

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

**федеральное государственное автономное
образовательное учреждение высшего образования
«Национальный исследовательский Нижегородский государственный университет
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Дзержинский филиал ННГУ

УТВЕРЖДЕНО
решением Ученого совета ННГУ
протокол № 10 от 02.12.2024 г.

Рабочая программа дисциплины

Иностранный язык

Уровень высшего образования
Бакалавриат

Направление подготовки / специальность
38.03.01 - Экономика

Направленность образовательной программы
Финансы и кредит

Форма обучения
очная, очно-заочная

г. Дзержинск

2025 год начала подготовки

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.О.03 Иностранный язык относится к обязательной части образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1: УК-4.1. Выбирает стиль общения на государственном языке Российской Федерации и иностранном языке в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия УК-4.2: УК-4.2. Ведет деловую переписку на государственном языке Российской Федерации с учетом особенностей стилистики официальных и неофициальных писем и на иностранном языке с учетом особенностей стилистики официальных писем и социокультурных различий УК-4.3: УК-4.3. Выполняет перевод официальных и профессиональных текстов с иностранного языка на государственный язык Российской Федерации, с государственного языка Российской Федерации на иностранный	УК-4.1: Уметь варьировать выбор языковых средств в соответствии со стилем речи; Логически верно строить высказывание. Знать языковые средства и основные единицы речевого общения; правила продуцирования убедительной и уместной речи; основные грамматические структуры. Владеть навыками продуцирования и редактирования устных и письменных текстов различных жанров и стилей; навыками использования приемов эффективного речевого общения в различных коммуникативных сферах; навыками выражения семантической, структурной и коммуникативной преемственности между элементами текста. УК-4.2: Уметь применять правила диалогического общения;	Практическое задание Тест Эссе Собеседование	Зачёт: Контрольные вопросы Практическое задание Экзамен: Задания

	<p>УК-4.4: УК-4.4. Публично выступает на русском языке, строит свое выступление с учетом аудитории и цели общения, устно представляет результаты своей деятельности на иностранном языке</p>	<p>выполнять речевые действия для установления и поддержания общения. Знать формулы речевого этикета и их функционально-коммуникативную дифференциацию; основы профессионального речевого этикета изучаемого иностранного языка.</p> <p>Владеть навыками составления текстов разных функциональных стилей, а также навыками делового и профессионального общения, оперирования правилами, в процессе которых данные единицы преобразуются в осмысленные высказывания, умениями ведения беседы как повседневного, так и профессионального характера.</p> <p>УК-4.3:</p> <p>Уметь использовать информационно-коммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (-ых) языках. Знать принципы деловой письменной коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p> <p>Владеть навыками составления текстов разных функциональных стилей.</p> <p>УК-4.4:</p> <p>Уметь свободно воспринимать, анализировать</p>		
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		и критически оценивать устную деловую информацию на русском, родном и иностранном (-ых) языке (-ах). Знать представление о правилах и принципах деловой устной и письменной коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах). Владеть навыками делового общения на государственном языке Российской Федерации и иностранном(ых) языке(ах)		
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная	очно-заочная
Общая трудоемкость, з.е.	7	7
Часов по учебному плану	252	252
в том числе		
аудиторные занятия (контактная работа):		
- занятия лекционного типа	0	0
- занятия семинарского типа (практические занятия / лабораторные работы)	104	48
- КСР	3	3
самостоятельная работа	109	165
Промежуточная аттестация	36 Экзамен, Зачёт	36 Экзамен, Зачёт

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)		в том числе							
			Контактная работа (работа во взаимодействии с преподавателем), часы из них						Самостоятельная работа обучающегося, часы	
			Занятия лекционного типа		Занятия семинарского типа (практические занятия/лабораторные работы), часы		Всего			
	О Ф О	О З Ф О	О Ф О	О З Ф О	О Ф О	О З Ф О	О Ф О	О З Ф О	О Ф О	О З Ф О
Тема 1. 24 hours	19	17	0	0	9	4	9	4	10	13

Тема 2. Music	17	18	0	0	9	4	9	4	8	14
Тема 3. Taste	18	17	0	0	9	4	9	4	9	13
Тема 4. Survival	18	18	0	0	9	4	9	4	9	14
Тема 5. Stages	18	18	0	0	9	4	9	4	9	14
Тема 6. Places	19	17	0	0	9	4	9	4	10	13
Тема 7. Body	17	17			8	4	8	4	9	13
Тема 8. Speed	17	19			8	4	8	4	9	15
Тема 9. Work	16	19			8	4	8	4	8	15
Тема 10. Wildlife	18	17			9	4	9	4	9	13
Тема 11. Travel	18	18			9	4	9	4	9	14
Тема 12. Money	18	18			8	4	8	4	10	14
Аттестация	36	36								
КСР	3	3						3	3	
Итого	252	252	0	0	104	48	107	51	109	165

Содержание разделов и тем дисциплины

Тема 1. 24 hours

Грамматика: Likes and dislikes. Present Simple; adverbs of frequency. Present Continuous

Словарь: Daily routines and activities. Sleeping habits. Shops and shopping

Задания: ask and talk about personal likes and dislikes. Ask and answer questions about daily routines. Write an informal email to update someone on your life

Тема 2. Music

Грамматика: Past Simple, so and neither, Present Perfect Simple

Словарь: Talking about biographies, Word families-nouns and adjectives, Verb/noun collocations about achievements

Задания: Talk about personal events in the past. Say when you are the same as/different from, another person. Talk about personal achievements and experiences

Тема 3. Taste

Грамматика: Going to(future plans). Defining relative clauses. Present Continuous(for future arrangement)

Словарь: Food and restaurants. Talking about films, Adjectives, Sense verbs.

Задания: Tell a friend about your future plans. Write an informal letter to a friend. Make arrangements with a friend

Тема 4. Survival

Грамматика: Comparatives. Superlatives. Indirect questions

Словарь: Describing people. Survival skills. Survival English

Задания: Compare people. Write a thank-you note. Ask polite questions

Тема 5. Stages

Грамматика: Modal verbs. Present Perfect with FOR and SINCE. Used to

Словарь: Times of life. Friendship. Habits

Задания: Exchange opinions with a friends. Write a personal profile. Describe yourself when you were younger

Тема 6. Places

Грамматика: Will(future Simple). Too, Too much/many. Enough. Uses of like

Словарь: Geographical features. Machines at home. Describing natural places

Задания: Make general predictions about the future. Give explanations for choices. Describe a favourite place

Тема 7. Body

Грамматика: First Conditional. Gerunds and infinitives. Purpose/ Reason/ Results

Словарь: Appearance. Personality. Illness and injury

Задания: Describe a person's physical appearance. Describe someone's personality. Talk about illness and give advice

Тема 8. Speed

Грамматика: Present Perfect Passive. Questions. Past Continuous and Past Simple

Словарь: Verbs about change. Phrasal verbs about relationship. Talking about books

Задания: Describe simple changes. Find out personal information. Ask and answer questions about past actions

Тема 9. Work

Грамматика: Modal verbs. Past simple Passive

Словарь: Work. Make/Do. Crime

Задания: Respond to simple job interview questions. Talk about abilities. Write a short article

Тема 10. Wildlife

Грамматика: Phrasal verbs. Countable/uncountable nouns. The definite article (the)

Словарь: Animals and zoos. Verb+prepositions

Задания: Talk about people who influenced you. Write a short contribution for a bulletin board. Speculate about sounds and pictures

Тема 11. Travel

Грамматика: Present Perfect Simple with JUST, YET, ALREADY. Verbs with two objects. Past Perfect Simple

Словарь: Holidays. Greetings and presents. Travel writing

Задания: Find out if someone would be a good travel companion. Make generalizations about customs. Write about a place you've travelled to

Тема 12. Money

Грамматика: Second Conditional. Reported speech. BOUTH/NEITHER/EITHER

Словарь: Money. Education. Verb+ prepositions

Задания: Say what you'd do in a hypothetical situation. Report what someone said to you. Describe similarities/differences

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:

Электронные курсы, созданные в системе электронного обучения ННГУ:

Иностранный язык, <https://e-learning.unn.ru/#requests-tab-panel-640aef4713efd640aef45b75bf22>.

5. Фонд оценочных средств для текущего контроля успеваемости и промежуточной аттестации по дисциплине (модулю)

5.1 Типовые задания, необходимые для оценки результатов обучения при проведении текущего контроля успеваемости с указанием критериев их оценивания:

5.1.1 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции УК-4:

1 вариант

1. Прочитайте текст. Решите какие утверждения правдивые (Т), а какие нет (F)

Italian forks

In 1608 an Englishman whose name was Thomas Coryate visited Italy. He liked the country and

noted down every interesting thing he found. But there was one thing which he found more

interesting than the others. In his diary Thomas wrote, "When the Italians eat meat, they use small

forks. They don't eat with hands because, as they say, do not always have clean hands".

Before leaving for England, Thomas Coryate bought a few forks.

At home Thomas gave a dinner party to show the invention to his friends. When the servant brought

the steak, he took out a fork and began to eat like they did in Italy.

Everybody looked at him in surprise. When he told his friends what it was, they all wanted to take a

good look at the strange thing. All his friends said that the Italians were very strange people because

the fork was very inconvenient.

Thomas Coryate tried to prove the opposite. He said it was not nice to eat with one's fingers

because they were not always clean.

Everybody got angry at that. Did Mr. Coryate think that people in England always had dirty hands?

And weren't the ten fingers they had enough for them?

Thomas Coryate wanted to show that it was very easy to use the fork. But the first piece of meat he

took with the fork fell to the floor. His friends began to laugh and he had to take the fork away.

Only fifty years later people in England began to use forks.

1 They eat with the hands because, as they say, do not always have clean hands. T

2 Everybody got happy at that. F

3 Only seventy years later people in England began to use forks. F

4 When the servant brought the steak, he took out a knife and began to eat like they did in

Italy. F

2. Прочитайте текст и ответьте на вопросы.

How to Be a Good Interpreter.

Foreign languages are socially demanded especially at the present time when the progress in science

and technology has led to an explosion of knowledge and has contributed to an overflow of

information. Today more and more people are trying to learn at least one foreign language, but there

are still a great number of people who have to appeal to an interpreter. Hence, interpreters play a

very important role in modern life. They are people who make possible the communication between

different nations. To be a good interpreter one must work hard. The work starts when you enter a

university and it never ends because you are to improve your knowledge permanently. A lot of

things depend on an interpreter and his abilities. It is important for him not only to be good at

languages but he has to be intelligent and to be able to get out of a difficult situation when it is

impossible to make a paraphrase. Generally, he must be ready for out-of-order situations. So, we

can see that the role of interpreter is really great especially in modern conditions when all countries

are open to each other. And due to this fact labour-market is in need of qualified and competent

interpreters.

1. Why do people learn foreign languages?

2. What do you need to be a good interpreter?

3. What is the role of an interpreter?

3. Задания по грамматике

Present simple or present continuous?

- 1.He _____ (listen) to pop music at the moment.
- 2.Donna usually _____ (go) shopping on Saturdays.
- 3.Let's go out. It _____ (not rain) now.
- 4.Hurry up! Everybody _____ (wait) for you!
- 5.The sun _____ (rise) in the east.
- 6.Water _____ (boil) at 100 degrees.

Answers

- 1.He is listening to pop music at the moment.
- 2.Donna usually goes shopping on Saturdays.
- 3.Let's go out. It isn't raining now.
- 4.Hurry up! Everybody is waiting for you!
- 5.The sun rises in the east.
- 6.Water boils at 100 degrees.

Put the adverb of frequency on the right place

- 1.He listens to the radio. (often)
- 2.They read a book. (sometimes)
- 3.Pete gets angry. (never)
- 4.Tom is very friendly. (usually)
- 5.I take sugar in my coffee. (sometimes)

Answers

- 1.He often listens to the radio.
2. They sometimes read a book.
- 3.Pete never gets angry.
4. Tom is usually very friendly.
- 5.I sometimes take sugar in my coffee.

Choose the past simple or past continuous:

- 1.What (you / do) when I (call) you last night?
- 2.I (sit) in a café when you (call).
- 3.When you (arrive) at the party, who (be) there?
- 4.Susie (watch) a film when she (hear) the noise.
- 5.Yesterday I (go) to the library, then I (have) a swim, later I (meet) Julie for a coffee.

Answers:

- 1.What were you doing when I called you last night?
- 2.I was sitting in a café when you called.
- 3.When you arrived at the party, who was there?
- 4.Susie was watching a film when she heard the noise.
- 5.Yesterday I went to the library, then I had a swim, later I met Julie for a coffee.

Закончите разделительные вопросы, обращая внимание на форму глагола в основной части.

- 1.Your sister isn't married,?
- 2.You found my keys,?
- 3.I am very smart,?
- 4.Jack didn't pass his exams,?
- 5.Our love will last forever,?

Answers:

- 1.is she? (Твоя сестра не замужем, не так ли?)
- 2.didn't you? (Ты нашел мои ключи, не так ли?)
- 3.aren't I? (Я очень умный, не так ли?)
- 4.did he? (Джек не сдал экзамены, не так ли?)
- 5.won't it? (Наша любовь будет длиться вечно, не так ли?)

Переведите на английский язык:

- 1.Вы должны бросить курить.
- 2 Вечеринка была замечательная. Вам следовало прийти.
- 3.Ты можешь решить эту проблему.
- 4.Тебе следует навестить своего больного друга.
5. Тебе следовало навестить своего больного друга, но ты не навестил.

Answers:

- 1.You must stop smoking.
- 2.The party was great. You should have come.
- 3.You can solve this problem.
- 4.You ought to visit your sick friend.
5. You ought to have visited your sick friend, but you didn't.

Используйте Present Perfect или Present Perfect Continuous

- 1.It's still snowing. It ... (snow) for hours. (Все еще идет снег. Он идет много часов.)

2. Steve ... (date) four girls this weekend. (Стив ходил на свидание с 4 девушками в эти

выходные.)

3. They ... (win) two prizes so far. (Они пока выиграли 2 приза.)

4. I ... (attend) a swimming-pool for 5 years. (Я посещаю бассейн в течение 5 лет.)

5. I ... (peel) onions, that's why my eyes are red. (Я чищу лук, поэтому мои глаза красные.)

Answers:

1. has been snowing

2. has dated

3. have won

4. have been attending

5. have been peeling

4. Answer the questions and use new phrases in your answers:

1. Why have people stopped writing letters?

2. Do people look forward to receiving emails?

3. Переведите текст.

From the History of a Letter

We receive a lot of emails every day. It has become such a usual thing. It's a fact that people

have stopped writing letters. It is going out of date. Just imagine only a hundred years ago we

looked forward to an envelope in our postbox. And it came to us in many trains, it flew through air,

over the mountains and seas, it passed through the hands of many people. It is so simple to send

emails today that people never remember that it was once a very difficult and special task.

In ancient times "letters" were brought by runners – men who could run fast and far – and

the "letters" they carried were not written, but were told to a receiver. Postmen in those days had to

have a good memory, and they had to be honest. This was especially important: the "letter" often

had important secrets in it, it had to reach only ears of the receiver and without any change in it.

Post runners were met everywhere with respect and honour. Nobody was allowed to stop them or to

do anything against them. History has many stories about runners and descriptions of what they did.

Traditions connected with the postal service were different in different countries. In Mexico,

for example, after a battle the people knew by the runner's clothes whether the message he was

carrying to the capital was good or bad. If he had on a white belt and his long hair was tied with a

red ribbon it meant that the battle had been won; if he came from the battle field with his hair

untied, he carried the news that the battle had been lost.

Post runners sometimes had other duties besides carrying letters. Indian post runners in

Mexico, where the postal service was very fast, were sometimes used to send – fish! Sea fish for a

king's table. The capital was four hundred kilometers from the sea.

to go out of date — устаревать

to look forward to — с нетерпением ждать

to receive — получать

to send — отправлять

receiver — адресат

to carry letters — нести письма

to reach — достигнуть

Критерии оценивания (оценочное средство - Практическое задание)

Оценка	Критерии оценивания
превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», продемонстрированы знания, умения, владения по соответствующим

Оценка	Критерии оценивания
	компетенциям на уровне, выше предусмотренного программой
отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично», при этом хотя бы одна компетенция сформирована на уровне «отлично»
очень хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»
хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «хорошо», при этом хотя бы одна компетенция сформирована на уровне «хорошо»
удовлетворительно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
неудовлетворительно	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно», ни одна из компетенций не сформирована на уровне «плохо»
плохо	Хотя бы одна компетенция сформирована на уровне «плохо»

5.1.2 Типовые задания (оценочное средство - Тест) для оценки сформированности компетенции УК-4:

Вариант 1

1. Choose the suitable indefinite pronoun

1. Do you learn.....foreign languages?

- a) any
- b) some
- c) much
- d) no

2..... time ago I read about it in a magazine.

- a) any
- b) some
- c) many
- d) no

3. He wantsmore pudding. You can take it away.

- a) any
- b) some
- c) many
- d) no

4 There is too sugar in my coffee.

- a) many
- b) much
- c) some
- d) few

5. There was very snow that winter.

- a) little
- b) few
- c) a few
- d) some

2 Choose the suitable preposition

1. We have a nice flatthe centre.

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

2. This letter is in French. Could you translate itRussian, please.

- a) in
- b) into
- c) on
- d) from

3. I took my English exam the dayyesterday.

- a) after
- b) on
- c) in
- d) before

4. As soon as you arriveLondon give me a call.

- a) at
- b) in

c)to

d)on

5. There was not a cloudthe sky.

a)in

b)on

c)at

d)out of

3 Use the correct form of adjectives in brackets

1. The hotel is /cheap/ than I expected.

a)cheaper

b)cheapest

c)more cheap

d)the cheapest

2. Health and happiness are /important/ than money.

a)important

b)more important

c)most important

d)less important

3. Nell is three years /old/ than her husband.

a)older

b)elder

c)oldest

d)eldest

4. Who's /good/ footballer in the team?

a)good

b)the best

c)better

d)best

5. Other students had poorer results. He isn't /bad/ student in the class.

a)worse

b)worst

c)the worse

d)the worst

4. Complete the sentences using the correct form of modal verbs

1. I play tennis in my youth, but I play it any more.

- a) could can't
- b) can't could
- c) may can't
- d) had to can't

2. I write to Ann. I haven't written to her for ages.

- a) can
- b) must
- c) may
- d) need

3. "..... you help me to do this exercise?"

- a) may
- b) must
- c) can
- d) should

3. I understand you. Please, explain it again.

- a) may
- b) can't
- c) mustn't
- d) needn't

4 "..... I take your umbrella?"

- a) can
- b) must
- c) may
- d) need

5 Choose the appropriate tense form.

1 We always at this canteen.

- a) have dinner
- b) has dinner
- c) had dinner
- d) will have dinner

2. Ask him when he to me.

- a) will come

b) comes

c) come

d) came

3. If I this translation, I shall be able to see the film.

a) shall finish

b) will finish

c) finish

d) finishes

4. Wea new TV set two days ago.

a) had bought

b) bought

c) have bought

d) will buy

5. The boy's brotherhim to play chess now.

a) are teaching

b) teaches

c) teach

d) is teaching

Критерии оценивания (оценочное средство - Тест)

Оценка	Критерии оценивания
превосходно	100 % правильных ответов
отлично	90-100% правильных ответов
очень хорошо	70-89% правильных ответов
хорошо	60-69 % правильных ответов
удовлетворительно	50-60% правильных ответов
неудовлетворительно	40-50 % правильных ответов
плохо	Менее 40 % правильных ответов

5.1.3 Типовые задания (оценочное средство - Эссе) для оценки сформированности компетенции УК-4:

1. My travel companion.
2. The most dangerous situation I have ever been.
3. My first money.
4. Life in a big city: pros and cons
5. Family is the most important thing in life.
6. Hard work compensates for the lack of talent
7. The best holidays are those which have got special traditions of celebration
8. A person can have only one true friend
9. Description of a sporting hero
10. Description of you and your family
11. Review of a book
12. Letter from a reader

Критерии оценивания (оценочное средство - Эссе)

Оценка	Критерии оценивания
превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», продемонстрированы знания, умения, владения по соответствующим компетенциям на уровне, выше предусмотренного программой
отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично», при этом хотя бы одна компетенция сформирована на уровне «отлично»
очень хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»
хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»
удовлетворительно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
неудовлетворительно	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно», ни одна из компетенций не сформирована на уровне «плохо»
плохо	Хотя бы одна компетенция сформирована на уровне «плохо»

5.1.4 Типовые задания (оценочное средство - Собеседование) для оценки сформированности компетенции УК-4:

1. 24 hours: What is your favourite time of the day/ week? Why? What is your least favourite time of the day/ week? Why?
2. Stages: Which statement do you most agree with? How long you live depends on your lifestyle. How long you live depends on your genes.
3. Places: Imagine you have a week's holiday in March. Decide which city you'd like to go to. Make notes on where, and why. Also make notes you don't want to go to the other cities.
4. Work: In what situation do you "negotiate"? What should you do to negotiate successfully?
5. Money: Do you think it's a good idea to pay students to do well in exams? Do you think exams are necessary? Do you think children under ten should have to do exams?
6. Music: What music do you like/hate? Why? What effect does it have? What is your favourite band?
7. Taste: Is there any food that you would like to give up? Why? Would you like to learn to be a top class chef? Why/Why not? Is the place you eat food important for you?
8. Survival: What are your goals at the moment? How will you achieve them? Who or what do you rely on most in times of need? What survival skills do you have? What is the biggest challenge in your life at the moment?
9. Travel: Have you ever been on holidays with friends? What was it like? Who is the best co-traveller for you?

Критерии оценивания (оценочное средство - Собеседование)

Оценка	Критерии оценивания
превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», продемонстрированы знания, умения, владения по соответствующим компетенциям на уровне, выше предусмотренного программой
отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично», при этом хотя бы одна компетенция сформирована на уровне «отлично»
очень хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»
хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «хорошо», при этом хотя бы одна компетенция сформирована на уровне «хорошо»

Оценка	Критерии оценивания
удовлетворительно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
неудовлетворительно	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно», ни одна из компетенций не сформирована на уровне «плохо»
плохо	Хотя бы одна компетенция сформирована на уровне «плохо»

5.2. Описание шкал оценивания результатов обучения по дисциплине при промежуточной аттестации

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено			зачтено			
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов

<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторым и недочетами	Продемонстрированы базовые навыки при решении стандартных задач с некоторым и недочетами	Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продемонстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продемонстрирован творческий подход к решению нестандартных задач
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Шкала оценивания при промежуточной аттестации

Оценка		Уровень подготовки
зачтено	превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», продемонстрированы знания, умения, владения по соответствующим компетенциям на уровне выше предусмотренного программой
	отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично».
	очень хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо»
	хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «хорошо».
	удовлетворительно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
не зачтено	неудовлетворительно	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно».
	плохо	Хотя бы одна компетенция сформирована на уровне «плохо»

5.3 Типовые контрольные задания или иные материалы, необходимые для оценки результатов обучения на промежуточной аттестации с указанием критериев их оценивания:

5.3.1 Типовые задания (оценочное средство - Контрольные вопросы) для оценки сформированности компетенции УК-4

1. What is your favourite time of the day/ week? Why? What is your least favourite time of the day/ week? Why?
2. Which statement do you most agree with? How long you live depends on your lifestyle. How long you live depends on your genes.
3. Imagine you have a week's holiday in March. Decide which city you'd like to go to. Make notes on where, and why. Also make notes you don't want to go to the other cities.
4. In what situation do you "negotiate"? What should you do to negotiate successfully?

5. Do you think it's a good idea to pay students to do well in exams? Do you think exams are necessary? Do you think children under ten should have to do exams?
6. Prepare to talk about customs in your country (or a country you know well)
7. Talk about people who influenced you
8. What is the most dangerous situation you have ever been in?
9. Describe a person's physical appearance and personality
10. Talk about personal achievements and experiences
11. What is shopping for you?
12. Talk about bad and good habits, illness and injury

Критерии оценивания (оценочное средство - Контрольные вопросы)

Оценка	Критерии оценивания
зачтено	Оценки «зачтено» заслуживает студент, обнаруживший всестороннее, систематическое и глубокое знание учебного и нормативного материала, умеющий свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной кафедрой. Также оценка «зачтено» выставляется студентам, обнаружившим полное знание учебного материала, успешно выполняющим предусмотренные в программе задания, усвоившим основную литературу, рекомендованную кафедрой, демонстрирующие систематический характер знаний по дисциплине и способные к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности. Оценкой «зачтено» оцениваются ответы студентов, показавших знание основного учебного материала в объеме, необходимом для дальнейшей учебы и в предстоящей работе по профессии, справляющихся с выполнением заданий, предусмотренных программой, но допустившим погрешности в ответе на экзамене и при выполнении контрольных заданий, не носящие принципиального характера, когда установлено, что студент обладает необходимыми знаниями для последующего устранения указанных погрешностей под руководством преподавателя.
не зачтено	Оценка «незачтено» выставляется студентам, обнаружившим пробелы в знаниях основного учебного материала, допускающим принципиальные ошибки в выполнении предусмотренных программой заданий. Такой оценки заслуживают ответы студентов, носящие несистематизированный, отрывочный, поверхностный характер, когда студент не понимает существа излагаемых им вопросов, что свидетельствует о том, что студент не может дальше продолжать обучение или приступить к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине

5.3.2 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции УК-4

Вариант 1.

The Olympic Games

The Olympic Games is a major international sports *competition*¹ event. Inspired by the Olympic Games of Ancient Greece, the modern Olympics *participation*² unites more than 200 nations of the world in a *strife*³ to be the best at various sports. The competition is held every two years and alternates between 'summer' and 'winter' sports. Only 'summer' types of sport were represented at first.

The first *modern*⁴ Olympics were held in Athens in 1859. The event was held by a Greek businessman Evangelis Zappas as an *effort*⁵ to support Greek culture. It was repeated again in 1870 and in 1875. *Foreigners*⁶ who visited these events liked them very much. International sports competition was a thing that very much *resonated*⁷ with the *code of conduct*⁸ of Victorian gentlemen.

French historian Pierre de Frédy, Baron de Coubertin, made an effort to *preserve*⁹ these competitions. With the help of his English and Greek friends, he *established*¹⁰ the International Olympic Committee in 1894. This organisation still successfully *oversees*¹¹ modern Olympics nowadays.

The first Olympics under the IOC *supervision*¹² were held in 1896 in Athens. More than 200 sportsmen from 14 nations came to compete for a chance to win international *recognition*¹³ and a medal. A silver medal was awarded to the winner in a competition, along with an olive branch and a diploma of a winner. Those who came second were awarded a copper medal and a *laurel*¹⁴ branch. Third place was *honorary*¹⁵ and offered no prize. The competitions were held in 9 disciplines: athletics (jumping and running various distances, as well as running a marathon), cycling, *fencing*¹⁶, gymnastics, swimming, tennis, wrestling, weightlifting, and, curiously enough, shooting a rifle. Additional competition in *sailing*¹⁷ was planned, but cancelled shortly before the event.

Attempts to add some winter sports were made in 1908 and 1920. The first real Winter Olympics were held in 1924, in a French town of Chamonix-Mont-Blanc. The contest was held in 5 different sports: curling, bobsleigh, ice skating, ice hockey and nordic skiing.

At first the games didn't allow any professional sportsmen to compete. The people behind the competitions thought that training actually gives a participant an unfair *advantage*¹⁸ over any other person that wished to compete. After much debate and *controversy*¹⁹, this *restriction*²⁰ was finally lifted in 1988.

The Olympics today are one of the biggest possible events of the year. Any country might apply to host it, but preparing for the event is very hard. It usually pays out *in the long run*²¹, since the competitions gather much *revenue*²² off the tourists and *advertisements*²³.

As the IOC was joined by more members, the event also became increasingly political, with various countries boycotting the Olympic Games for various reasons *throughout*²⁴ the years. The competitions have also been in the middle of many major doping scandals that had *quite a few*²⁵ competitors disqualified.

1. ¹ **competition** – соревнование;
2. ² **participation** – участие;
3. ³ **strife** – борьба;
4. ⁴ **modern** – современный;
5. ⁵ **effort** – попытка, усилие;
6. ⁶ **foreigners** – иностранцы;
7. ⁷ **resonated** – резонировал;

8. **8 code of conduct** – кодекс поведения;
9. **9 preserve** – сохранить;
10. **10 established** (контекст.) – создал;
11. **11 oversees** – надзирает;
12. **12 supervision** – надзор;
13. **13 recognition** – признание;
14. **14 laurel** – лавр;
15. **15 honorary** – почётный;
16. **16 fencing** (контекст.) – фехтование;
17. **17 sailing** (контекст.) – парусный спорт;
18. **18 advantage** – преимущество;
19. **19 controversy** – спорный, дискуссионный вопрос;
20. **20 restriction** – ограничение;
21. **21 in the long run** (идиом.) – в перспективе;
22. **22 revenue** – доход;
23. **23 advertisements** – различная реклама (множественное число);
24. **24 throughout** – на протяжении;
25. **25 quite a few** – достаточно много.

Вариант 2.

Global consequences of the climate change

The 20th century was very notable with its *unparalleled*¹ technological advancement of humanity. With each passing day the lasting impact that we leave on our planet becomes more and more *apparent*². The most obvious and harmful outcomes of heavy industrialization are global warming and climate change.

The first signs of global warming became obvious in the middle of the last century. Since the 1970s, the surface temperature of Earth has risen by 1 °C. Multiple data records show now that the warming happens at the rate of roughly 0.2 °C per one decade.

This is a very alarming development. The *bulk*³ of global warming is attributed to human activity. Assuming we don't do something about it, the consequences would be lasting, probably *irreversible*⁴, and very harsh.

The first and most obvious effect is the heating of Earth's atmosphere. This means that there will be less cold days and more hot days *overall*⁵. This in turn means that both plants and animals will need to adjust to it. Some of them might not survive such a change.

The secondary effect is the melting of continental ice, which makes sea levels rise far above their normal point. Extreme cases could lead to floods and destruction of continental coastlines.

Warmer weather also results in more water evaporating and the air becoming more *humid*⁶. This can lead to even more rains, floods and some extreme weather patterns such as wildfires and tropical cyclones.

One of the most *insidious*⁷ and less obvious effects is the change of the oceans oxygen levels. Warmer water can hold less oxygen than the colder one, and so if the temperatures continue to rise, many underwater species risk total extinction. While humanity definitely contributes much to climate change with *irresponsible*⁸ burning of fossil fuels, we still can battle it. Switching to renewable and clear energy sources, electrical cars, and improving the efficiency of our factories can curb the adverse effects we've inflicted on our planet over the last 100 years. And *if worse comes to worst*⁹, humanity can be very good at adapting to hostile *environments*¹⁰. Adaptation strategies include reinforcing the coastlines or relocating deeper into the mainland; development of weather-resistant crops; development of *contingency*¹¹ scenarios for local disaster management.

1. ¹ **unparalleled** – беспрецедентный;
2. ² **apparent** – явный, очевидный;
3. ³ **bulk** (контекст.) – большая часть;
4. ⁴ **irreversible** – необратимый;
5. ⁵ **overall** – по большей части, в общем и целом;
6. ⁶ **humid** – влажный;
7. ⁷ **insidious** – коварный;
8. ⁸ **irresponsible** – безответственный;
9. ⁹ **if worse comes to worst** (идиом.) – в наихудшем случае;
10. ¹⁰ **environments** (контекст.) – окружающие среды;
11. ¹¹ **contingency** (контекст.) – кризисный, непредвиденный, возникающий спонтанно.

Критерии оценивания (оценочное средство - Практическое задание)

Оценка	Критерии оценивания
зачтено	Оценки «зачтено» заслуживает студент, обнаруживший всестороннее, систематическое и глубокое знание учебного и нормативного материала, умеющий свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной кафедрой. Также оценка «зачтено» выставляется студентам, обнаружившим полное знание учебного материала, успешно выполняющим предусмотренные в программе задания, усвоившим основную литературу, рекомендованную кафедрой, демонстрирующие систематический характер знаний по дисциплине и способные к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности. Оценкой «зачтено» оцениваются ответы студентов, показавших знание основного учебного материала в объеме, необходимом для дальнейшей учебы и в предстоящей работе по профессии, справляющихся с выполнением заданий, предусмотренных программой, но допустившим погрешности в ответе на экзамене и при выполнении контрольных заданий, не носящие принципиального характера, когда установлено, что студент обладает необходимыми знаниями для последующего устранения указанных погрешностей под руководством преподавателя.
не зачтено	Оценка «незачтено» выставляется студентам, обнаружившим пробелы в знаниях основного учебного материала, допускающим принципиальные ошибки в выполнении предусмотренных программой заданий. Такой оценки заслуживают ответы студентов,

Оценка	Критерии оценивания
	носящие несистематизированный, отрывочный, поверхностный характер, когда студент не понимает существа излагаемых им вопросов, что свидетельствует о том, что студент не может дальше продолжать обучение или приступать к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине

5.3.3 Типовые задания (оценочное средство - Задания) для оценки сформированности компетенции УК-4

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

FORMAL AND INFORMAL EDUCATION

Education includes different kinds of learning experiences. Education is the ways in which people learn skills, gain knowledge and understanding about the world and about themselves. There are two types of education – formal and informal.

Informal education involves people in learning during their daily life. For example, children learn their language simply by hearing and by trying to speak themselves. In the same informal manner they learn to dress themselves, to eat with good manners, to ride a bike or to make a telephone call. Education is also informal when people get information or learn skills on their own initiative without a teacher. To do so they may visit a book shop, library or museum. They may watch a television show, look at a video tape, or listen to a radio programme. They do not have to pass tests or exams.

Formal education is the instruction given at different kinds of schools, colleges, universities. In most countries people enter a system of formal education during their early childhood. In this type of education, the people, who are in charge, decide what to teach. Then learners study those things with the teacher at the head. Teachers expect learners to come to school regularly and on time, to work at about the same speed as their classmates, and to pass tests and exams. Learners have to pass exams to show how well they have progressed in their learning. At the end of their learning learners may earn a diploma, a certificate, or a degree as a mark of their success over the years.

The school systems of all modern nations provide both general and vocational education. Most countries also prefer special educational programs for gifted or for physically or mentally handicapped children. Adult education programmes are provided for people who wish to take up their education after leaving school. Most countries spend a large amount of time and money for formal education of their citizens.

1. *Answer the following questions.*
2. What is informal education?
3. What is formal education?
4. Where do we get informal education?
5. Do we have to pass tests and exams in formal education?
6. What are the differences between the formal and informal education?

2. Составьте устное высказывание на приведенную ниже тему. «*What are you going to do tonight?*»

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

GENERAL AND VOCATIONAL EDUCATION

General education aims at producing intelligent, responsible, well-informed citizens. It is designed to transmit a common cultural heritage rather than to develop trained specialists.

Almost all elementary education is general education. In every country primary school pupils are taught skills they will use throughout their life, such as reading, writing and arithmetic. They also receive instruction in different subjects, including geography, history, etc. In most countries almost all young people continue their general education in secondary schools.

The aim of vocational education is primarily to prepare the students for a job. Some secondary schools are vocational secondary schools, where students are taught more technical subjects, such as carpentry, metalwork and electronics. Technical school students are required to take some general education courses and vocational training. Universities and separate professional schools prepare students for careers in such fields as agriculture, architecture, business, engineering, law, medicine, music, teaching, etc.

Answer the questions.

1. What is general education? Where do we get general education?
2. What is the aim of vocational education? Where can we get vocational education?
3. What is the difference between general and vocational education?

2. Составьте устное высказывание на приведенную ниже тему. « *If friends come to visit you tonight, how will you entertain them?* »

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

AN AMERICAN COLLEGE / UNIVERSITY

The period of study in an American college or university is four years. Each year comprises two terms or semesters. The first, or fall term, usually begins the last week of August and continues until the middle of December with approximately four weeks intermission for the Christmas holidays.

The second semester begins in January and continues until the end of May. The students are usually given three to five days for the Easter holidays. In addition to the regular academic year, many colleges offer courses of study during the summer months. These sessions are attended by students who are interested in making up the coursework or by those who would like to accelerate their program.

The average student is expected to take 15 or 16 credits each semester. In this way he may earn 32 credits during the academic year. When the student has accumulated more than 30 credits he passes to the next class and becomes a second-year student or sophomore. After a student has successfully completed four years of study and acquired 124 or 150 credits he becomes a candidate for the degree of Bachelor of Art or Bachelor of Science and is ready for graduation.

Answer the questions.

1. How long do American students study at college?
2. How many terms are there in an academic year?
3. Who is a sophomore?
4. How many credits do the students have to get to pass to the next class?
5. What degrees can students get at the end of their education?

2. Составьте устное высказывание на приведенную ниже тему. « *What should you do to survive in the wildness?* »

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

STUDENTS' LIFE

In two weeks I shall finish my first year at Cambridge. Let me tell you something about students' life and my impressions of it.

The students are mainly English, but there are many others, particularly so in the block of rooms in which I live, for my neighbours include a Chinese studying English, a Canadian studying history and a Frenchman studying science.

The rooms have a pleasant outlook over the college gardens. There is a very small gas-stove on which we make tea or coffee. It is a popular tradition here to invite friends in the afternoon for tea and hot buttered toast and jam. To each room there is a man-servant who with a woman-servant, known as a "bedder", keep it clean.

In the old days when Colleges were religious institutions the students were clergymen, and their life was much more strict and disciplined than now. Friendship with young ladies was not allowed and the only women inside the college were washerwomen. The legend is that these women had to be "old and ugly".

The students eat their meals in the college dining-hall. At some colleges there is an interesting tradition. It is known as "sconcing". If a student comes late to dinner or he is not correctly dressed, or he breaks one of the laws of behavior, then the senior student orders him to be sconced.

A large silver cup, known as "sconce" cup, filled with beer is brought and placed in front of him and he must drink it in one attempt without taking the cup from lips (it holds two and a half pints, or 1,5 litres). If he can do it, then the senior pays for it, if not, the cup is passed round and the student who has been "sconced" must pay for it. In general, the discipline is not strict.

The students can stay out till twelve o'clock. Each evening a Proctor with two assistants, called "Bulldogs", walks about the town keeping an eye on the students behavior. If he sees a student breaking a rule he will come up to him and say, "Are you a member of the University, sir?", and if a student runs away, then the "Bulldogs" run after him, and if they catch him (they are chosen, it is said, because they are good runners), they fine the student.

Apart from fines a student may be dismissed for the university for one term.

We attend our lectures in the morning and in the afternoon we are free. I usually work in my room or play some sport. The most popular sport is rowing.

There are over a hundred societies and clubs. There are religious societies a society for those who don't believe; political, sporting and dramatic societies. There is even one for people with beards. Perhaps the most popular is the Debating Society at which students debate political and other questions with famous politicians and writers.

The walks into the country, the talks, the games and the work, the traditions and the customs – all are part of the students' life which would be poorer if any of them was lost.

Answer the questions.

1. What tradition is popular among the students at Cambridge?
2. What are students "sconced (штрафоваться) for?
3. What do the so-called "Bulldogs" do if students whom they come up to runs away?
4. What students' societies are there at Cambridge and which is the most popular one?

2. Составьте устное высказывание на приведенную ниже тему. « *What should you do to achieve your goals ?* »

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

SCIENCE AND SCIENTISTS

The word “science” comes from the Latin word “scientia” which means “knowledge”. Science covers a broad field of knowledge that deals with facts and the relationship among these facts. Scientists study a wide variety of subjects. Some scientists search for clues to the origin of the universe and examine the structure of the cells of living plants and animals. Other researchers investigate why we act the way we do or try to solve complicated mathematical problems. Scientists use systematic methods of study to make observations and collect facts. They develop theories that help them order and unify facts. Scientific theories consist of general principles or laws that attempt to explain how and why something happens or has happened. A theory is considered to become a part of scientific knowledge if it has been tested experimentally and proved to be true. Scientific study can be divided into three major groups: the natural, social and technical sciences. As scientific knowledge has grown and become more complicated, many new fields of science have appeared. At the same time, the boundaries between scientific fields have become less and less clear. Numerous areas of science overlap each other and it is often hard to tell where one science ends and another begins. All sciences are closely interconnected. Science has great influence on our lives. It provides the basis of modern technology – the tools and machines that make our life and work easier. The discoveries and inventions of scientists also help shape our view about ourselves and the place in the universe.

Answer the questions

1. What does the word “science” come from?
2. What do scientists study?
3. What methods do scientists use?
4. What do scientific theories consist of?
5. What influence does science have on our lives?

2. Составьте устное высказывание на приведенную ниже тему. « *How is New Year celebrated in your family ?*»

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

TELEVISION

Television, also called TV, is one of the most important mass media. People with a television set can sit at home and can see and learn about people, animals and things in faraway lands. Millions of viewers around the world can watch sport events and other events of worldwide interest.

TV brings its viewers a steady stream of programmes that are designed to give information and to entertain. In fact, television provides more entertainment programmes than any other kind of mass media. The programmes include sport events, variety shows, quiz shows, feature films, cartoons, fictional serials called soap operas.

There are two main kinds of television stations: public stations and commercial stations. Public stations are supported by the government. They usually broadcast more educational programmes and programmes on cultural subjects. News and current affairs programmes make up an important section of programmes for most public television stations. Commercial television stations are run by private companies. They sell advertising time to pay for their operating costs and to make a profit for the companies that run the stations.

People can also subscribe to cable television system. Viewers pay a fee for this service. Cable television signals are delivered to home TV-sets of their customers by cables. Some cable systems carry more than one hundred channels – far more than can broadcast even in large urban areas.

Satellite broadcasting is another form of subscription television. The signals are transmitted to home TV-sets from a direct broadcasting satellite in space. The viewer must have a dish-receiver aerial to receive the programmes.

In Britain watching television is one of the great British pastimes. Broadcasting in the United Kingdom is controlled by the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA). The BBC receives its income from the Government, but the private companies controlled by the IBA earn money from advertising. The BBC has two channels. The IBA is responsible for looking after the regional independent TV companies who broadcast their own programmes and those they have bought from other regions.

We may speak about different advantages and drawbacks of television but almost every home has at least one TV-set. On average, a TV-set is in use for about 7 hours each day. Thus, television is the most effective means of mass communication known to mankind. It has become people's eyes and ears on the world.

Answer the questions.

1. What are the two kinds of television stations?
2. What are public stations supported by?
3. What do public stations broadcast?
4. What are commercial television stations run by? How do they pay for their operation costs?
5. What is satellite television?

2. Составьте устное высказывание на приведенную ниже тему. «*What is your favorite holiday? Why ?*»

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

RADIO HISTORY – THE BBC

The BBC started in 1922. In 1920s and 1930s it broadcast news, music, stories and plays. In 1939 the BBC was the first radio station to broadcast English language lessons.

In the Second World War Winston Churchill gave his speeches on the radio. His most famous was on 18 June, 1940, when Britain was the only country at war with Germany: "If we can stand up to Hitler, all of Europe will be free ..."

If the British Empire and Commonwealth last for a thousand years, men will say this was finest hour."

In the 1940s and 1950s radio was the most popular form of family entertainment. Millions followed the BBC's stories and radio soaps like *The Archers* (which is still going!).

In the swinging 60s BBC's Radio 1 played the Beatles and The Rolling Stones but more and more people had TVs in their homes and everybody said that the days of radio were numbered.

However in 1970s the popularity of radio actually increased and the number of stations grew. The BBC started local radio stations and later, the government allowed commercial radio. Gradually, radio started to become more popular again.

Nowadays, according to a recent survey 91 % of the population listen regularly for three hours a day and British families have an average of six radios altogether in their homes or cars!

One of the reasons for the success of radio is the choice. Local radio stations like Capital in London, is close to people and local issues. Music stations, like Magic, Heart, Classic FM and Jazz FM have music for all tastes. And the BBC is still going strong, with over 50 % of listeners. Radio 1 has pop music for young people, while Radio 2 for older listeners. Radio 3 has classical music and Radio 4 has

news, stories and documentaries. Radio 5 gives “live” coverage of news and sport. The BBC World Service also broadcasts around the world in English and other languages.

Radio is now more advanced than television with new technology. You can listen to the BBC and commercial stations on the Net and choose your own programmes. Totally online radio stations promise to change the face of radio because they will “personalize” the music you listen to. Maybe the song *Video killed the Radio Star* got it wrong – radio has not only survived, it is alive and kicking!

Answer the questions.

1. Why was BBC radio important in the Second World War?
2. Why was radio less popular in 1960s?
3. Why did it become successful again?
4. How will online radio be different?

2. Составьте устное высказывание на приведенную ниже тему. «*What must you do to be successful in a job interview ?*»

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

THE INTERNET

Modern technology has a tremendous effect on the lives of people and their entertainment habits. The Internet became an important data-gathering and communication source. The Net encircle the globe. The term **Internet** refers to the global network of public computers running Internet Protocol. In other words, the Internet is a worldwide system of computer networks that allows users to send and receive information from other computers. Today, the Internet is one of the most powerful tools throughout the world and using this tool brings both good and bad things.

Young people spend a lot of time on their computers because it's exciting and they have found in the Net new ways of meeting a basic human need: the desire to communicate with other people.

E-mail sends electronic messages from one person to another – like letters, but capable of crossing the Atlantic in 15 minutes. File transfers move data from one computer to another. The Internet becomes post office, printing press and meeting place – all in one.

Some people are making a fortune in cyberspace. Most companies have their own websites; others exist only on the Internet. They are sometimes called “dot com” companies. Some of the most successful Net entrepreneurs are teenagers who are still at school. They are called internet nerds.

To become a successful entrepreneur all you need is: to start a webpage of your own, have a good idea for a business, think of catchy name and find someone to lend you money. And remember! English is the most used business language.

Answer the following questions using your own words as far as possible and expressing your point of view.

1. How does modern technology affect people's lives?
2. Why does the Net encircle the Globe?
3. How can people make a fortune in cyberspace?
4. Why is the English language necessary to be successful on the Net ?
5. Do most teenagers only have a few hours of computer time? Why?

2. Составьте устное высказывание на приведенную ниже тему. «*What must we do to be in good health?*»

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

ENVIRONMENTAL POLLUTION

Environment pollution is a term that refers to all the ways by which people pollute their surroundings. People dirty the air with gases and smoke, poison the water with chemicals and other substances, and damage the soil with too many fertilizers and pesticides. People also pollute their surroundings in various other ways. They ruin natural beauty by scattering rubbish and litter on the land and in the water. They operate motor vehicles that fill the air with the noise.

Environmental pollution is one of the most serious problems facing humanity today. It causes global warming, destruction of the ozone layer and other disastrous processes. Air, water and soil – all harmed by pollution – are necessary to the survival of all living things. Badly polluted air can cause illness and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land available for growing crops. Environmental pollution also brings ugliness to our naturally beautiful world.

The pollution problem is as complicated as it is serious. It is complicated because much pollution is caused by things that benefit people. Exhaust from cars causes a large percentage of all air pollution, but the car provides transportation for millions of people. Factories discharge much of the material that pollutes air and water, but factories provide jobs for people and produce goods that people want. Too many fertilizers or pesticides can ruin soil, but they are important aids for the growing of crops.

Thus, to end or greatly reduce pollution immediately, people would have to stop using many things that benefit them. But pollution can be gradually reduced. Scientists and engineers should work hard to find the ways to lessen the amount of pollution that such things as cars and factories cause.

Governments should enforce laws that require enterprises or individuals to stop or to reduce certain polluting activities.

Answer the question.

1. What is environmental pollution?
2. How do people pollute their environment?
3. How do people ruin the natural beauty of our planet?
4. Why is the problem of pollution complicated?
5. What can we do to stop pollution?

2. Составьте устное высказывание на приведенную ниже тему. «*What is the biggest challenge in your life at the moment ?*»

1. Прочитайте текст. Будьте готовы ответить на вопросы по тексту.

ELIZABETH II

Elizabeth II's full name is Elizabeth Alexandra Mary. She was born on June 20, 1926. She is the elder daughter of the late King George VI. She never went to school and was taught by home tutors. In 1944 she served as a counselor of state while her father was on the war front in Italy. In 1947 she married Prince, her distant relative, a great-great grandson of Queen Victoria. Philip adopted his mother's last name Mountbatten. Later he was created Duke of Edinburgh. A year later she gave birth to a son, Charles. In 1950 she gave birth to a daughter, Anne. Elizabeth succeeded to the throne on the death of her father in February 1952. The second son, Andrew, was born to Elizabeth in 1960 and the third, Edward, in 1964.

Queen Elizabeth is very popular and much respected all over the world. She is one of the richest persons in the world. She acts as patroness for a number of charities and other organizations. She is a symbol of unity and continuity within the Commonwealth of Nations.

The royal family is also undergone changes during Elizabeth reign. Since the 1980s the public has become much more informed about the lives of the royal family due to the press. Two of Queen Elizabeth's sons, Prince Charles and Prince Andrew, separated from their wives in 1992. Both separations were much discussed in newspapers. These divorces were surrounded by accusations of infidelity and damaged the reputation of the royal family.

In 1992 the Queen and Prince Charles agreed to pay income taxes on their personal income, the first time the monarchy has done so. The same year, part of Windsor Castle was seriously damaged by fire. In 1993 Buckingham Palace was opened to tourists to help pay the repair at Windsor Castle.

Answer the questions.

1. How old is Elizabeth II?
2. How many children has she got?
3. How did the public's attitude to the royal family change to the end of the 20th century?

2. Составьте устное высказывание на приведенную ниже тему. «*Have you got any bad habits?*»

Критерии оценивания (оценочное средство - Задания)

Оценка	Критерии оценивания
превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно», продемонстрированы знания, умения, владения по соответствующим компетенциям на уровне, выше предусмотренного программой
отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично», при этом хотя бы одна компетенция сформирована на уровне «отлично»
очень хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»
хорошо	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «очень хорошо», при этом хотя бы одна компетенция сформирована на уровне «очень хорошо»
удовлетворительно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «удовлетворительно», при этом хотя бы одна компетенция сформирована на уровне «удовлетворительно»
неудовлетворительно	Хотя бы одна компетенция сформирована на уровне «неудовлетворительно», ни одна из компетенций не сформирована на уровне «плохо»
плохо	Хотя бы одна компетенция сформирована на уровне «плохо»

Оценка	Критерии оценивания

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Аитов В. Ф. Английский язык (A1—B1+) : учебное пособие / В. Ф. Аитов, В. М. Аитова, С. В. Кади. - 13-е изд. ; испр. и доп. - Москва : Юрайт, 2023. - 234 с. - (Высшее образование). - ISBN 978-5-534-07022-4. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=845704&idb=0>.
2. Английский язык для гуманитариев (B1–B2). English for Humanities : учебное пособие / О. Н. Стогниева, А. В. Бакулев, Г. А. Павловская, Е. М. Муковникова. - Москва : Юрайт, 2023. - 178 с. - (Высшее образование). - ISBN 978-5-534-14982-1. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=846277&idb=0>.
3. Евсюкова Е. Н. Английский язык. Reading and Discussion : учебное пособие / Е. Н. Евсюкова, Г. Л. Рутковская, О. И. Тараненко. - 2-е изд. ; испр. и доп. - Москва : Юрайт, 2023. - 147 с. - (Высшее образование). - ISBN 978-5-534-07996-8. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=842916&idb=0>.
4. Невзорова Г. Д. Английский язык в 2 ч. Часть 1 : учебник / Г. Д. Невзорова, Г. И. Никитушкина. - 2-е изд. ; испр. и доп. - Москва : Юрайт, 2023. - 339 с. - (Высшее образование). - ISBN 978-5-534-02057-1. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=846845&idb=0>.
5. Невзорова Г. Д. Английский язык в 2 ч. Часть 2 : учебник / Г. Д. Невзорова, Г. И. Никитушкина. - 2-е изд. ; испр. и доп. - Москва : Юрайт, 2023. - 403 с. - (Высшее образование). - ISBN 978-5-534-02108-0. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=846361&idb=0>.

Дополнительная литература:

1. Иванова О. Ф. Английский язык. Пособие для самостоятельной работы студентов (B1–C1) : учебное пособие / О. Ф. Иванова, М. М. Шиловская. - 2-е изд. ; пер. и доп. - Москва : Юрайт, 2023. - 357 с. - (Высшее образование). - ISBN 978-5-534-15771-0. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=847261&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

<http://www.pearsonlongman.com/newtotalenglish/resources/resources.html>

- Total English

www . multitrans . ru - электронные словари

Лицензионное программное обеспечение: Операционная система Windows.

Лицензионное программное обеспечение: Microsoft Office.

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.03.01 - Экономика.

Автор(ы): Себина Екатерина Владимировна.

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