

МИНОБРНАУКИ РОССИИ
Ярославский государственный университет им. П.Г. Демидова

Факультет иностранных языков
Кафедра иностранных языков гуманитарных факультетов

УТВЕРЖДАЮ
Декан факультета иностранных языков
Н.Н.Касаткина
21 мая 2025 г.

Рабочая программа дисциплины
«Углубленный курс английского языка»

Направление подготовки
45.03.02 Лингвистика

Направленность (профиль)
«Перевод и межкультурная коммуникация»

Форма обучения
очная

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| Программа одобрена на заседании кафедры от «9» апреля 2025 года, протокол № 8 | Программа одобрена НМК факультета иностранных языков протокол № 8 от « 16 » апреля 2025 года |
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Ярославль

1. Цели освоения дисциплины

Целями освоения дисциплины «Углубленный курс английского языка» являются:

- обучение студентов свободному владению английским языком;
- коммуникативное и социокультурное развитие студентов, позволяющее им использовать изучаемый язык как инструмент межкультурного взаимодействия;
- совершенствование коммуникативной компетенции (языковой, речевой, социолингвистической, дискурсивной);
- совершенствование самообразовательного потенциала студентов в изучении английского языка.

2. Место учебной дисциплины в структуре образовательной программы

Данная учебная дисциплина относится к обязательной части образовательной программы и изучается в 7-8-м семестрах.

«Углубленный курс английского языка» – заключительный практический курс английского языка в системе бакалавриата по профилю «Перевод и межкультурная коммуникация». Дисциплина строится на знаниях и умениях, полученных студентами при изучении дисциплин «Иностранный язык», «Практический курс английского языка» и «Практикум по культуре речевого общения на английском языке». «Углубленный курс английского языка» непосредственно связан с такими изучающимися параллельно курсами, как «Теория и практика перевода», «Практикум по переводу».

3. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы

Процесс изучения дисциплины направлен на формирование следующих элементов компетенций в соответствии с ФГОС ВО, ОП ВО и приобретения следующих знаний, умений, навыков и (или) опыта деятельности:

| Формулируемая компетенция (код и формулировка) | Индикатор достижения компетенции (код и формулировка) | Перечень планируемых результатов обучения |
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| Общепрофессиональные компетенции | | |
| ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях | И-ОПК-1_3 – Адекватно использует в речевой деятельности знания об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации изучаемого иностранного языка | Знает: фонетические, грамматические и лексические структуры устной и письменной речи; общую лексику и основные грамматические конструкции, обеспечивающие письменную и устную коммуникацию; Умеет грамматически правильно формулировать устные и письменные высказывания на изучаемом языке Владеет: навыками поиска и обработки информации произносительными навыками, навыками орфографии и пунктуации |
| ОПК-3 Способен порождать и понимать устные и письменные | И-ОПК-3_1 - Адекватно интерпретирует коммуникативные цели | Знает: особенности функциональных стилей общения Умеет: читать на иностранном |

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| <p>тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения;</p> | <p>высказывания, полно выявляет релевантную информацию, адекватно идентифицирует принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения.</p> <p>И-ОПК-3_2 - Адекватно использует лексико-грамматические и фонетические средства организации целого текста с соблюдением семантической, коммуникативной и структурной преемственности между частями устного и /или письменного высказывания.</p> | <p>языке литературу общего и общенаучного назначения; переводить иноязычную литературу; работать с профессиональными текстами на иностранном языке Владеет: всеми видами чтения (просмотрового, ознакомительного, изучающего, поискового); владеть навыками письма, необходимыми для разного рода переписки.</p> <p>Знает: лексику и основные грамматические конструкции, обеспечивающие профессиональную коммуникацию в устной и письменной форме на иностранном языке Умеет: писать на иностранном языке на бытовые и общенаучные темы; составлять и оформлять официальные и деловые письма, документы на иностранном языке; Владеет: навыками написания текстов на иностранном языке</p> |
| <p>ОПК-4 Способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения;</p> | <p>И-ОПК- 4_1 - Использует базовые методы и приемы различных типов устной и письменной коммуникации на изучаемом языке в общей и профессиональной сферах.</p> <p>И-ОПК-4_2 - Ведет корректную устную и письменную коммуникацию на основном изучаемом языке.</p> | <p>Знает: культуру и традиции стран изучаемого языка, Умеет: вести коммуникацию в устной и письменной форме на иностранном языке, Владеет: базовыми методами и приемами различных типов устной и письменной коммуникации на изучаемом языке</p> <p>Знает: особенности иноязычной устной и письменной коммуникации Умеет: понимать иностранную письменную и устную (монологическую и диалогическую) речь в ситуациях повседневного, и общенаучного общения; готовить устные и письменные сообщения на заданную тему; вести диалог (беседу) на иностранном языке; Владеет: навыками выражения своих мыслей и мнения на</p> |

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| | | <p>иностранном языке; навыками устной и письменной иноязычной речевой деятельности в сферах повседневного и официально-делового общения;</p> <p>Знает: разговорные формулы этикета повседневного, делового и профессионального общения,</p> <p>Уметь: адекватно выбирать средства коммуникации для типичных социальных ситуаций</p> <p>Владеть: навыками использования этикетных формул в типичных социальных ситуациях</p> |
| | <p>И-ОПК-4_3- Корректно использует модели типичных социальных ситуаций и этикетные формулы, принятые в устной и письменной межкультурной коммуникации</p> | |

4. Объем, структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 8 зачетных единиц, 288 акад. часов.

| № п/ п | Темы (разделы) дисциплины, их содержание | Семестр | Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах) | | | | | | Формы текущего контроля успеваемости |
|--------------|--|---------|---|--------------|--------------|--------------|-----------------------------|---------------------------|--|
| | | | Контактная работа | | | | | | Форма промежуточной аттестации (по семестрам) |
| | | | лекции | практические | лабораторные | консультации | аттестационные испытания | самостоятельная работа | |
| 1 | Self-portrait Nice work | 7 | | 12 | | | | 8 | Лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия |
| 2 | Changing language Do you remember... | 7 | | 12 | | 1 | | 8 | лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия |
| 3 | Don't get mad, get even History in the making | 7 | | 12 | | 1 | | 8 | лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия |
| 4. | Sounds interesting From cover to cover | 7 | | 14 | | 1 | | 8 | лексико-грамматическая работа, практическое задание, чтение и перевод, |

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|----|--|---|--|------------|--|-----------|------------|-------------|--|
| | | | | | | | | | сочинение, аудирование, дискуссия |
| 5 | One thing at a time A material world | 7 | | 14 | | 1 | | 8 | лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия |
| | | | | | | 2 | 0,5 | 33,5 | Экзамен |
| | Всего за 7-й семестр | | | 64 | | 6 | 0,5 | 73,5 | |
| 6 | Change your life Can't give it up | 8 | | 8 | | 1 | | 12 | лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия |
| 7 | Quite interesting A beautiful idea | 8 | | 8 | | 1 | | 12 | лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия |
| 8 | Doctor's orders Traveller or tourist | 8 | | 8 | | 1 | | 12 | лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия |
| 9 | Animal planet How to eat out...and in | 8 | | 8 | | 1 | | 12 | лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия, перевод, реферирование |
| 10 | Where do I belong A good sport | 8 | | 8 | | 1 | | 15 | лексико-грамматическая работа, практическое задание, чтение и перевод, сочинение, аудирование, дискуссия, перевод, реферирование |
| | | | | | | 2 | 0,5 | 33,5 | Экзамен |
| | Всего за 8-й семестр | | | 40 | | 7 | 0,5 | 96,5 | |
| | Всего по дисциплине | | | 104 | | 13 | 1 | 170 | |

Содержание разделов дисциплины

1) Self-portrait

Grammar: Have: auxiliary or main verb

Vocabulary: personality

Pronunciation: using a dictionary

Nice work

Grammar: discourse markers (1): linkers

Vocabulary: work

Pronunciation: the rhythm of spoken English

2) Changing language

Grammar: pronouns

Vocabulary: learning languages

Pronunciation: sound – spelling relationships, understanding accents

Do you remember...

Grammar: the past: habitual events and specific incidents

Vocabulary: word building: abstract nouns

Pronunciation: word stress with suffixes

3) Don't get mad, get even

Grammar: get

Vocabulary: phrases with get

Pronunciation: words and phrases of French origin

History in the making

Grammar: discourse markers (2): adverbs and adverbial expressions

Vocabulary: conflict and warfare

Pronunciation: stress in word families

4) Sounds interesting

Grammar: speculation and deduction

Vocabulary: sounds and the human voice

Pronunciation: consonant clusters

From cover to cover

Grammar: adding emphasis (1): inversion

Vocabulary: describing books and films

Pronunciation: sounds and spelling

5) One thing at a time

Grammar: distancing

Vocabulary: expressions with time

Pronunciation: linking in short phrases

A material world

Grammar: unreal uses of past tenses

Vocabulary: money

Pronunciation: US and UK accents

6) Change your life

Grammar: verb + object + infinitive or gerund

Vocabulary: compound adjectives

Pronunciation: main and secondary

Can't give it up

Grammar: conditional sentences

Vocabulary: phones and technology, adjectives + prepositions

7) Quite interesting

Grammar: permission, obligation, and necessity

Vocabulary: word formation: prefixes

Pronunciation: information and linking in exclamations

A beautiful idea

Grammar: verbs of the senses

Vocabulary: art; colour idioms

Pronunciation: -ure

8) Doctor's orders

Grammar: gerunds and infinitives

Vocabulary: health and medicine; similes

Traveller or tourist

Grammar: expressing future plans and arrangements

Vocabulary: travel and tourism

Pronunciation: homophones

9) Animal planet

Grammar: ellipsis

Vocabulary: animal matters

Pronunciation: auxiliary verbs and to

How to eat out...and in

Grammar: nouns: compound and possessive forms

Vocabulary: preparing food; food adjectives with -y

Pronunciation: words with silent syllables

10) Where do I belong

Grammar: adding emphasis (2): cleft sentences

Vocabulary: words that are often confused

Pronunciation: intonation in cleft sentences

A good sport

Grammar: relative clauses

Vocabulary: word building: adjectives, nouns, and verbs

Pronunciation: homographs

5. Образовательные технологии, в том числе технологии электронного обучения и дистанционные образовательные технологии, используемые при осуществлении образовательного процесса по дисциплине

Практическое занятие – занятие, посвященное освоению конкретных умений и навыков и закреплению их по предложенному алгоритму (выполнение упражнений, анализ текстов, выполнение тестов).

Самостоятельная работа студентов: работа с учебником и электронными ресурсами, работа в библиотеке, подготовка сообщений, презентаций и рефератов.

Консультации – групповые занятия, являющиеся одной из форм контроля самостоятельной работы студентов. На консультациях по просьбе студентов рассматриваются наиболее сложные моменты в решении заданий, которые возникают у них в процессе самостоятельной работы, обсуждаются результаты решения заданий, выполненных студентами самостоятельно.

6. Перечень лицензионного и (или) свободно распространяемого программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине

В процессе осуществления образовательного процесса по дисциплине используются: для формирования материалов для текущего контроля успеваемости и проведения промежуточной аттестации, для формирования методических материалов по дисциплине: программы Microsoft Office; Adobe Acrobat Reader.

7. Перечень современных профессиональных баз данных и информационных справочных систем, используемых при осуществлении образовательного процесса по дисциплине (при необходимости)

1. Электронные каталоги НБ ЯрГУ (http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php)
2. Личный кабинет (http://lib.uniyar.ac.ru/opac/bk_login.php)
3. Электронная библиотека учебных материалов ЯрГУ (http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php)
4. Электронно-библиотечная система «Юрайт» ([www. https://urait.ru/](http://www.urait.ru/))
5. Научная электронная библиотека «eLIBRARY.ru» - <http://elibrary.ru> (свободный доступ).

8. Перечень основной и дополнительной учебной литературы, ресурсов информационно-телекоммуникационной сети «Интернет» (при необходимости), рекомендуемых для освоения дисциплины

а) основная литература

1. Истомина, Е. А., Английская грамматика = English Grammar : учеб. пособие / Е. А. Истомина, А. С. Саакян. - 5-е изд., испр. и доп., М., Айрис-пресс, 2007, 268с (44 экз.)
2. Грамматика английского языка = A grammar of the English language : пособие для студентов педагогических институтов / В. Л. Каушанская, Р. Л. Ковнер, О. Н. Кожевникова [и др.]; под ред. Е. В. Ивановой. - 10-е изд., М., Айрис-пресс, 2019, 381с (30 экз.)
3. Практическая грамматика [Электронный ресурс] : практикум / сост. С. В. Данданова, Е. Ю. Колтышева ; Яросл. гос. ун-т, Ярославль, ЯрГУ, 2019, 61с <http://www.lib.uni Yar.ac.ru/edocs/iuni/20192103.pdf>
4. Вейзе, А. А., Чтение, реферирование и аннотирование иностранного текста : учеб. пособие, М., Высшая шк., 1985, 127с (10 экз.)

б) дополнительная литература

1. Tilbury, A., English Unlimited = Английский без границ: для продолжающих: учебник с электрон. портфолио : Upper Intermediate Coursebook with e-Portfolio / A. Tilbury, D. Rea, T. Clementson, Cambridge, Cambridge University Pres, 2011. – 160 с. (10 экз.)
3. Interpreting English Fiction: практикум / сост. : Н. Н. Касаткина, Е. Ю. Колтышева, Н. Ю. Ивойлова; Яросл. гос. ун-т – Ярославль: ЯрГУ, 2016. – 51 с. <http://www.lib.uni Yar.ac.ru/edocs/iuni/20162107%20.pdf>
4. Contemporary British and American Stories. Home Reading Aid: учебно-методическое пособие для студентов, обучающихся по направлению Филология / сост. Н. Ю. Ивойлова, Е. Ю. Колтышева; Яросл. гос. ун-т. – Ярославль: ЯрГУ, 2015. – 59 с. <http://www.lib.uni Yar.ac.ru/edocs/iuni/20152104.pdf>
5. Morley, D., The Cambridge Introduction to Creative Writing = Кембриджское введение в творческое письмо / D. Morley, Cambridge, Cambridge University Press, 2007, 273с (6 экз.)
6. Latham-Koenig, C., English File = Английский файл : advanced Student s Book with DVD-ROM, with Oxford Online Skills / C. Latham-Koenig, C. Oxenden, J. Lambert. - 3rd edition, Oxford, Oxford University Press, 2015, 175с (15 экз.)
7. Latham-Koenig, C., English File = Английский файл : upper-intermediate Student s Book with DVD-ROM, with Oxford Online Skills / C. Latham-Koenig, C. Oxenden. - 3rd edition, Oxford, Oxford University Press, 2014, 167с (15 экз.)

в) ресурсы сети «Интернет»

1. Электронная библиотека учебных материалов ЯрГУ (http://www.lib.uni Yar.ac.ru/opac/bk_cat_find.php).
2. Научная библиотека ЯрГУ им. П.Г. Демидова (доступ к лицензионным современным библиографическим, реферативным и полнотекстовым профессиональным базам данных и информационным справочным системам: реферативные базы данных Web of Science, Scopus; научная электронная библиотека eLIBRARY.RU; электронно-библиотечные системы Университетская библиотека онлайн, IPRbooks, Юрайт, Проспект, издательства «ЛАНЬ») http://www.lib.uni Yar.ac.ru/content/resource/net_res.php
3. http://news.bbc.co.uk/hi/russian/learn_english.
<http://www.bbc.co.uk>

9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине

Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине, включает в свой состав специальные помещения:

-учебные аудитории для проведения занятий семинарского типа (практических занятий);

- учебные аудитории для проведения групповых и индивидуальных консультаций,

- учебные аудитории для проведения текущего контроля и промежуточной аттестации;

-помещения для самостоятельной работы;

-помещения для хранения и профилактического обслуживания учебного оборудования.

Специальные помещения укомплектованы специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации большой аудитории.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду организации.

Число посадочных мест в аудитории для занятий семинарского типа (практических занятий) больше либо равно списочному составу группы обучающихся.

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Н.Ю. Шакирова

**Приложение №1 к рабочей программе дисциплины
«Углубленный курс английского языка»**

**Фонд оценочных средств
для проведения текущего контроля успеваемости
и промежуточной аттестации студентов
по дисциплине**

**1. Контрольные задания и иные материалы,
используемые в процессе текущего контроля успеваемости**

Задания для самостоятельной работы / текущего контроля

(Данные задания могут выполняться студентом самостоятельно, в таком случае преподавателем в обязательном порядке не проверяются. Также данные задания могут использоваться преподавателем для текущего контроля сформированности ОПК-1, индикаторы И-ОПК-1_3, ОПК-3, индикаторы И-ОПК-3_1, И-ОПК-3.2, ОПК-4 индикаторы И-ОПК-4_1, ОПК-4_2 и И-ОПК-4_3)

Раздел 1.

Лексико-грамматическая работа.

GRAMMAR

1 Underline the correct word(s).

Example: I love my job. However / *In spite of*, the commute is very difficult.

1 My bicycle was stolen, so / *because* I had to walk to school.

2 I didn't study very much, and owing to / *consequently*, I didn't pass the test.

3 I sold my car as a result / *because* I couldn't afford the petrol.

4 He gave up running due to / *since* a knee injury.

5 She had to break the news gently so that / *so as not to* upset her father.

6 We have a large umbrella in case / *as* it rains.

7 We think the house will sell quickly. As a result / *Nevertheless*, we want to be sure it looks as good as possible when people come to see it.

8 I read the entire book, yet / *therefore* I can't remember anything about the story.

2 Complete the sentences with the correct form of the verb in brackets.

Example: Has Dana lived in Singapore since she was a child? (live)

1 I _____ time to watch TV tonight. (not have)

2 Luis and Maria _____ married for 15 years and are very happy together. (be)

3 I can't believe Paolo isn't here yet. I _____ for two hours. (wait)

4 _____ you _____ work late again tonight? (have to)

5 We didn't have time to do it ourselves, so we _____ our lounge _____ by a professional. (decorate)

6 How many guests _____ she _____ in her house right now? (have got)

7 Did my phone ring while I _____ a bath? (have)

3 Does the bold word indicate *result*, *reason*, *purpose*, or *contrast*? Write your answer in the gap.

Example: **Despite** her confusion, the teacher continued on with the lesson. contrast

Even though I didn't want to, I spent my evening doing washing. _____

I joined a gym **so** I can get into better shape. _____

He spent the night working on his thesis; **therefore**, he wasn't able to join us for dinner.

Due to the weather today, the game has been cancelled. _____

I went to the library **despite the fact that** I knew the book I wanted wasn't there.

VOCABULARY

4 Complete the words in the sentences.

Example: I tend to keep quiet when my mum starts complaining about my room.

1 We always thought Danielle felt happy here, but deep **d** _____ she was really homesick.

2 Steve won't change his **m** _____ – once he makes a decision, there's no going back.

3 Lara's got a heart of **g** _____; she never says no when she's asked for help.

4 Ingrid says her new boss is a cold **f** _____. Apparently he gives nothing away and rarely smiles.

5 My fiancé's parents are actually very down to **e** _____ and they agree with us that we shouldn't spend a fortune on our wedding.

6 My kids know very well that I'm a bit of a soft **t** _____ and they make sure to take advantage of it!

5 Underline the correct word(s).

Example: I'd like to get a job / **profession** abroad.

1 I don't enjoy my job because the work is **monotonous** / **rewarding**.

2 My salary isn't high, but the **career** / **benefits** are really good.

3 Leo is a great boss because he's good at **motivating** / **demanding** people and making them want to work hard.

4 I recently had some **qualifications** / **training**, which will help me do my work more effectively.

5 I had to **hire** / **quit** my job after just five months for health reasons.

6 What are you doing after you've **clocked** / **laid** off? Fancy going for a pint?

7 **Colleague** / **Staff** turnover is high because the pay is too low.

8 I would prefer a regular job to fixed-term **contracts** / **leave**.

6 Complete the sentences with a personality adjective. There are some words which you do not need to use.

| | | | | |
|--------------|------------------|-----------|---------------|----------|
| affectionate | bossy | bright | conscientious | gentle |
| moody | reliable | sarcastic | spontaneous | thorough |

Example: Karen's so bossy – I'm sick of her telling us what to do!

1 Olivia's children are both very _____. They're doing really well at school and getting top marks in everything.

2 I'm not surprised that he just got into his car and drove across the country to have dinner with his friend. He's very _____.

3 David is a very _____ person; he's always hugging his children.

4 You just never know with Sarah. One minute she's fine and the next she's not – she's just so _____!

5 Don't worry – if Jack says he'll be there, he'll be there. He's very _____.

6 I don't like _____ people. It's really not nice to say horrible things to make people feel bad.

Практическое задание.

1. Match the words to the same sound.

| | | | | |
|----------|-----------|-------------------|---------|----------|
| employee | relatives | steady | tedious | terrible |
| turnover | | | | |

Example: ready steady

1 nephew _____, _____

2 respect _____, _____

3 work _____

2. Underline the stressed syllable.

Example: time|ta|ble

1 in|tro|vert

2 a|sser|tive

3 sen|si|tive

4 com|pe|ti|tive

5 re|bel|lious

Чтение и перевод.

Read the article and tick (☐) A, B, or C.

CREATING YOUR OWN JOB SATISFACTION

A lot of people think that job satisfaction is only for other people. They look with envy on people who love their jobs and who don't think of them as work. The idea of earning a living from something you really like doing only applies to a few very lucky people, they think. But this isn't so. It's not only people in the so-called 'glamour professions', for example, who can get genuine job satisfaction. You don't have to be in the arts or a sports person to get enjoyment from what you do for a living. Even if you're in a boring job, it's quite possible to get some satisfaction from it.

The key to this is your attitude. You may think it's unlikely that you can derive much satisfaction from a dull job that doesn't require much thought and that involves a lot of routine procedures. But if you approach it with the right attitude, and put some effort in, you may be surprised at how enjoyable you can make it. Of course, if you just sit there telling yourself how boring your job is, you'll never get anything out of it. But if you set out to find ways of making it enjoyable, there's a good chance you'll manage to.

One thing you can do is to set yourself challenges. Think about what you can do for yourself to make your work a little bit more interesting. If you've got a repetitive job, set yourself some targets to meet and try to beat your previous records. Or use your initiative in other ways. Think about ways you could develop your career into more interesting areas – see how you could improve your skills by doing a course, for example, or look into new skills you could get that would stand you in good stead for the future.

For some people, it's not boredom that's the problem, it's the fact that their jobs involve a significant amount of unpleasantness. But if you keep telling yourself your job is horrible and there's nothing you can do about it, you'll get stuck in a rut and you'll never get out of it. Focus on developing a positive attitude and try to keep any negative thoughts about your job out of your mind. Keep a sense of perspective – if something's gone wrong on a particular day, decide whether it really matters or not. If it isn't actually all that important, don't dwell on it – let it go. Learn from it, and take an upbeat view of what's happened – you'll know how to avoid the problem in the future, or what to do about it if it happens again.

Of course, you may reach the point where you feel totally trapped in a job. If this mind-set starts to overwhelm you, check out the options you may have in the place where you work. Map out a plan for improving your situation there. Are there other roles in the organization you could apply for? Could you ask to be given different tasks? Could you

get a different kind of assignment or go to another department where your skills are required? Finding out there are other options will give you a sense of control over your own working life. Even if you have no job satisfaction right now, you'll feel better if you know that there is a realistic prospect of work that gives you a degree of it.

Expectations are another key ingredient in job satisfaction. Take a long hard look at what you really are capable of. Sometimes it's important to accept that you couldn't really do the much more interesting or high-powered job you aspire to. Try to be aware of your own strengths and weaknesses. Focus on the things you really are good at, rather than on things that, if you're really honest with yourself, you couldn't actually do. Make the most of your situation and feel good about what you can do, rather than feeling bad about what you can't do.

Work is a very important part of most people's lives and it's important to get at least some satisfaction from it. If you really dislike your time at work, the rest of your life is affected too, and you can easily get a negative outlook on life in general. It's in your own hands to avoid this. Even if you can't get the job of your dreams, you can take steps to create your own job satisfaction.

- 1 The writer's aim in the first paragraph is to _____.
A distinguish between different kinds of work ☐
B correct a false belief ☐
C define the term 'job satisfaction' ☐
- 2 In the second paragraph, the writer _____.
A warns readers against a certain attitude ☐
B advises readers not to have unrealistic ideas about work ☐
C suggests to readers that most jobs are dull ☐
- 3 In the third paragraph, the writer emphasizes _____.
A how easy it can be to progress in a career ☐
B a particular route to job satisfaction ☐
C the need for people to motivate themselves ☐
- 4 The writer uses the phrase 'stuck in a rut' to refer to _____.
A a situation that won't improve ☐
B the bad behaviour of others ☐
C the danger of being too sensitive ☐
- 5 What is the writer's advice if something goes wrong?
A Pretend that it didn't happen. ☐
B Use the experience to your advantage. ☐
C Don't think about it until later. ☐
- 6 The writer says that people who feel 'trapped' in a job should consider _____.
A discussing their unhappiness with managers ☐
B moving to a different company or organization ☐
C changing the kind of work they do ☐
- 7 The writer says that you will feel better about your working life if you _____.
A think that some job satisfaction is possible in the future ☐
B choose a particular career option for the future ☐
C stop aiming for job satisfaction for a while ☐
- 8 What does the writer say about expectations of work?
A Too many people have unrealistic ones. ☐
B They should be based on real ability. ☐
C They may change as time passes. ☐
- 9 In the final paragraph, the writer says that _____.
A lack of job satisfaction has serious consequences for people ☐
B a negative attitude to life leads to a negative attitude to work ☐
C there is more to life than job satisfaction ☐

10 Which of the following best sums up the writer's view in the text as a whole?

- A Some people find it easier to get job satisfaction than others. ☐
- B Everyone can get a certain amount of job satisfaction. ☐
- C Job satisfaction is the most important issue in the workplace today. ☐

Сочинение.

You have decided to apply for the position advertised below. Write approximately 250 words in a covering letter or email.

Is this for you?

We are looking for responsible, experienced people (individuals or couples) of any age to 'work' as house-sitters in different European countries for varying lengths of time. All you need to do is take care of someone's house, pets, and garden whilst they are away on business or on holiday.

You won't earn any money but your accommodation is free. The minimum length of stay is one week so you can move from place to place.

Interested? Send an email or letter and CV to Bruce Matthews at housesit@talknet.com or post it to...

Аудирование.

Speaker 1

I would hate to be a salesman of any kind, the idea terrifies me. I think a lot of your time is spent pressurizing people, lying to them, potentially, I am not saying all salesmen do this, but I think a lot of the time you do have to sell things that you don't necessarily believe in. I don't like that as a concept. A few of my friends, my school friends, they're salesmen, they love it, they've got the gift of the gab, they can, you know, talk the hind legs off a donkey, but, just, there is a feeling I get that is a little bit unsavoury at times, I know, this is a huge sweeping generalization, but I just wouldn't like to do it.

Speaker 2

The job I would hate to do is probably a bit obvious, but I don't think I'd like to be a bin man, because I think that, well, it would obviously smell a lot and also – I don't agree with it – but I think that there is possibly, maybe a bit of stigma attached to the job and people, I don't know, might look down at you even though I don't agree with that. I do know some guys who are bin men and they are fabulous and they have an amazing camaraderie with each other, they actually really enjoy their job and they finish fairly early, they work pretty good hours, and they are not stuck in an office every day, so they are out and about. I've never been a bin man, but when I worked in a bar I had to go round picking up cigarette butts off the floor and picking up everyone's rubbish, and sort of clearing up after people, I didn't mind it, but it's not that pleasant.

Speaker 3

I think a job I'd really like to do is be a professional actor. It must be great just going to, going filming in exotic locations and appearing on the West End stage. I used to be in school plays when I was a kid, so I think I've got what it takes. My brother-in-law used to be an extra in TV films and TV programmes like EastEnders, so he told me all about it – what goes on and that. I can't really think of any downsides in this job – maybe the fact that you are unemployed a lot, maybe that's a bit of a downside, but other than that I think it would be great.

Speaker 4

Well, I would love to be a midwife. I think it would be a wonderful thing to do, I think it would be rewarding, challenging and I would love to do it. My friend Annie is a midwife, she's an independent midwife and loves it. And I think the drawbacks to it, for her, are that, of course, you are on call all the time and you can be in the middle of a film and suddenly get a bleep on your phone but you have to go and deliver a baby, so you couldn't really, you know, plan your

life around anything other than that. And I suppose one of the reasons I think I might be good at it is that, having had two children myself, I do have first-hand experience of the kind of things that you would need, and I think I've got an understanding of what, you know, a woman might, might need to know and the encouragement you might need when you're in labour.

Speaker 5

A job I would absolutely hate would be to work in a call centre. I think it would be one of the worst jobs in the world because you are in the middle, I think you get a terrible time from both sides, from the people who are your bosses and from the people who call the call centre who are usually cross about something and have a problem. I did telesales once a long time ago, part-time, so that was a slight experience of it and I hated it and never want to do it again and I think the only positive side to the job that I can see is that it is a job and you get paid.

Listen to five people talking about the disadvantages of various jobs. Match the speakers (1–5) to the disadvantages of the job that they mention (A–H).

| | |
|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> |
| Speaker 4 | <input type="checkbox"/> |
| Speaker 5 | <input type="checkbox"/> |

A lack of job security

B the possibility of making a serious mistake

C having to work at inconvenient times

D bad treatment from employers

E having to work in unpleasant physical conditions

F other people's low opinion of the job

G having to be dishonest

H the need to cooperate with colleagues

Дискуссия.

1 Ask your partner these questions.

1 Which person has inspired you the most?

2 What kind of work would give you job satisfaction?

3 Which three adjectives best describe your personality?

4 When you argue with friends or family, what do you argue about?

5 Why is it important for you to be good at English?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

1 'It is not possible to be both successful and happy.'

2 'Most people's personalities do not change as they get older.'

3 'You can easily tell someone's personality type just by looking at their social media profiles.'

4 Now listen to your partner. Do you agree with him / her?

Раздел 2.

Лексико-грамматическая работа.

GRAMMAR

1 Complete the sentences with the correct word(s).

Example: You need to take care of yourself when you're ill.

one yourself you

1 _____ can use the internet for research when you write your term paper.

One You Each other

2 _____ say it's harder to learn languages after you're 12.

They They're Their
3 _____ need to remember that we're very lucky to have good food on the table for each meal.

One Ourselves We

4 Alex talks to _____ when he's writing. It's pretty annoying!
myself each other himself

5 Bruce and I built the shed in the garden _____.
ourselves by one another by myself

6 Do you and your parents talk to _____ every weekend?
yourselves each other another

7 _____ was a pleasure to meet your fiancée at the party last night.
There It One

8 The meeting didn't go too well; the managers kept interrupting _____.
themselves oneself one another

2 Complete the sentences with the correct form of the verb in brackets.

Example: I'd like to tell you about something that happened (happen) when I was 12.

1 While my dad _____ (drive) home from work, a cat ran in front of his car.

2 I _____ (work) in the café for four months when I finally received my salary.

3 I was having dinner when I _____ (decide) to call Ellen.

4 The weather _____ (expect) to be stormy next weekend.

5 It _____ (say) that taking a nap after lunch is very healthy.

6 There is thought _____ (be) undiscovered oil beneath the Antarctic.

3 Underline the correct word(s).

Example: It's been announced / announced that our pay will increase next year.

1 We used / would to make ice cream every summer.

2 When I was at school, my friends and I were always gone / going for long bike rides in the afternoon.

3 My dad would never complain / to complain even when we made a lot of noise.

4 When I was small, my cousins and I would / used to run around the neighbourhood.

5 I was always getting / always used get into trouble for bothering my brother.

6 His grandparents used to give / giving him presents when he was little.

VOCABULARY

4 Complete the words in the sentences.

Example: They tackled the DIY with such gusto that I had high hopes for the end result.

1 These days there's no longer a s_____ attached to having mental health problems.

2 When it comes to hotels, the Ritz is the u_____ in luxury as far as I'm concerned.

3 We were completely b_____ by his account of events. It just didn't make any sense whatsoever.

4 I'll choose a r_____ letter of the alphabet and I want you to give me five nouns that start with that letter.

5 The teacher returned the students' work and asked them to correct any e_____ before re-submitting it.

6 My boyfriend's parents gave me a gorgeous tablet computer for my birthday. I was amazed at their g_____!

5 Complete the words in the sentences with one word.

Example: The death of Arthur Miller was a terrible loss to the theatre world.

1 Contrary to popular _____, multilingual children are not always good at learning languages.

2 After finishing university, he took a job in a recording studio instead of working as a doctor, which was a huge _____ for his parents.

3 People who come up with conspiracy theories about the government have very vivid _____, but no facts to back their stories up.

4 Leo has closed three new deals in the last month so there's a strong _____ that he'll get a big bonus at the end of the year.

5 To her complete _____, she got an invitation from the Prime Minister's office for a charity dinner.

6 I think Mark and Jenny are in a serious _____; I saw a shiny new ring on Jenny's ring finger.

6 Make abstract nouns from the words below.

Example: friend friendship

- 1 adult _____
- 2 imagine _____
- 3 lose _____
- 4 neighbour _____
- 5 bored _____
- 6 frustrate _____
- 7 wise _____
- 8 hate _____

Практическое задание.

Match the words to the same sound.

adhere drawback enjoy gorgeous ignore
~~where~~

Example: whenever where

- 1 awful _____
- 2 jealous _____, _____
- 3 hurt _____
- 4 corner _____

Underline the stressed syllable.

Example: cheerful

- 1 part|ner|ship
- 2 a|fraid
- 3 a|shamed
- 4 com|pe|ti|tion
- 5 con|se|quent|ly

Чтение и перевод.

Read the article about endangered languages and choose A, B, C, or D.

Global experts discuss threatened languages

Some of the world's most endangered languages are the focus of an international conference being held in Wales for the first time.

A Dr Hywel Lewis

Many languages are on the verge of extinction. Their fate can be compared to that of many animals facing extinction, but they probably receive less global attention than the fate of many animals. As a foundation, we are very concerned with highlighting the part language plays in cultural variety and diversification. It's also important to consider the economic repercussions of promoting different languages; they can play a massive part in the identity and profile of various parts of the globe and they can be powerful economic factors. But it's not all doom and gloom as there are languages in Russia which are making a comeback after years of oppression.

B Conchur O'Giollagain

Many threatened languages find themselves in a complex situation. Gaeilge, the Irish language, spoken in the Irish-speaking region of Ireland (the Gaeltacht) provides a good example of this. It is spoken by just under half the population of the Gaeltacht. The number of people learning the language is growing and great progress is also being made in terms of educational provision. But the number of learners does not necessarily help the number of native speakers; for a language to succeed you have to have a high population of active language speakers concentrated in a given geographical area. Based on existing trends, there is a strong threat to the communal use of Irish and, if these trends continue, Irish will not exist as a language in 20 years' time.

C Nicholas Ostler

Different languages have their quirks which tell us something about being human, and when languages are lost, most of the knowledge that went with them gets lost. People do care about identity as they want to be different. Nowadays, we want access to everything but we don't want to be thought of as no more than people on the other side of the world. Apart from English, the United Kingdom has a number of other languages; half a million people speak Welsh, several thousand Scots are fluent in Gaelic, the Scottish language, about 400 people speak Cornish while the number of Manx speakers – the language of the Isle of Man – is perhaps as small as 100. And I do think it's a good thing for a child on the Isle of Man to learn Manx. I value continuity in a community.

D Kenan Malik

It is irrational to try to preserve all the world's languages. Earlier this year, the Bo language died out when an 85-year-old member of the Bo tribe in the India-owned Andaman Islands died. While it may seem sad that the language expired, cultural change is driving the process. In one sense you could call it a cultural loss. But that makes no sense because cultural forms are lost all the time. To say every cultural form should exist forever is ridiculous, and when governments try to prop languages up it shows a desire to cling to the past rather than move forwards. To have a public policy that a certain culture or language should be preserved shows a fundamental misunderstanding. I don't see why it's in the public good to preserve Manx or Cornish or any other language for that matter. In the end, whether or not a language is viable is very simple; if a language is one that people don't participate in, it's not a language anymore.

Which expert holds the view that:

- 1 for the teaching of one particular language, improvements have been made in terms of the curriculum. _____
- 2 the revival of languages in a particular geographical area is a positive thing. _____
- 3 support for endangered languages impedes forward thinking. _____
- 4 the distinctiveness of languages holds some revelations about civilization. _____
- 5 the protection of the globe's endangered languages, in general, is unfeasible. _____
- 6 the plight of some endangered languages is less than straightforward. _____
- 7 there are merits to having linguistic stability in society. _____
- 8 one endangered language may become extinct within two decades. _____
- 9 the plight of some endangered languages can be likened to the loss of certain species. _____
- 10 there is a particular reason for the death of one particular language. _____

Сочинение.

Write an article of approximately 250 words for the opinion section of a newspaper on why people should learn a second language.

Аудирование.

Speaker 1

From the age of about seven till I was 16 I went to an all-girls' school in North London, in Highgate, which was really good fun, but it was a bit of a shame that it was all girls. Then when I was 16 I went to a boarding school in the countryside, which in fact was a boys' boarding school that took girls in the sixth form, and I really enjoyed it. I was quite rebellious at school, but I was never too bad; I wasn't expelled or suspended or anything, but I just sort of stood up for what I believed in. School was a fun experience, it's many years of your life but I look back at it with quite fond memories.

Speaker 2

My favourite toy as a child was a football game called 'Subbuteo Table Soccer' and this was like a religion, it was all these footballers – it looked ridiculous, actually, because the ball was bigger than the players, but they were all beautifully painted in every team's kit, and I had about 12 different teams that my father thought was ridiculous because 'you can only play with two at the same time', but I loved them, I mean, just as good as playing the game was setting them all out on the pitch, before a tournament started, and I built out of balsa wood an entire stadium to go round the outside. There were the Subbuteo floodlights, as well, and this beautiful golden pitch and all these teams laid out. Wow, it was like the World Cup!

Speaker 3

I was raised on Enid Blyton books and Enid Blyton's very preoccupied with school life and there's a whole range of books all about boarding school and I desperately, desperately wanted to go and eventually my parents sent me, not because I'd forced them to, but because they were in the Forces and so they needed somewhere for me to be based. So I had all these amazing expectations about it and when I got there it just wasn't like it at all, it was like prison, it was just the most miserable, archaic, horrible place, and I'll never forget my first night there and I'd been taught how brave I had to be and that, you know, you mustn't cry and you had to be grown up and respectful of everybody else and cheerful and be a generally good girl and I remember lying in my bed in the dormitory and there were ten of us in there, and getting into bed and lying there and suddenly being overwhelmed with homesickness, just, just feeling terrible and starting to cry but trying to cry really quietly because it wasn't the 'done' thing.

Speaker 4

Yeah, I went to a boarding school and one of the strange things we used to have to do was play at toy soldiers, a thing called 'the Combined Cadet Force' and one of the strangest things we did were night operations, where we were taken out at night and spent the whole night finding our way to somewhere or trying to follow a map or something, but it was great fun because we all used to get lost on purpose and do what we wanted, really. But there was one occasion when we got seriously lost and we were walking through a whole lot of back gardens, going over peoples' fences and we got into one back garden and a sash window shot up and this voice said, 'Who's there?', and we were frozen, 'Who's there?, I say!', we just froze and the next thing was, 'Mabel, get my gun!' and we were absolutely terrified and we ran for our lives.

Speaker 5

Well, I loved dolls when I was little, particularly Sindy dolls and Barbie dolls, and my sister was a lot older than me, so I spent a lot of time playing by myself with these dolls, and I just treasured them so much. We only got toys at Christmas or birthdays so they really were valued and I really looked after them and, and eventually had quite a good collection of clothes and little accessories and things for their little houses and all the rest of it and I always said, 'I'll keep these; if I ever have a daughter of my own, she'll be able to play with them' and then I did have a daughter of my own and I went up into my mum's attic and got the Barbies down, that were all very carefully, lovingly wrapped up and packed in a box, gave them to my daughter, who broke two of them within three minutes. But I think the thing is that, you know, things were

valued a lot more when I was little, things were more expensive and you treasured them, whereas I think nowadays perhaps children get a lot more and they're not so special or appreciated.

1 Listen to five people talking about childhood memories. Match the speakers (1–5) to what they remember (A–H).

| | |
|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> |
| Speaker 4 | <input type="checkbox"/> |
| Speaker 5 | <input type="checkbox"/> |

- A a critical comment made by someone else
- B being punished for something
- C wanting to keep a feeling under control
- D forcing someone else to do something
- E feeling in danger
- F finding something boring
- G defending your views
- H planning something for someone else

Дискуссия.

1 Ask your partner these questions.

- 1 What's your favourite memory of your childhood?
- 2 What can you remember about the teachers you had when you were a child?
- 3 Why is it important to let children enjoy being children?
- 4 Why do you think Americans often don't learn new languages?
- 5 Why is it important for you to be good at English?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'Children today have too much freedom.'
- 2 'I remember many stories from my childhood.'
- 3 'The English language will not be as important in the future as it is now.'

4 Now listen to your partner. Do you agree with him / her?

Раздел 3.

Лексико-грамматическая работа.

GRAMMAR

1 Complete the sentences with the correct word(s).

Example: Your brother seems to get himself in trouble a lot.

did get have got ~~get~~

1 It's _____ late. We should leave soon.

get getting got

2 My backache _____ every time I lie down.

getting worse got worse gets worse

3 I don't think I'll ever _____ to taking the subway.

get use get used to get use

4 Brian _____ trying to take a video camera into the concert.

got caught someone was got caught got caught

5 I'd like _____ a professional to fill in my tax forms.

to get get got

6 Could you get Adam _____ me a call, please?

give to give giving

2 Complete the sentences with the correct word(s).

Example: As far as meals are concerned, we're planning on bringing our own food.
concern ~~are concerned~~ concerned

1 On the one hand, we need the rain for our garden to grow. On _____ hand, we want to sit in the garden and enjoy the sunshine!

other the other another

2 Please be on time for the bus. _____ you'll make everyone late for the concert.

Other Other words Otherwise

3 _____ you don't really like your new job.

Obvious to me Obviously Obvious

4 I don't understand the instructions for getting to the show. ____, I don't even want to go.

It's beside Beside Besides

5 Julie is coming for the weekend. _____ she's leaving her job to start her own business, and she wants your advice.

Incidentally By incident Incident

6 A Do you like baseball?

B As _____ of fact, I love it.

matters if it mattered a matter

7 I think you should take the day off tomorrow. ____, your brother doesn't visit very often.

After all After It's after

8 It's going to rain tomorrow, or _____ that's what the forecast said.

least at least leastly

9 They say a lot of bad things about Jacob, but _____ his work is concerned he's doing a great job here in the office.

as regards as a matter of as far as

3 Replace *get* with another verb so that the sentence has the same meaning.

1 Are you going to **get** him a present for his birthday? _____

2 Remind me that I need to make an appointment to **get** my hair cut. _____

3 Could you **get** me the book from the other room? _____

4 When do you think the train will **get to** Manchester? _____

5 I'm not sure if I'll **get** a letter from him or not. _____

VOCABULARY

4 Underline the correct word(s).

Example: I got blamed / *praised* for the mistake that was made at work.

1 When we went to Spain, Eric spent the *whole* / *much* time in our hotel room.

2 I hope my cousin can get her act *out* / *together*. Right now, she's got a lot of problems.

3 I hate getting told *off* / *on* in front of people. It's so embarrassing.

4 I'm afraid you got the wrong end of the *stick* / *fire*. We don't want to buy the house, we want to sell it.

5 The best way to get *around* / *back* town is by bicycle.

6 I hope we can get *away* / *out* of going to the meeting next Monday.

7 We're going to be so late, I wish you would get a move *out* / *on*!

8 Dan missed all his deadlines last year but still got a huge bonus. How does he get *away* *with* / *out of* it?

5 Complete the words in the sentences.

Example: A civilian is someone who is not a member of the armed forces or the police.

1 A **s** _____ shoots at people from a hidden position.

2 A **r** _____ is a sudden, illegal, often violent change of government.

3 A **t** _____ is a formal agreement between two or more countries.

4 **R** _____ are people who are forced to leave their homes because there is a war.

5 A person who has been injured in a war is called a **c** _____.

6 A c _____ is when two armies agree to stop fighting temporarily.

6 Complete the sentences with the correct word(s).

Example: In the past, warriors used bows to shoot arrows at the enemy.

bullets ~~bows~~ shields

1 The soldier held his _____ tightly as he ran across the field shooting.

cannon machine gun missile

2 The tribe defended their village in the jungle by throwing _____ at the boats of the soldiers as they came up the river.

sieges troops spears

3 The rebels _____ the bridge to stop the soldiers from getting supplies.

surrendered blew up defeated

4 After the attack on the city, all of the shops were _____ and almost everything was stolen.

overthrown declared looted

5 A I really love war films.

B Really? I'm not particularly fond _____ them.

of in with

6 The king was very proud _____ his soldiers for winning the battle.

with of for

Практическое задание.

Match the words to the same sound.

| | | | | | |
|---------|-------|------|--------|-------|--------|
| capture | civil | joke | nerves | short | troops |
|---------|-------|------|--------|-------|--------|

Example: research capture

1 siege _____

2 loot _____

3 execution _____

4 victorious _____, _____

Underline the stressed syllable.

Example: casual|ties

1 his|tor|i|an

2 sur|vi|ving

3 ci|vi|lized

4 re|bel|li|on

5 vic|tor|i|ous

Чтение и перевод.

Read the article about the uses of history and choose A, B, C or D.

The uses of history

The popular interest in history reflects a desire to know more about ourselves. This is all well and good, but does history possess sufficient value to warrant an extensive formal programme of history instruction in schools? Four experts give their views.

Expert A

A historian is interested in the past because he is interested in life. The true historian's interest in the past answers a deeply felt need to assure the continuity of human life and discover its meaning, even if the goal is never fully realized. However, the most commonly cited practical reason for studying history is that it improves judgment. It offers the opportunity to avail of the experiences of other times and other nations; it qualifies them as judges of the actions and designs of men. History doesn't tell us the answers to our questions, but it helps to inform us so that we might make better decisions in the future. And this has never been as important as it is nowadays in this

era of the World Wide Web and globalism, when knowledge of the larger world is not only desirable, but increasingly important.

Expert B

The use of historical examples is ancient and no doubt predates written language. We can imagine cave dwellers sitting around the evening campfire sharing anecdotes of admired ancestors worthy of emulation. People need models, and historical examples are especially powerful models because they actually existed. Joan of Arc demonstrates the power of individual belief and action. Galileo symbolizes the fight against authority for freedom of thought, while Thomas Becket represents integrity in the face of deadly intimidation. As we know, humans are pattern makers. While many philosophers of history have believed that history is revealed only through its unique events, others have been unable to resist the urge to ascribe pattern to history. One view put forward is that historical cultures, like plants and animals, follow the cycle of growth, flowering and decline. Certainly, history shows us that individuals and empires may rise, but eventually they will fall.

Expert C Some of history's greatest historians have seen human self-awareness as the very essence of history. Arnold Toynbee said, 'History is a search for light on the nature and destiny of man.' The value of history, then, is that it teaches us what man has done and thus what man is. Psychologist Bruno Bettelheim asserted that human self-knowledge is the most important role of formal instruction and that most of all, our schools ought to teach the true nature of man; teach about his troubles with himself, his inner turmoils and about his difficulties in living with others.

They should teach the prevalence and the power of both man's social and anti-social tendencies, and how the one can domesticate the other, without destroying the individual's independence or self-love.

Expert D

The concept of identity is key. Questions of identity are a central concern of psychology, which has found that loss of identity results in loss of significance; without identity there is little meaning and purpose to life. As Beverly Southgate puts it, history – the memories of things past – is of supreme importance in maintaining a sense of identity. In this context, Southgate quotes a character from a Saul Bellow novel who says, 'Everyone needs his memories. They keep the wolf of insignificance from the door.' And I think that sums it up rather nicely. Southgate says the need for identity applies to nations as well as to individuals; cultural identity contributes to meaning, purpose and cohesion in society; without it, society would be as rootless and adrift as an individual with amnesia.

Which expert:

- 1 draws a comparison between history and a process in the natural world. _____
- 2 explains that the study of history is fundamentally a quest to understand humans. _____
- 3 gives an example of a person who had strong faith in their own principles. _____
- 4 explains the popularity of the belief that examining history leads people to come to better conclusions. _____
- 5 states that communicating an understanding of ourselves is the ultimate aim of education. _____
- 6 believes the use of an animal metaphor effectively communicates an idea. _____
- 7 states that humans fundamentally feel lost if we haven't got a sense of who we really are. _____
- 8 suggests that the habit of telling each other stories was common even in historic times. _____
- 9 refers to two contradictory attributes of humans. _____

10 mentions the current significance of adding to our understanding of international events. _____

Сочинение.

Write an article of approximately 250 words. Imagine you are a historian in the year 2200. Choose an event that has happened in the last five years, and tell the story of that event as if you are looking back on it from the year 2200.

Аудирование.

Speaker 1

One film I remember that had a very powerful effect on me when I was a child, I must have been about 12, I suppose, and we went with the school to see Lawrence of Arabia with Peter O'Toole. And it was a very long film and I'm not sure if there was even an interval, it was well over three hours anyway, and I remember coming out of the cinema and just not knowing where I was, feeling totally shell shocked, as if I was still sort of in Arabia, but there's one particular scene I remember apart from, I remember Peter O'Toole sort of, shocking blue eyes in close-up, but there was a distant shot of him, well it just appeared as a dot on the horizon on this huge great sand dunes under a sort of burning blue sky and this dot came nearer and nearer and nearer and you worked out that it was a camel with Lawrence of Arabia on it, of course, but that was a very powerful scene.

Speaker 2

I think one of my favourite films and a film I saw again recently is Tess of the D'Urbervilles. I grew up in Dorset so I kind of appreciate the setting. It's about a young country girl who gets mixed up with a well-to-do family in the belief that she's related to them and her family pressurize her to get in with them and try and improve her social standing. And it's actually filmed in France, it's directed by Roman Polanski and it's filmed in Brittany and other parts of France, but it's so, so like Dorset where I grew up it's absolutely amazing you really wouldn't know. The actress who plays Tess is Nastassja Kinski, who's absolutely fantastic, and it's one of my favourite books and it's rare for me to see a film of a book in which the casting is right, but she's absolutely wonderful in it.

Speaker 3

One of my favourite films of all time, one which I watched many times as a child was Ben-Hur. Very, very long film, but I loved every single minute of it. It's basically about a very rich Jewish family, the son of which, Judah Ben-Hur, and his childhood friend, who becomes a Roman governor, and they had a wonderful friendship together, fall out in a very big way and the Roman governor takes his revenge on his old friend and his family by putting his two sisters in prison and sending Judah off to the galleys and there's this fantastic scene where he is in...rowing in the galleys, and he saves a Roman general and this wonderful scene where ships are barging each other and he saves a Roman general who then becomes his adoptive father and it all works out very nicely in the end, but it's a great film.

Speaker 4

Yeah, I saw the film Titanic recently, or as much of it as I could bear to watch, but I didn't get the full cinema experience – I saw it on the small screen, which probably didn't do it justice. And though I thought obviously that some of the scenes were brilliantly shot, like the actual sinking of the ship, that was very impressive...I thought, I couldn't believe the story – basically, I couldn't believe the love story and basically, obviously it's set on the Titanic which sank in 1911, 1912, in the middle of the Atlantic, when it hit an iceberg, largely, apparently due to the stupidity of the captain and the fact that they didn't have enough lifeboats on board. But I can remember a particular scene which I found particularly hard to believe which was the girl and the boy on the very bow of the ship, sort of facing into the night with her hair streaming in the wind, and I thought, there's no way they'd have been allowed to go right up to the edge of

the ship there, no way. And I found quite a lot of things just that I couldn't quite believe in the story I suppose.

Speaker 5

Oh, there's a film called Mrs Brown, that was a British film that was made a few years ago, starring Judi Dench and Billy Connolly and it was set...it's all about Queen Victoria, after King Albert has died, so it's set in Victorian Britain, and Queen Victoria is in a terrible state of mourning because she was so in love with Albert and one of her close servants is called John Brown and he's Scottish and he's played by Billy Connolly and they develop this real closeness, it was rumoured that maybe they were actually having an affair, but whatever it was a real closeness, and it's a very, very touching story and one of the most memorable scenes is after, as the film goes on, after they've sort of fallen out, John Brown is very ill and she goes back to see him and to comfort him and it's just a very, very, very touching scene.

1 Listen to five people talking about various historical films. Match the speakers (1–5) to what they say about the films (A–H).

| | |
|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> |
| Speaker 4 | <input type="checkbox"/> |
| Speaker 5 | <input type="checkbox"/> |

- A It was different from what I had expected before I saw it.
- B It has a personal connection for me.
- C Most people remember one particular scene from it.
- D I liked it so much that I saw it over and over again.
- E I remained affected by it for some time after I'd seen it.
- F One particular scene is very emotional and moving.
- G The acting is the most impressive aspect of it.
- H I found elements of it unrealistic.

Дискуссия.

1 Ask your partner these questions.

- 1 Which historical movies have you seen and enjoyed?
- 2 What historical event would you make a movie about if you could?
- 3 Why do you think directors change historical facts when they make films?
- 4 What is a bad way to end a friendship?
- 5 When have you taken revenge on someone?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'It does not matter if a historical film is factually inaccurate.'
- 2 'Online dating is a good way of meeting new people.'
- 3 'There is never a good way of ending a relationship.'

4 Now listen to your partner. Do you agree with him / her?

Раздел 4.

Лексико-грамматическая работа.

GRAMMAR

1 Underline the correct word(s).

Example: If we leave now, we should / should have get to the cinema by 8.00.

- 1 Anita must / must have speak Chinese very well. She lived in Shanghai for ten years.
- 2 They can't / must have been at home; no one came to the door when I knocked.

3 They *can't / should* be having a good picnic. It's raining and they don't have an umbrella.

4 He *might / couldn't* have been playing the piano for very long because he doesn't play well at all.

5 Bruno's *sure to / bound* get the job. He's got excellent qualifications.

6 I'm afraid Malek's *unlikely / won't* to be here in time for the party.

7 Carrie *definitely / will definitely* get a promotion next month.

8 We'll *probably / probably be* start working at about seven tomorrow morning.

2 Complete the sentences with the correct words.

Example: Not until you say you're sorry will we discuss the problems we're having.
~~you say~~ say you you're say

1 Not only _____ late, you're also not dressed properly.

you are are you you're

2 Never _____ such a silly excuse.

have I heard I heard I have heard

3 _____ Arthur arrived than he and Evan started to fight.

As soon No sooner had Sooner than

4 Only when you watch someone make a basket _____ what an art it is.

you do realize you realize do you realize

5 Not until I see the money with my own eyes _____ that you have been paid.

will I believe do I believe I believe

6 Rarely _____ so relaxed.

have felt I have felt have I felt

3 Is the sentence right or wrong? Write *correct* or *incorrect* in the blank.

1 Not only he is my brother, he is also my best friend. _____

2 It's unlikely that he'll be on time for the meeting. _____

3 She may not be the right person for the job. _____

4 They'll probably be a little late. We can wait. _____

5 Carlos is bound being here soon. He's not usually late. _____

6 I don't think we should ask him to join us. He's not definitely the party type.

VOCABULARY

4 Underline the odd word out.

Example: whistle whisper mumble click

1 bang buzz giggle tap

2 mumble groan scream slam

3 tick sigh whisper yell

4 rattle drip click whisper

5 drip splash hoot slurp

6 crash crunch bang sniff

5 Complete the words in the sentences.

Example: A story that makes you feel sad is depressing.

1 An i _____ story is one that seems unlikely or difficult to believe.

2 My mum doesn't like reading reviews before going to see a film. She says they are full of s _____.

3 The book was very light and e _____, just what you want from a summer read.

4 A story that makes you cry or makes you feel strong emotion can be described as m _____.

5 I really struggled to finish the book you lent me; it was so h _____.

6 The film we watched last night was very t _____; we stayed up till 2 a.m. talking about it.

7 You have to read this novel! A **h**_____ story that you won't find easy to get out of your mind.

6 Complete the sentences with one word.

Example: Informal conversation, often with strangers, is called small talk

- 1 When people are frightened, hurt or overly excited they often _____ out loud.
- 2 People who often repeat sounds or words as they speak are said to have a _____.
- 3 When people hear a familiar tune they often _____ along.
- 4 It is considered very bad manners to _____ your tea loudly.
- 5 Someone who is unable to speak is _____.
- 6 A book that is so exciting and interesting that you find it impossible to put down is often described as _____.
- 7 A book that is interesting because of its unusual nature is described as _____.

Практическое задание.

Match the words to the same sound.

| |
|---|
| approached fees smooth sob vast whistle |
|---|

Example: buzz fees

- 1 hiss _____, _____
- 2 barely _____
- 3 tick _____, _____

Underline the stressed syllable.

Example: childcare

- 1 im|plau|si|ble
- 2 mere|ly
- 3 in|trigu|ing
- 4 prox|i|i|ty
- 5 con|tin|u|al|ly

Чтение и перевод.

Read the article and tick (☐) A, B, or C.

LOST IN TRANSLATION?

There's a well-known story in the world of literary translators about the translator who was thrilled to see his work appear at great length in an article in a prestigious magazine. He had translated a number of novels by a little-known Scandinavian novelist, who he believed had been neglected and not received the attention or praise he deserved. He had dedicated much of his working life to trying to get this novelist some recognition. The article agreed with his assessment of the novelist's work and illustrated its view of his worth by quoting long passages from the translations.

But something was missing. The translator searched in vain for a mention of his name. It didn't appear anywhere. The translator's joy at the coverage of his favourite author was considerably spoiled by this. He felt that he himself should have had some recognition in the article. The implication was that the translations had just appeared from nowhere, or even perhaps that the novelist had done them himself. It was as if the translator did not exist, and all the efforts he had made had never happened.

This incident raises a fundamental question about the status and function of the literary translator. Most people would agree that it was wrong of the magazine to omit any mention of the translator. However, it is also true that readers themselves operate in exactly the same way, and for them it is also as if the translator didn't exist. When people read a translation of a novel, they want to feel they are reading what the novelist, and not someone else, wrote. They don't want to be reminded that they are not reading, and would not be able to read, the original novel as created by the novelist. The

translator has fulfilled a necessary function for them, but they do not wish to know who the translator was or pay any attention to what they have done. Readers are simply the receivers of what the translator does. So even though we might wish for direct contact with the novelist, we depend on the translator.

In this global age, translators have become even more important. More and more works of fiction are being translated into more and more languages. Readers are now able to experience and understand other cultures more than ever through the reading of translated novels. The works of more and more novelists are now accessible to people in other parts of the world. This applies not only to new novels but also to fresh translations of old classics. The adventurous reader can now enjoy novels from many eras and many cultures that previously they would not have been able to.

And central to this is the translator, working heroically to come up with the translation that captures exactly what is in the original work, and often poorly paid. Although readers may be happy for them to remain obscure, perhaps they should be getting the recognition they deserve.

1 What do we learn about the translator mentioned in the first paragraph?

A He sent an article about a certain novelist to an important magazine. ☐

B His opinion of a certain novelist was shared by an important magazine. ☐

C He had worked with a certain novelist on translations of his novels. ☐

2 When the translator looked closely at the article, _____.

A he did not mind the fact that his name did not appear ☐

B he was annoyed that some of the information was false ☐

C he felt that his own efforts had not been rewarded ☐

3 The writer says that the example of the article illustrates _____.

A something that literary translators should realize ☐

B a general attitude towards literary translators ☐

C a point often made by literary translators ☐

4 The writer says that readers of translated novels _____.

A would prefer to be reading the original work ☐

B assume that the translation is not as good as the original work ☐

C are sometimes unaware that it is a translation ☐

5 The writer says that readers _____.

A wish to know who the translator was ☐

B do not wish to know who the translator was ☐

C want to pay attention to what the translator has done ☐

6 The writer says that translators have become even more important in this global age because _____.

A there are fewer translators in the world ☐

B there aren't many translators who can do a good job ☐

C more works of fiction is being translated in more languages ☐

7 When talking about the global age, the writer emphasizes _____.

A the variety of fiction now available to readers ☐

B the importance of fiction in comparison with other forms of literature ☐

C the number of readers who may read a particular work of fiction ☐

8 The writer uses the phrase 'working heroically' in the last paragraph in order to _____.

A describe how enjoyable translation work can be ☐

B make a joke about translators ☐

C express sympathy with translators ☐

9 What is the main topic of the article?

A Changing attitudes to translators ☐

B The importance of translators ☐

C What translators are trying to do ☐

10 Which of the following does the writer express in the article as a whole?

- A Understanding of why translators do not receive recognition ☐
B Annoyance at the attitude of some readers ☐
C Doubts about the whole idea of reading translated novels ☐

Сочинение.

Write a review of a film or book for an online magazine. Write approximately 250 words.

Аудирование.

Speaker 1

The Green Mile, Stephen King's The Green Mile. I could not put it down and I read it on holiday, so I had time to sit and read. I think I read it in, I don't know, 12 hours or something, but I remember finishing it at, you know, 4.30 in the morning, I absolutely had to, had to stay with it to the end. I thought it was amazing. About these guys on death row in America, it's slightly supernatural.

Speaker 2

We need to talk about Kevin, I don't want to read about Kevin, yeah. It was one of those books that is very 'now' and everyone kind of says 'you must read this'. I just couldn't, I hated her style and I probably was a bit frightened of the subject matter, it's kind of about mother love and her child who's a killer. I just found it, I just couldn't deal with it. I started it and just stopped after about two chapters, maybe a little bit more than that.

Speaker 3

It's called The Fatal Shore and it's by Robert Hughes, and it's about the early settlers in Australia and the Aborigines they met, the way they treated them, the lives of the Aborigines before the white settlers came. And it's a fascinating book, it's absolutely great. I read the first 60 pages, but it took me about three days to read them, with 600 pages to go, the print is so tiny and there is so much to take in, that you know what? I am going to have to come back to it.

Speaker 4

I hated Tess of the D'Urbervilles, which is a real shame because I think I would probably really enjoy it now, but I think it was the fact that we were told to read it, forced to read it, and forced to look at all the imagery in it, like Angel Clare playing his harp up in the loft and all that. Yeah, and I thought, 'I know I'll enjoy this one day, but I don't want to read it now; I am not in the mood'. You know, you have to be in the mood to read a book, I wasn't in the mood to read it, so it sort of put me off.

Speaker 5

Yeah, I remember when I was at school we had to read, you know, we did English and we had set books and one of them was Paradise Lost by Milton, which as you probably know is written about the 17th century or 18th century, I can't remember, but it's extremely long winded and biblical and, heavy and boring...Well, I had to get through it because we were going to get tested on it, but actually I managed to avoid all the questions in the exam, because you could choose, you know, so I don't think I ever answered any questions on it.

1 Listen to five people talking about various books. Match the speakers (1–5) to what they say about the books (A–H).

- Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

- A I'm planning to read some more of it one day.
B I felt it was the wrong time for me to read it.
C I found it rather confusing.

- D I read it all in a short time.
- E I wouldn't like it if I read it now.
- F The story was rather upsetting for me.
- G I benefited from studying it.
- H I found out that I didn't need to read it.

Дискуссия.

1 Ask your partner these questions.

- 1 Which noises annoy you the most?
- 2 When do you talk to strangers?
- 3 What kind of books interest you the most?
- 4 If you wrote a book, what kind of book would it be?
- 5 Is translating a book easy or hard? Why?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'In modern life, it is very hard to get to know new people.'
- 2 'It is best to read reviews of a book before buying it.'
- 3 'You should always read the last page of the book first.'
- 4 **Now listen to your partner. Do you agree with him / her?**

Раздел 5.

Лексико-грамматическая работа.

GRAMMAR

1 Underline the correct word(s).

Example: Felicity may have / might be run away with that man she met online.

- 1 There are thought to be / appears to be millions of species of insects in the world.
- 2 It's appear / It appears that the office is closed.
- 3 It would seems / seem that Brad has stolen Fred's bicycle.
- 4 Apparently / According to the newspaper, the economy is going to improve next year.
- 5 The robbers may have / might be escaped by motorcycle.
- 6 Pete is understood to / understood have written a postcard from Paris.
- 7 It's been announced / announced that our pay will increase next year.
- 8 There is thought to have been / to be undiscovered oil beneath the Antarctic.

2 Complete the sentences with the correct form of the verb in brackets.

Example: I think it's time you found (find) your own place to live.

- 1 I wish I _____ (know) the answer to your question.
- 2 If only Stephen _____ (be) a bit more reliable, then we wouldn't have to wonder if the job is being done correctly.
- 3 I'd rather you _____ (not call) my father. He's probably not awake yet.
- 4 Don't you think it's time you _____ (take) a holiday?
- 5 Would you rather we _____ (go) to the park?
- 6 If only you _____ (not forget) to bring your wallet, we'd be able to buy a drink.
- 7 I wish I _____ (able to) find a job closer to home.

3 Is the sentence right or wrong? Write *correct* or *incorrect* in the blank.

- 1 It has been announced that the company president is leaving next month.

- 2 Apparently to the newspaper this morning, there were several robberies in the city last night.

- 3 It is said that there are some animals that recognize themselves in the mirror.

- 4 According to what I read on the internet, there will be a special election for mayor next month. _____
- 5 There are thought being several ways to achieve lifelong happiness. _____

VOCABULARY

4 Choose two words and put them together to make compound nouns. Do not add extra words.

Example: a...confined / big / turn-off a big turn-off

- 1 a...long-term / dumped / relationship a _____
- 2 a...juggling / time-saving / gadget a _____
- 3 a...hard / waste / time a _____
- 4 the...time of / time being / your life the _____
- 5 some...time / off / up some _____
- 6 a...spare / question / of time a _____

5 Complete the words in the sentences.

Example: It's good to have some savings – you never know when there'll be an emergency and you'll need some money.

- 1 Unfortunately I got caught going through a red traffic light and had to pay a large **f** _____ on the spot.
- 2 The charity needs all the money it can get, so they're grateful for every single **d** _____.
- 3 We have to pay the first **i** _____ on our holiday next week – we couldn't afford to pay for it all in one go.
- 4 Jack's so **l** _____ it would take him years to spend all his money.
- 5 I had to cancel my plans to go out tonight because I'm completely **br** _____. I can't wait for pay day!
- 6 This jacket was actually a real bargain. It only cost ten **q** _____!
- 7 We were amazed when the **w** _____ was read out and learnt that our grandfather had left us all that money.
- 8 Our **st** _____ of living has improved greatly since we both got new jobs in the IT sector.

6 Complete the time expressions in the sentences.

Example: We won't be able to decorate the whole house in one weekend. Painting's a very time-consuming job.

- 1 Time's _____. The bell's rung so we have to stop now.
- 2 It's _____ time things started to get better for Tony. He's had some really bad luck recently.
- 3 We needn't have worried because we made it to the wedding on time. In fact, we had time _____.
- 4 I know you're _____ time this evening, so I'll pick up some Chinese or Indian takeaway for us on the way home. I'll get some of that rice you like.
- 5 It's only a _____ time before someone discovers that he's stealing from his employer.
- 6 If you've got some time on _____ this weekend, there's a great exhibition at the National Art Gallery you might be interested in.

Практическое задание.

Match the words to the same sound.

| | | | | |
|---------|------------|----------|---------|-------------|
| collide | exercising | meantime | process | risk |
| trophy | | | | |

Example: distance risk

- 1 recent _____
- 2 meditation _____

3 focus _____, _____

4 conclude _____

Underline the stressed syllable.

Example: time|table

1 de|ter|mined

2 con|tent|ment

3 dis|tin|guish

4 al|ter|na|tive

5 ex|ten|sion

Чтение и перевод.

Read the article and tick (☐) A, B, or C.

A STUDY OF MULTITASKING

Technology increasingly makes it possible for people to do more than one task at a time, for example moving between browsing the web and using other computer programs, talking on mobile phones while driving, or flying a jet and monitoring air traffic. Indeed, the word describing this – ‘multitasking’ – has gone from being invented to being commonly used in everyday life in a remarkably short time. A recent study has looked at whether multitasking is purely beneficial or has a downside, especially when the tasks being done together are complicated ones.

The researchers concluded that when people are multitasking, they are using what they call ‘executive control’ processes. These processes concern different parts of the brain and involve the brain allocating different mental resources to different tasks and deciding which tasks are more important than others. The brain’s executive control gives the appropriate resources to the different aspects of tasks, such as understanding what the task requires, thinking about what to do, and taking action.

The researchers conducted an experiment into how much time was lost when people repeatedly switched between two tasks. The tasks varied in terms of how complex they were and how familiar the subjects were with doing those tasks, and they included such things as solving mathematical problems and classifying geometric objects. The researchers measured how long it took the subjects to carry out the tasks and considered the speed in connection with whether the tasks were familiar or unfamiliar, and whether the rules for doing them were simple or complicated.

The results of the experiments were the same for every kind of task. In each case, the subjects lost time when they moved from one task to another, and the amount of time they lost increased when the tasks were complex or unfamiliar. When they were familiar with a task, they were able to adapt to changing to it and get on with it much more quickly. The researchers say that these results indicate that the brain’s executive control consists of two separate stages. They called the first stage ‘goal shifting’, meaning a preference to do one of the tasks rather than the other at a particular moment. The second stage they named ‘rule activation’, meaning moving from engaging with the rules associated with how to go about one task to engaging with the rules involved in doing the other task. The second stage, rule activation, takes a significant amount of time, and this delay multiplies when people keep switching between tasks. The result is that quite a lot of time is lost when multitasking, in comparison with the time that would be taken if each task was completed separately.

This has major implications for multitasking, suggesting that although people may think that it saves time without affecting efficiency, in reality it actually takes more time, and this may have an adverse effect on efficiency. In the case of someone using a phone while driving, multitasking could mean that they are not in full control of their vehicle during the short period when they are switching to using the phone.

The researchers feel that their research has important consequences for multitasking. Their conclusions regarding executive control and how it works may, they believe, help people to look for strategies that will enable them to operate in the most efficient way possible when they are multitasking. And an understanding of executive mental control could have an impact on the design of the technology involved in such areas as operating aircraft and air traffic control, as well as other activities where the interface between humans and computers is crucial to efficiency.

In addition, there are other possible applications of this research. Understanding how people function while multitasking could assist with recruitment, training, and assessment of personnel in the workplace. It could also have an influence on government and industrial regulations, assist in the diagnosis and treatment of brain-damaged patients, and increase our general understanding of how the brain works.

- 1 What does the writer suggest about the word 'multitasking'?
 - A It has changed in meaning since it was invented. ☐
 - B It is not always used appropriately. ☐
 - C Its increased use reflects a change in everyday life. ☐
- 2 The aim of the research was to _____.
 - A compare the advantages and disadvantages of multitasking ☐
 - B discover why multitasking is regarded as a wholly good thing ☐
 - C find out if there are any negative effects of multitasking ☐
- 3 The researchers use the term 'executive control' to describe how the brain _____.
 - A controls some actions more than others ☐
 - B organizes how different tasks are carried out ☐
 - C distinguishes between easier and harder tasks ☐
- 4 What do we learn about the experiment?
 - A The researchers knew that some of the subjects had done similar tasks before. ☐
 - B Not all of the subjects did the same tasks. ☐
 - C The subjects started with simple tasks and moved on to more complicated ones. ☐
- 5 Which of the following happened during the experiment?
 - A Sometimes little time was lost moving from one task to another. ☐
 - B Some subjects always found it hard to move from one task to another. ☐
 - C Complex tasks presented more problems than unfamiliar tasks. ☐
- 6 One of the two stages of the brain's executive control _____.
 - A leads to a major disadvantage of multitasking ☐
 - B takes longer for some people than for others ☐
 - C has no connection with multitasking ☐
- 7 One of the implications of the research is that _____.
 - A some people are not suited to multitasking ☐
 - B multitasking always results in less efficiency ☐
 - C a common attitude to multitasking is wrong ☐
- 8 The researchers believe that their research might _____.
 - A encourage people not to do multitasking in some situations ☐
 - B affect the way that people approach multitasking ☐
 - C result in technology replacing people for certain tasks ☐
- 9 In the final paragraph, the writer says that multitasking is something that _____.
 - A is likely to increase in the future ☐
 - B people in authority have paid too little attention to ☐
 - C is relevant in many areas of life ☐
- 10 What is the main topic of the text?
 - A The growth of multitasking ☐
 - B How complicated the brain's processes for multitasking are ☐
 - C The relationship between multitasking and efficiency ☐

Сочинение.

Write an article of approximately 250 words for an English-language magazine about how one of the areas below has changed in the last 20 years in your country and say whether you think the changes are positive or negative.

- 1 People's work-life balance
- 2 Family life
- 3 How people spend their free time

Аудирование.

Speaker 1

I'm really bad at budgeting my money. I have a pretty good concept of how much money I make and I mostly know what's in my current account, but somehow I always forget that one purchase that makes me overdrawn for the month. I know I should write down what I spend and keep track of everything, but I'm really bad about remembering it all. And when I run out of money at the end of the month, I don't get to save anything either. One of these days, I'll figure out how to budget, and my financial situation will get better.

Speaker 2

I don't understand why people don't save for retirement. People who are in their twenties say, 'Oh, retirement is decades away,' and never end up putting any money – even just a few pounds a week into an account. They don't understand that the money that they put away when they're younger is the money that's going to earn the most interest over time, so it's more important to put money into pension funds when you're young than it is when you're older and nearing retirement age! You don't pay taxes on that money, either, and often your employer will match it, so there's really no excuse not to be saving money for retirement, no matter how old you are.

Speaker 3

Financial planning is a really important skill that should be taught in all schools. I work as a financial advisor, and you'd be surprised by how many people come to me with their finances in a mess because they didn't understand a couple of basic financial concepts. Of course, I earn money because they need my help, but I really would like to be helping people earn money and plan for retirement rather than helping them to get out of debt or teaching them how interest works. I just wish money wasn't so complicated so more people would be able to do what they want with what they earn.

Speaker 4

I'm very, very picky about how I spend my money. I try and save as much as possible – I cut out coupons, I look for sales on just about everything I buy, and I never buy anything big unless I know I'm getting the best price for it. I don't always look for the cheapest things – I want less expensive items, but I also want items that I'm not gonna have to replace after I've used them only a few times. I want the best deal, and it's really important to me to do my research and know that when I spend my hard-earned money, I'm getting it. I don't understand people who just go out and buy things and always the latest trends, of course – without doing their research to find out whether or not it's worth spending the money on.

Speaker 5

I can't believe how much I'm going to owe in student loans when I'm finished with university! I'm only about halfway through, but I already owe more in student loans than I'm pretty sure I'm going to make in my first year working full-time. It's really hard to get a university education without taking out loans, though, and I know I'm going to need a degree to do what I want to do. I just hope it's worth it and that I'll be able to pay it all off once I graduate! And what about if I want to do a Master's degree? I was hoping I'd be able to get my MBA someday, but if I have to pay for it, I don't know how I'll be able to do that. I guess I'll have to wait and see what happens.

1 Listen to five people talking about the disadvantages of various jobs. Match the speakers (1–5) to their feelings about money (A–H).

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

- A the saver who wants to get as much as possible out of every pound spent
B the professional who wants everyone to know how their money works
C the budget-conscious person who wants to spend as little as possible regardless of quality
D the person who recommends planning for what to do about money after finishing a career
E the person who wants to start life without debt, but knows it's not possible
F the student who wants to know how to budget before leaving school
G the person who doesn't know where the money goes
H the person who doesn't understand why everyone is so anxious about money

Дискуссия.

1 Ask your partner these questions.

- 1 What would you most like to be able to buy?
- 2 Why is it important to keep a budget?
- 3 Which modern gadget is the most useful for you?
- 4 What kind of multitasking do you do?
- 5 How do people view money in your country?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'Today, people are encouraged to be too materialistic.'
- 2 'Technology has had a bad effect on communication between people.'
- 3 'It's important for me to save money for my retirement.'

4 Now listen to your partner. Do you agree with him / her?

Раздел 6.

Лексико-грамматическая работа.

GRAMMAR

1 Underline the correct word(s).

Example: Can I borrow / *borrowed* 20 euros until tomorrow as long as you don't need it?

- 1 Provided Mel *brought* / *brings* his guitar tomorrow, we're going to have a sing-along.
- 2 If we *have* / *had* two more people, we'd have enough to play a proper football match.
- 3 I would *call* / *have called* to say I was going to be late if I hadn't lost my mobile.
- 4 *Suppose* / *Supposing* you got lost and couldn't find your way home. What would you do?
- 5 Had I known it was your birthday, I would *have made* / *made* a cake.
- 6 I'll tell you everything as long as you *will promise* / *promise* not to laugh at me.
- 7 *Even if* / *Provided that* I win the lottery, I will still go to work every day.

2 Complete the sentences with the gerund or the infinitive form of the verbs in brackets.

Example: I'd like you to phone (phone) my office and tell them I'm ill.

- 1 I would hate him _____ (think) I'm not interested in his project.
- 2 He dislikes people _____ (make) a noise while he's studying.

- 3 He's waiting for his train _____ (arrive).
 4 My uncle advised me _____ (visit) Italy before the weather gets too hot.
 5 They'd better not keep me _____ (wait). I'm too busy to waste time sitting here.
 6 Please let me _____ (come) with you. I am bored all on my own.
 7 Would you mind _____ (take) your shoes off? I've just cleaned the floor.

3 Is the sentence right or wrong? Write *correct* or *incorrect* in the gap.

Example: We expect the game to end around 8.00. correct

- I'd like you to send me a confirmation email for this transaction. _____
 – He has advised to us to keep the party a secret. _____
 – I would hate for you to think that we'd forgotten you. _____
 – We've arranged for you departing at 5.00 tonight. _____
 – I dislike people to make decisions for me when I can make them myself. _____
 – He warned us to watch out for internet scams. I guess we should have listened.

VOCABULARY

4 Complete the sentences with the correct word.

Example: I always forget to my *charge* phone at night, so it often stops working early the next morning.

unplug call ~~charge~~

1 You often find that if you're driving through an area with lots of trees, your _____ will be very poor.

signal battery beep

2 It's frustrating when you call a number and it's constantly _____!

unavailable engaged occupied

3 You could try the _____, but it's unlikely that anyone's at home at this time of day.

voicemail reception landline

4 Oh no! I've left my mobile at home – I forgot to _____ it before I left this morning.

call unplug do

5 There must be some issue at work. I have six _____ calls from the office.

missed lost busy

6 Hang on – the _____ isn't great here. I'll just move to another room.

tone reception sign

5 Complete the sentences with the correct preposition.

Example: Young children are dependent on their parents for help.

1 Some students are obsessed _____ getting the highest marks possible.

2 Some actors are famous _____ their work, others for the things they do off-screen.

3 I'm so sick _____ eating jam sandwiches! I really need to go shopping.

4 He's really fond _____ going to the restaurant around the corner. They treat him well.

5 I'm afraid to admit that I'm hooked _____ the doughnuts from the store down the street.

6 Even though they don't always show it, parents are often proud _____ their children.

6 Choose one word to form a compound adjective with the word in *italics*.

Example: ~~produced~~ sighted minded *mass-produced*

1 heeled sighted eyed *blue-* _____

2 conditioned behaved minded *air-* _____

3 hand minute term *last-* _____

4 behaved made minded *narrow-* _____

5 term out free *long-* _____

6 hearted handed heeled *kind-* _____

7 heeled minded produced *absent-* _____

8 hearted free going *easy-* _____

Практическое задание.

Match the words to the same sound.

| | | | | |
|-----------|-------------|--------|--------------|-------|
| colleague | concentrate | devote | -emotionally | novel |
| work | | | | |

Example: turnover work

1 records _____, _____

2 tedious _____

3 device _____, _____

Underline the stressed syllable.

Example: con|ference

1 con|tac|ta|ble

2 glam|or|ous

3 per|cep|tion

4 sub|stan|tial

5 plau|si|bil|i|ty

Чтение и перевод.

Read the article and tick (☐) A, B, or C.

HELP YOURSELF

In the last couple of decades, self-help books have been a publishing phenomenon, often topping the best-seller lists. Readers have lapped up their advice on how to do a wide variety of things, from becoming successful and rich to improving their relationships. If you're facing a particular problem in your life, there's a host of self-help books for you. If you have the idea that you want to improve yourself in some way, there are any number of self-help titles just waiting to advise you. If you want a successful career, no problem – step-by-step guides will tell you exactly what to do. But, despite their enormous success, there's a question many people ask: do these books actually do what they claim to?

Obviously, as in any field of publishing, some self-help books are better than others. Some may be based on actual research and case studies – there's some substance to them that suggests they can, at least to some extent, be taken seriously. Others, however, amount to little more than psychobabble – empty nonsense dressed up as serious psychological insight. These books bombard the reader with a mass of meaningless jargon, disguising the fact that they have nothing to say beyond the obvious that you would not need to buy a book to know. It's the latter category that has given self-help books a bad name among critics of the genre.

The kind of advice given in self-help books is often more or less the same. What really amounts to pretty standard statements are made in many of them, but does this advice stand up to scrutiny? Psychologists who have studied a range of self-help books connected with happiness say the answer to this is 'not always.' They say that although the emphasis the books place on aiming for good relationships with families, friends, and colleagues has, in some ways, some scientific basis in terms of what does actually lead to personal happiness, in other ways the advice given is actually false.

For example, the books commonly tell you that it is good to express your anger; the psychologists say this simply causes you to remain angry. You are often told to try to think happy thoughts when you are sad; the psychologists say that attempting to do this simply emphasizes your unhappiness for you. The books tell you to focus entirely on your aims in life, looking only at the desired outcome; psychologists say you need to focus just as much on the problems you have to overcome in order to reach your goals. The books tell you to keep praising yourself to increase and maintain a high level of

self-belief; the psychologists say that actually this doesn't work because you need praise from other people in order to increase your self-esteem.

Perhaps the key question on self-help books is: do they work? Do people feel they have directly helped them? Whatever critics may say, do the people who buy and read them get real results from them? The answer to this question appears to be 'sometimes'. Research indicates that the kind of book that deals with a particular problem can be effective in helping people with that problem, particularly if the problem in question isn't a severe one, for example mild depression or anxiety. The situation is less clear with books dealing with personal growth or development. Some people do say that these books have helped them but it is by no means certain, and hard to measure, whether this is really the case.

What is clear about all self-help books, however, is that they offer people hope. The actual advice they give and whether or not this is accurate or effective is probably less important than the fact that they tell the reader that change is possible, that there is hope of a better life, that people can overcome difficulties and improve themselves and their situation. While this may sound like a good thing, there is, however, a downside to it. To get people to buy them, these books often make exaggerated claims about what they will do for people. They can raise unrealistic expectations in the reader, suggesting that a better life can quite easily be achieved, that anyone can get what they want out of life. The truth is, of course, that changing yourself and your life may be very difficult indeed and require an immense amount of effort, if it is even achievable at all. So self-help books are open to the claim that they present a false picture that can only lead to disappointment in the end.

1 In the first paragraph, what does the writer emphasize about self-help books?

- A The fact that one person might buy many of them. ☐
- B How quickly the genre became popular. ☐
- C The number of them available. ☐

2 In the second paragraph, the writer expresses a preference for self-help books which ____.

- A don't use any jargon at all ☐
- B explain technical terms in a clear way ☐
- C give examples to support their advice ☐

3 The writer says that self-help books containing a lot of 'psychobabble' _____.

- A are seldom popular with readers ☐
- B have affected the reputation of all self-help books ☐
- C exist in greater numbers than other kinds of self-help books ☐

4 What does the writer say about self-help books connected with happiness?

- A There is evidence to support some of the advice they give. ☐
- B They vary more than other kinds of self-help books. ☐
- C They are the most popular kind of self-help book. ☐

5 Psychologists say that some advice in books about happiness _____.

- A could produce different bad feelings in people ☐
- B could make people feel worse than they did ☐
- C is too hard for people to carry out ☐

6 Which of the following do psychologists believe?

- A You won't have greater self-confidence unless other people praise you. ☐
- B Focusing on problems is more important than focusing on goals. ☐
- C Thinking only about aims can result in greater unhappiness. ☐

7 Research into whether self-help books really help people suggests that _____.

- A those dealing with personal growth and development are the least useful ☐
- B people want to believe that they have helped them a lot ☐
- C they are not very useful for serious problems ☐

8 What do all self-help books have in common, according to the writer?

- A They all contain some useful advice. ☐
- B They all have the same basic message. ☐
- C They all sympathize with the reader. ☐

9 When asking whether self-help books work, the writer suggests that _____.

- A this may be more important than whether the advice is correct ☐
- B not enough attention has been paid to this ☐
- C readers may not be honest about this ☐

10 The writer concludes in that last paragraph that self-help books _____.

- A are more influential than is generally thought ☐
- B may actually be harmful to people ☐
- C are only taken seriously by certain kinds of person ☐

Сочинение.

Choose one of the essay titles below and write about the pros and cons in approximately 250 words:

- 1 Gadgets make daily life easier – or do they?
- 2 The success of a company depends on the happiness of its employees.
- 3 Self-help books can do more harm than good.

Аудирование.

Interviewer

Today we're talking about computer addiction. In recent years, some experts have identified this and described its symptoms as such things as obsessively checking email all the time, playing online games for hours and hours at a time, and neglecting work and family in order to spend time on computer activities. But can these things really be described as representing an addiction? Is there really such a thing as computer addiction? There's a great deal of controversy among experts on this issue, with some saying there's no such thing as computer addiction. I'm talking to psychologist Colin Little. Colin, does computer addiction exist?

Psychologist

Well, that's a tricky question. First of all, nobody can agree on a single definition of it. For example, nobody is addicted to a computer as a physical object, and most addictions have a physical dimension. And there are an enormous number of reasons why people might be on the computer. Because of this they might spend ages in front of it – it's hard to know which could be called an addiction and which couldn't. The matter is further complicated by the fact that the computer of course has a great many benefits, unlike things such as illegal drugs – there are lots of perfectly good reasons why someone might be spending a very great deal of time using a computer.

Interviewer

But surely there must come a point when someone's computer use can genuinely be called an addiction.

Psychologist

Well, there's no agreement on that. Even if someone is using a computer for very long periods for reasons other than work, this doesn't necessarily mean they have an addiction. Lots of people do lots of things for extended periods of time because they enjoy them – if someone spends ages doing their hobby, for example, would that be considered an addiction? I don't think it generally would be.

Interviewer

What's the 'official' position on this? Where do the experts' organizations stand on the issue? Do they think computer addiction exists?

Psychologist

Well, neither the American Medical Association nor the American Psychiatric Association considers computer addiction to be a valid diagnosis, so, no, they don't recognize its existence. Both organizations also decided fairly recently that computer-game addiction, which some people felt could be classified as a genuine addiction rather than the more vague and general idea of computer addiction, should not be declared an actual addiction. So there's no official recognition of computer addiction in even specific, and perhaps more obvious, forms.

Interviewer

What's your personal view?

Psychologist

I think that whether or not computer addiction exists is connected with the effects of obsessive or lengthy computer use. If it causes someone to withdraw from the real world into an artificial world, if it causes them to keep away from friends and family, if it causes emotional problems in the form of bad moods, if it affects work performance. If any of these things happen, then I think there is a strong case for labelling this problem as computer addiction.

1 Listen to an interview about computer addiction. Tick (□) A, B, or C.

1 What does the interviewer say about computer addiction in her introduction?

A It causes disagreement among experts. ☐

B It affects a great many people. ☐

C It is unlikely that it really exists. ☐

2 Colin says that one reason why computer addiction is a difficult subject is that _____.

A it is easy for people to be addicted to computers without realizing it ☐

B people don't want to think that it is similar to common addictions ☐

C reasons why people use computers for a long time vary considerably ☐

3 What is Colin's point about hobbies?

A Many people spend longer doing hobbies than using computers. ☐

B People don't usually think that a hobby can be an addiction. ☐

C They can be just as addictive as computer use. ☐

4 What does Colin say about computer-game addiction?

A Official organizations are likely to accept that it exists in the future. ☐

B It has not been officially identified as a medical problem. ☐

C Experts consider it to be an addiction when it is very serious. ☐

5 What is Colin's personal opinion on computer addiction?

A Some people think they have an addiction, but they don't. ☐

B More people will believe that computer use can become an addiction. ☐

C Certain behavior probably indicates the existence of an addiction. ☐

Дискуссия.

1 Ask your partner these questions.

1 What, in your opinion, are the main causes of stress in modern society?

2 How do you personally cope with stress?

3 Which aspect of your life would you like to improve and why?

4 Which contemporary gadget could you not live without and why?

5 What are the main problems caused by our over-reliance on technology?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

1 'Exams are the best way of measuring a student's progress.'

2 'It's best to live at home with your parents until you decide to get married.'

3 'Addictions are the greatest problem in society today.'

4 Now listen to your partner. Do you agree with him / her?

Раздел 7.

Лексико-грамматическая работа.

GRAMMAR

1 Underline the correct word(s).

Example: You won't be able / *allowed* to go into the laboratory with me. It's for employees only.

1 You *mustn't* / *must* use your mobile phone while you're putting petrol into your car.

2 We *ought* / *should* to have set off earlier.

3 You don't *got* / *have* to tip taxi drivers, but they always appreciate it.

4 Everyone *will have to* / *better* show their passport when we cross the border.

5 We *need* / *needn't* call Maria – she's expecting us.

6 You *didn't need* / *needn't have* to pay for dinner, but it was nice that you did.

7 It is *not able* / *not permitted* to bring your own food into this dining area.

2 Complete the sentences with the correct word(s).

Example: It seemed like a good idea to borrow the car, but it didn't end well.
as though ~~like~~ being

1 When I was at the Summer Music Festival I saw your brother's band _____.
to play playing played

2 I _____ someone say 'hello', but I couldn't see who it was.
heard hear was heard

3 You _____ my friend Marco.
look look like are the look of

4 This soup tastes _____ garlic. It's delicious!
of for as if

5 He _____ unhappy. Is everything OK?
seems to have 's as though seems

6 Malcolm seems _____ a mistake. He was supposed to order four boxes of paper, but he ordered 40!

to have to have made like making

3 Complete the sentences with the correct form of hear, smell, taste, see, or touch.

Example: Yesterday, I heard someone playing a beautiful piano piece.

1 Please don't _____ the produce unless you intend to buy it!

2 This food _____ a little funny. Are you sure the milk wasn't spoiled?

3 Are you sure that you are _____ bells? I can't _____ them.

4 Could you move your head? I can't _____ the stage.

5 I can't _____ the garlic in this dish. Are you sure that you put some in?

6 Your room _____ really bad. I think it's time for you to do your laundry!

7 I'm afraid to _____ the dog because he's growled at me before.

VOCABULARY

4 Underline the correct word.

Example: I thought I'd lost my wedding ring, but last week it turned up out of the *red* / *blue*.

1 Things may not be that simple, you know. It's not always *black* / *grey* and white.

2 We share the road with five other households, but when it comes to maintaining the road, it's a bit of a *black* / *grey* area.

3 To be honest, my mother-in-law's food isn't great! She really can't cook at all, but I always tell a little *black* / *white* lie and say everything's delicious.

4 The murder mystery party was great, but as usual there were a lot of *red* / *blue* herrings to throw us off track. Even so, we solved it in the end!

5 I don't think that's the genuine article, and for that price, I'd say he must have bought it on the *grey* / *black* market.

6 My boss says my business trip's on hold for the moment. Apparently there's an awful lot of *red / white* tape involved with my visa application.

7 Obviously I was happy to inherit my uncle's piano, but to be honest it's a bit of a *grey / white* elephant in my modern apartment.

5 Complete the words with a negative prefix.

Example: Helen had a major *dis*agreement with her business partner and sold her share of the company.

1 It's ____ legal to record any part of the film on your phone when you're in the cinema.

2 Sally's been ____ mobile for months now. Haven't you heard? She's broken both her legs.

3 Do you think it would be ____ appropriate of me to buy them a little gift as a token of my appreciation?

4 Let's buy a few more of those chairs for the sun-room. They're going to be ____ continued soon.

5 I honestly don't know what we'll do if Chloe leaves. As far as I'm concerned, she's ____ replaceable.

6 What I can tell you, ____ officially of course, is that there may be some changes to the team soon.

6 Complete the words with a prefix.

| | | | | | | |
|-----|------|------|----|-----|-------|-------|
| mis | over | pre- | re | sub | super | under |
|-----|------|------|----|-----|-------|-------|

Example: The main complaint was that the children who visited were very *ill-mannered*.

1 That chicken looks a bit ____ cooked to me. I wouldn't eat it if I were you because raw chicken is dangerous.

2 I think Jack's suffering from ____ wedding nerves. I suppose that's normal the day before the wedding.

3 I must have ____ understood what you said. I thought you said not to bother doing anything beforehand.

4 The doctor told her she was ____ weight and for health reasons advised her to lose ten kilos.

5 What's your opinion of these so-called ____ foods like blueberries? Do you think they can really be so great?

6 Unfortunately my computer crashed just as I was finishing the assignment so I had to ____ do the charts and graphs.

7 The building work that had been carried out was ____ standard, so we had to knock the garage down and start again.

Практическое задание.

Match the words to the same sound.

| | | | | | |
|----------|--------|-------------|--------|----------|---------------------|
| abstract | endure | probability | safety | treasure | turnover |
|----------|--------|-------------|--------|----------|---------------------|

Example: work, *turnover*

1 statistics _____, _____

2 snake _____

3 miniature _____, _____

Underline the stressed syllable.

Example: timetable

- an|ti|bi|ot|ic

- min|ia|ture

- ex|pe|di|tion

4 co|in|ci|dence

5 su|per|vi|sor

What makes good art?

If you're a fan of art like I am, but often wondered how to tell a good painting from an average one, then help is at hand. Four experts tell us how to separate out the best art from the rest.

Expert A

For me, it's when art has its own internal logic and you just know it when you see it. It is unique in conception and well-executed. I didn't come to this realization overnight, however. It comes with experience and developing your eye, training it. While art has become, in the experimental 20th and 21st centuries, impossible to define – critics learned long ago to stop being prescriptive, perhaps a little too well. Good visual art looks stunningly right and, in retrospect, obvious, or inevitable, yet it's also continually surprising. It is a powerful paradox. How can someone have possibly made this? How in the world could it not have been made?

Expert B

Reality is by agreement. The reality of art is usually by some kind of agreement. The arbiters are the museums, the museum curators, the people who spend their lives and their time actually being critical of what they see and judging what they see. If you add in four or five art critics who are then able to write about it, if you get four or five major collectors who are passionate about what they collect to patronize it, and several major auction houses to auction it, then a consensus or vetting process begins to unfold. Of course there's magic dust involved, so this is not a sure way, but it's a safe way to go about judging what is good art. It's hard to answer the question 'What makes good art?' without stating something that appears pretentious. The perception of what makes art 'good' revolves around the application of that difficult word 'taste' which I observe to be in considerably short supply in society today.

Expert C

Quality, quality, quality. This is the mysterious and subjective key to good art. In all periods of art there are good and bad works of art. I find that defining quality in representational art is easier than in modern and abstract art. The other key word is looking. Everything looks good when you first start looking at art, as you have nothing to compare it to. As you hone your eye, you begin to discriminate between good and bad. The more you look at art, the easier it is to determine what is good and what is bad. Also, there are two schools of thought as to what's good and bad. Some people believe that good and bad are personal distinctions and entirely in the eye of the viewer. Others believe that there is good art and terrible art and no one can tell them otherwise. I think the real answer is somewhere in-between, and this is based entirely on the quality of the eye of the viewer.

Expert D

At its most fundamental level, good art is an effective combination of concept, vision and mastery of medium (the ability to get the point across). Good art is also uncompromisingly honest, unselfconscious, bold, ambitious, enlightening, original, challenging, and a feast for the senses. It doesn't necessarily have to have all of these qualities, but at the very least it has to keep you coming back for more... and never ever bore. What makes art good is when you see a piece from across the room, you immediately fall in love with it without knowing anything about it and are in love with it forever.

Which expert:

- 1 acknowledges the difficulty of defining art in a simple way. _____
- 2 believes that art may appeal to more than just an individual's sight. _____

- 3 feels that the peculiarities of a piece constitute its superiority. _____
4 believes that style and good judgment are lacking among the general public. _____
5 likens the emotion involved in discovering a piece of good art to experiencing feelings of tenderness. _____
6 believes the ability to distinguish between inferior and superior art comes with practice. _____
7 states that art, by its very nature, is a contradiction in terms. _____
8 believes that commenting on a piece of art is not necessarily as simple as some experts would have us believe. _____
9 points out that an appreciation of art is not a solitary affair. _____
10 acknowledges the limitations of characterizing art in modern times. _____

Сочинение.

A British school would like to send some of its students on a cultural exchange trip to your country next summer. The students would like to spend some time with students at your language school. Write a report for the head of the British school giving information about your town / city; say why it is famous, what cultural activities it's possible to do there and also what people can do there in the evenings. Remember to include headings and write in an appropriate style. Write your report in 220–260 words.

Аудирование.

Jim

You know how people talk about 'the nanny state' in Britain, the government interfering in people's lives, telling them what's good for them?

Sonia

Yes, all these officials poking their noses into what should be people's private business. It really gets on my nerves. Most people think the same way.

Jim

Well, apparently not. According to some survey in today's paper, three-quarters of the population think the government should be doing their best to stop people having unhealthy lifestyles. It reckons that people welcome the nanny state when it comes to things like diet and smoking.

Sonia

That can't be right. Most people think they should be left alone to make their own decisions on that sort of thing, surely?

Jim

Well, this report says that they want the government to take strong action on those things and they want it to take more action too.

Sonia

What kind of action?

Jim

Well, they want healthier school meals, laws to limit the amount of fat, sugar, and salt in foods, a ban on the advertising of junk foods to children, a ban on smoking in public places, all sorts of things by the look of it.

Sonia

Well obviously, all of those things are desirable, but I don't think this in any way shows that people are in favour of a nanny state. It just shows that people are in favour of sensible government action, not the kind of irritating nonsense that most people regard as the nanny state.

Jim

I suppose you have a point there. Sonia I'd say what it shows is that people want the government to do the sorts of things they regard as necessary. They want the government to respond to their concerns. That's completely different from the nanny state kind of thing, where

the government tells people how to live their lives, tells them what it thinks is good for them, and tries to make them do those things.

Jim

That's not the impression you get from this headline in the paper, though, is it? 'People want a nanny state'.

Sonia

No, that's silly. People want clear and reliable information about things that affect them, so they can make up their own minds and be responsible for themselves. That's completely different. Who says this survey shows people want a nanny state?

Jim

The organization that conducted the survey. And a government spokesman.

Sonia

Well, I guess that's because they wanted the results to show that for their own reasons. Whatever they say, people don't want the kind of interference that the nanny state brings.

1 Listen to two people discussing a survey connected to the 'nanny state'. Tick (□) A, B, or C.

- 1 What does the man say about the woman's opinion of the 'nanny state'?
A He used to agree with it. ☐ B It may not be widely shared. ☐
C It isn't logical. ☐
- 2 The man says that the survey indicates that most people _____.
A have changed their minds about the 'nanny state' ☐
B want the government to tell them what to do on certain issues ☐
C feel that there is no such thing as the 'nanny state' ☐
- 3 The woman believes that government action on various health issues _____.
A is the right thing for the government to do ☐
B shows that the 'nanny state' can be a good thing ☐
C annoys a great many people ☐
- 4 The woman thinks that the survey results _____.
A suggest that people have the wrong attitude ☐
B show that people have become very confused ☐
C do not indicate approval of the 'nanny state' ☐
- 5 The woman says that the report in the paper _____.
A has interpreted people's opinions incorrectly ☐
B won't be believed by most readers ☐
C may change people's view on the 'nanny state' ☐

Дискуссия.

1 Ask your partner these questions.

- 1 Which law would you most like to abolish?
- 2 What would you most like to ban?
- 3 What has been your most recent experience of art?
- 4 Is there anything that cannot be considered to be art?
- 5 Do you think most people live within the laws, or break them?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'People don't need lots of laws in order to behave well.'
- 2 'People who can't appreciate art are missing something very important in life.'
- 3 'Everyone should spend time in a museum at least once a month.'
- 4 **Now listen to your partner. Do you agree with him / her?**

Раздел 8.

Лексико-грамматическая работа.

GRAMMAR

1 Complete the sentences with the gerund or the infinitive form of the verb in brackets.

Example: It's no use worrying (worry). You'll just have to wait and see what happens.

- 1 Our piano needs _____ (be) repaired because the movers dropped it.
- 2 We would rather _____ (have) gone to Germany for Christmas.
- 3 I thanked your parents for _____ (have) helped me when I was in trouble.
- 4 I'd like _____ (be) sitting in a café in Thailand right now.
- 5 By the time I'm 40, I hope _____ (have) started my own company.
- 6 I'm tired of _____ (be) told to wait. I've been standing here for three hours already!
- 7 I had to ask for help. I didn't know what _____ (do)
- 8 There isn't enough milk _____ (make) a banana milkshake.

2 Underline the correct word(s).

Example: My bus *to leave* / leaves in five minutes.

- 1 The team *is due to* / *due* arrive at six o'clock.
- 2 Bob's *will go* / *going* to New York next week.
- 3 *Will* / *Are* we be meeting outside the cinema?
- 4 I'm about *going* / *to go* to the shop. Do we need more milk?
- 5 We *'re move* / *move* into our new flat next month.
- 6 You're going *getting* / *to get* a new car next year, aren't you?
- 7 I'm *to* / *about to* go for lunch. Would you like to join me?

3 Is the sentence right or wrong? Write *correct* or *incorrect*.

Example: I see some friends after class tonight. incorrect

- 1 My parents are due to arrive at 7.00 tonight. Can you help me clean? _____
- 2 We're to be make sure he's there on time because he's usually late. _____
- 3 My sister-in-law is about to have a baby, so my brother is very nervous. _____
- 4 Will we be eating at the usual time? Your brother wants to know. _____
- 5 The Prime Minister is going open the new shopping centre here on Saturday. _____

VOCABULARY

4 Underline the odd word(s) out.

Example: hailstorm flood drought mild

- 1 a bruise a surgeon a blister a rash
- 2 a cold flu asthma a bandage
- 3 ineffective mainstream unproven useless
- 4 a rip-off an X-ray antibiotics stitches
- 5 mild severe real prematurely
- 6 across through on top of put
- 7 breathtaking dull spoiled overcrowded
- 8 delay postpone cancel put off

5 Complete the words in the sentences.

Example: We went on a package holiday to Greece last year.

- 1 If you go on a **l**_____ -haul flight, you should stretch and get up and move around as often as possible.
- 2 Don't forget to **t**_____ out travel insurance before you set off.
- 3 I really like to get off the beaten **t**_____ when I go on holiday.
- 4 I don't like holidays where the beaches are **o**____. I like to be by myself on the beach.
- 5 She wants to take photos of **p**_____ scenery on her next holiday, so she's going to the Lake District.
- 6 Sam and his wife disagree on what their next holiday should be; he thinks her ideas are too **d**_____ and lack excitement.

6 Complete the sentences with one word.

Example: She can be as stubborn as a *mule*. I can never convince her of anything.

- 1 My grandmother is as _____ as a post. We always have to shout when she's around.
- 2 I hope this solution to the problem works like a _____. We don't have time to mess around.
- 3 She turned as white as a _____ just before she fainted.
- 4 Without my contact lenses, I'm as blind as a _____.
- 5 Go for it, little one! Quick as a _____!
- 6 My uncle drinks like a _____. I wish he'd stop.

Практическое задание.

Match the words to the same sound.

| | | | | | |
|-------------|-----------------|-------------|------|------|---------|
| acupuncture | pull | reflexology | stub | upon | useless |
|-------------|-----------------|-------------|------|------|---------|

Example: put *pull*

- 1 up _____, _____
- 2 along _____, _____
- 3 devalued _____

Underline the stressed syllable.

Example: con|ven|tion|al

- 1 be|low
- 2 a|round
- 3 ban|dage
- 4 vi|rus
- 5 sys|tem

Чтение и перевод.

Read the article and tick (☐) A, B, or C.

DOES COMPLEMENTARY AND ALTERNATIVE MEDICINE WORK?

The main point made by people who dismiss Complementary and Alternative Medicine (CAM) as a pointless waste of time and money is that there is no scientific evidence whatsoever that it works. For conventional medicine there is, of course, an enormous amount of scientific research to back up the effectiveness of medical treatments. This is because of the fundamental difference between conventional medicine and CAM. Conventional medicine regards the body as a complex and sophisticated machine and illness as a breakdown of one or more parts of the machine. Its aim is to get the machine working properly again by removing the problem parts or treating them so that they return to working order. CAM, in the form of such things as homeopathy, acupuncture, and medical herbalism, regards illness as a breakdown of the body's natural healing systems. It believes that there is a natural, non-physical force in all of us that enables the body to heal itself and its aim is to make that force powerful enough to overcome illness and restore health.

This natural, non-physical force, however, cannot be detected using the usual scientific techniques. So it is impossible to prove its existence scientifically, and this has led some people to reject the whole idea of CAM. With conventional medicine, we can test scientifically whether treatments have an effect on the body by looking for changes in the body's cells, nerves, organs, and systems as a result of treatment. With CAM, we cannot prove whether or not the natural force for restoring health exists. However, it is possible to see what effects CAM treatments have had on the cells and structures of the body in order to assess their effectiveness.

One example of scientific evidence for the effectiveness of CAM treatments is a study which showed that homeopathic medicine had an effect on the brain activity of sufferers

of fibromyalgia, a painful muscle disorder. Research also indicated that acupuncture was effective in the treatment of patients suffering from Crohn's disease, a painful disorder of the digestive system. Tests on their digestive systems showed that they had less inflammation after acupuncture treatment. Another study concerned the highly diluted solutions used in homeopathic medicines. Sceptics claim that these cannot possibly have any effect because they are so diluted and little or nothing of the original substance remains. But a study showed that ultra-high dilutions of histamine (a protein involved in allergies) have an influence on cell activity in the body.

One of the most common tools of conventional medical research is a test called an RCT. This is a comparative test to discover the effectiveness of, for example, a new drug. Some subjects are given the drug and others are given a dummy pill. The subjects do not know whether they have taken a real pill or a dummy one, known as a placebo. Researchers then look at whether the people who took the real pill showed more improvement than the people who took the dummy pill, or placebo. The same kind of test is also carried out for CAM treatments, and it seems an obvious thing to do in order to get evidence of their effectiveness. However, a number of CAM practitioners feel that these RCT tests are not appropriate for CAM treatments. This is for two reasons.

Firstly, they say, this is because CAM therapies are entirely focused on each individual as a separate case. Treatment isn't dictated by the specific medical problem the patient is suffering from but by the need to restore to full power that individual's natural force for maintaining health. So the result of an RCT test for one person may be wholly different for another, meaning that no general conclusion could be drawn about a particular treatment. Secondly, the practitioners say, a key factor in CAM treatments is the relationship between the patient and the practitioner. Many people, especially those with severe or long-standing medical problems, opt for CAM treatments because they do not want to take drugs for a long time or because they do not have faith in conventional medicine to improve their condition. Some of these people may feel that they get benefits from CAM treatments and from their consultations with CAM practitioners, even if the treatments do not work for their original problem. So CAM treatments may be beneficial in ways that RCT tests would not reveal. Some patients, for example, say that they prefer the holistic approach of CAM and feel that the decisions about treatment give them greater control over their own lives than conventional medicine. They like the feeling that they are taking personal responsibility for their own health.

- 1 The writer says in the first paragraph that criticism of CAM is _____.
 A based on ignorance ☐ B understandable ☐ C increasing ☐
- 2 The writer says that the difference between CAM and conventional medicine _____.
 A is a very great one ☐ B is not as great as people may think ☐
 C is greater in some forms of CAM than others ☐
- 3 The writer's point in the second paragraph is that _____.
 A you can't prove that CAM treatments have had any effect ☐
 B you can't prove that the main principle of CAM is true ☐
 C you can't use the same tests for CAM and conventional medicine ☐
- 4 The writer uses fibromyalgia and Crohn's disease as examples of _____.
 A conditions that don't respond to conventional medicine ☐
 B conditions that CAM has been shown to improve ☐
 C how different kinds of CAM treatment can be compared ☐
- 5 The study of highly diluted solutions _____.
 A disproved a common criticism of homeopathy ☐
 B provided different results from previous studies of them ☐
 C showed that some solutions are more effective than others ☐
- 6 When describing what RCT tests involve, the writer says that _____.

- A some people disapprove of their use in conventional medicine ☐
 B they have proved the effectiveness of some CAM treatments ☐
 C they appear suitable for testing CAM treatments ☐
 7 The first objection to the use of RCT tests for CAM treatments is that _____.
 A the tests do not work for certain medical problems ☐
 B tests on a single individual may produce very different results ☐
 C the tests do not produce a consistent pattern of results ☐
 8 The writer says in the last paragraph that the attitude of patients to CAM treatments _____.
 A depends entirely on whether the treatments are effective or not ☐
 B is not necessarily connected with whether the treatments are effective or not ☐
 C may make them think that a treatment has been effective when it has not ☐
 9 The second objection to the use of RCT tests for CAM treatments is that _____.
 A they cannot measure the effect of CAM treatments on some patients ☐
 B they do not work for the most common CAM treatments ☐
 C they may suggest that some ineffective CAM treatments actually work ☐
 10 The writer's purpose in the article is to _____.
 A demonstrate why critics of CAM treatments may be right ☐
 B recommend CAM treatments rather than conventional medicine ☐
 C discuss whether or not the effectiveness of CAM treatments can be proved ☐

Сочинение.

Write a discursive essay on one of the following topics. Write approximately 250 words.

- 1 Nowadays it is not essential to travel to other countries to experience other cultures.
- 2 The benefits that tourism brings outweigh the problems it can cause.
- 3 Tourists who do not respect the culture and laws of the country they are visiting should be punished if they break the law

Аудирование.

Speaker 1

Well, we're considered to be one of the more wealthy nations of the world and as far as I can see the government already makes a tonne of money, and keeps a lot of it to themselves. The government has lost its care for the citizens over the past few decades. If they really cared they'd provide some sort of health care for people. I mean, without us ordinary folk there'd be no government, would there? We vote them in. The government throws loads of money away every year on far less important stuff. Even some of our neighbours, and I'm not talking about wealthy nations here, provide health care for their citizens. I say it again, our government only cares about themselves! It's down to us to change this society back to the caring state that it used to be.

Speaker 2

Well first of all I'd just like to say that we're supposed to have a culture of helping others in this country...at least, the last I heard, anyway. I think the country has an obligation to protect its citizens...whether that be from cancer or from a foreign invasion. And from an economic standpoint it needs to keep its citizens healthy for the same reason car owners perform routine maintenance, if you follow me. If you don't keep your citizens healthy, they can't go to work to pay taxes and end up using up resources rather than contributing them. Having said that though, I do believe the government should provide it to those who need it / want it, not force it down the throats of those who wouldn't have purchased it if they hadn't been forced to.

Speaker 3

The government hasn't been able to create a good enough health care system and that's a fact. They should stick to being a government and not a health care company; there's already enough of those...If they'd stop blaming people for 'ruining' their plans, and just take

responsibility for this mess that it's been since the beginning, then maybe we could have redone it and started over. My family and myself, who already have very good private health care through my job, should be able to have access to whatever health care we need regardless of my job! What I do take exception to though is the fact that decent honest people pay their taxes and ultimately end up paying for health care for those that are ineligible. And let's face it I'm sure you know who I'm talking about when I say that. That's not on, in my book.

Speaker 4

Of course a government should provide health care for all of its citizens. That makes for a healthier society overall, so it's a no-brainer, really, isn't it. I mean, any community is made stronger by the strength of its citizens and a healthy community is definitely a stronger community. When all of the people in a community are as strong, healthy as they can possibly be, they can better contribute to the workforce and that's only going to boost the economy. Not to mention the savings that can be made down the line, you know, in terms of reduced demands on the system in terms of hospitals and so on. The healthier the citizens, the less strain there'll be on the country's resources. We have an ageing population here so imagine the demands that there will be on the system in years to come.

Speaker 5

Well, this is a topic that's very close to my heart and I feel very strongly that a government should provide health care because it's a basic right for all individuals. We provide education for all children, with a private option for those who choose, and I feel that should be an option for the health of everyone. Currently in this country, people who are too poor to afford health care utilize emergency rooms and emergency care, without the ability to pay for incredibly high medical bills. Those bills go unpaid, leaving the rest of society with higher bills to cover those costs. We should be providing care that is precautionary, that costs less, to ensure the health of all people. The government's responsibility should be to its people – their education, their safety, and especially their health. There's a lot of wisdom behind that old proverb prevention's better than cure!

1 Listen to five people talking about whether their government should be responsible for providing free health care. Match the speakers (1–5) to what they mention in connection with the provision of health care. (A–H).

| | |
|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> |
| Speaker 4 | <input type="checkbox"/> |
| Speaker 5 | <input type="checkbox"/> |

- A a government's successful management of its health care budget
- B health care taking priority over education as a need in society
- C concerns about the future cost implications of an unhealthy elderly society
- D people's access to health care that they shouldn't be entitled to
- E an unfavourable comparison between health care in their country and others
- F preventative health care measures to keep people healthy
- G the amount of tax personally paid to the government which goes to fund health care
- H people's right to choose the type of between private or public health care

Дискуссия.

1 Ask your partner these questions.

- 1 Which part of the world would you most like to visit?
- 2 Which place in your own country would you most recommend to visitors?
- 3 Have you ever used alternative medicine?
- 4 How healthy is your lifestyle?

- 5 What causes people to use alternative medicine?
- 2 **Now answer your partner's questions.**
- 3 **Now talk about one of these statements, saying if you agree or disagree. Give reasons.**
 - 1 'Tourism does more harm than good.'
 - 2 'I would use alternative medicine if modern medicine didn't work.'
 - 3 'It is very hard to have a healthy lifestyle in the modern world.'
- 4 **Now listen to your partner. Do you agree with him / her?**

Раздел 9.

Лексико-грамматическая работа.

GRAMMAR

1 Complete the sentences with one word.

Example: I think he had a good time even though he didn't say so.

- 1 She went to Paris _____ didn't see the Eiffel Tower.
- 2 **A** Did you go to the party?
B No, but Joanne _____. She said it was a lot of fun.
- 3 I felt really sad when _____ realized that Mina had left without saying goodbye.
- 4 You didn't help make dinner last night, but you really should _____.
- 5 **A** Are you going to the office picnic tomorrow?
B I suppose _____, unless it rains.
- 6 **A** Did Amanda get the job she wanted?
B I'm afraid _____. They offered it to someone else.
- 7 The kids wanted to go to the lake, but I told them not _____. It's too far.
- 8 Brett said I would enjoy the concert, but I don't think I _____. I've never liked jazz, so I'd probably be bored.

2 Order the words to make questions and sentences.

Example: joys the many are language a learning of
The joys of learning a language are many.

- 1 my I used motorcycle brother's
_____.
- 2 Anita's I to went a at party
_____.
- 3 remember you can price the car of the
_____?
- 4 of I'm father's friend a your
_____.
- 5 is my an English cousin teacher
_____.
- 6 pot that you see can flower
_____?
- 7 director Nikolai a is company
_____.

3 Underline the correct word(s).

Example: Should I make chicken soup / soup of chicken for dinner tonight?

- 1 She is *my brother's friend* / *the friend of mine*, but we don't talk often.
- 2 This is my colleague Jonathan. He works with *my brother* / *the brother of me*.
- 3 I haven't been to China, but *I'd love go* / *I'd love to*.
- 4 I thought I'd be able to join you for the film, but *I can't* / *I don't*.
- 5 I know she liked the surprise party, but she *doesn't say so* / *didn't say so*.

VOCABULARY

4 Underline the odd word(s) out.

Example: day trip touristy city break guided tour

- 1 trait grumpy fussy serene
- 2 a nest a hive a horse a tank
- 3 dog bark kennel veal
- 4 roar grunt stable squeak
- 5 scratch paws beak fins
- 6 spit bite sting wings

5 Complete the words in the sentences.

Example: We went on a package tour to Greece last year.

- 1 Instead of a nose and mouth, a bird has a sharp **b**_____.
- 2 The blue whale, the giant panda, and the snow leopard are all endangered **sp**_____.
- 3 Some animals can be bred in **c**_____, for example in zoos.
- 4 In the UK, people who keep horses in **i**_____ conditions can be prosecuted and their horses will be taken away from them.
- 5 When my uncle finds something funny, he grunts like a **p**_____. It makes me cringe.
- 6 May works for an animal **ch**_____ that looks after retired greyhounds.

6 Complete the words in the sentences.

Example: A light dish served at the beginning of a meal is called a starter.

- 1 For **d**_____, I'd like to have chocolate cake and ice cream, please.
- 2 I eat almost everything except for **s**_____. Fish and mussels and so on make me feel ill.
- 3 One way to get rid of the lumps in icing sugar is to pour it through a **s**_____.
- 4 I was very surprised when I learnt that **p**_____ eggs are cooked in water with vinegar.
- 5 The chef decorated the main dishes with some **ch**_____ parsley before he sent it out with the waiter.
- 6 My mum used to have her coffee with **wh**_____ cream on top. It looked fabulous but it must have tasted very rich.
- 7 When you don't know how to cook, even choosing the right **u**_____ is a difficult task.
- 8 Tim's brownies are delicious. They taste very **ch**_____.

Практическое задание.

Match the words to the same sound.

| |
|-----------------------------------|
| drain fur kiek peeled potato spit |
|-----------------------------------|

Example: sting kick

- 1 wings _____
- 2 beak _____
- 3 grated _____, _____
- 4 herbs _____

Underline the stressed syllable.

Example: con|ven|tion|al

- 1 shell|fish
- 2 scram|bled
- 3 po|ta|to
- 4 ba|king
- 5 sand|wich

Чтение и перевод.

Read the article and tick (☐) A, B, or C.

| |
|----------------------------------|
| LEARNING ABOUT ANIMALS AT SCHOOL |
|----------------------------------|

How do children learn about wildlife? And is what they learn the sort of thing they should be learning? It is my belief that children should not just be acquiring knowledge of animals, but also developing attitudes and feelings towards them based on exposure to the real lives of animals in their natural habitats. But is this happening?

Some research in this area indicates that it is not. Learning about animals in school is often completely disconnected from the real lives of real animals, with the result that children often end up with little or no understanding or lasting knowledge of them. They learn factual information about animals, aimed at enabling them to identify them and have various abstract ideas about them, but that is the extent of their learning. Children's storybooks tend to personify animals as characters rather than teach about them.

For direct contact with wild and international animals, the only opportunity most children have is visiting a zoo. The educational benefit of this for children is often given as the main reason for doing it, but research has shown that zoo visits seldom add to children's knowledge of animals – the animals are simply like exhibits in a museum that the children look at without engaging with them as living creatures. Children who belong to wildlife or environmental organizations or who watch wildlife TV programmes, however, show significantly higher knowledge than any other group of children studied in research. The studies show that if children learn about animals in their natural habitats, particularly through wildlife-based activities, they know more about them than they do as a result of visiting zoos or learning about them in the classroom.

Research has also been done into the attitudes of children towards animals. It shows that in general terms, children form strong attachments to individual animals, usually their pets, but do not have strong feelings for animals in general. This attitude is the norm regardless of the amount or kind of learning about animals they have at school. However, those children who watch TV wildlife programmes show an interest in and affection for wildlife in its natural environment, and their regard for animals in general is higher.

However, there is evidence that all of this is changing, and changing fast. The advent of the computer and interactive multimedia instruction in schools is changing the way that children learn about and perceive animals. The inclusion of pictures and audio enables children to look at and hear an animal at the same time. There is evidence that children recall more when they have learnt about animals in this way, and furthermore, this is the case whether the animal is one they were previously familiar or unfamiliar with.

Interactive multimedia instruction has opened up a whole new world of learning about animals. It has made it possible to educate children about wildlife beyond simple facts and to inspire in children an understanding of their real lives and affection and respect for them. This is particularly important in modern urban life, where children's only direct experience of animals is likely to be with domestic pets. Without first-hand experiences of wildlife, children need other ways of gaining an appreciation of and respect for animals. Previously, only the minority of children who belonged to wildlife organizations or watched TV wildlife programmes developed this attitude. Now, computer technology is transforming the way children gain knowledge of wildlife. Games, stories, audio recordings, photographs, films, and spoken narration all combine in multimedia form to present animals as real living creatures, as well as providing factual information about them.

In this way, children can appreciate the unique qualities of different animals and engage with wildlife in a more personal way than in the past. This is important, because what happens to the world's wildlife will depend, to at least some extent, on the attitudes towards animals that people acquire as children. If they learn about them as real, living

creatures in their natural habitats, they are more likely to have respect for them and to be concerned about their treatment when they are older.

1 What issue does the writer raise in the first paragraph?

- A The outcome of what children learn about animals ☐
- B The amount of learning about animals that children do ☐
- C The level of interest that children have in learning about animals ☐

2 What opinion does the writer express in the second paragraph?

- A Children's learning about animals at school has the wrong emphasis. ☐
- B What children learn about animals at school is often inaccurate. ☐
- C Children's storybooks are an effective way of teaching them about animals. ☐

3 What does the writer say about zoo visits?

- A Children don't enjoy them as much as adults think they do. ☐
- B They have less educational benefit than they are believed to have. ☐
- C They can be upsetting for some children. ☐

4 What does the writer say about learning about animals in their natural habitats?

- A It is very difficult for most children to do this. ☐
- B It teaches children more about animals than other methods. ☐
- C It requires a lot of effort from children. ☐

5 Research shows that children's attitudes to animals _____.

- A differ from what adults might expect them to be ☐
- B depend on whether or not they have pets ☐
- C are not affected by what they learn about them at school ☐

6 The writer says that the use of interactive multimedia instruction _____.

- A is most effective for teaching about animals children know nothing about ☐
- B increases the amount that children can remember after lessons ☐
- C works better for some children than for others ☐

7 The writer says that in modern urban life, interactive multimedia instruction _____.

- A is a good substitute for direct contact with wildlife ☐
- B is particularly effective for children who do not have pets ☐
- C can relate the lives of animals to children's own lives ☐

8 What does the writer say about children who watch TV wildlife programmes?

- A They are very fond of interactive multimedia instruction about animals. ☐
- B They no longer know more about animals than other children. ☐
- C There are now more of them because of interactive multimedia instruction. ☐

9 The writer says in the last paragraph that what children learn about animals at school _____.

- A has an effect on how their personalities develop ☐
- B may change as they get older ☐
- C will have some effect on attitudes to wildlife in the future ☐

10 The writer's main point in the text as a whole is that _____.

- A children should learn about how animals really live ☐
- B children enjoy learning about animals with interactive multimedia instruction ☐
- C some children are much more interested in animals than others ☐

Сочинение.

Read the beginning of an email to Simon from a friend and then write an email to the restaurant. It should be approximately 250 words.

Hi Simon,

As you know, I went to Edinburgh last weekend to see Alex. We had a great time except that we spent way too much money on a very mediocre meal.

We went to The Dragon, which according to the website, serves exceptional food at affordable prices. We didn't look at the menu before going in so we couldn't believe it when we saw the prices. I wanted to leave, but Alex thought it would be rude. The waiters couldn't explain half the dishes on the menu – they had to ask the chef. The air conditioning wasn't working, and it was incredibly hot. The food, when it finally arrived, wasn't even very good (everything tasted the same) and the portions were tiny. I'm going to email the restaurant and complain. It was a complete waste of money! Apart from that, the weekend was wonderful...

Аудирование.

Speaker 1

Now, this is something that I feel very strongly about and that's that people should not be allowed to keep very aggressive breeds of dogs, such as Rottweilers, as pets. I really think it's totally unnecessary to keep potentially aggressive dogs as family pets. I think you hear so many situations of what was deemed to be a passive animal suddenly attacking a baby, often a new baby, because suddenly the dog feels jealous. A friend of mine recently, their child was attacked in the street by a Rottweiler, it nearly ripped her leg off, it was horrendous and the animal was still allowed, wasn't put down. I think it's just awful, I can't imagine why anybody would want to keep an aggressive animal as a family pet.

Speaker 2

I have to say I am completely against zoos nowadays, they serve no useful purpose and they should be banned. I think the poor animals are kept in tiny cages, it's not necessarily going to be their natural habitat and they look bored, the majority of them, they just stand there swaying from side to side or walking up and down, they get fed every now and again and they've got hundreds of people just staring at them, and gawking at them as they walk past, I just think, 'erk'...they should be banned; I don't understand why zoos still exist.

Speaker 3

I'll tell you something that I find completely hypocritical about people, right, is people who say that they're animal lovers but still eat meat or fish. How does that work? I mean, I've been a vegetarian for a long time and I just can't bear the idea of eating a dead animal. I just don't understand it at all, it's completely hypocritical, it doesn't make any sense at all. How can you say there's a difference between different kinds of animals? Oh, there, it's OK, we can eat them but we can't, we don't eat my, you know, my little animal.

Speaker 4

One thing that really annoys me is those dog owners who think that everyone else just loves dogs as much as they do. Well, actually, of course, people's dogs are often a terrible nuisance to other people and I blame the owners. They stand there grinning at you, or they take no notice at all, when their dog comes barking at you in the street or the park, and starts slobbering all over you. And kids don't always like dogs, either, they get scared when a dog starts bothering them. The owners just don't get it, they can't imagine that people don't like dogs as much as they do. They stand there with a stupid look on their faces saying, 'Oh, he just wants to play,' when people just want the thing to go away.

Speaker 5

Have you ever met that kind of person who tells you how much they care about animals, how deeply they feel for the plight of animals, but who treat other people really badly? Some of the most unpleasant people I've ever met are people who go on and on about how much they care about animals. I think this is just a way for them to feel good about themselves, to feel better than other people. I think they're on the 'animal rights' bandwagon because it makes them feel they've got something over other people. I think it's a way they can justify being so horrible to people.

1 Listen to five people discussing issues connected with animals. Match the speakers (1–5) to what their main topic is (A–H).

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

- A people who think their attitude to animals makes them superior
- B people whose attitude to animals is inconsistent
- C the way attitudes to animals have changed
- D the danger presented by certain animals
- E the difficulties involved in treating certain animals well
- F the conditions in which certain animals are kept
- G people who assume their attitude towards certain animals is widely shared
- H people who take no interest in animals at all

Дискуссия.

1 Ask your partner these questions.

- 1 How good are you at cooking?
- 2 What are the most common dishes in your country?
- 3 What's your favourite animal?
- 4 Which animal frightens you the most?
- 5 Why is it important to learn about animals?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'Frozen foods have been a terrible invention.'
- 2 'Too many animals are badly treated.'
- 3 'Cooking is not something that I enjoy doing.'
- 4 **Now listen to your partner. Do you agree with him / her?**

Перевод.

Задание: переведите текст с русского языка на английский.

Альтруист в волчьей шкуре

Ученые подтвердили, что самые большие эгоисты — те, кто служит общественному благу Дарья Сапрыкина 25.02.2016, 16:10

Почему быть добрым жестоко, как научиться правильно наказывать во благо и что на самом деле у альтруистов на уме – рассказывает отдел науки «Газеты.Ru».

Американские ученые выяснили: альтруистическое поведение человека далеко не всегда свидетельствует о том, что он желает добра окружающим людям, часто бывает так, что альтруизм является лишь прикрытием для стремления занять доминирующее положение в обществе и подавить авторитет других. Исследование, в котором приводится анализ модели «альтруистического наказания», было опубликовано в последнем выпуске журнала Nature.

В 2004 году в журнале Evolution and Human Behavior экономисты из Швейцарии Эрнст Фер и Урс Фишбахер заявили о существовании особой модели человеческого поведения, которая была названа «альтруистическое наказание» (англ. Third-party punishment – TPP). Суть альтруистического наказания, или «наказания третьей стороной», сводится к следующему: «Я наказываю тебя за то, что ты ведешь себя некорректно по

отношению к нему». «Третья сторона» обозначает стороннего наблюдателя, чьи интересы не задеты в конфликте.

Альтруисты обычно наказывают тех, кто своим поведением подрывает существование принятых норм и мешает достижению общественного блага.

Швейцарские экономисты не только описали данную модель с опорой на результаты экспериментов, но и поставили ее среди важных факторов развития общества. По мнению ученых, альтруистическое наказание значительно способствует взаимодействию между людьми. Общество переходило к более высоким уровням организации во многом за счет способности людей договариваться между собой, ставить общие цели, а нередко и жертвовать собой ради их достижения. С большой долей вероятности ученые считают, что альтруистическое наказание – общекультурная черта и присуща она каждому человеку вне зависимости от типа общества, в котором формировалась его личность.

Голландские нейробиологи на основе изучения нейронных механизмов, заставляющих человека следовать нормам после наказания третьей стороной, заявили, что современная система правосудия основана именно на альтруистическом наказании. С деталями работы можно ознакомиться на страницах журнала *Nature Neuroscience*.

Еще один аспект альтруистического наказания – чувство удовлетворения и радости, возникающее у человека после вынесения приговора нарушителям общественных норм. По степени эмоционального удовлетворения чувство от справедливого наказания эгоистов подобно целому спектру ощущений от поступков ради близких. Даже если человек несет материальные убытки, наказывая другого за неблагородное поведение, это нисколько не уменьшает чувства удовлетворенности от совершенного. Доказательством этому служат результаты экономической игры, проведенной в 2001 году Эрнстом Фером и Симоном Гехтером.

Участников игры поделили на небольшие группы, в каждой из которых был один «нуждающийся». Испытуемым предлагалось сыграть на деньги, чтобы потратить выигрыш на помощь членам групп, стесненным в материальных средствах. Сумма выдавалась из общего фонда группы. Каждый из участников мог самостоятельно решить, сколько выделить в общий фонд. Остатки выигрышей поровну распределялись между всеми членами группы: чем больше средств выделяли испытуемые, тем больше они получали назад. Ученые заметили, что в сложившейся ситуации у некоторых участников пропало желание делать свой вклад, так как они рассчитывали на получение доли других. Авторы исследования предоставили участникам право наказывать нечестных игроков, но только за деньги: чтобы наказать кого-то, необходимо было купить это право. Результаты эксперимента показали, что примерно 84% участников заплатили за свою возможность наказывать провинившихся хотя бы один раз, более 34% – пять и более раз, а десятая часть всех участников проявила принципиальность себе в убыток около двух десятков раз.

Недавно группа экономистов и психологов из Гарварда и Йельского университета решили еще раз опытным путем подтвердить существование в сознании взрослого человека модели альтруистического наказания.

Установка «если я порицаю чужой эгоизм, я отправляю сигнал, что не эгоистичен по отношению к тебе» была принята в качестве базовой. Подобно швейцарским ученым, исследовательская группа провела экономическую игру с «нуждающимся» участником. Членам группы были присвоены роли: «помощники» имели право решать, отдавать ли «нуждающемуся» деньги, а «наказывающие» – оплачивать ли возможность наказать «помощника» в случае его нежелания делиться. Отдельную роль играли сторонние наблюдатели, которые по итогам игры должны были выбрать, с кем вступить в сотрудничество.

Наблюдения за всеми участниками показали, что стремление наказать за нечестное поведение расценивается как степень надежности члена сообщества: наблюдатели охотнее

шли на контакт с теми, кто платил за стремление наказать нарушителя норм общественной морали.

Ученые определили новые стороны модели альтруистического наказания: порицание чужого эгоизма третьей стороны следует расценивать прежде всего как заявление о собственной благонадежности для общества.

Хотя поведенческая модель и носит название «альтруистической», «жертвование собой ради общего блага» является только ее внешним признаком. Вступаясь за слабого, индивид демонстрирует собственную силу и тем самым утверждает ее в качестве новой.

Реферирование.

Статья для реферирования

Is a big ego crucial to achieving sporting greatness?

By Alec Fenn 25 June 2015

Football writer

One evening in the mid-1990s, Manchester United players and staff attended a Batman film premiere. It was a black-tie event.

United star Eric Cantona had other ideas and arrived wearing an all-white suit finished off with bright red trainers. His team-mates laughed, while manager Sir Alex Ferguson turned a blind eye.

Cantona was a talent with an abundance of self-confidence, but had been a destructive force inside the dressing rooms of his previous clubs in France. He had been known as much for punch-ups with team-mates at Auxerre and Montpellier as his ability with a ball at his feet.

He was perceived as damaged goods in France, but in England he helped Leeds United win the league and after his arrival at Old Trafford in the autumn of 1992, he was afforded the freedom to express his eccentricities because of the example he set on the training ground.

Cantona was one of the first players under Ferguson to spend hours after a session practising the basics on his own. He was humble enough to acknowledge his flaws and, as captain, help the younger players rid themselves of theirs.

But he always maintained a swagger that saw him hold his nerve under pressure to produce moments of match-winning brilliance when his team needed it most, such as the winning goal in the 1996 FA Cup final against Liverpool.

His is a story that prompts an interesting question. While physical gifts and world-class skill are key to the success of sport's finest athletes, is a big ego - defined in this case as a supreme level of self-confidence - the secret ingredient that elevates good to great?

'Messi and Ronaldo both have egos'

Mike Forde is a firm believer in the power of ego. He spent eight years as performance director at Bolton Wanderers between 1999 and 2007 and a further six as director of football operations for Chelsea.

His jobs involved travelling the world liaising with sports teams - from the All Blacks to NFL and NBA franchises. His quest was to identify innovations in areas such as psychology, IT, scouting and people management. Forde told BBC Sport: "If you're Didier Drogba taking a penalty in the 2012 Champions League final, with 160 million people watching around the world and 60,000 stood in the stadium, you need a high level of confidence and self-belief to perform. That is what we characterise as ego."

Sports psychologist Bill Beswick, who has worked for Manchester United and England, adds: "Ego is very powerful and can be the driving force behind performance. Ex-Manchester United midfielder Roy Keane had intense self-belief. He maximised his ego to make the absolute best of himself."

But how do we know the greatest athletes possess this trait? We've seen ego manifest itself in Cantona's upturned collar, while Thierry Henry would often raise his finger to his lips when he scored.

Both were theatrical displays of inner confidence, but in others the same levels of ego are masked.

Confidence coach Martin Perry - whose clients include Arsenal midfielder Aaron Ramsey and golfer Colin Montgomerie - cites the difference between Barcelona forward Lionel Messi and Real Madrid's Cristiano Ronaldo.

"Ronaldo is very outwardly confident, whereas Messi comes across as quiet and humble, but both have egos. We know that because of the individual manner in which they play," he says. "They don't see risks; they have a bulletproof certainty they'll produce and when an athlete has that supreme level of confidence, magic can happen."

Fine line between good and great

West Brom goalkeeper Ben Foster often tells a story to youngsters at the club about one of his first training sessions after he joined Manchester United in 2005 that illustrates how ego can dictate success or failure.

Ben Foster in action for Manchester United

Foster made 12 first-team appearances in five years at Old Trafford but has gone on to have a successful career, first with Birmingham City and then at his current club West Bromwich Albion

Foster moved to Old Trafford from Stoke at 21 and was tipped to become a future England number one.

But as he looked around the dressing room and saw the likes of Ryan Giggs, Paul Scholes and Wayne Rooney tying up their laces, he was overcome by a lack of self-belief and thought the club might have made a mistake in signing him.

Foster left United five years later having failed to make his mark and has since used a sports psychologist to learn techniques to erase self-doubt.

It's a story that resonates with Perry: "Ordinary levels of confidence don't allow you to do extraordinary things; greatness can't be achieved without it.

"Most magical moments in sport come from a place of supreme self-confidence - these are the moments which last forever and create legacy and legend."

When egos go wrong Ego must be harnessed correctly to ensure an athlete steers clear of controversy and continues to develop.

"We often find in team sports that an athlete doesn't appreciate the affect he is having on the rest of his team by acting in a certain way, which can cause arguments," adds Beswick. "Under pressure, athletes can change from 'we' to 'me'. That happens a lot."

Only four England internationals have scored more Test runs than Kevin Pietersen, but he may never get the chance to write the final chapter of his story now he is in the international wilderness following disputes with members of England's cricket team. Prince Naseem Hamed was the world's best featherweight boxer between 1997 and 2000. But one wonders how much more he could have achieved had he not become lost in the fog of his own hype and cut corners in training, resulting in the only defeat of his career to Marco Antonio Barrera in 2001 and subsequent retirement, aged just 28, in 2002.

Sport psychologist Steven Sylvester, who has worked with England cricketer Moeen Ali, two world champion snooker players and a major-winning golfer, among numerous other athletes, cites the problems caused when a sportsman or sportswoman adopts a selfish approach.

"That mindset is a catastrophe for me," said Sylvester. "We want athletes to make the right decisions on the pitch under pressure and think how they might benefit their team-mates rather than just themselves. "

'Don't dispose of big egos'

As the example of Cantona shows, life experience can manipulate ego over time and provide the catalyst to fuel genius rather than conflict.

Forde adds: "I've seen players who were very egotistical or arrogant and then they'd get married or have a baby and you'd see a change in their personality.

"You have to look at an individual sometimes and say 'we're going to sign this guy for three years, we know there's a certain level of risk, but he's reaching a point in his life where the penny might drop. So are we prepared to take that risk or not?'" It's a dilemma Liverpool boss Brendan Rodgers faced before opting to sign Mario Balotelli from AC Milan last August following his well-documented problems, although he is still waiting for his investment to pay dividends.

Mario Balotelli

Balotelli revealed a T-shirt that hinted at his ego after scoring in Manchester City's 6-1 win over derby rivals United in 2011

At Bolton and Chelsea, Forde helped to develop an ethos that saw both clubs pursue what he calls "big ego talent".

The likes of Juan Mata and Eden Hazard arrived at Stamford Bridge during his tenure, while Nigeria legend Jay-Jay Okocha, Spain's fourth highest-ever goalscorer Fernando Hierro and France World Cup winner Youri Djorkaeff were signed by the Trotters.

His policy at Bolton was one that went against conventional wisdom. Okocha, Hierro and Djorkaeff were all in their thirties and past their physical peak, with no sell-on value, but crucially they all had one thing in common.

"The key isn't to dispose of big egos. The real question is: is that ego manageable? Is it coachable? Are they humble enough to continue to learn?" explained Forde.

"I remember having dinner with Fernando Hierro. He was 35 at the time, had played 90 times for Spain and won the Champions League twice. I asked him 'what's been the highlight of your career?' He put his knife and fork down and looked at me and said 'I haven't had it yet'."

The formula for greatness

When talent and ego are in perfect symmetry, a player can make the leap from good to great.

Forde uses a formula - (ego + coachability) x learning culture - with high-performing teams and individuals to help them maximise their talent.

"The equation shows that ego is the foundation of greatness but only if it is still open to being coached and criticised and there's a structure in place to help them grow," he said.

It is an equation that explains the success and longevity of some top sports stars.

"I look at Frank Lampard, that's why he's playing at the age of 37, then you go into North America, a LeBron James of the NBA or a Tom Brady at the New England Patriots or a Derek Jeter at the New York Yankees.

"The ego is in place to give them the confidence to perform on the biggest stage and then there's coachability and this intrinsic DNA that gives them the desire to be the best version of themselves.

"If that's in place, greatness can appear."

Раздел 10.

Лексико-грамматическая работа.

GRAMMAR

1 Order the words to make emphatic sentences.

Example: much it so was cost taxi the that

It was the taxi that cost so much.

1 happy be to is want I all

_____.

2 happened that was late he what was

_____.

3 I a what need vacation is

_____.

4 was I bored because left is the why I reason

_____.

5her it saw was I when month last

6place we was a the where met café

2 Underline the correct word.

Example: He's the referee *which* / *that* sent me off in the first half of the match.

1 Boris Becker, *who* / *that* was a tennis champion in the 1980s, is a Wimbledon commentator now.

2 Oh, you've chosen Hawaii? Wow! That's just *when* / *where* I was going to suggest!

3 That's the guy I was telling you about – you know, *whose* / *whom* sister won the gold medal.

4 Apparently we have a choice of Kitzbühel or Söll in Austria, or Uludağ in Turkey, none of *where* / *which* I've been to before.

5 In spite of the horrendous weather, the place *that* / *where* I enjoyed most was Ireland.

6 Unfortunately my uncles, all of *whom* / *which* are on my mother's side of the family, live in Australia.

7 I can't make the party tomorrow night after all, *what* / *which* is a real shame as I'd been looking forward to it.

8 Do you remember the name of the hotel we stayed in when we visited Paris? You know the one *that* / *where* had that amazing view of the Eiffel Tower.

3 Complete the sentences with the correct word.

Example: *It* was my father who told me not to marry him.

1 _____ I like about Fridays is that the weekend comes when the day is over!

2 After you apply for the job, what _____ next is that you wait for a call for an interview.

3 The _____ why she's hiding in the corner is that she is very shy.

4 You can't blame me for trying! _____ I did was try to convince him to join us!

5 The _____ where the concert will be is down the street. It's not far.

6 _____ was me who told him about the party. I didn't know it was supposed to be a surprise!

VOCABULARY

4 Underline the correct word(s).

Example: Given the *choice* / *choose*, I'd take the train rather than the bus.

1 When I was in Vietnam, I enjoyed meeting other *backpackers* / *backpacks* and sharing stories and information.

2 I don't mind working hard, but I *deny* / *refuse* to work on Saturdays for religious reasons.

3 The recent government legislation will *affect* / *effect* the lives of millions of people in the country.

4 Clare wanted to tell her parents about her pregnancy before *advertising* / *announcing* it to the rest of the family.

5 When we visited New York, we stayed in a *suit* / *suite* in an expensive hotel in Manhattan.

6 Try to *lie* / *lay* down and go to sleep. We have a really busy day tomorrow.

5 Complete the chart.

| Adjective | Noun | Verb |
|-----------|------|------|
| deep | | |
| high | | |
| thick | | |
| long | | |
| weak | | |

6 Complete the sentences with a suitable word.

Example: A very active and energetic exercise is called **vigorous**.

1 The main part of the body apart from the head, arms, and legs is called the **tr**_____.

2 After my knee operation, I lost the **f**_____ in my legs and found it hard to run or cycle.

3 The only way to get strong stomach muscles is to do **s**_____ - _____ every day.

4 Before and after jogging or running you need to do some **str**_____ exercises.

Практическое задание.

Match the words to the same sound.

| |
|---|
| ashamed deep flash high stride unity |
|---|

Example: weak deep

1 refuse _____

2 advertise _____

3 wide _____, _____

4 polish _____

Underline the stressed syllable.

Example: chal|lenge

1 com|pro|mise

2 eco|nom|ic

3 ac|tu|al|ly

4 cur|rent|ly

5 aer|o|bics

Чтение и перевод.

Read the article and tick (☐) A, B, or C.

WHAT SPORTS TEACH CHILDREN

Many parents think that their children can learn a lot about good values and behaviour through sports. And it is certainly true that sports can teach children about such things as teamwork, complying with the rules of how something is done, fair play, and decency towards others. However, they also find that these good values are often contradicted when children watch sports on TV. Professional sports people and coaches sometimes don't exhibit the standards of behaviour and fair play that parents hope their children will learn and show when they are playing sports, and indeed in all other areas of life. While watching sports on TV, the chances are that children will see professional players cheating, having tantrums, fighting, or abusing officials such as referees. In addition, it is highly likely that children will be aware of well-known cases of sports people being caught using drugs to improve their performance.

The danger of all this is that it could give children the idea that winning is all that counts and that the key point about sports is that you should win at all costs. Good behaviour and fair play aren't the message that comes across. Instead, it looks as if cheating and bad behaviour are perfectly reasonable ways of getting what you want. This message is reinforced by the fact that some of these sports people acquire enormous fame and wealth, making it seem that they are being handsomely rewarded, either despite or because of their bad behaviour.

What can parents do about this? Well, they can regard sports on television as a good opportunity to discuss attitudes and behaviour with their children, both in sports and in life in general. They can sit down and watch the sport with the child. If the child likes a particular team or player, find out what it is about that team or player that appeals to the child. If you see a player swearing at the referee, get the child's opinion on that behaviour. Discuss whether that player's skill is more important than their behaviour. Ask what the child thinks the player's contribution to the team is – how should the player be behaving in that situation, is the player displaying a good attitude towards teamwork? Point out that no player can win a team game on their own, and that it's important for team members to work well together.

Another thing to focus on is what the commentators say. Do they frown on bad behaviour from players, think it's very amusing, or even seem to think it's a good thing? What do the officials do about bad behaviour? If they seem to let players get away with it, parents can discuss with children whether this is right or not and what effect it has on the game. If they punish a player, perhaps by ejecting him, parents can discuss with children the consequences of bad behaviour, both for that player and his teammates. And look, too, at the reactions of coaches and managers. Do they accept losing with good grace or scowl and show a bad attitude to it? Parents can use this to discuss attitudes to winning and losing, and to remind children that both are a part of sports – nobody can win all the time.

However, what children can learn from watching sports is by no means all about the negatives and parents should make sure they accentuate the positives, too. They should emphasize to children the high reputation that well-behaved players have, not just with their teammates, but also with spectators and the media. They can focus on the contribution made by such players during a game, discussing how valuable they are to the team. The message from this is that you can be the best possible player without any kind of bad behaviour. In the interviews after a game, they can point out to a child that the well-behaved players don't gloat when they win, or sulk when they lose. Parents can draw attention to well-behaved sports people who achieve great fame and wealth, showing that a good attitude can lead to enormous success. And they can draw attention to how well these people conduct themselves in their personal lives and the good work they do for others when they are not playing. In other words, parents should get their children to focus on the positive role models, rather than the antics of the badly behaved but often more publicized players.

- 1 In the first paragraph, the writer contrasts _____.
A what sports people say about sports with how they behave ☐
B what parents think about sports with what children think about it ☐
C what children learn about sports with what they see on TV ☐
- 2 What does the writer say about the bad behaviour of professional sports people?
A They are unaware of its effect on children. ☐
B It can take many different forms. ☐
C Children don't like seeing or hearing about it. ☐
- 3 The writer says that children can be given the message that _____.
A bad behaviour can be regarded as a good thing ☐
B you are only going to win if you behave badly ☐
C cheating at sport is often not noticed ☐
- 4 The writer says that parents watching sports on TV with their children should _____.
A point out behaviour they disapprove of ☐
B find out their children's views on what they see ☐
C correct things that the children say about behaviour ☐
- 5 Which of the following should parents discuss with children?
A The idea that teamwork is more important than individual skill. ☐

- B The reason why a team with a badly behaved player lost a game. ☐
- C Why a team member is behaving badly. ☐
- 6 What does the writer say about commentators and officials?
- A Their reaction to bad behaviour is often unclear. ☐
- B Their words and actions have a particularly significant effect on children. ☐
- C They don't always show that they disapprove of bad behaviour. ☐
- 7 After watching the reactions of managers and coaches, parents should point out that _____.
- A someone loses every game ☐
- B bad behaviour can cause a team to lose ☐
- C your reaction to losing is more important than your attitude when you win ☐
- 8 What does the writer mean by 'accentuate the positives'?
- A Emphasize that most sports people behave well. ☐
- B Focus on the benefits of good behaviour. ☐
- C Stress that children's opinions are right. ☐
- 9 The writer says that parents should draw attention to the connection between _____.
 A how players behave and the amount of publicity they get ☐
 B how players behave and how often they win ☐
 C how players behave and what they do when they aren't playing ☐
- 10 Which of the following best summarizes the writer's view in the article as a whole?
- A The way that sports are covered on TV should change. ☐
- B Both good and bad behaviour in sports can teach children valuable lessons. ☐
- C Children should not be encouraged to connect sports with fame and wealth. ☐

Сочинение.

You have seen this announcement in an international magazine. Write your answer in 220–260 words:

Articles Invited

As part of International Sports Week, we're looking for articles from readers about promoting sport amongst the young. Whose job is it to encourage young people to become more active and get involved in sport? Is it the responsibility of their parents? Should teachers do more to promote the benefits of sport? Or is it down to governments to run healthy living campaigns?

Tell us what you think and why. Send your articles to the address below.

Аудирование.

Ellis Island is the small island just outside New York where the vast majority of immigrants to the United States arrived in the country between 1892 and 1954. The Immigration Station on the island was specially constructed by the US government for the purpose of receiving and processing immigrants during a period of mass immigration from Europe. The first immigrant to pass through it was a 15-year-old Irish girl named Annie Moore, who arrived with her two younger brothers to join their parents in New York City. More than 12 million people followed her through Ellis Island over the coming years.

Immigrants arriving by ship were divided into categories. First and second class passengers did not have to go through the inspection process at Ellis Island. It was considered that they must be reasonably well-off and therefore unlikely to be any problem to the country once they had entered it. They were given a brief inspection on board ship and then, when their ship arrived in the US, they went straight through customs at the harbour and into the country, unless they had medical or legal problems, in which case they, too, went to Ellis Island for inspection.

Steerage and third class passengers had a different experience. They often travelled in crowded and unpleasant conditions at the bottom of the ship for the two weeks it approximately took to cross the Atlantic. On arriving in New York, they were taken by ferry to Ellis Island to be inspected. If they were in fairly good health and their immigration papers were right, the inspection process would take between three and five hours. Doctors would have a brief look at each one, performing what they called 'six-second physicals', and it was said that doctors could identify many medical problems just by glancing at an immigrant. On board ship the immigrants had already answered 29 questions on a document, and this was used to question them during the legal inspection on Ellis Island.

The vast majority of immigrants were free to start their new lives in the US after just these few hours at Ellis Island. Only two per cent were refused entry. The two main reasons for this were if someone had a contagious disease, as identified by a doctor, or if a legal inspector considered them likely to become a burden on the state or an illegal worker. Though some people named the place 'The Island of Tears', most immigrants were treated well there and passing through Ellis Island was not a bad experience for them.

1 Listen to a talk about Ellis Island near New York, a place where many immigrants went when they arrived in the USA. Complete the sentences using no more than three words.

- 1 Immigrants were received and processed at the _____ on Ellis Island.
- 2 First and second class passengers were inspected _____ and then went straight into the USA.
- 3 Steerage and third class passengers were inspected by doctors so quickly that doctors called these inspections '_____.'
- 4 The legal inspection of steerage and third class passengers was based on a document containing _____.
- 5 Just _____ of the people arriving at Ellis Island were not allowed to enter the USA.

Дискуссия.

1 Ask your partner these questions.

- 1 What do you think is a good reason to leave one's country for another one?
- 2 What do you like most about professional sports?
- 3 Which sports are the most popular in your country?
- 4 Which sport would you most like to be good at?
- 5 If you went to live in another country, what would you miss most?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'I could never go and live in another country.'
- 2 'Money has a bad effect on sports.'
- 3 'Immigrants bring many benefits to the countries they go to.'
- 4 Now listen to your partner. Do you agree with him / her?**

Перевод.

Задание: переведите текст с русского языка на английский.

12:39, 17 августа 2016

Нейробиологи объяснили феномен дежавю

Нейробиологи из Сент-Эндрюсского университета в Великобритании выяснили, почему возникает состояние дежавю, в котором человек ощущает, что уже попадал в подобную ситуацию. Ученые полагают, что причиной является работа лобных долей, осуществляющих своеобразный мониторинг памяти. Об этом сообщает New Scientist.

Специалисты провели эксперимент, основанный на методике создания ложных воспоминаний. Добровольцам говорят ряд связанных друг с другом понятий, например «кровать», «подушка», «ночь», но при этом ключевое слово – в данном случае «сон» – отсутствует. Когда позднее участников исследования спрашивают, какие слова они слышали, то они, как правило, считают, что в перечне был также «сон».

Чтобы создать ощущение дежавю, ученые сначала уточняли, присутствовало ли в приведенном списке слово на букву «с». Участники отвечали отрицательно, однако, когда у них спрашивали было ли слово «сон», им казалось, что они его слышали, хотя знали, что в перечне оно отсутствовало. В ходе эксперимента нейробиологи провели сканирование головного мозга у 21 добровольца с помощью функциональной МРТ и выяснили, какие участки отвечают за возникновение чувства дежавю. Установлено, что наиболее активными были лобные доли, а не гиппокамп, который участвует в процессах формирования памяти. Исследователи считают, что они посылают сигналы, когда происходит ошибка памяти — конфликт между тем, что мы на самом деле пережили, и тем, что мы думаем, что испытали. Дежавю в этом случае является признаком эффективной работы систем проверки памяти в мозге.

Реферирование.

Статья для реферирования

Откуда берутся ложные воспоминания

Почему люди испытывают дежавю Лидия Сорокина 14.04.2016, 14:21

140 лет назад был введен термин «дежавю», но до сих пор ученые спорят, почему у нас возникают ложные воспоминания. Группа исследователей из США проанализировала ряд работ, посвященных дежавю, и высказала гипотезу, почему 2/3 взрослых хотя бы однажды сталкивались с этим феноменом. Отдел науки «Газеты.Ru» рассказывает о результатах их исследования.

Еще в далеком 1876 году французский психолог Эмиль Буарак ввел термин «дежавю» («уже виденное»). Прошло 140 лет – за это время ученые всех стран мира пытались объяснить, почему подавляющее большинство здоровых людей ощущают, что уже когда-то были в подобной ситуации. Однако в научном мире до сих пор не существует единой точки зрения по поводу того, чем вызывается дежавю и почему этот феномен нельзя вызвать искусственно.

Сейчас группа исследователей из Техасского университета А&М проанализировала результаты предыдущих работ, посвященных дежавю, и выяснила, какие механизмы, скорее всего, отвечают за возникновение ложных воспоминаний. С текстом исследования можно ознакомиться на сайте университета.

Психологи подтвердили, что большинство людей испытывают дежавю — согласно различным исследованиям, от 60 до 80% мужчин и женщин хотя бы раз в жизни сталкивались с ложными воспоминаниями.

«Согласно всем опросам, 2/3 людей не понаслышке знают, что такое дежавю, — комментирует нейробиолог Майкл Хук, один из авторов исследования. — Для того чтобы понять, как возникает этот феномен, нам необходимо изучить, как мы запоминаем те или иные вещи».

Исследователи предполагают, что за возникновение дежавю отвечает височная доля головного мозга, чьи функции связаны с восприятием слуховых, вкусовых, обонятельных ощущений, анализом и синтезом речевых звуков, а также механизмами памяти. Повреждение височной доли может привести к появлению синдрома саванта — редкому состоянию, при котором лица с отклонением в развитии имеют «остров гениальности» — выдающиеся способности в одной или нескольких областях знаний, контрастирующие с общей ограниченностью личности.

Одним из самых известных савантов был Ким Пик — американец с феноменальной памятью, запоминавший до 98% прочитанной информации, прототип героя Дастина

Хоффмана в фильме «Человек дождя». Кроме того, повреждения височной доли головного мозга ведут к височной эпилепсии, при которой частота дежавю увеличивается. «Нам известно, что некоторые пациенты испытывают дежавю как предупреждение о начале припадка», – говорит Майкл Хук.

Ранее другая группа ученых пришла к схожим выводам: неврологи из Университета Дюка с помощью функционального МРТ сканировали головной мозг здоровых добровольцев, когда те выполняли апробированные тесты на память и ложную память. Ученые применили старый трюк с коровой, лошадью и свиньей. Добровольцам говорили про лошадь и корову. При этом большая часть испытуемых была абсолютно уверена в том, что речь шла и о свинье тоже.

В ходе исследования ученые показали, что у испытуемых, абсолютно уверенных в воспоминаниях, оказывавшихся правдой, резко повышена активность средневисочной доли.

Кроме того, ранее было выяснено, что нарушения височной доли головного мозга могут вызвать парамнезию – расстройства памяти, выражающиеся в ложных воспоминаниях. При парамнезии может происходить смешение прошлого и настоящего, а также реальных и вымышленных событий. Иногда пациенты воспринимают как часть собственной жизни некогда прочитанное или увиденное либо, наоборот, собственная жизнь кажется им эпизодом романа или фильма.

Критерии оценивания форм контроля текущей успеваемости

Шкала и критерии оценивания лексико-грамматической работы:

| Критерии | Оценка |
|---|---------------------|
| 1 лексическая или 1 грамматическая или 2 орфографические ошибки | отлично |
| 5 ошибок | хорошо |
| 9 ошибок | удовлетворительно |
| более 9 ошибок | неудовлетворительно |

Шкала и критерии оценивания практического задания:

| Критерии | Оценка |
|------------------|---------------------|
| 0-1 ошибка | отлично |
| 2-4 ошибки | хорошо |
| 5-7 ошибок | удовлетворительно |
| 8 ошибок и более | неудовлетворительно |

Шкала и критерии оценивания чтения и перевода:

| Критерии | Оценка |
|--|-------------------|
| Правильная идентификация и нормативная артикуляция звуков, правильная постановка ударения в словах, соблюдение ритмики и интонации предложения. Темп естественный, текст хорошо воспринимается на слух. Допускаются одиночные фонетические ошибки и паузы. Детально понимает содержание текста. Выделяет значимую/запрашиваемую информацию. Справляется со всеми заданиями к тексту. | отлично |
| В основном правильная идентификация и артикуляция звуков. Допускается некоторое количество фонетических ошибок и пауз. Присутствует влияние родного языка в фонетике и ритмике. Недостаточная связность и беглость. Понимает содержание текста за исключением некоторых деталей. Выделяет значимую информацию. Справляется с 2/3 заданий к тексту. | хорошо |
| Текст воспринимается с трудом из-за значительного количества фонетических ошибок. Интонация обусловлена влиянием родного языка. Нарушение ритма, много пауз. Понимает основное содержание текста. Слабо владеет навыками детального понимания. Не может выделить запрашиваемую информацию. Справляется более чем с 1/2 (60%) заданий к тексту. | удовлетворительно |

| | |
|---|---------------------|
| Многочисленные фонетические и интонационные ошибки, приводящие к невозможности воспринимать текст. Слабо понимает содержание прочитанного. Не может выделить значимую информацию. Справляется менее чем с 1/2 (60%) заданий к тексту. | неудовлетворительно |
|---|---------------------|

Шкала и критерии оценивания сочинения:

| Критерии | | Максимум баллов |
|---|-------------------|-----------------|
| тема раскрыта | | 3 |
| объем сочинения | | 3 |
| использована изученная лексика | | 3 |
| использованы изученные грамматические структуры | | 3 |
| ошибки на правописание | | 2 |
| грамматические ошибки | | 3 |
| Итого максимум | | 17 |
| Оценка | Количество баллов | |
| отлично | 15-17 | |
| хорошо | 13-14 | |
| удовлетворительно | 10-12 | |
| неудовлетворительно | менее 10 | |

Шкала и критерии оценивания аудирования:

| Критерии | Оценка |
|---|---------------------|
| Студент детально понимает содержание аудио-текста. Выделяет значимую/запрашиваемую информацию. Справляется со всеми установочными заданиями. | отлично |
| Студент понимает содержание аудио-текста. Выделяет значимую/запрашиваемую информацию. Справляется с 2/3 заданий. Допускает не более 1-2 смысловых ошибок (искажение, опущение, добавление информации) при ответе на вопросы к прослушанному тексту. | хорошо |
| Студент слабо понимает основное содержание аудио-текста, справляется не менее чем с 1/2 заданий. Слабо выделяет значимую/запрашиваемую информацию. Допускает не более 4 смысловых ошибок (искажение, опущение, добавление информации) при ответе на вопросы к прослушанному тексту. | удовлетворительно |
| Студент не понимает содержания аудио-текста, справляется менее чем с 1/2 заданий. | неудовлетворительно |

Шкала и критерии оценивания дискуссии:

| Критерии | Оценка |
|---|---------------------|
| Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации. | отлично |
| Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях. | хорошо |
| Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена. | удовлетворительно |
| Коммуникативная задача не решена. Реакции на реплики отсутствуют. | неудовлетворительно |

| | |
|---|--|
| Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности. | |
|---|--|

Шкала и критерии оценивания реферирования:

| Критерии | Оценка |
|---|---------------------|
| Цели реферирования и коммуникации достигнуты в полной мере; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более трех коммуникативно незначимых ошибок. Реферирование текста осуществлено в полном объеме. | отлично |
| Цели реферирования и коммуникации достигнуты в общем; допущено не более двух–трех полных коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок. Реферирование текста осуществлено в полном объеме | хорошо |
| Главные цели реферирования и коммуникации достигнуты частично; допущено не более пяти полных коммуникативно значимых ошибок пяти коммуникативно незначимых ошибок. Реферирование текста осуществлено в основном. | удовлетворительно |
| Главные цели реферирования и коммуникации не достигнуты; допущено более пяти полных коммуникативно значимых ошибок и более шести коммуникативно незначимых ошибок. | неудовлетворительно |

2 Список вопросов и (или) заданий для проведения промежуточной аттестации

Итоговым испытанием в каждом семестре (7,8 семестры) является экзамен. Оценка за итоговое испытание составляет часть общей оценки за работу в течение семестра.

На экзамене проверяется сформированность компетенций ОПК-1 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях (И-ОПК-1_3 – Адекватно использует в речевой деятельности знания об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации изучаемого иностранного языка); ОПК-3 Способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения (И-ОПК-3_1 - Адекватно интерпретирует коммуникативные цели высказывания, полно выявляет релевантную информацию, адекватно идентифицирует принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения; И-ОПК-3_2 - Адекватно использует лексико-грамматические и фонетические средства организации целого текста с соблюдением семантической, коммуникативной и структурной преемственности между частями устного и /или письменного высказывания); ОПК-4 Способен осуществлять межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения (И-ОПК-4_1 - Использует базовые методы и приемы различных типов устной и письменной коммуникации на изучаемом языке в общей и профессиональной сферах; И-ОПК-4_2 - Ведет корректную устную и письменную коммуникацию на основном изучаемом языке; И-ОПК-4_3- Корректно использует модели типичных социальных ситуаций и этикетные формулы, принятые в устной и письменной межкультурной коммуникации).

В зависимости от уровня сформированности каждого элемента компетенции по окончании освоения дисциплины студенту выставляется оценка.

Оценка «отлично» выставляется студенту, у которого формируемые дисциплиной элементы компетенций ОПК-1, ОПК-3 и ОПК-4 сформированы на высоком уровне.

Оценка «хорошо» выставляется студенту, у которого формируемые дисциплиной элементы компетенции ОПК-1, ОПК-3 и ОПК-4 сформированы не ниже, чем на продвинутом уровне.

Оценка «удовлетворительно» выставляется студенту, у которого формируемые дисциплиной элементы компетенции ОПК-1, ОПК-3 и ОПК-4 сформированы не ниже, чем на пороговом уровне.

Оценка «неудовлетворительно» выставляется студенту, у которого формируемые дисциплиной элементы компетенции ОПК-1, ОПК-3 и ОПК-4 сформированы ниже, чем на пороговом уровне.

Экзамен состоит из двух этапов: письменного и устного.

Первый (письменный) этап проводится до начала экзамена. Он включает:

1. Реферирование русскоязычной статьи на английском языке
2. Лексическо-грамматический тест

Второй этап - устный экзамен. Он включает в себя:

1. Лингвостилистический анализ и перевод фрагмента текста из художественной литературы, объем 2500 - 3000 п.зн.
2. Беседа по пройденной теме.

Каждый пункт экзаменационного испытания оценивается отдельно. Итоговая экзаменационная оценка представляет собой средний результат.

Структура экзамена (7 семестр)

Статья для реферирования

Пора хвалить

Игорь Садреев

Главный редактор Esquire

«Дефицит оптимизма, как нехватка в организме витамина С, подкосил меня и большинство моих знакомых. И случилось это не в последний зимний месяц, пережить который всегда готовишься заранее, и всегда безрезультатно, а гораздо раньше.

Новости бывают плохие и еще хуже — только так. Если про политику, значит, опять кого-то объявили врагом народа, к кому-то пришли с обыском, поймали на взятке или нашли дом в Майами. Если про экономику, значит, опять что-то падает, а очередное дно оказалось лишь ступенькой в бездну. Если про культуру, значит, что-то опять запретили. К плохим новостям мы привыкли настолько, что и в хороших теперь видится только насмешка, исключение, подтверждающее правило, и настроение портится еще сильнее.

«Из всех природных сил жизненная сила не передается» — застряла в моей голове фраза из отчаянного, полного злобы к самому себе эссе Фрэнсиса Скотта Фицджеральда, которое Esquire опубликовал в январском номере. Тогда я решил поставить мысленный эксперимент и через силу найти что-нибудь хорошее. Ничего дельного из этой затеи не выходило до тех пор, пока я не наткнулся на исследование финских ученых из Университета Ювяскюля. Они выдвинули тезис о том, что регулярные занятия спортом во взрослом возрасте не влияют на продолжительность жизни — все зависит от генетической предрасположенности. Сперва исследователи заставляли заниматься спортом лабораторных крыс — продолжительность жизни сократилась у них на 16%, по сравнению с теми, кто вел обычный образ жизни. Затем проверили на людях, сопоставив данные близнецов одного пола, — результат схожий.

Представьте, что об открытии финских ученых читает человек, который купил спортивный абонемент, но за полгода наведлся к беговой дорожке и гантелям раза три — что чисто математически делает эти посещения дорожке недельного отдыха на море.

В общем, я погрузился в научные журналы в поисках других хороших новостей.

Оказалось, что исследователи из Чепменского университета в Калифорнии, изучив 60 058 гетеросексуальных мужчин и женщин, пришли к выводу, что количество сексуальных партнерш у людей с лишним весом больше, чем у остальных. Ученые из Университета Техаса на основе данных 3724 мужчин обнаружили, что те из них, кто пьют не меньше двух чашек кофе в день, реже страдают эректильной дисфункцией. Международная группа под руководством сотрудников Китайской академии медицинских наук, проанализировав 487 375 человек, заключила, что употребление острой пищи существенно снижает риск преждевременной смерти.

Хороших новостей становилось все больше. Из корейского Университета Конкук сообщали, что разница в росте позитивно сказывается на уровне счастья в семье.

В Университете Монтаны спешили уведомить, что прогулки на свежем воздухе спасают от депрессии. Плимутский университет докладывал, что даже три минуты игры в тетрис снижают тягу к наркотикам и алкоголю. А психологи из Университета Британской Колумбии в Канаде как раз вовремя поняли, что размер дохода не влияет на уровень ежедневного счастья.

Напоследок я заглянул еще в список лауреатов Шнобелевской премии за 2015 год: сведения о мочеиспускании млекопитающих, походе куриц и диагностике аппендицита при помощи «лежачих полицейских», конечно, не заставили по-новому взглянуть на себя, но все равно стало лучше. Так и выяснилось, что современная наука не только делает важные открытия, объясняет законы мироздания и двигает вперед прогресс, но и работает коллективным психотерапевтом, утешая человечество, страдающее от всего на свете.

Если учесть, что в научном мире всегда найдется пара-тройка свежих новостей хотя бы от британских ученых, есть надежда дотянуть до весны».

Лексико-грамматический тест:

GRAMMAR

1 Complete the sentences with the correct form of the verb in brackets.

Example: How many CDs have you got (got) in your collection?

1 Betty isn't very good at DIY, so last year she _____ her house _____ (decorate) by a painter.

2 I'm upset because Agatha isn't here yet and I _____ (wait) for two hours.

3 Karl _____ (be) given a new job in marketing.

4 _____ he _____ (have to) start work at 7.00?

5 I was watching TV when I _____ (hear) a strange noise outside in the garden.

6 You _____ (not have) time to go to the cinema tonight – you need to study.

7 James _____ (work) for the company for 20 years when he finally received a pay rise.

8 It _____ (say) that getting enough sleep is a very important part of staying healthy.

9 I wish I _____ (know) how to help you, but I'm afraid I don't know how to fix computers.

10 There are thought _____ (be) tribes living in the Amazon that no one has ever contacted.

11 While my brother _____ (ride) his bike to school, he had a minor accident.

12 Would you rather we _____ (have) Chinese food tonight?

13 If only Ian _____ (be) a little happier. It makes me sad to know that he doesn't like his new school.

14 If only you _____ (not forget) to close the windows, the rain wouldn't have come in.

15 The weather _____ (expect) to be mild and rainy this summer.

16 We'd rather you _____ (not borrow) money for university. We're happy to pay for you to go.

2 Underline the correct word(s).

Example: I lost my wallet, so / *because* I had to phone the bank and cancel my credit card.

1 He's stopped working *due to* / *since* he turned 70 last year.

2 Warren is *understood to* / *understood* have driven to Mexico on a motorcycle with a suitcase full of money.

3 *It's seem* / *It seems* that we no longer need to worry about Adam. He got a job and he's going to marry Louisa.

4 He was late for the interview and *owing* / *consequently*, he didn't get the job.

5 We had to work quietly *so that* / *so as not to* wake the children.

6 We worked hard to prepare the garden for the party. *As a result* / *Nevertheless*, it looked beautiful and everyone enjoyed being outdoors.

7 Brian's *sure* / *bound to* come back home when he realizes he's left his mobile phone here.

8 Brad *can't* / *should* be in Tunis now. It's a four-hour flight, and he left about four hours ago.

9 Marsela *unlikely* / *won't* be here until after lunch.

10 We *used* / *would* go skiing in the Alps every winter.

11 *Apparently* / *According* Fred is going to buy a house in Manchester.

12 We'll *probably* / *probably be* go on holiday to California next August.

3 Complete the sentences with the correct word(s).

Example: They say you should get eight hours of sleep every night, but I usually get about six.

~~They~~ They're Their

1 My brother and I give _____ a box of chocolates every year on our birthdays.
another each other by one another

2 I need to spend some time _____ every day. I need time to think and to relax on my own.
ourselves yourself by myself

3 Could you get Mario _____ and see me this afternoon, please?
coming come to come

4 It's _____ late and I need to go home.
get getting gets

5 Rarely _____ so happy. The interview went perfectly and they offered me the job!
have been I have been have I been

6 _____ can use your computer for video conferencing, and it's free.
One Each other You

7 _____ all have problems remembering things sometimes.
One We Ourselves

8 **A** Did you ever _____ to living away from the seaside?

B Not really. Actually, I really miss walking on the beach every day.
get use get used to get use

9 _____ we got to the shopping centre than all the shops closed.
As soon Sooner as No sooner had

10 I'm afraid my little sister _____ taking some sweets from the shop.
got someone caught got caught was got caught

11 Never _____ such a terrible, shocking story.
I have heard have I heard I heard

12 Not until someone tells me _____ who wrote the letter.
will I know do I know I know

VOCABULARY

4 Underline the odd word out.

Example: mumble slam scream giggle

1 idiom collocation synonym orthography

2 benefits a rise salary skills

3 got rid of praised dumped broke up with

4 monotonous tedious redundant repetitive

5 colleague career profession job

6 thought-provoking competitive gripping intriguing

7 yell splash slurp drip

8 affluent well-off penniless loaded

9 creak sigh groan stammer

10 bang crash crunch whistle

5 Complete the sentences with one word.

Example: Don't put off going to college. If you wait, it may be too late.

1 I didn't know which way to go at the junction, so I just went with my _____ feeling and turned right.

2 It's best to meet your problems _____ on and solve them before they get worse.

3 If you spend too much money, you're living beyond your _____.

4 Lilly was very lucky to get a _____ to study abroad, otherwise she wouldn't have been able to afford it.

5 A _____-fisted person is not generous with money.

6 A _____ is a frequent combination of words. Often they are the only possible combination to express a concept, like light snow.

7 The hospitals were struggling to cope with the number of _____ as the fighting got more and more intense between the army and the rebels.

8 Allen loves living in Barcelona. He's having the time of his _____.

9 If you keep trying, it's only a matter of _____ before you find a job.

10 When you _____ money, you put it into your bank account.

6 Underline the correct word(s).

Example: The book made me laugh. The writing was really witty / moving.

1 If you get some *qualifications* / *benefits*, then you'll probably get a better job.

2 What's got *on* / *into* Pat? She seems very upset.

3 I'm going to get a new car next month, but for the time *being* / *now* I'm taking the bus.

4 You have to teach kids that they can't always get their *own way* / *together*. Sometimes you have to do what someone else wants you to do.

5 I find it hard to work in a team where people *refuse* / *seem* to compromise and everything has to be done their way.

6 I wish more people were as sensible and *quick* / *down to earth* as you are. It would make life a lot easier.

7 I wanted to be a cartographer when I was little, but I *changed* / *swapped* my mind at secondary school and decided to be a psychologist.

8 Lucy and Robert are getting *on* / *along* really well. They're really happy together.

9 I need to get *around* / *back* home by midnight. I have an early start tomorrow.

10 It took George a long time to get *over* / *anywhere* losing his job, but now that he's working again, he's happy.

7 Complete the words in the sentences.

Example: The book was really fast-moving and full of action, so it didn't take me long to finish it.

1 My husband is very s _____: he decided on Saturday morning that we should go to Wales for the weekend and we were on the road an hour later!

- 2 When you buy furniture from IKEA, it's best to follow the assembly instructions to the l _____ if you don't want to waste your time.
- 3 A story that makes you feel sad is d _____.
- 4 He thinks very highly of himself for no reason and he really looks d _____ on other people in the office.
- 5 I did a lot of u _____ work as a volunteer but now I really need to find job that pays my bills.
- 6 Manuel speaks English without an accent, it's hard to believe that his mother t _____ is actually Spanish.
- 7 There was this gorgeous strawberry cheesecake in the café and just couldn't resist the t _____ to buy one.
- 8 If you want to become a children's book writer you need to have a very v _____ imagination first of all.
- 9 You can all go back to the building now, there is no i _____ danger anymore.
- 10 Roman soldiers wore a h _____ to protect their heads from injury.

Текст для лингвостилистического анализа и перевода

Katherine Mansfield An Ideal Family

That evening for the first time in his life, as he pressed through the swing door and descended the three broad steps to the pavement, old Mr. Neave felt he was too old for the spring. Spring—warm, eager, restless—was there, waiting for him in the golden light, ready in front of everybody to run up, to blow in his white beard, to drag sweetly on his arm. And he couldn't meet her, no; he couldn't square up once more and stride off, jaunty as a young man. He was tired and, although the late sun was still shining, curiously cold, with a numbed feeling all over. Quite suddenly he hadn't the energy, he hadn't the heart to stand this gaiety and bright movement any longer; it confused him. He wanted to stand still, to wave it away with his stick, to say, "Be off with you!" Suddenly it was a terrible effort to greet as usual—tipping his wide-awake with his stick—all the people whom he knew, the friends, acquaintances, shopkeepers, postmen, drivers. But the gay glance that went with the gesture, the kindly twinkle that seemed to say, "I'm a match and more for any of you"—that old Mr. Neave could not manage at all. He stumped along, lifting his knees high as if he were walking through air that had somehow grown heavy and solid like water. And the homeward-looking crowd hurried by, the trams clanked, the light carts clattered, the big swinging cabs bowled along with that reckless, defiant indifference that one knows only in dreams...

It had been a day like other days at the office. Nothing special had happened. Harold hadn't come back from lunch until close on four. Where had he been? What had he been up to? He wasn't going to let his father know. Old Mr. Neave had happened to be in the vestibule, saying good-bye to a caller, when Harold sauntered in, perfectly turned out as usual, cool, suave, smiling that peculiar little half-smile that women found so fascinating.

Ah, Harold was too handsome, too handsome by far; that had been the trouble all along. No man had a right to such eyes, such lashes, and such lips; it was uncanny. As for his mother, his sisters, and the servants, it was not too much to say they made a young god of him; they worshipped Harold, they forgave him everything; and he had needed some forgiving ever since the time when he was thirteen and he had stolen his mother's purse, taken the money, and hidden the purse in the cook's bedroom. Old Mr. Neave struck sharply with his stick upon the pavement edge. But it wasn't only his family who spoiled Harold, he reflected, it was everybody; he had only to look and to smile, and down they went before him. So perhaps it wasn't to be wondered at that he expected the office to carry on the tradition. H'm, h'm! But it couldn't be done. No business—not even a successful, established, big paying concern—could be played

with. A man had either to put his whole heart and soul into it, or it went all to pieces before his eyes...

And then Charlotte and the girls were always at him to make the whole thing over to Harold, to retire, and to spend his time enjoying himself. Enjoying himself! Old Mr. Neave stopped dead under a group of ancient cabbage palms outside the Government buildings! Enjoying himself! The wind of evening shook the dark leaves to a thin airy cackle. Sitting at home, twiddling his thumbs, conscious all the while that his life's work was slipping away, dissolving, disappearing through Harold's fine fingers, while Harold smiled...

Перечень экзаменационных тем для беседы:

- Self-portrait
- Nice work
- Changing language
- Do you remember...
- Don't get mad, get even
- History in the making
- Sounds interesting
- From cover to cover
- One thing at a time
- A material world

Структура экзамена (8 семестр)

Статья для реферирования

Ученые раскрыли секрет нелюбви женщин к спорту

МОСКВА, 6 мая – РИА Новости.

Мужчины чаще интересуются спортом и занимаются им, а женщины, наоборот, избегают его, по эволюционным причинам – эволюция толкала мужчин в сторону соперничества с окружающими, а женщин – в сторону кооперации с ними, говорится в статье, опубликованной в журнале Evolutionary Behavioral Sciences.

Спорт достаточно долгое время считался развлечением и делом мужчин, и только в последние годы спортивные функционеры, политики и сторонники равноправия полов начали активно бороться с дискриминацией женщин. С другой стороны, практически любой мужчина сталкивался с тем, что его супруга, дочери и мать не интересуются спортом и не понимают, зачем он нужен.

Роберт Динер (Robert Deaner) из университета Гранд-Уэлли в Аллендейле (США) и его коллеги попытались выяснить, чем вызываются подобные различия в частоте занятий спортом между женщинами и мужчинами.

Для этого ученые проанализировали данные, собранные авторами нескольких сотен научных работ, посвященных участию женщин и мужчин в различных спортивных дисциплинах в самых разных странах мира, и проверили несколько гипотез, объясняющих "спортивные" различия между полами.

Как показал этот анализ, во всех странах мира и почти во всех видах спорта мужчины примерно в два раза чаще занимаются или интересуются спортом, вне зависимости от того, насколько сильно женщины чувствовали себя ущемленными в своих правах и возможностях заниматься или смотреть игры и состязания. Это означает, по мнению Динера и его коллег, что относительно небольшое число женщин, занимающихся спортом, объясняется не их дискриминацией, а тем, что спорт им просто не интересен.

Почему это происходит? Этому есть несколько объяснений, связанных с тем, как проходила биологическая и социальная эволюция человека. Как отмечают ученые, в прошлом мужчинам приходилось демонстрировать свои охотничьи или воинские навыки для того, чтобы привлекать внимание женщин, конкурируя с другими особями мужского пола, и подобные инстинкты могут толкать сегодня мужчин на участие в спортивных соревнованиях.

Следы этого, по словам Динера и его коллег, можно найти еще на внутриутробном этапе развития человека – организм матери снабжает будущего сына совершенно другими гормонами, нежели дочерей. Как показывают наблюдения социологов, даже переход на одинаковое воспитание мальчиков и девочек не способен стереть эти биологические различия.

Руководствуясь этими соображениями, авторы статьи сделали вывод, что различия в участии и интересе к спорту между мужчинами и женщинами обусловлены не дискриминацией или различиями в социализации, а биологическими и эволюционными причинами.

Поэтому, по их мнению, некоторые положения законов, касающихся равного участия мужчин и женщин в спорте, следует пересмотреть. Как признают исследователи, подобное заявление, скорее всего, встретит острое неприятие среди политиков и борцов за равноправие полов, и поэтому можно ожидать продолжения этой дискуссии в ближайшее время.

Лексическо-грамматический тест:

GRAMMAR

1 Complete the sentences with the correct form of the verb in brackets.

Example: If I been watching (be watching) the game properly, I would have seen Sven score the goal.

- 1 How long _____ you and Stan _____ (be going out)?
- 2 Darren _____ (have to) work late last Friday night.
- 3 I was watching TV when the telephone _____ (ring).
- 4 We _____ (not used to) see many people at this beach, but now it's very crowded.
- 5 It _____ (be) announced by a company spokesman that the new factory will not open until next year.
- 6 Could you get someone _____ (help) us with some work in the office?
- 7 I wish that I _____ (not give) Peter my phone number.
- 8 I'd rather you _____ (wait) here for Jan to come back.
- 9 I would _____ (plan) a party if I had known it was your birthday.
- 10 You wouldn't be in a rush now if you _____ (wake up) earlier this morning.
- 11 Did you see some kids _____ (play) football in the park yesterday afternoon?
- 12 You seem _____ (be) working really hard lately. Don't you think you should have a holiday?
- 13 I started listening to this kind of music while I _____ (live) in Cambodia.
- 14 I felt really angry when I _____ (see) the email that Ruth had sent.

2 Complete the sentences with one word.

Example: I went to Madrid in order to learn to play the guitar.

- 1 We had a good holiday even _____ it rained quite a lot.
- 2 In _____ of not having a map, the walkers managed to find their way out of the mountains.
- 3 _____ to the newspaper, all the trains have been cancelled next week.
- 4 When I was little, my dad _____ always cook a big breakfast on Saturday morning.
- 5 Luis can't _____ heard my message. Otherwise he would have phoned.
- 6 Not _____ is it raining, the car also won't start.
- 7 I don't have time to play golf with Andrew. In _____ case, I don't even know how to play.

- 8 I've lost my wallet with the tickets in it. In other _____, we can't go to the concert.
- 9 We _____ to have asked Muriel to look at the laptop. She knows all about computers.
- 10 I can _____ garlic cooking. Is someone in the kitchen making dinner?
- 11 I don't like going to the pub, but Robert _____.
- 12 Gabriel loves sports and Jane even more _____.
- 13 My new car cost three times as _____ as my last one.
- 14 There were so _____ people waiting to see Harry that we couldn't get through the crowd.

3 Complete the sentences with the correct word(s).

Example: I've started running every day because I want to enter the London marathon.

owing because due to

- 1 You've got such a bad cold – you really need to look after _____.

you yourself one

- 2 The villagers _____ have left the area because they had difficulty growing food.

are thought may understood to

- 3 We're _____ find a petrol station soon. We've been driving for three hours.

sure must bound to

- 4 Not until I've saved enough money _____ leave home and try to find my own flat.

I will will I I'll

- 5 As I was _____, if we can borrow a DVD player, we'll be able to watch the film.

saying said to say

- 6 Please let me _____! I'm sure you have more work to do than I have.

to help helping help

- 7 It looks _____ Myron has finally learned to play the violin.

as if that though

- 8 We would rather _____ on holiday in August, but we had to wait until September.

In the end, we had a great time.

our have gone that we go

- 9 _____ I need is four extra hours in the day.

What It's The reason

- 10 I don't really like loud music, but Stephen _____.

doesn't is does

- 11 It's _____ more difficult to find a good job these days.

more than more and the

- 12 Could you wash these _____ cups, please?

coffee's coffee coffee of

VOCABULARY

4 Read the definitions and complete the words.

Example: very funny = hilarious

- 1 an alternative medicine that helps people with back pain = **c** _____
- 2 formal word for 'vocabulary' = **l** _____
- 3 a group of words whose meaning is different from the meaning of the individual words, for example *it was a piece of cake* (= it was easy) = an **i** _____
- 4 listen to someone speaking and write down their words = to **t** _____
- 5 monotonous, boring = **t** _____
- 6 speak in a very soft voice = to **w** _____
- 7 a legal agreement where the bank lends you money to buy a house = a **m** _____
- 8 money that a bank lends and somebody borrows = a **l** _____
- 9 remove from power using force = to **o** _____
- 10 put off until later = to **p** _____

5 Complete the sentences with the correct word(s).

Example: I'm reading a very depressing book, and so I keep crying in public.
haunting witty ~~depressing~~

- 1 Every time a boy walked past them, the girls started _____.
giggling clicking buzzing
- 2 Working as a dog groomer might not pay that well, but it's a very _____ job.
unpaid contract rewarding
- 3 What's the name of Stuart's wife? It on the tip of my _____.
heart tongue head
- 4 My uncle is really intolerant and _____ - _____. That's probably why he hasn't got many friends and why his wife left him.
narrow-minded well-behaved high-risk
- 5 If it was _____ to me, I'd go on holiday to Sicily twice a year.
go up prefer
- 6 I got the _____ that he was not interested in what we had to say.
way act impression
- 7 I've just started a new _____ working as a manager in a fast food restaurant.
job profession qualification
- 8 The two armies agreed on a _____ for Christmas.
treaty revolution ceasefire
- 9 I arrived about an hour before the meeting, so I _____ some time looking in the shops near the station.
gave killed made
- 10 My parents got a real _____ when they saw my picture in the newspaper. I hadn't told them that I was going to join the peaceful demonstration.
chance joke shock

6 Underline the correct word.

Example: It's the summer holidays, so I've got time on my *hands* / *head*.

- 1 I've lost my job, so for a few months we'll have to get *by* / *back* on my wife's salary.
- 2 The door made a *mumble* / *click* when it closed.
- 3 The troops *captured* / *withdrew* more than 500 enemy soldiers.
- 4 Each guard standing outside of the building held a machine *cannon* / *gun* and stood very still and straight.
- 5 I don't like modern art, but I quite like *abstract* / *still* paintings
- 6 Could you please take some money *outside* / *out* of my wallet and go to the shop for some teabags?
- 7 There's no harm in telling a *grey* / *white* lie every now and again.
- 8 Our dog always *roars* / *barks* furiously at anyone who walks past the gate.
- 9 Look, here's some *chopped* / *sliced* bread. Let's make sandwiches.
- 10 For dessert, I plan to serve ice cream with *melted* / *poached* chocolate on top.

7 Complete the sentences with one word made from the word in brackets.

Example: In many countries, smoking has been outlawed (law) in public places.

- 1 We had a big _____ (celebrate) for my uncle's 75th birthday.
- 2 When we finished university, Axel and I formed a _____ (partner) and started our own business.
- 3 _____, (apparent) Luke wants to quit his job and move to Bolivia.
- 4 After the crash, the _____ (wound) were taken to the local hospital for treatment.
- 5 A famous _____ (history) visited our school and told us a lot of stories about the past.
- 6 Many animals are fighting for _____ (survive) as humans continue to destroy the environment.
- 7 At the school disco, the boys _____ (number) the girls. There were three times as many boys.

8 I'm afraid we _____ (estimate) how popular the tour would be. One thousand two hundred people asked to join, but we only have 100 places.

9 The villa has an _____ (door) tennis court so we can only play if it isn't raining or too hot.

10 After my illness, it took me several weeks to get back my _____ (strong).

Текст для лингвостилистического анализа

HER FIRST BALL

K. Mansfield

Exactly when the ball began Leila would have found it hard to say. Perhaps her first real partner was the cab. It did not matter that she shared the cab with the Sheridan girls and their brother. She sat back in her own little corner of it, and the bolster on which her hand rested felt like the sleeve of an unknown young man's dress suit; and away they bowled, past waltzing lamp-posts and houses and fences and trees.

"Have you really never been to a ball before, Leila? But, my child, how too weird—" cried the Sheridan girls.

"Our nearest neighbour was fifteen miles," said Leila softly, gently opening and shutting her fan.

Oh dear, how hard it was to be indifferent like the others! She tried not to smile too much; she tried not to care. But every single thing was so new and exciting... Meg's tuberose, Jose's long loop of amber, Laura's little dark head, pushing above her white fur like a flower through snow. She would remember for ever. It even gave her a pang to see her cousin Laurie throw away the wisps of tissue paper he pulled from the fastenings of his new gloves. She would like to have kept those wisps as a keepsake, as a remembrance. Laurie leaned forward and put his hand on Laura's knee.

"Look here, darling," he said. "The third and the ninth as usual. Twig?"

Oh, how marvellous to have a brother! In her excitement Leila felt that if there had been time, if it hadn't been impossible, she couldn't have helped crying because she was an only child, and no brother had ever said "Twig?" to her; no sister would ever say, as Meg said to Jose that moment, "I've never known your hair go up more successfully than it has to-night!"

But, of course, there was no time. They were at the drill hall already; there were cabs in front of them and cabs behind. The road was bright on either side with moving fan lights, and on the pavement gay couples seemed to float through the air; little satin shoes chased each other like birds.

"Hold on to me, Leila; you'll get lost," said Laura.

"Come on, girls, let's make a dash for it," said Laurie.

Leila put two fingers on Laura's pink velvet cloak, and they were somehow lifted past the big golden lantern, carried along the passage, and pushed into the little room marked "Ladies." Here the crowd was so great there was hardly space to take off their things; the noise was deafening. Two benches on either side were stacked high with wraps. Two old women in white aprons ran up and down tossing fresh armfuls. And everybody was pressing forward trying to get at the little dressing-table and mirror at the far end.

A great quivering jet of gas lighted the ladies' room. It couldn't wait; it was dancing already. When the door opened again and there came a burst of tuning from the drill hall, it leaped almost to the ceiling.

Dark girls, fair girls were patting their hair, tying ribbons again, tucking handkerchiefs down the fronts of their bodices, smoothing marble-white gloves. And because they were all laughing it seemed to Leila that they were all lovely.

"Aren't there any invisible hair hair-pins?" cried a voice. "How most extraordinary! I can't see a single invisible hair-pin."

"Powder my back, there's a darling," cried someone else.

"But I must have a needle and cotton. I've torn simply miles and miles of the frill," wailed a third.

Перечень экзаменационных тем для беседы:

1. Change your life
2. Can't give it up
3. Quite interesting
4. A beautiful idea
5. Doctor's orders
6. Traveller or tourist
7. Animal planet
8. How to eat out...and in
9. Where do I belong
- 10. A good sport**

Шкала и критерии оценивания реферирования:

| Критерии | Оценка |
|---|---------------------|
| Цели реферирования и коммуникации достигнуты в полной мере; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более трех коммуникативно незначимых ошибок. Реферирование текста осуществлено в полном объеме. | отлично |
| Цели реферирования и коммуникации достигнуты в общем; допущено не более двух-трех полных коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок. Реферирование текста осуществлено в полном объеме | хорошо |
| Главные цели реферирования и коммуникации достигнуты частично; допущено не более пяти полных коммуникативно значимых ошибок пяти коммуникативно незначимых ошибок. Реферирование текста осуществлено в основном. | удовлетворительно |
| Главные цели реферирования и коммуникации не достигнуты; допущено более пяти полных коммуникативно значимых ошибок и более шести коммуникативно незначимых ошибок. | неудовлетворительно |

Шкала и критерии оценивания лексическо-грамматического теста:

| Критерии | Оценка |
|------------------|---------------------|
| 0-1 ошибка | отлично |
| 2-4 ошибки | хорошо |
| 5-7 ошибок | удовлетворительно |
| 8 ошибок и более | неудовлетворительно |

Шкала и критерии оценивания лингвостилистического анализа текста:

| Критерии | Оценка |
|---|-------------------|
| Дан полный, развернутый анализ текста; студент свободно оперирует понятиями, терминами, персоналиями; в ответе прослеживается четкая структура, выстроенная в логической последовательности; ответ изложен литературным грамотным иностранным языком; на все вопросы преподавателя, в том числе дополнительные, студент дал четкие, аргументированные ответы, показывая умение выделять существенные и несущественные моменты материала | отлично |
| Дан полный, развернутый анализ текста; ответ четко структурирован, выстроен в логической последовательности, изложен литературным грамотным языком; однако были допущены неточности в определении понятий, персоналий, терминов; на дополнительные вопросы были даны неполные или недостаточно аргументированные ответы | хорошо |
| Выполнен неполный анализ; логика и последовательность изложения имеют | удовлетворительно |

| | |
|---|---------------------|
| нарушения, допущены серьезные лексические и грамматические ошибки в иноязычной речи; в ответе отсутствуют интересные примеры, доказательные выводы; сформированность умений показана слабо; на дополнительные вопросы даны неточные или не раскрывающие сути проблемы ответы | |
| Выполнен некачественный анализ, логика и последовательность изложения имеют существенные нарушения, при анализе допущены существенные лексические, грамматические, фонетические ошибки; в ответе отсутствуют выводы, сформированность умений не показана; студент отказывается отвечать на дополнительные вопросы, что свидетельствует о непонимании анализируемого текста. | неудовлетворительно |

Шкала и критерии оценивания беседы по теме:

| Критерии | Оценка |
|---|---------------------|
| Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации. | отлично |
| Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях. | хорошо |
| Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена. | удовлетворительно |
| Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности. | неудовлетворительно |

Приложение №2 к рабочей программе дисциплины «Углубленный курс английского языка»

Методические указания для студентов по освоению дисциплины

В процессе изучения иностранного языка в вузе студент должен:

- осуществлять серьезную, систематическую и упорную работу по овладению языком, ожидая успеха лишь при регулярных занятиях;
- помнить, что самостоятельная работа – неотъемлемая часть освоения дисциплины, без которой аудиторная работа под руководством преподавателя будет менее эффективна. Регулярное использование ресурсов интернета и периодических изданий позволит повысить собственную языковую культуру.
- постоянно пополнять собственный словарный запас. Овладение лексикой предполагает формирование лексического навыка, а формирование лексического навыка, в свою очередь, предполагает овладение произнесением, написанием нового слова, правилами его соотнесения с другими лексическими единицами языка;
- развивать умение самостоятельно совершенствовать владение английским языком и готовность к самообразованию;
- изучать рекомендуемую основную и дополнительную литературу по углубленному курсу английского языка и новейшие публикации периодической печати при подготовке к занятиям;
- выполнять контрольные самостоятельные заданий;
- самостоятельно изучать отдельные темы по заданию или рекомендации преподавателя;
- читать художественную и публицистическую литературу на иностранном языке, изыскивать возможности к общению с носителями языка (семинары и встречи в Домах дружбы, переписка, участие в интернет-форумах);
- развивать в себе стремление к спонтанному, добиваясь ясного и четкого выражения мысли;
- проявлять уважение к своим преподавателям и поддерживать с ними деловой контакт, выполняя их советы и рекомендации.
- уметь работать в команде в рамках выполнения коммуникативных, проектных и пр. заданий.

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине

В качестве учебно-методического обеспечения рекомендуется использовать литературу, указанную в разделе № 8 данной рабочей программы.

Для самостоятельного подбора литературы в библиотеке ЯрГУ рекомендуется использовать:

1. Личный кабинет (http://lib.uniyar.ac.ru/opac/bk_login.php) дает возможность получения on-line доступа к списку выданной в автоматизированном режиме литературы, просмотра и копирования электронных версий изданий сотрудников университета (учеб. и метод. пособия, тексты лекций и т.д.) Для работы в «Личном кабинете» необходимо зайти на сайт Научной библиотеки ЯрГУ с любой точки, имеющей доступ в Internet, в пункт меню «Электронный каталог»; пройти процедуру авторизации, выбрав вкладку «Авторизация», и заполнить представленные поля информации.

2. Электронная библиотека учебных материалов ЯрГУ

(http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php) содержит более 2500 полных текстов учебных и учебно-методических материалов по основным изучаемым дисциплинам, изданных в университете. Доступ в сети университета, либо по логину/пароллю.

3. Электронная картотека «Книгообеспеченность»

(http://www.lib.uniyar.ac.ru/opac/bk_bookreq_find.php) раскрывает учебный фонд научной библиотеки ЯрГУ, предоставляет оперативную информацию о состоянии книгообеспеченности дисциплин основной и дополнительной литературой, а также цикла дисциплин и специальностей. Электронная картотека «Книгообеспеченность» доступна в сети университета и через Личный кабинет.