

МИНОБРНАУКИ РОССИИ
Ярославский государственный университет им. П.Г. Демидова

Институт иностранных языков
Кафедра иностранных языков гуманитарных факультетов

УТВЕРЖДАЮ

Декан факультета социально-политических наук



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(подпись)

«24» мая 2022 г

Рабочая программа дисциплины
Иностранный язык
Направление подготовки
41.03.04 Политология
Направленность (профиль) «Политический менеджмент»

Форма обучения
очная

Программа одобрена
на заседании кафедры
от «13» апреля 2022 года, протокол № 8

Программа одобрена НМК
Института иностранных языков
протокол № 8 от «20» апреля 2022 года

Ярославль

1. Цели освоения дисциплины

Целью освоения дисциплины «Иностранный язык» является формирование компетенции, позволяющей осуществлять деловую коммуникацию в устной и письменной формах на иностранном языке с учетом особенностей официального и неофициального стилей общения и социокультурных различий, а также переводить профессиональные тексты с иностранного языка на государственный.

2. Место дисциплины в структуре образовательной программы

Дисциплина «Иностранный язык» относится к обязательной части Блока 1 образовательной программы.

Для освоения данной дисциплины студенты должны владеть знаниями, умениями и навыками, приобретенными в курсе освоения предмета «иностранный язык» в средней школе.

Полученные в курсе «Иностранный язык» знания необходимы для осуществления деловой коммуникации на иностранном языке, а также для продолжения обучения в магистратуре.

3. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы

Процесс изучения дисциплины направлен на формирование следующих элементов компетенций в соответствии с ФГОС ВО, ООП ВО и приобретения следующих знаний, умений, навыков и (или) опыта деятельности:

Формируемая компетенция (код и формулировка)	Индикатор достижения компетенции (код и формулировка)	Перечень планируемых результатов обучения
Универсальные компетенции		
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (-ых) языке (ах)	ИД-УК-4.1. Осуществляет деловую коммуникацию на иностранном языке с учетом особенностей официального и неофициального стилей общения и социокультурных различий.	Знать Нормы и особенности устной и письменной речи на иностранном языке, с учетом особенностей официального и неофициального стилей общения и социокультурных различий Уметь использовать иностранный язык в деловой коммуникации Владеть навыками деловых коммуникаций в устной и письменной форме на иностранном языках техникой деловой речевой коммуникации, опираясь на современное состояние языковой культуры

	ИД-УК-4.2 Переводит тексты общего и профессионального назначения с иностранного языка на государственный	Знать: Владеет жанрами устной и письменной речи в профессиональной сфере Уметь: Выполнять корректный устный и письменный перевод с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный язык профессиональных текстов Владеть: Навыками перевода текстов
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4. Объем, структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 10 зачетных единиц, 360 акад. часов.

№ п/п	Темы (разделы) дисциплины, их содержание	Семестр	Виды учебных занятий, включая самостоятельную работу студентов, и их трудоемкость (в академических часах)						Формы текущего контроля успеваемости Форма промежуточной аттестации (по семестрам) Формы ЭО и ДОТ (присутствия)
			Контактная работа						
			лекции	практические	лабораторные	консультации	аттестационные испытания	самостоятельная работа	
1.	Вводно-корректирующий курс	1		7				7	Контрольное чтение
2.	Работа с лексикой по теме «Семья, семейные ценности в разных культурах (Россия, Великобритания, США)».	1		7				7	работа с текстом, устный опрос
3.	Работа с лексикой по теме «Английский язык как средство межкультурной коммуникации». Видо-временные формы действительного залога (Простое прошедшее время).	1		7				7	Самостоятельная работа №1

4.	Работа с лексикой по теме «Система высшего образования в Великобритании». Местоимения, артикли. Конструкция “there+ to be”.	1		7				7	работа с текстом, устный опрос
5.	Работа с лексикой по теме «Избирательная система Великобритании». Видо-временные формы действительного залога (Простое будущее время).	1		6				6	Тест (Контрольная работа № 1)
	<i>в том числе с ЭО и ДОТ</i>							2	<i>Лексико-грамматический тест ЭУК в LMS Moodle</i>
							0,3	3,7	Зачёт
	Всего:			34			0,3	37,7	
	Итого за 1 семестр 72 часа								
	<i>в том числе с ЭО и ДОТ</i>							2	
6.	Работа с лексикой по теме «Политические партии Великобритании». Модальные глаголы. Видо-временные формы действительного залога: длительные времена.	2		8				9	работа с текстом, устный опрос
7.	Видо-временные формы действительного залога: длительные времена (продолжение).	2		8				9	Самостоятельная работа №2
8.	Работа с лексикой по теме «Монархия в Великобритании». Видо-временные формы действительного залога: перфектные времена.	2		8				9	чтение и перевод текста, устный опрос
9.	Обзор пройденных грамматических тем. Основы аннотирования и	2		8				9	Тест (Контрольная работа № 2)

	реферирования								Аннотирование текста
	<i>в том числе с ЭО и ДОТ</i>						2		<i>Лексико-грамматический тест ЭУК в LMS Moodle</i>
						0,3	3,7		Зачет
	Всего:			32			0,3	39,7	
	Итого за 2 семестр 72 часа								
	<i>в том числе с ЭО и ДОТ</i>						2		
10.	Работа с лексикой по теме «Политическое устройство США. Конгресс». Политический строй РФ. Неличные формы глагола: причастие.	3		11			11		чтение и перевод текста, устный опрос
11.	Работа с лексикой по теме «Политические партии США». Политические партии РФ Абсолютная причастная конструкция.	3		11			11		чтение и перевод текста, устный опрос, презентации.
12.	Работа с лексикой по теме «Президент США». Президент РФ Неличные формы глагола: герундий.	3		12			12		Тест (Самостоятельная работа № 3)
	<i>в том числе с ЭО и ДОТ</i>						2		<i>Лексико-грамматический тест ЭУК в LMS Moodle</i>
						0,3	3,7		Зачет
	Всего:			34			0,3	37,7	
	Итого за 3 семестр 72 часа								
	<i>в том числе с ЭО и ДОТ</i>						2		
13.	Работа с лексикой по теме «Избирательная система США». Избирательная система РФ Грамматические конструкции с герундием.	4		10		1	24		чтение и перевод текста, устный опрос
14.	Работа с лексикой по теме	4		10		1	24		чтение и перевод

	«Федерализм». Неличные формы глагола: инфинитив.								текста, устный опрос
15.	Грамматические конструкции с инфинитивом	4		12		2		24	Тест (Контрольная работа № 3)
	<i>в том числе с ЭО и ДОТ</i>							2	<i>Лексико-грамматический тест ЭУК в LMS Moodle</i>
						2	0,5	33,5	экзамен
	Всего:			32		6	0,5	105,5	
	Итого за 4 семестр 144 часа								
	<i>в том числе с ЭО и ДОТ</i>							2	
	ИТОГО 360 часов			132		6	1,4	220,6	
	<i>в том числе с ЭО и ДОТ</i>							8	

Содержание разделов дисциплины:

1. Вводно-коррективный курс.

Работа с лексикой по теме: Приветствие, знакомство.

Специфика артикуляции звуков, интонации, чтение транскрипции.

Имя существительное, множественное число существительных.

2. Работа с лексикой по теме: Семья, семейные ценности в разных культурах (Россия, Великобритания, США).

Общая характеристика грамматического строя англ.яз. Артикль (определенный и неопределенный) – основные случаи употребления.

Видо-временные формы действительного залога: простое настоящее время (образование утвердительных, отрицательных, вопросительных предложений).

3. Работа с лексикой по теме: Английский язык как средство межкультурной коммуникации.

Видо-временные формы действительного залога: простое прошедшее время (образование утвердительных, отрицательных, вопросительных предложений).

4. Работа с лексикой по теме: Система высшего образования в Великобритании.

Местоимения, артикли. Конструкция “there+ to be”. Употребление “to be”, “to have” в качестве смысловых глаголов.

Обозначение времени. Дни недели, месяцы, времена года. Обозначение даты.

5. Работа с лексикой по теме: Избирательная система Великобритании.

Видо-временные формы действительного залога. Простое будущее время (образование утвердительных, отрицательных, вопросительных предложений).

Количественные числительные. Порядковые числительные.

6. Работа с лексикой по теме: Политические партии Великобритании.

Модальные глаголы: особенности значения, образование утвердительных, отрицательных, вопросительных предложений. Видо-временные формы действительного залога: длительные времена (образование утвердительных, отрицательных, вопросительных предложений).

7. Видо-временные формы действительного залога: длительные времена. (Продолжение). Сравнение употребления простых и длительных времён.

8. Работа с лексикой по теме: Монархия в Великобритании.
Видо-временные формы действительного залога: перфектные времена (образование утвердительных, отрицательных, вопросительных предложений).
Сравнение употребления времён Present Perfect и Past Simple.
Страдательный залог.

9. Обзор пройденных грамматических тем. Систематизация употребления времен изъявительного наклонения. Знакомство с основами аннотирования и реферирования текста на родном и английском языке. Аннотирование текста по специальности.

10. Работа с лексикой по теме: Политическое устройство США. Политический строй РФ. Конгресс.
Понятие о неличных формах глагола. Причастие: формы, функции в предложении.

11. Работа с лексикой по теме: Политические партии США. Политические партии РФ
Основные правила подготовки презентации.
Абсолютная причастная конструкция: образование, особенности перевода.

12. Работа с лексикой по теме: Президент США. Президент РФ.
Неличные формы глагола. Герундий: формы, функции в предложении.

13. Работа с лексикой по теме: Избирательная система США. Избирательная система РФ.
Грамматические конструкции с герундием: образование, особенности перевода.

14. Работа с лексикой по теме: Федерализм.
Неличные формы глагола: инфинитив: формы, функции в предложении.

15. Грамматические конструкции с инфинитивом: Complex Object, Complex Subject, For-to-Infinitive construction (образование, особенности перевода).

5. Образовательные технологии, в том числе технологии электронного обучения и дистанционные образовательные технологии, используемые при осуществлении образовательного процесса по дисциплине

В процессе обучения используются следующие образовательные технологии:

Практическое занятие – занятие, посвященное освоению конкретных умений и навыков и закреплению полученных при объяснении знаний.

Консультации – вид учебных занятий, являющийся одной из форм контроля самостоятельной работы студентов. На консультациях по просьбе студентов рассматриваются наиболее сложные моменты при освоении материала дисциплины, преподаватель отвечает на вопросы студентов, которые возникают у них в процессе самостоятельной работы.

В процессе обучения используются следующие технологии электронного обучения

и дистанционные образовательные технологии:

Электронный учебный курс по дисциплине «Иностранный язык» в LMS Электронный университет MoodleЯрГУ, в котором:

- представлены задания для самостоятельной работы обучающихся по темам дисциплины;
- осуществляется проведение отдельных мероприятий текущего контроля успеваемости студентов;
- представлены правила прохождения промежуточной аттестации по дисциплине;
- представлен список учебной литературы, рекомендуемой для освоения дисциплины;
- посредством форума осуществляется синхронное и (или) асинхронное взаимодействие между обучающимися и преподавателем в рамках изучения дисциплины.

6. Перечень лицензионного и (или) свободно распространяемого программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине

В процессе осуществления образовательного процесса по дисциплине используются:

для формирования материалов для текущего контроля успеваемости и проведения промежуточной аттестации, для формирования методических материалов по дисциплине:

- программы Microsoft Office;
- Adobe Acrobat Reader.

7. Перечень современных профессиональных баз данных и информационных справочных систем, используемых при осуществлении образовательного процесса по дисциплине (при необходимости)

В процессе осуществления образовательного процесса по дисциплине используются:

1. Автоматизированная библиотечно-информационная система «БУКИ-NEXT» http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php - может быть включена во все РПД
2. Электронно-библиотечная система «Юрайт» <https://urait.ru/>
3. Электронно-библиотечная система «Лань» <http://e.lanbook.com/>
4. Электронно-библиотечная система «Консультант Студента» <https://www.studentlibrary.ru/>

8. Перечень основной и дополнительной учебной литературы, ресурсов информационно-телекоммуникационной сети «Интернет» (при необходимости), рекомендуемых для освоения дисциплины

а) основная литература

1. Английский язык для студентов факультета социально-политических наук [Электронный ресурс] : учебно-методическое пособие / сост. Е. В. Новожилова ; Яросл. гос. ун-т, Ярославль, ЯрГУ, 2020, 37с.
<http://www.lib.uniyar.ac.ru/edocs/iuni/20200604.pdf>
2. Грамматика английского языка [Электронный ресурс] : учебно-методическое пособие для студентов, обучающихся по направлению Социология / сост. Е. В. Новожилова; Яросл. гос. ун-т, Ярославль, ЯрГУ, 2015, 67с.
<http://www.lib.uniyar.ac.ru/edocs/iuni/20152101.pdf>

б) дополнительная литература

1. Английский язык [Электронный ресурс] : метод. указания / сост. Е. В. Новожилова ; Яросл. гос. ун-т. - Ярославль.: ЯрГУ, 2009.-34с.
<http://www.lib.uniyar.ac.ru/edocs/iuni/20092106.pdf>
2. Вагина, Е. В. Английский язык [Электронный ресурс]: метод. указания по развитию навыков устной речи для студентов отделения политологии / сост. Е. В. Вагина. - Ярославль.: ЯрГУ, 2002.-24с.
<http://lib.yar.ru/yarcln/edoc/yarsu/pdf/191600.pdf>
3. Егорова, А. В., Практикум по развитию навыков перевода и устной речи для студентов ФСПН[Электронный ресурс] : метод. указания / А. В. Егорова, Т. В. Шульдешова ; Яросл. гос. ун-т, Ярославль, ЯрГУ, 2009, 50с
<http://www.lib.uniyar.ac.ru/edocs/iuni/20092109.pdf>

9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине

Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине включает в свой состав специальные помещения:

- учебные аудитории для проведения практических занятий (семинаров);
- учебные аудитории для проведения групповых и индивидуальных консультаций;
- учебные аудитории для проведения текущего контроля и промежуточной аттестации;
- помещения для самостоятельной работы;
- помещения для хранения и профилактического обслуживания технических средств обучения.

Специальные помещения укомплектованы средствами обучения, служащими для представления учебной информации большой аудитории.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа к электронной информационно-образовательной среде ЯрГУ.

Автор(ы) :

Ст. преподаватель кафедры иностранных языков
гуманитарных факультетов _____ Е.В.Новожилова

**Приложение №1 к рабочей программе дисциплины
«Иностранный язык (английский)»**

**Фонд оценочных средств
для проведения текущего контроля успеваемости
и промежуточной аттестации студентов
по дисциплине**

**1. Типовые контрольные задания и иные материалы,
используемые в процессе текущего контроля успеваемости**

Задания для самостоятельной работы / текущего контроля

(Данные задания могут выполняться студентом самостоятельно, в таком случае преподавателем в обязательном порядке не проверяются. Также данные задания могут использоваться преподавателем для текущего контроля сформированности УК-4 индикаторы ИД-УК-4.1 и ИД-УК-4.2)

1 семестр

Раздел 1. Контрольное чтение

Read the following:

Pale, mete, cell, bathe, receive, lather, land, lest, quart, warf, cut, fuse, hurt, nought, powder, spoon, toast, sour, bind, thing, sense, cage, speech, yoke, front, horn, niece, leer, grey, ceiling, bore, swan, quite, whole, bard, herd, grew, team, pass, hair, salt, mask, grasp, bread, weight, few, nerve, dawn, draft, fast, auto, fall, rare, mail, pew, freight, calm, white, wring, sigh.

Критерий оценивания контрольного чтения.

Оценка

Правильная идентификация и нормативная артикуляция звуков, правильная постановка ударения в словах, соблюдение ритмики и интонации предложения. Темп естественный, текст хорошо воспринимается на слух. Допускаются одиночные фонематические ошибки и паузы.	5
В основном правильная идентификация и артикуляция звуков. Допускается некоторое количество фонематических ошибок и пауз. Присутствует влияние родного языка в фонетике и ритмике. Недостаточная связность и беглость.	4
Текст воспринимается с трудом из-за значительного количества фонематических ошибок. Интонация обусловлена влиянием родного языка. Нарушение ритма, много пауз.	3

Раздел 2.

1. Работа с текстом: чтение текста, выполнение заданий.

Family structure

The British live longer, marry later, have fewer children and are more likely to get divorced than ever before. Young people leave home earlier, though not necessarily to get married. More women now go out to work and more people, especially the old, live alone. The nuclear family (parents and perhaps two children) has largely replaced the extended family where several generations lived together.

Although patterns are changing, most people in Britain still get married and have children and stay together until the end of their lives. People are marrying later: the average woman gets married at twenty-four to a man who is just over two years older (although it is estimated that 40 per cent of couples live together before getting married).

Mrs. Average now has her first child at the age of twenty-seven, but she will have only one or two children: only one mother in four has more. Nine out of ten married women will have children at some point in their lives. And despite the changes in working habits it is usually the woman who has overall responsibility for domestic life: the traditional division of family responsibilities still persists. Britain has one of the highest divorce rates in Western Europe: approximately one in three marriages ends in divorce, half of them in the first ten years of marriage. As a result more people are getting remarried and there are now over a million single parents looking after 1.6 million children. There has also been a sharp rise in the rate of illegitimacy: about 30 per cent of babies are born outside marriage.

Topical vocabulary

To marry, to get married, to remarry,	Responsibility
marriage, to divorce	Rate
Nuclear/ extended family	Single parents
Average	Illegitimacy
Couple	To be born
Working habits	Generation

Find the antonyms in the text.

Many, to marry, after, to stay, alone, to start, fall, inside, early, nuclear.

Agree or disagree with the statements.

1. The British live longer, marry earlier and have more children than ever before.
2. The nuclear family consists of parents and two children.
3. There are only 2 generations in the extended family.
4. A woman usually gets married at 21 and has her first child at the age of 22.
5. One mother in two has several children.
6. The woman has overall responsibilities for domestic life.
7. Britain has one of the highest divorce rates in Western Europe.
8. There is no rise in the rate of illegitimacy.

Критерии оценивания выполнения заданий:

% правильно выполненных заданий	оценка
100% - 91%	5
90% - 70%	4
69% - 52%	3
51% и менее	2

2. Устный опрос.

Answer the following questions:

a)

1. What happens to the British today?
2. What sort of people are most likely to live alone in Britain? What are the reasons for this?
3. What is the difference between a nuclear and an extended family?
4. What type of family is more widely spread nowadays?
5. What are advantages and disadvantages of a nuclear / an extended/ family?
6. At what age do people in Britain get married on average?
7. When does an average woman have her first child?
8. How many children are there usually in the family?
9. Who is responsible for domestic life?
10. Does the traditional division of family responsibilities still persist?
11. Does Britain have the lowest divorce rates in Western Europe?
12. What is the result?
13. What can you say about the rate of illegitimacy?

b)

1. What about Russia? What is the number of children per family in Russia?
2. How big is your family?
3. Why do people marry?
4. What are the reasons for the divorce?
5. What is an optimal age for getting married?

Критерий оценивания устного опроса:

	Оценка
Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.	5
Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.	4
Коммуникативная задача решена частично. Высказывания содержат	3

значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.

Коммуникативная задача не решена. Реакции на реплики отсутствуют. 2
Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

Раздел 3. Самостоятельная работа.

Самостоятельная работа № 1

Task 1. Complete these sentences using the correct form of the verb in brackets .

1. We enjoy the theatre but we **don't go** very often. (not go)
2. What time? (the train / leave)
3. My brother.....at home any more. (not live)
4. Where.....nowadays ? (you / work)
5. I..... Jill.....me very much. (not think) (like)
6. What time.....after work? (Ken / get home)
7. Michael.....Calgary in Canada. (come from)
8. How many languages.....? (you / speak)
9. How much.....for a return ticket ? (it / cost)
10. Jane.....coffee, but she.....tea. (not drink) (like)

Task 2. Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm, so I **took** off my coat. (take)
2. The film wasn't very good. I **didn't enjoy** it very much. (enjoy)
3.I knew Sarah was very busy, so I
.....her. (disturb)
4.I was very tired, so I to bed early. (go)
5. The bed was very uncomfortable. I
..... very well. (sleep)
6.Sue wasn't hungry, so she anything. (eat)
7.We went to Kate's house but she
..... at home. (be)
8.It was a funny situation but nobody
..... (laugh)
9.The window was open and a bird
..... into the room. (fly)
10. The hotel wasn't very expensive. It..... very much. (cost)
11. I was in a hurry, so I..... time to phone you. (have)
12. It was hard work carrying the bags. They..... very heavy. (be)

Ключ:

I.

1. don't go; 2. does the train leave; 3. does not live; 4. do you work; 5. don't thinklikes; 6. does Ken get; 7. comes from; 8. do you speak; 9. does it cost; 10. does not drinklikes.

II.

1. took; 2. didn't enjoy; 3. did not disturb; 4. went; 5. didn't sleep; 6. didn't eat; 7. was not; 8. laughed; 9. flew; 10. didn't cost; 11. had no; 12. were.

Критерии оценивания выполнения заданий самостоятельной работы:

89% - 100% правильных ответов – «отлично»;

70% - 88% правильных ответов – «хорошо»;

51% - 69% правильных ответов – «удовлетворительно».

Раздел 4.

1. Работа с текстом: чтение текста и выполнение заданий.

Life at College and University in Great Britain

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

Good A-level results in at least two subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take a Master's Degree and then a Doctor's Degree. Research is an important feature of university work.

The two intellectual centres of Britain-Oxford and Cambridge Universities - date from the twelfth and thirteenth centuries.

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge. Both universities are independent. Only the education elite go to Oxford and Cambridge. Most of their students are former public schools leavers.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the Government set up thirty Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject.

Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or

hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There is an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who 'attend' lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

Topical vocabulary

verbs	nouns	adjectives
to divide	term	necessary
to be located	a graduate	enough
to pass (an exam)	bachelor	particular
to differ	degree	word combination
to graduate	research	further education
to date from	feature	strong ties
to found	tutor	to be intended for
to set up		to keep in touch with
to include		to be able to

Match the words from 2 columns:

- | | |
|--------------------------|---------------------------|
| 1. at least | a. вести начало от |
| 2. an important feature | b. по крайней мере |
| 3. to date from | c. быть не в состоянии |
| 4. to set up | d. важная черта |
| 5. particular subject | e. поддерживать связь |
| 6. further education | f. определенный предмет |
| 7. to be intended for | g. предназначать |
| 8. to keep in touch with | h. учреждать |
| 9. to be unable to | i. дальнейшее образование |

Find synonyms to the following words:

Semester, to last, to be situated, scholarship, to vary, lifestyle, to go on, to originate, to found, definite, to be present at, foreign.

Complete the following sentences:

1. The academic year in Britain's universities is divided...
2. The best – known universities are located...
3. English universities differ from each other in ...
4. Oxford and Cambridge date from...
5. During the late 60s and early 70s the Government set up...
6. The Polytechnics offer...
7. Those who leave school at the age 16 may go to...
8. The Open University is intended for...
9. The Open University students are unable to...

Agree or disagree with the statements:

1. There are more than 100 universities in Britain.
2. The oldest are located only in England.

3. Good A-level results in several subjects are quite enough to get a place at a University.
4. A university graduate leaves with the Degree of Bachelor of Arts, Science, Engineering, etc.
5. The Universities of London and Manchester are the oldest and most prestigious ones.
6. Oxford and Cambridge depend on the Government.
7. In 19th and the beginning of 20th centuries concrete and glass universities were set up.
8. The Polytechnics offer first and higher degree.
9. The Open University students have formal qualification and they can enter any university.

Критерии оценивания выполнения заданий:

% правильно выполненных заданий	оценка
100% - 91%	5
90% - 70%	4
69% - 52%	3
51% и менее	2

2. Устный опрос.

Answer the questions:

1. How many terms are there in the academic year in British Universities?
2. Where are the best-known universities located?
3. What is necessary to get a place at a university?
4. What does a place at a university bring with it?
5. What do English universities differ from each other?
6. What does a university graduate get?
7. What are the oldest universities in Britain?
8. Who usually goes to Oxford and Cambridge?
9. When were Redbrick Universities founded?
10. What universities were founded in the late 60s – early 70s? What are they called?
11. What do Polytechnics offer?
12. What do Colleges of Education provide?
13. What is offered to those who leave school at the age of 16?
14. What is the Open University intended for?
15. Do the Open University students have formal qualification?
16. How many overseas students study at British Universities?

Discussions:

1. What are the advantages and disadvantages of studying at a Russian University?
2. What does the University give you?
3. Do you like to study at the University?
4. What would you like to change at the University?

Критерий оценивания устного опроса:

Оценка

Коммуникативная задача решена полностью. Речь отчетливая, 5
 понятная, беглая. Активная лексика используется правильно и в полном
 объеме. Основные события и факты выявлены при чтении и восприятии
 речи на слух правильно. Высказывания логичны, соответствуют задаче.
 Выражено свое отношение к ситуации. Допустимы единичные ошибки,
 не препятствующие коммуникации.

Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.

4

Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.

3

Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

2

Раздел 5. Контрольная работа (тест).

Контрольная работа № 1

I. Выберите правильный вариант ответа:

1. My friend lives in Moscow. And where ... you live?
a) does, b) do, c) did, d) will
2. Did he ... the poem by heart?
a) to learn, b) learnt, c) learn, d) learns
3. Where ... his sister study two years ago?
a) do, b) is, c) did, d) does
4. They ... old workers.
a) are, b) am, c) is, d) does
5. You ... a good student.
a) am, b) are, c) is, d) do
6. At what time ... you come home?
a) is, b) does, c) do, d) are
7. Every summer I live in the village, last summer I ... there too.
a) live, b) lives, c) shall live, d) lived
8. He ... to read up for his seminars at home.
a) prefer, b) preferred, c) prefers, d) is preferred
9. When you heat water, it ...
a) boils, b) boil, c) boiling, d) boiled
10. ... you know where I can get my ticket?
a) Are, b) Does, c) Do, d) Did
11. Who ... America?
a) did discover, b) does discover, c) discovered, d) do discover
12. How long ... you to get to the University?
a) it takes, b) it does take, c) do it take, d) does it take

II. Составьте вопросы к предложениям:

1. He graduated from the University only two years ago. (Who)

2. He will defend his dissertation next spring. (What)
3. My scientific research adviser discussed the program with me. (With whom)
4. The publication of this article means a lot for him. (For whom)
5. She usually looks through all the newspapers in the evening. (What)
6. I suppose he will present the article tomorrow. (What)
7. I like his abstract. (What)
8. He got a good appointment. (Who)
9. The lecturer entered the classroom at 9 o'clock exactly. (When)
10. My sister became a post-graduate last autumn. (Whose sister)
11. He usually looks through foreign journals in the library. (What kind of)
12. Her brother thanked them for their help. (Whose brother)

Ключ:

I.

1-b; 2-c; 3-c; 4-a; 5-b; 6-c; 7-d; 8-c; 9-a; 10-c; 11-c; 12-d.

II.

1. 1. Who graduated from the University only two years ago?
2. 2. What will he defend next spring?
3. With whom did my scientific research adviser discuss the program?
4. For whom does the publication of this article mean a lot?
5. What does she usually look through in the evening?
6. What will he present tomorrow?
7. What do I like?
8. Who got a good appointment?
9. When did the lecturer enter the classroom exactly?
10. Whose sister became a post-graduate last autumn?
11. What kind of journals does he usually look through in the library?
12. Whose brother thanked them for their help?

Критерии оценивания выполнения заданий контрольной работы:

89% - 100% правильных ответов – «отлично»;

70% - 88% правильных ответов – «хорошо»;

51% - 69% правильных ответов – «удовлетворительно».

2 семестр

Раздел 6.

1. Работа с текстом: чтение текста, выполнение заданий.

Political Parties in Great Britain

Party organisation

Each of the parties represented in the House of Commons maintains its own organisation within Parliament in order to keep its members informed about parliamentary business and to maintain its parliamentary voting strength.

Outside Parliament, the basic units of organisation are normally local constituency parties, each of which corresponds to a parliamentary constituency. These are linked together in regional federations.

Each of the main parties has a national organisation. One of the main functions of the national organisations is to arrange the parties' annual conferences. These serve as channels of communication between the leading members of the parties in Parliament and their supporters in

the country. All the main parties also have some form of central office which serves as a national headquarters. They are staffed by professional party workers.

The major parties

The Conservative Party. The origins of the Conservative Party – whose full title is the Conservative and Unionist Party – go back to the Tories of the late seventeenth century; the word 'Conservative' first came into use in the 1830s.

"The fundamental principles of the Conservative Party can be summarized as follows. First, individuals have an absolute right to liberty. Second, ownership is the strongest foundation of individual freedom, opportunity and independence. Third, Conservatives believe that freedom entails responsibilities – to family, neighbours, and to nation. Fourth, it is the role of Government to strengthen individual liberty and choice while protecting the most vulnerable members of the community. Fifth, in economic affairs the Government should establish a climate in which enterprise can flourish, without directing or over-regulating businesses. Finally, Conservatives believe that Britain must remain, strong, with secure defenses, in order to provide the surest guarantee of peace".

The Labour Party. The Labour Party's origins go back to the last decade of the nineteenth century. "The true aim of the Labour Party is the creation of a genuinely free society in which the fundamental objective of government is the protection and extension of individual liberty irrespective of class, sex, age, race, colour or creed.

To Labour, freedom is much more than the absence of restraint or the assertion of the rudimentary rights of citizenship. Protection from coercion – by state, corporate or private power of any sort – is only the first step towards liberty.

When so many men and women cannot afford to make the choices which freedom provides, the idea that all enjoy equal and extensive liberty is a deception. Unless men and women have the power to choose, the right to choose has no value".

The Liberal Democrats. The Liberal Democrats, formally known as the Social and Liberal Democrats, were formed in 1988 following the merger of the Liberal Party, established in the 1850s, and the Social Democratic Party (SDP), established in 1981. The two parties had fought the general elections of 1983 and 1987 with a joint programme as the Liberal/SDP Alliance.

"The Liberal Democrats stand for the right of individuals to have control over their own lives. Individual liberty lies at the heart of their beliefs. They aim to enable men and women to develop their own talents to the full, free from the arbitrary interference of government. The role of government is to guarantee this freedom, to create an enterprising, sustainable, free-market economy, to provide services for those in need and to work for peace and prosperity across the planet.

Liberal Democrats are strongly associated with their policies for better education, environmental protection and constitutional reform to guarantee individual freedom."

Other parties. About eight other parties are represented in Parliament; they are regionally based in Scotland, Wales and Northern Ireland. There are also a number of minor parties which are not represented in Parliament but which often put up candidates in parliamentary elections.

Topical vocabulary

<i>Verbs</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Word combination</i>
to represent	representative	annual	economic affairs
to maintain	supporter	vulnerable	genuinely free society
to arrange	headquarters	equal	arbitrary interference
to staff	ownership	minor	rudimentary rights
to summarize	opportunity	major	
to strengthen	responsibility		
to afford	guarantee		
to establish	objective		

toenable

prosperity

Give Russian equivalents to the following combinations:

in order to, basic units, local constituency party, to be staffed, to be summarized, secure defense, fundamental objective, irrespective of, absence of restraints, merger, at the heart of, free-market economy.

Критерии оценивания выполнения заданий:

% правильно выполненных заданий	оценка
100% - 91%	5
90% - 70%	4
69% - 52%	3
51% и менее	2

2. Устный опрос

Complete the following sentences:

1. Each party maintains its own organization within Parliament in order to...
2. The basic units of organization are...
3. The main function of the national organization is...
4. Annual conferences are channels of communication between...
5. Headquarters are staffed by...
6. The origins of the Conservative Party go back to...
7. For the Conservatives ownership is...
8. The true aim of the Labor Party is...
9. From the viewpoint of the Liberal Democrats. Individual liberty is...
10. The Liberal Democrats are associated with...

Say, what party the following statements belong to:

1. Any man can enjoy equal and extensive liberty.
2. Freedom is responsibility to family, nation.
3. The Government should establish a climate favorable for the development of enterprises.
4. An individual has the right to control his/her life.
5. Rudimentary rights of citizens should be protected.
6. The government shouldn't interfere into people's affairs.
7. Britain must provide the guarantee of peace.

Answer the questions:

1. Why does each of the parties maintain its own organization within Parliament?
2. What are the basic units of organization outside Parliament?
3. What are the main functions of a nation's organization?
4. What are the major parties?
5. What are the origins of the Conservative Party?
6. What are the fundamental principles of the Conservatives?
7. What are the origins of the Labor Party?
8. What is their aim?
9. How do they define freedom?
10. What steps should be taken towards freedom?

11. When and how were the Liberal Democrats formed?
12. What do they stand for?
13. What is their aim?
14. What is the role of the Government?
15. Are there other parties in Parliament?
16. Who do they represent?

Критерий оценивания устного опроса:

	Оценка
Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.	5
Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.	4
Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.	3
Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.	2

Раздел 7. Самостоятельная работа.

Самостоятельная работа № 2

Task 1. Put the verb into the correct form, present continuous or present simple.

1. Are you hungry? Do you want... something to eat? (you/want)
- 2.....Jill is interested in politics but she to a political party. (not/belong)
- 3..... Don't put the dictionary away. I it. (use)
- 4..... Don't put the dictionary away. I it. (need)
- 5..... Who is that man? What? (he/want)
- 6..... Who is that man? Why at us? (he/look)

- 7..... George says he's 80 years old but nobody him. (believe)
- 8..... She told me her name but I it now. (not/remember)
- 9..... I of selling my car. (think) Would you be interested in buying it?
- 10..... I you should sell your car. (think) You it very often, (not/use)
11. I used to drink a lot of coffee but these days I tea. (prefer)
12. Air mainly of nitrogen and oxygen. (consist)

Task 2. Put the verbs into the correct form, past continuous or past simple.

1. Jane ...was waiting... (wait) for me when I ...arrived.. (arrive).
- 2..... 'What (you/do) this time yesterday?' 'I was asleep.'
- 3..... ' (you/go) out last night?' 'No, I was too tired.'
- 4..... 'Was Carol at the party last night?' 'Yes, she (wear) a really nice dress.'
- 5..... How fast (you/drive) when the accident (happen)?
- 6..... John (take) a photograph of me while I (not/look).
- 7..... We were in a very difficult position. We (not/know) what to do.
- 8..... I haven't seen Alan for ages. When I last (see) him, he (try) to find a job in London.
- 9..... I (walk) along the street when suddenly I (hear) footsteps behind me. Somebody (follow) me. I was frightened and I (start) to run.
10. When I was young, I (want) to be a bus driver

Ключ:

I.

1. do you want; 2. does not belong; 3. am using; 4. need; 5. does he want; 6. is he looking; 7. believes; 8. don't remember; 9. am thinking; 10. think don't use; 11. prefer; 12. consists.

II.

1. was waiting arrived; 2. were you doing; 3. Did you go out; 4. wore/was wearing; 5. were you driving happened; 6. took was not looking; 7. did not know; 8. saw was trying; 9. was walking heard was following started; 10. wanted.

Критерии оценивания выполнения заданий самостоятельной работы:

89% - 100% правильных ответов – «отлично»;

70% - 88% правильных ответов – «хорошо»;

51% - 69% правильных ответов – «удовлетворительно».

Раздел 8.

1. Чтение и перевод текста.

The Monarchy in Great Britain

The Queen is not only head of State, but also an important symbol of national unity. In law she is:

- head of the executive;
- an integral part of the legislature;
- head of the judiciary;
- commander-in-chief of all the armed forces of the Crown;
- the 'supreme governor' of the established Church of England.

As a result of a long process of evolution, during which the monarchy's absolute power has been progressively reduced, the Queen acts on the advice of her ministers. Britain is governed by Her Majesty's Government and the devolved authorities in the name of the Queen.

In spite of a trend during the past hundred years towards giving powers directly to ministers, the Queen still takes part in some important acts of government. These include summoning, proroguing – which means stopping Parliament meeting without ending the session and dissolving Parliament; and giving Royal Assent to Bills passed by Parliament and the Scottish Parliament. The Queen also formally appoints many important office holders, including government ministers, judge; officers in the armed forces, diplomats, bishops and some other senior clergy of the Church of England. She is also involved in pardoning people convicted of crimes; and conferring peerages, knighthoods and other honours.

An important function is appointing the Prime Minister: by convention the Queen invites the leader of the political party which commands a majority in the House of Commons to form a government. She also appoints the First Minister on the recommendation of the Scottish Parliament to head the Scottish Executive and approves his appointment of other ministers.

In international affairs the Queen, as head of State, has the power to declare war and make peace, to recognise foreign states and governments, to conclude treaties and to annex or cede territory.

With rare exceptions – such as appointing the Prime Minister – acts involving the use of 'royal prerogative' powers are nowadays performed by government ministers. The ministers and Scottish Executive ministers are responsible to Parliament or the Scottish Parliament and can be questioned about particular policies. Parliamentary authority is not required for the exercise of these prerogative powers, although Parliament may restrict or abolish such rights.

The Queen also holds Privy Council meetings, gives audiences to her ministers and officials in Britain and overseas, receives accounts of Cabinet decisions, reads dispatches and signs state papers. Provision has been made to appoint a regent to perform these royal functions should the Queen be totally incapacitated. In the event of her partial incapacity or absence abroad, the Queen may delegate certain royal functions to the Counsellors of State, who are members of the royal family.

Topical vocabulary

Nouns

head
unity
commander-in-chief
knighthood
honour
incapacity
counselor

Verbs

to reduce
to take part
to summon
to dissolve
to appoint
to perform
to restrict
to abolish

Word combination

to conclude treaties
to be responsible
royal family
Royal Assent

Критерий оценивания перевода текста.**Оценка**

Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стил ь и нормы родного языка не нарушены.	5
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Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные.	4
--	---

Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка.	3
--	---

Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стил ь и нормы родного языка нарушены.	2
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2. Устный опрос:**Agree or disagree with the statements:**

1. The Queen is the symbol of national unity.
2. The Queen is the head of the executive.
3. The Queen acts on the advice of Parliament which governs Britain.
4. The Queen takes part in proposing new Bills.
5. The Queen actually appoints many important office holders.
6. She is the governor of the Church of England.
7. The ministers are responsible to the Queen.
8. The Queen holds Privy Council meetings.
9. The Queen may delegate some royal functions to the Government.

Match the words from 2 columns:

- | | |
|-------------------------|-----------------------|
| 1. inlaw | a. распускать |
| 2. commander-in-chief | b. объявлять войну |
| 3. todissolve | c. заключать мир |
| 4. armedforces | d. главнокомандующий |
| 5. internationalaffairs | e. международные дела |
| 6. declarewar | f. вооруженные силы |
| | g. подписывать |
| 7. toberesponsibleto | документы |
| 8. toabolish a right | i. по закону |
| 9. tosignpapers | h. быть подотчетным |
| 10. tomakepeace | j. отменить право |

Find the synonyms to the words:

to make smaller, to participate, to stop, business, documents, in the case of, inability.

Answer the questions:

1. What does the Queen symbolize?
2. What is she in law?
3. How does she act?
4. Who governs Britain?

5. In what acts of government does the Queen take part?
6. Who does the Queen appoint?
7. What is she involved in?
8. What power does she have in international affairs?
9. Who nowadays performs acts involving the use of "royal prerogative" powers?
10. Who are the ministers responsible to?
11. What else does the Queen do?
12. When is a regent appointed?

Критерий оценивания устного опроса:

Оценка

Коммуникативная задача решена полностью. Речь отчетливая, 5
 понятная, беглая. Активная лексика используется правильно и в полном
 объеме. Основные события и факты выявлены при чтении и восприятии
 речи на слух правильно. Высказывания логичны, соответствуют задаче.
 Выражено свое отношение к ситуации. Допустимы единичные ошибки,
 не препятствующие коммуникации.

Коммуникативная задача решена не полностью. Есть незначительные 4
 нарушения в выявлении фактов воспринимаемого материала. Речь
 понятная. Активная лексика используется в основном правильно.
 Высказывания в целом соответствуют ситуации. Допущен ряд
 грамматических, лексических или фонематических ошибок, не
 препятствующих коммуникации. Допустимо незначительное
 нарушение логики и паузы в высказываниях.

Коммуникативная задача решена частично. Высказывания содержат 3
 значительное количество ошибок и пауз, но соответствуют
 тематике. Активная лексика используется в ограниченном объеме.
 Логика нарушена.

Коммуникативная задача не решена. Реакции на реплики отсутствуют. 2
 Активная лексика не используется. Общение сводится к отдельным словам
 и словосочетаниям при большом количестве фонематических, лексических
 и грамматических ошибок. Много пауз, нет логики и связности.

Раздел 9. Контрольная работа (тест).

Контрольная работа № 2

Task 1. Put the verb into the correct form: Present Simple, Present Progressive, Past Simple or Past Progressive.

1. I ... (get) hungry. Let's go and have something to eat.
2. What ... (you/do) in your spare time? Have you got any hobbies?
3. What speed ... (the car/do) at the time of the accident?
4. Mary usually ... (phone) me on Fridays but she ... (not/phone) last Friday.
5. A: When I last saw you, you ... (think) of moving to a new flat.
 B: That's right, but in the end I ... (decide) to stay where I was.
6. What's that noise? What ... (happen)?
7. It's usually dry here at this time of the year. It ... (not/rain) much.
8. Yesterday evening the phone ... (ring) three times while we ... (have) dinner.

9. Linda was busy when we ...(go) to see her yesterday. She ... (study) for an exam. We ... (not/want) to disturb her, so we ... (not/stay) very long.
 10. When I first ... (tell) Tom the news, he ... (not/believe) me. He ... (think) that I ... (joke).

Task 2. Put the verb into the correct form: Present Perfect or Past Simple.

- Everything is going well. We (have) any problems so far.
- Margaret (go) to work yesterday. She wasn't feeling well.
- Your son is much taller than when I last saw him. He (grow) a lot.
- I still don't know what to do. I (not/decide) yet.
- After leaving school, Tim (find) it very difficult to get a job.
- When Sue heard the news, she (not/be) very pleased.
- 'Ann has gone out.' 'Oh, has she? What time (she/go)?'

Ключ:

I.

1. am getting; 2. do you do; 3. was the car doing; 4. phones didn't phone; 5. were thinking decided; 6. is happening; 7. doesn't rain; 8. rang were having; 9. went was studying didn't want didn't stay; 12. told didn't believe thought was joking.

II.

1. haven't had; 2. didn't go; 3. has grown; 4. haven't decided; 5. found; 6. wasn't; 7. did she go.

Критерии оценивания выполнения заданий контрольной работы:

89% - 100% правильных ответов – «отлично»;

70% - 88% правильных ответов – «хорошо»;

51% -69% правильных ответов – «удовлетворительно».

Аннотирование текста.

Прочитайте и переведите текст, составьте аннотацию, подготовьте устное сообщение.

What Is a Political Myth?

A political myth is a narrative, usually in the form of a dramatic story, which relates to a political topic. A political myth might claim to explain how a particular state **came to be** (появилось, сталосуществовать) or describe the relationship between two groups as part of a larger, legendary narrative. Political myths, whether they have any basis in historical fact or not, satisfy a group's need to have current a current political situation legitimized by inclusion in a larger story.

The term "political myth" **was coined** (появился, был придуман) in 1975 in Henry Tudor's book of the same name. Tudor described this type of myth as a myth in which the hero or **protagonist** (главный персонаж, в отличие от героя, необязательно положительный) was not a single person but a group. The group might be a nation, an ethnic group or a social class. Political myths relate to history but are not necessarily historical; group members accept the myth as valid in philosophical terms rather than as historically accurate.

One common type of political myth is the national origin story or ethnogenesis. Many nations have semi-legendary accounts, often based to some extent on historical fact, of how they came into existence. For example, early medieval historians recounted the arrival of the English in England under two mythical leaders, Hengist and Horsa, while medieval historian

SnorriSturluson created a mythic origin for the Scandinavian peoples that linked them to Classical mythology. A more modern example of this type of myth would be the story of Puritans sailing to the New World to escape religious persecution and founding what would become America.

Not every political myth is **an origin** (исток, происхождение) story. Other political myths provide a grand narrative to frame political and cultural movements. For instance, the **westward** (назапад) expansion of the United States in the 19th century was accompanied by the creation of a political myth known as Manifest Destiny. This narrative explained American territorial acquisition as part of an inevitable growth. Proponents perceived reaching the Pacific ocean as the United States's "destiny." The US itself became the protagonist of this myth, with resistance to American expansion perceived as being a threat to the national destiny.

The role of political myth is to unite the **community** (сообщество - общинногруппа людей, проживающих в одной местности, одном районе) and instil a sense of **belonging** (принадлежность, причастность). This can have both positive and negative consequences. Political myths often serve as rallying points in times of national crisis, but they can also be used as tools of oppression. For instance, the "dolchstoßlegende," or "stab-in-the-back legend," was a narrative which claimed that Germany had lost the First World War due to betrayal by internal enemies. It was a major element of Nazi propaganda and encouraged support for the regime.

Источник: <http://www.wisegeek.com/what-is-a-political-myth.htm>

Критерий оценки аннотирования

Оценивается эффективность и грамотность передачи студентом содержания исходного текста на иностранном языке, умение выделить основную идею и передать ее в очень сжатой форме. Ошибкой считается искаженная или неправильно переданная информация, а также грубые нарушения норм иностранного языка.

Критерии	Оценка
Цели аннотирования достигнуты в полной мере; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более двух коммуникативно незначимых ошибок.	5
Цели аннотирования достигнуты в общем; допущено не более двух коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок.	4
Главные цели аннотирования частично; допущено не более трех коммуникативно значимых ошибок и четырех коммуникативно незначимых ошибок.	3
Главные цели аннотирования не достигнуты; допущено более четырех коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок.	2

3 семестр

Раздел 10.

1. Чтение и перевод текста.

The American System of Government

The governmental systems in the United States – federal, state, county, and local – are quite easy to understand. They are quite easy to understand, that is, if you grew up with them and studied them in school. One foreign expert complained, for example, that the complexity of just the cities' political and governmental structure is "almost unbelievable". The "real Chicago", he explained, "spreads over 2 states, 6 counties, 10 towns, 30 cities, 49 townships, and 110 villages. Overlaid upon this complex pattern are 235 tax districts and more than 400 school districts".

There are, however, several basic principles which are found at all levels of American government. One of this is the "one person, one vote" principle which says that legislators are elected from geographical districts directly by the voters. Under this principle, all election districts must have about the same number of residents.

Another fundamental principle of American government is that because of the system of checks and balances, compromise in politics is a matter of necessity, not choice. For example, the House of Representatives controls spending and finance, so the President must have its agreement for his proposals and programs. He cannot declare war, either, without the approval of Congress. In foreign affairs, he is also strongly limited. Any treaty must first be approved by the Senate. If there is no approval, there's no treaty. The rule is "the President proposes, but Congress disposes". What a President wants to do, therefore, is often a different thing from what a President is able to do.

Congress

Congress, the legislative branch of the federal government, is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The Senators represent all of the people in a state and their interests.

The House has 435 members. They are elected every two years for two-year terms. They represent the population of "congressional districts" into which each state is divided. The number of Representatives from each state is based upon its population. For instance, California, the state with the largest population, has 52 Representatives, while Delaware has only one.

Almost all elections in the United States follow the "winner-takes-all" principle: the candidate who wins the largest number of votes in a Congressional district is the winner.

Congress makes all laws, and each house of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other. Because legislation only becomes law if both houses agree, compromise between them is necessary. Congress decides upon taxes and how money is spent. In addition, it regulates commerce among the states and with foreign countries. It also sets rules for the naturalization of foreign citizens.

The political system of the Russian Federation

State power is exercised by the following bodies: the President, the Federal Assembly (the State Duma and the Federation Council), the Government and the courts. State power in the regions of the Russian Federation is exercised by regional state authorities.

Local self-government is not part of the system of state authorities, they are independent within their powers.

President of the Russian Federation

The President of the Russian Federation is the Head of State. He (she) is the guarantor of the Constitution of the Russian Federation and of human and civil rights and freedoms, he (she) adopts measures to protect the sovereignty of the Russian Federation, its independence and State integrity, and ensures the coordinated functioning and interaction of State government bodies. The President of the Russian Federation determines the basic objectives of the internal and foreign policy of the State and represents the Russian Federation within the country and in international relations. The President is the Supreme Commander-in-Chief of the Armed Forces of the Russian Federation.

The President is elected for six years by citizens of the Russian Federation. Any Russian citizen not younger than 35 years who has resided in the Russian Federation on a permanent basis for not less than 10 years may be elected President.

The President may be impeached by the Federation Council only on the basis of charges of high treason or of another grave crime brought by the State Duma.

Federal districts

In order to increase the effectiveness of the activities of the federal government bodies and to improve the system of control over the execution of their decisions, federal districts, to which the President appoints his (her) Plenipotentiaries, were created in 2000.

Federal districts are not regions or another constitutional part of the administrative-territorial division of the Russian Federation.

Plenipotentiaries of the President are not district's governors or chiefs of the heads of constituent entities (regions) of the district and they are just representatives of the President and members of the Presidential Administration. Plenipotentiaries of the President have no constitutional powers.

Executive power

Executive power is exercised by the Government of the Russian Federation. The Chairman (Prime Minister) is appointed by the President with the consent of the State Duma. In the event that the State Duma rejects the candidates for the post of Chairman of the Government three times, the President appoints the Chairman of the Government, dissolves the State Duma and announces new elections.

The Government consists of the Chairman of the Government of the Russian Federation, deputy chairmen and federal ministers. The Government heads the system of federal executive bodies: ministries, federal services and federal agencies. However, there are ministries, federal agencies and services that report directly to the President, for example, the Ministry of Internal Affairs, the Ministry of Emergency Situations, the Ministry of Foreign Affairs, the Ministry of Defense, etc.

Local Self-government

Local self-government in the Russian Federation provides for the independent resolution by the population of issues of local importance, and the possession, use and management of municipal property. It is exercised by citizens by means of referendum, elections and other forms of direct expression of their will, and through elected and other bodies of local self-government.

Topical vocabulary

<i>Nouns</i>	<i>Verbs</i>	<i>Word expressions</i>
County	to complain	Tax district
Township	to propose	school district
Pattern	to dispose	System of checks and balances
Legislator	to spread	House of Representatives
Voter	to approve	Foreign affairs
Resident	to represent	to declare war
Compromise	<i>Adjectives</i>	the "winner-takes-all" principle
Politician	unbelievable	term of office
Treaty	legislative	congressional district
Senator	passed	to introduce legislation
legislation		

Find the pairs of synonyms:

Intricacy, dues, passed, legislative, election, real, to elect, for instance, basic, pattern, expert, to become adult, for example, complexity, alien, specialist, model, fundamental, choose, true, voting, treaty, resident, inhabitant, agreement, lawmaking, approved, taxes, foreign, to grow up

Find the pairs of antonyms:

Against, optional, to abolish, to dispose, foreign, unbelievable, to agree, compromise, necessary, to approve, to lose, boundless, slightly, to propose, complex, to find, limited, native, strongly, simple, to differ, for, ordinary, confrontation

Критерий оценивания перевода текста.**Оценка**

Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стил ь и нормы родного языка не нарушены.	5
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Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные.	4
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Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка.	3
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Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стил ь и нормы родного языка нарушены.	2
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2. Устный опрос:**Complete the following sentences:**

1. The governmental systems in the United States – federal, state, county, and local – are ...
2. There are, however, several basic principles which are found ...
3. One of this is the “one person, one vote” principle which says that ...
4. Another fundamental principle of American government is that because of the system of checks and balances, compromise in politics is ...
5. The rule is “the President proposes, but ...
6. What a President wants to do, therefore, is often a different thing from ...
7. Congress, the legislative branch of the federal government, is made up of ...
8. One third of the Senators are elected every ...
9. The number of Representatives from each state is based ...
10. Almost all elections in the United States follow the ...

Answer the following questions:

1. Are the governmental systems in the United States – federal, state, county, and local – quite easy to understand?
2. Why is the complexity of just the cities’ political and governmental structure almost unbelievable?
3. What are the basic principles which are found at all levels of American government?
4. What does the “one person, one vote” principle say?
5. What is the other fundamental principle of American government?
6. Why is compromise in politics a matter of necessity, not choice?

7. What does the House of Representatives control?
8. What must the President have its agreement for?
9. Must any treaty first be approved by the Senate?
10. What is Congress, the legislative branch of the federal government, made up of?
11. How many senators are there from each state?
12. How often are the members of the House of Representatives elected?
13. What is the number of Representatives from each state based upon?
14. What principle do almost all elections in the United States follow?
15. Which house of Congress has the power to introduce legislation?
16. Why is the compromise between the houses of Congress necessary?
17. What does Congress decide upon?
18. What are the basic principles of the political system of the Russian Federation?
19. Which branches does the political system of the Russian Federation consist of?

Критерий оценивания устного опроса:

Оценка

Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.

5

Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.

4

Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.

3

Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

2

Раздел 11.

1. Чтение и перевод текста.

Political Parties

The Constitution says nothing about political parties, but over time the U.S. has in fact developed a two-party system. The two leading parties are the Democrats and the Republicans. There are other parties besides these two, and foreign observers are often surprised to learn that among these are also a Communist party and several Socialist parties. Minor parties have occasionally won offices at lower levels of government, but they do not play a role in national politics. One does not need to be a member of a political party to run in any election at any level

of government. When they register to vote, people can simply declare themselves to be members of one or two major parties. This, as a rule, allows them to vote in party primaries. Sometimes, the Democrats are thought of as associated with labor and the Republicans with business and industry. Republicans also tend to oppose the greater involvement of the federal government in some areas of public life which they consider to be the responsibility of the 40 states and communities. Democrats, on the other hand, tend to favor a more active role of the central government in social matters.

To distinguish between the parties is often difficult, however. Furthermore, the traditional European terms of «right» and «left», or «conservative» and «liberal» do not quite fit the American system. Someone from the «conservative right», for instance, would be against a strong central government in social matters. A Democrat from one part of the country could be very «liberal», and one from another part quite «conservative». Even if they have been elected as Democrats or republicans, Representatives or Senators are not bound to a party program, nor are they subject to any discipline when they disagree with their party.

While some voters will vote a «straight ticket», in other words, for all of the Republican or Democratic candidates in an election, many do not. They vote for one party's candidate for one office, and another for another's. As a result, the political parties have much less actual power than they do in other nations.

In the USA, the parties cannot win seats which they are then free to fill with party members they have chosen. Rather, both Representatives and senators are elected personally to serve the interests of the people and the areas they represent, that is, their «constituencies». In about 70 percent of legislative decisions, members of Congress will vote with the specific wishes of their constituencies in mind even if this goes against what their own parties might want as national policy. It is quite common, in fact, to find Democrats in Congress voting for Republican President's legislation, quite a few Republicans voting against it, and so on.

Political parties of the Russian Federation

1. All-Russia political party "United Russia"

It was formed on December 1, 2001, as the all-Russia party Unity and Fatherland - United Russia as a result of the merger of the party Unity and the movement Fatherland-All Russia. Known under its current name since December 24, 2003.

The party's leader is Dmitry Medvedev, deputy chairman of Russia's Security Council, former president and prime minister.

United Russia is a parliamentary party. It is the largest in Russia and has a constitutional majority in the State Duma of Russia.

It positions itself as a "party of popular majority - citizens of the country who support the President of Russia and his strategic course." Its ideology is based on the principles of centrism and conservatism. The party advocates strengthening Russia's sovereignty and defenses, patriotic education of youth, a competitive economy, growing investment and innovations, democracy, civil society institutions, etc.

The party took part in parliamentary elections four times, always taking first place. Its best result was in 2007 (64.3%). As a result of the elections, United Russia formed the largest parliamentary faction. Representatives of the United Russia faction have led the lower house since 2003.

In 2016, the party won 54.2% of the votes (first place) and received 344 seats - an absolute record in the entire history of the lower house of parliament. In the regional legislative assemblies currently there are 2,772 United Russia members.

United Russia branches are open in all 85 constituent territories of Russia.

2. Communist Party of the Russian Federation (CPRF)

Founded at a national congress on February 13-14, 1993 as the successor of the Communist parties of the Soviet Union and the Russian Soviet Federative Socialist Republic (RSFSR).

The chairman of the central committee is Gennady Zyuganov. He has led the CPRF since inception.

The party's ideology is based on the Marxist-Leninist teaching. The CPRF's main task is the creation of "renewed socialism" in Russia. The Communist Party stands for the creation of a "society of social justice on the principles of collectivism, freedom and equality" and "government by the working people and popular patriotic forces." Among the declared goals are nationalization of natural resources and strategic sectors of the economy, creation of conditions for the development of small and medium-sized businesses, free secondary and higher education, available public health care, etc.

The CPRF is a parliamentary party. Along with the LDPR, it has been represented in the State Duma since 1993 and has participated in all seven Duma election campaigns. Twice - in 1995 and 1999 - the list of the Communist Party's candidates took first place. The best result was in 1999 (24.29%). In 2016, it was supported by 13.34% of the voters (second place after United Russia). The Communist Party won 42 seats and formed the second largest faction. In the regional legislative assemblies, according to the CEC, the CPRF controls 457 seats. CPRF branches are open in all 85 constituent territories of Russia.

3. LDPR - the Liberal Democratic Party of Russia

The oldest of modern Russia's political parties, founded on March 31, 1990, as the Liberal Democratic Party of the Soviet Union (LDPSS). In April 1991 it was registered by the Ministry of Justice. Became the second officially registered party in the Soviet Union after the Communist Party. In 1992 it was renamed to the all-Russia social and political organization Liberal Democratic Party of Russia (LDPR). In December 2001, it was reorganized into a political party. Vladimir Zhirinovskiy has been its leader since it was established.

The LDPR adheres to centrist views, actively promotes patriotic ideas, denies Communist ideology and positions itself as an opposition to the current authorities. Declares the need for protecting Russians and the Russian language and tightening migration policies.

The party took part in all State Duma elections. It achieved the best ever election result in 1993 (22.92%, first place). It is one of the two Russian parties (along with the CPRF), which, following election campaigns, always won seats in the lower house of parliament. LDPR branches are open in all 85 constituent territories of Russia.

4. Socialist political party "A Just Russia - Patriots - For Truth"

Founded on October 28, 2006, as A Just Russia: Motherland/Pensioners/ Life as a result of a merger of the Russian Party of Life, the Russian Party of Pensioners and Rodina (Motherland). Since June 2009 - A Just Russia. On February 22, 2021, as a result of a merger with the Patriots of Russia and the party For Truth it was renamed to A Just Russia - Patriots For Truth (short name - A Just Russia - For Truth).

The party's leader is Sergey Mironov. The co-leaders are Zakhar Prilepin and Gennady Semigin.

The program rests upon "the basic values of the modern socialist outlook - justice, freedom and solidarity." A Just Russia - For Truth is for the subordination of the state strategy of economic development to social priorities, the optimal combination of all forms of ownership, government and public control of natural monopolies and public corporations, etc. The party has been participating in the elections to the State Duma since 2007. It scored the best result in the 2011 elections (13.24%). In the 2016 elections, the party won 6.22% of the votes (to take fourth place out of 14) and gained 23 seats in parliament (the fourth largest faction). According to the CEC, 206 party members work in regional legislative assemblies.

Regional offices operate in all 85 constituent territories of Russia.

5. Political party "New People"

Founded on March 1, 2020, at the initiative of Alexey Nechayev, president of the open joint stock company Faberlic, a member of the central office of the All-Russia People's Front (APRF).

The chairman is Alexey Nechayev.

A right-of-center party. Supports the turnover of power, reduction of the bureaucratic machinery, direct elections of mayors of Russian cities, the development of industry and high-tech production, as well as the production of goods and services, creation of conditions for the development of small businesses, reform of the law enforcement agencies, creation of up-to-date infrastructure and jobs in the regions, etc.

Currently, there are seven party members taking seats on regional parliaments.

Branches of New People are registered in 55 regions of Russia.

Topical vocabulary

<i>Nouns</i>	<i>Verbs</i>	<i>Word expressions</i>
Democrat	to register	to vote a «straight ticket»
Republican	to declare	to be subject to
Socialist	to associate	to win a seat
primary	to consider	to say nothing about
involvement	to distinguish	it is quite common

Find the pairs of synonyms:

Besides, to oppose, particular, to differentiate, several, to connect, strategy, eventually, to work out, personally, to astonish, amid, to develop, over time, also, quite a few, to surprise, among, specific, to associate, policy, to go against, individually, to distinguish

Критерий оценивания перевода текста.

Оценка

Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стиль и нормы родного языка не нарушены.	5
Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные.	4
Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка.	3
Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стиль и нормы родного языка нарушены.	2

2. Устный опрос:

Complete the following sentences:

1. The Constitution says nothing about political parties, but over time the U.S. has in fact developed...
2. The two leading parties are...
3. Minor parties have occasionally won offices at...
4. When they register to vote, people can simply declare themselves to be...
5. Sometimes, the Democrats are thought of as associated with labor and the Republicans with...
6. Democrats, on the other hand, tend to...
7. Someone from the «conservative right», for instance, would be against...
8. In the USA, the parties cannot win seats which they are then free to fill with...

9. In about 70 percent of legislative decisions, members of Congress will vote with...
10. It is quite common, in fact, to find Democrats in Congress voting for...

Answer the following questions:

1. What are the two leading parties in the U.S.?
2. What other political parties are there in the U.S.?
3. Where have minor parties occasionally won offices?
4. What allows people to vote in party primaries?
5. What are the Democrats sometimes associated with?
6. What are the Republicans sometimes associated with?
7. What do the Republicans tend to oppose?
8. What do the Democrats, on the other hand, tend to favor?
9. Why is it difficult to distinguish between the parties?
10. The traditional European terms of «right» and «left», or «conservative» and «liberal» do not quite fit the American system, do they?
11. Why are Representatives or Senators not bound to a party program?
12. Why do the political parties have much less actual power than they do in other nations?
13. Can the parties in the USA win seats which they are then free to fill with party members they have chosen?
14. How will members of Congress vote in about 70 percent of legislative decisions?
15. What are the main parties in the Russian Federation?
16. Describe the features of one of the parties of the Russian Federation.

Критерий оценивания устного опроса:

Оценка

Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.

5

Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.

4

Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.

3

Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

2

Темы для презентаций:

1. The Republican Party.
 2. The Democratic Party.
 3. Minor parties of the USA.
 4. The traditional European terms of «right» and «left» and the American system.
 5. The parties of the Russian Federation.
- Обсуждение докладов и оценивание их студентами.

Критерии оценивания презентации:

Критерий	Оценка		
	5	4	3
Содержание презентации.	В презентации отражены все ключевые позиции работы, четко прослеживается структура, логичная последовательность изложения материала.	В презентации отражены все ключевые позиции работы, имеются небольшие неточности, мешающие восприятию информации.	Нарушена логическая последовательность изложения материала, нечеткая структура.
Оформление Презентации.	Оформление презентации лаконичное, текст удобно считывается.	В оформлении презентации есть нарушения (избыток текста, не очень удобная для чтения подача материала)	Оформление презентации мешает восприятию ее содержания.
Выступление	Речь отчетливая, понятная; разнообразный словарный запас; владение простыми и сложными грамматическими структурами. Допускаются 2-3 лексико-грамматические ошибки, не затрудняющие понимание	Речь понятная; достаточный словарный запас; владение простыми грамматическими структурами. Допускается не более 4-5 лексико-грамматических ошибок, не затрудняющих понимание	Речь не всегда понятная; скудный словарный запас; встречаются грамматические ошибки. Допускается не более 7 лексико-грамматических ошибок

Раздел 12. Самостоятельная работа (тест).

Самостоятельная работа № 3

Choose the correct variant:

1. ... plants and animals deep in the ocean, science may find a cure for some of the most serious human diseases.
 - a) on studying
 - b) by studying

- c) having studied
2. By the end of this century there will be 600 million people around the world ... in absolute poverty.
- a) living
 - b) having lived
 - c) lived
3. The problem ... is of great significance.
- a) discussing
 - b) being discussed
 - c) discussed
4. He is looking forward ... to the country.
- a) to going
 - b) for going
 - c) to having gone
5. William the Conqueror is famous for ... England.
- a) having been conquered
 - b) conquering
 - c) having conquered
6. I saw her ... the street.
- a) crossed
 - b) having crossed
 - c) crossing
7. Did he deserve ...?
- a) praising
 - b) having been praised
 - c) being praised
8. While ... the book I came across a lot of interesting facts.
- a) studying
 - b) study
 - c) having studied
9. ... her address I could not write her a letter.
- a) not knowing
 - b) without knowing
 - c) not to know
10. I remember ... your letter.
- a) having posted
 - b) posted
 - c) posting

Ключ: 1-b; 2-a; 3-b; 4-a; 5-b; 6-c; 7-a; 8-a; 9-a; 10-c.

Критерии оценивания выполнения заданий самостоятельной работы:

89% - 100% правильных ответов – «отлично»;
70% - 88% правильных ответов – «хорошо»;
51% - 69% правильных ответов – «удовлетворительно».

Раздел 13.

1. Чтение и перевод текста.

Elections

American citizens who are at least 18 years of age have the right to vote. They must, however, register as voters in order to be able to exercise this right. Each state has the right to determine registration procedures. A number of civic group, such as League of Women Voters, are actively trying to get more people involved in the electoral process and have drives to register as many people as possible. Voter registration and voting among minorities has dramatically increased during the last twenty years, especially as a result of the Civil Rights movement.

There is some concern, however, about the number of citizens who could vote in national elections but do not. In the national election of 1988, for instance, only 57.4 percent of all those who could have voted actually did, and in 1992, 61.3 percent. But then, Americans who want to vote must register, that is put down their names in a register before the actual elections take place. There are 50 different registration laws in the U.S. – one set for each state. In the South, voters often have to register not only locally but also at the county seat. Of those voters in the United States who did register in the 1988 Presidential elections, 86.1 percent cast their ballots, in the 1992 elections, 89.8 percent. In European countries, on the other hand, “permanent registration” of voters is most common. Even there, however, there is a growing concern about the “apathy” of voters.

Another important factor is that there are many more elections in the U.S. at the state and local levels than there are in most countries. If the number of those who vote in these elections (deciding, for example, if they should pay more taxes so a new main street bridge can be built) were included, the percentage in fact would not be that much different from other countries. Certainly, Americans are much more interested in local politics than in those at the federal level. Many of the most important decisions, such as those concerning education, housing, taxes, and so on, are made close to home, in the state or county.

The national Presidential elections really consist of two separate campaigns. One is for the nomination of candidates at national party conventions. The other is to win the actual election. The nominating race is a competition between members of the same party. They run in a succession of state primaries and caucuses (which take place between March and June). They hope to gain a majority of delegate votes for their national party conventions (in July or August). The party convention then votes to select the party’s official candidate for the presidency. Then follow several months of Presidential campaigns by the candidates.

These primaries drag out the entire process. Yet they have several advantages, each of fundamental importance to democracy in the United States. First, they help to prevent a few party leaders from choosing the candidates. Anyone can run in the primaries, and anyone who wants to be nominated must run. Secondly, as a result, “new blood” can enter the race and sometimes, as Clinton did in 1992, win the nomination of his party. And finally, when candidates from one party debate among themselves in public – “fighting it out in the open” – weaknesses and strengths can more easily be seen by all. For these reasons, several parties in several nations are now experimenting with primary systems of their own.

Voting system of the Russian Federation (elections to the State Duma)

The voting system of the Russian Federation combines several types of electoral systems

In accordance with the Constitution of the Russian Federation, 450 members (deputies) are elected to the State Duma for a term of five years. Deputies are elected by Russian citizens eligible to cast a vote on the basis of universal, equal and direct suffrage by secret ballot.

Elections of members of the State Duma are appointed by the President of the Russian Federation. The decision to call elections shall be made no earlier than 110 days and no later than 90 days before voting day. The voting day is the third Sunday of the month when the term of the previous State Duma expires. The term of the new State Duma starts on the voting date.

Nowadays a mixed voting system is applied in Russia. 225 deputies, this is a half of the total number, are elected by majority voting in single-mandate constituencies (one constituency is one deputy), and the second half is elected by a proportional representation with a 5% barrier in a single federal district.

The number of votes cast for a federal list of candidates is defined as the sum of votes cast in each region of the Russian Federation and abroad. The federal constituency covers the entire territory of the Russian Federation.

Single-mandate constituencies are formed by dividing the total number of voters registered in Russia by 225 (the total number of single-mandate constituencies).

The decision to nominate a federal list of candidates, as well as to nominate candidates to single-mandate constituencies is taken by secret ballot at a congress of a political party.

A political party has the right to nominate only one candidate in one single-mandate constituency. A Russian citizen is entitled to participate in elections in a single-member constituency as a self-nominated candidate.

A political party that nominates a federal list of candidates is obliged to create its own electoral fund to finance its election campaign.

All candidates have equal rights and equal responsibilities.

Topical vocabulary

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives and adverbs</i>
campaign	to exercise	civic
drive	to run	set
concern	to increase	entire
register	to gain	federal
apathy	to select	separate
convention	to follow	local
caucus	to drag out	dramatically
nomination	to determine	formally

Word combinations

to cast a ballot	primary system
state primaries	registration procedure
to fight out	electoral process
to go to the polls	Civil Rights movement
Electoral College	registration law

Критерий оценивания перевода текста.

Оценка

Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стиль и нормы родного языка не нарушены.

5

Допускается одна-две фактических (смысловых) ошибки

4

(в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные.

Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка. 3

Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стиль и нормы родного языка нарушены. 2

2. Устный опрос:

Answer the following questions:

1. What must American citizens do in order to be able to vote?
2. What groups are actively trying to get more people involved in the electoral process?
3. How has voting among minorities changed during the last twenty years?
4. When must Americans register if they want to vote?
5. How many registration laws are there in the U.S.?
6. Where must voters in the South register?
7. What is the percentage of those who registered and cast their ballots in the 1988 and 1992 Presidential elections?
8. What important decisions are made close to home, in the state or county?
9. What separate campaigns do the national Presidential elections really consist of?
10. What is the nominating race?
11. Who can run in the primaries?
12. When did Clinton win the nomination of his party?
13. When can weaknesses and strengths be seen more easily?
14. Why are several parties in several nations now experimenting with primary systems of their own?
15. What are the main principles of the elections in the Russian Federation?
16. How often do the elections in the Russian Federation take place?

Match the words from 2 columns:

- | | |
|------------------------|------------------------------------|
| 1. to drag out | a. использовать право |
| 2. to go to the polls | b. беспокойство |
| 3. civic | c. отдельный |
| 4. concern | d. затягивать |
| 5. Electoral College | e. голосовать |
| 6. primary system | f. гражданский |
| 7. separate | g. коллегия выборщиков |
| 8. to exercise a right | h. система предварительных выборов |

Discuss with your partner the problems concerning elections in the U.S.

Критерий оценивания устного опроса:

Оценка

Коммуникативная задача решена полностью. Речь отчетливая, 5 понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки,

не препятствующие коммуникации.

Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.

4

Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.

3

Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

2

Раздел 14.

1. Чтение и перевод текста.

Federalism: State and Local Governments

The fifty states are quite diverse in size, population, climate, economy, history, and interests. The fifty state governments often differ from one another, too. Because they often approach political, social, or economic questions differently, the states have been called "laboratories of democracy." However, they do share certain basic structures. The individual states all have republican forms of government with a senate and a house. (There is one exception. Nebraska, which has only one legislative body of 49 "Senators.") All have executive branches headed by state governors and independent court systems. Each state also has its own constitution. But all must respect the federal laws and not make laws that interfere with those of the other states (for example, someone who is divorced under the laws of one state is legally divorced in all). Likewise, cities and local authorities must make their laws and regulations so that they fit their own state's constitution.

The U.S. Constitution limits the federal government to only very specific powers, but modern judicial interpretations of the Constitution have expanded federal responsibilities. All others automatically belong to the states and to the local communities. This has meant that there has always been a battle between federal and states' rights. The traditional American distrust of a too powerful central government has kept the battle fairly even over the years. The states and local communities in the U.S. have rights that in other countries generally belong to the central government.

All education at any level, for example, is the concern of the states. The local communities have the real control at the public school level. They control administration of the schools. They elect the school board officials, and their local community taxes largely support the schools. Each individual school system, therefore, hires and fires and pays its own teachers. It sets its own policies within broad state guidelines. Similarly, the U.S. does not have a national police force. The FBI is limited to handling a very few federal crimes, for instance kidnapping. Each state has its own state police and its own criminal laws (and the police from one state have no legal powers in any other). The same is true with, for example, marriage and divorce laws, driving laws and licenses, drinking laws, and voting procedures. In turn, each city has its own police force that it

hires, trains, controls, and organizes. Neither the President nor the governor of a state has direct power over it. By the way, police departments of counties are often called "sheriffs' departments." Sheriffs are usually elected, but state and city police officials are not.

There are many other areas which are also the concern of cities, towns, and villages. Among these are the opening and closing hours for stores, street and road repair, or architectural laws and other regulations. Also, one local community might decide that a certain magazine is pornographic and forbid its sale, or a local school board might determine that a certain novel should not be in their school library. (A court, however, may later tell the community or school board that they have unfairly attempted to exercise censorship.) But another village, a few miles down the road, might accept both. The same is true of films. Unlike in a number of other countries, a national "censor" of books or films does not exist in the United States.

Topical vocabulary

Nouns

official
responsibility
regulations
interpretation
battle
distrust
kidnapping
sale
censorship

Verbs

to approach
to share
to respect
to hire
to fire
to handle
to forbid
to attempt

Adjectives and adverbs

individual
powerful
judicial
unfairly
similarly
word combinations
court system
local community
police force
federal crime
school board

Критерий оценивания перевода текста.

Оценка

Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стиль и нормы родного языка не нарушены. 5

Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные. 4

Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка. 3

Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стиль и нормы родного языка нарушены. 2

2. Устный опрос:

Answer the following questions:

1. Why have the states been called "laboratories of democracy"?
2. What powers does the U.S. Constitution limit the federal government to?
3. Why has the battle between federal and states' rights been kept fairly even over the years?
4. How do the local communities control public schools?
5. Who elects the school board officials?

6. What is the FBI limited to?
7. How are police departments of counties often called?
8. What other areas are also the concern of cities, towns, and villages?
9. What might a local school board determine?
10. Who can tell the community or school board that they have unfairly attempted to exercise censorship?

Критерий оценивания устного опроса:

Оценка

Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.

5

Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.

4

Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.

3

Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.

2

Раздел 15. Контрольная работа (тест).

Контрольная работа № 3

Test Paper

I. Choose the correct variant:

1. The vase ... into pieces was carefully wrapped in paper.
a) breaking, b) broken, c) having broken
2. She sat on the river ... the setting sun.
a) watched, b) having been watched, c) watching
3. ... my work I went out for a walk.
a) finishing, b) having finished, c) finished

4. It was so hot in the ... bus.
a) crowding, b) crowded, c) being crowded
5. She sat by the window looking at the boys ... in the yard.
a) playing, b) having played, c) being played
6. ... through the journal I put it aside.
a) looking, b) looked, c) having looked
7. The inspector suspected him ... the cop.
a) of having killed, b) for killing, c) in being killed
8. The proposal is reported ... by the committee.
a) to be approved, b) to have been approved, c) to approve
9. He was considered ... a good teacher.
a) to be, b) to have been, c) was
10. He is said ... a novel for ten years.
a) to have been writing, b) to have written, c) to be writing
11. I have never heard him ...
a) to sing, b) sing, c) to have sung
12. I believed him ... the most honest person.
a) to be, b) is, c) be

II. Переведите на английский язык, употребляя причастие в правильной форме.

1. Будучи занятым, он отложил поездку.
2. Дверь, запертую изнутри, невозможно было открыть.
3. Поскольку им указали неправильное направление, путешественники вскоре заблудились.
4. Спустившись с холма, они услышали, что человек зовёт на помощь.
5. Переходя улицу, следует сначала посмотреть налево, а затем направо.

Ключ:

I:

1-b; 2-c; 3-b; 4-b; 5-a; 6-c; 7-a; 8-c; 9-a; 10-a; 11-b; 12-a

II.

1. Being busy, he postponed his trip. 2. The door bolted on the inside could not be opened. 3. Having been shown the wrong direction, the travellers soon lost their way. 4. Having descended the hill, they heard a man calling for help. 5. While crossing the street, one should first look to the left and then to the right.

Критерии оценивания выполнения заданий контрольной работы:

- 89% - 100% правильных ответов – «отлично»;
70% - 88% правильных ответов – «хорошо»;

51% -69% правильных ответов – «удовлетворительно».

Список вопросов и (или) заданий для проведения промежуточной аттестации
(проверка сформированности УК-4, индикатор ИД-УК-4.1, ИД-УК-4.2)

Зачет (1 семестр)

Содержание зачета

Зачет выставляется по итогам текущей аттестации, по результатам самостоятельной работы №1, контрольной работы №1 и собеседования со студентом по пройденным темам.

Перечень тем для беседы:

1. FamilyStructure
2. English as a means of cross-cultural communication
3. Life at College and University in Great Britain
4. The electoral system of Great Britain

Зачет (2 семестр)

Содержание зачета

Зачет выставляется по итогам текущей аттестации, по результатам самостоятельной работы №2, контрольной работы №2 и собеседования со студентом по пройденным темам.

Перечень тем для беседы:

1. Family Structure
2. English as a means of cross-cultural communication
3. Life at College and University in Great Britain
4. The electoral system of Great Britain
5. Political Parties in GreatBritain
6. The Monarchy in GreatBritain

Зачет (3 семестр)

Содержание зачета

Зачет выставляется по итогам текущей аттестации, по результатам самостоятельной работы №3 и собеседования со студентом по пройденным темам.

Перечень тем для беседы:

1. Family Structure
2. English as a means of cross-cultural communication
3. Life at College and University in Great Britain
4. The electoral system of Great Britain
5. Political Parties in GreatBritain
6. The Monarchy in GreatBritain
7. The American System of Government. Congress
8. The political system of the Russian Federation
9. The political parties of the Russian Federation
10. The elections in the Russian Federation
11. Political Parties of the United States
12. The President of the United States
13. The President of the Russian Federation

Критерий оценивания зачета.

Собеседование со студентом оценивается по шкале «зачтено – незачтено». Оценка «зачтено» выставляется студенту, у которого коммуникативная компетенция (полностью или частично) сформирована не ниже, чем на пороговом уровне, т.е. прошедшему все запланированные в семестре формы текущего и промежуточного контроля на положительную оценку (не менее «3»). Оценка «незачтено» выставляется студенту, у которого коммуникативная компетенция (полностью или частично) сформирована ниже, чем на пороговом уровне, т.е. не имеющему положительных оценок по всем формам текущей и промежуточной аттестации.

Экзамен (4 семестр)

Содержание экзамена

1. Письменный перевод текста специальной тематики со словарем (1000 печ.зн. – 90 мин.)
2. Устная передача содержания текста по специальности объемом 700 печ.зн. без словаря
3. Беседа по одной из пройденных тем.

1. Текст для письменного перевода

Control of Education

There are two significant influences on American education which give it its present character, its size, and its great variety at all levels. The first influence is legal, or governmental. The second is cultural.

The United States does not have a national system of education. Education is considered to be a matter for the people of each state. Although there is a federal Department of Education, its function is merely to gather information, to advise, and to help finance certain educational programs. Education, Americans say, is "a national concern, a state responsibility, and a local function." Since the Constitution does not state that education is a responsibility of the federal government, all educational matters are left to the individual states. As a result, each of the 50 state legislatures is free to determine its own system for its own public schools. Each sets whatever basic, minimal requirements for teaching and teachers it judges to be appropriate.

In turn, however, state constitutions give the actual administrative control of the public schools to the local communities. There are some 15,300 school districts within the 50 states. School boards made up of individual citizens elected from each community oversee the schools in each district. They, not the state, set school policy and actually decide what is to be taught.

There is, then, a very large amount of local control. In 1990, about 47 percent of the funds for elementary and secondary education came from state sources, about 46 percent from local funds, and only about 6 percent from the federal government. Here, too, there are great differences among the states. In New Hampshire, more than 85 percent of the costs were paid from local funds, while in Hawaii the state paid more than 85 of the costs. Yet overall, the public schools are very much community schools. They must have local public support, because citizens vote directly on how much they want to pay for school taxes. They must represent local wishes and educational interests, as those who administer the schools are elected by the community.

2. Примерный экзаменационный текст для устной передачи содержания

Over the last thirty years, the legal status of women in Europe has undoubtedly improved, but effective equality is far from being a reality. Women are still marginalised in political and public

life, paid less for work of equal value, find themselves victims of poverty and unemployment more often than men, and are more frequently subjected to violence.

The Council of Europe has taken steps at different levels in order to promote equality between women and men. While the **European Convention on Human Rights** does not include equality between women and men as a general principle, it does, under Article 14, prohibit any distinction based, *inter alia*, on grounds of sex, in relation to the rights protected. Furthermore, the principle of equality between spouses with regard to their rights and responsibilities in marriage has been added to the Convention in Protocol No. 7. However, the inclusion in the Convention of a fundamental right of women and men to equality continues to be called for, not least by the Parliamentary Assembly of the Council of Europe, and the matter is under consideration at the intergovernmental level.

3. *Список экзаменационных тем:*

1. Family Structure
2. English as a means of cross-cultural communication
3. Life at College and University in Great Britain
4. The electoral system of Great Britain
5. Political Parties in Great Britain
6. The Monarchy in Great Britain
7. The American System of Government. Congress
8. The President of the United States
9. Political Parties of the United States
10. Political parties of the Russian Federation
11. The president of the Russian Federation
12. Elections in the United States
13. Elections in the Russian Federation
14. Federalism: State and Local Governments

Критерии оценивания экзамена

Каждый пункт экзаменационного испытания оценивается отдельно. Итоговая экзаменационная оценка представляет собой средний результат.

1) письменный перевод.

Критерии	Оценка
Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стил ь и нормы родного языка не нарушены	5
Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные	4
Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка.	3
Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стил ь и нормы родного языка нарушены	2

2) Передача содержания текста по специальности

Оценивается эффективность и грамотность передачи студентом содержания исходного текста на иностранном языке, умение выделить основную идею и передать ее в краткой форме. Ошибкой считается искаженная или неправильно переданная информация, грубые нарушения норм иностранного языка, повлекшие за собой нарушение коммуникации.

Критерии	Оценка
Цели передачи содержания текста достигнуты в полной мере; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме.	5
Цели передачи содержания текста достигнуты в общем; допущено не более двух–трех полных коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме.	4
Главные цели передачи содержания текста достигнуты частично; допущено не более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания осуществлена в основном.	3
Главные цели передачи содержания текста не достигнуты; допущено более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания не осуществлена.	2

3) Беседа по теме

	Оценка
Коммуникативная задача решена полностью. Речь понятная, беглая. Высказывания четкие, соответствуют поставленной задаче. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены правильно. Высказывания логичны. Живо реагирует на реплики и выражает свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.	5
Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустим незначительное нарушение логики и паузы в высказываниях.	4
Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Основные факты и события выявлены частично. Активная лексика используется в ограниченном объеме. Логика нарушена.	3
Коммуникативная задача не решена. Основные факты не выявлены. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам при большом количестве фонематических, лексических и грамматических ошибок.	2

Приложение №2 к рабочей программе дисциплины «Иностранный язык»

Методические указания для студентов по освоению дисциплины

В процессе изучения иностранного языка в вузе, студент должен:

- осуществлять серьезную, систематическую и упорную работу по овладению языком, регулярно посещая практические занятия;
- помнить, что самостоятельная работа – неотъемлемая часть освоения дисциплины, без которой аудиторная работа под руководством преподавателя будет менее эффективна. Регулярное использование ресурсов Интернета и периодических изданий позволит повысить собственную языковую культуру.
- постоянно пополнять собственный словарный запас по специальности, заниматься составлением специализированного словника (минимум 30 слов по каждой теме);
- читать художественную и специализированную литературу на иностранном языке, изыскивать возможности общения с носителями языка (семинары и встречи в Домах дружбы, переписка, участие в Интернет-форумах);
- развивать в себе стремление к спонтанному говорению, добиваясь ясного и четкого выражения мысли;
- проявлять уважение к своим преподавателям и поддерживать с ними деловой контакт, выполняя их советы и рекомендации.
- уметь работать в команде в рамках выполнения коммуникативных и групповых заданий.

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине

В качестве учебно-методического обеспечения рекомендуется использовать литературу, указанную в разделе № 8 данной рабочей программы.

Также для подбора учебной литературы рекомендуется использовать широкий спектр интернет-ресурсов:

1. Электронно-библиотечная система «Юрайт» <https://urait.ru/> – мультидисциплинарный ресурс (учебная, научная и художественная литература, периодика).

2. Электронно-библиотечная система «Проспект» (<http://ebs.prospekt.org/books>) – является самостоятельным проектом издательства «Проспект» и содержит издания по различным отраслям знания (гуманитарные науки, естественные и технические науки, юридическая литература, экономическая литература, иностранные языки). Электронная библиотека содержит издания, подготовленные ведущими специалистами и авторскими коллективами страны. Фонд ЭБС формируется с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, учебно-методические комплексы, монографии, энциклопедии, словари и справочники, выпускаемые издательством «Проспект». Большинство учебников рекомендовано Министерством образования и науки Российской Федерации и учебно-методическими объединениями Российской Федерации при вузах.

3. Электронно-библиотечная система «Консультант Студента»
<https://www.studentlibrary.ru/>
4. Электронно-библиотечная система «Лань» <http://e.lanbook.com/>