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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 № 15  
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

**Форма обучения**

очная

**Срок освоения**

4 лет 0 месяцев

**Кафедра**

Кафедра историко-филологических дисциплин

**Год начала  
подготовки**

2022

Железноводск, 2025 г.

Программу составил(-и): Кандидат пед. н., Доцент, Мартынов Олег Вадимович

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, 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 № 15 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

Цель дисциплины «Иностранный язык» 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, а также для дальнейшего самообразования.

## 2. ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Задачи дисциплины:

повышение уровня учебной автономии, способности к самообразованию;  
развитие когнитивных и исследовательских умений;  
развитие информационной культуры;  
расширение кругозора и повышение общей культуры студентов;  
воспитание толерантности и уважения к духовным ценностям разных стран и народов.  
осуществление деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

## 3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Цикл (раздел) ООП: Б1.О.02

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

Выполнение и защита выпускной квалификационной работы

Подготовка к сдаче и сдача государственного экзамена

Производственная (педагогическая) практика 3

Производственная практика (научно-исследовательская работа) 1

Психолингвистика

## 4. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Код и наименование компетенции	Код и наименование индикатора достижения компетенции
<b>УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах</b>	<b>УК-4.1</b> Использует различные формы, виды устной и письменной коммуникации на русском,

В результате освоения дисциплины обучающийся должен:

<p><b>знать:</b></p> <p>лексический и грамматический материал по изучаемым темам в объёме, предусмотренном программой (1000 активно усвоенных лексических единиц).</p>	<p><b>уметь:</b></p> <p>выражать свои мысли, понятия на иностранном языке на уровне бытового общения; читать и переводить иностранные тексты общего содержания и по специальности со словарём; поддерживать беседу-диалог с иностранными коллегами на профессиональные темы, а также общего характера; говорить и писать на иностранном языке на уровне межличностных коммуникаций (написать частное и деловое письмо, свою биографию, сообщение на</p>	<p><b>владеть:</b></p> <p>профессиональной и бытовой лексикой в объёме, предусмотренном программой; одним из иностранных языков международного общения на уровне, обеспечивающем устные и письменные межличностные и профессиональные коммуникации.</p>
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заданную тему, тезисы);  
участвовать в диалоге, дискуссии,  
составлять монологическое  
подготовленное и  
неподготовленное высказывание;  
понимать на слух диалогическую  
и монологическую речь в сфере  
профессиональной  
коммуникации и бытового  
общения.

## 5. ОБЪЕМ УЧЕБНОЙ ДИСЦИПЛИНЫ И ВИДЫ УЧЕБНОЙ РАБОТЫ

Общая трудоемкость дисциплины составляет 9 зачетные (-ых) единицы (-ы) (324), включая промежуточную аттестацию.

Распределение часов дисциплины по семестрам

Семестр ( <b>&lt;Курс&gt;.&lt;Се местр на курсе&gt;</b> )	<b>1 (1.1)</b>		<b>2 (1.2)</b>		<b>3 (2.1)</b>		<b>Итого</b>	
<b>Неделя</b>	18 3/6		16 1/6		15 2/6			
<b>Вид занятий</b>	УП	РП	УП	РП	УП	РП	УП	РП
Практические	54	54	54	54	54	54	162	162
Консультации					1	1	1	1
Контактная работа на промежуточную аттестацию	0,3	0,3	0,3	0,3	0,5	0,5	1,1	1,1
Итого ауд.	54	54	54	54	54	54	162	162
Контактная работа	54,3	54,3	54,3	54,3	55,5	55,5	164,1	164,1
Сам. работа	53,7	53,7	53,7	53,7	35	35	142,4	142,4
Часы на контроль					17,5	17,5	17,5	17,5
Итого	108	108	108	108	108	108	324	324

## 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. Вводный фонетический курс					
1.1	Вводный фонетический курс /Тема/	1	0			
1.2	Вводный фонетический курс /Пр/	1	10		Л1.1Л2.1Л 3.1 Л3.2	
1.3	Вводный фонетический курс /Ср/	1	9,7		Л1.1Л2.1Л 3.1 Л3.2	
1.4	Основной курс. Этикет. /Тема/	1	0			
1.5	Основной курс. Этикет. /Пр/	1	10		Л1.1Л2.1Л 3.1 Л3.2	
1.6	Основной курс. Этикет. /Ср/	1	16		Л1.1Л2.1Л 3.1 Л3.2	
1.7	Биография /Тема/	1	0			
1.8	Биография /Пр/	1	14		Л1.1Л2.1Л 3.1 Л3.2	

1.9	Биография /Ср/	1	16		Л1.1Л2.1Л 3.1 Л3.2	
1.10	Система образования.Жизнь современного студента. /Тема/	1	0			
1.11	Система образования.Жизнь современного студента. /Пр/	1	20		Л1.1Л2.1Л 3.1 Л3.2	
1.12	Система образования.Жизнь современного студента. /Ср/	1	12		Л1.1Л2.1	
1.13	Форма промежуточной аттестации зачет /КПА/	1	0,3			
	Раздел 2. Раздел 2. Англо- говорящие страны.					
2.1	Москва. /Тема/	2	0			
2.2	Москва. /Пр/	2	10		Л1.1Л2.1Л 3.1 Л3.2	
2.3	Москва. /Ср/	2	18		Л1.1Л2.1Л 3.1 Л3.2	
2.4	Англо-говорящие страны. Великобритания. /Тема/	2	0			
2.5	Англо-говорящие страны. Великобритания. /Пр/	2	24		Л1.1Л2.1Л 3.1 Л3.2	
2.6	Англо-говорящие страны. Великобритания. /Ср/	2	18		Л1.1Л2.1Л 3.1 Л3.2	
2.7	Англо-говорящие страны. США. /Тема/	2	0			
2.8	Англо-говорящие страны. США. /Пр/	2	20		Л1.1Л2.1Л 3.1 Л3.2	
2.9	Англо-говорящие страны. США. /Ср/	2	17,7		Л1.1Л2.1	
2.10	Форма промежуточной аттестации зачет /КПА/	2	0,3			
	Раздел 3. Раздел 3. Путешествие.					
3.1	Путешествие. /Тема/	3	0			
3.2	Путешествие. /Пр/	3	14		Л1.1Л2.1Л 3.1 Л3.2	
3.3	Путешествие. /Ср/	3	10		Л1.1Л2.1Л 3.1 Л3.2	
3.4	Каникулы. /Тема/	3	0			
3.5	Каникулы. /Пр/	3	14		Л1.1Л2.1Л 3.1 Л3.2	
3.6	Каникулы. /Ср/	3	10		Л1.1Л2.1Л 3.1 Л3.2	
3.7	Покупки. /Тема/	3	0			
3.8	Покупки. /Пр/	3	14		Л1.1Л2.1Л 3.1 Л3.2	
3.9	Покупки. /Ср/	3	8		Л1.1Л2.1Л 3.1 Л3.2	
3.10	Еда. /Тема/	3	0			
3.11	Еда. /Пр/	3	12		Л1.1Л2.1Л 3.1 Л3.2	

3.12	Еда. /Ср/	3	7		Л1.1Л2.1Л 3.1 Л3.2	
3.13	Экзамен /Тема/	3	0			
3.14	Форма промежуточной аттестации экзамен /КПА/	3	0,5			
3.15	Форма промежуточной аттестации экзамен /Конс/	3	1			

\* - 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: - 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;	Обучающийся демонстрирует: - 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.	Обучающийся демонстрирует: - 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	Обучающийся демонстрирует: - 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

- отсутствие готовности (способности) к дискуссии и низкая степень контактности.		выполнить; - владение основной литературой, рекомендованной программой дисциплины; Возможны незначительные неточности в раскрытии отдельных положений вопросов билета, присутствует неуверенность в ответах на дополнительные вопросы.	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.
<b>8. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ</b>			

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.

<b>9. ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ ЛИТЕРАТУРЫ</b>	
<b>9.1. Рекомендуемая литература</b>	
<b>9.1.1. Основная литература</b>	
Л1.1	Кузьменкова Ю. Б. Английский язык (А2–В2) [Электронный ресурс]:учебник и практикум для спо. - Москва: Юрайт, 2024. - 412 с – Режим доступа: <a href="https://urait.ru/bcode/536635">https://urait.ru/bcode/536635</a>
<b>9.1.2. Дополнительная литература</b>	
Л2.1	Аитов В. Ф., Аитова В. М., Кади С. В. Английский язык (А1-В1+) [Электронный ресурс]:учебное пособие для спо. - Москва: Юрайт, 2024. - 234 с – Режим доступа: <a href="https://urait.ru/bcode/538711">https://urait.ru/bcode/538711</a>
<b>9.1.3. Методические разработки</b>	
Л3.1	Мичугина С. В. Английский язык для педагогов (А2) [Электронный ресурс]:учебное пособие для спо. - Москва: Юрайт, 2024. - 170 с – Режим доступа: <a href="https://urait.ru/bcode/532284">https://urait.ru/bcode/532284</a>
Л3.2	Мичугина С. В. Английский язык для педагогов (А2) [Электронный ресурс]:учебное пособие для вузов. - Москва: Юрайт, 2024. - 170 с – Режим доступа: <a href="https://urait.ru/bcode/532283">https://urait.ru/bcode/532283</a>
<b>10.1 Интернет-ресурсы (базы данных, информационно-справочные системы и др.)</b>	
ЭБС «Лань» <a href="https://e.lanbook.com">https://e.lanbook.com</a>	

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

## 10.2. Профессиональные базы данных и информационные справочные системы

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

## 10. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

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.

Рабочие места для самостоятельной работы обучающихся оснащены компьютерной техникой с подключением к сети Интернет и обеспечены доступом в электронную информационно-образовательную среду вуза.

Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение:

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, Опера и др.).

4. Программа тестирования Айрен.

## Оценочные материалы по дисциплине «Иностранный язык (английский)»

### 1. Оценочные материалы для текущего контроля

#### 1.1. 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	Тестовое задание
	1- закрытое 2- открытое 3-последовательно 4-соответствие	
1.	2	<b>Задание № 1</b>  We've got a meeting in 10 minutes. Do I have to _____? — Yes, you do.  1-attract

		<p>2- atone</p> <p>3- attend</p> <p>4- attain</p>
2.	2	<p><b>Задание № 2</b></p> <p>A prearranged practical learning professional experience under the guidance of a university coordinator is ...</p> <p>1-an exam</p> <p>2- an internship</p> <p>3- a lecture</p> <p>4- a conference</p>
3.	2	<p><b>Задание № 3</b></p> <p>The TOEFL is the most common _____ for those students whose first language is not English.</p> <p>1-test</p> <p>2- credit</p> <p>3-grade</p> <p>4-exam</p>
4.	2	<p><b>Задание № 4</b></p> <p>Although each school in England decides its own _____, they must include certain compulsory subjects.</p> <p>1-program</p> <p>2-curriculum</p> <p>3- academic training</p> <p>4-education</p>

5.	3	<p><b>Задание № 5</b></p> <p>Расположите части делового письма в правильном порядке</p> <p>Укажите порядок следования всех 5 вариантов ответа:</p> <p>A- Yours faithfully</p> <p>Terence Hill</p> <p>Company Secretary</p> <p>B- The Steel Box Company Ltd</p> <p>Smithington Lane</p> <p>Smithington</p> <p>Sheffield SH7 4AG</p> <p>England</p> <p>27 February 20 3</p> <p>C -TGH Bleche Handelsgesellschaft mbH</p> <p>Rombacher Hütte 99</p> <p>44795 Bochum</p> <p>Germany</p> <p>D- Dear Sirs</p> <p>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>
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6.	4	<p><b>Задание 6</b></p> <p>Перед Вами конверт</p> <p>Harvard Plastics Inc. (UK)</p> <p>Соотнесите информацию под определенным номером на конверте с тем, что она обозначает. Укажите соответствие для каждого нумерованного элемента задания</p> <p>Укажите соответствие для всех 6 вариантов ответа:</p> <ol style="list-style-type: none"> <li>1) the addressee's company name</li> <li>2) the country the letter comes from</li> <li>3) the town in the return address</li> <li>4) the ZIP Code in the return address</li> <li>5) the addressee</li> <li>6) the town in the mailing address</li> </ol> <p>A)Birmingham</p> <p>B) BI8 9LL</p> <p>C) United Kingdom</p> <p>D)The President</p> <p>E)Harvard Plastics Inc.Broadway</p> <p>F)New York, NY10018 USA</p>
7.	1	<p><b>Задание № 7</b></p> <p>Прочитайте текст и выполните задания.</p> <p>Parenting Styles</p> <p>1. 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</p>

		<p>in happiness, social competence and self-esteem.</p> <p>2. 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.</p> <p>3. 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><b>Отвeтьте на вопрос:</b></p> <p>Why are the children of authoritarian parents generally obedient and proficient?</p> <p><b>Варианты ответа:</b></p> <p>1-Their parents are democratic.</p> <p>2-Their parents are responsive.</p> <p>3- Their parents are strict.</p> <p>4- Their parents are indulgent</p>
8.	2	<p><b>Задание 8</b></p> <p>Прочитайте текст и завершите утверждение согласно содержанию текста.</p> <p>A permissive parenting style is the most likely to produce ...</p>

		<p>Parenting Styles</p> <p>1. 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.</p> <p>2. 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.</p> <p>3. 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</p> <p>2-disobedient, hot- tempered and dropping behind the class children</p> <p>3- unhappy, clever and obedient children</p> <p>4- happy, self-assured and poor children</p>
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9.	1	<p><b>Задание № 9</b></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 acid rain</p> <p>Выберите один из 4 вариантов ответа:</p> <ul style="list-style-type: none"> <li>1) Nature</li> <li>2) Ecological Catastrophe</li> <li>3) Acid rains</li> <li>4) Fish</li> </ul>
10.	1	<p><b>Задание № 10</b></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> <ul style="list-style-type: none"> <li>1) In English the verb has only one from</li> <li>2) «I read a book last night» will be translate into Russian in one way</li> </ul>



		<p>3) In Slavonic languages it is important if the action has been completed</p> <p>4) We must refer to future tense at all in spite of having only past tense</p>
11.	2	<p><b>Задание № 11</b></p> <p>The younger you are, _____ it is to learn.</p> <p>Варианты ответа:</p> <p>1- easier</p> <p>2- the easier</p> <p>3- the easiest</p> <p>4- more easier</p>
12.	2	<p><b>Задание № 12</b></p> <p>Please buy some fruit _____ the way home.</p> <p>Варианты ответа:</p> <p>1-to</p> <p>2- in</p> <p>3- at</p> <p>4- on</p>
13.	2	<p><b>Задание № 13</b></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><b>Задание № 14</b></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><b>Задание № 15</b></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><b>Задание № 16</b></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>

		3- be allowed to 4- be to
17.	2	<b>Задание № 17</b> He was _____tired _____ thirsty, for it was very hot. Варианты ответа: 1- neither ... nor 2- both ... and 3- not so ... as 4- either ... or
18.	2	<b>Задание № 18</b> When Anna got paid she bought _____ some new clothes. Варианты ответа: 1- she 2- herself 3- hers 4- her
19.	2	<b>Задание № 19</b> The Prime Minister's Election _____ soon. Варианты ответа: 1- held 2- will be held 3- will held 4- will hold
20.	2	<b>Задание № 20</b> I liked _____ essay you had brought the other day very

		<p>much.</p> <p>Варианты ответа:</p> <p>1-the</p> <p>2- a</p> <p>3-an</p> <p>4- —</p>
21.	2	<p><b>Задание № 21</b></p> <p>Выберите реплику, наиболее соответствующую ситуации общения</p> <p>Usher: «_____»</p> <p>Customer: «Here it is».</p> <p>Варианты ответа:</p> <p>1-Where is your ticket?</p> <p>2- May I see your ticket?</p> <p>3- I can't see your ticket.</p> <p>4-Do you have a ticket?</p>
21.	2	<p><b>Задание № 21</b></p> <p>Выберите реплику, наиболее соответствующую ситуации общения</p> <p>Usher: «_____»</p> <p>Customer: «Here it is».</p> <p>Варианты ответа:</p> <p>1-Where is your ticket?</p> <p>2- May I see your ticket?</p> <p>3- I can't see your ticket.</p> <p>4-Do you have a ticket?</p>

22.	2	<p><b>Задание № 22</b></p> <p>Выберите реплику, наиболее соответствующую ситуации общения</p> <p>Receptionist: «_____».</p> <p>Guest: «I'd like a single room for one night».</p> <p>Варианты ответа:</p> <p>1-What do you want, sir?</p> <p>2- Good morning, sir. I'm at your service.</p> <p>3- What is your name, please?</p> <p>4- How long are you going to stay in the hotel?</p>
23.	2	<p><b>Задание № 23</b></p> <p>Выберите реплику, наиболее соответствующую ситуации общения</p> <p>Teacher: «Give me that book. Will you?»</p> <p>Student: «_____».</p> <p>Варианты ответа:</p> <p>1- Very well, then.</p> <p>2- I couldn't say for sure.</p> <p>3- Just a minute.</p> <p>4- Most certainly.</p>
24.	2	<p><b>Задание № 24</b></p> <p>Выберите реплику, наиболее соответствующую ситуации общения</p> <p>Mother: «Could you do some shopping for me?»</p> <p>Mary: «_____»</p> <p>Варианты ответа:</p> <p>1-That's right.</p>

		<p>2- It's out of the question.</p> <p>3-Right away.</p> <p>4- I quite agree with you.</p>
25.	2	<p><b>Задание № 25</b></p> <p>The present British Royal Family's surname is ...</p> <p>Варианты ответа:</p> <p>1-Stuart.</p> <p>2- Buckingham.</p> <p>3-Plantagenet.</p> <p>4- Windsor.</p>
26.	2	<p><b>Задание № 26</b></p> <p>An American writer known as the author of the first detective story «The Murders in the Rue Morgue» is ...</p> <p>Варианты ответа:</p> <p>1- Edgar Allan Poe</p> <p>2- Arthur Conan Doyle</p> <p>3- Agatha Cristie</p> <p>4- Walt Whitman</p>
27.	2	<p><b>Задание № 27</b></p> <p>A large shopping centre in the US is called a ...</p> <p>Варианты ответа:</p> <p>1-hypermarket</p> <p>2- shopping store</p> <p>3- shopping mall</p> <p>4- department store</p>
28.	2	<p><b>Задание № 28</b></p>

		<p>Canada occupies a major portion of ...</p> <p>Варианты ответа:</p> <p>1-South America</p> <p>2- Europe</p> <p>3- North America</p> <p>4- Central America</p>
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**1.1. Вопросы для собеседования – не предусмотрены**

**1.2. Критерии оценки реферата – не предусмотрены**

**1.3. Критерии оценки лабораторной работы – не предусмотрены**

**1.4. Критерии оценки презентации:**

**оценка «отлично»** выставляется студенту, если он продемонстрировал полноту и глубину знаний по данной теме. Умеет применять полученные знания для решения конкретных практических задач.

**оценка «хорошо»** выставляется студенту, который продемонстрировал полноту и глубину знаний по данной теме, но делает незначительные ошибки. Умеет применять полученные знания для решения конкретных практических задач.

**оценка «удовлетворительно»** выставляется студенту, который не в полной мере владеет знаниями по обязательной лингво-страноведческой литературе.

**оценка «неудовлетворительно»** выставляется студенту, который не освоил основного содержания лексико-грамматической темы, не владеет знаниями по обязательной лингво-страноведческой литературе.

**1.5. Критерии оценки портфолио – не предусмотрены**

**2. Оценочные материалы для промежуточной аттестации**

**2.1. Примерный перечень вопросов для зачета.**

**1.1.1.**

**Образцы заданий к зачету**

**№1**

1. В каком из следующих слов звук, передаваемый "а", отличается от остальных?

1) Kate, 2) age, 3) mate, 4) map, 5) tape, 6) make, 7) lake.

2. Укажите предложение, в котором окончание "-s" является показателем притяжательного падежа:

- a) My mother's friend lives not far from her.      b) She reads a lot.  
c) The cars stopped.      d) The Browns are my neighbours.

3. Выберите правильный предлог

1) Let's meet... 6 o'clock.

- a) in      b) on  
c) at

2) My brother works ... school.

- a) to      c) in  
b) at

3) Go... the room and make yourself comfortable.

- a) *out of*      c) *from*  
b) *into*

4. Выберите правильное местоимение:

There is ... place like home.

- a) *no*      c) *nothing*  
b) *none*      d) *nobody*

5. Выберите правильный вариант:

1) He speaks English....

- a) *good*  
b) *well*

2) *His English is very...*

- a) *good*  
b) *well*

3) *I feel ...*

- a) *badly*  
b) *bad*



6. Укажите, какие из подчеркнутых слов являются наречиями:

1)

a) *She always speaks in a loud voice.*

b) *She always speaks loudly.*

c) *Don't be so loud, the baby is sleeping,*

2)

a) *She came in and first gave her name.*

b) *She was the first to come in.*

c) *School year begins on the fifth of September*

7. Отметьте правильный вариант:

1) The Volga is longer ... the Thames.

a) *as*

c) *from*

b) *than*

2) She is the... beautiful girl in our class.

a) *more*

c) *much*

b) *most*

8. Подберите соответствие в русском:

1) The more we learn the more we know.

a) *Мы много учим, много знаем.*

b) *Мы больше изучаем, чем знаем.*

c) *Чем больше мы учим, тем больше знаем.*

2) The film is less interesting than the novel.

a) *Фильм такой же интересный, как роман.*

b) *Фильм менее интересный, чем роман.*

c) *Роман менее интересный, чем фильм.*

9. Выберите правильную форму глагола:

1) We... five days a week.

- a) *work*                      c) *are working*  
b) *works*

2) She ... in the suburbs of Moscow.

- a) *live*                      c) *is living*  
b) *lives*

10. Завершите разделительный вопрос, выбрав правильный вариант:

1) This is my school,... ? 2) We usually

have dinner at 3.....?

- a) *doesn't it* a) *don't we*  
b) *hasn't it* b) *haven't we*  
c) *isn't it* c) *aren't we*

3) My father travels a lot,... ?

- a) *doesn't he*  
h) *hasn't he*  
c) *isn't he*

11. Определите, в каком из предложений глагол "to be" является модальным:

- a) She is a secretary. c) She *is* working.  
b) She is in the office now. d) She is to start  
work at 9 tomorrow.

12 . Определите, в каком предложении глагол "to have" является модальным:

- a) She has a lot of work today. c) She has done a  
lot of work today.  
b) She *has* to do a lot of work today.

13. Выберите правильный модальный глагол:

1) He... speak three foreign languages.

- a) *can*                      c) *must*  
b) *may*

2) He... be in this room.

a) *must* c) *has*

b) *is*

3) You... work hard at your English if you want to know it.

a) *can* c) *must*

b) *may*

4) You ... not go out, the lesson is not over yet.

a) *can* c) *have*

b) *may*

14. Выберите правильный вариант ответа:

1) Must I come tomorrow? - No, you....

a) *mustn't* c) *needn't*

b) *can't*

2) May I invite my friend to the party? - Yes, you ...

a) *can* c) *must*

b) *may*

15. Завершите варианты b) и c):

1) a) They can buy tickets to the theatre.

b) ... *tickets to the theatre?*

c) ... *not ... tickets to the theatre.*

2) a) She has to get up early on week-days.

b) ... *she ... early on week-days?*

c) *She ... not ..... early on week-days.*

16. Выберите правильный модальный глагол:

1) You feel bad. you... see a doctor.

a) *needn't* b) *should* c) *can*

1) I... walk, there is a bus going there.

a) *needn't* b) *mustn't* c) *can't*

17. Соотнесите английские предложения с русскими:

- 1) She may come. a) *Ей можно не приходить.*
- 2) She couldn't come. b) *Ей можно придти.*
- 3) She must come. c) *Ей не следует приходить.*
- 4) She had to come. d) *Она должна придти.*
- 5) She shouldn't come, e) *Она не могла придти.*
- 6) She will be able to come. f) *Она сможет придти.*
- 7) She needn't come. g) *Ей не разрешают придти*
- 8) She isn't allowed to come. h) *Ей пришлось придти*

18. В следующей группе слов отметьте то, которое не имеет никакого отношения к остальным: travelling: by train, by plane, by car, platform, compartment, to book, suitcase, wonderful, nature, hiking, bookcase, luggage, weather, on foot, a tent.

19. Выберите слово, которое не может относиться к описанию человека:

tall, bright, beautiful, merry, sad, intelligent, pretty, slim, fat, dark-eyed, grey-haired, stupid, old, wise,

## №2

№ 1 Выберите правильный вспомогательный глагол:

- |                                                    |                                |
|----------------------------------------------------|--------------------------------|
| 1. ... the delegation visit your school?           | 1. ... I help you?             |
| a) did                                             | a) has                         |
| b) has                                             | b) have                        |
| c) had                                             | c) shall                       |
| 2. I . . . not known the truth before she told me. | 2. I ... not seen you for ages |
| a) has                                             | a) has                         |
| b) had                                             | b) have                        |
| c) shall                                           | c) shall                       |

№ 2 Сопоставьте английские предложения с русскими.

1. She is typing the letter. 1. They have come.

a) Она написала письмо. a) Они идут.

b) Она пишет письмо. b) Они пришли.

*№ 3 Завершите разделительные вопросы, выбрать правильный вариант.*

1) You have built your house, ..? 1) Mother is watching TV, ... ?

a) aren't you a) isn't she

b) don't you b) doesn't she

c) haven't you c) hasn't she

*№4 Поставьте предложения в правильной последовательности, так, чтобы получился связный рассказ.*

1) He didn't know what to do with him

2) Next day

3) The policeman said.

4) "Why didn't you take him to the Zoo?"

5) "Now I am taking him to the cinema".

6) The man did as the policeman had told him

7) "Take him to the Zoo",

8) and took him to policeman.

9) The man still had elephant.

10) "I did", said the man,

11) One day a man was walking in the park and met an elephant.

12) "and he like it very much"

13) the policemen saw the men again

14) asked the policeman

1) Then it is decorated and put into a cool place for some time.

2) Then they are put into a pot.

3) First different fruits are taken.

4) It is served for dessert.

5) After that the salad is mixed.

6) They are carefully washed and cut into pieces.

7) Cream may also be added,

8) This is how a fruit salad is made.

*№5 Выберите правильный модальный глагол:*

1. The sky is dark. It... rain soon.

a) may

b) should

c) has to

1. You ... to come here again.

a) must

b) should

c) have

2. The lights are on. They ... be at home.

a) May

b) must

c) are to

2. The lesson is over. You ... go home.

a) must

b) can

c) may

6. *Укажите о каком времени года идет речь*

1/The sky is bright .The sun gets warmer. It hardly ever rains. The air is fresh/Green eaves appear on the trees and some flowers break into blossom. The nature awakens after a long sleep.

2/The sky is grey and cloud. It's windy. It often rains. People wear warm clothes/There are yellow; red. and brown leaves on the trees. There are a lot of vegetables and fruits.

7. *Выберите правильный вариант*

1. John said, "I'm sorry to disturb you,

Eliza"

a/ John told that he was sorry to

disturb Eliza/

b/John told Eliza he was sorry to

disturb her.

c/John said to Eliza he had been sorry

to disturb her.

1. He said, «Where is Jill going?»

a/He asked where was Jill going/

b/He asked where Jill went.

c/He asked where Jill was going.

8. *Прочтите текст и ответьте на вопрос.*

There are three rooms downstairs - a big living room, a fairly big kitchen opposite the living room and a very small dining room. there's also a toilet opposite the stairs .The bedrooms are upstairs: John and Mary's bedroom is at the top of the stairs on the right. the bathroom is opposite their room and the toilet is to the next to the bathroom. Next to John and Mary's bedroom is the children's bedroom. The spare bathroom is at the end of the corridor on the left. How many rooms are there in the house?

A lady was 5 minutes late for the concert/When she came into the hall the orchestra was playing some music/She found her seat and asked her right-hand neighbour : "What are they playing?" The man looked at her angrily and said : "The Ninth Symphony". "Oh, dear, "exclaimed the lady "I have missed all the previous ones.

How many symphonies did the lady miss?

**Test 3**

**1. В каком из следующих слов звук, передаваемый буквой "а", отличается от остальных?**

1) plane, 2) take, 3) name, 4) game, 5) man, 6) tame, 7) date

**2. Выберите правильную форму глагола "to be":**

They ... at the theatre now.

- a) is
- b) are
- c) am
- d) were

**3. Выберите правильную форму глагола "to have":**

He...breakfast at 8 o' clock in the morning.

- a) has
- b) have
- c) is having
- d) has got

**4. Подберите эквивалент в английском, соответствующий русскому**

Дверь открылась и девочка вошла.

- a) The door opened and a girl came in.
- b) The door opened and the girls came in.
- c) The door opened and the girl came in.
- d) The door opened and girl came in.

**5. Выберите нужное личное местоимение:**

.... are good friends.

- a) I
- b) he
- c) we
- d) she

**6. Выберите нужное притяжательное местоимение:**

Mary has a new bag. .... Bag is new.

- a) you c) yours
- b) your d) yourself

**7. Укажите предложение, в котором окончание "-s" является показателем притяжательного падежа:**

- a) This is my friend's brother .
- b) Her mother' s a doctor..
- c) She's got a doll.
- d) He's my classmate.

**8. Выберите правильную форму существительного:**

The. .. comes every morning.

- a) post'man c) postman
- b) postmen d) postmens

**9. Укажите, какое слово можно употребить вместо подчеркнутого так, чтобы смысл предложения не изменился?**

We usually have many sunny days in spring.

- a) few
- b) a lot of
- c) much
- d) little

**10. Выберите нужное по смыслу слово:**

I have... time, I can wait.

- a) little
- b) a plenty of
- c) many
- d) few

**11. Укажите в каком из предложений можно употребить все указанные слова: many, few, a lot of, some.**

- a) He likes to spend much time watching TV.
- b) They have read 10 English books in the original.
- c) There is no news today.
- d) He likes to read very much.

**12. Выберите правильное местоимение:**

She wanted to tell me... interesting.

- a) somebody
- b) something
- c) some
- d) somewhere

**13. Выберите правильный предлог:**



Let's meet... 6 o'clock.

- a) in c) on b) at d) to

**14. Укажите предложение, в котором числительное является порядковым:**

- a) There are 300 pages in the book.  
b) He was born in 1980.  
c) School year begins on the 1 st of September.  
d) Room 5 is empty.

**15. Подберите слово, близкое по значению к подчеркнутому:**

They speak English in class.

- a) tell c) talk  
b) discuss d) say

**16. Из следующей группы слов отметьте то, которое не имеет к остальным никакого отношения:**

- 1) cousin wife, husband, driver, niece, nephew, granny

**17. Выберите правильную форму глагола:**

She ... in the suburbs of Moscow.

- a) live c) lives  
b) is living d) has living

**18. Завершите разделительный вопрос, выбрав правильный вариант:**

This is my school, ... ?

- a) doesn't it c) isn't it  
b) hasn't it d) don't it

**19. Какое из утверждений является верным?**

- a) English is impossible to learn.  
b) English is the most difficult language in the world.  
c) English is the easiest language to learn.  
d) English is the most popular foreign language in our country.

**20 Подберите соответствие в русском:**

The more we learn the more we know.

- a) Мы много учим, много знаем.  
b) Мы больше изучаем, чем знаем.

с) Чем больше мы учим, тем больше знаем.

д) Мы узнаем все больше и больше

**21. Скажите, в какой день Джон должен сдавать экзамен?**

John came late. The party was very interesting. He didn't want to leave earlier than others. He liked the parties that the Browns sometimes had on Saturdays. He was happy. But suddenly he remembered that he must take his exam in History and there was no time left. He had only one day to prepare for it. The party was forgotten at once.

## **2.2. 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 keen 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 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 built 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 you 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 flavour 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 marvellous 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 27<sup>th</sup> 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)

## 2.2. Типовые задачи (практические задания)

### Пример экзаменационного билета

<b>МИНИСТЕРСТВО ОБРАЗОВАНИЯ СТАВРОПОЛЬСКОГО КРАЯ</b>	
<b>Филиал государственного бюджетного образовательного учреждения высшего образования</b>	
<b>«СТАВРОПОЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ»</b>	
<b>в г. Железноводске</b>	
Факультет психолого-педагогический	Кафедра историко-филологических дисц
Курс 1	Наименование дисциплины <b>«Иностранный язык»</b>
	Направление 44.03.03 Специальное (дефектологическое) образование
	Профиль «Логопедия»
<b>1.1.1.1.1 Экзаменационный билет № 1</b>	
<b>Card №1</b>	
<b>1.</b> 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.	
<b>2.</b> Read and translate the text. Prepare a passage for a good reading and a literary translation. Make the annotation of the text.	
Text: <b>The creative impulse (by W. S. Maugham).</b>	
Подпись экзаменатора _____	

### Критерии оценки

Шкала оценивания	Критерии оценивания
«отлично» / «зачтено»	<b>студент должен:</b> 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»	<b>студент должен:</b> 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»	<b>студент должен:</b> 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»	<b>ставится в случае:</b> 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.