

МИНОБРНАУКИ РОССИИ
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Институт иностранных языков
Кафедра иностранных языков гуманитарных факультетов

УТВЕРЖДАЮ
Директор Института иностранных языков



Н.Н.Касаткина
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Рабочая программа дисциплины
«Практикум по культуре речевого общения на английском языке»

Направление подготовки
45.03.01 Филология

Направленность (профиль)
«Зарубежная филология (английский язык и литература)»

Форма обучения
очная

Программа одобрена на заседании кафедры от «13» апреля 2022 года, протокол № 8	Программа одобрена НМК Института иностранных языков протокол № 8 от « 20 » апреля 2022года
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Ярославль

1. Цели освоения дисциплины

Целями освоения дисциплины 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.

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;

2. Место дисциплины в структуре ОП бакалавриата

Дисциплина «Практикум по культуре речевого общения на английском языке» относится к обязательной части образовательной программы и изучается в 6-м семестре.

Для изучения данной дисциплины необходим учет знаний, умений и компетенций, полученных при изучении таких дисциплин, как «Введение в языкознание», «Иностранный язык», «Практический курс английского языка», «Лингвострановедение», «Социально-экономическая и политическая ситуация в англоязычных странах», «Введение в теорию коммуникации», «Подготовка презентаций на английском языке».

В дальнейшем изучение английского языка будет продолжено в «Углубленном курсе английского языка», а также в «Теории и практике перевода».

3. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОП бакалавриата

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

Формулируемая компетенция (код и формулировка)	Индикатор достижения компетенции (код и формулировка)	Перечень планируемых результатов обучения
Общепрофессиональные компетенции		
ОПК-5. Способен использовать в профессиональной деятельности, в том числе педагогической, свободное владение основным изучаемым языком в его литературной форме, базовыми методами и приемами различных типов устной и письменной коммуникации на данном языке	И-ОПК-5_1. Владеет основным изучаемым языком в его литературной форме.	Знать: фонетические, грамматические и лексические структуры устной и письменной речи, историю и культуру стран изучаемого языка в объеме, необходимом для межличностного и межкультурного общения в повседневной, официально-деловой и научно-профессиональной сферах. Уметь: понимать иностранную речь в ситуациях повседневного, общенаучного и профессионального общения; читать на иностранном языке литературу общего, общенаучного и профессионального назначения; переводить иноязычную литературу общего, общенаучного и профессионального назначения; говорить и писать на иностранном языке на бытовые, общенаучные и профессиональные темы. Владеть навыками: устной и письменной иноязычной речевой деятельности в сферах повседневного, официально-делового и научно-профессионального общения; поиска и обработки информации, выражения своих мыслей и мнения

		<p>на иностранном языке в устной и письменной формах в межличностном и профессиональном взаимодействии.</p>
	<p>И-ОПК-5_2. Использует базовые методы и приемы различных типов устной и письменной коммуникации на основном изучаемом языке для осуществления профессиональной деятельности.</p>	<p>Знать: лексику и грамматических конструкций, обеспечивающих профессиональную коммуникацию в устной и письменной форме на иностранном языке, а также культурные особенности страны изучаемого языка и речевых формул</p> <p>Уметь: вести профессиональную коммуникацию в устной и письменной форме на иностранном языке, работать с профессиональными текстами на иностранном языке</p> <p>Владеть: в полной мере всеми видами речевой деятельности для осуществления профессионального общения на иностранном языке</p>
	<p>И-ОПК-5_3. Ведет корректную устную и письменную коммуникацию на основном изучаемом языке.</p>	<p>Знать: общую лексику иностранного языка; основные грамматические конструкции, обеспечивающие письменную и устную коммуникацию; культуру и традиции стран изучаемого языка, разговорные формулы этикета повседневного, делового и профессионального общения,</p> <p>Уметь: понимать устную (монологическую и диалогическую) речь различных сферы деятельности; готовить устные сообщения на заданную тему; вести диалог (беседу) на иностранном языке; вести телефонные переговоры, использовать основные виды словарно-справочной литературы; работать с текстами разной направленности на иностранном языке; вести различного рода переписку, составлять и оформлять официальные и</p>

		<p>деловые письма, документы на иностранном языке; проводить самостоятельную работу по совершенствованию знаний иностранного языка.</p> <p>Владеть: всеми видами речевой деятельности в профессиональном и деловом общении на иностранном языке; владеть всеми видами чтения (просмотрового, ознакомительного, изучающего, поискового); владеть основами публичной речи; владеть навыками письма, необходимыми для разного рода переписки переписки, владеть приемами аннотирования и реферирования; владеть навыками самостоятельной работы по совершенствованию знаний иностранного языка.</p>
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4. Объем, структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 3 зачетных единиц, 108 акад. часов.

№ 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
			Контактная работа						Форма промежуточной аттестации (по семестрам)
			лекции	практические	лабораторные	консультации	аттестационные испытания	самостоятельная работа	
1	Truth and lies	6		9		1		7	дискуссия, практическое задание по фонетике, чтение и перевод, сочинение
2	Megacities	6		9		1		7	лексико-грамматическая работа; диктант; аудирование, дискуссия
3	The dark side of the moon	6		9		1		3	круглый стол, практическое задание по фонетике, чтение и перевод, сочинение
4	The power of words	6		9		1		5	дискуссия, лексико-грамматическая работа, аудирование
5	Review. Обобщающее	6		6		2		2	Итоговая лексико-

	повторение за семестр								грамматическая работа; сочинение
						2	0,5	33,5	Экзамен
	Всего			42		8	0,5	57,5	

Содержание разделов дисциплины

1. Truth and lies

Target activity

Talk about misleading advertising

Vocabulary

advertising, business

Grammar

clauses of contrast and purpose;
whatever, whenever, etc.

Pronunciation

changing stress on nouns and verbs

Listening

Radio programme about five tricks used by
advertisers

Reading

Four of the most misleading
adverts of all time

What The Bagel Man Saw

Speaking

Honest workers or thieves?

2. Megacities

Target activity

Talk about the problems of people who live in
megacities

Vocabulary

word building: prefixes and suffixes

Grammar

uncountable and plural nouns

Pronunciation

word stress with prefixes and suffixes

Listening

Extracts from the interview

Reading

Tokyo

Mexico city

Writing

Write a report for a website about good places
for eating out or entertainment in your city.

Speaking

Biographical information about George
Tannenbaum

3. The dark side of the moon

Target activity

Talk about scientific myths

Vocabulary

science

Grammar

quantifiers: all, every, both, etc.

Pronunciation

changing stress on nouns and verbs

Listening

Scientist on a radio programme

Reading

Suffering scientists

Reading and speaking

Four scientists who were injured or killed by
their own experiments

Speaking

Interview

4. The power of words

Target activity

Talk about presentation disasters

Vocabulary

collocation: word pairs

Grammar

articles

Pronunciation

pausing and sentence

stress

Listening

Interview about the moon landing

Emmeline Pankhurst

Reading

Four famous inspirational speeches

Ten top tips for speaking in public

The return of the ring

Speaking

Geography true or false

Presentation disasters

5. **Review.** Обобщающее повторение за семестр.

Grammar & Vocabulary: tests. **Reading:** review of all texts studied. **Listening:** additional material. **Speaking:** problem solving, discussions, debates.

5. Образовательные технологии, используемые при осуществлении образовательного процесса

Вводная лекция – дает первое целостное представление о дисциплине (или ее разделе) и ориентирует студента в системе изучения данной дисциплины. Студенты знакомятся с назначением и задачами курса, его ролью и местом в системе учебных дисциплин и в системе подготовки специалиста. Дается краткий обзор курса, история развития науки и практики, достижения в этой сфере, имена известных ученых, излагаются перспективные направления исследований. На этой лекции высказываются методические и организационные особенности работы в рамках курса, а также дается анализ рекомендуемой учебно-методической литературы.

Академическая лекция (или лекция общего курса) – последовательное изложение материала, осуществляемое преимущественно в виде монолога преподавателя. Требования к академической лекции: современный научный уровень и насыщенная информативность, убедительная аргументация, доступная и понятная речь, четкая структура и логика, наличие ярких примеров, научных доказательств, обоснований, фактов.

Лекция-беседа или «диалог с аудиторией», является наиболее распространенной и сравнительно простой формой активного вовлечения студентов в учебный процесс. Эта лекция предполагает непосредственный контакт преподавателя с аудиторией. Преимущество лекции-беседы состоит в том, что она позволяет привлекать внимание студентов к наиболее важным вопросам темы, определять содержание и темп изложения учебного материала с учетом особенностей студентов.

Практическое занятие – занятие, посвященное практической отработке у студентов умений и навыков применения базовых знаний по «Деловой коммуникации» на английском языке.

На практических занятиях студенты решают поставленные перед ними задачи под руководством (контролем) преподавателя. Обсуждение процесса решения задачи и оценка правильности полученного результата (постановки задачи, выбора метода ее решения, проверка полученного результата и т.д.) в ходе практического занятия производится коллективно студентами под руководством преподавателя.

На первом практическом занятии во вводной части дается первое целостное представление о дисциплине. Студенты знакомятся с назначением и задачами дисциплины, её ролью и местом в образовательной программе. При этом озвучиваются методические и организационные особенности работы в рамках данной дисциплины, а также дается анализ рекомендуемой учебно-методической литературы. Продолжительность вводной части составляет не более 10-15 минут.

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

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

Электронный учебный курс «Практикум по культуре речевого общения на английском языке» в LMS Электронный университет Moodle ЯрГУ, в котором:

- представлены задания для самостоятельной работы обучающихся по темам дисциплины;

- осуществляется проведение отдельных мероприятий текущего контроля успеваемости студентов;
- представлены тексты заданий по отдельным темам дисциплины;
- представлен список учебной литературы, рекомендуемой для освоения дисциплины;
- посредством форума осуществляется синхронное и (или) асинхронное взаимодействие между обучающимися и преподавателем в рамках изучения дисциплины.

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

В процессе осуществления образовательного процесса по дисциплине используются:

1. Автоматизированная библиотечно-информационная система «БУКИ-NEXT» http://www.lib.uniyar.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», необходимых для освоения дисциплины

а) основная литература

1. Речевой практикум по английскому языку: учебное пособие / А. А. Дрюченко, Е. В. Козыренко, О. В. Мякушкина, М. В. Ивлева. — Воронеж: ВГУИТ, [б. г.]. — Часть 1 — 2016. — 271 с. — ISBN 978-5-00032-217-8. — Текст: электронный // — URL: <https://www.studentlibrary.ru/book/ISBN9785000322178.html>
2. Речевой практикум по английскому языку: учебное пособие / А. А. Дрюченко, Е. В. Козыренко, О. В. Мякушкина, М. В. Ивлева. — Воронеж: ВГУИТ, [б. г.]. — Часть 2 — 2016. — 155 с. — ISBN 978-5-00032-218-5. — Текст: электронный // — URL: <https://www.elibrary.ru/item.asp?id=29995655>

б) дополнительная литература

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

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

- учебные аудитории для проведения занятий лекционного типа;
- учебные аудитории для проведения занятий семинарского типа (практических занятий);
- учебные аудитории для проведения групповых и индивидуальных консультаций,
- учебные аудитории для проведения текущего контроля и промежуточной аттестации;
- помещения для самостоятельной работы;
- помещения для хранения и профилактического обслуживания учебного оборудования.

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

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

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

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Е.Ю.
Колтышева

**Приложение №1 к рабочей программе дисциплины
«Практикум по культуре речевого общения на английском языке»**

**Фонд оценочных средств
для проведения текущей и промежуточной аттестации студентов
по дисциплине**

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

Задания для самостоятельной работы / текущего контроля

(Данные задания могут выполняться студентом самостоятельно, в таком случае преподавателем в обязательном порядке не проверяются. Также данные задания могут использоваться преподавателем для текущего контроля сформированности ОПК-5, индикаторы И-ОПК-5_1, ОПК-5_2 и И-ОПК-5_3)

Раздел 1 «Truth and lies»

Дискуссия.

Talk in small groups.

1. Which of the marketing techniques in b might influence you to buy (or not buy) the product?
2. Have you bought something recently which wasn't as good as the advertisement made you think? How was the advert misleading?
3. What are viral adverts? Have you ever forwarded one to other people? Do you have a favourite one?
4. 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?
5. Are there any brands which you think have a really good logo or slogan? Does it make you want to buy the products?

Практическое задание по фонетике.

Match the words with the same sound.

digital business company slogan false import

Example: promote slogan

1 decision _____

2 launch _____

3 profit _____

4 multinational _____

5 merge _____

Underline the stressed syllable in the words in bold.

Example: We **ex|port** nearly half of what we produce.

1. This area has some wonderful local **pro|duce** – you must try the cheese.
2. The airline company agreed to **re|fund** my booking fee.
3. There has been a huge **in|crease** in the number of takeovers this year.
4. We're **im|por|ting** too much of our energy at the moment.
5. This is a very **mul|ti|cul|tu|ral** area of the city.

Чтение и перевод.

Read the article about television advertising. 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.

A Brief History of Television Advertising

Every day the average person sees 20 minutes of adverts on television or on their computer. But how did this come about? Commercial broadcasting was originally developed as a means for companies to sell radios, where radio-manufacturing companies also owned the radio stations. But once they realized that many households were listening to their radios a significant amount of time every day, other organizations started to explore this medium as a way to get their message across to the public. If one has to choose a single event that began the era of radio broadcasting, it would probably be the radio programme broadcast by station WEAf in New York City on August 28, 1922 (-----1-----) By Christmas of that year, several other major New York department stores were also running advertisements for their stores.

By the late 20s radio advertising had advanced in a dramatic way. It was now dominated by advertising agencies who took control of the schedules by buying the available air time – those valuable minutes and hours during which they could reach the public – and selling it to their customers. They also handled the creative aspects of the commercials and programmes. (-----2-----) These efforts paved the way for the birth of television advertising that would begin in a few more decades.

Television advertising didn't really take hold until the late 1940s. As television was totally new – offering both sound and moving pictures – the advertising industry moved into this area cautiously as they were not sure what methods would work best to promote their clients' products on television. (-----3-----) Or perhaps it was a case of taking an entirely new approach to reach the television audiences in a meaningful and effective manner.

After many surveys, the advertising agencies determined that the most effective way to reach consumers with a strong message would be by creating shows that featured a single product or a line of products from a single company. From this idea came the typical television shows of the 1950s, including such titles as Kraft Television Theater and Colgate Comedy Hour. As with radio, these television programmes were produced by advertising agencies for their clients, rather than the studios as is normal practice today.

This practice worked really well for the clients for a while. But as the television gained more popularity and there were more people watching it, the television networks were raising the costs of doing business. This pressure connected with the cost of delivering a production through television forced a massive change in the relationship of all the parties involved. (-----4-----)

NBC executive Sylvester L. "Pat" Weaver came up with a solution that would work and would also be very favourable to the networks. He introduced the "magazine concept" of television advertising. In this arrangement, the sponsors would purchase blocks of time (typically one to two minutes) in a show rather than be a sponsor for an entire show. This idea would allow a variety of sponsors – up to four was the number imagined – for a show. Like a magazine, the networks would now control the content as no one advertiser would "own" a particular show.

By 1960, the magazine concept dominated television advertising, as it has ever since. Instead of relying on audience identification with a specific show, sponsors now spread their messages across the schedule in an effort to reach as many consumers as possible. Being able to reach a broader segment of the population proved to be very effective for the sponsors.

More than 30 years later, online advertising came onto the scene. (-----5-----) Another is the efficiency of the advertiser's investment. Online advertising allows for the customization of advertisements, including content and posted websites. Many people find advertisements annoying, complaining that they interrupt their enjoyment of a television programme for example. But perhaps we should appreciate the long way they have come since the 1920s.

A One major benefit of this type of advertising is the immediate publishing of information and content that is not limited by geography or time.

B A solution had to be found if this very powerful advertising medium was to continue to be financially possible for the sponsors.

C This idea was originally resisted but after a bit of experimentation, they found that this method would work well for packaged-goods.

D This was a ten-minute advertisement for suburban apartment housing.

E Should it still be treated as radio advertising but with pictures thrown in?

F In fact, they even created entire series that were designed to sell one product or another.

Сочинение.

Write a report on the following topic. 'The role of television in modern life'.

Write 140-180 words. Include the following information:

- say what you think the role of television in modern life is
- how you think the role of television has changed in recent years
- explain what you think the advantages of television are.

Раздел 2 «Megacities»

Лексико-грамматическая работа.

Grammar and Vocabulary Test

1. *Underline the correct answer. Tick (✓) if both are possible.*

1. Can I have *a piece of bread/some bread*, please? ✓
2. My grandmother suffers from *bad health/a bad health*.
3. I've bought *a new piece of furniture/some new furniture* for my living room.
4. Please can you give me *a piece of advice/ some advice*?
5. I'm looking for *a cheap accommodation/ some cheap accommodation*.
6. Jackie's upset because she's had *a bad news/some bad news*.
7. Be careful with that vase — it's made of *glass/a glass*.
8. My girlfriend gave me *a pair of pyjamas/ some pyjamas* for my birthday.
9. The teacher gave the boy extra marks for *a good behaviour/good behaviour*.
10. Can you lend me *a paper/some paper*? I've left my notebook at home.

2. *Complete the sentences with **is** or **are**. Sometimes both are possible.*

1. My clothes are really wet. I got caught in a thunderstorm.
2. The traffic is terrible in the rush hour in the city centre.
3. The hotel staff are always really polite and helpful.
4. The new research into sleep patterns is fascinating.
5. The outskirts of the town are quite run down and a bit depressing.
6. The good news is that we're getting married in the spring!
7. The flight crew on this plane are very young.
8. Politics is really fascinating — particularly for politicians!
9. Do you think my belongings are safe in the hotel room?
10. Police are investigating the murder of an elderly woman in her home.

3. Complete the sentences with the prefixes from the box.

anti auto bi mega mis mono multi over post sub under
--

1. The doctor prescribed antibiotics for my brother's chest infection.
2. There was a food shortage in many countries during the _____-war period, between 1946 and 1960.
3. Some of the residents of megacities live in _____ standard housing.
4. My English teacher recommends us to use a _____lingual dictionary, one that is only in English.
5. My colleagues are always complaining that they are _____worked and _____paid.
6. The leader of the protest used a _____phone to make himself heard.
7. You couldn't miss Sandra- she was the one in the _____ coloured coat.
8. The town has just celebrated its _____centenary.
9. Hundreds of fans were waiting for the singer hoping to get an _____graph.
10. It's a popular _____conception that cold weather can make you ill. This is simply not true.

4. Complete the sentences with nouns formed from the words in brackets.

1. I borrowed the money with the intention of giving it back to you. (intend)
2. His greatest _____ is his inability to express his feelings. (weak)
3. There is a general _____ that house prices will rise before the end of the year. (believe)
4. You need to have _____ and stamina to become a professional athlete. (strong)
5. He wasn't chosen for the basketball team because of his _____. (high)
6. Teachers are trying to fight _____ in schools throughout the country. (race)
7. The _____ of online shopping means that fewer people are shopping on the high street. (convenient)
8. Gandhi was a humanist who believed in the _____ of man. (brother)
9. There's been a great _____ in public transport recently. (improve)
10. I didn't have much _____ finding work in the city, so I moved back to the country. (succeed)

Диктант.

Megacities are giant cities. The term has been in common use since the 1980s to characterize metropolitan areas with very large total populations. Most commonly, specialists and UN demographers use the term in comparative urban studies, referring to metropolitan areas with more than 8 or 10 million inhabitants.

As world population rises and urbanization continues, the proportion of the world's megacities located in less developed countries increases, and the threshold size for megacity definition tends to rise. In 1950, only one metropolitan area in the world, New York, had more than 10 million inhabitants. By 2005, however, the number had risen to 19 metropolitan areas, all but four of them in less developed countries. Two alternative terms, metacities and hypercities, have now emerged to embrace metropolitan areas with more than 20 million inhabitants. Tokyo is the first metacity, but all the others most likely to cross this threshold by 2015—*Dhaka, Mumbai, Sao Paulo, Delhi, Mexico City, and Shanghai*—are in developing countries.

Characterizing all giant metropolitan areas are high levels of congestion, pollution, land values, and living costs in relation to neighboring less densely populated regions. Both in rich and poor countries, however, megacities usually have higher average incomes and productivity levels than smaller cities and rural areas. Anti-urbanists emphasize their problems, pro-urbanists emphasize their dynamism, and comparative researchers tend to emphasize the development characteristics of the countries within which the megacities are located. Some megacities—most

notably Tokyo, New York, and London—are dynamic “world cities” playing great roles in the global system. At the other extreme, descriptions of megacities like Kolkata, Karachi, Lagos, and Kinshasa tend to emphasize mass poverty and diseconomies of urban size.

Аудирование.

Текст для аудирования

Speaker 1: My favourite ad of all time is one for a well-known charity. It wasn't anything fancy – it just showed the good they do in the community, you know, things like visiting the elderly. It made me take a look at myself and what I do, and then I decided to do my bit to help as well.

Speaker 2: I love the new one for that well-known chemist's – that one with all the girls trying to squeeze every toiletry and cosmetic under the sun into their cases before they go off on holiday. It's a situation any girl's familiar with, isn't it? OK, so I know it's an extreme version, but it's hilarious!

Speaker 3: Well I suppose my all-time favourite is that insurance one. It's full of really ridiculous things happening, like the kid lowering the garage door on the car and smashing it up. But the point they're making beyond all that is something we should all be taking on board. It could make a real difference to somebody one day!

Speaker 4: Sometimes the best ads are the simple ones, but having said that, the funny ones are hard to be beat as well, like that Italian ice cream ad – the one at the seaside with the guy chasing the girl to get her to buy some ice cream. That stands out for me because the whole thing is just so stupid.

Speaker 5: I like the one for a certain make of butter. Yeah, there's not much in the way of special effects or anything, but that's what's so good about it. It's going right back to the basics – you know the things we can all identify with – a slice of hot toast with lots of butter on it. And we all know how comforting that is. Yummy!

1. Listen to five people talking about their favourite adverts. Which does each person say about the advert?

- A Some people can identify with this situation.
- B It's a situation we've all been in to a lesser extent.
- C It may encourage people to get involved in something.
- D The advert is actually a warning.
- E It's effective because it just focuses on what the product does.
- F It's memorable because it's so silly.

Speaker 1 []

Speaker 2 []

Speaker 3 []

Speaker 4 []

Speaker 5 []

2. Listen to a marketing expert talking about advertising and underline the correct answer.

1. Advertising a product is important for a company because **it helps tell them what the public think** / helps them to make more money / **helps increase interest in the company's other products.**

2. According to Ryan, advertising a banking service is **completely different from** / **a little similar to** / **exactly the same as advertising a car.**

3. Ryan says that advertising may be described as art because it is mainly done by artists **/ it is seen by the public** / **it requires imaginative thinking and ideas.**

4. The most successful adverts are **simple** / **original** / **humorous.**

5. 'Targeting' in advertising means **communicating with a certain type of person / reaching a certain level of creativity / achieving a certain number of sales.**

Дискуссия.

1. Make questions and ask your partner.

1. If / choose / any job / what / ideal job / be? Why?
2. Is / being happy / job / more important / earning / lots of money? Why / why not?
3. Should / women / go out / work / stay at home / look after / family? Why?
4. Do / think / too many / multinational / companies / your country? Why / why not?
5. What / the best advert on TV at the moment? Why?

Now answer your partner's questions.

2. Listen to your partner talking about work. Do you agree with him / her?

3. Talk about the statement below, saying if you agree or disagree. Give reasons.

'People should work to live – work to earn enough money to survive – not live to work – spend too much time on their careers.'

Раздел 3 «The dark side of the moon»

Круглый стол.

Задание для «круглого стола».

With a partner, discuss the statements below. Do you think they are F (facts) or M (myths)? Say why.

1. A coin dropped from a very high building can kill someone on the ground.
2. We only use ten per cent of our brains.
3. There is no part of the moon which is permanently dark.
4. Rubber tyres protect a car from lightning.
5. Albert Einstein was very bad at maths at school.
6. Antibiotics don't kill viruses.
7. A full moon makes people and animals go mad.
8. Bats are blind.

Практическое задание по фонетике.

Match the words with the same sound.

exposed poisoning lethal drug salt geneticist
--

Example: discover drug

1 peace _____

2 dose _____

3 physicist _____

4 donor _____

5 volunteer _____

Underline the stressed syllable.

Example: ex|pand

1 ge|o|gra|phic

2 phy|si|cist

3 bi|o|lo|gy

4 vo|lun|teer

5 ad|di|tive

Чтение и перевод.

Read the article about a British engineer. 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.

Isambard Kingdom Brunel

In surveys to find out who the most important Britons of all time are, Isambard Kingdom Brunel often comes out on top. This famous engineer was noted for the creation of the Great Western Railway and a series of famous steamships. The son of noted engineer Sir Marc Isambard Brunel, Isambard K. Brunel was born in Portsmouth, England on April 9, 1806. His father was working there on the block-making machinery of the Portsmouth Block Mills. The young Brunel was sent to France to be educated at the College of Caen in Normandy and the Lycée Henri-Quatre in Paris. He rose to prominence when, aged 20, he was appointed as the resident engineer of the Thames Tunnel, his father's greatest achievement. The first of its kind ever built, Isambard spent nearly two years trying to drive the horizontal shaft from one end of it to the other. (— 1 —)

In the meantime, Brunel moved on. In 1833, he was appointed engineer of the Great Western Railway, one of the wonders of Victorian Britain. Running from London to Bristol (and a few years later, to Exeter), the Great Western contained a series of impressive achievements, such as viaducts, stations, and tunnels, that ignited the imagination of the technically-minded Britons of the age. Brunel soon became one of the most famous men in Britain.

(— 2 —) He used his prestige to convince his railway company employers to build the *Great Western*, at the time by far the largest steamship in the world. It first sailed in 1837. The *Great Britain* followed in 1843, and was the first of its kind to cross the Atlantic Ocean.

Building on these successes, Brunel turned to a third ship in 1852, even larger than both of its predecessors. The *Great Eastern* was cutting-edge technology for its time — it was the largest ship ever built until the *RMS Lusitania* launched in 1906 — and it soon ran over budget and schedule in the face of a series of difficult technical problems. The ship is widely perceived as a waste of money. (— 3 —)

Besides the railway and steamships, he was also involved in the construction of several lengthy bridges, including the Royal Albert Bridge near Plymouth, and an unusual telescopic bridge in Bridgwater. He also designed the Clifton Suspension Bridge in Bristol, but did not live to see it constructed. (— 4 —) Work started in 1862, and was complete by 1864, five years after Brunel's death.

In 1843, while performing a conjuring trick for the amusement of his children, he accidentally swallowed a coin which became lodged in his throat. (— 5 —) Eventually, at the suggestion of his father, Sir Marc, Isambard was strapped to a board, turned upside-down, and the coin was jerked free.

Brunel suffered a stroke in 1859, just before the *Great Eastern* made its first voyage to New York. He died ten days later and is buried, like his father, at Kensal Green Cemetery in London. His son, Henri Marc Brunel, also enjoyed some success as a civil engineer.

A His colleagues and admirers felt the bridge would be a fitting memorial, and started to raise new funds and to amend the design.

B Though a failure at its original purpose for passenger travel, it eventually found a role as an engineering ship.

C The initial group of engines ordered by Brunel to his own specifications proved unsatisfactory.

D Two severe incidents of flooding injured the younger Brunel and ended work on the tunnel for several years, though it was eventually completed.

E A special medical tool failed to remove it, as did a machine to shake it loose created by Brunel himself.

F Even before the Great Western Railway was opened, Brunel was moving on to his next project to build ships which could sail across the Atlantic.

Сочинение.

Write an article about the following topic. ‘An important invention’

Write 140-180 words. Include the following information:

- say what the invention is and how it works
- explain why you think it is so important
- describe the impact this invention has had on the world.

Раздел 4 «The power of words»

Дискуссия.

Have you ever had to make a speech or give a talk or presentation in front of a lot of people? When? Where? How did you feel? Was it a success?

TEN TOP TIPS FOR SPEAKING IN PUBLIC

1. Prepare your presentation carefully, and if possible practise it beforehand.
2. If you are using e.g. PowerPoint or Prezi, make sure that your text is clear and easy to read, and that there are not too many distracting graphics.
3. Get to know as much as possible about your audience beforehand, and about any important or sensitive local issues.
4. Dress carefully so that you feel confident about your appearance in front of an audience.
5. Get to the place where you are going to speak in plenty of time.
6. Make sure that you check that all your equipment is working properly before you start.
7. If you are given a time limit, keep to it.
8. Sound enthusiastic, even passionate, about what you are saying.
9. Look at your audience. Try to make eye contact with individual people as you speak.
10. It's good to make your audience laugh, but make sure any jokes or stories you tell are appropriate.

Лексико-грамматическая работа.

GRAMMAR

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

Example: The children have eaten all of the biscuits.

all of all of the all

1. Neither Tim _____ Alastair can come on Friday – they're too busy.
or and nor
2. The talk isn't just for university students – _____ can come.
All Anyone All of students
3. _____ people in the crowd had come to see the fireworks.
Most of the Most the The most
4. It's a shame that there aren't _____ places left on the cruise.
any some no
5. We try to go for a walk _____ day, and sometimes do a long one on Sundays.
all every all the
6. Kevin's mum offered us some sandwiches, but _____ of us were hungry.
no any none
7. Helen's a vegetarian. She doesn't eat _____ fish or meat.
either both neither
8. _____ in this room belongs to me – it was completely empty when I took it.
Most of Everything All
9. There's _____ milk. Do you like black coffee?

- none no any
 10. You can have either cream _____ ice-cream with your fruit.
 nor or and

2 Complete the sentences with *a / an, the, or –* (no article).

Example: My brother has just bought a new computer.

- Let's go to the coast today. I feel like I need to see _____ sea.
- It's 9.30. Matt will be at _____ work by now.
- Is there _____ choir practice next week?
- _____ M1, opened in 1959, is the oldest motorway in Britain.
- I never realised that _____ elephants don't eat meat.
- _____ Lake Windermere in the Lake District is the largest lake in England.
- At nearly 7,000 metres, Aconcagua is the highest mountain in _____ Andes.
- Shakespeare must have been _____ genius to write all those plays.
- I'm going to _____ university tomorrow to hear a talk on genetics.
- It's 11.00 and you've been up since 6.00. You really should go to _____ bed.

VOCABULARY

3. Complete the words in the sentences.

Example: Geneticists are learning increasing amounts about how DNA works.

- I wouldn't volunteer to be a g_____ in a drug trial unless I was desperately ill.
- These tablets help with my headaches but they have some strange s_____ effects.
- Helium is the only element that can be gas or liquid but never s_____.
- My uncle needed a blood t_____ after he was injured in a car crash.
- Pharmacists say they need to do more r_____ into the new drug.
- People who work with chickens are the most likely to be i_____ by the virus.
- Sometimes one scientist comes up with a theory, and another one p_____ it later.
- Scientists have to c_____ out repeated experiments to check the results are reliable.
- On my walk I came across a g_____ who was studying the rocks on the south coast.
- 'Eureka!' is a word that's still associated with major scientific d_____.

4. Choose two words and put them together in the correct order with *and* or *or* to make phrases.

Example: butter / knife / bread bread and butter

- pieces / things / bits _____
- sick / exhausted / tired _____
- lightning / thunder / rain _____
- law / rules / order _____
- all / less / nothing _____

5. Order the words to make sentences.

Example: and / storm / during / absolutely / the / lightning / the / incredible / thunder / was

The thunder and lightning during the storm was absolutely incredible

- answers / them / didn't / or / I / the / I / guessed / so / know / less / more
- later / to / you're / you'll / sooner / that / or / have / admit / wrong
- so / result / wait / see / have / uncertain / the / we'll / is / and / to
- of / were / missing / safe / fortunately / the / children / and / sound / both / discovered
- a / successful / take / give / are / all / question / relationships / and / of

Аудирование.

Текст для аудирования

Speaker 1: My most embarrassing moment? Hmmmm ... well, there have been a few! Like the time I slipped off the running machine at my local sports club. But probably the worst was last year when I was having a girls' night out with my colleagues. We were having a right laugh, and really going for it on the dance floor when the heel on my shoe broke and I fell over. I nearly died of embarrassment!

Speaker 2: No contest ... it was when I was putting together a flat pack ... you know the things you assemble yourself. Actually, it was our new garden shed because we needed somewhere to put the kids' bikes, and the lawnmower, and so on. Anyway, when I finished, I turned around to tell my wife and her mother who were looking out the kitchen window. As soon as I called them, the whole thing just fell apart ... just like that, right in front of our eyes! Really embarrassing!

Speaker 3: Oh, I won't forget it in a hurry! It was when I was in Greece actually. There I was, having a lovely time lying by the pool and I decided to move round so I'd get into the shade. Anyway, I don't know what I did with the sun lounger, but it suddenly folded itself up and knocked me over in the process. And if that wasn't bad enough, when I picked myself up, I ended up falling into the pool!

Speaker 4: Well, I know I'm not really sporty or anything, but I never thought running to catch a bus would be a problem. It was a few years ago now and I'd had to go back to the house because I'd forgotten something for work. Anyway, to cut a long story short, I slipped on a banana skin ... yes really ... and made a complete fool of myself in front of everyone at the bus stop.

Speaker 5: Well, we had a new secretary ... she'd only just started and we'd taken her out the night before to make her feel welcome. Anyway, she was pretty hopeless, to say the least, and on this particular morning I was really saying what I thought about her and her work. Then she suddenly walked out of the small kitchen in our office next to where I was standing. She'd heard the whole thing!

1. Listen to five people talking about an embarrassing situation they've found themselves in. Choose from the list (A-F) which situation each person mentions. Use the letters only once. There is one extra letter which you do not need to use.

- A It happened when they were in a hurry.
- B It happened while they were working on something.
- C It happened while they were complaining about something.
- D It happened while they were working out at the gym.
- E It happened when they were out for the evening.
- F It happened while they were relaxing

Speaker 1 []

Speaker 2 []

Speaker 3 []

Speaker 4 []

Speaker 5 []

2. Listen to part of a talk a woman is giving on a famous scientist. Underline the correct answer.

1. Stephen received his early education in **London / St Albans / Oxford**.
2. Stephen's first choice of subject to study at university was **medicine / physics / maths**.
3. When Stephen first left university, he **went to work at another university / decided to do further research / took some time to consider his future**.

4. In the early 1960s, it became clear that Stephen had a problem with **depression / his muscles / his senses**.

5. In actual fact, Stephen can thank **a surgeon called Roger Grey / consultants in the hospital in Geneva / his wife** for the fact that his life support machine was not switched off.

Раздел 5 «Review»

Итоговая лексико-грамматическая работа.

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

1. I think you'd have got the job if you _____ (not ask) that stupid question.
2. Call an ambulance! Mrs Jones _____ (run over) by a car!
3. I immediately regretted _____ (send) the email.
4. I _____ (write) my essay for an hour when my computer crashed and lost it all.
5. I'm sure you wish you _____ (not buy) that car. It's been nothing but trouble.
6. We _____ (practise) this dance for nearly two months, so it should go well tonight.
7. I think I _____ (learn) enough Chinese by the time I go to China.
8. I'll let you know the test results as soon as I _____ (discuss) them with your doctor.
9. I wanted to meet Anna, but she _____ (already leave) when I got to the party.
10. We couldn't go inside the church because it _____ (redecorate).
11. You _____ (not sit) here now if I hadn't managed to get us the invitation.
12. One of the greatest 20th century paintings _____ (report) to have been stolen.
13. I'll bring something to eat in case we _____ (get) hungry.
14. I _____ (still work) at 7.00. I don't finish till 8.00 on Thursdays.
15. You shouldn't _____ (spend) so long in the sun yesterday – you've got sunburn.

2. Complete the sentences with one word.

Example: **A** I loved the film. **B** So did I.

1. I wish you _____ keep leaving the door open when you leave the room.
2. Don't _____ me for your problems – they're your responsibility.
3. I don't really feel _____ going out tonight – let's stay in.
4. I don't speak French, but my sister _____.
5. Do you have any idea _____ Marc is coming to football practice this week?
6. Robert sang that song really well, _____ he?
7. It sounds as _____ the neighbours are arguing again.
8. Neither Roger _____ Belinda are interested in joining the reading group.
9. We didn't _____ to do much sport, but we're really into volleyball now.
10. It was _____ a shock when Gabby walked into the room!
11. We're _____ the roof fixed next week – the rain is starting to come through it.
12. There's _____ milk in the fridge. Can you go and get some from the corner shop?
13. We _____ have been crazy to buy this house! There's so much wrong with it.
14. I can't _____ used to this computer mouse – it's really different from my old one.
15. If you still feel unwell, you'd _____ go home and go to bed.

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

Example: Who made this cake?

Who made Who did make Who make

1. I _____ when I'm cleaning my apartment.
play often music play music often often play music
2. _____ are becoming an increasingly large proportion of many societies.
Unemployed The unemployed The unemployed people
3. We played the music quietly _____ wake the children.
to not not to so as not to

4. _____ the very steep climb up the last hill, I really enjoyed the walk.
Although In spite Despite
5. Our eldest daughter is at _____ university. She's studying Physics.
the a (-)
6. That's a _____ table – where did you buy it?
lovely little wooden little lovely wooden lovely wooden little
7. I like the dogs that my neighbour has, but generally I prefer _____ cats.
(-) some the
8. _____ of our team played well today – that's why we lost.
Neither None Some
9. I love _____ in that shop.
a furniture the furnitures the furniture
10. Does anyone know where _____?
lives Petra does Petra live Petra lives

4. Write the words after the definitions.

Example: very angry = *furios*

1. the thing which planes take off from and land on = _____
2. the person who controls how an orchestra plays = _____
3. unsure how to react to something because your emotions are so strong = _____
4. someone who tries to avoid spending money = tight- _____
5. another word for luggage = _____
6. you put your head on this when you sleep = _____
7. a group of people who sing together = _____
8. when you open your mouth very wide because you are tired = _____
9. the opposite of tight (trousers) = _____
10. you use these to breathe = _____
11. a person who sees a crime = _____
12. a person who works with you in a company = _____
13. a snow storm with very strong winds = _____
14. the person in charge of a newspaper who decides what will go in it = _____
15. not allowing water to go through it = _____

5. Complete the sentences with the correct word.

Example: It's quite *chilly* today and I've heard it's going to get even colder.
warm chilly damp

1. You have to take Diana's age into _____ when you judge her work.
place care account
2. I'm _____ and tired of listening to all your problems – do something about them!
fed up sick bored
3. I think Jerry was very tired – he's _____ asleep on the sofa.
full fast deep
4. The audience loved it all and the band came back twice to give _____.
encores choruses performances
5. I find it _____ when apps keep updating themselves all the time.
confused confusion confusing
6. I walked for six hours, and now I've got _____ on my feet.
bruises blisters rashes
7. It's difficult to get the truth from newspapers in this country – they're all _____.
objective censored accurate
8. That dress really _____ you. It goes really well with your hair colour.
fits matches suits

9. Geologists working in Australia have _____ an important discovery.
done carried out made
10. Have you _____ finished that book?
yet nearly still
11. The two men were both charged _____ blackmail and theft.
of with for
12. This restaurant is part of a _____ – I went to one in London last week.
chain branch company
13. I was trying hard not to _____ my voice, but I was getting angrier and angrier.
rise raise put up
14. We were _____ when we heard that John's ankle wasn't broken, only sprained.
disappointed relieved bewildered
15. I'll have to keep reminding Sheila about the meeting – she's very _____ -minded.
narrow open absent

6. Complete the sentences with one word made from the word in brackets.

Example: I mispronounced the word so nobody understood me. (pronounce)

1. These cups are _____, even if you drop them on a hard floor. (break)
2. _____ is a big problem in this area. (vandal)
3. The weather here is so _____, it could be very different later. (change)
4. I like green vegetables, _____ spinach. (special)
5. Housing costs are high in the capital, so there are a lot of _____ people. (home)
6. I don't suffer from _____ – I enjoy being on my own. (lonely)
7. She behaves like a little girl sometimes – she's so _____. (mature)
8. I felt very _____ when I couldn't remember her name. (embarrass)
9. I'm _____ to peanuts, but I can eat any other kinds of nuts. (allergy)
10. It was a huge storm, and several trees were hit by _____. (light)

7. Circle the different sound.

1. /tree/ relieved colleague leather illegal
2. /fish/ guilty bilingual business presenter
3. /shower/ specialist infection **choke** rash
4. /up/ multicultural flood hooded luggage
5. /bike/ linen height biased mild
6. /bird/ merge firm journalist heart
7. /horse/ launch drought stalk yawn
8. /train/ baggage faint lay ache
9. /chess/ scratch machine cello **chilly**
10. /boot/ loose blood chew lose

8. Underline the stressed syllable.

Example: velvet

1. neigh|bour|hood
2. ob|jec|tive
3. col|mmen|ta|tor
4. eye|brow
5. vi|o|li|nist
6. ex|port (verb)
7. tur|bu|lence
8. mul|ti|na|tio|nal
9. au|to|ma|ted
10. un|con|scious

9. 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 do not value the early work experience they gain in any way.
 - B are unconvinced they will do the same job until they retire.
 - C would prefer to have a gap year before starting higher education.
 - D are unsure about which jobs they want to do when they leave school.
2. What do employers think about formal qualifications?
 - A They are less important than behavioural qualities.
 - B They are more important than behavioural qualities.
 - C They are equally as important as behavioural qualities.
 - D They are more important than behavioural qualities for certain jobs only.
3. What can we learn from the survey about young people and IT skills?
 - A Employers do not assume that all young employees have good IT skills.
 - B Young people need to perfect their IT skills before starting work for an employer.
 - C Young people should promote their IT skills to employers more than they do currently.
 - D Employers do not enjoy feeling inadequate as young people's IT skills are often superior to theirs.
4. The survey suggests that young people themselves value skills such as being able to...
 - A get the job done faster than others.
 - B get new business for the company.
 - C get better results than colleagues.
 - D get on with other people in the workplace.
5. Induction processes vary in terms of ...
 - A where they are carried out.
 - B who they are reviewed by.
 - C when they take place.
 - D what they focus on.

Сочинение.

Write an essay on the following topic:

1. Is music a medicine for the soul?
2. Is the traditional music of a country more important than the International music that is heard everywhere nowadays?
3. Should music education be cut out of the school budget?
4. Suggest why some areas need re-branding?
5. Urban problems of your city.
6. What are the factors behind the rise of megacities?
7. Importance of sleep for good health and lifestyle
8. Do you think sleeping in two shorter periods is a better way of sleeping?
9. What can regular fitness do for you?
10. Is crime a biological or learned behavior?
11. The purpose of punishment in a modern society
12. Connections between crime and poverty

Критерии оценивания форм текущего контроля успеваемости

Шкала и 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.	отлично
В основном правильная идентификация и артикуляция звуков. Допускается некоторое количество фонетических ошибок и пауз. Присутствует влияние родного языка в фонетике и ритмике. Недостаточная связность и беглость. Понимает содержание текста за исключением некоторых деталей. Выделяет значимую информацию. Справляется с 2/3 заданий к тексту.	хорошо
Текст воспринимается с трудом из-за значительного количества фонетических ошибок. Интонация обусловлена влиянием родного языка. Нарушение ритма, много пауз. Понимает основное содержание текста. Слабо владеет навыками детального понимания. Не может выделить запрашиваемую информацию. Справляется более чем с 1/2 (60%) заданий к тексту.	удовлетворительно
Многочисленные фонетические и интонационные ошибки, приводящие к невозможности воспринимать текст. Слабо понимает содержание прочитанного. Не может выделить значимую информацию. Справляется менее чем с 1/2 (60%) заданий к тексту.	неудовлетворительно

Шкала и критерии оценивания дискуссии:

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

Шкала и критерии оценивания диктанта:

Критерии	Оценка
отсутствие орфографических ошибок	отлично
1-2 орфографические ошибки	хорошо
3-4 орфографические ошибки	удовлетворительно
более 5 ошибок	неудовлетворительно

Шкала и критерии оценивания лексико-грамматической работы (в том числе итоговой):

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

Шкала и критерии оценивания сочинения:

Критерии	Максимум баллов
тема раскрыта	3
объем сочинения	3
использована изученная лексика	3
использованы изученные грамматические структуры	3
ошибки на правописание	2
грамматические ошибки	3
Итого максимум	17

Оценка	Количество баллов
отлично	15-17
хорошо	13-14
удовлетворительно	10-12
неудовлетворительно	менее 10

Шкала и критерии оценивания практического задания по фонетике:

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

Шкала и критерии оценивания аудирования:

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

Критерии оценивания работы студента на круглом столе:

Критерии	Максимум баллов
Студент выступает с проблемным вопросом	4
Высказывает собственное суждение по вопросу, аргументировано отвечает на вопросы оппонентов	5
Демонстрирует предварительную информационную готовность к обсуждению	3
Грамотно и четко формулирует вопросы к выступающему	2

<i>Итоговый максимальный балл</i>	14
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Шкала оценивания:

Балл	Оценка
12-14	5
9-11	4
7-8	3
менее 7	2

Критерии оценивания участия студента в ролевой игре:

Критерии	Баллы от 0 до 5
1. Соответствие игры студентов цели и задачам игры	
2. Умение выстроить ответ в логической последовательности	
3. Умение аргументировать заключения и выводы	
4. Способность каждого члена группы обосновать решение группы	
5. Активность каждого члена группы	
6. Взаимоподдержка, сотрудничество	
7. Выполнение всех заданий	
8. Умение отвечать на вопросы	
9. Умение задавать встречные вопросы	
10. Уважение мнения коллег	
11. Достижение целей игры	
12. Использование дополнительных материалов	
13. Соблюдение регламента	
Максимальное количество баллов	65

Шкала оценивания:

Балл	Оценка
56-65	отлично
46-55	хорошо
30-45	удовлетворительно
менее 30	неудовлетворительно

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

Промежуточная аттестация проводится в форме экзамена.

На экзамене проверяется сформированность компетенции **ОПК-5** Способен использовать в профессиональной деятельности, в том числе педагогической, свободное владение основным изучаемым языком в его литературной форме, базовыми методами и приемами различных типов устной и письменной коммуникации на данном языке, индикаторы **И-ОПК-5_1** Владеет основным изучаемым языком в его литературной форме., **ОПК-5_2** Использует базовые методы и приемы различных типов устной и письменной коммуникации на основном изучаемом языке для осуществления профессиональной деятельности. и **И-ОПК-5_3** Ведет корректную устную и письменную коммуникацию на основном изучаемом языке.

Промежуточная аттестация проводится в форме экзамена. Каждый пункт экзаменационного испытания оценивается отдельно. Итоговая экзаменационная оценка представляет собой средний результат.

Экзамен проводится в конце семестра в два этапа:

1. Первый (письменный) этап проводится за две недели до начала экзамена.

Письменный этап включает в себя

- 1) Аудирование
- 2) Чтение и перевод
- 3) Лексико-грамматическая работа
- 4) Диктант

2. Второй этап - устный экзамен:

1) Чтение и пересказ фабульного текста. Беседа по проблемам, затронутым в тексте.

2) Устная композиция на заданную тему.

3) Беседа по теме:

1. Аудирование.

Текст для аудирования

Speaker 1: Last year we did the whole American road trip thing ... you know east coast to west coast ... and it was awesome. We'd all been really looking forward to it and enjoyed every minute of it. One thing though, being on the road for that long means you don't take the little things for granted any more ... like, having lots of clean towels in the cupboard and things!

Speaker 2: A few years back, we did a tour of southeast Asia, and even though my Dad hadn't been overly keen on going and was so miserable at the beginning – he'd wanted to go round Australia instead – he stepped up to the mark in the end, and got really into the whole thing. And I realized what a huge difference that made for all of us. I mean who'd want to go on holiday with someone with the wrong attitude. No thanks!

Speaker 3: My family did a UK-wide trip last summer, all along the coast and inland as well. I think because we were staying 'local', nobody really took it too seriously and we ended up with a fair few problems on our hands. We can laugh about it now I suppose, but there is a lesson to be learned, and that's that you do have to do something in the way of planning ... otherwise you could end up ruining the whole thing.

Speaker 4: We went to Canada a couple of years ago and spent ages getting organized. We thought we'd thought of everything, but there were a few things we completely overlooked. So, if you're planning a big trip, don't leave everything to the last minute. However long you think you need, add a few weeks on to that and you'll save yourself a lot of hassle down the line!

Speaker 5: Our journey round the Far East was amazing! It helped that my parents speak Mandarin Chinese and Japanese between them, and it was really cool to experience cultures that are so different to ours. Um, I think we all took a lot away from that trip, you know, in one way or another ... and actually, I wouldn't mind doing it all again someday when I'm older.

1. Listen to five teenagers talk about trips they have made with their families. Choose from the list (A-F) what each speaker says they have learned as a result of going on the trip. Use the letters only once. There is one extra letter you do not need to use.

- A You can learn things from family members.
- B It's good to have a positive attitude.
- C Be realistic about how much time you need for things before you go.
- D Things need to be carefully organized beforehand.
- E Travel can make you appreciate home more.
- F You can benefit from unusual experiences.

Speaker 1 []
Speaker 2 []
Speaker 3 []
Speaker 4 []
Speaker 5 []

2. Listen to a talk by a young dancer who is doing a course at the Youth Ballet School. Underline the correct answer.

1. According to Sophie, young people accepted onto the course **must have achieved a high level in ballet / need to show that they are able to meet its demands / have usually applied for a place more than once.**

2. During the first round of her successful audition, Sophie felt **confident in her ability to do well / worried about being too close to the judges / put off by the number of people taking part.**

3. Sophie was **angry because her letter had been delayed / worried that no particular role was mentioned / satisfied that the school had made a careful choice when she heard that she'd got a place at the School.**

4. Sophie admits that rehearsing is **surprisingly tiring / easier to do on stage / improving her dancing.**

5. Sophie says that in the future **she won't consider alternatives to dancing / she hopes she'll be able to make a living by dancing / she's determined to become a top professional dancer.**

2. Чтение и перевод.

1 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 do not value the early work experience they gain in any way.
 - B are unconvinced they will do the same job until they retire.
 - C would prefer to have a gap year before starting higher education.
 - D are unsure about which jobs they want to do when they leave school.
2. What do employers think about formal qualifications?
 - A They are less important than behavioural qualities.
 - B They are more important than behavioural qualities.
 - C They are equally as important as behavioural qualities.
 - D They are more important than behavioural qualities for certain jobs only.
3. What can we learn from the survey about young people and IT skills?
 - A Employers do not assume that all young employees have good IT skills.
 - B Young people need to perfect their IT skills before starting work for an employer.
 - C Young people should promote their IT skills to employers more than they do currently.
 - D Employers do not enjoy feeling inadequate as young people's IT skills are often superior to theirs.
4. The survey suggests that young people themselves value skills such as being able to...
 - A get the job done faster than others.
 - B get new business for the company.
 - C get better results than colleagues.

- D get on with other people in the workplace.
 5. Induction processes vary in terms of ...
 A where they are carried out.
 B who they are reviewed by.
 C when they take place.
 D what they focus on.

3. Лексико-грамматическая работа.

GRAMMAR

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

Example: I've lived (live) near Nathan since I was a child.

1. I think you'd have got the job if you _____ (not ask) that stupid question.
2. Call an ambulance! Mrs Jones _____ (run over) by a car!
3. I immediately regretted _____ (send) the email.
4. I _____ (writing) my essay for an hour when my computer crashed and lost it all.
5. I'm sure you wish you _____ (not buy) that car. It's been nothing but trouble.
6. We _____ (practise) this dance for nearly two months, so it should go well tonight.
7. I think I _____ (learn) enough Chinese by the time I go to China.
8. I'll let you know the test results as soon as I _____ (discuss) them with your doctor.
9. I wanted to meet Anna, but she _____ (already leave) when I got to the party.
10. We couldn't go inside the church because it _____ (redecorate).
11. You _____ (not sit) here now if I hadn't managed to get us the invitation.
12. One of the greatest 20th century paintings _____ (report) to have been stolen.
13. I'll bring something to eat in case we _____ (get) hungry.
14. I _____ (still work) at 7.00. I don't finish till 8.00 on Thursdays.
15. You shouldn't _____ (spend) so long in the sun yesterday – you've got sunburn.

2. Complete the sentences with one word.

Example: **A** I loved the film. **B** So did I.

1. I wish you _____ keep leaving the door open when you leave the room.
2. Don't _____ me for your problems – they're your responsibility.
3. I don't really feel _____ going out tonight – let's stay in.
4. I don't speak French, but my sister _____.
5. Do you have any idea _____ Marc is coming to football practice this week?
6. Robert sang that song really well, _____ he?
7. It sounds as _____ the neighbours are arguing again.
8. Neither Roger _____ Belinda are interested in joining the reading group.
9. We didn't _____ to do much sport, but we're really into volleyball now.
10. It was _____ a shock when Gabby walked into the room!
11. We're _____ the roof fixed next week – the rain is starting to come through it.
12. There's _____ milk in the fridge. Can you go and get some from the corner shop?
13. We _____ have been crazy to buy this house! There's so much wrong with it.
14. I can't _____ used to this computer mouse – it's really different from my old one.
15. If you still feel unwell, you'd _____ go home and go to bed.

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

Example: Who made this cake?

Who made Who did make Who make

1. I _____ when I'm cleaning my apartment.
 play often music play music often often play music
2. _____ are becoming an increasingly large proportion of many societies.

- Unemployed The unemployed The unemployed people
3. We played the music quietly _____ wake the children.
to not not to so as not to
 4. _____ the very steep climb up the last hill, I really enjoyed the walk.
Although In spite Despite
 5. Our eldest daughter is at _____ university. She's studying Physics.
the a (-)
 6. That's a _____ table – where did you buy it?
lovely little wooden little lovely wooden lovely wooden little
 7. I like the dogs that my neighbour has, but generally I prefer _____ cats.
(-) some the
 8. _____ of our team played well today – that's why we lost.
Neither None Some
 9. I love _____ in that shop.
a furniture the furnitures the furniture
 10. Does anyone know where _____?
lives Petra does Petra live Petra lives

VOCABULARY

4. Write the words after the definitions.

Example: very angry = *furios*

1. the thing which planes take off from and land on = _____
2. the person who controls how an orchestra plays = _____
3. unsure how to react to something because your emotions are so strong = _____
4. someone who tries to avoid spending money = tight-_____
5. another word for luggage = _____
6. you put your head on this when you sleep = _____
7. a group of people who sing together = _____
8. when you open your mouth very wide because you are tired = _____
9. the opposite of tight (trousers) = _____
10. you use these to breathe = _____
11. a person who sees a crime = _____
12. a person who works with you in a company = _____
13. a snow storm with very strong winds = _____
14. the person in charge of a newspaper who decides what will go in it = _____
15. not allowing water to go through it = _____

5. Complete the sentences with the correct word.

Example: It's quite *chilly* today and I've heard it's going to get even colder.
warm chilly damp

1. You have to take Diana's age into _____ when you judge her work.
place care account
2. I'm _____ and tired of listening to all your problems – do something about them!
fed up sick bored
3. I think Jerry was very tired – he's _____ asleep on the sofa.
full fast deep
4. The audience loved it all and the band came back twice to give _____.
encores choruses performances
5. I find it _____ when apps keep updating themselves all the time.
confused confusion confusing
6. I walked for six hours, and now I've got _____ on my feet.
bruises blisters rashes

7. It's difficult to get the truth from newspapers in this country – they're all _____.
objective censored accurate
8. That dress really _____ you. It goes really well with your hair colour.
fits matches suits
9. Geologists working in Australia have _____ an important discovery.
done carried out made
10. Have you _____ finished that book?
yet nearly still
11. The two men were both charged _____ blackmail and theft.
of with for
12. This restaurant is part of a _____ – I went to one in London last week.
chain branch company
13. I was trying hard not to _____ my voice, but I was getting angrier and angrier.
rise raise put up
14. We were _____ when we heard that John's ankle wasn't broken, only sprained.
disappointed relieved bewildered
15. I'll have to keep reminding Sheila about the meeting – she's very _____-minded.
narrow open absent

6. Complete the sentences with one word made from the word in brackets.

Example: I mispronounced the word so nobody understood me. (pronounce)

1. These cups are _____, even if you drop them on a hard floor. (break)
2. _____ is a big problem in this area. (vandal)
3. The weather here is so _____, it could be very different later. (change)
4. I like green vegetables, _____ spinach. (special)
5. Housing costs are high in the capital, so there are a lot of _____ people. (home)
6. I don't suffer from _____ – I enjoy being on my own. (lonely)
7. She behaves like a little girl sometimes – she's so _____. (mature)
8. I felt very _____ when I couldn't remember her name. (embarrass)
9. I'm _____ to peanuts, but I can eat any other kinds of nuts. (allergy)
10. It was a huge storm, and several trees were hit by _____. (light)

4. ДИКТАНТ.

The arrival of recorded sound in the late 1920s changed motion pictures forever. First demonstrated in 1926, recorded sound was in almost universal use by 1930.

From the early days of cinema, the films we think of as silent and black-and-white were screened not only with live musical accompaniment but in many cases in color.

Color was used in only a minority of films until the 1950s, when Hollywood turned more frequently to color in an effort to differentiate movies from the increasingly popular medium of television, then available only in black-and-white.

In the British tradition of nonfiction filmmaking, a Free Cinema movement developed in the 1950s that revived documentaries about working-class life. In later decades, social realism was carried forward by directors such as *Mike Leigh* and *Ken Loach*, who made films that realistically portrayed middle-class and lower-class life. British cinema also offered a rich variety of alternative works, including feminist films, and films representing Britain's black and gay cultures.

Today going to the cinema is very popular in Britain, especially with young people. British men and women have different tastes in films. Most men like action films which they watch on television or on video. Women prefer films which deal with human relations between friends or between men and women. There are many types of films to suit every taste: action, horror, thriller, drama (human relations), comedy, music, cartoon, fantasy, Western, crime, adventure films.

Many hugely successful recent British films have been made with American investment: *The Full Monty* was a British/American co-production. With best-selling films like *The Full Monty*, *Four Weddings and a Funeral*, *Lock, Stock and Two Smoking Barrels* and *Bean*, British filmmakers have developed a strong identity and an international reputation.

Второй этап - устный экзамен:

1. Чтение и пересказ фабульного текста. Беседа по проблемам, затронутым в тексте.

Sir Percival for his lifetime, and the capital will go to their children. If there are no children to inherit the capital, Miss Fairlie can choose relations and friends to inherit the money when she dies. That's what I proposed, but Sir Percival's lawyer did not accept it. He insists that if Sir Percival survives his wife and there are no children, Sir Percival should receive the capital. In that case, nothing will go to any other member of the family, including you, Miss Halcombe.

Mr. Gilmore sighed deeply, 'I protested strongly. I tried every argument I could, but nothing would change the lawyer's mind. I've discovered, you see, that Sir Percival is always in debt and always in need of cash. My last effort has been to come here, to try and persuade Mr. Fairlie to oppose this demand from Sir Percival's lawyer. I am sorry to say I have not succeeded. Mr. Fairlie wishes to avoid all responsibility for his niece's marriage arrangements. He says that his niece will not die before Sir Percival anyway, so what is there to worry about?' Mr. Gilmore stood up to go and picked up his hat.

2. Устная композиция на заданную тему.

Write a report on the following topic. 'Workplaces of the future'.

Include the following information:

- say what you think the workplaces of the future will be like
- say why you think changes in the workplace will take place
- discuss how the changes will affect employees' lives.

3. Беседа по теме:

1. Music like language is a living moving thing. Speak of the role of music in our life.
2. Emotions are perfectly permissible signs of the healthy body's response to distress. Agree or disagree. Prove your point of view.
3. Speak about negative emotional attitudes and some ways to get rid of them. Provide examples from real life of how to do it best.
4. Speak about the role of feelings and emotions in human life, providing examples of situations causing different positive and negative attitudes in people.
5. Do you often have nightmares or recurring dreams? Do you normally remember what your dreams were about? Do you ever try to interpret your dreams?
6. 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.

Шкала и критерии оценивания аудирования:

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

тексту.	
Студент не понимает содержания аудио-текста, справляется менее чем с 1/2 заданий.	неудовлетворительно

Шкала и 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.	отлично
В основном правильная идентификация и артикуляция звуков. Допускается некоторое количество фонетических ошибок и пауз. Присутствует влияние родного языка в фонетике и ритмике. Недостаточная связность и беглость. Понимает содержание текста за исключением некоторых деталей. Выделяет значимую информацию. Справляется с 2/3 заданий к тексту.	хорошо
Текст воспринимается с трудом из-за значительного количества фонетических ошибок. Интонация обусловлена влиянием родного языка. Нарушение ритма, много пауз. Понимает основное содержание текста. Слабо владеет навыками детального понимания. Не может выделить запрашиваемую информацию. Справляется более чем с 1/2 (60%) заданий к тексту.	удовлетворительно
Многочисленные фонетические и интонационные ошибки, приводящие к невозможности воспринимать текст. Слабо понимает содержание прочитанного. Не может выделить значимую информацию. Справляется менее чем с 1/2 (60%) заданий к тексту.	неудовлетворительно

Шкала и критерии оценивания лексико-грамматической работы:

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

Шкала и критерии оценивания диктанта:

Критерии	Оценка
отсутствие орфографических ошибок	отлично
1-2 орфографические ошибки	хорошо
3-4 орфографические ошибки	удовлетворительно
более 5 ошибок	неудовлетворительно

Шкала и критерии оценивания чтения и пересказа:

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.	отлично
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.	хорошо
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.	удовлетворительно

Главные цели передачи содержания текста не достигнуты; допущено более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания не осуществлена.	неудовлетворительно
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Шкала и критерии оценивания устной композиции:

Критерии		Максимум баллов
тема раскрыта		3
объем устной композиции		3
использована изученная лексика		3
использованы изученные грамматические структуры		3
грамматические ошибки		3
Итого максимум		15
Оценка	Количество баллов	
отлично	13-15	
хорошо	11-12	
удовлетворительно	9-10	
неудовлетворительно	менее 9	

Шкала и критерии оценивания беседы по теме:

Критерии	Оценка
Ответы на поставленные вопросы излагаются логично, последовательно и не требуют дополнительных пояснений. Приводится исчерпывающее количество примеров. Делаются обоснованные выводы. Демонстрируются глубокие знания базовых положений дисциплины.	отлично
Ответы на поставленные вопросы излагаются систематизировано и последовательно. Материал излагается уверенно. Приводится достаточное количество примеров. Демонстрируется умение анализировать материал, однако не все выводы носят аргументированный и доказательный характер.	хорошо
Допускаются нарушения в последовательности изложения. Демонстрируются поверхностные знания вопроса. Имеются затруднения с приведением примеров и с выводами.	удовлетворительно
Материал излагается непоследовательно, сбивчиво, не подтверждается примерами и не представляет определенной системы знаний по дисциплине.	неудовлетворительно

Критерии выставления оценки

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

Оценка «отлично» выставляется студенту, у которого компетенция ОПК-5, частично формируемая данной дисциплиной, сформирована на высоком уровне.

Оценка «хорошо» выставляется студенту, у которого компетенция ОПК-5, частично формируемая данной дисциплиной, сформирована не ниже, чем на продвинутом уровне.

Оценка «удовлетворительно» выставляется студенту, у которого компетенции ОПК-5, частично формируемая данной дисциплиной, сформирована не ниже, чем на пороговом уровне.

Оценка «неудовлетворительно» выставляется студенту, у которого компетенция ОК-5, частично формируемая данной дисциплиной, сформирована ниже, чем на пороговом уровне.

Приложение №2 к рабочей программе дисциплины «Практикум по культуре речевого общения на английском языке»

Методические указания для студентов по освоению дисциплины

В процессе изучения иностранного языка в вуз 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;
- развивать умение самостоятельно совершенствовать владение английским языком и готовность к самообразованию;
- 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);
- уметь работать в команде в рамках выполнения коммуникативных, проектных и пр. заданий.
- регулярно выполнять все устные и письменные задания преподавателя;
- самостоятельное изучать отдельные темы по заданию или рекомендации преподавателя;
- многократно прослушивать аудиозаписи соответствующих уроков учебников, материалы для аудирования, аудиозаписи пособий для обучения чтению;
- регулярно прослушивать радио- и телепередачи на интересующие темы;
- регулярно пополнять свой лексический запас с использованием различных методов: словарные карточки, составление ассоциогамм, использование словарей с элементами наглядности, собственных схем и изображений;
- при изучении языка пользоваться бумажными словарями и электронными словарями: <http://www.multitran.ru/>; использование переводчиков типа google является недопустимым, поскольку они не отражают многозначности лексики;
- развивать в себе стремление к спонтанному, пусть и не безошибочному говорению, добиваясь ясного и четкого выражения мысли;
- проявлять уважение к своим преподавателям и поддерживать с ними деловой контакт, выполняя их советы и рекомендации; обращаться к преподавателю при возникновении любых вопросов и затруднений.

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине

В качестве учебно-методического обеспечения рекомендуется использовать литературу, указанную в разделе № 7 данной рабочей программы.

Для самостоятельного подбора литературы в библиотеке ЯрГУ рекомендуется использовать:

1. Личный кабинет (http://lib.uniyl.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.uniyl.ac.ru/opac/bk_cat_find.php) содержит более 2500 полных текстов учебных и учебно-методических материалов по основным изучаемым дисциплинам, изданных в университете. Доступ в сети университета, либо по логину/пароллю.

3. Электронная картотека «Книгообеспеченность»

(http://www.lib.uniyl.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.

Также для подбора учебной литературы рекомендуется использовать широкий спектр интернет-ресурсов:

1. Научная электронная библиотека (НЭБ) (<http://elibrary.ru>)

это крупнейший российский информационный портал, содержащий рефераты и полные тексты более 12 млн. научных статей и публикаций. ЯрГУ выписывает в электронном виде 66 журналов, более 2 500 наименований журналов на английском и русском языках находятся в свободном доступе. Для работы с полными текстами необходимо зарегистрироваться. Доступ к полным текстам журналов в сети университета.

2. Электронная библиотека диссертаций Российской государственной библиотеки (<http://diss.rsl.ru>) содержит более 580 000 полных текстов диссертаций и авторефератов. Доступ осуществляется в сети университета. Необходимо обратиться к сотрудникам библиотеки для регистрации.

3. Электронно-библиотечная система «Юрайт». (<https://urait.ru/>). Мультидисциплинарный ресурс (учебная, научная и художественная литература, периодика). В сети университета без предварительной регистрации или из любой точки мира, где есть доступ в Internet, предварительно зарегистрировав свой личный кабинет, находясь внутри сети вуза.