

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное образовательное учреждение высшего образования
«Казанский (Приволжский) федеральный университет»
Елабужский институт (филиал) КФУ



УТВЕРЖДАЮ

Заместитель директора по
образовательной деятельности

С.Ю. Бахвалов

« 19 » мая 2025 г.

МП

Программа дисциплины (модуля)
Иностранный язык

Направление подготовки/специальность: 15.03.06 Мехатроника и робототехника

Направленность (профиль) подготовки (специальности): Физические основы мехатроники и робототехники

Квалификация: бакалавр

Форма обучения: очная

Язык обучения: русский

Год начала обучения по образовательной программе: - 2025

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Программу дисциплины разработал(а)(и) доцент, к.н. Шаймарданова М.Р. (Кафедра английской филологии и межкультурной коммуникации, отделение иностранных языков), MRShajmardanova@kpfu.ru

1. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения ОПОП ВО

Обучающийся, освоивший дисциплину (модуль), должен обладать следующими компетенциями:

Шифр компетенции	Расшифровка приобретаемой компетенции
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)
УК-4.1	Знать принципы построения устного и письменного высказывания на государственном языке Российской Федерации и иностранном(ых) языке(ах), требования к деловой устной и письменной коммуникации
УК-4.2	Уметь осуществлять деловую коммуникацию в устной и письменной форме на государственном языке Российской Федерации и иностранном(ых) языке(ах)
УК-4.3	Владеть методами деловой коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах) с применением адекватных языковых форм и средств

Обучающийся, освоивший дисциплину (модуль):

Должен знать:

- иностранный язык в объеме, достаточном для решения задач межличностного и межкультурного взаимодействия ;
- основные грамматические явления, в объеме, необходимом для общения во всех видах речевой деятельности на элементарном уровне;
- правила речевого этикета.

Должен уметь:

решать задачи межличностного и межкультурного взаимодействия в устной и письменной формах на иностранном языке

Должен владеть:

навыками коммуникации в устной и письменной формах на иностранном языке для решения задач межличностного и межкультурного взаимодействия

навыками самостоятельной работы над языком, в том числе с использованием информационных технологий

запасом языковых средств, достаточным для четкого описания явлений и предметов, выражения точки зрения, построения аргументации

2. Место дисциплины (модуля) в структуре ОПОП ВО

Данная дисциплина (модуль) включена в Блок 1 "Дисциплины (модули)" Б1.О.02.01 основной профессиональной образовательной программы 15.03.06 "Мехатроника и робототехника (Физические основы мехатроники и робототехники)" и относится к обязательной части. Осваивается на 1 курсе в 1, 2 семестрах.

3. Объем дисциплины (модуля) в зачетных единицах с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Общая трудоемкость дисциплины составляет 6 зачетных(ые) единиц(ы) на 216 часа(ов).

Контактная работа – 108 часа(ов), в том числе лекции - 0 часа(ов), практические занятия - 108 часа(ов), лабораторные работы - 0 часа(ов), контроль самостоятельной работы - 0 часа(ов).

Самостоятельная работа - 36 часа(ов).

Контроль (зачёт / экзамен) - 72 часа(ов).

Форма промежуточного контроля дисциплины: экзамен в 1 семестре; экзамен во 2 семестре.

4. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий

4.1 Структура и тематический план контактной и самостоятельной работы по дисциплине (модулю)

N	Разделы дисциплины / модуля	Семестр	Виды и часы контактной работы, их трудоемкость (в часах)			Самостоятельная работа
			Лекции	Практические занятия	Лабораторные работы	
1.	Тема 1. Вводно-фонетический курс.	1	0	10	0	4
2.	Тема 2. Знакомство. Биография.	1	0	12	0	4
3.	Тема 3. ВУЗ. Учебная деятельность.	1	0	12	0	4
4.	Тема 4. Распорядок дня.	1	0	10	0	4
5.	Тема 5. Свободное время.	1	0	10	0	4
6.	Тема 6. Страны изучаемого языка. Географическое положение.	2	0	14	0	4
7.	Тема 7. Страны изучаемого языка. Политическое устройство.	2	0	14	0	4
8.	Тема 8. Столицы стран изучаемого языка.	2	0	14	0	4
9.	Тема 9. Культура стран изучаемого языка.	2	0	12	0	4
	Итого: 216 часов (из них 72 часа контроль)		0	108	0	36

4.2 Содержание дисциплины (модуля)

Тема 1. Вводно-фонетический курс.

Правила чтения, произношения.

Грамматика.

Имя существительное: исчисляемые и неисчисляемые существительные, множественное число существительных, притяжательный падеж. Артикль.

Местоимения : личные, притяжательные, указательные, количественные (much, many, little, few). Местоимения some, any, no.

Настоящее простое время (PresentSimple). Глагол to be. Оборот there is (are).

Тема 2. Знакомство. Биография.

Представление себя. Интересы, увлечения.

Грамматика.

Настоящее длительное время (PresentContinuous). Порядок слов в утвердительных, отрицательных и вопросительных предложениях. Обозначение времени, количественные и порядковые числительные. Степени сравнения прилагательных и наречий. Прошедшее простое время (PastSimple). Правильные и неправильные глаголы.

Тема 3. ВУЗ. Учебная деятельность.

Вуз. Учебная деятельность.

Мой вуз (структура, традиции и обычаи, студенческая жизнь).

Грамматика.

Употребление настоящего длительного времени (PresentContinuous) для выражения планов на будущее. Конструкция be going to.

Будущее простое время (FutureSimple). Употребление настоящего времени вместо будущего в придаточных предложениях времени и условия. Модальные глаголы и их эквиваленты.

Тема 4. Распорядок дня.

Образ жизни, режим и распорядок рабочего дня/выходного дня. Увлечения в разные времена года.

Грамматика.

Прошедшее длительное время (PastContinuous). Настоящее совершенное время (PresentPerfect). Сравнение времен PresentPerfect и PastSimple. Прошедшее совершенное время (PastPerfect). Порядок слов в утвердительных, отрицательных и вопросительных предложениях.

Тема 5. Свободное время.

Путешествие. Отдых. Увлечения в разные времена года. Активные и пассивные виды отдыха. Путешествия разными видами транспорта.

Поездка за границу (в аэропорту/ в гостинице).

Грамматика.

Согласование времен в английском языке. Прямая и косвенная речь. Порядок слов в утвердительных, отрицательных и вопросительных предложениях.

Тема 6. Страны изучаемого языка. Географическое положение.

Географическое положение. Омывающие моря и океаны, граничащие страны, судоходные реки, месторождения полезных ископаемых, лесные массивы, горы, озера и т.д.

Грамматика.

Артикли. Определенный артикль, неопределенный артикль, отсутствие артикля. Употребление артиклей с географическими названиями и устойчивыми выражениями.

Тема 7. Страны изучаемого языка. Политическое устройство.

Политическое устройство. Конституционно правовой институт, представляющий собой совокупность норм, устанавливающих систему органов государственной власти, их компетенцию, взаимоотношения, порядок формирования и т.д.

Грамматика.

Страдательный залог во временах групп Simple, Continuous и Perfect. Порядок слов в утвердительных, отрицательных и вопросительных предложениях.

Тема 8. Столицы стран изучаемого языка.

Столицы стран изучаемого языка. История образования, население, промышленность, основные достопримечательности. Столицы как политические, образовательные и культурные центры стран.

Грамматика.

Причастие. Самостоятельный (независимый) причастный оборот. Выполнение соответствующих грамматических упражнений.

Тема 9. Культура стран изучаемого языка.

Культура стран изучаемого языка.

Достопримечательности, национальные традиции, верования, искусство, языки, музыка, одежда, кухня, праздники, семейные обычаи или законы, игры и развлечения, фольклор и мифология.

Грамматика.

Герундий. Сложный герундиальный оборот. Герундий с предлогом. Выполнение соответствующих грамматических упражнений.

5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

Самостоятельная работа обучающихся выполняется по заданию и при методическом руководстве преподавателя, но без его непосредственного участия. Самостоятельная работа подразделяется на самостоятельную работу на аудиторных занятиях и на внеаудиторную самостоятельную работу. Самостоятельная работа обучающихся включает как полностью самостоятельное освоение отдельных тем (разделов) дисциплины, так и проработку тем (разделов), осваиваемых во время аудиторной работы. Во время самостоятельной работы обучающиеся читают и конспектируют учебную, научную и справочную литературу, выполняют задания, направленные на закрепление знаний и отработку умений и навыков, готовятся к текущему и промежуточному контролю по дисциплине.

Организация самостоятельной работы обучающихся регламентируется нормативными документами, учебно-методической литературой и электронными образовательными ресурсами, включая:

Порядок организации и осуществления образовательной деятельности по образовательным программам высшего образования - программам бакалавриата, программам специалитета, программам магистратуры (утвержден приказом Министерства образования и науки Российской Федерации от 5 апреля 2017 года №301)

Порядок организации и осуществления образовательной деятельности по образовательным программам высшего образования – программам бакалавриата, программам специалитета, программам магистратуры (утвержденный приказом Министерства науки и высшего образования Российской Федерации от 6 апреля 2021 года № 245)

Письмо Министерства образования Российской Федерации №14-55-996ин/15 от 27 ноября 2002 г. "Об активизации самостоятельной работы студентов высших учебных заведений"

Устав федерального государственного автономного образовательного учреждения "Казанский (Приволжский) федеральный университет"

Правила внутреннего распорядка федерального государственного автономного образовательного учреждения высшего профессионального образования "Казанский (Приволжский) федеральный университет"

Локальные нормативные акты Казанского (Приволжского) федерального университета

6. Фонд оценочных средств по дисциплине (модулю)

Фонд оценочных средств по дисциплине (модулю) включает оценочные материалы, направленные на проверку освоения компетенций, в том числе знаний, умений и навыков. Фонд оценочных средств включает оценочные средства текущего контроля и оценочные средства промежуточной аттестации.

В фонде оценочных средств содержится следующая информация:

- соответствие компетенций планируемым результатам обучения по дисциплине (модулю);
- критерии оценивания сформированности компетенций;
- механизм формирования оценки по дисциплине (модулю);
- описание порядка применения и процедуры оценивания для каждого оценочного средства;
- критерии оценивания для каждого оценочного средства;
- содержание оценочных средств, включая требования, предъявляемые к действиям обучающихся, демонстрируемым результатам, задания различных типов.

Фонд оценочных средств по дисциплине находится в Приложении 1 к программе дисциплины (модулю).

7. Перечень литературы, необходимой для освоения дисциплины (модуля)

Освоение дисциплины (модуля) предполагает изучение основной и дополнительной учебной литературы. Литература может быть доступна обучающимся в одном из двух вариантов (либо в обоих из них):

- в электронном виде - через электронные библиотечные системы на основании заключенных КФУ договоров с правообладателями;

- в печатном виде - в Научной библиотеке Елабужского института КФУ. Обучающиеся получают учебную литературу на абонементе по читательским билетам в соответствии с правилами пользования Научной библиотекой.

Электронные издания доступны дистанционно из любой точки при введении обучающимся своего логина и пароля от личного кабинета в системе "Электронный университет". При использовании печатных изданий библиотечный фонд должен быть укомплектован ими из расчета не менее 0,25 экземпляра на каждого обучающегося из числа лиц, одновременно осуществляющих освоение данной дисциплины (модуля)

Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля), находится в Приложении 2 к рабочей программе дисциплины. Он подлежит обновлению при изменении условий договоров КФУ с правообладателями электронных изданий и при изменении комплектования фондов Научной библиотеки Елабужского института КФУ.

8. Перечень ресурсов информационно-телекоммуникационной сети "Интернет", необходимых для освоения дисциплины (модуля)

Английские переводные словари "Словари английского языка" - <http://www.languages-study.com/english-dictionary.html>

Английский язык. Грамматика. "Лингвистик.ру" - <http://linguistic.ru/>

Порталы для изучения английского языка. "Английский язык на Study.ru" - <http://www.study.ru/>

Тесты онлайн для изучающих английский язык "Тесты по английскому языку" - <http://www.languages-study.com/english-tests.html>

9. Методические указания для обучающихся по освоению дисциплины (модуля)

Вид работ	Методические рекомендации
практические занятия	<p>В ходе подготовки к практическим занятиям студентам рекомендуется пользоваться литературой, указанной в рабочей программе и в планах практических занятий. При подготовке заданий творческого характера приветствуется использование любой соответствующей теме литературы на родном и иностранном языках, а также интернетом (см. пункт 8). При работе с иноязычными текстами рекомендуется вести специальную словарную тетрадь, в которой фиксируется новая лексика по темам уроков; составлять лексические карты самостоятельно и по образцу; выполнять упражнения на закрепление лексики по теме; отвечать на вопросы, ответы на которые подразумевают использование необходимых тематических фраз, типичных для ситуации общения; закреплять грамматический материал на основе изучаемой лексики; проводить самоконтроль рекомендованных к усвоению специальных терминов и типичных фраз изучаемой темы. Основной целью обучения студентов иностранному языку является формирование общей культуры учащихся средствами иностранного языка, путем достижения ими практического владения языком, позволяющим извлекать из прочитанных аутентичных текстов необходимую для дальнейшего развития своих профессиональных навыков и умений информацию, а также выражать свое коммуникативное намерение в рамках изученных социально-бытовых и профессионально ориентированных тем. Обучение различным видам речевой коммуникации должно осуществляться в их совокупности и взаимной связи с учетом специфики каждого из них. Чтение. Совершенствование умений чтения на иностранном языке предполагает овладение видами чтения с различной степенью полноты и точности понимания: просмотровым, ознакомительным и изучающим. Просмотровое чтение имеет целью ознакомление с тематикой текста и предполагает умение на основе извлеченной информации кратко охарактеризовать текст с точки зрения поставленной проблемы. Ознакомительное чтение характеризуется умением проследить развитие темы и общую линию аргументации автора, понять в целом не менее 70% основной информации. Изучающее чтение предполагает полное и точное понимание содержания текста. В качестве форм контроля понимания прочитанного и воспроизведения информативного содержания текста-источника используются в зависимости от вида чтения: ответы на вопросы, подробный или обобщенный пересказ прочитанного, передача его содержания в виде перевода, аннотации. Следует уделять внимание тренировке в скорости чтения: свободному беглому чтению вслух и быстрому (ускоренному) чтению про себя, а также тренировке в чтении с использованием словаря. Все виды чтения должны служить единой конечной цели - научиться свободно читать иностранный текст по специальности. Аудирование и говорение. Умения аудирования и говорения должны развиваться во взаимодействии с умением чтения. Основное внимание следует уделять коммуникативной адекватности высказываний монологической и диалогической речи (в виде пояснений, определений, аргументации, выводов, оценки явлений, возражений, сравнений, противопоставлений, вопросов, просьб и т.д.). Перевод. Устный и письменный перевод с иностранного языка на родной язык используется как средство овладения иностранным языком, как прием развития умений и навыков чтения, как наиболее эффективный способ контроля полноты и точности понимания. Письмо. Письмо рассматривается не только как средство формирования лингвистической компетенции в ходе выполнения письменных упражнений на грамматическом и лексическом материале. Формируются также коммуникативные умения письменной формы общения, а именно: умение составить план или конспект к прочитанному, изложить содержание прочитанного в письменном виде (в том числе в форме резюме, аннотации).</p>
самостоятельная работа	<p>Самостоятельная работа проводится с целью углубления знаний по иностранному языку и предусматривает: - подготовку к практическим занятиям; - индивидуальное чтение текстов по специальности; - работу с аудио- и видеоматериалами; - работу с Интернет-источниками; - подготовку к написанию контрольных работ, тестов; сдача зачетов и экзаменов. При организации самостоятельной работы студентов необходимо нацеливать их на регулярные домашние занятия - повторение грамматики, что дает методическую установку, каким образом студенты могут добиться эффективных результатов в своей самостоятельной работе. Домашние задания по самостоятельной работе должны носить творческий характер и предусматривать обязательное извлечение информации при чтении, использование полученной информации для составления плана прочитанного, написании аннотации, реферата.</p>
экзамен	<p>Студент, сдающий экзамен, должен знать свои права и обязанности. Ему предоставляется право самостоятельного выбора билета. После того, как билет студентом взят, он имеет право и обязан 2-3 минуты вчитываться в содержание вопросов билета с тем, чтобы определить общее содержание вопросов и мысленно представить общее направление их полного раскрытия во время подготовки к ответу. Если для студента оказались непонятны вопросы (вопрос), он имеет право обратиться за разъяснением к преподавателю, который обязан в общих чертах объяснить экзаменуемому непонятное, не раскрывая конкретно содержание вопросов. Записи ответов должны быть по</p>

Вид работ	Методические рекомендации
	<p>возможности краткими, последовательными, четкими. Лучше составить развернутый план ответов на вопросы с указанием фамилий, цифр, дат, цитат и тезисов, что организует ответ и обеспечит логическую последовательность в изложении материала, Ответ студента экзаменатору должен быть конкретным, содержательным и исчерпывающим. На экзаменах студент должен показать свои собственные знания, поэтому пользоваться чужой помощью категорически запрещается. Методика подготовки к сдаче зачета и экзамена одинакова и состоит из двух взаимосвязанных этапов. 1. Регулярное посещение всех учебных занятий в течение всего семестра: семинарских занятий, консультаций и т.п., а также активное изучение рекомендованной литературы, отработка (в случае необходимости) в установленные сроки всех пропущенных учебных занятий. 2. Непосредственная подготовка к зачету и экзамену, когда студенту нужно в короткий срок (2-4 дня) охватить весь изученный материал по предмету и успешно сдать экзамен. А для того, чтобы это успешно сделать, студент, в первую очередь, должен мысленно в спокойной обстановке вспомнить весь материал, изученный за семестр, с тем, чтобы выявить разделы курса (предмета) слабо изученные или плохо понятые при первоначальном изучении с целью устранения пробелов в своих знаниях. Для успешной подготовки к экзаменам студенту необходимо составить себе своеобразный рабочий график, в котором отразился бы последовательный переход от темы к теме, от раздела к разделу. Во время подготовки к экзаменам могут появиться вопросы. Их нужно записать и получить ответ на предэкзаменационных консультациях. Причин, по которым студент мог бы не посетить консультацию, не должно быть. Ибо на этих консультациях преподаватель интересуется, как студентами изучены темы, пройденные в учебном процессе, при необходимости он разъясняет отдельные вопросы этих тем. Иногда преподаватель делает сжатый обзор важнейших тем курса, отмечает те вопросы, на которые студенты, ранее сдававшие экзамен, отвечали плохо. Во время подготовки к экзамену студенту необходимо просмотреть и собственные конспекты прослушанных лекций и самостоятельно проработанных тем семинарских занятий. Это позволит ему восстановить в памяти ранее изученные положения, выявить пробелы в своих знаниях и восполнить их из других источников. Значение предэкзаменационных консультаций очень велико. Они призваны: 1) помочь устранить пробелы в знаниях; 2) помочь систематизировать весь ранее изученный материал; 3) информировать студентов о новейших сведениях по тому предмету, который изучен последним.</p>

10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)

Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем, представлен в Приложении 3 к рабочей программе дисциплины (модуля).

11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине (модулю)

Материально-техническое обеспечение образовательного процесса по дисциплине (модулю) включает в себя следующие компоненты:

«Лингафонный кабинет» № 51

Комплект мебели для преподавателя – 1 шт., посадочные места для обучающихся – 20 шт., рабочие места для самостоятельной контролируемой работы – 15 шт., компьютеры – 16 шт., мониторы – 16 шт., наушники – 16 шт., настольные колонки – 1 шт., меловая доска передвижная – 1 шт., веб-камера – 1 шт., ноутбук – 1 шт., интерактивный дисплей – 2 шт., выход в Интернет, внутривизовская компьютерная сеть, доступ в электронную информационно-образовательную среду.

Помещение для самостоятельной работы № 10

Посадочные места для пользователей – 28 шт., металлические двусторонние стеллажи для книг – 11 шт., книжный шкаф открытый – 5 шт., проектор – 1 шт., ноутбуки для пользователей – 11 шт., шкаф каталожный – 8 шт., шкаф для одежды – 1 шт., ксерокс – 1 шт., рабочий стол библиотекаря – 1 шт., компьютер библиотекаря – 1 шт., вешалка для одежды – 1 шт., жалюзи рулонные «Омега» с фотопечатью – 4 шт., стенд настенный (бронированное стекло) – 4 шт., шкаф-витрина встроенный в арку – 2 шт., шкаф-витрина стеклянный – 2 шт., стеллаж трубчатый с деревянными полками – 2 шт., рабочий стол для инвалидов и лиц с ОВЗ – 2 шт., стол СИ-1 рабочий для инвалидов-колясочников – 1 шт., компьютер – 2 шт., наушники – 2 шт., устройство «Говорящая книга» (тифлоплеер) – 2 шт., видеувеличитель – 2 шт., радиокласс – 1 шт., портативный тактильный дисплей – 1 шт., сканирующая читающая машина – 1 шт., сканер – 1 шт., веб-камера – 1 шт., выход в интернет, внутривизовская компьютерная сеть, доступ в электронную информационно-образовательную среду.

12. Средства адаптации преподавания дисциплины к потребностям обучающихся инвалидов и лиц с

ограниченными возможностями здоровья

При необходимости в образовательном процессе применяются следующие методы и технологии, облегчающие восприятие информации обучающимися инвалидами и лицами с ограниченными возможностями здоровья:

- создание текстовой версии любого нетекстового контента для его возможного преобразования в альтернативные формы, удобные для различных пользователей;
- создание контента, который можно представить в различных видах без потери данных или структуры, предусмотреть возможность масштабирования текста и изображений без потери качества, предусмотреть доступность управления контентом с клавиатуры;
- создание возможностей для обучающихся воспринимать одну и ту же информацию из разных источников - например, так, чтобы лица с нарушениями слуха получали информацию визуально, с нарушениями зрения - аудиально;
- применение программных средств, обеспечивающих возможность освоения навыков и умений, формируемых дисциплиной, за счёт альтернативных способов, в том числе виртуальных лабораторий и симуляционных технологий;
- применение дистанционных образовательных технологий для передачи информации, организации различных форм интерактивной контактной работы обучающегося с преподавателем, в том числе вебинаров, которые могут быть использованы для проведения виртуальных лекций с возможностью взаимодействия всех участников дистанционного обучения, проведения семинаров, выступления с докладами и защиты выполненных работ, проведения тренингов, организации коллективной работы;
- применение дистанционных образовательных технологий для организации форм текущего и промежуточного контроля;
- увеличение продолжительности сдачи обучающимся инвалидом или лицом с ограниченными возможностями здоровья форм промежуточной аттестации по отношению к установленной продолжительности их сдачи:
- продолжительности сдачи зачёта или экзамена, проводимого в письменной форме, - не более чем на 90 минут;
- продолжительности подготовки обучающегося к ответу на зачёте или экзамене, проводимом в устной форме, - не более чем на 20 минут;
- продолжительности выступления обучающегося при защите курсовой работы - не более чем на 15 минут.

Программа составлена в соответствии с требованиями ФГОС ВО и учебным планом по направлению 15.03.06 "Мехатроника и робототехника" и профилю подготовки "Физические основы мехатроники и робототехники".

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
"Казанский (Приволжский) федеральный университет"
Елабужский институт (филиал) КФУ

Фонд оценочных средств по дисциплине (модулю)
Иностранный язык

Направление подготовки: 15.03.06 -Мехатроника и робототехника
Профиль подготовки: Физические основы мехатроники и робототехники
Квалификация выпускника: бакалавр
Форма обучения: очная
Язык обучения: русский
Год начала обучения по образовательной программе: 2025

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1. Соответствие компетенций планируемым результатам обучения по дисциплине (модулю)

Код и наименование компетенции	Индикаторы достижений компетенций	Оценочные средства текущего контроля и промежуточной аттестации
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1. Знать принципы построения устного и письменного высказывания на государственном языке Российской Федерации и иностранном(ых) языке(ах), требования к деловой устной и письменной коммуникации УК-4.2. Уметь осуществлять деловую коммуникацию в устной и письменной форме на государственном языке Российской Федерации и иностранном(ых) языке(ах) УК-4.3. Владеть методами деловой коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах) с применением адекватных языковых форм и средств	Текущий контроль: Устный опрос: Тема 1. Вводно-фонетический курс; Тема 2. Знакомство. Биография; Тема 3. ВУЗ. Учебная деятельность; Тема 4. Распорядок дня; Тема 5. Свободное время; Тема 6. Страны изучаемого языка. Географическое положение; Тема 7. Страны изучаемого языка. Политическое устройство; Тема 8. Столицы стран изучаемого языка. Тема 9. Культура стран изучаемого языка. Тестирование: Тема 1. Вводно-фонетический курс; Тема 2. Знакомство. Биография; Тема 3. ВУЗ. Учебная деятельность; Тема 4. Распорядок дня; Тема 5. Свободное время; Тема 6. Страны изучаемого языка. Географическое положение; Тема 7. Страны изучаемого языка. Политическое устройство; Тема 8. Столицы стран изучаемого языка. Тема 9. Культура стран изучаемого языка. Контрольная работа: Тема 1. Вводно-фонетический курс; Тема 2. Знакомство. Биография; Тема 3. ВУЗ. Учебная деятельность; Тема 4. Распорядок дня; Тема 5. Свободное время; Тема 6. Страны изучаемого языка. Географическое положение; Тема 7. Страны изучаемого языка. Политическое устройство; Тема 8. Столицы стран изучаемого языка. Тема 9. Культура стран изучаемого языка. Промежуточная аттестация: Экзамен

2. Критерии оценивания сформированности компетенций

Компетенция	Зачтено			Не зачтено
	Высокий уровень (отлично) (86-100 баллов)	Средний уровень (хорошо) 71-85 баллов)	Низкий уровень (удовлетворительно) (56-70 баллов)	Ниже порогового уровня (не удовлетворительно) (0-55 баллов)
УК-4	Знает принципы построения устного и письменного высказывания на государственном языке	Знает принципы построения устного и письменного высказывания на государственном языке	Знает принципы построения устного высказывания на государственном языке Российской Федерации и	Не знает принципы построения устного и письменного высказывания на государственном

Российской Федерации и иностранном(ых) языке(ах), требования к деловой коммуникации	Российской Федерации и иностранном(ых) языке(ах), в том числе в нестандартных ситуациях	иностранном(ых) языке(ах) в заданных ситуациях	языке Российской Федерации и иностранном(ых) языке(ах), требования к деловой коммуникации
Умеет осуществлять в профессиональной сфере устную и письменную деловую коммуникацию на государственном языке Российской Федерации и иностранном(ых) языке(ах)	Умеет осуществлять деловую коммуникацию в устной и письменной форме на государственном языке Российской Федерации и иностранном(ых) языке(ах), в том числе в нестандартных ситуациях	Умеет осуществлять деловую коммуникацию в устной форме на государственном языке Российской Федерации и иностранном(ых) языке(ах) в заданных ситуациях	Не умеет осуществлять в профессиональной сфере устную и письменную деловую коммуникацию на государственном языке Российской Федерации и иностранном(ых) языке(ах)
Владеет методами деловой коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах) в профессиональной сфере с применением адекватных языковых форм и средств	Владеет методами деловой коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах) в профессиональной сфере, в том числе в нестандартных ситуациях	Владеет методами деловой коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах) в заданных ситуациях	Не владеет методами деловой коммуникации на государственном языке Российской Федерации и иностранном(ых) языке(ах) в профессиональной сфере с применением адекватных языковых форм и средств

3. Распределение оценок за формы текущего контроля и промежуточную аттестацию

1 семестр:

Текущий контроль:

1. Устный опрос – 20 баллов
2. Контрольная работа - 15 баллов
3. Тестирование - 15 баллов

Итого: 20 баллов + 15 баллов + 15 баллов = 50 баллов.

Промежуточная аттестация – экзамен

2 семестр:

Текущий контроль:

1. Устный опрос – 20 баллов
2. Контрольная работа - 15 баллов
3. Тестирование - 15 баллов

Итого: 20 баллов + 15 баллов + 15 баллов = 50 баллов.

Промежуточная аттестация – экзамен

Промежуточная аттестация проводится после завершения изучения дисциплины или ее части в форме, определяемой учебным планом образовательной программы с целью оценить работу обучающегося, степень усвоения теоретических знаний, уровень сформированности компетенций.

Промежуточная аттестация по данной дисциплине проводится в форме устного ответа обучающегося.

Преподаватель, принимающий экзамен обеспечивает случайное распределение вариантов экзаменационных заданий между обучающимися с помощью билетов и/или с применением компьютерных технологий; вправе задавать обучающемуся дополнительные вопросы и давать дополнительные задания помимо тех, которые указаны в билете.

Экзаменационный билет состоит из трех позиций:

1. Краткое изложение содержания текста. Объем высказывания - 12-15 фраз. Объем текста 1200-1500 п.з. Время на подготовку - 30 мин. – 15 баллов

2. Беседа на иностранном языке согласно тематике, предусмотренной программой. Объем высказывания - 12-15 фраз. – 20 баллов
3. Перевод текста по специальности. Объем текста - 500-700 п.з. – 15 баллов
- Итого: 15 баллов + 20 баллов + 15 баллов = 50 баллов

Общее количество баллов по дисциплине за текущий контроль и промежуточную аттестацию: 50+50=100 баллов.

Соответствие баллов и оценок:

Для экзамена:

86-100 – отлично

71-85 – хорошо

56-70 – удовлетворительно

0-55 – неудовлетворительно

4. Оценочные средства, порядок их применения и критерии оценивания

4.1. Оценочные средства текущего контроля

4.1.1. Устный опрос

4.1.1.1. Порядок проведения и процедура оценивания

Устный опрос проводится на практических занятиях. Обучающиеся выступают с докладами, сообщениями, дополнениями, участвуют в дискуссии, отвечают на вопросы преподавателя. Оценивается уровень домашней подготовки по теме, способность системно и логично излагать материал, анализировать, формулировать собственную позицию, отвечать на дополнительные вопросы.

4.1.1.2. Критерии оценивания

18-20 баллов ставится, если обучающийся:

В ответе качественно раскрыл содержание темы. Ответ хорошо структурирован. Прекрасно освоен понятийный аппарат. Продемонстрирован высокий уровень понимания материала. Превосходное умение формулировать свои мысли, обсуждать дискуссионные положения.

14-17 баллов ставится, если обучающийся:

Основные вопросы темы раскрыл. Структура ответа в целом адекватна теме. Хорошо освоен понятийный аппарат. Продемонстрирован хороший уровень понимания материала. Хорошее умение формулировать свои мысли, обсуждать дискуссионные положения.

11-13 баллов ставится, если обучающийся:

Тему частично раскрыл. Ответ слабо структурирован. Понятийный аппарат освоен частично. Понимание отдельных положений из материала по теме. Удовлетворительное умение формулировать свои мысли, обсуждать дискуссионные положения.

0--10 баллов ставится, если обучающийся:

Тему не раскрыл. Понятийный аппарат освоен неудовлетворительно. Понимание материала фрагментарное или отсутствует. Неумение формулировать свои мысли, обсуждать дискуссионные положения.

4.1.1.3. Содержание оценочного средства

Формулировка задания

Тема 1. Вводный курс

Дайте определение. Приведите примеры.

1. Закрытый слог.
2. Открытый слог.
3. Слог с немой Е.
4. Слог с сочетанием нескольких гласных.
5. Слоги с сочетанием гласного и буквы R.
6. Слог с сочетанием согласного и LE.
7. Ударный слог.
8. Безударный слог.
9. Позиционная долгота гласных.
10. Что такое фонема?
11. Что такое транскрипция, транскрипционный знак?
12. Сколько существует типов ударного слога?
13. Правила чтения 4 типов ударного слога.

Ответы:

1. Закрытый слог в английском языке — это слог, в котором за ударной гласной следует одна или несколько согласных (любых согласных кроме r).
2. Слог называется открытым, если заканчивается на гласную. Если на открытый слог падает ударение, то чтение гласной в нем совпадает со чтением гласных в алфавите. Таким образом, «а» произносится как

[ei], «е» — [i], «о» — [əʊ] или [oʊ] (в британском и американском вариантах английского, соответственно), «и» — [ju:], а буквы «i» и «у» обе читаются как [aɪ].

3. Слог с немой Е (silent-e syllable) имеет в составе один гласный звук и немую Е, которая стоит после согласного звука в конце слога.

Несмотря на то, что на письме пишутся две гласные буквы, такие слова считаются односложными и первый гласный читается как в открытом слоге (как в алфавите).

Примеры: ate, ice, ale, take, make, these, time, tune, stroke.

4. Дифтонг (diphthong) — это звук, который образован сочетанием двух гласных в одном слоге, в котором сначала звук произносится как один гласный, но потом плавно перетекает в другой.
Трифтонг (triphthong) — сочетание из трех букв или звуков.
5. Слоги с сочетанием гласного и буквы R (vowel-r syllable) состоят из одного гласного звука (или сочетания гласных) и согласного R.

В таком слоге ударный гласный звук должен произноситься долго, а буква R обычно не читается. Примеры: car (машина), purse (кошелек).

6. Слог с сочетанием согласного и LE в английском языке считается отдельным слогом, несмотря на то, что в конце него стоит немая гласная E. 1

Такое сочетание считается слогом только тогда, когда LE стоит после другого согласного: -ble, -cle, -dle, -fle, -tle, -gle

7. Ударный слог в английском языке — слог, на который падает ударение, выделяется интонацией. В одном слове может быть больше одного ударного слога.

Некоторые правила определения ударного слога:

Чаще всего первый слог — ударный. За исключением слов, начинающихся на de-, re-, ex-, in-, po-, pro- и a-.

8. Безударный слог в английском языке — слог без ударения, произносится короче, чем ударный.

Если открытый слог безударный, то все гласные, кроме «о», читаются по-другому:

«а» — [ə],

«е» и «у» — [ɪ],

«i» — [ɪ] или [ə],

«и» остаётся [ju:] или превращается в [jə].

Примеры: accident ['æk.sɪ.dənt], machine [mə'ʃi:n], ambulance ['æm.bjə.ləns], election [ɪ'lek.ʃən], zero ['ziə.rəʊ]

9. Позиционная долгота гласных в английском языке — явление, характерное для всех английских гласных.

Суть его в следующем:

Долгие гласные и дифтонги имеют максимальную долготу в конце слова под ударением.

Долгие гласные и дифтонги произносятся короче перед звонким согласным или сонантом.

Минимальная долгота наблюдается перед глухим согласным.

10. Фонема (от греч. φώνημα — «звук, голос») — минимальная смысловоразличительная единица языка. 1

Она не имеет самостоятельного лексического или грамматического значения, но служит для различения и отождествления значимых единиц языка (морфем и слов).

11. Транскрипция — это графическая фиксация слова, точное записывание звуков в соответствии с произношением.

12. Существует 4 типа слогов

13. Правила чтения четырёх типов ударного слога в английском языке:

I тип — открытый слог, оканчивающийся на гласную букву. 23 Ударная гласная читается так, как называется в алфавите. Например: tea, note. 3

II тип — закрытый слог, оканчивающийся на согласную букву (кроме одиночной r). 2 В этом типе слога гласные передают краткие звуки. 4 Например: plan, fun. 3

III тип — слог, где за ударной гласной следует буква «r». 3 В этом слоге все гласные передают долгие звуки. 4 Например: turn, firm, car, sport. 3

IV тип — слог, где за ударной гласной с буквой «r» следует ещё одна гласная. 3 В этом слоге все гласные передают долгие и сложные звуки. 4 Например: parents, here, fire, pure.

Тема 2. Знакомство. Биография

Контрольные вопросы:

- 1) What is your name?
- 2) How old are you?
- 3) Where do you live?
- 4) Where do you come from?
- 5) What is your favourite sport (season, food, subject)?
- 6) What is your hobby?
- 7) How do you usually spend your free time?
- 8) Who is your favourite singer?
- 9) Is your family large or small?
- 10) Have you got brothers or sisters?
- 11) Have you got pets?
- 12) Is your house big or small?

Ответ:

Hello, friends. Let me first introduce myself. You know how difficult it is to tell much in a very short time. But I'll try hard so you'll have some idea who I am.

My name is Katya. My surname or last name is Ivashenko. I was born on the 13th of October in Yelabuga. This is the nicest town in the Tatarstan Republic situated on the Kama River. Now I am a first-year student at the Faculty of Biology of the Yelabuga Institute of Kazan Federal University. I'm a full time student as you've already guessed.

Now let me describe my appearance. I am tall and slim and have fair hair and blue eyes. My friends say that I am pretty. I love reading, theatre and classical music. My favorite composer is Tchaikovsky. I don't like ballet too much. But most of all I like to listen to classical music.

I would like to tell you about my family. There are five people in our family. My father's name is Leonid Borisovich. He is an engineer. My mother's name is Natalya Yakovlevna. She works in a research institute and she is a historian by profession. My parents are very educated people but simple and easy to be with. We are great friends with my parents and I can discuss everything with them.

My younger sister is still a pupil. Her name is Olga and she is in the 8th form. But she is so tall that you can think that she is a school graduate. She is very strong too. That is because she plays basketball. She doesn't like to study much and we argue sometimes about it. But we are good friends with my sister.

My grandmother, who is my mother's mother, lives with us. She is very kind and helps us a lot.

We also have a cat Murka. We like to play with it.

Our family is very friendly; we have many friends and relatives.

In May I have finished school No. 5. I did well in all the subjects but my favorite subjects at school were Biology and English. I also enjoyed lessons of Mathematics. Quite unusual for a girl, don't you think? My father always wanted me to be a biologist. But I want to work with people, not with animals. I want to understand people better. And of course it will help me to understand myself better too. Also, I think that psychology is a fast developing science and I will always have an interesting job. So my dream is to get one more education in psychology.

As you see, my biography isn't very long yet. But we'll meet again in the next lesson and I'll tell you more about myself. See you later...

Тема 3. ВУЗ. Учебная деятельность

Контрольные вопросы:

1. When was the institute founded?
2. Who was the building designed by?
3. When was its construction completed?
4. When was Elabuga institute attached to Kazan Federal University?
5. When was Kazan Federal University established?
6. Who was its rector from 1827 until 1846?
7. What famous people studied in Kazan Federal University?
8. Who constructed the building of the Chemistry Faculty ?
9. What executive order does Dmitry Medvedev signed On October 21, 2009?
10. What can you say about an outstanding alumnus and scholar of Kazan University Ivan Simonov?

Ответ:

In memory of her husband Glafira Fedorovna Stakheyeva donated a considerable sum of money to foundation of educational establishment that could serve the aims of enlightenment and learning in the whole of the Kama region. In June 1898 the clergy of Vyatka Eparchy assembled to promote the foundation of eparchy school for girls in the town of Elabuga. The building was designed by Vyatka architect I.A. Charushin. Its construction was completed in 1903 by A.I. Gorokhov.

The course of studies at the Eparchy School lasted for 6-8 years. The girls were taught sciences, religion, etiquette, foreign languages and music. After graduation they got certificates of a home teacher. Those who took the additional course got certificates of a Church school teacher or a teacher of eparchy school.

In 1939 the government of the USSR issued a decree of establishing 54 teachers training institutes including the one in Elabuga. On the first of September its classrooms admitted 236 students, who were studying at three departments: the department of physics and mathematics, the department of Russian literature and the department of nature study and geography.

During the Great Patriotic War Elabuga welcomed lecturers and scientists from the Universities of Leningrad and Voronezh as well as from a branch of the Academy of Sciences.

The outstanding scientists working in Elabuga during the War (V.A. Fok, V.A. Ambartsumyan, N.A. Tolstoy, V.I. Smirnov, G.A. Freiman, G.I. Petrashen) founded new scientific schools that later developed at Elabuga Teachers Training Institute.

In 1953 Elabuga Teachers Training Institute got the status of a state Institute, and in 2003 – the status of a University.

In 2010 ESPU was merged into the newly established Kazan Federal University.

Today the academic structure of Elabuga Institute comprises 7 faculties (Faculty of Physics and Mathematics; Faculty of History and Philology; Faculty of Foreign Languages; Faculty of Technology and Engineering; Faculty of Biology; Faculty of Economics and Management; Faculty of Psychology and Pedagogy), the Center for Professional Advancement and Supplementary Education and the Postgraduate School. There are eight baccalaureate programs in thirty seven directions and five postgraduate programs.

Today Elabuga Institute trains about 5,000 students providing them with advanced teaching facilities. Elabuga Institute has five buildings, twenty research laboratories, three dormitories, a library, a sports center, a students' cafe, a number of unique University museums, and a recreational camp.

Many of the well-known scientists from Russia and abroad take part in the international conferences, such as Stakheyev's Readings, Tsvetayeva's Readings and "The Problems of Turkic and Finno-Ugric Philology".

Today Elabuga Institute implements several multi-level innovation projects and programs: International Forum of Educationalists "School Teachers' Festival", The "Children's University" project, and "IntelLeto" – a summer camp for gifted children.

Тема 4. Распорядок дня.

Контрольные вопросы:

1. When do you usually get up on your working day?
2. What do you do in the morning?
3. What do you do during your breakfast?
4. Is your institute far from your house?
5. Do you go to the institute by bus?
6. How long does it take you to get to the institute?
7. Do you have dinner at home or at the institute?
8. How long does your working day last?
9. When do you usually come home?
10. What do you do in the evening?
11. What do you usually do on Sunday?
12. When do you go to bed?

Ответ:

My working day begins early. I always get up at 6 o'clock. Before I leave for the Institute I have a lot of things to do. First of all I do my morning exercises. When doing them I usually open the window, switch on the radio, listen to music and look through my emails. Then I go to the bathroom where I wash my face or take a shower, clean my teeth, brush my hair and dress. At a quarter to eight I am ready to have breakfast.

It doesn't take me long to have breakfast. At a quarter past eight I leave home for the Institute. As I live far from the Institute I go there by bus or by car. It usually takes me half an hour to get there. I seldom walk to the Institute in the morning because I have no time and I am afraid to be late for classes.

I am never late. I always come to the Institute in time. Between classes we have short breaks. At 11.30 we have a long break for dinner. I usually have dinner in the dinning hall of our Institute which is always full of people at this time.

As a rule we have three lectures or seminars a day. Classes are over at twenty minutes to four. If I have no meeting, I go home. Sometimes I stay at the Institute if I have some things to do or if I have a meeting. There is a Students' Scientific Society at our Institute. I am a member of this Society. Once a month I attend its meetings. I am also a member of the English circle which meets on Tuesdays.

Sometimes I stay at the Institute because I need a book or an article which I can only get in the reading room. Before and after classes in the reading room there are always a great many students who read different books and articles, work at their reports or do their lessons.

After classes I usually walk home. I like to walk after a busy day at the Institute. When I come home I have dinner and a short rest. Then I prepare my lessons. It usually takes me about three hours. In the evening I have supper and watch TV. Sometimes if I have time, I go to the cinema. I usually go to bed at 11 o'clock.

Every day I work at my English. I spend half an hour a day on it. Every evening I read a page or half a page of some English book or do my English homework. When preparing my homework I often listen to the tapes which help me (to) learn to read and speak English. I like English very much and I do my best to master it. I never miss English classes and I work at it regularly, that's why English is not difficult for me. I can already read easy English books and even speak English a little.

Those who want to master it, i. e. (that is) to understand it without difficulty, to speak it well, to read books in the original without a dictionary and to write correctly, must study hard. I am fond of our English classes.

Тема 5. Свободное время.

Контрольные вопросы:

- 1) How does a hobby influence a person's life?
- 2) What kinds of hobbies do you know?
- 3) Why do people collect different things?
- 4) What is your attitude to extreme camping?
- 5) Why is ecotourism fashionable today?
- 6) What are the principles of eco-tourism?
- 7) Why is it important to everybody to have a hobby?
- 8) How do you spend your spare time?
- 9) What types of travelling do you know?
- 10) Tell about some specific hobby.

Ответ:

Britain has in recent years been described as a "leisure society". This is because there is a great variety of leisure pursuits. Young people generally go out on Friday or Saturday nights to a disco, to a concert or to a pub. In recent years going out for a meal or bringing a takeaway meal have become popular too.

During the last years there is a great increase in keeping fit and staying healthy. A lot of teens started running, jogging and going to different fitness clubs in their spare time. Aerobics classes and fitness clubs opened in every town, and the number of recreation centres greatly increased. Indoor pools, with their wave-making machines, water slides and tropical vegetation, have become very popular. And the same is in Russia.

A lot of teens go in for different kinds of sports. Sport helps them to feel as fit as a fiddle. In both countries there are special programmes for problem teenagers such as a high-risk activity, for example they are taught to jump out of aeroplanes. But despite the increase in the number of teens participating in sports, the majority of young people still prefer to be spectators. They prefer to be couch potatoes. Watching sports on TV is a popular leisure activity, as is going to football matches on Saturday. Cinemas have been redesigned with four or more screens, each showing a different film at the same time, and a lot of teens like going to the cinemas too.

A young generation is fond of communication. There are many available methods of communication nowadays, and the most popular one is a computer. A lot of teenagers spend plenty of time working on the computers. The Internet seems really a good fun. You may send e-mail to friends from different countries and get their answers at once. You even may talk to them. It is easy and quick. A lot of teenagers have mobile telephones so they can always be contacted if they keep their telephone switched on at any time of the day or night.

A lot of teenagers in both countries are crazy about animals. They race them, train them and breed them. They like to hear stories about them on television programmes and they like reading books about them. Many teens have a pet animal. It could be a dog, a cat, a goldfish, a bird or a small animal like a hamster. Looking after and being kind to their pets is very important for teens. Why are the teens so interested in animals? Perhaps it's because they are rather shy in their heart of hearts. One of my friends says: "I like my dog, because she never thinks I'm silly."

There are plenty of other kinds of activities such as travelling, visiting historic places, baby-sitting, delivering newspapers, putting together jigsaw puzzles, reading, going to different museums, skateboarding, going fishing, hitchhiking, doing the shopping, helping people in need, joining a computer club and others. We can say, "So many teens, so many kinds of activities."

Well, some words about me. I am fifteen and I am a computer addict. I am fond of communication with other teens. That's why I have a lot of friends in my country and other ones. We send messages from one computer to another one using e-mail, we have online conversations. I am a member of a computer club and I spend a lot of time there. Of course, it's rather expensive but my parents understand me and give me enough money to pay for my computer club. And I think that my hobby will be useful in my future profession. Besides I spend my free time in a sports club. I go in for kung fu. Recently films about kung fu have become very popular in Russia. This fighting itself is a great art, the result of many years of hard work and self-discipline. The man who made kung fu films famous was Bruce Lee. He used fists, elbows, feet (never weapons) and moved as fast as lightning. I am rather good at kung fu now, but I never use my skills to hurt anybody, unless it is absolutely necessary. Now people know what kung fu is, and I think it may become a sport of the future because it brings up your personality, will and nobility.

2 семестр

Тема 6. Страны изучаемого языка. Географическое положение

Контрольные вопросы:

1. What do we call the group of islands situated to the north-west of Europe?
2. What are the names of the biggest islands?
3. Do the United Kingdom and Great Britain mean the same?
4. What countries are situated on the British Isles? What are their capitals?
5. What are the names of the waters washing the coasts of the British Isles?
6. How can you characterize the surface of the British Isles?
7. What distinct regions are there in Scotland?
8. Are there a lot of long and deep rivers in Great Britain?
9. What are the most important rivers in Great Britain?
10. What are the names of the chief mountain ranges on the island?
11. What is the climate of Great Britain?
12. Why is the climate of the British Isles milder than that of the Continent?
13. The UK is a highly developed industrial country, isn't it? What does it produce and export?
14. What industrial cities are there in Great Britain?

Ответ:

The United Kingdom of Great Britain and Northern Ireland consists of the Island of Great Britain and the northern part of the Island of Ireland (the southern part of which is the Republic of Eire) and a number of small islands especially to the west of Scotland. The country is usually called simply Great Britain.

The Island of Great Britain is divided into three parts — England, Wales and Scotland. England and Wales form the southern part of the island and Scotland occupies its northern part.

From the west Great Britain is washed by the Atlantic Ocean, from the east by the stormy North Sea and southern coast is washed by the English Channel (which separates Great Britain from the continent), the narrower part of which being called the Strait of Dover. It is quite close to the continent, being only 22 miles wide.

Being comparatively small Britain is known for a variety of scenery found on such a small area. One can find here both a low lying land and hilly areas, flat fields as well as lofty mountains. The surface of Eastern England is flat. Scotland and Wales are hilly and mountainous. The mountains are not very high as compared with those of the world, the loftiest one — Ben Nevis (Scotland) being only 4400 feet (1343 m) in height.

In the west we can see the Cambrian Mountains occupying the greater part of Wales; in the north — the Cheviot Hills separating England from Scotland; the Pennines — to the south of the Cheviot Hills and the Cumbrian Mountains famous for the number and beauty of their lakes. There are sixteen lakes here, the largest being Windermere. This part of the country, called the Lake District, is the most beautiful and the wettest part of Great Britain.

There are many rivers in Britain, but none of them being very long as compared with the greatest rivers of the world. Many of the rivers have been connected with each other by means of canals.

The principal rivers are the Severn, the Thames and the Trent. The Severn is the longest river in Britain but the Thames is the most important one. The Severn is 210 miles in length, the Thames is a little over 200 miles. The Thames is rather wide and deep. Its current being slow, it is quite suitable for navigation. Large vessels can get as far as London Bridge — 50 miles from the sea.

The seas surrounding the British Isles are shallow — usually less than 300 feet deep. The shallowness is in some way an advantage. Shallow water is warmer than deep water and helps to keep the shores from extreme cold. It is too the home of plenty of fish, a million tons of which are caught every year.

Perhaps you have also noticed on the map that the coastline being irregular contains numerous harbours serving as convenient ports, among which are London, Liverpool, Glasgow, Portsmouth and others. It is also an interesting fact that no part of the country is more than seventy miles from the sea.

Тема 7. Страны изучаемого языка. Политическое устройство

Контрольные вопросы:

1. What kind of state is the UK?
2. Who is the Head of the state?
3. How many Houses does Parliament consist of?
4. For what period are members of Parliament elected?
5. Where does Parliament gather to make laws?
6. When do the sessions usually begin?
7. Do they last long?
8. Who is the chairperson in the House of Commons? In the House of Lords?
9. Are there many political parties in the UK?
10. Whose residence is Buckingham Palace?
11. Where is the residence of the Prime Minister?
12. Why does the Queen make a short journey from Buckingham Palace to the Houses of Parliament every year in November?

Ответ:

The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head.

The House of Commons plays the major role in law-making. It consists of Members of Parliament (called MPs for short), each of whom represents an area in England, Scotland, Wales or Northern Ireland. MPs are elected either at a general election, or at a by election.

Parliamentary elections must be held every five years, but the Prime Minister can decide on the exact date within those five years. The minimum voting age is 18.

The election campaign lasts about three weeks. The election is decided on a simple majority—the candidate with most votes wins. The British parliamentary system depends on political parties. The political parties choose candidates in election. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his or her party to become the Cabinet of Ministers. Each minister is responsible for a particular area of the government. The second largest party becomes the official opposition with its own leader and “Shadow cabinet”.

The House of Commons consists of 650 elected members, known as Members of Parliament (MPs). It is presided over by the Speaker. MPs sit on two sides of the hall, one side for the governing party and the other for the opposition. The first two rows of seats are occupied by the leading members of both parties (called “front-benchers”), the back benches belong to the rank-and-file MPs (“back-benchers”). Each session of the House of Commons lasts for 160-175 days. Parliament has intervals during its work. MPs are paid for their parliamentary work and have to attend the sittings.

A proposed law, a bill, has to go through three stages in order to become an Act of Parliament. These are called readings. The first reading is a formality and is simply the publication of the proposal. The second reading involves debate on the principles of the bill, its examination by a parliamentary committee, and the third reading—a report stage, when the work of the committee is reported on to the House. This is usually the most important stage in the process. The third reading is often a formality too; if six members table a motion³, then there has to be a debate on the third reading. If the majority of MPs still vote for the bill, it is sent to the House of Lords for discussion. When the Lords agree, the bill is taken to the Queen for Royal assent⁶. All bills must pass through both houses before being sent for signature by the Queen, when they become Acts of Parliament and the Law of the Land.

The other House of Parliament is the House of Lords. The House of Lords has more than 1,000 members, although only about 250 take an active part in the work of the House. This House consists of those lords who sit by right of inheritance and those men and women who have been given life peerages which end with the life of their possessors. Members of this Upper House are not elected. They sit there because of their rank. The chairman of the House of Lords is the Lord Chancellor and he sits on a special seat called the Woolsack.

The members of the House of Lords debate a bill after it has been passed by the House of Commons. Changes may be recommended and agreement between the two Houses is reached by negotiations. The Lords' main power consists of being able to delay non-financial bills for a period of a year, but they can also introduce certain types of bill. The House of Lords is the only non-elected second chamber in the parliaments of the world, and some people in Britain would like to abolish it.

Тема 8. Столицы стран изучаемого языка

Контрольные вопросы:

1. What is the name of Queen Elizabeth's London residence?
2. In Kensington Gardens is a statue of a well known character from a children's book. Who is it?
3. At the center of the Tower of London is the White Tower. Who was in charge of its construction?
4. Where are British kings and queens crowned?
5. What is the name by which the Royal Opera House is often known?
6. Traditionally what color are most London cabs?
7. In which park is Speaker's Corner?
8. By what other name are the Yeoman of the Guard, or Queen's Bodyguard, who can be seen at the Tower of London, known?
9. Selfridges department store is located on one of London's main shopping streets. What is it called?
10. A replica of the theatre where Shakespeare's plays were performed has recently been built. What is the name of this theatre?
11. By what name is statue in the middle of Piccadilly Circus known?

Ответ:

London is the capital of Great Britain, its political, economic and cultural centre. London is an ancient city. It is more than twenty centuries old. The population of London, including its suburbs is more than ten million people.

London is one of the biggest cities in the world and the largest city in Europe. It is situated on the banks of the river Thames, not far from its mouth. Due to its geographical situation London has developed into an important sea port.

London stretches for nearly 30 miles from north to south and for about 30 miles from east to west. The river Thames divides the city into two large parts — the West End and the East End. London consists of four important sections: the West End, the East End, the City and Westminster.

The City is a small part of London — only one square mile in area — but it is the financial and the business centre of the country. There are a lot of banks and various offices here. It is the ancient part of London. Most of the streets are narrow here and the traffic is slow.

One of the greatest English churches — St. Paul's Cathedral — is here. It was designed and built by an outstanding English architect Christopher Wren in 1710. Inside the Cathedral we find monuments erected to many generals and admirals. Nelson is also buried here.

Not far away is Westminster — the administrative centre of London. The Houses of Parliament are situated here. It is the seat of the British Government. The building is very beautiful with its two towers and a big clock called Big Ben.

Westminster Abbey where kings and queens are crowned is opposite the Houses of Parliament. This ancient building was founded in the eleventh century, though it was destroyed and rebuilt several times. Many famous people are buried here, among them Newton, Darwin, Dickens and Kipling.

The West End is the part of London where the rich people live. Fine houses, wide streets, numerous parks are to be found in this part of the capital. The best cinemas, theatres, concert halls, famous shops, comfortable hotels, restaurants, large museums are situated here. The most beautiful London park — Hyde Park — is in this district too.

The East End is the poorest part of London. It includes the Port, the docks stretching for miles and the great industrial areas, which depend on shipping. The workers and the unemployed live here. There are no beautiful houses and parks here, the streets are narrow. The East End is unattractive in appearance but it is very important in the country's commerce.

London is famous for its outstanding places of interest. There are many architectural, art and historic monuments in London such as the British Museum, the Tower of London, the National Gallery, Buckingham Palace, the Nelson Column and many others. Thousands of tourists from all parts of the world come to London to admire its art treasures.

Тема 9. Культура стран изучаемого языка

Контрольные вопросы:

1. How do people celebrate the New Year?
2. What is St. Valentine's day? When is it celebrated?
3. What do people celebrate on Easter? How is it celebrated?
4. When and how is May Spring Festival celebrated?
5. What does Guy Fawkes Night commemorate? When is it marked?
6. Christmas is the main holiday of the year in Britain, isn't it?
7. What are Christmas carols?
8. What does a typical Christmas dinner consist of?
9. Why is the flag of the UK often called the Union Jack?
10. Name the national emblems of the UK.

Ответ:

Cultural Life

England's contribution to both British and world culture is too vast for anything but a cursory survey here. Historically, England was a very homogeneous country and developed coherent traditions, but, especially as the British Empire expanded and the country absorbed peoples from throughout the globe, English culture has been accented with diverse contributions from Afro-Caribbeans, Asians, Muslims, and other immigrant groups. Other parts of the United Kingdom have experienced the same social and cultural diversification, with the result that England is not always distinguishable from Wales and Scotland or even Northern Ireland. The former insularity of English life has been replaced by a cosmopolitan familiarity with all things exotic: fish and chips have given way to Indian, Chinese, and Italian cuisine, guitar-based rock blends with South Asian rap and Afro-Caribbean salsa, and the English language itself abounds in neologisms drawn from nearly every one of the world's tongues.

Even as England has become ever more diverse culturally, it continues to exert a strong cultural influence on the rest of the world. English music, film, and literature enjoy wide audiences overseas, and the English language has gained ever-increasing currency as the preferred international medium of cultural and economic exchange.

Daily life and social customs

Historically, English daily life and customs were markedly different in urban and rural areas. Indeed, much of English literature and popular culture has explored the tension between town and country and between farm and factory. Today, even though the English are among the world's most cosmopolitan and well-traveled people, ties to the rural past remain strong. Urbanites, for example, commonly retire to villages and country cottages, and even the smallest urban dwelling is likely to have a garden.

Another divide, though one that is fast disappearing, is the rigid class system that long made it difficult for nonaristocratic individuals to rise to positions of prominence in commerce, government, and education. Significant changes have accompanied the decline of the class system, which also had reinforced distinctions between town and country and between the less affluent north of England and the country's wealthy south. For example, whereas in decades past English radio was renowned for its "proper" language, the country's airwaves now carry accents from every corner of the country and its former empire, and the wealthy are likely to enjoy the same elements of popular culture as the less advantaged.

Many holidays in England, such as Christmas, are celebrated throughout the world, though the traditional English Christmas is less a commercial event than an opportunity for singing and feasting. Remembrance Day (November 11) honours British soldiers who died in World War I. Other remembrances are unique to England and are nearly inexplicable to outsiders. For example, Guy Fawkes Night (November 5) commemorates a Roman Catholic conspiracy to blow up the Houses of Parliament in 1605, and Saint George's Day (April 23) honours England's patron saint—though the holiday is barely celebrated at all in England, in marked contrast to the celebrations in Wales, Scotland, and Ireland for their respective patron saints. Indeed, the lack of official celebration for Saint George contributes to the ambiguity of "Englishness" and whether it can now be distinguished from "Britishness." The monarch's official birthday is also observed nationally and commemorated in the summer by a military parade called Trooping the Colour, which has been celebrated since the 18th century.

English cuisine has traditionally been based on beef, lamb, pork, chicken, and fish, all cooked with the minimum of embellishment and generally served with potatoes and one other vegetable—or, in the case of fish (most commonly cod or haddock) deep-fried in batter and served with deep-fried potato slices (chips). Fish and chips, traditionally wrapped in old newspapers to keep warm on the journey home, has long been one of England's most popular carryout dishes. By convention, at least for middle-income households, the main family meal of the week was the "Sunday joint," when a substantial piece of beef, lamb, or pork was roasted in the oven during the morning and served around midday. In the 1950s

and '60s, however, these traditions started to change. Immigrants from India and Hong Kong arrived with their own distinctive cuisine, and Indian and Chinese restaurants became a familiar sight in every part of England. By the 1980s, American-style fast-food restaurants dotted the landscape, and the rapid post-World War II growth of holiday travel to Europe, particularly to France, Spain, Greece, and Italy, exposed the English to new foods, flavours, and ingredients, many of which found their way into a new generation of recipe books that filled the shelves of the typical English kitchen.

4.1.2. Тестирование

4.1.2.1. Порядок проведения и процедура оценивания

Тестирование проходит в письменной форме или с использованием компьютерных средств. Обучающийся получает определённое количество тестовых заданий. На выполнение выделяется фиксированное время в зависимости от количества заданий. Оценка выставляется в зависимости от процента правильно выполненных заданий. Тестирование проводится по вариантам. В каждом варианте – 15 тестовых заданий. За каждый правильный ответ начисляется 1 балл. Итого за тестирование студент может заработать до 15 баллов.

Ниже приведены примерные задания. Полный банк тестовых заданий хранится на кафедре.

4.1.2.2. Критерии оценивания

14-15 баллов ставится, если обучающийся:

86% правильных ответов и более.

11-13 баллов ставится, если обучающийся:

От 71% до 85 % правильных ответов.

9-10 баллов ставится, если обучающийся:

От 56% до 70% правильных ответов.

0--8 баллов ставится, если обучающийся:

55% правильных ответов и менее.

4.1.2.3. Содержание оценочного средства

Формулировка задания

1 семестр

Выберите правильный вариант.

1 вариант

1. The books are _____ the table.

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

2. After classes I go _____ and have dinner there.

- a) at home
- b) to home
- c) home
- d) to the house

3. Mother said we _____ go to the cinema.

- a) may
- b) can
- c) could
- d) might

4. They often _____ tennis when they _____ children.

- a) were playing; were
- b) played; was
- c) played; were
- d) play; are

5. When we _____ to school, we _____ our friends.

- a) went; met
- b) were going; met
- c) go; met
- d) were going; were meeting

6. I usually get _____ 7 a.m.

- a) up; at
- b) up; in
- c) down; on
- d) on; by

7. You _____ smoke here! It's prohibited!

- a) need not
- b) cannot
- c) must not
- d) might not

8. His birthday on _____ of October.

- a) the four
- b) four
- c) the fourth
- d) fourth

9. It often _____ last autumn.

- a) rain
- b) rained
- c) rained
- d) rains

10. Don't come around at 11 a.m. tomorrow. I _____ busy. I _____ my homework.

- a) will be; will be doing
- b) am; am doing
- c) will be; will do
- d) will; will do

11. Who founded the educational establishment which is now known as Elabuga Institute?

- a. Vladimir Stakheev
- b. I. A. Charushin
- c. GlafiraStakheeva
- d. the major of Elabuga

12. What qualifications did girls have when they graduated from school?

- a. a tutor
- b. a teacher
- c. a church school teacher
- d. a tutor or a church school teacher

13. Which department was not among the three initial departments at the Elabuga Teachers Training Institute in 1939?

- A. Department of Physics and Mathematics
- B. Department of Russian Literature
- C. Department of Nature Study and Geography
- D. Department of Economics and Management

14. Glafira Fedorovna Stakheeva donated money to create a school for boys.

- a. true
- b. false

15. The Eparchy School offered a variety of subjects including foreign languages and music.

- a. true
- b. false

16. The Elabuga Teachers Training Institute was established before 1939.

- a. true

b. false

17. During the Great Patriotic War, Elabuga hosted scientists from various universities.

a. true

b. false

18. Elabuga Institute currently has six departments.

a. true

b. false

19. The Elabuga Institute provides training for approximately 5,000 students.

a. true

b. false

20. The institute organizes international conferences on various educational topics.

a. true

b. false

Правильные ответы: 1c, 2c, 3d, 4c, 5b, 6a, 7c, 8c, 9d, 10a, 11c, 12c, 13d, 14b, 15a, 16.b, 17a, 18a, 19a, 20a.

2 вариант

1. He studies _____ than others. Actually, he is _____ student in the group.

a) better; the best

b) better; best

c) good; better

d) gooder; good

2. When he _____ his new car? - He _____ it last year.

a) did he bought; bought

b) does he buy; buyed

c) did he buy; bought

d) did he buy; buy

3. She is as _____ as her mother.

a) beautiful

b) more beautiful

c) the most beautiful

d) beautifuler

4. What is the main reason the text "Leisure Activities" describes Britain as a "leisure society"?

A. There is a great variety of leisure pursuits available.

B. Teenagers have a lot of free time to engage in activities.

C. The government promotes leisure activities for the public.

D. Teenagers are more interested in leisure than work or school.

5. He works _____ than others.

a) the worst

b) worse

c) bad

d) badder

6. I _____ to go to school tomorrow. I am still ill.

a) wasn't allowed

- b) won't be allowed
- c) won't allowed
- d) will be allowed

7. I will call you back _____ a minute.

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

8. _____ there _____ children at school today?

- a) Were _ many
- b) Was _ much
- c) Were _ much
- d) Was _ many

9. I _____ swim now, but I _____ swim last year.

- a) can; couldn't
- b) can; cannot
- c) could; couldn't
- d) can, won't be able

10. My working day _____ 6 hours.

- a) begins
- b) starts
- c) lasts
- d) finishes

11. What universities were evacuated to Elabuga during the World War II?

- a. Leningrad and Voronezh Universities
- b. Leningrad and Moscow Universities
- c. Moscow and Voronezh Universities
- d. Moscow and Kiev Universities

12. What was the primary motivation behind the establishment of the Eparchy School for girls in Elabuga?

- A. To provide education and training for future home teachers
- B. To promote the advancement of education and learning in the Kama region
- C. To train girls in foreign languages and music
- D. To establish a school for the clergy of the Vyatka Eparchy

13. What was the primary impact of the Great Patriotic War on Elabuga Institute?

- A. It welcomed scientists and lecturers from universities in Leningrad and Voronezh.
- B. It established new scientific schools that later developed at the institute.
- C. It temporarily closed down the institute due to the war.
- D. Both A and B

14. British teenagers often go out to enjoy various leisure activities on weekends.

- A. true
- B. false

15. In both Britain and Russia, most teenagers prefer to participate in sports rather than watch them.

- A. true
- B. false

16. Many teens enjoy using computers for communication and entertainment.

- A. true
- B. false

17. The author the text "Leisure Activities" believes that teenagers are not interested in animals.

- A. true
- B. false

18. A significant number of teenagers have pets and enjoy taking care of them.

- A. true
- B. false

19. The text "Leisure Activities" suggests that watching sports on television is less popular than attending live matches.

- A. true
- B. false

20. There are many different leisure activities that teenagers engage in, including traveling and reading.

- A. true
- B. false

Правильные ответы: 1a, 2c, 3a, 4a, 5b, 6b, 7b, 8a, 9a, 10a, 11a, 12b, 13d, 14a,15b,16a,17b, 18a, 19b, 20a.

2 семестр

Выберите правильный вариант.

1 вариант

1. _____ London is the capital of the UK.

- a) An
- b) The
- c) _
- d) A

2. We don't have _____ snow this year. It hardly ever snows.

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

3. He _____ (like) apples, but he (not like) oranges.

- a) like; doesn't like
- b) likes; don't like
- c) likes; doesn't like
- d) like; doesn't like

4. _____ Russia is smaller than _____ USA, but It is bigger than _____ Canada.

- a) _; the; _
- b) the; the; the
- c) _ ; _ ; _
- d) _ ; _ ; the

5. There _____ a lot of shops in our street.

- a) are
- b) is

6. We (not live) in Moscow. We (live) in St. Petersburg.

- a) not live
- b) don't live
- c) aren't live
- d) doesn't live

7. Would you like _____ to drink?

- a) anything
- b) something
- c) nothing
- d) any

8. What is the total area of the United Kingdom of Great Britain and Northern Ireland?

- A. The Island of Great Britain and the northern part of the Island of Ireland
- B. Only the Island of Great Britain
- C. The Island of Great Britain, the northern part of the Island of Ireland, and a number of small islands
- D. The Island of Great Britain and the Republic of Eire

9. Which part of the Island of Great Britain is known for its flat surface?

- A. England and Wales
- B. England
- C. Scotland
- D. Wales

10. Which part in Great Britain is famous for its lakes?

- A. The Cheviot Hills
- B. The Pennines
- C. The Cambrian Mountains
- D. The Lake District

11. How many principal rivers are mentioned in the text "Great Britain"?

- A. 1
- B. 2
- C. 3
- D. 4

12. What is the main advantage of the shallow seas surrounding the British Isles according to the text "Great Britain"?

- A. They are suitable for navigation.
- B. They are home to a variety of fish.
- C. They help keep the shores from extreme cold.
- D. They contain numerous harbors.

13. Which of the following is NOT mentioned as a major port in the text "Great Britain"?

- A. London
- B. Liverpool
- C. Glasgow
- D. Belfast

14. What is the width of the narrowest part of the English Channel (the Strait of Dover)?

- A. 22 miles
- B. 50 miles
- C. 200 miles
- D. 210 miles

15. The United Kingdom includes the southern part of the Island of Ireland.

- a. true
- b. false

16. Scotland is located in the northern part of the Island of Great Britain.

- a. true
- b. false

17. The English Channel separates Great Britain from the continent.

- a. true
- b. false

18. The mountains in Britain are among the tallest in the world.

- a. true
- b. false

19. The Severn River is longer than the Thames River.

- a. true
- b. false

20. The seas around the British Isles are generally deep.

- a. true
- b. false

21. No location in the UK is more than seventy miles away from the sea.

- a. true
- b. false

Правильные ответы: 1c, 2a, 3c, 4a, 5a, 6b, 7b, 8a, 9b, 10d, 11c, 12b, 13d, 14a, 15b, 16a, 17a, 18b, 19a, 20b, 21a.

2 вариант

1. Whose hat is this? ? It's my _____ hat.

- a) mother
- b) mothers'
- c) mothers
- d) mother's

2. Where _____ you now? I _____ at school and my sister _____ at home.

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

3. Who _____ you to do your homework? - _____

- a) helps; nobody
- b) helps; no people
- c) does help; nothing
- d) help; nobody

4. What time he usually _____ up? - He _____ up at 7.15 a.m.

- a) does he get up; gets up
- b) do he gets up; get up
- c) does he gets up; gets up
- d) is he gets up; gets up

5. Our teacher never talked to us in _____ loud voice, though he was _____ very strict person.

- a) _ ; a
- b) the; the
- c) a; a
- d) a; the

6. Whose picture is this? - it's _____ .

- a) mine
- b) my
- c) I
- d) me

7. My mother's sister is my _____ .

- a) uncle
- b) relatives
- c) aunt
- d) cousin

8. _____ Volga is wider than _____ Thames.

- a) a; a
- b) _ ; _
- c) the; a
- d) the; the

9. What is the approximate population of London, including its suburbs?

- A. More than 1 million people
- B. More than 5 million people
- C. More than 10 million people
- D. More than 15 million people

10. Which of the following best describes the location of London?

- A. On the banks of the River Thames, near its mouth
- B. In the center of the United Kingdom
- C. In the northern part of Great Britain
- D. On the southern coast of Great Britain

11. Which part of London is described as the poorest and most unattractive, but also important for the country's commerce?

- A. The West End
- B. The East End
- C. The City
- D. Westminster

12. What is the purpose of Westminster Abbey, according to the passage?

- A. It is the seat of the British Government.
- B. It is where kings and queens are crowned.
- C. It houses many famous people's graves.
- D. It is the administrative center of London.

13. Which of the following is NOT mentioned as a famous landmark or place of interest in London?

- A. The British Museum
- B. Buckingham Palace
- C. The Nelson Column
- D. The London Eye

14. What is the significance of St. Paul's Cathedral in the City of London?

- A. It is the largest church in London.
- B. It was designed and built by Christopher Wren.
- C. It contains monuments to many generals and admirals.
- D. All of the above.

15. What is the main purpose of the passage?

- A. To describe the geography and layout of London.
- B. To highlight the cultural and historical significance of London.
- C. To discuss the socioeconomic differences within London.
- D. To provide a comprehensive overview of London's tourist attractions.

16. London is the largest city in Europe.

- a. true
- b. false

17. The East End is known for its beautiful parks and wide streets.

- a. true
- b. false

18. St. Paul's Cathedral was designed by Christopher Wren.

- a. true
- b. false

19. The City of London is a large area with many parks.

- a. true
- b. false

20. Westminster Abbey is where British monarchs are crowned.

- a. true
- b. false

21. The West End is the wealthiest part of London.

- a. true
- b. false

Правильные ответы: 1d, 2b, 3a, 4a, 5c, 6a, 7c, 18d, 9c, 10a, 11b, 12b, 13d, 14d, 15a, 16a, 17b, 18a, 19b, 20a, 21a.

4.1.3. Контрольная работа

4.1.3.1. Порядок проведения и процедура оценивания

Контрольная работа проводится в часы аудиторной работы. Обучающиеся получают задания для проверки усвоения пройденного материала. Работа выполняется в письменном виде и сдаётся преподавателю. Оцениваются владение материалом по теме работы, аналитические способности, владение методами, умения и навыки, необходимые для выполнения заданий

4.1.3.2. Критерии оценивания

14-15 баллов ставится, если обучающийся:

Правильно выполнил все задания. Продемонстрировал высокий уровень владения материалом. Проявлены превосходные способности применять знания и умения к выполнению конкретных заданий. .

11-13 баллов ставится, если обучающийся:

Правильно выполнил большую часть заданий. Присутствуют незначительные ошибки. Продемонстрирован хороший уровень владения материалом. Проявлены средние способности применять знания и умения к выполнению конкретных заданий.

9-10 баллов ставится, если обучающийся:

Задания выполнил более чем наполовину. Присутствуют серьёзные ошибки. Продемонстрирован удовлетворительный уровень владения материалом. Проявлены низкие способности применять знания и умения к выполнению конкретных заданий.

0--8 баллов ставится, если обучающийся:

Задания выполнил менее чем наполовину. Продемонстрировал неудовлетворительный уровень владения материалом. Проявлены недостаточные способности применять знания и умения к выполнению конкретных заданий.

4.1.3.3. Содержание оценочного средства

Формулировка задания

1 семестр

I. Open the brackets using Present, Past, Future Simple Tenses.

1. He (turn) on the TV to watch cartoons yesterday morning.
2. I always (go) to the Altai Mountains to visit my relatives there.
3. Who (take) care of the child in the future?
4. She (not to listen) to him yesterday.
5. When your father (come) home?

II. Form the degrees of comparison.

large, tall, good, many, beautiful, pleasant, far, strong, famous, interesting

III. Translate the sentences into Russian.

1. Winter is the coldest season of the year.
2. Moscow is larger than Sochi.
3. Your English is better now.

4. We have less interest in this work than you.
5. Even the longest day has an end.

IV. Translate the word combinations into English.

1. дни короче чем ночи
2. читать лучше
3. самый красивый цветок
4. книга толще чем тетрадь
5. худшая картина

V. Put the modal verb – can, may, must

1. You ...go when you have finished your composition.
2. Most children... slide on the ice very well.
3. Libraries are quite free, any one who likes...get books there.
4. You...not be late!
5. Children... respect the grown-ups.

VI. Make the sentences past and future

1. You must speak loudly when answering.
2. The boy may eat an ice-cream.
3. I can answer this question without preparation.
4. The train must leave at 2 o'clock.
5. The girl can jump very high.

2 семестр

1. Present Perfect / Past Simple

1. We (not/have) a holiday last year.
2. I (buy) a new dress last week, but I (not / wear) it yet.
3. We (finish) our experiment.
4. The astronomers (determine) the distance between the Sun and the Earth.
5. They (not / measure) the water level yesterday.

2. Past Perfect / Present Perfect

1. Mother asked the children if they ... some biscuits for tea.
2. Tell Tommy about these wonderful islands. He....about them.
3. We (finish) just our experiment.
4. I (not / see) him since he graduated from the Institute.

3. Give the right verb.

1. He...his mind by that time yesterday.
 - a) has changed b) had changed c) will have changed
2. When we arrived, our friend... already...
 - a) has gone b) had gone c) will have gone
3. The children...just...the flat.
 - a) have cleaned b) had cleaned c) will have cleaned
4. I...this book by 3 o'clock tomorrow.
 - a) have read b) had read c) will have read
5. She said she...him in London.
 - a) has seen b) had seen c) will have seen
6. Ann... all the homework by 6o'clock and we'll go for a walk.
 - a)has finished b) had finished c) will have finished

4. Translate.

1. Он был уверен, что бывал здесь раньше. 2. Они вернулись в родной город, где жили с родителями в детстве. 3. Они построят эту школу к 1 сентября. 4. Вы не прочтете эту книгу до конца недели. 5. Я уже отправила письмо. 6. Они побывали в Индии дважды.

5. TranslatefromEnglishintoRussian.

1. Have you bought anything interesting lately? 2. She hasn't written to her mother for two months. 3. He has already started his new job. 4. They have always been very strict with their children. 5. When he had written and sent the letter he felt better. 6. They hadn't completed the test, when the teacher came. 7. By the end of the autumn, they will have built a new skating-rink in this district. 8. She will have done everything by Monday.

6. Turn from active into passive.

1 Two reports on Hemingway's stories (to make) in our group last month.

Both of them were very interesting.

2 He said that grandmother's letter (to receive) the day before.

3 Two new engineers just (to introduce) to the head of the department.

4 Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening.

5 I am sure I (to ask) at the lesson tomorrow.

6 They told me that the new student (to speak) much about.

7 The hostess said that one more guest (to expect).

8 The newspaper said that an interesting exhibition (to open) in the Hermitage the next week.

9 This new dictionary (to sell) everywhere now

10 All the texts (to look) through yesterday and not a single mistake (to find).

7 Раскройте скобки, употребляя глаголы в Past Simple или Past Continuous.

1. I (to play) computer games yesterday.

2. I (to play) computer games at five o'clock yesterday.

3. He (to play) computer games from two till three yesterday.

4. We (to play) computer games the whole evening yesterday.

5. What Nick (to do) when you came to his place?

6. What you (to do) when I rang you up?

7. I (not to sleep) at nine o'clock yesterday.

8. What he (to do) yesterday? - He (to read) a book.

9. What he (to do) the whole evening yesterday? -- He (to read) a book.

10. She (to sleep) when you came home?

11. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday.

12. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening.

13. When I came into the kitchen, mother (to cook).

14. She (to cook) the whole day yesterday.

15. We (to wash) the floor in our flat yesterday.

16. We (to wash) the floor in our flat from three till four yesterday.

17. You (to do) your homework yesterday?

18. You (to do) your homework from eight till ten yesterday?

19. Why she (to sleep) at seven o'clock yesterday?

20. He (to sit) at the table the whole evening yesterday.

4.2. Оценочные средства промежуточной аттестации

4.2.1. Экзамен

4.2.1.1. Порядок проведения.

По дисциплине предусмотрен экзамен. Экзамен проходит по билетам. В каждом билете два вопроса.

Экзамен нацелен на комплексную проверку освоения дисциплины. Обучающийся получает вопрос (вопросы) либо задание (задания) и время на подготовку. Экзамен проводится в устной, письменной или компьютерной форме. Оценивается владение материалом, его системное освоение, способность применять нужные знания, навыки и умения при анализе проблемных ситуаций и решении практических заданий.

4.2.1.2. Критерии оценивания.

Устный ответ на теоретический вопрос по курсу дисциплины

50 - 44 баллов ставится, если обучающийся:

Обучающийся продемонстрировал всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоил основную литературу и знаком с дополнительной литературой, рекомендованной программой дисциплины, усвоил взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявил творческие способности в понимании, изложении и использовании учебно-программного материала.

43 - 36 баллов ставится, если обучающийся:

Обучающийся продемонстрировал полное знание учебно-программного материала, успешно выполнил предусмотренные программой задания, усвоил основную литературу, рекомендованную программой дисциплины, показал систематический характер знаний по дисциплине и способен к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

35 - 28 баллов ставится, если обучающийся:

Обучающийся продемонстрировал знание основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по профессии, справился с выполнением заданий, предусмотренных программой, знаком с основной литературой, рекомендованной программой дисциплины, допустил погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладает необходимыми знаниями для их устранения под руководством преподавателя.

27 - 0 баллов ставится, если обучающийся:

Обучающийся обнаружил значительные пробелы в знаниях основного учебно-программного материала, допустил принципиальные ошибки в выполнении предусмотренных программой заданий и не способен продолжить обучение или приступить по окончании университета к профессиональной деятельности без дополнительных занятий по соответствующей дисциплине.

4.2.1.3. Оценочные средства.

Формулировки заданий

1 часть билета

Краткое изложение содержания текста. Объем высказывания - 12-15 фраз. Объем текста 1200-1500 п.з.

Время на подготовку - 30 мин.

2 часть билета

Беседа на иностранном языке согласно тематике, предусмотренной программой. Объем высказывания - 12-15 фраз.

1 семестр

1. *Моя семья.*
2. *Знакомство. Биография.*
3. *Распорядок дня.*
4. *Свободное время.*
5. *Традиции и обычаи моей семьи.*
6. *Мой рабочий день.*
7. *Мой выходной день.*
8. *Мой ВУЗ.*
9. *Моя учебная деятельность.*
10. *История КФУ.*
11. *Мое хобби.*
12. *Путешествие. Отдых.*
13. *Семья моего друга.*
14. *Традиции и обычаи семьи моего друга.*
15. *Рабочий день моего друга.*
16. *Выходной день моего друга.*
17. *Хобби моего друга.*

18. Рабочий день знаменитого человека.

19. Выходной день знаменитого человека.

20. Знакомство со знаменитостью. Его биография.

Примерные ответы:

Вопросы 1, 2, 13, 14, 20

Let me introduce myself. My name is Olga Smirnova, Olya for short. I was called after my grandmother. I was born on the 12th of May, 1995 in Brest, and have been living there since my childhood. Now I am seventeen years old. This year I have finished school and entered the Grodno State Medical University. It was not easy to become a student, but I did all my best to do it. At school I was good at Chemistry and Biology, they were my favorite subjects. I was also interested in Physics and Languages. Now I am a student of the medical university, the Faculty of Pediatrics. I descend from the family of doctors. My parents and teachers at school advised me to become a doctor firstly to continue our family occupation, secondly because I have always given my preference to natural sciences. The life of a medical student is not easy; we have to study a lot. So I don't have much time for my hobbies and interests. But when I have some free time I go swimming at the swimming pool and watch videos. I like sport very much. I go in for basketball and always take part in sports competitions at our university. I am also fond of reading interesting books. Among my favorite writers are Charles Dickens and Mark Twain. As for my character, my friends find me very energetic and cheerful. But my parents consider me absent-minded. I think I take after my grandmother in character; she is very optimistic and joyful. It is quite natural because we are family members.

Now I'd like to tell you a few words about my family. My family is an average sized Belarusian family: it consists of my father, mother, elder brother and me. So we are a family of four.

I'd like to start with my parents. I have got a father and a mother. Their names are Sergey Ivanovich and Marina Petrovna. My parents have been married for twenty-five years. This year we are celebrating their silver wedding.

My father is 49 years old, he is a man of character. He is a very handsome, sporty, tall man with fair hair and green eyes. People say I take after my father in appearance. As for his character, he is very serious and reliable. He is always ready to help everyone: both the family and his patients. He works as a surgeon in the regional hospital. In his free time he likes fishing and hunting. I love my father very much.

My mother is 2 years younger than my father. She is in her late forties but she looks young for her age. My mother is a pretty, slender woman of medium height. She has long brown hair and blue eyes. My mother is a very kind and caring woman, she is always very busy with her work and has a lot to do about the house. But all family members try to help her. My mother works in the children's hospital, she is a pediatrician. I want to treat children as well.

My parents have much in common, but they have different interests, hobbies, points of view on sports and music. For example, my father is fond of sports and my mother doesn't go in for sport at all. She is a great home-sitter. She keeps the house and takes care of the family. She is very good at cooking and she is clever with her hands. But my parents have the same opinion about the education and upbringing of their children. They are good specialists as well. Both of them are real medical professionals.

Now I'm going to tell you a couple of words about other members of our family. Besides me, my parents have got one more child. It is my elder brother. His name is Oleg. He is twenty-three. He is married and has a family of his own. His wife is a teacher. Oleg has graduated from the university and works as an economist. We have much in common with my brother but we are quite different as well. My brother is fond of exact sciences and I am good at natural sciences. But we both like sport and books.

We are happy to have grandparents. They are old now and live in the country near Brest. But we never forget to visit them regularly and help them about the house.

We also have a lot of relatives. My aunts, uncles and cousins live far from us, in different cities of Belarus. On big holidays they come to visit us and we have a very good time together.

So we are a happy family and we are getting on well together. Our family is very united. We help each other in difficult situations and discuss all family problems together. We like to spend our free time together and organize family celebrations. I am not married yet, but I would like to have similar relationships in the family of my own.

Вопросы 8, 9, 10

In memory of her husband Glafira Fedorovna Stakheyeva donated a considerable sum of money to foundation of educational establishment that could serve the aims of enlightenment and learning in the whole of the Kama region. In June 1898 the clergy of Vyatka Eparchy assembled to promote the foundation of eparchy school for girls in the town of Elabuga. The building was designed by Vyatka architect I.A. Charushin. Its construction was completed in 1903 by A.I. Gorokhov.

The course of studies at the Eparchy School lasted for 6-8 years. The girls were taught sciences, religion, etiquette, foreign languages and music. After graduation they got certificates of a home teacher. Those who took the additional course got certificates of a Church school teacher or a teacher of eparchy school.

In 1939 the government of the USSR issued a decree of establishing 54 teachers training institutes including the one in Elabuga. On the first of September its classrooms admitted 236 students, who were studying at three departments: the department of physics and mathematics, the department of Russian literature and the department of nature study and geography.

During the Great Patriotic War Elabuga welcomed lecturers and scientists from the Universities of Leningrad and Voronezh as well as from a branch of the Academy of Sciences.

The outstanding scientists working in Elabuga during the War (V.A. Fok, V.A. Ambartsumyan, N.A. Tolstoy, V.I. Smirnov, G.A. Freiman, G.I. Petrashen) founded new scientific schools that later developed at Elabuga Teachers Training Institute.

In 1953 Elabuga Teachers Training Institute got the status of a state Institute, and in 2003 – the status of a University.

In 2010 ESPU was merged into the newly established Kazan Federal University.

Today the academic structure of Elabuga Institute comprises 7 faculties (Faculty of Physics and Mathematics; Faculty of History and Philology; Faculty of Foreign Languages; Faculty of Technology and Engineering; Faculty of Biology; Faculty of Economics and Management; Faculty of Psychology and Pedagogy), the Center for Professional Advancement and Supplementary Education and the Postgraduate School. There are eight baccalaureate programs in thirty seven directions and five postgraduate programs.

Today Elabuga Institute trains about 5,000 students providing them with advanced teaching facilities. Elabuga Institute has five buildings, twenty research laboratories, three dormitories, a library, a sports center, a students' cafe, a number of unique University museums, and a recreational camp.

Many of the well-known scientists from Russia and abroad take part in the international conferences, such as Stakheyev's Readings, Tsvetayeva's Readings and "The Problems of Turkic and Finno-Ugric Philology".

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Вопросы 3, 15, 18

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Those who want to master it, i. e. (that is) to understand it without difficulty, to speak it well, to read books in the original without a dictionary and to write correctly, must study hard. I am fond of our English classes.

Вопросы 4, 7, 11, 12, 16, 19

Leisure is time spent in non-compulsory activities. Because leisure time is free from compulsory activities such as work, study, household duties, eating and sleeping, it is often referred to as 'free time'. The ideas of leisure and leisure time are thought to have emerged in the late 19th century with the rise of mechanized industry, when the increase in productivity of labour resulted in the fact that workers had some time to spend on themselves.

They started doing sports and visiting theatres. Since then the idea of leisure time and relaxation has been popular with all the age groups and social classes. Old and young, rich and poor have been using their free time for rest and entertainment. The ways people spend their leisure time normally differ according to the age group: middle-aged and old people normally prefer more passive kind of rest like watching TV or going to the theatre, or sometimes gardening, younger people enjoy more active pastimes like doing extreme sports, visiting night clubs and discos or travelling. However, the idea of active leisure like doing sports or travelling is gaining popularity with the older people, too.

So the basic leisure time activities of the young are travelling, doing sports including extreme sports, visiting discos and night clubs or more passive ways of recreation like listening to music or watching TV and videos, and surfing the Internet. Teenagers normally prefer to do extreme sports, that is sports featuring speed, height and danger as they lead to the so-called 'adrenaline rush' in participants. They wish to push themselves to the limits of their physical ability and fear, and push the boundaries of a particular sport, such as bungee jumping, climbing, white-water rafting, surfing, windsurfing and many others. Their tastes in music are normally different kinds of popular music associated with youth subcultures, such as hard rock, hip-hop or rap, punk rock, psychedelic rock and the like. In watching TV and videos or going to the cinema, they prefer film genres which are full of action, movement, colour, cinema effects and have a good soundtrack. They normally like action films, comedies, musicals, thrillers and cartoons.

Sometimes the ways young people spend their free time varies according to the country, as they sometimes depend on national traditions. For example, in the USA young people normally like different types of popular culture which originated in their country like blues, different kinds of rock, country music and hip hop in music and pop art in fine arts. The sports they are doing are more often than not those which originated in America like baseball, auto-racing, basketball, and board-based recreational sports — surfboarding, skateboarding and snowboarding. American youngsters are fond of eating out and eat a lot of junk food like hamburgers and cheeseburgers and drink Coca-cola or Pepsi. British youngsters are really fond of watching football matches and sorts of races such as horse-racing, boat-racing and even dog-racing, as well as playing football, rugby and golf and taking part in races. They are really fond of pets and often spend some time in the evening taking their dog for a walk. In going out for the evening, they still prefer pubs to restaurants, bars and cafes. In music, their tastes are nearly the same as those of their American peers. In Germany young people prefer drinking beer when meeting their friends and spending much time doing various sports. In Spain many youngsters, as well as older people, are fond of watching bullfighting. In France they like listening to French chanson.

As for me, I prefer to spend my free time doing three things: doing swimming, pursuing my hobby which is collecting rare books, or listening to music in which I prefer jazz and classical music. Doing sports (I have been doing swimming since I was 7) helps me keep fit and be always in high spirits, as well as build up stamina and get tempered. The first reason why I collect books is that I am really keen on reading: Books open to me a whole world of events and people. The second one is that collecting rare books is getting to know history better. Reading a book is getting information about the period it describes, feeling its atmosphere and getting to know historical figures of the period.

I enjoy listening to music, as music helps me relax and relieve stress. When I listen to music, classical, jazz, rap or any other type of music I enjoy, I forget about the troubles of everyday life; music provides an escape from everyday problems. Stress melts away as I am taken in by the beauty of the music. It can help me feel calm and deeply relaxed. Secondly, music affects my emotions. Each type of music sets distinct mood and changes mine. Whether I am feeling sad, frustrated or confused, I listen to merry or tender music, and my mood shifts. I can't say I prefer to listen to some definite kind of music all the time. The choice of music I listen to depends on my state of mind and mood. I can tell you what kind of music I prefer to listen to when I feel depressed, and it is jazz. The first reason why I do it is that jazz music usually has a powerful rhythm, so it is a kind of music that fills you with energy and strength. Secondly, it provides a brilliant combination of instrumental tunes and voice, which creates unforgettable harmony. Jazz immediately carries me away from my troubles, fills me with hope and joy, even though its tunes are often sad. I enjoy listening to classical music, too. Firstly, I like it for the complexity of the musical harmony it offers. Modern popular music, such as pop or rock is much more

primitive in melody. Secondly, the emotions classical music evokes are much stronger and deeper; they carry me away to the time when the piece of music I am listening to was composed.

2 семестр

1. *Моя семья.*
2. *Традиции и обычаи моей семьи.*
3. *Знакомство. Биография.*
4. *Распорядок дня.*
5. *Свободное время.*
6. *Хобби.*
7. *Путешествие. Отдых.*
8. *Мой ВУЗ.*
9. *Студенческий городок.*
10. *Моя учебная деятельность.*
11. *История КФУ.*
12. *Высшее образование в России.*
13. *Географическое положение стран изучаемого языка.*
14. *Политическое устройство стран изучаемого языка.*
15. *Столицы стран изучаемого языка.*
16. *Достопримечательности Лондона*
17. *Культура стран изучаемого языка.*
18. *Обычаи и традиции Великобритании.*
19. *Праздники страны изучаемого языка.*
20. *Правительство Великобритании.*

Примерные ответы:

Вопросы 1, 2, 3

Let me introduce myself. My name is Olga Smirnova, Olya for short. I was called after my grandmother. I was born on the 12th of May, 1995 in Brest, and have been living there since my childhood. Now I am seventeen years old. This year I have finished school and entered the Grodno State Medical University. It was not easy to become a student, but I did all my best to do it. At school I was good at Chemistry and Biology, they were my favorite subjects. I was also interested in Physics and Languages. Now I am a student of the medical university, the Faculty of Pediatrics. I descend from the family of doctors. My parents and teachers at school advised me to become a doctor firstly to continue our family occupation, secondly because I have always given my preference to natural sciences. The life of a medical student is not easy; we have to study a lot. So I don't have much time for my hobbies and interests. But when I have some free time I go swimming at the swimming pool and watch videos. I like sport very much. I go in for basketball and always take part in sports competitions at our university. I am also fond of reading interesting books. Among my favorite writers are Charles Dickens and Mark Twain. As for my character, my friends find me very energetic and cheerful. But my parents consider me absent-minded. I think I take after my grandmother in character; she is very optimistic and joyful. It is quite natural because we are family members.

Now I'd like to tell you a few words about my family. My family is an average sized Belarusian family: it consists of my father, mother, elder brother and me. So we are a family of four.

I'd like to start with my parents. I have got a father and a mother. Their names are Sergey Ivanovich and Marina Petrovna. My parents have been married for twenty-five years. This year we are celebrating their silver wedding.

My father is 49 years old, he is a man of character. He is a very handsome, sporty, tall man with fair hair and green eyes. People say I take after my father in appearance. As for his character, he is very serious and reliable. He is always ready to help everyone: both the family and his patients. He works as a surgeon in the regional hospital. In his free time he likes fishing and hunting. I love my father very much.

My mother is 2 years younger than my father. She is in her late forties but she looks young for her age. My mother is a pretty, slender woman of medium height. She has long brown hair and blue eyes. My mother is a very kind and caring woman, she is always very busy with her work and has a lot to do about the house. But all family members try to help her. My mother works in the children's hospital, she is a pediatrician. I want to treat children as well.

My parents have much in common, but they have different interests, hobbies, points of view on sports and music. For example, my father is fond of sports and my mother doesn't go in for sport at all. She is a great home-sitter. She keeps the house and takes care of the family. She is very good at cooking and she is clever with her hands. But my parents have the same opinion about the education and upbringing of their children. They are good specialists as well. Both of them are real medical professionals.

Now I'm going to tell you a couple of words about other members of our family. Besides me, my parents have got one more child. It is my elder brother. His name is Oleg. He is twenty-three. He is married and has a family of his own. His wife is a teacher. Oleg has graduated from the university and works as an economist. We have much in common with my brother but we are quite different as well. My brother is fond of exact sciences and I am good at natural sciences. But we both like sport and books.

We are happy to have grandparents. They are old now and live in the country near Brest. But we never forget to visit them regularly and help them about the house.

We also have a lot of relatives. My aunts, uncles and cousins live far from us, in different cities of Belarus. On big holidays they come to visit us and we have a very good time together.

So we are a happy family and we are getting on well together. Our family is very united. We help each other in difficult situations and discuss all family problems together. We like to spend our free time together and organize family celebrations. I am not married yet, but I would like to have similar relationships in the family of my own.

Вопросы 4, 10

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Вопросы 5, 6, 7

A thing we do in our free time for recreation and pleasure is called a hobby. Hobbies are practiced for interest and enjoyment, rather than for money. What are hobbies for some people are professions for others: a game tester may enjoy cooking as a hobby, while a professional chef might enjoy playing computer games. Generally speaking, the person who does something for fun, not remuneration, is called an amateur (or hobbyist), as distinct from a professional. Engaging in a hobby can lead to acquiring substantial skill, knowledge, and experience. A lot of celestial bodies and events have been discovered by amateur astronomers. However, the aim of a hobby is pleasure and personal fulfillment.

While some hobbies strike many people as trivial or boring, hobbyists find something entertaining about them. In fact, anything can be a hobby, from collecting stamps and board games to doing extreme sports and making model airplanes.

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste, you are lucky because your life becomes more interesting.

Gardening is one of the oldest man's hobbies. It is a well-known fact that the English are very fond of gardening and growing flowers, especially roses.

Both grown-ups and children are fond of playing different computer games. This is a relatively new hobby but it is becoming more and more popular.

Making things includes drawing, painting, making sculpture, designing costumes, handicrafts. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill.

Some hobbyists write music or play musical instruments. Bill Clinton, for example, plays the saxophone.

Almost everyone collects something at some period in his life: stamps, coins, matchboxes, books, records, postcards, toys, watches. Some collections have no real value. Others become so large and so valuable that they are housed in museums and galleries.

Many world-famous collections started in a small way with one or two items. People with a good deal of money often collect paintings, rare books, and other art objects. Such private collections are sometimes given to museums, libraries and public galleries so that others might take pleasure in seeing them.

No matter what kind of hobby a person has, he always has the opportunity of learning much from it. Learning new things can be the most exciting hobby.

Вопросы 8, 9, 11, 12

In memory of her husband Glafira Fedorovna Stakheyeva donated a considerable sum of money to foundation of educational establishment that could serve the aims of enlightenment and learning in the whole of the Kama region. In June 1898 the clergy of Vyatka Eparchy assembled to promote the foundation of eparchy school for girls in the town of Elabuga. The building was designed by Vyatka architect I.A. Charushin. Its construction was completed in 1903 by A.I. Gorokhov.

The course of studies at the Eparchy School lasted for 6-8 years. The girls were taught sciences, religion, etiquette, foreign languages and music. After graduation they got certificates of a home teacher. Those who took the additional course got certificates of a Church school teacher or a teacher of eparchy school.

In 1939 the government of the USSR issued a decree of establishing 54 teachers training institutes including the one in Elabuga. On the first of September its classrooms admitted 236 students, who were studying at three departments: the department of physics and mathematics, the department of Russian literature and the department of nature study and geography.

During the Great Patriotic War Elabuga welcomed lecturers and scientists from the Universities of Leningrad and Voronezh as well as from a branch of the Academy of Sciences.

The outstanding scientists working in Elabuga during the War (V.A. Fok, V.A. Ambartsumyan, N.A. Tolstoy, V.I. Smirnov, G.A. Freiman, G.I. Petrashen) founded new scientific schools that later developed at Elabuga Teachers Training Institute.

In 1953 Elabuga Teachers Training Institute got the status of a state Institute, and in 2003 – the status of a University.

In 2010 ESPU was merged into the newly established Kazan Federal University.

Today the academic structure of Elabuga Institute comprises 7 faculties (Faculty of Physics and Mathematics; Faculty of History and Philology; Faculty of Foreign Languages; Faculty of Technology and Engineering; Faculty of Biology; Faculty of Economics and Management; Faculty of Psychology and Pedagogy), the Center for Professional Advancement and Supplementary Education and the Postgraduate School. There are eight baccalaureate programs in thirty seven directions and five postgraduate programs.

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Вопросы 13, 18, 19

Great Britain has several names: Britain, the United Kingdom or just the UK.

The United Kingdom is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland. The country is washed by the Atlantic ocean, the North Sea and the Irish Sea. The English Channel and the Strait of Dover separate Britain from the continent.

Great Britain, the largest island in Europe, contains England, Scotland, Wales and Northern Ireland. Every country has its own national emblem. The red rose is the national emblem of England, the thistle is the emblem of Scotland, the daffodil and the leek are the emblems of Wales and the shamrock is the emblem of Ireland. All these parts of the country are represented in the Parliament in London. England is noted for its "high-tech" and car industries. Scotland is a land of mountains, lakes and romantic castles. Wales is famous for its high mountains and pretty valleys, factories and coal mines, music and myths. Northern Ireland, with farming land, is attractive too. The UK has an area of 94 249 sq. miles. The capital of the country is London. English is an official language. The population of the UK is nearly 60 mln. people. The English, Scots, Irish and Welsh constitute the population of Great Britain.

The climate of Great Britain is mild. The weather is changeable. It is not too hot in summer or too cold in winter. It often rains in England. Snow falls only in the North and West of the country. The surface of England and Northern Ireland is flat, but Scotland and Wales are mountainous. Many parts of the country have beautiful villages. There are many rivers in GB. The main are the Thames and the Severn. The Severn is the longest river. The Thames is the most important one.

The flag of Great Britain is blue, red and white. Its nickname is the Union Jack. It is made up of three crosses: the cross of St. George (the patron saint of England), the cross of St. Andrew (the patron saint of Scotland) and the cross of St. Patrick (the cross of Ireland). The national anthem is "God save the Queen". The national currency is a pound

The history of the UK dates back to the ancient times. From the 6th to the 3rd centuries BC, the British Isles were invaded by Celtic tribes. In 43 AD, the Romans invaded southern Britain. It became a Roman colony called Britannia. The Romans set up their capital in London. The Saxons, the Danes and the Normans settled here in turn. In 1066 William the Ist, known as William the Conqueror, established a strong, centralised country under military rule. Since 1066 England has never been invaded.

Great Britain is a constitutional monarchy. The Queen is the head of the state, but her power is limited by the Parliament. The branches of the government are: the legislative, the executive and the judiciary. The legislative is the supreme authority. It comprises two chambers-the House of Lords and the House of Commons- together with the Queen in her constitutional role. The house of Lords doesn't have much power but it's very important as it can offer and change laws, it can delay laws too. The House of Commons makes laws about the policy of the country, taxes and many other things. The members of the House of Lords are not elected. They are permanent. They are often aristocrats, people of the church, lawyers and former politicians. The members of the House of Commons are elected. The British people elect 650 members of the House of Commons. The executive consists of the central Government- that is the Prime Minister, the Cabinet, and other ministers. The judiciary determines common law and interprets status and is independent of both the legislature and the executive. In Great Britain there are two major parties: the Conservative party and the Labour party. The Labour party is in power now. Tony Blair is the Prime Minister. In Great Britain there is no written constitution, only customs, traditions.

Great Britain is a highly industrial country. The UK has some mineral resources. Coal and oil are the most important of them. Great Britain produces and exports textile, electronics, aircraft, and navigation equipment machinery. Birmingham is the centre of the British heavy industry. One of the chief industries of the country is shipbuilding. It is centred in London, Glasgow, Newcastle, Liverpool. At the same time GB imports some food products and raw materials from many countries of the world.

In Great Britain education is compulsory and free. General education may lead to technical or commercial study or to higher education. Internationally prominent universities include those of Oxford, which was founded in the 12th century, and Cambridge, which was founded in the 13th century.

Вопросы 14, 20

The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head.

The House of Commons plays the major role in law-making. It consists of Members of Parliament (called MPs for short), each of whom represents an area in England, Scotland, Wales or Northern Ireland. MPs are elected either at a general election, or at a by election.

Parliamentary elections must be held every five years, but the Prime Minister can decide on the exact date within those five years. The minimum voting age is 18.

The election campaign lasts about three weeks. The election is decided on a simple majority—the candidate with most votes wins. The British parliamentary system depends on political parties. The political parties choose candidates in election. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his or her party to become the Cabinet of Ministers. Each minister is responsible for a particular area of the government. The second largest party becomes the official opposition with its own leader and “Shadow cabinet”.

The House of Commons consists of 650 elected members, known as Members of Parliament (MPs). It is presided over by the Speaker. MPs sit on two sides of the hall, one side for the governing party and the other for the opposition. The first two rows of seats are occupied by the leading members of both parties (called “front-benchers”), the back benches belong to the rank-and-file MPs (“back-benchers”). Each session of the House of Commons lasts for 160-175 days. Parliament has intervals during its work. MPs are paid for their parliamentary work and have to attend the sittings.

A proposed law, a bill, has to go through three stages in order to become an Act of Parliament. These are called readings. The first reading is a formality and is simply the publication of the proposal. The second reading involves debate on the principles of the bill, its examination by a parliamentary committee, and the third reading—a report stage, when the work of the committee is reported on to the House. This is usually the most important stage in the process. The third reading is often a formality too; if six members table a motion³, then there has to be a debate on the third reading. If the majority of MPs still vote for the bill, it is sent to the House of Lords for discussion. When the Lords agree, the bill is taken to the Queen for Royal assent⁶. All bills must pass through both houses before being sent for signature by the Queen, when they become Acts of Parliament and the Law of the Land.

The other House of Parliament is the House of Lords. The House of Lords has more than 1,000 members, although only about 250 take an active part in the work of the House. This House consists of those lords who sit by right of inheritance and those men and women who have been given life peerages which end with the life of their possessors. Members of this Upper House are not elected. They sit there because of their rank. The chairman of the House of Lords is the Lord Chancellor and he sits on a special seat called the Woolsack.

The members of the House of Lords debate a bill after it has been passed by the House of Commons. Changes may be recommended and agreement between the two Houses is reached by negotiations. The Lords’ main power consists of being able to delay non-financial bills for a period of a year, but they can also introduce certain types of bill. The House of Lords is the only non-elected second chamber in the parliaments of the world, and some people in Britain would like to abolish it.

Вопросы 15, 16

London is the capital of Great Britain, its political, economic and cultural centre. London is an ancient city. It is more than twenty centuries old. The population of London, including its suburbs is more than ten million people.

London is one of the biggest cities in the world and the largest city in Europe. It is situated on the banks of the river Thames, not far from its mouth. Due to its geographical situation London has developed into an important sea port.

London stretches for nearly 30 miles from north to south and for about 30 miles from east to west. The river Thames divides the city into two large parts — the West End and the East End. London consists of four important sections: the West End, the East End, the City and Westminster.

The City is a small part of London — only one square mile in area — but it is the financial and the business centre of the country. There are a lot of banks and various offices here. It is the ancient part of London. Most of the streets are narrow here and the traffic is slow.

One of the greatest English churches — St. Paul’s Cathedral — is here. It was designed and built by an outstanding English architect Christopher Wren in 1710. Inside the Cathedral we find monuments erected to many generals and admirals. Nelson is also buried here.

Not far away is Westminster — the administrative centre of London. The Houses of Parliament are situated here. It is the seat of the British Government. The building is very beautiful with its two towers and a big clock called Big Ben.

Westminster Abbey where kings and queens are crowned is opposite the Houses of Parliament. This ancient building was founded in the eleventh century, though it was destroyed and rebuilt several times. Many famous people are buried here, among them Newton, Darwin, Dickens and Kipling.

The West End is the part of London where the rich people live. Fine houses, wide streets, numerous parks are to be found in this part of the capital. The best cinemas, theatres, concert halls, famous shops, comfortable hotels, restaurants, large museums are situated here. The most beautiful London park — Hyde Park — is in this district too.

The East End is the poorest part of London. It includes the Port, the docks stretching for miles and the great industrial areas, which depend on shipping. The workers and the unemployed live here. There are no beautiful houses and parks here, the streets are narrow. The East End is unattractive in appearance but it is very important in the country's commerce.

London is famous for its outstanding places of interest. There are many architectural, art and historic monuments in London such as the British Museum, the Tower of London, the National Gallery, Buckingham Palace, the Nelson Column and many others. Thousands of tourists from all parts of the world come to London to admire its art treasures.

Вопросы 17, 18, 19

England's contribution to both British and world culture is too vast for anything but a cursory survey here. Historically, England was a very homogeneous country and developed coherent traditions, but, especially as the British Empire expanded and the country absorbed peoples from throughout the globe, English culture has been accented with diverse contributions from Afro-Caribbeans, Asians, Muslims, and other immigrant groups. Other parts of the United Kingdom have experienced the same social and cultural diversification, with the result that England is not always distinguishable from Wales and Scotland or even Northern Ireland. The former insularity of English life has been replaced by a cosmopolitan familiarity with all things exotic: fish and chips have given way to Indian, Chinese, and Italian cuisine, guitar-based rock blends with South Asian rap and Afro-Caribbean salsa, and the English language itself abounds in neologisms drawn from nearly every one of the world's tongues.

Even as England has become ever more diverse culturally, it continues to exert a strong cultural influence on the rest of the world. English music, film, and literature enjoy wide audiences overseas, and the English language has gained ever-increasing currency as the preferred international medium of cultural and economic exchange.

Daily life and social customs

Historically, English daily life and customs were markedly different in urban and rural areas. Indeed, much of English literature and popular culture has explored the tension between town and country and between farm and factory. Today, even though the English are among the world's most cosmopolitan and well-traveled people, ties to the rural past remain strong. Urbanites, for example, commonly retire to villages and country cottages, and even the smallest urban dwelling is likely to have a garden.

Another divide, though one that is fast disappearing, is the rigid class system that long made it difficult for nonaristocratic individuals to rise to positions of prominence in commerce, government, and education. Significant changes have accompanied the decline of the class system, which also had reinforced distinctions between town and country and between the less affluent north of England and the country's wealthy south. For example, whereas in decades past English radio was renowned for its "proper" language, the country's airwaves now carry accents from every corner of the country and its former empire, and the wealthy are likely to enjoy the same elements of popular culture as the less advantaged.

Many holidays in England, such as Christmas, are celebrated throughout the world, though the traditional English Christmas is less a commercial event than an opportunity for singing and feasting. Remembrance Day (November 11) honours British soldiers who died in World War I. Other remembrances are unique to England and are nearly inexplicable to outsiders. For example, Guy Fawkes Night (November 5) commemorates a Roman Catholic conspiracy to blow up the Houses of Parliament in 1605, and Saint George's Day (April 23) honours England's patron saint—though the holiday is barely celebrated at all in England, in marked contrast to the celebrations in Wales, Scotland, and Ireland for their respective patron saints. Indeed, the lack of official celebration for Saint George contributes to the ambiguity of "Englishness" and whether it can now be distinguished from "Britishness." The monarch's official birthday is also observed nationally and commemorated in the summer by a military parade called Trooping the Colour, which has been celebrated since the 18th century.

English cuisine has traditionally been based on beef, lamb, pork, chicken, and fish, all cooked with the minimum of embellishment and generally served with potatoes and one other vegetable—or, in the case of fish (most commonly cod or haddock) deep-fried in batter and served with deep-fried potato slices (chips). Fish and chips, traditionally wrapped in old newspapers to keep warm on the journey home, has long been one of England's most popular carryout dishes. By convention, at least for middle-income households, the main family meal of the week was the "Sunday joint," when a substantial piece of beef, lamb, or pork was roasted in the oven during the morning and served around midday. In the 1950s

and '60s, however, these traditions started to change. Immigrants from India and Hong Kong arrived with their own distinctive cuisine, and Indian and Chinese restaurants became a familiar sight in every part of England. By the 1980s, American-style fast-food restaurants dotted the landscape, and the rapid post-World War II growth of holiday travel to Europe, particularly to France, Spain, Greece, and Italy, exposed the English to new foods, flavours, and ingredients, many of which found their way into a new generation of recipe books that filled the shelves of the typical English kitchen.

3 часть билета

Перевод текста по специальности. Объем текста - 500-700 п.з. 1 семестр

Примерный ответ:

Текст:

The capital of Great Britain is full of popular and world-famous tourist attractions, both educational and entertaining. Most of them are located close to the river Thames, others are in different parts of London and in its suburbs. The city was founded about 2 000 years ago, so there are a lot of interesting historic and architectural sights.

Big Ben is the most famous iconic clock tower of the Houses of Parliament. Behind this long and beautiful building stands medieval Westminster Abbey where many historic weddings, coronations and burials took place. The Tower of London has rich history as a royal palace, a fortress, a prison and a place of execution. Not far from the Tower guests can see the magnificent architecture of St Paul's Cathedral, originally designed by Sir Christopher Wren. In the middle of Trafalgar Square tourists stop to admire a 52-metre Nelson's column dedicated to Admiral Lord Nelson. Buckingham Palace has been the official residence of British monarchs since the reign of Queen Victoria.

London is famous for its wonderful museums and art galleries. In British Museum one can see ancient paintings, sculptures and even Egyptian mummies. London's National Gallery has the greatest collection of paintings of Van Gogh, Leonardo da Vinci, Renoir and many others. The Natural History Museum boasts its fabulous dinosaur exhibition. Tate Modern is a unique museum with the works of Picasso, Dali and other modern artists. The Science Museum is a technology thought-provoking museum with interactive galleries devoted to many fields of science: from space travel to psychology.

As for the entertaining, it is impossible to get bored in London. The best places for quiet relaxation are traditional English parks and gardens. The tourists' favourites are Kew Gardens, Hyde Park, St. James's Park, Green Park and Kensington Gardens. Right in the heart of the capital we can find London Zoo and London Aquarium. In Madame Tussauds Museum visitors will meet face to face with hundreds of celebrities: from Shakespeare to Lady Gaga because it's an amazing collection of wax figures. Warner Bros. Studio Tour is an unbelievable behind-the-scenes tour where we can enjoy the magic of the Harry Potter films. The London Eye is a giant wheel that carries its visitors in one of its capsules for breathtaking experience above the city and its attractions.

Перевод:

Столица Великобритании полна популярных и всемирно известных туристических достопримечательностей, как образовательных, так и развлекательных. Большая часть из них находится у реки Темза, другие – в разных частях Лондона и его окрестностях. Город был основан около 2000 лет назад, поэтому здесь много интересных исторических и архитектурных мест.

Биг Бен является самой известной культовой часовой башней в Здании Парламента. Позади этого длинного и красивого здания стоит средневековое Вестминстерское Аббатство, где состоялось много исторически важных бракосочетаний, коронаций и захоронений. Лондонский Тауэр имеет богатую историю как королевский дворец, крепость, тюрьма и место казни. Недалеко от Тауэра гости могут увидеть великолепную архитектуру Собора Св. Павла, первоначально спроектированного сэром Кристофером Реном. В центре Трафальгарской площади туристы останавливаются, восторгаясь 52-метровой колонной Нельсона, посвященной адмиралу Нельсону. Бакингемский дворец является официальной резиденцией британских монархов со времен правления королевы Виктории.

Лондон знаменит своими прекрасными музеями и художественными галереями. В Британском музее можно увидеть старинные картины, скульптуры и даже египетские мумии. В Национальной галерее Лондона находится величайшая коллекция полотен Ван Гога, Леонардо да Винчи, Ренуара и других. Музей естествознания гордится своей восхитительной выставкой динозавров. Тэйт Модерн – это уникальный музей с работами Пикассо, Дали и других современных художников. Музей науки – это прикладной, заставляющий думать музей с интерактивными галереями, посвященный многим областям науки: от космических полетов до психологии.

Что касается развлечений, то в Лондоне невозможно скучать. Лучшими местами для спокойного отдыха считаются традиционные английские парки и сады. Фаворитами среди туристов стали Кью Гарденз, Гайд Парк, Парк Св. Джеймса, Грин Парк и Кенсингтонские сады. Прямо в сердце столицы можно найти Лондонский зоопарк и Аквариум. В Музее мадам Тюссо посетители встречаются лицом к лицу с сотнями знаменитостей: от Шекспира до Леди Гага, потому что это удивительная коллекция восковых фигур. Тур на студию Уорнер Бразерс – это невероятная экскурсия об истории создания волшебных фильмов о Гарри Поттере. Лондонский Глаз – это

гигантское колесо обозрения, которое поднимает посетителей в одной из своих капсул в захватывающее приключение над городом и его достопримечательностями.

Перечень литературы, необходимой для освоения дисциплины (модуля)

Направление подготовки: 15.03.06. Мехатроника и робототехника

Профиль подготовки: Физические основы мехатроники и робототехники

Квалификация выпускника: бакалавр

Форма обучения: очная

Язык обучения: русский

Год начала обучения по образовательной программе: 2025

Основная литература:

1. Афонасова, В. Н. Английский язык. Базовый курс. Уровень А+. Часть 1/Афонасова В.Н., Семенова Л.А. - Новосибирск : НГТУ, 2013. - 116 с.: (Профессиональное образование). ISBN 978-5-7782-2362-2. - Текст : электронный. - URL: <https://znanium.com/catalog/product/546592>. – Режим доступа: по подписке.
2. Данчевская, О. Е. English for Cross-Cultural and Professional Communication. Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В. Малёв. – 2-е изд., стер. – Москва : ФЛИНТА : Наука, 2013. – 192 с. (ВО- Бакалавриат).- ISBN 978-5-9765-1284-9 (ФЛИНТА), ISBN 978-5-02-037820-7 (Наука). - Текст: электронный. - URL: <https://znanium.com/catalog/product/454058>. – Режим доступа: по подписке.
3. Богатырева, М. А. Богатырёва, М. А. Учебник английского языка для неязыковых гуманитарных вузов. Начальный этап обучения [Электронный ресурс] : учебник / М. А. Богатырёва. - 2-е изд., стереотип. - Москва : Флинта : МПС И, 2011. - 637 с. (ВО- Бакалавриат) - ISBN 978-5-89349-711-3 (ФЛИНТА), ISBN 978-5-89502-758-5 (МПСИ). - Текст: электронный. - URL: <https://znanium.com/catalog/product/453977>. – Режим доступа: по подписке.
4. Комаров, А. С. A Practical Grammar of English for Students. Практическая грамматика английского языка для студентов [Электронный ресурс] : учеб. пособие / А. С. Комаров. - 2-е изд., стер. - Москва : Флинта, 2012. - 248 с. (ВО- Бакалавриат) - ISBN 978-5-89349-848-6. - Текст: электронный. - URL: <https://znanium.com/catalog/product/455224>. – Режим доступа: по подписке.

Дополнительная литература:

1. Агабекян, И.П. Английский для технических вузов: Учебное пособие/ И.П. Агабекян, П.И. Коваленко - 2-е изд.- Ростов н/Д: Феникс, 2013. - 302 с. (Высшее образование) (30 экз.)
2. Степанова, С.Н. Английский язык для направления 'Педагогическое образование' : учебник для студ. учреждений высш.проф.образования. - 3-е изд.,испр. - М.: Академия, 2012. - 224с. - (Высш.проф.образования.Педагогическоеобразование.Бакалавриат.). (15 экз.)
3. Попов, Е. Б. Miscellaneous items: Общеразговорный английский язык / Е.Б. Попов - Москва : НИЦ ИНФРА-М, 2015. - 132 с. (ВО- Бакалавриат). ISBN 978-5-16-103284-8 (online). - Текст : электронный. - URL: <https://znanium.com/catalog/product/515335>. – Режим доступа: по подписке.

Перечень информационных технологий, используемых для освоения дисциплины (модуля), включая перечень программного обеспечения и информационных справочных систем

Направление подготовки: 15.03.06. Мехатроника и робототехника

Профиль подготовки: Физические основы мехатроники и робототехники

Квалификация выпускника: бакалавр

Форма обучения: очная

Язык обучения: русский

Год начала обучения по образовательной программе: 2025

Освоение дисциплины (модуля) предполагает использование следующего программного обеспечения и информационно-справочных систем:

Программное обеспечение: операционная система Windows, универсальный аудио-программный комплекс Sanako 7100500 L, Microsoft Office

Электронная библиотечная система «ZNANIUM.COM»

Электронная библиотечная система Издательства «Лань»

Электронная библиотечная система «Консультант студента»