

**МИНОБРНАУКИ РОССИИ**  
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Институт иностранных языков  
Кафедра иностранных языков гуманитарных факультетов

**УТВЕРЖДАЮ**  
Директор института иностранных языков



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22 мая 2024 г.

**Рабочая программа дисциплины**  
**«Практический курс английского языка»**

Направление подготовки  
**45.03.02 Лингвистика**

Направленность (профиль)  
**«Перевод и межкультурная коммуникация»**

Форма обучения  
очная

Программа одобрена на заседании кафедры от «10» апреля 2024 года, протокол № 8	Программа одобрена НМК института иностранных языков протокол № 8 от « 17 » апреля 2024 года
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Ярославль

## 1. Цели освоения дисциплины

Целями освоения дисциплины «Практический курс английского языка» являются:

- практическая: приобретение студентами коммуникативной компетенции, уровень которой позволяет использовать иностранный язык практически как в профессиональной (производственной и научной) деятельности, так и для целей самообразования;
- образовательная: расширение кругозора студентов, повышение уровня их общей культуры и образования, а также культуры мышления, общения и речи;
- воспитательная: использование потенциала английского языка для развития у студентов готовности содействовать налаживанию межкультурных и научных связей, представлять свою страну на международных конференциях и симпозиумах, относиться с уважением к духовным ценностям других стран и народов.

## 2. Место дисциплины в структуре образовательной программы

Данная учебная дисциплина относится к обязательной части образовательной программы и изучается в 1-5-м семестрах.

Изучение дисциплины базируется на первичных знаниях, умениях и навыках, сформированных в ходе освоения студентами иностранного языка в школе.

В дальнейшем изучение английского языка будет продолжено в курсе таких дисциплин, как «Практикум по культуре речевого общения на английском языке», «Углубленный курс английского языка», «Деловая коммуникация» и «Теория и практика перевода».

## 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, ООП ВО и приобретения следующих знаний, умений, навыков и (или) опыта деятельности:

## 4. Объем, структура и содержание дисциплины

Формулируемая компетенция (код и формулировка)	Индикатор достижения компетенции (код и формулировка)	Перечень планируемых результатов обучения
<b>Универсальные компетенции</b>		
<b>УК-11</b> Способен формировать нетерпимое отношение к проявлениям экстремизма, терроризма, коррупционному поведению и противодействовать им в профессиональной деятельности.	<b>И-УК-11_2</b> Способен анализировать факты коррупционного поведения, экстремизма и терроризма и противодействовать им в профессиональной деятельности.	<b>Знать:</b> понятие коррупционного поведения, экстремизма и терроризма <b>Уметь:</b> выявлять признаки коррупционного поведения, экстремизма и терроризма <b>Владеть навыками:</b> взаимодействия в образовательной сфере и в обществе в целом на основе нетерпимого отношения к проявлениям коррупционного поведения, экстремизма и

		терроризма
<b>Общепрофессиональные компетенции</b>		
<b>ОПК-1</b> Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях	<b>И-ОПК-1_3</b> – Адекватно использует в речевой деятельности знания об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации изучаемого иностранного языка	<p><b>Знает:</b> фонетические, грамматические и лексические структуры устной и письменной речи; общую лексику и основные грамматические конструкции, обеспечивающие письменную и устную коммуникацию;</p> <p><b>Умеет</b> грамматически правильно формулировать устные и письменные высказывания на изучаемом языке</p> <p><b>Владеет:</b> навыками поиска и обработки информации произносительными навыками, навыками орфографии и пунктуации</p>
<b>ОПК-3</b> Способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения;	<p><b>И-ОПК-3_1</b> - Адекватно интерпретирует коммуникативные цели высказывания, полно выявляет релевантную информацию, адекватно идентифицирует принадлежность высказывания к официальному, нейтральному и неофициальному регистрам общения.</p> <p><b>И-ОПК-3_2</b> - 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><b>Знает:</b> особенности функциональных стилей общения</p> <p><b>Умеет:</b> читать на иностранном языке литературу общего и общенаучного назначения; переводить иноязычную литературу; работать с профессиональными текстами на иностранном языке</p> <p><b>Владеет:</b> всеми видами чтения (просмотрового, ознакомительного, изучающего, поискового); владеть навыками письма, необходимыми для разного рода переписки.</p> <p><b>Знает:</b> лексику и основные грамматические конструкции, обеспечивающие профессиональную коммуникацию в устной и письменной форме на иностранном языке</p> <p><b>Умеет:</b> писать на иностранном языке на бытовые и общенаучные темы; составлять и оформлять официальные и деловые письма, документы на иностранном языке;</p> <p><b>Владеет:</b> навыками написания текстов на иностранном языке</p>

<p><b>ОПК-4</b> Способен осуществлять межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения;</p>	<p><b>И-ОПК- 4_1</b> - Использует базовые методы и приемы различных типов устной и письменной коммуникации на изучаемом языке в общей и профессиональной сферах.</p> <p><b>И-ОПК-4_2</b> - Ведет корректную устную и письменную коммуникацию на основном изучаемом языке.</p> <p><b>И-ОПК-4_3</b>- Корректно использует модели типичных социальных ситуаций и этикетные формулы, принятые в устной и письменной межкультурной и межкультурной коммуникации</p>	<p><b>Знает:</b> культуру и традиции стран изучаемого языка,  <b>Умеет:</b> вести коммуникацию в устной и письменной форме на иностранном языке,  <b>Владеет:</b> базовыми методами и приемами различных типов устной и письменной коммуникации на изучаемом языке</p> <p><b>Знает:</b> особенности иноязычной устной и письменной коммуникации  <b>Умеет:</b> 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;  <b>Владеет:</b> навыками выражения своих мыслей и мнения на иностранном языке; навыками устной и письменной иноязычной речевой деятельности в сферах повседневного и официально-делового общения;</p> <p><b>Знает:</b> разговорные формулы этикета повседневного, делового и профессионального общения,  <b>Уметь:</b> адекватно выбирать средства коммуникации для типичных социальных ситуаций  <b>Владеть:</b> навыками использования этикетных формул в типичных социальных ситуациях</p>
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Общая трудоемкость дисциплины составляет 37 зачетных единиц, 1332 акад. часа.

№ п/п	Темы (разделы) дисциплины, их содержание	Семестр	Виды учебных занятий, включая самостоятельную работу студентов, и их трудоемкость (в академических часах)						Формы текущего контроля успеваемости  Форма промежуточной аттестации (по семестрам)  Формы ЭО и ДОТ (при наличии)
			Контактная работа						
			лекции	практические	лабораторные	консультации	аттестационные испытания	самостоятельная работа	
1	Части речи английского языка (классификация).	1		7				16	Устный опрос; практическое задание по грамматике
2	Имя существительное. Артикль.	1		7				16	Устный опрос; практическое задание по грамматике
3	Имя прилагательное. Степени сравнения.	1		6				18	Практическое задание по грамматике.
4	Местоимения. Классификация местоимений.	1		7		1		18	Практическое задание по грамматике.
5	Числительные. Классификация.	1		7				18	Практическое задание по грамматике.
6	Наречие. Степени сравнения наречий.	1		7				18	Практическое задание по грамматике.
7	Частица, междометие. Союзы и предлоги.	1		7		1		19	Практическое задание по грамматике.
							0.3	6,7	Зачет
	Итого за 1 семестр 216 часов			48		2	0.3	129,7	
8	Настоящее время. Времена Present Simple; Present Continuous, Present	2		27				55	Практическое задание по

	Perfect, Present Perfect Continuous.							грамматике
9	Прошедшее время. Времена Past Simple; Past Continuous, Past Perfect, Past Perfect Continuous; конструкция used to/would.	2		27		1	54	Практическое задание по грамматике
10	Будущее время. Времена Future Simple; Future Continuous, Future Perfect, Future Perfect Continuous.	2		26		1	54	Практическое задание по грамматике; Лексико-грамматическая работа
						0.3	6,7	Зачет
	<b>Итого за 2 семестр 252 часа</b>			<b>80</b>		<b>2</b>	<b>0.3</b>	<b>169.7</b>
11	Собеседования при приеме на работу. Лексическое значение слова и контекст. Образование вопросов в английском языке: классификация.	3		15			14	Практическое задание, словарный диктант, беседа по теме.
12	Сверхъестественное. Составные прилагательные и наречия в английском языке. Вспомогательные глаголы и случаи их употребления. Способы выражения сравнения в английском языке.	3		15		1	14	Практическое задание, словарный диктант, беседа по теме.
13	На приеме у врача. Болезни. Сравнение времен Present Perfect Simple и Present Perfect Continuous	3		15		1	14	Практическое задание, словарный диктант, беседа по теме.
14	Различия между поколениями. Одежда и мода. Субстантивированные прилагательные в английском языке. Порядок прилагательных.	3		15		1	14	Практическое задание, словарный диктант, беседа по теме.
15	Путешествия. В аэропорту. Прошедшее время: сравнение времен Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous.	3		15		1	14	Практическое задание, словарный диктант, беседа по теме.
16	Книги. Наречия, виды наречий, употребление наречий.	3		15		1	14	Практическое задание, словарный диктант, беседа по теме.
17	Экология. Погода и окружающая среда. Сравнение времен Future Perfect Future Perfect Continuous.	3		15		1	14	Практическое задание, словарный диктант, беседа по теме.
18	Риски. Фразовые глаголы с take. Условные предложения в английском	3		15		1	14	Практическое задание,

	языке: условные предложения 0 и 1 типа.							словарный диктант, беседа по теме.
19	Экстремальные ситуации и выживание. Чувства и эмоции. Экстремизм и его проявления. Условные предложения в английском языке: условные предложения 2 и 3 типа.	3		15		1	14	Практическое задание, словарный диктант, беседа по теме, передача содержания текста
20	Гнев и злость. Структуры с wish. Выражение чувств и эмоций с помощью глаголов или -ing/-ed прилагательных.	3		15		1	14	Практическое задание, словарный диктант, беседа по теме.
21	Сослагательное наклонение в английском языке.	3		10		1	14	Грамматическая работа.
					2	0.5	33,5	Экзамен
	<b>Итого за 3 семестр 360 часов</b>			<b>160</b>		<b>12</b>	<b>0.5</b>	<b>187,5</b>
22	Музыка и эмоции. Герундии и инфинитивы. Заимствованные слова.	4		28,8		2	19,6	Практическое задание, чтение, пересказ и перевод, беседа по теме.
23	Сон. Конструкции used to, be used to, get used to.	4		28,8		2	19,6	Практическое задание, беседа по теме.
24	Конфликты. Терроризм и его проявления. Модальные глаголы для выражения умозаключений. Английские слова, которые часто путают.	4		28,8		2	19,6	Практическое задание, аудирование, беседа по теме, передача содержания текста
25	Актерское мастерство. Тело и движение. Глаголы чувственного восприятия.	4		28,8		2	19,6	Практическое задание; чтение, пересказ и перевод, беседа по теме.
26	Неличные формы глагола. Герундий. Инфинитив. Причастие/Деепричастие.			28,8		2	19,6	практическое задание по грамматике
	<i>В том числе с ЭО и ДОТ</i>	4					2	<i>Лексико-грамматический тест в Moodle</i>
					2	0.5	33,5	Экзамен
	<b>Итого за 4 семестр 288 часов</b>			<b>144</b>		<b>12</b>	<b>0.5</b>	<b>131,5</b>
	<i>В том числе с ЭО и ДОТ</i>						2	
27	Закон и порядок. Противодействие коррупционному поведению.	5		18		2	18,8	Беседа по теме, сочинение,

	Пассивный залог, конструкция Complex Subject.							рендеринг текста	
28	Средства массовой информации. Косвенная речь.	5		18		2		18,8	Сочинение, чтение и перевод
29	Правда и вымысел. Реклама, бизнес-лексика. Придаточные предложения.	5		18		2		18,8	Чтение и перевод
30	Мегалополисы. Исчисляемые и неисчисляемые существительные. Образование существительных.	5		18		2		18,8	Сочинение, беседа по теме.
31	Модальные глаголы и выражения.	5		40		2		18,8	практическое задание по грамматике
						2	0.5	33,5	Экзамен
	Итого за 5 семестр 252 часов			112		12	0.5	127,5	
	ИТОГО			544		40	2,1	745,9	1332
	В том числе с ЭО и ДОТ							2	

### Содержание разделов

Раздел 1. Части речи английского языка. Классификация частей речи английского языка. Самостоятельные и служебные части речи. Характеристики самостоятельных и служебных частей речи.

Раздел 2. Имя существительное. Состав имени существительного. Классификация имен существительных по значению. Число имен существительных. Падеж имен существительных. Артикли.

Раздел 3. Имя прилагательное. Классификация имен прилагательных по составу. Степени сравнения.

Раздел 4. Местоимения. Разряды местоимений. Классификация местоимений. Основные случаи употребления и перевода местоимений. Функции местоимений в предложении.

Раздел 5. Числительные. Классификация. Количественные и порядковые числительные. Образование количественных и порядковых числительных. Особенности употребления числительных в английском языке.

Раздел 6. Наречие. Степени сравнения наречий. Употребление наречий в английском языке. Функции наречия в предложении.

Раздел 7. Частица, виды частиц, их функции в предложении. Междометие, классификация междометий, употребление междометий в английском языке. Союзы, их классификация и особенности употребления. Предлоги, их классификация и особенности употребления.

Раздел 8. Настоящее время. Present Simple, образование, случаи употребления. Present Continuous, образование, случаи употребления. Present Perfect, образование, случаи употребления. Present Perfect Continuous, образование, случаи употребления.

Раздел 9. Прошедшее время. Past Simple, образование, случаи употребления, отличие от



Present Perfect. Past Continuous, образование, случаи употребления. Past Perfect образование, случаи употребления, отличие от Past Simple и Present Perfect. Past Perfect Continuous, образование, случаи употребления; конструкция used to/would, образование, случаи употребления, отличие от Past Simple.

Раздел 10. Будущее время. Future Simple; Future Continuous, Future Perfect, Future Perfect Continuous, их образование, случаи употребления. Иные конструкции, используемые для обозначения будущего времени.

Раздел 11. Прием на работу, собеседования при приеме на работу, экстремальные интервью. Лексическое значение слова и контекст, понимание значения слова из контекста. Образование вопросов в английском языке: классификация, случаи употребления, различия в употреблении. Косвенные вопросы.

Раздел 12. Сверхъестественное. Случаи столкновения со сверхъестественным. Астрология и гадания. Составные прилагательные и наречия в английском языке: образование, употребление в предложении, степени сравнения. Вспомогательные глаголы и случаи их употребления. Способы выражения сравнения в английском языке: структура the... the....

Раздел 13. На приеме у врача. Болезни, описание симптомов. Киберхондрия. Present Perfect Simple и Present Perfect Continuous для описания симптомов и болезней, сравнение употребления Present Perfect Simple и Present Perfect Continuous.

Раздел 14. Поколения, возраст. Различия между поколениями. Одежда и мода. Возраст и мода. Субстантивированные прилагательные в английском языке. Употребление прилагательных в предложении, порядок прилагательных. Порядок следования прилагательных в словосочетаниях с несколькими прилагательными.

Раздел 15. Путешествия, путешествия на самолете. В аэропорту. Нарративные времена. Сравнение времен Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous. Употребление прошедшего времени для описания событий в прошлом. Эмфатическое наклонение.

Раздел 16. Книги. Чтение книг. Наречия, виды наречий, Порядок следования наречий и правила употребления наречий в предложении.

Раздел 17. Экология. Погода и окружающая среда. Защита окружающей среды. Отходы и переработка отходов. Сравнение времен Future Perfect Future Perfect Continuous для описания событий в будущем. Обстоятельственные придаточные предложения времени и условия.

Раздел 18. Риски и отношение к риску. Фразовые глаголы с take. Условные предложения в английском языке: условные предложения 0 и 1 типа для описания отношения к риску.

Раздел 19. Экстремальные ситуации и выживание. Чувства и эмоции для описания экстремальных ситуаций. Экстремизм и его проявления. Условные предложения в английском языке: условные предложения 2 и 3 типа для описания нереальных событий.

Раздел 20. Гнев и злость. Вещи, которые нас раздражают. Структуры с wish для описания ситуаций, которые нас раздражают, или желаемых ситуаций. Выражение чувств и эмоций с помощью глаголов или -ing/-ed прилагательных

Раздел 21. Сослагательное наклонение в английском языке. Отличия сослагательного наклонения от изъявительного и повелительного наклонений в английском языке.

Классификация видов сослагательного наклонения, случаи употребления, функции.

Раздел 22. Музыка и эмоции, музыкальные пристрастия, влияние музыки на организм человека. Герундий и инфинитив: глаголы, которые употребляются с герундием и/или инфинитивом. Заимствованные слова по теме, правила чтения заимствованных слов.

Раздел 23. Сон, проблемы со сном. Наши привычки. Конструкции *used to*, *be used to*, *get used to* для выражения наших привычек и проблем, связанных со сном.

Раздел 24. Конфликты, поведение в конфликтных ситуациях, гендерные различия в способах разрешения конфликтов. Терроризм и его проявления. Модальные глаголы для выражения умозаключений. Английские глаголы, которые часто путают, их различия в значении и употреблении.

Раздел 25. Актерское мастерство, театр, ремесло актера. Тело и движение. Глаголы чувственного восприятия, особенности их употребления.

Раздел 26. Неличные формы глагола. Классификация неличных форм глагола. Герундий: образование, характеристики, функции в предложении, случаи и особенности употребления. Инфинитив: образование, характеристики, функции в предложении, случаи и особенности употребления.. Причастие/Деепричастие: образование, характеристики, функции в предложении, случаи и особенности употребления.

Раздел 27: Закон и порядок, криминальный мир, преступления. Криминальные хроники. Понятие коррупции. Формирование в обществе нетерпимости к коррупционному поведению. Пассивный залог: образование, случаи и особенности употребления. Конструкция *Complex Subject*.

Раздел 28: Средства массовой информации. Новости. Язык новостей. Косвенная речь: правила образования и употребления. Перевод различных типов предложений из прямой речи в косвенную. Правило согласования времен. Косвенные вопросы.

Раздел 29: Правда и вымысел. Реклама, эффективность рекламы, секреты эффективной рекламы. Бизнес-лексика. Придаточные предложения. Придаточные предложения противопоставления и цели.

Раздел 30: Мегалополисы. Экономика города. Урбанизация. Исчисляемые и неисчисляемые существительные. Различные способы образования существительных.

Раздел 31. Модальные глаголы и выражения. Способы выражения модальности в английском языке. Классификация, виды, способы употребления, особенности употребления и различия в значении.

## **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 полученных при объяснении знаний.

**Консультации** – вид учебных занятий, являющийся одной из форм контроля самостоятельной работы студентов. На консультациях по просьбе студентов рассматриваются

наиболее сложные моменты при освоении материала дисциплины, преподаватель отвечает на вопросы студентов, которые возникают у них в процессе самостоятельной работы.

В процессе обучения используются следующие технологии электронного обучения и дистанционные образовательные технологии:

Электронный учебный курс по дисциплине «Практический курс английского языка» в LMS Электронный университет Moodle ЯрГУ, в котором представлены задания для самостоятельной работы обучающихся по темам дисциплины и осуществляется проведение отдельных мероприятий текущего контроля успеваемости студентов.

#### **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)**

В процессе осуществления образовательного процесса по дисциплине используются:

1. Автоматизированная библиотечно-информационная система «БУКИ-NEXT»

[http://www.lib.uniya.ac.ru/opac/bk\\_cat\\_find.php](http://www.lib.uniya.ac.ru/opac/bk_cat_find.php)

2. Электронно-библиотечная система «Юрайт» <https://urait.ru/>

3. Электронно-библиотечная система «Консультант Студента»

<https://www.studentlibrary.ru>

4. Электронно-библиотечная система «ПРОСПЕКТ» ( <http://ebs.prospekt.org> )

5. Научная электронная библиотека eLIBRARY ( <http://elibrary.ru> )

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

##### **а) основная литература:**

1. Левченко, В. В. Английский язык. General & Academic English (A2–B1) : учебник для вузов / В. В. Левченко. — Москва : Издательство Юрайт, 2022. — 278 с. — (Высшее образование). — ISBN 978-5-9916-8745-4. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/489947>

2. Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для вузов / В. А. Гуреев. — Москва : Издательство Юрайт, 2022. — 294 с. — (Высшее образование). — ISBN 978-5-534-07464-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494348>

##### **б) дополнительная литература**

1. Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>

2. Кузьменкова, Ю. Б. Английский язык + аудиозаписи : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее

- образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823> (дата обращения: 18.03.2022).
3. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 1 : учебное пособие для вузов / Р. И. Куряева. — 5-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 361 с. — (Высшее образование). — ISBN 978-5-9916-8626-6. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/491129>
4. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 2 : учебное пособие для вузов / Р. И. Куряева. — 5-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 339 с. — (Высшее образование). — ISBN 978-5-9916-8628-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/491130>
5. Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для вузов / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 213 с. — (Высшее образование). — ISBN 978-5-534-09359-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/490866>
6. Абдрахманов Д.М., Максимов К.В., Нугуманов М.М., Сафина Э.Н. Экстремизм. 100 ответов на насущные вопросы об экстремизме и терроризме. Информационно-справочное пособие. — Уфа: Мир печати, 2018. — 80 с. + 8 с. илл. ISBN 978-5-9613-0536-4 ([https://ugatu.su/media/eduInfo/Posobie\\_100-otvet-o-terrorizme.pdf](https://ugatu.su/media/eduInfo/Posobie_100-otvet-o-terrorizme.pdf))
7. Памятка для населения «Формирование в обществе нетерпимости к коррупционному поведению» <https://msp.midural.ru/download/86344/>

## **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 практических занятий (семинаров);
- 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 технических средств обучения.

Специальные помещения укомплектованы средствами обучения, служащими для представления учебной информации.

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 практических занятий (семинаров) больше либо равно списочному составу группы обучающихся.

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

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

**1. Типовые 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 УК-11, индикатор И-УК-11\_2; 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.**

**1. Устный опрос**

1. Please define the notional parts of speech.
2. Please define the structural parts of speech.
3. What is the difference between the notional and the structural parts of speech?

**2. Практическое задание по грамматике**

**Put in the correct category and provide 3 more with examples**

The notional parts of speech	The structural parts of Speech

The noun, the verb, the adverb, the preposition, the adjective, the conjunction, the particle, the pronoun, the interjection, the article, the numeral, the words of the category of state, the modal words.

**Decide which parts of speech are the underlined words**

1. You have to believe in yourself if you ever expect to be successful at something.
2. We left for the mountain just before six in the morning.
3. We first went to the store to buy a few things.
4. We had a breakfast at a café near the rail station.
5. My friend wasn't strong enough to lift his heavy rucksack.
6. I helped him carry it.
7. The weather was very cold.
8. My friend said, "Oh! What a cold weather!"
9. We didn't spend the night there.
10. We got back home late at night but we didn't go to sleep immediately. We were very hungry.

**Раздел 2.**

**1. Устный опрос**

1. Please, define the noun.

2. Please, name and illustrate all the morphological characteristics of the noun.
3. Please, name and illustrate all the syntactical characteristics of the noun.
4. What 3 classes are distinguished according to the morphological composition of nouns?
5. Please, define and illustrate proper nouns.
6. Please, define and illustrate common nouns and their classes.
7. How many numbers does the noun have?
8. What is the general rule for forming the plural of English nouns? What are the exceptions?
9. How is the genitive case formed? What is the Dependent Genitive?

## *2. Практическое задание по грамматике*

### **State the morphological composition of the following nouns.**

Snow, sandstone, impossibility, widower, opinion, exclamation, passer-by, misunderstanding, inactivity, snowball, kingdom, anticyclone, mother-of-pearl, immobility, might, warmth, succession, ex-president, nurse, misdeed, wisdom, blackbird, attention, policeman, merry-go-round, girlhood, usefulness, fortune, friendship, statesman, brother-in-law, population, fellow-boarder, smelling-salt.

### **Point out the nouns and define the class each belongs to.**

1. Don't forget, Pettinger, Europe is still the heart of the world, and Germany the heart of Europe. (Heym)
2. Pursuing his inquiries, Clennam found that the Gowan family were a very distant ramification of the Barnacles... (Dickens)
3. His face was sick with pain and rage. (Maltz)
4. He drank coffee, letting the warmth go through his cold, tired body. (This is America)
5. But there is only one place I met with the brotherhood of man, and it was in the Communist Party. (This is America)
6. The mysteries of storm and the rain and tide were revealed. (Galsworthy)
7. Having set the tea, she stood by the table and said slowly: "Tea's ready, Father. I'm going to London." (Galsworthy)
8. By this time, quite a small crowd had collected, and people were asking each other what was the matter. (Jerome i. Jerome)
9. There were several small losses: a spoon used for the baby's feeding, a pair of scissors. (Lessing)
10. He was professor of physics. (London)

### **Give the plural of the following nouns.**

Face, portfolio, swine, house, tomato, hearth, mother-in-law, basis, clergyman, ox, cry, key, fox, downfall, looker-on, rock, bush, enemy, leaf, roof, genius, hero, bunch, sheep, ship, criterion, youth, journey

### **Insert articles where necessary.**

1. Not \_\_ word was spoken in \_\_ parlour. (Caldwelt)
2. \_\_ room itself was filling up, so was \_\_ staircase. (Snow)
3. I think that \_\_ man's life is worth saving, whoever it belongs to. (Shaw)
4. Though \_\_ earth was cold and wet, \_\_ sky was clear and \_\_ sun rose bright and beautiful. (Dickens)
5. He made them provide not one car, but half \_\_ dozen. (Snow)
6. \_\_ compass was invented in ancient China.
7. Not \_\_ word was spoken, not \_\_ sound was made. (Dickens)
8. \_\_ sky outside \_\_ window was already dark, \_\_ secretaries had gone home, all was quiet. (Snow)
9. Edward remained \_\_ week at \_\_ cottage. (Austen)
10. I tell you, he's as brave as \_\_ man can reasonably be. (Snow)

## **Раздел 3.**

### *Практическое задание по грамматике*

### **State the morphological composition of the following adjectives.**

Pretty, bushy, weather-stained, thoughtful, hard-hearted, illegitimate, sober, non-party, low-bred, improbable, sceptical, counter-revolutionary, careworn, beloved, wicked, disobedient, long-legged, regular, water-proof, large, well-timed, homeless, shaky, courageous, panic-stricken, blindfold, Portuguese, newly-baked, antique, peace-making, forlorn, illegible, abundant, red-haired, small, deep-blue, bookish, snow-white, respectable-looking.

### **Give the comparative and superlative degrees.**

Cosy, merciful, bad, complete, fat, cheap, big, clumsy, stupid, far, miserable, narrow, virtuous,

simple, merry, regular, expensive, low, deep, sad, significant, bitter, intimate, lazy, old, serious, tiny, clever, little, considerate, gay, good, much, dark, beautiful, dear, fit.

#### Раздел 4.

##### *Практическое задание по грамматике*

**Point out the pronouns in the following sentences and define the class each belongs to.**

1. There's nothing for any of us to do. (Snow) 2. Both these people were resolved to treat Mr. Polly very well, and to help his exceptional incompetence in every possible way. (Wells) 3. Tom presented himself before Aunt Polly, who was sitting by an open window in a pleasant rearward apartment, which was bed-room, break fast-room, dining-room, and library combined. (Twain) 4. Such were the reflections of Felix before the brass tablet. (Galsworthy) 5. It was the sort of solemn warning that a sanguine man gives to others, because he ought to give it to himself. (Snow) 6. Elizabeth and George talked and found each other delightful. (Aldington) 7. What we need is a higher and purer political morality. (Dreiser) 8. She hesitated a moment, and then sat down beside me, and laid her hand on mine. (Dickens) 9. The uniform had been cut for a stouter person than myself, but one, fortunately, of approximately the same height. (Clark) 10. "I didn't know anything about it," cried Charlie indignantly. "I came to see you about something else." (Priestley)

**Point out conjunctive, relative, and interrogative pronouns.**

1. She was heartily sick of London fog and cold and soot and niessy open fires which fill the room with dust but don't warm it. (Aldington) 2. "Who is that girl with yellow hair and dark eyes," he asked. (Galsworthy) 3. You see, Hushabye, you are what women consider a good-looking man. (Shaw) 4. Who could tell what his son's circumstances really were? (Galsworthy) 5. You don't want to do anything that you'll be sorry for. (Dreiser) 6. A man is mostly what you want to see in him. (Heym) 7. What do you expect me to believe? (Snow) 8. She rises with an air of one who waits and is almost at the end of her patience. (Shaw) 9. It was evident, indeed, that she wished me to drop the subject, which I did accordingly. (Ch. Bronte) 10. Several times their eyes accidentally met, and then there poured into hers such a flood of feeling as she had never experienced. (Dreiser)

#### Раздел 5.

##### *Практическое задание по грамматике*

**Use the correct words for the (numbers in brackets). Write the cardinal or ordinal numbers in word forms into the gaps.**

- I have breakfast at \_\_\_\_ o'clock. (6)  
1. My brother is in the \_\_\_\_ class. (6)  
2. Jamie is \_\_\_\_ years old. (10)  
3. Today is the \_\_\_\_ of April. (10)  
4. It costs only \_\_\_\_ pound. (1)  
5. I am so happy that he won the \_\_\_\_ prize. (1)  
6. It takes \_\_\_\_ hours to get from London to Cairo by air. (5)  
7. It's the \_\_\_\_ day of our holiday in Florida. (5)  
8. He scored \_\_\_\_ goals in \_\_\_\_ games. (3)/(2)  
9. It was his \_\_\_\_ goal in the last \_\_\_\_ games. (3)/(2)

**Write the date into the gaps the way it is spoken in English.**

22 – Nov  
1.1 – Jan  
2.12 – Jul  
3.5 – Sep  
4.21 – Mar  
5.4 – Oct  
6.2 – Apr

7.20 – Jun  
8.3 – May  
9.9 – Feb

## Раздел 6.

### *Практическое задание по грамматике*

#### **Point out the adverbs and define the group each belongs to.**

1. She talked to them naturally, sang a little song to them... And gave them their Sunday toys. (Buck)  
2. He [Jolyon] was free to go off with his easel where and when he liked. (Galsworthy) 3. The man must have had diabolically acute hearing. (Wells) 4. Patients insist on having microbes nowadays. (Shaw) 5. As soon as Annette found herself outside, she began to run. (Murdoch) 6. I never felt better in my life. (Saroyan) 7. I think sometimes there is nothing before me but hard work... (Galsworthy) 8. It was as if his soul had been cramped and his eyes bandaged from the hour of his birth. Why had he lived such a life? Why had he submitted to things, blundered into things? (Wells) 9. Yes, George had lived too fast, or he would not have been dying twenty years before his time — too fast! (Galsworthy) 10. She consulted her husband at once. (Galsworthy)

#### **Use the comparative or superlative degree of the adverbs.**

1. Then the bus... began to run, \_\_\_ still, through a long avenue, (fast) (Faulkner) 2....moreover, he was \_\_\_ educated than the others, (well) (Buck) 3. She was the one who was being hurt \_\_\_. (deeply) (Wilson) 4. He contrived to get a glimpse of Montanelli once or \_\_\_ in every week, if only for a few minutes. (often) (Voynich) 5. Driving \_\_\_ now, she arrived between four and five, (slowly) (Galsworthy) 6. However, I must bear my cross as \_\_\_ I may. (well) (Shaw) 7. Then he dismissed the thought as unworthy and impossible, and yielded himself \_\_\_ to the music. (freely) (London) 8. He followed her mental process \_\_\_ now, and her soul was no \_\_\_ the sealed wonder it had been, (clearly; long) (London) 9. Felix's eyebrows rose \_\_\_ than ever, (high) (James) 10. It was a comfort to Margaret about this time, to find that her mother drew \_\_\_ and \_\_\_ towards her than she had ever done since the days of her childhood, (tenderly; intimately) (Gaskell)

## Раздел 7.

### *Практическое задание по грамматике*

#### **Point out all the interjections and say whether they are emotional or imperative.**

1. "The Boers are a hard nut to crack, uncle James." "H'm!" muttered James. "Where do you get your information? Nobody tells." (Galsworthy) 2. "Oh! My eye!" he said looking very lowspirited, "I am sorry for that." (Galsworthy) 3. "Good Lord!" said Fleur. "Am I only twenty-one? I feel forty-eight." (Galsworthy) 4. "Good Heavens!" cried my mother, "you'll drive me mad!" (Dickens) 5. Heavens! How dull you are! (Sheridan) 6. "Oh, Karen," he said, "it's good to have you around!" (Heym)

#### **State the morphological composition of the following prepositions:**

In, below, with regard to, during, concerning, till, in front of, without, behind, under, in view of, outside, off, into, until, across, according to, with, along, up, inside, out of, owing to, at, regarding.

#### **State the morphological composition of the following conjunctions:**

For, as well as, unless, now that, and, neither... nor, while, although, not only... but also, provided, as though, supposing, no sooner... than, or, so that, if, both... and, as long as, so, either... or, as... as, when, until, before, after, as if, as soon as, lest, for fear that, notwithstanding, nor.

#### **Point out the particles and define the group each belongs to.**

1. It is just because I want to save my soul that I am marrying for money. (Shaw) 2. Rosa feared this power, but she enjoyed it too. (Murdoch) 3. Oh, doctor, do you think there is any chance? Can she possibly survive this last terrible complication? (Shaw) 4. We merely want to see the girl and take



her away. (Dreiser) 5. I shall also try to be there at ten. (Wells)

## Раздел 8.

### 1. Практическое задание

#### 1. Identify the tense and explain the usage

1. These tourists have been taking photos again. Enough!
2. He is always taking photos!
3. How do you take such wonderful photos?
4. On holiday she doesn't take photos, but enjoys the time there.
5. Wait, we are taking a photo.
6. I am taking photos for this fashion magazine.
7. Have you been taking photos or have you been doing nothing again?
8. Have you ever taken any wildlife photos?
9. Have you seen my photos?
10. We are taking photos tomorrow.

#### 2. Use the verbs in the correct present tense

1. Sean and I \_\_\_\_\_ (know) each other for most of our lives and they \_\_\_\_\_ (be) good friends.
2. Some birds \_\_\_\_\_ (not fly) to warmer countries in winter.
3. We \_\_\_\_\_ (work) on a new Android translation app. It will be fantastic!
4. Would you like to try these frogs' legs?' 'Yes, please! I \_\_\_\_\_ (not/try) them.
5. The conference \_\_\_\_\_ (start) at 9 a.m. on 23 November.
6. \_\_\_\_\_ (you / consider) buying a new house?
7. 'You look upset.' 'I \_\_\_\_\_ some terrible news.'
8. Nicola \_\_\_\_\_ (never / wear) a skirt because jeans \_\_\_\_\_ (suit) her better.
9. How \_\_\_\_\_ she \_\_\_\_\_ (bake) such delicious cakes?
10. 'Your face is red. You \_\_\_\_\_ (get) a temperature?' 'No, I \_\_\_\_\_ (exercise) at the gym.'
11. Jill and Nick \_\_\_\_\_ (live) in Tokyo for a few months now, and they still \_\_\_\_\_ (enjoy) it.
12. We \_\_\_\_\_ (prepare) all day and most of the evening and we're still not ready.
13. Our fashion reporter \_\_\_\_\_ (meet) the famous designer at 8.15 tonight.
14. My dad still doesn't have a driving licence. He \_\_\_\_\_ (fail) his driving test ten times!

## Раздел 9.

### 1. Практическое задание по грамматике

#### 1. Identify the tense and explain the usage

1. He walked down the street and ran into an old friend
2. He was walking down the street when he ran into an old friend
3. He was walking down the street where he had run into an old friend.
4. He had been walking down the street, so he was tired.
5. He used to walk down this street.

#### 2. Choose the correct option

1. There was nothing left, because Sally had been eating/ate/had eaten everything.
2. We weren't working/didn't work/ hadn't been working when you were ringing/rang/had rung.
3. I have woken up/woke up/was waking up and have been calling/ was calling/called you
4. Most of the people were quite tanned, because they had been sunbathing/ had sunbathed/sunbathed
5. We had done/ had been doing/ did it yesterday.

### 3. Use the verbs in the correct past tense

1. Sally's friends were able to stay in her apartment because she (clean) it before they (arrive).
2. Brian (not meet) anybody when he (be) on holiday.
3. – Where you (be)? I (wait) for you, but you (not come).  
- Oh, I am sorry! I totally (forget) that we (arrange) to meet. I (do) some work, so I (be) too tired to meet anyway.
4. – Miss, what you (do) when you (hear) the gunshot?  
- Oh, I (to watch) TV in my living room. When I (hear) it I first (think) it (be) on TV – I (watch) an action film.
5. – How your weekend (be)? What you (do)?  
- Oh, everything (be) nice and quiet. I (not do) anything special – I just (stay) at home, (watch) TV.

Раздел 10.

#### 1. Практическое задание по грамматике

##### Identify the tense and explain the usage

- 1) Where shall we go?
- 2) Claire is going to give up smoking.
- 3) I won't do it again!
- 4) Will you be coming tomorrow, Mr. White?
- 5) Rob is coming round at 7.
- 6) He is on the verge of losing his job.
- 8) In 2050 electric cars will have become a cheaper option.
- 9) The film starts at 6 pm.

##### Use the verb in the correct tense

- 1) I (not tell) anybody that.
- 2) My parents (come) to visit us on Saturday.
- 3) I (close) the window?
- 4) I have decided I (find) a proper job!
- 5) I think I (order) a large pizza, no, an extra-large one!
- 6) I can't come tomorrow morning. We (work) on a project.
- 7) I don't think in 2121 people (use) plastic.
- 8) I believe in 2100 people (stop) using plastic.

#### Лексико-грамматическая работа

##### 1. Identify the tense and the aspect and explain its usage

1. What mistakes were found when this report was being checked?
2. More and more people are recycling their rubbish
3. I needed some rest because I had been tidying the garden – I hadn't tidied it for a long time.
4. People work very long hours.
5. I haven't been to Italy – that's the country I have been dreaming about.
6. I hope that when I am 50 a way to live forever will have been found.
7. When does our tomorrow's class start?
8. I am taking the bus until my car is ready.
9. Terry spent 2 days studying because the classes had been missed again.
10. This idea hasn't been given much thought

##### 2. Choose the correct option

1. – Would you like tea or coffee? - I don't know. Ok, I \_\_\_\_\_ tea  
A am going to have B will have C have
2. – The paint was everywhere, when I \_\_\_\_\_ the room. \_\_\_\_\_ the walls?

A was entered; have you been painting B had entered; had you painted C entered; had you been painting

3. Not much \_\_\_\_\_ since this new guy \_\_\_\_\_ working here.

A is being done; has started B has been done; started C has been doing; had started

4. – Is there any problem, ma'am? - I \_\_\_\_\_ a fly in my soup. That's the first time it there \_\_\_\_\_ something wrong with your food.

A found; had been B have found ; has been C had been found; is being

5. Our house \_\_\_\_\_ so we \_\_\_\_\_ in a hotel.

A is being renovated; are staying B will have been renovated; stay C is renovated; have stayed

6. Sally \_\_\_\_\_ a lot of problems at first, but then she \_\_\_\_\_ everything \_\_\_\_\_ quickly enough.

A had had; has sorted out B is being had; will have been sorted out C had; sorted out

7.- \_\_\_\_\_ the report by tomorrow morning? - I am sorry, but tonight I \_\_\_\_\_ my girlfriend out. I \_\_\_\_\_ time for that.

A will you have finished; am taking; won't have B will you finish; have taken; am not having C will you be finishing; have been taking; don't have

8. Before I \_\_\_\_\_ to London, I \_\_\_\_\_ such problems with my health.

A was moving; hadn't been had B had moved; hadn't had C moved; hadn't had

9. - Why \_\_\_\_\_? -because they \_\_\_\_\_ those songs we can't stand.

A did you leave; were singing B had you left; had been singing C were you left; had sung

10. – I \_\_\_\_\_ you yesterday. Where \_\_\_\_\_? - to the doctor because I \_\_\_\_\_ well.

A was seeing; did you go; hadn't slept B saw; were you going; hadn't been sleeping C was seen; had you gone; wasn't sleeping \_\_\_\_\_

## Раздел 11.

### 1. Практическое задание

#### Order the words to make questions and sentences.

Example: you / the / enjoy / didn't / meal / ?

Didn't you enjoy the meal?

1 cinema / night / the / go / last / you / did / to / ?

2 seen / film / the / you've / isn't / this / ever / best ?

3 higher / up / heating / colder / the / it / , / the / the / I / gets / turn / .

4 do / to / how / for / people / need / cook / we / many / ?

5 nationalities / class / the / what / your / students / in / are / ?

6 to / aren't / you / home / glad / didn't / you / go / that / decide / ?

7 speak / you / be / better / practise / , / to / more / the / you / will / the / able .

8 eating / chocolate / should / be / much / you / that / ?

#### Choose the correct words for the definitions.

bizarre crush somebody trend job-seeker candidate pioneer <del>headhunter</del>
---

Example: A person who contacts people and offers them a job with a new company headhunter.

1 destroy someone's confidence \_\_\_\_\_

2 person looking for employment \_\_\_\_\_

3 person who has applied for a job \_\_\_\_\_

4 popular way of doing something \_\_\_\_\_

5 the first to do something in a new and different way \_\_\_\_\_

6 very strange and unusual \_\_\_\_\_

### 2. Словарный диктант

bizarre  
approach  
think on sb's feet  
demanding  
job seeker  
flap  
recruitment agency  
flustered  
crush  
rather than

### 3. Беседа по теме

1. Have you ever been for a job interview? What kind of questions did they ask you? Did you get the job?
2. What are extreme interviews?
3. Why do some people think that extreme interviews are better than normal interviews?
4. Do you think extreme interviews are a good way of choosing candidates? Why?

## Раздел 12.

### 1. Практическое задание

#### Complete the sentences with an auxiliary verb.

Example: Your sister speaks Spanish, doesn't she?

- 1 You've been to Greece before, \_\_\_\_\_ you?
- 2 A Will Rhona be coming to the meeting?  
B No, she \_\_\_\_\_. She's in Berlin.
- 3 We both like skiing, but none of our children \_\_\_\_\_.
- 4 A I'd love to be an actor.  
B \_\_\_\_\_ you? I think I'd find it too stressful.
- 5 A I don't think Sam wants to come on holiday with us this year.  
B He \_\_\_\_\_ want to! He told me yesterday.
- 6 A We're having a Chinese takeaway tonight.  
B So \_\_\_\_\_ we!

#### Complete the words in the sentences.

Example: Hannah isn't very open to new ideas – she's quite narrow-minded.

- 1 It's difficult to get Henry to spend money – he's rather tight-f\_\_\_\_\_.
- 2 Jason will be relaxed about you borrowing his bike – he's very l\_\_\_\_\_ -back.
- 3 I've forgotten my PIN number again – I'm getting quite a \_\_\_\_\_ -minded these days.
- 4 Why did you say that to Jane when you told me the opposite? You're so two-f\_\_\_\_\_.
- 5 You should think about other people more – you're too s\_\_\_\_\_ -centred.
- 6 You're not a difficult and moody person – you're very well-b\_\_\_\_\_ on the whole.
- 7 Don't say anything that might make Jack angry – he's very bad-t\_\_\_\_\_.
- 8 If Alan wants something he fights until he gets it – he's extremely strong-w\_\_\_\_\_.
- 9 Gina will be happy to go wherever you want to – she's pretty easy-g\_\_\_\_\_.
- 10 Fred is always ready to try new ways of doing things – he's o\_\_\_\_\_ -minded.

### 2. Словарный диктант

bad-tempered  
good-tempered  
open-minded

narrow-minded  
absent-minded  
easy-going  
laid-back  
tight-fisted  
two-faced  
strong-willed  
self-centred

### 3. Beceđa no teme

1. Do you believe that you can learn anything about somebody's personality by....  
-analysing their handwriting?  
-looking at their hands?  
-astrology?  
-another similar method?
2. Have you ever experienced a paranormal happening?
3. Do you believe in the supernatural? Why?

### Раздел 13.

#### 1. Практическое задание

**Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.**

Example: Have you ever had (you / ever / have) an operation?

- 1 Karen \_\_\_\_\_ (not post) much on Facebook recently.
- 2 I \_\_\_\_\_ (never / see) you wearing a tie!
- 3 We're exhausted because we \_\_\_\_\_ (garden) all day.
- 4 How many years \_\_\_\_\_ (your parents / have) this house?
- 5 How long \_\_\_\_\_ (you / learn) to drive?
- 6 This is the first time I \_\_\_\_\_ (hear) Lara sing. She's brilliant!
- 7 We \_\_\_\_\_ (know) Ed since we first came to Liverpool.
- 8 My internet connection \_\_\_\_\_ (go) on and off a lot today.

#### **Order the words to make sentences.**

Example: steak / like / juicy / nice / feel / I / a / big

I feel like a nice big juicy steak.

- 1 brand / has / sports / orange / a / Jack / new / got / car / Italian
- 2 yesterday / horrible / hat / red / wearing / a / big / what / was / Celia / !
- 3 brother / gorgeous / had / linen / my / on / a / jacket / younger / new
- 4 little / found / stay / hotel / lovely / we / French / a / in / to
- 5 the / some / black / I / scarves / market / nice / at / bought / silk / very
- 6 little / was / on / wooden / hill / beautiful / there / old / a / the / house

#### **Underline the odd word out.**

Example: bruise blister cough rash

- 1 sneeze cough headache sunburn
- 2 bacteria blister virus infection
- 3 earache dizzy faint pass out
- 4 flu a cold injection asthma
- 5 painkillers drugs medicine symptom
- 6 bleed wound diarrhoea bandage

## 2. Словарный диктант

antibiotics  
emergency  
symptom  
medicine  
operation  
aspirin  
specialist  
paracetamol  
X-ray  
cholesterol  
injection  
scan

## 3. Беседа по теме

1. Do you know what to do in common medical emergencies?
2. Have you ever been in a situation where you had to give first aid? Who to? What happened?
3. What do you think you should do if someone has very bad sunburn?

## Раздел 14.

### 1. Практическое задание

#### **Underline the correct word(s).**

Example: In some towns there isn't enough entertainment for young / the young.

- 1 The Chinese / Chinese are buying more and more cars.
- 2 We need to do more as a society to take care of elderly / the elderly.
- 3 The French / French take a long time over their meals.
- 4 Poor / The poor seem to be suffering the most from government cuts.
- 5 The Italian / Italians have a reputation for stylish design.
- 6 Traffic lights often make sounds to help the blinds / the blind cross the road.

#### **Underline the correct word(s).**

Example: I only like natural materials – I never wear nylon / linen.

- 1 I like that checked / striped jumper with the green and blue squares.
- 2 I need this shirt in a bigger size – it's too loose / tight.
- 3 That jacket is the perfect colour – it suits / matches those trousers.
- 4 You need some lycra / velvet shorts if you want to do some serious cycling.
- 5 If it's really hot tomorrow evening I'll wear my new long-sleeved / sleeveless dress.
- 6 We're going shopping in 15 minutes, so get dressed / dress up!
- 7 Lisa prefers checked / plain clothes without any pattern.
- 8 Those shoes really go with / fit your jeans.

## 2. Словарный диктант

tight  
loose  
checked  
patterned  
plain  
spotted  
striped  
cotton  
denim

fur  
linen  
lace  
lycra  
silk

### 3. Беседа по теме

1. In what way might age stereotypes be damaging?
2. Do you think people should 'dress their age'? Why?
3. Do you agree that people who follow fashion are usually vain and selfish? Why?

### Раздел 15.

#### 1. Практическое задание

#### **Complete the sentences with the correct form of the verb in brackets.**

Example: The man came out of his house and ran (run) down the road.

- 1 We \_\_\_\_\_ (cook) dinner when the electricity suddenly went off.
- 2 I \_\_\_\_\_ (driving) on the motorway for ages when I realized I was on the wrong one!
- 3 When I opened the document, I saw that I \_\_\_\_\_ (forget) to save yesterday's work!
- 4 I \_\_\_\_\_ (not come) swimming because Sheila hadn't told me about it.
- 5 When we got to the ski resort it \_\_\_\_\_ (snow) so heavily that we couldn't ski.
- 6 I was disappointed the show was cancelled – I \_\_\_\_\_ (look) forward to it for weeks.
- 7 We \_\_\_\_\_ (not sit) in the garden when you called, we were in the kitchen.
- 8 The bus \_\_\_\_\_ (come) as soon as I got to the bus stop.

#### **Underline the correct words.**

Example: You'd gone / 'd been going out when Katie rang.

- 1 I'd been writing / 'd written my essay for an hour when I decided to take a break.
- 2 We had such a good / a so good time in Barcelona we can't wait to go again.
- 3 Sylvia had been swimming / had swum so her hair was wet.
- 4 We'd seen / 'd been seeing the film before so we watched a comedy show instead.
- 5 They gave us so big / such big meals in the hotel that it was difficult to finish them.
- 6 I went to the doctors because I'd slept / 'd been sleeping badly.

#### **Complete the words in the sentences.**

Example: The cabin crew's job is to look after the passengers on the plane.

- 1 You can't take prohibited items such as sharp objects through s\_\_\_\_\_. .
- 2 Passengers are not always served meals on short-h\_\_\_\_\_ flights.
- 3 The plane l\_\_\_\_\_ on the runway with a loud bang.
- 4 Your seat number is printed on your b\_\_\_\_\_ pass.
- 5 You have to go through passport c\_\_\_\_\_ to get to the departures lounge.
- 6 If you only have hand luggage, you don't need to go to baggage r\_\_\_\_\_.
- 7 You can usually choose a window or a\_\_\_\_\_ seat if the plane isn't full.
- 8 The worst part of flying across time zones is the j\_\_\_\_\_ you get for a few days afterwards.

#### 2. Словарный диктант

airport terminal  
baggage drop off  
baggage reclaim  
check-in desk  
customs

departures board  
gate  
runaway  
security  
VIP lounge  
aisle  
cabin crew  
seat belt

### 3. Беседа по теме

1. How do you feel about flying?
2. When was the last flight you took? Where did you fly to?
3. How often do you fly? What for?

## Раздел 16.

### 1. Практическое задание

#### Order the words to make sentences.

Example: want / because / go / incredibly / I / to / out / tired / don't / I'm

I don't want to go out because I'm incredibly tired.

- 1 hardly / to / find / tennis / we / ever / time / together / can / play
- 2 was / the / the / wounded / owner / apparently / seriously / restaurant / fight / in
- 3 it / bored / this / with / finished / I'm / I'm / nearly / extremely / glad / film's / because
- 4 the / be / an / in / on / you'll / beach / sitting / hour / half
- 5 my / speak / slowly / friends / I / I'm / Russian / more / with / always / English / when
- 6 taxi / fast / drove / early / we / fortunately / driver / incredibly / arrived / the / and

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

Example: Richard's an experienced pilot – he's even flown a jumbo jet!

ever even hardly

- 1 I've written two novels, but I'm writing short stories \_\_\_\_\_.  
lately actually at the moment
- 2 Are we \_\_\_\_\_ there, dad? We've been driving for hours and hours!  
yet nearly still
- 3 Laura kept asking me about that book so \_\_\_\_\_ I bought her a copy.  
in the end especially at the end
- 4 The pilot could \_\_\_\_\_ see the runway lights in the thick fog.  
hard even hardly
- 5 Every flight I've been on recently has arrived \_\_\_\_\_.  
lately in the end late
- 6 I read a lot of fiction, \_\_\_\_\_ crime fiction.  
specially actually especially
- 7 Adam thought the tests would be easy, but \_\_\_\_\_ he found them very difficult.  
gradually ideally in fact
- 8 Booking a ticket online is really easy. \_\_\_\_\_, you got the website, and follow the instruction.  
obviously basically gradually

### 2. Словарный диктант

actually  
especially  
specially  
ever



even  
hard  
hardly  
late  
lately  
near  
nearly  
still  
yet  
ideally  
eventually  
basically

### 3. Беседа по теме

1. Do you ever read anything in English?
2. Do you read books for pleasure? Why?
3. Do you read anything specifically to improve your English?

### Раздел 17.

#### 1. Практическое задание

##### **Underline the correct verb forms.**

Example: The students will have finished / have finished the test in a couple of minutes.

- 1 This time tomorrow, you're taking / 'll be taking your driving test.
- 2 Good luck with the interview! I'll be thinking / 'll have thought of you.
- 3 I'll have gone / 'll be going into town more next week – that's when my course starts.
- 4 The meeting should be a quick one so we'll have finished / be finishing by 3.00.
- 5 I'm sure we'll have solved / 'll be solving all our energy problems by 2050.
- 6 We usually start our lunch at 1.30, but tomorrow we'll have started / 'll be starting it at 2.15 as there's a lot of work to do in the morning.

##### **Underline the correct word.**

Example: We bought some ice creams because it was boiling / pouring.

- 1 It's going to be damp and chilly / sunny tomorrow.
- 2 It's difficult to say what the weather will be like later – it's so settled / changeable.
- 3 There was a really strong / heavy wind blowing at the coast.
- 4 It's a very mild / cool day for mid-winter.
- 5 If there's thick / strong fog the traffic will be very slow.
- 6 You'll need your sunglasses – it's incredibly clear / bright outside.
- 7 There's not much rain today, but it's still quite damp / drizzling.

#### 2. Словарный диктант

blizzard  
drought  
flood  
hail  
heatwave  
hurricane  
lightning  
monsoon  
thunder

### 3. Беседа по теме

1. What kind of weather do you associate with the different seasons where you live?
2. What's your favourite weather? Does the weather affect your mood? Why?
3. Do you think global warming is affecting the climate? Why?

### Раздел 18.

#### 1. Практическое задание

**Complete the sentences with the correct word(s) from the box.**

after as soon as before in case ~~when~~ while unless  
until (x2)

Example: I'll be downstairs in five minutes when I've got dressed.

- 1 I can't start cooking \_\_\_\_ Jane brings the food.
- 2 Give me a ring later \_\_\_\_ you're having your break.
- 3 There's no way I'm helping him \_\_\_\_ he pays me.
- 4 Take my number \_\_\_\_ you need to call me.
- 5 I'm not leaving \_\_\_\_ you give me my money back.
- 6 Let me know \_\_\_\_ you've heard any news.
- 7 You shouldn't eat \_\_\_\_ you do exercise.
- 8 The passengers got off the plane \_\_\_\_ it had landed.

**Complete the sentences with one word.**

Example: The plane took off exactly on time.

- 1 Investing money in the stock market is never safe – you're taking a \_\_\_\_.
- 2 You don't need to rush – take \_\_\_\_ time and enjoy your meal.
- 3 Don't expect so much from Jane – you must take into \_\_\_\_ that she's still young.
- 4 You should take more care \_\_\_\_ yourself. You don't eat properly.
- 5 I've always wanted to take \_\_\_\_ in a charity event.
- 6 The wedding will take \_\_\_\_ at the church on 12<sup>th</sup> July.
- 7 Do you think you take \_\_\_\_ your mother or your father in character?
- 8 You should take \_\_\_\_ of the low exchange rates and get some dollars now.

### 2. Словарный диктант

take care of  
take advantage of  
take part in  
take place  
take sb's time  
take into account  
take after  
take off  
take up

### 3. Беседа по теме

1. Are you a risk taker? Why?
2. Do you think the age limit for having a driving licence should be raised? Why?
3. Do you think punishments for dangerous driving should be more severe?

## Раздел 19.

### 1. Практическое задание

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

Example: If I was rich, I would travel (travel) around the world.

- 1 I'd never have got to the airport on time if I \_\_\_\_\_ (take) the bus.
- 2 We could have finished much earlier if we \_\_\_\_\_ (have) fewer breaks.
- 3 You \_\_\_\_\_ (not crash) the car if you hadn't been using your phone.
- 4 I wouldn't eat there if I \_\_\_\_\_ (be) you. The service is awful.
- 5 Trevor \_\_\_\_\_ (not go) on the trip if he'd known how much it was going to cost.
- 6 If you \_\_\_\_\_ (spend) less on clothes, you might be able to rent a nicer apartment.

#### Complete the words in the sentences.

Example: Harry felt homesick when he went away on his own for the first time.

- 1 Mark had been unemployed for three months and was d\_\_\_\_\_ to find a job.
- 2 I was s\_\_\_\_\_ when I heard that he'd died. He was so young!
- 3 I was very o\_\_\_\_\_ when Mary said she couldn't understand my accent.
- 4 We were so g\_\_\_\_\_ when Barry offered to help us clear up the mess.
- 5 I get really n\_\_\_\_\_ before giving a presentation, but I'm OK once I've started.
- 6 They must have been d\_\_\_\_\_ when their house was flooded a second time.
- 7 I was so o\_\_\_\_\_ with emotion I burst into tears.
- 8 I've been digging this garden for hours. I'm completely sh\_\_\_\_\_!

### 2. Словарный диктант

offended  
homesick  
relieved  
guilty  
scared stiff  
shattered  
gobsmacked  
gutted  
astonished  
bewildered  
delighted  
devastated

### 3. Беседа по теме

1. How do you think you would react in a life or death emergency situation?
2. What is the key to surviving in a life-or-death crisis?
3. What would you be most afraid of in an emergency situation?

### 4. Передача содержания текста

Read and retell in English the article. Express your point of view on this issue.

#### Что такое экстремизм?

Данное в Большой советской энциклопедии определение «экстремизма» (от лат. *extremus* – крайний) как «приверженности к крайним взглядам и мерам (обычно в политике)» остается актуальным и в настоящее время. В соответствии с Федеральным законом от 25.07.2002 г. № 114-ФЗ «О противодействии экстремистской деятельности», экстремистская деятельность

(экстремизм) это:

- насильственное изменение основ конституционного строя и нарушение целостности Российской Федерации;
- публичное оправдание терроризма и иная террористическая деятельность;
- возбуждение социальной, расовой, национальной или религиозной розни;
- пропаганда исключительности, превосходства либо неполноценности человека по признаку его социальной, расовой, национальной, религиозной или языковой принадлежности или отношения к религии;
- нарушение прав, свобод и законных интересов человека и гражданина в зависимости от его социальной, расовой, национальной, религиозной или языковой принадлежности или отношения к религии;
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- воспрепятствование законной деятельности государственных органов, органов местного самоуправления, избирательных комиссий, общественных и религиозных объединений или иных организаций, соединенное с насилием либо угрозой его применения;
- совершение преступлений по мотивам, указанным в пункте «е» части первой статьи 63 Уголовного кодекса Российской Федерации;
- пропаганда и публичное демонстрирование нацистской атрибутики или символики либо атрибутики или символики, сходных с нацистской атрибутикой или символикой до степени смешения, либо публичное демонстрирование атрибутики или символики экстремистских организаций;
- публичные призывы к осуществлению указанных деяний либо массовое распространение заведомо экстремистских материалов, а равно их изготовление или хранение в целях массового распространения;
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- организация и подготовка указанных деяний, а также подстрекательство к их осуществлению;
- финансирование указанных деяний либо иное содействие в их организации, подготовке и осуществлении, в том числе путем предоставления учебной, полиграфической и материально-технической базы, телефонной и иных видов связи или оказания информационных услуг.

(ист. Абдрахманов Д.М., Максимов К.В., Нугуманов М.М., Сафина Э.Н.

Экстремизм. 100 ответов на насущные вопросы об экстремизме и терроризме.

Информационно-справочное пособие. –Уфа: Мир печати, 2018. – 80 с. + 8 с. илл.

ISBN 978-5-9613-0536-4 [https://ugatu.su/media/eduInfo/Posobie\\_100-otvet-o-terrorizme.pdf](https://ugatu.su/media/eduInfo/Posobie_100-otvet-o-terrorizme.pdf) )

Раздел 20.

### 1. Практическое задание

**Complete the sentences with the correct form of one of the verbs.**

be	live	come	buy	stop	not start	have	not be	play
----	------	------	-----	------	-----------	------	--------	------

Example: I wish my hair was longer.

- 1 I wish you \_\_\_\_\_ so tall – I can't find clothes to fit you.
- 2 I bet you sometimes wish we \_\_\_\_\_ in a bigger house.
- 3 I'm so thirsty. I wish we \_\_\_\_\_ some water when we were in that shop.
- 4 I wish you \_\_\_\_\_ singing that tune – it's starting to drive me mad!

- 5 My girlfriend has always wished she \_\_\_\_\_ a musical instrument.
- 6 My History of Art course isn't very good. I wish I \_\_\_\_\_ it.
- 7 I wish that taxi \_\_\_\_\_ soon! They said they would send one straight away.
- 8 Do you ever wish you \_\_\_\_\_ more time to spend with your family?

**Underline the correct adjective.**

Example: You looked very boring / bored during his speech.

- 1 The facts in that article are absolutely astonished / astonishing!
- 2 I find dealing with large groups of children very stressing / stressful.
- 3 I felt inspired / inspiring to paint a picture after going to that exhibition.
- 4 We were infuriating / infuriated by the rude staff at the customer service desk.
- 5 I think the instructions for this camera are a bit confused / confusing.
- 6 We were so embarrassed / embarrassing when we realized we hadn't left a tip for the waiters.

**2. Словарный диктант**

infuriate  
frustrate  
embarrass  
exhaust  
disappoint  
amaze  
terrify  
inspire  
confuse  
thrill

**3. Беседа по теме**

1. Talk about an embarrassing mistake you once made.
2. What annoys you in other people?
3. Talk about something that makes you feel depressed.

**Раздел 21.**

**1. Грамматическая работа**

**Insert the appropriate form of the Subjunctive Mood. Comment on the form and the use of the Subjunctive Mood. Translate into Russian.**

1. Strickland was certainly forty, and I thought it disgusting that a man of his age \_\_\_ himself with affairs of the heart, (to concern) (Maugham)
2. He brightened as if he \_\_\_ a gift. (to. receive) (Lawrence)
3. I wish you \_\_\_ me alone now. (to leave) (Dreiser)
4. It's time I \_\_\_ it out again from the beginning, (to think) (Snow)
5. When I suggested that he \_\_\_ to bed he said he could not sleep. (to go) (Maugham)
- 6....glancing sidelong at his nephew, he thought: "I wish I \_\_\_ his age!" (to be) (Galsworthy)
7. If I \_\_\_ you and \_\_\_ going to be a banker, I \_\_\_ first \_\_\_ a year or so in some good grain and commission house, (to be, to be, to spend) (Dreiser)
8. "God \_\_\_ us always," I said, "from the innocent and the good." (to save) (Greene)
9. She held her baby up to the window that she \_\_\_ the pretty silvery tinkle of the little bells on the pagoda, (to hear) (Buck)
10. She had a conviction that, long as she \_\_\_, her aunt would live at least as long, and always retain her brilliancy and activity, (to live) (James)
11. The arrangement was that Miss Everdene \_\_\_ them by coming there for a day or two... (to honour) (Hardy)
12. She was by now feeling so happy that she \_\_\_ for joy if it \_\_\_ for the delicious spell which she felt herself to be under and which still enjoined silence, (to shout, to be — negative) (Murdoch)
13. Why \_\_\_ he \_\_\_ the one to hurt her, when really he had wanted to be her friend from the beginning? (to be) (Saroyan)
14. For a fortnight it was necessary that someone \_\_\_ with him all night, and she took turns at watching with her husband, (to stay) (Maugham)
- 15.

Lady Bracknell, I admit with shame that I do not know. I only wish I \_\_\_ (to do) (Wilde) 16. Hunter was anxious that a certain person \_\_\_ it. (to see — negative) (Murdoch) 17. Except for the unexpectedly sad lines which ran from his nose to the corners of his mouth he \_\_\_ like a boy. (to look) (Mailer) 18. Her face looked strange, as if she \_\_\_ to cry and \_\_\_ how. (to want, to forget) (Galsworthy) 19. But I still don't begin to understand why these people, however silly they \_\_\_ about their beliefs, \_\_\_ ready to risk murder, (to be, to be) (Priestley) 20. They were a pleasant pair, and I told myself it was far better that Avie \_\_\_ him than Roger. (to marry) (Snow)

**Translate into English, using the Subjunctive Mood. (Based on an episode from David Copperfield by Ch. Dickens.)**

1. Мисс Мердстон держала себя так, словно она была хозяйкой дома, словно она прожила там всю свою жизнь. 2. Она обращалась с миссис Копперфильд, как будто та была ребенком и совсем не знала жизни. 3. «Вам давно пора отдать ключи моей сестре», — сказал мистер Мердстон жене. 4. Мистер Мердстон не раз говорил, что очень важно, чтобы миссис Копперфильд была строга с Давидом. 5. Миссис Копперфильд никогда не ласкала Давида в присутствии мужа, чтобы не рассердить его. 6. «Странно, что мисс Бетси ни разу не написала нам, — сказала Пеготти. — Не может быть (it is impossible), чтобы она совсем забыла нас». 7. «С какой стати она будет нам писать? — возразила миссис Копперфильд. — Она не любит ни меня, ни моего ребенка!» 8. Мистер Мердстон просил сестру посмотреть за тем, чтобы Давид не был так часто в обществе Пеготти. 9. Давид боялся, как бы мистер Мердстон не увидел, что он пошел на кухню к Пеготти. 10. «Что бы ни говорила миссис Копперфильд, я знаю, что она несчастна», — думала Пеготти. 11. Мистер Мердстон настаивал на том, чтобы его жена уволила Пеготти. 12. «Как бы меня ни уговаривал мистер Мердстон, я ни за что не уволю Пеготти», — думала миссис Копперфильд. 13. «Если бы случилось так, что Пеготти ушла от нас, наша жизнь стала бы невыносимой», — думал Давид. 14. Как ни горячо (dearly) любила Давида миссис Копперфильд, она допустила, чтобы с ним плохо обращались. 15. Давид знал, что как бы он ни старался, он не сможет хорошо ответить уроки в присутствии отчима. 16. Давид боялся, как бы миссис Копперфильд не сочла его дурным и ленивым мальчиком. 17. «Как жаль, что матушка вышла замуж за мистера Мердстона, — не раз думал Давид. — Если бы не он, мы были бы очень счастливы». 18. В Салемской школе (Salem House) Давид чувствовал себя очень одиноким. «Как бы я хотел быть сейчас дома с матушкой и Пеготти», — часто думал он. 19. После смерти миссис Копперфильд Пеготти предложила, чтобы Давид поехал с ней в Ярмут. 20. Пеготти взяла мальчика в Ярмут, чтобы он отвлекся там от своих печальных мыслей (to divert oneself from something).

**Раздел 22.**

**1. Практическое задание**

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

Example: I can't stand listening (listen) to people talking on their mobile phones.

- 1 Do you fancy \_\_\_\_\_ (go) for a walk in the park?
- 2 You should practise \_\_\_\_\_ (speak) English whenever you get the opportunity.
- 3 The shop assistant refused \_\_\_\_\_ (give) me a refund.
- 4 I can't remember \_\_\_\_\_ (have) a doll when I was a little girl.
- 5 You'd better \_\_\_\_\_ (ring) Darren and tell him we'll be late.
- 6 Have you tried \_\_\_\_\_ (sleep) on the other side of the bed?
- 7 We can't wait \_\_\_\_\_ (see) your new house.
- 8 My boss makes me \_\_\_\_\_ (work) at the weekend sometimes.
- 9 No-one forgets \_\_\_\_\_ (see) Venice for the first time.
- 10 Could you let me \_\_\_\_\_ (speak), please!

**Complete the words in the sentences.**

Example: If a song has a strong beat, it makes you want to tap your feet.

- 1 An e\_\_\_\_\_ is an extra piece performed when the audience calls the performer back.
- 2 A f\_\_\_\_\_ is a long thin metal instrument that you blow into.
- 3 A s\_\_\_\_\_ is a female singer who sings very high.
- 4 Jazz and soul are examples of two different musical g\_\_\_\_\_.
- 5 The person who directs an orchestra is called a c\_\_\_\_\_.
- 6 A c\_\_\_\_\_ looks like a very big violin.

## 2. Чтение, пересказ и перевод

Read the article about music and mood. Five sentences have been removed. Which sentence A-F fits each gap (1-5)? There is one extra sentence you do not need to use.

### Music and Mood

The helpful effects of music on mental health have been known for thousands of years. Ancient philosophers from Plato to Confucius sang the praises of music and used it to help deal with stress. (----- 1 -----) Military bands use music to build confidence and courage. Sporting events provide music to build up enthusiasm. Modern research carried out by several psychologists supports what most people believe about music benefiting mood and confidence.

Because of our unique experiences, we develop varied musical tastes and preferences. (---- - 2 ----) Babies, for example, love lullabies. Maternal singing is particularly calming, even if a mother has no formal musical talents. Certain kinds of music make almost everyone feel worse – even when they say they enjoy it. A study of 144 adults and teenagers who listened to four different kinds of music showed that their emotions changed according to the music. Grunge music, which has a lot of guitar and drums, for example, led to significant increases in negative emotions such as sadness, tension, and fatigue across the entire group, even in the teenagers who said they liked it. In another study, college students reported the opposite when they listened to pop, rock, classical music, and oldies – songs from more than 15 years ago. They said it helped them feel happier and more optimistic, friendly, relaxed, and calm.

Everyone who has learned the alphabet knows that it is easier to memorize a list if it is set to music. Scientific research supports what many people believe – that pairing music with a musical rhythm improves learning and helps people to remember things. (----- 3 -----) First of all, it can be used as a reward when someone behaves in the required way. For example, for paying attention to homework for ten minutes, a child can be given the opportunity to listen to music for five minutes. Second, it can be used to help increase attention to “boring” academic tasks such as memorization, using songs, rhythms, and dance or movement to enhance the interest of the lists to be memorized. Instrumental music is great for improving attention and reasoning and for students, playing background music is not distracting. Lastly, music can be used to help organize activities – one kind of music for one activity (studying), another for a different activity (eating), and a third kind for going to bed.

Many people find familiar music comforting and calming. In fact, music is so effective in reducing anxiety, it is often used in by dentists or by doctors just before performing an

operation to help patients cope with their concerns. (----- 4 -----) Any kind of relaxing, calming music can contribute to calmer moods. It is often combined with cognitive therapy to lower anxiety. Some studies suggest that specially designed music, which includes certain tones, can help improve symptoms in anxious patients even more than music without these tones; listening to this music without other distractions (not while driving, cooking, talking, or reading) promotes the best benefits.

Since ancient times, it has been known that certain kinds of music can help soothe away stress. Calming background music can help patients in hospital feel less bad-tempered. It can also help elderly patients in nursing home who are very ill feel calmer. Music, wisely chosen, lowers stress hormone levels. (----- 5 -----) Knowing that certain kinds of music can reduce stress is one thing. Being attentive in choosing what kind of music to listen to is another. So, choose your music as carefully as you choose your food and friends.

- A Music helps decrease worries in the elderly, new mothers, and children too.
- B And in modern times, shopping malls play music to attract customers and keep them in the store.
- C This can be used to help children and teenagers with attention problems in several ways.
- D However, it's difficult to explain how exactly it works.
- E On the other hand, parents of teenagers know that certain kinds of music, particularly at high volumes, can cause stress.
- F Despite these differences, however, there are some common responses to music.

Retell and translate the article.

### 3. *Beceđa no teme*

1. Do you have a favourite kind of music?
2. Do you play a musical instrument?
3. Have you ever performed in front of people
4. Have you been to a good concert recently?

Раздел 23.

#### 1. *Практическое задание*

##### **Underline the correct word(s).**

Example: I used to / 'm used to eat junk food, but now I eat very healthily.

- 1 Did you use to / used to do much sport at school?
- 2 Driving on the left was weird at first, but I use to / 'm used to it now.
- 3 We would / used to be very good children most of the time.
- 4 I wasn't used to / didn't use to eat fish at all, but I have it occasionally now.
- 5 Sam usually / use to goes to work by bus, but he decided to walk today.
- 6 Clara and Tom used to be / being a couple, but they've split up now.
- 7 I'm not used to / didn't use to speaking so much English – it's tiring!
- 8 I can't get used to / be used to this new operating system. I prefer the old one.
- 9 On a free afternoon, I often / 'm used to drive to the coast and do some surfing.
- 10 My mother would / use to always bake cakes on Saturdays when I was young – I loved it!

##### **Complete the sentences with the correct word(s).**

Example: My dad snores so loudly that he keeps everybody awake at night.  
yawns snores oversleeps

- 1 Why are you \_\_\_\_\_? Are you tired or just bored?  
snoring napping yawning



- 2 I didn't hear you get back last night, I was \_\_\_\_\_ asleep.  
fast deep fallen
- 3 I use a special \_\_\_\_\_ that gives my long neck enough support.  
duvet blanket pillow
- 4 I used to suffer from \_\_\_\_\_. I would lie awake for hours every night.  
insomnia jet-lag nightmares
- 5 When it's really hot in summer, I just sleep under a \_\_\_\_\_.  
pillow sheet duvet
- 6 If you eat too much late at night, it will \_\_\_\_\_ you awake.  
stay keep make
- 7 My uncle gets up very early but he sometimes has a \_\_\_\_\_ in the afternoons.  
dream yawn nap
- 8 You don't need to worry about \_\_\_\_\_ – that alarm clock's incredibly loud.  
oversleeping having a siesta keeping awake

## 2. Беседа по теме.

1. Do you have problems sleeping? Why (not)?
2. When you were a child, did you use to wake up very early in the morning?
3. Do you think you would find it difficult to get used to getting up at 5.30 a.m. every day?

## Раздел 24.

### 1. Практическое задание

#### **Underline the correct word(s).**

Example: You must have / can't have seen Billy. He's on holiday at the moment.

- 1 They must have / should have gone to bed early – there are no lights on in the house.
- 2 I suppose I could have / must have dropped my wallet, but I think it's been stolen.
- 3 You look exhausted. You should have gone / should go for a shorter run.
- 4 I may have / must have met her at a conference, but I can't remember if I did.
- 5 Diana can't have / mustn't have got engaged – she's only known him six weeks!
- 6 You shouldn't have / might not have looked at my emails, it was very wrong of you.
- 7 They might have / must have finished their walk by now. It's too dark to see anything.

#### **Underline the correct word(s).**

Example: I hope / wish Nick was here. I miss him.

- 1 Please remember / remind me to set my alarm clock for 7.00 instead of 8.00.
- 2 Have you noticed / realized that new pizza place on the High Street?
- 3 We couldn't avoid/ prevent her from buying that car.
- 4 We really don't matter / mind Alice staying another night – she's welcome.
- 5 I can remember when Manchester United beat / won Arsenal 8-2.
- 6 The trouble with Jeff is that he denies / refuses to accept that anything is wrong.
- 7 Unemployment has risen / raised again this month.
- 8 We laid / lay the blanket on the ground and had a picnic by the river.
- 9 That's the jeweller's that was stolen / robbed last week.
- 10 I advise / warn you to look for another job – you really don't seem happy in this one.

## 2. Аудирование

**Listen to a health and lifestyle expert talking about ways people can make themselves happy.**

#### **Underline the correct answer.**

- 1 Chris says that our decisions can be affected by our own negative thoughts / other people's negative opinions / our previous negative experiences.

- 2 According to Chris, the amount / location / quality of sleep we get is important.
- 3 Chris recommends spending time with kids / having a more relaxed attitude / laughing at ourselves if we're having a bad day.
- 4 Chris mentions getting a pet / telling family members a story / meeting new people as an example of 'getting back to basics'.
- 5 Chris says that the ability to love is missing among people in society nowadays / a characteristic of all people / essential in establishing relationships with people.

## Script

Interviewer Welcome back and up next is our weekly Well-being Corner, and with me now is Chris, our resident health and lifestyle expert, who's going to tell us some simple tricks for making ourselves feel better when we're down. So, Chris, is it really that simple to cheer ourselves up when we're having a bad day?

Chris Well, yes, it is actually. The first thing I'd say is that most people have problems with internal dialogue . that little voice in your head that says to you 'Oh, you'll never be able to do that' or 'You'll fail'. This is very damaging ... we need to watch out for it and not allow it to affect our decisions about things. It's all about being more positive.

Interviewer That makes sense I suppose. What else can we do?

Chris One of the first things we all need to think about is our sleep.

Interviewer Oh? Do you mean we're probably not getting enough sleep?

Chris It's more about how we sleep than how much, actually. We should make sure that we're ready for sleep when the time comes to go to bed, and that means spending time winding down beforehand - you know just relaxing, and giving our brain a chance to slow down. People who have trouble getting to sleep should try sleeping in different rooms in the house, or take a hot bath before bedtime.

Interviewer Right.

**Chris** Another thing that's important is laughter. You've heard the saying 'laughter is the best medicine' I'm sure?

Interviewer Of course ...

Chris ... Well, there's a lot of truth in that saying! Laughing really improves our mood so if you're having a bad day, just act silly once in a while, read some jokes, or watch something funny. And even more importantly, learn not to take yourself too seriously either, and see the funny side of the little things in life. Be a child again!

Interviewer Uh-uh, yeah, I'd go along with that. All good tips. So, is there anything else?

Chris Yes, there's what I call getting back to basics ...

Interviewer ... which means?

Chris Just doing simple stuff like reconnecting with old friends, taking the dog for a walk, visiting an art gallery, or listening to your favourite music. Enjoy a long, relaxing bath, read a great book, tell your child a story, or ask an older relative to tell you one! It's the simplest things in life that often give us the most pleasure.

Interviewer I'm with you on that.

Chris And finally there's just one more thing I'd like to add and that's about friendship. It may seem a bit obvious, but allow love into your life. The ability to love and be loved is a most basic human quality. As a society, I think we seem to have become disconnected, and negative emotions like loneliness, guilt, and anger are symptoms of this. So, if you really want to work on making your attitude more positive, find a way to reconnect with people and establish good relationships with them.

Interviewer And again, that seems very reasonable. Well Chris, it's been very interesting talking to you, but unfortunately we'll have to end it there. Thanks for joining us.

Chris And thank you, it's been a real pleasure!

## 3. Beceđa no meme

1. In your experience, what do couples typically argue about? Do you think men and women use different strategies when they argue?
2. Do you mind if people are a bit late?
3. Can you give some tips to help people when they disagree with somebody?

#### 4. Передача содержания текста

Read and retell in English the article. Express your point of view on this issue.

##### **Что такое терроризм?**

Терроризм – это общественный феномен, заключающийся в противоправном использовании крайних форм насилия или угрозы насилием для устрашения противников с целью достижения конкретных политических целей. Слово «террор» пришло из латинского языка (terror – страх, ужас). Аналогичное значение имеют слова: terror (англ.), terreur (фр.) – ужас, страх. Существует также выражение «террористический акт» (acte de terreur). В. Маллисон и С. Маллисон дают такое определение: «Террор есть систематическое использование крайнего насилия и угрозы насилием для достижения публичных или политических целей». Они отмечают использование террора при решении политических задач. В словарях «террор» определяется как «физическое насилие, вплоть до физического уничтожения, по отношению к политическим противникам». В толковом словаре В. И. Даля подчёркивается основной смысл, нацеленность терроризма – устрашать смертью, казнью, насилием. В книге «Международный терроризм и всемирная безопасность» терроризм трактуется более широко и неопределенно: угроза насилием, индивидуальные акты насилия или компании насилия, ставящие терроризм к числу самых опасных и труднопрогнозируемых явлений современности, которое приобретает все более разнообразные формы и угрожающие масштабы.

Террористические акты чаще всего приносят массовые человеческие жертвы, влекут разрушение материальных и духовных ценностей, не поддающихся порой восстановлению, сеют вражду между государствами, провоцируют войны, недоверие и ненависть между социальными и национальными группами, которые иногда невозможно преодолеть в течение жизни целого поколения. В соответствии с Федеральным законом от 06.03.2006 г. № 35-ФЗ «О противодействии терроризму», терроризм – это идеология насилия и практика воздействия на принятие решения органами государственной власти, органами местного самоуправления или международными организациями, связанные с устрашением населения и (или) иными формами противоправных насильственных действий.

##### **В чем особенности современного терроризма?**

Отличительными особенностями современного терроризма являются:

- формирование международных и региональных руководящих органов для решения вопросов планирования террористической деятельности, подготовки и проведения конкретных операций, организации взаимодействия между отдельными группами и исполнителями, привлекаемыми к той или иной акции;
- возбуждение антиправительственных настроений в обществе в целях успешной борьбы за влияние и власть;
- проникновение в общественные и государственные политические, экономические и силовые структуры;
- создание разветвленной сети центров и баз по подготовке боевиков и обеспечения операций в различных регионах мира, создание сети подполья, тайников и складов оружия и боеприпасов в различных странах и регионах;
- создание сети фирм, компаний, банков, фондов, которые используются в качестве прикрытия террористов, финансирования и всестороннего обеспечения их операций;
- концентрация финансовых средств в руках террористов в связи со сращиванием терроризма с наркобизнесом и торговлей оружием;
- использование права на политическое убежище, проживание, деятельность и базирование, предоставляемое рядом государств;
- использование конфликтных и кризисных ситуаций для распространения своего влияния

(ист. Абдрахманов Д.М., Максимов К.В., Нугуманов М.М., Сафина Э.Н.  
Экстремизм. 100 ответов на насущные вопросы об экстремизме и терроризме.

Раздел 25.

1. Практическое задание

**Complete the sentences with one word.**

Example: Jason scratched the bite on his arm and made it bleed.

- 1 You don't look old! You haven't got any \_\_\_\_\_ on your face!
- 2 You look as if you've just got out of bed! You should \_\_\_\_\_ your hair!
- 3 It's very rude to \_\_\_\_\_ your finger at people.
- 4 I knew you wouldn't agree because you raised your \_\_\_\_\_ when I suggested it.
- 5 Business people often \_\_\_\_\_ hands when they make a deal.
- 6 Did you use to suck your \_\_\_\_\_ when you were little?
- 7 Can you give me a tissue? I need to blow my \_\_\_\_\_.
- 8 Eric shrugged his \_\_\_\_\_ and said he had no idea where the path went.
- 9 There's a cold wind today. Put this scarf round your \_\_\_\_\_.
- 10 I could tell as soon as I saw your fingers that you bite your \_\_\_\_\_.

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

Example: You look really ill. You should call a doctor.  
sound look feel

- 1 Beth told me you \_\_\_\_\_ like going to a club. Where do you fancy going?  
sound feel look
- 2 It's so empty here today. It feels \_\_\_\_\_ we've got the café to ourselves.  
as if if that
- 3 I don't know what this fruit is but it tastes like \_\_\_\_\_!  
great pineapple horrible
- 4 Mmm, that \_\_\_\_\_ really good! Are you making a cake?  
smells tastes feels
- 5 This shirt \_\_\_\_\_ a bit tight. Do you have it in a larger size?  
feels as if feels feels like
- 6 Robert looks more \_\_\_\_\_ his mother than his father.  
as like as if
- 7 Eve looks as \_\_\_\_\_ she hasn't slept for a week!  
though like when
- 8 This music \_\_\_\_\_ something I've heard before. What's the name of the band?  
sounds like feels like sounds

2. Чтение, пересказ и перевод

Read the article about people and happiness. Five sentences have been removed. Which sentence (A–F) fits each gap (1–5)? There is one extra sentence you do not need to use.

Great Britain – Or Is It?

If someone asked you how happy the people in your country are, what would you say? The British government recently asked the Office for National Statistics (ONS) to carry out a survey to find out if people in the country are, in general, happy or not. Most Britons report

being satisfied with life, with concerns over work and finances overtaken by happiness gained from children, relationships, and where people live.

The government survey was released just days after economists made one of the most depressing forecasts of recent times about long-term economic growth. (—— 1 ——) Not only that, but it would leave the public worse off than they were ten years ago. Despite this, the survey paints a picture of the country largely emotionally unaffected by the crisis.

The survey of 4,200 adults is part of the British Prime Minister's £2 million drive to get a better idea of how the country is doing, rather than just focusing on budgets and figures. People were asked various questions about their lives and were asked to give marks out of ten about how they felt about these areas. The ONS's work showed that on average people rated their life satisfaction at 7.4 out of 10. When asked whether things they did in life were worthwhile, people on average gave a score of 7.6. (—— 2 ——) Happiness with people's financial situation had the lowest average score of 6.2 out of 10, followed by work situation, with 6.7 out of 10. When asked specifically about satisfaction with the balance between time spent on work and on other areas of life, low scores were also given, with an average of 6.4 out of 10.

The answer to the question, 'Overall, how anxious did you feel yesterday?' caused some worry. More than a quarter rated this 5 out of 10 – where 10 was feeling 'completely anxious'. (—— 3 ——) These areas of life had the highest average scores, with both scoring at 8.3 out of 10.

Lord Richard Layard, professor at the London School of Economics, said it was likely that life satisfaction would fall as the situation gets worse. (—— 4 ——) And when things are going badly and times are hard, people start to feel less happy with their lives.

The professor, who founded the Action for Happiness group to promote well-being, said policymakers – the people who make important financial decisions – could use the data to lessen the pain of recession. But they would need to first identify how to measure happiness, then work out what makes people 'miserable or happy'. Lastly, they ought to assess how much happiness one can create by spending taxpayers' cash. (—— 5 ——)

Paul Allen of the ONS said another big factor in happiness was health. He said they saw that people who responded when their health was bad, reported anxiety. He added that they were trying to build up a picture of how people rate happiness. 'One of the most revealing aspects of the emerging science around happiness is about language. Britons associated happiness with being 'calm, relaxed, and peaceful' rather than 'energized and excited'. So, perhaps it pays in more ways than one to follow the great

A However, there were also signs of stress in British society.

B This could be used on supporting childcare, parenting, or help for mental health.

C He added that we know from other European countries that this is sensitive to how businesses reach highs and sink to lows.

D However, a lot of young people think that wealth and celebrity will make you happy.

E The experts predicted that the financial decline would be deep and long.

F People were happiest, however, with their personal relationships and mental wellbeing.

**Retell and translate the text.**

3. *Beceđa no meme*

1. What actors do you particularly enjoy watching? Why do you like them?

2. What's one of the best films you have seen recently? Why did you like it to watch?
3. Do you ever go to the theatre? Do you prefer it to the cinema? Why?

Раздел 26.

*Практическое задание по грамматике*

**Translate into English, using the Participle where possible. (Based on an episode from Oliver Twist by Ch. Dickens).**

1. Держа Оливера за руку, Сайке подошел к полуразрушенному, заброшенному дому. 2. Войдя в дом, Сайке поздоровался с Тоби, который уже ждал его. 3. Человек, лежавший на старом диване, поднял голову и, увидев Оливера, спросил Сайкса, зачем он привел мальчика. 4. Напуганный словами и жестами грабителей, Оливер сидел в углу, едва -сознавая (to know), где он находится и что происходит вокруг него. 5. Выпив немного виски, грабители легли отдохнуть. 6. Проспав час или два, они вышли из дома, приказав мальчику следовать за ними. 7. Грабители молчали, когда шли по главной улице городка. 8. Пройдя около четверти мили, они подошли к большому красивому дому, обнесенному (to surround), стеной. 9. Один из грабителей вскарабкался на стену, окружавшую дом. 10. Когда Оливер понял, что его спутники (companions) собираются ограбить дом, он упал на колени, умоляя их отпустить его.

**Insert the appropriate form of Participle I.**

1. Derek, who had slept the sleep of the dead, \_\_\_ none for two nights, woke \_\_\_ of Nedda. (to have, to think) (Galsworthy) 2. The street was full of people, t- and \_\_\_ home, (to laugh, to go) (Greene) 3. The gypsy smiled, \_\_\_ his teeth, (to show) (Hemingway) 4. While \_\_\_ my directions, he glanced at me now and then, suspiciously, from under his frost-white eye-lashes, (to obey) (Ch. Bronte) 5. \_\_\_ them, he raised his coffee cup. (to watch) (Cronin) 6. It (the letter) contained very little matter, \_\_\_ in haste; but the meaning was bulky enough, (to write) (Hardy) 7. He went upstairs again, \_\_\_ past the door, and, \_\_\_ his room, switched on the light, (to tiptoe, to enter) (Galsworthy) 8. The missionary, \_\_\_ daily opportunities of looking at this seascape for thirty years or so, pays no heed to it, \_\_\_ in trimming a huge red geranium bush. (to have, to absorb) (Shaw) 9. \_\_\_ my back on him I started down the steps, (to turn) (Clark) 10. At that moment he was plunged in the depth of an easy-chair, \_\_\_ to by Mr. Vandernoodt. (to talk) (Eliot)

**State the function of the Participle and Participial Constructions.**

1. Philip limped to the door, turned there, meaning to say something, saw Adele Gerry sitting in her chair, looking blankly at the floor, with her face a ruin of sorrow... and age. (I. Shaw) 2....the girl being really weak and exhausted, dropped her head over the back of a chair and fainted. (Dickens) 3. Poor luck pursuing him, he had secured but ten cents by nightfall. (Dreiser) 4. Vincent glanced over at Christine knitting by the fire. (Stone) 5. At that moment footsteps were heard coming across the hall. (Murdoch) 6. He had discovered the loss of his pound when taking his coat off, and had at once suspected Loo; but then he had wondered if he hadn't had his pocket picked at the pub. (Lindsay) 7. She frowned a little as though puzzled. (Greene) 8. His meal over, and numerous questions from his mother answered, he turned from the table to the hearth. (Ch. Bronte) 9....he came in quietly, cap and coat on, and sat down, looking at the candles. (Llewellyn) 10. I imagine that she saw her husband installed in a luxurious suite of rooms, dining at one smart restaurant after another, and she pictured his days spent at race-meetings and his evenings at the play. (Maugham)

**Point out the Gerundial Construction and comment on the way the nominal element is expressed. Translate into Russian.**

1. You must excuse my being so breathless, I'm not really breathless, it's just the excitement. (Leacock) 2. These happy events occurred without any recommendation having been made by Rainborough, and indeed without his having been officially informed. (Murdoch) 3. The maid said something about the American lady's having come back to Rodnik. (Heym) 4. It was easy to

imagine Cave sitting silent. (Snow) 5. She was interrupted by her father's voice and by her father's hat being heavily flung from his hand and striking her face. (Dickens) 6. He brought in a portmanteau with him, which he doubted its being worth while to unpack. (Dickens) 7. Besides, there's no danger of it happening again. (Hansford Johnson) 8. "It's no good you staying," Jack Burton said. (Aldridge) 9. Jack laughed. Their being bothered amused him. (Lawrence) 10. He was wakened by someone knocking at the door. (Faulkner)

### **Insert the appropriate form of the infinitive.**

1. But there was nothing now \_\_ for. (to wait) (Wilson) 2. She put on the cape, and turned round \_\_ (to admire) (Cain) 3. He appeared \_\_ (to listen) (Lessing) 4. He appeared \_\_ plenty of money, which was said \_\_ in the Californian goldfields. (to have, to gain) (Conan Doyle) 5. "When I seemed \_\_ a long while, the Master of Salem House unscrewed his flute into the three pieces, put them up as before, and took me away, (to doze) (Dickens) 6. Every feature seemed \_\_ since he saw her last, (to sharpen) (Galsworthy) 7. This fellow seemed \_\_ a famous explorer or something of that sort, (to be) (Priestley) 8. The house appeared \_\_ recently... (to repair) (Hardy) 9. Nobody seemed \_\_ his entry, but there he certainly was. (to perceive) (Hardy) 10. Paula would be the first concentration camp \_\_ by American troops, (to liberate) (Heym)

### **Раздел 27.**

#### **1. Беседа по теме**

1. Have you ever been robbed in the street?
2. Do you know how not to get robbed?
3. What are the most common crimes in your country?
4. Do you have capital punishment in your country?
5. Do you know anyone who has been burgled? What happened?

#### **2. Сочинение**

1. Write an article for a magazine saying what you think about downloading music and films from the Internet.

#### **3. Рендеринг текста**

Render in English the article. Express your point of view on this issue.

### **Противодействие коррупционному поведению.**

Центральным нормативным правовым актом в системе нормативных правовых актов в сфере противодействия коррупции является Федеральный закон от 25.12.2008 № 273-ФЗ «О противодействии коррупции», в котором обозначены основные принципы противодействия коррупции, правовые и организационные основы предупреждения коррупции и борьбы с ней.

Согласно ст. 1 указанного Федерального закона *коррупция – это:*

злоупотребление служебным положением, дача взятки, получение взятки, злоупотребление полномочиями, коммерческий подкуп либо иное незаконное использование физическим лицом своего должностного положения *вопреки законным интересам общества и государства в целях получения выгоды* в виде денег, ценностей, иного имущества или услуг имущественного характера, иных имущественных прав *для себя или для третьих лиц*, либо незаконное представление такой выгоды указанному лицу другими физическими лицами, а также совершение указанных действий от имени или в интересах юридического лица.

Процесс ликвидации причин коррупции начинается с каждого отдельного человека, его гражданского и правового самоопределения и самовыражения. Борьба с коррупцией предполагает борьбу граждан за свои права, за честную, ответственную и эффективную государственную власть, а в итоге, за безопасную, благополучную, достойную жизнь.

Ввиду важности вовлечения общества в противодействие коррупции в Федеральном законе «О противодействии коррупции» *под противодействием коррупции понимается деятельность* федеральных органов государственной власти, органов государственной власти субъектов Российской Федерации, органов местного самоуправления, институтов гражданского общества, организаций и физических лиц в пределах их полномочий:

а) по предупреждению коррупции, в том числе по выявлению и последующему устранению причин коррупции (профилактика коррупции);

б) по выявлению, предупреждению, пресечению, раскрытию и расследованию коррупционных правонарушений (борьба с коррупцией);

в) по минимизации и (или) ликвидации последствий коррупционных правонарушений.

При этом в ст. 6 данного Федерального закона определено, что *одной из мер профилактики коррупции является формирование в обществе нетерпимости к коррупционному поведению.*

К способам формирования в обществе нетерпимости к коррупционному поведению можно отнести:

- антикоррупционное воспитание (в том числе посредством искусства);
- антикоррупционное просвещение, включая антикоррупционное обучение, антикоррупционную пропаганду и социальную рекламу;
- деятельность общественных организаций.

Однако, прежде всего, *граждане должны осознать пагубность участия в коррупционных отношениях.*

(ист. Памятка для населения «Формирование в обществе нетерпимости к коррупционному поведению» <https://mssp.midural.ru/download/86344/> )

## Раздел 28

### 1. Сочинение

Write an essay on the following topic:

‘Nowadays there is too much news about celebrities’.

Write 140–180 words. Include the following information:

- explain if there is a lot of news about celebrities in your country
- give your opinion on this
- say why you think this situation exists

### 2. Чтение и перевод

Read the article about a writer’s life. Five sentences have been removed. Which sentence (A–F) fits each gap (1–5)? There is one extra sentence you do not need to use.

#### How to be an author

My biggest dream has always been to become an author. An enthusiastic reader since I was a toddler, books have been a steady influence, a friend, and an escape. I cannot imagine living without the written word. To me, reading is second only to breathing. From cereal boxes to fiction, I devour anything and everything I can get hold of. (—— 1 ——) Some of my favourite genres include contemporary women’s novels and thrillers.

I guess this love of books is what drove me to become a writer. The fact that I am always



talking, thinking, and plotting helped me with my ambition. I have a need to create and to put into words feelings, thoughts, and desires. To me, books should present a welcome break from the stresses of every day, a way to relax and unwind. There are horrors all around us. After all, we just have to pick up a newspaper or turn on the news to realize how much crime there is in society. (—— 2 ——) Any type of reading inspires the brain and gives a change of pace. Children require fantasy and play, and adults also need a break from reality.

Exciting as it is to be able to inspire others, an author's career is lonely and often dull. Writing requires self-control and determination, and writers, as well as having knowledge of the difficulty of getting published, need to be able to deal with criticism. For every potential writer that there is out there, many give up or fail. I kept trying with the burning desire to do well. I could not go through life wondering if I would be successful or not. (—— 3 ——)

My first writing experience was as a reporter for a small newspaper, almost twenty years ago. I submitted two articles for each of the three months the paper was published. The first month, I was given a bridal show to cover and I had to write an article on how to prepare an elegant, yet inexpensive, wedding. Two local newspapers gave me assignments for various topics, and I realized this is an excellent way to learn the basics as a writer. Although I found reporting enjoyable, I recognized this was not the type of writing I wanted to do.

My goal was to write fiction. Whether creating short stories or 'the great American novel', I enjoy fantasy and making up fictitious people and tales about their lives. (—— 4 ——) I first started working on this in 1995, and after reading the extremely rough draft, I recognized the text was a mix of information just thrown together and which was too much for children to understand. I broke up the ideas, planning to turn them into four books.

Unfortunately, life took over and I had to put the book on hold for a while. After my husband and I moved, I returned to reporting, receiving several assignments for a local magazine and two national and international food-trade magazines.

Nevertheless, I kept returning to the children's novel I had in my head. The desire to complete and submit the book for publication was as strong as ever. Fortunately, I became a member of a wonderful group that offered support, as well as excellent suggestions. My first book, a children's book intended for ages 8 – 12, was accepted by a publisher and released three years ago. The sequel is almost completed for submission, and to this, I hope to add two or three more to the series, though all of the books work equally well on their own.

Between writing, reading, reviewing, and being with family, I enjoy a busy and happy life. (—— 5 ——) Therefore, I encourage anyone who wants to write to 'just do it.'

- A I may never become well-known, but my dream has been satisfied.
- B Although I prefer genres suited to adults, I decided to try writing a children's book.
- C Meanwhile, four unfinished adult contemporary novels are calling to me, and I plan to get to them one day.
- D I read from morning, while eating breakfast, to night, before going to sleep.
- E I needed to try to see if I could do it.
- F Novels can carry people away to another place, and allow them to forget, for a short time at least, all the awful things in life.

Retell and translate the article.

Раздел 29.

1. Чтение и перевод

Read the article. For questions 1-5, choose the correct answer (A, B, C, or D).

### A Step In The Right Direction

It was once famously said that some things in life – like paying taxes and death – are inevitable. And leaving education trying to find employment is something that young people everywhere have to face. But despite the large amount of research that has been undertaken on young people in the job market, relatively little is known about what happens once young people start their first job. A team of researchers from Leeds Metropolitan University looked into this aspect. The survey focused on 30 people and 39 employers, and addressed a range of issues in relation to recruitment, employment, and particularly young people into the workplace.

It is clear from the interviews with young people that, for the vast majority, the idea of a 'job for life' no longer exists. While some had clear career ambitions, the majority appeared to be unclear on what they wanted to do. One consequence of this is that many young people saw their early work experiences as temporary – a 'stop gap' until their ideas on what they wanted to do had developed, or simply a way of earning money to pursue other ambitions such as travel.

This tendency has also been noted by many employers, and is particularly disappointing to smaller businesses looking for long-term loyalty in their staff. However, some employers – for example in areas such as financial services and call centres – had adjusted to the new situation, and appeared to accept that they cannot expect young people to be loyal and see a long-term future with one employer.

Like a number of other studies, the findings confirm that employers tend to focus on 'softer' skills and behavioural qualities in the recruitment process, with a less prominent role played by formal qualifications. The opinions of this sample of young people were remarkably consistent with those of the employers. Most of the young people seemed to have understood the message that formal qualifications are often a necessary but not sufficient condition for obtaining the types of jobs which they hope to do in the future. They recognized that skills like communication, team-working, organization, and customer service are all important. There was evidence that many young people had clearly worked on developing such skills.

Where there does appear to be a significant difference of opinion between the views of young people and employers related to the extent to which young people actually possess the necessary 'employability' skills. By and large, the young people interviewed were confident in their ability to demonstrate these skills and qualities. Employers, on the whole, were much less positive about this, often feeling that educational institutions were focusing too strongly on academic skills and qualifications, at the expense of employability.

Another area where employers' and young peoples' views differed is in relation to Information Technology (IT) skills. When asked about the things they value most about young recruits, many employers mentioned their ability with computers. On the other hand, few young people mentioned this explicitly. The probable explanation is that young

people simply take their IT skills for granted, often not realizing how valuable they might be to some employers. Encouraging young people to be more positive about this aspect might help some to improve the way they are viewed by potential employers.

In terms of the inductions provided for their young recruits, the results of this study confirmed both expectations and the findings of earlier research – that employers vary widely in the nature of the training they provide. Differences included the length of time the inductions ran, how formal the training was, what topics were covered, and how often training occurred. The reaction of most young people to the induction they had experienced was positive, or at least neutral. There is clearly a tension between the need for new recruits to become good at their jobs, and their understandable desire to get involved as quickly as possible.

From the point of view of the employer, much depended upon the nature of the job, the type of employer (particularly size and sector), and the frequency with which they recruit young people. In general, the more regularly young people were recruited and the larger the employer, the more formal the induction process.

In uncertain economic times, it seems that young people more than ever are having to do all they can to find employment.

1 The survey revealed that, in general, young people ...

- A place little value on their early work experience.
- B would rather take a year off before going to university.
- C feel they will change jobs throughout their working lives.
- D are unclear about what they want to do when they finish their education.

2 What do employers think about behavioural qualities?

- A They are less important than formal qualifications.
- B They are more important than formal qualifications.
- C They are just as important as formal qualifications.
- D They are not important at all when recruiting employees.

3 What can we learn from the survey about young people and IT skills?

- A Young people need to let employers know that they have these skills.
- B Employers feel their own skills are inferior to those of young people they employ.
- C They are something that young people need to work on before starting a job.
- D Not all employers assume that young people have adequate knowledge in this area.

4 The survey suggests that young people themselves value skills such as ...

- A being able to fit in easily at work.
- B being able to set higher standards than others.
- C being able to work more quickly than colleagues.
- D being able to bring in more customers for the business.

5 Induction processes vary in terms of ...

- A why they are implemented.
- B who they are managed by.
- C when they are carried out.
- D how they are evaluated.

Read and translate the article

## Раздел 30.

### 1. Сочинение

A 'megacity' usually has more than 10 million inhabitants. Do you live in a megacity? If so, what's it like? If not, would you like to?

### 2. Беседа по теме

1. Is your country in a boom period, in a recession or somewhere in between?
2. How easy is it to find a job at the moment?
3. What are the main exports to other countries? What kind of products are usually imported to your country?
4. What products are produced or grown? What products are manufactured in your country?

## Раздел 31.

### 1. Практическое задание по грамматике

**Comment on the meaning of modal verbs. Translate into Russian (shall, will).**

1. "Don't want it, thanks. Finish it yourself." "Shall I? or shall I keep it for an emergency?" (Priestley)
2. No, Hubert; no chivalry and that sort of nonsense. You shan't have all this beastliness alone. I'm going to share it. (Galsworthy)
3. I ask your advice; and I am waiting for it. I will not have all the responsibility thrown on my shoulders. (Shaw)
4. El lean: I will offer to go down to the village with Paula this morning — shall I? Aubrey (touching her hand gently): Thank you — do. (Pinero)
- 5....I am yours for ever and ever. Nothing can or shall divide me from you, unless you stop loving. (Galsworthy)
6. Soames lifted his eyes: "I won't have anything said against her," he said unexpectedly. (Galsworthy)
7. Let snobbish people say what they please: Barbara shall marry not the man they like, but the man I like. (Shaw)
8. Sir George: The fact is, Mrs. Tanqueray, I am not easy in my mind about the way I am treating my poor old mother. Lady Orreyed (to Paula): Do you hear that? That's his mother, but my mother he won't so much as look at. (Pinero)
9. And now, Dr. Trench, since you have acted handsomely, you shall have no cause to complain of me. There shall be no difficulty about money; you shall entertain as much as you please: I will guarantee all that. (Shaw)
10. "If I could have a picture of you, I should treasure it." "Of course you shall!" (Galsworthy)

**Translate into English using the verbs can, may, must and the expressions to be + infinitive and to have- infinitive.**

1. Теперь всему миру придется поверить, что человечеству суждено заселить если не все, то многие планеты солнечной системы.
2. Если бы кто-нибудь сказал это лет пятьдесят тому назад, ему ответили бы, что об этом и думать нельзя.
3. Скептикам, которые говорили, что этого не может быть, приходится признать, что нам суждено стать свидетелями межпланетных полетов.
4. Для того чтобы осуществить запуск космической ракеты в межпланетное пространство, ученым пришлось сделать точные вычисления, чтобы знать, куда направить ракету. Они решили, что она должна пройти в непосредственной близости от Луны.
5. Полагают, что Луна, может быть, будет служить базой для межпланетных полетов.
6. Ученые думают, что на Луне, должно быть, нет атмосферы.
7. Трудности, которые нам придется преодолеть для того, чтобы создать пассажирские межпланетные ракеты, очень велики. Но мы, несомненно, преодолеем их.

**Translate into English using modal verbs and expressions (should, ought, to have to, to be to).**

1. Вы должны были давно прочесть «Дни и ночи» Симонова. Ведь книга издана в 1948 году.
2. Как это вы умудрились потерять книгу? Вы должны были положить ее в портфель, тогда вы бы ее не потеряли. Теперь вам придется расстаться с какой-нибудь из своих книг.
3. Собрание должно было состояться вчера, но не состоялось.
4. Мне придется пойти к ней, у нее испорчен телефон.
5. Вам бы следовало сделать то, что я вам говорила, тогда вы не

оказались бы в таком глупом положении теперь. 6. Как мы условились, я должна была зайти к ней и привести ее сюда. 7. Вы должны были мне сказать, что вы были больны. 8..Это случилось как раз в то время, когда она должна была, уехать на юг. 9. Я должен был прийти к ней в два часа, но я оставил дома ее адрес, и мне пришлось вернуться; поэтому я опоздал. 10. Вам следует помочь ей, она ведь очень устала.

### **Критерии оценивания форм текущего контроля успеваемости**

#### **Критерии оценки устного опроса**

**Отлично:** Ответы на поставленные вопросы излагаются логично, последовательно и не требуют дополнительных пояснений. Полно раскрываются причинно-следственные связи между явлениями и событиями. Делаются обоснованные выводы. Соблюдаются нормы литературной речи.

**Хорошо:** Ответы на поставленные вопросы излагаются систематизировано и последовательно. Материал излагается уверенно. Раскрыты причинно-следственные связи между явлениями и событиями. Демонстрируется умение анализировать материал, однако не все выводы носят аргументированный и доказательный характер. Соблюдаются нормы литературной речи.

**Удовлетворительно:** Допускаются нарушения в последовательности изложения. Неполно раскрываются причинно-следственные связи между явлениями и событиями. Демонстрируются поверхностные знания вопроса, с трудом решаются конкретные задачи. Имеются затруднения с выводами. Допускаются нарушения норм литературной речи.

**Неудовлетворительно:** Материал излагается непоследовательно, сбивчиво, не представляет определенной системы знаний по дисциплине. Не раскрываются причинно-следственные связи между явлениями и событиями. Не проводится анализ. Выводы отсутствуют. Ответы на дополнительные вопросы отсутствуют. Имеются заметные нарушения норм литературной речи.

#### **Критерии оценки практического задания**

% правильно выполненных заданий	оценка
100% - 91%	5
90% - 70%	4
69% - 52%	3
51% и менее	2

#### **Критерии оценки словарного диктанта**

- «5» - 1 орфографическая ошибка или 1 грамматическая ошибка;
- «4»- 1-3 орфографические или 1-2 грамматические ошибки;
- «3» - 4-6 орфографических ошибок или 3-4 грамматических ошибки;
- «2» - более 7 ошибок.

#### **Критерии оценки лексико – грамматической работы по теме**

- «5» - 1 лексическая или 1 грамматическая или 2 орфографические ошибки;
- «4» - 5 ошибок;
- «3» - 9 ошибок;
- «2» - более 9 ошибок.

#### **Критерии оценки пересказа содержания текста**

Оценивается эффективность и грамотность передачи студентом содержания исходного текста на иностранном языке, умение выделить основную идею и передать

ее в краткой форме. Ошибкой считается искаженная или неправильно переданная информация, грубые нарушения норм иностранного языка, повлекшие за собой нарушение коммуникации.

Критерии	Оценка
Цели передачи содержания текста достигнуты в полной мере; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме.	5
Цели передачи содержания текста достигнуты в общем; допущено не более двух–трех полных коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме.	4
Главные цели передачи содержания текста достигнуты частично; допущено не более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания осуществлена в основном.	3
Главные цели передачи содержания текста не достигнуты; допущено более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания не осуществлена.	2

### Критерии оценки беседы по теме

	Оценка
Коммуникативная задача решена полностью. Речь понятная, беглая. Высказывания четкие, соответствуют поставленной задаче. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены правильно. Высказывания логичны. Живо реагирует на реплики и выражает свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.	5
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.	4
Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Основные факты и события выявлены частично. Активная лексика используется в ограниченном объеме. Логика нарушена.	3
Коммуникативная задача не решена. Основные факты не выявлены. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам при большом количестве	2

фонематических, лексических и грамматических ошибок.	
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### Критерии оценки сочинения на одну из предложенных тем

«5» - студент свободно владеет лексическим материалом по теме, строит высказывание в соответствии с грамматическими нормами и правилами лексической сочетаемости, содержание сочинения соответствует поставленной теме, сочинение имеет четкую структуру, последовательно, логично, допускается наличие 1-2 орфографических ошибок и 1-2 погрешностей грамматического характера;

«4» - студент свободно владеет лексическим материалом по теме, строит высказывание в соответствии с грамматическими нормами и правилами лексической сочетаемости, содержание сочинения соответствует поставленной теме, сочинение имеет четкую структуру, последовательно, логично, встречаются орфографические ошибки (3-4), грамматические ошибки (3-4), нарушения лексической сочетаемости (1-2);

«3» - студент владеет лексическим материалом по теме не в полном объеме, строит высказывание в соответствии с грамматическими нормами и правилами лексической сочетаемости, содержание сочинения соответствует поставленной теме, структура сочинения недостаточно четкая, встречаются орфографические ошибки (5-6), грамматические ошибки (5-6), нарушения лексической сочетаемости (3-5),

«2» - студент не использует лексику по теме, нарушены грамматические нормы построения предложений и правила лексической сочетаемости, нарушена логика построения сочинения (изложения), сочинение не соответствует поставленной цели.

### Критерии оценивания практических заданий по грамматике:

«5» - 0-1 ошибка,

«4» - 2-4 ошибки,

«3» - 5-7 ошибок,

«2» - 8 ошибок и более.

### Критерии оценивания чтения и перевода

Критерий	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.	5
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.	4
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.	3
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%)	2

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

Итоговым испытанием в 1-2 семестрах является зачет. В 3-5 семестрах итоговым испытанием является экзамен. Оценка за итоговое испытание составляет часть общей оценки за работу в течение семестра.

На зачетах и экзаменах проверяется сформированность компетенции компетенции УК-11 Способен формировать нетерпимое отношение к проявлениям экстремизма, терроризма, коррупционному поведению и противодействовать им в профессиональной деятельности (И-УК-11\_2 Способен анализировать факты коррупционного поведения, экстремизма и терроризма и противодействовать им в профессиональной деятельности); 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 и 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 и межкультурной коммуникации).

### Описание процедуры выставления оценки на зачете

Оценка «зачтено» выставляется студенту, у которого элементы компетенций УК-11, ОПК-1, ОПК-3, ОПК-4 (полностью или частично формируемые данной дисциплиной) сформированы не ниже, чем на пороговом уровне.

Оценка «незачтено» выставляется студенту, у которого элементы компетенций УК-11, ОПК-1, ОПК-3, ОПК-4 (полностью или частично формируемые данной дисциплиной) сформированы ниже, чем на пороговом уровне.

### Описание процедуры выставления оценки на экзамене

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



Оценка «отлично» выставляется студенту, у которого формируемые дисциплиной элементы компетенции УК-11, ОПК-1, ОПК-3, ОПК-4 сформированы на высоком уровне.

Оценка «хорошо» выставляется студенту, у которого формируемые дисциплиной элементы компетенции УК-11, ОПК-1, ОПК-3, ОПК-4 сформированы не ниже, чем на продвинутом уровне.

Оценка «удовлетворительно» выставляется студенту, у которого формируемые дисциплиной элементы компетенции УК-11, ОПК-1, ОПК-3, ОПК-4 сформированы не ниже, чем на пороговом уровне.

Оценка «неудовлетворительно» выставляется студенту, у которого формируемые дисциплиной элементы компетенции УК-11, ОПК-1, ОПК-3, ОПК-4 сформированы ниже, чем на пороговом уровне.

### **Структура зачета (1 и 2 семестры):**

Зачет выставляется по результатам текущей работы в семестре и собеседования с преподавателем на одну из грамматических тем (устного ответа на вопрос).

### **Список вопросов к зачету (1 семестр)**

1. The Noun, its definition, morphological characteristics; synthactical characteristics; morphological composition; classification. The category of number; the category of state.
2. The Article. General notion. Use of articles with common nouns. Use of articles with proper nouns. Use of articles in some set expressions. Use of articles in some synthactic relations. Omission of the article.
3. The Adjective. Definition; morphological characteristics; spelling rules; synthactical characteristics; morphological characteristics; classification of adjectives.
4. The Pronoun. Definition; classification of pronouns.
5. The Numeral. Definition; cardinal numerals; ordinal numerals.
6. The words of the category of state. Definition; morphological composition and use.
7. The adverb. Definition, morphological structure; degrees of comparison, classification.
8. The interjection. Definition; classification; morphological composition.
9. The preposition. Definition, morphological structure; classification.
10. The conjunction. Definition, morphological structure; classification.
11. The particle. Definition, classification.

### **Список вопросов к зачету (2 семестр)**

1. The verb. Definition; morphological structure; basic forms; synthactic function; transitive and intransitive verbs; lexical characteristics; grammatical categories.
2. Present Indefinite. The formation. The use. Linking verbs.
2. Present Continuous. The formation. The use. Progressive structures. Non-progressive verbs.
3. Present Perfect Simple. The formation. The use. Irregular verbs.
4. Present Perfect Continuous. The formation. The use. Non-progressive verbs,
5. Past Simple. The formation. The use. Irregular verbs. Past Simple and Present Perfect.
6. Past Continuous. The formation. The use. Past Simple and Past Continuous.
7. Past Perfect. The formation. The use. Past Perfect and Present Perfect.
8. Past Perfect Continuous. The formation. The use. Past Perfect Continuous and Past Continuous.
9. Future Simple. The formation. The use.
10. Future Continuous. The formation. The use.
11. Future Perfect and Future Perfect Continuous. The formation. The use.
12. Active and Passive Voice.

## Критерии оценивания

**Оценка «зачтено»** выставляется студентам: 1) обнаружившим всестороннее, систематическое и глубокое знание учебного и нормативного материала, умеющим свободно выполнять задания, предусмотренные программой, усвоившим основную и знакомым с дополнительной литературой; 2) обнаружившим полное знание учебного материала, успешно выполняющим предусмотренные в программе задания, усвоившим основную литературу, демонстрирующим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности; 3) показавшим знание основного учебного материала в объеме, необходимом для дальнейшей учебы и в предстоящей работе по профессии, справляющихся с выполнением заданий, предусмотренных программой, но допустившим погрешности в ответе и при выполнении контрольных заданий, не носящие принципиального характера.

**Оценка «не зачтено»** выставляется студентам, обнаружившим пробелы в знаниях основного учебного материала, допускающим принципиальные ошибки в выполнении предусмотренных программой заданий. Ответ носит несистематизированный, отрывочный, поверхностный характер, студент не понимает существа излагаемых им вопросов и не ориентируется в материале.

## Структура экзамена

Экзамен состоит из трех пунктов:

- 1) Чтение и письменный перевод отрывка из художественного произведения англоязычного автора;
- 2) Пересказ содержания текста;
- 3) Беседа по одной из пройденных тем.

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

## Содержание экзамена

### 3 семестр

#### *1,2) Типовой текст для чтения, письменного перевода и передачи содержания*

I. They were great friends, Miss Hickson, Mrs Richman, and Arrow Sutcliffe. It was their fat that had brought them together and bridge that had cemented their alliance. They had met first at Carlsbad, where they were staying at the same hotel and were treated by the same doctor who used them with the same ruthlessness. Beatrice Richman was enormous. She was a handsome woman, with fine eyes, rouged cheeks, and painted lips. She was very well content to be a widow with a handsome fortune. She adored her food. She liked bread and butter, cream, potatoes, and suet puddings, and for eleven months of the year ate pretty well everything she had a mind to, and for one month went to Carlsbad to reduce. But every year she grew fatter. She upbraided the doctor, but got no sympathy from him. He pointed out to her various plain and simple facts.

‘But if I’m never to eat a thing I like, life isn’t worth living,’ she expostulated.

He shrugged his disapproving shoulders. Afterwards she told Miss Hickson that she was beginning to suspect he wasn’t so clever as she had thought. Miss Hickson gave a great guffaw. She was that sort of woman. She had a deep bass voice, a large flat sallow face from which twinkled little bright eyes; she walked with a slouch, her hands in her pockets, and when she could do so without exciting attention smoked a long cigar. She dressed as like a man as she could.

‘What the deuce should I look like in frills and furbelows?’ she said. ‘When you’re as fat as I am you may just as well be comfortable.’

She wore tweeds and heavy boots and whenever she could went about bareheaded. But she was as strong as an ox and boasted that few men could drive a longer ball than she. She was plain of speech, and she could swear more variously than a stevedore. Though her name was Frances she preferred to be called Frank. Masterful, but with tact, it was her jovial strength of character that held the three together. They drank their waters together, had their baths at the same hour, they took their strenuous walks together, pounded about the tennis court with a professional to make them run, and ate at the same table their sparse and regulated meals. Nothing impaired their good humour but the scales, and when one or other of them weighed as much on one day as she had the day before neither Frank’s coarse jokes, the bonhomie of Beatrice, nor Arrow’s pretty kittenish ways sufficed to dispel the gloom. Then drastic measures were resorted to, the culprit went to bed for twenty-four hours and nothing passed her lips but the doctor’s famous vegetable soup which tasted like hot water in which a cabbage had been well rinsed.

Never were three women greater friends. They would have been independent of anyone else if they had not needed a fourth at bridge. They were fierce, enthusiastic players and the moment the day’s cure was over, they sat down at the bridge table. Arrow, feminine as she was, played the best game of the three, a hard, brilliant game, in which she showed no mercy and never conceded a point or failed to take advantage of a mistake. Beatrice was solid and reliable. Frank was dashing; she was a great theorist, and had all the authorities at the tip of her tongue. They had long arguments over the rival systems. They bombarded one another with Culbertson and Sims. It was obvious that not one of them ever played a card without fifteen good reasons, but it was also obvious from the subsequent conversation that there were fifteen equally good reasons why she should not have played it. Life would have been perfect, even with the prospect of twenty-four hours of that filthy soup when the doctor’s rotten (Beatrice) bloody (Frank) lousy (Arrow) scales pretended one hadn’t lost an ounce in two days, if only there had not been this constant difficulty of finding someone to play with them who was in their class.

It was for this reason that on the occasion with which this narrative deals Frank invited Lena Finch to come and stay with them at Antibes. They were spending some weeks there on Frank’s suggestion. It seemed absurd to her, with her common sense, that immediately the cure was over Beatrice who always lost twenty pounds should be giving way to her ungovernable appetite put it all on again. Beatrice was weak. She needed a person of strong will to watch her diet. She proposed then that on leaving Carlsbad they should take a house at Antibes, where they could get plenty of exercise—everyone knew that nothing slimmed you like swimming—and as far as possible could go on with the cure. With a cook of their own they could at least avoid things that were obviously fattening. There was no reason why they should not all lose several pounds more. It seemed a very good idea. Beatrice knew what was good for her, and she could resist temptation well enough if temptation was not put right under her nose. Besides, she liked gambling, and a flutter at the Casino two or three times a week would pass the time very pleasantly. Arrow adored Antibes, and she would be looking her best after a month at Carlsbad. She could just pick and choose among the young Italians, the passionate Spaniards, the gallant Frenchmen, and the long-limbed English who sauntered about all day in bathing trunks and gay-coloured dressing-gowns. The plan worked very well. They had a grand time. Two days a week they ate nothing but hard-boiled eggs and raw tomatoes and they mounted the scales every morning with light hearts. Arrow got down to eleven stone and felt just like a girl; Beatrice and Frank by standing in a certain way just avoided the thirteen. The machine they had bought registered kilogrammes, and they got extraordinarily clever at translating them in the twinkling of an eye to pounds and ounces.

But the fourth at bridge continued to be the difficulty. This person played like a fool, the other was so slow that it drove you frantic, one was quarrelsome, another was a bad loser, a third was next door to a crook. It was strange how hard it was to find exactly the player you wanted.

**(W.S. Maugham “The Three Fat women of Antibes”)**

### 3) Вопросы для беседы по одной из пройденных тем

1. Speak about extreme interviewing. Do you think extreme interviewing is a good way of choosing candidates?
  2. Have you ever been interviewed for a job? What kind of questions did they ask you? Did you get the job? What do you think is the most important advice to give to someone who is going for a job interview?
  3. Have you (or anybody you know) seen or heard something which can't be explained, e.g. a UFO or a ghost?
  4. Have you (or anybody you know) visited a fortune-teller, psychic, or faith healer?
  5. Have you (or anybody you know) had a surprising coincidence?
  6. Do you believe that you can learn anything about someone's personality by ... ?
    - analysing their handwriting (graphology)
    - looking at their hands (palmistry)
    - analysing the position of the sun, moon, and planets at the exact time of their birth (astrology)
    - another similar method
  7. Have you ever been in a situation where you had to give first aid? Who to? Why? What happened? How much do you know about first aid? Where did you learn it? Has anyone ever had to give you first aid? What happened?
  8. How often do you look up information about health and illness on the internet? Do you know anyone who you think is a hyperchondriac or cyberchondriac?
  9. Do you think people in your country worry a lot about ... ?
    - their blood pressure
    - their cholesterol level
    - their eyesight
- Do they worry about anything else related to health?
10. Do you agree that our society doesn't sufficiently value the wisdom that elderly people have? Why (not)?
  11. Do you agree or disagree that you shouldn't judge other people by the way they dress? Why (not)?
  12. How do you feel about flying? How often do you fly? What for? When was the last flight you took? Where did you fly to?
  13. What was your favourite book when you were a child? Why did you like it so much? Was there a character in a children's book that you identified with when you were a child?
  14. What kind of weather do you associate with the different seasons where you live? What's your favourite weather? Does the weather affect your mood? What do you like doing when the weather is bad?
  15. Do you think global warming is affecting the climate? In what ways has climate change affected the weather in your country?
  16. Speak about the global environmental problems the world faces nowadays. What do you know about the measures taken to control environmental pollution and to fight destruction of wildlife? Give illustrative examples.
  17. Talk about the statement below, saying if you agree or disagree. Give reasons.  
'The people who are happiest are people without regrets.'
  18. How much recycling do people in your country do? What do you think the government, or individuals, could do to make people recycle more?
  19. What do you think that companies and shops could do to reduce the amount of waste? Are you optimistic or pessimistic about the future of the environment?
  20. Talk about the statement below, saying if you agree or disagree. Give reasons.  
'Most people believe that regrets are positive, because you learn from your mistakes.'

## ***1,2) Типовой текст для чтения, письменного перевода и передачи содержания***

II. For some time I could not make up my mind if I liked Peter Melrose or not. He had had a novel published that had caused some stir among the rather dreary but worthy people who are always on the lookout for new talent. Elderly gentlemen with nothing much to do but go to luncheon parties praised it with girlish enthusiasm, and wiry little women who didn't get on with their husbands thought it showed promise. I read a few reviews. They contradicted one another freely. Some of the critics claimed that with this first novel the author had sprung into the front rank of English novelists: others reviled it. I did not read it. I have learnt by experience that when a book makes a sensation it is just as well to wait a year before you read it. It is astonishing how many books then you need not read at all. But it chanced that one day I met Peter Melrose. With some misgiving I had accepted an invitation to a sherry party. It was in the top flat of a converted house in Bloomsbury, and I was a trifle out of breath when I had climbed four flights of stairs. My hostesses were two women, much over life-size, in early middle life, the sort of women who know all about the insides of motor-cars and like a good tramp in the rain, but very feminine for all that, fond of eating out of paper bags. The drawing-room, which they called 'our workshop', though being of independent means neither had ever done a stroke of work in her life, was large and bare, furnished with rustless-steel chairs, which looked as though they could with difficulty support the very substantial weight of their owners, glass-topped tables, and a vast divan covered with zebra-skin. On the walls were book-shelves, and pictures by the better-known English imitators of Cezanne, Braque, and Picasso. In the shelves, besides a number of 'curious' books of the eighteenth century (for pornography is ageless) there were only the works of living authors, mostly first editions, and it was indeed to sign some of my own that I had been asked to the party.

It was quite small. There was but one other woman, who might have been a younger sister of my hostesses, for, though stout, she was not quite so stout, though tall, not quite so tall, and though hearty, not quite so hearty. I did not catch her name, but she answered to that of Boofuls. The only man besides myself was Peter Melrose. He was quite young, twenty-two or twenty-three, of the middle height, but with an ungainly figure that made him look squat. He had a reddish skin that seemed to fit over the bones of his face too tightly, a rather large Semitic nose, though he was not a Jew, and alert green eyes under bushy eyebrows. His brown hair, cut very short, was scurfy. He was dressed in the brown Norfolk jacket and grey flannel trousers that are worn by the art students who wander hatless along King's Road, Chelsea. An uncouth young man. Nor was there much to attract in his manner. He was self-assertive, disputatious and intolerant. He had a hearty contempt for his fellow-writers which he expressed with zest. The satisfaction he gave me by his breezy attacks on reputations which for my part I considered exaggerated, but prudently held my tongue about, was only lessened by the conviction that no sooner was my back turned than he would tear my own to shreds. He talked well. He was amusing and sometimes witty. I should have laughed at his sallies more easily if those three ladies had not been so unreasonably convulsed by them. They roared with laughter at what he said, whether it was funny or whether it was inept. He said many silly things, for he talked without stopping, but he also said some very clever ones. He had a point of view, crude and not so original as he thought, but sincere. But the most striking thing about him was his eager, impetuous vitality; it was like a hot flame that burnt him with an unendurable fury. It even shed a glow on those about him. He had something, if only that, and when I left it was with a slight sense of curiosity at what would come of him. I did not know if he had talent; so many young things can write a clever novel—that means nothing; but it seemed to me that as a man he was not quite like everybody else. He was the sort of person who at thirty, when time had softened his asperity and experience had taught him that he was not quite so intelligent as he thought, would turn into an interesting and agreeable fellow. But I never expected to see him again.

It was with surprise that I received two or three days later a copy of his novel with a very flattering dedication. I read it. It was obviously autobiographical. The scene was a small town in Sussex, and the characters of the upper middle class that strives to keep up appearances on an inadequate income. The humour was rather brutal and rather vulgar. It grated on me, for it consisted chiefly of mockery at people because they were old and poor. Peter Melrose did not know how hard

those misfortunes are to bear, and that the efforts made to cope with them are more deserving of sympathy than of derision. But there were descriptions of places, little pictures of a room or impressions of the countryside, which were excellently done. They showed tenderness and a sense of the spiritual beauty of material things. The book was written easily, without affectation, and with a pleasant feeling for the sound of words. But what made it indeed somewhat remarkable, so that I understood why it had attracted attention, was the passion that quivered in the love story of which the plot, such as it was, consisted. It was, as is the modern fashion, more than a trifle coarse and, again in the modern fashion, it tailed off vaguely, without any particular result, so that everything was left in the end pretty much as it had been in the beginning; but you did get the impression of young love, idealistic and yet vehemently sexual; it was so vivid and so deeply felt that it took your breath away. It seemed to throb on the printed page like the pulse of life. It had no reticence. It was absurd, scandalous, and beautiful. It was like a force of nature. That was passion all right. There is nothing, anywhere, so moving and so awe-inspiring.

I wrote to Peter Melrose and told him what I thought of his book, then suggested that we might lunch together. He rang me up next day and we made a date.

(W.S. Maugham "The Voice of the Turtle")

### **3) Вопросы для беседы по одной из пройденных тем**

1. Speak about a piece of music you will never forget hearing for the first time. Why?
2. Do you agree that you always enjoy music more when you listen to it live? Why?
3. Do you find it difficult to sleep when you're travelling? What do you do if you can't get to sleep?
4. Have you ever overslept and missed something important? What was it?
5. What can you say about the value of negative feelings? Do you agree that they change a man's character with intensity? Motivate your answer.
6. Speak about the role of feelings and emotions in human life, providing examples of situations causing different positive and negative attitudes in people.
7. Speak about negative emotional attitudes and some ways to get rid of them. Provide examples from real life of how to do it best.
8. Very often an expression of anger on the part of children is met by punishment from parents and teachers. What is your attitude to this?
9. Body language as a way of identifying a liar can be helpful if you know someone well. How far do you agree? Why?
10. Do you think it is essential nowadays for an actor to be good looking? Why?
11. What is more important in a film, the actors or the special effects? Why?

## **5 семестр**

### **1,2) Типовой текст для чтения, письменного перевода и передачи содержания**

At last dinner was over, and when they went out of the dining-room Isabel said to her mother:

'I'm going to take Bateman along to my den. We have various things to talk about.'

'Very well, my dear,' said Mrs Longstaffe. 'You'll find your father and me in the Madame du Barry room when you're through.'

Isabel led the young man upstairs and showed him into the room of which he had so many charming memories. Though he knew it so well he could not repress the exclamation of delight which it always wrung from him. She looked round with a smile.

'I think it's a success,' she said. 'The main thing is that it's right. There's not even an ash-tray that isn't of the period.'

'I suppose that's what makes it so wonderful. Like all you do it's so superlatively right.'

They sat down in front of a log fire and Isabel looked at him with calm grave eyes.

'Now what have you to say to me?' she asked. 'I hardly know how to begin.'

'Is Edward Barnard coming back?'

'No.'

There was a long silence before Bateman spoke again, and with each of them it was filled with many thoughts. It was a difficult story he had to tell, for there were things in it which were so offensive to her sensitive ears that he could not bear to tell them, and yet in justice to her, no less than in justice to himself, he must tell her the whole truth.

It had all begun long ago when he and Edward Barnard, still at college, had met Isabel Longstaffe at the tea-party given to introduce her to society. They had both known her when she was a child and they long-legged boys, but for two years she had been in Europe to finish her education and it was with a surprised delight that they renewed acquaintance with the lovely girl who returned. Both of them fell desperately in love with her, but Bateman saw quickly that she had eyes only for Edward, and, devoted to his friend, he resigned himself to the role of confidant. He passed bitter moments, but he could not deny that Edward was worthy of his good fortune, and, anxious that nothing should impair the friendship he so greatly valued, he took care never by a hint to disclose his own feelings. In six months the young couple were engaged. But they were very young and Isabel's father decided that they should not marry at least till Edward graduated. They had to wait a year. Bateman remembered the winter at the end of which Isabel and Edward were to be married, a winter of dances and theatre-parties and of informal gaieties at which he, the constant third, was always present. He loved her no less because she would shortly be his friend's wife; her smile, a gay word she flung him, the confidence of her affection, never ceased to delight him; and he congratulated himself, somewhat complacently, because he did not envy them their happiness. Then an accident happened. A great bank failed, there was a panic on the exchange, and Edward Barnard's father found himself a ruined man. He came home one night, told his wife he was penniless, and after dinner, going into his study, shot himself.

A week later, Edward Barnard, with a tired, white face, went to Isabel and asked her to release him. Her only answer was to throw her arms round his neck and burst into tears.

'Don't make it harder for me, sweet,' he said. 'Do you think I can let you go now? I love you.'

'How can I ask you to marry me? The whole thing's hopeless. Your father would never let you. I haven't a cent.'

'What do I care? I love you.'

He told her his plans. He had to earn money at once, and George Braunschmidt, an old friend of his family, had offered to take him into his own business. He was a South Sea merchant, and he had agencies in many of the islands of the Pacific. He had suggested that Edward should go to Tahiti for a year or two, where under the best of his managers he could learn the details of that varied trade, and at the end of that time he promised the young man a position in Chicago. It was a wonderful opportunity, and when he had finished his explanations Isabel was once more all smiles.

'You foolish boy, why have you been trying to make me miserable?'

His face lit up at her words and his eyes flashed.

'Isabel, you don't mean to say you'll wait for me?'

'Don't you think you're worth it?' she smiled.

'Ah, don't laugh at me now. I beseech you to be serious. It may be for two years.'

'Have no fear. I love you, Edward. When you come back I will marry you.'

Edward's employer was a man who did not like delay and he had told him that if he took the post he offered he must sail that day week from San Francisco.

**(W.S. Maugham "The Fall of Edward Barnard")**

**3) Вопросы для беседы по одной из пройденных тем**

1. Would you feel nervous in an area you don't know really well? What might you do to feel safer?
2. What do you think are the most common crimes in your city?
3. Have you ever witnessed a crime? What was it? What happened?
4. What kind of news headlines might make you want to read the whole article? Why?
5. Is it ever ok for journalists to access other people's phones or email accounts? Why?

6. Is it ever ok to censor the news? Why?
7. Have you bought something which wasn't as good as the advertisement made you think it would be? How was the advert misleading?
8. Can you think of a recent advert which made you not want to ever buy the product? Why did the advert have this effect on you?
9. What's the most modern city you've ever been to? Why did you go there? What did you think of it?
10. What is the approximate population of your city? Do you think it will grow? What effect might the change in population have on the city and its services?
11. Do you think it is more important to study science than arts at school/university? Why?
12. Are you happy to get genetically modified food? Why (not)?

## Критерии оценивания

### 1) письменный перевод

Критерии	Оценка
Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стил ь и нормы родного языка не нарушены	5
Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные	4
Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка.	3
Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стил ь и нормы родного языка нарушены	2

### 2) Передача содержания текста

Оценивается эффективность и грамотность передачи студентом содержания исходного текста на иностранном языке, умение выделить основную идею и передать ее в краткой форме. Ошибкой считается искаженная или неправильно переданная информация, грубые нарушения норм иностранного языка, повлекшие за собой нарушение коммуникации.

Критерии	Оценка
Цели передачи содержания текста достигнуты в полной мере; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме.	5
Цели передачи содержания текста достигнуты в общем; допущено не более двух–трех полных коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме.	4
Главные цели передачи содержания текста достигнуты частично; допущено не более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания осуществлена в	3



основном.	
Главные цели передачи содержания текста не достигнуты; допущено более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания не осуществлена.	2

### 3) Беседа по теме

	Оценка
Коммуникативная задача решена полностью. Речь понятная, беглая. Высказывания четкие, соответствуют поставленной задаче. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены правильно. Высказывания логичны. Живо реагирует на реплики и выражает свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.	5
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.	4
Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Основные факты и события выявлены частично. Активная лексика используется в ограниченном объеме. Логика нарушена.	3
Коммуникативная задача не решена. Основные факты не выявлены. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам при большом количестве фонематических, лексических и грамматических ошибок.	2

## **Приложение №2 к рабочей программе дисциплины «Практический 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;
- 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, добываясь 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.
- Основные задачи курса по видам речевой деятельности:
- А. Говорение.
- Студент должен уметь вести беседу (в том числе дискуссионную) и делать сообщения на английском языке в пределах предусмотренного программой фонетического, лексического и грамматического материала:
- а) монологическая речь:
- -языковая правильность, точность и ясность, достаточная информативность, логическая стройность, выразительность, доказательность, наличие оценочного отношения говорящего к содержанию, обращенность речи;
- б) диалогическая речь:
- -языковая правильность, точность и ясность, выразительность, достаточная информативность реплик, адекватная реакция на реплики собеседника, наличие оценочного отношения к предмету беседы, инициативность (проявление инициативы для начала и завершения разговора, при вступлении в беседу и выходе из нее), умение стимулировать ход разговора и регулировать речевое поведение собеседника с помощью инициативных реплик;
- Б. Аудирование.
- Студент должен воспринимать на слух и понимать аутентичную речь в монологической форме и при участии в беседе, опираясь на предусмотренные программой лексические, фонетические и грамматические явления, на компетенцию межкультурной коммуникации, а также на механизм языковой и контекстуальной догадки.
- В. Чтение.
- Студент должен:
- - уметь читать на английском языке художественные, общественно политические и научно-популярные тексты, опираясь на предусмотренные программой лексические, грамматические и фонетические явления, словообразовательные модели и регулярные межъязыковые буквенно-звуковые соответствия, а также на механизм языковой и контекстуальной догадки;
- - владеть навыками просмотрового, поискового чтения и чтения с полным пониманием

- содержания.
- Г. Письмо.
  - Студент должен:
  - -уметь выражать на английском языке собственные мысли в письменной форме и письменно излагать воспринятую информацию в пределах предусмотренного программой лексического, грамматического материала, опираясь на правила графики, орфографии и пунктуации;
  - -уметь правильно излагать мысли в языковом отношении, в письменных работах должны быть точность и ясность, достаточная информативность, логическая стройность, доказательность и наличие оценочного отношения к содержанию;
- Наиболее распространенной самостоятельной внеаудиторной работой является работа по выполнению домашних заданий: отработка языковых упражнений по закреплению лексики и грамматики, заучивание новых слов, текстов, монологических высказываний, тренировочные задания по чтению и переводу, задания по формированию фонетических навыков, расшифровке аудио/ видеоматериалов, работа в компьютерном классе с мультимедийными материалами, чтение спецлитературы, поиск, обработка и систематизация информации в сети Интернет, подготовка обзоров работ по специальности, выполнение различных письменных заданий, подготовка к презентациям и т.п.

При освоении дисциплины помимо изучения материала учебников большую роль играет умение студентов работать с источниками информации на английском языке в сети Интернет.

#### **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](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](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/паролю.

**3. Электронная картотека «Книгообеспеченность»**  
([http://www.lib.uniyar.ac.ru/opac/bk\\_bookreq\\_find.php](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.