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МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКИЙ ГОСУДАРСТВЕННЫЙ АГРАРНЫЙ УНИВЕРСИТЕТ – МСХА
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КАЛУЖСКИЙ ФИЛИАЛ

ФАКУЛЬТЕТ АГРОТЕХНОЛОГИЙ, ИНЖЕНЕРИИ И ЗЕМЛЕУСТРОЙСТВА
КАФЕДРА ЗЕМЛЕУСТРОЙСТВА И КАДАСТРОВ



МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ

по учебной дисциплине

Иностранный язык в профессиональной деятельности

Специальность 21.02.19 Землеустройство

Профиль подготовки: технический

Квалификация: специалист по землеустройству

Калуга, 2025

Пояснительная записка

Методические рекомендации по учебной дисциплине СГ.02 Иностранный язык в профессиональной деятельности предназначены для выполнения самостоятельной работы обучающимися по специальности 21.02.19 Землеустройство. Самостоятельная работа выполняется по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Целью самостоятельной работы является овладение обучающимся умениями работать с источниками, обобщения и анализа лексического и грамматического материала, включая фонетический аспект изучаемой дисциплины.

Методические рекомендации по самостоятельной работе студентов содержат материалы для подготовки к практическим занятиям, к формам текущего и промежуточного контроля.

Предложенные в рекомендациях задания позволят успешно овладеть профессиональными знаниями, умениями и навыками, и направлены на формирование общих компетенций:

ОК4 Эффективно взаимодействовать и работать в коллективе и команде;

ОК6 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения;

ОК9 Пользоваться профессиональной документацией на государственном и иностранном языках.

При выполнении самостоятельной работы обучающийся самостоятельно осуществляет сбор, изучение, систематизацию и анализ информации, а затем оформляет информацию и представляет на оценку преподавателя или группы.

Виды самостоятельной работы

№ п/п	Вид самостоятельной работы	Форма контроля	Макс. кол-во баллов
1.	Работа с источниками	Устный ответ на занятии Работа с лексическим, грамматическим материалом (выполнение лексико-грамматических упражнений).	5
2.	Составление опорного конспекта в виде грамматического комментария по определенной теме.	Опорный конспект	5
3.	Работа с лексикой (ведение личного словаря с целью повышения уровня)	Наличие тетради – словаря.	5

	вокабуляра).		
4.	Работа с текстами (перевод, аналитический перевод).	Письменный и устный ответ.	5
5.	Лексический минимум (заучивание лексики наизусть).	Письменный и устный ответ.	5
6.	Участие в научно-исследовательской деятельности.	Выступление на конференции	5

Методические рекомендации по работе с источниками

Работа с источниками осуществляется с целью приобретения обучающимся навыков самостоятельного изучения учебного грамматического и лексического материала. Работа с источниками является важной составляющей при подготовке к занятиям.

Для подготовки к устному опросу необходимо прочитать текст источника, выделить главное, выполнить выборку ключевых лексических, грамматических единиц, составить план высказывания, повторить изучаемый материал несколько раз. На учебном занятии полно, точно, доступно, правильно, взаимосвязано и логично изложить материал, иллюстрируя при необходимости примерами.

Работа с источником может быть предложена в форме выполнения лексико-грамматических упражнений. Выполнение тренировочных упражнений нацелено на овладение определенным лексическим запасом и грамматическим минимумом, необходимым для профессионального и повседневного иноязычного общения. Для самостоятельной работы обычно предлагаются упражнения, требующие внимания и времени, необходимого для осмысления задания. Различают следующие виды лексико-грамматических упражнений: репродуктивные (для закрепления лексико-грамматических навыков); частично-поисковые (для выявления уровня усвоения изученного материала); творческие (для развития навыков устной и письменной речи).

Примеры лексико-грамматических заданий разного уровня:

Репродуктивные упражнения:

1. выполните упражнение по образцу;
2. образуйте грамматическую форму в соответствии с правилом;
3. поставьте вопрос к выделенным словам;
4. определите видо-временную форму глагола или тип предложения.

Частично-поисковые упражнения:

1. найдите предложения, содержащие ошибку, и исправьте её;
2. выберите слово (грамматическую форму) для заполнения пропуска;
3. подберите синоним к подчеркнутым словам;
4. соотнесите слова (словосочетания, фразы);
5. трансформируйте активное предложение в пассивное.

Творческие упражнения:

1. разыграйте диалог по предложенной ситуации;
2. прокомментируйте высказывание /цитату;
3. сгруппируйте тематическую лексику в виде понятийного поля.

Методические рекомендации по работе с текстом.

1. Прочтение всего текста с погружением в информационное поле.
2. Письменная выборка ключевых лексических единиц.
3. Составление плана текста на русском языке (письменно).
4. Интерпретация текста по плану на иностранный язык, используя лаконичные предложения и фразы (письменно).

Методические рекомендации по составлению опорного конспекта (грамматического комментария).

При изучении иностранного языка грамматический комментарий составляется с целью обобщения, систематизации и краткого изложения информации. Составление опорного конспекта способствует более быстрому запоминанию учебного материала по грамматическим аспектам.

Составление опорного конспекта включает следующие действия:

1. Изучение текста учебного материала.
2. Определение главного и второстепенного в анализируемом тексте.
3. Установление логической последовательности между элементами.
4. Составление характеристики элементов учебного материала в краткой форме.
5. Оформление опорного конспекта.

Опорный конспект может быть представлен в виде схемы с использованием стрелок для определения связи между элементами; системы геометрических фигур; логической лестницы и т.д.

Оценкой опорного конспекта может служить качество ответа, как самого студента, так и других студентов, его использовавших. Преподаватель также может проверить опорные конспекты, сданные в письменной форме. Допускается проведение конкурса на самый лучший конспект по следующим критериям: краткость формы; логичность изложения; наглядность выполнения; универсальность содержания.

Методические рекомендации по развитию фонетических навыков и техники чтения.

1. Изучить правила чтения гласных, согласных звуков, включая дифтонги.
2. Изучить правила ударения фонем.
3. Изучить правила транскрибирования звуков.
4. Изучить понятие фразового ударения.
5. Выполнять фонетические аудио упражнения после диктора всегда вслух.
6. Заучивать наизусть лексику с правильным произношением.

Методические рекомендации по работе со словарем (лексические навыки).

1. Составление собственного словаря в отдельной тетради.
2. Составление списка незнакомой лексики по темам.

3. Выполнять анализ отдельных лексических единиц для лучшего их понимания.
4. Выполнять подбор синонимов и антонимов к активной лексике.

Методические рекомендации по подготовке устных высказываний

Формы самостоятельной работы над устной речью:

1. фонетические упражнения по определенной теме;
2. лексические упражнения по определенной теме;
3. фонетическое чтение текста-образца;
4. перевод текста-образца;
5. пересказ текста;
6. подготовка устного монологического высказывания по определенной теме (объем высказывания – от 15 до 25 предложений).

Работу по подготовке устного монологического высказывания по определенной теме следует начать с изучения тематических текстов- образцов. В первую очередь необходимо выполнить упражнения по изучаемой теме, усвоить предлагаемый лексический материал, прочитать и перевести тексты-образцы, выполнить речевые упражнения по теме. Затем на основе изученных текстов нужно подготовить связное изложение, включающее наиболее важную и интересную информацию.

Методические рекомендации:

1. Сформулируйте тему сообщения, правильно озаглавьте свое сообщение.
2. Составьте краткий или развернутый план сообщения.
3. В соответствии с планом проанализируйте необходимую литературу: тексты, статьи. Подберите цитаты, иллюстративный материал.
4. Выпишите необходимые термины, ключевые слова, речевые обороты.
5. Начните сообщение с фраз: я хочу рассказать о ..., речь идет о
7. Обозначьте во вступлении основные положения, тезисы своего сообщения. Обоснуйте, докажите фактами, проиллюстрируйте эти тезисы.

Задания для самостоятельной работы

Самостоятельная работа №1

Тема: «Система образования в России и за рубежом»

1. Прочтите текст и заполните сравнительную таблицу систем образования.

The education system in the UK

The System of education in Great Britain is rather complicated. By law, children in G.B. go to school at the age of 5. They go to Infant school for two years. At the age of 7 they go to Junior school. So, English children get their Primary education during 6 years.

At the age of 11 they take the so-called 11+ examination (Eleven plus exam). It is an examination in English and arithmetic. The 11+ examination includes intelligence testing.

Each boy or girl is given a printed test paper. On the test paper we can find 100 questions and 5 answers to each question. The pupil must choose the correct answer to each question.

Time is limited. Children who have very good results go to the Grammar school. Some children go to the Secondary Technical schools. Those who have bad results, go to the Secondary Modern school.

The Grammar school prepares pupils for University or college. Those who study at the Secondary Technical school are taught practical subjects, such as commerce, industry and agriculture.

The Secondary Modern school gives a very limited education. There pupil get instruction in woodwork, metalwork, sewing, shorthand, typing and cooking.

It is difficult to imagine the system of education in Great Britain without Independent Schools.

They are boarding schools for children from rich families. The most expensive boarding schools in Britain are exclusive public schools like Eton and Harrow colleges for boys and St. James' school for girls.

When the pupils are sixteen they take Ordinary Level ("O" level) examinations in three or four subjects.

There is also the Comprehensive School which takes children without any 11+ examinations.

At the Comprehensive School children have the opportunity to be taught according to their ability and the level of intelligence. Comprehensive Schools were introduced in 1965. The idea of comprehensive schools was supported by the Labour Party. Some pupils leave the Comprehensive school at 16 without any real qualification. They do not pass GCE (General Certificate of Education) exams and increase the ranks of unemployed people. Those who have passed their "O" level examinations enter the sixth form.

In two years they take their Advanced Level examinations ("A" level) in one or two subjects.

Those who have passed “A” level examinations can enter colleges or Universities.

Universities accept students mainly on the basis of their “A” level results. After graduating from the University a student gets a degree of Bachelor of Arts or Sciences.

Students receive grants to pay for books, accommodation and food. The most famous Universities are Oxford and Cambridge. They are called “Oxbridge”

The education system in the USA

The federal government pays little attention to school education in the USA. There is neither a uniform school system nor a uniform curriculum in the USA. Each state has its own system of schools, but there are some common features in the organization of school education in the country.

Schools in the USA can be divided into state (or public) schools and private schools. State schools are free of charge and private schools are fee-paying.

One shouldn't confuse American public schools with British ones. In Great Britain private schools are traditionally called public. They are not financed by the Government and education there is not free. In the USA the money for public schools is given by each state, so education in these schools is free. The system of private schools is very popular in the USA. The cost of education in these schools is high and not each family can afford it.

Education in the USA is compulsory for children from 6 to 16—18, depending on the state.

The system of secondary education has two levels: elementary (primary) and high.

Secondary schools in the USA are usually named high school', and the pupils are called students.

The word “grade” corresponds the British word “form”. Marks given to students for their work are also called grades. Students get A, B, C, D. A — for excellent work, D — for poor work.

American children go to school at the age of 6. They study at Elementary school for six years.

At the age of 12 they go to Junior High School and at the age of 15 they become the students of Senior High School.

After finishing high school at the age of 18 young people in the USA may enter Universities or Colleges and receive higher education. The cherished desire of any U.S. school-leaver is to enter Harvard University which is located near Boston in the state of Massachusetts. This University is considered to be the most prestigious educational establishment in the USA.

The education system in Russia

All citizens in Russia have the right to education. This right is guaranteed by the Constitution. According to the law nine-year education must be compulsory in our country.

There are different educational establishments in Russia: secondary schools, vocational schools, gymnasiums, lyceums, colleges, universities, academies. The road to an education is open to all.

The choice of the educational establishment depends upon various factors, such as the level of the intellectual development, plans for the future, interests and financial status of the family.

We go to school at the age of 6 or 7, happy and full of expectations. We leave school and receive a school-leaving certificate when we are grown-up persons of 17. We get our primary education for 3 or 4 years.

As far as secondary education is concerned it provides all-round intellectual development and gives us the opportunity to get higher education. Nine-year secondary education which is compulsory for every citizen of Russia is free of charge. As for the optional courses they are paid by the parents of pupils.

Higher education can be received in different ways: free of charge and on the commercial basis.

Those who get their higher education can study by correspondence, that is they get extra-mural education.

We should take into consideration that the curriculum of any educational establishment depends upon its specialization. The same may be said about each syllabus.

Students are admitted to Universities and Academies according to the results of the entrance examinations. In order to become a pupil of a gymnasium or a lyceum boys and girls have to take various tests. They are enrolled in a gymnasium or a lyceum in accordance with the results of these tests.

Differences and similarities of education systems in Russia, the United Kingdom and the United States of America

The USA	Russia	The Uk
12 years of education		
Students start education at 6 and end at 18	Students start education	Students start education
The system of education has levels: -elementary -Junior High School -Senior High School -Higher Education	The system of education has levels: -elementary -Junior School - High School -Technikums, Professional Schools -Higher Education	The system of education has levels: -
The grading system: A,B,C,D. A- for excellent, D- poor.	The grading system: 5 is excellent 4 is good 3 is satisfactory 2 is unsatisfactory	The grading system:
There isn't a uniform in schools.	There is a uniform in many schools	School uniform is a tradition

Types of schools:	Types of schools:	Types of schools: -state schools -public schools -boarding schools for boys/girls -mixed schools
Children have:	Children have: -autumn holidays -winter holidays -spring holidays -summer holidays	Children have:

Самостоятельная работа №2

Тема: «Моя будущая профессия, карьера»

1. Составьте деловое письмо-запрос.

2. Ответьте на вопросы интервью при устройстве на работу:

1. Do you do any sport?
2. Are you taking English language lessons at the moment?
3. Do you enjoy speaking English?
4. Have you ever visited any English-speaking countries?
5. Would you like to work abroad at some time in the future?
6. Have you ever worked for a big company like ours?
7. So will you be free to work for us next month?

Самостоятельная работа №3

Тема: «Землеустройство»

Ready to buy Land? Consider the following.

When you buy Land you are making a big decision and a big investment. Go slow, ask questions, and learn everything you can about the land before you buy it. Below there are some of important questions you should ask.

1. Should I use a realtor?

I believe in most cases you should use a realtor when you buy land. The realtor is paid a commission from the seller so there is no charge to you. Why not use an expert for free?

2. Am I paying a fair price?

Land prices vary and it is hard to calculate an exact value for a piece of land. Be careful, look at similar parcels of the land sold recently and you will get an idea of the value.

3. Are there land use limits?

There are many possible limits or restrictions on using a parcel of land. Many restrictions are government regulations. These could include Zoning restrictions and Building Permit Requirements.

4. Can I connect to Public Utilities?

If the land is not connected to electricity, water and sewer there can be significant costs in connecting. You may need to drill a well and install a septic system instead of connecting to water and sewer.

5. Does the land have Title problems?

You should use a title company to handle the closing and insist on an Owners Title Insurance Policy when you buy land. This will insure you against any title problems, including liens, judgments, forged deeds etc. Have the title company explain the policy and any exceptions to coverage at closing.

6. Do I have legal access to the land?

Legal access means you have the right to use the roads leading to your land, crossing any property between your land and the nearest public road. The title company should insure access as part of the Owners Title Insurance Policy.

7. Who owns the mineral rights?

The Mineral Rights are often owned by a different person than the surface rights owner (commonly we don't mean this problem in the landowning). If the mineral rights are owned separately the owners of the mineral rights may have the right to enter your property and set up equipment to extract their minerals.

8. Do I like the neighbors?

Before you buy land, meet the neighbors. While you are getting to know them ask them what they know about the land. They may have information that the realtor doesn't.

9. Do I like the area?

If you find a parcel of land that you like but dislike the area you will end up liking the land too. Investigate the local schools, the stores, the community and the roads you will travel.

Don't forget to find out what the area is like in the winter and the summer. Of course this doesn't cover everything you should look into when buying land, but it gives you a place to start. Keep in mind a caveat emptor (buyer beware) when buying land.

1. Ответьте на вопросы к тексту:

What questions should you ask before buying land?

Why should one use a realtor when buying land?

How to calculate an exact value for a parcel of land?

What are the land using limits?

Why is it important for the land to be connected to Public Utilities?

What will insure you against any title problems?

Is legal access to the land really important?

Who will insure access to the land?

Are Mineral Rights and Surface Rights just the same?

What may happen if Mineral Rights are separated from Surface Rights?

Why is it useful to meet neighbors before buying a parcel?

Why is it necessary to find out what the area is like?

What does a caveat emptor mean for the buyer?

2. Сопоставьте слова (1-15) с их определениями (A-P):

- | | |
|-------------------|--------------------|
| 1. to consider | 2. a decision |
| 3. an investment | 4. a charge |
| 5. a fair price | 6. to vary |
| 7. exact | 8. to connect |
| 9. significant | 10. to insist on |
| 11. to insure | 12. lien |
| 13. a restriction | 14. surface rights |
| 15. Caveat emptor | |
- A** - to be different or to be not just the same
B- to join two or more subjects together
C- a law or rule that limits or controls something
D- strictly accurate or correct
E- landowners right to the upper boundary of land except minerals
F- an amount of money for a service or activity
G- just and honest price
H- to think about something carefully in order to make choice or decision
I- money committed or properly acquired for a future income
J- the result or choice of deciding
K- very large or very important
M- to be firm about something required
N- to make somebody sure , certain or safe
O- money taken for a satisfaction on some debt
P- when a sale is a subject of risk to be either defective or unsuitable for needs

Самостоятельная работа №4

Тема: «Кадастровая система»

1. Составьте таблицу «Сравнительная характеристика кадастровых систем России и других стран».

Самостоятельная работа №5

Тема: «Частная собственность»

1. Прочитайте текст и заполните таблицу после текста

Advantages and disadvantages of living in private house

1. Sarah, 22

Living in a detached house has disadvantages and advantages. In my opinion the most important advantage is independence. When you live in the detached house you don't need to worry about what your neighbors will tell when you throw a party with loud music. On the other hand this independence can be disadvantage. When you leave for holiday, nobody takes care about your house. You can easily be robbed, because everyone can see that there is nobody at home.

Second advantage is a lot of place to live. In detached house usually you have more space than in a block of flats. You have your own garden, you always

have place to park your car, but you have to do everything yourself. You have to mow the lawn, to undercut trees, to fix everything in your home by your own. Of course you can hire someone who does these things but for some people it is a serious disadvantage.

However, in the detached house you can feel like in your own castle. Nobody disturbs you, but also nobody helps you too. Your house usually is in the suburb. There is cleaner air and prettier environment then in the center of the cities where usually blocks of flats are built. In suburb, you need to have your own car, because usually there is no bus stop and you have to walk for a few kilometers to the nearest one.

I don't live in the detached house but I think it a good place to live and to my mind living there have more followers than opponents.

2. Kevin, 16

Living in a private house has both advantages and disadvantages. Among the pros of a private house I would point out its location. Usually they are located in quiet residential areas with parks, far from the noise and pollution of busy streets. They offer access to your personal yard, and you can have a fruit garden or a swimming pool. You can enjoy the freedom and privacy, as you can do what you want and when you want without worrying to disturb your neighbors.

The main disadvantage of such kind of a dwelling is its cost. Private houses are usually very expensive unless they are located "in the middle of nowhere». And maintenance is pretty expensive. You have to pay huge bills for electricity and other utilities. Perhaps, these are the main reasons why not so many people can afford owning houses.

Another disadvantage is that private houses are usually distant from main city infrastructure. If you need to go to a store, a hospital or any other places, you can't just go there on foot. Owning a car becomes a must in this case. To sum up, I would like to say, that the question of possessing a private house has two sides: positive and negative. Before buying a house people should decide what advantages and disadvantages are essential for them and choose something that will meet their needs and wishes best of all.

Agree/Disagree	Sarah	Kevin
Adv		
Dis		

Самостоятельная работа №6

Тема: «Развитие градостроительства»

Cities. Towns. Villages.

Houses are buildings. Schools and clubs are buildings, too. A shop is a building or a part of a building.

When there are many houses and other buildings together, they make a town. A city is a very big town.

When there are few houses and other buildings together, they make a village.

Cities, towns and villages have names.

Moscow, St. Petersburg, Kiev, Minsk, London, Cambridge, Oxford, etc. are the names of cities.

Cities, towns and villages have streets between their buildings, that is, the buildings are on each side of a street. On each side of the street, in front of the buildings there is a pavement. Between the pavements there is the road. People walk on the pavements, buses and cars drive on the roads.

We can get from one place to another by different means of communication. We can go by train, by airplane (or plane), by ship, by bus, by car, etc.

How can we get from Moscow to Vladivostok? We can get there either by train or by airplane. If we go by train it takes us about seven days. If we go by airplane it takes us about 12 hours only.

How can we get to the nearest town? We can get there either by bus or by train.

How can we get from one village to another? We usually use a bicycle, a motorcycle or a bus to get from one village to another.

1. Ответьте на вопросы:

What is «pavement»?

Where do people walk?

By what means of transport can we get from one place to another?

What means of transport do you know?

What is «village»?

How can we get from one village to another?

2. Дополните предложения:

People walk on the ...

We can get from one place to another by...

We usually use a bicycle, motor-cycle or a bus to get to...

A city is a very big ...

Buses and cars drive on...

3. Найдите некорректное предложение

Cities, towns, villages have names.

We can get from Moscow to Vladivostok by bicycle.

We usually use motor-cycle to get from Moscow to another town.

People walk on the roads and buses and cars drive on the pavement.

When there are few houses and other buildings together they make a city.

Самостоятельная работа №7

Тема: «Земельный рынок»

1. Переведите лексические единицы с английского языка на русский.

data

different role

assist

equitable taxation

responsibilities

land registry

location

land parcel

2. Переведите лексические единицы с русского языка на английский.

разные страны

рынок земли

ключевые требования

рыночные товары

гражданское право

вторичные объекты недвижимости

правовые рамки

безопасность недвижимости

3. Переведите предложения на русский язык.

1. A cadastre is normally a parcel based and up-to- date land information system.

2. According to article 130 of the Civil Code of the Russian Federation we refer to real things (real property, real estate), land lots, sites of subsoil that is strongly linked to ground.

Real estate market

The market is a system in which goods and services are transferred from sellers to buyers through a price mechanism.

D. Friedman and N. Ordway in their book give an idea of the real estate market: "The real estate market is a specific set of mechanisms through which property rights and related interests are transferred, prices are set and the space is distributed between different competing land-use options."

Thus, the real estate market is a system of legal, economic, organizational and cultural relations between the subjects of the real estate market regarding the creation, formation, distribution, exchange, consumption of useful properties, as well as rights and obligations arising from the possession of real estate objects.

The material base of the labor market was evolved from two sources:

1. Free privatization

2. Primary market of construction and real estate sales

The main sellers in the primary market are construction companies (residential and non-residential real estate supplier). In the secondary market, the early purchased real estate appears, that is, it has a copyright holder.

The primary and secondary markets are interconnected, since with an increase in the demand for the secondary market, the primary market will depreciate and vice versa.

The entire real estate market as a whole is a very large and complex system, which requires structuring and segmentation to understand and study.

4. Найдите в тексте эквиваленты следующих слов и словосочетаний:

рынок	
рынок недвижимости (2 варианта)	
собственность	
цена	
землепользование	
обмен	
права и обязанности	

5. Ответьте на вопросы к тексту:

- 1) What is the market?
- 2) What is meant by the real estate market?
- 3) What sources has the material basis of the market developed from?
- 4) Who are the main sellers in the primary market?
- 5) Which real estate appears on the secondary market?
- 6) Are the primary and secondary markets connected? Why?

Критерии оценки внеаудиторной (самостоятельной) работы

Процент результативности	Балл (оценка)	Критерии оценивания
90-100%	5	<ul style="list-style-type: none"> — глубокое изучение учебного материала, знание лексики и грамматических правил, корректное произношение; — последовательность изложения материала; — правильность ответов на дополнительные вопросы; — своевременность выполнения задания.
70-89%	4	<ul style="list-style-type: none"> — полнота и правильность изложения материала; — незначительные ошибки в знании грамматического материала, произношения лексики и чтения лексического материала; — неточности в определении понятий; — обоснованность выводов приводимыми примерами; — правильность ответов на дополнительные вопросы; — своевременность выполнения задания.
50-69%	3	<ul style="list-style-type: none"> — знание и понимание основных положений учебного материала; — наличие ошибок при изложении грамматического материала, фонетических упражнений, лексических упражнениях; — непоследовательность изложения материала; — несвоевременность выполнения задания.
0-49%	2	<ul style="list-style-type: none"> — незнание, невыполнение или неправильное выполнение большей части учебного материала;

		<ul style="list-style-type: none"> — ошибки в формулировке определений, предложений, искажающие их смысл; — низкий уровень знания лексики; — некорректное произношение лексики; — беспорядочное и неуверенное изложение материала; — отсутствие ответов на дополнительные вопросы; — отсутствие выводов и неспособность их сформулировать; — невыполнение задания.
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