

МИНОБРНАУКИ РОССИИ

Федеральное государственное бюджетное образовательное учреждение  
высшего образования

**«САРАТОВСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ  
Н.Г. ЧЕРНЫШЕВСКОГО»**

Факультет иностранных языков и лингводидактики

СОГЛАСОВАНО

УТВЕРЖДАЮ

заведующий кафедрой АЯдГниС / председатель НМС факультета ИЯиЛ

 Кубракова Н.А.



"21" октября 2021 г.

"21" октября 2021 г.

**Фонд оценочных средств**

Текущего контроля и промежуточной аттестации по дисциплине

**«Иностранный язык (английский)»**

Направление подготовки

**44.03.01. Педагогическое образование**

Профиль подготовки

**Музыка**

Квалификация (степень) выпускника

**Бакалавр**

Форма обучения

**Очная**

Саратов,  
2021

## 1. Карта компетенций

Код и наименование компетенции	Код и наименование индикаторов достижения компетенции	Результаты обучения
<p><b>УК-4</b> Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (-ых) языке (ах)</p>	<p><b>Б.УК-4.1</b> Выбирает на государственном и иностранном (ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами.</p> <p><b>Б.УК-4.2</b> Использует информационнокоммуникационные технологии при поиске необходимой информации в процессе решения стандартных коммуникативных задач на государственном и иностранном (ых) языках.</p> <p><b>Б.УК-4.3</b> Умеет коммуникативно и культурно приемлемо вести устные деловые разговоры на государственном и иностранном (ых) языках.</p>	<p><u>Знать</u> особенности делового стиля общения.</p> <p><u>Уметь</u> использовать вербальные и невербальные средства общения.</p> <p><u>Владеть</u> основными языковыми и речевыми клише для осуществления устного и письменного общения.</p> <p><u>Знать</u> технологию поиска значимой информации в Интернете по ключевым словам.</p> <p><u>Уметь</u> пользоваться основными поисковыми системами.</p> <p><u>Владеть</u> навыками сопоставления и отбора найденной информации.</p> <p><u>Знать</u> способы речевого воздействия.</p> <p><u>Уметь</u> использовать языковые единицы, адекватные тематике обсуждения.</p> <p><u>Владеть</u> способами выражения собственного мнения, согласия или несогласия с оппонентами.</p>
<p><b>К-5</b> Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах</p>	<p><b>Б.УК-5.1.</b> Находит и использует необходимую для саморазвития и взаимодействия с другими информацию о культурных особенностях и традициях различных социальных групп.</p> <p><b>Б.УК-5. 2.</b> Демонстрирует уважительное отношение к историческому наследию и социокультурным традициям различных социальных групп, опирающееся на знание этапов исторического развития России (включая основные события, основных исторических деятелей) в контексте мировой истории и ряда культурных традиций мира (в зависимости от среды и задач образования), включая мировые религии, философские и этические учения.</p> <p><b>Б.УК-5.3.</b> Умеет недискриминационно и конструктивно взаимодействовать с людьми с учетом их социокультурных особенностей в целях успешного выполнения профессиональных задач и усиления социальной интеграции.</p>	<p><u>Знать</u> приемы поиска информации по ключевым словам.</p> <p><u>Уметь</u> пользоваться поисковыми системами.</p> <p><u>Владеть</u> кросс-культурными особенностями стран изучаемого языка.</p> <p><u>Знать</u> культурные традиции стран изучаемого языка.</p> <p><u>Уметь</u> находить необходимую англоязычную информацию по историческому и социокультурному наследию стран в связи с учебной задачей.</p> <p><u>Владеть</u> навыками презентации полученной социо-культурной информации на изучаемом или родном языках</p> <p><u>Знать</u> основные клишированные выражения речевого этикета.</p> <p><u>Уметь</u> использовать языковые единицы, адекватные тематике общения.</p> <p><u>Владеть</u> способами выражения собственного мнения, согласия или несогласия с оппонентами.</p>

## Показатели оценивания планируемых результатов обучения

Семестр	Шкала оценивания			
	2	3	4	5
1 семестр	<p><b>Бытовая сфера общения</b></p> <p><b>(Я и моя семья)</b></p> <p>Студент не владеет рациональными приёмами работы со словарём, не знает лексико-грамматический и фонетический материал, вынесенный для изучения в первом семестре. Затрудняется в ответах на вопросы, не способен создать монологическое высказывание и поддержать диалог по изученной тематике.</p>	<p><b>Бытовая сфера общения</b></p> <p><b>(Я и моя семья)</b></p> <p>Студент способен читать и переводить несложные тексты общебытовой тематики только со словарём. Студент демонстрирует владение следующим грамматическим материалом: видовременные формы глагола, глагол быть и иметь, конструкция there/ be, основные виды вопросов, неправильные глаголы, порядок слов утвердительного и вопросительного предложения. Он знает общебытовую лексику по тематике в объёме, достаточном для устного и письменного общения. Может создавать монологическое высказывание и участвовать в диалоге по указанной тематике, допуская существенное количество лексико-грамматических и фонетических ошибок. Ответы по прочитанному и услышанному неразвёрнутые.</p> <p>Темп речи замедленный.</p>	<p><b>Бытовая сфера общения</b></p> <p><b>(Я и моя семья)</b></p> <p>Студент способен читать и переводить несложные тексты общебытовой тематики, используя словарь для уточнения некоторых деталей прочитанного. Студент демонстрирует хорошее владение следующим грамматическим материалом: видовременные формы глагола, глагол быть и иметь, конструкция there/ be, основные виды вопросов, неправильные глаголы, порядок слов утвердительного и вопросительного предложения. Он знает общебытовую лексику по тематике в объёме, достаточном для устного и письменного общения. Может создавать монологическое высказывание и участвовать в диалоге по указанной тематике с небольшим количеством лексико-грамматических ошибок, не препятствующих пониманию и общению. Ответы на вопросы по прочитанному и услышанному достаточно полные и содержательные. Темп речи несколько</p>	<p><b>Бытовая сфера общения</b></p> <p><b>(Я и моя семья)</b></p> <p>Студент способен читать и переводить несложные тексты общебытовой тематики, используя словарь для уточнения некоторых деталей прочитанного. Студент демонстрирует устойчивое владение следующим грамматическим материалом: видовременные формы глагола, глагол быть и иметь, конструкция there/ be, основные виды вопросов, неправильные глаголы, порядок слов утвердительного и вопросительного предложения. Он знает общебытовую лексику по тематике в объёме, достаточном для устного и письменного общения. Может создавать монологическое высказывание и участвовать в диалоге по указанной тематике. Ответы на вопросы по прочитанному и услышанному полные и содержательные. Лексико-грамматические ошибки не препятствуют пониманию и общению. Темп речи естественный.</p>

			медленнее естественного.		
<b>2 семестр</b>	<b>Социально-культурная сфера общения (Я и мир. Я и моя страна)</b>	<b>Социально-культурная сфера общения (Я и мир. Я и моя страна)</b>	<b>Социально-культурная сфера общения (Я и мир. Я и моя страна)</b>	<b>Социально-культурная сфера общения (Я и мир. Я и моя страна)</b>	
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	Словообразование. Основные словообразовательные элементы и явления.	Словообразование. Основные словообразовательные элементы и явления.	Словообразование. Основные словообразовательные элементы и явления.	Словообразование. Основные словообразовательные элементы и явления.	Словообразование. Основные словообразовательные элементы и явления.
	Студент не способен характеризовать личности, описывать явления и события; затрудняется в выражении собственного мнения.	Студент неполно и фрагментарно характеризует личности, описывает явления и события; затрудняется в выражении собственного мнения.	Студент способен достаточно полно характеризовать личности, описывать явления и события; может выразить собственное мнение;	Студент способен характеризовать личности; описывать явления и события; выражать суждения, собственное мнение;	Студент способен характеризовать личности; описывать явления и события; выражать суждения, собственное мнение;
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<b>Учебно-познавательная сфера общения (Я</b>					

	<p><b>и мое образование)</b></p> <p>Студент не владеет рациональными приёмами работы со словарём. Студент не знает следующего грамматического материала:</p> <p>Неличные формы глагола. Типы инфинитива. Инфинитивные обороты и конструкции. Способы их перевода. Функции в предложении.</p> <p>Словообразование. Основные словообразовательные элементы и явления.</p> <p>Студент не способен характеризовать личности, описывать явления и события; затрудняется в выражении собственного мнения.</p> <p>Не умеет готовить сообщения (описание, повествование, информирование) по прочитанному и услышанному</p>	<p>лексико-грамматических и фонетических ошибок, негативно влияющих на процесс коммуникации</p> <p><b>Учебно-познавательная сфера общения (Я и мое образование)</b></p> <p>Студент способен читать и переводить тексты по изучаемой тематике только со словарём. Студент демонстрирует слабое владение следующим грамматическим материалом:</p> <p>Неличные формы глагола. Типы инфинитива. Инфинитивные обороты и конструкции. Способы их перевода. Функции в предложении.</p> <p>Словообразование. Основные словообразовательные элементы и явления.</p> <p>Студент неполно и фрагментарно характеризует личности, описывает явления и события; затрудняется в выражении собственного мнения.</p> <p>Подготовленные сообщения (описание, повествование, информирование) дают слабое представление о сути рассказанного. В указанных видах устной и письменной коммуникации допускаются большое</p>	<p>процесс коммуникации</p> <p><b>Учебно-познавательная сфера общения (Я и мое образование)</b></p> <p>Студент способен читать и переводить тексты по изучаемой тематике, используя словарь. Студент демонстрирует хорошее владение следующим грамматическим материалом:</p> <p>Неличные формы глагола. Типы инфинитива. Инфинитивные обороты и конструкции. Способы их перевода. Функции в предложении.</p> <p>Словообразование. Основные словообразовательные элементы и явления.</p> <p>Студент способен достаточно полно характеризовать личности, описывать явления и события; может выразить собственное мнение; выступать с подготовленным сообщением (описание, повествование, информирование). В указанных видах устной и письменной коммуникации допускаются</p> <p>лексико-грамматические и фонетические ошибки в целом не влияющие на процесс коммуникации.</p>	<p><b>Учебно-познавательная сфера общения (Я и мое образование)</b></p> <p>Студент способен читать и переводить тексты по изучаемой тематике, используя словарь для уточнения некоторых деталей прочитанного. Студент демонстрирует устойчивое владение следующим грамматическим материалом:</p> <p>Неличные формы глагола. Типы инфинитива. Инфинитивные обороты и конструкции. Способы их перевода. Функции в предложении.</p> <p>Словообразование. Основные словообразовательные элементы и явления.</p> <p>Студент способен характеризовать личности; описывать явления и события; выражать суждения, собственное мнение; выступать с подготовленным сообщением (описание, повествование, информирование);</p> <p>Количество лексико-грамматических и фонетических ошибок не влияет на процесс коммуникации</p>
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		<p>количество лексико-грамматических и фонетических ошибок, негативно влияющих на процесс коммуникации</p>		
<b>3 семестр</b>	<p><b>Профессиональная сфера (Я и моя будущая профессия)</b></p> <p>Студент не владеет навыками поискового чтения, не может найти тексты по интересующей его тематике в учебных материалах, сборнике статей, не умеет выделять языковые и графические средства выражения логических связей текста. Не может анализировать заголовки и подзаголовки, не способен создавать вторичные тексты (аннотирование). Не умеет переводить и составлять несложные деловых писем и биографию (резюме), не способен создавать монологические и диалогические высказывания по изученной тематике.</p>	<p><b>Профессиональная сфера (Я и моя будущая профессия)</b></p> <p>Студент слабо владеет навыками поискового чтения, не может самостоятельно найти тексты по интересующей его тематике в учебных материалах, сборнике статей, испытывает значительные затруднения при выделении языковых и графических средств выражения логических связей текста. Слабо умеет анализировать заголовки и подзаголовки. При создании вторичных текстов (аннотирование) допускает большое количество содержательных и лексико-грамматических ошибок. Испытывает затруднения при переводе и составлении несложных деловых писем и биографии (резюме).</p> <p>Монологические и диалогические высказывания по изученной тематике являются содержательно неполными и содержат большое количество</p>	<p><b>Профессиональная сфера (Я и моя будущая профессия)</b></p> <p>Студент хорошо владеет навыками поискового чтения, умеет найти тексты по интересующей его тематике в учебных материалах, сборнике статей с использованием словаря, испытывает небольшие затруднения при выделении языковых и графических средств выражения логических связей текста. Хорошо умеет анализировать заголовки и подзаголовки, владеет навыками создания вторичных текстов (реферирование и аннотирование) допуская небольшое количество ошибок в определении основных положений исходного текста, знаком с правилами деловой переписки, и составлении биографии (резюме).</p> <p>Монологические и диалогические высказывания по изученной тематике содержат количество ошибки лексико-грамматического и</p>	<p><b>Профессиональная сфера (Я и моя будущая профессия)</b></p> <p>Студент владеет навыками поискового чтения, умеет найти тексты по интересующей его тематике в учебных материалах, сборнике статей, способен выделить языковые и графические средства выражения логических связей текста. умеет анализировать заголовки и текста и подзаголовки, абзацы.. владеет навыками создания вторичных текстов (реферирование и аннотирование), знаком с правилами деловой переписки, и составления биографии (резюме).</p> <p>Монологические и диалогические высказывания по изученной тематике содержат соответствующую терминологическую лексику и правильно оформлены грамматически. Допускается небольшое количество ошибок лексико-грамматического и фонетического</p>

		ошибок лексико-грамматического и фонетического характера.	фонетического характера.	характера.
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## **2. Оценочные средства**

### **Задания для текущего контроля**

#### **1 семестр. Бытовая сфера общения.**

**1.1. Тема.** Семейные традиции, уклад жизни. Взаимоотношения в семье. Семейные обязанности.

**Беседа по теме.** Беседа по теме представляет собой обсуждение вопросов по изучаемой теме, например:

1. What is a happy family in your opinion?

1. What is necessary to think over before marriage?

2. Who must keep house?

3. Who must bring up children in the family?

4. Does a family need a leader? Why? Or why not?

5. Should a young couple receive help from their parents and other relatives? Why/why not? What kind of help?

6. Mutual respect is the most important part of relations between parents and children. Do you agree?

7. Why do parents rely on their children?

Типы семей. Идеальная семья с Вашей точки зрения.

1. What creates a warm atmosphere at home? Express your own point of view on family values.

2. What issues do you think cause conflicts between parents and teenagers? Give your reasons.

3. What role do your relatives play in your life? With whom do you usually share your thoughts, problems, and secrets? Whose advice is the most valuable? Develop these ideas.

4. Give your opinion about the division of household tasks in the family. Is it still the woman who should do most of the household tasks or should the household duties be divided between the man and the woman?

5. Sometimes three generations with very different attitudes and lifestyles live together in one household. What are some possible problems, and what can be done to keep them to a minimum?

6. Would you prefer to be an only child or one of two or three children? Is it better to be the oldest or the youngest child in the family? Give your reasons.

7. What happens when people get married? Are there any special activities or customs? Give a portrait of an ideal wife and ideal husband. What qualities would you like to have in your ideal partner

#### Family Size

1. Why do some parents have many children?

2. Do you think that family size can be regulated?

3. What factors determine the size of the family?

4. Conflicts between parents and teenagers are eternal. Do you agree? Why/why not?

5. Say if you always share your ideas and problems with your parents. Why/why not?

6. Is it good if three generations (your parents and grandparents) live together in one household? Why/why not?

7. Do you think that children should follow their parents' advice in any situation? Why?

8. Young people don't want to live with their parents. What do you think of that?

9. Do you think that parents should never hit their children? Why? Give your reasons.

10. Is it good or bad to be an only child in the family? Why?

11. Do you agree that family life is more important for women than for men? Why?

Ответы должны быть развернутые (не менее двух предложений), не содержать лексических и грамматических ошибок, разрушающих коммуникацию.

#### **Перевод текста по изучаемой теме**

Leo Tolstoy wrote in his famous novel *Anna Karenina*: "All happy families are alike". I believe it is true. When a family is happy, this means that all the members of the family trust each other, and tell each other about their joys and sorrows. The children love, respect and obey their parents. The family plays a very important role in everybody's life. Work achievements, mood, and what is called happiness depend on family relations. When young people marry, they sometimes think that happiness in their marriage will be created by somebody else, but not by themselves. They are mistaken. To create a happy marriage is their own responsibility. As an English proverb goes, "Marriage halves one's right and doubles one's duties". It's really very difficult to keep up a marriage without mutual understanding. "Marriage is for life," the English people say, meaning that it should last one's lifetime. They

may not know that a happy marriage is a science, an art; it is a hard work. Only when each member of the family thinks about the happiness of the others will the family be happy.

#### FamilySize

There are different kinds of families. Family size can be regulated by tradition, religion or by standard of living.

In old Russia, in many parts of Asia children must help their parents by working in the fields with them.

Parents rely on their children to take care of them when they are elderly because they live in a poor society and have little chance to save for retirement.

And what society is considered to be poor? Where people consume most of what they produce and can't save money. In such conditions infant mortality is high, children don't survive infancy and so don't reach adulthood. Thus, the parents are forced to have 7, 8 or more children hoping that 3 or 4 of them maybe survive in fancy and reach adulthood.

But important improvements in health care have made longer life possible:

1. We have better ways to provide people with clean water and sanitary living conditions.
2. Better medical treatment has extended people's lives.

So, all these improvements in health and a decline in infant mortality have led to a decline in the birth rate.

Parents realize now that they don't need to have so many children just to insure that some will reach maturity.

Перевод выполняется в письменном виде; допускается пользование словарем. Перевод должен адекватно отражать содержание исходного текста и не содержать грамматических и лексических ошибок, искажающих его содержание.

#### Презентация по теме «Семья»

##### Критерии оценивания презентации:

Мини-презентации по изучаемым темам должны отвечать следующим критериям:

- Объем не менее 5 предложений (мини-презентация); 15-20 предложений (стандартная)
- Использование изучаемой лексики и грамматики;
- Средний темп речи;
- Нормативное произношение;
- Использование визуальной поддержки: изображения, фото, слайды.

Оценка «**отлично**» ставится при условии отличного владения всеми коммуникативными умениями, нормативном произношении, правильной интонации, достаточно высоком темпе речи, незначительном количестве лексических и грамматических ошибок, исчерпывающих ответов на вопросы экзаменаторов.

Оценка «**хорошо**» ставится при условии достаточно твердого владения всеми навыками устного общения, хорошего произношения, среднего темпа речи, довольно полного знания излагаемого материала, конкретных ответов на вопросы экзаменаторов, быстрого исправления замеченных недочетов. Допускается 3-4 незначительные ошибки.

Оценка «**удовлетворительно**» ставится при условии владения навыками устного общения, относительно правильного произношения с небольшими ошибками, невысокого темпа речи, неуверенных и неточных ответов на вопросы экзаменаторов. Количество ошибок – 7-8.

Оценка «**неудовлетворительно**» ставится при отсутствии основных навыков устной речи: ненормативное произношение, медленный темп высказывания, скудное знание материала и его механически-заученное изложение, непонимание вопросов экзаменаторов, грубые грамматические и лексические ошибки, неумение исправить указанные недостатки. Большое количество ошибок.

#### 1.2. Тема. Дом, жилищные условия.

**Индивидуальный опрос.** Индивидуальный опрос представляет собой ответы на вопросы по изучаемой теме, например:

1. Where is your house situated?
2. How many rooms are there in your house?
3. What is there in your kitchen?
4. What is there in your living-room?
5. What is there in your room?
6. What is there in the room of your parents?
7. Do you want to have your own house? What would it like?
8. Where do people live in Britain?
9. How many floors are there in a traditional English house?
10. What rooms are there upstairs, downstairs?
11. What is the largest room in a traditional English house?
12. What is your native town?
13. Where is it situated?
14. What places of interest are there in your town?
15. What theatres and museums are there?
16. What historical and architectural monuments can visitors see in your town?
17. What is the town famous for?
18. Are there any higher educational institutions in the town?



19. Where do people usually spend their free time?
20. What is your favourite place in the town?

**Перевод текста по изучаемой теме.**

I would like to tell you a few words about my home. To begin with, I live in the City, it's one of the largest and oldest cities of Europe. Our family lives in a new apartment in one of the largest newly built residential areas. We moved into our apartment seven years ago. It is a three-bedroom apartment on the ninth floor of the nine-stored building. It consists of a living-room, three bedrooms, two bathrooms, a kitchen, a cabinet and two balconies (the first one is in the living-room and the second one is in the Master's bedroom). Our apartment has all modern conveniences: central heating, running cold and hot water, electricity, telephone and Internet, gas and central air-condition. Besides, there are lift and a dumpster outside. The rooms in our apartment are light, though not very large. But the windows face the park with the waterfront and this view is really amazing. Our living-room is about 25 square meters. It is the largest room in our apartment. We don't like too much furniture at home, so in the living-room there are two comfortable armchairs, sofa, coffee-table, very soft carpet on the floor and TV-set and DVD-player which are opposite the window. During the day, the light comes in through the window, but at night when it gets dark, we switch on the light and draw the curtains across the windows. We like to receive our guests in this room. And now I would like to describe our cabinet. At first the room was empty, but soon it has become as a cabinet for me and my husband. There are two writing-tables with computers, a bookcase and a sofa in this room. Our bedrooms are smaller than a living-room. But the most popular and favorite place with all of us is the kitchen, as we spend so much time there. We aren't big-eaters, but use the kitchen as a place where we can have a chat about our problems and life, solve some of them. In the kitchen you can see some bar-stools, a table, a cupboard, a set of built-in closets, a sink with water taps, a fridge and a gas cooker. Of course, we usually have our meals there. We like our apartment very much. It is very important that our house is rather close to the subway station and we can easily get to any place we need.

**1.3. Тема.** Досуг в будние дни. Досуг в выходные дни.

**Беседа по теме.** Беседа по теме представляет собой обсуждение вопросов по изучаемой теме, например:

1. What do you do at leisure?
2. Which day of the week do you like best and why?
3. What time do you get up on Sunday?
4. What does your family usually do on Sunday?
5. Where do you usually spend your weekends?
6. What is the best way of spending your leisure time?
7. How do you usually spend your days off?
8. How did you spend your last Sunday?
9. Do you often go to the country on your days off?
10. What are the best places around your city?
11. Do you go in for sports on Sunday?
12. Do you often go to see your friends?
13. With whom do you like to spend your days off?
14. Do you sometimes go to the theatre on Sundays?
15. How do you usually spend the evenings on your days off?
16. Do you sometimes receive guests on Sunday?
17. How do you plan to spend your next Sunday?

**Перевод текста по изучаемой теме.**

**MY DAY OFF**

Unfortunately being a student means that I don't have much free time apart from holidays. Sunday is the only real day off that I have from studying. Every evening I have a lot of homework to do and even on Sundays I spend most of the afternoon and evening preparing for my classes in the following week. There is practically no time for television or friends. But I'd like to tell you how I spend my free time when I have it.

For most of my friends, their first priority is to sleep longer than they normally do. But it's not about me. I don't like to sleep more than 9 hours, because then I feel even more tired. If it is summer or spring I prefer to go in for sports in the morning in the fresh air, for example, to go for jogging (running) or to play tennis. In winter I like to go skating and skiing. In deep autumn I prefer to stay at home.

I have four wonderful friends and there is a some kind of tradition among us: once a month we all meet together and talk about everything that crosses our minds. It is an excellent opportunity to have a really good chat and a relaxing time.

I don't have a concrete hobby, which I would devote all my free time. I like to do everything a little. From time to time I enrich my wardrobe with modern dresses, skirts and trousers, that I make myself, of course. I also enjoy cooking.

I'm also very fond of reading. I cannot imagine my life without a good book. I prefer to read classical novels by Russian and foreign writers.

Well, sometimes I spend my free time with my groupmates. That is usually an unforgettable time! Two times we went camping and spent some wonderful days in the fresh air, near a lake.

Well, it is true, that your free time depends on your interests and hobbies. People who want to achieve something in life, to get a perfect education will spend their free days reading or visiting some exhibitions, concerts to enrich their inner world and broaden horizons. Others, less caring about their future life will spend their free time with friends and going to dance every night. But I think, that here should be the golden mean and I belong to it.

**Презентация по теме «Досуг».**

#### **Учебно-познавательная сфера общения (Я и мое образование)**

**1.4. Тема.** Высшее образование в России и в странах изучаемого языка.

**Перевод текста по изучаемой теме.**

#### Higher Education in the USA

The system of higher education includes 4 categories of institutions. The community college, which is financed by the local community in different professions. Tuition fees are low in these colleges, that's why about 40 per cent of all American students of higher education study at these colleges. On graduation from such colleges American students get "associate degree" and can start to work or may transfer to 4-year colleges or universities (usually to the 3rd year). The technical training institution, at which high school graduates may take courses ranging from six months to three-four years, and learn different technical skills, which may include design business, computer programming, accounting, etc. The best-known of them are: the Massachusetts Institute of Technology and the Technological Institute in California. The four-year college, which is not a part of a university. The graduates receive the degree of Bachelor of Arts (BA) or Bachelor of Science (BS). There are also small Art Colleges, which grant degrees in specialized fields such as ballet, film-making and even circus performance. There are also Pedagogical Colleges.

**Дискуссия на тему «Роль высшего образования для развития личности».** Дискуссия по теме представляет собой обсуждение вопросов по изучаемой теме, например:

Read the text and discuss it. Speak on the following topics:

1. the use of higher education;
2. the values of higher education;
3. what is higher education for you?

#### Why is Higher Education Important?

Higher Education. Why do you need it? Higher education offers graduates more jobs to choose from than are open to those who don't pursue education beyond high school, and graduates typically earn more than nongraduates. The lifetime income of families headed by individuals with a bachelor's degree will be about \$1.6 million more than the incomes of families headed by those with a high school diploma. Every dollar spent on a college education produces \$34.85 in increased lifetime income--not a bad return on an investment.

Higher education improves an individual's quality of life. Studies show that, compared to high school graduates, college graduates have longer life spans, better access to health care, better dietary and health practices, greater economic stability and security, more prestigious employment and greater job satisfaction, less dependency on government assistance, greater knowledge of government, greater community service and leadership, more volunteer work, more self-confidence, and less criminal activity and incarceration. In addition, college graduates supposedly have greater use of seatbelts, more continuing education, greater Internet access, greater attendance at live performances, greater participation in leisure and artistic activities, more book purchases, and higher voting rates.

Higher education, theoretically, will also enable individuals to expand their knowledge and skills, express their thoughts clearly in speech and in writing, grasp abstract concepts and theories, and increase their understanding of the world and their community.

**Индивидуальный опрос.** Индивидуальный опрос представляет собой вопросы по изучаемой теме, например:

1. What is necessary to go on to higher education?
2. What types of higher educational establishments are there in the UK?
3. What courses of study are offered by higher educational establishments?
4. What marks are necessary to get a place at the university? Are they enough to be admitted?
5. How many universities are there in Great Britain?
6. In which areas do British universities differ from each other?
7. What are the oldest British universities?
8. What universities have a special eminence among the English universities?
9. British universities are private institutions, aren't they?
10. How is the academic year in British universities divided?
11. How long do studies at the university last?
12. What university degrees can graduates be awarded?
13. When is the Bachelor's degree awarded?
14. What is the procedure of awarding degrees?
15. When is the Master of Art degree conferred?
16. When is the doctor of Philosophy degree awarded?
17. What are the conditions of receiving grants?
18. What are the Oxbridge universities famous for?

19. What are the special traditions in Oxbridge?
20. What are the famous alumni of these two universities?

**Презентация по теме «Система образования в России и в странах изучаемого языка».**

**Написание официального письма с запросом о правилах приёма.**

**TEXT. YOU ARE AT THE START OF AN INCREDIBLE JOURNEY. LET'S GET GOING.**

Этот текст взят с сайта приемной комиссии Калифорнийского университета, описывающий первый этап процесса подачи документов <https://admission.universityofcalifornia.edu/apply-now.html> (University of California - UC)

Ознакомьтесь с ним и сравните списки документов, необходимые для поступления в UC и СГУ:

Choosing to study at UC is a major decision. But we're confident you're making the right one. Each campus offers an incredible range of experiences and academic programs. Whether you want to be in a big city, nestled in a redwood forest or on a bluff overlooking the Pacific Ocean, there's something for everyone. Come be a part of it.

#### **What you'll need**

It's a good idea to have everything prepared before you start your application so you're not trying to track down information at the last minute.

Here's what you'll need:

**Transcripts.** Don't submit your transcripts to UC at this point, but refer to them as you fill out the application to ensure the information you enter is accurate.

**Test scores.** If you're a freshman or sophomore applicant, you'll have to include your scores from the ACT with Writing or the SAT Reasoning Test. (If you're applying for fall, be sure to complete these tests by December). All applicants should report scores for any SAT Subject Tests, Advanced Placement, International Baccalaureate, TOEFL or IELTS exams they have taken.

**Annual income** for last year and the current year (your parents' if you're a dependent; your income if you're independent). This is optional unless you're applying for an application fee waiver or for the Educational Opportunity Program.

**Social Security number**, if you have one. We use this to match your application to things like your test score report, final transcript(s) and, if you're applying for financial aid, your Free Application for Federal Student Aid.

**Citizenship status.** You must enter your country of citizenship (or "No Selection"). If your country of citizenship is outside the United States, you'll need to provide your immigration status and your visa type.

**California Statewide Student ID** (optional). Each K-12 student in California public schools is assigned an ID number. If it's not printed on your transcript, ask your counselor or registrar.

Упражнение. Уточните в словарях или других базах данных расшифровку названий экзаменов, необходимых для того, чтобы ваши документы приняли к рассмотрению. В каких случаях следует указывать ежегодный доход семьи или ваш собственный?

#### **TEXT. HOW TO ANSWER COMMON ADMISSION INTERVIEW QUESTIONS**

После подачи документов в американский университет вас ждет интервью с членами приемной комиссии. Ниже следуют самые типичные вопросы (их формулировка может слегка меняться). Аналогичные вопросы могут быть заданы также при приеме на работу.

1. Why do you want to attend this university?
2. Why do you want to study this subject?
3. What are you reading at the moment?
4. How would your friends describe you?
5. What achievement are you most proud of?
6. What can you bring to the university?
7. What is your greatest strength (and weakness)?

Упражнение. Дайте ответы на эти вопросы по-английски. Если вы затрудняетесь с ответом, можете обратиться на сайт <https://www.topuniversities.com/student-info/admissions-advice/how-answer-common-admission-interview-questions> или другие аналогичные сайты

Упражнение. На сайте СГУ найдите раздел Прием в СГУ, включите его английскую версию (правый верхний угол) и сделайте сообщение на английском языке о списке документов, необходимых для поступления в СГУ иностранному абитуриенту.

**1.5. Тема.** Студенческая жизнь в России и за рубежом. Спортивная жизнь студентов.

**Беседа по теме.** Беседа по теме представляет собой обсуждение вопросов по изучаемой теме, например:

1. How to recover from student life maximum, as not to miss an important and interesting?
2. Do you prepare for your seminars regularly?
3. Do you try to find common language with your groupmates?
4. Do you neglect the participation in student conferences and festivals?
5. Do you have the opportunity to earn money?
6. Do you live in a dormitory?
7. How do students spend their holidays?
8. Do students have the opportunity to earn money?
9. What is the student's life without a student's hobby? Do you have any hobby?
10. Why do you think sport is a part of cultural and public life?

11. Do you do any sports?
12. How often do you do them?
13. How must you find time for everything (to try to do homework quickly, not to break your routine, to have only useful hobbies and interests)?

**Перевод текста по изучаемой теме.**

#### STUDENTS' LIFE

1. What tradition is popular among the students at Cambridge? In two weeks I shall finish my first year at Cambridge. Let me tell you something about students' life.

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

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

2. What are students "sconced" (штрафоваться) for?

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

The students eat their meals in the College dining-hall. At some Colleges there is an interesting tradition. It is known as "sconcing". If a student comes late to dinner or he is not correctly dressed, or if he breaks one of the laws of behaviour, then the senior student orders him to be "sconced". A large silver cup, known as "sconce cup", filled with beer is brought and placed in front of him and he must drink it in one attempt without taking the cup from his lips (it holds two and a half pints, or 1.5 litres). If he can do it, then the senior student pays for it, if not, the cup is passed round and the student who has been "sconced" must pay for it. In general the discipline is not strict.

3. What do the so-called "Bulldogs" do if a student whom they come up to runs away?

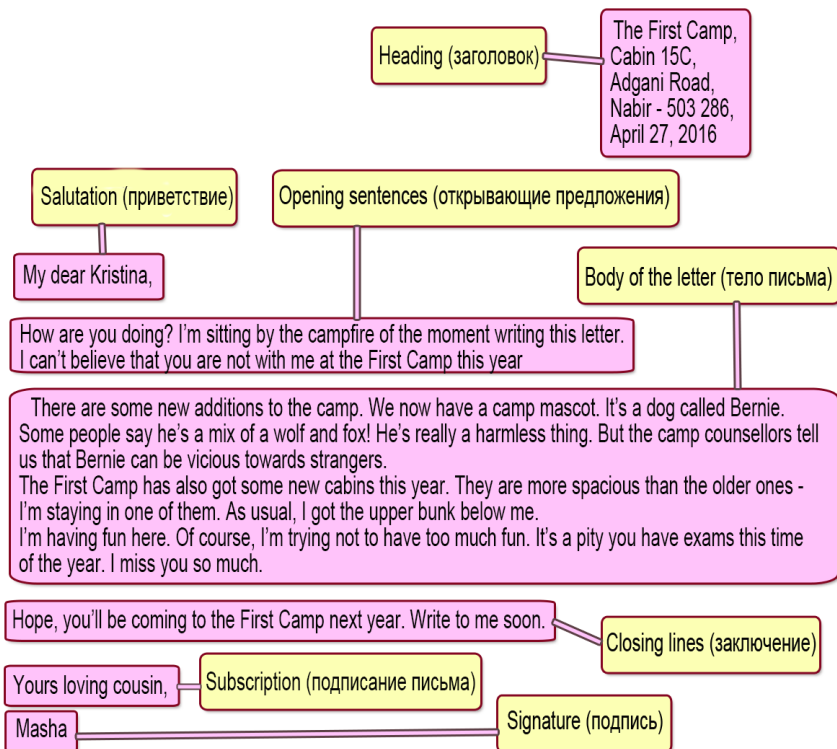
The students can stay out till twelve o'clock. Each evening a Proctor with two assistants, called "Bulldogs", walks about the town keeping an eye on the students' behaviour. If he sees a student breaking a rule he will come up to him and say, "Are you a member of the University, sir?", and if a student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

4. What students' societies are there at Cambridge and which is the most popular one?

We attend our lectures in the morning and in the afternoon we are free. I usually work in my room or play some sport. There are over a hundred societies and clubs. There are religious societies and a society for those who don't believe, political, sporting and dramatic societies. There is even one for people with beards. Perhaps the most popular is the Debating Society at which students debate political and other questions with famous politicians and writers.

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

**Написание неформального письма о студенческой жизни по шаблону.**



### 1. Заголовок (Heading).

В заголовке размещается адрес, откуда письмо послано и дата его написания. В англоязычных странах принято писать адрес в следующем порядке:

*Дом, улица  
Район города, округ  
Город  
Штат, графство  
Почтовый код  
Страна*

Адрес отправителя помещается обычно в правом верхнем углу письма. Если вы с другом живете в одной стране, то страну в адресе можно не указывать. Под адресом же пишется дата, обычно в одном из двух форматов:

*February 27, 2014  
27 February 2014*

### 2. Приветствие (Salutation or Greetings)

Пишется **My Dear** или **Dear** перед именем родственника, **Dear** перед именем друга, затем идет запятая:

*My Dear Igor,  
Dear Phill,*

### 3. Телописьма (Body of the letter)

Состоит из 3-х частей: открывающее предложение (*Openingsentence*), основное сообщение и заключительное предложение (*ClosingLines*). Примеры выражений для *OpeningSentence* в письме другу:

**Thanks for your letter** (Спасибо за твое письмо)  
**Thanks a lot for the information you've sent me in your last letter**  
(Большое спасибо за информацию, которую ты послал мне в прошлом письме)  
**Lovely to hear from you** (Рада получить известие о тебе)  
**I'm writing to you after a long time** (Я пишу тебе спустя долгое время)  
**It was nice to hear from you** (Было приятно получить известие от вас)  
**It was so nice of you to remember about..** (Приятно, что ты помнишь о...)  
**I've just received your letter. I'm so happy to hear that...**  
(Только что получил твое письмо. Я так рад услышать, что...)  
**How are you?** (Как ты?)  
**How are things?** (Как идут дела?)  
**Hope you're well** (Надеюсь, ты в порядке)

Основное сообщение должно состоять из коротких предложений, написанных в разговорной манере. Оно может содержать сокращения, идиомы, фразовые глаголы, слэнг и другие разговорные выражения, включая восклицания со знаком «!».

Заключительное предложение выражает уважение и надежды, которые вы питаете по отношению к другу (или родственнику):

**Well, that's all for now** (Ну, на этом все)  
**Write back soon** (Ответь как можно быстрее)  
**Looking forward to hearing from you again/soon** (Будем рады получить известие от вас снова / в ближайшее время)  
**Will talk to you soon** (Поговорим в ближайшее время)  
**Give my regards to your Mummy** (Передай привет своей маме)  
**I hope we will be able to arrange a get-together**  
(Надеюсь, мы сможем устроить тусовку)  
**Do write back as I'm waiting for the news from you**  
(Пиши, так как я жду новостей от тебя)

#### 4. Подписание письма (Complementary closing — Subscription)

Подписание зависит от отношений между вами и вашим другом:

*All the best,*  
*Best wishes,*  
*See you soon,*  
*Take care,*  
*Yours,*  
*Lots of love,*  
*Love,*  
*Yours affectionately/lovingly,*  
*Your affectionate daughter/ brother/ mother, — для родственников*  
*Yours sincerely / Sincerely yours, — для друзей*

Обычно такое подписание ставится под письмом с левой стороны, но некоторые культуры предпочитают правую.

#### 5. Подпись (Signature)

Подпись и имя отправителя ставятся под **Complementary closing**.

#### 6. Постскриптум — после письма

Также письмо другу может содержать следующую аббревиатуру:

*P.S. (postscript) — используется, когда хочется добавить еще информацию после того, как письмо уже подписано.*  
*P.S.V.P. — означает по-французски «пожалуйста, ответь», если в письме содержалось приглашение куда-либо.*

## Письмо другу — примеры

Письмо Джейн  
65, Allendale Road  
London — G15 8SG  
February 20, 2014

Dear Jane,

How are you doing? I'm just writing to let you know that everything is all right now. This is a nice quiet place. The people are friendly, and the weather is warm. We've been staying here for ten days now, and we are already used to it.

I walk a lot, but Phil just spends his time reading newspapers and writing business letters. Sometimes we are going for a walk together.

Last week I went to the nearest park. This is a wonderful very beautiful place. I saw a lot of squirrels, they were so noisy and begged for food all the time. I gave them all the peanuts that I had. There is also a small pond at the park with ducks and beautiful water lilies.

Next week I'm going to start writing my new book, and it's going to be very hard work. That is all for now.

Give my regards to Paul and the family. I look forward to hearing from you soon.

Your loving sister,

Ann

**1.6. Тема «Мой вуз».** Беседа по теме представляет собой обсуждение вопросов по изучаемой теме, например:

1. Why did you choose SSU to study at?
2. What exams did you take when finishing high school?
3. When was your University established?
4. Who was the first rector of the University?
5. Were there any famous scientists, engineers, politicians, artists, actors among the graduates?
6. How many students are currently enrolled?
7. What are the most popular faculties in your University?
8. What faculty do you study at?
9. What are you going to be after graduating the university?
10. What are your favourite subjects?
11. Do you take part in the extra-curricular work?
12. Do you take part in the following annual events: a musical creative competition "Student's spring", "Student Dedication", the ball "Golden autumn", "Club of the funny and Inventive", Miss and Mister of SSU, the festival "Pancake Week"?
13. Is it more fun to live in a dormitory or a student hostel than to rent an apartment?
14. Do you have friends studying at other faculties?
15. Do you find it difficult to study here?

**Презентация по теме «Мой вуз».**

**2 семестр. Социально-культурная сфера общения. (Я и мир. Я и моя страна.)**

**2.1. Тема.** Роль иностранного языка в современном мире.

**Круглый стол по теме:** «Роль иностранного языка в современном мире». Круглый стол представляет собой обсуждение вопросов по изучаемой теме, например:

1. With what purpose do people study foreign language?
2. Why do students learn foreign language?
3. What foreign languages you would like to know?
4. Does the possession of foreign languages help you in your career?
5. How are you helped by the possession of foreign language with study and future work?
6. Would you like to know other foreign language? For what purpose?
7. When did Russian people begin to study foreign languages as a subject?
8. What first foreign languages were studied in Russia?
9. When did Russians begin learning English?
10. How many languages are there in the world?
11. What language is spoken in Mexico?
12. What language is spoken in France?
13. What language is spoken in Brazil?
14. Where do people speak Mandarin?
15. Is English the official language of Russia?
16. What is the official language of Russia?
17. Where is English the official language?

**Перевод текста по изучаемой теме.**

The Role of Foreign Languages

The role of foreign languages is increasing today. Thanks to the knowledge of foreign languages one can read books, magazines in the original, talk to foreigners, translate various technical articles. Moreover, joint ventures

which have recently appeared in our country need specialists with profound knowledge of foreign languages like English, German or French.

To know foreign languages is necessary for every educated person, for good specialists.

English is the world's top tongue. Today, nearly 600 million people around the world use the English language. It's spoken as a mother tongue in Great Britain, the USA, Canada, Australia, New Zealand. The present-day world status of English is the result of two factors: the expansion of British colonial power, which peaked towards the end of the 19th century, and the emergence of the United States as the leading economic power of the 20th century.

There are many different reasons why people study foreign languages, English in particular. Here are some of them: · to travel abroad; · to get good job; to have something to do in your spare time; · to be better educated; · to be familiar with social and cultural life in other countries; to be able to participate in conversations with people from English-speaking countries. English is the language of international air traffic control, and is currently developing its role in international maritime, policing, and emergency services. English is the chief language of international business and academic conferences, and the leading language of international tourism. English is the main language of popular music, advertising, satellite broadcasting, home computers, and video games. A foreign language is not just a subject learnt in the classrooms. It's something which is used in real life situations.

Why is English useful for international communication? Many books and papers in special fields are in English. Specialists from different countries can use their English for international communication. English is truly a world language.

Learning foreign languages opens up opportunities and careers. Knowing foreign languages can help us to find a job in such fields as science and technology, foreign trade and banking, international transportation communication, teaching librarian science and others. A more general aim is to broaden the mind and to broaden your circle of friends. The role of English in personal development will be very important. It develops our memory. People can travel abroad. It enlarges knowledge and understanding of the world. It is the language of sport and beauty. Learning any foreign language includes the acquaintance with the unknown culture, traditions and way of life of different people.

**2.2. Тема. Преступная сущность терроризма.**

**Выборочный перевод.**

Text 1

**Переведите со словарем следующие слова. Определите их частеречную принадлежность.**

Terror, terrorist, terrorism

Fear, fearful, fearfully

Horror, horrify, horrified

Freight, frighten, frightening

Law, lawful, unlawful, unlawfully

Violent, violence

Threat, threaten, threatening

Motive, motivate, motivated

Civil, civilian

Objective, target, goal

Politics, political

Religion, religious

Responsible, responsibility

**Найдите в тексте английские эквиваленты следующих слов:**

Страх, ужас, незаконный, насильственный, представляющий угрозу для жизни, гражданские лица, целевая группа, запугать, брать ответственность, террористический акт, шантаж, использовать давление на правительство, ни в чем не повинные люди, добиваться публичности, жертва, запугивать, конечная цель, человеческие потери (смерть от ранения).

The term terrorism is derived from the Latin word "terror" which means "**fear**" or "**horror**". The word «terrorism» is controversial. Definitions of «terrorism» generally involve some or all of the following: 1) a terrorist act is **unlawful**; 2) it is **violent** and may be **lifethreatening**; 3) the violence is politically motivated; 4) the direct targets are **civilians**; 5) the direct **targets** may not be the main targets; 6) the main targets may be one or more nation-states, governments, or societies; or a political, ethnic, or religious group, or an industry within those societies; 7) the objective is usually to **frighten** the main targets; 8) there may or may not be a **claim of responsibility**.

In response to the September 11, 2001 attacks, political leaders from Europe, North America, Asia, and the Middle East have placed the phenomenon of terrorism within the context of a global struggle against systems of government. **Acts of terrorism** can be carried out by individuals or groups. Terrorists often seek to demoralize and paralyze their enemy with fear, using their acts as a form of **blackmail** to **apply pressure on governments**.

Previously victims of international terrorists, as a rule, were politicians, diplomats and businessmen. At the beginning of this millennium the dominant part of the victims have been **civilians** and **innocent** people, including elderly, women and children.

The terrorists plan their attacks **to obtain** the greatest **publicity**, choosing targets that symbolize what they



oppose. The effectiveness of the terrorist act lies not in the act itself, but in the public's or government's reaction to the act. For example, in 1972 at the Munich Olympics, the Black September Organization killed 11 Israelis. The Israelis were the immediate **victims**. But the true target was the estimated 1 billion people watching the televised event. Those billion people watching were **to be introduced to fear** - which is terrorism's **ultimate goal**. In April 2016 thirty-two people were killed in the three bomb attacks at Brussels airport and Maelbeek metro station and many more were injured. The **casualties** came from a wide variety of countries including Belgium, Colombia, Peru, France, Germany, Britain, Hungary, Portugal, Romania, Spain and the US. (2523 печ. зн.)

#### Text 2

Прочитайте текст и найдите ответы на следующие вопросы:

Каковы основные источники финансирования терроризма?

Что является основной целью психологической войны, развязанной террористами?

#### **Terrorism as the most dangerous threat of modern time**

Terrorism has become one of the most dangerous threats of modern time. Terrorism is a special type of violence. It is a tactic used in peace, conflict and war. The threat of terrorism is ever present, and an attack is likely to occur when least expected. The terrorists plan their attack to obtain the greatest publicity. The terrorist as a criminal with no regard for human life. The main source of financing the terrorist organizations is the control of drug trafficking, racketeering, prostitution, arms trafficking, smuggling, gambling, etc.

The terrorists take great pains to foster a "Robin Hood" image in hope of swaying the general public's point of view toward their cause. This sympathetic view of terrorism has become an integral part of their psychological warfare and has been countered vigorously by governments, the media and other organizations.

**Беседа по теме.** Беседа по теме представляет собой обсуждение вопросов по изучаемой теме, например:

#### Questions for discussion

What is the origin of the term "terrorism"?

What is characteristic of terrorism?

Why do terrorists generally claim the responsibility for their attacks?

Is terrorism a global threat?

Why is terrorism a form of blackmail?

What is a domestic terrorism?

Why do terrorists aim at public places such as stadiums, airports, metro stations?

Can you name recent violent terrorist acts? How did the global community react to them?

What measures are necessary in order to prevent terrorism globally?

**2.3.Тема.** Национальные традиции и обычаи России. Национальные традиции стран изучаемого языка.

**Фронтальный опрос.** Фронтальный опрос представляет собой ответы на вопросы по изучаемой теме, например:

1. How much do you know about different cultures around the world?
2. What would be wise to bear in mind while you are travelling around this or that country?
3. Body gestures have different meanings depending on the country in which they are expressed, don't they?
4. Do people judge other nation's traditions and manners by their own customs?
5. What traditional English holidays, customs and traditions do you know?
6. What traditional American holidays, customs and traditions do you know?
7. What will you tell a foreigner about traditional Russian holidays? (The New Year, Christmas, Easter, Maslennitsa).
8. What stereotypes do foreigners have about Russia? (nesting dolls, banya (Russian sauna), samovars, Russian superstitions).

**Перевод текста по изучаемой теме.**

#### British Traditions and Customs

It is not a secret that every nation and every country has its own customs and traditions. In Great Britain people attach greater importance to traditions and customs than in other European countries. Englishmen are proud of their traditions and carefully keep them up. There are many customs and some of them are very old. There is, for example, the Marble Championship, where the British Champion is crowned; he wins a silver cup known among folk dancers as Morris Dancing. Morris Dancing is an event where people, worn in beautiful clothes with ribbons and bells, dance with handkerchiefs or big sticks in their hands, while traditional music- sounds.

Another example is the Boat Race, which takes place on the river Thames, often on Easter Sunday. A boat with a team from Oxford University and one with a team from Cambridge University hold a race.

British people think that the Grand National horse race is the most exciting horse race in the world. It takes place near Liverpool every year. Sometimes it happens the same day as the Boat Race takes place, sometimes a week later. Amateur riders as well as professional jockeys can participate. It is a very famous event.

Halloween is a day on which many children dress up in unusual costumes. In fact, this holiday has a Celtic origin. The day was originally called All Halloween's Eve, because it happens on October 31, the eve of all Saint's Day. The name was later shortened to Halloween. The Celts celebrated the coming of New Year on that day.

Another tradition is the holiday called Bonfire Night. On November 5, 1605, a man called Guy Fawkes planned to blow up the Houses of Parliament where the king James 1st was to open Parliament on that day. But Guy Fawkes was unable to realize his plan and was caught and later, hanged. The British still remember that Guy

Fawkes' Night. It is another name for this holiday. This day one can see children with figures, made of sacks and straw and dressed in old clothes. On November 5th, children put their figures on the bonfire, burn them, and light their fireworks.

In the end of the year, there is the most famous New Year celebration. In London, many people go to Trafalgar Square on New Year's Eve. There is singing and dancing at 12 o'clock on December 31st.

A popular Scottish event is the Edinburgh Festival of music and drama, which takes place every year. A truly Welsh event is the Eisteddfod, a national festival of traditional poetry and music, with a competition for the best new poem in Welsh.

**2.4. Достопримечательности разных стран. Крупнейшие музеи мира. Родной край.**

**Аудиотест.** Курс "Самостоятельная работа по аудированию" на сайте <https://course.sgu.ru/course/view.php?id=872> Работа с аудиотестом представляет собой ответы на вопросы по содержанию текста после его прослушивания, например:

#### Museums and Art Galleries in London

London is one of the biggest world centres of culture and art. There are quite a number of different museums and art galleries there. The British Museum is one of the greatest and best known museums in the world, which was founded in 1753. There are eleven major departments in the museum, that contain the Egyptian, the Greek and Roman, the Assyrian and Babylonian antiquities. Extremely interesting are its ethnological collections including exhibits from the Pacific Islands, the American and African civilizations. Examples of Chinese, Japanese and Indian art forms represent Oriental Art. There is also a notable collection of items from all the countries of Europe. The British Museum is also known for its library which is the greatest and most famous in Britain.

Among other museums of London that attract visitors are the National History Museum, the Museum of British Transport, the Museum of London (opened in 1979) and Madame Tussaud's Museum of Waxworks.

The best known art galleries of London are the National Gallery, the National Portrait Gallery and the Tate. The National Gallery which is in Trafalgar Square, contains Britain's famous collection of pictures. It is also rich in paintings by such Italian masters as Raphael and Veronese, and contains pictures representing all European schools of art. Admission to the Gallery is free, as to other British national galleries and museums.

The National Portrait Gallery stands just behind the National History. It contains portraits of British monarchs and of historical celebrities such as Chaucer, Shakespeare and Cromwell.

The Tate or the National Gallery of British Art, represents English artists and modern pictures and sculptures by foreign artists. The Tate Gallery is very popular with the young people.

Answer the following questions.

1. What is London famous for?
2. What is the greatest and best known museum in the world?
3. How many departments are there in the British Museum?
4. What else is the British Museum famous for?
5. What are other famous museums in London?
6. What does the National Gallery contain?
7. Where does the National Portrait Gallery stand?
8. Whose portraits does it contain?
9. What can you find in the Tate Gallery?
10. Which of London museums would you like to visit and why?

**Беседа по теме.** Беседа по теме представляет собой обсуждение вопросов по изучаемой теме, например:

#### Places of Interest in Great Britain

Britain is rich in its historic places which link the present with the past. The oldest part of London is Lud Hill, where the city is originated. About a mile west of it there is Westminster Palace, where the king lived and the Parliament met, and there is also Westminster Abbey, the coronation church. Liverpool, the "city of ships", is England's second greatest port, ranking after London. The most interesting sight in the Liverpool is the docks. They occupy a river frontage of seven miles. The University of Liverpool, established in 1903, is noted for its School of Tropical Medicine. And in the music world Liverpool is a well-known name, for it's the home town of "The Beatles".

Stratford-on-Avon lies 93 miles north-west of London. Shakespeare was born here in 1564 and here he died in 1616. Cambridge and Oxford Universities are famous centres of learning. Stonehenge is a prehistoric monument, presumably built by Druids, members of an order of priests in ancient Britain. Tintagel Castle is King Arthur's reputed birthplace. Canterbury Cathedral is the seat of the Archbishop of Canterbury, head of the Church of England.

The British Museum is the largest and richest museum in the world. It was founded in 1753 and contains one of the world's richest collections of antiquities. The Egyptian Galleries contain human and animal mummies. Some parts of Athens' Parthenon are in the Greek section. Madame Tussaud's Museum is an exhibition of hundreds of life-size wax models of famous people of yesterday and today. The collection was started by Madame Tussaud, a French modeller in wax, in the 18th century. Here you can meet Marilyn Monroe, Elton John, Picasso, the Royal Family, the Beatles and many others: writers, movie stars, singers, politicians, sportsmen, etc.

Questions:

1. What is the oldest part of London?

2. What is Westminster Palace?
3. What is called "city of ships"?
4. Why is Stratford-on-Avon famous?
5. What are the famous centres of learning?
6. What is Stonehenge?
7. Who is the head of Church of England? What is his seat?
8. What is the largest and the richest museum in the world? What unique collections does it contain?
9. What can one see in Madam Tussaud's Museum?

**Перевод текста по изучаемой теме.**

#### The National Gallery

The National Gallery in London is the principal British art gallery and one of the world's greatest art collections. It is situated on the north side of Trafalgar Square. If you stand with your back to Nelson's Column, you will see a wide horizontal front in a classical style. It is the National Gallery. Unlike the Louvre or the Hermitage, the National Gallery is not based on a former royal collection, but it was founded in 1824 by a Russian emigre banker, John Julius Anderstein. At that time the collection had only 38 paintings and it was put on public display at Anderstein's old residence at 100 Pall Mall. Another source of information says that 38 paintings of Old Masters were offered to the nation by an English private collector, Sir George Beaumont. In 1838 the present building was built especially for the National Gallery by the Greek architect William Wilkins.

The Gallery is one the youngest collections in Europe but it has more than 2,200 paintings. The National Portrait Gallery has more than 9,000 portraits of distinguished men and women of British history. The National Gallery exhibits works of all the European schools of painting which existed between the 13th and 19th centuries. The collection includes Italian masterpieces of Piero della Francesca, Leonardo da Vinci, Raphael, Botticelli, Michelangelo, Caravaggio, Titian, Paolo Veronese. You can see paintings of Velasquez, El Greco, Goya from Spain. There are also masterpieces of Dutch artists, such as Rubens and Rembrandt. You can also find paintings of famous Impressionists. British art is also represented with important works by Turner, Gainsborough, Hogarth, and Constable.

**2.5. Тема. Родной край. Музеи Саратова и области. Туристические destinations Саратовской области.**

**Перевод текста по изучаемой теме.**

#### Museums of Saratov

##### The Radishchev Museum

The Radishchev Museum in Saratov opened to the public on June 29, 1885. It is supposed to have been Russia's first major public art museum outside Moscow or St. Petersburg. It was founded by Alexey Bogolyubov and named after his grandfather, the 18th-century revolutionary writer Alexander Radishchev. The naming of the museum after the "first Russian revolutionary", Alexander Radishchev, was a direct challenge to the authorities: Bogolyubov had to endure a legal battle to get permission. It was the first art museum in Russia open to everybody. It was opened to the general public seven years earlier than the Tretyakov Gallery in Moscow and fifteen years earlier than the Russian Museum in Saint Petersburg.

##### Saratov State Museum of Battle Glory

Hotels in Saratov State Museum of Battle Glory Book reservations for Saratov State Museum of Battle Glory hotels, motels, and resorts, with thousands of reviews on ORBITZ.

##### Saratov Regional Museum of Local Lore

Saratov Regional Museum of Local Lore is among the oldest ones in the Volga Region. December 12 (24), 1886, is considered to be its foundation date: Saratov Scientific Archive Board was organized then, with a historical-archaeological museum as an associate part.

Nowadays, this is a major museum corporation with 10 branches. Since 1930, the Museum is hosted in a building that is regarded among the brightest monuments of the XIX century Russian classicism. The museum funds comprise about 400 thousand items: extensive archaeological, ethnographical, paleontological, entomological collections, herbaria, photos, documents, hand-written and early printed books, coins and medals, religious items, posters, materials on the history of political, economical, social and cultural life in Saratov. The museum possesses rare materials on the 1921 famine in the Volga Region and memorial collections have to do with Yu. Gagarin - the world first astronaut, P.A. Stolypin - a Governor of Saratov and one of the most prominent Russian Prime Ministers, N.I. Vavilov - an outstanding researcher in the field of genetics, A.G. Schnittke - a composer, L.A. Kassil - a famous writer, some outstanding actors, scientists, authors. The exhibits are laid out in 30 rooms. New exhibitions are demonstrated annually.

##### Memorial "Cranes"

Victory Park is a popular sightseeing stop in Saratov, Russia. Located at the top of Mount Sokolovaya, this picturesque park is a green, fragrant oasis in the city, complete with a monument, fountain, museum, and more.

##### National Museum Yu.A. Gagarina

The National Museum of Yu. A. Gagarin at the Saratov Industrial Pedagogical College was opened in 1965.

All exhibits are unique, thanks to them, visitors to the museum will be able to better know how the professional path of the first person in space - Yuri Gagarin began.

The fund reads over 7 thousand photographs, various documents, handwritten texts, books, layouts and paintings.

During its existence, the museum was visited by more than 187 thousand guests from all over the world.

The house-museum of Pavel Kuznetsov

The house of Pavel Kuznetsov is the house in which the painter Pavel Varfolomeevich Kuznetsov was born in 1878. Located at the intersection of Oktyabrskaya and Valovaya streets of the city of Saratov. After the artist's death in 1968, it was proposed to open his house-museum. However, the official permission for the discovery was obtained only after 20 years. Reconstruction of the building began in 1988 and lasted until 1996, when due to lack of funding, restoration work was suspended and resumed only in 1998 at the initiative of the city public and employees of the A. N. Radishchev Saratov Art Museum.

In 2001, the opening took place. There are several exhibition areas in the house of Pavel Kuznetsov: rooms, attic, garden. The house partially recreated the interior of the turn of the XIX — XX centuries.

**Презентация по теме «Музеи Саратова и области».**

**2.6. Тема.** Путешествия и туризм как средство культурного обогащения личности. Популярные туристические маршруты. Типы туров.

**Беседа по теме.** Беседа по теме представляет собой обсуждение вопросов по изучаемой теме, например:

1. Is there an ideal place for holiday?
2. What is important during travelling?
3. What do the people travel for?
4. What do travel agents offer?
5. Is the information from travel agencies always helpful and believable?
6. What is your favourite holiday destination and why?
7. When did you last travel by railroad?
8. What do people usually ask about at a railroad station information bureau?
9. Do you prefer a lower or an upper berth? Why?
10. When is it more difficult to book seats, in the winter or in the summer? Why?
11. Do you know the average speed of a modern passenger plain?
12. Where do you buy tickets for a plain?
13. What must the passenger do before boarding the plane?
14. What service would a stewardess offer you on board a modern plain?
15. What makes a trip by plane comfortable?
16. Have you ever travelled by air?
17. What journeys by plane have you made?
18. When did you travel by air last?
19. How long did the flight last?
20. Were you air-sick on board the plane?
21. Did you feel comfortable on board the plane?
22. What altitude did you fly at?
23. Where and when did you travel last?
24. What season do you think is the best for travelling?
25. What are the most popular places for travelling?
26. What are the most popular world-famous attractions?
27. What country you would like to visit? Why?
28. Do the majority of people leave their country to spend holidays?
29. Can we book a holiday to a seaside resort on the other side of the world today?
30. Is it possible to book a holiday to a seaside resort on the other side of the world from home?
31. What means of travelling do you know?
32. What countries depend mainly on tourism?
33. Why does tourism prosper?
34. Where do people like going on vacation?
35. What is the most interesting means of travelling for you? Why?
36. Why do most travellers carry a camera with them?
37. What does travelling give us?

**Лексико-грамматический тест.**

**Методические указания.** Тесты для текущего контроля выполняются в письменном виде с ограничением времени: по одной минуте на задание.

**Критерии оценивания.** Уровень выполнения текущих тестовых заданий оценивается в баллах, которые затем переводятся в оценку. Каждое правильно выполненное задание оценивается в **1 балл**.

Оценка соответствует следующей шкале:

<i>Отметка</i>	<i>Кол-во баллов</i>	<i>Процент верных ответов</i>
Отлично	18-20	Свыше 86 %
Хорошо	14-17	76 – 85 %
Удовлетворительно	11-13	60– 75 %
Неудовлетворительно	менее 11	менее 60 %

1. The government \_\_\_\_\_ take care of old people.  
a) may            b) can            c) to be able to   d) must
2. Little children like books with large print. They \_\_\_\_\_ read them more easily.  
a) are to            b) must            c) can            d) have to
3. The plane leaves \_\_\_\_\_ 9 o'clock tomorrow.  
a) on            b) at            c) in            d) to
4. She has been in Rome \_\_\_\_\_ 1998.  
a) while            b) for            c) since            d) ago
5. \_\_\_\_\_ birthday is it today?  
a) Which            b) Whom            c) What            d) Whose
6. My room is \_\_\_\_\_ one in our flat.  
a) the most comfortable   b) more comfortable   c) the most comfortable   d) most comfortable
7. I liked \_\_\_\_\_ essay you had brought the other day very much.  
a) an            b) the            c) a            d) –
8. – Granny has lost her passport.  
– Where \_\_\_\_\_?  
a) has she lost it   b) had she lost it   c) she lost it   d) did she lose it
9. I saw you buy a bunch of flowers this morning. Who \_\_\_\_\_ it for?  
a) Who did you buy it for?   b) Who bought you it?   c) Who bought it for you?   d) Who did buy you it for?
10. When she sees \_\_\_\_\_ you have done, she will be angry with you.  
a) that            b) -            c) what            d) so
11. I have \_\_\_\_\_ seen Julia \_\_\_\_\_ written to her.  
a) neither...nor   b) either...or   c) or...or   d) never...or
12. Chris is trying to \_\_\_\_\_ smoking.  
a) leave            b) give up            c) give off            d) give out
13. What is the \_\_\_\_\_ news of today?  
a) fresh            b) last            c) latest            d) late
14. The day before yesterday we \_\_\_\_\_ to the restaurant by our friends.  
a) are invited   b) were invited   c) invite            d) invited
15. In Ancient Greece the Olympic Games \_\_\_\_\_ once in four years.  
a) were held   b) are being held   c) are held   d) hold
16. Укажите глагольную форму в страдательном залоге  
a) were enrolled   b) applies   c) was applying   d) is enrolling
17. Выберите правильный вариант перевода предложения *Ей советуют*.  
a) She advises   b) She is advising   c) She is being advised   d) She was advised
18. Выберите максимальный вариант перевода предложения  
*Upgraded computers will be installed in every school.*  
a) Компьютеры будут модернизированы в каждой школе.  
b) Каждая школа установит современные компьютеры.  
c) В каждой школе будут установлены современные компьютеры.  
d) Каждой школе нужны современные компьютеры.
19. Выберите правильный вариант перевода предложения *Нам рассказали о международных программах*.  
a) We are told about the international programs.  
b) Us are told about the international programs.  
c) We told about the international programs  
d) We were told about the international programs.
20. Выберите правильный вариант вопроса к словам, выделенным курсивом:  
Computer programmes are used in teaching English *for testing*.  
a) Are computer programmes used in teaching English?  
b) Used for are computer programmes in teaching English?  
c) What computer programs are used?  
d) What are computer programs used for?

### 3 семестр. Профессиональная сфера общения (Я и моя будущая профессия)

**3.1. Тема.** Система образования в России и странах изучаемого языка.

**Фронтальный опрос.** Фронтальный опрос представляет собой ответы на вопросы по изучаемой теме, например:

1. What is necessary to go on to higher education?
2. What types of higher educational establishments are there in the UK?
3. What courses of study are offered by higher educational establishments?
12. What marks are necessary to get a place at the university? Are they enough to be admitted?
13. How many universities are there in Great Britain?
14. In which areas do British universities differ from each other?
15. What are the oldest British universities?

16. What universities have a special eminence among the English universities?
17. British universities are private institutions, aren't they?
18. How is the academic year in British universities divided?
19. How long do studies at the university last?
12. What university degrees can graduates be awarded?
13. When is the Bachelor's degree awarded?
14. What is the procedure of awarding degrees?
15. When is the Master of Art degree conferred?
16. When is the doctor of Philosophy degree awarded?
17. What are the conditions of receiving grants?
18. What are the Oxbridge universities famous for?
19. What are the special traditions in Oxbridge?
20. What are the famous alumni of these two universities?

**Перевод текста по изучаемой теме.**

The Education System in Great Britain

Great Britain does not have a written constitution, so there are no constitutional provisions for education. The system of education is determined by the National Education Act.

Education in Britain is provided by the Local Education Authority (LEA) in each county. It is financed partly by the Government and partly by local taxes. Until recently planning and organization were not controlled by central government. Each LEA was free to decide how to organize education in its own area. In September 1988, however, "The National Curriculum" was introduced, which means that there is now greater government control over what is taught in schools.

Let's outline the basic features of public education in Britain. Firstly, there are wide variations between one part of the country and another. For most educational purposes England and Wales are treated as one unit, though the system in Wales is a little different from that of England. Scotland and Northern Ireland have their own educational systems.

Secondly, education in Britain mirrors the country's social system: it is class-divided and selective. The first division is between those who pay and those who do not pay. The majority of schools in Britain are supported by public funds and the education provided is free. They are maintained schools, but there is also a considerable number of public schools. Parents must pay fees to send their children to these schools. The fees are high.

Another important feature of schooling in Britain is a variety of opportunities offered to schoolchildren. The English school syllabus is divided into Arts (or Humanities) and Sciences, which determine the division of the secondary school pupils into study groups: a Science pupil will study Chemistry, Physics, Mathematics, Economics, Technical Drawing, Biology, Geography; an Art pupil will do the English Language and Literature, History, foreign languages, Music, Art, Drama. Besides these subjects they must do some general education subjects like Physical Education, PE), Home Economics for girls, and Technical subjects for boys. Computers play an important part in education.

There is a system of careers education for schoolchildren in Britain. It is a three-year course.

The National Education Act of 1944 provided three stages of education: primary, secondary and further education. Compulsory schooling in England and Wales lasts 11 years, from the age of 5 to 16. After the age of 16 a growing number of school students are staying on at school, some until 18 or 19, the age of entry into a higher education in universities and Polytechnics. British university courses are rather short, generally lasting for 3 years. The cost of education depends on the college and speciality which one chooses.

**3.2. Тема. Живопись, скульптура, архитектура в странах изучаемого языка.**

**Индивидуальный опрос.** Индивидуальный опрос представляет собой ответы на вопросы по изучаемой теме, например:

1. What does modern art express today?
2. What is the subject matter of pop-art?
3. What is the characteristic feature of surrealism?
4. What distinguishes massurrealism from some other forms of modern arts?
5. What is the difference between Modern and Postmodern architectural features?
6. What is the artistic philosophy behind Postmodernism?
7. What do you know about collage?
8. Is it an English or a French word?
9. What is the difference between an abstract painting and a collage?
10. What modern artists do you know who work in the technique of collage?
11. Have you ever tried to make collages?
12. Do you think collage is a modern trend of art?
13. Would you like to make a collage?
14. What themes are better making as a collage?

**Презентация по теме «Живопись, скульптура, архитектура в странах изучаемого языка».**

**Перевод текста по изучаемой теме.**

August Rodin is famous for having played a great role in art and for having influenced many sculptors of the younger generation. He was born in 1840. His biographers tell us of his having been sent to Brussel when he was 31 to do the decorative figures on the Stock Exchange building. They are a proof of his having studied the works by Michelangelo and the late Greeks very profoundly and creatively. On completing his work in Brussel he went to Italy and soon after returning from there Rodin began his first independent figure "Bronze Age" (1877). In spite of its having been praised for its lifelike quality, accuracy of proportion and anatomy and for its rendering movement so well, it received no real recognition for a long time.

The fate of a great number of his works is quite specific. In documents about Rodin one learns of his having been very unlucky with the commissions given to him. So some of them (the base of the Claude Lorraine Monument, Balzac) were accepted only after having been altered several times to please the commissioning committee. Others (Burghers, Thinker and Hugo) were not erected as Rodin wished. His Gate of Hell, commissioned in 1880, was still unfinished at his death in 1917. And though Rodin was exhausted by being made to alter many of his works he went on working very hard. He developed his principles in sculpture by using them over and over again in large independent statues and groups in bronze and marble. His almost 50 years in art reflect very hard work, great creative power and mighty spirit. He created his own plastic language able of conveying the energetic movement and tense emotion. This language allowed him to render them with all spontaneity, freshness and expressiveness. His new devices consisted in presenting the fragment as a finished work (usually a head or a trunk, but sometimes a pair of hands only) and in presenting figures with only some parts finished whereas other parts were buried in the hardly touched block. This is especially seen in his male portraits which combine vivid characterization with a deliberately free handling.

**3.3.Тема.**Роль и место музыки в системе художественного воспитания личности.

**Дискуссия на тему «Роль и место музыки в системе художественного воспитания личности».**

Дискуссия по теме представляет собой обсуждение вопросов по изучаемой теме, например:

Exercise 1. Заполните пропуски подходящими по смыслу словами.

1. It is ... because it reflects different human emotions.
2. We enjoy music because it ... our mood and imagination, ... our state and character, ... deep emotions and makes us think.
3. As for me I enjoy both ... music and ... show.
4. I enjoy music if it ... to me.
5. Among ... composers I ... A.Lloyd Webber and his musicals and ... operas.

Exercise 2. Закончите предложения, используя предложенные варианты.

1. Music is
  - a) a complicated art difficult to understand.
  - b) an integral part of our life.
  - c) one of the fine arts.
1. All the people will agree that our world will be
  - a) more interesting without music.
  - b) dull without music.
  - c) dull without cinema.
2. Music helps us to remove from
  - a) tiredness and tension.
  - b) friends and other people.
  - c) noise of the city.
3. I enjoy music if
  - a) I am in good mood.
  - b) I'm tired and ill.
  - c) It appeals to me.

Exercise 3. Ответьте на вопросы.

1. Is it easy for you to speak about music in general?
2. Why do you think music is varied?
3. Can people live without music? What's your opinion?
4. Why do people enjoy music?
5. What music is popular?
6. What music do you enjoy?
7. What composers are you fond of?
8. What are your favourite groups, singers and musicians?
9. What melodies are you fond of?
10. Where do you listen to music most – at home, in the car, ... ?
11. If you could choose one musical instrument to be able to play brilliantly, what instrument would you choose?
12. Do you like having background music while you are working?
13. Where do you tend to listen to music?
14. Do you buy record, cassettes or compact disks? If so, how often?



15. What usually makes you decide that you want to buy a certain record (or disc or cassette)?

16. Have your musical tastes changes since you were younger? If so, in what way?

Exercise 4. Расскажите о

1. The role of music in our life.

2. Your preferences in music.

**Перевод текста по изучаемой теме.**

The role of music in shaping human values

The importance of music in the knowledge of yourself and the outside world is undeniable. The ancient philosophers recognized the positive impact of music on a person, although in those days music is not played that role in society, what it has today, was not so vast diversity of musical styles and genres that we are seeing now. For example, in Greece the art of music has played the leading position in the upbringing of children. Known and the fact that music has a therapeutic effect on the human body. In those distant times, Hippocrates used in their practice music therapy in the treatment of patients. Aristotle also focused not only on the pedagogical value of music, but he acknowledged therapeutic value, claiming that music can beneficially affect the rights, removing the psychic experiences.

Especially great public role of music as a means of spiritual upbringing, the formation of beliefs, moral qualities, aesthetic tastes and ideals, development of emotional intelligence, tenderness, sense of beauty, the stimulation of creative abilities in all spheres of life. Music promotes the assimilation of the person of the eternal human values of love and kindness, honor and dignity, - it is designed to form a humane and moral attitude to the world, to myself and to other people. The social function of music form a system, which varies depending on the socio-historical conditions.

Place and role of music in the formation of universal values is determined by the multifunctionality of musical art. So, in a number of other important functions of music is heuristic, informational, organizational and other.

The analysis of the reports showed visible differences in the emotional state of healthy people and patients of depression when listening to classical and rock music. In the group of healthy subjects classical music in the vast majority (80%) caused positive emotions and was estimated as pleasant, causing the relaxation effect. Rock music was seen as a pleasant only in 66% of cases, and that showed a distinct effect of activation.

As for the impact on the formation of universal values, the greatest significance is the classical and folk music. Among other things, science known for the so-called «Mozart effect», when young children are listening to the music of the great Austrian composer, faster develop intellectually. Moreover, it is established that listening to classical music patients recover in two times faster than those who music not listening. Currently, scientists are concerned with identifying clear conclusions about the healing influence of music on the human body.

Thus, today we can confidently say that the art of music became a part of our life. Music plays in the life of modern man not simply entertaining role - it is a means for self-expression, to demonstrate its uniqueness and uniqueness, and, most importantly, has an impact on the formation of attitudes, interests, values and convictions.

**3.4 Тема.** Музыкальные жанры и стили. Музыкальная культура в странах изучаемого языка. Музыкальные фестивали и конкурсы.

**Индивидуальный опрос.** Индивидуальный опрос представляет собой ответы на вопросы по изучаемой теме, например:

1. Is it easy for you to speak about music in general?

2. Why do you think music is varied?

3. Can people live without music? What's your opinion?

4. Why do people enjoy music?

5. What music is popular?

6. What music do you enjoy?

7. What composers are you fond of?

8. What are your favourite groups, singers and musicians?

9. What melodies are you fond of?

**Презентация по теме «Музыкальная культура в странах изучаемого языка».**

**Перевод текста по изучаемой теме.**

Types of music

1. *Classical music*: There is a tendency to use the term “classical music” with reference to the music of the past up to the 19<sup>th</sup> century. However, we may speak of modern classical music. *Name classical music composers of the past and of nowadays.*

2. *Lightclassicalis* used of short classical works that are easy to listen to or the composer's aim is only to entertain the audience. What most popular tunes do you remember?

3. *Jazz* is the music first played by black groups in the Southern states of the USA in the early 20<sup>th</sup> Century characterized by improvisation and strong rhythms. Later this music was played for dancing and it is influenced by the blues.

4. *Background music* is a kind of music played softly and often is heard in public places in Britain.

5. *Chamber music* is orchestral, written for a chamber orchestra.

6. *Folk music*. What role does folk music play in all musical genres? *Name the Russian composers who introduced*



*folk music into their classical works.*

What is music? It's not the combination of pleasant sounds only. It's the art that reflects life with its ideas and emotions. By means of music you can express and feel anger and joy, suffering and happiness. The most complicated genre is classical music. It includes symphony, concerto, chamber music, vocal music and opera, ballet. Listening to classical music requires a thorough preparation and knowledge in different spheres such as history, literature, psychology. Classical music appeals to both our senses and intellect. I am fond of listening to Beethoven, Mozart, Gershwin, Prokofiev, and Chopin. This music provides you with rest and relaxation. Quiet lyrical pieces are full of enchanting melodies and you can visualize the scenes described by the composer.

*Name operas or symphonies based on works of literature.*

Many young people gravitate to new rhythms probably as a result of changing times. Pop music permeates all the mass media. The arrival of rock'n'roll marked a new era in the history of music. About 99% pop songs are about love and personal feelings, and the problems young people encounter in real life. Moreover, readiness for experiment and sincerity are the hallmarks of this young generation of musicians and singers. It's undeniable that some of the groups are out of line. Psychologists say that listening to loud rock music affects young people like drugs and leads to anti-social behavior on their part. It often results in "escapism" that means abandoning social responsibilities.

### **3.5. Тема. Выдающиеся российские деятели в области музыкального искусства.**

**Перевод текста по изучаемой теме.**

[PyotrIlyich Tchaikovsky \(1840 - 1893\)](#)

PyotrIlyich Tchaikovsky is the most famous Russian Composer. His biography has been translated into 142 different languages.

PyotrIlyich Tchaikovsky was a Russian composer of the Romantic period. He was the first Russian composer whose music would make a lasting impression internationally. He was honored in 1884 by Tsar Alexander III and awarded a lifetime pension. Although musically precocious, Tchaikovsky was educated for a career as a civil servant. There was scant opportunity for a musical career in Russia at the time and no system of public music education. When an opportunity for such an education arose, he entered the nascent Saint Petersburg Conservatory, from which he graduated in 1865. The formal Western-oriented teaching that he received there set him apart from composers of the contemporary nationalist movement embodied by the Russian composers of The Five with whom his professional relationship was mixed. Tchaikovsky's training set him on a path to reconcile what he had learned with the native musical practices to which he had been exposed from childhood. From that reconciliation, he forged a personal but unmistakably Russian style. The principles that governed melody, harmony and other fundamentals of Russian music ran completely counter to those that governed Western European music, which seemed to defeat the potential for using Russian music in large-scale Western composition or for forming a composite style, and it caused personal antipathies that dented Tchaikovsky's self-confidence. Russian culture exhibited a split personality, with its native and adopted elements having drifted apart increasingly since the time of Peter the Great. That resulted in uncertainty among the intelligentsia about the country's national identity, an ambiguity mirrored in Tchaikovsky's career. Despite his many popular successes, Tchaikovsky's life was punctuated by personal crises and depression. Contributory factors included his early separation from his mother for boarding school followed by his mother's early death; the death of his close friend and colleague Nikolai Rubinstein; and the collapse of the one enduring relationship of his adult life, his 13-year association with the wealthy widow Nadezhda von Meck, who was his patron even though they never actually met each other. His homosexuality, which he kept private, has traditionally also been considered a major factor though some musicologists now downplay its importance. Tchaikovsky's sudden death at the age of 53 is generally ascribed to cholera, but there is an ongoing debate as to whether cholera was indeed the cause of his death. While his music has remained popular among audiences, critical opinions were initially mixed. Some Russians did not feel it was sufficiently representative of native musical values and expressed suspicion that Europeans accepted the music for its Western elements. In an apparent reinforcement of the latter claim, some Europeans lauded Tchaikovsky for offering music more substantive than base exoticism and said he transcended stereotypes of Russian classical music. Others dismissed Tchaikovsky's music as "lacking in elevated thought" and derided its formal workings as deficient because they did not stringently follow Western principles.

#### **Составление summary.**

Summary представляет собой краткий пересказ текста с использованием специальных клише.

Слова и выражения для аннотационного и реферативного способа изложения:

<b>Вводная часть</b>	<i>The article deals with ...</i> <i>As the title implies, the article describes ...</i> <i>The paper is concerned with ...</i> <i>The paper looks at recent research dealing with ...</i> <i>The article begins with the description of ...</i> <i>The article begins with ...</i>
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	<i>The article offers a profile of...</i>
<b>Основная часть</b>	<p><i>According to X, In X's opinion, In X's view, The author / writer / researcher sets out to prove that... The author / writer / researcher puts a lot of emphasis / gives emphasis to / underlines / highlights / stresses It is known that... The fact that ... is stressed. It is reported that ... It draws our attention to... The author / writer / researcher provides an explanation / solid evidence / description The author / writer / researcher puts forward a theory / advance / propose The author / writer / researcher goes into the causes The author / writer / researcher casts doubt on the previous research The author goes on to describe / state / consider... The author carries out an exploration / research / experiment The author / article gives a description The author / writer / researcher argues The author / writer / researcher asserts The author / writer / researcher believes The author / writer / researcher claims The author / writer / researcher confirms The author / writer / researcher hypothesizes The author / writer / researcher insists The author / writer / researcher maintains The author / writer / researcher observes The author / writer / researcher notes The author / writer / researcher points out The author / writer / researcher questions The author / writer / researcher says The author / writer / researcher states The main idea of the article is... It gives a detailed analysis of... First / firstly / first of all, ... Second / Secondly, ... Third / Thirdly, ... In addition to... Furthermore, ... Moreover, ... Similarly, ... Equally, ... Although... However, ...</i></p>
<b>Заключительная часть</b>	<p><i>The author / writer / researcher concludes that... The author / writer / researcher concludes by stating that ... The following conclusions are drawn... In conclusion / to conclude, ... At the end of the article the author sums up... In sum, ... In summary, to sum up, ... The article is of great help to ... The article is of interest to ...</i></p>

Основные этапы работы над рефератом:

1. Внимательно прочитайте текст. 2. Мысленно определите для себя основной смысл текста. 3. Определите основные структурные составляющие текста (абзацы). 4. Определите основной смысл каждого из абзацев. 5. Определите ключевые слова и выражения, которые несут смысловую нагрузку во всём тексте и в каждом из абзацев. 5. Запишите полученную структурно-смысловую схему (смысловый каркас, «корпус текста»), представляющую собой основу реферата (сюда включается формулировка главной мысли, озаглавливание каждого абзаца, составление плана реферата). 7. Попробуйте определить, насколько полно выделенные

ключевые слова и выражения передают основной смысл текста и его структурные составляющие. Если происходит утрата существенной части смысла, нужно найти средства её восполнить (например, подберите краткие и ёмкие слова для передачи содержания сразу нескольких выражений или реплик). 8. Редактирование смыслового каркаса заключается в установлении тех или иных связей между ключевыми эпизодами каждого абзаца, т.е. выстраивается сквозная логика всего реферата. 9. При работе необходимо уяснить общее содержание текста, его смысловые связи в целом, последовательность развития мысли автора, установить причинные, временные и другие виды связей.

#### **Реферирование текста по изучаемой теме.**

#### **Russian Music**

With the adoption of Christianity came liturgical singing. The church issued special handwritten books with songs and anthems in honor of local saints. Along with the church there was secular canticle. Solemn public ceremonies, high societal processions were at all times held with participation of musicians. Fanfare greeted the princes and their soldiers after military campaigns. In many courts of princes there were professional musicians. The feasts of dukes and their guards were accompanied by singing, dancing, playing musical instruments. The Primary Chronicle contains the description of skomorokhs who played trumpets, gusli, sopelkas and tamburines. Skomorokhs were the first ancient actors who could be musicians, dancers, storytellers, actors and acrobats.

#### **Russian Classical Music**

The period of Russian classical music thriving was in the first half of the 19th century and is connected with **Mikhail Ivanovich Glinka** (1804-1857) who is considered the first Russian composer of world significance. Glinka is seen as the founder of Russian classical music. His opera "Life for the Tsar" and "Ruslan and Lyudmila" determined the further development of opera. A distinctive feature of the composer's creative approach was the use of the motives of Russian folklore and folk music.

Glinka's tradition was further developed by such composers as [Mussorgsky](#), [Borodin](#), [Rimsky-Korsakov](#). Very often composers turned to Russian history and folklore: «Boris Godunov», «Khovanshchina» (Mussorgsky); «Prince Igor» (Borodin); «Snow Maiden», «Pskovityanka», «The Golden Cockerel» (Rimsky-Korsakov).

The greatest composer in the history of Russian and world's music was **Pyotr Ilyich Tchaikovsky**, the creator of best operas («Eugene Onegin» 1878, «Mazepa» 1883, «The Queen of Spades» 1890, «Yolanta» 1891), ballets («Swan Lake» 1876, «Sleeping Beauty» 1889, «The Nutcracker» 1892), symphonic and chamber music pieces.

At the turn of the century, Russian music was enriched by new works of talented composers and performers. The author of monumental symphonic works and ballets was A. Glazunov. One of the founders of the modern musical language of contemporary symphonic music is considered to be a composer and pianist Alexander N. Scriabin. Very peculiar and original was the music and performance art of [Rakhmaninov](#), a distinguished composer, pianist and conductor.

An integral part of the development of musical culture and its direct consequence was the world's fame of Russian masters of musical theater - opera and ballet. Petersburg Mariinsky Theater and the Bolshoi Theater in Moscow occupied the leading positions among musical theaters. The names of the famous opera bass Fyodor Chaliapin, the ballerina Anna Pavlova were widely known both in Russia and abroad.

#### **3.6. Тема. Выдающиеся деятели зарубежья в области музыкального искусства.**

#### **Презентация по теме «Выдающиеся деятели зарубежья в области музыкального искусства».**

#### **Составление диалогов (с использованием музыкальной лексики):**

Тематика диалогов.

1. Genres of music — жанры музыки.
2. Musicians — музыканты.
3. Classical composers — классические композиторы.
4. The music industry — музыкальная индустрия
5. Musical instruments — музыкальные инструменты
6. Music is everywhere — музыка везде

Музыкальная лексика в английском языке

**musicians** [mju(:)'zi:fənz] — музыканты

**listen to music** ['lɪsn tu: 'mju:zɪk] — слушать музыку

**play music** [pleɪ 'mju:zɪk] — играть музыку

**write/compose music** [raɪt/kəm'pəʊz 'mju:zɪk] — писать/сочинять музыку

**make music** [meɪk 'mju:zɪk] — играть или сочинять музыку

**loud/soft/quiet** [laʊd/sɒft/'kwaɪət] — громкая/спокойная/тихая музыка

style – стиль

sub-style – субстиль

**pop/rock/classical/country/folkmusic** [pɒp/rɒk/'klæsɪkəl/'kʌntri/fəʊk 'mju:zɪk] —

поп/рок/классическая/кантри/народная музыка

**livemusic** [laɪv 'mju:zɪk] — живая музыка, исполняемая музыкантами на сцене

**recordedmusic** [rɪ'kɔ:dɪd 'mju:zɪk] — записанная музыка

**backgroundmusic** ['bækgraʊnd 'mju:zɪk] — фоновая музыка

**choralmusic** ['kɔ:rəl 'mju:zɪk] — хоровая музыка

**instrumentalmusic** [ˌɪnstroʊˈmentl̩ ˈmjuːzɪk] — инструментальная музыка  
**chambermusic** [tʃeɪmbə ˈmjuːzɪk] — камерная музыка  
**orchestralmusic** [ˈkɛstrəl ˈmjuːzɪk] — оркестровая музыка  
**piano/organmusic** [prɪˈæpəʊ/ˈɔːgən ˈmjuːzɪk] — фортепианная/органный музыка  
classical – классическая (музыка)  
popular – популярная (музыка)  
electronic – электронная (музыка)  
rock – рок  
metal – металл  
disco – диско  
pop-music – поп-музыка  
rave – рэив  
hip hop – хип-хоп  
new age – нью-эйдж  
jazz – джаз  
folk – фолк  
**a music lover** [ə ˈmjuːzɪk ˈlʌvə] — любитель музыки  
**a piece of music** [ə piːs ɒv ˈmjuːzɪk] — музыкальный отрывок  
**tune** [tjuːn] — мотив  
**melody** [ˈmelədi] — мелодия  
**harmony** [ˈhɑːməni] — гармония  
**lyrics** [ˈlɪrɪks] — слова песни  
have a healing effect on people – иметь оздоровительный эффект на людей  
plays a very important role in our lives – играть очень важную роль в нашей жизни  
have the power to unite people all over the world – объединять людей во всем мире  
listen to music – слушать музыку  
dance to music – танцевать под музыку  
learn to play musical instruments – учиться играть на музыкальных инструментах  
play the violin – играть на скрипке  
play the piano – играть на пианино

**Лексико-грамматический тест. Методические указания.** Тесты для текущего контроля выполняются в письменном виде с ограничением времени: по одной минуте на задание. **Критерии оценивания.** Уровень выполнения тестовых заданий оценивается в баллах, которые затем переводятся в оценку. Каждое правильно выполненное задание оценивается в **1 балл.** Оценка соответствует следующей шкале:

<i>Отметка</i>	<i>Кол-во баллов</i>	<i>Процент верных ответов</i>
Отлично	18-20	Свыше 86 %
Хорошо	14-17	76 – 85 %
Удовлетворительно	11-13	60– 75 %
Неудовлетворительно	менее 11	менее 60 %

- Mybrother \_\_\_\_\_.  
a) isn't smoke b) doesn't smoke c) don't smoke d) don't smokes
- The match \_\_\_\_\_ at half past nine, so I will be at home by ten o'clock.  
a) will finish b) has finished c) finishes d) is finishing
- While my son \_\_\_\_\_ for my call, somebody knocked at the door.  
a) waited b) was waiting c) is waiting d) will wait
- I hope it \_\_\_\_\_ snowing by tomorrow morning.  
a) will stop b) will be stopping c) will have stopped d) stops
- He's tired. He \_\_\_\_\_ since 9 o'clock.  
a) has been studying b) studies c) has studied d) studied
- When I phoned my friend at ten o'clock this morning, he was \_\_\_\_\_ in bed.  
a) already b) yet c) still d) always
- It was \_\_\_\_\_ cold outdoors that I decided to stay at home.  
a) so much b) such a c) such d) so
- Harry's room is \_\_\_\_\_ of all the rooms.  
a) most expensive b) so expensive c) expensivest d) the most expensive
- There was nobody at home, \_\_\_\_\_?  
a) was there b) were they c) weren't they d) wasn't there
- You \_\_\_\_\_ a lovely song when I entered the room. What was it?  
a) sang b) had sung c) was singing d) were singing
- We went to the cinema but we \_\_\_\_\_ the film.  
a) didn't enjoy b) didn't enjoyed c) don't enjoy d) don't enjoyed
- When I was young I \_\_\_\_\_ very fast.

- a) can run                    b) could run                    c) could to run                    d) might run
13. I don't like hot weather but Sue \_\_\_\_\_.
- a) does                    b) doesn't like                    c) likes doesn't                    d) do like
14. You speak \_\_\_\_\_.
- a) very good English    b) English very well    c) very well English    d) English very good
15. The more I thought about the plan \_\_\_\_\_.
- a) I liked it less                    b) less I liked it                    c) the less I liked it                    d) I liked it the less
16. Какое из предложений является простым, а не сложноподчинённым?
- a) I'll do it **after** I've finished this test.
- b) We laughed **as** she told us her story.
- c) Can I see you **before** you go?
- d) Don't come **before** 9 o'clock.
17. Вставьте необходимый по смыслу союз.
- We haven't seen each other ... we graduated from the university
- a) where    b) until    c) as soon as    d) since
18. Вставьте необходимый по смыслу союз.
1. ... the professor left the room the students started discussion.
- a) till    b) until    c) after    d) since
19. Вставьте необходимый по смыслу союз.
- Her grades were high ... she fell in love and stopped studies.
- a) as soon as    b) until    c) after                    d) since
20. Вставьте необходимый по смыслу союз.
- ... the schedule is ready it will be put on the notice board.
- a) when    b) until    c) before    d) till

#### Промежуточная аттестация

**Методические указания.** Промежуточная аттестация по дисциплине «Иностранный язык (английский)» проводится в виде зачёта в первом семестре, зачёта во втором семестре и экзамена в третьем семестре. Подготовка студента к прохождению промежуточной аттестации осуществляется в период практических занятий, а также во внеаудиторные часы в рамках самостоятельной работы. Во время самостоятельной подготовки студент пользуется основной и дополнительной литературой по дисциплине и веб-ресурсами. (см. перечень литературы в рабочей программе дисциплины).

**Критерии оценивания.** Во время зачёта и экзамена студент должен дать развернутый ответ на вопросы, изложенные в билете.

#### **Требования к зачёту:**

1. Чтение текста, соответствующего тематике семестра, объёмом 1 500 зн.
2. Перевод отрывка из него 500 зн.
3. Краткий пересказ всего текста (summary) – 300 зн.

#### **Требования к экзамену**

1. Чтение текста по профилю объёмом 2 500 зн.
2. Перевод отрывка из него 500-600 зн.
3. Краткий пересказ всего текста (summary) – 300 зн.
4. Беседа по тексту и темам, изученным в курсе обучения:

#### **Пример задания по первому вопросу зачёта:**

#### LONDON

London is situated upon both banks of the River Thames. Its population is about 7 million people.

London is a big port and most important commercial, manufacturing and cultural centre. There is little heavy industry in London, but there is a wide range of light industry in Greater London.

The City extends over an area of about 2.6 square kilometres in the heart of London. It is the financial centre of the UK with many banks, offices and the Stock Exchange. But the City is also a market for goods of almost every kind, from all parts of the world.

The West End can be called the centre of London. Here are the historical palaces as well as the famous parks. Hyde Park with its Speaker's Corner is also here. Among other parks are Kensington Gardens, St. James's Park. In the West End is Buckingham Palace which is the Queen's residence, and the Palace of Westminster which is the seat of Parliament.

The best-known streets here are Whitehall with important Government offices, Downing Street, the London residence of the Prime Minister and the place where the Cabinet meets, Fleet Street where most newspapers have their offices, Harley Street where the highest-paid doctors live, and some others.

The West End is the area of the largest department stores, cinemas, hotels, concert halls, museums including the British Museum, and the best art galleries.

The port of London is to the east of the City. This is the East End of London, formerly unattractive in appearance, but now changing because of the introduction of new industries and very expensive housing.

(1560 п. зн.)

#### **Пример задания по второму вопросу зачёта:**

## LONDON

London is situated upon both banks of the River Thames. Its population is about 7 million people.

London is a big port and most important commercial, manufacturing and cultural centre. There is little heavy industry in London, but there is a wide range of light industry in Greater London.

The City extends over an area of about 2.6 square kilometres in the heart of London. It is the financial centre of the UK with many banks and offices. But the City is also a market for goods from all parts of the world.

(508 п. зн.)

### Критерии оценивания перевода:

Неудовлетв.	Удовлетв.	Хорошо	Отлично
Исходный текст не понят студентом. Неправильно передается структура предложений. Большое количество грубых лексико-грамматических ошибок, нарушения сочетаемости слов в РЯ. Функционально-стилистические особенности текста студентом не осознаются.	Результат перевода - достаточно связный текст, восприятие которого может быть затруднено в отдельных случаях из-за неправильно выбранного эквивалента слова, нарушения законов сочетаемости слов РЯ или ошибочного понимания отдельных элементов исходного текста (ИТ). Функционально-стилистические особенности текста, в основном, переданы.	Результат перевода - достаточно связный текст, восприятие которого может быть затруднено в отдельных случаях из-за неправильно выбранного эквивалента слова, нарушения законов сочетаемости слов РЯ или ошибочного понимания отдельных элементов исходного текста (ИТ). Функционально-стилистические особенности текста, в основном, переданы.	Результат перевода - связный текст, адекватное применение лексико-грамматических средств. Языковые ошибки не существенны. Переданы адекватно функционально-стилистические особенности текста. Правильно передана структура предложения с точки зрения динамического синтаксиса (тема-рема).

### Критерии оценивания ответа на зачете:

Зачтено (отлично)	Зачтено (хорошо)	Зачтено (удовлетворительно)	Не зачтено
Студент активно владеет нормативным произношением, правильной интонацией, достаточно высоким темпом речи. Незначительное количество лексических и грамматических ошибок не ведёт к сбою коммуникации. Ответы на вопросы экзаменаторов исчерпывающие. Перевод адекватный с учетом стилистических особенностей русского языка. Пересказ передаёт всю основную информацию текста.	Студент хорошо владеет нормативным произношением, количество фонетических ошибок незначительно, темп речи близок к естественному. Лексические и грамматические ошибки не ведут к сбою коммуникации. Ответы на вопросы экзаменаторов достаточно полные. Перевод адекватный с незначительным количеством стилистических погрешностей. Пересказ передаёт информацию текста.	Студент слабо владеет нормативным произношением, количество фонетических, лексических и грамматических ошибок затрудняет восприятие информации слушающими. Ответы на вопросы экзаменаторов фрагментарные. Перевод содержит фактические и стилистические ошибки. Пересказ в большой степени содержит второстепенную информацию.	Студент не владеет коммуникативными навыками, количество фонетических, лексических и грамматических ошибок приводит к сбою коммуникации. Вопросы экзаменаторов не поняты. Перевод содержит большое количество фактических и стилистических ошибок. Отсутствует умение пересказа текста.

#### Пример задания по первому вопросу экзамена:

#### Music in the USA

America's earliest settlers brought their music – folk songs and dances, psalms, hymns and some formal music – with them to their new homeland. In the minstrel shows, which appeared in the 1820s and lasted well into the next century, white performers in costume impersonated black song, storytelling and dance.

By the late 1800s a piano was one sign of success. At home, usually only ladies played the piano. Their favorite songs were church songs (hymns), and sad songs that told a story (ballads).

During this time black musicians started to play a new kind of piano music called ragtime. It made people laugh and dance.

Marching music first came to America from Europe. But in 1880s American marches began to appear. Today every college and high school has a marching band.

The blues was born on the Mississippi River Delta in the early 1900s. Travelling black musicians with guitars sang songs about the difficult life of the workers. These songs were called the blues. The music sound sad and different from other kinds.

The period from the 1920s through the 1940s is known as the golden age of American popular music. Great song writers like George Gershwin wrote beautiful love songs.

In the 1920s America fell in love with dancing and popular jazz music. One of the most famous musicians of this time was Louis Armstrong.

The 1930s in America was the time of the big bands and a new kind of jazz called the swing (свинг). This new music had a special rhythm. Big band leaders like Duke Ellington and Glenn Miller played in New York's halls. People danced the foxtrot.

In the 1950s American Teenagers had a new style of dressing, new hair styles and new dances. Teenagers wanted dance music with a good beat, and so they began to listen to R&B (rhythm and blues) on the black radio stations. A white DJ, Alan Freed, was the first person to call this new music rock and roll. Elvis Presley – the king of rock and roll became a new American hero. Rock and pop from the 1960s to the 1990s grew out of the old rock and roll.

In the 1970s new dance music became popular – disco. At discos, the music was on records (discs), not live.

Rap is a very skillful kind of fast street talk, with a strong rhythm. It became very popular with young black people in the big cities in the 1980s.

By the 1970 rock music had become complex with long guitar passages. It was not easy to dance to this music. Many young people preferred a new kind of rock music. Their music was called Punk or New Wave.

(2503 п. зн.)

**Пример задания по второму вопросу экзамена:**

**Music in the USA**

The period from the 1920s through the 1940s is known as the golden age of American popular music. Great song writers like George Gershwin wrote beautiful love songs.

In the 1920s America fell in love with dancing and popular jazz music. One of the most famous musicians of this time was Louis Armstrong.

The 1930s in America was the time of a new kind of jazz called the swing. It had a special rhythm. Big band leaders like Duke Ellington and Glenn Miller played in New York's halls. People danced the foxtrot.

(512 п. зн.)

**Примеры тем по третьему вопросу экзамена:**

- a) Student Life (Family, Friends, Day off, Daily Routine).
- b) The system of education in Russia and the English-speaking countries.
- c) National traditions in Russia and English speaking countries
- d) An outstanding person in your professional field (in Russia and in an English-speaking country).

Оценка, выставляемая за ответ, соотносится с Планируемыми результатами обучения.

**Критерии оценивания экзаменационного ответа:**

Отлично	Хорошо	Удовлетворительно	Неудовлетворительно
Студент активно владеет всеми коммуникативными умениями, нормативным произношением, правильной интонацией, достаточно высоким темпом речи. Незначительное количество лексических и грамматических ошибок не ведёт к сбою коммуникации. Ответы на вопросы экзаменаторов исчерпывающие. Перевод адекватный с учетом стилистических особенностей русского языка. Пересказ	Студент хорошо владеет коммуникативными навыками, количество фонетических ошибок незначительно, темп речи близок к естественному. Лексические и грамматические ошибки не ведут к сбою коммуникации. Ответы на вопросы экзаменаторов достаточно полные. Перевод адекватный с незначительным количеством стилистических погрешностей. Пересказ содержит основную	Студент слабо владеет коммуникативными навыками, количество фонетических, лексических и грамматических ошибок затрудняет восприятие информации слушающими. Ответы на вопросы экзаменаторов фрагментарные. Перевод содержит фактические и стилистические ошибки. Пересказ содержит незначительные детали исходного текста.	Студент не владеет коммуникативными навыками, количество фонетических, лексических и грамматических ошибок приводит к сбою коммуникации. Вопросы экзаменаторов не поняты. Перевод содержит большое количество фактических и стилистических ошибок. Отсутствует умение пересказа текста.

содержит всю основную информацию исходного текста.	информацию исходного текста.		
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Оценка, выставляемая за ответ, соотносится с Планируемыми результатами обучения (см. выше).

ФОС для проведения промежуточной аттестации одобрен на заседании кафедры АЯдГНУС от 20 г., протокол №

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