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Рабочая программа дисциплины

Иностранный язык

разработана в соответствии с ФГОС ВО:

Федеральный государственный образовательный стандарт высшего образования - бакалавриат по направлению подготовки 44.03.03 Специальное (дефектологическое) образование (приказ Минобрнауки России от 22.02.2018 г. № 123)

составлена на основании учебного плана:

44.03.03 Специальное (дефектологическое) образование
утвержденного учёным советом вуза от 20.11.2023 протокол № 3.

Рабочая программа одобрена на заседании кафедры

Кафедра педагогики и межкультурных коммуникаций

Протокол от 30.10.2023 г. № 3

Зав. кафедрой Прилепский В.В

Согласовано с представителями работодателей на заседании НМС, протокол № 3 от 20.11.2023.

Председатель НМС проф. Павелко Н.Н.

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

1.1	овладение способностью участвовать в межкультурном общении, т.е. формирование речевых умений, связанных с речемыслительной деятельностью обучающегося.
<p>Задачи: - формирование у обучающихся иноязычной компетенции как основы межкультурного профессионального общения;</p> <p>- формирование умения самостоятельно работать с иностранным языком;</p> <p>- систематизировать основные фонетические, лексические и грамматические навыки обучающихся;</p> <p>- ознакомить обучающихся с приёмами экстенсивного (ознакомительного) и интенсивного (изучающего) видов чтения текстов на иностранном языке;</p> <p>- ознакомить обучающихся с двумя видами перевода иностранных текстов на русский язык: дословным и адекватным;</p> <p>- научить обучающихся грамотно пользоваться словарями;</p> <p>- развить у обучающихся навыки и умения самостоятельной работы над языком;</p> <p>- обеспечить обучающихся речевыми формулами (клише), позволяющими успешно осуществлять общение на иностранном языке;</p> <p>- приобрести навыки самостоятельной когнитивной деятельности.</p>	

2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Цикл (раздел) ОП:	Б1.О.02
2.1	Требования к предварительной подготовке обучающегося:
2.1.1	школьная программа по иностранному языку
2.1.2	Введение в профессию
2.1.3	Философия
2.2	Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:
2.2.1	Учебная практика: технологическая (проектно-технологическая) практика
2.2.2	Учебная практика: общественно-педагогическая
2.2.3	Выполнение и защита выпускной квалификационной работы
2.2.4	Культура межнационального общения
2.2.5	Подготовка к сдаче и сдача государственного экзамена
2.2.6	Производственная практика: преддипломная практика

3. ФОРМИРУЕМЫЕ КОМПЕТЕНЦИИ, ИНДИКАТОРЫ ИХ ДОСТИЖЕНИЯ и планируемые результаты обучения

УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	
УК-4.1: Знает: основы устной деловой коммуникации и деловой переписки на государственном языке РФ и иностранном языке с учетом особенностей стилистики официальных и неофициальных писем и социокультурных различий в формате корреспонденции	
Знать	
Уровень 1	грамматическую и лексическую норму изучаемого языка; правила образования и употребления глагольных форм; правила образования и употребления именных частей речи; принципы коммуникации в профессиональной этике;
Уровень 2	грамматическую и лексическую норму изучаемого языка; правила образования и употребления глагольных форм; правила образования и употребления именных частей речи; принципы коммуникации в профессиональной этике; факторы улучшения коммуникации в организации, коммуникационные технологии в профессиональном взаимодействии;
Уровень 3	грамматическую и лексическую норму изучаемого языка; правила образования и употребления глагольных форм; правила образования и употребления именных частей речи; принципы коммуникации в профессиональной этике; факторы улучшения коммуникации в организации, коммуникационные технологии в профессиональном взаимодействии; характеристики коммуникационных потоков; значение коммуникации в профессиональном взаимодействии; методы исследования коммуникативного потенциала личности; современные средства информационно- коммуникационных технологий
Уметь	
Уровень 2	;
УК-4.2: Умеет: адаптировать речь, стиль общения и язык жестов к ситуациям делового взаимодействия, в том числе, в публичных выступлениях; выполнять перевод профессиональных деловых текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный	
Уметь	
Уровень 1	свободно и правильно говорить на иностранном языке на общественно-политические, специальные и бытовые

	<p>темы в различных ситуациях общения, вести беседу, участвовать в дискуссии в нормальном темпе с соблюдением грамматических и других норм иностранного языка;</p> <p>идентифицировать и формулировать грамматическое значение категориальных форм и других грамматических средств; употреблять грамматические единицы и синтаксические конструкции, предусмотренные настоящей программой, как в устной, так и в письменной речи;</p> <p>различать на письме и на слух изученные грамматические единицы и явления; анализировать тексты с точки зрения морфологии и синтаксиса; сопоставлять и анализировать грамматические единицы и явления родного и изучаемого языков; производить редакторскую и корректорскую правку текстов научного и официально-делового стилей речи на английском языке</p>
Уровень 2	<p>свободно и правильно говорить на иностранном языке на общественно-политические, специальные и бытовые темы в различных ситуациях общения, вести беседу, участвовать в дискуссии в нормальном темпе с соблюдением грамматических и других норм иностранного языка;</p> <p>идентифицировать и формулировать грамматическое значение категориальных форм и других грамматических средств; употреблять грамматические единицы и синтаксические конструкции, предусмотренные настоящей программой, как в устной, так и в письменной речи;</p> <p>различать на письме и на слух изученные грамматические единицы и явления; анализировать тексты с точки зрения морфологии и синтаксиса; сопоставлять и анализировать грамматические единицы и явления родного и изучаемого языков; производить редакторскую и корректорскую правку текстов научного и официально-делового стилей речи на русском и иностранном языке; владеть принципами формирования системы коммуникации;</p>
Уровень 3	<p>свободно и правильно говорить на иностранном языке на общественно-политические, специальные и бытовые темы в различных ситуациях общения, вести беседу, участвовать в дискуссии в нормальном темпе с соблюдением грамматических и других норм иностранного языка;</p> <p>идентифицировать и формулировать грамматическое значение категориальных форм и других грамматических средств; употреблять грамматические единицы и синтаксические конструкции, предусмотренные настоящей программой, как в устной, так и в письменной речи;</p> <p>различать на письме и на слух изученные грамматические единицы и явления; анализировать тексты с точки зрения морфологии и синтаксиса; сопоставлять и анализировать грамматические единицы и явления родного и изучаемого языков; производить редакторскую и корректорскую правку текстов научного и официально-делового стилей речи на русском и иностранном языке; владеть принципами формирования системы коммуникации; анализировать систему коммуникационных связей в организации</p>
УК-4.3: Владеет: нормами и правилами делового общения в устной и письменной формах; жестовой речью и основами сурдоперевода	
Владеть	
Уровень 1	навыками устной и письменной коммуникации на иностранном языке
Уровень 2	навыками устной и письменной коммуникации на иностранном языке; владеет коммуникационными технологиями
Уровень 3	навыками устной и письменной коммуникации на иностранном языке; владеет коммуникационными технологиями; навыками применения правил построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм (описание, рассуждение, объяснение, повествование и др.); навыками общения с зарубежными коллегами на одном из иностранных языков, осуществления перевод профессиональных текстов; поддержки устных речевых контактов на иностранном языке в сферах и ситуациях профессионального общения; осуществления диалогического и монологического общения (говорение), использования вербальных и невербальных средств вежливого общения.

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Код занятия	Наименование разделов и тем /вид занятия/	Семестр / Курс	Часов	Компетенции	Литература и эл. ресурсы	Практ . подг.
	Раздел 1. Модуль 1. Лингвистический материал					
1.1	1. Family life 2. Home 3. Daily routine /Пр/	1	28	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
1.2	Самостоятельная работа выполняется в виде подготовки домашнего задания или сообщения по отдельным вопросам /Ср/	1	7	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
1.3	4. Domestic chores 5. Shopping for food 6. Shopping for consumer goods /Пр/	2	22	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	

1.4	Самостоятельная работа выполняется в виде подготовки домашнего задания или сообщения по отдельным вопросам /Ср/	2	17,8	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
Раздел 2. Модуль 2. Социокультурные и профессиональные знания						
2.1	7. Meals and cooking 8.College life /Пр/	3	24	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
2.2	Самостоятельная работа выполняется в виде подготовки домашнего задания или сообщения по отдельным вопросам /Ср/	1	16	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
2.3	9. Character and appearance 10. Weather /Пр/	3	24	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
2.4	Самостоятельная работа выполняется в виде подготовки домашнего задания или сообщения по отдельным вопросам /Ср/	2	6	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
Раздел 3. Модуль 3. Сферы делового общения и грамматическая тематика						
3.1	1.Noun 2.Adjective and adverb /Пр/	1	4	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
3.2	Самостоятельная работа выполняется в виде подготовки домашнего задания или сообщения по отдельным вопросам /Ср/	1	16,8	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
3.3	3. Verb and tences 4. Correspondance /Пр/	2	10	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
3.4	Самостоятельная работа выполняется в виде подготовки домашнего задания или сообщения по отдельным вопросам /Ср/	2	16	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
3.5	консультация /КА/	1	0,2	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
3.6	экзамен /КА/	2	0,2	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
3.7	экзамен /КА/	3	0,2	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	
3.8	Самостоятельная работа выполняется в виде подготовки домашнего задания или сообщения по отдельным вопросам /Ср/	3	23,8	УК-4.1 УК-4.2 УК-4.3	Л1.1 Л1.2 Л1.3Л2.1Л3.1 Э1 Э2 Э3	

5. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

5.1. Контрольные вопросы и задания

Перечень вопросов к зачету

1. Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.
2. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.
3. Лексические темы профессиональной направленности.
4. Выполнение лексико-грамматического теста.

Перечень вопросов к экзамену

1. Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.
2. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.
3. Лексические темы профессиональной направленности.
4. Выполнение лексико-грамматического теста.

5.2. Темы письменных работ

По дисциплине «Иностранный язык» предусмотрен текущий контроль в виде тестирования, зачета, итоговый контроль в виде экзамена. Порядок проведения текущего контроля и итогового контроля по дисциплине (промежуточный контроль) строго соответствует «Положению о проведении контроля успеваемости студентов в НАН ЧОУ ВО Академии ИМСИТ». В перечень включаются вопросы из различных разделов курса, позволяющие проверить и оценить теоретические знания студентов. Текущий контроль засчитывается на основе полноты раскрытия темы и выполнения представленных заданий. Для проведения экзамена в устной, письменной или тестовой форме разрабатывается перечень вопросов, утверждаемых на кафедре. Выставляется дифференцированная оценка.

5.3. Фонд оценочных средств

Оценочные средства для проведения промежуточной и текущей аттестации обучающихся прилагаются к рабочей программе. Оценочные и методические материалы хранятся на кафедре, обеспечивающей преподавание данной дисциплины (модуля), а также размещены в электронной образовательной среде академии в составе соответствующего курса URL: eios.imsit.ru.

Цель оценочного средства: установить уровень сформированности компетенций обучающихся по образовательной программе высшего образования по направлению подготовки 44.03.05 Педагогическое образование(с двумя профилями подготовки) , изучающих дисциплину «Иностранный язык».

Вид оценочного средства: критериально-ориентированный, на бумажном носителе.

Содержание оценочного средства отражает результаты обучения и уровень сформированности компетенций:

УК- 4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

Описание общей структуры оценочного средства. Описание оценочного средства

Общее количество заданий в оценочном средстве – 12 . Тип заданий – с выбором одного варианта ответа (ОВ, в задании данного типа предлагается несколько вариантов ответа, среди которых один верный), с развёрнутым ответом в произвольной форме (СКО, задание данного типа предполагает составление развернутых ответов на теоретический вопрос).

Таблица 1 - Структура оценочного средства

Части заданий	Количество	
	Типы заданий	
Часть 1	10	ОВ
Часть 2	2	СКО
Итого	12	ОВ + СКО

Рекомендуемая автором стратегия расположения заданий в оценочном средстве (композиция оценочного средства)

Рекомендуемое расположение задания в оценочном средстве:

Тестовые вопросы с одним вариантом ответа. Задания теста группируются по формам заданий и уровню сложности.

Теоретические вопросы, направленные на составление развернутого ответа

Задания теста группируются по формам заданий и уровню сложности.

Рекомендуемое общее время выполнения заданий (с учетом специфики формы)

Общее время выполнения заданий 80 минут, без учета времени инструктажа.

Рекомендации по оцениванию заданий (дихотомическая или политомическая оценка каждого задания) и оценочного средства в целом

Для оценивания заданий применяются дихотомическая и политомическая оценки.

Задания типа ВО – оцениваются дихотомически (4 баллов – за правильный ответ, 0 баллов – неправильный).

Задания типа СКО – оцениваются политомически (за полностью правильный ответ – 30 баллов, в ответе есть одна ошибка – 25 балл, есть две и более ошибок- 10 или ответ отсутствует – 0 баллов).

Демонстрационный вариант по дисциплине «Иностранный язык»

Зачет

Инструкция для студентов

Общее время выполнения задания 80 минут.

Оценочное средство состоит из двух частей и включает 11 заданий.

Задания рекомендуется выполнять по порядку. Когда задание не удаётся выполнить сразу, перейдите к следующему. Останется время, вернитесь к пропущенным заданиям.

Тип задания – в первой части с выбором одного варианта ответа (ОВ, в задании данного типа предлагается несколько вариантов ответа, среди которых один верный), во второй части со свободно конструируемым ответом (СКО), с развёрнутым ответом в произвольной форме (СКО, задание данного типа предполагает чтение, перевод текста на английском языке). Практических вопросов в билете 1.

Экзамен

Инструкция для студентов

Общее время выполнения задания 80 минут.

Оценочное средство состоит из двух частей и включает 12 заданий.

Задания рекомендуется выполнять по порядку. Когда задание не удаётся выполнить сразу, перейдите к следующему. Останется время, вернитесь к пропущенным заданиям.

Тип задания – в первой части с выбором одного варианта ответа (ОВ, в задании данного типа предлагается несколько вариантов ответа, среди которых один верный), во второй части со свободно конструируемым ответом (СКО), с развёрнутым ответом в произвольной форме (СКО, задание данного типа предполагает чтение, перевод текста на английском языке; беседа по заданной теме). Практических вопросов в билете 2.

Часть 1 Задания с выбором одного варианта ответа (ОВ)

1. Брак по расчёту

- a . Marriage of convenience
- b. marriage advertisement
- c. marry for love

2. претендент(ка) на чью-либо руку

- a . a person to smb's hand
- b. applicant to smb's hand
- c. aspirant to smb's hand

3. незамужняя женщина

- a . spouse
- b. sister
- c. spinster

4. выйти из определённого возраста

- a . to pass the age
- b. to go through the age
- c. to go out

5. хорошая основа для брака

- a . a good base for marriage
- b. a proper foundation for marriage
- c. a proper basement for marriage

6. новорожденный

- a . nephew
- b. new-born
- c newly-wed

7. кормилец

- a . bread-winner
- b. bride
- c . bridesmaid

8. гражданский брак

- a . civil marriage
- b. cross marriage
- c . bless the marriage

9. каждому платить за себя (в ресторане, баре и пр.)

- a . go steady with smb.
- b. go Dutch
- c . go out

10. подводить, покидать в беде

- a . kith and kin
- b. live apart
- c . let smb. down

Часть 2 Задания со свободно конструируемым ответом (СКО)

11. Чтение и перевод текста с английского на русский.

What's a university education worth?

Every year, it costs British students more and more to attend university. Students are graduating with larger and larger debts. So is a university degree really worth it?

In 2006, the UK government started to allow universities in England and Wales to charge British students tuition fees. As a result, more than 80% of students in England and Wales now take out a student loan in order to go to university. They use the loan to pay for tuition fees, books and living expenses. Although the interest on student loans is quite low, it begins as soon as the student receives the loan.

The average student in England and Wales now graduates from university with debts of around £12,000. Students of medicine, who study for longer, usually have debts of more than £20,000. That is a lot of money. It means graduates cannot afford to buy a house for many years. They even struggle to pay rent on a flat, because they have to start paying back the student loan when they reach the April after graduating (or after leaving a course). If you start to earn over £15,000 a year, the government takes repayments directly from your monthly salary. Is it any surprise, therefore, that the average British person does not leave their parents' home until they are 30 years old?

You might think that a British person with a degree will find it easy to get a well-paid job. However, most people in "white-collar jobs" seem to have a degree these days, so there is a lot of competition. Also, British companies tend to value work experience over a piece of paper. Like everyone else, graduates usually have to start at the bottom and work their way up. That can be very frustrating for them, since they are often over-qualified for the work they are doing. While at university, they had dreams of getting an exciting, challenging job. Therefore, life after university ends up being quite disappointing for a lot of graduates.

All of the above is beginning to make British people question whether a university degree is really worth the money. Even before the credit crunch started, the BBC stated, 'The number of British students at UK universities has fallen for the first time in recent history... from 1.97 million in 2007 to 1.96 million last year [2008]'. It looks like the figures will continue to decline, since loan companies are now telling some student that there are no loans available for them. Forecasts are that between 2009-19 there will be a fall of 6% in the number of 18-25 year-old university applicants across the UK.

Students have always been seen as not having a lot of money, but "student poverty" is now considered a real problem in the UK. Most British students expect to get a loan, part-time job or summer job. Worse than that, however, is the fact student leaders report there are increasing numbers of students turning to crime to support themselves financially.

By contrast, things are now easier for students from other countries coming to study in the UK, since the value of the British pound has fallen. More international students come to Britain each year. The British universities offer more and more of the available places to richer international students rather than poorer British students. Some British people fear that, one day, there won't be any university places left for British students at all.

12. Беседа по теме: - Marriages are made in heaven

ТИПОВЫЕ ЗАДАНИЯ

ЧАСТЬ 1 с выбором одного варианта ответа (ОВ, в задании данного типа предлагается несколько вариантов ответа, среди которых один верный)

Test

Find English equivalents for the following Russian words and phrases.

1. Брак по расчёту

- a . Marriage of convenience
- b. marriage advertisement
- c. marry for love

2. претендент(ка) на чью-либо руку

- a . a person to smb's hand
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b. bride
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a . civil marriage
b. cross marriage
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9. каждому платить за себя (в ресторане, баре и пр.)
a . go steady with smb.
b. go Dutch
c . go out
10. подводить, покидать в беде
a . kith and kin
b. live apart
c . let smb. down
11. приспособление, устройство, прибор
a . adjacent
b. appliance
c . adorn
12. быть заставленным мебелью
a . be crammed up with furniture
b. be cramped for space
c .be overcrowded with furniture
13. загораживать свет
a . be short of light
b. blind
c . block out the light
14. фарфоровая и фаянсовая посуда
a . crockery
b. crystal
c . cutlery
15. отдельный дом
a . detached house
b. separate house
c . private house
16. жилище
a . house
b. apartment
c . dwelling
17. новоселье
a . house party
b. housewarming party
c .apartment party
18. выходить на ... (об окнах)
a . to look out onto
b.to look to
c . to look into
19. современные удобства
a . modern facilities
b. modern devices
c . modern accommodations
20. торшер
a . lamp
b. standard lamp
c . statuette
21. надоедать, досаждать
a . apply
b. annoy smb.
c . argue with smb.
22. организовать вечеринку
a . arrange a party
b. organize a party
c . form a party

23. не отрываться от телевизора
a . be a TV addict
b. watch TV constantly
c .be fond of TV
24. быть привередливым в чём-либо
a . be frustrating
b. be awake
c . be fussy about smth.
25. освежать в памяти
a . review
b. brush up on smth.
c . remember smth.
26. нагнать, наверстать
a . call on smb.
b. catch up on smth
c . collect smb
27. наскоро перекусить
a . have a hasty bite
b. snack
c .have a snack
28. сидеть допоздна
a . lie awake all night
b. lie in bed
c . keep late hours
29. спать мёртвым сном
a . sleep like a dog
b. sleep like a log
c . sleep still
30. не влезать в неприятности
a . stay out of trouble
b. out of trouble
c .be in a trouble
31. He ___ here till he ___ everything.
a) will stay, doesn't do
b) will stay, does
c) stays? will do
d) stays, will not do
32. In case the weather ___ good, they ___ fishing.
a) will be, will go
b) is, go
c) will be, go
d) is, will go
33. Unless he ___, we ___ to the theatre.
a) doesn't come, won't go
b) comes, won't go
c) won't come, don't go
d) doesn't come, don't go
34. I ___ to the USA so far.
a) have not been
b) had not been
c) has not been
d) was not
35. I never ___ them when I lived in London.
a) had met
b) have met
c) has met
d) met
36. I came at 2 o'clock. He ___ the work by that time.
a) had done
b) has done
c) have done
d) did
37. I met her on Monday and ___ her since.
a) had not seen
b) have not seen
c) has not seen
d) did not see

38. Higher education in the US ___ in 1636 when the first colonists ___ Harvard College.
- has begun, founded
 - began, have founded
 - began, founded
 - was beginning, have founded
39. Noah Webster ___ An American Dictionary of the English Language in two volumes in 1828, and since then it ___ the recognized authority for usage in the United States.
- published, became
 - has published, has become
 - published, was becoming
 - published, has become
40. He ___ at Oxford then. He was not the best student, though he ___ well known among the second year students.
- was studying, became
 - was studying, has become
 - studied, became
 - has studied, has become
41. One day when he ___ home he ___ a boy who ___ him from the opposite side of the street.
- was walking, saw, watched
 - walked, has seen, was watching
 - was walking, saw, was watching
 - has walked, has seen, has watched
42. It was midnight. She ___ in her lonely room. The rain driven by the rain ___ against the window.
- sat, beat
 - was sitting, was beating
 - has sat, beat
 - has been sitting, has been beating
43. She said in a voice she never ___ about it before.
- has heard
 - had heard
 - have heard
 - heard
44. Yes, I know Jim. I ___ him for more than ten years.
- have known
 - had known
 - has known
 - knew
45. She tried to concentrate. She ___ John since 1978. No, he could not have done it.
- has known
 - had known
 - has known
 - knew

ЧАСТЬ 2 со свободно конструируемым ответом (СКО), с развёрнутым ответом в произвольной форме (СКО, задание данного типа предполагает чтение, перевод текста на английском языке; беседа по заданной теме). Практических вопросов в билете 2. Если зачет: заданий СКО 1; если экзамен: заданий СКО 2.

1. Чтение и перевод текста с английского на русский.
по темам:

- Marriages are made in heaven
- Like father like son
- A good husband makes a good wife
- The ideal family of the future
- Home is where the heart is
- East or west home is best
- Charity begins at home
- My favourite room at home
- Money often keeps people together
- Spouses should be alike
- The best wife is a housewife
- Divorce and one-parent families
- My dream house
- I like to stay at my Grandma's place
- An early bird catches a worm

-The day everything went wrong

- How I organize my time

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2. Universities in Britain

A Today in Britain there are 124 state universities, but only one private university – the University of Buckingham. Before the 19th century there were only six universities: Oxford, Cambridge, Aberdeen, Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the 13th and 15th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.

B A number of universities were established in the 19th and early 20th centuries as a result of the industrial revolution and they began training highly skilled people for industry. These universities were generally established in major industrial centres such as Birmingham, Manchester, Newcastle and other big cities. Sometimes called modern or civic universities, these universities have the advantage of well-established libraries, academic specialities and accommodation that is close to campus. These universities are often able to provide accommodation for all first year students.

C A number of new universities were established in the 1960s when children born after World War 2 entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that they are well planned and most of the living and teaching facilities are on campus.

D Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region – they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards in polytechnics were as good as universities and many became universities. Many of these universities also offer diploma courses.

E These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK – London University, Oxford and Cambridge are examples. Specialist colleges offer a range of courses in one discipline – for example agriculture, music, design or medicine. Some of these colleges may only offer postgraduate programmes. These colleges are usually small, with a limited number of students.

F Universities have different locations. The older universities often have teaching facilities and student accommodation situated close together. Students in these usually socialize in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city. These very often have the space to provide sports facilities and accommodation. They are also close enough to the city for students to enjoy city life. Some universities, notably Oxford and Cambridge, have a collegiate structure – that is, students are members of colleges within the university.

These colleges are the centre of social life and academic life. Academic staff usually lives at the college, and students and staff enjoy easy relationships.

3. Job search plan

1) Decide on the “big picture” issues

Determine the job you want. If you have no idea, make a list of the things you like to do. If you have an idea of the general field (e.g. marketing), but nothing more specific, then investigate various job titles in your area of interest.

Determine where you want to live. Are you open to relocating? If you have a specific location in mind, then identify the companies that have offices/plants/locations in those areas. Determine the best companies for you. You need to make some decisions about the types of companies that fit your needs, style, and personality.

2) Determine your search strategy

On - campus recruiting? Career fairs? Networking through personal contacts and going to events such as conferences? Writing to specific companies with your resume and a covering letter? Internet job sites? Company websites? Classified ads in newspapers and professional magazines? Local careers agencies?

3) Write a resume (CV) and covering letter

There are hundreds of Internet sites to help you to write a resume (CV in BrE) and a covering letter. Just type phrases like resume tips or CV tips or covering letter into a search engine. Obtain critics of your resume and covering letter from your family, friends, colleagues, professors, etc. As well as any other ways you are thinking of using your resume, post it on the Internet anyway.

4) Prepare for interviews

Learn to research companies. One of the secrets of great interviewing is knowing something about the company where you are looking for a job. Practice, practice, practice. For example, carry out mock interviews with other students/colleagues or a career counsellor. Also, if you are a student then have some on-campus interviews with companies who come to visit – just to gain confidence and experience.

5) Gain experience

Employers value work experience as much as educational background.

Internships – work part-time in your expected career field, either during one of the semesters or over the summer.

Summer jobs – these jobs are not always in your field of interest, but having any kind of work experience is valuable and many offer transferable skills that carry over to other jobs.

Self-employed jobs – a growing number of students start their own (very small) businesses in areas such as web-design and so on.

Temporary work – do work for an agency while you are waiting for something better, and make sure to include any transferable skills on your resume.

Volunteer work – charity, community group, not-for-profit organization, etc. Campus activities – key positions on sport, social, cultural and other organizations.

6) Follow up

Be proactive after an interview – don't just sit and wait for the phone to ring. Write a brief “thank you letter” restating why you would be the right person for the job. Or make a follow-up call to ask how the decision process is going.

4. The student experience — then and now

Has university life changed beyond recognition for a new generation of undergraduates or is it the same as it ever was?

Long gone but not forgotten are those carefree student days of shared showers, derelict rental properties and parties where the booze always ran out before midnight. Being a student was quite a privilege in the good old days when local authorities and the government footed the bill and there was almost certainly a job at the end of it.

In the early 1960s, only 4% of school leavers went to university, rising to around 14% by the end of the 1970s. Nowadays, more than 40% of young people start undergraduate degrees – but it comes at a cost. Today's students leave with debts of £40,000 and upwards to pay back over their working lives.

So how has the student experience changed over the years? Parents looking back on their university lives are amazed at the luxuries their sons and daughters enjoy, such as ensuite bathrooms, flat screen TVs and leather sofas. Student accommodation has improved but rents have soared and take up a bigger whack of the living cost loans, leaving today's undergraduates little better off than their parents.

They still party and have a good time, but students are working harder and more consistently, their parents believe. Partly, it is the move away from “big bang” finals to continuous assessment, they say, but also the pressure to get that all-important 2:1 or above degree classification. One-third of students were awarded firsts or 2:1s in 1970. Last year it was over two-thirds: 70%.

Today's students are more career-orientated and under pressure to take on extracurricular activities, more responsibilities and work experience to compete in the graduate jobs market.

Meeting people, making friends for life and discovering new interests: these are the things that have not changed for students who are following the same route to independence as their parents.

Carol Fletcher, senior financial planner, Richmond, Surrey

I had three fantastic years embracing university life. I was heavily involved in student politics and was the news editor of the student newspaper. It was very social with lots of parties and concerts. It all seems a lot duller for my daughter, who is studying English language and linguistics. There doesn't seem to be the same level of activities going on. Most students seem to be there to get their heads down and work. I get the impression that student life is no longer the rite of passage it used to be. I graduated in 1980 with an economics degree from Newcastle Polytechnic, now Northumbria University, and joined the Ford Motor Company graduate training scheme. My choice of degree was an important factor in getting my first job, but my extracurricular activities were just as important. I think this should be taken into account when choosing a university.

5. Redesigning the High School Experience for the Modern Student

High school occupies an outsized place in the American popular imagination, reflected in the sheer volume of movies and television shows portraying adolescence and high school. These narratives range from glory days nostalgia to high social drama. Through all this, we collectively imagine high school as a formative period defined by intense experiences—whether it’s the best time in life, the worst, or simply the most boring.

Academic apathy remains one of the most essential and enduring themes in our popular conception of high school. And with good reason. Many high schoolers struggle to engage and find relevance in an outdated educational experience, one designed to prepare workers for the demands of factory jobs rather than to thrive as individuals, leaders, and entrepreneurs. With the emergence of the knowledge and tech-driven economies, there is a widening disconnect between the model of education we’ve inherited and what today’s young people need in order to face future challenges.

The need to redesign high school is also a matter of equity. The current generation of American high schoolers is more diverse than ever before, yet most of our traditional approaches contribute to widening rather than closing opportunity gaps along racial and socio-economic lines. It is clear that the old ways of “doing school” have been exhausted, but still, we reenact them to the detriment of all students, and especially those who have been underserved all along.

To make high school meaningful and valuable for all students, it is essential that we redesign the high school experience. At a fundamental level, this means replacing the existing norm, the one that prioritizes order, compliance, and standardization. Instead, we must prioritize dynamic, experiential learning that is relevant to individual student interests and needs. High school should be a rigorous learning experience in which all students are challenged to see the world and their community differently, to learn how to solve problems that they care about, and to develop a broad range of academic and social and emotional skills.

We are seeing this new paradigm in select schools and communities across the country. In a social studies class, for example, instead of listening to lectures and memorizing facts, students are immersed in real-world issues that affect their communities and use inquiry-based learning and historic references to develop first-hand understanding of democracy and civic engagement. To demonstrate evidence of learning, students work together to produce documentaries, podcasts, and web content to understand opposing viewpoints and bring issues to life.

6. Students find themselves in a competitive environment

Just like games, exams also create competition among students. Exams are a push that every student needs in life. Every year millions of students around the world take exams and most of them work hard to achieve good grades because they want to prove they are the best. This competition helps students to work more hard and is a motivation for them. The most important part is that students learn to handle competition which they are definitely going to face later in life.

Exams not only test a student but also increase their knowledge. Students need to learn everything and understand every concept so they can pass an exam. Sometimes they come across technical terms which are not elaborated in the book. This means that they have to search online to find their answers and this way the student’s knowledge of the subject expands. Without examination, students won’t learn anything at home and they would waste time playing games which means that in practical life they are most likely to fail.

Practical exams build confidence and show you the real picture. Reading and learning technical lines from the book can make you think that you are ready to face challenges in life but practicing it in real life tells you how much more you need to work. A science exam will help you find solutions for problems that may lead to failure and an English exam will teach you how to talk, walk and speak in a gathering.

Scoring well in exams brings some real benefits. If your aggregate score is more than 90% there’s a big chance that you will get a scholarship in any university you apply. Some international universities are very expensive and not everyone can afford them. Getting a scholarship means that you can get admission in the most famous universities around the world and you may not have to pay at all!

Exams not only increase knowledge, they also strengthen the memory. When students learn what they have studied throughout the year, this makes the long term memory stronger. When at first a student will start repeating a definition, it may take some time before he learns it but by practicing it again and again, students improve their learning skills and more information could be stored in their brains in a short time.

The advantages of Examination are, sometimes it is possible that due to lack of attention or tiredness, students may misinterpret a teacher's teaching. When they study for their exams, all confusions are cleared and the gaps created are filled which means that they will form a clearer image of the concepts in their minds which would benefit them later!

7. Big families

One of the biggest decision married couples face is how many children to add to their family. Some may choose one or two kids, while others may want four or more children.

There are pros and cons to both, but according to a study on happiness in family life, those who are in larger families are happier. "... members of large families say they are more satisfied with their lives than others and that they think they have stronger personal relationships than most people."

Having a large family can be chaotic at times, financially difficult and sometimes overwhelming, but there are some really great benefits to having a full house.

Kids learn how to build relationships.

With several children in the home, siblings always have someone to play (or fight) with on a regular basis. They learn how to get along, bounce back after a disagreement, work together and learn how to share.

These are life skills! How often do we have to do school projects alongside people we don't always get along with? How many times have you been annoyed or frustrated with a coworker? Learning to get along with a variety of personalities, or at least how to be nice in the face of less than desirable circumstances, will help your children be successful in life. It's real world experience from a very young age.

Families learn how to work hard and work together. In a home with only a couple of children, parents can more easily do all the housework alone. In large families, however, teamwork becomes necessary. Mom or Dad can't do it all alone. Each child has to pitch in to keep the house and family running. Chores get assigned, and everyone works together to get things accomplished.

Knowing how to do simple things like sweeping, vacuuming, washing dishes and cleaning bathrooms are necessary — especially when children move out on their own. I remember watching a reality show once where the main character, who was in her late teens or early twenties, had no idea how to use a broom! So, her mother just did it for her. Kids need to learn how to clean, organize and take care of their own belongings.

The different personalities and skills complement each other and add diversity to family life.

Large families have the advantage of utilizing each family member's strengths in daily life. Kids come with their own personalities and skills. Some are quiet, some loud; some are kind and caring, some bold and independent; some may love music or sports; some kids are culinary gurus, while some may have inventive ideas. Pulling from everyone's skills can make family life more enjoyable and fulfilling. Utilize this diversity in family problem solving, planning trips or trying to generate ideas. Each unique person will have something new and different to contribute. Not only will each person feel needed and wanted, but they will also each develop a strong sense of self. Each personality can be fun to get to know and love.

Families support each other. It's nice to know that someone always has your back. Even though kids will fight with each other, they are ready and willing to defend a sibling against bullies or comfort each other after a hard day. Families stick together. They rely on and support one another. It's a perfectly designed support system full of close bonds and love.

Of course, all these great factors need to be cultivated by the parents. Children need guidance and direction to help them learn.

Parents will have to correct wrongs and teach children how to treat one another. Families are the best place to learn how to get along in the world, but also to be a safe and loving place to land when life gets hard.

8. Each Family Has Its Distinctive Lifestyle

Culturally, socially, religiously and many others, are ways that make all families different from other ones. I've always heard that no two people are exactly alike. Wouldn't that be true for families also, since people make them up? It's definitely true. Take any two families you know, even your own and compare it to another, you will find many differences.

Lifestyle is really key in defining variations in families. Differences that come to my mind are, the way a family dresses, where a family goes on vacation, or what a family thinks is a healthy meal. I see my family's lifestyle best, when I compare it to any other family, it doesn't matter if we are related or if I don't know them at all. There is really no way to measure what kind of lifestyle a family has or how good it is, it's just their own and it's very different from any other one.

I didn't realize until probably about middle school that every family wasn't like mine. Spending the night away from home is a very good way to experience another family's way of life. The first time I spent the night away from home was probably at one of my cousin's house, even though they are "family", I still didn't live with them. I didn't know that their dog wasn't supposed to go outside, my dog loves the outside and running around! I guess my dog didn't cost four hundred and fifty dollars either. At dinnertime, some families join hands when they pray, in my family we just simple say the blessing without holding hands, and some families don't do it all. It could be a habit, or laziness, or that they are just really hungry and don't think they could wait another moment.

A television show that demonstrates my point exactly is "Yes, Dear". If you have ever watched this show in the afternoon, you should know what I am referring to. If not, this is a quick overview: Greg and Kim own a home with the luxury of having a guest house in the backyard. Kim's sister Kristine, her husband Jimmy, and their two boys live in the guest house. I would say that they just sleep in the guest house and spend most of their time in the main house with Greg, Kim, and their two children. Even though these two families are related and live together, they have very different lifestyles. Greg and Kim are always trying to teach their children manners and values, while Jimmy and Kristine don't really do much parenting. It usually shows them at the dinner table, and Greg and Kim always tell their children to eat all of their vegetables or they don't get dessert. Jimmy and Kristine don't really

enforce rules so their kids get to eat dessert either way. That just shows that families also have different rules, values, and morals. Another way I think shows a family's lifestyle is in what they eat. It's really interesting to me, going to someone's house and seeing what they serve together as a meal. Just the other day we had friends over and my mom ordered a pizza. When we sat down to eat, we offered our guests applesauce. Everybody thought it was really strange that we ate applesauce with pizza, but we have always done that and everybody in my family likes it. I know my family and every other family probably does odd things every day, like having breakfast for supper, but it's what we are used to and it's just our life. I think if every family had the same rules, dressed the same, and ate the same things for dinner, there would be no variety in the world and everybody would be very boring. When I think about my family compared to other families, I usually think about other American families and never really think about what kind of lifestyles families in foreign countries have. It would probably be very shocking for me, but fascinating to see how they live in other parts of the world, and I could probably write a whole book of those differences. I will end though, thinking about my family and what quirky things we do or say, habits that have formed, and why I wouldn't want to live any other way!

9 GREAT DYNASTIES OF THE WORLD: THE JACKSONS

They are, according to Rolling Stone magazine, "America's black royal family". But, unlike most royal families, their first four singles went to No 1: I Want You Back, ABC, The Love You Save and I'll Be There. They are, of course, the Jacksons.

Everyone knows about Bubbles the Chimp, and Neverland, and the sparkly glove, and Thriller, and the child-abuse allegations against Michael, and Janet Jackson's "wardrobe malfunction" at the Super Bowl, and Michael Jackson's tragic early death. But behind the extraordinary tabloid headlines there was ... an extraordinary tabloid family life.

The Jacksons were brought up in a tiny three-room house at 2300 Jackson Street in Gary, Indiana, an unprepossessing steel city south of Chicago. There were 10 children: Maureen (known as "Rebbie"), Jackie, Tito, Jermaine, La Toya, Marlon, Michael, Randy and Janet. Marlon's twin brother Brandon died at birth.

Advertisement

The children's father, Joseph Jackson, worked during the day at a steel mill and at night he played with his brother in an R&B band called the Falcons. Their mother, Katherine Scruse, was a devout Jehovah's Witness who played the clarinet and piano – as a child, she had been crippled by polio.

In his heart-breaking autobiography, *Moonwalk*, Michael Jackson writes: "When you're a show business child, you really don't have the maturity to understand a great deal of what is going on around you. People make a lot of decisions concerning your life when you're out of the room ... I remember my childhood as mostly work ... The majority of our time was spent working." Joseph decided that his children were not going to end up working in the steel mill. He set them to work as musicians.

He bought them guitars, a bass and microphones, and they rehearsed, and rehearsed: Tito on guitar; Jermaine on bass; Marlon on percussion; Jackie singing and playing tambourine; Michael singing and dancing. Joseph was a perfectionist. When the boys messed up, he beat them. They soon started winning talent shows.

In 1967, the Jackson brothers turned professional. They did the so-called Chitlin' circuit – nightclubs, honky-tonk bars and restaurants where black entertainers were allowed to perform. In 1968, they signed to Motown Records. The hard work had paid off. "I couldn't believe it," recalls Berry Gordy, founder of the Motown, "they blew us all away." In 1971, the family moved to Los Angeles and lived in a big mock Tudor mansion, Hayvenhurst. They were a phenomenon. They made six albums for Motown in 10 years. Then they left Motown and signed with CBS – except for Jermaine, who stayed with Motown. And so younger brother Randy joined the Jacksons. They made a TV series. They made more albums. Michael developed a solo career. The brothers reformed for the successful *Victory* album and tour in 1984, but then Michael and Marlon left the group. Joe was accused of mismanagement of their careers – and worse.

Marlon got into real estate. The two girls, La Toya and Janet, developed successful careers of their own. Jermaine converted to Islam, and appeared on *Celebrity Big Brother*. And Michael was Michael.

Third-generation Jacksons continue to make music. Jackie Jackson's son, known as Dealz, is signed to his father's record label, and

released his debut single earlier this year. 3T are an R&B group made up of Tito's three sons. There is a YouTube clip of the Jacksons performing their first Motown hit, "I Want You Back" for a TV special in Madison Square Garden in 2001. "If we do it," says Michael, "we'll do it the old-fashioned way, like in 1970 on the Ed Sullivan show." As the middle-aged brothers dip and jive their way through the old routine, for a moment you can see them as little boys again, spurred on to greatness by a father determined for them to succeed, at any cost. Watch it and weep.

10. The problem of career choice

The problem of career choice has implications for national development. In every society, the quality of workers as well as their degree of job satisfaction contributes directly or indirectly to economic stability and the smooth running of the affairs of the nation. If workers are unable to derive satisfaction from their job, frustration sets in with accompanying decline in productivity and civil unrest due to the workers thwarted goals. Occupation according to Onyejiaku (1987) is a way of life. It moulds one's character, determines one's social status, income, style of life, choice of friends and, mental and physical health (Denga, 1968). This implies that the choice of occupation has a persuasive connection with one's entire way of life.

Generally, it is believed that the primary motive behind the pursuit of various occupations is the fundamental human need to 'make ends meet', to satisfy needs. While this has some truth in it, the contemporary society with its dynamic and sophisticated social and economic systems have taken the problem of occupational choice a step or two further by making it both complex and intriguing. On the other hand, many are the variables that operate to decide which occupation an individual chooses. Practically, every effort put forth to decide an occupation translates, in the light of significant factors, to an effort to limit oneself from entering into a wide array of careers. In other words, occupational choices made imply foregoing several alternatives. A number of these factors tend to impact more strongly than others. A universal hierarchy of these factors in order of extent of influence eludes us because, at least, no two individuals are the same. What may significantly influence the occupational preference of one person may have less significance for another. However, while it is difficult to determine the relative potency of these variables, it is true that there is some form of interaction among them where one modifies the other. While some of these variables are psychologically and biologically rooted, others have socio-economic undertones.

Still, it is not uncommon for individuals to get into an occupation by accident or chance (Onyejiaku, 2001).

This research delves deeply into the influence of sociological factors on career choice. Specifically, it picks on the influence of parental background variables on the career choice of secondary school students in Uyo Local Government Area. Of all the socio-economic forces shaping the career pattern of an individual, the family unit has ever been among the most influential. Being the first agent of socialization, it exerts the earliest influence on the psycho-social life of the child, thus making its role very critical.

11. Divorce introduces a massive change into the life of a boy or girl no matter what the age. Witnessing loss of love between parents, having parents break their marriage commitment, adjusting to going back and forth between two different households, and the daily absence of one parent while living with the other, all create a challenging new family circumstance in which to live. In the personal history of the boy or girl, parental divorce is a watershed event. The life that follows is significantly changed from how life was before.

Somewhat different responses to this painful turn of events occur if the boy or girl is still in childhood or has entered adolescence. Basically, divorce tends to intensify the child's dependence, and it tends to accelerate the adolescent's independence; it often elicits a more regressive response in the child and a more aggressive response in the adolescent. Consider why this variation may be so. The child's world is a dependent one, closely connected to parents who are favored companions, heavily reliant on parental care, with the family as the major locus of one's social life. The adolescent world is a more independent one, more separated and distant from parents, more self-sufficient, where friends have become favored companions, and where the major locus of one's social life now extends outside of the family and into a larger world of life experience.

For the young child, divorce shakes trust in dependency on parents who now behave in an extremely undependable way. They surgically divide the family unit into two different households between which the child must learn to transit back and forth, for a while creating unfamiliarity, instability, and insecurity, never being able to be with one parent without having to be apart from the other.

Convincing a young child of the permanence of divorce can be hard when his intense longing fantasizes that somehow, some way, mom and dad will be living back together again someday. He relies on wishful thinking to help allay the pain of loss, holding onto hope for a parental reunion much longer than does the adolescent, who is quicker to accept the finality of this unwelcome family change. Thus parents who put in a joint presence at special family celebrations and holiday events to recreate family closeness for the child only feed the child's fantasy and delay his adjustment.

The dependent child's short-term reaction to divorce can be an anxious one. So much is different, new, unpredictable, and unknown that life becomes filled with scary questions: "What is going to happen to next?" "Who will take care of me?" "If my parents can lose love for each other, can they lose love for me?" "With one parent moving out, what if I lose the other too?" Answering such worry questions with worst fears, the child's response can be regressive.

By reverting to a former way of functioning, more parental caretaking may be forthcoming. There can be separation anxieties, crying at bedtimes, breaking toilet training, bed-wetting, clinging, whining, tantrums, and temporary loss of established self-care skills, all of which can compel parental attention.

The child wants to feel more connected in a family situation where a major disconnection has occurred. Regression to an earlier dependency can partly be an effort to elicit parental concern, bringing them close when divorce has pulled each of them further away—the resident parent is now busier and more preoccupied, the absent parent is simply less available because of being less around.

The more independent-minded adolescent tends to deal more aggressively with divorce, often reacting in a mad, rebellious way, more resolved to disregard family discipline and take care of himself since parents have failed to keep the commitments to the family that were originally made.

Where the child may have tried to get parents back, the adolescent may try to get back at parents. Where the child felt grief, the adolescence has a grievance: "If they can't be trusted to stay together and take care of the family, then I need to start relying more on myself." "If they can break their marriage and put themselves first, then I can put myself first too." "If they don't mind hurting me, then I don't mind hurting them."

Now the adolescent can act aggressively to take control of his life by behaving even more distantly and defiantly, more determined to live his life his way, more dedicated to his self-interest than before. He feels increasingly autonomous in a family situation that feels disconnected. He now feels more impelled and entitled to act on his own.

11. Translate the following recipes into Russian.

1. Hot chocolate.

Heat 600 ml (1 pint) milk, add 100g (4 oz) chopped plain or bitter chocolate and stir, when melted, bring to a simmer and whisk for 3 minutes. Sweeten to taste. Pour hot into cups and top with whipped cream.

2. Oat cakes.

Sift flour into a bowl and add salt. Rub in fat until texture resembles breadcrumbs. Add currant, lemon juice and rind, then mix to fairly firm dough with about 4 tablespoons water or milk and water. Divide the dough into 4 pieces and put on to a floured surface. Roll into circles and fry in the oil until brown all over. Drain well and eat hot, sprinkled with sugar.

3. Ham baked with chestnuts.

Mash the chestnuts well, add the sugar and either butter or cream and some pepper. Lay the ham on a board and stuff it with as much of this as will hold, then press together and secure. Put into an ovenproof dish. Make a criss-cross pattern with a sharp knife on the top of the ham. Mix the breadcrumbs into the rest of the chestnut mixture and press this over the top. Put the ham into a pre-heated oven at 200° C (400° F) for about 1/2 hour or until the top is crisp.

12.

Claudia thinks of herself as a feminist. She is sure that women should have the same rights, power and opportunities as men. A housewife, to her mind, is an unwaged worker and she just cannot put up with it. So she is trying to change her husband's daily routine making him share the house chores with her. Unfortunately, he is not much of a househusband, unlike my husband who is strikingly different and is really handy.

Claudia regards my husband as the perfect model and thinks I am lucky to have such a partner. And it is true. John helps a fair amount with the household work. He is quite helpful when we do a thorough cleaning. Taking down and putting up the curtains, tidying up, vacuuming the rooms — all this is his part, to say nothing of the man's work which he has to do from time to time. If something goes wrong — the plumbing may get clogged or start leaking or the tap may start dripping — I never call a plumber. John can mend it himself. If an electrical appliance — be it a mixer or a washing machine — gets out of order we never call a maintenance worker as my husband can fix anything. If our flat needs decorating it is John who papers the rooms, plasters the walls and the ceiling. Once Bobby broke the window and my husband glazed it in no time. We do not need a TV repairman — John can even fix televisions. All my friends say he has a wonderful pair of hands. Last year he finished building our country house and we have quite a large lot — so my husband's spare time is used in gardening and we can always enjoy fresh vegetables. Isn't it nice? Well, my dear, dear husband — he never keeps track of what he does. We really share everything with him. My son and I, we usually break things while my poor husband sets them right.

And how about Claudia's husband — a victim of feminism? Just fancy! She made a list of the house chores he is supposed to do this week. She wants him to nail the picture. Frankly speaking, I doubt he could pound a nail in let alone hang a picture. Mind you, he can tell a hammer from a spoon, but Claudia wants him to paint the floor in the kitchen, and I am sure if he did the paint would peel in a week. She hopes he will cover the bathroom wall with tiles but he can't stick a thing.

You may think he is not a man. But he is. I think him very, very intelligent and generous and well-mannered. The problem is he is no match for a feminist wife. She may do her best to change him but the most he can do is take their dog for a walk. Even then,

watching them it's hard to tell who's ta-king who.

2. Беседа по темам:

- Marriages are made in heaven
- Like father like son
- A good husband makes a good wife
- The ideal family of the future
- Home is where the heart is
- East or west home is best
- Charity begins at home
- My favourite room at home
- Money often keeps people together
- Spouses should be alike
- The best wife is a housewife
- Divorce and one-parent families
- My dream house
- I like to stay at my Grandma's place
- An early bird catches a worm
- The day everything went wrong
- How I organize my time

5.4. Перечень видов оценочных средств

Задания со свободно конструируемым ответом (СКО) предполагает составление развернутого ответа на теоретический вопрос. Задание с выбором одного варианта ответа (ОВ, в задании данного типа предлагается несколько вариантов ответа, среди которых один верный. Задания со свободно конструируемым ответом (СКО) предполагает составление развернутого ответа по устной теме и чтение, перевод и пересказ текста.

6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

6.1. Рекомендуемая литература

6.1.1. Основная литература

	Авторы, составители	Заглавие	Издательство, год
Л1.1	Карпова Т. А., Восковская А. С.	Английский язык: Учебное пособие	Москва: КноРус, 2020, URL: https://book.ru/book/932756
Л1.2	Харченко М. Г., Манахова Е. Б.	Английский язык. Учебное пособие по формированию практических навыков ведения деловой переписки: Учебное пособие	Москва: КноРус, 2020, URL: https://book.ru/book/936742
Л1.3	Бузук Л. Г., Варфоломеева Н. С.	Учебно-методическое пособие по английскому языку: Учебно-методическое пособие	Москва: Русайнс, 2021, URL: https://book.ru/book/941040

6.1.2. Дополнительная литература

	Авторы, составители	Заглавие	Издательство, год
Л2.1	Жильцова Т. Н.	Деловой английский язык. + eПриложение:Тесты: Учебное пособие	Москва: КноРус, 2021, URL: https://book.ru/book/938824

6.1.3. Методические разработки

	Авторы, составители	Заглавие	Издательство, год
Л3.1	Гальчук Л.М.	Грамматика английского языка: коммуникативный курс = 5D English Grammar in Charts, Exercises, Film-based Tasks, Texts and Tests: Учебное пособие	Москва: Вузовский учебник, 2020, URL: http://znanium.com/catalog/document?id=350166

6.2. Электронные учебные издания и электронные образовательные ресурсы

Э1	1.	Интернет-сайтов для изучения английского языка . - Режим доступа: http://www.englishspeak.com/ru/english-lessons
Э2	2.	Английская грамматика . - Режим доступа: http://www.learn-english-today.com/lessons/lessons_list.html
Э3	3.	List of English exercises and tests . - Режим доступа: http://www.englishlearner.com/tests/

6.3.1. Лицензионное и свободно распространяемое программное обеспечение, в том числе отечественного производства

6.3.1.1	7-Zip	Архиватор 7-Zip	Программное обеспечение по лицензии GNU GPL
6.3.1.2	Яндекс Браузер	Браузер Яндекс Браузер	Лицензионное соглашение на использование программ Яндекс Браузер https://yandex.ru/legal/browser_agreement/
6.3.1.3	Mozilla Firefox	Браузер Mozilla Firefox	Программное обеспечение по лицензии GNU GPL

6.3.1.4	LibreOffice	Офисный пакет LibreOffice	Программное обеспечение по лицензии GNU GPL
6.3.1.5	Inkscape	Графический редактор Inkscape	Программное обеспечение по лицензии GNU GPL
6.3.1.6	Notepad++	Текстовый редактор Notepad++	Программное обеспечение по лицензии GNU GPL
6.3.1.7	Kaspersky Endpoint Security	Антивирусное ПО Kaspersky Endpoint Security для бизнеса	Стандартный (350шт). Договор № ПР-00037842 от 4 декабря 2023 г. (ООО Прима АйТи)
6.3.1.8	NetBeans IDE	Интегрированная среда разработки приложений на языках программирования Java, Python, PHP, JavaScript, C, C++, Ада и ряда других	Программное обеспечение по лицензии GNU GPL
6.3.1.9	ZEAL	Оффлайн-браузер для просмотра документации	Программное обеспечение по лицензии GNU GPL
6.3.1.10	Klite Mega Codec Pack	Универсальный набор кодеков и утилит для просмотра и обработки аудио- и видеофайлов	Freeware
6.3.1.11	CDBurnerXP	ПО для записи CD, DVD, HD DVD и Blu-ray	Freeware
6.3.1.12	Java 8	Программная платформа Java	Программное обеспечение по лицензии GNU GPL
6.3.1.13	Консоль Kaspersky Security Center	Консоль администрирования Kaspersky Security Center	Договор № ПР-00035750 от 13 декабря 2022г. (ООО Прима АйТи)
6.3.1.14	Kaspersky Endpoint Security 11	Kaspersky Endpoint Security 11 для Windows	Договор № ПР-00037842 от 4 декабря 2023 г. (ООО Прима АйТи)
6.3.1.15	10-Страйк	Сканирование Сети	Сканирование Сети - программа-сканер TCP-портов и IP-адресов Лицензионный сертификат от 01.01.2011
6.3.1.16	10-Strike File search pro	Программа поиска файлов и документов в сети	Лицензионный сертификат от 01.01.2011
6.3.1.17	Сервер администрирования Kaspersky Security Center	Сервер администрирования Kaspersky Security Center	Договор № ПР-00030672 от 01.12.2020 (ООО Прима АйТи)
6.3.1.18	УМКК «Телекоммуникации и сети»	Учебно-методический компьютерный комплекс Диполь	С00001 Номер лицензии: 20030400000000000033
6.3.1.19	УМКК «Корпоративные информационные системы»	Учебно-методический компьютерный комплекс Диполь	С00001 Номер лицензии: 20030400000000000033
6.3.1.20	УМКК «Информационные технологии»	Учебно-методический компьютерный комплекс Диполь	С00001 Номер лицензии: 20030400000000000033
6.3.1.21	Etxt Antiplagiat	Проверка уникальности от сервиса Антиплагиат eTXT	Freeware
6.3.2. Перечень профессиональных баз данных и информационных справочных систем			
6.3.2.1	Консультант Плюс	http://www.consultant.ru	
6.3.2.2	Кодекс – Профессиональные справочные системы	https://kodeks.ru	

7. МТО (оборудование и технические средства обучения)

Ауд	Наименование	ПО	Оснащение
121	Кабинет иностранного языка (лингвфонный)	Windows 10 Pro RUS 7-Zip Яндекс Браузер Mozilla Firefox LibreOffice Notepad++ Oracle VM VirtualBox Adobe Reader DC ПО ЛИНКО v8.2 демо-версия Klite Mega Codec Pack	Стол - 20 шт., стул - 21 шт., рабочее место преподавателя – 1 шт., персональный компьютер с выходом в интернет - 21 шт., доска учебная – 1 шт., многофункциональное устройство – 1 шт., мультимедийный проектор – 1 шт., проекционный экран – 1 шт., соответствующее программное обеспечение
Читальный зал	Информационно-библиотечный центр (помещение для самостоятельной работы обучающихся)	7-Zip Яндекс Браузер Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++ Kaspersky Endpoint Security MS Access 2016 MS Project Pro 2016 MS Visio Pro 2016 Visual Studio Code Blender Gimp Maxima IntelliJ IDEA PyCharm Community Edition Adobe Reader DC	Стол - 20 шт., стул - 20 шт., рабочее место сотрудника - 2 шт., персональный компьютер с выходом в интернет и обеспечением доступа в электронную информационно-образовательную среду академии – 17 шт., многофункциональное устройство – 2 шт.

		MS Office Standart 2007 Windows 10 Pro	
123	Компьютерный класс	Windows 10 Pro RUS 7-Zip Яндекс Браузер Mozilla Firefox LibreOffice LibreCAD Inkscape Notepad++. 1С:Предприятие 8. Комплект Kaspersky Endpoint Security MS Access 2016 MS Project Pro 2016 MS SQL Server 2019 MS SQL Server Management Studio 18.8 MS Visio Pro 2016 MS Visual Studio Community Edition Visual Studio Code Blender Gimp Maxima StarUML V1 PostgreSQL IntelliJ IDEA PyCharm Community Edition Eclips Adobe Reader DC Arduino Software (IDE) NetBeans IDE ZEAL ARIS Express Archimate Klite Mega Codec Pack Ramus Educational Micro-Cap Evaluation gvSIG Desktop Python	Стол - 20 шт., стул - 21 шт., рабочее место преподавателя – 1 шт., персональный компьютер с выходом в интернет - 21 шт., доска учебная – 1 шт., многофункциональное устройство – 1 шт., мультимедийный проектор – 1 шт., проекционный экран – 1 шт., соответствующее программное обеспечение

8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

Практическое занятие — это одна из форм учебной работы, которая ориентирована на закрепление изученного теоретического материала, его более глубокое усвоение и формирование умения применять теоретические знания в практических, прикладных целях. Особое внимание на практических занятиях уделяется выработке учебных или профессиональных навыков. Такие навыки формируются в процессе выполнения конкретных заданий — упражнений, задач и т. п. — под руководством и контролем преподавателя. Текущий контроль осуществляется в ходе учебного процесса и консультирования обучающихся, по результатам выполнения самостоятельных работ. Текущий контроль призван, с одной стороны, определить уровень продвижения обучающихся в освоении дисциплины и диагностировать затруднения в освоении материала, а с другой – показать эффективность выбранных средств и методов обучения. Формы контроля могут варьироваться в зависимости от содержания раздела дисциплины: контролем освоения содержания раздела могут являться выполнение учебных индивидуальных заданий в ходе практических занятий, мониторинг результатов семинарских и практических занятий, контрольный опрос (устный или письменный), презентация результатов проектной деятельности. Формы такого контроля выполняют одновременно и обучающую функцию.

9. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ОБУЧАЮЩИМСЯ ПО ВЫПОЛНЕНИЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа обучающихся имеет большое значение в формировании профессиональных компетенций будущего бакалавра. Самостоятельная работа — одна из важнейших форм овладения знаниями. Но самостоятельная работа требует известных навыков, умения. Наибольшую пользу она приносит тогда, когда обучающийся занимается систематически, проявляет трудолюбие и упорство. На основе самостоятельно приобретенных знаний формируются твердые убеждения обучающегося и умение отстаивать их. А это — самое главное в овладении любой наукой.

Самостоятельная работа включает многие виды активной умственной деятельности обучающегося: слушание лекций и осмысленное их конспектирование, глубокое освоение источников и литературы, консультации у преподавателя, чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке, письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п., подготовка к практическим занятиям, экзаменам, самоконтроль приобретаемых знаний и т.д. Форма текущего контроля знаний – работа обучающегося на практическом занятии. Форма промежуточных аттестаций – письменная (домашняя) работа по проблемам изучаемой дисциплины. Итоговая форма контроля знаний по дисциплине – экзамен. Самостоятельная работа по дисциплине «Иностранный язык» представляет собой способ организации контроля знаний, предполагающий выполнение заданий в присутствии преподавателя с минимальными ограничениями на время выполнения и использование вспомогательных материалов.

Самостоятельная работа может осуществляться индивидуально или группами обучающихся в зависимости от цели, объема, конкретной тематики, уровня сложности, уровня умений обучающихся. Видами заданий для внеаудиторной самостоятельной работы могут быть: чтение и перевод иноязычных текстов профессиональной направленности (учебника, первоисточника, дополнительной литературы) с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке, письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п., графическое изображение структуры текста; конспектирование текста; выписки из текста; работа со словарями и справочниками; ознакомление с нормативными документами; учебно-исследовательская работа; использование аудио- и видеозаписей, компьютерной техники и Интернета; для закрепления и систематизации знаний: работа с конспектом лекции (обработка текста); повторная работа над учебным материалом (учебника, первоисточника, дополнительной литературы, аудио- и видеозаписей); составление плана и тезисов ответа; составление таблиц для систематизации учебного материала; ответы на контрольные вопросы;

аналитическая обработка текста (аннотирование, рецензирование, реферирование, контент-анализ и др.).

Самостоятельная работа обучающихся (СРО) охватывает все аспекты освоения иностранного языка и в значительной мере определяет результаты и качество освоения дисциплины «Иностранный язык». В связи с этим планирование, организация, выполнение и контроль СРО по иностранному языку приобретают особое значение и нуждаются в методическом руководстве и методическом обеспечении. Настоящие методические рекомендации освещают виды и формы СРС по всем аспектам языка, систематизируют формы контроля СРО и содержат методические указания по отдельным аспектам освоения

иностранного языка. Содержание методических рекомендаций носит универсальный характер, поэтому данные материалы могут быть использованы обучающимися всех направлений очной и заочной форм обучения при выполнении конкретных видов СРО. Основная цель методических рекомендаций состоит в обеспечении обучающихся необходимыми сведениями, методиками и алгоритмами для успешного выполнения самостоятельной работы, в формировании устойчивых навыков и умений по разным аспектам обучения иностранному языку, позволяющих самостоятельно решать учебные задачи, выполнять разнообразные задания, преодолевать наиболее трудные моменты в отдельных видах СРО. Используя методические рекомендации, обучающиеся должны овладеть следующими навыками и умениями:

- правильного произношения и чтения на иностранном языке;
- продуктивного активного освоения лексики иностранного языка;
- овладения грамматическим строем иностранного языка;
- работы с учебно-вспомогательной литературой (словарями и справочниками по иностранному языку);
- подготовленного устного монологического высказывания на иностранном языке в пределах изучаемых тем;
- письменной речи на иностранном языке.

Целенаправленная самостоятельная работа обучающихся по иностранному языку в соответствии с данными методическими рекомендациями призваны обеспечить уровень языковой подготовки обучающихся, соответствующий требованиям ФГОС ВО по дисциплине «Иностранный язык». В процессе обучения иностранному языку используются различные виды и формы СРО, служащие для подготовки обучающихся к последующему самостоятельному использованию иностранного языка, а также как средства познавательной и коммуникативной деятельности.

Цели и задачи самостоятельной (внеаудиторной) работы обучающихся:

- самостоятельность овладения новым учебным материалом;
- формирование умений и навыков самостоятельного умственного труда;
- овладение различными формами взаимоконтроля и самоконтроля;
- развитие самостоятельности мышления;
- формирование общих трудовых и профессиональных умений;
- формирование убежденности, волевых качеств, способности к самоорганизации, творчеству.

Самостоятельная работа может осуществляться индивидуально или группами обучающихся в зависимости от цели, объема, конкретной тематики, уровня сложности, уровня умений обучающихся.

Перечень практических заданий для самостоятельной работы

1. Чтение и перевод иноязычных текстов профессиональной направленности с целью полного извлечения информации, обобщение прочитанного в виде реферата, резюме, аннотации на русском и изучаемом иностранном языке.
2. Письменная фиксация информации в виде записей, конспектирования, делового письма, а также в виде докладов, рефератов, тезисов и т.п.
3. Лексические темы профессиональной направленности.
4. Грамматика (грамматический строй иностранного языка)
5. Выполнение лексико-грамматического теста.

