

Документ подписан квалифицированной электронной подписью

Сертификат: 029405EA0079B1609A4EAA3133CFE7A3A

Владелец: "АНО ВО "РОССИЙСКИЙ НОВЫЙ УНИВЕРСИТЕТ"; АИ

Действителен до: 2024-12-31

**АНО ВО «Российский новый университет»**

**Елецкий филиал Автономной некоммерческой организации высшего образования «Российский новый университет»  
(Елецкий филиал АНО ВО «Российский новый университет»)**

Кафедра гуманитарных дисциплин и сферы обслуживания

**Рабочая программа учебной дисциплины (модуля)**

Иностранный язык (английский)  
(наименование учебной дисциплины (модуля))

38.03.01 Экономика  
(код и направление подготовки/специальности)

Финансы и кредит  
Направленность (профиль)

---

Рабочая программа учебной дисциплины (модуля) рассмотрена и утверждена на заседании кафедры «16» января 2024г., протокол № 5.

Заведующий кафедрой гуманитарных дисциплин и сферы обслуживания  
(название кафедры)

к.п.н., доц. О.Н. Бакаева



(ученая степень, ученое звание, фамилия и инициалы, подпись заведующего кафедрой)

Елец  
2024 год

## 1. НАИМЕНОВАНИЕ И ЦЕЛЬ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Учебная дисциплина «Иностранный язык» изучается обучающимися, осваивающими образовательную программу «Экономика» в соответствии с Федеральным государственным образовательным стандартом высшего образования по направлению подготовки 38.03.01 Экономика (уровень бакалавриата), утвержденным приказом Министерства образования и науки РФ от 12.08.2020 г. № 954 (ФГОС ВО 3++).

Основная цель изучения учебной дисциплины заключается в овладении обучающимися необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности (поиск необходимых сведений, осуществление деловых контактов, устное общение, умение фиксировать информацию), а также для дальнейшего самообразования (для дальнейшей учебной деятельности, изучения зарубежного опыта в профилирующей области науки и техники).

## 2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОП

Учебная дисциплина «Иностранный язык» относится к части учебного плана формируемой участниками образовательных отношений и изучается на 1 курсе очно-заочной формы обучения.

2.1. Требования к предварительной подготовке обучающегося:

Учебная дисциплина «Иностранный язык» относится к части, формируемой участниками образовательных отношений учебного плана и изучается обучающимися очно-заочной формы – в ходе 1 и 2 сессии на 1 курсе. Параллельно с дисциплиной изучается: «Русский язык и культура речи».

2.2. Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:

Изучению данной учебной дисциплины предшествует освоение таких учебных дисциплин как «Иностранный язык» на предыдущей ступени образования.

Дисциплина «Иностранный язык» является необходимой базой для последующего освоения дисциплин профессионального цикла основной образовательной программы таких как: «Деловой иностранный язык» и др.

Преподавание дисциплины осуществляется в форме практических занятий по темам: *«Meeting students, The place I live in, Family relations, Family life in England, Celebrations of holidays, Seasons and weather, Cities and towns, Leisure time, Hobbies, Environments, Ecological problems, Student's life, Sports, Celebrities, Modern Technology, Wonders of the modern world, Professions, The world of work, Life's great events, Dreams and reality, Mass Media in our life, Advertising in our life, Global problems, The natural world»*, содержание которых разработано на основе результатов научных исследований, проводимых Университетом, в том числе с учетом региональных особенностей профессиональной деятельности выпускников и потребностей работодателей.

## 3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СООТНЕСЕННЫЕ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОП

В результате освоения дисциплины обучающийся по программе бакалавриата должен овладеть:

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

Планируемые результаты обучения по дисциплине.

| Формируемая компетенция  | Планируемые результаты обучения  | Код результата обучения |
|--|--|-------------------------|
| <p><i>Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах) (УК-4)</i></p> | <b><u>Знать:</u></b>   |                         |
|  | - систему лингвистических знаний, включающую в себя знание основных явлений на всех уровнях языка и закономерностей их функционирования;   | УК-4-31                 |
|  | - значения и функции основных частей речи, а также языковые средства (грамматические, лексические, фонетические), на основе которых формулируются и совершенствуются базовые умения говорения, аудирования, чтения и письма;   | УК-4-32                 |
|  | -языковые средства (грамматические, лексические, фонетические) в сопоставлении с родным языком;  | УК-4-33                 |
|  | - принципы ведения дискуссии на иностранном языке;   | УК-4-34                 |
|  | - основные способы обработки языкового материала;  | УК-4-35                 |
|  | - принципы работы с различными источниками информации, в том числе электронными словарями и энциклопедиями.  | УК-4-36                 |
|  | <b><u>Уметь</u></b>  |                         |
|  | - применять научные сведения в области иностранного языка, а также учитывать тенденции и закономерности развития языка в устной и письменной коммуникации в процессе профессиональной деятельности;                            | УК-4-У1                 |
|  | - воспринимать на слух, понимать основное содержание и выделять запрашиваемую информацию в аутентичных текстах различных стилей и жанров по поставленной тематике и проблематике;  | УК-4-У2                 |
|  | - переводить информацию на общие темы, предусмотренные программой (адекватный перевод английского текста на русский язык, русского текста на английский язык с применением изученных лексико-грамматических моделей);          | УК-4-У3                 |
|  | - применять правила ведения дискуссии в коммуникации на иностранном языке;   | УК-4-У4                 |
|  | - детально понимать и выделять главную и второстепенную смысловую информации из учебных аутентичных текстов, материалов прессы;  | УК-4-У5                 |
|  | - писать творческие работы (автобиографический рассказ, изложение с элементами сочинения, эссе, мини доклад) по обозначенной теме.   | УК-4-У6                 |
|  | <b><u>Владеть</u></b>  |                         |
|  | - способностью и готовностью к письменной и устной коммуникации на иностранном языке;  | УК-4-В1                 |
|  | - умением осуществлять письменную и устную коммуникацию в пределах активного лексико-грамматического минимума при выполнении соответствующих учебных заданий   | УК-4-В2                 |
|  | - достаточным активным и пассивным запасом лексических единиц, включая фразеологические обороты изученных на данном уровне обучения;   | УК-4-В3                 |
|  | - навыками ведения дискуссии на иностранном языке;   | УК-4-В4                 |
|  | - различными способами обработки языкового материала (анализ, обобщение, пересказ);  | УК-4-В5                 |
|  | - навыками работы со словарями и справочниками различного типа, электронными ресурсами сети Интернет для осуществления самостоятельной поисково-познавательной деятельности при подборе информации на общепознавательные темы. | УК-4-В6                 |

**4. ОБЪЕМ ДИСЦИПЛИНЫ (МОДУЛЯ) В ЗАЧЕТНЫХ ЕДИНИЦАХ С  
УКАЗАНИЕМ КОЛИЧЕСТВА АКАДЕМИЧЕСКИХ ЧАСОВ, ВЫДЕЛЕННЫХ НА  
КОНТАКТНУЮ РАБОТУ ОБУЧАЮЩИХСЯ С ПРЕПОДАВАТЕЛЕМ (ПО ВИДАМ  
УЧЕБНЫХ ЗАНЯТИЙ) И НА САМОСТОЯТЕЛЬНУЮ РАБОТУ ОБУЧАЮЩИХСЯ**

Общая трудоемкость дисциплины составляет 6 зачетных единиц (216 часов).

4.1 Общий объем учебной дисциплины (модуля).

| №  | Форма обучения | Семестр /сессия, курс | Общая трудоемкость |         | В том числе контактная работа с преподавателем |   |    |     |     |   | СР  | Контроль |      |
|----|----------------|-----------------------|--------------------|---------|--|---|----|-----|-----|---|-----|----------|------|
|    |                |                       | В з.е.             | В часах | Всего  | Л | ПР | КоР | З   | К |     |          | Э    |
| 1. | Очно-заочная   | 1 курс (1 сессия)     | 3                  | 108     | 26   | 4 | 20 | 1,7 | 0,3 |   |     | 82       |      |
|    |                | 1 курс (2 сессия)     | 3                  | 108     | 28   |   | 24 | 1,6 |     | 2 | 0,4 | 46,4     | 33,6 |
|    |                | <i>Итого:</i>         | 6                  | 216     | 54   | 4 | 44 | 3,3 | 0,3 | 2 | 0,4 | 128,4    | 33,6 |

**Распределение учебного времени по темам и видам учебных занятий**

Очно-заочная форма

| №   | Наименование разделов, тем учебных занятий | Всего часов | Контактная работа с преподавателем |   |    |     |   |   | СР  | Контроль | Результаты обучения                    |
|-----|--|-------------|------------------------------------|---|----|-----|---|---|-----|----------|--|
|     |  |             | Всего                              | Л | ПР | КоР | К | Э |     |          |  |
| 1.  | <i>AboutMyself (Family)</i>                | 18          | 2                                  | 2 |    |     |   |   | 16  |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
| 2.  | <i>The place I live in</i>                 | 18          | 2                                  | 2 |    |     |   |   | 16  |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
| 3.  | <i>Education and Student Life</i>          | 23          | 8                                  |   | 8  |     |   |   | 15  |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
| 4.  | <i>CelebrationsofHolidays</i>              | 23          | 6                                  |   | 6  |     |   |   | 17  |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
| 5.  | <i>Moscow</i>                              | 24          | 6                                  |   | 6  |     |   |   | 18  |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
|     | <i>Промежут. аттест. (зачет):</i>          | 2           | 2                                  |   |    | 1,7 |   |   | 0,3 |          |  |
|     | <i>Итого за 1 курс (1 сессия):</i>         | 108         | 26                                 | 4 | 20 | 1,7 |   |   | 0,3 | 82       |  |
| 6.  | <i>English-speaking countries.</i>         | 12          | 4                                  |   | 4  |     |   |   | 8   |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
| 7.  | <i>Shopping. Meals.</i>                    | 11          | 4                                  |   | 4  |     |   |   | 7   |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
| 8.  | <i>Sports.</i>                             | 12          | 4                                  |   | 4  |     |   |   | 8   |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
| 9.  | <i>EnvironmentProtection</i>               | 11          | 4                                  |   | 4  |     |   |   | 7   |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
| 10. | <i>Travelling</i>                          | 12          | 4                                  |   | 4  |     |   |   | 8   |          | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |

|     |                                     |      |    |   |    |     |   |     |     |       |      |  |
|-----|-------------------------------------|------|----|---|----|-----|---|-----|-----|-------|------|--|
| 11. | <i>Mass Media in our life</i>       | 12,4 | 4  |   | 4  |     |   |     |     | 8,4   |      | УК-4-31-36<br>УК-4-У1-У6<br>УК-4-В1-В6 |
|     | <i>Промежут. аттест. (экзамен):</i> | 37,6 | 4  |   |    | 1,7 | 2 | 0,4 |     |       | 33,6 |  |
|     | <i>Итого за 1 курс (2 сессия):</i>  | 108  | 28 |   | 24 | 1,6 | 2 | 0,4 |     | 46,4  | 33,6 |  |
|     | <i>Итого:</i>                       | 216  | 54 | 4 | 44 | 3,3 | 2 | 0,4 | 0,3 | 128,4 | 33,6 |  |

## 5. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ СТРУКТУРИРОВАННОЕ ПО ТЕМАМ (РАЗДЕЛАМ)

Тема 1. About Myself (Family). Лекционное занятие. Лексический материал по теме. Грамматический материал:

- Части речи. Члены предложения.
- Личные, притяжательные, возвратные местоимения.

Ознакомление с дисциплиной «Иностранный язык», с задачами курса, со структурой данного курса, учебными пособиями, основной и дополнительной литературой.

Литература:

- а) основная: 1,2,3.
- б) дополнительная: 4,5.

Тема 2. The place I live in. Лекционное занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- артикли
- глагол *to be*
- глагол *to have*.

Литература:

- а) основная: 1,2,3.
- б) дополнительная: 4,5.

Тема 3. Education and Student Life. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- Множественное число существительных
- Исчисляемые и неисчисляемые сущ-е
- Притяжательный падеж сущ-х.

Литература:

- а) основная: 1,2,3.
- б) дополнительная: 4,5.

Тема 4. Celebration of Holidays. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- оборот *there is / there are*
- синонимы и антонимы.

Литература:

- а) основная: 1,2,3.
- б) дополнительная: 4,5.

Тема 5. Moscow. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- Степени сравнения прилагательных и наречий.

Литература:

- а) основная: 1,2,3.
- б) дополнительная: 4,5.

Тема 6. English-speaking countries. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- Some, any, a lot of и их производные.
- Much, many, few, little (a few, a little)
- Порядок слов в английском предложении.
- Безличные и неопределённо-личные предложения.

Литература:

- а) основная: 1,2,3.
- б) дополнительная: 4,5.

Тема 7. Shopping. Meals. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- Система времён английского глагола.
- Времена группы Simple.
- Времена группы Past.
- Времена группы Future.
- Основные типы вопросов в английском языке.

Литература:

- а) основная: 1,2,3.
- б) дополнительная: 4,5.

Тема 8. Sports. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- Числительные.
- Геометрические фигуры.
- Предлоги.

Литература:

а) основная: 1,2,3.

б) дополнительная: 4,5.

Тема 9. Environment Protection. Mass Media in our life. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- Reported (indirect) speech.

Литература:

а) основная: 1,2,3.

б) дополнительная: 4,5.

Тема 10. Travelling. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- Основные типы вопросов в английском языке.
- Страдательный залог.

Литература:

а) основная: 1,2,3.

б) дополнительная: 4,5.

Тема 11. Mass Media in our life. Практическое занятие, направленное на развитие лексико-грамматических навыков, навыков восприятия на слух разговорно-бытовой речи, развитие навыков диалогической и монологической речи, освоение разговорных формул в коммуникативных ситуациях, развитие навыков чтения и письма.

Грамматический материал:

- Modalverbs.
- The Gerund.

Литература:

а) основная: 1,2,3.

б) дополнительная: 4,5.

### **Планы практических занятий**

#### **Очно-заочная форма**

#### **Тема 3. Education and Student Life.**

Продолжительность занятия – 4 ч.

Основные вопросы:

1. Формирование лексических навыков по теме.
2. Чтение текстов “Student’s working day”, “Primary and Secondary Education in the UK”, “Russian Educational System”.

3. Формирование грамматических навыков:
- Множественное число существительных
  - Исчисляемые и неисчисляемые сущ-е
  - Притяжательный падеж сущ-х.

#### **Тема 4. Celebrationsof Holidays.**

Продолжительность занятия – 4 ч.

##### Основные вопросы:

1. Формирование лексико-грамматических навыков.
2. Чтение текстов «Holidays», «Holidays in Russia and in the UK»
3. Формирование грамматических навыков:
  - оборот *there is / there are*
  - Синонимы и антонимы.
4. Развитие монологической речи.

#### **Тема 5. Moscow.**

Продолжительность занятия – 4 ч.

##### Основные вопросы:

Грамматический материал:

1. Степени сравнения прилагательных и наречий. Основные правила образования степеней сравнения односложных прилагательных.
2. Степени сравнения прилагательных и наречий. Основные правила образования степеней сравнения двусложных (многосложных) прилагательных.
3. Исключения из правила образования степеней сравнения прилагательных и наречий.
4. Выполнение грамматических упражнений по теме.

#### **Тема 6. English-Speaking Countries.**

Продолжительность занятия – 4 ч.

##### Основные вопросы:

Грамматический материал:

1. Some, any, alotof и их производные.
2. Much, many, few, little (a few, a little)
3. Порядок слов в английском предложении.
4. Безличные и неопределённо-личные предложения.

#### **Тема 7. Shopping. Meals.**

Продолжительность занятия – 2 ч.

##### Основные вопросы:

- Система времён английского глагола.
- Времена группы Simple.
- Времена группы Past.
- Времена группы Future.
- Основные типы вопросов в английском языке

#### **Тема 8. Sport.**

Продолжительность занятия – 2 ч.

##### Основные вопросы:

1. Формирование лексических навыков.
2. Формирование грамматических навыков:
  1. - Числительные.
  2. - Геометрические фигуры.



3. - Предлоги.

### **Тема 9. Environment Protection.**

Продолжительность занятия – 4 ч.

#### Основные вопросы:

1. Формирование лексических навыков по теме. Тексты “Global Warming”, “Greenhouse Effect”  
- Reported (indirect) speech.

### **Тема 10. Travelling.**

Продолжительность занятия – 4 ч.

#### Основные вопросы:

1. Формирование лексических навыков. Чтение и перевод текстов “Booking airplane tickets”, “Airport check-in”, “Renting a car”.
2. Формирование грамматических навыков:  
- Основные типы вопросов в английском языке.  
- Страдательный залог.
3. Развитие монологической речи. (составление монологов)

### **Тема 11. Mass Media in our life.**

Продолжительность занятия – 4 ч.

#### Основные вопросы:

1. Формирование лексических навыков.
2. Грамматический материал:  
- Modal verbs. (can, may, must)  
- Modal verbs. (ought to, should, need to)  
- The Gerund.
3. Развитие монологической речи. (составление монологов)

## **6. ПЕРЕЧЕНЬ УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ**

6.1.1. Основные категории учебной дисциплины для самостоятельного изучения:

1. Reading rules - основные правила чтения
2. Phonetic symbols - фонетические знаки
3. Possessive case of nouns - притяжательный падеж существительных
4. Degrees of comparison of adjectives and adverbs - степени сравнения прилагательных
5. Modal verbs - модальные глаголы
6. Passive voice - пассивный залог
7. Non-finite forms of the verb – неличные формы глагола
8. Oblique moods - косвенные наклонения
9. Borough – район
10. Harbor – гавань
11. Household expenditure - расходы на хозяйство
12. Popular pursuits - популярные занятия
13. Personal success - личный успех
14. Leisure pastime - свободное время
15. Hostel – общежитие
16. Hang – glider дельтаплан

17. Advertisement – реклама
18. Sourceofrevenue - источник дохода
19. Environmentalpollution - загрязнение окружающей среды
20. Inventions – изобретения
21. Enterprises – предприятия
22. Protection – защита
23. Specializedtraining – специализированная подготовка
24. Encouragepeople - убеждать людей
25. Dailyround - план на день
26. Excitingplaces - захватывающие места
27. Moderntechnology - современная технология
28. Improveefficiency - усовершенствовать эффективность
29. Keepsmb. alive - сохранять кому- либо жизнь
30. Open-airtheatre - театр под открытым небом
31. Cheer smb. – подбадривать
32. Boarding school – пансионат
33. senior boys – старшеклассники
34. Interact with people – общаться с людьми
35. Outstanding people – выдающиеся люди

### 6.1.2 Задания для приобретения новых знаний, углубления и закрепления ранее приобретенных знаний

| №  | Задание   | Код результата обучения |
|----|---|-------------------------|
| 1. | Correct the factual mistakes in the sentences Part I, p.23 ex.13          | УК-4-31                 |
| 2. | Express your opinion about the following statements Part II, p.138. ex. 8 | УК-4-32                 |
| 3. | Translate into English Part I, p. 31, ex. 5                               | УК-4-33                 |
| 4. | Practice the conversation Part I, p. 40, ex. 6, 7                         | УК-4-34                 |
| 5. | Read the text and do the tasks Part I, p. 38, ex. 5                       | УК-4-35                 |
| 6. | Study and learn the reading rules and phonetic symbols Part I, p. 4-9     | УК-4-36                 |

### 6.3. Задания, направленные на формирование профессиональных умений.

|   |  |         |
|---|--|---------|
| 1 | Draw conclusions from the following facts Part II, p. 173, ex. 3                   | УК-4-У1 |
| 2 | Answer the questions to the text Part I, p. 24, ex. 15                             | УК-4-У2 |
| 3 | Give the translation into English Part I, p. 42, ex.2                              | УК-4-У3 |
| 4 | Make up short dialogues Part II, p. 139, ex.11                                     | УК-4-У4 |
| 5 | Give your arguments Part I, p. 23, ex. 12  | УК-4-У5 |
| 6 | Write the similar essay about your country Part I, p. 208 the text 'Great Britain' | УК-4-У6 |

### 6.4. Задания, направленные на формирование профессиональных навыков.

|   |  |         |
|---|--|---------|
| 1 | Express your own opinion about the facts Part II, p.136, ex. 4 - 6           | УК-4-В1 |
| 2 | Express your idea Part I, p. 51, ex.8  | УК-4-В1 |
| 3 | Choose the proper saying about the main idea of the text Part I, p.190, II   | УК-4-В1 |
| 4 | Elaborate the situation Part II, p. 138, ex. 9                               | УК-4-В1 |
| 5 | Render the following text Part I, p.198 , The text 'The Experimental Method' | УК-4-В1 |
| 6 | Paraphrase the sentences as in the model Part I, p. 26, ex. 20               | УК-4-В1 |

## 7. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

### 7.1. Средства оценивания в ходе текущего контроля:

- устные и письменные краткие опросы в ходе аудиторных занятий;
- задания и упражнения, рекомендованные для самостоятельной работы;
- практические задания, проекты;
- задания и упражнения на перевод;

- составление и практическое использование глоссария по темам;
- тестирование;
- реферирование аутентичных текстов, составление тезисов выступления, доклада.

## 7.2. ФОС для текущего контроля.

| №  | Показатели результата обучения | ФОС текущего контроля  |
|----|--------------------------------|--|
| 1  | УК-4-31                        | Do the following tasks (topics 1-11): Part I p.21, ex. 4; Part I, p.52, ex. 12   |
| 2  | УК-4-32                        | Do the following tasks (topics 1-11): Part I, p.28, ex. 2; p.52, ex. 12  |
| 3  | УК-4-33                        | Do the following tasks (topics 1-11): Part I, p.38 ex. 5; p. 210 Speak on the problem of the Environmental   |
| 4  | УК-4-34                        | Do the following tasks (topics 1-11): Part I, p. 86, ex. 10; Part II; p.196 Speak about Seven wonders of the modern world  |
| 5  | УК-4-35                        | Do the following tasks (topics 1-11): Part I, p. 198 Discuss the profession of a Teacher and an Artist; Part II; p.196 Speak about Seven wonders of the modern world |
| 6  | УК-4-36                        | Do the following tasks (topics 1-11): Part II, p. 181, ex. 5 (A, B); Part I, p. 207 Speak about Advertising in our life  |
| 7  | УК-4-У1                        | Do the following tasks (topics 1-11): Part I p.83 ex.6 (A-D); p.85, ex. 9  |
| 8  | УК-4-У2                        | Do the following tasks (topics 1-11): Part I, p.31 ex.5; p.62 ex.17  |
| 9  | УК-4-У3                        | Do the following tasks (topics 1-11):, p.203 Discuss hobbies in America and Britain; Part I, p.50 ex. 4;   |
| 10 | УК-4-У4                        | Do the following tasks (topics 1-11) Part I, p. 121, ex. 16; Part II, p.193 Speak about High Tech  |
| 11 | УК-4-У5                        | Do the following tasks (topics 1-11): Part I, p. 172, ex. 7; p.193 Speak about High Tech;  |
| 12 | УК-4-У6                        | Do the following tasks (topics 1-11): Part II, p. 98, ex. 28; Part I, p.205 Speak about High about Pros and Cons of TV   |
| 13 | УК-4-В1                        | Do the following tasks (topics 1-11): Part I p.26, ex. 421 (A, B); p.84, ex. 8   |
| 14 | УК-4-В2                        | Do the following tasks (topics 1-11): Part I p.32, ex. 3 (A, B); p.204 Speak About Moscow  |
| 15 | УК-4-В3                        | Do the following tasks (topics 1-11): Part I p.42, ex. 2 (A, B); p.197 Speak about Students' life in Cambridge   |
| 16 | УК-4-В4                        | Do the following tasks (topics 1-11): Part I p.108, ex. 9 (A, B); p.214 Speak About Sports in Russia   |
| 17 | УК-4-В5                        | Do the following tasks (topics 1-11): Part II p.26, ex. 26; p.196 Doing business electronically  |
| 18 | УК-4-В6                        | Do the following tasks (topics 1-11): Part I p.161 About ecological problems in our life   |

## 7.3 ФОС для промежуточной аттестации:

### 7.3 ФОС для промежуточной аттестации

#### 7.3.1.Задания для оценки знаний.

| № | Показатели результата обучения | ФОС для оценки знаний  |
|---|--------------------------------|--|
| 1 | УК-4-31                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 188) Render Text 2 in English. (Part 1, p. 191). Speak on the topic in accordance with the card. |
| 2 | УК-4-32                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 190) Render Text 2 in English. (Part 1, p. 192). Speak on the topic in accordance with the card. |
| 3 | УК-4-33                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing.  |

|   |         |   |
|---|---------|---|
|   |         | Use a dictionary. (Part 2, p. 191) Render Text 2 in English. (Part 1, p. 195). Speak on the topic in accordance with the card.  |
| 4 | УК-4-34 | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 192(a)) Render Text 2 in English. (Part 1, p. 201). Speak on the topic in accordance with the card. |
| 5 | УК-4-35 | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 192(b)) Render Text 2 in English. (Part 1, p. 202). Speak on the topic in accordance with the card. |
| 6 | УК-4-36 | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 193) Render Text 2 in English. (Part 1, p. 203). Speak on the topic in accordance with the card.    |

### 7.3.2. Задания для оценки умений.

В качестве фондов оценочных средств для оценки умений обучающегося используются задания 1-6, рекомендованные для выполнения в часы самостоятельной работы (раздел 6.3.)

| № | Показатели результата обучения | ФОС для оценки умений   |
|---|--------------------------------|---|
| 1 | УК-4-31                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 194) Render Text 2 in English. (Part 1, p. 205). Speak on the topic in accordance with the card.    |
| 2 | УК-4-32                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 195) Render Text 2 in English. (Part 1, p. 207). Speak on the topic in accordance with the card.    |
| 3 | УК-4-33                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 196) Render Text 2 in English. (Part 1, p. 208). Speak on the topic in accordance with the card.    |
| 4 | УК-4-34                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 2, p. 200) Render Text 2 in English. (Part 1, p. 210(a)). Speak on the topic in accordance with the card. |
| 5 | УК-4-35                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 1, p. 215) Render Text 2 in English. (Part 1, p. 210(b)). Speak on the topic in accordance with the card. |
| 6 | УК-4-36                        | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 1, p. 214(a)) Render Text 2 in English. (Part 1, p. 211). Speak on the topic in accordance with the card. |

### 7.3.3. Задания для оценки навыков, владений, опыта деятельности

В качестве фондов оценочных средств для оценки навыков, владений, опыта деятельности, обучающегося используются задания 1-6, рекомендованные для выполнения в часы самостоятельной работы (раздел 6.4.), а также задания, для практической работы.

| № | Показатели результата | ФОС для оценки владений |
|---|-----------------------|-------------------------|
|---|-----------------------|-------------------------|

|   | обучения |  |
|---|----------|--|
| 1 | УК-4-31  | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 1, p. 212) Render Text 2 in English. (Part 1, p. 52).<br>Speak on the topic in accordance with the card.   |
| 2 | УК-4-32  | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 1, p. 213) Render Text 2 in English. (Part 1, p. 193).<br>Speak on the topic in accordance with the card.  |
| 3 | УК-4-33  | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 1, p. 207) Render Text 2 in English. (Part 1, p. 189).<br>Speak on the topic in accordance with the card.  |
| 4 | УК-4-34  | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 1, p. 214(b)) Render Text 2 in English. (Part 1, p. ).<br>Speak on the topic in accordance with the card.  |
| 5 | УК-4-35  | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 1, p.122) Render Text 2 in English. (Part 1, p.197 ).<br>Speak on the topic in accordance with the card    |
| 6 | УК-4-36  | Семестр 1. Read and retell the text in English. Speak on the topic in accordance with the card.<br>Семестр 2. Read and translate Text 1 from English into Russian in writing. Use a dictionary. (Part 1, p.62) Render Text 2 in English. (Part 1, p.198 (a) ).<br>Speak on the topic in accordance with the card |

### ***Вопросы для подготовки к зачету***

#### Устное высказывание:

1. About Myself (Family).
2. The place I live in.
3. Education and Student Life.
4. Celebrations of Holidays.
5. Moscow.
6. English-Speaking Countries.

#### Грамматические темы:

- Части речи. Члены предложения.
- Личные, притяжательные, возвратные местоимения.
- артикли
- глагол *to be*
- глагол *to have*.
- Множественное число существительных
- Исчисляемые и неисчисляемые сущ-е
- Притяжательный падеж сущ-х.
- оборот *there is / there are*
- Синонимы и антонимы.
- Степени сравнения прилагательных и наречий.
- Обозначение времени.
- Порядок слов в английском предложении.
- Безличные и неопределённо-личные предложения.
- Повелительное наклонение глагола.

Задания:

1. Read and retell the text in English
2. Speak on the topic in accordance with the card

**Вопросы для подготовки к экзамену**

**1. Устное высказывание:**

1. About Myself (Family).
2. The place I live in.
3. Education and Student Life.
4. Celebrations of Holidays.
5. Moscow.
6. English-Speaking Countries.
7. Travelling.
8. Shopping. Meals.
9. Environment Protection.
10. Mass Media in our life.
11. Sports.

**2. Грамматические темы:** (выполнить задание на одну из предложенных тем)

- Глагол «to be»
- Личные, притяжательные, возвратные местоимения.
- Множественное число сущ-х.
- Количественные и порядковые числительные.
- Глагол «to have (got)»
- Настоящее простое время.
- Детерминанты «much, many, a lot of, a few, a little».
- Артикль.
- Some, any, no, every и их производные.
- Прилагательное и наречие.
- Сравнительные конструкции as...as, not so... as.
- Безличное предложение.
- Типы вопросов.
- Система времён английского глагола. Настоящее время.
- Система времён английского глагола. Прошедшее время.
- Система времён английского глагола. Будущее время.
- Модальные глаголы и их эквиваленты.
- Неличные формы глагола. Инфинитив.
- Герундий.

**CARD 1**

**TEXT 1**

**TRAVEL**

Travel is the name of a modern disease which became rampant in mid-fifties and is still spreading. Its symptoms are easily recognizable patient grows restless in the early spring and starts rushing about from travel agent to another collecting useless information about places he not intend to visit, studying handouts, etc; then he, or usually she, will round of tailors, milliners, summer sales, sports shops, and spend three a half times as much as he or she can afford; finally in August, the patient will board a plane, train, coach or car and proceed to foreign parts along with thousands of fellow-sufferers not because he is interested in or attracted by the place he is bound for, nor because he can afford to go, but sin because he cannot afford not to. The disease is highly infectious. Nowadays catch foreign travel as you caught influenza in the twenties, only more so.

The result is that in the summer months (and in the last few years also during the winter season) everybody is on the move.

What is the aim of their traveling? Each nationality has its different one. The Americans want to take

photographs of themselves in:

(a) Trafalgar Square with the pigeons, (b) in St. Mark's Square, Venice, with the pigeons and (c) in front of the Arc de Triomphe, in Paris, without pigeons. The idea is simply to collect documentary proof that they have been there. The German travels to check up on his guide books (when he sees), that the Ponte di Rialto is really at its proper venue, that the Leaning Tower is in its appointed place in Pisa and is leaning at the promised angle - he ticks these things off in his guide book and returns home with the gratifying feeling that he has not been swindled. But why do the English travel?

First, because their neighbour does and they have caught the bug from him. Secondly, they used to be taught that travel broadens the mind, and although they have by now discovered the sad truth that whatever travel may do to the mind, Swiss or German food certainly broadens other parts of the body, the old notion still lingers on. But lastly - and perhaps mainly - they travel to avoid foreigners. Here, in England, one is always exposed to the danger of meeting all sorts of peculiar aliens. Not so on one's journeys in Europe, if one manages things intelligently. I know many English people who travel in groups, stay in hotels where even the staff is English, eat roast beef and Yorkshire pudding on Sundays and Welsh rarebit and steak and kidney pudding on weekdays, all over Europe. The main aim of the Englishman abroad is to meet people; I mean, of course, nice English people from next door or from the next street. Normally one avoids one's neighbour (It is best to keep yourself to yourself - 'We leave others alone and want to be left alone' etc, etc). If you meet your next door neighbour in High Street or at your front door you pretend not to see him or, at best, nod coolly; but if you meet him in Capri or Granada, you embrace him fondly and buy him a drink or two; and you may even discover that he is quite a nice chap after all and both of you might just as well have stayed at home.

## CARD 2

### TEXT 1

#### *SUSAN GETS ENGAGED*

Susan Brown and Tom Smith first met at a Christmas party at a friend's house. He was then a student at a university and she had just left school. That was more than two years ago. During this time they have become very close friends, and now they are engaged to be married. Tom is a very nice boy - and Susan loves him very much. He is clever too. He did well at the University and now he has a good job at a cycle factory near Bishopton, where he is making excellent progress. Learning to be a manager is interesting work and Tom enjoys it. Although he is not earning a very large salary at the moment, he hopes to be a manager himself soon. Susan's father and mother like Tom and are glad that their daughter is going to marry him.

The young people have not made any arrangements for wedding yet. Getting married is very expensive and they will have to save some money first, so they do not mind if they have to put off the wedding for a little while. They will want to find a house, too, and this is not easy. Many young married people today live with the boy's or with the girl's family, but it is better for them to have a house of their own. So Tom and Susan will have to work hard, save as much money as they can and look for a house before they can get married. But as Tom is only twenty-two and Susan is only twenty, this does not matter very much.

Susan is very proud of her engagement ring. Buying an engagement ring is a serious matter; it is something that does not happen often, so they spent a day in London together for the event. They looked in many jewellers' windows before Susan made up her mind. At last they saw what they wanted in a shop in Regent Street. But they did not buy it at once; no woman ever does this! The assistant brought tray after tray of rings, some of them very expensive. Susan enjoyed trying on rings costing many hundreds of pounds and comparing one with another, even though she knew that she and Tom could not afford them. At last she asked for the diamond ring in the window which she and Tom had liked and this was the ring they bought.

When Susan got to the office the next morning, all the girls at once noticed the ring on the third finger of her left hand, and said how pleased they were. But Mr. Robinson, the manager, to whom Susan is secretary, did not notice it for three days, and he only noticed it then because Susan waved it in front of his eyes. Susan thought that her brother David would make fun of her when he saw the ring, but to her surprise he kissed her and said, «Very nice too!» Susan was so pleased, she nearly cried.

When Mr. Carter, the manager of Tom's factory, heard that Tom and Susan were engaged, he sent for him and told him he was going to ask the directory to raise his salary. «You'll need it when you are married, as you'll soon find out,» he said.

## CARD 3

### TEXT 1

#### *ESCAPE*

I always believed that if a woman made up her mind to marry a man, nothing but immediate escape could save him.

And only once I knew a man who managed to escape. His name was Roger Charing. He fell in love with Ruth Barlow at first sight. When Roger told me that he wanted to marry her I wished him happiness.

I considered her stupid but I couldn't tell Roger about it. Their marriage was fixed for the near future. Then, all of a sudden, he fell out of love. But he knew that she wouldn't release him if he simply asked her. So he thought of a plan. He didn't show Ruth that his attitude towards her had changed. He sent her flowers; they dined together

and went to the theatre together. They had made up their minds that they would be married as soon as they found a house that suited them. They visited house after house but always Roger found a fault that made the house unsuitable.

They looked at hundreds of houses and Ruth felt worn-out. Once she said angrily, «If you can't find a house soon I won't marry you.» «We are sure to find a proper house and in less than no time we'll get married,» answered Roger.

They had been looking for a house for two years. Finally Ruth grew dead tired.

In a week he got a letter. «I don't think you really love me. So I have found a man who will take good care of me and I'll be married to him today. Ruth.»

Soon she got a letter from Roger, «I am very unhappy, but the most important thing for me is your happiness. I am sending you several addresses and I am sure that you'll find among them a decent house. Roger.»

#### **CARD 4**

#### **TEXT 1**

#### ***BROTHERS***

He came walking through the rusty grasses and sea plants that grow round Lake Corangamite. Behind him strode his brother.

He was very fair. His hair was a pale gold and when he scratched his head the parted hairs revealed the pink skin of his scalp. His eyes were very blue. He was freckled. His nose was tipped upward. I liked him tremendously. I judged him to be about four and a half years old and his brother twice that age.

They wore blue overalls and carried them jauntily. The clean wind came across the water and fluttered the material against their legs. Their air was one of independence and release from authority.

They scared the two sparrows I had been watching. The birds lifted with startled cries and banked against the wind. They cut across large clouds patched with blue and sped away, flapping low over the water.

The two boys and I exchanged greetings while we looked each other over. I think they liked me. The little one asked me several personal questions. He wanted to know what I was doing there, why I was wearing a green shirt, where was my mother? I gave him the information with the respect due to another seeker of knowledge. I then asked him a question and thus learned of the dangers and disasters that had beset his path.

'How did you get that cut on your head?' I asked. In the centre of his forehead a pink scar divided his freckles.

The brother answered for him. The little boy looked at the brother expectantly and, as the brother spoke, the little boy's eyes shone, his lips parted, as one who listens to a thrilling story.

'He fell off a baby's chair when he was little,' said the brother. 'He hit his head on a shovel and bled over it.'

'Ye-e-s,' stammered the little boy, awed by the picture, and in his eyes was the excitement and the thrill of danger passed. He looked across the flat water, rapt in the thought of the chair and the shovel and the blood.

'A cow kicked him once,' said the brother.

'A cow!' I exclaimed.

'Yes,' he said.

'He tried to leg-rope it,' Jo explained, 'and the cow let out and got him in the stomach.'

#### **CARD 5**

#### **TEXT 1**

#### ***A HIGH DIVE***

The circus-manager was worried. Attendances had been falling off and such people as did come - children they were, mostly - sat about listlessly, munching sweets or sucking ices, sometimes talking to each other without so much as glancing at the show. Only the young or little girls, who came to see the ponies, betrayed any real interest. The clowns' jokes fell flat, for they were the kind of jokes that, used to raise a laugh before 1939, after which critical date people's sense of humour seemed to have changed, along with many other things about them. The circus-manager had heard the word 'corny' flung about and didn't like it. What did they want? Something that was, in his opinion, sillier and more pointless than the old jokes. The clowns were quick enough with their patter but it just didn't go down: there was too much sense in their nonsense for an up-to-date audience. They would do better to talk gibberish, perhaps. Now they must change their style, and find out what really did make people laugh, if people could be made to; but he, the manager, was over fifty and never good himself at making jokes, even the old-fashioned kind. The audiences were too sophisticated, even the children were: they seemed to have seen and heard all this before, even when they were too young to have seen and heard it.

'What shall we do?' he asked his wife. They were standing under the Big Top, which had just been put up, and wondering how many of the empty seats would still be empty when they gave their first performance.

'I don't see what we can do about the comic side,' she said. 'Fashions change, all sorts of old things have returned to favour, like old-time dances. But there's something we could do.'

'What's that?'

'Put on an act that's dangerous, really dangerous. Audiences are never bored by that. I know you don't like it, and no more do I, but when we had the Wall of Death ...»



Her husband's big chest-muscles twitched under his thin shirt.

'You know what happened then.'

'Yes, but it wasn't our fault, we were in the clear.'

He shook his head.

'Those things upset everyone, I know the public came after it happened - they came in shoals, they came to see the place where someone had been killed. If you're proposing another Wall of Death I wouldn't stand for it - besides, where will you find a man to do it? -especially with a lion on his bike, which is the great attraction.'

## CARD 6

### TEXT 1

#### *A DIARY OF A YOUNG GIRL*

It's an odd idea for someone like me to keep a diary; not only because I have never done so, but because it seems to me that neither I-nor for that matter anyone else - will be interested in the unbosoming of a thirteen-year-old schoolgirl. Still, what does that matter? I want to write, but more than that, I want to bring out all kinds of things that lie buried deep in my heart.

There is a saying that «paper is more patient than man»; it came back to me on one of my slightly melancholy days, while I sat chin in hand, feeling too bored and limp even to make up my mind whether to go out or stay at home. Yes, there is no doubt that paper is patient and as I don't intend to show this cardboard-covered notebook, bearing the proud name «diary» to anyone, unless I find a real friend, boy or girl, probably no one cares. And now I come to the root of the matter, the reason for my starting a diary; it is that I have no such real friend.

Let me put it more clearly, since no one will believe that a girl of thirteen feels herself quite alone in the world, nor is it so. I have darling parents and a sister of sixteen. I know about thirty people whom one might call friends - I have strings of boy friends anxious to catch a glimpse of me and who, failing that, peep at me through mirrors in class. I have relations, aunts and uncles, who are darlings too, a good home, no - I don't seem to lack anything. But it's the same with all my friends, just fun and joking, nothing more. I can never bring myself to talk of anything outside the common round. We don't seem able to get any closer, that is the root of the trouble. Perhaps I lack confidence, but anyway, there it is a stubborn fact and I don't seem to be able to do anything about it.

Hence, the diary. In order to enhance in my mind's eye the picture of the friend for whom I have waited so long, I don't want to set down a series of bold facts in a diary like most people do, but I want this diary to be my friend, and I shall call my friend Kitty.

## CARD 7

### TEXT 1

#### *AT WHAT AGE SHOULD A MAN MARRY*

*(FROM «THE PERFECT LOVER'S GUIDE» BY STEPHEN LEACOCK)*

Our first enquiry, then, is the age at which a man ought to turn his thoughts towards marriage. The law of the State of New York, and of many other states, and the common law of England on which these laws are based, all assign as the age of marriage fourteen years for a man and twelve years for a woman. But we are against this. We have a feeling that it is too soon. A man of fourteen still lacks something in breadth, and even in height. We doubt if his character has reached the maturity that it will have at sixty. Similarly a woman of twelve is still in a way, indeed in a whole lot of ways - undeveloped, she has scarcely seen enough of life to be able to select a mate with the same certainty with which the shipping companies pick them. We are informed, it is true, that the Hindu women are married at twelve years of age. But on this point we can only refer our readers to the Hindu edition of our manual. Western women, at twelve, are not yet formed. The wise young man will wait until they get bigger. Anyone who wants one of those little wee Hindus is welcome to her.

At what age, then, should a young girl or a young man begin to think of marriage? We are not prepared to indicate any precise moment in life. But there will come a time in the life of any of them at which new aspirations and new wants will turn their thoughts towards marriage. When a young girl begins to feel that she wants a house of her own, - a large one, - with a butler and a chauffeur, and two motorcars and a box at the Opera, then the time has come when she must seek a husband Her father will never give these things. So too with the young man. The time comes when his surroundings begin to pall on him - when he ceases to care to spend his evenings with billiard markers, prize fighters and dog fanciers: when he begins to want to pass his time with some companion softer than a prize fighter and dearer, - if it is possible, — than a dog fancier, - then, we say, and we say it emphatically, the young man ought to marry.

## CARD 8

### TEXT 1

#### *The Hotel*

The St Gregory Hotel, New Orleans, was busy. There were many people at the reception desk. A middle-aged Negro with a suit-case in his hand came up to the receptionist and said: «Good morning. I'm doctor Nickolas. You have a reservation for me.»

«Yes, sir. Will you check in, please,» the receptionist said before he looked up. But when he did, he said, «The hotel is full.»

The Negro smiled and said, «The hotel sent a letter which says that you have a reservation for me.»

«I'm sorry, but we haven't any accommodation at the moment. We are having a conference here.»

«I know. It's a conference of doctors. I'm one of them.»

«I'm very sorry, but I can't help you.»

«Can I speak to the manager in this case?» the Negro asked. A few minutes later the manager came up to the reception-desk.

«Mr Bailey, I've told this gentleman that the hotel is full,» the receptionist said.

«But I've said I have a reservation.» Dr Nickolas said.

«We'll see what we can do.»

«Just a moment. You tell me the hotel is full, but your people are checking visitors in. Do they have some special kind of reservation, I wonder?» Jim Nickolas! A small middle-aged man came up to the Negro.

«Oh, Dr Ingram! How good to see you.»

«How are you, Jim, my boy? No, don't answer! I can see you are fine. I've heard much about you.»

«Thank you,» Dr Nickolas said.

«You are going to make a report, I know. And I'll have the pleasure to introduce' you to the conference. You know they made me President this year. Let's meet in the hall in the evening and have a talk. Give me your room number.»

«I'm sorry, Dr Ingram, but they say I can't get a room at the St Gregory. Probably it's my colour.»

For some minutes Dr Ingram couldn't speak. Then he said: «I promise» you, Jim, there will be a room, or we'll all leave this hotel.»

(After «The Hotel» by A. Hailey)

## CARD 9

### TEXT 1

#### *Success Story*

I met Richard about 10 years ago when I came to South America to work for Pan-America Company. Richard worked for the same company. He was a short pleasant man of 22, who easily made friends with people and I liked him.

Soon after I arrived, Pan-America Co signed a contract for the construction of a plant. I made most of the calculations» and Richard only helped me because he wasn't very good at this job».

In January a few representatives of the customers together with the President of the company, Mr Prossert, arrived from the USA. The next day our company manager invited all of them to go and see the construction of the plant. They decided to go there by train. The manager asked Richard and me to pick up Mr Prossert at the hotel and take him to the station.

On the way to the station Mr Prossert asked me a lot of questions and I often answered: «I'm afraid I don't know, sir. We haven't made any calculations on that.» Although I knew the job better than Richard I was very much surprised» when Richard began to speak: «I did these calculations last night,» he said, «just for pleasure.» «Oh,» said Mr Prossert, «That's very interesting. Well, now, probably you could tell me about...»

And Richard could. He knew everything. He answered all the questions Mr Prossert asked him. When we got to the station Mr Prossert said good-bye to Richard. (However he didn't say good-bye to me.) On our way back to the office I told Richard what I thought of him.

«Your information wasn't true. Why did you give him that kind of information?» I said. «You see, John, if the President of a big company wants to know something, why can't I tell him everything he wants?» «But what is he going to think if he checks the information?» «Do you think he'll remember it? What he is going to remember is you and me. He is going to remember that Pan-America Co has a clever»« young man, Richard by name, who could tell him everything he wanted to know and the other man who couldn't answer his questions».

Some time later I remembered all that. I read in one of the newspapers that Richard is Vice-President of a big American Company. As to me I'm still doing my ordinary everyday job for Pan-America Co.

(After James Gould Cozzens)

## CARD 10

### TEXT 1

#### *Too Well*

Possi Carrington was born in Cranberry, a small beautiful village.

When she was 17 she left for New York. In New York she started working at the drama theatre. She was very talented and some years later she became a famous actress.

Once the director of the theatre she was playing at decided to put on a modern play about the country life. Possi was going to play the leading part, but they couldn't find an actor for the male part.

One day a young man came to see the director and, asked him to give him the part. But it was only Miss Carrington who could make a choice, because she knew the country life very well and wanted to have a partner who could give a convincing performance of a country man.

The young actor wanted to have the part very much and he thought of a plan. He asked many people about Miss Carrington and found out everything about her.

Two days later he left for Cranberry. He stayed there for a few days and then came back to New York.

Once when Miss Carrington was having lunch with her friends in a small restaurant, a young poor man came up to their table and said to Miss Carrington:

“Good morning! Don't you remember me? I am Bill Summers from Cranberry.”

Miss Carrington didn't remember anybody by this name, but when he began telling her the news about her old friends she was extremely interested.

«You know, I saw your mother only a few days ago,» — the young man said.

«Oh really? How is she?»

«When I came she was sitting near the house and looking at the road. She said: '«Possi has gone this way and something tells me she will come back this way.»

Miss Carrington was very excited. She asked the young man to come and see her again.

«Now I'd like to go as I'm a bit tired' she said.

The next day the young actor came to the hotel where Miss Carrington was staying. He wanted to tell her everything and to ask her to give him the part.

But the hotel clerk said: «Miss Carrington has left for Cranberry.»

«Will she come back?»

«I believe not.»

The young man's performance was evidently too good.

(After O'Henry)

## CARD 11

### TEXT 1

#### *Daily Bread*

Miss Martha was 40 years old but she was not married. She had her own shop, where she sold bread, both fresh and stale which was cheaper.

There was a customer who called at her shop two or three times a week. The man was not young but he was very pleasant. He wore cheap clothes but they always looked nice on him. He always bought stale bread and never fresh. Miss Martha decided that he was very poor. She always thought of him and was always sorry that she could not invite him to have dinner with her. She wanted to talk to him, to know more about him. She liked the man and began wearing her best dress. She wanted to help the poor man but didn't know how.

Once when her customer called on her to buy stale bread, Miss Martha had an idea and a good one, as she thought, to help him. She put some butter in the stale bread.

The next day two men came into the shop. One of them was her customer and the other—a young man. The customer was very angry and couldn't speak to her. So the young man told Miss Martha everything: «We work together in the same office. We use stale bread to take away pencil lines from our plans. We have worked at a plan of a new district for six months. We finished it this morning and began taking away pencil lines from it with your bread. You see, as there was butter in the bread the plan is good for nothing and we can't show this plan to anybody now».

When the men left Miss Martha went to her room upstairs, took off her best dress and put on her old brown one.

(After O'Henry)

## CARD 12

### TEXT 1

#### *The cook*

Susan and Peter got married in Rome where Peter was working as a teacher at the Parker Institute. They lived in a nice room at the Anconi Hotel and had their meals at the restaurant of the hotel.

Some time later Susan got an urgent telegram from her home in England which said that her mother felt bad. So she had to fly to London.

Today she was to come back and Peter was waiting for her at Rome Airport. The plane landed with a short delay, Susan got off, went through the Customs and Passport Control and came up to Peter.

«Hello», she said. «How are you?»

«Fine. And you?»

«Oh, I am tired, but happy to be back. Any news?»

«Yes, I've rented a comfortable flat for us. I've been living there for a week already. It is very close to the Anconi Hotel. Are you glad, Susan?»

«Of course I am, but I'm also afraid. You know, I can't cook.»

«It's all right. I'll cook our meals. And we won't have to eat at home all the time. We can sometimes go to the

Anconi restaurant and eat our favourite dishes there.»

It took them about an hour to get from the airport to their new home.

«Well, you have a look at the flat,» Peter said, «and I'll cook our lunch. We are going to have fried meat, if you don't mind. It will be ready very quickly.» And he went to the kitchen. Soon Susan came in and looked at the meat.

«It looks very nice, but why are you cooking it without butter?»

"Never mind,» Peter said, «It'll cook itself. We can go and have some beer».

In the room they sat down on «the sofa and began to drink beer and exchange news. Some minutes later Susan asked: «Don't you think the meat can burn?»

They came into the kitchen.

«It has burnt, after all,» Peter said.

«Have you ever cooked meat before?» Susan asked.

«As a matter of fact, I haven't»

«Neither have I», said Susan. «You know what, let's go to the Anconi restaurant. They serve delicious fried meat there.»

(After J. M. Ward)

### CARD 13

#### TEXT 1

#### *A job Mexico*

It happened some years ago. Two of my friends lived in a small town near Liverpool. They were out of work and were happy to agree to any job. Their names were Stevenson and Black. Stevenson was a very talented engineer, and as he had a large family and no money to live on his life was very difficult.

One day when I was coming back from my office I saw Stevenson. He was going along the street with a suitcase in his hand. Stevenson had read an advertisement in a newspaper that a manufacturing plant of chemical equipment wanted an engineer.

«You see, I must get that job.' I've got a large family.»

«Why must you go to Liverpool yourself?» I asked, «it's better to send the documents by airmail.» «I think,» Stevenson answered, «many people want to get the job and I'm sure all of them will send letters. If I get there before the manager of the plant receives the letters I think I'll be able to get the job.»

Stevenson was right. He received the job.

My other friend Black had lost three or four jobs though he was a very good clerk. I told him Stevenson's story. The story impressed him. A few days later I met Black with a suitcase in his hand. «Where are you going?» I asked him. «To Mexico,» was the answer.» A bank there requires a clerk. I have sent my documents by post, but to settle the matter sooner I decided to go there myself. I remember the story you told me the other day about Stevenson.»

So Black went to Mexico City. But his letter had come there three days earlier. When he came to the Bank and spoke to the assistant-manager», the assistant-manager said, «I'm sorry to say we have already got a man. But I'll clarify the matter with the manager.» And he left the office.

«Yes,» the manager said, «I have received a letter from a man who lives near Liverpool. His name is Black. A good young man, he suits us all right. I've sent him a telegram to come here immediately and we'll keep the job for him for 10 days. «

«There is a man outside,» said the assistant-manager, 'Who wants to get this job.»

«But we've got this man Black and we'll wait for him.»

Black had not heard the conversation between the manager and his assistant. He had to go back home. But as he had spent all his money and nobody in Mexico could help him it took him two months to get back to England. There he found the telegram which was waiting for him.

### CARD 14

#### TEXT 1

#### *A Transaction*

Mr Boggis was dealing in antique furniture and had his own shop. When customers came to his shop he showed them round it so that they could see the whole range of his goods.

Mr Boggis was a talented salesman: he could buy furniture at a very low price and sell it at a price several times higher. He bought furniture from people in the country who didn't know the value of antique furniture.

One Sunday Mr Boggis was delighted to find a very old commode by a famous carpenter. There were only four commodes of this kind. Other salesmen had sold the three commodes at an extremely high price, and that was the fourth.

It was a nice piece of furniture with beautiful legs.

Mr Boggis wanted to buy the commode but he did not want to show Mr Rummond who had the commode that it was great value.

Mr Boggis said:

«Well - the commode doesn't look beautiful. I can't compare it with the others that I already have. Besides, it's not the original, it's a copy of a commode by a well known carpenter. I've just remembered that I could use its legs

for some other furniture, but I can't buy the whole commode just for the legs.»

«How much could you give for the commode if you are interested in the legs?» asked Mr Rummond.

«Shall we say 20 pounds? That will be quite reasonable».

«Make it 35.»

«I can't offer you a higher price, this is my final offer!»

«I'll take it,» Rummond said. «It's yours. How are you going to take it?»

«In my car. I've left it not far from here.»

Mr Boggis walked to his car to get it nearer the door. He was smiling to himself. The commode was his for 20 pounds and he could get 15 or 20 thousand pounds for it later.

In the house Mr Rummond discussed the transaction with his son Bert.

«You did very well,» Bert said, «Do you think he will pay you?»

«We shan't put it into the car till he pays us the money.»

«The commode is very big and what if it doesn't go in the car? He'll go away and you'll never see him or his money again. Besides, he didn't like it very much.»

«I can't say he did»

«Listen to me, father. I've got an idea. He told us that he wanted only the legs. Right? So all we've got to do is to cut them off» right now before he comes back. Then the commode will go in his car. Besides, he won't have to cut them off at home himself.»

«It's not a bad idea,» Rummond said.

After they had cut off the legs Rummond thought that the commode was still big for Mr Boggis's car and he was afraid that Mr Boggis would not take it. So he decided to cut the commode itself into several pieces. It was very difficult to do it and Rummond said, «That was a very good carpenter who did the job.»

«We are just in time,» Bert said, «Here he comes.»

(After «Parson's pleasure» by R. Dahl)

## CARD 15

## TEXT 1

### *Tourist Attractions*

Tourist attractions are places that tourists want to visit because they are interesting, beautiful or exciting. There are natural tourist attractions, like wonderful mountains, lakes and rivers. Millions of tourists travel to other countries each year to enjoy places like these. Then there are man-made attractions - theme parks, castles, and buildings of all kinds. Tourists visit Athens and Rome to see buildings from thousands of years ago. They also visit New York to look at more modern buildings,

People visit theme parks to enjoy the roller-coasters and other exciting rides. The most popular theme park in the world is in Japan; it is Tokyo

Disneyland, and it gets about 17 million visitors every year. In fact, the six most popular theme parks in the world are all part of the Disney company. Four of them are in the USA, one is in Japan, and one is in France.

In many countries there are national parks. These are natural tourist attractions that the government controls. One of the most famous is Yosemite National Park in the USA. The national park which gets the most visitors in the world is Mount Fuji National Park in Japan.

Some kinds of tourist attraction bring tourists to a town or country for only a few days or weeks. The Olympic Games and the Football World Cup are two examples. Thousands of people travel to a country to watch these, so they are very important for the economy.

Ayers Rock is a natural tourist attraction in Australia, and visitors often climb it. But to the Aboriginal people in Australia, Ayers Rock is not a tourist attraction; it has been an important part of their culture for a very long time. They call the rock 'Uluru' and they ask tourists not to climb it.

## 8. ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ УЧЕБНОЙ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

### Основная литература

1. Нужнова, Е. Е. Английский язык. Professional Reading: Law, Economics, Management : учебное пособие для вузов / Е. Е. Нужнова. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 181 с. — (Высшее образование). — ISBN 978-5-534-17510-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/533226>
2. Невзорова, Г. Д. Английский язык в 2 ч. Часть 1 : учебник для вузов / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 377 с. — (Высшее образование). — ISBN 978-5-534-17059-7. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537716>

3. Невзорова, Г. Д. Английский язык в 2 ч. Часть 2 : учебник для вузов / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 403 с. — (Высшее образование). — ISBN 978-5-534-02108-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537882>
4. Миляева, Н. Н. Немецкий язык. Deutsch (A1—A2) : учебник и практикум для вузов / Н. Н. Миляева, Н. В. Кукина. — Москва : Издательство Юрайт, 2024. — 352 с. — (Высшее образование). — ISBN 978-5-534-08120-6. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/535914>
5. Смирнова, Т. Н. Немецкий язык. Deutsch mit lust und liebe. Продвинутый уровень : учебник и практикум для вузов / Т. Н. Смирнова. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 276 с. — (Высшее образование). — ISBN 978-5-534-02468-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537536>

## **8.2. Дополнительная литература**

1. Антрушина, Г. Б. Лексикология английского языка. English LeXicology : учебник и практикум для вузов / Г. Б. Антрушина, О. В. Афанасьева, Н. Н. Морозова. — 8-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 196 с. — (Высшее образование). — ISBN 978-5-534-07119-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/535787>
2. Нарустранг, Е. В. Übungen zur deutschen Grammatik = Упражнения по грамматике немецкого языка : учебное пособие / Е. В. Нарустранг. — Санкт-Петербург : Антология, 2021. — 272 с. — ISBN 978-5-94962-131-8. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/104106.html>
3. Савицкайте, Е. Р. Немецкий язык: контрольные работы и практические занятия : учебно-методическое пособие / Е. Р. Савицкайте, А. А. Макарова, Е. О. Ковыршина. — Воронеж : Воронежский государственный технический университет, ЭБС АСВ, 2019. — 144 с. — ISBN 978-5-7731-0828-3. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/100448.html>
4. Немецкий язык для бакалавров (начальный уровень). Ч.1 : учебник / А. С. Бутусова, М. В. Лесняк, В. Д. Фатымина, О. П. Колесникова ; под редакцией А. С. Бутусовой. — Ростов-на-Дону, Таганрог : Издательство Южного федерального университета, 2017. — 180 с. — ISBN 978-5-9275-2520-1 (ч.1), 978-5-9275-2519-5. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/87448.html>

## **9. ПЕРЕЧЕНЬ КОМПЛЕКТОВ ЛИЦЕНЗИОННОГО И СВОБОДНО РАСПРОСТРАНЯЕМОГО ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ, ИСПОЛЬЗУЕМОГО ПРИ ИЗУЧЕНИИ УЧЕБНОЙ ДИСЦИПЛИНЫ**

Операционная система Microsoft Windows 7 Pro, офисный пакет программ MicrosoftOfficeProfessionalPlus 2010, офисный пакет программ MicrosoftOfficeProfessionalPlus 2007, антивирусная программа Dr. Web DesktopSecuritySuite, архиватор 7-zip, аудиопроигрыватель AIMP, просмотр изображений FastStoneImageViewer, ПО для чтения файлов формата PDF AdobeAcrobatReader, ПО для сканирования документов NAPS2, ПО для записи видео и проведения видеотрансляций OBS Studio, ПО для удалённого администрирования Aspiа, электронно-библиотечная система IPRBooks, электронно-библиотечная система Юрайт, ПО для изучения немецкого

языка: Talktomeplatinum. Немецкий язык. Полный курс; программа для управления лингафонным кабинетом MobiDic.

## **10. ПЕРЕЧЕНЬ РЕСУРСОВ ИНФОРМАЦИОННО-ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ «ИНТЕРНЕТ», НЕОБХОДИМЫХ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)**

1. ЭБС IPRbooks <http://www.iprbookshop.ru>
2. Российская государственная публичная библиотека <http://elibrary.rsl.ru/>
3. Универсальный словарь <https://www.multitran.com/>
4. [www.englishtips.org](http://www.englishtips.org)– сайт содержит постоянно пополняющееся собрание популярных изданий, учебников, аудио- и видеокурсов любого уровня и сферы деятельности, включая подготовку к экзаменам по различным программам и системам.
1. [www.oup.com/elt](http://www.oup.com/elt) – сайт Оксфордского университета, предоставляет разнообразные учебные материалы для самостоятельного изучения английского языка;
2. <http://en.wikipedia.org>– онлайн-энциклопедия на английском языке.
3. [www.multitran.ru](http://www.multitran.ru)
4. <http://www.online-translator.com/>
5. <https://elibrary.ru> – научная электронная библиотека.

## **11. ОБУЧЕНИЕ ИНВАЛИДОВ И ЛИЦ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ**

Изучение данной учебной дисциплины обучающимися с ограниченными возможностями здоровья осуществляется в соответствии с Приказом Министерства образования и науки РФ от 9 ноября 2015 г. № 1309 «Об утверждении Порядка обеспечения условий доступности для инвалидов объектов и предоставляемых услуг в сфере образования, а также оказания им при этом необходимой помощи», «Методическими рекомендациями по организации образовательного процесса для инвалидов и лиц с ограниченными возможностями здоровья в образовательных организациях высшего образования, в том числе оснащенности образовательного процесса» Министерства образования и науки РФ от 08.04.2014г. № АК-44/05вн, «Положением о порядке обучения студентов – инвалидов и лиц с ограниченными возможностями здоровья», утвержденным приказом ректора от 6 ноября 2015 года №60/о, «Положением о службе инклюзивного образования и психологической помощи» АНО ВО «Российский новый университет» от 20 мая 2016 года № 187/о.

Предоставление специальных технических средств обучения коллективного и индивидуального пользования, подбор и разработка учебных материалов для обучающихся с ограниченными возможностями здоровья производится преподавателями с учетом их индивидуальных психофизиологических особенностей и специфики приема передачи учебной информации на основании просьбы, выраженной в письменной форме.

С обучающимися по индивидуальному плану и индивидуальному графику проводятся индивидуальные занятия и консультации.

## **12. ОПИСАНИЕ МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЙ БАЗЫ, НЕОБХОДИМОЙ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ (МОДУЛЮ)**

Учебная аудитория для проведения занятий лекционного типа, занятий семинарского типа, для проведения групповых и индивидуальных консультаций, для текущего контроля успеваемости и промежуточной аттестации, для выполнения курсового проектирования (курсовых работ).

Ауд.402 (лингафонный кабинет)

## Иностранного языка

### Лингафонный кабинет

#### Специализированная мебель:

- столы студенческие;
- стулья студенческие;
- стол для преподавателя;
- стул для преподавателя;
- доска (меловая);
- маркерная доска (переносная).

#### Технические средства обучения:

- проектор (портативный);
- ноутбук для преподавателя с выходом в сеть "Интернет" и доступом в «Информационно-аналитическую систему управления вузом» (1С Университет);
- веб-камера;
- экран (переносной);
- колонки;
- микрофон.

#### Специализированное оборудование:

оборудование лингафонного кабинета «Диалог М" (портативный): пульт преподавателя с жидкокристаллическим дисплеем, на который выводится информация о текущем режиме работы, блоки подключения пары учеников (8 шт. в стандартной комплектации на 16 мест обучающихся), соединительные кабели телефонно-микрофонные гарнитур (наушники с микрофоном - 17 шт. в стандартной комплектации на 1 преподавателя и 16 мест обучающихся), наглядные пособия (плакаты).

Автор (составитель):



/М.Н.Ханина/

(подпись)



