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И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»

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Кафедра экономики и экономической безопасности

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Б1.Б.03 Иностраный (английский) язык

(индекс, наименование дисциплины, в соответствии с учебным планом)

Ин. язык, Ин. яз., Иностр. язык

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1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения программы

1.1. Дисциплина Б1.Б.03 «Иностранный язык» (сокращённое наименование дисциплины - «Ин. язык», «Ин. яз.», «Иностр. язык») обеспечивает овладение следующей компетенцией с учетом этапа:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС-4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном и иностранном языке	УК ОС-4.2	Способность осуществлять устное и письменное общение на иностранном языке.

1.2. В результате освоения дисциплины у студентов должны быть сформированы:

ОТФ/ТФ (при наличии профстандарта)	Код этапа освоения компетенции	Результаты обучения
	УК ОС-4.2	<p>на уровне знаний:</p> <ul style="list-style-type: none"> - особенностей иностранного произношения, базовой лексики по изучаемым темам, грамматических норм для межличностной и профессиональной коммуникации; - основ словообразования, орфографии и пунктуации иностранного языка; - основных языковых конструкций бытового и делового общения на иностранном языке; <p>на уровне умений:</p> <ul style="list-style-type: none"> - понимать и распознавать изученную иностранную лексику по темам в текстах из повседневной жизни и текстах специальной направленности, с учетом использованных в тексте грамматических явлений; - активно и адекватно пользоваться иностранной лексикой и терминологией в устной и письменной речи бытовой и профессиональной коммуникации;

		на уровне навыков: – разговорно-бытовой речи (нормативным произношением и ритмом речи, основными клише и грамматическими структурами, характерными для повседневного и делового общения) на иностранном языке; – восприятия иностранной устной (монологической и диалогической) речи на бытовые и специальные темы; – пересказа иностранных текстов из повседневной жизни;
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2. Объем и место дисциплины в структуре ОП ВО

Объем дисциплины составляет 13 зачетных единиц, всего - 468 академических часов или 351 астрономический час. Дисциплина может реализовываться с применением дистанционных образовательных технологий (ДОТ). Дисциплина изучается 1-4 семестрах.

Изучение данной дисциплины основывается на базе предыдущего уровня образования (курс полного общего образования). На этом этапе обучения осуществляется общая подготовка по английскому языку, позволяющая решать задачи межличностного и межкультурного общения. Входной уровень владения иностранным языком на данном этапе составляет А2 (предпороговый уровень). Общая трудоемкость дисциплины позволяет достичь уровня В1(пороговый уровень) по окончании курса.

Содержание данной дисциплины является основой для изучения дисциплин, преподаваемых на английском языке на последующих курсах, и для самостоятельной работы с источниками литературы, представленными англоязычными авторами.

Количество академических и астрономических часов, выделенных на контактную работу с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся по очной форме обучения:

Вид учебных занятий и самостоятельная работа	Объем дисциплины, час.				
	Всего	Семестр			
		1	2	3	4
Очная форма обучения					
Контактная работа обучающихся с преподавателем, в том числе:	338	84	84	84	84
лекционного типа (Л)	-	-	-	-	-
лабораторные работы (практикумы) (ЛР)	-	-	-	-	-
практического (семинарского) типа (ПЗ)	336	84	84	84	84

1	Человек и общество	21	-	-	18	-	3	О Т КР Э Д
2	Еда и напитки	19	-	-	16	-	3	О Т КР Э Д
3	Искусство и музыка	21	-	-	18	-	3	О Т КР Э Д
4	Надежды и страхи	19	-	-	16	-	3	О Т КР Э Д
5	Работа и свободное время	19	-	-	16	-	3	О Т КР Э Д
Промежуточная аттестация								Зачет с оценкой
6	Наука и технологии	21	-	-	18	-	3	О Т КР Э Д
7	Время и деньги	19	-	-	16	-	3	О Т КР Э Д
8	Путешествия	21	-	-	18	-	3	О Т КР Э Д
9	Здоровье и спорт	19	-	-	16	-	3	О Т КР Э Д
10	Современность и история	19	-	-	16	-	3	О Т КР Э Д

Промежуточная аттестация								Зачет с оценкой
11	Язык и культура	21	-	-	18	-	3	О Т КР Э Д
12	Жизнь и сказка	19	-	-	16	-	3	О Т КР Э Д
13	Мировые особенности погоды	21	-	-	18	-	3	О Т КР Э Д
14	Друзья и незнакомцы	19	-	-	16	-	3	О Т КР Э Д
15	Закон и порядок	19	-	-	16	-	3	О Т КР Э Д
Промежуточная аттестация								Зачет с оценкой
16	Визуальное и слуховое восприятие	21	-	-	18	-	3	О Т КР Э Д
17	Спрос и предложение	19	-	-	16	-	3	О Т КР Э Д
18	Новое и забытое	21	-	-	18	-	3	О Т КР Э Д
19	Любовь и ненависть	19	-	-	16	-	3	О Т КР Э Д

20	Законы жизни	19	-	-	16	-	3	О Т КР Э Д
Промежуточная аттестация							36	экзамен
	Всего	468			336		132	

Примечание: формы текущего контроля успеваемости: опрос (О), тестирование (Т), презентация (П), контрольная работа (КР), эссе (Э), дискуссия (Д), ролевая игра (РИ).

Содержание дисциплины

Номер темы (раздела)	Содержание разделов (тем)
1	Описание человека, его личностных характеристик. Описание бытовых предметов, которыми мы пользуемся каждый день. Теория шести рукопожатий. Описание близкого человека, друга, члена семьи. Рассказ о себе. Порядок слов в английском предложении, вопросе, виды вопросов, наречия частотности, настоящее простое время. Настоящее длительное время.
2	Еда, виды еды, питья. Мировые кухни, любимые рецепты, блюда. Секреты приготовления различных блюд. Рассказ о своих (предпочтения друга, члена семьи) предпочтения в еде, питье. Рекомендации. Описание кухни. Исчисляемые и неисчисляемые имена существительные. Квантификаторы.
3	Предметы искусства. Известные шедевры литературы и живописи. Оформление жилого пространства. Обзор любимой книги, картины. Прошедшее простое время. Простое длительное время. Правильные/неправильные глаголы. Прошлые привычки.
4	Планы на будущее. Что я буду делать через 10,20 и т.д. лет. Что будут делать мои друзья и члены семьи. Ящик Пандоры. Будущее в литературных произведениях. Будущее простое время. Способы выражения будущих действий в английском языке с помощью настоящего простого и длительного времени.
5	Работа, виды профессий, функции работников. Свободное время, хобби. Как найти баланс между работой / учебой и свободным временем. Парки аттракционов. Модальные глаголы. Настоящее совершенное время.
6	Наука и технологии. Виды науки и ученых. Как сделать науку популярной. Важность науки в бытовой жизни. Технологии. Развитие технологий. Их будущее. Степени сравнения. Фразовые глаголы.
7	Изобретения, которые экономят нам время. Важность времени. Устойчивые выражения со словом 'time'. Существующие концепции времени. Временные зоны. Деньги. Их необходимость, достаточность/недостаточность. Валюты мира. Финансовые тенденции. Настоящее совершенное время.

8	Знаменитые дома. Животные в доме. Описание своего дома /дома друга/члена семьи. Описание идеального дома. Туристический гид по своей стране и стране, которую хочется посетить. Пассивный залог. Условные предложения 1 типа.
9	Современная медицина. Прием лекарств. Посещение врача. Спорт и фитнес. Важность здорового образа жизни для человека. Виды спорта. Модальные глаголы со значением рекомендаций. Прошое совершенное время.
10	Высказывания известных людей. Развитие языка. Транспорт. Новые виды транспорта. Новые места в новом мире. Придаточные предложения.
11	Языки и культуры мира. Разнообразие вариантов английского языка. Описание мест. Приветствие на разных языках. Настоящее простое время. Настоящее длительное время
12	Легендарные места. Городские легенды. Мистические события и их реальные объяснения. Создание сказки. Прошедшее простое время и прошедшее завершённое время.
13	Источники энергии, альтернативная энергия. Климатические зоны. Особенности климата. Жара и холод.
14	Друзья и незнакомые люди. Попутчики в путешествиях. Как находить друзей. Настоящее совершенное время и прошедшее простое время.
15	Законы различных профессий и сфер. Бюрократические процедуры. Зачем нужен закон и порядок. Модальные глаголы со значением обязательности. Формы модальных глаголов в прошедшем времени. Настоящее совершенное простое и длительное время.
16	Визуальный и слуховой обман. Цвета, формы, действия. Пассивный залог, артикли. Косвенная речь.
17	Спрос и предложение. Законы рынка. Удовлетворение наших нужд. Как заработать денег. Исчисляемые и неисчисляемые имена существительные. Придаточные предложения.
18	Космические путешествия в прошлом и будущем. Случайные открытия, перевернувшие мир. Условные предложения второго и третьего типа.
19	Любовь и ненависть. Культурные стереотипы. Известные истории любви и ненависти в истории и литературных произведениях. Конкуренция в спортивном мире. Инфинитив и герундий.
20	Празднование дня рождения в различных странах и культурах. Различные праздники. Описание наиболее важных национальных праздников и событий. Известные прощальные речи. Возвратные местоимения.

4. Материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине

4.1. Формы и методы текущего контроля успеваемости обучающихся и промежуточной аттестации

4.1.1. В ходе реализации дисциплины Б1.Б.03 «Иностранный язык» используются следующие методы текущего контроля успеваемости обучающихся:

- при проведении занятий практического типа: устный опрос, контрольное говорение, контрольное аудирование, реферирование, тестирование;
- при контроле результатов самостоятельной работы студентов: тестирование, презентация, глоссарий.
- при реализации дисциплины с применением дистанционных образовательных технологий организация текущего контроля осуществляется посредством информационно-образовательной среды Филиала.

4.1.2. Промежуточная аттестация проводится в письменной форме (контрольная работа в 1 семестре) и устной форме в виде собеседования по вопросам к экзамену (во 2 семестре). Промежуточная аттестация студентов по дисциплине осуществляется в рамках завершения изучения дисциплины и позволяет определить качество усвоения изученного материала. Промежуточная аттестация осуществляется в конце семестра в период семестровой экзаменационной сессии и завершает изучение дисциплины.

При реализации дисциплины с применением дистанционных образовательных технологий организация промежуточной аттестации осуществляется посредством информационно-образовательной среды Филиала.

Формой промежуточной аттестации в соответствии с учебным планом является контрольная работа в 1 семестре и экзамен во 2 семестре.

4.2. Материалы текущего контроля успеваемости.

Типовые оценочные материалы текущего контроля успеваемости обучающихся:

1. Translate into English.

1. Мой друг высокий и у него светлые волосы.
2. В прошлом году я пробовала французскую кухню.
3. Когда я была маленькой, моя бабушка всегда читала мне сказки на ночь.
4. Я уже решила, что хочу стать врачом.
5. В следующем году я поеду в гости к своим друзьям, которые живут в Лондоне.
6. Современные технологии гораздо сложнее, чем пару лет назад.
7. Моим друзьям всегда не хватает денег.
8. Этот знаменитый музей был построен в 17 веке.
9. Мой доктор советует мне вести здоровый образ жизни.
10. Я уверен, что самолеты самый безопасный вид транспорта.

2. Read the text and do the tasks.

One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe. But what happens in other countries when big animals come into cities? In Vancouver it is unusual to see a bear, but in some cities you can see big animals on the city streets every day.

Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.

In Berlin in Germany, pigs sometimes come into the city to look for food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the government and the police to stop them entering the city.

In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, markets and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is -10 °C and there is a lot of snow and ice.

Many animals live in cities. In some cities, you can see birds, insects, mice and squirrels every day. But sometimes, it is dangerous when big animals come into cities to find food. We need to find ways of stopping animals coming into the city without hurting them.

2.1. Choose the only correct answer:

- 1) In Vancouver, a bear came into the city___.
 - a) In the morning
 - b) At night
- 2) Someone saw the bear and called___.
 - a) The city zoo
 - b) The police
- 3) In Cape Town, baboons sometimes take food from_____.
 - a) houses
 - b) restaurants
- 4) Baboon monitors___.
 - a) Give the baboons food
 - b) Take baboons to the countryside
- 5) In Berlin,___the wild pigs.
 - a) Everybody likes
 - b) Some people like

2.2. Choose all the sentences that are true. There are three true sentences.

- 1) In Vancouver, the police took the bear to the zoo.
- 2) Human food is bad for baboons' teeth.
- 3) In Moscow, there are 35,000 wild pigs.
- 4) In Vancouver, the bear found food in a restaurant.
- 5) Pigs eat plants, flowers and vegetables.
- 6) In Moscow, all the dogs live in groups.
- 7) You can see bears in Vancouver every day.
- 8) Baboons can open cupboards and fridges.

Письменная часть

1. Write an e-mail to your close friends telling him/her about your recent news. (10-15 sentences).

2. Translate into English using active vocabulary.

1. На английском языке разговаривает больше половины земного шара.
Этот замок был построен до того, как сюда приехала семья Смитов.
2. Изменение климата - одна из наиболее важных экологических проблем в настоящее время.
3. Мы дружим с Марией с самого детства.
4. В прошлом женщины-учителя не могли выходить замуж.
5. Алекс сказал мне, что эта вещь была круглой формы.
6. Основная цель любой компании - заработать как можно больше денег.
7. Если бы Ю. Гагарин не полетел в космос, мы бы так никогда и не узнали как красива наша планета.
8. Говорят, что русские женщины обожают готовить.
9. Моя бабушка всегда сама готовит праздничный стол на свой день рождения.

3.1 Listen to the speaker and choose the correct answer.

- 1) The first step for planning a vacation is to_ .

- a) visit with a travel agent
 - b) read about travel
 - c) talk with friends
- 2) He ___ if he wants to travel by plane.
- a) reviews travel costs
 - b) buys tickets online
 - c) reads airline reviews
- 3) How does the man feel about staying at a budget hotel?
- a) Somewhat concerned
 - b) Not a problem

1.2. Listen to the same speaker one more time and complete the gaps in the passage.

Before I go on vacation, I always plan 1____(my trip). For starters, I usually 2 _____ (take a look) at travel guide books or go online and review possible destinations. Then, I 3 _____(check the costs) involved in traveling to that particular place. If I'm going 4 _____(by plane), then I have to compare prices on airfare for different airlines. If I'm 5 _____(travelling by train), then I have to look into train passes or tickets. I also need to

1 (hotel
ocate accommodations).
6 Fortunately, I don't
mind staying at
r cheap hotels (a
even youth
7 hostel).
Finally,
I try
to budget

money 8_____ (for meals) and other sightseeing expenses. If I 9__ (plan carefully), I usually 10_____ (have a good time).

Устная часть

1. Read the text and answer the questions.

Modern graffiti began in big cities in the United States in the 1970s. In New York, young people wrote their names, or 'tags', in pen on walls around the city.

One of the first 'taggers' was a teenager called Demetrius. His tag was TAKI 183. He wrote his tag on walls and in stations in New York. Other teenagers saw Demetrius's tag and started writing their tags too. Soon, there were tags on walls, buses and trains all over New York.

Then, some teenagers started writing their tags with aerosol paint. Their tags were bigger and more colourful. Aerosol paint graffiti became very popular in the 1970s and 1980s. It appeared on trains, buses and walls around the world.

In the 1990s and 2000s, a lot of graffiti artists started painting pictures. Some artists' pictures were about politics. Other artists wanted to make cities beautiful and painted big, colourful pictures on city walls.

In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are 'graffiti zones' where artists can paint on walls. In São Paulo in Brazil, street artists can paint pictures on walls and houses. Their pictures are colourful and beautiful. Some tourists visit São Paulo just to see the street art!

In Bristol in the UK, there is a street art festival in August every year. Artists paint all the buildings in a street. Lots of people come to watch the artists and take photos. You can see exhibitions of street art in some galleries too. There have been exhibitions of street art in galleries in Paris, London and Los Angeles.

Some street artists have become famous. Here are three stars of the street art world:

Os Gêmeos are twin brothers from São Paulo. They paint big, colourful pictures of people on buildings. In 2007, they painted a castle in Scotland!

Blekle Ratis from Paris. He is famous for painting pictures of homeless people in big cities.

Faith47 is from Cape Town in South Africa. She paints big, colourful pictures of people and animals. She likes painting in different places and you can find her work on pavements, postboxes, buses and, of course, on walls!

Many street artists use the internet to look at photos of street art from around the world. They communicate with other artists online and share ideas. Some street artists are famous and you can see their pictures in galleries. We don't know about the future of street art, but it is here to stay for sure!

- 1) When and where did modern graffiti begin?
- 2) What did first graffiti artists put on walls?
- 3) Can graffiti artists paint in all countries of the world?
- 4) What festival is there in the UK?
- 5) What famous graffiti artists are there?

2. Tell the examiner about your favourite work of art (10-15 sentences).

Answer the examiner's questions about your hopes and plans.

Тема 1 «Individual and Society. - Человек и общество»

Вопросы и задания для устного опроса:

1. What is your name? Who are you?

2. Where and when were you born?
3. How old are you?
4. Are you Russian?
5. Have you got a family?
6. What relatives do you have in your family (parents, sisters, brothers, grandparents)?
7. Where do you live? / What's your permanent address?
8. When did you finish school?
9. How well do you do at the Academy?
10. What sport do you go in for?
11. Describe your (your parents', sisters', brothers', grandparents', friend's) appearance.
12. Have you got lots of friends?
13. Are all of them your close friends?
14. Friendship is a special thing, isn't it?
15. How do you understand friendship?
16. What is a true friend?
17. Who is your best friend?
18. Have you got much in common?
19. Do you often quarrel?
20. What does your friend look like?
21. Do you often meet?
22. What do you usually do together?
23. What must a person do to have a friend?
24. Why is a true friend a priceless gift?
25. Describe your (your parents', sisters', brothers', grandparents', friend's) character.

Типовые задания для текущего тестирования. (Полный набор оценочных материалов текущего контроля успеваемости обучающихся приведен в личном кабинете преподавателя):

Test 1. Word order in questions

Make up a question of the set of words.

- | | | | | | |
|----|-------------------|----|--------------------|----|----------------------|
| 1. | 1. from | 2. | 1. tomorrow | 3. | 1. it |
| | 2. come | | 2. me | | 2. by |
| | 3. friend | | 3. able | | 3. impossible |
| | 4. holiday | | 4. you | | 4. why |
| | 5. back | | 5. be | | 5. train |
| | 6. your | | 6. to help | | 6. is |
| | 7. has | | 7. will | | 7. there |
| | | | | | 8. to get |

Keys:

1. Has your friend come back from holiday?
2. Will you be able to help me tomorrow?
3. Why is it impossible to get there by train?

Test 2. Present simple

Complete the text using the correct form of the verbs in brackets.

We all (1) (hate) junk mail, but how can we stop it? Businesses (2) (send) millions of emails every year and most people just (3) (put) them straight in the recycling bin. But how (4) (do) companies (5) (get) your name and address in the first place?

Keys:

1. hate 2. Send 3. Put 4. Do 5. do

Test 3. Present continuous.

Are the sentences correct or incorrect? Circle your answer.

1 Scientists are studying world temperatures.

Correct / Incorrect

2 Weather around the world is changing.

Correct / Incorrect

3 Politicians aren't agreeing about climate change.

Correct / Incorrect

Test 4. Frequency adverbs

*Change the sentences by putting the frequency adverbs and expressions (**always, usually, often, every morning, seldom, sometimes**) in the correct place.*

1 I take my keys with me when I go out.

2 I carry my wallet with me.

3 I pay for things by credit card, but I have some cash in my wallet for small things.

Keys (варианты ответов могут изменяться):

1 I always take my keys with me when I go out.

2 I usually carry my wallet with me.

3 I often pay for things by credit card, but I always have some cash in my wallet for small things.

Типовое задание для Discussion «Six degrees of separation» (Теория шести рукопожатий).

1. Read the text and do the tasks.

Six Degrees of Separation

Six degrees of separation is the idea that all people are six, or fewer, social connections away from each other. As a result, a chain of "a friend of a friend" statements can be made to connect any two people in a maximum of six steps. It was originally set out by Frigyes Karinthy in 1929 and popularized in an eponymous 1990 play written by John Guare. It is sometimes generalized to the average social distance being logarithmic in the size of the population.

No longer limited strictly to academic or philosophical thinking, the notion of six degrees recently has become influential throughout popular culture. Further advances in communication technology – and particularly the Internet – have drawn great attention to social networks and human interconnectedness. As a result, many popular media sources have addressed the term. The following provide a brief outline of the ways such ideas have shaped popular culture.

American playwright John Guare wrote a play in 1990 and released a 1993 film that popularized it; it is Guare's most widely-known work. The play ruminates upon the idea that any two individuals are connected by at most five others. As one of the characters states: «I read somewhere that everybody on this planet is separated by only six other people. Six degrees of separation between us and everyone else on this planet. The President of the United States, a gondolier in Venice, just fill in the names... I am bound to everyone on this planet by a trail of six people».

Although this idea had been circulating in various forms for decades, it is Guare's piece that is most responsible for popularizing the phrase "six degrees of separation." Following Guare's lead, many future television and film sources would later incorporate the notion into their stories.

1.1. Choose the only correct answer:

1) American playwright John Guare _____.

a) set out the theory.

b) popularized the theory.

c) generalized the theory.

- 2) Six degrees of separation is the idea _____.
- that any two individuals are connected by at most five others.
 - that all people are five social connections away from each other.
 - that all people are bound to everyone on this planet by a trail of five people.

1.2. Ask five What-, How, When-, Why-, Who-questions to the text.

1.3. Discuss the theory of six degrees of separation in pairs and in group.

Тема 2 «Eating and Drinking. - Еда и напитки»

Вопросы и задания для устного опроса:

- What meals do you eat with your family?
- Who prepares the food in your family?
- What do you like to eat on special occasions, on your birthday?
- What did you have to eat last night?
- How often do you buy food? Where do you do the shopping?
- Do you eat out a lot? What kind of food do you like to eat at a restaurant?
- What did you have to eat this morning?
- Do you have a favourite food when you are sad? What is it?
- Can you cook?
- Do you like cooking?
- What dishes can you make?
- Who is the best cook you know?
- Do you know any other good food tips? What are they?
- Are there any important beliefs about food or kitchens in your culture? What are they?
- Which world kitchen do you prefer? Why?
- What do you like to drink ...
 - on a hot summer's day?
 - in the morning, with breakfast?
 - after dinner?
 - in the winter, when it's cold outside?
 - when you feel sad or miserable, as a comfort drink?
 - What other drinks do you like? When?
- How much water do you drink? Do you think you drink enough water?
- Think of a dish that you like and tell your groupmates its ingredients; who usually prepares it; when you eat it, why you like it.
- Instruct the group how to make tea or coffee.
- Speak on the fast food: its advantages and disadvantages.

Типовые задания для текущего тестирования

Test 1. Countable and uncountable nouns. Quantifiers

Choose the correct quantifiers.

1. They couldn't give me ... information about the delay in our flight.

1. many 2. much 3. an 4. lots

2. Very ... people manage to become completely fluent in a language.

1. plenty 2. few 3. little 4. lots of

3. I have ... time, so I can help you with your translation.

1. a little 2. little 3. a few 4. few

Test 2. The infinitive

Complete the sentences using the correct form of the verbs in brackets.

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.

Keys:

1. to read
2. to be reading
3. to have been reading
4. to have read

Задание для подготовки презентации

Topic: How to cook my favourite dish (the recipe and step-by-step description of cooking the favorite dish)

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. ./I am a first year student.
 - The topic of my presentation is.. ./Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Типовое задание для Discussion «Water in the human life»

1. Read the text and do the tasks.

What is the importance of water in the human life?

On the entire earth, water is a most important thing. Every living organism needs water for survival. Apart from this, water is needed in industrial units, production units, and agricultural sector. Water is needed by microbes, animals, plants and everyone. The human body is in fact comprised of 75% of water and thus we are water bags only. Water permits blood flow through the vessels to help distribute essential nutrients and minerals throughout the body. It also allows the waste matter to get eliminated from the system. The great need for water becomes totally apparent when one feels thirsty. The transparent liquid is precious and everyone loves water when it moves down the throat.

Even the civilization of mankind started near to the rivers. Men began establishing themselves from the Tigris, the Nile, and the Euphrates. Major rivers all across the globe played a vital role in evolution and development of mankind. Water is being used regularly for drinking, for washing clothes, for cooking or any activity you can think of. Drinking water in large amounts can protect our hearts. Staying hydrated is the fabulous way to offer a boost to our brains so that the organ performs at its optimum level. Human brain receives the much-needed oxygen with water only. Apart from this, weight watchers and diet conscious people can lose weight by drinking more and more water. It improves the metabolic rate and helps to burn fat. To stay active and energetic, one needs to consume a lot of water. Drinking water keeps you alert, active and improves energy.

Whatever we eat in our daily lives comprise water. Nearly 2/3rd of the earth is covered by water. The vast expanse of oceans and seas has been the source of food and the major means of traveling. Seas and oceans comprise millions of fishes and aquatic animals that are a source of food and means of survival. The majority of mankind loves to eat fishes even if they avoid eating meats. For most individuals, fish is an important part of the diet. Waterways are important components of this earth. Huge container ships and oil containers tend to ply the water routes. If there is drought or scarcity of water, animals, plants, birds have to suffer a lot and most of them perish.

1.1. Ask five What-, How, When-, Why-, Who-questions to the text.

1.2. Continue the sentences, choosing the best ending in the right column:

- | | |
|---|---|
| 1. Water has great application ... | a. if you are not hydrated properly. |
| 2. Water is used for... | b. in the beauty and cosmetic industry. |
| 3. Your physical performance will suffer... | c. it is must drink plenty of water. |
| 4. Even if you lose 2-3% of your water content in the body,.. | d. will be dehydrated. |
| 5. To beat a headache,.. | e. manufacturing a series of beauty products. |

Keys:

1-b, 2-e, 3-a, 4-d, 5-c

1.3. Discuss the role of water in the human life in pairs and in group.

Типовое задание для ролевой игры

Ролевая игра «В ресторане/В кафе».

Topic: The students are at a restaurant/cafe. They look for a table, order their meal and have dinner. Then they pay and leave.

Preparation (unsupervised work): At home students are to make up his/her own menu according to the sample given. The students create their own groups of three for the role play. Two are customers. One works in a restaurant/cafe. In their groups the students select the best menu.

The students work out their own role play in the group and present it in the class. The other students check for mistakes.

The students should not use their notes. They should practise the role play free.

Use the phrases:

Customers	Waiter
A table for two, please.	Hi, I'm ..., I'll be your server for tonight.
May we sit at this table?	What can I do for you?
The menu, please.	Can I help you?
What's on the menu?	Can I take your coat?
What's ... like?	How many are you?
We're not ready yet.	Would you follow me, please?
... for me, please.	Can I take your order, sir/madam?
Can you bring me ..., please?	What would you like to start with?
A salad, please.	What would you like to drink?
I'll have the same.	What would you like for dessert?
That's all, thank you.	How would you like your steak? (rare, medium, well done)
Can I have the bill, please?	Do you want a salad with it?
This is on me.	What kind of dressing?
Here you are.	Anything to drink?
The rest is for you.	Do you want a dessert?
Could I have ... instead of?	Sorry, ... are off.
What can you recommend?	Is everything all right?
	Did you enjoy your meal?
	Are you paying together?
	It'll take about 20 minutes.

Тема 3 «Art and Music. - Искусство и музыка»

Вопросы и задания для устного опроса:

1. Do you like art?
1. What kind of art do you like?
2. Do you have any art in your house?
3. What is it? Who is it by?
4. Have you ever been to an art gallery? Which one?
5. What book have you read recently? Would you like to?
6. What's its idea?
7. Describe the main character.
8. What kind of music do you like?
9. Where do you usually listen to music? At home, at work, on the bus etc?
10. Do you listen to music while you are working or studying? What kind of music?
11. Is pop music popular in your country?
12. Who listens to pop music?
13. Do you like pop music?
14. Speak on the film you've watched lately.

Типовые задания для текущего тестирования

Test 1. Regular / Irregular forms of the verb.

Give three forms of the verbs (the infinitive, past simple, participle II).

1. **hear**
2. **feel**
3. **watch**

Keys:

1. hear-heard-heard
2. feel-felt-felt
3. watch-watched-watched

Test 2. Past simple and Past continuous

Choose the correct form of the verb.

1. I (to go) to the cinema yesterday.
2. I (to go) to the cinema at four o'clock yesterday.
3. I (to go) to the cinema when you met me.

Keys:

1. I went to the cinema yesterday.
2. I was going to the cinema at four o'clock yesterday.
3. I was going to the cinema when you met me.

Test 3. Used to

Rewrite these sentences with used to.

1. Before television, people listened to the radio for news.
2. Families sat together around the TV in the evening.
3. When I was young, we had a black and white TV.

Keys:

1. Before television, people used to listen to the radio for news.
2. Families used to sit together around the TV in the evening.
3. When I was young, we used to have a black and white TV.

Типовое задание для Discussion «The power of music»

1. Read the text and do the tasks.

The power of music
by David Crystal

Music has the power to engage all the emotions - from excitement to relaxation, from tears to laughter. But why does it have such power over us? The clue lies in babies.

The word *lullaby* has been in English since the Middle Ages. It's one of several, such as *rockaby* and *hushaby*, which show how generations of mothers have helped their children fall asleep through music.

Babies can hear in the womb about two months before they're born. Newborns prefer their mother's voice to that of a stranger. And they show preferences in music too. One research study played the same tune to a group of mothers every day throughout pregnancy; another group of mothers didn't hear the tune. When all the babies were born, their heart-rate was monitored while the tune was played to them. Only the 'musical' babies reacted to the tune.

There's something special about the music of the voice. From the moment a baby is born, the mother talks to it in an unusual way. Her voice ascends and descends from very high to very low - almost like singing in speech. And infants soon copy. You can hear them trying to sing from around nine months of age.

Melody, of both speech and music, is especially significant. In another study, infants were shown two pictures of their mother. In one she was singing and in the other she was speaking. They looked for longer at the singing one.

Singing also simplifies our vocal behaviour: words are often shorter, sounds are clearer and repeat more often, and they often rhyme. Nursery rhymes work so well because they combine these effects - clear rhythm, repeated sounds and rhyme. In the music of speech lies the foundation of poetry.

1.1. Which sentence is the best summary?

Music and poetry are linked.

We are affected by music from a very young age.
 Babies are more sensitive to music than adults.
 Lullabies are an English invention.

1.2. Which of the facts in the text do you think are the most interesting? Why?

1.3. Discuss the power of music in pairs and in group.

Типовые задания контрольной работы 1

1. Vocabulary

1.1. Describing people

Write the words in the box under the correct heading below.

bald curly fat medium-height middle-aged old overweight short
 slim straight tall young

Hair	Height	Weight	Age

1.2. In the kitchen

Match the kitchen items 1–6 with their uses a–f.

- | | |
|--------------|-------------------------|
| 1 saucepan | a to cut the vegetables |
| 2 bowls | b to serve the steak on |
| 3 spoons | c to cook the soup |
| 4 knife | d to cook the steak |
| 5 frying pan | e to serve the soup in |
| 6 plates | f to eat the soup with |

1.3. Audio & video

Complete the texts with the correct words.

When I'm out and about, I usually listen to music on my MP3 (1) *machine / player / play*. You'll often see me walking down the street wearing my (2) *earphones / earpods / soundphones*. If I need to speak to someone, I just (3) *press / make / put* the pause (4) *key / plug / button* so I can hear them.

As a journalist, I still (5) *register / record / wind* most interviews on audio (6) *box / cassette / cast*. Then when I play the interview back later, I can easily (7) *rewind / return / back* the tape if I want to listen again or fast (8) *ahead / eject / forward* through the boring parts.

1.4. Films

Match the types of film 1–6 to the comments a–f.

- | | |
|-------------------|---|
| 1 comedy | a 'I was really scared. I had to cover my eyes a couple of times.' |
| 2 science-fiction | b 'I loved the film. I came out of the cinema still singing the songs!' |
| 3 horror | c 'The film is set in the future, with great special effects.' |
| 4 action | d 'It really made me laugh. The main character was so funny.' |
| 5 musical | e 'It was very tense towards the end. I was on the edge of my seat!' |
| 6 thriller | f 'It was very exciting. Great fight scenes, lots of fast cars.' |

2. Grammar

2.1. What and How questions

Complete the questions with *how* or *what*.

- _____ a kind of car do you drive?
- It's just an ordinary little car.
- _____ many doors does it have?

- It's a four-door, so it's easy to get in the back.
- _____ colour is it?
- It's silver.
- _____ old is it?
- It's about 4 years old now.
- _____ size engine does it have?
- It's a 1.4 litre, so it goes quite well.
- _____ fast does it go?
- I mostly drive in town, so I don't go very fast.
- _____ reliable is it?
- It's very good. It never breaks down.

2.2. The infinitive of purpose

Write **to** in the correct place in each of the seven instructions.

- 1 Before you start cooking, check the recipe make sure you have all the ingredients.
- 2 You will need an onion, some garlic, some beef and a tin of tomatoes make a basic pasta sauce.
- 3 Put some oil in a frying pan cook while you cut the onions and garlic.
- 4 Fry the onions and garlic gently. Be careful, it's easy burn them.
- 5 Add the meat to the pan. Keep stirring everything stop it from sticking.
- 6 Pour in the tomatoes and stir well mix.
- 7 Cover the pan and leave it cook gently for 45 minutes.

2.3. Past simple and past continuous

Complete the texts with the past simple or past continuous forms of the verbs in brackets.

Nick Hornby (1) (begin) writing while he (2) (study) English Literature at Cambridge University. After he (3) (finish) university, he (4) (have) several different jobs. Among other things, he (5) (teach) English to foreign students. He (6) (work) as a journalist when he (7) (write) his first book, High Fidelity in 1995.

Author J.K. Rowling also (8) (work) as an English teacher in Portugal. Apparently, the idea for the Harry Potter books (9) (come) to her while she (10) (sit) on a train to London. She (11) (complete) the first novel in 1995 while she (12) (live) in Edinburgh.

2.4. Used to

Complete the sentences with the correct form of the verb.

- 1 As a teenager, I *used listen* / *used to listen* to really loud rock music.
- 2 I *didn't use to like* / *didn't used to like* classical music at all.
- 3 I *used to go* / *used to went* to the local record shop every weekend.
- 4 Music *was used to* / *used to be* on vinyl records then, not CDs.
- 5 My parents *used to complaining* / *used to complain* that I played my records too loud.
- 6 What music *did you use to like* / *used you to like* as a teenager?

3. Reading

A mobile global population

In the past, most people lived in the same place for their whole life. You stayed in the village where you were born. So, several generations of the same family – children, parents, grandparents

– all lived in the same area, the same street or even the same house. It wasn't common for people to move away from their home town.

A mobile workforce

Nowadays, we have a highly mobile global population. People are moving around all the time; for work, for education or for a better life. But what problems does this cause for society?

People lose touch with old friends and colleagues, and they are always trying to build new social networks. A new job in a new city often means a move for the whole family. How does this affect family relationships? Children have to change schools and get to know new teachers and classmates. Grandparents often live many kilometres away from their grandchildren. Better communications mean that we can stay in touch by telephone or email, but you can't email Grandma's apple pie or play with Grandpa via text.

Urbanisation

In many countries with fast-growing economies, like China and India, thousands of people are moving to cities from the countryside. Cities in Asia are some of the fastest-growing in the world.

People don't want to work on the family farm when there are more job opportunities in the city. It is common for parents to leave their village to find work in the city. The result? Many villages are now full of only children and old people. What is the future for these rural communities?

3.1. Answer the questions.

1. Give three reasons why people move.
2. When a family moves, how does it affect parents, children and grandparents?

3.2. Are these statements true or false?

1. In many countries, people are moving from villages to cities.
2. People mostly move to the city for education.
3. Children live with their parents in the city.

3.3. Find words or expressions in the text with these meanings.

1. people in a family of about the same age
2. all the people who live in an area or a country
3. the process of cities getting bigger
4. people living in the countryside

4. Writing

Write a blurb for the back cover of a novel you have read.

Say why the book is interesting and use adjectives to attract readers.

Give a general outline of the story, but remember you don't need a lot of details and don't give away the ending!

Useful language:

- This is the story of ...
- The novel is set in (place) ...
- The book tells the story of ...
- The main character is ...
- a passionate love story
- a gripping thriller
- a murder mystery
- a science-fiction adventure

Тема 4 «Hopes and Fears. – Ожидания и страхи»

Вопросы и задания для устного опроса:

Talk on

- the place you hope to visit one day
- something you hope you don't do in the future
- something you're not looking forward to
- a person you'd like to meet one day

- a person you're going to see today

Типовые задания для текущего тестирования

Test 1. Expressing future hopes and plans

Complete these sentences with the correct form of the verbs in brackets.

1. My company (plan / open) a new office in Australia soon.
2. I'm (going to / apply) for a transfer.
3. I (hope / get) a position there for 12 months.

Keys:

- 1 My company plans to open a new office in Australia soon.
- 2 I'm going to apply for a transfer.
- 3 I hope to get a position there for 12 months.

Test 2. Mixed future forms

Match the underlined verb forms in sentences 1–3 to the tenses and uses a–c.

- | | |
|--|---|
| 1 <u>We're having</u> a party next weekend. | a present verb + infinitive with <i>to</i> for a plan |
| 2 <u>We're going to have</u> a barbecue in the garden. | b present continuous for a definite plan |
| 3 <u>We plan to put</u> a big table on the terrace. | c <i>going to</i> for an intention |

Keys: 1-b, 2-c, 3-a

Test 3. -ed / -ing adjectives

Complete the sentences with the correct word.

- 1 Many people are worried / worrying about crime among young people.
- 2 Teenagers often get into trouble because they're bored /boring and have nothing else to do.
- 3 A surprised / surprising number of people are homeless in the city.

Keys:

1. worried
2. bored
3. surprising

Типовое задание для Discussion «The moral of Pandora's box»

1. Read the text and do the tasks.

According to Hesiod (Гесиод), when Prometheus stole fire from heaven, Zeus, the king of the gods, took vengeance by presenting Pandora to Prometheus' brother Epimetheus. Pandora opened a jar left in his care containing sickness, death and many other unspecified evils which were then released into the world. Though she hastened to close the container, only one thing was left behind – usually translated as Hope, though it could also have the pessimistic meaning of "deceptive expectation".

The Greeks thought that hope was also very dangerous. But without hope, people were filled with despair. Finally Pandora opened the box again and let out hope as well.

From this story has grown the idiom "to open (a) Pandora's box", meaning to do or start something that will cause many unforeseen problems. Its modern, more colloquial equivalent is "to open a can of worms".

1.1. Ask five What-, How, When-, Why-, Who-questions to the text.

1.2. Answer the questions.

Why do you think the Ancient Greeks thought hope was dangerous?

Did people use to have more hope twenty years ago? A hundred years ago?

Are you a person with a lot of hope? Why or why not?

1.3. Discuss the moral of Pandora's box.

Задание для подготовки презентации

Topic: Human Carbon Footprint**Volume:** min 10 slides**Time:** 5-7 min**Structure:**

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. ./I am a first year student.
 - The topic of my presentation is.. ./Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Типовое задание для ролевой игры**Ролевая игра «В поездке/ В такси/ На вокзале/В кассе».**

Topic: The students are on trip/ at the station/ buying tickets.

They create their own groups of two for the role play.

The students work out their own role play in the group and present it in the class. The other students check for mistakes.

They should not use their notes. They should practise the role play free.

Useful the phrases:

Taxi driver	Visitor
Where to?	Are you free?
Where are we going?	Let me off at the next turn/ corner / street/ bus-stop/ train station...
Get in the car.	We are in a rush.
Fasten your seat belts.	How long does it take us to get there (to)?
There is a lot of traffic at this time of the day.	Here you are!
It's a rush-hour.	Keep the change!
It will take us half an hour to get there.	
Here we are!	
That's (a) 40 dollars (fee).	

Ticket clerk

You should be there at...
It takes roughly two hours.
You change at...
There's no need to change.

When does the London train leave, please?
What time does it arrive?
What time does it reach London?
Do I have to change?
Which platform for London Bridge, please?

Тема 5 «Work and Leisure. - Работа и досуг»

Вопросы и задания для устного опроса:

1. Why is it difficult to choose future profession?
2. What should you take into consideration while choosing a job?
3. What is the most important criterion for you?
4. What is the economic situation in our country?
5. What does an economist (a manager / a civil servant / a law-yer) deal with?
6. What is your future specialty? Why is it needed?
7. Who influenced you in choosing your occupation?
8. Have you determined your abilities and inclinations, ana-lysed your job perspectives, while thinking about the future career?
9. Do you think you will be satisfied with your job?
10. What are your career expectations?
11. Have you ever been to a job interview? How was it?
12. Is there a minimum wage in your country? What is it?
13. Do you know anyone who works night shifts? What do they do?
14. What is a good starting salary in your opinion?
15. Which do you prefer, casual or serious leisure activities?
16. What is most important in a job?
17. What would be the ideal relaxing weekend?
18. Is it necessary to speak English for work?
19. Is it easy for young people to get jobs?
20. Should there be more leisure facilities for young people?

Типовые задания для текущего тестирования

Test 1. Modal verbs

Match the modal verbs 1–3 with their meanings a–c.

- | | |
|--|------------------|
| 1 When you join the sports club, you have to fill out a form. | a it's possible |
| 2 New members must have an induction before using the gym equipment. | b it's necessary |
| 3 You can join any of the classes, including yoga, Pilates and aerobics. | c it's a rule |

Keys: 1-b, 2-c, 3-a.

Test 2. -ing forms

Complete the job profile with the correct form of the verbs in the box.

enjoy sit work

- 1 You're good at _____ as part of a team.
- 2 You _____ meeting people.
- 3 You're tired of _____ behind a desk all day.

Keys:

- 1 working
- 2 enjoy
- 3 sitting

Test 3. Present perfect

Change the sentences using the verbs in Present perfect.

1. The pupils are writing a dictation.
2. My friend is helping me to solve a difficult problem.
3. I am learning a poem.

Keys:

1. The pupils have written a dictation.
2. My friend has helped me to solve a difficult problem.
3. I have learnt a poem.

Test 4. Present perfect and Past simple

Use the past simple or present perfect form of the verbs in brackets.

1. Helen (to live) in France last year.
2. The rain (to stop) and the sun is shining in the sky again.
3. The rain (to stop) half an hour ago.

Keys:

1. lived
2. has stopped
3. stopped

Типовое задание для Discussion «Good vs bad employers»

1. Read the text and do the tasks.

Bad Employer Mistakes That Make Good People Quit

It's pretty often that we hear companies or employers complaining about their employees are leaving, or blaming on the turnover problems. For some cases, company even blame on the recruiters for hiring a wrong person. But have employer ever wonder what's the crux of the matter that cause good people walking out of the door? It's important for an organization to know how to keep their employees being motivated and engaged.

Some says, "People don't leave jobs; They leave managers."

Research shows that 70% of an employee's motivation is influenced by his or her manager. It was found that motivated employees were more productive, had higher sales and were three times more creative than demotivated employees.

Let's take a look at some of the worst things that managers or employers do that send good people packing.

1. They overwork people.

Overworking your employees is a bad idea. Managers tend to assign more workload to talented employees, it is perplexing as it makes them feel as they're being punished for their great performance. Besides, overworking employees is also counterproductive. It's physically & mentally abusive when someone get assigned for tons of works, hence productivity drop.

2. They don't recognize contributions and reward good work.

Some employers or managers often take it as granted when their employees provide great contributions to the organization or doing great work. Employees, especially the top performers, tend to get demotivated when their good work did not get appreciated by the organization. To reward employees for a job well done, it's important for a manager to have communication with their people to find out what makes them feel good eg. raise of salary, public recognition etc.

3. They fail to develop people's skills.

When managers are asked about their inattention to employees, they try to excuse themselves, using words such as "trust," "autonomy," and "empowerment." This is complete nonsense. Good managers manage, no matter how talented the employee. They pay attention and are constantly listening and giving feedback.

4. They don't care about their employees.

More than half of people who leave their jobs do so because of their relationship with their boss. Smart companies make certain their managers know how to balance being

professional with being human. These are the bosses who celebrate an employee's success, empathize with those going through hard times, and challenge people, even when it hurts. Bosses who fail to really care will always have high turnover rates. It's impossible to work for someone eight-plus hours a day when they aren't personally involved and don't care about anything other than your production yield.

5. They don't let people pursue their passions.

Many managers want people to work within a little box, they fear that productivity will decline if they let people expand their focus and pursue their passions. Bear in mind that, talented employees are passionate. Providing opportunities for them to pursue their passions improves their productivity and job satisfaction.

6. They fail to engage creativity.

The most talented employees seek to improve everything they touch. If you take away their ability to change and improve things because you're only comfortable with the status quo, this makes them hate their jobs. Caging up this innate desire to create not only limits them, it limits you.

7. They don't challenge people intellectually.

Great bosses challenge their employees to accomplish things that seem inconceivable at first. Instead of setting mundane, incremental goals, they set lofty goals that push people out of their comfort zones. Then, good managers do everything in their power to help them succeed. When talented and intelligent people find themselves doing things that are too easy or boring, they seek other jobs that will challenge their intellects.

Bringing it all together, if you want your people to stay, you need to think carefully about how you treat them. While good employees are as tough as nails, their talent gives them an abundance of options. You need to make them want to work for you.

1.1. Ask five What-, How-, When-, Why-, Who-questions to the text.

1.2. What are a good employer's traits?

1.3. Discuss different types of employers in pairs and in group.

Задание для подготовки презентации

Topic: My Leisure Time

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction

2. Body

3. Conclusion

4. Inviting questions.

The phrases to be used:

1. Introduction

- Good morning!

- Let me introduce myself. My name is.. /I am a first year student.

- The topic of my presentation is.. /Today I would like to tell you about...

- I have chosen this topic because..., / The purpose of my presentation is ...

- It will take only 5-7 minutes of your time.

2. Body

- After that I'd like to move on to...

- Next I'd like to move on to...

-Finally I'd like to move on to...

3. Conclusion

- In conclusion I want to say.

- That is the end of my presentation.

- Thank you for your listening/attention.
- 4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Тема 6 «Science and Technology. - Наука и технологии»

Вопросы и задания для устного опроса:

1. What is science?
2. What is technology?
3. List the latest scientific inventions.
4. Are there any people against scientific development?
5. Can you imagine your life without a smartphone/ television/ a notebook/ a radio?
6. What is a computer for you?
7. What advantages does a computer give to a user?
8. How often do you use e-mail?
9. Are there any disadvantages of computers?
10. What is the most important or useful technological advance? Why do you think so?
11. Do you use the Internet often? What for?
12. Which websites do you often visit?
13. What do people do in online auctions?
14. Do you use Aliexpress?
15. How many people use eBay?
16. What kind of people were the Luddites?

Типовые задания для текущего тестирования

Test 1. Degrees of comparison

Complete the sentences with the correct form of the adjective.

1. Today people seldom write letters. It's (easy) to phone.
2. She's (beautiful) girl he has ever met.
3. Who is (important) person in your life?

Keys:

1. easier
2. the most beautiful
3. the most importants

Test 2. Comparatives (a bit, much, (not) as ... as)

Put the words in order to make sentences.

- 1 lifestyle / simpler / ours / My grandparents' / much / was / than / .
- 2 worked / do / as hard / just / we / as / They / .
- 3 slowly / happened / in those days / more / Things / much / .

Keys:

1. My grandparents' lifestyle was / much simpler than ours.
2. They worked as hard as we just do.
3. Things happened much more slowly in those days./

Test 3. Degrees of comparison

Finish the sentences.

1. The sooner
2. The older you are, ...
3. The harder you study, ...

Keys (могут отличаться):

1. The sooner, the better.
2. The older you are, the wiser you are.
3. The harder you study, the more you know.

Типовое задание для Discussion «Importance of Computer in Human Life »

1. Read the text and do the tasks.

Computers and Our Life: How Have Computers Changed Our Life?

Computers and its uses grew rapidly and widely through out the world. They are used to deal with many tasks due to their various potential. It helps to resolve problems human life encounters in daily life. Therefore, they have more influence on our life. The impact of computer usage on our life obviously identified as Savings of Money, Time and Effort. To understand the depth of computer intervention in human life, have a look at developments happened in the areas of Communication, Education, Utility facilities and Health care.

Within the last 3 decades, computer has been recognized as the most life changing and successful invention solving problems in human life. Today, where business caters, there you find applying computer usage. Look at educational sector, health, transportation, or communication sector, we can see the influence and application of computer. It's difficult to survive a business without adopting computer usage either directly or indirectly in this modern world.

Computer has been intervened to every sphere of human life such as Mobile phones, TV shows, Supermarkets, Hospitals, Railways, Matrimonial, Share Tradings, Online Purchasing, Banking, Sports, Traffic controls, Security Surveillance systems, Job Recruitment, Robotics, Machine Learning, Artificial Intelligence etc. are a few of them, perhaps difficult to list all.

Computer can bring people closer together and facilitate contacts between them using Email, Chatting, Videoconferencing, Mobile Phones and Social Medias.

Computer has made massive makeover in education field. In this modern world, our "Guru" as all we know is "Google search" being evolved as Human Assist adopting Artificial Intelligence (the latest trends in Computer application).

In education sector, teaching and learning reached new highs after started using computers in our life. We can find answers virtually on any subjects in a moment, and can communicate this information to number of ways in real time.

Most of the universities offer distant education and exams using online channels to their students in which many famous universities have made tie-ups with MOOC providers. MOOC is the acronym for Massive Open Online Course.

Computer also facilitate comfort to our life and provides convenience. Airways, Roadways and waterways uses computers to control their operation.

Other utility facilities like Electricity, Water, Agriculture, etc. are more sophisticated and improved by computer influence.

Computers provide potential for improving the effectiveness of medical care.

While discussing changes computer has made in human life, it's worth mentioning the changes computer bring in the near future. Some of the predicted changes are of Artificial Intelligence (AI), Machine Learning (ML), Interest Based Education, 3D Printing, Driver-less Vehicles and Space Traveling.

To conclude, computers have changed our life beyond imagination and continue to play important role on human life and behaviors. It provides advanced facilities for our life and also create effective learning, production, control and utilization.

1.1. Ask five What-, How-, When-, Why-, Who-questions to the text.

1.2. Continue the sentences, choosing the best ending in the right column:

1. Artificial intelligence takes over ...	a. learn new things to accomplish what humans want to get it done.
---	--

2. Machines are being capable to...	b. sweepstakes in the small scale manufacturing industry.
3. 3D printing ...	c. work places of repetitive jobs, reduce human intervention upto the end of job cycle.

1-c, 2-a, 3-b.

1.3. Discuss the importance of computer in human life in pairs and in group.

Задание для подготовки эссе

Topic: The Role of the Internet in Science and Life

Type: Opinion essay

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.

It is generally agreed today that ...

To begin with,

Firstly, ... / Secondly, ... / Finally,

The first thing that needs to be said is

First and foremost

It is a well-known fact that

What is more,

One cannot deny that

In addition to

Thus, ... / Therefore,...

In conclusion, I can say that

Тема 7 «Time and Money. - Время и деньги»

Вопросы и задания для устного опроса:

1. How many time zones are there in your country?
2. Can you name a country where it is the middle of the night right now?
3. Can you name a country that is one day behind you right now?
4. Have you visited a place with a different time zone? Where? When?
5. Have you ever had jet lag (*нарушение суточного ритма организма*)?
6. Do you know any good ways to avoid jet lag?
7. What's the best time to ...
 - go on holiday?
 - wake up on a day when you aren't working?
 - do homework or study?
 - visit your home town?
 - watch television for films or series?
 - get married in your country?
 - do exercise?
8. How much do your parents earn?
9. Do you lend money to your friends?
10. How much did your jacket cost?
11. How much do you spend every week on food?
12. Do you have change for a five (dollar/euro/pound/ruble) note?
13. How much cash do you have with you now?

14. Do you owe a lot of money?
15. What are common money concerns for people your age?

Типовые задания для текущего тестирования

Test 1. Present perfect and past simple

Choose the sentence that best follows the first one.

- 1 My family have lived in Britain since the 1950s.
 - a We all live in or around London.
 - b We now live in Canada.
- 2 My grandmother didn't speak any English when she first arrived.
 - a She doesn't speak English now.
 - b Her English is very good now.
- 3 She worked in a shop for 20 years.
 - a Now she's retired.
 - b She works there five days a week.

Keys: 1-a, 2-b, 3-a.

Test 2. Present perfect with *yet* and *already*

*Complete the sentence with **already** or **yet**.*

1. I haven't met our new secretary... .
2. It has ... stopped raining.
3. Has it stopped snowing ... ?

Keys: 1-yet, 2-already, 3-yet.

Test 3. Present perfect with *for* and *since*

*Complete the sentence with **for** or **since**.*

1. We have known each other ... 2004.
2. Mr. and Mrs. Parker have been married ... ten years.
3. The tourists have been in Russia ... a week.

Keys: 1-since, 2-for, 3-for.

Задание для подготовки презентации

Topic: World Currencies

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. /I am a first year student.
 - The topic of my presentation is.. /Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.

- That is the end of my presentation.
- Thank you for your listening/attention.
- 4. Inviting questions
- You are welcome with your questions.
- I am ready to answer any of your questions.
- Sorry, could you repeat your question?
- I am sorry, but I didn't follow your question.
- If there are no more questions thank you again for your attention.

Типовое задание для ролевой игры

Ролевая игра «На рынке/В супермаркете».

Topic: The students are at the Market/Supermarket.

Preparation (unsupervised work): At home students are to make cards with pictures, names and prices of food commodities and/ manufactured goods; compose a shopping list; prepare false money. The students create their own groups of three for the role play. Two are customers. One is a seller.

The students work out their own role play in the group and present it in the class. The other students check for mistakes.

The students should not use their notes. They should practise the role play free.

Use the phrases:

Shop Assistant	Customers
What can I do for you?	Could I have some...
Can I help you?	I'd like..
Are you looking for anything in particular?	How much is that/it?
How many/much would you like?	That's \$3.
Anything else?	Is this on sale?
Is that all?	There's a discount of 20% on this.
Here you are.	It's a bargain.
Changing room is over there.	It's cheap.
Sorry, but we are sold out.	It's expensive.
I'm afraid /Sorry I can't help you.	
Come this way, please.	
The cashier's over there.	

Задание для подготовки эссе

Topic: Life today is too fast (and people don't have enough time for what is important)

Type: Opinion essay

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.

It is generally agreed today that ...

To begin with,

Firstly, ... / Secondly, ... / Finally,

The first thing that needs to be said is

First and foremost

It is a well-known fact that

What is more,

One cannot deny that

In addition to ...
 Thus, ... / Therefore, ...
 In conclusion, I can say that

Типовые задания контрольной работы 2

1. Vocabulary

1.1. Global issues

Write down the phrases in the box.

Natural disasters	Environmental issues	Social issues

1.2. Leisure activities

Match 1–5 with a–e to make sentences.

- 1 I spend a lot of time chatting
- 2 If the weather’s nice, I often do
- 3 In the summer, we sometimes go
- 4 I usually watch
- 5 The kids spend hours playing
- 6 On long journeys, I usually read
- 7 When I get home from work, I cook
- 8 My son’s very fit. He does

- a for a walk in the countryside.
- b dinner for the family.
- c to friends on my mobile.
- d computer games.
- e a book to pass the time.
- f a lot of sport.
- g the gardening at the weekend.
- h the news on TV in the evening.

1.3. Computers

Match the words in A to the words in B to make compound nouns. Translate them into Russian.

- A**
- computer
 - head
 - key
 - lap
 - memory
 - mobile
 - mouse
 - text
 - web

- B**
- phones
 - top
 - site
 - screen
 - board
 - message
 - stick
 - phone
 - pad

1.4. Money

Match 1–6 and a–f to make sentences.

- 1 The hotel didn’t take credit cards,
- 2 I haven’t got much money with me
- 3 I’m sorry I don’t have any change,
- 4 House prices are so high around here
- 5 We both retired a couple of years ago,
- 6 I didn’t want to send cash through the post,

- a just a fifty dollar note.
- b so I put a cheque in an envelope.
- c so we had to pay in cash.
- d so now we live off our pensions.
- e just a few coins in my pocket.
- f we had to get a huge mortgage.

2. Grammar

2.1. Expressing future hopes and plans

Are the sentences correct or incorrect? Circle your answer.

1 I hope to get a good job after university.

Correct / Incorrect

2 I'd like doing something in finance.

Correct / Incorrect

3 I'm looking forward to find a wedding dress.

Correct / Incorrect

2.2. Present perfect

Complete the sentences with the past participle form of the verbs in brackets.

Odile has (1) (be) a midwife for more than ten years and she's (2) (deliver) thousands of babies. Several mothers have (3) (choose) to call their baby girls Odile after her.

Chet has (4) (drive) his truck all over the US, but he's never (5) (have) an accident.

As a journalist, Damien has (6) (meet) a lot of famous people, he's (7) (speak) to top politicians and he's (8) (write) stories about important world events.

2.3. Comparative adjectives

Complete the sentences with the comparative form of the underlined adjective.

1 French TGV trains are fast, but the Japanese bullet train is _____.

2 The Empire State building is very tall, but Taipei 101 is _____.

3 The traffic in Los Angeles is bad, but it's even _____ in Sao Paulo.

2.4. Present perfect with *for* and *since*

Complete the sentences with the correct word.

People have used calendars (1) in / for / since ancient times to divide the year into days and months. The western calendar, based on the solar cycle, has existed (2) in / for / since Roman times. Many European countries have used the modern Gregorian calendar (3) in / for / since more than 400 years. Britain adopted it as the official calendar (4) in / for / since 1752.

The Islamic calendar has been used by Muslims (5) in / for / since the seventh century and has a year that is 11 days shorter than the Gregorian calendar.

3. Reading

Is cash going out of fashion?

New technology may mean that we are getting closer to a cashless society. We are now used to paying for many things with cards instead of cash. It's now common around the world to hand over your debit or credit card in shops, hotels and restaurants. You put your card in a reader, type in your PIN and that's it. It's simpler and safer than carrying around large amounts of cash. Cash is still more popular for small purchases though. If you're buying a newspaper or a cup of coffee, you'll probably pay by cash. Even in developed countries such as the UK, more than half of all sales are still in cash.

New 'contactless' technology, though, may mean that we no longer need to carry cash or cards. You simply touch your mobile phone to a reader and the payment is made instantly using a special chip in your phone. It's quicker and cheaper than the card readers we use today, making it economical for even small purchases. In small shops and cafes, customers will spend less time waiting in the queue while people search for the right change. Shoppers in South Korea have already started using the new technology, but how many other countries will it spread to?

Like any new technology, it's likely to take time to spread. Shops will need to install new equipment and users will need to get new phones with the special chips. Experts believe there are

more than 380 billion mobile phones in the world and it will take a long time for all those people to change their phones.

3.1. Answer the questions:

1. What is a 'cashless society'?
2. What is the most popular way to pay for small things that we buy?
3. How does contactless technology use mobile phones?
4. Which country has already started to use the new technology?
5. Why will this technology take time to spread to other countries?

3.2. Find words in the text to match these definitions:

1. money in the form of notes and coins
2. a small plastic card that you use to buy things now and pay for them later
3. a plastic card that you use to pay for things directly from your bank account
4. flat round pieces of metal used as money
5. personal identification number
6. something that you buy
7. the process of buying or selling something

3.3. Complete the expressions from the text with one preposition or particle in each space.

1. I don't think cash will go _____ of fashion for a long time.
2. I think we'll always use cash to pay _____ things at market stalls and places like that.
3. For little things, it's just much easier to pay _____ cash.
4. It's easier to hand _____ your credit card than to carry lots of cash.
5. At the moment, you put your card in a reader, then you type _____ your PIN.

4. Writing

You are going to a conference in another town for your job. Write an email to a colleague arranging to meet them at the conference. Use the notes below. Then write a suitable reply from your colleague.

- arrive by train, 10am
- taxi to conference centre
- meet Anna at reception desk? 10.30?
- give mobile number – call if late or problems.

Тема 8 «Home and Away. - Дома и в гостях»

Вопросы и задания для устного опроса:

1. Where do you live? Describe your flat/ house.
2. Are houses in your country and houses in Great Britain /USA different? How?
3. Have you ever visited an extremely big house? Whose? Where? What's it like?
4. In what part of your city are the buildings quite ugly? Where? What do they look like?
5. In what part of part of your country are houses fairly cheap? Where? How much?

Why?

6. Did you have a pet as a child? What was it?
7. Do cats have any special meaning in your country?
8. Do many people keep them as pets?
9. What is the most common pet?
10. In English, people sometimes say that cats have nine lives. Does this expression in your language?
11. If you could work or study in another country, would you do it?
12. What country would you prefer?

13. If some foreign friends visited you for one day and wanted to see some sights, where would you take them?
14. What would you do if your son or daughter told you they wanted to travel on their own?
15. If you went to England, would you buy souvenirs? What would you buy? Who for?

Типовые задания для текущего тестирования

Test 1. Passive Voice

Make the sentences passive.

1. They often do it. 2. They are doing it now. 3. They did it yesterday.

Test 2. Passive Voice

Translate into English.

1. Москва была основана Юрием Долгоруким в 1147 году. 2. Эти машины производили в Японии. 3. Результаты тестирования будут объявлены завтра.

Test 3. Conditionals

Choose the right variant.

1. I feel so desperate. I wish there (will be / be / were / have been) a way out! 2. Paul doesn't have a lot of friends. But if you (would know / known / know / knew) him better, you would understand how amicable he really is. 3. I think my mother would be disappointed if I (skip / would skip / had skipped / skipped) my lessons.

Задание для подготовки презентации

Topic: Welcome to... (any place you like)

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. /I am a first year student.
 - The topic of my presentation is.. /Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?

- I am sorry, but I didn't follow your question.
- If there are no more questions thank you again for your attention.

Типовое задание для ролевой игры

Ролевая игра «Разговор по телефону».

Topic: The students are speaking on the phone.

Roleplay a short phone conversation for each situation.

Situations

1 A: phone B. You can't go to work today. Say why.

2 B: phone A. You have a problem in your kitchen. You want A to come and fix it.

3 A: phone B. You would like to reserve a room in B's hotel for two nights.

4 B: phone A. Tell A about a fantastic holiday you have just returned from.

The students create their own groups of two for the role play.

The students work out their own role play in the group and present it in the class. The other students check for mistakes.

The students should not use their notes. They should practise the role play free.

Study the examples:

1.

- Hello? Is that Gloria?
- Yes! Hello? Who's speaking?
- It's Nick. Nick Edmonds.
- Oh, hi, Nick! I didn't recognize your voice. How are you?
- I'm OK, thanks, Gloria. Is Cathy in?
- Yes, she must be in her room. Could you hang on, please? I'll just get her.
- OK, thanks.

2.

- Good afternoon. May I help you?
- Hi. I would like to talk to Mr. ..., please.
- May I ask you who is calling?
- My name is I'm calling from an advertising agency.
- Thank you, Mr. Just a moment, please. Let me check if Mr. ... is in his office.
- Sure.
- Thank you for waiting. I'm sorry but Mr. ... isn't available at the moment. Would you like to leave a message or shall I ask him to call you back? Does he have your number?
- I believe he does. But I can give it to you, just in case.
- All right. Go ahead, please.
- My number is 046 78345.
- OK. And would you mind repeating your name?
- Sure. I can spell it:
- Thank you, Mr. I'll ask Mr. ... to call you back as soon as possible today.
- Thanks a lot. Bye.

Тема 9 «Health and Fitness. - Здоровье и спорт»

Вопросы и задания для устного опроса:

1. How often do you get a cold?
2. Have you had a cold yet this year?
3. Do you play a sport? Which sport?
4. Do you do an exercise?
5. Do you prefer to exercise alone or with friends?
6. Did you do a sport when you were younger? Which one?

7. What are the best ways to keep fit?
8. Do you have a family doctor?
9. •What food do you think is the healthiest?
10. •Do children in your country get enough exercise?

Типовые задания для текущего тестирования

Test 1. Past perfect

Write the correct form.

1. She was sorry for the things that she (do).
2. He was afraid that she already (learn) the truth.
3. Mary looked at the clock and realized that it (stop).

Test 2. Conditionals

Complete the sentences.

1. He is busy and does not come to see us. If
2. The girl didn't study well last year and received bad marks. If
3. He broke his bicycle and so he didn't go to the country. If

Test 3. Conditionals

Translate into English.

1. Если я увижу его, я поговорю с ним.
2. Если бы я знал номер ее телефона, я бы мог позвонить ей.
3. Если бы я выучил английский язык раньше, я уже давно мог бы найти хорошую работу.

Типовое задание для ролевой игры

Ролевая игра «У доктора/В аптеке».

Topic: The students are visiting a doctor/ buying medicine at the chemist's.

The students create their own groups of two for the role play.

The students work out their own role play in the group and present it in the class. The other students check for mistakes.

The students should not use their notes. They should practise the role play free.

Use the phrases:

Doctor	Patient
What seems to be the problem?	I am not feeling well.
Come closer, please. I have to look at your throat and listen to your lungs.	I feel ill.
Can I have a look?	I've cut myself.
Does it hurt when I press here?	I have:
Could you roll up your sleeve?	a high temperature;
I'm going to take your blood pressure/temperature/pulse.	a backache/headache/earache;
Open your mouth, please.	a pain in my arm/neck/chest;
	a swollen ankle/arm/knee;
	a sprained wrist/ankle/knee;
	a broken arm.
	My back/arm/head is hurting. / My back/arm/head hurts.
	Are there any other prescriptions for me?

Задание для подготовки эссе

Topic: Sport: for and against

Type: For and against essay

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.

It is generally agreed today that ...

To begin with,

Firstly, ... / Secondly, ... / Finally,

The first thing that needs to be said is

First and foremost

It is a well-known fact that

What is more,

One cannot deny that

In addition to

Thus, ... / Therefore,...

In conclusion, I can say that

Тема 10 «New and Old.- Современность и история»

Вопросы и задания для устного опроса:

1. Can you think of any new words in your language? What are they? What do they mean?
2. Are there any objects that make you nostalgic for the past? Which ones?
3. Which of the forms of transportation have you used?
4. Which do you prefer?
5. Are there any forms of transport that you never use?

Типовые задания для текущего тестирования

Test 1. Defining relative clauses

Complete the definitions with a relative clause using which or who.

1 A 'newcomer' is a person. The person has recently started to live or work somewhere.

A 'newcomer' is a person _____ to live or work somewhere.

2 A 'newborn' is a baby. The baby has just been born. A 'newborn' is a baby _____ born.

3 The 'New World' is the American continent. It was first visited by Europeans in the 16th century. The 'New World' is the American continent _____ by Europeans in the 16th century.

Test 2. Definite article (the)

Complete the text with the, a or no article (-).

In 1964, (1) a / the researcher got permission from (2) - / the United States Forest Service to cut down (3) the / a bristlecone pine tree in (4) the / a Great Basin National Park. (5) The / A park is in (6) the / - Nevada in (7) - / the west of (8) - / the US and contains many very old trees. (9) The / - researcher wanted to study (10) the / a rings inside these ancient trees.

Test 3. Both, neither

Complete the text with the correct words.

Cordoba is a city in southern Spain. It is also the name of a city in Central Argentina. The people in (1) both cities / both of city speak Spanish. (2) Both city has / Both cities have beautiful churches and historical monuments that are popular with tourists. (3) Both place is / Both places are inland, (4) neither of them / neither of places is on the coast.

The Australian city of Newcastle was founded at the beginning of the 19th century and was named after the city of Newcastle upon Tyne in the North of England. The two cities have

many things in common. (5) Both of them are / Both of them is in coal-mining areas and (6) both is / both are important ports. And of course, the people in (7) both of places / both places speak English.

Задание для подготовки презентации

Topic: New words in English (Neologisms)

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. /I am a first year student.
 - The topic of my presentation is.. /Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Типовые задания контрольной работы 3

1. Vocabulary

1.1. Trip/Travel

Complete the sentences with the correct words.

- 1 We went out for a *drive / journey* in the country in his new sports car.
- 2 We did a *trip / tour* of the city and saw some of the main sights.
- 3 Did you have a good *trip / ride* to the coast at the weekend?

1.2. Tourism

Complete the text with the correct words.

(1) *Tourism / Tourist* is an important part of the economy for many Caribbean islands. Traditionally, people (2) *visited / stayed* the Caribbean (3) *for holidays / on holiday* for its tropical beaches.

1.3. Sports

Complete the sentences with do, go, or play.

- 1 People usually _____ skiing in the winter.
- 2 People of all ages _____ swimming in pools or in the sea.
- 3 You can _____ tennis with either two or four people.

1.4. Transport

Choose the correct answers.

- 1 Which form of transport doesn't have wheels?

a bicycle

b ship

c bus

- 2 Which form of transport has wings?

a underground

b plane

c boat

- 3 Where do you catch a train?

a stop

b track

c station

2. Grammar

2.1. Passive voice

Complete the second sentence using the passive so that it means the same as the first sentence.

- 1 British architect, Norman Foster designed Hong Kong International airport.

Hong Kong airport _____ by British architect, Norman Foster.

- 2 They built the airport on land reclaimed from the sea.

The airport _____ on land reclaimed from the sea.

- 3 They finished the airport in 1998.

The airport _____ in 1998.

Keys: 1. was designed, 2. was built, 3. was finished.

2.2. First conditional

Complete the sentences with the correct words.

- 1 If you have an accident, we will pay / are pay your medical costs.

- 2 If you'll be / you are seriously ill or injured, we will fly you home.

- 3 You can claim up to €1000 if you lose / lost your luggage.

2.3. Second conditional

Complete these sentences with the correct form of the verbs in brackets. Use contractions (I'd, etc) where possible.

- 1 If house prices (be) lower, I'd buy my own place.

- 2 If I owned my own house, I (paint) the walls different colours.

- 3 I'd fix the windows myself if I (know) how.

Keys: 1. were, 2. I'd paint, 3. knew.

2.4. Tenses

Complete these sentences with the correct form of the verbs.

1. By the time we came back, the house ... by an American.

1. was
bought

2. **had been**
bought

3.
bought

4. will be
bought

2. I ... for you when you come out of the building.

1. am 2. was waiting 3. be waiting 4. will be waiting
waiting

3. She ... piano lessons since last June.

1. is taking 2. takes 3. has been taking 4. took

2.5. Reported statements

Complete the reported statements.

1 'The team played really well.'

The manager said that _____ really well.

2 'I've trained hard and I'm confident of doing well.'

In an interview before the race, she said _____. hard and _____. confident
of doing well.

3 'I'm really disappointed that we didn't win.'

He told reporters really disappointed that _____.

3. Reading

Nomads

For most people, home is a fixed place; a house or a flat in a town or a village. But for some groups of people around the world, home is not fixed. Nomadic people move from place to place, often following the animals which they herd or hunt.

The nomadic hunters of Mongolia live in large tents called ger. The ger are made of a round wooden frame which is covered by a heavy tent. It has one room where the whole family sleeps, cooks and eats. Groups of families move at least twice a year from a summer to a winter camp. The ger are packed up and rebuilt in a new place.

The Sámi people live in the northern part of Norway, Finland and Sweden. Traditionally, many Sámi are reindeer herders and in the past, whole families moved with the reindeer herds, living in tents. Nowadays most Sámi families live in towns or villages, but the herders still move with their animals. Like many nomadic groups, their lifestyle is threatened by changes in the modern world. If the Sámi can't move their herds to their feeding areas, their lifestyle will disappear. In Norway, the right to herd reindeer is legally protected and can only be done by Sámi people.

The Bedouin people live in the deserts of Arabia and north-east Africa. They are nomadic herders who travel through the desert by camel with their sheep and goats. Because the land is so hot and dry, they have to move often to find enough food and water for their animals. They live in simple tents which are divided into two sections by a curtain. One part is for men and for guests. The other part is where the women live and cook.

3.1. Answer the questions.

What is a nomad?

Which three groups of nomadic people does the article mention?

3.2. Which of these statements are true for the Mongolians (M), the Sámi (S) and the Bedouin (B)?

1 They don't live in the same place all the time.

2 They move to find food for their animals.

3 They only move a few times a year.

4 They are mostly herders.

5 They still live in tents today.

6 They have legal rights to protect their lifestyle.

4. Writing

Write a report for other students about the new facility. Organise your report into four paragraphs: an introduction, positive things, negative things and a conclusion. Use the Useful language to help you.

Useful language

- I would like to tell the rest of the class about ...
- My impression of the new ... was very positive / negative.
- ... that's something that the old ... didn't have.
- There are some things I preferred about the old ...
- I think the new ... is a great improvement on the old one.
- It makes the town / city a better, more modern place to live in.

Тема 11 «Language and Culture. - Язык и культура»

Вопросы и задания для устного опроса:

1. What is a language?
2. What is culture?
3. Are language and culture connected? Prove your point of view.
4. How many languages are there in the world?
5. Is human language different from animal communication?
6. Where does language come from?
7. How are languages classified?
8. Is it good to have so many languages?
9. Which languages are endangered?
10. How do languages become endangered?
11. How does multilingualism function? Exploring the term 'multilingualism'.
12. In many European countries there are wide-spread stereotypes which dialect is "ugly" and in which region people speak "nicely". How is it in your country?
13. Is the prestige of a dialect connected to the economic success of its speakers, or can you find other historical reasons for differences in prestige?
14. Are there other differences in the use of this dialect and the standard language?
15. Which differences do you find important, which are less important?

Типовые задания для текущего тестирования

Test 1. Mark the correct sentence in each pair.

- 1 a I really like fantasy books and films.
b I'm really liking fantasy books and films.
- 2 a In my country, the sun shines every day in summer.
b In my country, the sun is shining every day in summer.
- 3 a I stay with a friend for a few days.
b I'm staying with a friend for a few days.

Keys: 1-a, 2-a, 3-b.

2. Complete each question with 1–3 words.

- A: (11) your favourite book?
B: A novel called The Flea Palace.
A: (12) like it?
B: Because it's entertaining and has some interesting characters.
A: (13) you read it?
B: Last year, when I was on holiday.

Keys: 1. What is / What's
2. Why do you

3. When did

3. Complete the collocations for describing places.

I come from Hong Kong, which is part of China. Hong Kong is a large, exciting city, with plenty of (0) tourist attractions, and if you visit, you will find plenty of things to do. If you like shopping, for example, you'll love the shopping centres, department stores, (1) d_____r boutiques and street markets. There are also theatres and museums where you can see (2) c_____l events like films, plays and exhibitions. Because Hong Kong is quite a new city, there aren't many (3) a_____t monuments, but there is a lot of very impressive (4) m_____n architecture. Most visitors to Hong Kong arrive at our (5) i_____l airport, which is one of the busiest in East Asia.

- Keys:** 1. designer
2. cultural
3. ancient
4. modern
5. international

Задание для подготовки презентации

Topic: English: variants and dialects

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. /I am a first year student.
 - The topic of my presentation is.. /Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Задание для подготовки эссе

Topic: Global English

Type: Opinion essay

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.

It is generally agreed today that ...

To begin with,

Firstly, ... / Secondly, ... / Finally,

The first thing that needs to be said is

First and foremost

It is a well-known fact that

What is more,

One cannot deny that

In addition to

Thus, ... / Therefore,...

In conclusion, I can say that

Тема 12 «Lives and Legends. - Жизнь и сказка»

Вопросы и задания для устного опроса:

1. What is a legend?
2. What is a myth?
3. What is the difference between legends and myths?
4. Literature is classified into two main categories: fictional literature and non-fictional literature. What do you prefer?
5. Why do people like fairy-tales?
6. Do you think legendary places: real or fictional?
7. Have you ever heard about Avalon / El Dorado / Hanging Gardens of Babylon / Troy / Utopia / Xanadu? What exactly?
8. Do you believe in urban legends? Which ones?

Типовые задания для текущего тестирования

Test 1. Correct the mistake in each sentence.

- 1 Learned you English when you were at school?
- 2 I was buying a new English dictionary last Saturday.
- 3 This time last year I travelled around South America.

Keys:

- 1 Did you learn English ...
- 2 I bought a new English dictionary ...
- 3 ... I was travelling around South America

Test 2. Complete the conversation with use to, used to, didn't use to and would. Use each word / expression at least once.

A: What did you (0) use to be like when you were younger?

B: Well, I was much more active than I am now. I always (1) go running before breakfast when I was in my early teens.

A: Did you (2) play sports?

B: No, I (3) enjoy things like that, although sometimes I (4) play table tennis after school.

A: Did you look very different?

B: Well, my hair (5) be much longer, but apart from that, no.

Keys:

1. used to
2. use to
3. didn't use to
4. would
5. used to

Test 3. Choose the best word to complete the sentences.

1. Shangri-La is an imaginary place where everything is beautiful. La is a Tibetan word which *means / represents* 'mountain pass'.
2. A statue or painting of a lion usually *represents / symbolises* strength.
3. I can see some hills from my bedroom, and if you go *beyond / within* those hills, you'll get to the sea.

Keys:

1. means
2. symbolises
3. beyond

Типовое задание для Discussion

1. Read the text and do the tasks.

How fairy tales affect our life

When the people of Hamelin refused to pay the Pied Piper what they had promised, he led the children of the village away with his magical music. This key moment in a familiar fairy tale carries many insights. It is, at once, a commentary on social values, a vivid example of family tragedy, and a bit of personal psychology. Folklore is compacted wisdom literature that yields more information with each reading.

There is much we can learn by reflecting on the stories heard in childhood. Magical characters such as the Pied Piper, the talking frog and the fairy godmother are likely to remain in the imagination for a lifetime. The adventures these stories describe often reflect challenges we face in our journeys. The tales hide a wealth of insights just below the surface. They are clearly more than mere entertainment for children.

These stories portray life issues in miniature. The story of the Pied Piper reminds us that every parent has to deal with letting go of their children and every former child has to cope with feelings about how it is to leave home. If we take the tale as a reflection of the inner landscape, we see that all the characters can represent aspects of our own personalities. The village leaders may symbolize a practical, thrifty side that does not sufficiently appreciate our magical qualities or artistic abilities. If we cheat the imagination of appropriate time and resources, things may go badly. Creativity and play engage the childlike energies that can leave us in a state of depression if they depart.

These tales are psychological mirrors and we become more complex as we mature. The storytellers intentionally loaded the adventures with heavy symbolism to reveal more meanings as we develop a deeper awareness of ourselves. Bedtime stories have enormous influence over our identities. People identify with certain characters in the stories they heard in childhood. To some degree, many live out these stories, largely unaware of how much the old tales may be shaping our lives.

It is a great treasure to know and reveal which tales from our childhood have a hold on us. Once the general pattern or storyline becomes evident, the challenge is to participate in the rewriting of our own story. We may not be able to create the rivers that carry us along but we can certainly navigate the little boats of our lives.

Mythic stories make up a kind of collective dream that we all have together. If we want to understand our dreams, in many respects, we can look at these stories and study them. If we want

to understand the stories better, we can study our dreams. There is a great inter-relationship between these two forms of our imagination.

A talking animal in a story is often the voice of nature. Among other messages, we are being reminded that we are also animals. We are walking around in animal flesh. We sometimes forget this in our excessively mental, all too industrial culture. We are, first of all, animal creatures. We are not just visitors to nature, or merely caretakers of nature. We are nature. Guiding animals are crucial in mythic stories. Psychologically, this might well represent the wisdom of the body.

Sinister or wicked characters may represent aspects of ourselves that have been neglected or rejected. Carl Jung noted that the shadow energies in dreams and stories often appear as threatening witches or wolves. Jung insisted that something good can come from this darkness. Something valuable waits for us in the shadow. We are not to exclude that from how we define ourselves. Ultimately, inclusion is the goal. The challenge is to integrate these elements into identity in a constructive manner.

The darker elements in some tales often reveal shadow energies in an action, an image, or even a setting. The deep dark forest is a common representation of the feared elements within. The monsters live in the forest. The forest can reflect parts of ourselves that are never entirely tamed, that are always somewhat dangerous and chaotic. These elements sometimes come up in nightmares. They are important parts of ourselves. In some ways, they are the most creative aspects of our inner world. We need to go into the dark forest. It is difficult and mysterious. Still, fresh energies and new ideas come from that place.

Learning to find the guidance in familiar adventures is not difficult but does take a little effort. The starting point is understanding symbolism. Certain significant images communicate helpful information. The key is knowing how to decode the messages. The farmer getting stuck shows how trouble can interrupt our journeys for good reasons that we may not immediately grasp. The tale is a visual experience. Any one of the symbols in a classic story is worthy of a close look. If we meditate on the flow of images, and reflect on the meanings it presents to us, the rewards can be great.

1.1. Ask five What-, How, When-, Why-, Who-questions to the text.

1.2. Do you agree with the following statements? Why?

1. A talking animal in a story is often the voice of nature.
2. Sinister or wicked characters may represent aspects of ourselves that have been neglected or rejected.
3. The darker elements in some tales often reveal shadow energies in an action, an image, or even a setting.

1.3. Discuss the role of fairy-tales in our life.

Тема 13 «Hot and Cold. - Жара и холод»

Вопросы и задания для устного опроса:

1. Do you have four different seasons in your country? What is the weather usually like at different times of the year?
2. What are the regions without winter/spring/ summer/ autumn?
3. What products do you think sell well when the weather's hot/cold?
4. What temperature is cold/hot for you?
5. Do you feel the cold/heat easily?
6. Does it get very cold/hot where you live? How cold/hot?
7. What do you do to protect yourself against the cold/heat?
8. Where is the coldest/hottest place you've ever been?
9. What are the countries with the best weather and climate for you?
10. What are the countries with the worse weather and climate for you?

Типовые задания для текущего тестирования

Test 1. Choose the best expression to complete the dialogues.

- 1 A: Have you seen the weather forecast?
B: Yes, *it's being / it's going to be* a lovely weekend.
- 2 A: I'm really hungry.
B: OK, *I'll make / I'm going to make* you a sandwich.
- 3 A: Have you got any plans for the holiday?
B: Not really. *We'll go probably / We'll probably go* to Spain again.

Keys:

- 1 it's going to be
2 I'll make
3 We'll probably go

Test 2. Complete the text with *so* or *such*.

We had (0) **such** cold weather last winter that we had the heating on all the time, but one day it was (1) cold that the water in the pipes in my house froze. I called someone to fix the problem, but he had (2) much work to do that he couldn't see me that day. I decided to spend the night in a hotel. It was (3) a nice place that I decided to stay for a few days.

Keys:

1. so
2. so
3. such

Test 3. Choose the best words to complete the conversation between a shop assistant and a customer.

- A: I (1) *think / wonder* if I could try these trousers on, please?
B: Of course. The changing room's over there.
A: They're perfect. (2) *Could / Should* you tell me how much they are?
B: They're £45.
A: I'd (3) *want / like* to pay by credit card, if that's OK.
B: That's fine.

Keys:

1. wonder
2. Could
3. like

Задание для подготовки презентации

Topic: Alternative sources of power

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. /I am a first year student.
 - The topic of my presentation is.. /Today I would like to tell you about...

- I have chosen this topic because..., / The purpose of my presentation is ...
- It will take only 5-7 minutes of your time.
- 2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
- 3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
- 4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Типовые задания контрольной работы 4

1. Grammar and Vocabulary

1.1. Complete the sentences with the correct form of the words in brackets.

- 1 As you know, usually (I / agree) with everything you say, but (I / not agree) with the things you're saying now.
- 2 This time last year (I / work) in a shop and (live) in a small flat in the city centre.
- 3 I was so tired last night that (I / fall) asleep while (I / watch) television.

Keys:

- 1 I agree; I don't agree
- 2 I was working; living
- 3 I fell; I was watching

1.2. There are two missing words in each question. Put them in the correct place.

1. When trains for London leave and how much a return ticket?
2. Where you buy your new mobile phone and how much it cost?
3. Where you last night and what you do?

Keys:

1. When **do** trains for London leave and how much **is** a return ticket?
2. Where **did** you buy your new mobile phone and how much **did** it cost?
3. Where **were** you last night and what **did** you do?

1.3. Find and correct the wrong word or word form in each sentence.

1. Who authors, singers and artists do you like the most?
2. When you were younger, did you used to argue with your parents a lot?
3. If I don't have too much work this weekend, I'd give you a call.

Keys:

1. ~~Who~~ / Which
2. ~~used~~ / use
3. ~~I'd~~ / I'll

1.4. Choose the correct word to answer the questions.

1. Which of these words does not usually come before the word *English*?
business / designer / legal / medical / scientific
2. Which of these adjectives has a positive meaning?
confusing / disappointing / embarrassing / inspiring / shocking
3. Which of these words would *not* normally be used before the word *gloves*?
cotton / leather / metal / rubber / woollen

Keys:

1. designer
2. inspiring
3. metal

2. Reading

Greetings around the world

In most western cultures, the standard form of greeting between two people is a simple 'Hello' or 'Good morning' (or equivalent in whichever language you are speaking), and this is very often accompanied by a handshake. For people who already know each other, especially women, a quick kiss on one or both cheeks is also common. In other cultures, the way in which people greet each other can be quite different and, to the western eye, can seem novel and exotic.

Take, for example, the Maori of New Zealand. They greet each other by rubbing noses. This greeting is called *hongi*, which literally means 'the sharing of breath'. Greetings that involve facial contact other than kissing are common in other parts of the world, too. *Kunik*, a traditional form of greeting among the native people of Alaska and Siberia, involves gently pressing the nose and upper lip against the other person's face (usually the cheeks or forehead) and breathing in. This sort of greeting is normally reserved for family members, as is the habit in Tuvalu in the South Pacific of pressing your nose to the cheek of the other person and sniffing. In Sierra Leone, members of the Mende, one of the two largest ethnic groups in the country, rub their chins together when they meet, while men in Oman often follow a handshake with a kiss on the nose.

Not all greetings involve physical contact with the other person. The most well-known non-contact greeting is the bow, especially in Japan. You perform a basic bow with your back straight and your hands at your sides (if you're a man), or with your hands held together in front of you (if you're a woman), and you keep your eyes down. You show more respect if you bow deeply and for a longer time. In Cambodia, people greet each other by pressing the palms of their hands together and holding them against the chest, then bowing. As in Japan, you show more respect if you bow deeply and hold your hands high. Perhaps the most unusual form of non-contact greeting is in Mongolia, where rural people sometimes exchange a pipe.

In some cultures, gestures which are considered impolite or aggressive in other countries are used as greetings. In Tibet, for example, people greet each other by sticking out their tongue. This is a non-verbal way of saying 'I have no evil thoughts about you.' In the west African state of Niger, the Kanouri people shake a fist at head level, a gesture that in many cultures is considered one of aggression.

2.1. Choose the best word to complete the sentences below:

1. *Touching / Kissing / Biting* the other person's face with your own is a greeting that is practised by native people in Alaska and Siberia.
2. In some cultures, some forms of facial greeting are usually only used between *friends / relatives / strangers*.
3. In Japan, the position of the *back / hands / eyes* is different for men and women when they bow.

Keys:

1. Touching

2. relatives
 3. hands
- 2.2. Ask five *What-, How, When-, Why-, Who-*questions to the text.

3. Writing

Write a formal letter applying for a job that you have seen in a newspaper.

You should:

- say what job you are applying for.
- provide information about yourself (for example, where you are from and what you are doing at the moment).
- explain why you would like the job and why you think you would be suitable for it.
- ask any relevant questions
- make sure you use an appropriate style throughout.

Тема 14 «Friends and Strangers. - Друзья и незнакомцы»

Вопросы и задания для устного опроса:

1. Are people who have friends lucky? What's your opinion?
2. Have you got lots of friends?
3. Are all of them your close friends?
4. Friendship is a special thing, isn't it?
5. How do you understand friendship?
6. What is a true friend?
7. Who is your best friend?
8. Have you got much in common?
9. Do you often quarrel?
10. What does your friend look like?
11. Do you often meet?
12. What do you usually do together?
13. What must a person do to have a friend?
14. Why is a true friend a priceless gift?
15. A friend in need is a friend indeed, isn't it?
16. Do you know anybody with a bizarre name? What is it?
17. What are typical weekend activities for you?
18. What's the usual weather for this time of the year?
19. What customs in your country do foreigners find odd?
20. What are the weirdest clothes you've ever worn?

Типовые задания для текущего тестирования

Test 1. Complete the sentences with the correct form of the words in brackets.

- 1 I'm really sorry, but your name. (*I forget*)
- 2 in Manchester from 2006 to 2009. (*I live*)
- 3 anyone famous? (*you ever meet*)

Key:

- 1 I've forgotten
- 2 I lived
- 3 Have you ever met

Test 2. Choose the correct words to complete the conversation.

A: Have you seen Alice today? She isn't in her office.

B: No? Well, then, she (1) *can't / must* still be at home.

A: No, she (2) *can't / might* be. I just tried calling her there, and there was no reply.

B: Have you tried calling her mobile? She (3) *might / must* be stuck in traffic.

Key:

- 1 must
- 2 can't
- 3 might

Test 3. Complete the conversation with anybody, everybody, nobody or somebody.

A: Er, excuse me. I said excuse me! (1) has taken my pen again. It was on my desk and now it's gone. Does (2) know who took it? Come on, speak up, I won't be angry. OK, so (3) in this room knows who it was? What a surprise!

Key:

- 1 Somebody
- 2 anybody
- 3 nobody

Задание для подготовки эссе

Topic: Friendship can only connect worthy people. Cicero

Type: Opinion essay

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.

It is generally agreed today that ...

To begin with,

Firstly, ... / Secondly, ... / Finally,

The first thing that needs to be said is

First and foremost

It is a well-known fact that

What is more,

One cannot deny that

In addition to

Thus, ... / Therefore, ...

In conclusion, I can say that

Тема 15 «Law and Order. - Закон и порядок»

Вопросы и задания для устного опроса:

1. What is law? What are the other meanings?
2. What is order?
3. How is the order connected with the law? Do they exist alone?
4. Do you know anybody working as a civil servant? Do they like their job?
5. Have you ever paid a fine for something? What was it?
6. Have you ever written a letter to a government about something?
7. Is there a lot of red tape in your country?
8. Does it take a long time to get official government papers where you live?
9. Is order important in your life (in your house, in your study)?
10. Could you agree that being obsessed with order prevents creativity and stops people from trying out new things?

Типовые задания для текущего тестирования

Test 1. Complete the conversation with the present perfect simple or present perfect continuous form of the words in brackets.

A: Why are your eyes so red? (0) **Have you been crying** (you / cry)?

B: No, (1) (I / cut) onions for dinner.

A: Can I help? Peel some potatoes? Grate some cheese?

B: No, thanks, (2) (I / do) everything now.

A: OK. Er, what's that smell?

B: What smell? Oh no, (3) (I / burn) the meat! Quick, get it out of the oven!

Keys:

1 I've been cutting

2 I've done

3 I've burnt

Test 2. Find and correct the wrong word in each sentence.

1 **If you want a new passport, you need to compete a form with all your personal details**

2 **In some countries you have to play a large fine if the police catch you driving too fast.**

3 **My parents are both civilian servants in the government.**

Keys:

1 **compete** / complete

2 **play** / pay

3 **civilian** / civil

Test 3. Match the sentence parts to make complete sentences.

Watch out for ...	the steps, ...	because they're very slippery when it's been raining.
Be careful with ...	get around town is on the underground ...	because I'm afraid I've got some bad news.
Take care on ...	sit down ...	because there are lots of pickpockets and thieves on the underground.
Mind ...	your head, ...	because it's much quicker than taking the bus.
You ought to ...	your bag, ...	because they're a big problem in this town.
The best way to ...	pickpockets on the street, ...	because the doorway's very low.

1

2

3

4

5

Keys:

1 Be careful with your bag, because there are lots of pickpockets and thieves on the underground.

2 Take care with the steps, because they're very slippery when it's been raining.

3 Mind your head, because the doorway's very low.

4 You ought to sit down, because I'm afraid I've got some bad news.

5 The best way to get around town is on the underground, because it's much quicker than taking the bus.

Типовое задание для Discussion

1. Read the text and do the tasks.

Law is a system of rules that are created and enforced through social or governmental institutions to regulate behavior. It has been defined both as "the Science of Justice" and "the Art of Justice". Law is a system that regulates and ensures that individuals or a community adhere to the will of the state. State-enforced laws can be made by a collective legislature or by a single legislator, resulting in statutes, by the executive through decrees and regulations, or established by judges through precedent, normally in common law jurisdictions. Private individuals can create legally binding contracts, including arbitration agreements that may elect to accept alternative arbitration to the normal court process. The formation of laws themselves may be influenced by a constitution, written or tacit, and the rights encoded therein. The law shapes politics, economics, history and society in various ways and serves as a mediator of relations between people.

Law provides a source of scholarly inquiry into legal history, philosophy, economic analysis and sociology. Law also raises important and complex issues concerning equality, fairness, and justice.

In politics, law and order (also known as tough on crime and the War on Crime) refers to demands for a strict criminal justice system, especially in relation to violent and property crime, through stricter criminal penalties. These penalties may include longer terms of imprisonment, mandatory sentencing, three-strikes laws, and in some countries, capital punishment.

Supporters of "law and order", generally from the right-wing, argue that incarceration is the most effective means of crime prevention. Opponents of law and order, typically left-wing, argue that a system of harsh criminal punishment is ultimately ineffective because it does not address underlying or systemic causes of crime.

In a limited number of cases, it can be argued that order can be maintained without law. Robert Ellickson, in his book *Order without Law: How Neighbors Settle Disputes*, concludes that it is sometimes possible for order to be maintained without law in small, close-knit groups. Ellickson examines rural Shasta County, California, in which cattle openly roam and sometimes destroy crops. He finds that since social norms call for the cattle owner to pay for the damaged crops, the disputes are settled without law. According to Ellickson, not only is the law not necessary to maintain order in this case, but it is more efficient for social norms to govern the settling of disputes.

1.1. Ask five What-, How, When-, Why-, Who-questions to the text.

1.2. Explain in English the following phrases: a close-knit group, social norms, state-enforced laws, a tacit constitution, scholarly inquiry, tough on crime, mandatory sentencing, capital punishment, incarceration.

1.3. Discuss whether the law is essential for the order.

Типовое задание для ролевой игры

Ролевая игра «В городе».

Topic: The students are in the city. They are sightseeing. They ask passers-by, how to get to this or that place.

Preparation (unsupervised work): At home students are to draw a map of the city (real or pretend) with the main sights. The students create their own groups of three for the role play. Two are tourists. One is a passer-by. In their groups the students select their route.

The students work out their own role play in the group and present it in the class. The other students check for mistakes.

The students should not use their notes. They should practise the role play free.

Use the phrases:

Tourists

Passer-by

Excuse me, can you help me, (please)? I have go along ...

lost my way.	go past ...
Could you help me, please? I have got lost.	turn right/left = go right/left = take a right/left
What is the name of this street?	turn right/left at ...
Where is the ... situated?	turn right/left into (the main road)
Where is the restroom?	go ahead = go straight ahead = go straight on
Excuse me, do you know where the ... is?	across
Excuse me, can you give me quick directions to the ...?	opposite
Excuse me, could you tell me how to get to the ...?	on your right/left
Could you tell me the way to the nearest ...?	first/second turning on the left/right
Is this the way to the ...?	in front of
Which is the shortest way to the ...?	It is not far from here.
Excuse me, I am looking for a Do you know how to get there?	It is over there.
Could you show me on the map?	It is on ... Street.
Is it far from here?	It is in front of the ...
Can I walk there from here?	It is across the street.
	Keep going.
	Cross the street.
	The ... is opposite to the
	The ... is on your right/left.
	Take the second turning on the left.
	Go along ... street until the
	It is 20 minutes by car / on foot.
	Take the bus number six.

Тема 16 «Seen and Heard. - Визуальное и слуховое восприятие»

Вопросы и задания для устного опроса:

1. What is an illusion?
2. What kinds of illusions exist?
3. What is optical/ auditory / tactile /temporal illusion
4. Have you ever seen an optical illusion? What did it look like?
5. How is an optical illusion made?
6. What sort of people is interested in them?
7. Do illusions always occur as a result of an illness or a disorder?
8. Have you got good eyesight/ hearing?
9. What is the most important sense (eyesight, hearing, smell, taste)?
10. Could people live with deaf-dumbness?

Типовые задания для текущего тестирования

Test 1. Rewrite the sentences in the passive.

- 1 In my favourite picture, **a policeman is chasing some small boys.**
In my favourite picture,
- 2 **Somebody took the picture** in London in the 1960s.
.....in London in the 1960s.
- 3 **Newspapers often use the picture** to illustrate articles about naughty children.
.....to illustrate articles about naughty children.

Keys:

- 1 some small boys are being chased by a policeman
- 2 The picture was taken
- 3 The picture is often used (by newspapers)

Test 2. Choose the correct option to complete the text.

(0) A / The / No article most amazing optical illusion I know involves looking at (1) a / the / no article picture for one minute. (2) A / The / No article picture just shows (3) a / the / no article lots of black spots with no particular shape or pattern.

Keys:

- 1 a
- 2 The
- 3 no article

Test 3. Report the statements and questions.

- 1 'I missed the bus again,' said Robbie.
Robbie again.
- 2 Ivan said to me, 'I'll help you.'
Ivan me.
- 3 James asked me, 'Where do you live?'
James lived.

Keys:

- 1 said (that) he had missed the bus
- 2 said (that) he would help
- 3 asked me where I

Задание для подготовки презентации

Topic: Famous optical illusions

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. ./I am a first year student.
 - The topic of my presentation is.. ./Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.

- If there are no more questions thank you again for your attention.

Тема 17 «Supply and Demand. - Спрос и предложение»

Вопросы и задания для устного опроса:

1. What do human beings need?
2. What is most important to us?
3. What motivates us to keep going?
4. What was the dotcom bubble in western countries in the 1990s?
5. What was the housing bubble in the first decade of the 21st century?
6. What is Tulipmania?
7. What are human basic needs?
8. Are higher needs more important for some people than basic needs?
9. What influences our needs?
10. What kind of your needs is knowledge of English?

Типовые задания для текущего тестирования

Test 1. Combine the sentences using a defining relative clause.

1 Only I can help you. I'm the only one.

I'm the only person you.

2 Some of our products are cheaper than others. They sell quickly.

The products than others sell quickly.

3 That man works in a shop. You can buy lovely jewellery there.

That man works in a shop lovely jewellery.

Keys:

1 who / that can help

2 that / which are cheaper

3 where you can buy

Test 2. Complete the text with appropriate abstract nouns. Use the explanations in brackets to help you.

What qualities are most important to me? Well, first of all I've always believed that (0) creativity (*the ability to create new ideas or things*) is a very important human quality. I think (1) r.....t (*a feeling of admiration that you have for someone because of their personal qualities, achievements, etc*) of the self and others matters a lot. I also have a strong sense of (2) j.....e (*a feeling that people should be treated fairly and in a right way*). I think (3) f.....p (*having a good relationship with people who are friends*) matters a lot too.

Keys:

1 respect

2 justice

3 friendship

Test 3. Complete the sentences about telephone manners. Use one word in each gap.

1 When you answer the phone, you should always say your name.

For example: 'Hello, Michelle Smith

2 When you know that the caller has been there for a while, you should apologise.

For example: 'Sorry to you

3 If the caller asks for someone who isn't there, you should explain why, and appear to be sorry that the caller cannot speak to him or her.

For example: 'I'm David's in a meeting at the moment.'

4 You should offer to help the caller in some way.

For example: ‘Can I a?’

5 At the end of the phone call, it’s polite to thank the caller.

For example: ‘Thank you’

Keys:

1 speaking

2 keep / waiting

3 afraid

4 take / message

5 for calling

Дискуссия «Как заработать денег».

Типовое задание для Discussion

1. Read the text and do the tasks.

If you wish you had a little more money in your pocket, you’re not alone. Fortunately, you have a variety of options when it comes to making money. Doing odd jobs is a quick and easy way to earn money. Similarly, reselling items or selling items you make can earn you extra cash. As another option, earn money online by writing a blog, freelancing, or doing online surveys.

Offer dog walking or pet-sitting services. Caring for pets is a great way to earn extra cash while also getting some fresh air. Advertise your services online through your local classifieds or on a personal website. As another option, you can create an account with a service like Rover.

Be sure to let clients know what services you offer before they hire you. For instance, you might specify that you will walk dogs, feed and water all pets, and play with pets. However, you might stipulate that you won’t administer medication.

Babysit for extra cash if you’re good with children. Talk to people you know to see if they may be in need of a babysitter, and post about your availability as a babysitter on social media often. Additionally, you might create an account on a site like Care.com to attract more clients.

Become a tutor if you’re very knowledgeable in a subject. Check online to see how much tutors make in your area. Next, choose a subject that you know well and pick a grade level that you can easily teach. Advertise yourself as a tutor by posting flyers, posting online, and talking to people you know.

Perform landscaping services. Post flyers and hand out business cards to advertise yourself as a local landscaper. Be specific about the jobs you can perform, like mowing lawns, clearing brush, and manicuring plants. If you’re good at gardening, plant flower beds and hedges.

Complete errands or tasks for the elderly. Older people often need help with buying groceries, cleaning their home, performing home maintenance, and paying bills. To find clients, contact your local community center or church to find out if anyone needs help. Additionally, you might post an ad in your local classifieds or talk to people you know to find out if they know someone who needs help.

1.1. Ask five What-, How, When-, Why-, Who-questions to the text.

1.2. Decide how to make money on reselling items, selling items you make, working online.

1.3. Discuss the possible ways of making money in pairs and in group.

Типовое задание для ролевой игры

Ролевая игра «Деловой разговор по телефону».

Topic: The students are going to have an official telephone talk.

Preparation (unsupervised work): The students create their own groups of two for the role play.

The students work out their own role play in the group and present it in the class. The other students check for mistakes.

The students should not use their notes. They should practise the role play free.

Use the phrases:

This is ... calling.	How can I help you?
This is ... from "...".	Thank you for calling "...".
Is it convenient for you to talk at the moment?	Could you call again a bit later, please?
Can I call you back?	I'm sorry, but we don't have Mr. ... here.
Could you tell me when the best time to call is?	Sorry, you must have the wrong number.
Sorry to have troubled you.	Who is calling, please?
	Can I take your name, please?
	Where are you calling from?
Could you please tell him ... from "..." called?	Could you tell me what it's about?
Tell him I will call tomorrow, please.	Who are you calling?
When will he be in?	Who do you want to speak to?
	What company are you calling from?
	I'll put him on.
	Hold the line, please.
	One moment please.
	One moment, please. I'll see if Mr. ... is available.
	Can I take your number?
	Can I take your message?
	I'll pass on your message.

Типовые задания контрольной работы 5

1. Grammar and vocabulary

1.1. Choose the best words or phrases to complete the text.

When people talk about their 'best friend', they are usually talking about a person they (0) *knew* / *have known* for several years. This could be a neighbour, a friend from their old college, or even (1) *anybody* / *somebody* they first (2) *have met* / *met* many years before, at nursery school for example. Best friends usually have a set of unwritten 'rules': they (3) *don't have to* / *mustn't* talk about each other in a negative way to other people, and they should always support each other (4) *when* / *who* they need (5) *a* / *some* help or advice.

Keys:

- 1 somebody
- 2 met
- 3 mustn't
- 4 when
- 5 some

1.2. Complete the second sentence in each pair so that it has a similar meaning to the first sentence.

- | | | |
|---|---|--|
| 1 | a | Recently, people have seen strange lights in the sky at night. |
| | b | Recently, strange in the sky at night. |
| 2 | a | When I got home, Teresa said, 'I didn't have time to make dinner.' |

- b When I got home, Teresa said that time to make dinner.
 3 a 'Have you got any money?' Dave asked me when we met.
 b When we met, Dave asked any money.

Keys:

- 1 lights have been seen
 2 she hadn't had
 3 me if / whether I had

1.3. Choose the correct word to answer the questions.

- 1 Which word does *not* describe a way of talking?
chat / eavesdrop / mumble / shout / whisper
 2 Which word describes something which is usual?
bizarre / funny / odd / typical / uncommon
 3 Which of these words *cannot* come after the verb *take*?
a bus / medicine / a meal / a picture / responsibility

Keys:

- 1 eavesdrop
 2 typical
 3 a meal

1.4. Find and correct the wrong word in each sentence.

- 1 People from different cultures often have different religion beliefs.
 2 The book I'm currently reading is about the mystery disappearance of a young man.
 3 As far as I'm concerned, your healthy is more important than money.

Keys:

- 1 ~~religion~~ / religious
 2 ~~mystery~~ / mysterious
 3 ~~healthy~~ / health

1.5. Choose the correct expressions.

- 1 **You are sitting on a park bench. There is a stranger sitting next to you and you'd like to start a conversation. What would be a good way of starting?**
 a **How are you?**
 b **It's a nice day, isn't it?**
 c **What's your name?**
 2 **You are in a café. A stranger sits down at the same table. You think you recognise him / her. What do you say?**
 a **Are you someone I know?**
 b **Do I know you from somewhere?**
 c **Who are you?**
 3 **Somebody asks you for your opinion about something. How would you reply?**
 a **For me, I think it's (+ adjective)**
 b **In person, I think it's (+ adjective)**
 c **Personally, I think it's (+ adjective)**
 4 **You are at work when the phone rings. Someone asks for your boss, but she's in a meeting. What do you say?**
 a **I'm afraid she's in a meeting.**
 b **I'm nervous she's in a meeting.**
 c **I'm worried she's in a meeting.**
 5 **After explaining that someone is not available to take a phone call, what do you say to the person calling?**

- a Call back later.
- b Can I take a message?
- c Tell me what you want.

Keys: 1- b, 2-b, 3-c, 4-a, 5-b.

2. Reading

Read an article about famous friends. Decide if the sentences are true (T), false (F) or if the text doesn't say (DS)?

Famous friends

Having a best friend means that you not only have someone to share good times with and help you through bad times, but you also have someone who can inspire and motivate you. Without friendship, many famous people in history may not have achieved what they did. This article examines a few famous friendships.

The American writers Ernest Hemingway and Gertrude Stein met in France in the early 1920s. They met regularly at Stein's Paris salon, where they talked about everything from writing to art to friendship and love. Despite their age difference (she was 25 years older than him) they became great friends, although many people thought they had more of a mother-son relationship. Their friendship was one of the key influences in each person's literary development, and there is clear evidence of Stein's style of writing in Hemingway's own works.

Hemingway and Stein were not the only writers who enjoyed a close friendship in the 20th century. British writers CS Lewis and JRR Tolkien enjoyed a very famous friendship. They were both well-known for the worlds they created in their many books: Lewis's Narnia and Tolkien's Middle Earth. They became very close friends because they both believed that writing was incredibly powerful and important. They also shared religious beliefs and met regularly and wrote letters to each other.

Americans Susan B. Anthony and Elizabeth Cady Stanton were both important women in the women's rights movement in the US. Without their friendship, it may not have had the same force. In 1866, the two friends founded the American Equal Rights Association and travelled around the country giving speeches and working to promote equal rights between men and women, and especially the right for women to vote. Although they were unable to achieve this in their lifetime, after their deaths their ideas formed the basis of the 19th Amendment, which gave women the right to vote. Their work inspired, and continues to inspire, women's groups around the world.

Many people think that Abraham Lincoln's friendship with Joshua Speed influenced his politics, and indeed, many say that without Speed, Lincoln would never have become the 16th President of the US. They discussed everything from love to religion and social issues. Lincoln wanted to end slavery*, and it is a sign of the strength of their friendship that that they were able to remain close despite their different attitudes (Lincoln opposed slavery, while Speed relied on slaves to work his land).

1 There are some similarities between Hemingway's and Stein's writing styles.

2 C.S. Lewis wrote a book called *Narnia* and J.R.R. Tolkien wrote a book called *Middle Earth*.

3 C.S. Lewis and J.R.R. Tolkien both felt the same way about religion.

4 Susan B. Anthony and Elizabeth Cady Stanton won American women the right to vote.

5 Joshua Speed's attitude towards slavery had a strong influence on Abraham Lincoln.

Keys: 1 T, 2 DS, 3 T, 4 F, 5 DS.

3. Writing

A friend from abroad is coming to stay in your town or city for a few weeks, and you have offered him/her your home to stay in while he/she is there. However, at the same time, *you* are going abroad, which means that your friend will be in your home alone.

Write a personal letter to your friend (min 120 words), giving instructions that you think he/she might need.

You should:

- tell them what they can or can't do in your home.
- explain how some things work (for example, the heating).
- tell them about any unusual things in your home (for example, the front door opens by itself if you don't close it properly).
- ask them to do a few small jobs around the home (you should say what these are).
- tell them who they can go to or contact if they have any problems.
- wish them a nice stay.

Тема 18 «Lost and Found. - Новое и забытое»

Типовые задания для текущего тестирования

Test 1. Put the letters in the correct order to make sentences that follow on from the first sentence.

1 You haven't read Yann Martel's *Life of Pi* yet, have you? *would / I / can / it / as / as / soon / you / read* .

2 I'm going to make myself a sandwich. *something / eat / like / would / to / you ?*

3 Chris was very calm when I broke her favourite mug. *furiously / be / thought / she / I / absolutely / would* .

Keys:

1 I would read it as soon as you can.

2 Would you like something to eat?

3 I had assumed she would be absolutely furious

Test 2. Complete the conditional sentences using the correct form of the words in brackets.

1 If (*someone / offer / you*) a job abroad, (*you / accept*) it?

2 If (*I / not / have to*) go to work today, (*I / probably / go*) shopping instead.

2 You look tired. (*I / go*) to bed early tonight if (*I / be / you*).

Keys:

1 someone offered you / would you accept

2 I didn't have to / I'd probably go

2 I'd go / I were (was) you

Test 3. Complete the conversation with past modals of deduction.

A: I'm sure I saw Carol in town yesterday, but it (0) **can't have been** (*be*) her.

B: Why not?

A: Well, Carol's on holiday in New Zealand.

B: Maybe it was her. She (1) (*come*) home early.

A: But she only went on Monday!

B: In that case, you (2) (*see*) her, obviously.

A: Of course not. It (3) (*be*) someone else.

B: Hmm. The person you saw (4) (*be*) her sister.

A: She's never said anything about a sister before.

B: Well, she's got a twin sister, so it (5) (be) her!

Keys:

1 might / could / may have come

2 can't have seen

3 must have been

4 might / could / may have been

5 must have been

Test 4. Complete the sentences with the correct form of make or do.

1 It doesn't matter what you do. It won't any difference.

2 There's nothing worse than a test and realising you can't answer any of the questions!

3 Oh no, I think I've a terrible mistake.

Keys:

1 make

2 doing

3 made

Задание для подготовки презентации

Topic: Important discoveries made by accident

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction

2. Body

3. Conclusion

4. Inviting questions.

The phrases to be used:

1. Introduction

- Good morning!

- Let me introduce myself. My name is.. /I am a first year student.

- The topic of my presentation is.. /Today I would like to tell you about...

- I have chosen this topic because..., / The purpose of my presentation is ...

- It will take only 5-7 minutes of your time.

2. Body

- After that I'd like to move on to...

- Next I'd like to move on to...

-Finally I'd like to move on to...

3. Conclusion

- In conclusion I want to say.

- That is the end of my presentation.

- Thank you for your listening/attention.

4. Inviting questions

- You are welcome with your questions.

- I am ready to answer any of your questions.

- Sorry, could you repeat your question?

- I am sorry, but I didn't follow your question.

- If there are no more questions thank you again for your attention.

Задание для подготовки эссе

Topic: My message to progeny

Type: Opinion essay

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.

It is generally agreed today that ...

To begin with,

Firstly, ... / Secondly, ... / Finally,

The first thing that needs to be said is

First and foremost

It is a well-known fact that

What is more,

One cannot deny that

In addition to

Thus, ... / Therefore,...

In conclusion, I can say that

Тема 19 «Love and Hate. - Любовь и ненависть»

Типовые задания для устного опроса:

Read an article about love and hate, and complete the sentences below with one or two words from the article.

A love-hate relationship

People say that there is a fine line between love and hate. Recently, however, scientists have carried out a study which discovered that biologically the two are much closer than we previously thought. Love and hate, they say, are closely linked within the brain. Scientists who were actually researching how the feeling of hate works within humans, discovered that some of the same nervous circuits in the brain were used during the feelings of both love and hate.

So how did they find out? Seventeen people who said they really hated one person were chosen to be tested in a laboratory experiment. Most of them chose somebody they had known, or maybe a work colleague, although one person chose a famous politician! A brain scanner was then used to find out how neural circuits in their brain behaved when they were shown pictures of those people. The results showed that the neural circuits which became active were in two parts of the brain called the *putamen* and the *insula*. These parts also become active in situations that involve romantic love.

People can do extreme things both in the name of love and hate, and the results of this experiment could explain why both emotions can result in extreme behaviour. Professor Semir Zeki of University College, London led the experiment. He said that hate is often considered to be bad and it is often thought that humans should learn to control it. For a biologist, however, both hate and love are of equal interest. This is because hate, like love, can be a very irrational emotion, and it can therefore make people do either extremely brave or extremely bad things.

One major difference between love and hate, however, is that large parts of the brain – those associated with judgement and reasoning – ‘switch off’ when you see someone you love, but only a small area is switched off when you see someone you hate. This means that you may want to judge the person you hate, but you are likely to be less critical and judgemental of people you love.

1 The emotion of hate uses the same in the brain as love.

2 An was carried out to find out how people’s brains behaved when they saw something or someone they hated.

- 3 Two sections of the brain when people are in love or hate something or someone.
- 4 Many people think that hate is an emotion that we need to
- 5 You are more likely to be of people you hate than those you love.

Keys:

- 1 nervous circuits
2 experiment
3 become active
4 control
5 judgemental

Типовые задания для текущего тестирования

Test 1. Complete the second sentence in each pair so that it has a similar meaning to the first sentence. Use the correct form of the words in brackets.

- 1 a I think a holiday would be good.
b I a holiday. (*not mind / have*)
- 2 a I like being on holiday more than I like working.
b I on holiday to working. (*prefer / be*)
- 3 a Unfortunately I can't go on holiday because I don't have enough money.
b I on holiday. (*not afford / go*)

Keys:

- 1 wouldn't mind having
2 prefer being
3 can't afford to go

Test 2. Complete the text with the comparative or superlative form of the words in brackets.

Little Cassington is probably (0) **the prettiest** (*pretty*) village in the county, and has some of (1) (*old*) and (2) (*attractive*) buildings in the whole country. (3) (*good*) thing about it is that it is surrounded by countryside.

Keys:

- 1 the oldest
2 (the) most attractive
3 The best

Test 3. Complete the text with the correct form of the words in brackets.

People who visit the UK on short trips often make the rather negative (0) **assumption** (*assume*) that the people are as cold and inhospitable as the weather. This (1) (*stereotype*) image is mostly wrong, as anyone who has travelled around the country can tell you. Those who *have* been to the UK are less (2) (*judge*). They point out that many British people, especially those outside the cities, are warm and friendly, and have a great deal of (3) (*tolerate*) and a sense of fairness.

Keys:

- 1 stereotypical
2 judgemental
2 tolerance

Test 4. Choose the best words to complete the conversation.

A: Thanks for inviting me to such a great party. You're a great (0) **guest / host / reception.**

B: Thank you, that's very kind of you.

- A:** What a (1) *lovely / pleasant / reasonable* dress you're wearing.
B: Thanks, I'm (2) *cheerful / content / glad* you like it.
A: And this food is (3) *appetising / delicious / palatable*.
B: Do you (4) *believe / judge / think* so? Thank you.
A: You also have a (5) *likeable / lovely / sweet* home.
B: Thanks. We like living here.

Keys:

- 1 lovely
 2 glad
 3 delicious
 4 think
 5 lovely

Типовое задание для ролевой игры

Ролевая игра «На вечеринке».

Topic: The students are at a party.

Preparation (unsupervised work): The students create their own groups of three for the role play.

The students work out their own role play in the group and present it in the class. The other students check for mistakes.

The students should not use their notes. They should practise the role play free.

Use the phrases:

- | | |
|--|---|
| We are having a birthday party for Nick at four o'clock on Saturday. Can you come? | I'd love to. / With pleasure. |
| I'm glad you could come. | That's great! Thank you for the invitation. |
| Please make yourself at home. | I'm glad to be here. |
| Let me show you around. | You have a beautiful house. |
| Help yourself to the refreshments, please. | Happy birthday, Nick! |
| Would you like some dessert? | Many happy returns of the day! |
| Can't you stay a little longer? | No, thanks. I'm full. Just a cup of black coffee, please. |
| I'm glad you liked it. / I'm glad you enjoyed it. | I'd better be going now. |
| Take care now. Bye! | Thank you for a wonderful party. |
| | The food was delicious. |

Тема 20 «Beginnings and Endings. - Законы жизни»

Задания для устного опроса:

Read about birthdays around the world, and answer the questions with the name of a country or countries.

Birthdays around the world

In China, people believe that tigers protect children. Family members bring newborns special food and present them with gifts of clothing or toys decorated with tigers. When a Chinese girl or boy turns one year old, a variety of objects and toys are placed on the floor around the child. According to ancient beliefs, the object that the child chooses is a symbol that shows the profession he or she will pursue in life.

In India, on a Hindu child's first birthday, his or her head is shaved. Removing the hair is said to remove any evil from the child's past lives. On the actual day of their birthday, children wear very colourful clothing to school and hand out chocolates to the whole of their class. They also kneel and touch their parents' feet as a sign of respect. They also then visit a shrine, where the child is blessed.

In Japan, it is thought to be especially lucky when children turn 7, 5, or 3. They take part in the Shichi-go-san Festival (meaning ‘Seven-Five-Three’), which is celebrated every year on 15 November. Children and their families visit a shrine or other place of worship, in order to give thanks for good health, and they ask to be blessed with a healthy and fortunate life.

In Korea, ‘Paegil’ (the 100th day after a child's birth) is a day of feasting for the child's family. Similarly, on a Korean child's first birthday, a party called a ‘Tol’ or ‘Dol’ is held. Family and friends gather to enjoy food together and offer the one-year-old gifts of money.

Children's birthdays in Mexico feature a *piñata*, a hollow object shaped like an animal, a car or some other object. The piñata is hung from the ceiling, the children's eyes are covered, and each child takes turns hitting the piñata with a stick until it breaks open. When the sweets and toys fall onto the floor, everyone scrambles to collect them. People believe that the child who breaks open the piñata will have good luck.

In Nigeria the 1st, 5th, 10th and 15th birthdays are very important events and people celebrate with big parties of 100 guests or more. This involves a feast where often a whole cow or goat is roasted.

In Scotland, children are given a pound coin for every year of their life, plus an extra pound for good luck. The child also receives a soft smack on the bottom for each year.

In Vietnam, people do not celebrate the actual day they were born. Instead, everyone's birthday is celebrated on New Year's day (‘Tet’ in Vietnamese). On the morning of Tet, parents, brothers and sisters, relatives and close friends congratulate children on becoming a year older and give them red envelopes that contain ‘Lucky Money’.

In which country or countries...

- 1 do children receive a financial gift on their birthday?,,
- 2 do people observe their birthday with a religious ceremony?,
- 3 do people try to predict someone's future?
- 4 are some birthdays more important than others?,
- 5 is the birthday celebration not held on the exact date of the birthday?

Keys:

- 1 Korea, Scotland, Vietnam
- 2 India, Japan
- 3 China
- 4 Japan, Nigeria
- 5 Vietnam

Типовые задания для текущего тестирования

Test 1. Complete the sentences with the correct form of the words in brackets.

- 1 (*I / read*) in bed last night when suddenly (*I / hear*) a loud noise downstairs.
- 2 (*I / know*) Henry all my life, but (*I / not / see*) much of him recently.
- 3 (*I / clean*) the house since seven this morning, and (*I / still / not finish*).
- 4 I hurried to the door, but the person (*already / leave*) by the time (*I / get*) there.
- 5 The weather forecast says (*it / rain*) later, so I think (*I / take*) an umbrella with me.

Keys:

- 1 I was reading / I heard
- 2 I've known / I haven't seen or I haven't been seeing
- 3 I've been cleaning / I still haven't finished
- 4 had left / I arrived
- 5 it's going to rain / I'll take

Test 2. Find and correct the mistakes in each sentence.

- 1 Seven men were arrest yesterday after £6 million stolen from the First National Bank.
- 2 The old cinema currently being pulled down, and a new cinema is going to built outside town.
- 3 I wouldn't going to the new restaurant on the High Street if I am you.

Keys:

- 1 Seven men **were arrested** yesterday after £6 million **was stolen** from the First National Bank.
- 2 The old cinema **is currently being pulled down**, and a new cinema **is going to be built** outside town.
- 3 I wouldn't **go** to the new restaurant if I **were** you.

Test 3. Complete each sentence with a reflexive pronoun.

- 1 I don't need any help. I can do it
- 2 The American Civil War divided the country against
- 3 Birds are usually able to feed about four or five weeks after they hatch.

Keys: 1 myself, 2 itself, 3 themselves

Test 4. Choose the correct word to complete each sentence.

- 1 This book is supposed to be a *biography* / *novel* about the singer Michael Jackson, but I think most of it has been made up.
- 2 I never read *instruction manuals* / *self-help books*, which is probably why it takes me ages to learn how to use something.
- 3 According to the *atlas* / *guidebook*, the cheapest way of getting from southern Italy to Greece is by boat.
- 4 I've never been fond of *audio books* / *ebooks*. I prefer having something you can pick up and read, rather than just listening to it.
- 5 Our local *bookshop* / *library* has a great selection of books, but they're overpriced and the manager isn't very helpful.

Keys:

- 1 biography
- 2 instruction manuals
- 3 guidebook
- 4 audio books
- 5 bookshop

Типовое задание для ролевой игры

Ролевая игра «Прощание с коллегами/с друзьями».

Topic: The students are saying good-bye.

Preparation (unsupervised work): The students create their own groups of two for the role play. They work out their own role play in the group and present it in the class. The other students check for mistakes.

The students should not use their notes. They should practise the role play free.

Use the phrases:

Thank you for a great party.

Thank you for inviting me.

Thank you for coming.

Let's have dinner together sometime.

Give my best regards to your family (your parents; your sister).

I'd like to say good-bye to everyone.

Good-bye!
 Have a good day.
 See you./See you soon./See you around.
 Bye-bye! / Bye!
 So long!
 Take care now.
 Well, I'd better be going now, or I'll be late. Hope to see you soon. Good-bye!
 I'm afraid I have to go now. It was nice seeing you. Good-bye!
 It's getting late, and I've got to go. Nice talking to you. Bye!
 Nice talking to you, too. Give me a call sometime.
 Well, it was good seeing you again. Take care now. Keep in touch.
 I enjoyed seeing you, too. Good-bye!

Типовые задания контрольной работы 6

1. Grammar and vocabulary

1.1. Complete each gap in the conversation with one word only.

A: (0) Would you help me set up my new computer?

B: I'm sorry, you'll have to do it (1) I'm much too busy.

A: I bet you'd do it for Lisa if she (2) you.

B: I (3) need to. She'd be able to do it (4)

A: Oh, come on, *please* help me.

B: Look, if you (5) thrown away the instruction manual last night, you wouldn't have asked for my help.

Keys:

1 yourself

2 asked

3 wouldn't

4 herself

5 hadn't

1.2. Choose the best words or phrases to complete the text.

I always manage (0) *losing* / *to lose* things when I'm in a hurry. Today I can't get into the house because I've lost my keys again. I (1) *can't* / *must* have left them at work, because I know I had them with me when I was walking to my car when I left. So I (2) *might* / *must* have dropped them in the supermarket. That's the only place they could possibly be, because that's the only place I went after work. Perhaps I should arrange (3) *leaving* / *to leave* an extra set with a neighbour. I read a magazine article about people who are always losing things – it suggested (4) *doing* / *to do* that. Oh well, I'd better go back to the supermarket. Don't expect (5) *seeing* / *to see* me for another hour or so.

Keys:

6 can't

7 must

8 to leave

9 doing

10 to see

1.3. Choose the correct word to answer the questions.

1 Which of these objects would you *not* wear?

bracelet / *chain* / *brooch* / *jug* / *necklace*

2 Which of these words cannot be used after *make*?

a decision / *a discovery* / *progress* / *a speech* / *a test*

3
face / cause / sight of something / track of time / your mind

Keys:

- 1 jug
- 2 a test
- 3 cause

1.4. Choose the correct answers for the questions.

- 1 Someone tells you they aren't very happy at the moment. What could you say?
 - a Cheer up.
 - b Stop moaning.
 - c That's a pain.
- 2 You are dancing with someone. They tell you that you are a good dancer. What would be a polite reply?
 - a I wish I could say the same for you.
 - b You're not so bad yourself.
 - c I certainly am.
- 3 A friend compliments you on some soup you have made. What would be an appropriate response?
 - a It's good, isn't it?
 - b I like it.
 - c Thanks, I'm glad you like it.
- 4 You have been on a business trip abroad and are saying goodbye to your colleague. His boss, Mrs Briggs, is not there, but you want to let her know you are thinking of her. What would you say to your colleague?
 - a Big hugs to Mrs Briggs.
 - b Give my love to Mrs Briggs.
 - c Give my regards to Mrs Briggs.
- 5 You have spent the evening at a restaurant with a good friend you don't see very often, and now you are saying goodbye. What is the most appropriate thing to say?
 - a I've enjoyed seeing you again.
 - b Keep in touch.
 - c Thank you for all your hospitality.

Keys: 1 a, 2 b, 3 c, 4 c, 5 b

2. Reading

Read the article about lost objects. Five sections have been removed from the article.

Write the correct letter A – H in each space.

- a clean your house
- b check on your body
- c call the people and places you've been recently
- d think back to the last time and place you used the object
- e look for the missing object where it's supposed to be
- f ask others to help you look for it
- ~~g check your immediate surroundings~~
- h search for the missing object in depth

How to find a lost object

The first thing you should do to is (0) **G**. Look in and around the room or rooms. Don't start searching under sofas or through trouser pockets just yet. Instead, look around in case you can see the object. If this doesn't work, (1), or in the place it can usually be found. If, for example, you have lost your keys, check in the door, or in your car. If you've lost a credit card,

you should check your wallet or purse. Sometimes you'll find things just where you left them. If you still can't find it, (2) It sounds obvious, but it's easy to forget that your sunglasses are on your head or hanging around your neck. If it's something like a ring or a mobile phone, check all the pockets of the clothes you're wearing (and those that you have worn recently).

If you still haven't found it, now is the time to (3) Look in more detail around your home and car, and make sure you are thorough. Most people have the same daily routine, which helps, but don't forget to look in places where the item is very unlikely to be (such as car keys in the fridge) to save time. Ask friends and family if they have seen it, moved it or borrowed it. If you have a very messy residence, you could also (4) It's surprising how many lost things turn up under piles of clothes, books or papers. Try doing a complete tidy-up of your room, house, flat, car, handbag, or wherever you *might* have lost the object. Even if you don't find it by doing this, at least you'll have a tidy house! Next, (5) Did you take it with you to work or maybe to your mum's house? Have you been to a restaurant recently or travelled on the bus? Going back over where you've been and what you've done may lead to the object. Most people lose things when they aren't thinking clearly or get distracted. Put yourself in somebody else's mind. Maybe your daughter was cleaning up and moved your item. Where might she have put it?

If, after all this, you still can't find the object, it's time to give up and buy a new one!

Keys: 1 e, 2 b, 3 h, 4 a, 5 d

3. Writing

You have spent two weeks showing a group of foreign visitors around your country. These visitors work for travel companies in their own country, and they want to promote your country as a travel destination.

Tomorrow, they are going to return home, and you are having a farewell dinner. You have decided to make a speech, which you will give before the dinner.

Write your speech (200–250 words).

You should:

- welcome the visitors to the farewell dinner.
- thank them for visiting your country, and tell them how nice it has been showing them around.
- tell them you hope they found their visit useful.
- briefly talk about some of the places you have been and the things you have seen.
- wish them a good journey home.
- make sure you address them directly, use discourse markers to make the speech easier to follow, and use humour where relevant and appropriate.

Тема 21 «Alive and Well. - Живы и здоровы»

Вопросы и задания для устного опроса:

1. What are the things that you love doing so much that you lose track of time? Do you do those things often? Does your family share the same interests?
2. Do you know what really makes you feel happy? Make up a list of such things.
3. How could you understand the words of Mohandas Gandhi “Happiness is when what you think, what you say, and what you do are in harmony”?
4. Are happy now? Why are you happy?
5. When are you happy?
6. How do you share with your happiness to others?
7. Are there any differences between “to feel well” and “to feel alive”?

Типовые задания для текущего тестирования

Test 1. Complete the sentences with the necessary form of the auxiliary verb.

1. When ... the article be translated?
2. How long ... she been working as a secretary?
3. What sentence ... being translated now?
4. ... you go out last night?
5. ... he absent from the last lecture?

Keys: 1-will, 2-has, 3-is, 4-did, 5- was.

Test 2. Complete the sentences.

1. About one thousand people ... in that factory.

1. employed 2. have employed 3. will employ 4. are employed

2. I wondered whether he ... a fax machine.

1. will have bought 2. had bought 3. was bought 4. has bought

3. I... busy since we last met.

1. was 2. have been 3. will be 4. had been

4. He asked me to write as soon as I

1. will arrive 2. arrive 3. arrived 4. would arrive

5. She ... the company manager two months ago.

1. has appointed 2. was appointed 3. will be appointed 4. has been appointed

Test 3. Complete the sentences.

works	had worked	work	will work
to work	would work	worked	have worked

1. Его спросили, где он работает.
2. Я бы хотел работать с вами.
3. Он не знал, будет ли он работать в субботу.
4. Он сказал, что раньше они работали вместе.
5. Он будет работать в этой компании, если пройдет собеседование.

Keys:

1. worked
2. to work
3. would work
4. had worked
5. will work

Задание для подготовки презентации

Topic: Winning the battle against disease

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. /I am a first year student.
 - The topic of my presentation is.. /Today I would like to tell you about...

- I have chosen this topic because..., / The purpose of my presentation is ...
- It will take only 5-7 minutes of your time.
- 2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
- 3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
- 4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Тема 22 «Right and Wrong. - Хорошо и плохо»

Задания для устного опроса:

How do you understand the following quotes:

“So far, about morals, I know only that what is moral is what you feel good after and what is immoral is what you feel bad after.” Ernest Hemingway, *Death in the Afternoon*

“Right is right even if no one is doing it; wrong is wrong even if everyone is doing it.” Saint Augustine

“In any moment of decision, the best thing you can do is the right thing. The worst thing you can do is nothing.” Theodore Roosevelt

“If you are afraid of being lonely, don't try to be right.” Jules Renard

“More evil gets done in the name of righteousness than any other way.” Glen Cook, *Dreams of Steel*

tags: evil, right-and-wrong, righteousness 178 likes Like

“Perhaps it is better to be irresponsible and right, than to be responsible and wrong.” Winston S. Churchill

“The superior man understands what is right; the inferior man understands what will sell.” Confucius

“What one thinks is right is not always the same as what others think is right; no one can be always right.” Roy T. Bennett

Типовые задания для текущего тестирования

Test 1. Correct the mistakes if any.

1. Don't forget to bring the book, will you?
2. There aren't any apples left, are they?
3. He is sure to come, doesn't he?
4. Let's come a bit earlier to have better seats, don't we?
5. It isn't raining now, is it?

Test 2. Complete the sentences with articles.

1. There is ___ thick red carpet in my ___ room. ___ carpet is on ___ floor in front of ___ sofa.
2. Where is ___ table in your brother's ___ room? — His ___ table is near ___ window.
3. I can see ___ fine ___ vase on ___ shelf. Is it your ___ vase?
4. We have no ___ piano in our ___ living-room.

5. My ___ uncle is ___ married. He has ___ beautiful wife. They have ___ son, but they have no ___ daughter.

Задание для Discussion

Have you already told a lie to somebody? Everybody has already lied to someone. After that, most of the time people have felt guilty or bad if they expressed their own opinion. But sometimes, people don't tell the truth just to avoid hurting others because they act like that for the good of others. However, always telling the truth is necessary for us in everyday life in order to feel good about ourselves, to be trusted by everybody and to be able to support our own opinions.

Telling the truth is the most important thing to do. It's better to tell the truth, admit mistakes and move on. Everybody should tell the truth all the time to feel more comfortable. Of course, sometimes they have to use the polite way to express their opinion. It makes life simpler; there is also great humility in admitting mistakes. People appreciate this quality and that gives value to us.

People who tell the truth become more truthful. Our own image must be appreciated by everybody. We have to keep a good image of ourselves. That means to be honest in all situations. We trust people because they develop a reputation for telling the truth. An honest person will become trustworthy over time. It is the most important feeling that we can receive from outside.

When you tell the truth, it's easier to support your own idea or opinions because you don't have to invent a history. People who lie invent a huge history. But if you ask some details, they are quickly lost in the explanation and they forget some details to make sense of their lie. We can think that not telling the truth...

Discuss whether we should always tell the truth. Give examples from your life.

Задание для подготовки эссе

Topic: A saving lie

Type: For and against essays

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.

It is generally agreed today that ...

To begin with,

Firstly, ... / Secondly, ... / Finally,

The first thing that needs to be said is

First and foremost

It is a well-known fact that

What is more,

One cannot deny that

In addition to

Thus, ... / Therefore,...

In conclusion, I can say that

Тема 23 «Land and Sea. - На суше и на море»

Вопросы и задания для устного опроса:

1. Have ever seen the sea? Describe it.
2. How far do you live from the sea? Would you like to live closer?
3. Would you ever live on a boat if you had a chance? Why and why not?
4. Do you know any interesting facts about the sea?

5. Are there any sea expressions or proverbs in your language? What are they in English?
6. What role does the sea play in human life?

Типовое задание для Discussion

1. Read the text and do the tasks.

The World Ocean is the field of various economic, scientific technical, humanitarian, defense and political activities performed by states and their unions, intentional organizations, and transitional corporations where interests of subjects of sea activity intersect, straining contradictions between them. Principal subjects of sea activity in Russia are:

Sea economic complex, comprising fisheries, trade navigation, mining of mineral resources on the sea bottom and other types of economic use of the ocean.

Scientific and technical complex for exploration of oceans and seas having a significant scientific potential and highly qualified personnel.

Navy, Federal Frontier Service of the Russian Federation, Ministry of the Russian Federation for Civil Defense, Emergency Situations and Elimination of Consequences of Natural Calamities that provide protection of national interests in the World Ocean.

Population of the Arctic and Pacific coasts, including small native nationalities for whom the sea is the main source of life support.

Prerequisites for the successful development of each type of sea activity, and preservation of the environment and biologic diversity, are the combined efforts of individuals, society and the state, as well as a new mechanism of interindustry and interagency co-operation for performing sea activities. In recent years, under conditions of sharp changes in the geopolitical situation and widened interindustry and regional disproportion, coordination of the efforts of parties involved in sea activity in Russia has been disturbed.

An analysis of the structural features and the scale of natural resources of the World Ocean, inland seas and territories adjacent to the border leads to the following conclusions:

Supply of the Russian economy with natural resources became worse, and certain types of mineral resources are in short supply;

There is a threat that this country will lose its leading position in the exploration and rational use of resources of the World Ocean, continental shelf and exclusive economic zone of the Russian Federation;

The use of conventional and comparatively new sources of natural resources (mineral and raw material, energy and biological) shall be essential for the stable and balanced development of the Russian economy;

Competition for the right to use natural resources unevenly distributed in the World Ocean and its coastal zone results in conflicts between industries, regions and states that can transform potential challenges into threats and conflicts, and thereby affect the security of Russia. Some unique deposits are close to the sea border of the Russian Federation, and natural borders of deposit areas do not coincide with state borders or borders of subjects of the Russian Federation.

With the worsened geopolitical and economic situation, the weakened sea component of its geopolitical position, new sea borders, and keen competition between countries for the right to use ocean resources and space, the scale, complexity and importance for Russia of problems associated with activities in the World Ocean require that a program and purpose oriented approach be used for their solution. In compliance with international law and legislative practice, the Russian Federation has sovereign rights to and jurisdiction over main types of activities on the continental shelf and in the exclusive economic zone of the Russian Federation.

A justified selection of effective directions for strengthening the sea power of the Russian Federation must provide the harmonized and stable development of this country and contribute to the strengthening of national security.

- 1.1. Ask five What-, How, When-, Why-, Who-questions to the text.
- 1.2. Discuss the role of water in the human life in pairs and in group.

Типовые задания контрольной работы 7

1. Vocabulary and Grammar

1.1. Underline the correct item.

- 1 Water boils / is boiling at 100 DC.
- 2 You always interrupt / are always interrupting me when I'm on the phone!
- 3 Timothy works / is working in a hospital.
- 4 Tonia never gets up / is getting up early.
- 5 Monica has / is having a party this week.

1.2. Put the adverbs of frequency in brackets in the correct position in the sentences.

1. Gloria is late for school. (never) .
- 2 Brian goes to the cinema at the weekend. (sometimes)
- 3 John brushes his teeth in the morning. (always) .
- 4 Carl goes to bed late. (rarely).
- 5 Does Jamal watch TV in the evening?(usually)

Keys:

- 1 Gloria is never late for school.
- 2 Brian sometimes goes to the cinema at the weekend.
- 3 John always brushes his teeth in the morning.
- 4 Carl rarely goes to bed late.
- 5 Does Jamal usually watch TV in the evening?

1.3. Put the verbs in brackets into the present perfect or the past simple.

Kate: Thank you so much for the birthday present, Mum! I 1) (get) it yesterday.

Mum: You're welcome! So, tell me your news. 2) (you/find) a part-time job?

Kate: No, not yet but I 3) (have) three job interviews last week. How's Dad? Can I speak to him?

Mum: Dad's fine, but he isn't here. He 4) (go) to Uncle Bill 's house for the weekend.

Guess what? Aunt Lilly 5) (win) £100 in a cooking competition!

Keys:

- 1 got
- 2 Have you found
- 3 had
- 4 has gone
- 5 has won

1.4. Choose the correct item.

1. Tony _____ a dog and two parrots.
A is having B have C has
- 2 Jenny had her tenth birthday a week _____.
A ago B before C last
- 3 _____ have you been in London?
A How long ago B When C How long
- 4 I _____ Jim at Sue's party yesterday.
A have seen B saw C see
- 5 Pylar _____ for a new bike these days.
A is looking B looks C has looked

2. Reading

Read the text and mark the right variant.

Volkswagen

Volkswagen AG is a German automobile manufacturer and one of the largest companies worldwide. It was founded by the German government in 1937 to mass-produce a low-priced “people’s car”. Its headquarters are in Wolfsburg.

The company was originally operated by the German Labor Front, a Nazi organization; and Ferdinand Porsche was brought in to design the car. Production was interrupted by World War II, and by the end of the war both the Volkswagen factory and the city of Wolfsburg were in ruins. Allied attempts to revive the West German auto industry after the war centered on the Volkswagen, and in little more than a decade the company was producing half of West Germany’s motor vehicles.

Exports to most parts of the world were strong, but because of the car’s small size, unusual rounded appearance, and historical connections with Nazi Germany, sales in the United States were originally slow. This changed in 1959, when an American advertising agency, Doyle Dane Bernbach, began a landmark advertising campaign, dubbing the car the Beetle because of its shape and pointing to its size as an advantage to the consumer. This campaign was very successful, and for some years following, the Beetle was the leading automobile import sold in the United States.

The Volkswagen hardly changed from its original design, however, and by 1974, with increasing competition from other compact foreign cars, Volkswagen came near bankruptcy. This spurred the company to develop newer, sportier car models, among them the Rabbit and its successor, the Golf.

In 1960 the state essentially denationalized the company by selling 60 per cent of its stock to the public. Volkswagen acquired the Audi auto company in 1965. Volkswagen and its affiliates operate plants throughout the world. In addition to cars, the company produces vans and minibuses, automotive parts and engines. Its core market is the European Union and its major subsidiaries include well-known brands like Audi, Bentley, Skoda, Lamborghini, Bugatti, SEAT.

1. In the 1930s Volkswagen AG was the company which ...

1. designed a car for the rich
2. was bought by Ferdinand Porsche
3. was engaged in mass production

2. The company nearly went bankrupt because ...

1. it lost fierce competition with foreign cars
2. it made drastic changes in the car design.
3. it opened overseas subsidiaries

3. The Beetle became popular in the USA due to ...

1. its strong exports
2. its fashionable design
3. a successful promotion campaign

4. After denationalization Volkswagen started ...

1. restoring production
2. introducing new products
3. selling its stock to the public

3. Writing

Write an abstract of the text “Volkswagen” (120-150 words).

Use the phrases:

The article is headlined...

The article deals with ...

As the title implies the article describes ...
The paper is concerned with...
According to the article...
It is stressed that...
It is shown that...
It is reported that ...
It is spoken in detail about...
A mention should be made about/that ...
Much attention is given to...
The paper gives valuable information about...
The article is of great help to ...
The article is of interest to ...

Тема 24 «Magic and Mystery. - Магия и мистика»

Задание для устного опроса:

Describe any mysterious place in the world. Be ready to ask and answer questions.

Типовые задания для текущего тестирования

Test 1. Use Passive in the sentences.

1. A passer-by showed me the way to the metro station.
2. Don't worry! This babysitter will look after the kids very well.
3. Somebody wants you on the phone.
4. They didn't mention the event in the news.
5. My boss offered me a day-off.

Test 2. Translate into English.

1. Его компьютер пока не подключён к Интернету.
2. Кем был подписан этот документ?
3. Мой свитер сделан в Шотландии. Он сделан из шерсти.
4. Её заставили сказать правду.
5. На интервью ему задавали обычные вопросы.

Test 3. Complete the sentences.

1. He isn't in. He ... be out for lunch.

1. has 2. is able 3. must 4. need

2. You ... to read this book in the original.

1. are 2. must 3. can 4. may

3. You ... drive alone at night.

1. shouldn't 2. haven't 3. ought 4. aren't

4. He is late, the car ... have broken down again.

1. ought 2. could 3. should 4. must

5. You ... help me, I can do it myself.

1. don't have 2. are 3. needn't 4. ought

Задание для подготовки эссе

Topic: Invisible Man: verity and falsity

Type: For and against essays

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.
 It is generally agreed today that ...
 To begin with,
 Firstly, ... / Secondly, ... / Finally,
 The first thing that needs to be said is
 First and foremost
 It is a well-known fact that
 What is more,
 One cannot deny that
 In addition to
 Thus, ... / Therefore, ...
 In conclusion, I can say that

Тема 25 «Parents and Children. -Отцы и дети»

Вопросы и задания для устного опроса:

1. Give your explanation of the notion "generation gap".
2. How do you think, which is the tensest period in the relationships between parents and their children?
3. What type of behaviour is usual for adolescents?
4. Have you noticed any changes in your own behaviour during the last years?
5. How would you characterize your relations with your parents?
6. Do you like to spend time with your family?
7. What is, in your opinion, the basis of healthy and peaceful relationship between parents and children?
8. Are you a spoiled child?
9. Do you approve of the way your parents brought you up?
10. What would you like to change in the way your parents brought you up?

Типовые задания для текущего тестирования

Test 1. Used to/be used to/get used to.

1. I see you _ new rules. Keep it up!
2. How long did it take him to _ living in the suburbs?
3. You _ be very hardworking. You have become a lazybones!
4. We _ speaking two languages.
5. He _ coming in time.

Test 2. Complete the sentences.

1. Have you got ... objections?

1. some 2. any 3. anything 4. something

2. ... special happened yesterday.

1. anything 2. nobody 3. nothing 4. none

3. ... of you can do it.

1. somebody 2. everybody 3. any 4. nothing

4. ... left the door open.

1. something 2. somebody 3. some 4. anybody

5. There aren't ... shops in this part of the town.

1. some 2. none 3. any 4. anything

Задание для подготовки презентации

Topic: My generation

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. ./I am a first year student.
 - The topic of my presentation is.. ./Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Тема 26 «Power and Money. - Власть и деньги»

Вопросы и задания для устного опроса:

1. What is money for?
2. Could you imagine our today's life without money?
3. What types of money exist?
4. What is cryptocurrency? Does it work as a medium of exchange?
5. Have plastic cards ousted money?
6. Can money buy happiness/health/ intelligence?
7. What is power? What is its function?
8. Can power give happiness/health/ intelligence?

Типовые задания для текущего тестирования

Test 1. Answer the questions in Passive.

1. Do you pay the telephone bills every quarter? (No, every month).
2. Did you direct the play? (No, Mr. Miller).
3. Do they close the shops at 7 o'clock? (No, 9 o'clock).
4. Did you collect the tests? (No, the headstudent).
5. Are my letters ready? (No, type).

Test 2. Translate into English.

1. Некоторые исторические даты следует учить наизусть.
2. Вся важная информация обычно посылается электронной почтой.

3. Что сделано, того не вернешь.
4. Список неправильных глаголов дан на последней странице.
5. Самое последнее издание этого словаря прекрасно продаётся.

Типовое задание для Discussion

1. Read the text and do the tasks.

How to Make People Think You're Rich

In today's world, having money leads to both status and power. Having money can open the door to numerous opportunities in both business and love. However, even if you don't make a pile of dough you can make others believe that you do. By utilizing some key status symbols, refining your personality, and putting your knowledge on display, you can appear rich and attract other powerful people. The power of suggestion may even put you on the path to true wealth.

Use status symbols such as a luxury car, a nice watch, a fancy hat, a designer pet.

Refine your personality. Maintaining a well-groomed appearance will be pivotal to pulling off this charade of wealth. Be sure to wear clean, fitted, and pressed clothing, groom your hair and nails, and maintain a healthy figure. Have your nails and hair done professionally. Hit the gym and watch what you eat.

Banish "filler words" from your vocab.

Visit vacation spots. Head off to Club Med, Aruba, Hawaii or the Hamptons: wherever you could possibly catch Megan Fox or Brad Pitt sunning themselves on the beach.

Cultivate knowledge of gourmet food. If you want people to think you are rich, you need to know how to pronounce the names, have a sense of what various foods taste like, and know how to consume them properly.

Know how to talk about art. Visiting art galleries and collecting art is a common hobby for the wealthy.

Bolster your general knowledge. Although there are exceptions, most wealthy people are well-educated, and they come from well-educated families.

Mention people who work for you. Wealthy people must hire others to help manage their affairs. These people may be accountants, lawyers, personal assistants, or other types of hired help.

1.1. Ask five What-, How, When-, Why-, Who-questions to the text.

1.2. Discuss what is more important: to be wealthy or powerful in pairs and in group.

Тема 27 «Rhyme and Reason. – Сила рекламы»

Типовые задания для текущего тестирования

Test 1. Complete the sentences.

1. He said he (to leave) tomorrow morning.
2. She says she already (to find) the book.
3. He stopped and listened: the clock (to strike) five.
4. She said she (can) not tell me the right time, her watch (to be) wrong.
5. I asked my neighbour if he ever (to travel) by air before.

Test 2. Use indirect speech.

1. He said to us: "Come here tomorrow."
2. I said to Mike: "Send me a telegram as soon as you arrive."
3. "Bring me a cup of black coffee," she said to the waiter.
4. Peter said to them: "Don't leave the room until I come back."
5. "Take my luggage to Room 145," he said to the porter.

Test 3. Translate into English.

1. Учитель сказал, что наши друзья прислали письмо из Лондона.
2. Мы надеялись, что поедem в Лондон.
3. Я знал, что моя сестра изучает французский язык, и думал, что она поедет в Париж.
4. Мне сказали, что ты мне звонил.
5. Я думал, что ты в Москве.

Задание для подготовки презентации

Topic: The most popular advertising slogans

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. /I am a first year student.
 - The topic of my presentation is.. /Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.
 - That is the end of my presentation.
 - Thank you for your listening/attention.
4. Inviting questions
 - You are welcome with your questions.
 - I am ready to answer any of your questions.
 - Sorry, could you repeat your question?
 - I am sorry, but I didn't follow your question.
 - If there are no more questions thank you again for your attention.

Задание для подготовки эссе

Topic: Advertising: pros and cons

Type: For and against essays

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

- Many people think ... but others do not agree.
Let us consider what the advantages and disadvantages of ... are.
It is generally agreed today that ...
To begin with,
Firstly, ... / Secondly, ... / Finally,
The first thing that needs to be said is
First and foremost

It is a well-known fact that
What is more,
One cannot deny that
In addition to
Thus, ... / Therefore, ...
In conclusion, I can say that

Типовые задания контрольной работы 8

1. Vocabulary and Grammar

1.1. Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

- 1 This building is _____ (modern) that one.
- 2 Harry is _____ (good) football player on the team.
- 3 It's _____ (cool) today _____ it was yesterday.
- 4 I believe that dogs are _____ (intelligent) cats.
- 5 Which is _____ (large) country in the world?

Keys:

- 1 more modern than
- 2 the best
- 3 cooler ... than
- 4 more intelligent than
- 5 the largest

1.2. Both (of), neither (of), none (of) or all (of).

I come from a big family. I have got three sisters and two brothers. 1) _____ my sisters are married but 2) _____ them have children. 3) _____ my brothers are at university and 4) _____ them is married. My parents are doctors and they 5) _____ work in a hospital.

Keys:

1. All of
2. none of
3. Both (of)
4. neither of
5. both

1.3. Complete the correct item.

- 1 Can you look after the baby _____ I go shopping?
A until B while C before
- 2 We're going to the cinema. Do you want to join _____?
A we B our C us
- 3 She wasn't used _____ in the city.
A to live B to living C live
- 4 We haven't seen _____ for a long time.
A each other B another C other
- 5 "We enjoyed the film last night." " _____ did we. It was fantastic."
A Neither B Nor C So

1.4. Fill in the question tags in the dialogue.

A: Do you remember Jane from the party?

B: You mean Tom's sister, 1) _____ ?

A: Yes. She gave me two tickets to Duffy's next concert.

B: Wow! Lucky you! You're going to take Beth, 2) _____?

A: Actually, she's busy that weekend. You don't have anything planned, 3) _____?

B: Sorry, but I'm going camping. What about Gina? She's still in town, 4) _____?

A: Yes. She's leaving for Madrid in two weeks. I guess I'll give her a call.

Keys:

1 don't you

2 aren't you

3 do you

4 isn't she

1.5. Turn from Active into Passive.

1) An old lady found a box of old coins last week.

2) The previous owner of the house had hidden the box.

3) She took it to the museum.

Keys:

1. A box of old coins was found by an old lady last week.

2 The box had been hidden by the previous owner of the house.

3 It was taken to the museum.

2. Reading

The appeal of rhyme

by David Crystal

Rhyme is always noticed in English. You may even hear someone comment on it, if a rhyme unexpectedly appears in a conversation. 'Ooh, you're a poet and you didn't know it!' What's the reason for this?

Words rhyme when they end with the same vowel sounds (as in me and tea) or the same sequence of vowels and consonants (as in cat and mat, or ready and steady). In the English tradition, the beginning of the words must be different. It doesn't feel comfortable to say that ready rhymes with ready.

The longer the rhyming sequence, the more effective the rhyme. A popular word game is to find really long rhymes. Is there a word in English that rhymes with nomination? Domination. With harmonious? Euphonious. People also enjoy hunting down words that don't have any rhymes at all. For example, no word in English rhymes with silver.

We learn to love rhymes at a very early age. Some of our earliest linguistic memories are of nursery rhymes: Jack and Jill / went up a hill... And we played with rhymes in the street, while bouncing a ball against a wall, or while skipping (Three six nine, the goose drank wine ...').

So why are rhymes so effective in English? The answer is partly to do with the structure of the language. Words in English don't usually end with the same sounds. So when we do make them end in the same way, the effect is really noticeable.

Not all languages go in for rhyme. Languages which have a lot of inflections, such as Latin, avoid it, because in everyday speech many words rhyme already. 'My good friend' is amicus bonus meus (if a man) or amica bona mea (if a woman). Rhyming loses its appeal if everyone does it all the time. English is a language with very few inflections, so words don't naturally rhyme.

Rhymes are fun, and they sound nice, but they can be useful too. What do we do if we want to remember something really well? We rhyme. Thirty days hath September / April, June and November..."

3.1 Answer the questions.

1 How can words rhyme in English? Name two ways.

2 Why is rhyme so effective in English?

3 What kinds of languages avoid rhyme?

3.2 Are the sentences below true (T) or false (F) according to the author?

- 1 For a good rhyme in English, the beginning of the word must be the same.
- 2 Children use rhymes when they play games.
- 3 Similar sounds at the end of words are common in English.
- 4 A language with many inflections is fun to rhyme with.
- 5 Rhymes are fun but can cause problems when remembering things.

3. Writing

Your local tourist office has asked you to write an information sheet (about 250 words) for visitors to your country. The purpose is to inform foreigners about any culturally sensitive issues so that they avoid offending local people by mistake.

Before writing discuss with other students possible topics for inclusion in your information sheet. Make a list, for example: gestures, greetings, going to someone's house for dinner etc.

Choose three or four areas that are culturally sensitive to include in your information sheet. Make notes of points for inclusion under each heading.

Тема 28 «Dreams and Reality.- Мечты и реальность»

Вопросы и задания для устного опроса:

1. What is an American dream?
2. What would be a good national dream for your country?
3. What did your parents say to you to encourage you to work or study harder?
4. What would you say to your children to encourage them to do better?
5. What dreams did you have in your childhood? Have they become real?
6. Are you a realist/ optimist/ pessimist/ romantic/ dreamer? Prove.

Типовые задания для текущего тестирования

Test 1. Complete the sentences with Conditional I and II.

1. If I (to see) John, I (to tell) him your news.
2. He (to be) very pleased if it (to be) really true.
3. If you (to go) to town on Monday, you (to meet) my brother Tom.

Test 2. Choose the best variant.

1. I feel so desperate. I wish there (will be / be / were / have been) a way out!
2. Paul doesn't have a lot of friends. But if you (would know / known / know / knew) him better, you would understand how amicable he really is.
3. I think my mother would be disappointed if I (skip / would skip / had skipped / skipped) my lessons.

Test 3. Translate into English.

1. Необходимо, чтобы вы сделали это упражнение в письменной форме.
2. Если бы я только знала его!
3. Я хочу, чтобы она сейчас была здесь.

Задание для подготовки эссе

Topic: A man without a dream like a bird without wings

Type: Opinion essay

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.
Let us consider what the advantages and disadvantages of ... are.
It is generally agreed today that ...
To begin with,
Firstly, ... / Secondly, ... / Finally,
The first thing that needs to be said is
First and foremost
It is a well-known fact that
What is more,
One cannot deny that
In addition to
Thus, ... / Therefore, ...
In conclusion, I can say that

Тема 29 «Rise and Fall. - Взлеты и падения»

Вопросы и задания для устного опроса:

- 1 What does the phoenix represent today?
- 2 Is the phoenix used as a symbol in your culture?
- 3 Do you know anybody who survived a difficult experience? Tell your mate about him/her.
4. 'History is written by the winners.' Do you agree with this statement? Can you think of exceptions?
5. Have you ever felt you were witnessing history? When? What happened?

Типовые задания для текущего тестирования

Test 1. Complete the sentences.

1. She hoped (to help) her friends.
2. She hoped (to help) by her friends.
3. I hope (to see) you soon.

Test 2. Complete the sentences with participles.

1. (see) so little of the country, I am afraid I cannot answer all your questions.
2. He fell asleep (exhaust) by the journey.
3. By this time (get used) to the atmosphere of the big city, he no longer felt a stranger.

Test 3. Determine the status of -ing-form: gerund or participle I.

1. a) When we entered the classroom, we saw many students writing at the desks. b) Do you mind my writing with your pen? c) He was writing a letter when I entered the room.
2. a) We all listened with great interest to the speaker criticizing the new book. b) Criticizing the work of our sports club, he said that it was not satisfactory. c) We were criticizing the work of our sanitary committee at that moment. d) I have no objection to your criticizing me.

Задание для Discussion

Discuss the role of rises and falls in a personality's life. Give real examples.

Тема 30 «Tears and Laughter. - Смех и слезы»

Вопросы и задания для устного опроса:

1. Have you ever been bored to tears?
2. For what sorts of reasons do people cry tears of rage or frustration?
3. Have you ever burst into tears?

4. Do you think people cry more or less as they grow older? Why do you think this is the case? Do you see this as being a good or bad thing?
5. In what situations can crying be used to manipulate people?
6. In your country is it more culturally acceptable to cry or not to cry at a wedding/at a funeral?
7. Have you ever cried at the end of a sad film/ while reading a book/ while listening to music/at a sports event?
8. Do you think crying makes people feel better? How? In what situations would you encourage someone to cry?
9. What kinds of things make you laugh?
10. Can you remember the last time you really laughed? What was the reason?
11. How do you feel about canned laughter?
12. Do you agree that humour and laughter have changed and become more subtle?

Типовые задания для текущего тестирования

Test 1. Write down Complex subject. Translate the sentences into Russian.

1. She appeared to be an excellent actress.
2. He is said to be a good translator.
3. Roberta was known to be an honest and hard-working girl.
4. Clyde was expected to arrive at the week-end.
5. I did not know what I was expected to say to that, so I said nothing.

Test 2. Complete the sentences using Complex object.

1. Do you want (they, stay) at the hotel or with us?
2. I'd like (the professor, look through) my report.
3. Do you want (I, show) you the sights of the city?
4. We expect (he, arrange) everything by the time we come.
5. I want (she, tell) me the news in brief.

Задание для подготовки презентации

Topic: English humour

Volume: min 15 slides

Time: 5-7 min

Structure:

1. Introduction
2. Body
3. Conclusion
4. Inviting questions.

The phrases to be used:

1. Introduction
 - Good morning!
 - Let me introduce myself. My name is.. /I am a first year student.
 - The topic of my presentation is.. /Today I would like to tell you about...
 - I have chosen this topic because..., / The purpose of my presentation is ...
 - It will take only 5-7 minutes of your time.
2. Body
 - After that I'd like to move on to...
 - Next I'd like to move on to...
 - Finally I'd like to move on to...
3. Conclusion
 - In conclusion I want to say.

- That is the end of my presentation.
- Thank you for your listening/attention.
- 4. Inviting questions
- You are welcome with your questions.
- I am ready to answer any of your questions.
- Sorry, could you repeat your question?
- I am sorry, but I didn't follow your question.
- If there are no more questions thank you again for your attention.

Задание для подготовки эссе

Topic: The laughter makes our lives longer

Type: Opinion essay

Volume: 200-250 words

Structure: 1. Introduction, 2. Body, 3. Conclusion

The phrases to be used:

Many people think ... but others do not agree.

Let us consider what the advantages and disadvantages of ... are.

It is generally agreed today that ...

To begin with,

Firstly, ... / Secondly, ... / Finally,

The first thing that needs to be said is

First and foremost

It is a well-known fact that

What is more,

One cannot deny that

In addition to

Thus, ... / Therefore,...

In conclusion, I can say that

Типовые задания контрольной работы 9

1. Vocabulary and Grammar

1.1. Underline the correct item.

1 If they took / had taken a map with them, they wouldn't have got lost.

2 If you mix / will mix black and white, you get grey.

3 Unless you finish / don't finish your homework, you can't watch TV.

1.2. Choose the correct form.

1 Thomas Edison was the man who / which invented the light bulb.

2 That's Angela whose / who mother is a doctor.

3 Rico is ill. That's why / when he hasn't come to school.

1.3. Fill in a, an, the or some.

A: What did you have for dinner last night?

B: I had _____ salad and _____ bread.

2 A: We went to _____ cinema last night.

B: Which film did you see?

3 A: I'm looking for _____ information on dolphins for my project.

B: I think I have _____ book here that might help you.

Keys:

1 B: a - some

2 A: the

3 A: some

B: a

2. Reading

The American Dream

The "rags to riches" legend has and continues to be a cornerstone of the American Dream. The traditional message taught that through hard work, frugality, and self-sacrifice one could achieve financial success and social mobility. Ben Franklin counseled industry, Abraham Lincoln sang the praises of the northern labour system, and Horatio Alger instilled hope in generations of Americans. All three helped to establish basic guidelines for success in a land of infinite possibility.

There are unquestionably many Americans who continue to abide by such tenets and in doing so are rewarded for their efforts. Yet there are also those who have come to believe that the American Dream's promise of riches is just that, a promise, and as such they feel entitled to instant financial success. Nor has the socio-corporate climate in America disappointed such a belief. Savvy television producers and marketing executives have latched on to the core of the American Dream. They understand that Americans are enthralled with striking it rich. Thus millionaire game shows are designed to make winning seem easy. Lotteries are marketed in such a way that one thinks they have a real shot at cashing in. The reality in both instances is that achieving the American Dream through such means is a long shot at best. Too much chance exists. Too much luck is necessary.

The even darker side to this cultural phenomenon is how the sense of entitlement has spilled over into a lack of responsibility. The fact that so many Americans are willing to utilize litigation to cash in on the American Dream is disheartening. Failing to take responsibility for their own mistakes, plaintiffs look to the legal system to make misfortune into fortune. Again, marketing and an avalanche of advertising by personal injury lawyers helps encourage would-be injury victims. Still, the readiness of people to sue is a key social factor.

Ultimately, most Americans would like to achieve the American Dream of financial independence. Yet it is the means to achieving it that are essential to the nation's ethical foundations. It seems that many Americans covet the easy road to the Dream and in the process undercut the core values that established the Dream in the first place. Equally culpable are the big businesses that capitalize on the quest for the Dream. In an ironic sense, such businesses are fulfilling the Dream for themselves while dangling the possibility of the Dream over the heads of the public. There can be little doubt that the producers of the millionaire games shows, the state lotteries, and lawyers are getting rich on other people's yearning for the American Dream.

Ask five What-, How, When-, Why-, Who-questions to the text.

3. Writing

Render the text.

Useful phrases:

The title of the text is...

The text is devoted to...

The main idea of the text is...

The aim of the text / author is

- to provide the reader with some information about...;
- to provide the reader with some material / data on...
- to inform about...;
- to compare / determine...;

The first part deals with...

The second covers the events...

The third touches upon the problem of...

The fourth part includes some interviews, dialogues, pictures, reviews, references, quotations, figures.

The text is written in the form of the monologue, from the first / third person narration.

The author starts by telling the reader that... (writes, states, depicts, informs, underlines, confirms, accepts / denies the fact, reports, resorts to, hints on, inclines to, points out...)

According to the text...

In conclusion...

I found the text interesting / important / useful / dull / of no value / (too) hard to understand and assess (Why?)

In my opinion...

I share the author's view...

I see the problem in a different way...

I don't quite agree with the fact (that)...

4.3. Оценочные средства для промежуточной аттестации

4.3.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы. Показатели и критерии оценивания компетенций с учетом этапа их формирования

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС-4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном и иностранном языке	УК ОС-4.2	Способность осуществлять устное и письменное общение на иностранном языке.

Показатели и критерии оценивания компетенций с учетом этапа их формирования

Этап освоения компетенции	Показатель оценивания	Критерий оценивания	Рекомендуемые средства (методы) оценивания
УК ОС-4.2 Способность осуществлять устное и письменное общение на иностранном языке.	Определение и обоснование цели публичного выступления (проведения деловой встречи). Выбор адекватной формы деловой коммуникации. Разрабатывает план публичного выступления (деловой встречи). Подбор адекватных аргументов, управление коммуникацией.	План четкий, ориентирован на достижение цели. Выстроена внутренняя логика деловой коммуникации. Слышит собеседника. Обосновывает выводы исходя из поставленной цели	Практические задания Опрос по билету

4.3.2 Типовые оценочные средства

Полный набор оценочных материалов (тестовых заданий, текстов для промежуточной аттестации) утвержден кафедрой социально-гуманитарных дисциплин (протокол заседания кафедры от 12.09.2018г. № 1) и хранится в фонде кафедры, за которой закреплена дисциплина.

КОНТРОЛЬНАЯ РАБОТА
по дисциплине «Иностранный (английский язык)»

Типовое задание к контрольной работе
Вариант 2

I. Поставьте к предложениям по 5 вопросов каждого типа

1. My friends will have translated the text by 2 o'clock.
2. Our students are learning poems by heart now.

II. Подчеркните сказуемое (двумя линиями), назовите залог и время глагола-сказуемого. Переведите предложение на русский язык. Например,

*The poem "Ruslan and Lyudmila" was written in 1820. (Past Simple Passive Voice) –
Поэма «Руслан и Людмила» написана в 1820 году.*

1. The articles were often referred to.
2. The meeting will be held in the local club.
3. They have been repairing the house for 6 months.
4. Our house was being repaired then.
5. You had mentioned this fact.
6. This fact wasn't mentioned in his last speech.
7. He has been met at the airport.
8. The delegations are usually met by our representative.
9. We have met this week.
10. Soon a new generation of TV sets will have been launched in Japan.

III. Измените залог сказуемых, сделав все необходимые трансформации.

Например, Active voice: Our students had learnt this poem by Monday.

Passive voice: This poem had been learnt by our students by Monday.

1. They have repaired the house for 6 months.
2. Our house is being repaired now.
3. The delegations are met by our representative.
4. We will have met him by the end of the week.
5. Our students learned poems by heart every week.

IV. Переведите на английский язык, употребляя глаголы в требуемом времени и залоге.

1. Я не приду. Я буду писать сочинение весь вечер.
2. Вы слышали, ребята не подготовились к семинару?
3. Лектор еще болен? — Нет, он уже поправился. Он уже неделю читает лекции. Он хочет нагнать материал.
4. Я надеялась, что фрукты купит мама.
5. Их обучают иностранному языку?

V. Прочитайте текст и выполните задания:

1. When you think of the Irish, you often picture a red-haired person dressed all in green. However, it's just a popular myth which has grown into a tradition, particularly in the United States. It's customary in Ireland to wear green clothes only on St. Patrick's Day. Lots of people are tricked by this cliché. However, originally, the colour associated with Saint Patrick was not green, but blue.

2. In Ireland, the colour green was long considered to bring bad fortune. The reason is that in Irish folklore green is the favourite color of the Good People (the proper name for fairies). Myths run that they are likely to steal people, especially children, who wear too much of the colour. In the past, a girl would never wear anything green on her wedding day.

3. Christmas is a very important celebration in Ireland. After dinner on Christmas Eve, it is common for families to leave milk and bread on the table as a sign of friendliness and kindness. Another custom is to leave the door unlocked. A lit candle is left in a window during the night. It represents help for any traveller who is passing by.

4. Potatoes form the basis for many traditional Irish dishes. They are eaten boiled, mashed, fried, baked, you name it. Potatoes are mixed with cabbage or green onions to make traditional Irish dishes. They are also made into potato cakes and used in soups or stews. It's common to find potatoes cooked in two different ways on the same dinner plate.

5. The shamrock is still a popular sign of good fortune in Ireland. It is believed that anyone who possesses one will be blessed with fortune in everything, even in gambling, and will be saved from the evil of witches. There are certain conditions to be met so that its power remains effective: the owner of the shamrock must keep it away from the public eye and never give it to anyone else.

6. The name Gulliver is known to everyone due to the book or the film about the fantastic trip of the English doctor. However, not all of us remember the name of the author — Jonathan Swift, an Irish writer, who was born in Dublin, Ireland, in 1667. In his book Gulliver's Travels a man went to an island where strange tiny people lived. His life there was full of adventures and dangers, he met there friends and enemies.

a. Озаглавьте каждый абзац текста.

b. Задайте 5 вопросов к тексту, начиная со слов

1. Who...
2. What...
3. Where...
4. When...
5. Why...

c. Найдите в тексте слова, соответствующие следующим дефинициям. Переведите предложения, вставив эти слова.

1. A _____ is an imaginary creature with magical powers.
2. A _____ is a well-known story which was made up in the past to explain natural events or to justify religious beliefs or social customs.
3. A _____ is a stick of hard wax with a piece of string called a wick through the middle.
4. _____ is the quality of being gentle, caring, and helpful.
5. _____ is good luck.

d. Письменно переведите 2-й абзац на русский язык.

**ЭКЗАМЕНАЦИОННЫЙ МАТЕРИАЛ
по дисциплине «Иностранный (английский язык)»**

Типовое задание экзамена

1. Write an essay on one of the following statements (180-250 words).

- 1. It's reported that billions of dollars are spent on space exploration projects every year. Some people believe that this money should be used to solve problems on Earth.*
- 2. A person who is fluent in a foreign language can easily teach it.*

2. Translate into English using active vocabulary.

1. Развитие общественного транспорта происходило постепенно. К 1915 г. автобус стал доступным общественным городским транспортом во многих городах мира. В США первый автобус был построен в 1922 г.

2. Что касается Москвы, то власти прогнозируют, что к 2020 году вся Москва и область будут обеспечены общественным транспортом.

3. Консьюмеризм (консумеризм, консюмеризм) — это организованное общественное движение, ставящее своей целью расширение и защиту прав потребителей (покупателей).

4. Движение возникло на родине идеологии потребления — в США. 15 марта 1962 года президентом Джоном Кеннеди был введен «Билль о правах потребителя», провозгласивший право потребительской общественности на защиту, достоверную информацию, на выбор и на то, чтобы быть выслушанной. День 15 марта с тех пор стал Всемирным днем защиты прав потребителей.

5. Япония и Южная Корея подписали двусторонний договор, согласно которому отношения между странами начнутся через год.

6. В рамках договора, страны планируют поставлять другу другу потребительские товары и некоторую часть сельскохозяйственной продукции.

7. Ожидается, что объем торговли превысит 1 млрд долларов в течение 6 месяцев.

8. Современная техногенная цивилизация, помимо увеличения степени бытового комфорта, привела к стремительному ухудшению экологической ситуации в мире.

9. Уничтожение и оскудение генофонда — крупнейшая экологическая проблема всего мира. Американские ученые подсчитали, что за последние 200 лет земляне потеряли 900 тысяч видов растений и животных.

10. Известно, что жизнь на планете возможна только потому, что озоновый слой защищает ее от смертоносного действия ультрафиолета. Если количество озона будет продолжать уменьшаться, то человечеству это грозит как минимум учащением возникновения рака кожи и повреждения глаз.

3.1 Listen to the speaker and choose the correct answer.

- The young men ran away
 - when they saw the old lady in the window
 - when they saw that the window was broken
 - as soon as they heard the explosion
- When the detective came to the old lady's house
 - she told him who had fired the gun
 - she told him where one of the young men lived
 - she told him where the young men were hiding the gun
- The chief officer told the detective to give the gun back to the young men
 - because the detective hadn't got a permission to take it away
 - because the young man had been just playing with the gun
 - because he wanted to know who the gun belonged to

3.2. Listen to the same speaker one more time and complete the gaps in the passage.

- One of the men fired the gun _____.
- 2 The detective found the men and the gun _____.
3. When the detective said he hadn't got an officer's permission the young men _____.

Устная часть

1. Read the text and choose the correct answer.

To Become Wealthy

As a kid, I always wanted to become wealthy. I knew if I could achieve this, I would be able to consider myself successful. At the time, I had no worries and felt my happiness would be based on whether I could fulfill all my needs and wants. My simple philosophy of that time was if I was rich, I would definitely be content with my life.

My father always stressed his belief that happiness includes much more than money. I can remember him lecturing me about how money does not make an individual happy; other things in life such as: health, family, friends, and memorable experiences make a person genuinely happy. At this time in my life, I took what my dad said for granted and did not give any thought to his words. All I could see was the great life my cousins had because they had everything a kid ever dreamed of.

At a young age, I noticed society was extremely materialistic. The media seemed to portray the wealthy as happy people who add value to our society. My opinions did not change; in high school I still sought a career that would eventually yield a high salary. I still felt that the possibility of living life from paycheck to paycheck would automatically translate into my unhappiness. However, things changed when I decided to take an internship in the accounting department for the summer after my second year of college.

Starting the first day on the job in the accounting department, I found myself extremely bored. I was forced to do monotonous work, such as audit eight thousand travel and expense reports for a potential duplicate. In addition, I had to relocate away from friends and family in order to accept the position. I was earning the money I always wanted; however, I noticed that having money to spend when you are by yourself was not satisfying.

I began to think back to what my dad always said. After a few months in the job, I truly realized that money does not bring happiness. A more satisfying experience for me would have been doing an ordinary summer job for far less money. For me to understand that concept, it took an experience as painful as this one. I often contemplated how much money it would take me to do this as my everyday job. I concluded, whatever the salary for this position I would never be capable of fulfilling a happy life and making a career out of this job.

As I looked forward to the summer to draw to a close, I truly comprehended the meaning of my dad's words. Contrary to my prior beliefs, I firmly believe through experience that money cannot make a person happy. The term 'wealth' is a broad term, and I believe the key to happiness is to become wealthy in great memories, friends, family, and health. This I believe.

The summer for the narrator was

- 1) monotonous and lonely.
- 2) dragged out and boring.
- 3) dynamic and satisfying.
- 4) difficult but inspirational.

2. Tell the examiner about your difficult experience (10-15 sentences).

3. Answer the examiner's questions about your life choices.

Шкала оценивания устного ответа на экзамене

Качественными показателями ответа являются: полнота, глубина, прочность, системность, оперативность, сознательность, обобщенность знаний и умений студентов.

Требования к знаниям	Оценка
<p>Студент демонстрирует глубокое и прочное усвоение знаний материала; исчерпывающе, последовательно, грамотно и логически стройно излагает материал; демонстрирует умения самостоятельной работы с учебной литературой; умеет сделать выводы по излагаемому материалу.</p> <p>Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов без нарушений нормы: допускается не более пяти фонетических ошибок, не искажающие смысл.</p> <p>Коммуникативная задача выполнена полностью: содержание полно, точно и развернуто отражает все аспекты, указанные в задании.</p> <p>Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания соответствуют поставленной задаче.</p>	80-100 баллов
<p>Студент демонстрирует достаточно полное знание материала; достаточно последовательно, грамотно и логически стройно излагает материал; демонстрирует умение ориентироваться в учебной литературе; умеет сделать достаточно обоснованные выводы по излагаемому материалу.</p> <p>Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов без нарушений нормы: допускается не более пяти ошибок, в том числе одна-две ошибки, искажающие смысл.</p> <p>Коммуникативная задача относительно выполнена. Высказывание логично и имеет завершённый характер; имеются вводные. Средства логической связи используются правильно.</p> <p>Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания практически соответствуют поставленной задаче. (Допускается не более трех лексико-грамматических ошибок).</p>	60-79 баллов
<p>Студент демонстрирует общее знание изучаемого материала; знает основную рекомендуемую программой дисциплины учебную литературу; умеет строить ответ в соответствии со структурой излагаемого вопроса; показывает посредственное владение языком.</p> <p>Речь воспринимается с трудом из-за большого количества неестественных пауз, запинок, неверной расстановки ударений и ошибок в произношении слов, сделано более пяти ошибок, искажающие смысл.</p> <p>Коммуникативная задача выполнена частично. Высказывание в основном логично и имеет достаточно завершённый характер, но отсутствуют вводные фразы, средства логической связи используются недостаточно.</p> <p>Используемый словарный запас, грамматические структуры, фонетическое оформление высказывания в основном соответствуют поставленной задаче (допускается не более пяти лексико-грамматических ошибок).</p>	40-59 баллов

<p>Студент демонстрирует незнание значительной части программного материала; не умеет строить ответ в соответствии со структурой излагаемого вопроса; не умеет делать выводы по излагаемому материалу.</p> <p>Речь воспринимается с трудом из-за большого количества неестественных пауз, запинок, неверной расстановки ударений, фонетических и лексико-грамматических ошибок.</p> <p>Коммуникативная задача не выполнена. Высказывание нелогично и не имеет завершенного характера; вводные фразы отсутствуют; средства логической связи не используются.</p> <p>Понимание высказывания затруднено из-за многочисленных ошибок.</p>	0-39 баллов
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Промежуточная аттестация знаний обучающихся по учебной дисциплине включает две составляющие: текущий и промежуточный контроль знаний. Весомость текущего контроля должна составлять не менее 60%, остальные 40% определяются результатами устного экзамена. Формула окончательной оценки промежуточной аттестации принимает следующий вид: оценка промежуточной аттестации (100 баллов) = 0,6 * (промежуточный контроль) + 0,4 * (текущий контроль).

Баллы текущего контроля набираются студентами в течение учебного семестра за следующие виды работ:

Таблица - Система текущего контроля по дисциплине «Иностранный язык»

№п/п	Форма работы студента	Кол-во баллов	График сдачи работы
1.	Опрос	2 балла (18 О – 36 б.)	в теч. семестра
2.	Контрольное говорение	3 балла (4 КГ – 12 б.)	в теч. семестра
3.	Презентация	5 баллов (max 2 П – 10 б.)	в теч. семестра
4.	Тестирование	10 баллов (3 Т – 30 б.)	в теч. семестра
5.	Дискуссия	8 балла (2 Д – 16 б.)	в теч. семестра
6.	Эссе	5 баллов (3 Э – 15 б.)	в теч. семестра
7.	Ролевая игра	3 балла (4 РИ – 12 б.)	в теч. семестра
8.	Контрольная работа	до 30 баллов (100x0,3)	в конце 1 семестра

Схема расчёта оценки по дисциплине (пример)

Вид аттестации	Удельный вес оценки	Баллы, полученные обучающимся	Баллы с учетом удельного веса	Всего баллов	Семестровая оценка
Текущий контроль	60%	80	80x60%= 48	48+28=76	76 баллов «хорошо»
Промежуточная аттестация	40%	70	70x40%= 28		

Оценка за экзамен проставляется в экзаменационной ведомости («неудовлетворительно», «удовлетворительно», «хорошо», «отлично») и зачетных книжках студентов, при этом оценки «неудовлетворительно» в зачетную книжку студентов не проставляются.

Перевод баллов в шкалу оценивания, выставляемой в зачетную ведомость и зачетную книжку обучающегося отметки:

0-39 баллов	«неудовлетворительно»
40-59 баллов	«удовлетворительно»
60-79 баллов	«хорошо»
80-100 баллов	«отлично»

4.4. Методические материалы

Промежуточная аттестация проводится по каждой составляющей образовательной программы в соответствии с действующим локальным нормативным актом РАНХиГС, регламентирующим проведение промежуточной аттестации обучающихся. Промежуточная аттестация по конкретной составляющей образовательной программы проводится в том семестре (семестрах), в котором (-ых) осваивается данная составляющая образовательной программы и (или) завершается ее освоение.

Промежуточная аттестация проводится посредством аттестационных испытаний в форме экзамена или зачета (в том числе дифференцированного зачета). Конкретная форма промежуточной аттестации определяется учебным планом.

Экзамен предполагает проверку учебных достижений обучаемых, как правило, по всей программе дисциплины с целью оценивания полученных теоретических знаний, навыков самостоятельной работы, умения на практике применять полученные знания.

Студент получает расписание экзамена не позднее, чем за две недели до начала зачетно-экзаменационной сессии. Экзамену предшествует консультация. Неявка на экзамен фиксируется в аттестационной экзаменационной ведомости отметкой «не явился». В исключительных случаях, при наличии документально подтвержденных уважительных причин, студентам может быть предоставлена возможность сдачи экзамена в дополнительную сессию или в индивидуальном порядке.

К промежуточной аттестации допускаются студенты, выполнившие необходимые требования ОП ВО по соответствующей дисциплине по итогам текущего контроля успеваемости.

Присутствие на экзамене посторонних лиц, не имеющих в соответствии с должностной инструкцией права контроля промежуточной аттестации, без директора филиала или заведующего кафедрой не допускается.

При явке на экзамен, студенты обязаны иметь при себе зачетные книжки, которые они предъявляют преподавателю перед началом аттестационного мероприятия.

Время подготовки ответа при сдаче экзамена в устной форме должно составлять не менее 30 минут (по желанию студента ответ может быть досрочным).

При подготовке к устному экзамену студент ведет записи в листе устного ответа. При проведении экзамена не допускается наличие у студентов посторонних предметов и технических устройств, способных затруднить (сделать невозможной) объективную оценку результатов аттестации, в том числе в части самостоятельности выполнения задания (ответа на вопрос) экзамена. Студенты, нарушающие правила поведения при проведении экзамена, могут быть незамедлительно удалены из аудитории, представлены к назначению мер дисциплинарного взыскания.

С разрешения экзаменатора допускается использование студентами справочников, таблиц и других пособий, перечень которых определяется решением кафедры. В случае проведения экзамена по билетам, преподавателю-экзаменатору предоставляется право задавать студентам дополнительные вопросы в рамках рабочей учебной программы дисциплины в объеме, не превышающем объема билета.

При сдаче экзамена по билетам, студент, испытывающий затруднения при подготовке к ответу по выбранному билету, имеет право выбора второго билета с

соответствующим продлением времени на подготовку. При этом окончательная оценка снижается на один балл. Выбор третьего билета не допускается.

Оценка за экзамен проставляется в экзаменационной ведомости и зачетных книжках студентов. Неудовлетворительные результаты промежуточной аттестации по одной или нескольким дисциплинам или непрохождение промежуточной аттестации при отсутствии уважительных причин признаются академической задолженностью. Студенты обязаны ликвидировать академическую задолженность.

Студенты, имеющие академическую задолженность, вправе пройти промежуточную аттестацию по соответствующей дисциплине не более двух раз в сроки, определяемые факультетом (филиалом), в пределах одного года с момента образования академической задолженности. В указанный период не включаются время болезни студента, нахождение его в академическом отпуске или отпуске по беременности и родам.

Обучающиеся, не ликвидировавшие в установленные сроки академическую задолженность, отчисляются из РАНХиГС как не выполнившие обязанностей по добросовестному освоению образовательной программы и выполнению учебного плана.

5. Методические указания для обучающихся по освоению дисциплины

Обучение по дисциплине «Иностранный язык» предполагает изучение курса на практических занятиях и самостоятельной работы обучающихся.

На практических занятиях обучающиеся должны формировать активный и пассивных лексический запас, в т.ч. терминологического характера, овладеть основными разговорными клише для разговорно-бытового и делового общения, освоить базовый грамматический материал в таком объеме и на таком уровне, чтобы обучающийся сумел составить высказывание в рамках как бытовой, так и профессиональной коммуникации.

Самостоятельная работа может выполняться обучающимся в читальном зале библиотеки, в компьютерных классах, а также в домашних условиях. Предусмотрено получение студентами профессиональных консультаций, контроля и помощи со стороны преподавателя.

При реализации дисциплины с применением дистанционных образовательных технологий образовательные материалы размещаются в информационно-образовательной среде Филиала.

Общие рекомендации изучающим иностранный язык

Изучая любой язык (в том числе родной), необходимо помнить, что язык - это средство, с помощью которого люди описывают все происходящее в жизни, т.е. заставляют все окружающие нас предметы и понятия правильно взаимодействовать друг с другом при описании реальных жизненных ситуаций. Это многосложная структура, состоящая из множества мелких деталей (звуки / буквы / слова), которые постоянно находятся в работе, подчиняясь определенным законам (правилам).

Все современные языки пришли к нам из далекого прошлого, непрерывно развиваясь и совершенствуясь на своем пути. Можно предположить, что в самом начале этого длинного пути все языки были одинаково примитивными и поэтому мало отличались друг от друга. Но развитие каждого из них шло в своем направлении, постепенно появлялись все новые и новые предметы и понятия, между ними возникали все новые и новые отношения, и описание этих отношений в каждом языке происходило только в соответствии со своими, разрабатываемыми только носителями этого языка, законами (правилами).

Достичь нормального уровня в изучении иностранного языка можно только научившись понимать процессы, происходящие в языке, и законы, в соответствии с которыми эти процессы действуют.

Следует осознавать, что любой язык (в том числе родной) нужно учить всю жизнь. Необходимо очень много времени посвящать самостоятельным занятиям (желательно каждый день по полтора-два часа).

С самого начала изучения иностранного языка нужно слушать иноязычную речь (аудио- и видеокассеты с записями различных курсов, радио- и телепередач), при возможности общаться с носителями языка.

Кроме того, специфика обучения иностранному языку сводит самостоятельную работу студентов к заучиванию слов и выражений, базовых текстов, тем, чтению и переводу (на русский или на иностранный языки) текстов специальной тематики с последующим контролем точности и правильности перевода преподавателем и реферированию газетных статей иноязычных изданий.

Советы по работе на аудиторном занятии

Если преподаватель работает с группой:

- слушать объяснения и установки преподавателя;
- активно подключаться к работе хором;
- когда отвечает одноклассник, слушать его реплики и шепотом повторять свой вариант ответа, мысленно исправлять ошибки товарища.

Если преподаватель работает индивидуально с кем-то из группы:

- если вы еще не отчитались индивидуально о выполненном задании: проговаривать его снова и снова, распределять внимание так, чтобы слышать ответ товарища и замечания преподавателя;
- если вы ответили, но ваш ответ не был удачным: продолжить работу над заданием, учитывая замечания преподавателя, добиться правильного ответа;
- если ваш ответ был хорошим: приступить к выполнению индивидуальных заданий преподавателя, работать самостоятельно или в паре с товарищем;
- если вы выполнили все индивидуальные задания, включиться в работу преподавателя с товарищем (проговаривать свои реплики шепотом, помогать своему товарищу преодолеть трудности, исправить ошибки).

Советы по запоминанию языкового материала

1. Уточните по словарю значение и транскрипцию новой лексической единицы.
2. Запомните ситуацию, в которой данное слово встретилось.
3. Употребите данную языковую единицу в высказывании в нужном значении.
4. Подумайте, в каких других ситуациях общения можно ее употребить
5. Периодически сознательно возвращайтесь к данной языковой единице и старайтесь правильно ее использовать в речи.
6. Ведите индивидуальный словарь и постоянно возвращайтесь к новым словам в процессе работы над языком.
7. Используйте приемы логического (осмысленного) запоминания:
 - анализируйте внутреннюю форму слова, соотнесите его значение со значением составляющих его элементов;
 - находите ассоциативную связь между новым словом (звуком, грамматическим явлением) и аналогичным ему в родном языке, в другом иностранном языке;
 - осуществляйте межъязыковое сопоставление, сравнение, противопоставление с целью выявления сходства и различия значений слов;
 - ищите словообразовательные ассоциации: определяйте знакомое слово в новой словообразовательной «упаковке»;
 - ищите смысловые ассоциации: определяйте тематический ряд, к которому относится незнакомое слово;
 - ищите рифмованные ассоциации: подбирайте рифму для иноязычного явления;

8. Используйте различного рода вспомогательные способы для запоминания нового слова:

а) если у вас хорошая зрительная память:

- создайте карточки с написанием слова и его переводом;

- поместите на видное место плакаты с написанными на них языковыми явлениями для фиксации внимания на них;

- изобразить в виде рисунка, схемы, таблицы языковой (лексический, грамматический, фонетический) материал;

б) если у вас хорошая слуховая память:

- многократно произнесите слово, записывайте себя на магнитофон;

- используйте звучащую речь;

в) если у вас хорошо развита моторная (двигательная) память:

- многократно фиксируйте на письме, произносите запоминаемое явление;

- подключив воображение и фантазию, изобразит в виде рисунка, схемы, таблицы изучаемое явление для его рационального запоминания;

г) если у вас хорошо развиты разные виды памяти:

- используйте многоканальность восприятия / воспроизведения, когда одно и то же иноязычное явление читается, проговаривается, прослушивается и фиксируется письменно.

Советы по анализу языковых трудностей и закономерностей

1) При запоминании иноязычного явления фиксируйте внимание на трудностях, связанных с его употреблением (активизацией) и формируйте у себя:

- произносительную восприимчивость,

- грамматическую зоркость,

- орфографическую зоркость,

- стилистическую чувствительность.

2) Подчеркните (выделите) языковую трудность.

3) Сознательно зафиксируйте на трудности внимание с целью осознания ее, оценки степени сложности и запоминания.

4) Найдите в справочной литературе объяснение происхождения (наличия) данной трудности.

5) В случае отсутствия соответствующих пояснений найдите сами логическое объяснение данной трудности.

6) При необходимости употребления явления восстановите в памяти трудности, связанные с его употреблением.

7) Творчески и вдумчиво оценивайте лингвистические явления по критериям «изучали / не изучали», «объясняли / не объясняли», дабы определить их «новизну».

8) Постоянно накапливайте собственный лингвистический «багаж» - те языковые и речевые особенности, которые обнаружены при домашнем (индивидуальном) чтении, при восприятии иноязычной речи на слух (речь носителя языка, преподавателя, одноклассников и т. д.) и которые ранее не были целенаправленно изучены.

9) Фиксируйте лингвистические особенности в письменном виде.

10) Ищите объяснение незнакомому явлению в справочниках, учебниках, спрашивайте об этом носителя языка, преподавателя.

11) Сравнивайте собственные умозаключения с мнением одноклассников, вносите необходимые коррективы.

Советы по определению значения новых слов

1. Научитесь выделять незнакомое слово из текста (письменного или устного).

2. Попытайтесь догадаться о значении слова, исходя из:

- словообразовательных элементов;
 - контекста, в котором слово функционирует;
3. Если вы догадались о значении слова, проконтролируйте его правильность, пользуясь:
- словарем, справочником и т. д.,
 - подсказкой преподавателя, одногруппников,
 - консультацией носителя языка,
4. При чтении, восприятии устного текста фиксируйте внимание на словах, несущих национальный колорит, отражающих специфику культуры другой страны.
5. Адекватно определяйте значение национально-маркированной лексики путем:
- предварительного прогнозирования значения слова;
 - консультации с толковым словарем, лингвострановедческим справочником;
 - анализа страноведческого контекста, в котором употреблено слово;
 - консультации с преподавателем, носителем языка;
6. Сравните реалию, обозначаемую национально-маркированным словом, с реалией своей страны, определите меру их совпадения, т. е. установите:
- совпадение;
 - частичное совпадение;
 - полное несовпадение;
7. Закрепите специфику национально-маркированного слова путем:
- проговаривания,
 - фиксации в словаре-гlossарии национально-маркированной лексики,
 - обсуждения с одногруппниками, преподавателем, носителем языка,
 - изображения значения в виде рисунка, схемы и т. д.
8. Бережно относитесь к словам с национально-культурной спецификой, накапливайте их, делитесь с друзьями знаниями о культурных реалиях и их словесном обозначении.
9. Следите за тем, каким образом то или иное национально-маркированное слово пополняет образ страны изучаемого языка:
- в какую область страноведения оно вписывается,
 - что конкретизирует,
 - на какие вопросы о специфике народа и его культуры позволяет ответить,
 - что меняет в вашем сознании и мировосприятии.

Советы по активизации языкового материала

1. Сознательно используйте языковой материал в контексте, максимально приближенном к реальной жизнедеятельности: бытовой сфере, профессиональной деятельности, сфере интереса.
2. Сознательно активизируйте языковой материал при подготовке монологического или диалогического высказывания, в ходе письменной или устной речи.
3. Иницируйте разговор с одногруппником, преподавателем, носителем языка для активизации языкового материала.
4. Самостоятельно объясняйте языковой материал партнеру по группе, одногруппнику.
5. Определяйте возможности для использования нового материала в разных видах и формах профессионального и делового общения.

Советы по запоминанию страноведческой информации

1. Запомните, что источником страноведческой информации может быть любой текстовый материал, а именно:
 - художественный текст,

- публицистический текст,
- видеоматериал,
- аудиоматериал,
- изобразительный материал и т.д.

2. Определяйте принадлежность той или иной информации к страноведческой, т. е. присущей только стране изучаемого языка; для этого необходимо:

- искать соответствие/несоответствие с имеющимися фактами в родной культуре (обычаях, традициях);
- сравнивать два культурных факта, определять дистанцию между ними;
- устанавливать ее уникальность и закреплять за определенным фрагментом (контекстом) иной культуры (отношение к искусству, экономике, политике и т.д.).

3. Фиксируйте (в памяти, письменно) страноведческую реалию, определяя подходящее для нее место в страноведческом тезаурусе (словаре).

4. Стремитесь воспринимать культурный факт глазами носителя языка, понимать его истоки, значимость для народа, быть терпимым к «чужому».

5. Осознавайте уместность употребления культурного факта при организации межкультурного общения.

6. Воспроизводите страноведческую информацию в различных ситуациях общения (с носителями и неносителями языка).

7. Осознавайте расширение собственного страноведческого кругозора, стремиться к его пополнению.

Методические рекомендации по устному опросу

Устный опрос наиболее распространенный метод контроля знаний студентов. При устном контроле устанавливается непосредственный контакт между преподавателем и студентом, в процессе которого преподаватель получает широкие возможности для изучения индивидуальных особенностей усвоения студентами учебного материала.

Устный опрос требует от преподавателя большой предварительной подготовки: тщательного отбора содержания, всестороннего продумывания вопросов, задач и примеров, которые будут предложены, путей активизации деятельности всех студентов группы в процессе проверки, создания на занятии деловой и доброжелательной обстановки.

Устный опрос по дисциплине «Иностранный язык» включает контроль работы с лексическим материалом (знание изучаемых лексических единиц, устное тематическое сообщение, собеседование по изученному грамматическому материалу, контроль выполнения лексико-грамматических упражнений).

Методические рекомендации по тестированию

Тестирование обеспечивает контроль за знаниями обучающихся, способствует развитию умения выделять, анализировать и обобщать наиболее существенные связи, признаки и принципы. Основными критериями оценки являются самостоятельность, правильность и скорость ответа на вопрос.

При подготовке к тестированию следует учитывать, что тест проверяет не только знание понятий, категорий, событий, явлений, умения выделять, анализировать и обобщать наиболее существенные связи, признаки и принципы разных явлений и процессов. Поэтому при подготовке к тесту не следует просто заучивать, необходимо понять логику изложенного материала. Этому немало способствует составление развернутого плана, таблиц, схем. Большую помощь оказывают интернет-тренажеры, позволяющие, во-первых, закрепить знания, во-вторых, приобрести соответствующие психологические навыки саморегуляции и самоконтроля.

Тестирование имеет ряд особенностей, знание которых помогает успешно выполнить тест. Можно дать следующие методические рекомендации: следует внимательно изучить структуру теста, оценить объем времени, выделяемого на данный тест, увидеть, какого типа задания в нем содержатся; отвечать на те вопросы, в правильности решения которых нет сомнений, пока не останавливаясь на тех, которые могут вызвать долгие раздумья; очень важно всегда внимательно читать задания до конца, не пытаясь понять условия «по первым словам».

Методические рекомендации по контрольному говорению

Контрольное говорение подразумевает проверку навыков на иностранном языке строить развернутое высказывание в контексте коммуникативной задачи и в заданном объеме; запрашивать необходимую информацию; аргументировать свою точку зрения; делать выводы; строить устное высказывание логично и связно; использовать различные стратегии: описания, рассуждения, сообщения, повествования; соблюдать правила организации устного текста; употреблять языковые средства оформления устного высказывания точно и правильно и т.д.

Говорение – продуктивный вид деятельности, посредством которого (совместно с аудированием) осуществляется устное вербальное общение. Содержанием говорения является выражение мыслей в устной форме. Продуктом говорения является речевое действие.

Стратегия выполнения задания по говорению (тематическое монологическое высказывание):

- внимательно читать текст задания, обращая внимание на выделяемые элементы содержания и ограничители (пункты плана) и объем монолога (время);
- раскрывать содержание всех пунктов;
- строить высказывание в соответствии с данным планом;
- при планировании монологического высказывания сначала продумать ключевые фразы каждого пункта;
- начать с общего представления темы;
- давать развернутую аргументацию, если в пункте есть «Почему/зачем/откуда....?»;
- стараться не давать избыточную информацию, которая не обозначена в пунктах.

Методические рекомендации по подготовке к дискуссии

Дискуссия – это целенаправленное обсуждение конкретного вопроса, сопровождающееся обменом мнениями, идеями между двумя и более лицами. Задача дискуссии - обнаружить различия в понимании вопроса и в споре установить истину. Дискуссии могут быть свободными и управляемыми.

Аудиторная работа в форме дискуссии организуется как процесс диалогического общения студентов, в ходе которого происходит формирование практического опыта совместного участия в обсуждении и разрешении как теоретических задач учебного курса, так и теоретико-практического мышления будущего специалиста. Групповая дискуссия - это метод проведения практического занятия, позволяющий не только выявить весь спектр мнений участников, но и найти общее групповое решение коллективной проблемы. Групповая дискуссия является важнейшим средством установления диалога, стимулирования делового сотрудничества. Каждый участник получает возможность высказаться, прояснить свою позицию, выявить многообразие подходов, обеспечить разностороннее видение предмета обсуждения.

Особенностью дискуссии как формы коллективной теоретической работы является возможность равноправного и активного участия каждого студента в обсуждении теоретических позиций, предлагаемых наукой решений, оценки эффективности того или

иногo научного открытия. Общение с равно информированными партнерами - участниками студенческой группы - раскрепощает интеллектуальные возможности студентов, резко снижает барьеры общения, повышая его продуктивность.

На занятии-дискуссии студент должен научиться точно выражать свои мысли, аргументировано отстаивать свою точку зрения, опровергать ошибочную позицию сокурсника. В процессе дискуссии формируется («кристаллизуется») профессионально-личностная позиция, воспитывается уважение к оппоненту.

Практическое занятие не сводится к закреплению или копированию знаний, полученных в аудитории. Его задачи значительно шире, сложнее и интереснее. Практическое занятие одновременно реализует учебное, коммуникативное и профессиональное предназначение. Подготовка к такому занятию начинается с обозначения проблематики, привлекающей наибольшее внимание, следует обратиться к рекомендуемой литературе. Следует иметь ввиду, что в дискуссии участвует вся группа, а потому задание к такому занятию следует распределить на весь коллектив. Задание должно быть охвачено полностью и рекомендованная литература должна быть освоена группой в полном объеме.

Самостоятельная работа – столп, на котором держится вся подготовка к дискуссии. Докладчик готовит презентацию по выбранной теме, а также составляет вопросы. Остальные студенты тоже изучают выбранную проблематику и также готовят вопросы.

Готовясь к практическим занятиям, следует активно пользоваться справочной литературой: энциклопедиями, словарями, альбомами схем и др. Владение понятийным аппаратом изучаемого курса является необходимостью.

На дискуссии идёт не проверка вашей подготовки к занятию (подготовка есть необходимое условие), но степень проникновения в суть материала, обсуждаемой проблемы. Поэтому беседа будет идти не по содержанию прочитанных работ; преподаватель будет ставить проблемные вопросы, не все из которых могут прямо относиться к обработанной вами литературе.

Методические рекомендации по подготовке презентации

Презентация подразумевает одновременный контроль письменной и устной речи обучаемого.

Презентация - это устное выступление с визуальным сопровождением и наглядным представлением информации. Чаще всего используют компьютерную презентацию. Это определенная последовательность слайдов или же видеоряд. Это файл, в котором собрана вся необходимая информация для проведения выступления.

В процессе изучения дисциплины «Иностранный язык» на первый план выступает оценивание содержательного компонента презентации. Основным требованием является умение перевести на русский язык иноязычный материал, представленный в презентации.

Советы по подготовке презентаций

1. Определите тему, цель и план выступления.
2. Установите продолжительность презентации.
3. Обратите внимание на особенности слушателей.
4. Предусмотрите включение слушателей в обсуждение темы-проблемы.
5. Следите за манерой представления презентации: соблюдение зрительного контакта с аудиторией, выразительность, жестикуляция, телодвижения.
6. Предусмотрите иллюстрации (но не перегружайте ими слайды), ключевые слова.
7. Обязательно предусмотрите репетицию выступления в сопровождении с презентацией.

Методические указания по написанию контрольной работы

Целью выполнения контрольных работ по дисциплине «Иностранный язык» является практическое овладение грамматическими навыками и развитие умений работы с литературой по специальности, создание языковой базы для дальнейшего профессионального самосовершенствования в области данного языка.

В ходе выполнения контрольных работ ставятся следующие примерные задачи (в зависимости от раздела дисциплины):

- развитие умений и навыков иноязычного общения в сфере бытовой и профессиональной коммуникации;
- совершенствование грамматических навыков, обеспечивающих коммуникацию без искажения смысла при письменном общении;
- развитие умений и навыков перевода литературы по специальности;
- реферирование и аннотирование текстов по специальности.

В процессе выполнения контрольных работ студенты должны изучить определенные разделы курса изучаемого иностранного языка в объеме, предусмотренном программой.

Выполнение и оформление контрольных работ

1. Студент должен выполнить свой вариант контрольной работы.
2. Контрольная работа выполняется в обычной ученической тетради любой разлиновки или в напечатанном виде на листе формата А4.
3. На титульном листе тетради, в которой выполняется контрольная работа, нужно указать название вуза и группы, фамилию, имя, отчество студента, номер варианта контрольной работы.
4. Контрольная работа выполняется на развернутом листе тетради, который следует разделить на три равные части. Слева пишется иностранный текст, справа – русский текст (перевод) и выполняется условие задания (необходимо следить за синхронностью правой и левой частей). Условие каждого задания переписывается полностью через всю тетрадь. Средняя часть предназначается для замечаний, объяснений и указаний рецензента.
5. Задания контрольных работ должны быть выполнены в той последовательности, в которой они даны.
6. Выполненные контрольные работы направляются для проверки и рецензирования на кафедру в установленные сроки.
7. Если контрольная работа выполнена с нарушением данных указаний или не полностью, она возвращается студенту без проверки.
8. Если работа не зачтена, следует внимательно ознакомиться с замечаниями, разобрать все отмеченные преподавателем ошибки и неточности, заново изучить неусвоенные разделы грамматики, исправить ошибки, контрольную работу переделать в соответствии с рекомендациями и вновь представить ее на проверку вместе с незачтенной работой и замечаниями.

Оценивается контрольная работа по 100-балльной системе (потенциальные баллы за каждое задание указываются в задании). Удельный вес контрольной работы составляет 30% от общей текущей успеваемости.

Методические рекомендации по проведению Ролевой игры

Ролевая игра - один из наиболее эффективных приемов реализации коммуникативного принципа в обучении иностранному языку. Ролевая игра имеет ряд особенностей:

Ролевая игра - это обучение в действии, что, как известно, повышает качество обучения.

Ролевая игра требует полной отдачи от участников, их реакции как вербальными, так и невербальными средствами в заданной ситуации. В ролевой игре используются их

знания и умения, приобретенные как в аудитории, так и за ее пределами, т.е. их общий запас знаний и умений.

Ролевая игра является в высшей степени мотивирующей, поскольку содержит элемент игры и непредсказуемость развязки. Кроме того, обучающиеся видят возможность применения ситуации, разыгрываемой в ролевой игре, в реальной жизни, чего не может дать механическая тренировка в употреблении лексических единиц и грамматических структур.

Ролевая игра дает обучающимся социолингвистическую "подсказку" - какими единицами ту или иную мысль именно в данной ситуации в зависимости от социальной характеристики участников можно выразить.

Ролевая игра несет в себе элемент неожиданности, с которым так часто встречаются обучающиеся в процессе общения. Во время ролевой игры, как и при реальном общении, участники должны внимательно слушать друг друга, т.к. они не знают заранее, что скажут их партнеры, они должны быстро думать и адекватно реагировать на реплики своих товарищей.

Во время ролевой игры имеет место эмоциональный подъем, что чрезвычайно положительно влияет на качество обучения.

При организации ролевых игр предполагается, что их участники обладают определенным арсеналом знаний, умений и навыков по данному материалу, теме, а потому игры применяются на завершающем этапе обучения. Следует принимать во внимание и двойную трудность ролевой игры на иностранном языке: учащемуся необходим не только достаточно высокий уровень языковой подготовки, но и знания по специальности, ведь в игре всегда есть проблема, несоответствие, конфликт.

Методические рекомендации по написанию эссе

Эссе является сочинением с небольшим объёмом и свободной композицией, выражающим индивидуальность впечатлений и размышлений в соответствии с конкретно поставленным вопросом. Следует отметить, что эссе заведомо не предполагает исчерпывающую трактовку, поэтому при написании необходимо опираться на выражение собственных мыслей и точки зрения.

Таким образом, основные особенности написания сочинения на иностранном языке представлены:

- наличием конкретной тематики или чётко сформулированного вопроса;
- выражением собственных впечатлений или мыслей;
- оценкой в содержании личности автора, включая его мировоззрение, чувства и мысли.

В настоящее время эссе является наиболее часто предлагаемым экзаменационным заданием и позволяет получить представления об уровне подготовки ученика по предмету. Целью такой работы является проверка определённого набора навыков, представленных самостоятельным творческим мышлением и способностью в письменной форме излагать собственные мысли.

Выделяется несколько основных форм написания эссе: в формате «За и против» (For and against essays); «Эссе-мнение» (Opinion essays); в формате «Предложения по решению проблемы» (Suggesting solutions to problem essays).

В формате «За и против» во введении выполняется плавный перевод на тему обсуждения, а в основной части приводится несколько аргументов. В заключительной части следует обязательно выразить личное отношение к тематике, а также сделать небольшой вывод.

Формат «Эссе-мнение» подразумевает тему рассуждения с личной точкой зрения и её аргументацией. Во введении указывается тема рассуждения, а основную часть следует дополнить личным мнением с уверенной аргументацией. В заключительной части

обязательно подводятся итоги, а также даётся окончательная формулировка личной точки зрения по предложенной тематике.

Во вводной части эссе третьего формата описывается проблема и её причины, далее следует личное мнение с возможными последствиями действий. Во введении указываются проблема, а также причины её появления и последствия, а основную часть следует заполнить личным мнением по любым способам решения проблемы и возможными последствиями действий с чёткой аргументацией. В заключительной части необходимо подвести итоги личных рассуждений, касающихся темы.

Объем эссе - 200-250 слов. Структура состоит из введения, основной части и заключения.

Введение - это первый абзац, в котором должна быть сформулирована проблема, основная идея сочинения и собственная точка зрения по поставленной тематике. Для эмоциональной окраски содержания можно вспомнить цитату, или просто перефразировать заданную тему сочинения.

В основной части необходимо отразить собственное отношение к проблеме, привести два-три аргумента и рассмотреть противоположную точку зрения. Эту часть следует разбить на абзацы, каждый из которых должен быть подкреплён доказательствами (примерами из жизни, мнениями экспертов и т.д.). Предложения должны быть короткими, но емкими. Строго запрещается использовать сокращения (I'm, can't, don't).

Таким образом, второй абзац рекомендовано начинать с освещения своей точки зрения и приведения 2-3 аргументов. В третьем абзаце приведите противоположные точки зрения и аргументируйте их.

В заключении следует еще раз выразить свое мнение по выдвинутому вопросу. Можно выразить ту же мысль, что и во введении, только другими словами.

Основные клише эссе

Стандартные шаблоны для вводной части:

- It is popularly believed that.... (В народе считают, что...);
- People often claim that... Some people argue that...(Люди часто утверждают... Некоторые люди утверждают, что...);
- A lot of people think that... (Многие люди думают, что...);
- It is often suggested /believed that... (Часто предлагается / считается, что...);
- Many people are in favour of idea that... Many people are convinced that... (Многие люди выступают за эту идею... Многие в этом убеждены...);
- Some people are against... (Некоторые люди против...).

Стандартные шаблоны для выражения личной точки зрения:

- I would like to explain my point of view on this situation. (Я хотел бы разъяснить свою точку зрения на эту ситуацию);
- I would like to express my opinion on this problem. (Я хотел бы высказать своё мнение по этой проблеме).

Стандартные шаблоны, характеризующие обсуждаемую проблему:

- As already stated I'm in favor of... for a number of reasons... (Как уже говорилось, я за... по ряду причин...);
- There are many things to be said in favour of... (Есть много вещей, которые нужно сказать в пользу...);
- The best/ thing about..... is...

Стандартные шаблоны с перечислением личной точки зрения:

- Firstly, /First of all.... (Во-первых, / прежде всего...);

- In the first place (В первую очередь);
- To start with, / To begin with, (Начнём с того, / чтобы начать с.);
- Secondly, Thirdly, Finally, (Во-вторых, в-третьих, наконец);
- Last but not least, (Последнее, но не менее,).

Стандартные шаблоны для добавления новой аргументации:

- Furthermore, /Moreover, /What is more, (Кроме того, /кроме того, /что);
- As well as.... /In addition to this/that... (А также.... / В дополнение к этому / что...);
- Besides, /.....also.... (Кроме...../ ,также....);
- Not only....., but..... as well (Не только....., но..... также);
- Apart from this/that....(Кроме этого/этого....);
- not to mention the fact that (Не говоря уже о том, что).

Стандартные шаблоны для оформления третьего абзаца:

- Some people believe that... however they fail to understand that... (Некоторые люди считают, что... однако они не понимают, что...);
- they fail to consider that... they forget that... (они не считают, что... они забывают, что...);
- Some people argue that I can not agree with it as ...(Некоторые люди утверждают, что.... Не могу с этим согласиться, так как ...);
- I disagree with this point of view (statement, opinion) because ... (Я не согласен с этой точкой зрения (заявлением, отзывом), потому что ...);
- It has become fashionable for some people to argue that... (Для некоторых людей стало модным утверждать, что...);
- Contrary to what most people believe, I think that... (Вопреки тому, что большинство людей считают именно так, я думаю, что...);
- As opposed to the above ideas...I believe that... (В отличие от вышеуказанных идей ... я считаю, что...).

Стандартные шаблоны для заключительных фраз:

- In conclusion, (В заключение,);
- On the whole, (В целом,);
- To conclude, (Завершая,);
- To sum up, (Подводя итоги,);
- All in all, (В общем,);
- All things considered (Учитывая все обстоятельства);
- Finally, (Окончательно,);
- Lastly, (Наконец,);
- Taking everything into account, (Принимая во внимание всё,);
- Taking everything into consideration (Принимая во внимание всё).

Стандартные шаблоны, выражающие личное мнение:

- In my opinion this subject is very controversial (На мой взгляд эта тема очень спорная);
- In my view... (По моему мнению...);
- To my mind... (По моему мнению...);
- To my way of thinking... (На мой взгляд...);
- Personally I believe that... (Лично я считаю, что...);
- I feel strongly that... (Я чувствую, что...);
- It seems to me that... (Мне кажется, что...);
- As far as I am concerned... (Насколько я могу судить...).

Самостоятельная работа студентов

Самостоятельная работа студентов является составной частью образовательных программ высшего образования. Целью самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками самостоятельной деятельности в решении профессиональных задач, опытом творческой, исследовательской деятельности. Самостоятельная работа студентов способствует развитию самостоятельности, ответственности и организованности, творческого подхода к решению учебных и профессиональных задач.

Задачами самостоятельной работы студентов являются: освоение содержания основных положений учебного курса в процессе подготовки к семинарским, практическим и лабораторным занятиям, выполнения практических заданий; умение использовать материал, освоенный в ходе самостоятельной работы, при подготовке рефератов, курсовых работ, выпускной квалификационной работы, а также для подготовки к текущему контролю и промежуточной аттестации; формирование у студента самостоятельного мышления и стремления к саморазвитию. Основными формами организации самостоятельной работы являются: аудиторная и внеаудиторная самостоятельная работа, объемом часов в соответствии с учебным планом по данной дисциплине.

Текущая самостоятельная работа, направленная на углубление и закрепление знаний студента, развитие практических умений.

Оценка результатов самостоятельной работы организуется как самоконтроль и контроль со стороны преподавателя. Сопровождение самостоятельной работы студентов может быть организовано в следующих формах:

- согласование индивидуальных планов (виды и темы заданий, сроки предоставления результатов) самостоятельной работы студента в пределах часов, отведенных на самостоятельную работу);
- консультации (индивидуальные, групповые) по оказанию помощи при разработке плана или программы работы над индивидуальным проектом;
- оценка результатов выполненных заданий;
- изучение тем, вынесенных на самостоятельную проработку.

Методическое обеспечение самостоятельной работы преподавателем состоит из:

- определения учебных тем/аспектов/вопросов, которые студенты должны изучить самостоятельно;
- подбора необходимой учебной литературы, обязательной для проработки и изучения;
- поиска дополнительной научной литературы, к которой студенты могут обращаться по желанию, при наличии интереса к данной теме;
- определения контрольных вопросов и практических заданий, позволяющих студентам самостоятельно проверить качество полученных знаний;
- организации консультаций преподавателя со студентами для разъяснения вопросов, вызвавших у студентов затруднения при самостоятельном освоении учебного материала.

Самостоятельная работа может выполняться обучающимся в читальном зале библиотеки, в компьютерных классах, а также в домашних условиях. Организация самостоятельной работы студентов предусматривает контролируемый доступ к лабораторному оборудованию, приборам, базам данных, к ресурсу Интернет. Предусмотрено получение студентами профессиональных консультаций, контроля и помощи со стороны преподавателя.

Творческая проблемно-ориентированная самостоятельная работа, направленная на развитие интеллектуальных умений, повышение творческого потенциала студентов.

Включает следующие виды работ по основным проблемам курса:

- поиск, анализ, структурирование и презентация информации;
- анализ научных публикаций по заранее определенной преподавателем теме;
- составление глоссария.

Контроль самостоятельной работы

Оценка результатов самостоятельной работы может быть организована как самоконтроль и как контроль со стороны преподавателя. Сопровождение самостоятельной работы студентов может возможно в следующих формах:

- согласование индивидуальных планов (виды и темы заданий, сроки предоставления результатов) самостоятельной работы студента в пределах часов, отведенных на самостоятельную работу);
- консультации (индивидуальные, групповые) по оказанию помощи при разработке плана или программы работы над индивидуальным проектом;
- оценка результатов выполненных заданий.

Программирование самостоятельной деятельности

Предварительно продумайте, как выполнять деятельность наиболее эффективно.

Представьте себе основные этапы, а начальные действия продумайте досконально.

Прежде, чем браться за работу, продумайте ее, чтобы в голове окончательно сложилась модель готовой работы и весь порядок трудовых приемов.

Не принимайтесь за работу, пока не продумано и не приготовлено все нужное и не отрывайтесь от работы для другого дела кроме необходимого в самой работе.

Сложные виды учебных работ, требующие длительных усилий (доклады, рефераты и т.д.), выполняйте по этапам, предварительно спланировав их очередность, назначив сроки и все для этого подготовив.

Продумывайте свой индивидуальный режим учебной недели с учетом учебной нагрузки, своих способностей и интересов.

Заранее предусматривайте параллельное выполнение нескольких совместимых видов деятельности.

Самоконтроль и оценка самостоятельной деятельности

Выполняя действие, определяйте, все ли внешне условия учтены.

Всегда разбирайте учебное действие на составные элементы, чтобы найти среди них рациональные и нерациональные.

Всегда стремитесь к экономии своих усилий, не тратьте время зря.

Всегда следите за временем, которое тратите на выполнение учебного действия, стремитесь к его экономии.

Обычно анализируйте, сколько времени у Вас заняла аналогичная деятельность в прошлом (перевод текста, проработка лекции, чтение параграфа учебника и т. д.), делайте выводы, чтобы сэкономить время в будущем.

Осознавайте, что имеется несколько вариантов выполнения одного и того же задания, но выбор всегда останавливайте на самом рациональном.

Следите за тем, чтобы было удобно выполнять учебную деятельность, чтобы приносила удовлетворение, не делайте ее через силу.

Анализируйте, в какой последовательности вы выполняете различные виды учебной деятельности в течение дня, недели. Следите за тем, чтобы они были контрастными и являлись отдыхом от предыдущего.

Всегда себе объясняйте, почему останавливаете выбор на том или ином способе учебной деятельности.

Следите за тем, при каких внешних условиях, на каком благоприятном фоне протекает наиболее эффективно самостоятельная учебная деятельность (музыка, шум улицы, радио и т.д.) и специально воссоздавайте этот фон для выполнения данного вида работы.

Ежедневно (еженедельно) контролируйте выполнение намеченного (запланированного).

После выполнения учебного действия, всегда оценивайте его с точки зрения его рациональности.

Пробно (вне учебного контекста) выполняйте учебное задание (чтение доклада, выступление с сообщением и т.д.) и просите друга, одноклассника, родителей оценить свою попытку.

6. Учебная литература и ресурсы информационно-телекоммуникационной сети «Интернет», включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

6.1. Основная литература

1. Аитов, В. Ф. Английский язык (a1-v1+) : учеб. пособие для академического бакалавриата / В. Ф. Аитов, В. М. Аитова, С. В. Кади. — 13-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 234 с. — (Серия : Университеты России). [Доступ в ЭБС - <https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-a1-v1-437603>]

2. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 1 : учеб. пособие для академического бакалавриата / Р. И. Куряева. — 5-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 361 с. — (Серия : Бакалавр. Академический курс). [Доступ в ЭБС - <https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-vido-vremennye-formy-glagola-v-2-ch-chast-1-437050>]

3. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 2 : учеб. пособие для академического бакалавриата / Р. И. Куряева. — 3-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 339 с. — (Серия : Бакалавр. Академический курс). [Доступ в ЭБС - <https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-vido-vremennye-formy-glagola-v-2-ch-chast-2-437051>]

4. Невзорова, Г. Д. Английский язык. Грамматика: учеб. пособие для академического бакалавриата / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 213 с. — (Серия : Бакалавр. Академический курс). [Доступ в ЭБС - <https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-grammatika-434606>]

6.2. Дополнительная литература

1. Clandfield L. Global Pre-Intermediate. – Macmillan Publishing. – 2016 – 161p.

2. Clandfield L. Global Intermediate. – Macmillan Publishing. – 2016 – 161p.

3. Clandfield L. Global Upper Intermediate. – Macmillan Publishing. – 2016 – 161p.

4. Foley M. MyGrammarLab: Intermediate B1/B2 : with key suitable for self study / M. Foley, D. Hall. - Edinburgh Gate : Pearson, 2012. - 396 p.

5. Murphy R. English grammar in use: A self-study reference and practice book for intermediate students : with answers / R. Murphy. - 4nd ed. - G.B.: Cambridge University Press, 2012. - 380 p.

6. Белозор А.Ф., Овчинникова О.А., Резунова М.В. Основы грамматики английского языка: учебное пособие для бакалавров. – Брянск. РАНХиГС, 2016. – 356 с.

7. Резунова М.В., Овчинникова О.А. Белозор А.Ф. Базовый курс английского языка: учебное пособие для бакалавров. - Брянск. БФ РАНХиГС, 2015. – 150 с.

6.3 Учебно-методическое обеспечение самостоятельной работы

1. Положение об организации самостоятельной работы студентов федерального государственного бюджетного образовательного учреждения высшего образования «Российская академия народного хозяйства и государственной службы при Президенте Российской Федерации» (в ред. приказа РАНХиГС от 11.05.2016 г. № 01-2211). http://www.ranepa.ru/images/docs/prikazy-ranhigs/Pologenie_o_samostoyatelnoi_rabote.pdf

6.4 Нормативные правовые документы

1. Концепция долгосрочного социально-экономического развития Российской Федерации до 2020 года.(Утв. распоряжением Правительства РФ от 8 декабря 2011 г. N 2227-р).

6.5. Интернет-ресурсы.

1. <http://www.bbc.co.uk/learningenglish/>
2. <https://deepenglish.com/>
3. <https://listenaminute.com/>
4. <https://breakingnewsenglish.com/>

7. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Учебные аудитории для проведения семинарских и практических занятий:

Рабочие места студентов:

Парты (по 2 пос. места) – 20 шт.

Стулья – 40 шт.

Вешалки стойки – 2 шт.

Рабочее место преподавателя:

Стол преподавателя – 2 шт.

Стул – 2 шт.

Кафедра – 1 шт.

Телевизионная панель;

Аудиторная меловая доска – 1 шт.

имеется доступ в Интернет на всех ПК;

имеется локальная сеть.

компьютерный класс/кабинет иностранных языков

монитор – ЖК 17”;

сист. блок. – Intel Celeron CPU E1500, 2,2GHz, ОЗУ 2Гб, CD-DVD ROM;

клавиатура;

мышь;

плазменная панель Samsung 42”;

ноутбук;

меловая аудиторная доска;

доступ в Интернет на всех ПК;

локальная сеть

Пандус телескопический трёхсекцион-ный с противоскользящей рифлёной поверхностью

Портативная информационная индук-ционная система «Исток А2»

Портативная электронная лупа

Помещения для самостоятельной работы студентов:

компьютерный класс/кабинет иностранных языков

монитор – ЖК 17-19”; сист. блок. – IntelPentium CPU G2130, 3,2GHz, ОЗУ 4Гб, CD-DVD ROM; клавиатура; мышь; плазменная панель Samsung 42”; ноутбук; меловые аудиторные доски;

имеется доступ в Интернет на всех ПК; имеется локальная сеть

Пандус телескопический трёхсекцион-ный с противоскользящей рифлёной поверхностью

Портативная информационная индук-ционная система «Исток А2»

Портативная электронная лупа

Аудитории для проведения групповых и индивидуальных консультаций:

Рабочие места студентов (столы пря-моугольные, стол круглый, стулья);

рабочее место преподавателя (ноутбук, стол, стул, кафедра);

интерактивная доска ELENBERG;

проектор;

шкаф для хранения раздаточного мате-риала;

тумба для хранения раздаточного ма-териала;

маркерные доски.

Помещение для хранения мультимедийного оборудования

Автоматизированное рабочее место (Компьютер)

Ноутбук Samsung R (DS01) Intel

Компьютер Int. Core i5 (2.8)

Системный блок Celeron

Автоматизированное рабочее место (Компьютер)

ИБП IPPON 600

Экран настенный рулонный SlimScreen 180*180 см. Matte White

Автоматизированное рабочее место (Компьютер)

Монохромный копир принтер сканер

ИБП Ippon Back Power Pro 600 A

Сканер HP ScanJet G5590

Ноутбук Lenovo G580

Ноутбук Lenovo IdeaPad G570

Ноутбук Samsung R (DS01) Intel

Ноутбук Samaung NP-R540-JA08 i3-370M

Ноутбук Asus X501A 15.6 «HD B820/2Gb/320Gb/intel GMA/WiFi/Cam/W

Монитор 17 TFT Acer

Монитор

Принтер лазерный HP LaserJet CP1025nw Color Printer (CE918A) WIFI

Автоматизированное рабочее место AMD Athlon X4

Камера Web Logitech C920

Экран настенный LUMA (2 метра)

Цифровая видеокамера наблюдения D-Link

Проектор Acer P1173 DLP Projector

ИБП IPPON 600

Системный блок Formoza

Переpletная машина BRAUBERG B20

Автоматизированное рабочее место Pentium X2 G3240

Проектор EPSON EMP-S5

Источник бесперебойного питания (IPPON 600)

Компьютер Athlon 270(3,4)

Серверная станция Intel Xeon X3430

Систем. блок: GVP ASUS Intel Core 2 SATA 500 Gb Корпус Linkword

Принтер Brother Lazer A4 HL 2035R

Перечень программного обеспечения и информационных ресурсов, баз данных:

Программное обеспечение:

лицензионное:

Windows 7 Professional (x64 and x86);

Office Professional Plus 2007/ Office Professional Plus 2016 (Word, Excel, PowerPoint, OneNote, Outlook, Publisher и Access);

Электронное периодическое издание Справочная Правовая Система КонсультантПлюс: Версия Проф;

свободно распространяемое программное обеспечение:

Jaws for Windows — программа экранного доступа, обеспечивает доступ к системным и офисным приложениям и другому необходимому программному обеспечению, включая интернет.

Посредством речевого синтезатора информация считывается с экрана и озвучивается вслух, обеспечивая возможность речевого доступа к самому разнообразному контенту.

Apache OpenOffice;

[Acrobat Reader DC](#) и [Flash Player](#);

программное обеспечение, предназначенное для работы в Глобальной сети Интернет и архивирования файлов;
и другое.

Для обучающихся филиала доступны следующие информационные базы и ресурсы:

Электронно-библиотечная система издательства «ЛАНЬ» (<http://e.lanbook.com/>).

Электронно-библиотечная система «Юрайт» (www.biblio-online.ru).

Электронно-библиотечная система «IPRbooks» (<http://www.iprbookshop.ru/>).

[Электронный ресурс SAGE Publications Inc](http://journals.sagepub.com) (<http://journals.sagepub.com>).

[Информационная база данных EBSCO Publishing](http://search.ebscohost.com/) (<http://search.ebscohost.com/>).

[Электронный ресурс EAST VIEW INFORMATION SERVICES, INC \(коллекции электронных научных и практических журналов\)](http://dlib.eastview.com/) (<http://dlib.eastview.com/>).

[Электронная библиотека Издательского дома «Гребенников»](http://grebennikon.ru) (<http://grebennikon.ru>).

[База данных PROQUEST](http://lib.ranepa.ru/base/ebrary.html) - Ebrary(пакет - Academic Complete) (<http://lib.ranepa.ru/base/ebrary.html>).

Доступ к вышеперечисленным информационным ресурсам и базам данных осуществляется только по IP – адресам, зарегистрированным за Брянским филиалом РАНХиГС и только с автоматизированных рабочих мест, включенных в локальную сеть филиала.

Частично вышеперечисленные информационные ресурсы и базы данных доступны авторизованным пользователям, прошедшим первичную регистрацию в библиотеке филиала.

[SCOPUS](#) - одна из крупнейших мировых библиографических и реферативных баз данных, а также инструмент для отслеживания цитируемости статей, опубликованных в научных изданиях.

Доступ к данному информационному ресурсу осуществляется в индивидуальном порядке при обращении к администратору научно – организационного отдела филиала.

Информационная поддержка обучающихся осуществляется в электронной образовательной среде обучения для проработки отдельных вопросов, выполнения заданий, обмена информацией с преподавателем (<http://moodle.rane-brf.ru/login/index.php>).