

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ДОНБАССКАЯ АГРАРНАЯ АКАДЕМИЯ»

КАФЕДРА
РУССКОГО И ИНОСТРАННЫХ ЯЗЫКОВ



ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине

Иностранный язык для профессиональной коммуникации

(наименование дисциплины)

(английский язык)

Направление подготовки/специальность 37.04.01 Психология

(код и наименование направления подготовки/специальности)

Направленность
(профиль)

Клиническая психология и психотерапия

(наименование профиля/специализации подготовки, при наличии)

Квалификация выпускника:

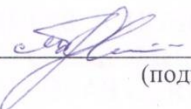
магистр

(квалификация выпускника)

Год начала подготовки: 2024

Разработчик:

к.пед.н., доцент


 (подпись)

Парфёнов М.П.

Рабочая программа дисциплины «Иностранный язык для профессиональной коммуникации» разработана в соответствии с:

Федеральным государственным образовательным стандартом высшего образования – магистратура по направлению подготовки 37.04.01 Психология, утвержденного приказом Министерства науки и высшего образования РФ от 29 июля 2020 г. № 841.

Рабочая программа дисциплины «Актуальные проблемы клинической психологии» разработана на основании учебного плана по направлению подготовки 37.04.01 Психология, направленность (профиль): Клиническая психология и психотерапия, утвержденного Ученым советом ФГБОУ ВО «Донбасская аграрная академия» от 17 апреля 2025 г., протокол № 4.

Рабочая программа одобрена на заседании предметно-методической комиссии кафедры психологии

Протокол №9 от «⁷су» 2025 года

Председатель ПМК


 (подпись)

Парфенов М.П.
 (ФИО)

Рабочая программа утверждена на заседании кафедры психологии

Протокол №9 от «⁷су» 2025 года

Заведующий кафедрой


 (подпись)

Педерсен А.А.

Начальник учебного отдела


 (подпись)

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 (ФИО)

Раздел 1. ПАСПОРТ ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине «Иностранный язык для профессиональной коммуникации»

1.1. Основные сведения о дисциплине

Укрупненная группа	37.00.00 Психологические науки		
Направление подготовки / специальность	37.04.01 Психология		
Направленность программы	Клиническая психология и психотерапия		
Образовательная программа	Магистратура		
Квалификация	Магистр		
Дисциплина обязательной / вариативной части образовательной программы	Обязательная часть		
Форма контроля	экзамен		
Показатели трудоемкости	Форма обучения		
	очная	заочная	очно-заочная
Год обучения	1	-	-
Семестр	1	-	-
Количество зачетных единиц	4	-	-
Общее количество часов	144	-	-
- лекционных	-	-	-
- практических (семинарских)	60	-	-
- лабораторных	-	-	-
- курсовая работа (проект)	-	-	-
- контактной работы на промежуточную аттестацию	2,3	-	-
- КП (КР), ИА	10		
- самостоятельной работы	71,7	-	-

1.2. Перечень компетенций, формируемых дисциплиной «Иностранный язык для профессиональной коммуникации»

Код компетенции	Содержание компетенции	Планируемые результаты обучения	
		Код и наименование индикатора достижения компетенции	Формируемые знания, умения и навыки
1	2	3	4
УК-4	Способность применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(х), для академического и	УК-4.1 Применяет информационно-коммуникационные технологии для академического и профессионального взаимодействия	<i>Знание:</i> - лексико-грамматического минимума, необходимого для профессионального общения с коллегами; - различных форм коммуникации для использования в письменной форме для профессионального общения. <i>Умение:</i>

	профессионального взаимодействия.		- соотносить языковые средства с ситуацией профессионального общения и использовать иностранный язык для профессиональной коммуникации; - понимать письменные тексты академической и профессиональной направленности <i>Навык / Опыт деятельности:</i> - пользоваться иностранным языком в объеме, необходимом для извлечения информации из личной и профессиональной переписки; - письменного изложения собственной точки зрения на знакомые интересующие и профессиональные темы для реализации успешной коммуникации в письменной форме.
		УК-.4.2 Осуществляет деловую коммуникацию на русском и иностранных языках.	<i>Знание:</i> - лексико-грамматического минимума, необходимого для устного профессионального общения, для чтения, понимания, извлечения информации и составления иноязычных текстов; <i>Умение:</i> - соотносить актуальные языковые средства иностранного языка с характером ситуации устного профессионального общения и использовать их (языковые средства) для достижения успешной профессиональной коммуникации; - понимать устные профессиональные тексты, построенные на частотном языковом материале; - понимать на слух произнесенные высказывания в пределах литературной нормы на темы, связанные с профессиональной сферой; - без предварительной подготовки участвовать в дискуссиях на темы своей профессиональной деятельности. <i>Навык/Опыт деятельности:</i> - владения иностранным языком в объеме, необходимом для получения и извлечения информации из иноязычных источников, а также для передачи в устной форме на иностранном языке необходимой информации, связанной с

			профессиональной деятельностью; - диалогической и монологической речи, - письменного изложения собственной точки зрения на темы своей профессиональной деятельности
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1.3. Перечень тем дисциплины

Шифр темы	Название темы	Кол-во часов
T 1.	Defining psychology	10
T 2	Famous psychologists.	10
T 3	Psychology of personality	13
T 4	Intelligence.	13
T 5	Cognitive Psychology	13
T 6	Emotional Intelligence	13
T 7	Stress	13
T 8	Deviant Behavior	13
T 9	Mental Disorders	13
T 10	Russian Psychological Society (RPS)	10,7
	Контактная работа на промежуточную аттестацию	2,3
	КП (КР), ИА	20
Всего		144

1.4. Матрица соответствия тем дисциплины и компетенций

<i>Шифр компетенции по ФГОС ВО</i>	<i>Шифр темы</i>									
	Т 1.	Т 2.	Т 3.	Т 4.	Т 5.	Т 6.	Т 7.	Т 8	Т 9	Т 10
УК-4.1	+	+	+	+	+	+	+	+	+	+
УК-4.2	+	+	+	+	+	+	+	+	+	+

1.5. Соответствие тем дисциплины и контрольно-измерительных материалов

№ темы	<i>ТЕКУЩИЙ КОНТРОЛЬ</i>				
	<i>Тестовые задания по теоретическому материалу</i>	<i>Вопросы для устного опроса</i>	<i>Типовые задания практического характера</i>	<i>Задания для контрольной работы</i>	<i>Тематика рефератов, докладов, сообщений</i>
	Блок А Контроль знаний		Блок Б Контроль умений, навыков		
Тема 1.	+	+	+	-	+
Тема 2.	+	+	+	-	+
Тема 3.	+	+	+	-	+
Тема 4.	+	+	+	-	+
Тема 5.	+	+	+	-	+
Тема 6.	+	+	+	-	+
Тема 7.	+	+	+	-	+
Тема 8.	+	+	+	-	+
Тема 9.	+	+	+	-	+
Тема 10.	+	+	+	-	+

1.6. Описание показателей и критериев оценивания компетенций на различных этапах их формирования

Результат обучения по дисциплине	Критерии и показатели оценивания результатов обучения			
	не зачтено	зачтено		
I этап Знать- лексико-грамматический минимум, необходимый для профессионального общения с коллегами; - различные формы коммуникации для использования в письменной форме для профессионального общения. (УК-4 / УК-4.1)	Фрагментарные знания лексико-грамматического минимума, необходимого для профессионального общения с коллегами; - различных форм коммуникации для использования в письменной форме для профессионального общения Отсутствие знаний	Неполные знания лексико-грамматического минимума, еобходимого для профессионального общения с коллегами; - различных форм коммуникации для использования в письменной форме для профессионального общения	Сформированные, но содержащие отдельные пробелы знания лексико-грамматического минимума, необходимого для профессионального общения с коллегами; - различных форм коммуникации для использования в письменной форме для профессионального общения	Сформированные и систематические знания в применении информационно-коммуникационных технологий для академического и профессионального взаимодействия
II этап Уметь проявлять культурную, расовую, национальную, религиозную терпимость; уважительно относиться к историческому наследию и культурным традициям; анализировать гражданскую и мировоззренческую позицию людей (УК-4 / УК-4.1)	Фрагментарное умение - соотносить языковые средства с ситуацией профессионального общения и использовать иностранный язык для профессиональной коммуникации; - понимать письменные тексты академической и профессиональной направленности; - понимать устные профессиональные тексты, построенные на частотном языковом материале; - понимать на слух произнесенные высказывания	В целом успешное, но не систематическое - соотносить языковые средства с ситуацией профессионального общения и использовать иностранный язык для профессиональной коммуникации; - понимать письменные тексты академической и профессиональной направленности; - понимать устные профессиональные тексты, построенные на частотном языковом материале;	В целом успешное, но содержащее отдельные пробелы в соотносении языковых средств с ситуацией профессионального общения и использовании иностранного языка для профессиональной коммуникации; - понимании письменных текстов академической и профессиональной направленности. - понимании устных профессиональных текстов, построенных на частотном языковом материале; - понимании на слух	Успешное и систематическое умение проявлять культурную, расовую, национальную, религиозную терпимость; уважительно относиться к историческому наследию и культурным традициям; анализировать гражданскую и мировоззренческую позицию людей

	в пределах литературной нормы на темы, связанные с профессиональной сферой; - без предварительной подготовки участвовать в дискуссиях на темы своей профессиональной деятельности / Отсутствие умений	- понимать на слух произнесенные высказывания в пределах литературной нормы на темы, связанные с профессиональной сферой; - без предварительной подготовки участвовать в дискуссиях на темы своей профессиональной деятельности / Отсутствие умений	произнесенные высказывания в пределах литературной нормы на темы, связанные с профессиональной сферой; - участия без предварительной подготовки в дискуссиях на темы своей профессиональной деятельности.	
III этап Владеть навыками необходимыми для извлечения информации из личной и профессиональной переписки; - письменного изложения собственной точки зрения на знакомые и интересные профессиональные темы для реализации успешной коммуникации в письменной форме (УК-4 / УК-4.1)	Фрагментарное применение навыков необходимых для извлечения информации из личной и профессиональной переписки; - письменного изложения собственной точки зрения на знакомые и интересные профессиональные темы для реализации успешной коммуникации в письменной форме/ Отсутствие навыков	В целом успешное, но не систематическое применение навыков необходимых для извлечения информации из личной и профессиональной переписки; - письменного изложения собственной точки зрения на знакомые и интересные профессиональные темы для реализации успешной коммуникации в письменной форме	В целом успешное, но сопровождающееся отдельными ошибками извлечение информации из личной и профессиональной переписки; - письменное изложение собственной точки зрения на знакомые интересные и профессиональные темы для реализации успешной коммуникации в письменной форме	Успешное и систематическое применение навыков получения и извлечения информации из иноязычных источников, а также для передачи в устной форме на иностранном языке необходимой информации, связанной с профессиональной деятельностью; - диалогической и монологической речи, - письменного изложения собственной точки зрения на темы своей профессиональной деятельности

Раздел 2. ОЦЕНОЧНЫЕ СРЕДСТВА

Блок А

ОЦЕНОЧНЫЕ СРЕДСТВА ТЕКУЩЕГО КОНТРОЛЯ ЗНАНИЙ ОБУЧАЮЩИХСЯ

Фонд тестовых заданий по дисциплине

ТЕМА 1.

1.1. Connect the two sentences into one using the appropriate form of the Infinitive

1. I learn English here. I am glad of it.
 - a) I am glad to be learnt English here.
 - b) I am glad to learn English here.
 - c) I am glad to have learnt English here.
 - d) I am glad to have been learnt English here.
2. We helped him. We are happy about it.
3.
 - a) We are happy to have helped him.
 - b) We are happy to help him.
 - c) We are happy to have been helped him.
 - d) We are happy to be helping him.
4. I passed an exam yesterday. I am glad of it.
 - a) I am glad to pass an exam yesterday.
 - b) I am glad to have passed an exam yesterday.
 - c) I am glad to be passing an exam yesterday.
 - d) I am glad to have been passed an examyesterday.
5. I missed the train. I am sorry of it.
 - a) I am sorry to miss the train.
 - b) I am sorry to have missed the train.
 - c) I am sorry to be missing the train.
 - d) I am sorry to have been missed the train.
6. I don't know anything about it. I am sorry.
 - a) I am sorry to know about it
 - b) I am sorry not to know about it
 - c) I am sorry not to have known about it
 - d) I am sorry not to have been known about it
7. I have not seen this tree before. I am sorry about it.
 - a) I am sorry not to have seen this tree before.
 - b) I am sorry not to have been seen this tree before.
 - c) I am not sorry to have seen this tree before.

d) I am sorry not to be seen this tree before.

8. I am not planting the trees at this moment. I am sorry about it.

- a) I am sorry not to have been planting the trees at this moment.
- b) I am sorry not to have planted the trees at this moment.
- c) I am sorry not to be planting the trees at this moment.
- d) I am sorry not to plant the trees at this moment.

8. She was invited to the conference. She is glad of it.

- a) She is glad to be invited to the conference.
- b) She is glad to invite to the conference.
- c) She is glad to have invited to the conference.
- d) She is glad to have been invited to the conference.

9. I am not allowed to go to the forest alone. I am sorry about it.

- a) I am sorry not to be allowed to go to the forest alone.
- b) I am sorry not to have been allowed to go to the forest alone.
- c) I am sorry not to allow to go to the forest alone.
- d) I am sorry not to have allowed to go to the forest alone.

10. I am watering the flowers. I am glad of it.

- a) I am glad to water the flowers.
- b) I am glad to be watering the flowers.
- c) I am glad to have watered the flowers.
- d) I am glad to have been watered the flowers.

1.2. Translate the following sentences into English

11. Я счастлив, что поговорил с тобой по телефону.

- a) I am happy to speak to you on the phone.
- b) I am happy to be speaking to you on the phone.
- c) I am happy to have spoken to you on the phone.
- d) I am happy to have been spoken to you on the phone.

12. Она рада, что работала вместе с тобой!

- a) She is glad to work with you.
- b) She is glad to be working with you.
- c) She is glad to have been worked with you.
- d) She is glad to have worked with you.

13. Мне неудобно, что я Вас побеспокоил.

- a) I am sorry to trouble you.
- b) I am sorry to be troubled you.
- c) I am sorry to have been troubled you.
- d) I am sorry to have troubled you.

14. Она будет рада поехать туда.

- a) She is glad to go there.
- b) She will be glad to go there.
- c) She will have been glad to go there.
- d) She will glad to go there.

15. Я рад пригласить вас на вечер.

- a) I glad to invite you to the party.
- b) I am glad to invite you to the party.
- c) I am glad to have invited you to the party.
- d) I am glad to have been invited you to the party.

16. Я рад, что меня пригласили на вечер.

- a) I am glad to have been invited to the party.
- b) I am glad to have invited to the party.
- c) I am glad to be invited to the party.
- d) I am glad to invite to the party.

17. Мне жаль, что меня не приглашают на конференцию.

- a) I am sorry not to invite to the conference.
- b) I am sorry not to be invited to the conference.
- c) I am sorry not to have invited to the conference.
- d) I am sorry not to have been invited to the conference.

18. Жаль, что я тебя не понимаю.

- a) I am sorry not to understand you.
- b) I am sorry not to be understood you.
- c) I am sorry not to have understood you.
- d) I am sorry not to have been understood you.

19. Жаль, что меня не пригласили загород.

- a) I am sorry not to be invited to the country.
- b) I am sorry not to have been invited to the country.
- c) I am sorry not to have invited to the country.
- d) I am sorry not to have been inviting to the country.

20. Я рад, что меня отправляют на конференцию.

- a) I am glad to being sent to the conference.
- b) I am glad to be sent to the conference.
- c) I am glad to have been sent to the conference.
- d) I am glad to have had been sent to the conference

ТЕМА 2.

1. I want ____ the house where Pushkin was born.

- a. see
- b. to see
- c. saw

2. I would like you ____ his invitation.

- a. accept
 - b. to accept
 - c. accepted
3. Teachers make me _____ homework well.
- a. do
 - b. to do
 - c. doing
4. The child was made _____ to bed at 9 p.m.
- a. go
 - b. to go
 - c. going
5. Please, let me _____ the news and then we'll go out.
- a. watch
 - b. to watch
 - c. watched
6. I used _____ a lot when I was younger.
- a. smoke
 - b. to smoke
 - c. smoking
7. You mustn't _____ to me like that.
- a. talk
 - b. to talk
 - c. talked
8. I think, we'd better _____ out of here.
- a. get
 - b. to get
 - c. got
9. So, why not _____ there right away?
- a. go
 - b. to go
 - c. to be going
10. This bag is too heavy for her _____ .
- a. carry
 - b. to carry
 - c. carried
11. May I _____ in? – Yes, please.
- a. come
 - b. to come
 - c. came
12. Will you help me _____ this box?
- a. move
 - b. to move
 - c. to be moving
13. It is better _____ sure than sorry.

- a. be
 - b. to be
 - c. been
14. It is up to you ____ all these rules.
- a. learn
 - b. to learn
 - c. learned
15. We decided ____ extra risks.
- a. to not take
 - b. not to take
 - c. not take
16. We got the girls ____ dinner.
- a. make
 - b. to make
 - c. made
17. The students ____ this project by the end of May.
- a. to finish
 - b. are finish
 - c. are to finish
18. I am sorry ____ you, but your marks are not very good.
- a. disappoint
 - b. to disappoint
 - c. to be disappointed
19. We could ____ tomorrow.
- a. go fishing
 - b. to go fishing
 - c. went fishing
20. Our class need ____ the test.
- a. rewrite
 - b. to rewrite
 - c. rewrote
21. Mrs Morrisson allowed her guests _____ in her room.
- a. to smoke
 - b. Smoking
 - c. smoke
22. The rain seems _____. Call the children. I don't want them _____.
- a. to be starting, to get wet through
 - b. to have started, to have got wet through
 - c. to have been started, to be getting wet through
23. We didn't expect the Harrisons _____ later than usual.
- a. to arrive
 - b. arrive
 - c. arrived
24. He is sure _____ a liar. Everybody heard him _____ that in so many words.

- a. to be, to say
- b. be, say
- c. to be, say
- d. be, to say

25. We could observe the weather _____ .

- a. to change
- b. change
- c. changed

TEMA 3.

1. _____ that it was useless to argue with him, I dropped the subject.

- a. Having been seen
- b. Having seen
- c. Seeing

2. Money _____ on the brain is never spent in vain.

- a. being spent
- b. spending
- c. spent

3. The captain watched the sailors _____ the steamer.

- a. unloading
- b. having unloaded
- c. unloaded

4. I heard him _____ something from the opposite side of the street, but I pretended not to hear.

- a. having shouted
- b. shouting
- c. shouted

5. Bitterly _____, the explorers set out on the return journey.

- a. having been disappointed
- b. being disappointed
- c. disappointed

6. Mrs. Green doesn't explain things well. Her explanations are _____.

- a. confusing
- b. confused
- c. being confused

7. _____ unwell, Len decided to stay away from classes for a few days.

- a. Having felt

b. Feeling

c. Felt

8. It's a pity my watch is fast again; I've recently had it_____.

a. repaired

b. being repaired

c. repairing

9. If you want a thing_____ well, do it yourself.

a. done

b. having been done

c. being done

10. Julia sat_____ in a corner of the sofa looking extremely miserable.

a. being hunched

b. having hunched

c. hunched

11. Going back to his office, Fisher had a_____ feeling of strong anger and mild grief.

a. being mixed

b. mixing

c. mixed

12. Alice didn't like her Biology classes; she thought they were_____.

a. boring

b. bored

c. being boring

13. After her younger sister was born, Margaret felt_____ and betrayed.

a. forgetting

b. forgotten

c. being forgotten

14. _____by her appearance she looked like a person whose life was hard and full of sorrows.

a. Judging

b. Having judged

c. Judged

15. Anna's spirit though_____ was not broken.

a. being crushed

b. crushed

c, crushing

TEMA 4.

1. That night, _____ up to his room he thought of his unpleasant duty.
a.went
b. going
c.having go
2. She smiled _____ the joke.
a.remembered
b.to remember
c. remembering
3. _____ so little in the country, I am afraid I cannot answer all your questions.
a.seeing
b. having seen
c. to see
4. _____ so little in the country, I am afraid I cannot answer all your questions.
a. having seen
b.to see
c.seeing
5. A new road will soon be built _____ the plant with the railway station.
a.connecting
b.having connected
c. to connect
6. _____ two days before the conference he had a lot of time to see Edinburgh.
a.to arrive
b.arriving
c. having arrived
7. I felt very tired _____ the whole day in the sun.
a.being worked
b. having worked
c.work
8. He speaks like a man _____ his opinion of everything.
a. taking
b.takes
c. take
9. _____ that she could trust them she didn't know what to do.
a.Not having known
b.Knowing not
c.Didn't know
d. Not knowing
10. _____ a pair of gloves we moved to the shoe department.
a.having been bought
b. having bought
c.buying

11. She left _____ us all she had found out.

- a.told
- b.telling
- c. having told

12. And _____ this he threw himself back in the armchair.

- a.said
- b.have said
- c.was saying
- d.saying

13. _____ what he wanted he took his hat and left.

- a. having got
- b.getting
- c. got

14. By this time _____ to the atmosphere of the big city, he no longer felt a stranger.

- a.getting used
- b.having got used
- c.got used

15. I spent about ten minutes _____ over the sixteen pages of The Guardian before I found the main news and articles.

- a.turn
- b. turning
- c.having turned

16. I felt refreshed and rested _____ for eight hours.

- a.sleeping
- b. having slept
- c.slept

17. _____ so far away he still feels himself part of the community.

- a.was
- b.be
- c. being

18. The boy came out of the water _____ from top to toe.

- a.was shaking
- b.having shaken
- c. shaking

19. _____ all our preparations we hired a taxi and hurried off.

- a. Having completed
- b.Completing
- c.Having complete
- d.Completed

20. _____ her by the arm he helped her out of the taxi.

- a.Supported
- b.Supporting
- c. Support

21. Never _____ such difficulties she was at a loss.
a. experienced
b. having experienced
c. have experienced
22. _____ about the recent robberies, he left his valuables at the bank.
a. warned
b. warning
c. having been warned
23. Mr. Smith and Mr. Remington came in _____ by their wives.
a. following
b. follow
c. followed
d. have followed
24. The story _____ by the old sailor made the young girl cry.
a. tells
b. is telling
c. told
25. The centre of the cotton industry is Manchester _____ with Liverpool by a canal.
a. connecting
b. connected
c. to connect

TEMA 5.

1. Sheila is very upset. She isn't usedbeing treated like that.
a. on
b. to
c. in
2. My big grey cat Fluffy is goodmice.
a. to catch
b. at catching
c. catch
3. We can't helpknowledgeable and industrious people.
a. to admire
b. admiring
c. being admired
4. I wish the weather would get better. I am tiredhaving to be indoors all the time.
a. about
b. at
c. of

5. I preferjeans in winter and light shorts in summer.
- a. wearing
 - b. to wear
 - c. wear
6. Don't switch off the light. The child is afraidin the dark.
- a. of sleeping
 - b. to sleep
 - c. sleep
7. I don't have your book. I rememberit back to you.
- a. to be given
 - b. to give
 - c. giving
8.washing up, she dropped a plate and nearly broke it.
- a. while
 - b. without
 - c. by
9. I am sorryhaving broken my promise.
- a. for
 - b. of
 - c. about
10. Much dependsyour making a decision at the right time.
- a. on
 - b. at
 - c. about
11. As an English proverb says "It's no use over spilt milk."
- a. cry
 - b. to cry
 - c. crying
12. I don't likethese shorts; they are too tight.
- a. to wear
 - b. wearing

c. wear

13. I enjoy making practical jokes about people, but I hatefun of.

a. being made

b. to make

c. making

14. The comedy was hilarious, but somehow I didn't feel like

a. laugh

b. laughing

c. to laugh

15. The teacher had to stop several timesthe rule because she saw that it was difficult for the children to understand it.

a. explaining

b. to explain

c. explain

16. I know it's my fault. I'd like to beg your pardonletting you down.

a. by

b. for

c. on

17. Adam offeredfor me tonight because he saw that I felt awful.

a. working

b. work

c. to work

18. Anne was able to keep the kids stilltelling them an interesting story.

a. by

b. on

c. instead of

19. His son's car crashed into a wall. The terrible tragedy prevented himdoing what was right or reasonable.

a. of

b. from

c. in

20. I believe I will still have an opportunity of you to my school buddies.

- a. introducing
- b. to introduce
- c. being introduced

21. I would like you and some of my other friends for dinner some time.

- a. invite
- b. inviting
- c. to invite

22. Helen seemed genuinely pleased seeing me.

- a. with
- b. at
- c. on

23. Mind your manners! You should wash your hands sitting down to dinner.

- a. on
- b. while
- c. before

24. Len was looking out of the window listening to what his wife was saying.

- a. instead of
- b. through
- c. by

25. I don't like to - and that, exactly, is what you are trying to do.

- a. to be lied
- b. be lied
- c. being lied

TEMA 6.

1. I don't mind _____ Zac. It's a nice nickname.

- a. calling
- b. being called
- c. having been called

2. The safe showed no sign of _____.

- a. touching
- b. being touched
- c. having been touched

3. Our teacher suggests _____ test next week.

- a. writing

- b.beingwritten
- c.havingbeenwritten

4. I really appreciate _____ this opportunity. I'll do my best.

- a.giving
- b. being given
- c. having been given

5. She strongly objected to our _____ a fire.

- a. making
- b.beingmade
- c.havingbeenmade

6. The child was punished by _____ to bed without dinner.

- a.sending
- b.beingsent
- c.havingbeensent

7. He was clever enough _____ _____ in this delicate situation.

- a.avoidingspeaking
- b.toavoidtospeak
- c.avoidingtospeak
- d. toavoidspeaking

8. I wonder if there is any use _____ _____ the results.

- a.tryingimproving
- b. tryingtoimprove
- c.totrytoimprove
- d.totryimproving

9. I used a car to get to work, and now I can't get used to _____ by bus.

- a.go
- b. going
- c. gone

10. Do you remember _____ your last exam? Was it hard?

- a.take
- b.totake
- c. taking

11. I don't feel like _____ this article today.

- a.readingandtotranslate
- b.toreadandtranslating
- c. readingandtranslating

12. The little girl was really afraid of _____ lost in the forest.

- a.havingbeen
- b. getting
- c.havinggot

13. Is there anything here worth _____?

- a. buying
- b.beingbought
- c.havingbeenbought

14. He disliked _____ coming home late.

- a. I
- b. Me
- c. my

15. Would you mind _____ smoking here?

- a. not
- b. not to
- c. don't

16. We stopped _____ some food in the store, because we'd run out of supplies.

- a. buying
- b. to buy
- c. having bought

17. What about _____ to the cinema tomorrow?

- a. to go
- b. going
- c. having gone

18. _____ you here was a great surprise to me.

- a. finding
- b. having found
- c. found

19. The friends couldn't _____ laughing when they discovered the problem.

- a. assist
- b. help
- c. aid
- d. support

20. I can't _____ standing in queues.

- a. bear
- b. fall
- c. sit
- d. lie

21. Although I was in a hurry, I stopped _____ to him.

- a. to talk
- b. talking
- c. talk

22. I really must stop _____ .

- a. to smoke
- b. smoking
- c. smoke

23. Do you enjoy _____ ?

- a. to teach
- b. teaching
- c. to have taught

24. The teacher asked some questions and then went on _____ about the English climate.

- a. to tell
- b. telling
- c. to have told

25. We all asked him to go on _____ some pieces of Spanish poetry.

- a. to recite
- b. reciting
- c. recited

TEMA 7.

1. Mary: "Our teacher will go to Leipzig tomorrow."

- a) Mary said that their teacher would go to Leipzig tomorrow.
- b) Mary said that their teacher would have gone go to Leipzig the next day.
- c) Mary said that their teacher would go to Leipzig the next day.
- d) Mary said that their teacher will go to Leipzig the next day.

2. Helen: "I was writing a letter yesterday."

- a) Helen told me that she had been writing a letter yesterday.
- b) Helen told me that she has been writing a letter the day before.
- c) Helen told me that she had been writing a letter the day before.
- d) Helen told me that she had written a letter the day before.

3. Jennifer: "Where do you play football today?"

- a) Yesterday Jennifer wanted to know where I played football.
- b) Yesterday Jennifer wanted to know where did I play football.
- c) Yesterday Jennifer wanted to know where I had played football.
- d) Yesterday Jennifer wanted to know where I was playing football.

4. The teacher: "Do your homework!"

- a) The teacher told me to do my homework.
- b) The teacher asked me do my homework.
- c) The teacher told me do my homework.
- d) The teacher asks me do my homework.

5. He said: "Rock music fills me with energy."

- a) He said that rock music filled me with energy.
- b) He said that rock music filled him with energy.
- c) He said that rock music fill him with energy.
- d) He said that rock music has filled him with energy.

6. She wondered: "What are your plans for future?"

- a) She wondered what was your plans for future.
- b) She wondered what were our plans for future.
- c) She wondered what our plans for future were.
- d) She wondered what your plans for future was.

7. "Where do you live?"

- a) Miho asked me where do I live.
- b) Miho asked me where I lived.
- c) Miho asked me where did I live.
- d) Miho asked me where I live.

8. Do not tell her what I said.

- a) He begged me to not tell her what he had said.
 - b) He begged that I didn't tell her what he had said.
 - c) He begged me not to tell her what he had said.
 - d) He begged me not tell her what he had said.
9. "Do you play chess?"
- a) He asked me do I play chess.
 - b) He asked me if I did play chess.
 - c) He asked me did I play chess.
 - d) He asked me if I played chess.
10. "Be quiet!"
- a) I told her be quiet.
 - b) I told her to be quiet.
 - c) I told her being quiet.
 - d) I told her not be quiet.
11. Sue says, "I want to go to bed earlier."
- a) Sue says she wanted to go to bed earlier.
 - b) Sue says she want to go to bed earlier.
 - c) Sue says she wants to go to bed earlier.
 - d) Sue says she's wanting to go to bed earlier.
12. The passerby said to the tourists, "Put out the fire."
- a) The passerby told the tourists to put out the fire.
 - b) The passerby told the tourists put out the fire.
 - c) The passerby told the tourists they must put out the fire.
 - d) The passerby told the tourists they should put out the fire.
13. She said to me, "Will you be here in time?"
- a) She asked me if I would be there in time.
 - b) She asked me if I will be there in time.
 - c) She asked me if will I be there in time.
 - d) She asked me will I be there in time
14. He asked me how much I ... for the new car.
- a) pay
 - b) paying
 - c) had paid
 - d) have paid
15. The manager said to the secretary, "What time did you see this man?"
- a) The manager asked the secretary what time did she see that man.
 - b) The manager asked the secretary what time she saw that man.
 - c) The manager asked the secretary what time she had had seen that man.
 - d) The manager asked the secretary what time she had seen that man.
16. She said to me, "I didn't recognize him."
- a) She told me that she didn't recognize him.
 - b) She told me that she hadn't recognized him.
 - c) She told me that she hadn't recognize him.
 - d) She told me that she don't recognize him.
17. Mary asked Peter, "Will you buy this dress for me?"

- a) Mary asked Peter if he would buy that dress for her.
 - b) Mary asked Peter will he buy that dress for her.
 - c) Mary asked Peter if he buys that dress for her.
 - d) Mary asked Peter would he buy that dress for her.
18. Harry said to us, "I saw her in the park at 5 p.m."
- a) Harry told us, that he had seen her in the park at 5 p.m.
 - b) Harry told us, that he seen her in the park at 5 p.m.
 - c) Harry told us, that he has seen her in the park at 5 p.m.
 - d) Harry told us, that he saw her in the park at 5 p.m.
19. Liza asked me, "What time did they arrive in London?"
- a) Liza asked me what time did they arrive in London.
 - b) Liza asked me what time they arrived in London.
 - c) Liza asked me what time they had arrived in London.
 - d) Liza asked me what time did they arrived in London.
20. Mary said, "I had lunch at home."
- a) Mary said that she had lunch at home.
 - b) Mary said that she had had lunch at home.
 - c) Mary said that she did had lunch at home.
 - d) Mary said that she had did lunch at home.

TEMA 8.

1. He said to me, "I don't speak German."
- a) He told me he don't speak German.
 - b) He told me he doesn't speak German.
 - c) He told me he didn't speak German.
 - d) He told me he hadn't speak German.
2. She said to me, "Go and buy some bread."
- a) She told me go and buy some bread.
 - b) She told me if I go and buy some bread.
 - c) She told me whether I go and buy some bread.
 - d) She told me to go and buy some bread.
3. Gene said to his colleagues, "I was in Edinburgh in 2018."
- a) Gene told his colleagues he was in Edinburgh in 2018.
 - b) Gene told his colleagues he were in Edinburgh in 2018.
 - c) Gene told his colleagues he had been in Edinburgh in 2018.
 - d) Gene told his colleagues he had had been in Edinburgh in 2018.
4. She asked me if I ... that textbook.
- a) like
 - b) liked
 - c) had had liked
 - d) am liking
5. Sue says, "I want to go to bed earlier."
- a) Sue says she's wanting to go to bed earlier.
 - b) Sue says she want to go to bed earlier.
 - c) Sue says she wanted to go to bed earlier.
 - d) Sue says she wants to go to bed earlier.

6. The passerby said to the tourists, "Go this way."
- The passerby told the tourists go that way.
 - The passerby told the tourists to go that way.
 - The passerby told the tourists they should go that way.
 - The passerby told the tourists they must go that way.
7. She said to me, "Did you do your morning exercises?"
- She asked me do I do my morning exercises.
 - She asked me if I do my morning exercises
 - She asked me if I did my morning exercises.
 - She asked me if I had done my morning exercises.
8. He asked me when I ... my new watch.
- had bought
 - will buy
 - buy
 - have bought
9. The chief said to the subordinate, "What time do you usually come to the office?"
- The chief asked the subordinate what time he usually came to the office.
 - The chief asked the subordinate what time he had usually come to the office.
 - The chief asked the subordinate what time he usually comes to the office.
 - The chief asked the subordinate what time does he usually come to the office.
10. She said to me, "I didn't know about customs regulations."
- She told me that she didn't know about customs regulations.
 - She told me that she hadn't known about customs regulations.
 - She told me that she hadn't know about customs regulations.
 - She told me that she doesn't know about customs regulations.
11. Peter asked Mary, "Do you want to dance?"
- Peter asked Mary does she want to dance.
 - Peter asked Mary if she wants to dance.
 - Peter asked Mary if she wanted to dance.
 - Peter asked Mary if she want to dance.
12. Mary said to us, "I saw him in the store at 5 p.m."
- Mary told us, that she seen him in the store at 5 p.m.
 - Mary told us, that she had seen him in the store at 5 p.m.
 - Mary told us, that she see him in the store at 5 p.m.
 - Mary told us, that she saw him in the store at 5 p.m.
13. Liza asked me, "How long does it take you to cook breakfast?"
- Liza asked how long does it take me to cook breakfast.
 - Liza asked how long did it take me to cook breakfast.
 - Liza asked how long it takes me to cook breakfast.
 - Liza asked how long it took me to cook breakfast.
14. He said, "I had dinner at work."
- He said he had had dinner at work.
 - He said he had dinner at work.
 - He said he is had dinner at work.
 - He said he has had dinner at work.

15. She said to me, "I don't know that language well."
 - a) She told me she didn't know that language well.
 - b) She told me she doesn't know that language well.
 - c) She told me she don't know that language well.
 - d) She told me she isn't know that language well.
16. She said to me, "Go and buy a bottle of milk."
 - a) She told me go and buy a bottle of milk.
 - b) She told me if I go and buy a bottle of milk.
 - c) She told me whether I go and buy a bottle of milk.
 - d) She told me to go and buy a bottle of milk.
17. Tom said to his friends, "I was there at 7 p.m."
 - a) Tom told his friends he had been there at 7 p.m.
 - b) Tom told his friends he was there at 7 p.m.
 - c) Tom told his friends he has been there at 7 p.m.
 - d) Tom told his friends he were there at 7 p.m.
18. She asked me if I ... that novel.
 - a) liked
 - b) like
 - c) had had liked
 - d) am liking
19. I warned him not to touch the presents I had just bought.
 - a. I said to him, "Touch not the presents I have just bought".
 - b. I told him, "Don't touch the presents I have just bought".
 - c. I said to him, "Don't touch the presents I have just bought".
- 20/ She said to us, "We will be happy to see you at the party tonight!".
 - a. She said we will be happy to see you at the party tonight!
 - b. She told us that they would be happy to see us at the party that night.
 - c. She told to us they will be happy to see us at the party last night/

TEMA 9.

1. If I to Leipzig, I'll visit the zoo.
 - a) went
 - b) gone
 - c) had gone
 - d) go
2. If it didn't rain, we ... in the garden.
 - a) would be
 - b) are
 - c) will be
 - d) were
3. If you had worn a lighter jacket, the car driver ... you earlier.
 - a) will see
 - b) would have seen
 - c) see
 - d) would see
4. We ... TV tonight if Peter hadn't bought the theatre tickets.
 - a) watch

- b) will watch
 - c) would have watched
 - d) would watch
5. She would have had two laptops if she ... one to her friend.
- a) had not lent
 - b) didn't lent
 - c) doesn't lent
 - d) will not lend
6. If I was/were a millionaire, I ... in Beverly Hills.
- a) will live
 - b) lived
 - c) had lived
 - d) would live
7. You would save energy if you ... off the lights more often.
- a) switched
 - b) switch
 - c) had switched
 - d) switches
8. If we had read the book, we the film.
- a) would understood
 - b) would have understood
 - c) would understand
 - d) understood
9. My sister could score better on the test if the teacher ... the grammar once more.
- a) will explain
 - b) explains
 - c) had explained
 - d) explained
10. They might have arrived on time if they ... the train.
- a) hadn't missed
 - b) didn't miss
 - c) haven't missed
 - d) don't miss

TEMA 10.

1. If I _____ more money, I _____ to England to visit some places of interest.
- a. had ... will go
 - b/ had ... would go
 - c. had ... went
2. If you _____ more concentrated at the test, you _____ so many mistakes.
- a. are ... wouldn't make
 - b/ were ... didn't make
 - c. were ... wouldn't make
3. What _____ you do, if he _____ your son?
- a. will ... is
 - b. will ... was
 - c. would ... were
 - d. would ... was
4. If he _____ the exam, what _____ his mother say?
- a. doesn't pass... would

- b. didn't pass ... will
- c. didn't pass ... would

5. Where _____ you fly, if you _____ a bird?

- a. will ... turn into
- b. would ... turned into
- c. would ... turn into

6. If they _____ here, they _____ give us some valuable advice.

- a. were ... will
- b. were ... can
- c. were ... could

7. You _____ win, if you _____ so much.

- a. may... didn't drink
- b. might ... don't drink
- c. might ... didn't drink

8. _____ it Sunday, we _____ fishing.

- a. were ... would go
- b. was ... will go
- c. were ... will go

9. Who _____ this work, if she suddenly _____ ill?

- a. did ... would fall
- b. will do ... fell
- c. would do ... fell

10. If the workers _____ their salaries, what _____ ?

- a. don't get ... would happen
- b. didn't get ... would happen
- c. didn't get ... will happen

11. We _____ glad, if only they _____ our offer.

- a. should be ... accept
- b. should be ... accepted
- c. shall be ... accepted

12. If I ever _____ her a lie, she _____ forgive me.

- a. tell ... wouldn't
- b. told ... won't
- c. told ... wouldn't

13. I _____ much safer, if you _____ the light at night.

- a. shall feel ... didn't turn off
- b. should feel ... don't turn off
- c. should feel ... didn't turn off

14. The girl _____ this dress, if it _____ a bit cheaper.

- a. would buy ... cost
- b. will buy ... will cost
- c. would buy ... costed

15. How _____ we live, if a war _____.

- a. will ... broke out
- b. would ... broke out
- c. would ... breaks out.

16. _____ the children well-bred, they _____ in the presence of their teacher.

- a. are ... wouldn't shout
- b. were ... won't shout
- c. were ... wouldn't shout

17. If it _____ summer now, we _____ so happy.

- a. were ... would be
- b. was ... was
- c. were ... were
- d. would be ... would be

18. _____ you lend me 2000\$, if I _____ you?

- a. would ... ask
- b. would ... asked
- c. did ... asked

19. _____ you mind opening the window?

- a. would
- b. will
- c. won't

20. What _____ you be doing now, if you _____ your watch?

- a. will ... lose
- b. would ... lost
- c. will ... lost

Критерии и шкалы оценивания тестов

Критерии оценивания при текущем контроле
процент правильных ответов менее 40 (по 5 бальной системе контроля – оценка «неудовлетворительно»);
процент правильных ответов 40 – 59 (по 5 бальной системе контроля – оценка «удовлетворительно»)
процент правильных ответов 60 – 79 (по 5 бальной системе контроля – оценка «хорошо»)
процент правильных ответов 80-100 (по 5 бальной системе контроля – оценка «отлично»)

Вопросы для устного опроса

TEMA 1.

1. What is the subject of psychology?
2. Why is *psychology* considered a science?
3. What is the immediate goal of *psychology*?
4. What is the etymology of the word *psychology*?
5. How did the ancient philosophers treat *psychology*?
6. What is the contemporary approach to *psychology*?

TEMA 2.

1. What is B.F. Skinner remembered for in addition to operant conditioning?
2. What areas of psychology did J. Piaget contribute to as the author of the theory of cognitive development?
3. Why do many students, when talking on various psychological issues, mention Sigmund Freud?
4. What were the specific subjects of research that Albert Bandura highlighted in his social learning theory?
5. Who was the scholar that developed the theory of cognitive dissonance?
- 6/ What is I. Pavlov famous for? How could you characterize his contribution to the rise of behaviorism?
7. They say that L. Vygotsky was one of the most frequently cited psychologists of the 20th century/ What are grounds for stating that?

TEMA 3.

1. What is personality?
2. What are type-trait theories? What are they based on?
3. What personality types did Hippocrates propose?
4. What traits dominate each type of personality according to Hippocrates?
5. From Sheldon's point of view what body type tends to be thin and frail?
6. How can one define a somatotype?
7. What personality types did Jung suggest?
8. Which trait is characterized by a flow of psychological energy toward the outerworld?
9. How do you refer to a person who displays a mixture of both introverted and extraverted behaviors?
10. How many factors describe the human personality according to Cattell's research?

TEMA 4.

1. What is intelligence?
2. What makes the study of human behavior a highly controversial question?
3. What abilities does intelligence consist of?
4. What does convergent thinking mean?
5. Characterize the method of factor analysis. What is the difference between *g* and *factor s*?
6. Describe Thurstone's model of intelligence.
7. How did Gardner develop the theory of intelligence?

TEMA 5.

1. What are the roots of the cognitive psychology?
2. What are the cognitive processes?
3. What do cognitive psychologists study?
4. What phenomena do cognitive psychologists try to explain?
5. When did the term "cognitive psychology" come into use?
6. What does the cognitive psychology compare the human mind to?
7. What experimental techniques do cognitive psychologists employ?
8. What approaches in psychology include cognitive theories over the past few decades?

TEMA 6.

1. What kind of people possess a certain skill that is termed “emotional intelligence” (EQ)?
2. How is emotional intelligence defined in the text?
3. Who coined and popularized the term “emotional intelligence”? When?
4. What components of EQ did D. Goleman single out?
5. Characterize self-awareness as a component of EQ.
6. What component of EQ covers the ability to think before acting as well as consider the consequences?
7. To be empathic... What does it mean?
8. What do social skills imply within the scope of EQ?
9. Why is EQ so important?
10. Does a high EQ have anything to do with happiness? Give your grounds either for a positive or a negative answer.
11. What kind of students may be less likely to experience bullying?
12. What advantages could well-developed EQ help you achieve in your workplace?
13. How could self-awareness be developed or strengthened?
14. What do you think of practicing deep breathing exercises?
15. Do you think one should celebrate each of one's wins?
16. What is your opinion of the tip concerning the development of empathy?
17. Are you a good mixer? Too talkative? Which of the two is more important, listening or talking?
18. What makes EQ a useful skill?

TEMA 7.

1. Give the definition of stress.
2. What are the best ways of managing stress?
3. What do the common signs of stress include?
4. How could stress be recognized?
5. What groups of signs should one watch for to identify stress?
6. Describe the psychological and physical signs of stress.
7. What is the difference between stress and anxiety?
8. What might be the potential causes of stress?
9. Are there any unhealthy habits that stress can lead to? What are they?
10. What types of stress can you mention?
11. Characterize the so-called eustress.
12. What are the most harmful types of stress? Describe them.
13. What harmful effects can stress have on your health?
14. Can physical health problems affect your stress level? Draw some examples.
15. What health problems can be conditioned by chronic stress?
16. What does treatment for stress usually focus on?
17. What medications may sometimes be prescribed to address some specific symptoms of stress?
18. What is CAM?
19. Which of the recommendations mentioned in the text is (are) the most effective in your opinion?

TEMA 8.

1. How could deviant behavior be defined?
2. What factors are likely to play a certain role in causing deviant behavior?
3. How does the psychoanalytic approach explain the cases of deviant behavior?
4. What has the biological research found out to explain the deviant behavior?
5. What is the essence of addiction?
6. Why do we regard the cases of deviance as those that violate social rules and norms?
7. Is cigarette smoking a case of socially deviant behavior? Substantiate your answer.
8. What kind of deviant behavior is gossiping about people behind their back? domestic violence? bullying?

ТЕМА 9.

1. Try and present an operational definition of a mental disorder.
2. What professionals may diagnose a mental disorder?
3. What are the methods applied by mental health professionals to carry out assessments of the mental state of an individual?
4. What kind of treatments are provided nowadays by mental health professionals?
5. At what extent are mental disorders spread globally?
6. What are the most common types of recognized mental illnesses? Describe them in brief.
7. What are other, less common types of recognized mental illnesses? Describe them in brief.

ТЕМА 10.

1. When and where was the first Psychological Society in Russia (RPS) founded?
2. What groups were the members of the Society divided into?
3. What do you know about the most famous chairman of the pre-revolutionary RPS?
4. Was there any continuity between the RPS and the Society of Psychologists of the USSR?
5. What can you say about A.N. Leontyev who is considered to be a whole era in Russian psychology?
6. The Institute of Psychology of the Academy of Sciences was the next stage in the development of Russian psychology. What were the features of this period?
7. When was the RPS restored?
8. How many regions were represented at the 4th Congress which took place on September 18-21 2007?
9. What issues did the programme of the Congress include?
10. What are the principal goals of the RPS activity?
11. How could you characterize the activities of the RPS in recent years and nowadays?

Критерии и шкалы оценивания устного опроса

Критерии оценки при текущем контроле	Оценка
Студент отсутствовал на занятии или не принимал участия. Неверные и ошибочные ответы по вопросам, разбираемым на семинаре	«неудовлетворительно»
Студент принимает участие в обсуждении некоторых проблем, даёт расплывчатые ответы на вопросы. Описывая тему, путается и теряет суть вопроса. Верность суждений, полнота и правильность ответов – 40-59 %	«удовлетворительно»
Студент принимает участие в обсуждении некоторых проблем, даёт ответы на некоторые вопросы, то есть не проявляет достаточно высокой активности. Верность суждений студента, полнота и правильность ответов 60-79%	«хорошо»
Студент демонстрирует знание материала по разделу, основанные на знакомстве с обязательной литературой и современными публикациями; дает логичные, аргументированные ответы на поставленные вопросы. Высока активность студента при ответах на вопросы преподавателя, активное участие в проводимых дискуссиях. Правильность ответов и полнота их раскрытия должны составлять более 80%	«отлично»

Блок Б

ОЦЕНОЧНЫЕ СРЕДСТВА ТЕКУЩЕГО КОНТРОЛЯ УМЕНИЙ, НАВЫКОВ ОБУЧАЮЩИХСЯ

Типовые задания для практических занятий (примеры)

Topic 1.

Task 1. Read the text and then answer the questions that follow it.

Fields of Psychology: Of Laboratories and Clinics

Psychology as a profession expresses itself in different *fields*, or domains of interest. There are a number of fields of psychology, such as clinical, experimental, counseling, developmental, physiological, human factors, and industrial.

Clinical psychology is the field associated with psychotherapy and psychological testing. A clinic is a place where sick people go for help; consequently, clinical psychologists try to help persons with both well-defined mental disorders and serious personal problems. The word **psychotherapy**, in terms of its roots, means a —healing of the self. In practice, a clinical psychologist who employs psychotherapy attempts to work with a troubled person by using various methods and techniques that are designed to help the individual improve his or her mental health. This is done without drugs. An informal description of psychotherapy refers to it as —the talking cure.

A clinical psychologist should not be confused with a psychiatrist. A fully qualified *clinical psychologist* has earned a Ph.D. degree (doctor of philosophy with a specialization in psychology). **Psychiatry** is a medical specialty that gives its attention to mental disorders. A fully qualified *psychiatrist* has earned an M.D. degree (doctor of medicine). Although psychiatrists can and do practice psychotherapy, they can also prescribe drugs. Clinical psychologists, not being medical doctors, do not prescribe drugs. Clinical psychology is the largest single field of psychology. About 40 percent of psychologists are clinical psychologists. **Experimental psychology** is the field associated with research. Experimental psychologists investigate basic behavioral processes such as learning, motivation, perception, memory, and thinking. Subjects may be either animals or human beings. Ivan Pavlov's experiments on conditioned reflexes, associated with the learning process, used dogs as subjects.

The great majority of experimental psychologists are found at the nation's universities. Their duties combine research and teaching. In order to obtain a permanent position and achieve academic promotion, it is necessary for the psychologist to publish the results of experiments in recognized scientific journals. Experimental psychology is not a large field of psychology in terms of numbers of psychologists. Only about 6 percent of psychologists are experimental psychologists.

On the other hand, experimental psychology represents a cutting edge of psychology; it is where much progress is made. The overall concepts and findings have been made possible primarily by experimental work.

The remaining fields of psychology will be briefly described in terms of what psychologists associated with them do.

A **counseling psychologist** provides advice and guidance, often in a school setting. Sometimes he or she will, like a clinical psychologist, attempt to help individuals with personal problems. However, if the problems involve a mental disorder, the individual will be referred to a clinical psychologist or a psychiatrist.

A **developmental psychologist** is concerned with maturational and learning processes in both children and adults. Although a developmental psychologist is usually thought of as a child psychologist, it is important to realize that a given

developmental psychologist might have a particular interest in changes associated with middle-aged or elderly people.

A **physiological psychologist**, like an experimental psychologist, does research. Subject areas include the structures and functions of the brain, the activity of neurotransmitters (i.e., chemical messengers), and the effect that hormones produced by the endocrine glands have on moods and behavior.

A **human factors psychologist** combines a knowledge of engineering with a knowledge of psychology. For example, he or she may be part of a team that is attempting to redesign an aircraft control panel in an attempt to make it more user friendly in order to reduce pilot error associated with misperceptions.

An **industrial psychologist** usually works for a corporation. The principal aim is to provide a work environment that will facilitate production, reduce accidents, and maintain employee morale. A theme that guides industrial psychology is —the human use of human beings.

(adopted from “Psychology: A Self-Teaching Guide” Frank J. Bruno).

Task 2. Comprehension check.

1. There is quite a number of fields of psychology. What are they?
2. What does clinical psychology deal with?
3. Give an operational definition of psychotherapy.
4. What is psychiatry?
5. What is the approximate percentage of clinical psychologists among all psychologists?
6. What does a counseling psychologist do?
7. The concern of a developmental psychologist is usually thought of as a child psychologist. Do you agree with this statement? Why?
8. Whose subject areas include the structures and functions of the brain?

Task 3. Do the following tasks on the text:

- a. divide the text into logical parts;
- b. give a title to each part;
- c. present the contents of each part in one or two sentences;
- d. give a summary of the whole text.

Topic 2.

Task 1. Read the text and then answer the questions that follow it.

Five Great Psychologists and Their Ideas

From a historical perspective, the first school of psychology to be established was structuralism. Its founding personality was **Wilhelm Wundt** (1832–1920). He became interested in studying not so much the physiology of the sense organs such as the eyes and ears, but in how simple sensations associated with the sense organs combined to form what we call human consciousness.

According to Wundt, the primary purpose of psychology is to study the structure of consciousness. By the structure of consciousness, Wundt meant the relationship of a group of sensations, a relationship that produces the complex experiences we think of as our conscious mental life. This approach to psychology has been called *mental chemistry*.

William James (1842–1910), teaching at Harvard in the 1870s, was following Wundt’s research with interest. James had an interest not only in psychology, but also in physiology and eventually in philosophy. James founded a psychological laboratory at Harvard; he also authored *The Principles of Psychology*, the first psychology textbook published in the United States. The book was published in 1890, and this can also be taken as the date when the school of psychology known as functionalism was born. The principal personality associated with it is James, and he is said to be the dean of American psychologists.

The German psychologist **Max Wertheimer** (1880–1943), like James, was also dissatisfied with Wundt's structuralism. Wertheimer believed that Wundt's emphasis on the importance of simple sensations as the building blocks of perceptions was misguided.

The general pattern that induces a complex perception is described with the German word *Gestalt*. *Gestalt* is usually translated as a pattern, a configuration or an —organized whole. In 1910 Wertheimer published an article setting forth the basic assumptions of Gestalt psychology, and this is usually taken to be the starting date of the school.

Returning to the United States, behaviorism is a fourth classical school of psychology. Its founding personality is **John B. Watson** (1878–1958). A wave of enthusiasm for Watson's ideas swept him to the presidency of the American Psychological Association (APA) in 1915, and this can be taken as the starting date for behaviorism. Doing research first at the University of Chicago and then at Johns Hopkins University, Watson came to the conclusion that psychology was placing too much emphasis on consciousness. In fact, he asserted that psychology is not a mental science at all. The mind is a mushy, difficult-to-define concept. It cannot be studied by science because it cannot be observed. The only thing you can know is what is going on in your mind.

Now it is necessary to return to the European continent, specifically to Austria; the school is psychoanalysis. The father of psychoanalysis is **Sigmund Freud** (1856–1939). Freud was a medical doctor with a specialty in neurology. His findings and conclusions are based primarily on his work with patients.

Freud's original work *Studies on Hysteria* published in 1895 was the first book written on psychoanalysis. This can also be taken to be the starting date for the school.

In order to explain chronic emotional suffering, Freud asserted that human beings have an unconscious mental life. This is the principal assumption of psychoanalysis. No other assumption or assertion that it makes is nearly as important. The unconscious mental level is created by a defense mechanism called repression.

Psychoanalysis is not only a school of psychology, but also a method of therapy. Freud believed that by helping a patient explore the contents of the unconscious mental level, he or she could obtain a measure of freedom from emotional suffering. It is important to note that of the five classical schools of psychology, psychoanalysis is the only one that made it an aim to improve the individual's mental health.

(adopted from "Psychology: A Self-Teaching Guide" Frank J. Bruno)

Task 2. Comprehension check.

1. What was the subject of Wundt's primary interest?
2. What is introspection?
3. What is the visual experience composed of?
4. What is the primary goal of psychology according to Wundt?
5. What approach can be called mental chemistry?
6. What is functionalism?
7. What studies was Wertheimer involved in?
8. How did the behaviorism appear?
9. Why did Watson refuse to consider psychology as mental science?
10. What are general beliefs of behaviorism?
11. How did the work on psychoanalysis start?
12. What are the fundamental assertions of Freud's studies?
13. What is repression? What does it serve for?
14. Why does psychoanalysis stand apart from the other four classical schools of psychology?

Task 3. Do the following tasks on the text:

- a. divide the text into logical parts;
- b. give a title to each part;
- c. present the contents of each part in one or two sentences;

d. give a summary of the whole text.

Критерии и шкалы оценивания решения практических заданий

Критерии оценки при текущем контроле	Оценка
Задача не решена или решена неправильно	«неудовлетворительно»
Задание понято правильно; в логическом рассуждении нет существенных ошибок, но допущены существенные ошибки в выборе примеров; задача решена не полностью или в общем виде	«удовлетворительно»
В логическом рассуждении и решении нет существенных ошибок; правильно выбрано решение; есть объяснение решения, допущено не более двух несущественных ошибок, получен верный ответ	«хорошо»
В логическом рассуждении, в выборе решения задач нет ошибок; получен верный ответ; задача решена с использованием убедительного иллюстративного материала.	«отлично»

Критерии и шкалы оценивания контрольной работы

Критерии оценивания	Оценка
Ответ не был дан или не соответствует минимальным критериям	«неудовлетворительно»
Ответ со значительным количеством неточностей, но соответствует минимальным критериям	«удовлетворительно»
Ответ был верным с незначительным количеством неточностей	«хорошо»
Ответ полный с незначительным количеством неточностей	«отлично»

Темы для подготовки реферата (доклада, сообщения, презентации)

1. Impact of depression on cognitive development.
2. The ways people react when others violate social norms.
3. How the behavior of a person is modeled by society.
4. Teenagepsychology.
5. The psychological changes that relate to old age.
6. The ways and methods memory loss can be recovered.
7. Memory and its importance in human life.
8. Basic methods of successful memorization.
9. The importance of attention in the process of cognition.
10. Specifics (features) of the thinking process.
11. Theoretical and practical thinking in human life.
12. The connection between thinking and speech in everyday life.
13. Types of people's thinking and their specific manifestations.
14. Prerequisites for the development of creative thinking.
15. Characteristics of emotions.
16. Stress and the ways to overcome stressful situations.
17. Motivation: the role of motives in human development.
18. Development of strong-willed qualities.
19. Psychology of family relations.
20. Features of the development of self-esteem.
21. Game as a means of personal development.
22. Basic styles of parenting.
23. Factors contributing to self-realization of the individual.
24. Communication: essence, mechanisms and styles of speech.
25. The art of communication and its significance in mutual communication with people.

Критерии и шкалы оценивания рефератов (докладов)

Оценка	Профессиональные компетенции	Отчетность
«отлично»	Работа выполнена на высоком профессиональном уровне. Полностью соответствует поставленным в задании целям и задачам. Представленный материал в основном верен, допускаются мелкие неточности. Студент свободно отвечает на вопросы, связанные с докладом. Выражена способность к профессиональной адаптации, интерпретации знаний из междисциплинарных областей	Письменно оформленный доклад (реферат) представлен в срок. Полностью оформлен в соответствии с требованиями
«хорошо»	Работа выполнена на достаточно высоком профессиональном уровне, допущены несколько существенных ошибок, не влияющих на результат. Студент отвечает на вопросы, связанные с докладом, но недостаточно полно. Уровень недостаточно высок. Допущены ошибки, несущественно влияющие на конечное восприятие материала. Студент может ответить лишь на некоторые из заданных вопросов, связанных с докладом	Письменно оформленный доклад (реферат) представлен в срок, но с некоторыми недоработками
«удовлетворительно»	Уровень недостаточно высок. Допущены ошибки, не существенно влияющие на конечное восприятие материала. Студент может ответить лишь на некоторые из заданных вопросов, связанных с докладом	Письменно оформленный доклад (реферат) представлен со значительным опозданием (более недели). Имеются отдельные недочеты в оформлении
«неудовлетворительно»	Работа выполнена на низком уровне. Допущены грубые ошибки. Ответы на связанные с докладом вопросы обнаруживают непонимание предмета и отсутствие ориентации в материале доклада	Письменно оформленный доклад (реферат) представлен со значительным опозданием (более недели). Имеются существенные недочеты в оформлении.

Критерии и шкалы оценивания презентации

Дескрипторы	Минимальный ответ «неудовлетворительно»	Изложенный, раскрытый ответ «удовлетворительно»	Законченный, полный ответ «хорошо»	Образцовый ответ «отлично»
Раскрытие проблемы	Проблема не раскрыта. Отсутствуют выводы.	Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы.	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны и/или обоснованы.	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы обоснованы.

Представление	Представляемая информация логически не связана. Не использованы профессиональные термины.	Представляемая информация не систематизирована и/или не последовательна. Использован 1-2 профессиональных термина.	Представляемая информация систематизирована и последовательна. Использовано более 2 профессиональных терминов.	Представляемая информация систематизирована, последовательна и логически связана. Использовано более 5 профессиональных терминов.
Оформление	Не использованы информационные технологии (PowerPoint). Больше 4 ошибок в представляемой информации.	Использованы информационные технологии (PowerPoint) частично. 3-4 ошибки в представляемой информации.	Использованы информационные технологии (PowerPoint). Не более 2 ошибок в представляемой информации.	Широко использованы информационные технологии (PowerPoint). Отсутствуют ошибки в представляемой информации.
Ответы на вопросы	Нет ответов на вопросы.	Только ответы на элементарные вопросы.	Ответы на вопросы полные и/или частично полные.	Ответы на вопросы полные с приведением примеров.

Блок В ОЦЕНОЧНЫЕ СРЕДСТВА ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

Перечень вопросов для подготовки к экзамену

1. What is the subject of psychology?
2. What is the immediate goal of *psychology*?
3. What is the contemporary approach to *psychology*?
4. What areas of psychology did J. Piaget contribute to as the author of the theory of cognitive development?
5. What is I. Pavlov famous for? How could you characterize his contribution to the rise of behaviorism?
6. They say that L. Vygotsky was one of the most frequently cited psychologists of the 20th century/
7. What are grounds for stating that?
8. Why do many students, when talking on various psychological issues, mention Sigmund Freud?
9. How can one define a somatotype?
10. What personality types did Jung suggest?
11. Which trait is characterized by a flow of psychological energy toward the outer world?
12. How do you refer to a person who displays a mixture of both introverted and extraverted behaviors?
13. What is personality?
14. What is intelligence?
15. What makes the study of human behavior a highly controversial question?
16. What abilities does intelligence consist of?
17. Describe Thurstone's model of intelligence.
18. What are the roots of the cognitive psychology?
19. What are the cognitive processes?
20. What do cognitive psychologists study?
21. What phenomena do cognitive psychologists try to explain?
22. What experimental techniques do cognitive psychologists employ?
23. What kind of people possess a certain skill that is termed "emotional intelligence" (EQ)?
24. How is emotional intelligence defined in the text?
25. Characterize self-awareness as a component of EQ.

26. What component of EQ covers the ability to think before acting as well as consider the consequences?
27. What advantages could well-developed EQ help you achieve in your workplace?
28. How could self-awareness be developed or strengthened?
29. What makes EQ a useful skill?
30. Are you a good mixer? Too talkative? Which of the two is more important, listening or talking?
31. Give the definition of stress.
32. What are the best ways of managing stress?
33. Describe the psychological and physical signs of stress.
34. What is the difference between stress and anxiety?
35. What types of stress can you mention?
36. What health problems can be conditioned by chronic stress?
37. What does treatment for stress usually focus on?
38. What medications may sometimes be prescribed to address some specific symptoms of stress?
39. How could deviant behavior be defined?
40. What factors are likely to play a certain role in causing deviant behavior?
41. How does the psychoanalytic approach explain the cases of deviant behavior?
42. What has the biological research found out to explain the deviant behavior?
43. Try and present an operational definition of a mental disorder.
44. What kind of treatments are provided nowadays by mental health professionals?
45. What are the most common types of recognized mental illnesses? Describe them in brief.
46. What can you say about A.N. Leontyev who is considered to be a whole era in Russian psychology?
47. When was the RPS restored?
48. What issues did the programme of the Congress include?
49. What are the principal goals of the RPS activity?
50. How could you characterize the activities of the RPS in recent years and nowadays?

Шкала оценивания

Экзамен, зачет с оценкой, курсовые работы (проекты), практики	Зачет	Критерии оценивания
«Отлично»	«Зачтено»	Сформированные и систематические знания; успешные и систематические умения; успешное и систематическое применение навыков
«Хорошо»		Сформированные, но содержащие отдельные пробелы знания; в целом успешные, но содержащие пробелы умения; в целом успешное, но сопровождающееся отдельными ошибками применение навыка
«Удовлетворительно»		Неполные знания; в целом успешное, но несистематическое умение; в целом успешное, но несистематическое применение навыков
«Неудовлетворительно»	«Не зачтено»	Фрагментарные знания, умения и навыки / отсутствуют знания, умения и навыки

Комплект итоговых оценочных материалов

37.04.01 Психология, магистерская программа: Клиническая психология и психотерапия

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

УК-4.1 Владеет системой норм русского и иностранного литературного языка, воспринимает, анализирует и оценивает устную и письменную информацию личного и академического характера на русском и иностранном языке, ведет переписку на иностранном языке с учетом особенностей стилистики деловой коммуникации

УК-4.2 Устно представляет результаты своей деятельности на иностранном(ых) языке(ах), участвует в их обсуждении, а также выполняет для личных целей перевод официальных и профессиональных текстов

Б1.О.0.2 Иностранный язык профессиональной направленности

Задания закрытого типа

1 УК-4.1	Прочитайте текст и выберите правильный вариант ответа: I heard ----- 1) her leave the room 2) her to leave the room 3) she leave the room 4) she to leave the room Ответ: 1																							
2 УК-4.1	Прочитайте текст и установите последовательность Прочитайте слова, расположите их в соответствующей последовательности, чтобы составить условное предложение: 1) if you 2) in time 3) caught the train 4) youwouldhave 5)hadcome Запишите соответствующую последовательность цифр слева направо <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table> Ответ: 15243																							
3 УК-4.1.	Прочитайте текст и установите последовательность Прочитайте слова, расположите их в соответствующей последовательности, чтобы составить предложение, содержащее грамматическую структуру «Сложное подлежащее (TheComplexSubject)»: 1) is said 2) she 3) the best 4) to be 5) student Запишите соответствующую последовательность цифр слева направо <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table> Ответ: 21435																							
4 УК-4.1	Прочитайте текст и установите соответствие Прочитайте слова и установите соответствие между антонимами К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца, одно слово в правом столбце лишнее: <table><tr><td>A</td><td>intrinsic</td><td>1</td><td>impossible</td></tr><tr><td>Б</td><td>feasible</td><td>2</td><td>to dissolve</td></tr><tr><td>B</td><td>to solidify</td><td>3</td><td>to begin</td></tr><tr><td>Г</td><td>to complete</td><td>4</td><td>to weaken</td></tr><tr><td></td><td></td><td>5</td><td>extrinsic</td></tr></table>				A	intrinsic	1	impossible	Б	feasible	2	to dissolve	B	to solidify	3	to begin	Г	to complete	4	to weaken			5	extrinsic
A	intrinsic	1	impossible																					
Б	feasible	2	to dissolve																					
B	to solidify	3	to begin																					
Г	to complete	4	to weaken																					
		5	extrinsic																					

	Запишите выбранные цифры в соответствующие ячейки			
	A	Б	В	Г
	Ответ: А5Б1В4Г3			
5 УК- 4.1	Прочитайте текст и установите соответствие: Установите соответствие между синонимами К каждой позиции, данной в левом столбце, подберите соответствующую позицию из правого столбца:			
	A	ancient	1	current
	Б	present	2	cognition
	В	emotional	3	exteroception
	Г	perception	4	expressive
			5	archaic
	Запишите выбранные цифры в соответствующие ячейки			
	A	Б	В	Г
	Ответ: А5Б1В4Г3			
	Задания открытого типа			
6 УК 4.2	Прочитайте текст и дополните предложение Прочитайте предложение и впишите недостающее слово Psychology is the science that studies the -----of organisms.			
	Ответ: behaviour			
7 УК 4.2	Прочитайте текст и дополните предложение Прочитайте предложение и впишите недостающее слово According to Wundt, the primary purpose of psychology is to study the -----of consciousness			
	Ответ: structure			
8 УК 4.2	Прочитайте текст и дополните предложение Прочитайте предложение и впишите недостающее слово Psychoanalysis is not only a school of psychology, but also a method of -----			
	Ответ: therapy			
9 УК 4.2	Прочитайте текст и дополните предложение Прочитайте предложение и впишите недостающее слово Intelligence is associated with the ability to-----clearly			
	Ответ: think			
10 УК 4.1	Прочитайте текст и дополните предложение Прочитайте предложение и впишите недостающий модальный глагол -----you lift that box?			
	Ответ: can			
11 УК 4.1	Прочитайте текст, выберите правильный ответ и запишите аргументы, обосновывающие выбор ответа Прочитайте предложение, впишите нужную форму инфинитива. Обоснуйте Ваш выбор. I'm happy -----with those people for 25 years. 1) to work			

	2) to have been working 3) to be working 4) to be worked								
	Ответ 2: Обоснование: форма инфинитива PerfectContinuousInfinitive употребляется для выражения действия, которое началось в прошлом и длится до сих пор								
12 УК 4.1	Прочитайте текст, выберите правильный вариант ответа и запишите аргументы, обосновывающие выбор ответа Прочитайте предложение, впишите нужную форму инфинитива. Обоснуйте Ваш выбор. He is glad-----to the conference. 1) to invite 2) to have invited 3) to have been invited 4) to have been inviting								
	Ответ: 3 Обоснование: Варианты 1 и 2 требуют прямого дополнения; вариант 4 некорректно выражает действие; вариант 3 используется в форме Perfect пассивного залога, выражающий таким образом действие над подлежащим								
13 УК 4.1	Прочитайте текст, выберите правильный вариант ответа и запишите аргументы, обосновывающие выбор ответа Дополните предложение необходимой конструкцией с инфинитивом и запишите аргументы, обосновывающие выбор ответа I made him-----the new words by heart 1) learn 2) to learn 3) learnt 4) to be learning								
	Ответ: 1 Обоснование: Если структура «Сложное дополнение» следует после сказуемого «take» в значении «заставлять», тогда инфинитив употребляется без частицы «to»								
14 УК 4.2	Прочитайте текст, установите соответствие и запишите аргументы, обосновывающие выбор ответа Прочитайте и установите соответствие между текстами (А, Б, В) и заголовками (1-4) Один заголовок лишний. Запишите аргументы, обосновывающие выбор ответа, указав ключевые слова.								
	<table><tr><td>А</td><td>The core feature of intelligence, unlike creativity, is the ability to employ convergent thinking, defined as the ability to think along conventional pathways. When a question is asked on an intelligence test, there is only one best answer. Consequently, intelligence tests measure convergent thinking. When one learns the basic information associated with a trade or profession, one is required to learn well-established facts and principles</td><td>1</td><td>Charles Spearman and his contribution to understanding intelligence</td></tr><tr><td>Б</td><td>Intelligence implies the ability to function effectively in the environment. A person with normal intelligence has survival skills. He or she can get things done correctly - everything from pumping gas to cooking a meal. The word environment includes almost any aspect of an individual's surrounding world.</td><td>2</td><td>Social environment</td></tr></table>	А	The core feature of intelligence, unlike creativity, is the ability to employ convergent thinking, defined as the ability to think along conventional pathways. When a question is asked on an intelligence test, there is only one best answer. Consequently, intelligence tests measure convergent thinking. When one learns the basic information associated with a trade or profession, one is required to learn well-established facts and principles	1	Charles Spearman and his contribution to understanding intelligence	Б	Intelligence implies the ability to function effectively in the environment. A person with normal intelligence has survival skills. He or she can get things done correctly - everything from pumping gas to cooking a meal. The word environment includes almost any aspect of an individual's surrounding world.	2	Social environment
А	The core feature of intelligence, unlike creativity, is the ability to employ convergent thinking, defined as the ability to think along conventional pathways. When a question is asked on an intelligence test, there is only one best answer. Consequently, intelligence tests measure convergent thinking. When one learns the basic information associated with a trade or profession, one is required to learn well-established facts and principles	1	Charles Spearman and his contribution to understanding intelligence						
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		Therefore, it includes the social environment, the world of other people. A person with normal intelligence is able to get along reasonably well with others.				
	B	Returning to the global aspect of intelligence, in the first decade of the twentieth century the British researcher Charles Spearman concluded that there is a general factor running through all aspects of intelligence. He called this general factor “g”. Spearman also recognized that there were specific mental abilities, and he called this factor “s”.	3	Convergent thinking as the basis of intelligence		
			4	Intelligence as a tool for survival and adaptation		
Запишите выбранные цифры в соответствующие ячейки						
		A	Б	В		
Ответ: A3B4B1						
Ключевые слова:						
A – The core feature of intelligence is the ability to employ convergent thinking						
Б – Intelligence implies the ability to function effectively in the environment. A person with normal intelligence has survival skills						
B – Charles Spearman concluded that there is a general factor running through all aspects of intelligence						
15 УК 4.1	Прочитайте текст, установите последовательность и запишите аргументы, обосновывающие выбор ответа want, I, to stay, you. here					
	Ответ: I want you to stay here Обоснование: порядок слов в предложении, содержащем структуру «Сложное дополнение (TheComplexObject)»: подлежащее, сказуемое, местоимение в объектном падеже, инфинитив, обстоятельство места					
16 УК 4.1	Прочитайте текст, установите последовательность слов и запишите аргументы, обосновывающие выбор ответа is known, he, a famous writer, to be					
	Ответ: He is known to be a famous writer Обоснование: порядок слов в предложении, содержащем структуру «Сложное подлежащее (TheComplexSubject)»: подлежащее, глагол в пассивном залоге, инфинитив, прямое дополнение					
17 УК 4.2	Прочитайте текст и установите последовательность Прочитайте предложения и расположите их в нужной последовательности; переведите текст на русский язык 1. In order to achieve this, you should develop the positive emotions in yourself. 2. Those emotions are: a calm state, love, empathy, spiritual uplift. 3.They easily find a balance in the manifestation of feelings. 4. People who have seriously worked on improving their sensory intelligence are considered to be successful in various spheres of life. 5. And at the same time, it is not necessary to give free rein to such negative manifestations as rage, depression, egocentrism.					
		A	Б	В	Г	Д
Ответ: A4B3B1Г2Д5						
Перевод: Люди, которые серьезно работали над улучшением своего сенсорного интеллекта, считаются успешными в различных сферах жизни. Они легко находят баланс в проявлении чувств. Чтобы достичь этого, вам следует развить в себе						

	<i>положительные эмоции. К таким эмоциям относятся: спокойное состояние, любовь, сопереживание, духовный подъем. И в то же время не стоит давать волю таким негативным проявлениям, как ярость, депрессия, эгоцентризм.</i>
18 УК 4.2	<i>Прочитайте текст и запишите развернутый обоснованный ответ</i> Another prerequisite for increased attention to emotional intelligence was humanistic psychology. After Abraham Maslow introduced the concept of self-actualization in the 50s, a "humanistic boom" occurred in Western psychology, which gave rise to serious integral studies of personality that combine the cognitive and affective sides of human nature. Subsequently, one of the researchers of the humanistic wave, Peter Salovey, in 1990 published an article entitled "Emotional Intelligence", which, according to the majority in the professional community, became the first publication on this topic. He wrote that over the past few decades, ideas about both intelligence and emotions have changed radically. The mind has ceased to be perceived as a kind of ideal substance, emotions as the main enemy of intelligence, and both phenomena have acquired real significance in everyday human life. <i>Bonpoc: What did the so-called humanistic boom contribute to?</i> <i>Омвем: After Abraham Maslow introduced the concept of self-actualization in the 50s, a "humanistic boom" occurred in Western psychology, which gave rise to serious integral studies of personality that combine the cognitive and affective sides of human nature.</i>
19 УК 4.2	<i>Прочитайте текст и запишите развернутый обоснованный ответ</i> Nearly everyone agrees that job stress results from the interaction of the worker and the conditions of work. Views differ, however, on the importance of worker characteristics versus working conditions as the primary cause of job stress. These differing viewpoints are important because they suggest different ways to prevent stress at work. Although the importance of individual differences cannot be ignored, scientific data suggest that certain working conditions are stressful to most people. Stress sets off an alarm in the brain, which responds by preparing the body for defensive action. The nervous system is aroused and hormones are released to sharpen the senses, quicken the pulse, deepen respiration, and tense the muscles. This respond is important because it helps us defend against threatening situations. The response is preprogrammed biologically. Everyone responds in much the same way, regardless of whether the stressful situation is at work or home. <i>Bonpoc: How does stress work?</i> <i>Омвем: Stress sets off an alarm in the brain, which responds by preparing the body for defensive action. The nervous system is aroused and hormones are released to sharpen the senses, quicken the pulse, deepen respiration, and tense the muscles.</i>
20 УК 4.2	<i>Прочитайте текст и запишите развернутый обоснованный ответ</i> Deviant behavior can include both informal and formal deviance from social norms. Informal types of deviance are things that are considered socially unacceptable and inappropriate. Formal types of deviant behavior are those that violate codified laws, regulations, and other rules. These types of deviant behavior tend to be considered socially unacceptable, but they do not violate laws. Examples of informal deviance include: gossiping about people behind their back, showing up late to work, borrowing items and not returning them, telling inappropriate jokes at work, lying to others, chewing with your mouth open, swearing in public. Formal deviant behaviors are generally classified as criminal acts and are subject to punishment. Some of these behaviors may be seen as less serious, while others are considered the most deviant forms of human behavior. These behaviors include: domestic violence, theft and robbery, street violence, bullying addiction, substance use and drug trafficking <i>Bonpoc: What are the examples of informal deviance?</i> <i>Омвем: The examples of informal deviance are: gossiping about people behind their back, showing up late to work, borrowing items and not returning them, telling inappropriate jokes at work, lying to others, chewing with your mouth open, swearing in public.</i>

**Лист визирования фонда оценочных средств
на очередной учебный год**

Фонд оценочных средств по дисциплине «Межкультурная коммуникация» проанализирован и признан актуальным для использования на 2023- 2024 учебный год.

Протокол заседания кафедры русского и иностранных языков от «30» марта 2023 г. № 7.

Заведующий кафедрой русского и иностранных языков _____ А.А. Педерсен

«30» марта 2023 г.

**Лист визирования фонда оценочных средств
на очередной учебный год**

Фонд оценочных средств по дисциплине «Межкультурная коммуникация» проанализирован и признан актуальным для использования на 20__ - 20__ учебный год.

Протокол заседания кафедры русского и иностранных языков от «__» _____ 20__ г. № ____

Заведующий кафедрой русского и иностранных языков _____

«__» _____ 20__ г.