

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

**федеральное государственное автономное
образовательное учреждение высшего образования_
«Национальный исследовательский Нижегородский государственный университет
им. Н.И. Лобачевского»**

Институт филологии и журналистики

УТВЕРЖДЕНО

решением президиума Ученого совета ННГУ

протокол № 1 от 16.01.2024 г.

Рабочая программа дисциплины

Практический курс английского языка

Уровень высшего образования

Бакалавриат

Направление подготовки / специальность

45.03.01 - Филология

Направленность образовательной программы

Отечественная филология

Форма обучения

очная, заочная, очно-заочная

г. Нижний Новгород

2024 год начала подготовки

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.05 Практический курс английского языка относится к части, формируемой участниками образовательных отношений 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: Знает литературную форму государственного языка, основы устной и письменной коммуникации на иностранном языке, функциональные стили родного языка, требования к деловой коммуникации УК-4.2: Имеет практический опыт составления текстов разной функциональной принадлежности и разных жанров на государственном и родном языках, опыт перевода текстов с иностранного языка на родной	УК-4.1: Знает литературную форму государственного языка, основы устной и письменной коммуникации на иностранном языке, функциональные стили родного языка, требования к деловой коммуникации; Умеет выражать свои мысли на государственном, родном и иностранном языке в ситуации деловой коммуникации; Владеет навыками деловой коммуникации на родном и иностранном языках. УК-4.2: Знает приемы составления текстов разной функциональной принадлежности и разных жанров на государственном и родном языках, технологии перевода текстов с иностранного языка на родной; Умеет применять приемы составления текстов разной функциональной принадлежности и разных жанров на государственном и	Тест Эссе	Экзамен: Контрольные вопросы Практическое задание Зачёт: Доклад

		<p>родном языках, методику перевода текстов с иностранного языка на родной;</p> <p>Владеет практическим опытом составления текстов разной функциональной принадлежности и разных жанров на государственном и родном языках, опытом перевода текстов с иностранного языка на родной</p>		
<p>УК-5: Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах</p>	<p>УК-5.2: Демонстрирует толерантное восприятие социальных и культурных различий, уважительное и бережное отношение к историческому наследию и культурным традициям</p>	<p>УК-5.2:</p> <p>Знает специфику толерантного подхода к восприятию социальных и культурных различий;</p> <p>Умеет использовать знания о специфике толерантного подхода к восприятию социальных и культурных различий в профессиональной деятельности;</p> <p>Владеет навыками саморефлексии в процессе анализа практической деятельности, связанной с толерантным восприятием социальных и культурных различий, уважительного и бережного отношения к историческому наследию и культурным традициям</p>	<p>Доклад</p>	<p>Зачёт:</p> <p>Контрольные вопросы</p> <p>Тест</p> <p>Экзамен:</p> <p>Контрольные вопросы</p> <p>Практическое задание</p>
<p>ПК-5: Способен использовать в практической деятельности базовые навыки создания на основе стандартных методик и действующих нормативов различных типов текстов</p>	<p>ПК-5.3: Владеет навыками создания и оформления различных типов текстов</p>	<p>ПК-5.3:</p> <p>Знает базовые принципы построения и оформления различных типов текстов;</p> <p>Умеет корректно отбирать и сочетать вербальные и текстовые единицы при построении различных типов текстов; оформлять тексты в соответствии с действующими нормативами;</p> <p>Владеет опытом продуцирования и оформления</p>	<p>Тест</p>	<p>Зачёт:</p> <p>Практическое задание</p> <p>Доклад-презентация</p> <p>Экзамен:</p> <p>Контрольные вопросы</p> <p>Практическое задание</p>

		различных типов текстов.		
ПКД-5: Способен демонстрировать владение навыками перевода с иностранных языков и на иностранные языки и практические аспекты аналитико-синтетической переработки различных типов текстов	ПКД-5.1: Выполняет различные виды перевода текстов, в том числе профессиональных текстов с иностранного языка на русский	<p>ПКД-5.1: Знает модели и алгоритмы перевода, способы достижения смысловой, стилистической и прагматической адекватности при переводе различных типов текстов, в том числе профессионально ориентированных, с иностранного языка на русский;</p> <p>Умеет анализировать, конструировать смысл и интерпретировать содержание текста с позиций межкультурной коммуникации, выбирать общую стратегию перевода;</p> <p>Владеет опытом перевода различных типов текстов, приёмами достижения смысловой, стилистической и прагматической адекватности переводимого текста</p>	Тест	<p>Зачёт: Практическое задание</p> <p>Экзамен: Доклад-презентация Контрольные вопросы</p>

3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная	очно-заочная	заочная
Общая трудоемкость, з.е.	5	5	5
Часов по учебному плану	180	180	180
в том числе			
аудиторные занятия (контактная работа):			
- занятия лекционного типа	0	0	0
- занятия семинарского типа (практические занятия / лабораторные работы)	62	50	16
- КСР	3	3	3
самостоятельная работа	79	91	148
Промежуточная аттестация	36 Экзамен, Зачёт	36 Экзамен, Зачёт	13 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	З Ф О	О Ф О	О З Ф О	З Ф О	О Ф О	О З Ф О	З Ф О	О Ф О	О З Ф О	З Ф О	О Ф О	О З Ф О	З Ф О			
Тема 1 Ф.С. Фицджеральд и его роман «Великий Гэтсби»	35	35	40				16	12	4	16	12	4	19	23	36			
Тема 2 О. Уайльд и его роман «Портрет Дориана Грея»	36	34	42				16	12	4	16	12	4	20	22	38			
Тема 3 Э. По. Новеллы	36	34	40				16	12	4	16	12	4	20	22	36			
Тема 4 Дж. Сэлинджер и его единственный роман	34	38	42				14	14	4	14	14	4	20	24	38			
Аттестация	36	36	13															
КСР	3	3	3										3	3	3			
Итого	180	180	180	0	0	0	62	50	16	65	53	19	79	91	148			

Содержание разделов и тем дисциплины

Тема 1

Ф.С. Фицджеральд и его роман «Великий Гэтсби»

Тема 2

О. Уайльд и его роман «Портрет Дориана Грея»

Тема 3

Э. По. Новеллы

Тема 4

Дж. Сэлинджер и его единственный роман

Практические занятия /лабораторные работы организуются, в том числе, в форме практической подготовки, которая предусматривает участие обучающихся в выполнении отдельных элементов работ, связанных с будущей профессиональной деятельностью.

На проведение практических занятий / лабораторных работ в форме практической подготовки отводится: очная форма обучения - 62 ч., очно-заочная форма обучения - 50 ч., заочная форма обучения - 16 ч.

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:

Практический курс английского языка, .

Иные учебно-методические материалы:

Шевелева Светлана Александровна. Грамматика английского языка : Учебное пособие для студентов вузов; Учебное пособие. - Москва : Издательство "ЮНИТИ-ДАНА", 2017. - 423 с. - ВО - Бакалавриат. - ISBN 978-5-238-01755-6.

Высшее образование в России и за рубежом = Higher Education in Russia and Abroad : практикум для гуманитарных направлений подготовки ННГУ им. Н. И. Лобачевского / М. В. Золотова, О. А. Демина, Н. В. Каминская, Т. В. Мартыанова ; ННГУ им. Н. И. Лобачевского. - Нижний Новгород : Изд-во ННГУ, 2016. - 41 с. - Текст : электронный.

Борщевская Юлия Михайловна. Английский язык в модулях = Modules of the English Language : сборник текстов для чтения и заданий по английскому языку для бакалавров 1, 2 курса : практикум / Ю. М. Борщевская ; ННГУ им. Н. И. Лобачевского. - Нижний Новгород : Изд-во ННГУ, 2017. - 27 с. - Текст : электронный.

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 - Тест) для оценки сформированности компетенции УК-4:

Progress Test

Grammar

1. Put the verbs in brackets into the correct infinitive form or the –ing form.

1. It was no use (talk) to Rain, she didn't wish t change her mind.

2. Mor was talking about (continue) their life together.

3. His arguments didn't make Rain (change) her mind.

4. The man couldn't help (talk) about his love for the girl.

5. He saw tears (appear) in Rain's eyes.

6. She didn't want him (break) his roots.

7. Rain was too upset (paint).

8. Mor suggested (speak) about it again.

9. He refused (accept) her confessions.

10. He couldn't let her (leave) him.

2. Fill in the gaps with prepositions.

1. His career and family prevented the girl ____ staying with him.
2. She objected ____ his following her.
3. Mor didn't approve _____ her going on working.
4. Rain insisted _____leaving her alone.
5. He kept _____ persuading Rain to stay with him.

Vocabulary

1. Underline the odd word out.

Example: funny friendly kind safe

- 1 fly mosquito dolphin bee
- 2 palace statue receipt castle
- 3 talkative polluted crowded dangerous
- 4 sightseeing ironing camping sunbathing
- 5 jeans leggings tights gloves

2. Complete the sentences with the correct word.

Example: My mum's sisters are my aunts.

aunts cousins uncles

- 1 David _____ me he wanted to get a burger.
told said replied
- 2 We _____ a really good time at the festival.
spent had did
- 3 My brother is my aunt's _____.
niece grandson nephew
- 4 Put your lights on. We're going to drive _____ a tunnel!
through under across
- 5 The opposite of *crowded* is _____.
clean safe empty
- 6 Kate's really _____. She always gives me presents.
mean lazy generous
- 7 Can you turn _____ the TV? I want to watch the news.
on in off
- 8 Is he looking _____ to the party?
after for forward

- 9 Those jeans look nice. Would you like to _____ them on?
take try wear
- 10 Enter our competition now! You could _____ a great prize.
win earn make
- 11 Our new school year starts _____ 5th September.
in on at
- 12 We haven't got much money _____ we aren't going to buy the flat.
because so although
- 13 He _____ on really well with his sister.
does gets makes
- 14 I'm not _____ good at languages. I find them difficult.
bit quite very

3. Write the opposite.

Example: fail pass

- 1 borrow _____
- 2 generous _____
- 3 interesting _____
- 4 remember _____
- 5 find _____
- 6 dangerous _____

4. Complete the sentences with the correct preposition.

Example: What music do you listen to?

- 1 Be careful when you jump _____ the swimming pool.
- 2 I'm not sure if I can come camping. It depends _____ my work.
- 3 Did you wait long _____ your train?
- 4 Harry's worried _____ his driving test tomorrow.
- 5 Leo fell in love _____ his girlfriend soon after they met.
- 6 Can you pay _____ the tickets today?
- 7 Please write _____ me soon, and tell me all your news.
- 8 What time did you arrive _____ school? Were you late?

5. Complete the sentences with one word.

Example: Write down the words.

- 1 Can you _____ the dog for a walk?
- 2 I'm taking this watch _____ to the shop. It doesn't work.
- 3 Work _____ pairs to do this next exercise.
- 4 Don't run _____ the road! It's dangerous.
- 5 Let's _____ Fred to the party on Saturday.
- 6 Shall we _____ surfing tomorrow?
- 7 Don't _____ so much noise! I'm trying to study.

Reading

Think of three questions you would like to ask about Jerome David Salinger. Read the text to see if you can answer them.

An American writer and short-story writer Jerome David Salinger is the son of a Jewish father and a Scottish mother. He grew up in New York City, attending public schools and a military academy. After brief period of enrolment at both New York and Columbia Universities, Salinger devoted himself entirely to writing, and by 1940 he had published several short stories in periodicals. Although his career as a writer was interrupted by World War II, after returning from the service in the U.S. Army in 1946 Salinger resumed a writing career primarily for *The New Yorker* magazine.

He established his reputation on the basis of a single novel *The Catcher In The Rye* (1951). It won critical acclaim and devoted admirers, especially among the post-war generation of college students. The publication of that book brought him major critical and popular recognition. Its central character Holden Caulfield is a sensitive, rebellious adolescent. Who tries to escape from the "phony" adult world and search for innocence and truth.

His collection of short stories *Raise High The Roof Beam, Carpenters* (1963) added to his reputation. The public attention that followed the success of his novel made Salinger move from New York to the remote hills of Cornish, New Hampshire. The reclusive habits of Salinger in his later years made his personal life a matter of speculation among devotees, while his small literary output was a subject of controversy among critics. Salinger eventually stopped making public appearances of any kind. He refuses requests for interviews and has not published since 1965.

His entire corpus of published works consists of one novel and 35 short stories.

Find and read out the sentences which:

1. Name the reasons for escape and life of a hermit
2. Inform us about the amount of his published works
3. Say some words about the central figure of his novel
4. Tell us about public and critical attitude to *The Catcher In The Rye*
5. Give information about the background and education.

Writing

Formulate your ideas and write your opinion on the following questions:

1. Did Holden have qualms about leaving Pencey?
2. Why did Holden write Mr. Spencer a little note at the bottom of his essay?
3. Did Holden feel no concern for his future?
4. Was it the old teacher to blame for flunking Holden?
5. Why did Holden feel sorry for Mr. Spencer?
6. Holden calls himself a real moron and “all that stuff”. Was he sincere?
7. What did Holden mean saying that he was going through a phase?

Speaking

1. Think and answer

1. Did Salinger get a good education?
2. What were the ways of establishing his reputation?
3. What brought him his major public and critical acclaim?
4. What made him become a recluse?
5. Is he likely to leave many works to his devotees and descendants?
6. Can we consider him the author of only one significant book?

2. Summarise the information you have learnt about:

1. Salinger`s literary career
2. His prominent novel, its main character, the resonance it had
3. The writer`s lifestyle and personality

5.1.2 Типовые задания (оценочное средство - Тест) для оценки сформированности компетенции ПК-5:

Grammar

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: The house was built (build) in 1906.

- 1 As soon as she arrives we _____ (start) the meal.

- 2 If he _____ (answer) all the questions, he would have passed the exam.
- 3 If we stayed in tonight, what _____ we _____ (do)?
- 4 I _____ (be) home earlier if I hadn't missed the bus.
- 5 Would he work late tonight if the boss _____ (ask) him?
- 6 The teacher told us that the exam results _____ (not arrive) yet.
- 7 She said that she _____ back later (call).
- 8 My father _____ (smoke) a lot but he gave up ten years ago.
- 9 My car _____ (repair) at the moment. I had an accident last week.
- 10 The film star's photo _____ (take) when he was shopping with his girlfriend.
- 11 She's so happy! She _____ just _____ (offer) a new job.
- 12 When we _____ (check in) I'll ask for a window seat.
- 13 Celebrities _____ often _____ (see) at the best London restaurants.
- 14 If we don't use less electricity, global warming _____ (get) worse.
- 15 He told me _____ (sit) down.

	15
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2 Underline the correct word or phrase.

Example: I don't mind **to wait** / **waiting**.

- 1 My brother's really good at **ski** / **skiing**.
- 2 I didn't spend **enough long** / **long enough** checking what I'd written.
- 3 If I wanted to buy a car, I **would borrow** / **had borrowed** money from the bank.
- 4 I've just moved to this town and I'm looking **for the library** / **the library for**.
- 5 It's **too** / **too much** hot today.
- 6 You went to Spain for your holiday, **did** / **didn't** you?
- 7 I forgot **turning** / **to turn** off the television when I went to bed last night.
- 8 He **used to play** / **was playing** rugby when he was younger, but he doesn't now.
- 9 People **who** / **what** work hard usually do well at their jobs.
- 10 Could I have a **little** / **few** milk in my coffee, please?
- 11 I asked him whether **he spoke** / **did he speak** Russian.
- 12 I can't afford **going** / **to go** on holiday this year.
- 13 There are **any** / **no** good bookshops in this town.
- 14 It's quite easy **to find** / **finding** their new house.
- 15 Do you know where **the bank is** / **is the bank**?

	15
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3 Complete the sentences with one word.

Example: The letter was posted last week.

- 1 What _____ beautiful dress! Where did you get it?
- 2 I'll stay here _____ he arrives and then we'll leave together.
- 3 That's the man _____ car I hit last week.
- 4 She likes modern art, _____ she?
- 5 If I'd _____ it was your birthday, I'd have baked a cake.
- 6 Do you like _____ new Mel Gibson film?
- 7 I've just booked _____ wonderful safari holiday in South Africa.
- 8 I didn't _____ to like sport but now I go to the gym every day.
- 9 Manchester is the town _____ I was born.
- 10 You didn't really enjoy the film, _____ you?

	10
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Grammar total		40
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Vocabulary

4 Underline the odd word out.

Example: soundtrack plot special effects comedy

- 1 city centre cottage suburbs village
- 2 government relaxation survival organize
- 3 professor student pupil timetable
- 4 luckily fortunately carelessly comfortable
- 5 department store baker's supermarket shopping centre
- 6 manager till shop assistant customer
- 7 painter music inventor cyclist
- 8 star plot extra director
- 9 full-time permanent part-time retire
- 10 patience fortunate lucky careful

	10
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5 Match the words that go together.

film fiction mystery friend novel station area ~~store~~ effects teacher course

Example: department store

- 1 special _____
- 2 horror _____
- 3 crime _____
- 4 close _____
- 5 head _____
- 6 science _____
- 7 murder _____
- 8 police _____
- 9 residential _____
- 10 training _____

	10
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6 Complete the sentences with the correct word(s).

Example: They made the story into a film.

on into off

- 1 In many countries smoking has been _____ in public places.
protected banned reduced
- 2 A lot of students work _____ waiters to earn some money.
as for by
- 3 The new teacher really _____ me to do well in my exams.
promoted encouraged increased
- 4 These plates are dirty. Put them in the _____.
sink shower washbasin
- 5 I have so many _____ and I still can't find a job.
qualifications experience training course
- 6 We met at _____; we were colleagues.
work college school
- 7 My maths teacher isn't very _____; he only explains things once.
patient impatient patiently
- 8 Do you remember the _____ when he jumped off the balcony?
script plot scene
- 9 I bumped _____ my cousin at the supermarket.

at on into

10 The show sold _____ in one hour!

off out in

	10
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7 Complete the words in the sentences.

Example: The **audience** loved the film.

- 1 It's 3.30; I must **p**_____ up my children from school.
- 2 **D**_____ in schools isn't as strict today as it used to be.
- 3 If you want to get fit, why don't you **t**_____ up tennis?
- 4 I have always loved the violin. As a child I thought of becoming a **v**_____.
- 5 We buy so much we always need a **t**_____ to carry things in the supermarket.
- 6 It's too expensive for me to live on my own so I want to **m**_____ back home.
- 7 My exams start next week. I must **r**_____ over the weekend.
- 8 The meal was terrible. We should **c**_____ to the manager.
- 9 Pupils are sent to the head teacher if they don't **b**_____ in class.
- 10 Who is in **c**_____ of this department?

	10
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Vocabulary total		40
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Pronunciation

8 Underline the stressed syllable.

Example: location

- 1 timetable
- 2 religious
- 3 electrician
- 4 temporary
- 5 qualifications
- 6 revise
- 7 newsagent's
- 8 residential
- 9 audience

10 primary

	10
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9 Match the words with the same sounds.

receipt term queue govern wall school sink bargain buy baker house

Example: shower house

- 1 plug _____
- 2 scene _____
- 3 audience _____
- 4 employee _____
- 5 path _____
- 6 script _____
- 7 resign _____
- 8 music _____
- 9 suburbs _____
- 10 chemist's _____

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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Reading

1 Read the article and tick (ü) A, B, or C.

The new Hollywood?

What is Bollywood?

'Bollywood' is the name of the enormous Hindi-language film industry based in Mumbai, India. The name is a mix of 'Bombay' (now known as Mumbai) and 'Hollywood'. Bollywood's **output** makes it the largest national film industry in the world in terms both of the number of films produced and the number of tickets sold – though not in terms of **profit**. In 2006 Bollywood films sold 3.8 billion tickets worldwide and had total **revenues** (from cinema tickets, DVDs, and television licensing) of \$1.6 billion. In the same year films made in Hollywood sold 2.7 billion tickets but **generated** \$51 billion.

Bollywood attracts thousands of **aspiring** actors, all hoping for a lucky break. As in Hollywood, very few succeed. Only a tiny number of non-Indian actors **make a mark** in Bollywood, though many have tried.

History

The first **silent** film was made in India in 1913. By the 1930s the industry was producing over 200 films a year. The first film with dialogue, *Alam Ara*, was **a huge hit**. At first romantic musicals were the commonest types of film, but in the 1960s action films began to appear, and these became increasingly popular. However, in the early 1990s the **trend** went back to family-friendly musicals. Bollywood is now a strong part of modern culture not only in India, but also in the rest of south Asia, the Middle East, and parts of Africa. It also has a large audience in the UK, Canada, and the US.

Money and challenges

Bollywood budgets can be low by Hollywood standards, and sets and special effects can be limited by this. As Western films and TV programmes gain popularity in India, however, there is more **pressure** for Bollywood films to have higher production values. Film crews from Mumbai now often film abroad, as audiences enjoy scenes shot overseas.

The biggest challenges facing Bollywood in India are from satellite TV, television, and foreign films, which are all having a massive impact on the **domestic** entertainment scene. In the past, most Bollywood films could make money – now fewer do, but it is still a successful and increasingly international industry.

Example: Mumbai used to be known as Bombay.

A True ☒ B False ☐ C Doesn't say ☐

1 The name 'Bollywood' is a combination of two words.

A True ☐ B False ☐ C Doesn't say ☐

2 Bollywood sells more tickets than any other film industry.

A True ☐ B False ☐ C Doesn't say ☐

3 Bollywood's total revenue was higher in 2006 than in 2005.

A True ☐ B False ☐ C Doesn't say ☐

4 There are no non-Indian actors in Bollywood.

A True ☐ B False ☐ C Doesn't say ☐

5 The first Hollywood silent film was made in 1917.

A True ☐ B False ☐ C Doesn't say ☐

6 People in India have always liked the same kind of films.

A True ☐ B False ☐ C Doesn't say ☐

7 Bollywood films are popular in many parts of the world.

A True ☐ B False ☐ C Doesn't say ☐

8 Bollywood films cost much less to make than Hollywood films.

A True ☐ B False ☐ C Doesn't say ☐

9 All Bollywood films are set in India.

A True ☐ B False ☐ C Doesn't say ☐

10 There are more Bollywood fans in the UK than in the US.

A True ☐ B False ☐ C Doesn't say ☐

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2 Match **five** of the highlighted words / phrases to the definitions.

Example: making no noise or sound *silent*

- 1 money you make when you sell something for more than it cost you _____
- 2 to have an effect that people notice and will remember _____
- 3 a very big success _____
- 4 only within one country _____
- 5 worries or difficulties that you have because you have too much to deal with _____

	5
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Reading total		15
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Writing

Answer **one** of the questions and write 75–100 words.

- 1 What did you like or dislike about your first school?
- 2 What is your favourite television programme and why?
- 3 Do you usually discuss your problems with friends or family? Why?

Writing total		10
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Reading and Writing total		25
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Listening

1 Listen to Jason. Tick (✓) A or B.

- 1 Fernando and Jason are good friends.

A True ☐ B False ☐

- 2 Fernando drives racing cars for a living.

A True ☐ B False ☐

3 Fernando was born in Spain.

A True ☐ B False ☐

4 Jason isn't as old as Fernando.

A True ☐ B False ☐

5 Fernando is self-confident, and afraid of nothing.

A True ☐ B False ☐

	5
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2 Listen to five conversations. Tick (ü) A, B, or C.

1 Peter doesn't keep in touch with ____.

A his best friend from school ☐ B his neighbours ☐
C friends from Australia ☐

2 Harriet would like to live ____.

A in the country ☐ B on the coast ☐ C in the mountains ☐

3 Nowadays, Sue's journey to work ____.

A doesn't take as long as before ☐ B is as far as it used to be ☐
C takes longer so she leaves home earlier ☐

4 Diane ____.

A doesn't want to go away for the weekend ☐
B has too much work to go away ☐
C is thinking of asking Nick to go away with her ☐

5 Mrs Brown's handbag is ____.

A the same colour as this one ☐ B the same size as this one ☐
C newer than this one ☐

	5
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Listening total		10
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Speaking

1 Make questions and ask your partner.

1 think / boarding schools / good?

2 you / good or naughty / student?

- 3 Which / prefer / live in big flat in city centre or small house in countryside?
- 4 Who / oldest friend?
- 5 How long / spend on / phone / every day?
- 6 ever / complain / in shop? Why (not)?
- 7 Who / favourite hero / from the past?
- 8 ever be / very lucky?
- 9 like / take risks? Why (not)?
- 10 good idea / have / TV in children's bedrooms?

Now answer your partner's questions.

2 Talk about one of the statements below, saying if you agree or disagree. Give reasons.

- 1 'Films should never be dubbed.'
- 2 'Physical punishment is always wrong.'
- 3 'There is no such thing as luck.'

3 Listen to your partner. Do you agree with him / her?

Speaking total		15
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5.1.3 Типовые задания (оценочное средство - Тест) для оценки сформированности компетенции ПКД-5:

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: Are you *going* (go) on holiday this year?

- 1 'Where's Lynne?' 'She _____ (go) to Cuba. She'll be back next week.'
- 2 Mike _____ (work) in his study. Shall I call him for you?
- 3 If I had the chance to live abroad, I _____ (go).
- 4 I'm sorry. I think I _____ (break) your camera when I dropped it!
- 5 I would have said 'hello' if I _____ (see) you!
- 6 I _____ (have) lunch every day with Clare in the canteen – I really enjoy talking to her.
- 7 'Didn't you hear the phone ring?' 'No, sorry. I _____ (listen) to music.'
- 8 She told me she _____ (want) to meet me the next day.
- 9 Between 1984 and 1986 Patricia Cornwell _____ (write) three novels.
- 10 I _____ (eat) less chocolate at the moment because I am on a diet.
- 11 We can't go to that restaurant again! I _____ (go) there twice last week.

- 12 You will get your results in a month – a letter _____ (send) to your house.
- 13 He _____ (work) at the company for years, and he still loves it.
- 14 When I got home, I saw that somebody _____ (break) one of my windows.
- 15 I'll wait until she _____ (get) here and then we'll come over together.

	15
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2 Complete the sentences.

Example: That's the house where my father was born.

- 1 How much money did you take _____ of the cash machine?
- 2 You're Joel's cousin, _____ you?
- 3 I wouldn't have missed his party if I _____ (not / have) a bad headache.
- 4 We can't have dinner _____ all the guests are here.
- 5 The police _____ me whether I had witnessed the crime.
- 6 If I _____ you, I'd make a complaint to the manager.
- 7 Do you know where the nearest taxi rank _____?
- 8 Will you be _____ to look after the children next Thursday evening?
- 9 Are you responsible _____ the sales figures?
- 10 Can you tell me _____ the main entrance is, please?
- 11 My brother and I want to set _____ our own online business.

	11
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3 Underline the correct word(s).

Example: There's **no** / **not** enough time to get the project finished today.

- 1 You **wouldn't** / **won't** get the job if you don't apply for it!
- 2 You **mustn't** / **shouldn't** ride without your helmet. It is illegal.
- 3 Please talk more **quieter** / **quietly**. You might wake up the baby.
- 4 She's the woman **who's** / **whose** brother won the national lottery.
- 5 I think **banning** / **ban** cars from the city centre is a good idea.
- 6 The boss **said** / **told** me not to tell anyone about the promotion.
- 7 Very **few** / **little** people turned up at the meeting last week.
- 8 I'll see you **the next** / **next** Friday.
- 9 There aren't **any** / **no** big parks in this town.
- 10 I'm so tired. I won't be able to drive **unless** / **if** I have a break and some coffee.

11 I **usually** / **used to** watch TV in the evenings, but now I go to the sports centre.

12 **Will** / **Shall** you tell me if you hear any news?

13 If you went to visit her, **she'll** / **she'd** be so happy.

14 I **must** / **might** work harder if I want to get a better job.

	14
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Grammar total		40
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VOCABULARY

4 **Underline the odd one out.**

Example: composer teacher employee violinist

1 retire get sacked apply for a job resign

2 extras thriller horror film comedy

3 fork menu knife spoon

4 straight curly beard wavy

5 take off travel check in trip

	5
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5 **Write the noun.**

Example: organize organization

1 mad _____

2 possible _____

3 similar _____

4 survive _____

5 react _____

6 move _____

	6
--	---

6 **Complete the sentences with the correct preposition.**

Example: What are you going to do next weekend?

1 I could understand the film because it was dubbed _____ German.

2 I spent €1,600 _____ a holiday to Japan.

3 I'm thinking _____ applying for a job with Microsoft.

4 She's been _____ charge of the accounts department for two years.

- 5 I'm so tired. I am really looking forward _____ my holiday next week.
- 6 Excuse me, may I try these trousers _____?
- 7 Let me pay _____ the cake – you bought the coffees!

	7
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7 Complete the sentences with the correct word.

Example: I inherited a lot of money a few years ago from my grandfather.

inherited earned invested

- 1 I think _____ should be banned from children's TV because they make them want material things.
channels adverts presenters
- 2 The teachers give us extra homework when some students _____ badly.
cheat behave revise
- 3 I'm _____ my third year of university, studying chemistry.
in at through
- 4 My sister's a _____. She's having an exhibition in London next month.
guitarist conductor sculptor
- 5 Antonia's so _____. She's always trying to get people to do what she wants.
extrovert mean manipulative
- 6 We often have dinner outside on our _____.
terrace roof path
- 7 Go away and don't come _____!
back here away
- 8 It's easy to buy things on _____. You just pay a little every month.
credit online tax
- 9 When I was in Greece, I couldn't understand anything anyone was saying. It was so _____.
exciting terrifying frustrating
- 10 I've finally thrown _____ my old leather jacket.
in away up
- 11 You're not allowed to drive in a _____ area.
residential pedestrian suburb
- 12 Could you give me a 20% _____ on this bag? It has a dirty mark on it.
refund bargain discount
- 13 I haven't eaten anything for hours. I'm _____!
starving furious freezing

14 She's so _____. Her feelings are easily hurt.

reliable honest sensitive

	14
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8 Complete the sentences with one word.

Example: My sister and I get on well with each other.

- 1 When I got _____ playing football, the doctor said I couldn't play again for four weeks.
- 2 The film *The Beach* is _____ on the novel by Alex Garland.
- 3 Jeff _____ yoga for an hour every day– it helps him to relax.
- 4 I tried to phone Mike, but the line's engaged. I'll call him _____ later.
- 5 It was lovely seeing you again after so long. Let's _____ in touch.
- 6 Shall we meet _____ lunch on Tuesday? There's a new Italian restaurant in the High Street.
- 7 Tickets for U2 concerts always sell _____ really quickly.
- 8 It was great to see you. I hope we bump _____ each other again!

	8
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Vocabulary total		40
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Pronunciation

9 Match the words with the same sound.

~~channel~~ underground advert ~~serve~~ generous audience ~~murder~~—picture organization journey
~~butcher~~ lunch university watch

Example: **ch**ess channel chutcher

bird murder serve

horse 1 _____ 2 _____

chess 3 _____ 4 _____

bird 5 _____ 6 _____

jazz 7 _____ 8 _____

up 9 _____ 10 _____

	10
--	----

10 Underline the stressed syllable.

Example: composer

- 1 refund (n)
- 2 captain
- 3 grandparents
- 4 education
- 5 invest
- 6 sausages
- 7 manipulative
- 8 appearance
- 9 luggage
- 10 village

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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READING

Read the article and tick (ü) A, B, or C.

We all know that men and women have their differences. But do they really think differently? Some people might argue that they don't, but I disagree. In my opinion, men and women still behave in the same way that they were designed to centuries ago. We have different interests, different ways of speaking, of showing how we feel, and of coping with stressful situations.

In today's society, where the sexes are considered to be equal, we sometimes forget how different we are. This can have a negative effect on our relationships. We often become angry or frustrated with the opposite sex because we expect them to behave and communicate like we do.

So why does a man behave as he does? There is evidence to suggest that men were programmed with the instinct to hunt silently for animals. They had to be able to focus their attention on one thing. This might explain why it's so difficult to have a conversation with a man when he's watching TV! And also why he's so good at reading maps and giving directions.

Why does a woman act the way she does? Women are usually very good at multi-tasking (doing more than one job at once), but often find it harder than men to concentrate fully on one thing. In the past, women would have worked in groups, which required a lot of communication, so they're generally more talkative and sensitive to other people's feelings. A woman can return from a party knowing everything about everyone, but a man will probably have discussed less personal topics like football.

Research has shown that men and women use different parts of their brains for language. Women usually score higher in writing tests. Men are seven times more likely to score in the top 5% in scientific exams. They're often talented at problem-solving and making quick decisions, whilst women are good at organization, comforting, and giving advice.

Of course, women still do dangerous sports, and men can multi-task without any problem after a strong cup of coffee! I'm not saying that women and men are not equal; it's just that there are some natural differences – and that's fantastic! We should appreciate and accept them as being what makes us special.

Example: The writer says that everyone has noticed that men and women are different.

A True ☒ B False ☐ C Doesn't say ☐

1 The writer thinks men and women have changed the way they behave over centuries.

A True ☐ B False ☐ C Doesn't say ☐

2 Modern society has made the sexes more equal.

A True ☐ B False ☐ C Doesn't say ☐

3 Relationships can become tense because men and women don't understand each other.

A True ☐ B False ☐ C Doesn't say ☐

4 Men were originally designed to go out and hunt for food.

A True ☐ B False ☐ C Doesn't say ☐

5 Men are naturally able to concentrate on one problem at a time.

A True ☐ B False ☐ C Doesn't say ☐

6 Women understand other people's emotions more easily than men.

A True ☐ B False ☐ C Doesn't say ☐

7 Men's brains are generally larger than women's.

A True ☐ B False ☐ C Doesn't say ☐

8 Women are usually good at learning languages.

A True ☐ B False ☐ C Doesn't say ☐

9 Research shows that men aren't better at scientific subjects than women.

A True ☐ B False ☐ C Doesn't say ☐

10 The writer thinks that men and women shouldn't be equal.

A True ☐ B False ☐ C Doesn't say ☐

Reading total		10
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WRITING

Write about a person you admire. They can be a family member, friend or famous personality. Include the following: (140–180 words)

· who they are

- your relationship to them; how you met / know them
- their personality
- their appearance
- why you admire them

Writing total		10
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Reading and Writing total		20
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LISTENING

1 Listen to the radio programme. Tick (ü) A, B or C.

Example: What's the name of the radio programme?

A Moving Now. ☐ B Movie Review. ☒ C This week's movies. ☐

1 What role does Jack White play in *Amazing Weekend*?

A An astronaut. ☐ B An artist. ☐ C A tennis star. ☐

2 What sort of film is *Space Idiots*?

A A sci-fi thriller. ☐ B An action film. ☐ C A romantic comedy. ☐

3 Where do the two main characters in *Amazing Weekend* fall in love?

A At a party. ☐ B In a park. ☐ C On a beach. ☐

4 What's the name of the actress who stars in *Amazing Weekend*?

A Kay Robson. ☐ B Amanda Robbins. ☐ C Jolene Parton. ☐

5 Where is the film set?

A The USA. ☐ B Canada. ☐ C Britain. ☐

	5
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2 Listen to five conversations. Tick (ü) A, B, or C.

1 While he was playing sport, Colin injured ____.

A his foot ☐ B his knee ☐ C his hand ☐

2 Jo loves reading ____.

A *The Star* ☐ B *The Sunday News* ☐ C *Music World* ☐

3 Jenny has ____.

A short, brown hair ☐ B long, brown hair ☐ C long, fair hair ☐

4 If she takes the job, Sophie will ____.

A move house ☐ B see Tom less often ☐ C not buy any clothes ☐

5 Jane started going to Spanish classes ____.

A at university ☐ B on holiday ☐ C in Mexico ☐

	5
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Listening total		10
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SPEAKING

1 Make questions and ask your partner.

- 1 What / position in family? How / affect personality?
- 2 Which / more important – earn / big salary or enjoy / job? Why?
- 3 have / special talents or skills? What / be?
- 4 If / change anything about town, what / be? Why?
- 5 describe / interesting programme / see on TV recently?

Now answer your partner's questions.

2 Talk about one of the statements below, saying if you agree or disagree. Give reasons.

‘People over 65 should take their driving test again.’

‘In the future we will spend less time with our families and more time with our friends.’

‘Cheating in sport is very common nowadays.’

3 Listen to your partner. Do you agree with him / her?

Критерии оценивания (оценочное средство - Тест)

Оценка	Критерии оценивания
превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно»
отлично	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «отлично», при этом хотя бы

Оценка	Критерии оценивания
	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»

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

Write an essay: How do Lord Henry's comments on marriage support the novel's motif of leading a double life?

Write an essay: What is the overall theme in the story "The Picture of Dorian Gray"?

Write an essay: What is the meaning of the following epigram from the Preface to The Picture of Dorian Gray: "From the point of view of form, the type of all the arts is the art of the musician"?

Write an essay on E. Poe's words: Believe only half of what you see and nothing that you hear.

Write an essay on E. Poe's words: The scariest monsters are the ones that lurk within our souls.

Write an essay on E. Poe's words: The believer is happy. The doubter is wise.

Imagine Holden went to Colorado as planned. Write a letter to Phoebe from Holden explaining his life in Colorado.

Write a scene between Holden and his parents when he returns home. How does everyone react to the situation?

Write an essay on J. D. Salinger's words: Don't ever tell anybody anything. If you do, you start missing everybody.

Критерии оценивания (оценочное средство - Эссе)

Оценка	Критерии оценивания
превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно»
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»

5.1.5 Типовые задания (оценочное средство - Доклад) для оценки сформированности компетенции УК-5:

Темы докладов

Biography summary: Edgar Allan Poe

Text interpretation: The Fall of the House of Usher

Text interpretation: The Black Cat

Text interpretation: The Murders in the Rue Morgue

Biography summary: Jerome David Salinger

Discuss: What are the conflicts in The Catcher in the Rye? What types of conflict (physical, moral, intellectual, or emotional) are in this novel?

Discuss: How does J.D. Salinger reveal character in the novel?

Text interpretation: «The Catcher in the Rye»

Критерии оценивания (оценочное средство - Доклад)

Оценка	Критерии оценивания
зачтено	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок. Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме, но некоторые с недочетами. Продemonстрированы базовые навыки при решении стандартных задач без ошибок и недочетов.
не зачтено	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа. Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа. Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа.

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

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатор 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	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов.

				недочетами		ы все задания в полном объеме	
<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

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

How are the three anti-Victorian values of decadence, anti-class structure, and anti-community present in The Picture of Dorian Gray?

What are the characteristics of Dorian Gray that lead to his downfall in The Picture of Dorian Gray?

Was Lord Henry Wotton in The Picture of Dorian Gray moral, immoral or amoral?

How do Lord Henry's comments on marriage support the novel's motif of leading a double life?

5.3.2 Типовые задания (оценочное средство - Контрольные вопросы) для оценки сформированности компетенции УК-5

What is the overall theme in the story "The Picture of Dorian Gray"?

What is the meaning of the following epigram from the Preface to The Picture of Dorian Gray: "From the point of view of form, the type of all the arts is the art of the musician"?

What are the conflicts in The Catcher in the Rye? What types of conflict (physical, moral, intellectual, or emotional) are in this novel?

How does J.D. Salinger reveal character in the novel?

5.3.3 Типовые задания (оценочное средство - Контрольные вопросы) для оценки сформированности компетенции ПК-5

Describe the representation of money and its influence in the book

Compare and contrast the main female characters in the book

Compare and contrast the main male characters in the book

Analyze the relationship between Nick Carraway and Gatsby

Choose a morally ambiguous character and analyze it

The concept of disillusionment in The Great Gatsby

The concept of broken hopes in Fitzgerald's The Great Gatsby

The representation of the rich in the novel

The representation of the poor in the novel

The role of the invisible middle class in The Great Gatsby

The concept of social injustice in Fitzgerald's The Great Gatsby

5.3.4 Типовые задания (оценочное средство - Контрольные вопросы) для оценки сформированности компетенции ПКД-5

1. Edgar Allan Poe: biography and contribution to American and international literature

2. Jerome David Salinger – the writer's lifestyle, literary career
--

and personality

3. "The Catcher in The Rye": the main character and the resonance it had
--

4. Francis Scott Key Fitzgerald and The Roaring '20s
--

5. “The Great Gatsby” – an object of admiration and skepticism.

6. The life of Gatsby – was he doomed to failure?

Критерии оценивания (оценочное средство - Контрольные вопросы)

Оценка	Критерии оценивания
превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно»
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»

5.3.5 Типовые задания (оценочное средство - Контрольные вопросы) для оценки сформированности компетенции УК-5

1. Edgar Allan Poe: biography and contribution to American and international literature

2. Jerome David Salinger – the writer’s lifestyle, literary career and personality

3. “The Catcher in The Rye”: the main character and

the resonance it had
4. Francis Scott Key Fitzgerald and The Roaring '20s
5. "The Great Gatsby" – an object of admiration and skepticism.
6. The life of Gatsby – was he doomed to failure?

Критерии оценивания (оценочное средство - Контрольные вопросы)

Оценка	Критерии оценивания
зачтено	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок. Продемонстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме, но некоторые с недочетами. Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов.
не зачтено	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа. Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа. Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа.

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

Прочитать отрывок из художественного произведения/рецензии (на английском языке), перевести, при необходимости пользуясь словарем.

Text 1

THE SERIOUS SUPERFICIALITY OF THE GREAT GATSBY

(The New Yorker, by Joshua Rothman, May 13, 2013)

Part 1

Baz Luhrmann's "The Great Gatsby" is lurid, shallow, glamorous, trashy, tasteless, seductive, sentimental, aloof, and artificial. It's an excellent adaptation, in other words, of F. Scott Fitzgerald's melodramatic American classic. Luhrmann, as expected, has turned "Gatsby" into a theme-park ride. But he's done it in exactly the right way. He hasn't tried to make the novel more respectable, intellectual, or realistic. Instead, he's taken "The Great Gatsby" very seriously just as it is.

"Gatsby" is hard to pin down. On the one hand, it's broadly understood as a classic American novel, which suggests that it must have important things to say about the twenties, money, love, and the American dream. On the other, it seems self-evidently to be about style over substance. It's short (only a hundred and fifty pages); its plot is absurd; and it examines only the thinnest wedge of American life. It was poorly received when it was published (H. L. Mencken thought it was "no more than a glorified anecdote"), and it continues to be an object of skepticism (Kathryn Schulz, in last

week's *New York*, [writes](#) that "Gatsby" is "aesthetically overrated, psychologically vacant, and morally complacent"). In 1950, in "The Liberal Imagination," Lionel Trilling predicted that Gatsby's story would lose its magnetism: Gatsby, Trilling wrote, represented the fantasy of "personal ambition and heroism, of life committed to, or thrown away for, some ideal of self," while modern society urges young people to find "distinction through cooperation, subordination, and an expressed piety of social usefulness." ("The Great Zuckerberg" doesn't have quite the same ring to it.) And yet, all the while, "Gatsby" has grown more beloved and resonant. Today the novel, like Gatsby himself, seems suspicious.

A lot of the confusion stems from the fact that "Gatsby" isn't like other great American books. It's not a social novel, like "Sister Carrie," or a novel of manners, like "The House of Mirth," or a novel about our national destiny, like "American Pastoral." "Gatsby" is weirder than all those books; it's more like Sherwood Anderson's "Winesburg, Ohio." It's about a spiritual atmosphere, and about the inner life that gives rise to that atmosphere. It's popular because we still live in that atmosphere today. Fitzgerald's novel is cool, sexy, stylized, and abstract; there's a dreamlike falseness, a hollowness, an unreality to it, and that apparent superficiality is part of what makes it fascinating. It's modernist and European without being arty. The best moments in the novel have the devious, carnal sophistication of high fashion; the characters seem unreal, but are also unforgettable. And, for all its strangeness, it also possesses a glamorous, crowd-pleasing commercialism.

5.3.7 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции УК-5

Text

THE SERIOUS SUPERFICIALITY OF THE GREAT GATSBY

(The New Yorker By Joshua Rothman, May 13, 2013)

Part 4

...The real achievement of "Gatsby," in other words, is that it shows us a state of mind. It's a state of spiritual hunger and dissatisfaction, of restlessness and curiosity, of excitement and anticipation, in which one is, as Nick puts it, "within and without, simultaneously enchanted and repelled by the inexhaustible variety of life." All this unfolds beneath that disillusioned surface. This is how you feel when you understand that there is no obviously right way to live, but find that you must choose anyway. It's pessimistic and ironic, in the sense that you are always only half-committed to your way of life. But it's also exciting, because you are always on the edge of discovery. There's always something at stake. The main thing is that you are never settled. You are always hungry, always searching, always throwing feelings away in order to make room for new ones.

It's possible to believe, as many critics do, that this is a uniquely American state of mind, and there's a sense in which "Gatsby" is describing what it's like to be young in America. Youth is when we do the most weighing and choosing, when we try out new personalities until they become exhausted or destructive. And in a consumer society, youth is extended. We're increasingly free to pursue our fantasies, to buy the costumes and accouterments of the lives we'd like to have. The result is a kind of national carelessness that realizes itself economically, ecologically, and politically. Luhmann's "Gatsby" gestures toward the link between our period and Fitzgerald's. Our pop hits take

place “in the club,” and, Luhrmann shows, so did theirs. We love cocktails and speakeasy bars, and so did they. As in the twenties, we tend to admire wealth, no matter how it’s made.

But the real strength of Luhrmann’s movie is that it turns inward—not toward psychological realism, exactly, but toward fantasy. “Gatsby” is, to the end, defiantly unrealistic. (The same is true of Fitzgerald’s novel: it ends in the most lurid way possible, with a hit-and-run *and* a murder-suicide.) The best sequence in his movie is a montage of Daisy and Gatsby after they’ve gotten back together. They laugh and swim; Daisy dives into Gatsby’s spectacular pool. She tries to drive a golf ball off Gatsby’s dock, and, laughing, breaks the club. It’s filmed like a photo shoot, and set to an arresting song by Lana Del Rey called “Young and Beautiful.” The lyrics of the song exactly sum up Gatsby’s wish. (“Will you still love me when I’m no longer young and beautiful? Will you still love me when I’ve got nothing but my aching soul? I know you will.”) Del Rey, with her self-consciously retro sound, look, and pseudonym (her real name is Lizzy Grant), is the perfect singer to put at the center of “Gatsby.” And the scene, which shows Daisy and Gatsby living out their fantasy lives, also shows them to us as fantasies. When Daisy, at Gatsby’s party, asks, “Was all this made entirely from your own imagination?,” her question is directed not just at him but at us. It captures one of the strange facts that “Gatsby” reveals: that even when we imagine our fantasy selves, we imagine them with unfulfilled fantasies of their own. We are watching the fantasies of fantasy people. We think: if only we could dream their dreams.

5.3.8 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПК-5

Text

THE SERIOUS SUPERFICIALITY OF THE GREAT GATSBY

(The New Yorker By Joshua Rothman, May 13, 2013)

Part 5

...the real strength of Luhrmann’s movie is that it turns inward—not toward psychological realism, exactly, but toward fantasy. “Gatsby” is, to the end, defiantly unrealistic. (The same is true of Fitzgerald’s novel: it ends in the most lurid way possible, with a hit-and-run *and* a murder-suicide.) The best sequence in his movie is a montage of Daisy and Gatsby after they’ve gotten back together. They laugh and swim; Daisy dives into Gatsby’s spectacular pool. She tries to drive a golf ball off Gatsby’s dock, and, laughing, breaks the club. It’s filmed like a photo shoot, and set to an arresting song by Lana Del Rey called “Young and Beautiful.” The lyrics of the song exactly sum up Gatsby’s wish. (“Will you still love me when I’m no longer young and beautiful? Will you still love me when I’ve got nothing but my aching soul? I know you will.”) Del Rey, with her self-consciously retro sound, look, and pseudonym (her real name is Lizzy Grant), is the perfect singer to put at the center of “Gatsby.” And the scene, which shows Daisy and Gatsby living out their fantasy lives, also shows them to us as fantasies. When Daisy, at Gatsby’s party, asks, “Was all this made entirely from your own imagination?,” her question is directed not just at him but at us. It captures one of the strange facts that “Gatsby” reveals: that even when we imagine our fantasy selves, we imagine them with unfulfilled fantasies of their own. We are watching the fantasies of fantasy people. We think: if only we could dream their dreams.

And there's another sense in which I think Lurhmann gets "Gatsby" exactly right. His movie, which is presented in 3-D, seems streamlined and pre-packaged—it's presented, self-consciously, as mass entertainment—and his characters feel flat, smoothed-out, uncomplicated. Many critics have charged the movie with flatness, too. In his excellent essay on the film, my colleague Richard Brody [writes](#) that "there's no roughness whatsoever to [DiCaprio's] character, none of life's burrs or scrapes, no tinge of real power"; Carey Mulligan, similarly, "doesn't invest the character with style or with substance." The director, he concludes, is "unable to take society seriously, to recognize the extraordinary character that extraordinary manners both hide and (for those attuned to them) display." These are legitimate, discerning objections, and yet I can't help but feel that the film's flatness is a deliberate choice; that what seems like a failure of Lurhmann's imagination is actually a faithfulness to Fitzgerald's. The characters are like that in the novel, too; that's why Lionel Trilling, in "The Liberal Imagination," compared them to "ideographs." Flatness, after all, is the state to which all of Fitzgerald's characters aspire. Even Gatsby, whose life thrums with secret ambition and desire, manages to be the cool man in the pink suit. "You always look so cool," Daisy tells him. In a moment of admiration, she says that he resembles "an advertisement" of a man.

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»
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»

5.3.9 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПК-5

Text

THE SERIOUS SUPERFICIALITY OF THE GREAT GATSBY

(The New Yorker By Joshua Rothman, May 13, 2013)

Part 2

... What's most appealing about "Gatsby" might be its mood of witty hopelessness, of vivacious self-destructiveness. When Daisy says, of her daughter, "I hope she'll be a fool—that's the best thing a girl can be in this world, a beautiful little fool," you can't help but be drawn in. Perhaps she's right: look around, and you can easily see the advantages of being rich, attractive, and ignorant. Even if she isn't right, Daisy's attitude strikes a chord. This atmosphere of casual, defiant, disillusioned cool is the novel's unique contribution to literature. It's the reason the novel's endured. And it's to this side of the novel that Luhrmann is attracted: the seductive side.

Fitzgerald understood the pleasures of giving in, and he saw people as desperate to give in to nearly anything—a drink, a person, a story, a feeling, a song, a crowd, an idea. We were especially willing, he thought, to give in to ideas—to fantasies. "Gatsby" captures, with great vividness, the push and pull of illusion and self-delusion; the danger and thrill of forgetting, lying, and fantasizing; the hazards and the indispensability of dreaming and idealization. We often declare our independence, Fitzgerald thought, by declaring our allegiance to a cause that makes what Trilling called a "large, strict, personal demand upon life." Everyone is always getting carried away in "Gatsby" (not least its narrator, Nick Carraway). They get swept up in big parties. They don't want to drink, but once the whiskey bottle is produced, they drink too much. They're led into back rooms where they meet gangsters. They become involved in love triangles. They accept the generosity of bad people; they borrow cars and drive too fast; they adopt mannerisms, and believe in principles which, last week, they didn't know existed. Everybody is getting carried away—but always in their own way. Daisy, when she sings along, sings "in a husky, rhythmic whisper, bringing out a meaning in each word that it had never had before and would never have again." Reading "Gatsby," you think: What could be *more* pleasurable? You meet someone at a party, and you find that their attitudes exert a force on yours. You become a little more like them, and, also, a little more yourself. It's a little like the way you fall in love with a pop song. You give in to the same song as everyone else, but in the most private, personal way.

In "The Great Gatsby," there are a few large ideas, a few common dreams, to which everybody is attracted. Gatsby's romantic fantasy, his love story, exerts the most force in the novel. Gatsby's organized his life around one big idea: that love, at its best, is permanent and impersonal. This is his dream, his song. A love affair seems like something that happens between two people at a particular time and place, but, Gatsby hopes, if their love is strong enough, it becomes a law of nature, a rule of fate that can't be changed by circumstance or even by choice. It's a familiar wish—we all want to be loved perfectly and forever—and it makes for a great story; there's something admirable in it, and, along with Nick, you wonder whether a Great Romance might complete your life. ("Unlike Gatsby and Tom Buchanan," Nick says, "I had no girl whose disembodied face floated along the dark cornices and blinding signs, and so I drew up the girl beside me, tightening her in my arms.")

5.3.10 Типовые задания (оценочное средство - Практическое задание) для оценки сформированности компетенции ПКД-5

Text

THE SERIOUS SUPERFICIALITY OF THE GREAT GATSBY

(The New Yorker By Joshua Rothman, May 13, 2013)

Part 3

...But “Gatsby” isn’t really a novel about love. It’s more interested in the act of fantasizing than in any particular fantasy. Much of “The Great Gatsby” is spent watching as many dreams and fantasies as possible, including Gatsby’s, rise and fall like the tides. There’s the compelling dream of youth, with its parties, songs, and dances, with its sexuality, beauty, and athleticism. There’s Nick’s dream of the old America: the place to which you go home for the holidays, “my Middle West . . . where dwellings are still called through decades by a family’s name.” There’s the vague dream of art (represented, dismally, by the photographer Mr. McKee, and by Gatsby’s shirts, and by jazz). And on the margins are the dreams of intellectual life, business success, and family happiness. Gatsby is magnetic in part because he accepts everyone, no matter what it is they idealize: with a smile, Nick says, Gatsby “understood you just as far as you wanted to be understood, believed in you as you would like to believe in yourself, and assured you that he had precisely the impression of you that, at your best, you hoped to convey.” Only later do we realize that Gatsby is so open-minded because he is the ultimate dreamer and pretender.

“Gatsby” isn’t an argument in favor of fantasy, though. It’s about the costs of fantasy—inevitable costs, since our dreams and fantasies are part of who we are. It’s through fantasy that we edit out the parts of our lives that make us uncomfortable, as Gatsby edits from his own story the criminality of the business he runs with Meyer Wolfsheim. And every fantasy has an apex from which it recedes. Every dream is both seductive and insufficient. Like a trader in the markets, you have to know when to get out of one and buy into another. (Gatsby, Nick concludes, made the mistake of “living too long with a single dream”; this makes him admirable, but also unwise, even delusional.) A kind of fatigue sets in. Eventually, nothing seems permanent or precious; everything becomes temporary and disposable. “It was all very careless and confused,” Nick says, later. “They were careless people, Tom and Daisy—they smashed up things and creatures and then retreated back into their money or their vast carelessness, or whatever it was that kept them together, and let other people clean up the mess they made.” Carelessness, the novel suggests, is one of the costs of fantasy. Often, to dream up a new life, you have to destroy the old one.

Критерии оценивания (оценочное средство - Практическое задание)

Оценка	Критерии оценивания
зачтено	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок. Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов
не	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний

Оценка	Критерии оценивания
зачтено	вследствие отказа обучающегося от ответа Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа

5.3.11 Типовые задания (оценочное средство - Доклад) для оценки сформированности компетенции УК-4

Edgar Allan Poe: biography and contribution to American and international literature

Jerome David Salinger – the writer’s lifestyle, literary career and personality

“The Catcher in The Rye”: the main character and the resonance it had

Francis Scott Key Fitzgerald and The Roaring ‘20s

“The Great Gatsby” – an object of admiration and skepticism.

The life of Gatsby – was he doomed to failure?

The concept of disillusionment in The Great Gatsby

The concept of broken hopes in Fitzgerald’s The Great Gatsby

The aspect of Beauty and Youth in the novel “The picture of Dorian Grey”

Oscar Wilde and the Aesthetic Movement

Критерии оценивания (оценочное средство - Доклад)

Оценка	Критерии оценивания
зачтено	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок.Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов
не зачтено	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа

5.3.12 Типовые задания (оценочное средство - Тест) для оценки сформированности компетенции УК-5

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: The house was built (build) in 1906.

1 As soon as she arrives we _____ (start) the meal.

2 If he _____ (answer) all the questions, he would have passed the exam.

3 If we stayed in tonight, what _____ we _____ (do)?

- 4 I _____ (be) home earlier if I hadn't missed the bus.
- 5 Would he work late tonight if the boss _____ (ask) him?
- 6 The teacher told us that the exam results _____ (not arrive) yet.
- 7 She said that she _____ back later (call).
- 8 My father _____ (smoke) a lot but he gave up ten years ago.
- 9 My car _____ (repair) at the moment. I had an accident last week.
- 10 The film star's photo _____ (take) when he was shopping with his girlfriend.
- 11 She's so happy! She _____ just _____ (offer) a new job.
- 12 When we _____ (check in) I'll ask for a window seat.
- 13 Celebrities _____ often _____ (see) at the best London restaurants.
- 14 If we don't use less electricity, global warming _____ (get) worse.
- 15 He told me _____ (sit) down.

	15
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2 Underline the correct word or phrase.

Example: I don't mind **to wait** / **waiting**.

- 1 My brother's really good at **ski** / **skiing**.
- 2 I didn't spend **enough long** / **long enough** checking what I'd written.
- 3 If I wanted to buy a car, I **would borrow** / **had borrowed** money from the bank.
- 4 I've just moved to this town and I'm looking **for the library** / **the library for**.
- 5 It's **too** / **too much** hot today.
- 6 You went to Spain for your holiday, **did** / **didn't** you?
- 7 I forgot **turning** / **to turn** off the television when I went to bed last night.
- 8 He **used to play** / **was playing** rugby when he was younger, but he doesn't now.
- 9 People **who** / **what** work hard usually do well at their jobs.
- 10 Could I have a **little** / **few** milk in my coffee, please?
- 11 I asked him whether **he spoke** / **did he speak** Russian.
- 12 I can't afford **going** / **to go** on holiday this year.
- 13 There are **any** / **no** good bookshops in this town.
- 14 It's quite easy **to find** / **finding** their new house.
- 15 Do you know where **the bank is** / **is the bank**?

	15
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3 Complete the sentences with one word.

Example: The letter was posted last week.

- 1 What _____ beautiful dress! Where did you get it?
- 2 I'll stay here _____ he arrives and then we'll leave together.
- 3 That's the man _____ car I hit last week.
- 4 She likes modern art, _____ she?
- 5 If I'd _____ it was your birthday, I'd have baked a cake.
- 6 Do you like _____ new Mel Gibson film?
- 7 I've just booked _____ wonderful safari holiday in South Africa.
- 8 I didn't _____ to like sport but now I go to the gym every day.
- 9 Manchester is the town _____ I was born.
- 10 You didn't really enjoy the film, _____ you?

	10
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Grammar total		40
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Vocabulary

4 Underline the odd word out.

Example: soundtrack plot special effects comedy

- 1 city centre cottage suburbs village
- 2 government relaxation survival organize
- 3 professor student pupil timetable
- 4 luckily fortunately carelessly comfortable
- 5 department store baker's supermarket shopping centre
- 6 manager till shop assistant customer
- 7 painter music inventor cyclist
- 8 star plot extra director
- 9 full-time permanent part-time retire
- 10 patience fortunate lucky careful

	10
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5 Match the words that go together.

film fiction mystery friend novel station area ~~store~~ effects teacher course

Example: department store

- 1 special _____
- 2 horror _____
- 3 crime _____
- 4 close _____
- 5 head _____
- 6 science _____
- 7 murder _____
- 8 police _____
- 9 residential _____
- 10 training _____

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6 Complete the sentences with the correct word(s).

Example: They made the story into a film.

on into off

- 1 In many countries smoking has been _____ in public places.
protected banned reduced
- 2 A lot of students work _____ waiters to earn some money.
as for by
- 3 The new teacher really _____ me to do well in my exams.
promoted encouraged increased
- 4 These plates are dirty. Put them in the _____.
sink shower washbasin
- 5 I have so many _____ and I still can't find a job.
qualifications experience training course
- 6 We met at _____; we were colleagues.
work college school
- 7 My maths teacher isn't very _____; he only explains things once.
patient impatient patiently
- 8 Do you remember the _____ when he jumped off the balcony?
script plot scene
- 9 I bumped _____ my cousin at the supermarket.
at on into
- 10 The show sold _____ in one hour!
off out in

	10
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7 Complete the words in the sentences.

Example: The audience loved the film.

- 1 It's 3.30; I must **p**_____ up my children from school.
- 2 **D**_____ in schools isn't as strict today as it used to be.
- 3 If you want to get fit, why don't you **t**_____ up tennis?
- 4 I have always loved the violin. As a child I thought of becoming a **v**_____.
- 5 We buy so much we always need a **t**_____ to carry things in the supermarket.
- 6 It's too expensive for me to live on my own so I want to **m**_____ back home.
- 7 My exams start next week. I must **r**_____ over the weekend.
- 8 The meal was terrible. We should **c**_____ to the manager.
- 9 Pupils are sent to the head teacher if they don't **b**_____ in class.
- 10 Who is in **c**_____ of this department?

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Vocabulary total		40
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Pronunciation

8 Underline the stressed syllable.

Example: location

- 1 timetable
- 2 religious
- 3 electrician
- 4 temporary
- 5 qualifications
- 6 revise
- 7 newsagent's
- 8 residential
- 9 audience
- 10 primary

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9 Match the words with the same sounds.

receipt term queue govern wall school sink bargain buy baker house

Example: shower house

- 1 plug _____
- 2 scene _____
- 3 audience _____
- 4 employee _____
- 5 path _____
- 6 script _____
- 7 resign _____
- 8 music _____
- 9 suburbs _____
- 10 chemist's _____

	10
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Pronunciation total		20
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Grammar, Vocabulary, and Pronunciation total		100
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Reading

1 Read the article and tick (ü) A, B, or C.

The new Hollywood?

What is Bollywood?

'Bollywood' is the name of the enormous Hindi-language film industry based in Mumbai, India. The name is a mix of 'Bombay' (now known as Mumbai) and 'Hollywood'. Bollywood's **output** makes it the largest national film industry in the world in terms both of the number of films produced and the number of tickets sold – though not in terms of **profit**. In 2006 Bollywood films sold 3.8 billion tickets worldwide and had total **revenues** (from cinema tickets, DVDs, and television licensing) of \$1.6 billion. In the same year films made in Hollywood sold 2.7 billion tickets but **generated** \$51 billion.

Bollywood attracts thousands of **aspiring** actors, all hoping for a lucky break. As in Hollywood, very few succeed. Only a tiny number of non-Indian actors **make a mark** in Bollywood, though many have tried.

History

The first **silent** film was made in India in 1913. By the 1930s the industry was producing over 200 films a year. The first film with dialogue, *Alam Ara*, was **a huge hit**. At first romantic musicals were the

commonest types of film, but in the 1960s action films began to appear, and these became increasingly popular. However, in the early 1990s the **trend** went back to family-friendly musicals. Bollywood is now a strong part of modern culture not only in India, but also in the rest of south Asia, the Middle East, and parts of Africa. It also has a large audience in the UK, Canada, and the US.

Money and challenges

Bollywood budgets can be low by Hollywood standards, and sets and special effects can be limited by this. As Western films and TV programmes gain popularity in India, however, there is more **pressure** for Bollywood films to have higher production values. Film crews from Mumbai now often film abroad, as audiences enjoy scenes shot overseas.

The biggest challenges facing Bollywood in India are from satellite TV, television, and foreign films, which are all having a massive impact on the **domestic** entertainment scene. In the past, most Bollywood films could make money – now fewer do, but it is still a successful and increasingly international industry.

Example: Mumbai used to be known as Bombay.

A True ☐ B False ☐ C Doesn't say ☐

1 The name 'Bollywood' is a combination of two words.

A True ☐ B False ☐ C Doesn't say ☐

2 Bollywood sells more tickets than any other film industry.

A True ☐ B False ☐ C Doesn't say ☐

3 Bollywood's total revenue was higher in 2006 than in 2005.

A True ☐ B False ☐ C Doesn't say ☐

4 There are no non-Indian actors in Bollywood.

A True ☐ B False ☐ C Doesn't say ☐

5 The first Hollywood silent film was made in 1917.

A True ☐ B False ☐ C Doesn't say ☐

6 People in India have always liked the same kind of films.

A True ☐ B False ☐ C Doesn't say ☐

7 Bollywood films are popular in many parts of the world.

A True ☐ B False ☐ C Doesn't say ☐

8 Bollywood films cost much less to make than Hollywood films.

A True ☐ B False ☐ C Doesn't say ☐

9 All Bollywood films are set in India.

A True ☐ B False ☐ C Doesn't say ☐

10 There are more Bollywood fans in the UK than in the US.

A True ☐ B False ☐ C Doesn't say ☐

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2 Match **five** of the highlighted words / phrases to the definitions.

Example: making no noise or sound silent

- 1 money you make when you sell something for more than it cost you _____
- 2 to have an effect that people notice and will remember _____
- 3 a very big success _____
- 4 only within one country _____
- 5 worries or difficulties that you have because you have too much to deal with _____

	5
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Reading total		15
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Writing

Answer one of the questions and write 75–100 words.

- 1 What did you like or dislike about your first school?
- 2 What is your favourite television programme and why?
- 3 Do you usually discuss your problems with friends or family? Why?

Writing total		10
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Reading and Writing total		25
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Listening

1 Listen to Jason. Tick (✓) A or B.

- 1 Fernando and Jason are good friends.
A True ☐ B False ☐
- 2 Fernando drives racing cars for a living.
A True ☐ B False ☐
- 3 Fernando was born in Spain.
A True ☐ B False ☐
- 4 Jason isn't as old as Fernando.

A True ☐ B False ☐

5 Fernando is self-confident, and afraid of nothing.

A True ☐ B False ☐

	5
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2 Listen to five conversations. Tick (ü) A, B, or C.

1 Peter doesn't keep in touch with ____.

A his best friend from school ☐ B his neighbours ☐
C friends from Australia ☐

2 Harriet would like to live ____.

A in the country ☐ B on the coast ☐ C in the mountains ☐

3 Nowadays, Sue's journey to work ____.

A doesn't take as long as before ☐ B is as far as it used to be ☐
C takes longer so she leaves home earlier ☐

4 Diane ____.

A doesn't want to go away for the weekend ☐
B has too much work to go away ☐
C is thinking of asking Nick to go away with her ☐

5 Mrs Brown's handbag is ____.

A the same colour as this one ☐ B the same size as this one ☐
C newer than this one ☐

	5
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Listening total		10
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Speaking

1 Make questions and ask your partner.

1 think / boarding schools / good?

2 you / good or naughty / student?

3 Which / prefer / live in big flat in city centre or small house in countryside?

4 Who / oldest friend?

5 How long / spend on / phone / every day?

6 ever / complain / in shop? Why (not)?

7 Who / favourite hero / from the past?

- 8 ever be / very lucky?
- 9 like / take risks? Why (not)?
- 10 good idea / have / TV in children's bedrooms?

Now answer your partner's questions.

2 Talk about one of the statements below, saying if you agree or disagree. Give reasons.

- 1 'Films should never be dubbed.'
- 2 'Physical punishment is always wrong.'
- 3 'There is no such thing as luck.'

3 Listen to your partner. Do you agree with him / her?

Критерии оценивания (оценочное средство - Тест)

Оценка	Критерии оценивания
зачтено	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок. Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов
не зачтено	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа

5.3.13 Типовые задания (оценочное средство - Доклад-презентация) для оценки сформированности компетенции ПК-5

Edgar Allan Poe: biography and contribution to American and international literature

Jerome David Salinger – the writer's lifestyle, literary career and personality

"The Catcher in The Rye": the main character and the resonance it had

Francis Scott Key Fitzgerald and The Roaring '20s

"The Great Gatsby" – an object of admiration and skepticism.

The life of Gatsby – was he doomed to failure?

The concept of disillusionment in The Great Gatsby

The concept of broken hopes in Fitzgerald's The Great Gatsby

The aspect of Beauty and Youth in the novel "The picture of Dorian Grey"

Oscar Wilde and the Aesthetic Movement

Критерии оценивания (оценочное средство - Доклад-презентация)

Оценка	Критерии оценивания
зачтено	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок. Продемонстрированы базовые навыки при решении стандартных задач без ошибок и недочетов
не зачтено	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа. Отсутствие владения материалом. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа

5.3.14 Типовые задания (оценочное средство - Доклад-презентация) для оценки сформированности компетенции ПКД-5

Biography summary: Edgar Allan Poe

Text interpretation: The Fall of the House of Usher

Text interpretation: The Black Cat

Text interpretation: The Murders in the Rue Morgue

Biography summary: Jerome David Salinger

Discuss: What are the conflicts in The Catcher in the Rye? What types of conflict (physical, moral, intellectual, or emotional) are in this novel?

Discuss: How does J.D. Salinger reveal character in the novel?

Text interpretation: «The Catcher in the Rye»

Критерии оценивания (оценочное средство - Доклад-презентация)

Оценка	Критерии оценивания
превосходно	Все компетенции (части компетенций), на формирование которых направлена дисциплина, сформированы на уровне не ниже «превосходно»
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»

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

Основная литература:

1. Шевелева Светлана Александровна. Грамматика английского языка : Учебное пособие для студентов вузов; Учебное пособие. - Москва : Издательство "ЮНИТИ-ДАНА", 2017. - 423 с. - ВО - Бакалавриат. - ISBN 978-5-238-01755-6., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=593326&idb=0>.
2. Высшее образование в России и за рубежом = Higher Education in Russia and Abroad : практикум для гуманитарных направлений подготовки ННГУ им. Н. И. Лобачевского / М. В. Золотова, О. А. Демина, Н. В. Каминская, Т. В. Мартыанова ; ННГУ им. Н. И. Лобачевского. - Нижний Новгород : Изд-во ННГУ, 2016. - 41 с. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=823788&idb=0>.
3. Борщевская Юлия Михайловна. Английский язык в модулях = Modules of the English Language : сборник текстов для чтения и заданий по английскому языку для бакалавров 1, 2 курса : практикум / Ю. М. Борщевская ; ННГУ им. Н. И. Лобачевского. - Нижний Новгород : Изд-во ННГУ, 2017. - 27 с. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=822971&idb=0>.

Дополнительная литература:

1. Шевелева Светлана Александровна. Английский для гуманитариев : Учебное пособие для вузов; Учебное пособие. - 2-е изд. - Москва : Издательство "ЮНИТИ-ДАНА", 2017. - 397 с. - ВО - Бакалавриат. - ISBN 978-5-238-01303-9., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=593245&idb=0>.
2. Телегина Ольга Владимировна. Повторим английскую грамматику : практикум. Ч. 2 / О. В. Телегина, Н. В. Каминская ; ННГУ им. Н. И. Лобачевского. - Нижний Новгород : Изд-во ННГУ, 2017. - 51 с. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=822887&idb=0>.

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

<https://elt.oup.com/student/englishfile/preint3/?cc=ru&selLanguage=ru>
www.learn-english-today.com
www.cambridge.org/elt/englishforthemedia
www.english-for-students.com
www.english.language.ru
www.english-test.net
Электронные словари (онлайн)

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами, специализированным оборудованием: Помещения представляют собой учебные аудитории для проведения учебных занятий, предусмотренных программой, оснащенные оборудованием и техническими средствами обучения: a portable CD-player.

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

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 45.03.01 - Филология.

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Программа одобрена на заседании методической комиссии от 12.01.2024, протокол № 12.