

Документ подписан простой электронной подписью

Информация о владельце:

ФИО: Комарова Светлана Юриевна

Должность: Проректор по образовательной деятельности

Дата подписания: 24.10.2023 12:15:58

Уникальный программный ключ:

170b62a2aaba69ca249560a5d2dfa2e1cb0409df5bae3e14ca423f54f1c8e833

Федеральное государственное бюджетное образовательное учреждение высшего образования

«Омский государственный аграрный университет имени П.А. Столыпина»

Отделение СПО

ППССЗ по специальности 23.02.07 – Техническое обслуживание и ремонт двигателей, систем и агрегатов автомобилей

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ
по освоению учебной дисциплины
ОУП.03 Иностранный язык (английский)**

Обеспечивающая преподавание дисциплины подразделение - отделение СПО

Выпускающее подразделение ППССЗ – отделение СПО

Разработчики РПУД, преподаватель

Василевич И.В

СОДЕРЖАНИЕ

Введение	4
1. Материалы по теоретической части дисциплины	4
1.1. Информационное обеспечение обучения	4
1.2. Тематический план теоретического обучения	4
2. Материалы по лабораторным, практическим занятиям	4
2.1. Методические указания по выполнению лабораторных, практических работ по дисциплине	4
2.2. Методические указания по организации самостоятельной работы обучающихся	41
3. Промежуточная (семестровая) аттестация по курсу	42
3.1. Нормативная база проведения промежуточной аттестации обучающихся по результатам изучения дисциплины	42
3.2. Заключительное тестирование по итогам изучения дисциплины	43
3.2.1. Подготовка к заключительному тестированию по итогам изучения дисциплины	43
3.2.2. Шкала и критерии оценивания ответов на тестовые вопросы тестированию по итогам освоения дисциплины	43

ВВЕДЕНИЕ

1. Настоящее издание является основным организационно-методическим документом учебно-методического комплекса по дисциплине в составе программы подготовки специалистов среднего звена (ППССЗ). Оно предназначено стать для них методической основой по освоению данной дисциплины.
 2. Содержательной основой для разработки настоящего издания послужила Рабочая программа учебной дисциплины, утвержденная в установленном порядке.
 3. Методические аспекты настоящего издания развиты в учебно-методической литературе и других разработках, входящих в состав УМК по данной дисциплине.
 4. Доступ обучающихся к электронной версии Методических указаний по изучению дисциплины, обеспечен в информационно-образовательной среде университета.
- При этом в электронную версию могут быть внесены текущие изменения и дополнения, направленные на повышение качества настоящих методических указаний до их переиздания в установленном порядке.

Уважаемые обучающиеся!

Приступая к изучению новой для Вас учебной дисциплины, начните с вдумчивого прочтения разработанных для Вас специальных методических указаний. Это поможет Вам вовремя понять и правильно оценить ее роль в Вашем образовании.

Ознакомившись с организационными требованиями отделения среднего профессионального образования по этой дисциплине и соизмерив с ними свои силы, Вы сможете сделать осознанный выбор собственной тактики и стратегии учебной деятельности, уберечь самих себя от неразумных решений по отношению к ней в начале семестра, а не тогда, когда уже станет поздно. Используя это издание, Вы без дополнительных осложнений подойдете к семестровой аттестации по этой дисциплине. Успешность аттестации зависит, прежде всего, от Вас. Ее залог – ритмичная, целенаправленная, вдумчивая учебная работа, в целях обеспечения которой и разработаны эти методические указания.

1. Материалы по теоретической части дисциплины

1.1. Информационное обеспечение обучения: Перечень рекомендуемых учебных изданий, Интернет ресурсов, дополнительной литературы, справочные и дополнительные материалы по дисциплине

Основная литература

Литература: учебник / под ред. Г. А. Обернихиной. - 16-е изд. - Москва: Академия, 2017. - 656 с. - ISBN 978-5-4468-5128-7. – Текст : непосредственный..

Дополнительная литература

Литература : практикум : учебное пособие / Г. А. Обернихина, А.Г. Антонова, И.Л. Вольнова [и др.] ; под ред. Г. А. Обернихиной. - 2-е изд. стер. - Москва: Академия, 2018. - 352 с. - ISBN 978-5-4468-6568-0. – Текст : непосредственный.

Русский язык и литература. Часть 2: Литература: учебник / В.К. Сигов, Е.В. Иванова, Т.М. Колядич, Е.Н. Чернозёмова. — М. : ИНФРА-М, 2021. — 491 с. — ISBN 978-5-16-013325-6. - Текст : электронный. -

Литература народов России : учебное пособие / под ред. Р. З. Хайруллина, Т. И. Зайцевой. — Москва : ИНФРА-М, 2022. — 395 с. — ISBN 978-5-16-014814-4. - Текст : электронный. -

Русская и зарубежная литература : учебник / под ред. проф. В.К. Сигова. — Москва : ИНФРА-М, 2021. — 512 с. — ISBN 978-5-16-010582-6. - Текст : электронный. -

Литература в школе : научно-методический журнал. – Москва. - ISSN 0130-3444. – Текст : непосредственный.

Среднее профессиональное образование : теоретический и научно-методический журнал / Министерство образования и науки Российской Федерации. - Москва. - ISSN 1990-679. – Текст : непосредственный.

1.2. Тематический план теоретического обучения

Раздел 1. Как различен мир!

Раздел 2. Как горячо молодое поколение

Раздел 3. Изобретение, которое потрясло мир

Раздел 4. Что помогает Вам получать удовольствие?

Раздел 5. Легко ли быть молодым?

Раздел 6. Является ли социальная система ярмаркой благосостояния?

2. Материалы по лабораторным занятиям

2.1. Методические указания по выполнению лабораторных работ по дисциплине

РАЗДЕЛ 1. КАК РАЗЛИЧЕН МИР!

Содержание занятий:

1. Изучение новой лексики по теме. Повторение «Порядка слов в предложении», а также основных правила чтения.
2. Тренировка в употреблении новой лексики в устной речи. Изучение интернациональных слов.
3. Тренировка новой лексики. Система временных форм английского глагола.
4. Обучение монологической речи с опорой на изображения.
5. Обучение аудированию с пониманием нужной информации. Предлоги места и направления.
6. Тренировка употребления новой лексики в устной речи. Работа с текстами.
7. Тренировка новой лексики в устной речи. Обучение чтению с частичным и полным пониманием прочитанного.
8. Обучение монологической речи. Употребление союзов в английском языке.

Вопросы и задания:

Задание 1. The photos were taken in the countries that are described below.

1) What countries are described? How can you tell? (reading / listening for the main idea)

A. It is the world's largest island and its smallest continent. The continent is south of the Equator [li'kweita]. Much of the land is a useless desert. Great deserts cover (покрывают) nearly 2,000,000 square kilometres. Most of the continent is sunny most of the year. Its population is very small (only 0.3% of the world's population) for such a huge country. Many people live far away from towns in the outback.* Severe droughts [si,vi3 'drauts] (сильная засуха), floods (наводнение) and cyclones happen very often on the continent. The people suffer from limited fresh water.

B. It is an island state. It covers a territory of *two large islands* and several smaller ones. Its coast is over 6,000 miles long. It may be a small island by Russian standards, but geographically it is varied. The south and the east of the island consist of flat plains or hills. Mountainous areas are found only in the north and west. In *this country* you are never very far from the coast and there are lots of seaside resorts. It has a mild climate. It is never very cold or very hot. There's steady (постоянный) rainfall throughout most of the year. *The main passenger ports and airports* are in the Southeast. It's a rich country, one of the richest in the world.

C. It is the fourth largest nation in the world. It covers 4,500 kilometres from *one ocean* on the east to *another one* on the west. Three-quarters (3/4) of the country is washed by ocean. People live within four time zones. It's a land of physical contrasts. Practically every climate in the world is represented. The southern parts of the country have warm temperatures year round, but the northern parts have very cold winters. The land varies from heavy forests to large deserts, from high mountains to deep canyons. If you travel across the country you would go over *mountain ranges*, cross hundreds of rivers, and spend days on the vast, flat prairie lands. You would drive past hundreds of lakes, woods and forests. It has most of what every country would like to have — a variety of natural resources, all sorts of products and industries of every kind.

Задание 2. Russia is a huge country with a great variety of landscapes.

- 1) What is special about the geographical position of Russia? (AB Unit 1, ex. 2)
- 2) Could any of the landscapes on pages 3 and 7 be found somewhere in Russia? Which ones? In what parts of the country?
- 3) What landscape is typical of your region?

Задание 3. According to the American historian Frederick Jackson Turner, the frontier" experience had a deep influence on the American character.

1) What were Americans like at the period of the frontier experience? (reading for specific information)

America is a nation of risk-takers. Most Americans are descendants (потомок) of immigrants who left the known of the Old World* for the unknown of the New.*

The pioneers who lived on the frontier had a hard life, so they had to be tough and self-reliant.

Frontier men and women were often facing new problems and situations which needed new solutions (решение). Under these circumstances (условия), they soon learned to experiment with new inventions and new ways of doing things. This willingness to experiment and invent led to another American trait, a sense of optimism that every problem has a solution.

The frontiersmen had to overcome (преодолевать) many difficulties. Friends and neighbours came for help without any reward. They shared food, together built each other's houses and fought fires. This extraordinary willingness to cooperate gave a rise to American's capacity (способность) for volunteer actions.

Задание 4. Karen Hewitt, a British author, made a personal account (оценка) of the British people and their lives on the 'beautiful, off-shore island' in her book Understanding Britain.

1) Which aspects of life does K. Hewitt explain for visitors? (reading for detail)

We live on a very small island with a mild climate and a history of centuries of efficient roadbuilding. This is partly because we have excellent road-building materials. We rarely have severe winter frosts that damage (портить) the roads very much, and we do not normally suffer from heat, drought or flooding.

About 44% of the population spend time gardening. The climate, is ideal. Most of us do not need to grow vegetables, but home-grown vegetables taste better than those in shops. We also grow flowers and have a passion for lawns of grass which stay green throughout the year.

It was the British who started the fashion for seaside holidays. Not surprisingly, nobody in Britain lives more than one hundred and twenty kilometres from the sea. The nearest holiday area of France is only three or four hundred kilometres away. Many families prefer to drive to the warm south and camp in comfortable campsites. Spain is also popular. It offers a wonderful climate.

The British love of compromise is the result of the physical geography. This may or may not be true, but it is certainly true that the land and climate in Britain don't have extremes (крайность). Britain has mountains, but none of them are very high, it also has flat land, but you can't travel far without seeing hills, it has no big rivers, it doesn't usually get very cold in the winter or very hot in the summer, it has no active volcanoes.

2) How does the author explain the reasons why there are excellent roads in England?

- a lot of people like gardening?
- most British people spend their holidays at the seaside?
- a lot of people like spending their holidays in France and Spain? English people like compromise?

Задание 5. This is the way Yale Richmond, an American author, describes Russians in his book *From Nyet to Da*.

1) What conclusions does the author come to? Why does he think so? (reading)

Russians are impressed with size and numbers, and much that they do is on a grand scale (высокий уровень). This is not unusual for such a vast country. Russians think and act big.

Russians think of themselves as members of the community rather than as individuals. The origin of the Russian communalism lies deep in the vastness of the Great Russian Plain.

Nature has not been kind to Russia. Much of European Russia and Siberia is very cold most of the year. In Old Russia, people could do little during winter months. But in spring there was much to be done, and in a short period of time. This explains why Russians often are inactive for long periods of time and then show bursts of energy. The harsh climate explains the Russians' strength, their ability to overcome hardships, as well as their patience and submission. Climate has also made them cautious.

Their cruel climate, harsh history, and sceptical outlook (взгляд) on life have made Russians value (ценить) stability, security, social order, and predictability, and to avoid (избегать) risk. To understand the Russians, one must know where they come from.

2) Which conclusions of the author do you agree with? Which conclusions do you disagree with? Why?

3) How much is the Russian national character influenced by the country geography and climate? 4) What do you think about the notion "national character"?

Задание 6. How would you explain these facts to foreigners?

- Why do Russians build such colossal things as the Cathedral of Jesus Christ the Saviour, the Kremlin's Palace, the Rossiya Hotel in Moscow, the Mother Russia Monument in Volgograd?
- Why don't Russians trim the grass, bushes, or trees in the street, or even in the park? Everything just grows wild.
- Why are winter *posidelki* so popular with Russians?
- Why do Russian people often gather around the samovar on holidays or when guests come to their places?
- Why do Russian men wear *shapki* and women *platki* even in summer?
- Why do Russians take off shoes and leave them outside the door?

РАЗДЕЛ 2. КАК ГОРЯЧО МОЛОДОЕ ПОКОЛЕНИЕ

Содержание занятий:

1. Изучение новой лексики по теме. Повторение правил чтения. Обучение монологической речи с опорой на схемы.
2. Тренировка в употреблении новой лексики в устной речи. Повторение местоимений. Работа с текстом. Словообразование
3. Тренировка в употреблении новой лексики в устной речи. Неличные формы глагола
4. Составление диалогов по теме
5. Новая лексика по теме. Обучение аудированию. Неличные формы глагола
6. Тренировка в употреблении новой лексики в устной речи. Как правильно задать вопрос
7. Тренировка в употреблении новой лексики в устной речи. Работа с текстом. Формальная и неформальная лексика
8. Тренировка в употреблении новой лексики в устной речи. Работа с текстом. Словообразование

Вопросы и задания:

Задание 1. These young people choose different ways to express their identity. 1) Whose lifestyle do you like most?

TOM

Some people call me a hacker. I like my computer and I can do many things with its help. I've designed a new game for my brother and I've made a programme for my teacher of English. Now we can use computers at our English lessons.

SVETA

I've joined the organisation of Young Agrarians. I'd like to be with those people who think about nature, who help young people in the villages to get higher education and to get a good job.

DANIEL

I'm not in a group. I don't care about organisations. I like to wear cool T-shirts and dreadlocks (дреды). I like listening to reggae music. But I don't like the fact that some people put you into-categories according to the way you dress or according to the music you listen to. I also study at art school where I can express myself in my paintings. **2) What do you do**

- **to express yourself?**
- **to develop your own lifestyle?**
- **to change the world for the best?**

Задание 2. Buddy from the story Buddy's Song by Nigel Hinton liked music and played the guitar. His dad hoped his son would become as famous as Buddy Holly. * Buddy's dad found a group The Hi-Tone Four that needed a vocalist. Now Buddy was in the group. 1) How did his first performance finish?

His dad worked hard to find them work and he even got **a gig** at a pub in a nearby town for a Teddy Boys reunion evening.

"They're all mad music fans," he told Buddy, "so they'll love you. There's a couple of other groups but you **lot are top of the bill**. It'll be great."

It should have been great, but it was a **disaster**.

By the time they arrived, the pub was packed with Teddy Boys all dressed up for an evening out. The second group was just coming to the end of their performance and the noise in the pub was **incredible**. Nobody seemed to be listening to the music; instead, there was a lot of pushing and shouting, and a feeling of violence in the air. Most of the Teddy Boys were old and fat and looked terrible with their big stomachs under their jackets. Buddy was surprised, though, to see quite a number of young people about his age. They seemed to be the ones who were causing most of the trouble, **shoving** each other around and looking as if all they wanted to do was fight.

When the second group finished, they quickly set up their equipment on the tiny stage in the corner. The pub was obviously a regular place where Teds met because the **juke-box** was filled with old rock'n'roll records, and while they were getting ready Buddy was horrified to hear two of the songs he and the group were going to play.

"We can't sing those," he said to Paul, as they started to tune up. "We'll sound awful after the record."

"Nah, it'll be all right," Paul said. "OK, boys, ready?"

Paul waited for the song to stop on the juke-box then he stepped forward to **the** mike {microphone}. "Right, boys and girls, time for some live music. I'd like to introduce 'The Hi-Tone Four' with our young vocalist, Buddy Clark."

He stepped out the beat and they **launched into** "Good Golly Miss Molly".

Then, louder than the group, came the sound of the original version of the song by Little Richard.* Somebody had put it on the jukebox.

There was a movement in the crowd as people looked round at the juke-box, then back at the group. With the noise of the record in front and the noise of the band behind him, Buddy couldn't hear anything else but he could see by the jeering faces that everybody was laughing.

Then Buddy saw his dad moving towards the juke-box, his face determined and angry. He bent down and pulled the plug out of the socket. The record stopped and the fight started. One of the young boys pushed his dad aside to try to get to the plug, his dad pushed back and the next moment there was the sound of smashing glass as the people dropped their beers and crashed into each other.

2) Why was the first performance not successful? Are the following causes true or false? Find evidence in the story.

1. **The performance of 'The Hi-Tone Four'¹ was after another group.**
2. **Most of the visitors were too old.**
3. **The visitors didn't pay attention to the performance.**
4. **The group couldn't sing well.**
5. **The stage was very small and uncomfortable.**
6. **Some visitors wanted to fight and looked for the cause to begin that fight.**

Задание 3. When young Russians are bored being alone they choose a group with the same interests as all teenagers do.

1) Is there such an opportunity? (reading for the main idea)

In Russia in 2003 there were 62 federal and interregional youth and children organisations which were officially registered.

One of them is the Federation of Children Organisations of Russia. (Unlike/Not as) the organisations many years ago this organisation is independent from political parties. The main aim is to protect rights and interests of children and young people, to organise their free time, to help them develop various skills useful in their future life. (Like/As) pioneers many years ago members of this organisation help disabled people, make performances for young children. Besides such organisations there are different groups and subgroups with special interests (like/as) in many countries.

Задание 4. The media often associates youth with something threatening and violent.

Who do these opinions about young people belong to: an elderly person, a middle-aged person, a teenager?

A. More violence, more vandalism* exists than it did ten years ago. Many people say that their lives have been made miserable by young people out on the street late at night. Young people are more violent than ever. All those groups or subcultures are awful, because all of their members are violent. They only think about rebellion against society, its laws, they reject everything, they protest against their parents and school. I think they are potential criminals, their groups are like gangs (банды). I think all these groups should be forbidden.

B. Violence is the symptom of problems in the society. Teenagers don't live in a desert. Home, school, and neighbourhoods are part of the individual environment. They play a great role in the expression of violence. A society cannot suggest anything really worthwhile for teens. There are not many organisations that are interesting for teens. There are not enough sports clubs. Besides many hobbies and sports are expensive, and teens can't afford them. That's why they are rebellious. Crime for teens is an expression of their inability to join in society. At different levels: social, economic or cultural. Teens don't think much about their future life. They want to live now. Being in a group is like living a real life for them. To be a fan of something or someone is a hobby, to be a hippie, for example, it's a life.

Задание 5. USE OF ENGLISH (GRAMMAR/VOCABULARY)

For questions 1-11, read the text below and decide which answer A, B, C or D fits best each space. There is an example at the beginning (0).

Rock'n'roll started in the USA (0) C the great black rhythm'n'-blues players: Muddy Waters, John Lee Hooker and Chuck Berry.

Fifty years ago black and white music were two completely separate things. Chuck Berry was the first black musician (1) _____ cross the barrier and sell records to (2) _____ black and white young people. His songs were about the lives of teenagers.

Jerry Lee Lewis, Elvis Presley and Buddy Holly mixed black music with white 'country' music to create rock'n'roll.

This was all happening in the United States. But people in Britain were listening to this music (3) _____. The black rhythm'n'-blues singers and the best rock'n'roll stars (4) _____ Buddy Holly were (5) _____ popular in Britain than in the States.

Then, in the 1960s the British invaded America, (6) _____ the Americans some years before did. The Beatles, The Rolling Stones, The Kinks, The Who. There were concerts with tens of thousands of fans.

The name of the music — rock'n'roll changed to 'rock'.

In the 1960s the style of the musicians changed a lot. The clothes of the musicians became crazy and (7) _____ their hair. The guitar became (8) _____ important as the voice. Jimi Hendrix and Eric Clapton were guitarists (9) _____ than singers.

In the 1970s rock went in two different directions. (10) _____ Elton John and Rod Stewart, The Sex Pistols, The Stranglers, and a few other bands started to play loud, violent music called 'punk'. Punk was also important (11) _____ a fashion in clothes.

РАЗДЕЛ 4. ЧТО ПОМОГАЕТ ВАМ ПОЛУЧАТЬ УДОВОЛЬСТВИЕ?

Содержание занятий:

1. Новая лексика по теме. Чтение с полным пониманием, с пониманием основного содержания. Повторение правил чтения.

2. Тренировка в употреблении новой лексики в устной речи. Грамматическая тема «Словообразование». Обучение аудированию с пониманием основного содержания со зрительной опорой.
3. Новая лексика по теме. Повторение структуры вопросительных предложений. Обучение чтению с пониманием основного содержания
4. Тренировка в употреблении новой лексики в устной речи. Обучение монологической речи о фильме
5. Новая лексика по теме. Повторение структуры вопросительных предложений. Обучение чтению с пониманием основного содержания
6. Обучение аудированию с пониманием основного содержания без зрительной опоры союзов в английском языке.

Вопросы и задания:

Задание 1. *The twentieth century may be called the century of film making. Cinema and TV films have become an important part of our lives. But not everyone knows when and how cinematography appeared.*

1) WHAT DO YOU KNOW?

Do you know who made the first film? What was it about?

2) Listen to the information to check if you are right, (*listening for specific information*)

Задание 2. *Each person has a preference for this or that type of films.*

1) What types of films do these people talk about? Use the names of genres instead of dots.

Pictures can help you. (*reading/listening for detail*)— What do you think of the film?

— Oh, it was extremely good! I was kept in uncertainty up to the end. The story line was so mysterious.

— Yes, ... always keep audience in **suspense**. And this one is a really good ...

— It is a pretty good film. The story line is simple but touching.

— Yes, the **plot** is really very simple but ... don't need to be complicated and mysterious. Usually they are naive but we like them for it.

— Do you like the film?

— Oh, yes. It was really good. I like films which are full of fights and adventures.

— Oh yes, you do. And this one was really **stuffed** with fights. I think there were too many of them.

— You simply don't like ... I guess.

Задание 3. *People have different opinions about different theatrical performances.*

1) What performances do these people like and dislike? (*reading/listening for specific information*)

I can't say that I like opera very much. The music is usually marvellous but it is dull to watch it. Usually it is very complicated and it is difficult to find your way in it.

I do like theatre. I prefer comedies. They put me in a joyful mood. Usually I am so involved in the action that I forget that I am watching a play.

I should say that I enjoy ballet very much. When you watch ballet you understand the beauty of a human body. Some people say that it is a drag but I don't agree with them. It is the most exciting thing in the world. It does make a great impression.

As for me I do enjoy operetta. It is so cheerful, magnificent and splendid. Some people say it is lightminded but I don't think so. It teaches sincerity and makes me happy.

Задание 4. How can you understand the following? (*learning to translate*) 1. For a woman, this was totally unheard of in Shakespeare's time.

a) Женщины были абсолютно не слышны в шекспировские времена.

b) Это было неслыханно для женщин шекспировских времен.

2. to be one of the only girls of the set

a) быть одной-единственной девушкой в наборе

b) быть одной-единственной девушкой в составе 3. It was a real treat to play.

a) Это была игра с настоящим угощением.

b) Игра доставила мне истинное наслаждение.

4. He had me rolling around with laughter.

a) Он заставлял меня покатываться от смеха.

b) Он заставлял кружиться вокруг со смехом.

РАЗДЕЛ 5. ЛЕГКО ЛИ БЫТЬ МОЛОДЫМ?

Содержание занятий:

1. Новая лексика по теме. Обучение чтению с извлечением нужной информации, с полным пониманием
2. Тренировка в употреблении новой лексики в устной речи. Обучение аудированию с пониманием основного содержания без зрительной опорой. Тренировка чтения и перевода
3. Обучение монологической речи. Составление диалогов
4. Тренировка диалогического общения (роль репортера, ведущего выпуска новостей и тд.)
5. Новая лексика по теме. Обучение аудированию с пониманием основного содержания с (без) зрительной опорой

Вопросы и задания:

Задание 1. *In Britain, the 21st birthday traditionally means coming of age. * But young people get many important rights before they become 21. Adults say that children today grow up more quickly, because the law makes it possible.*

Listen to some British teenagers and complete the chart about what they can or can't do because of the age limits. Guess their age. (listening for specific information/taking notes)

	Frank	Stacey	Denis
the law allows ...to... parents allow... to...			
the law forbids ...to... parents forbid ...to...			
age			

Задание 2. *Nowadays, more and more social problems are associated with being young.*

1) What teens' problems are discussed in this magazine article? While reading find the words in the article that can help you to understand the meaning of the highlighted words. Then find the correct meaning of these words in the column on the right, (reading for specific information)

WHAT MAKES OUR CHILDREN DO THIS?

Today it is fashionable to speak about teenage problems. A few years ago alcohol, fights, killings and other kinds of **violence** were more problems for adults than for young people.

But now, as official reports admit, violence, AIDS,* drugs and alcohol are more and more associated with youngsters. For many children from poor families violence, drinking problems and all that is associated with **poverty** becomes more real than reality.

The Government surveys show that every fifth teenager who was arrested for criminal actions, was younger than 14 and could not be sent to **prison**. Almost half of teenagers have an experience with drugs, alcohol and sex under age of 16. A lot of teenagers who have drug or alcohol **addiction** almost never believe that they are dependent. These things are often combined with family and school problems. What has gone wrong? Some specialists explain that the changes of our society, the system of our life force young people to choose their own lifestyle. On the one hand, our society agrees that 15-17-year-old people are old enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young to be taken seriously. This misunderstanding produces many problems. Actually, a lot of teenagers say that their parents let them do anything they want and are quite indifferent to their problems. Many teenagers get upset or depressed when they can't solve their problems. As a result, it makes them believe that there is only one way out — to stop living and commit suicide.

No doubt, the teens' problems will increase. And young people should feel that they are cared for.

Задание 3. *What is similar and what is different in the dating customs of the English-speaking countries and your country? (reading for specific information/extracting cultural information/making comparison)*

IN AMERICA, BRITAIN AND CANADA

- Young people often start meeting someone of the opposite sex around the age of 14. They do not need an older person to go with them. Teenagers generally date people of their own age, although girls sometimes date boys two or three years older than they are.
- Either a girl or a boy can invite someone on a date. It does not mean that they date regularly only one person. They may go out with one person one week and someone else the next one. Most teenagers go on dates with more than one person. Young people may even date several friends at the same time. Sometimes two couples go together.
- Parents very rarely choose dates for their children. Young people usually meet and choose their own dates. Sometimes, however, someone arranges a date for two people who do not know each other.
- Boys and girls go to parties together. They go on dates to the cinema, dances, roller skating, etc. A boy often goes to pick up his date at her home. Girls may invite boys to parties or other social events. Hand holding and light kissing in public are common. Anything more than light kissing is not generally approved of in public.
- Dating is often very expensive. Today, even the simplest date can cost over \$20.00. A couple on a date may go to the movies and have a snack afterwards. Movies now cost \$3.00-\$5.00 per person, and a snack can easily cost more than \$10.00. The boy and girl often share expenses. Sometimes, however, one person pays for both people.

Задание 4. *These teenagers are speaking about their dating experiences. What dating customs do they mean? (listening/reading for the main idea)*

- ✓ My friend Melanie and her boyfriend Mark have been dating for six months already. They go to school together, share lunches, meet at Pizza Hut after school and attend all school activities together. Melanie and Mark date no other people and are always seen together.
- ✓ Charlie and I often go on outings together. We both pay for our own movie tickets and hamburgers and soda. We don't always have enough money to cover our expenses. And this is the answer to the limited budget. It's a pleasant afternoon what matters more for us, not money.
- ✓ It doesn't always turn out (оказывается) well. I can only imagine what my date will be like. Will we both enjoy the same kinds of food, music, and films? Will she be pretty? I like this exciting experience.

Задание 5. *Dating etiquette today is quite different from that when your parents were young. 1) Which information refers to the present and which describes dating customs which were common among teenagers 30 years ago? Put the verbs in brackets in the correct form, (reading for detail/anticipating grammatical structures).*

Dating in the 19..s (be) _____ very structured. The dating rules (be) _____ firmly established. Boys and girls usually (begin) _____ dating in high school. Of course, they (need) _____ their parents' permission. Many teenagers (be) _____ even chaperoned (accompanied by parents). The boy (meet) _____ his date's parents and (talk) _____ with them for a little while. Then, the young couple usually (leave) _____ for a movie, and a soda and snack, which the boy (pay) _____ for. The young people (observe) _____ curfews and (say) _____ goodnight at the front door.

In the 19..s dating (be) _____ far more casual. Children (begin) _____ dating in junior high school, and many youngsters (have) _____ steady girlfriends or boyfriends. The younger couples (may be) _____ escorted by their parents, but as soon as they (be) _____ in high school, couples (rebel) _____ at the idea of being chaperoned. Dutch treat dating (be) _____ acceptable and because of the teens' limited finances, it (occur) _____ quite frequently. Girls (call) _____ boys and (ask) _____ for dates. They even (pay) _____ for dates. Curfews (be) _____ observed only in a few families. Today, teenagers (have) _____ more independence in all aspects of dating.

РАЗДЕЛ 6. ЯВЛЯЕТСЯ ЛИ СОЦИАЛЬНАЯ СИСТЕМА ЯРМАРКОЙ БЛАГОСОСТОЯНИЯ?

Содержание занятий:

1. Новая лексика по теме. Обучение монологической речи с опорой на образец. Обучение аудированию с пониманием основного содержания со зрительной опорой.
2. Новая лексика по теме. Обучение монологической речи с опорой на образец

3. Обучение аудированию с пониманием основного содержания со зрительной опорой. Тренировка в употреблении новой лексики в устной речи.

Вопросы и задания:

Задание 1. Great Britain is a Welfare State, * a country that has a system of ensuring the welfare (обеспечение благосостояния) of its citizens by means of social services, provided (предоставляемые) by the state. At the national level the Government is responsible for the National Health Service, National Insurance and Social Security. *

1) The systems of National Insurance and Social Security provide financial help for different categories of citizens.

What categories of citizens are entitled (have rights) to social payments? (listening, reading for specific information)

When people work they must pay contributions (взносы) to the National Insurance fund. Contributions are also made by the employer (работодатель) and the Government. National Insurance benefits (payments) are available (доступны) to the unemployed, the sick and the retired. The disabled are also provided with financial help. Financial help is also available to the widowed. Every child is entitled to a child benefit (or allowance*), whatever the parents' income (доход) may be.

Social Security covers a wide range of payments, mainly to people who do not qualify for National Insurance payments. The main social groups who claim social security benefits are: single parents, the long-term unemployed, and pensioners whose pension is too low. People in full-time work whose earnings are below a certain level can claim benefits, too.

Задание 2. Here are some facts and opinions about the system of health care and medical insurance in Great Britain.

1) Which of these facts and opinions characterise the health care system positively and which negatively? While reading, pay attention to the following conjunctions and prepositions.

- **Despite** the shortage (недостаток) of money, the system of medical care works well.
- The British spend a small proportion of their wealth on health service, **because** of its simple administration.
- **In spite of** being poor, you can get good medical care in Britain.
- The exceptions (исключения) to free medical care are teeth and eyes, **though** even this care is available to large numbers of people who do not have to pay.
- **Although** Britain has public health care, it has a private sector, too. The biggest is BUPA.*
- **Because** of the central organisation of public health care there is little cooperation between public health care service and the private sector.

Задание 3. Here are some facts and some people's opinions about medical care service in the United States of America,

1) Which of the following statements are facts and which are opinions? (distinguishing facts from opinions)

- I think that in many ways it is a wonderful system, **but** in many other ways it is a catastrophe [kd'uestrafi].
- The USA is one of the most developed countries in the world, **but** it does not provide health care for all.
- Medical care is not free, **but** many hospitals provide some free or low-cost care for those who cannot pay.
- The USA has no public health service, so most people have private health insurance.
- America with its private insurance-based system spends 14% of GDP* on health. Britain with its popular state-funded NHS spends only 7%.
- There are people who receive medical care through social programmes. They are Medicare* which is intended for people over 65 and the disabled, **and** Medicaid* which is available to the poor.
- They say that when the world's rich want the best treatment money can buy, they usually go to the USA. Small wonder, most new medical techniques and technologies become available in America before anywhere else.
- Self-employed private physicians receive a fee for each patient's visit, **but** some medical doctors are on a salary (получают зарплату).

Задание 4. Here is the article from the Teen magazine (Autumn 2004). The article is about Anthony Leanna from Wisconsin. Anthony, who is only 13, is one of those teenagers who are using 'their hearts and smarts' to make the world the better place.

Read the article and decide where the following subtitles belong. Match the letters (A-D) and numbers (1-3). One subtitle is extra.

- A) how he's helped
- B) dreaming big
- C) his inspiration
- D) you can make a difference

1. _____ Three years ago Anthony spent a lot of time in hospitals while his grandmother underwent the treatment for cancer (рак). During his visits, he began to notice the effects of hair loss on the cancer patient's spirits. To cheer them up, Anthony came up with the idea of donating hats to those going through chemotherapy [кэтэи'9ерэп1]. He wants to "put a smile on the faces of people facing such difficult times in their lives".

2. _____ Through his Heavenly Hats Foundation, Anthony has delivered more than 25,000 hats to more than 125 hospitals and clinics around the country. He gathers the donated toppers from hat companies, business and individuals. "Several of the patients have told me that the hat was a sign of hope. It made them feel better about themselves and it gave them the courage to fight the cancer," Anthony says.

3. _____ "It is my hope that someday in the future a cure will be found and my hats will no longer be needed," he says. "However, until that day, I just want to help any way I can."

КРИТЕРИИ ОЦЕНКИ

выполнения заданий лабораторных (практических) работ

- оценка «отлично». За глубокое и полное овладение содержанием учебного материала, в котором студент ориентируется, за отличные знания грамматического и лексического минимума, за умение находить и использовать информацию.
- оценка «хорошо». Если студень полно освоил учебный материал, владеет грамматическим и лексическим минимумами, ориентируется в изученном материале, грамотно излагает ответ, но в его форме имеются отдельные неточности.
- оценка «удовлетворительно». Если студень обнаруживает знания и понимание положенного учебного материала, грамматического и лексического минимумов, но излагает их неполно, непоследовательно, допускает неточности в определении понятий, не умеет доказательно обосновать свои суждения.
- оценка «неудовлетворительно». Если студень имеет разрозненные, бессистемные знания, не умеет выделять главное и второстепенное, допускает ошибки в определении понятий, искажает их смысл, беспорядочно и неуверенно излагает материал.

2.2. Методические указания по организации самостоятельной работы обучающихся

Цель самостоятельной работы: является выработка умений и навыков рациональной работы с текстом, а также формирование умения пользоваться словарями и грамматическими справочниками. Для этого надо знать основные формы обработки учебного материала, грамматические формы, типичные для языка данного типа материалов.

Чтобы успешно усвоить материал для самостоятельной работы студент должен изучить грамматические правила, выполнить тренировочные лексико-грамматические упражнения, и после этого выполнить тестовые задания. Тетрадь с выполнениями упражнениями и тестами сдается преподавателю для проверки.

Прежде, чем приступить к самостоятельной работе, студент должен ознакомиться с основными положениями рабочей программы по дисциплине «Иностранный язык (английский)» (174 часа: из них 54 часа на самостоятельное изучение), подобрать необходимую литературу и изучить теоретические положения дисциплины.

В ходе самостоятельной работы, студент должен выполнить следующие задания:

1. Подготовка к занятиям (домашняя подготовка, занятия в библиотеке).
2. Работа с двуязычными и одноязычными словарями и другой справочной литературой (энциклопедии, каталоги, справочники, библиографические списки).

Далее приведены разъяснения по каждому виду самостоятельной работы и даны рекомендации по ее выполнению.

1. ПОДГОТОВКА К ЗАНЯТИЯМ (ДОМАШНЯЯ ПОДГОТОВКА, ЗАНЯТИЯ В БИБЛИОТЕКЕ)

Данный вид самостоятельной работы студентов предполагает сбор, обработку и представление информации по темам занятий с более глубокой проработкой некоторых вопросов.

Выполнение данного вида самостоятельной работы рекомендуется проводить в следующей последовательности:

формирование перечня вопросов, необходимых для освещения в рамках выбранной темы; работа с литературными и другими информационными источниками; систематизация полученных данных; написание основных тезисов изученного материала в виде опорного конспекта; подготовка ответа, с использованием опорного конспекта.

Перечень тем для поиска информации (представлен ниже) соответствует содержанию разделов и тем, представленных в рабочей программе дисциплины «Иностранный язык (английский)».

После проработки вопросов самостоятельной работы, студент должен выполнить тестирование по каждому отдельно взятому разделу.

Раздел 1.

«Как различен мир!»!

LISTENING COMPREHENSION

You will hear the information about national parks.

For questions 1-6, write down the missing information

1. Yellowstone was _____ American National Park.
2. Yellowstone National Park was established in _____.
3. Yellowstone National Park had an area of _____ acres.
4. In the 1980s, the National Park System included about _____ different areas.
5. _____, the Everglades, and the Sequoia National Parks are just some of the best-known national areas.
6. The System of National Parks and National Reserves has an area of over _____ square miles.

II. READING COMPREHENSION

Read an article from the *Newsweek* magazine.

1. Decide which title A, B, or C is the best one for the article

3. Notwithstanding the severest cold snap the Thames didn't freeze.		
4. By New Year's Day Parisians ice-skated in the shadow of the Eiffel Tower.		
5. In London, brave bathers took the annual New Year's Day dip.		

III. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1. A tourist is traveling around the USA.

Complete the questions (1-5) he is going to ask. There is an example at the beginning (0)

0. - I want to visit the Bronx Zoo.
Do you know where the Bronx Zoo is?
1. - I'd like to visit Central Park.
Could you tell me, how far _____?
2. - I want to see the Statue of Liberty.
Could you tell me, what transport _____?
3. - I'd love to go on an excursion to Yellowstone. How much _____?
4. - I want to buy a souvenir.
Could you tell me, where _____?
5. - I'd like to have a snack. Where _____?

2. Below is a short article about tourism in Britain.

Form a word that fits in the blank space from the word in capitals. Fill in each gap with the new word. There is an example at the beginning (0)

0. I think these were really (EXCITEMENT) exciting holidays.
1. Every year more than eleven million tourists visit Britain, in fact, tourism is an (IMPORTANCE) _____ industry, employing thousands of people.
2. Most (VISIT) _____ come in summer months when they can expect good weather.
3. Tourists (USUAL) _____ spend a few days in London, then go on to other well-known cities.
4. Perhaps the least visited places in England are old (INDUSTRY) _____ towns.
5. But many people think that nineteenth-century cities show the (REAL) _____ of Britain.

IV. CULTURAL AWARENESS

What do you know about the geographical position and the life of the people in the USA, the UK, Australia and Russia?

For statements 1-5, decide which country the following information is related to. Tick (✓) the country

		RUSSIA	USA	UK	AUSTRALIA
1.	It's sometimes called the Land Down Under.				
2.	It's known for the frontier experience.				
3.	It's situated in two continents.				
4.	No place in it is more than 120 kilometres from the sea.				
5.	Many people live in the outback there.				

Раздел 2

«Как горячо молодое поколение»

I. LISTENING COMPREHENSION

You will hear five teenagers from different countries answering the questions: What is the lifestyle of a teenager in your home place like? How would you describe your style in dress? What kind of music do you like?

Listen to the recording. For questions 1-5, choose from the list A-F what each speaker says. Write the corresponding letter next to the speaker. Use each letter only once. There is one extra sentence, which you do not need to use

SPEAKER 1 _____ A. This person cannot often go to discos.

SPEAKER 2 _____ B. This person dislikes being identified with a group according to the clothes.

SPEAKER 3 _____ C. This person likes listening to rap music.

SPEAKER 4 _____ D. This person sometimes wears traditional clothes. SPEAKER 5 _____ E. This person likes wearing cool clothes.

F. This person can't wear all fashionable clothes because of the climate.

II. READING COMPREHENSION

You are going to read a newspaper article about a boy sold drugs.

Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). Use each letter only once. There is one extra sentence, which you do not need to use

SEVENTEEN-YEAR-OLD PUPIL

PUSHES POT

A sixth-former at Wendeles Secondary School, was arrested yesterday for selling marijuana to junior pupils.

(1)_____. "First time I had it was at a friend's house on a Saturday evening. It had been planned beforehand to get me stoned (*unable to behave normally*), which I was rather angry at first.

(2)_____. At first it was just like smoking a cigarette but getting a pleasant effect as well. I kept laughing. (3)_____.

Then I met somebody who said they could get the stuff real easy. My friends started coming to me for it. Then this person started getting heavy. He wanted me to start sniffing other things, but I refused. I know what other drugs do to people. No way would I inject anything. (4)_____."

Police inspector James said, "That's the way these kids often get hooked. The 'hard' drug pushers start them on something like marijuana and then say, "Why don't you just sniff a bit of this" or "Just put a bit of this in your drink," and before they know it, they're hooked on heroin, cocaine or amphetamines.

(5)_____."

A. I think that's disgusting.

B. Everybody does so.

C. He blamed his friends for getting him hooked on it.

D. It only takes two weeks of heroin, two or three times a week, to be addicted.

E. I only smoked it when I was offered it at big parties.

F. But in the end I was excited about taking it.

III. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1. For questions 1-10, read the text below and decide which answer A, B, C or D fits best each space

THE HISTORY OF ROCK'N'ROLL

Rock'n'roll started in the USA (1) _____ the great black rhythm'n'blues players: Muddy Waters, John Lee Hooker and Chuck Berry.

Fifty years ago black and white music were two completely separate things. Chuck Berry was the first black musician (2) _____ cross the barrier and sell records to (3) _____ black and white young people. His songs were about the lives of teenagers.

Jerry Lee Lewis, Elvis Presley and Buddy Holly mixed black music with white 'country' music to create rock'n'roll.

This was all happening in the United States. But people in Britain were listening to this music (4) _____. The black rhythm'n'blues singers and the best rock'n'roll stars (5) _____ Buddy Holly were (6) _____ popular in Britain than in the States.

Then, in the 1960s the British invaded America, (7) _____ the Americans some years ago did. The Beatles, The Rolling Stones, The Kinks, The Who. There were concerts with tens of thousands of fans. The name of the music – rock'n'roll – changed to 'rock'.

In the 1960s the style of the musicians changed a lot. The clothes of the musicians became crazy and (8) _____ their hair. The guitar became as important as the voice. Jimi Hendrix and Eric Clapton were guitarists more than singers.

In the 1970s rock went in two different directions. (9) _____ Elton John and Rod Stewart, The Sex Pistols, The Stranglers, and a few other bands started to play loud, violent music called 'punk'. Punk was also important (10) _____ a fashion in clothes.

1. A with B at C from D on
2. A who B to C - D that
3. A - B like C both D like
4. F either B so C too D –
5. A and B and C as D so
6. A more B much C as D so
7. A so B like C as D also
8. A so was B both was C as did D so did
9. A Unlike B Not as C More than D As not
10. A - B as C like D than

2. For questions 1-10, read the text below and decide which answer A, B, C or D fits best each space

YUPPIES: WHO THEY ARE

The (1) _____ 'yuppie' is basically an invention of the mass media, yuppies do not indeed exist. On the one hand, yuppies are the result of the (2) _____ against the antiestablishment, against the freeminded 1960s' (3) _____. But on the other hand they are a phenomenon much more complex, tied to the nation's economy.

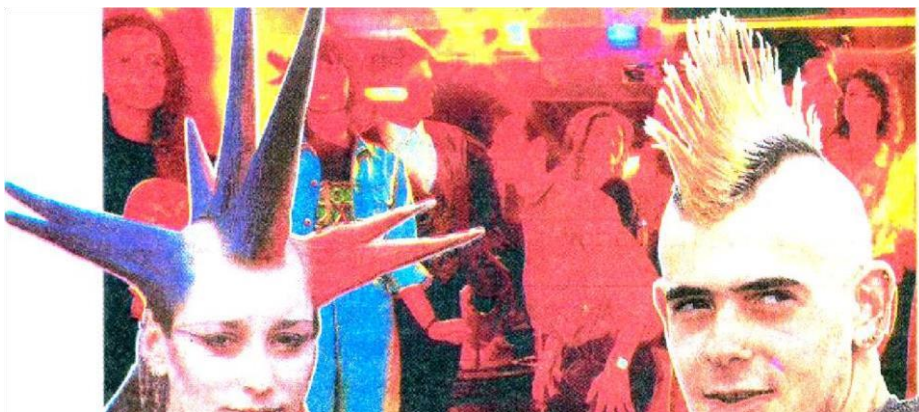
What is a yuppie? A Young Urban Professional, making a (4) _____ in business. Being a yuppie is a (5) _____ of life. Those who want to be yuppies choose the yuppie (6) _____ system. They conform (7) _____ the society standards. They believe that money cures all ills. Yuppies are **young**: in their late twenties or thirties.

Yuppies are **urban**, and often disapprove (8) _____ suburban lifestyle.

Most of all, yuppies are **professional**: they work hard, rise quickly, and stop (9) _____ nothing. Their behaviour does not (10) _____ social norms, but to most American intellectuals *yuppie* has negative connotation.

V. WRITING (HOME TASK)

VI. SPEAKING



1. A. term	B. phrase	C. cliché	D. idiom
2. A. behaviour	B. rebel	C. rebellion	D. react
3. A. generation	B. youth	C. adults	D. children
4. A. way	B. career	C. culture	D. life
5. A. sense	B. behaviour	C. way	D. simply
6. A. fashionable	B. value	C. life	D. image
7. A. -	B. for	C. to	D. with
8. A. with	B. of	C. to	D. for
9. A. at	B. on	C. in	D. to
10. A. protest against	B. support	C. differ from	D. conform

IV. CULTURAL AWARENESS

Match the youth group and its most distinguishing feature. There is one extra feature you don't need to use

A member of a youth group/movement	Feature
6. Biker	a. Brightly coloured hair
7. Environmentalist	b. Haircut: short on top and longer around the sides
8. Hacker	c. Love for all people
9. Raver	d. Loyalty and responsibility
10. Punk	e. Concern about nature
11. Scout	f. 2 or 3 wheeled motorised vehicle
12. Chelsea girl	g. Coats in the style of the beginning of the century
13. Hippie	h. All-night dancing
	i. 'Wizards' of the computer world

Раздел 4.

Что помогает Вам получать удовольствие?!

LISTENING COMPREHENSION

1. You will hear four people discussing films and plays they like and dislike.

Listen to the recording. Match the statements (1-4) with the names of the genres. There are three extra genres, which you do not need to use

SPEAKER 1 ____

A. science fiction

E. musical

SPEAKER 2 ____

B. detective

F. ballet

SPEAKER 3 ____

C. tragedy

G. thriller SPEAKER 4 ____

D. opera

2. Listen to the people's opinions about the films they saw.

For statements 1-4, decide which ending A, B or C fits best each opinion

1. A. What a wonderful film!

B. What a frightful film!

C. What a bore!

2. A. What a fantastic film!

B. What a horrible film!

C. What a boring film!

3. A. It makes me want to hide.

B. It makes me happy.
write home about.

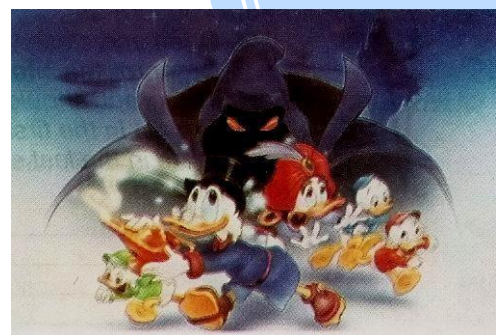
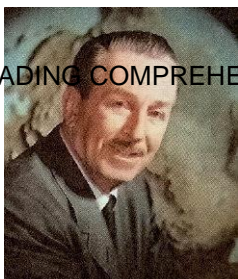
C. It makes me nervous.

4. A. It is sensational.

B. It is nothing to

C. It is wonderful.

II. READING COMPREHENSION



1. Put the paragraphs from the text into the right order and read the text

A MAN OF THE MOVIES

- A. In 1920, while living in Kansas City, Missouri, he was lucky and got his first chance to work on a motion-picture cartoon. The result was successful and in 1923 he moved on to Hollywood where financial success ultimately permitted him to develop his talents and interests.
- B. One of the leading pioneers of the film industry was neither an actor nor a director. Rather, he was a commercial artist who eventually created such popular and familiar cartoon characters as Mickey Mouse and Donald Duck. The man, of course, was Walter Disney.
- C. Disney did not start out as a rich man; but he did have a wealth of ideas, which reflected his greatest assets – traits of imagination and creativity. Walt Disney began his career when he succeeded in borrowing three hundred dollars to set up a workshop in the rear of a small garage. Working long and hard, he managed to gain a respected reputation as a gifted cartoonist.
- D. Beyond the realm of show business, Disney also undertook a vast project to construct a combination of a wonderland and an amusement park. The result can be witnessed today in Disneyland located in California. Disneyland quickly grew to be a popular success. Consequently, another immense project, Disney World, was later undertaken in Florida. It is a prominent tourist attraction too.
- E. Although Walt Disney died in 1966, his creative genius and active mind still survive through the entertainment that he left as his legacy. His cartoons and full feature films forever commemorated his name. All in all Walter Disney got 29 Oscars.
- F. Soon, he was producing feature-length animated cartoons, movies, and television shows. Some of Walt Disney's most popular efforts are regarded as classics today. These include Fantasia and Snow White. He also produced nature documentaries and adventure films. In 1932 Walt Disney got his first Oscar for his Mickey Mouse.

2. For film reviews (1-5) write down the titles of the films (A-F). Use each letter only once. There is one extra title

- A. The Aviator
B. Meet the Fockers
C. Darkness
D. The Phantom of the Opera E. National Treasure
F. The Polar Express

1. _____ Believing in Santa Claus isn't easy when all of your friends and family insist that he's just make-believe. A boy's faith is rewarded one Christmas Eve when he's awakened by a steam train that pulls up in front of his house and takes him and other children to the North to meet Santa. It's all CGI (Computer Generated Images), based upon live-action motion-capture actors.

2. _____ He is a masked man who roams around the Paris Opera House, haunts the actors and actresses. He falls for a young soprano named Christine (Emmy Rossum) and tutors her so well that she passes another soprano (Minnie Driver) as the city's best. He is smitten and wants Christine for his own, but she still has feelings for a childhood love, Raoul (Patrick Wilson). Feeling betrayed, the Phantom kidnaps Christine with plans to make her his eternal bride.

3. _____ A teenage girl (Paquin) moves into a remote countryside house with her family, only to discover that their gloomy new home has a horrifying past that threatens to destroy the family.

4. _____ Having given permission to male nurse Greg (Stiller) to wed his daughter Pam (Polo), exCIA man Jack Byrnes (De Niro) and his wife (Danner) travel to Detroit to "meet the parents", who this time around are Mr and Mrs Focker (Hoffman and Streisand), who are as different from them as can be.

5. _____ The film is directed by Martin Scorsese and written by John Logan, tells the story of aviation pioneer Howard Hughes (Leonardo DiCaprio), the eccentric millionaire industrialists and Hollywood film mogul, famous for romancing some of the world's most beautiful women. The drama recounts the years of his life from the late 1920s through the 1940s, an epoch when Hughes was directing and producing Hollywood movies and test flying innovative aircrafts he designed and created.

III. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1. What does the audience think about it?

Write down exclamatory sentences (What (a) ...!/How ...!)

1. Craig Lukas is an outstanding playwright.
2. The actors are fantastic.
3. Norton Rene is a talented director.
4. It was a magnificent performance.
5. The play is very touching.

2. Make the opinions more convincing and emphatic.

Write down emphatic sentences

1. It was funny.
2. I have already seen this film.
3. It is extraordinary.
4. My friend hates operetta.
5. Louis loves action films.

3. People's opinions of one and the same film can be different.

Read the opinions and use the word in capital letters to form the word that fits each space

1. I can't say anything. It's _____ (ABSOLUTE) fantastic!
2. How _____ (FRIGHT) the film is!
3. And I think that it is nothing to talk about. To my mind it is rather _____ (LOUSE).
4. The film is so _____ (DRAMA).
5. The film is so _____ (MYSTERY). It keeps you in suspense from the beginning up to the end.
6. It is a good _____ (HISTORY) film.
7. To my mind the film is _____ (EXCITE). I enjoy watching it.
8. It is really _____ (SENSATION). I've never thought it can be so interesting.

IV. CULTURAL AWARENESS

1. What was the name of the first theatre in London?
2. What genres of films were the first ones shot in America?
3. What was the first film demonstrated to the audience about?
4. What are the biggest film corporations in the USA?
5. What categories are there in the MPAA rating system?

V. WRITING (HOME TASK)

VI. SPEAKING

Раздел 5

«Легко ли быть молодым?»

I. LISTENING COMPREHENSION

Listen to three young people talking about how they left home.

Make brief notes about what they say

	SUSAN	ALEX	ROB
When did she/he leave home?			
Why did she/he leave home?			
What does she/he do now?			
Where does she/he live now?			

II. READING COMPREHENSION

In Britain today, more and more young people want to be independent and live apart from their parents.

1. Which of the following problems are discussed in the article?

1. For teenagers leaving home is a route to independence.
2. For many young people leaving home may cause a lot of problems.

3. Most young people hope to have their own house or flat.

4. Teenagers leave home in search of more exciting lives.
5. A lot of teenagers want to run away from their homes, which are overcrowded and unhappy.
6. Young people who study away from home get help from their parents.
7. Unemployment among home-leavers is a problem.

WHAT MAKES OUR CHILDREN LEAVE HOME?

ABOUT 20% of British teenagers leave home after the age of 16. Some of them are students. They get help from the government (grants) or their parents to study away from home but they go back home during their holidays, so they have not really left.

MOST of the 20% leave home because they want to get work and experience of the world. However, accommodation is a big problem. Sometimes young people share flats, but most young people have to live in bedsitters that are rooms you sleep and live in. Some bedsitters have washinf and cooking facilities.

SOMETIMES, young people live in empty houses. This is called squatting. There are also hostels for the homeless. The main problems are loneliness, getting a job and being able to do the washing and cooking. In Britain, however, it is natural for children to leave home. In fact, only 9% of people aged over 65 live with their children and many older parents who cannot look after themselves have to live in old people's homes.

2. Choose the correct ending

Schools, the media and young people themselves place a lot of (2) _____ (IMPORTANT) on being independent. The most popular topics for discussion chosen by teenagers are: part-time job, parents' reaction to boyfriends or girlfriends, and (3) _____ (VIOLENT).

1. Squatting is...	2. A grant is...	3. Accommodation is...
a) when a person lives alone	a) pocket money	a) some job
b) when a person is homeless	b) financial help from	b) some place to live
c) when a person lives in an government	c) being a student empty house	c) financial help from parents

III. USE OF ENGLISH (GRAMMAR/VOCABULARY)

1. Teenage views of life and their parents' opinions can be in conflict sometimes.

Form a word that fits in the blank space from the word in capitals. Fill in each gap with the new word

Some adults admit that teenagers have a great deal of (1) _____ (INDEPENDENT) today.

6. My parents want _____ to finish school first.

7. His parents never allowed him _____.

1. a) to see	b) seen	c) see
2. a) allows	b) orders	c) lets
3. a) forbid	b) let	c) permit
4. a) to organize	b) to let	c) to spend
5. a) to persuade	b) to suggest	c) to make
6. a) me	b) my	c) them
7. a) smoked	b) to smoke	c) smoking

Most British parents say that they would like to (4) _____ (PROTECTION) their children until they reach 16.

A lot of adults (5) _____ (COMPLAINT) about teenage (6) _____ (AGGRESSIVE) and cruelty.

Schools and the media should give more information about the danger of alcohol (7) _____ (ADDICT).

2. Below are some statements about what the parents forbid the teenagers to do.

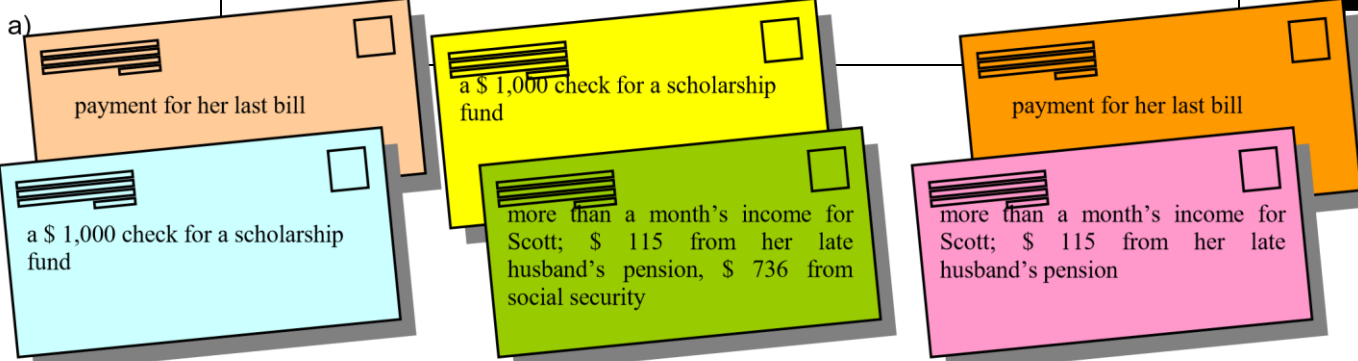
For questions 1-7, read the following complaints. Choose the word which you think fits best to complete each complaint. Fill in the gaps with the appropriate letters

1. My parents don't let me _____ horror films. They say horror films are too violent.
2. John's father _____ him not to stay out late again.
3. Deborah's father won't _____ her drive his car.
4. My parents never allow me _____ parties at home.
5. My mum is very strict, so it will be difficult _____ her to buy me a motorbike. She thinks I am too young.

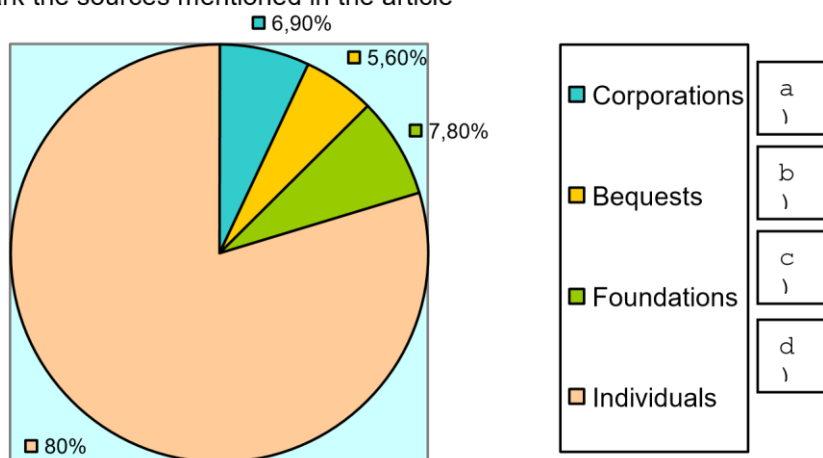
IV. CULTURAL AWARENESS

For statements 1-7, decide which of them are TRUE and which of them are FALSE. Tick the necessary box

14. In Britain you can't get your ears pierced without your parents' permission if you are 15.
 15. In Britain you can get married before you can get a driving licence. 16. In Britain you can't buy fireworks until you are 16.
 17. In Britain at the age of 13 you can't go to prison.
 18. In Britain you can't buy a pet without your parents' consent if you are under the age of 12.
 19. In Britain you are considered to be an adult when you are 17.



2. These are the sources of donations.
 Mark the sources mentioned in the article



II. READING COMPREHENSION

20. In Britain you can smoke at any age.

V. WRITING (HOME TASK) VI. SPEAKING

Раздел 6 «Является ли социальная система ярмаркой благосостояния?»

I. LISTENING COMPREHENSION 1. Listen to the passage from the article 'The Land of the Handout' (Страна благотворительности) (NEWSWEEK, September, 29).

What was in the two envelopes which Irene Scott handed to Dr James Hutchinson
 Here are some notes from Adrian Mole's diary.

b)

1. Why did Adrian get a family pack of Mars bars one day?



Monday June 1st

My father had a letter that made his face go white: he has been made redundant from his job! He will be on the dole! How can we live on the pittance that the government will give us? The dog will have to go! It costs thirty-five pence a day for dog food, I am a single-parent child whose father is on the dole! Social Security will be buying my shoes! Wednesday September 9th

My father can easily spare a hundred pounds. His redundancy payment must have been huge, so why he is lying on his bed moaning (стонать, охать) I don't know. He is just a mean skinflint! He hasn't paid with real money anyway! He used his American Express card. 🍷 **Wednesday March 3d**

I had to lend my father enough money for a gallon of petrol, he had an interview for a job. My mother cut his hair and gave him a shave and told him what to say and how to behave. It is pathetic to see how unemployment has reduced my father to childish dependence on others. He is waiting to hear from Manpower Services. 🍷 **Friday March 5th**

He got it! He starts on Monday... He is in charge of a gang of school-leavers. To celebrate he bought my mother sixty *Benson and Hedges* and himself sixty *Prayer's*. I got a family pack of Mars bars. Everybody is dead happy for once. Even the dog has cheered up a bit. Grandma is knitting my father a woolly hat for work.

2. What does Adrian mean by saying the following?

- оценка «отлично» выставляется обучающемуся, если получено более 85% правильных ответов.
- оценка «хорошо» - получено от 70 до 85% правильных ответов.
- оценка «удовлетворительно» - получено от 60 до 70% правильных ответов. - оценка «неудовлетворительно» - получено менее 60% правильных ответов.

2. РАБОТА С ДВУЯЗЫЧНЫМИ И ОДНОЯЗЫЧНЫМИ СЛОВАРЯМИ И ДРУГОЙ

СПРАВОЧНОЙ ЛИТЕРАТУРОЙ (ЭНЦИКЛОПЕДИИ, КАТАЛОГИ, СПРАВОЧНИКИ, БИБЛИОГРАФИЧЕСКИЕ СПИСКИ)

В процессе самостоятельного изучения дисциплины «Иностранный язык (английский)», студент работает с двуязычными и одноязычными словарями и другой литературой, с целью освоения лексического минимума. Перевод осуществляется письменно в рабочей тетради. Уровень освоения лексического минимума, оценивается преподавателем в процессе изучения дисциплины, а именно, перевода студентом текстов, ведения диалогической речи и умением выразить свои мысли с применением рассматриваемых лексических единиц.

ЛЕКСИЧЕСКИЙ МИНИМУМ ДЛЯ САМОСТОЯТЕЛЬНОГО ПЕРЕВОДА И ОСВОЕНИЯ *neither... nor...*

Our family is neither big nor small. to consist of. Our family consists of my father, my mother, my brother, and me. *secondary, a secondary school.* My brother is a pupil of the secondary school. *foreign, a foreign language.* My mother teaches two foreign languages: English and German, *to cook.* My mother always cooks breakfast for us. *to sew (sewed, sewn/sewed).* My mother has recently sewed a skirt for me. *to knit (knit, knit).* My mother knit a sweater for my brother last month. *even.* She usually cooks, sews, knits, and even helps us with our homework. *far.* The college is far from our house. I need a bus to get there.

to take (took, taken). It takes me thirty minutes to get to my college (I need thirty minutes to get to my college). *favourite, favourite subjects.* My favourite subjects are History and Mathematics.

appearance. My mother's appearance is very nice, she is beautiful. *slim and slender.* My mother is pleasingly thin, she is slim and slender. *fair, fair hair.* Her hair is not dark, it is fair. *to look like.* He looks like his father. *to be fond of* I am fond of music.

North Caucasus. They live in the North Caucasus, not far from the Black Sea.

entire, entire South. Rostov-on-Don is the biggest city in the entire South of Russia. *block, a block of houses.* There are many shops in this block of houses.

to go shopping. We need some food, I'll go shopping. *to get along with.* He is a nice guy, he is easy to get along with. *to take care of.* My grandmother is an old woman, and she is taken care of by her relatives. *each other.* They love each other.

to go down to the country. On weekends, we don't like to be in the city, and we go down to the country. *a pity.* It's a pity that you can't come to our party. *the same, the same colour.* The carpet is blue, and the curtains are of the same colour. *to share.* I share a room with my brother. *to invite.* I'd like to invite you to our party. *enough.* I do not have enough time to do it, I am in *to go shopping.* We need some food, I'll go

shopping. *to get along with.* He is a nice guy, he is easy to get along with. *to take care of.* My grandmother is an old woman, and she is taken care of by her relatives. *each other.* They love each other.

to go down to the country. On weekends, we don't like to be in the city, and we go down to the country.

the same, the same colour. The carpet is blue, and the curtains are of the same colour.

to share. I share a room with my brother. *to invite.* I'd like to invite you to our party. *activity, leisure activity.*

Almost any kind of leisure activity can become a hobby. *to relax, relaxation.* A hobby offers a way to relax after hard work. *to be divided into.* Most hobbies are divided into four categories.

to overlap. Different hobbies may overlap that is may cover each other partly. *an art.* There are different kinds of art: dancing, drama, music, etc. *to paint, painting, oil paints.* Painting is a kind of art. *to include.* Our flat includes three rooms, a kitchen, a bathroom, and a hall. *a possibility, possible.* You have all the possibilities to become a manager. *a record, a tape.* He is fond of music, he collects records and tapes.

to offer, to offer a choice, painting offers a wide choice of materials, such as oil paints and water colours.

widespread. Playing computer games is a widespread hobby now. *a stamp, a coin.* He is collecting stamps and coins. *a doll.* She is a little girl and she likes to play with her doll.

handicraft. Handicrafts attract hobbyists who can work skilfully with their hands. *to attract.* Handicrafts attract many hobbyists.

to engage in. Some women are engaged in knitting, sewing. *to crochet, crocheting.* Crocheting is a kind of handicrafts. *a kit.* Some use kits to make model aeroplanes. *a boat.* A boat is a means of transport.

jewellery. She likes to wear rings and different kinds of jewellery.

a competition. They usually take part in different sports competitions. *to climb, to climb the mountains.* In summer, they went to the Caucasus to climb the mountains. *to ski.* In winter, they usually ski in the

mountains. *to increase, increasingly*. Nowadays, electronics-related hobbies are becoming increasingly popular.

to present, a present. She has got many presents on her birthday. *a research, to research*. Books may be used for study and research. *ancient*. Moscow is a very ancient city. It was founded in 1147.

single. He was a single child in the family, he has neither sisters nor brothers.

especially. She likes different handicrafts, especially knitting. *to value*. Book collectors especially value the books with the autograph of the author. *a science, science fiction*. He is fond of reading. He likes to read science fiction.

print, printing style. There are some books in the museum with a rare printing style. *a jumble-sale*. He bought this book at the jumble-sale. *to attend*. He attends an economic college. *education, educational institution*. A college is a kind of educational institution. *to add*. Learning foreign languages adds much to the knowledge of your own language. *study aids*. They have all modern study aids: tape-recorders, voice recordings with booklets, videotapes. *to provide*. Computers provide not only instruction and practice, but also selfinstruction. *an application program*. You may use different application programs. *to differ, different*. Hobbies differ like tastes.

a science, a scientist, scientific. Science deals with facts and the relationship among these facts. Some scientists try to solve difficult mathematical problems. They use different scientific methods. *to search, a researcher*. Some scientists search for clues to the origin of the universe. Researchers have examined this problem.

to investigate. Some researchers investigate why we act the way we do. *to unify*. Scientists develop theories that help them order and unify the facts. *to attempt*. Scientists attempt to solve mathematical problems. *to explain*. Scientists try to explain different problems.

to prove. A theory becomes a part of scientific knowledge if it has been tested experimentally and proved to be true.

complicated, a complicated problem. Some scientists attempt to solve complicated mathematical problems. *to appear*. Many new fields of science have appeared. *a boundary*. The boundaries between scientific fields have become less and less clear. *closely interconnected*. All sciences are closely interconnected. *a tool*. Different kinds of tools and machines make our life easier.

a discovery, an invention. The discoveries and inventions of scientists also help shape our views about ourselves and our place in the universe. *to satisfy*. Technology means the use of people's inventions and discoveries to satisfy their needs. *a shelter*. Since people have appeared on the earth, they have had to get food, clothes, and shelter.

a steam engine. Industrial technology began with the development of the steam engine, the growth of factories, and the mass production of goods.

to contribute. Science has contributed much to modern technology.

nuclear, nuclear power. Some modern technologies, such as nuclear power production and space travel, depend heavily on science. *digital, a digital computer*. Digital computers deal with numbers. *to refer*. The word "computer" almost always refers to a digital computer.

a quantity, a physical quantity. Analog computers work with a physical quantity, such as weight, speed, temperature.

to measure. The thermometers measure the temperature.

liquid. They measure temperature in terms of the length of a thin line of liquid in a thermometer.

to process, to process the data. The computers are able to process the data. *media, mass media*. TV is one of the most important mass media.

a viewer. Millions of viewers around the world can watch sport events and other events of worldwide interest.

a stream, a steady stream. TV brings its viewers a steady stream of programmes.

to entertain, entertainment. Television provides more entertainment programmes than any other kind of mass media.

a quiz. The programmes include sports events, variety shows, quiz shows, etc.

a feature film, a cartoon, a fictional serial. We can watch on TV different kinds of films: feature films, cartoons, fictional serials. *an affair, current affairs*. News and current affairs programmes make up an important section of programming.

to run. Commercial TV stations are run by private companies.

to advertise, advertising, advertisement, ad, advertiser. They sell advertising time to pay for their operating costs. *a profit, to make a profit*. They sell advertising time to make a profit for the companies. *to subscribe*. People can subscribe to cable TV system. 12) *a fee, to pay a fee*. Viewers pay a fee for this service. 13) *to deliver*. Cable TV signals are delivered to home TV sets of their customers by cables.

to broadcast. The BBC broadcasts to all parts of the world. *a satellite*. Satellite broadcasting is another form of TV subscription.

to transmit. The signals are transmitted to home TVsets from a direct broadcasting satellite in space. *to receive, a receiver.* The viewer must have a dish-receiver aerial to receive the programmes. *an advantage, a drawback.* We may speak about advantages and drawbacks of TV, but almost every home has at least one TVset. *average, on average.* On average, a TVset is in use about 7 hours each day. *means.* TV is one of the most effective means of communication. *to compete.* Radio stations compete with one another. *forecast.* There is a weather forecast every half an hour on this radio station. *an ability.* The portability means the ability to be carried around easily. *a tabloid.* I buy one of the weekly newspapers, usually a tabloid. *an editorial.* I don't read editorials. *either.* She doesn't read editorials either. *to reach.* Many kinds of advertising reach people almost everywhere. *to annoy, annoying.* Advertising is very annoying sometimes. *a consumer.* Advertising plays a part in the competition among businesses for the consumer's money. *astage, to stage.* Performances are staged at the theatre. *a script.* Theatre includes everything that is involved in production, such as the script, the stage, the performing company, and the audience. *a playwright.* The theatre specialists include a playwright, performers, a director, a scene designer, a costumier, a lighting designer, and various technicians. *makeup.* A director of the theatre integrates all aspects of production including scenery, costumes, makeup, lighting sound effects, music, and dancing. *a puppet, a puppet theatre.* There are different kinds of theatres, such as drama theatres, musical theatres, puppet theatres, opera and ballet houses. *as soon as.* People probably started singing as soon as language developed. *activities, social activities.* People use music in personal and social activities. *to create.* A famous playwright has created this play. *an awe, to awe.* People use music in religious services to create a sense of mystery and awe. *painting, to paint.* I enjoy painting for many reasons. *to arrange.* I like the way different artists arrange the paint on the surface. *fear, grief.* The artists express some human emotions, such as fear, grief, happiness, or love. *to reveal.* The pictures reveal different human emotions. *justice.* It is interesting to know what the artists felt about important events, including death, love, religion, and social justice. *the plot.* Do you remember the plot of this novel? *film.* He tried to load the film into the camera. *an award.* This film won several awards. *mood.* Music helps set mood. *fertilizer, pesticide.* People damage the soil with too many fertilizers and pesticides. *to scatter rubbish and Utter.* People ruin natural beauty by scattering rubbish and litter on the land and in the water. *a vehicle, a motor vehicle.* They operate motor vehicles. *noise.* Motor vehicles fill the air with the noise. *to cause.* It causes global warming. *disastrous.* It causes global warming, destruction of the ozone layer, and other disastrous processes. *the survival.* Air, water, and soil are necessary to the survival of all living things. *an illness.* Badly polluted air can cause illness, and even death. *to reduce.* Pollution of soil reduces the amount of land available for growing crops. *ugliness.* Environmental pollution also brings ugliness to our naturally beautiful world. *to benefit.* The pollution problem is complicated because much pollution is caused by things that benefit people. *exhaust.* Exhaust from cars pollutes the air. *a percentage.* Exhaust from cars causes a large percentage of all air pollution. *to discharge.* Factories discharge much of the material that pollutes air and water. *a crop.* Fertilizers are important aids for the growing of crops. *immediately.* People can't reduce the pollution immediately. *gradually.* People can gradually reduce the pollution. *to lessen.* Scientists and engineers should work to find the ways to lessen the amount of pollution. *to enforce.* Governments should enforce laws that require enterprises and individuals to stop or to reduce certain polluting activities. *invisible.* Radiation is an invisible pollutant. *waste.* Nuclear radiation comes from nuclear power plants, including waste from nuclear weapons testing. *weapons, nuclear weapons.* Nuclear radiation comes from nuclear weapons testing. *X-ray machines.* Small amounts of electromagnetic radiation are produced by a variety of electronic devices, including computers, lasers, microwave ovens, TVsets, and X-ray machines. *to eliminate.* Scientists are studying the ways to eliminate the amount of radioactive waste. *to devote.* This text is devoted to the environmental problems. *drugs, drugs addiction.* The TV programme was devoted to drugs addiction of the people, how it can ruin the lives of the people. *except.* The need for a drug may become so great that nothing matters except getting more drugs. *perception.* Drugs only change the brain's perception of difficulties and problems. *crime.* Many drug users turn to crime to support their habit. *abuse.* Drugs abuse is one of the problems of the humanity nowadays. *unemployment.* There is a problem of unemployment. *the Commonwealth.* Elizabeth II is the head of the Commonwealth of Nations. *to christen.* Elizabeth II was christened Elizabeth Alexandra Mary.

a heir, a heiress. Elizabeth became the heiress to the throne. Prince Charles became the heir to the throne. *royal* Elizabeth was trained for the royal duties from early childhood. *to assume.* Elizabeth will assume the royal duties some day. *to marry.* Elizabeth married Philip in 1947. *a descendant.* Queen Elizabeth announced that her descendants would have the name Mountbatten-Windsor. *annually* This ceremony is performed annually. *to elect, an election.* This ceremony is performed after a general election. G. Washington was elected to the Congress. *to prepare a speech.* The queen reads a speech prepared for her by the Prime Minister. *a battle.* The opening battles of American Revolution had already been fought in Massachusetts. *to link.* People linked G. Washington's name directly to the new Constitution. *a vote.* G. Washington was elected the president with the largest possible number of votes. *to inaugurate.* G. Washington was inaugurated in New York City. *a trip.* He made trips to watch construction of the new city of Washington. D. C. *an adventure.* A collection of detective stories is under the title «The Adventures of Sherlock Homes». *to be tired.* Conan Doyle was tired of writing detective stories. *to reject.* William Hogarth rejected foreign influence and created English national school of painting. *landscape.* Thomas Gainsborough was the first to create the English school of landscape painting.

КРИТЕРИИ ОЦЕНКИ

выполнения заданий самостоятельной работы

- оценка «отлично». За глубокое и полное овладение содержанием учебного материала, в котором студент ориентируется, за отличные знания грамматического и лексического минимума, за умение находить и использовать информацию.
- оценка «хорошо». Если студень полно освоил учебный материал, владеет грамматическим и лексическим минимумами, ориентируется в изученном материале, грамотно излагает ответ, но в его форме имеются отдельные неточности.
- оценка «удовлетворительно». Если студень обнаруживает знания и понимание положенного учебного материала, грамматического и лексического минимумов, но излагает их неполно, непоследовательно, допускает неточности в определении понятий, не умеет доказательно обосновать свои суждения.
- оценка «неудовлетворительно». Если студень имеет разрозненные, бессистемные знания, не умеет выделять главное и второстепенное, допускает ошибки в определении понятий, искажает их смысл, беспорядочно и неуверенно излагает материал.

3. Промежуточная (семестровая) аттестация по курсу

3.1. Нормативная база проведения промежуточной аттестации обучающихся по результатам изучения дисциплины:	
1) действующее «Положение о текущем контроле успеваемости, промежуточной аттестации обучающихся по программам высшего образования (бакалавриат, специалитет, магистратура) среднего профессионального образования в ФГБОУ ВО Омский ГАУ»	
Основные характеристики промежуточной аттестации обучающихся по итогам изучения дисциплины	
Цель промежуточной аттестации -	установление уровня достижения каждым обучающимся и задач обучения по данной дисциплине
Форма промежуточной аттестации -	дифференцированный зачет
Место процедуры получения зачёта в графике учебного процесса	1) участие обучающегося в процедуре получения осуществляется за счёт учебного времени (трудоём) отведённого на изучение дисциплины 2) процедура проводится в рамках ВАРС, на последней семестра
Основные условия получения обучающимся зачёта:	1) обучающийся выполнил все виды учебной работы (в самостоятельную) и отчитался об их выполнении в установленные графиком учебного процесса по дисциплине 2) прошёл заключительное тестирование; 3) подготовил полнокомплектное учебное слово «портфолио».
Процедура получения зачёта -	Представлены в Фонде оценочных средств по данной дисциплине
Методические материалы,	

определяющие процедуры оценивания знаний, умений, навыков:	
--	--

3.2. Заключительное тестирование по итогам изучения дисциплины

По итогам изучения дисциплины, обучающиеся проходят заключительное тестирование. Тестирование является формой контроля, направленной на проверку знания лексико-грамматического материала, сформированности умений в четырех основных видах речевой деятельности (чтение, письмо, аудирование, говорение) и владение коммуникативной компетенцией, необходимой для дальнейшего обучения и саморазвития.

3.2.1 Подготовка к заключительному тестированию по итогам изучения дисциплины

Тестирование осуществляется по всем темам и разделам дисциплины, включая темы, выносимые на самостоятельное изучение.

Процедура тестирования ограничена во времени и предполагает максимальное сосредоточение обучающегося на выполнении теста, содержащего несколько тестовых заданий.

3.2.2 ШКАЛА И КРИТЕРИИ ОЦЕНКИ

ответов на тестовые вопросы тестирования по итогам освоения дисциплины

- оценка «отлично» выставляется обучающемуся, если получено более 81% правильных ответов.
- оценка «хорошо» - получено от 71 до 80% правильных ответов.
- оценка «удовлетворительно» - получено от 61 до 70% правильных ответов.
- оценка «неудовлетворительно» - получено менее 61% правильных ответов.