday, most Americans wear informal or sport clothes. But when they go out in the evening, they like to look elegant. In good hotels and restaurants, men have to wear jackets and ties, and women wear pretty clothes and smart hairstyles.

It is difficult to say exactly what people wear in Britain and in the States, because everyone is different. If you are not sure what to wear, watch what other people do, and then do the same. Or ask the advice of a friend or your host. You'll feel more relaxed if you don't look too different from everyone else.

The weather forecast

And now here's the weather forecast for the next twenty-four hours the whole of England, Wales, Scotland and Northern Ireland. Starting with Southern England and the Midlands, it'll be mainly dry and sunny, but quite cold, with temperatures around six or seven degrees Celsius. It should stay dry all day, but there'll be quite a wind, so wrap up warm.

And in the west country, Wales and Northern Ireland, you can expect –some rain in the morning and afternoon and quite strong north east rely winds, and the temperature will be lower than yesterday, around the three or four degrees mark. I don't think you'll see much of the sun: cloudy all day, I'm afraid. The east coast of England will see the best of today's weather. It'll be warmer than yesterday, no winds, and sunshine, so quite warm for the time of year.

In Scotland and Northern Ireland, however, there'll be heavy rain and may be some snow during the afternoon, and on the hills temperatures will drop to below freezing, minus four or five, and on the highest spots minus ten. Over much of Scotland it will be cloudy, and windy too as the cold front moves in over the Atlantic. Northern Ireland can expect the same, but the rain will end before dark. But again very cold, with temperatures not going above freezing.

London

One-seventh of the population of the United Kingdom are Londoners. Over 8 million people live in Greater London. It includes the suburbs of the city all of which are connected with the center of London and with each other by underground railway lines.

London dominates British life. It is the home of the nation's commerce and finance, the main center of its legal system and press. It has the largest university and the greatest possibilities for entertainment and for sport in the country, London is one of the most famous capital cities of the world, and every year attracts crowds of visitors from home and abroad. They come to explore its historic buildings, to see its museums and galleries, streets, parks and its people.

The build up area of the Greater London stretches for 50 kilometers from east to west. Many of its districts are linked with particular activities. For example, parliamentary and government activities center in Parliamentary Square of Westminster and Whitehall. Just as "Westminster" stands for Parliament, "Whitehall" is often used as the name for central government.

Just as Westminster is the center of government, so the City of London is the center of finance. In Threadneedle Street is the Bank of England – sometimes called "The Old Lady Threadneedle Street", the central banking institution whose pound notes are the main currency in the country.

Letter writing

Letter writing is an important part of world business. Though nowadays the increasing use of the telephone, telegraph, telex and telefax is reducing correspondence, it still retains its importance, since all that has been agreed upon by other means has to be confirmed in writing.

Studies show that people who write well are more likely to have successful careers. Skill in writing business and personal letters can make a difference in your life. For example, a well- writing letter applying for a job may lead to a fine position. A good personal letter can help build or keep a valuable friendship.

The style of an English business letter should be natural. An English business letter is usually more informal than business letters written in most other languages. Write as you would talk. Forget the typewriter or computer between, you and the person you are writing to. Remember, however, that Russian phrases should not be translated into English literally. It will be useful to learn the English phrases in general use in business correspondence.

There are many kinds of business letters: letters of invitations;

letters of application (written by people seeking a job); sales letters (they are intended to convince the reader to buy something); complaint letters (they are written to call attention to a problem and to persuade the reader to take corrective action); collecting letters (firms write collection letters to get money from customers who have fallen behind in paying their bills), etc. However, the same principles of good writing apply to each kind.

Disney

They say, Disney seldom praised anybody and he didn't like to show his feelings and emotions. But once when he saw a few episodes from *Bambi* and timed to the animators there were tears in his eyes. This was how Disney approved of their work. But it happened only twice in thirty- nine years.

Disney respected people who could make something with their hands. He especially respected the carpenter working in the studio. Although everyone called Disney Walt and he called

everybody by their first name, the carpenter was an exception to the rule. Disney always called him Mr. Rogers.

When Walt Disney was making a film, he always thought not only about children but also about grown-ups. That's why he tried to touch upon the subjects of nature and life, he wanted to make people think about life, love, justice, about good and evil powers. There were episodes in Disney's films that did not leave a dry eye in the cinema. At the same time all Disney's films are full of optimism and have a happy ending. A great number of people were brought up on Walt Disney's films and they are grateful to him for these unforgettable moments in their childhood.

It may seem strange that after the success in animation, Disney directed his energies to a new field – constructing Disneyland. Everybody thought that it was impossible to realize this idea but Disney saw it as continuation of what he had been doing all his life.

Text

In the year 1564 in Stratford-on-Avon, in Warwickshire, there was a quiet little village that differed in no way from hundreds of others scattered over England at that time. In these little villages the houses were built commonly of wood, with the upper storeys overhanging the lower, and with windows of lattice-work or horn, as glass was then seldom used except in the houses of the wealthy. Sometimes the villages consisted of one long straggling street which began in the open country and *ended* perhaps in a moor or bog. But more often the houses were built around a large green, in the center of which were the maypole and common well. There the villagers came in the evening to chat and gossip, and on holidays they made merry with dancing and feasting, and the Robin Hood games which were then so popular. Each cottage had its garden where in grew rosemary and fennel and all kinds of herbs, in closest neighbourhood to the roses and daffodils and violets which were the pride of the cottages. In the fields beyond, the paths led through scarlet poppies and golden primroses to the great forests, which were then found all over England.

In one of these cottages, which was richer than many of its neighbours two storeys instead of one, and which had, furthermore, some dormer windows in its roof, was born, in 1564, a boy.

Text

Everybody in the world is seeking happiness – and there is one sure way to find it. That is by controlling your thoughts. Happiness doesn't depend on outward conditions. It depends on inner conditions.

It isn't what you have or who you are or where you are or what you are doing that makes you happy or unhappy. It is what you think about it. For example, two people may be in the same place, doing the same things; both may have about an equal amount of money and prestige – and yet one may be miserable and the other happy. Why? Because of a different mental attitude.

«Nothing is good or bad,» said Shakespeare, «but thinking makes it so.»

Abraham Lincoln once remarked that «most folks are about as happy as they make up their minds to be.» He was right.

Whenever you go out of doors, draw the chin in, carry the crown of the head high, and fill the lungs to the utmost; drink in the sunshine; greet your friends with a smile, and put soul into every handclasp. Do not fear being misunderstood and do not waste a minute thinking about your enemies. Try to fix firmly in your mind what you would like to do; and then, without veering the direction, you will move straight to the goal. Keep your mind on the great and splendid things you would like to do, and then, as the days go gliding by, you will find yourself unconsciously seizing upon the opportunities that are required for the fulfillment of your desire. To think rightly is to create.

English food

I am always both amused and annoyed when I hear foreign people criticize English food. "It's boring, it's tasteless, it's chips with everything and totally overcooked vegetables."

When I asked these visitors where they have experienced English cooking, I am astonished by their reply. "In Wimpy Bars and McDonalds hamburger restaurants," they often say. I have won my case. Their conclusions are inexcusable.

English basic ingredients, when fresh, are so full of flavor that they haven't need of any sauces and complex recipes to disguise their natural taste. What can compare with fresh peas or new potatoes just boiled (not overboiled) and served with butter? Why drown spring lamb in wine or cream or yoghurt and spices, when with just one or two herbs it is absolutely delicious?

It is interesting to speculate what factors such as geography and climate play part in the creation of a country's food. We complain about wet and changeable weather, but it is the rain which gives us our rich soil and green grass. Poor soils meant more searching for food, more discovery, more invention, whereas English ancestors sat down to plenty without having to take trouble.

If you ask foreigners to name some typically English dishes, they will probably say "Fish and chips" and then stop. It is disappointing, but true, that there is no tradition in England of eating in restaurants, because our food doesn't lend itself to such preparation. English cooking is found in the home, where it is possible to time the dishes to perfection.

Musical comedies

Musical comedies, or musicals, have become America's most significant contribution to world theatre. Musical comedy is a type of play that tells a story through a combination of dialogue, songs and dances.

Musical comedy developed in the United States during the late 1800's. It shared roots with both European and American popular forms of entertainment. European influences included the operetta, or light opera, and extravaganza, or spectacle. The basic American influences were vaudeville, minstrel show.

Musical comedy differs from other forms of musical shows. It has a simple but distinctive plot which unifies all of its other elements: the book, or the libretto, the music, the lyrics and the dancing.

«The Black Crook», produced in New-York in 1866, marked the beginning of American musical comedy. The real maturity came to American musicals during World War I and the years immediately afterwards.

Most major American musical comedies that have enchanted audiences throughout the world were first presented in New York City, normally on Broadway. One of the longest-running show in Broadway history drew Broadway audiences for more than eight years.

Universities in England

In the early nineteenth century Oxford and Cambridge were the only two universities in England. The cost of education in these universities was so high that only the sons of the wealthier classes could afford to attend. But more restrictive still were the religious tests: only Church of England members could attend. It was to overcome these limitations that in 1827, in Gower Street, London, a non-denominational college, -"University College" was founded. Its first years were years of struggle for survival against hostile forces of the Church and State. The "godless" college was opposed by the Archbishop of Canterbury, Sir Robert Peel and the Prime Minister, the Duke of Wellington, who in 1831 opened a rival institution - King's College.

In 1836 these two institutions, University College and King's through a typically English compromise joined forces. Each retained the control of its own internal organization, faculty and teaching; a separate body, the University of London, was created to "conduct the examination of, and to confer degrees upon their students". Thus was born the University of London.

Today the University has much the same form of organization adapted to accommodate its increased size and complexity.

English villages

Old English villages are pretty with their picturesque cottages. English villages are not all alike, but in some ways they are not very different from each other. The village green is a wide stretch of grass, often with a road along each side of it. The houses or cottages are built round the green with the road in front of them near their garden gates. On the green there is usually a pump or a well from which the villages can draw water. At present day many villages have water brought in pipes into each home.

English cottages are pretty. English people are fond of gardening. They do their best to make their gardens look lovely.

There are few shops in a village. There may be only one shop. It is a “general store” and sells almost everything that people need in their homes. The shopkeeper is often a postmaster as well, and he sends telegrams and sells stamps.

Fortunately most villages are not far away from some small towns. So people can go there to buy what they cannot find in the village shop.

The village school is for all the children of the village. Often there is only one schoolmaster or schoolmistress, who has to teach all the subjects.

Most of the men of the village are farmers. But there may be a shoemaker, a baker, an innkeeper, and perhaps a doctor and a policeman.

Village life has changed very much. What remains unchanged, fortunately, is the natural beauty of the country – the hills, the trees, the fields, the woods, the flowers.

Christmas

Christmas is a holiday that appeals to the child in all of us, and it has always been the most exciting time of the year for me. When I was young, birthdays were nothing compared to it, for Christmas has three marvelous aspects – both the giving and receiving of presents, making beautiful decorations and preparing the most wonderful food.

One of the delights of the holidays is making all of the food. The traditional Christmas pudding with its breathtaking aromas of dried fruits and brandy, the after dinner chocolate. The central decoration for Christmas must be tree. Prince Albert introduced the custom to England by bringing cut conifers from Germany in the nineteenth century. These were the trees that drop their needles within a few days of being cut. Despite this, I am still very fond of them: their aromatic scents always transport me back to my childhood and to the wild hope that there might be snow outside on Christmas Day. Christmas tree production is today a booming business, and there are varieties of trees that hold their needles for quite a long period of time. But I personally still decorate the tree and put up the decorations just three or four days before Christmas.

When we were children, Christmas Eve was devoted to the purpose of wrapping presents. We were so excited, it seems that we hardly slept at all that night. Dressed in his red suit, Father Christmas duly appeared in the morning to wake us up. Then there was the feverish opening of presents in the stockings at the end of our beds. But the presents under the tree could only be opened after Christmas cake had been cut at tea time. In my teens it was the real high point of Christmas holiday.

William Hogarth

William Hogarth (1697 – 1764) was born in London. His father was a schoolmaster. From childhood, Hogarth showed a talent for drawing. He was apprenticed to a silverplate engraver until 1720 when he went into his own business as an engraver. He also studied painting at the art school of Sir James Thornhill, and in 1729 he married Thornhill's daughter.

Hogarth's earliest completed series of six paintings for which he first became famous was *The Harlot's progress*, completed in 1731. This has followed by two other series, *A Rake's Progress*, eight paintings, and *Marriage a la Mode*, six paintings. He made engravings of all these.

In all his paintings Hogarth tried to do the same things. He wanted his paintings to be like a play. Instead of actors on a stage speaking parts, he wanted his paintings to be his stage and the men and women he drew to be his actors and to tell a story. He tried to have them tell their story by certain actions and movements. Although he is often humorous in the way in which he drew things, he never softened or made his objects pleasant if they were not so.

New-York

New-York is known as a “melting-pot”, because people of different races and nationalities make up its population of more than 7 million. About 13 of every 100 people in New-York were born in another country. More than 80 languages are spoken throughout the neighbourhoods and streets of the city. There are places where the English language is hardly ever heard.

You can cross continents within the city. If you wish to go from China to Italy, you only have to cross Canal Street. It is also just as easy to go from Puerto Rico to Israel. There are more Irish and Italians in New York City than in any other city outside Ireland and Italy. More than 80000 Chinese-Americans live in Chinatown in Manhattan. Chinatown looks more like Hong Kong than New York. There is a district in Brighton Beach – renamed Little Odessa by its Russia residents – where you forget that you are in New-York. You could be on the Black Sea coast. Harlem is often called the black capital of the country.

Signs of immigrations from all over the world can still be found in the names of streets and buildings. New-York smells the whole world kitchen. Italian, Greek, Chinese, Korean, Russian, Mexican, Spanish, African cuisines are in the fierce culinary competition.

There is always something to celebrate in New-York: the Chinese New Year in January, with its wonderful fireworks and dragon parade; San Gennaro's Day in September, when the whole of Little Italy is out in the streets dancing; Easter Parade on Fifth Avenue; the New Year's Eve celebrations in Times Square; Harlem day in August... Sometimes celebrations in small quarters are more interesting than the big Fifth Avenue parades because they offer a variety of music, food and drink and the chance to meet people.

Vincent Van Gogh

Nobody has ever paint corn-fields or sunflowers like Van Gogh. His paintings are full of colour and sunlight. Today his painting are worth millions of pounds but in his lifetime he sold only one. Van Gogh was born in Holland in 1853. He did not start painting until he was twenty-seven, ten years before he died. Before becoming a painter, he was a teacher, an art dealer and a church preacher.

In 1886 he left Holland and joined his younger brother, Theo, who was working in Paris at that time. After living there for two years, he moved to the warmer climate of Arles in the south of France. Here he painted some of his famous pictures.

However, Van Gogh was mentally ill. During one of his fits of madness he attacked his friend, the artist Paul Gauguin. In another fit of madness, Van Gogh cut off part of his own ear. Eventually he went to a mental hospital but he did not get any better.

Finally, on Sunday 27th July 1890, in the small village of Auvers, north of Paris, Van Gogh took a gun, went into a corn-field and shot himself. When his brother Theo arrived, he said: «I hope I did it properly.» Thirty-six hours later Van Gogh died in his brother's arms. His last words were «La tristesse durera.» (The sadness will continue)

Пример экзаменационного билета

МИНИСТЕРСТВО ОБРАЗОВАНИЯ СТАВРОПОЛЬСКОГО КРАЯ

Филиал государственного бюджетного образовательного учреждения высшего образования

«СТАВРОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ»

Факультет психолого-педагогический

Кафедра историко-филологических дисциплин

Наименование дисциплины **«Иностранный язык»**

Курс 1

Направление 44.03.03 Специальное (дефектологическое) образование

Профиль «Логопедия»

Экзаменационный билет № 1

Card №1

1. Speak on the following situation: You are a second - year student of the Pedagogical Institute, you are going to visit your pen- friend in America. Think, what you can tell your friend about yourself.
2. Read and translate the text. Prepare a passage for a good reading and a literary translation. Make the annotation of the text.

Text: The creative impulse (by W. S. Maugham)

Критерии оценки

| Шкала оценивания | Критерии оценивания |
|--------------------------------------|--|
| «отлично» / «зачтено» | студент должен: продемонстрировать глубокое и прочное усвоение знаний материала; исчерпывающе, последовательно, грамотно и логически стройно изложить теоретический материал; правильно формулировать определения; продемонстрировать умения самостоятельной работы с рекомендованной литературой; уметь сделать выводы по излагаемому материалу |
| «хорошо» / «зачтено» | студент должен: продемонстрировать достаточно полное <i>знание</i> материала; продемонстрировать <i>знание</i> основных теоретических понятий; достаточно последовательно, грамотно и логически стройно излагать материал; продемонстрировать <i>умение</i> ориентироваться в литературе по проблематике дисциплины; <i>уметь</i> сделать достаточно обоснованные выводы по излагаемому материалу |
| «удовлетворительно» / «зачтено» | студент должен: продемонстрировать общее <i>знание</i> изучаемого материала; <i>знать</i> основную рекомендуемую программой дисциплины учебную литературу; <i>уметь</i> строить ответ в соответствии со структурой излагаемого вопроса; показать общее <i>владение</i> понятийным аппаратом дисциплины; |
| «неудовлетворительно» / «не зачтено» | ставится в случае: незнания значительной части программного материала; не владения понятийным аппаратом дисциплины; существенных ошибок при изложении учебного материала; неумения строить ответ в соответствии со структурой излагаемого вопроса; неумения делать выводы по излагаемому материалу. |