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ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ  
ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО ДИСЦИПЛИНЕ

для специальности 031202 – «Перевод и переводоведение»

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Учебно-методический комплекс по дисциплине «Практикум по культуре речевого общения (второй иностранный язык)» для студентов 4– 5 курсов очной формы обучения специальности 031202 - «Перевод и переводоведение». - Благовещенск: Амурский гос. ун-т, 2007. – 102 с.

Предлагаемый учебно-методический комплекс содержит учебную программу, тематический план по данной дисциплине, рабочую программу с тематикой практических занятий, а также задания для самостоятельной работы. Данный УМК рассчитан на преподавателей и студентов, изучающих особенности отражения культуры в языке ее носителей.

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## 1. Пояснительная записка

В соответствии с Государственным образовательным стандартом высшего профессионального образования курс «Практикум по культуре речевого общения (второй иностранный язык)» входит в блок обязательных дисциплин специальности 031202 – «Перевод и переводоведение».

Программа «Практикум по культуре речевого общения» составлена в соответствии с требованиями государственного образовательного стандарта высшего профессионального образования. Настоящая программа предназначена для обучения студентов 4-5 курсов (специальность «Перевод и переводоведение») культуре речевого общения, как письменного, так и устного. Данный курс относится к обязательным дисциплинам. Срок обучения рассчитан на 918 часов аудиторной и самостоятельной работы, которые по учебному плану распределяются на четыре семестра (7-10 семестры).

### *1. Цели и задачи дисциплины*

**Цель** практического курса заключается в дальнейшем развитии у студентов всех компонентов общей и коммуникативной компетенции: лингвистической, социокультурной, социолингвистической, дискурсивной, стратегической применительно ко всем видам коммуникативной деятельности в разных сферах речевой коммуникации.

В дополнение к этому, целью изучения дисциплины «Практикум по культуре речевого общения» на пятом курсе является совершенствование навыков аналитического чтения аутентичных и адаптированных текстов различных видов дискурса: художественного, научного, политического, масс-медийного и т.д.

В соответствии с поставленной целью решаются следующие **задачи**:

- изучение дискурсивных способов выражения фактуальной, концептуальной и подтекстовой информации в иноязычном тексте, а также развитие навыков

извлечения данного рода информации в устных и письменных текстах различных форматов и регистров;

- развитие творческих навыков и умений аргументированной устной и письменной речи в различных формах;
- дальнейшее совершенствование коммуникативных навыков в различных сферах общения (бытовое общение, деловое общение, научная дискуссия и т.д.);
- расширение и активизация словарного запаса и синтаксических структур, усвоенных в ходе обучения на предыдущих курсах, и их интенсивное использование в устной и письменной речи.

## ***2. Требования к уровню освоения содержания дисциплины***

В результате освоения курса обучаемые должны ***знать:***

- языковые характеристики и национально-культурную специфику лексического, семантического, грамматического, прагматического и дискурсивного аспектов устной (письменной) речи, подготовленной (неподготовленной), официальной (неофициальной) речи;
- особенности дискурсивной структуры и языковой организации функционально-стилевых разновидностей текста на английском языке: художественного, газетного, публицистического, научного и делового;
- дискурсивные способы выражения фактуальной, концептуальной и подтекстовой информации в иноязычном тексте;
- лексические единицы и коммуникативные формулы, отражающие особенностей жизни носителей англоязычной культуры в разных сферах;

***уметь:***

- адекватно извлекать фактуальную, концептуальную и подтекстовую информацию в устных и письменных текстах различных форматов, регистров и функционально-стилистической направленности;
- владеть навыками языковой, эстетической, культурологической интерпретации художественного и газетно-публицистического текстов, а

также лингвистического анализа научного, научно-популярного и делового текстов;

- использовать логическую структуру и языковые средства аргументированного общения в различных формах устной и письменной речи (официальной/ неофициальной, подготовленной/ неподготовленной, монологической/ диалогической);

использовать изученные языковые единицы в моделируемых коммуникативных ситуациях с учетом их социокультурной (место, время и социальные роли говорящих) и функциональной составляющих.

### 3. *Рекомендации для студентов*

Для успешного освоения материала курса студент должен владеть навыками самостоятельной работы с оригинальными текстами разных видов дискурса (художественного, научного, политического, масс-медийного, делового), а также навыками различных видов чтения (ознакомительного, просмотрового, поискового и аналитического). В этом смысле немаловажным является знание фоновой информации и учет культурно-исторического контекста, которые способствуют адекватному пониманию и интерпретации иноязычных текстов.

В ходе освоения материала данного практического курса значительно внимание уделяется умениям аннотировать и реферировать тексты различных жанров и стилей, а также комментированию текстов с высказыванием собственного мнения.

Кроме того, особое внимание студентов следует обратить на выполнение письменных заданий. На пятом курсе генерируются навыки письменной речи, полученные ранее (различных форм сочинения-описания, сочинения-повествования и сочинения-объяснения), одновременно с этим акцент делается на развитии навыков аргументативного сочинения.

Итоговой формой контроля по данной дисциплине является экзамен (9 семестр) и зачет (10 семестр). Обязательным условием получения допуска к зачету/ экзамену является:

- посещение практических занятий и активная работа в аудитории;
- выполнение всех заданий для самостоятельной, внеаудиторной работы;
- наличие положительных оценок по всем формам текущего и промежуточного контроля, как устного, так и письменного.

Студент, не выполнивший вышеперечисленные требования (пропустивший более двух практических занятий без уважительной причины, не выполнивший задания для внеаудиторной работы и имеющий более 30% неудовлетворительных оценок по различным заданиям текущего или промежуточного контроля) по решению преподавателя, ведущего данную дисциплину, может быть допущен к сдаче экзамена/ зачета только в случае удовлетворительного выполнения дополнительных заданий по пройденному материалу.

## **II. Учебная программа**

Программа по курсу «Практикум по культуре речевого общения (второй иностранный язык)» составлена для специальности 031202 - «Перевод и переводоведение» и рассчитана на 918 часов (408 часов аудиторной работы и 510 часов самостоятельной работы).

Основными учебными материалами в 7 - 10 семестрах служат оригинальные и адаптированные художественные произведения классических и современных писателей, тексты публицистического, делового и научного характера и материалы из сети Интернет.

Методологической основой курса является учебник для студентов высших учебных заведений под редакцией В.Д. Аракина, а также другие учебники (уровней Upper-Intermediate, Advanced и Proficiency).

В 7 семестре студенты по большей части осваивают особенности художественной речи; в 8 семестре - особенности деловой и публицистической речи, на 5 курсе основное внимание уделяется изучению особенностей научной речи и продолжается освоение научно-публицистической речи. Особенности разговорно-бытовой речи изучаются на протяжении всего курса обучения. Учебный материал сгруппирован по тематическому принципу и затрагивает ряд актуальных проблем социального, культурного, экономического и политического характера.

В центре внимания находится коммуникативный и смысловой анализ текста в его неразрывной связи с анализом языковых средств выражения, выбор которых обусловлен стилистическими особенностями текста и коммуникативным намерением автора.

Продолжается совершенствование навыков и умений ознакомительного, просмотрового и поискового чтения на втором иностранном языке, связанного с дальнейшим увеличением темпа извлечения информации из текстов художественного, общественно-



политического, делового и научного характера, а также изменением сложности учебных текстов.

При работе с периодической печатью особое внимание уделяется реферированию и аннотированию текстов, прочитанных и прослушанных, при этом большая часть времени отводится на реферирование текстов периодической печати.

В основе обучения письменной речи лежит функциональный подход, который предполагает овладение различными жанрами письменной формы коммуникации, а именно: сочинения-описания, сочинения-рассуждения, нарративные и аргументативные сочинения. Обучение основывается на аналитическом чтении текстов различных жанров.

Большое внимание уделяется функционально-стилистическим особенностям лексических, грамматических и синтаксических явлений.

При обучении аудированию происходит поэтапное увеличение объема и сложности материала, предназначенного для восприятия на слух. В качестве аудитивного материала используются аутентичные и адаптированные аудио- и видеотексты разнообразных функциональных стилей.

Развитие устной речи также связано с овладением жанровыми особенностями монологической и диалогической речи. Достижению этой цели способствует проблемное обсуждение прочитанных художественных произведений и материалов прессы, текстов для аудирования и кинофильмов. Особое внимание следует уделять проведению дискуссий в рамках изучаемой тематики, так как именно этот вид работы обеспечивает овладение неподготовленной, спонтанной речью.

Программа предполагает широкое использование культурологически насыщенных текстов, позволяющих делать глубокие сравнительно-сопоставительных культурологические и социокультурные исследования, основываясь на знаниях родного языка и основного иностранного языка и культуры.

Данный курс напрямую соотносится с практическим курсом второго иностранного языка, а также основного иностранного языка и рассчитан на практическое применение знаний, полученных в ходе изучения таких теоретических дисциплин как: лексикология, теория и практика перевода, лингвострановедение, стилистика, теория межкультурной коммуникации, основы профессиональной коммуникации, межкультурная коммуникация в сфере бизнеса, теория текста.

### **Объем дисциплины и виды учебной работы**

Виды учебной работы	Всего часов	Семестр			
		7	8	9	10
Общая трудоемкость	918	216	232	216	116
Аудиторные занятия	408	108	96	108	48
Самостоятельная работа	510	153	136	153	68
Вид итогового контроля		экзамен	экзамен	экзамен	зачет

### **III. Тематический план**

№	Наименование тем	Курс, семестр	Количество часов		Виды текущего контроля
			Аудит.	Самост.	
1	<b>Environmental problems</b> 1. Green issues (global warming, ozone depletion, etc); 2. Natural disasters and their effect on human life and economy; 3. Poor weather conditions and ways of dealing with them; 4. Animal's rights (and wrongs); 5. Disastrous effects of civilization. 6. Looking for solution to environmental problems.	4, 7	54	76,5	<b>Argumentative Essays:</b> Providing Solutions to Problem Essay; <b>Reports:</b> News Reports; Survey Reports "Are advances of science and technology always beneficial for the humanity?" (commenting on graphs and charts). <b>Leaflets</b>
2	<b>Crime and punishment</b> 1. Legislative system in the USA, Britain, Russia; 3. Types of crime. Ways to punish; 4. Does punishment always fit the crime? Cracking down or counseling? 5. Ban on capital punishment – the key to the problem or impediment?	4,7	54	76,5	<b>Formal Letters:</b> Letter of Request / Letters giving Information; <b>Reports:</b> News Reports; <b>Essays:</b> Assessing Good and Bad Points.
3	<b>.Learning Languages</b> 1. English as a global tongue - reasons and consequences; 2. Bilingualism. Dialects and accents. Bilingual education; 3. Studying foreign languages – how and where? Studying abroad: pros and cons; 4. Applying to university (writing a Letter of application, a Letter of recommendation, Resume, Curriculum Vitae);	4,8	36	68	<b>Formal Letters:</b> Letter of Application (Applying to a College); Letter of Recommendation; <b>Essays:</b> Assessing Good and Bad Points; Argumentative Essays: Opinion Essay (Revision).

	5.Exams – for and against. Ethical issues: Cheating at exams.				
4	<b>Science and Technologies</b> 1. Modern Technical Devices that make our life easier 2. Computer Technologies 3. Computer addiction 4. The Internet 5. GM food	4,8	36	68	2. <b>Pros and cons essay:</b> «The Internet is the greatest invention of people» <b>Reports:</b> News Reports; Survey Reports
5	<b>Jobs and Careers</b> 1. Job Satisfaction 2. Personal Qualities and Needs 3. Working Environment and Conditions 4. Teleworking: For and Against 5. Job Hunting 6. Job Ads: Tricks and Secrets of Finding a Good Job 7. Enquiring about the Position 8. Applying to the Company 9. Business Correspondence 10. Selecting the Staff 11.Successful Job Interview 12.Business Ethics and Dress Code	5,9	54	76,5	- <b>Curriculum Vitae;</b> - <b>Cover Letter;</b> - <b>Character Reference;</b> - <b>Argumentative Essay</b> (Pros and Cons Essay) “Ups and Downs of Teleworking”; - <b>Argumentative Essay</b> (Opinion Essay) “What Adds Up to Your Job Satisfaction” -
6	<b>Medicine and related social issues</b> 1. HIV and AIDS: reasons and effects; 2. Cardio-vascular disease. Reducing stress causing the disease; 3. Genetics. Genetic engineering: a blessing or a curse? The controversy of cloning; 4. Euthanasia – the dilemma to resolve;	5,9	54	76,5	<b>Argumentative Essays:</b> Providing Solutions to Problem Essay; Assessing Good and Bad Points; <b>Formal Letters:</b> Letter of Complaint / Apology

	5. "Medicare" - healthcare for the poor				
7	<b>Culture Matters</b> 1. Defining Culture 2. Types of Culture 3. Nationality Stereotypes 4. Culture Bumps 5. Cultural and Ethnic Identity 6. Immigration Problems 7. Preserving one's Culture or Adopting a New one	5,10	48	68	- <b>Dictation</b> (countries and nationalities) - <b>Review of 2 articles</b> "Going back to their Roots" and "I'm not Borrowing History Anymore"; - <b>Argumentative Essay</b> "Portrait of the Nation: the Russians"; - <b>Report</b> "Russian Immigrants Abroad" - <b>Film Review</b> "Anna and The King"

## IV. Рабочая программа

### Содержание учебной дисциплины

#### Художественная речь

1. Определение темы и идеи текста. Обсуждение имплицитного содержания текста и подтекстовой информации.
2. Анализ стилистических приемов в интерпретации текста, их роль в восприятии прагматического аспекта текста, их эмоционально-экспрессивные возможности.
3. Анализ композиционного строения текста.
4. Анализ коммуникативного содержания, представляющего отображение присущего автору взгляда на мир, отображение в тексте авторского мира созерцания определяется как общий коммуникативный подтекст.

#### Деловая речь

1. Профессии и должности; страны и национальности.
2. Деловая и личная переписка; современные средства связи (факс, телекс, электронная почта); время.
3. Безработица.
4. Знакомство с фирмой, обсуждение планов будущей работы. Устройство на работу. Биография. Заполнение формы, написания заявления о приеме на работу.
5. Дискуссия вокруг должности, профессии: приглашение на работу/ приглашение к сотрудничеству.
6. Назначение деловой встречи. Бюрократическая и канцелярская лексика. Предоставление информации. Заполнение curriculum vitae .
7. Ведение деловых переговоров. Лингвистические способы уточнения своей мысли в случае недоразумения. Как избежать прямого ответа, изменить тему разговора. Использование грамматических наклонений в устном (письменном) деловом тексте. Жест и интонация.

8. Оформление делового письма. Письмо-запрос. Письмо-предложение. Корректное завершение делового письма, выбор формулировки вежливости.
9. Деловой этикет и субординация.

### Газетно-публицистическая речь

1. Дискурсивные способы выражения фактуальной, концептуальной и подтекстовой информации в газетном тексте.
2. Обзорная статья, как форма подачи информации. Её структура, объем, лексико-синтаксические, грамматические, прагматические и дискурсивные аспекты.
3. Просмотр телевизионных новостных передач на английском языке и анализ лексико-грамматических и прагматических аспектов.
4. Обзоры газетных статей на английском языке; передача содержания газетных статей с русского на английский язык. Презентации, круглые столы, ток-шоу, дискуссии.
5. Репортаж как форма сообщения в печати, на телевидении. Стилиевые особенности репортажа.
6. Особенности языка рекламы. Лексика, связанная с работой на компьютере, выходом в Интернет.

### Разговорно-бытовая речь

Национальные традиции. Лексические единицы, связанные с празднованием национальных и религиозных праздников. Национально-культурная специфика лексики. Семантические, грамматические и дискурсивные аспекты устной (письменной) подготовленной (неподготовленной) речи.

Диалог, дискуссия, обсуждение, ток-шоу – как формы развития диалогической и монологической подготовленной (неподготовленной), официальной (неофициальной) речи. Лексика оценочного характера:

одобрение (неодобрение), похвала, критическое отношение, восторг, возмущение и т.д.

### Научная речь

1. Основные стилевые черты научной речи (абстрактность, логичность, объективность, отсутствие эмоциональности).

2. Специфика научно-популярного подстиля. Вербальный стиль, эмоциональность и образные средства, смешение функциональных стилей, наличие нестрогих терминов, комментариев и пояснения, «градация» научно-популярных текстов в связи с направленностью на (разного) адресата.

3. Лингвистическая специфика академического подстиля. Синтаксические средства. Преобладающая роль сложных (сложноподчиненных предложений) и длинных периодов. Безличные конструкции. Страдательный залог. Конструкции с неличными формами. Морфологические особенности. Номинация стиля. Употребление десемантизированных глаголов. Преобладающая роль изъявительного наклонения. Атемпоральный презенс. Словообразовательные особенности: префиксация, суффиксация, словосложение. Доминирующие фигуры: антитеза, повтор. Лексические особенности: терминология, неологизмы, заимствования, нейтральная лексика. Композиционные особенности. Структура абзаца, параграфа, главы. Стереотипные (клишированные) выражения. Катафорическая и анафорическая связь (союзы, союзные слова, наречия, артикль, времена, наклонения, средства логической связи).

4. Жанровая специфика письменного подстиля. Аннотация (объем, синтаксис, содержание). Реферат (структура, справочный аппарат).

5. Жанровая специфика устного подстиля. Краткое научное сообщение. Лаконичность, аргументированность. Особенности структуры.



## У. Рекомендуемая литература

### **Основная литература**

- 1) Аракин В.Д. Практический курс английского языка: 5 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003.
- 2) Великая Е.В. Письменная работа на английском языке. Методические рекомендации. – М.: Госуниверситет Высшая школа экономики, 2003.
- 3) Мухортов Д.С. Making the Point. An Advanced Newspaper Course. – М.: Р. Валент, 2003.
- 4) Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006.
- 5) Craven M. Listening Extra. A resource book of multi-level skills activities. – CUP, 2004.
- 6) Evans V., Scott S. Listening and Speaking Skills. For the Cambridge Proficiency Exam ½. – Express Publishing, 2004.
- 7) Evans V., Dooley J. Interprise 4 intermediate. – Express Publishing , 1998.
- 8) Fitzpatrick M. Engaging Writing: Paragraphs and Essays. – Longman, 2005.
- 9) Grammar and Vocabulary for Cambridge Advanced and Proficiency. – Longman, 2003.
- 10) Ideas and Issues Advanced. – Chancere Intermediate Publishers Ltd., 2004.
- 11) Jones C., Bastow T. Inside Out (Advanced). - Macmillan, 2003.
- 12) Kenny N., Sunderland P., Barnes J., New Proficiency PassKey. – Oxford: Macmillan Publishers Ltd., 2002.
- 13) New Proficiency Testbuilder. – Macmillan, 2002.
- 14) Pakenham K. J. Making Connections. A Strategic Approach to Academic Reading. – CUP, 2005.
- 15) Rossner R. The Whole Story. – Longman. – 2004.
- 16) Troyka L. Q. Simon & Schuster handbook for Writers. – Prentice Hall, 2002.

## Дополнительная литература

- 1) Арнольд И. В., Дьяконова М. В. Аналитическое чтение.- Л.,1968.
- 2) Гальперин. Стилистика. – М., 1981.
- 3) Горбунов А.В. Практика письменной речи студентов факультетов иностранных языков. – Улан-Удэ: Изд-во Бурятского госунивер-та, 2000.
- 4) Кухаренко В. А. Интерпретация текста. - Л., 1979.
- 5) Неборсина Н. П. Английская поэзия и драма. Стилистический анализ. - Хабаровск, 1999.
- 6) Ривлина А.А. Человек и общество: учимся обсуждать социальные проблемы: учебное пособие. – Благовещенск: Изд-во БГПУ, 1997.
- 7) Теория и практика английской научной речи/ под ред. М.М. Глушко. МГУ, 1987.
- 8) Aspinall T., Capel A. Advanced Masterclass CAE. Oxford University Press, 1997.
- 9) Evans V. Successful Writing. Proficiency. – Express Publishing, 1998.
- 10) «Forum» еженедельник. США.
- 11) Goodale M. Idioms Workbook. The Cobuild Series. – Harper Collins Publishers, 1995.
- 12) Hadfield J. Advanced Communication Games. – Nelson, 1995.
- 13) Hadfield J., Hadfield C. Reading Games. A Collection of Reading Activities for Intermediate to Advanced students of English. – Nelson, 1995.
- 14) Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993.
- 15) Jason K., Posner H. Explorations in American Culture. Readings for Critical Thinking, Writing and Discussion. – Heinle and Heinle Publishers, 1999.
- 16) Johnston O., Farrel M. Ideas and Issues. – Изд-во «Титул»; Chancere International Publishers Ltd, 1998.
- 17) Kay J., Gelshenen R. America Writes. Learning English through American Short Stories. – Cambridge University Press, 1999.

- 18) Katushnaya V. Business English. How to Communicate in Business. - Riga, 1991.
- 19) Mascull B. Key Words in Business. – London: Collins Cobuild., 1997.
- Mlynarczyk R., Haber S. B. In Our Own Words. – CUP, 2005.
- 20) Murray P. and Covell S. F. Living in America. A Popular Culture Reader. – Mayfield Publishing Company, 1998.
- 21) Newsweek. Еженедельник на английском языке, США.
- 22) O'Connell S. Focus on Proficiency. – Longman, 2001.
- 23) Powell M. Business Matters. - London, 1997.
- 17) Prodromou L. First Certificate Star (Student's Book). – Macmillan Heinemann. 1998.
- 24) Swales J.M., Feak C.B. Academic Writing for Graduate Students. A Course for Nonnative Speakers of English. –Michigan: The University of Michigan Press, 1999.
- 25) The Guardian-Weekly. Еженедельник на английском языке. Москва.
- 26) Thomas B. J. Advanced Vocabulary and Idiom. – Longman. – 2001.
- 27) Vince M. Advanced Language Practice. – Heinemann, 1994.
- 28) Viney P. Streamline English. Directions. – Oxford University Press, 1985.
- 29) Workman G. Phrasal Verbs and Idioms. Making Headway. Advanced. – Oxford University Press.
- 30) [http://ictlt.teachereducation.org.uk/fce/1\\_Read.htm](http://ictlt.teachereducation.org.uk/fce/1_Read.htm)
- 31) [http://www.who.int/cardiovascular\\_diseases/prevention\\_control/en/](http://www.who.int/cardiovascular_diseases/prevention_control/en/)
- 32) <http://www.time.com/time/magazine/article/0,9171,1220538,00.html>

## VI. Планы практических занятий

### VII семестр

#### Тема 1: Environmental problems

(54 часа аудиторной работы, 76,5 часов самостоятельной работы)

#### **Topic Development**

1. Disastrous effects of civilization. Are advances of science and technology always beneficial for the humanity?
2. Green issues (global warming, etc);
3. Natural disasters and their effect on human life and economy;
4. Animal's rights (and wrongs);
5. Poor weather conditions and ways of dealing with them;
6. Looking for solution to environmental problems.

#### **Рекомендуемая литература**

##### **Reading**

- Bradbury R. All Summer in a Day S. (*fiction*) /America Writes. Learning English through American Short Stories. Ed. By J. Kay, R. Gelshenen. – Cambridge University Press, 1999. – P. 130-143; 142-143;
- Edwards J. *From The Images and Shadows of Divine Things (Religious discourse: Sermon)* / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (Сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 577-581.
- Dillard A. Flood (*Descriptive essay*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (Сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 728-733.

- Thoreau H. D. From Walden (*Epistolary discourse*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (Сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 650-654. (Newspaper Article)
- The Environment under Attack. Blueprint for the Green Planet (*Newspaper Article*) / M. Spratt, L. Taylor. The Cambridge SAE Course. – Cambridge University Press, 1997. – P. 175.

### **Listening/ Video**

- McPartland-Fairman P. Focus on Health. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment (Underage Alcohol Abuse; Crack Impossible to Cure; Killer Fat). – Segment 12 (When Your Best friend’s Sick).
- Johnston O., Farrel M. Ideas and Issues. – Изд-во «Титул»; Chancere International Publishers Ltd, 1998. – P. 10-13; 50-53; 58-61.
- Stemplesi S. Focus on the Environment. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 1; 4/ 5/ 6; 8/ 9/ 10 (Little Being Done to stop Animal and plant Extinction; EPA Says Ozone Depletion More Serious than Thought / Energy Needs versus Alaskan Environment / Ocean Plastic Pollution; Scientists Seek Proof Positive of Global Warming Effects / Recycling and other Solutions to the Trash Problem / Solar Energy).
- Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 4 (Manufacturers Engage in False Advertising.).
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 11, 21, 31, 41, 45.
- O’ Connell S. Focus on Advanced English. Cambridge Certificate Advanced English. - Longman, 1992. – P. 7-14; 127-139; 141-151.

## **Movies**

*Erin Brochovich*

## **Writing**

### *Argumentative Essays: Providing Solutions to Problem Essay:*

- Evans. V. Successful Writing (Proficiency). – Express Publishing, 1998. – P. 54-81;
- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 76-78;

### *Reports: News Reports:*

- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 83-86;

### *Reports: Survey Reports (commenting on graphs and charts):*

- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 91-94;

### *Formal Letters: Letter of Complaint / Apology*

- Evans. V. Successful Writing (Proficiency). – Express Publishing, 1998. – P. 101-106.

## **Speaking**

- Hadfield J. Advanced Communication Games. – Nelson, 1995.
- Hadfield J., Hadfield C. Reading Games. A Collection of Reading Activities for Intermediate to Advanced students of English. – Nelson, 1995.
- Аракин В.Д.. Практический курс английского языка: 3 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2005.- С. 248-268.
- Аракин В.Д.. Практический курс английского языка: 5 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003. – С. 174-188.

- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 11, 21, 31, 41, 45.
- Spratt M., Taylor L. The Cambridge SAE Course. – Cambridge University Press, 1997. – P. 173-179; 207.
- J. Richards, Sandy Ch. Passages: an Upper-level Multi-skills Course. Student's Book 2. - Cambridge University Press, 2000. - P. 74-85.
- Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 4 (Manufacturers Engage in False Advertising.).
- O' Connell S. Focus on Advanced English. Cambridge Certificate Advanced English. - Longman, 1992. – P. 7-14; 127-139; 141-151.
- Stemplesi S. Focus on the Environment. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 1; 4/ 5/ 6; 8/ 9/ 10 (Little Being Done to stop Animal and plant Extinction; EPA Says Ozone Depletion More Serious than Thought / Energy Needs versus Alaskan Environment / Ocean Plastic Pollution; Scientists Seek Proof Positive of Global Warming Effects / Recycling and other Solutions to the Trash Problem / Solar Energy).

## **Тема 2: Crime and punishment**

*(54 часа аудиторной работы, 76,5 часов самостоятельной работы)*

### **Topic Development**

1. Legislative system in the USA, Britain, Russia;
2. The institute of the jury – pros and cons;
3. Types of crime. Ways to punish;
4. Does punishment always fit the crime? Capital punishment or mercy? Cracking down or counseling? Ban on capital punishment – the key to the problem or impediment?
5. Dealing with statistic data on rates of crime.

## Рекомендуемая литература

### Reading

- A.Christie. The Chinese Puzzle Box (*Fiction*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 30-37.
- R. Arthur. Eyewitness(*Fiction*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 47-58.
- G. Greene. The Destructors (*Fiction*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 47-58.
- The Parable of the Prodigal Son (*Religious discourse: Parable*)/ The King James Bible / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 560-562.

### Listening/ Video

- Johnston O., Farrel M. Ideas and Issues. – Изд-во «Титул»; Chancere International Publishers Ltd, 1998. – P. 26-29.
- McPartland-Fairman P. Focus on Health. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 3, 9 (Running on Empty; What Made them Do it?).
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 26, 34, 46, 52, 53, 59.



## **Movies**

*The Client*

## **Writing**

Argumentative Essays: 1) "For and Against", Opinion (Revision):

2) Providing Solutions to Problem:

- Evans. V. Successful Writing (Proficiency). – Express Publishing, 1998. – P. 54-81;
- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 76-78;

Reports: News Reports:

- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 83-86;

Reports: Survey Reports:

- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 91-94;

Reviews: a Movie Review

- Evans. V. Successful Writing (Proficiency). – Express Publishing, 1998. – P. 150-153.

## **Speaking / Communication**

- Hadfield J. Advanced Communication Games. – Nelson, 1995. – Unit 2, 22.
- Hadfield J., Hadfield C. Reading Games. A Collection of Reading Activities for Intermediate to Advanced students of English. – Nelson, 1995. – Unit 19.
- Аракин В.Д. Практический курс английского языка: 4 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003. – С. 68-84; 292-295; 326-337.
- Johnston O., Farrel M. Ideas and Issues. – Изд-во «Титул»; Chancere International Publishers Ltd, 1998. – P. 26-29.

- McPartland-Fairman P. Focus on Health. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 9 (What Made them Do it?).
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 26, 34, 46, 52, 53, 59.
- Spratt M., Taylor L. The Cambridge SAE Course. – Cambridge University Press, 1997. – P. 101-111.
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 36, 44, 48.

## **VIII семестр**

### **Тема 3 :Learning Languages**

*(54 часа аудиторной работы, 76,5 часов самостоятельной работы)*

#### **Topic Development**

1. English as a global tongue - reasons and consequences;
2. Bilingualism. Dialects and accents. Bilingual education;
3. Studying foreign languages – how and where? Studying abroad: pros and cons;
4. Applying to university. Writing a Letter of application, a Letter of recommendation, Resume, Curriculum Vitae;
5. Exams – for and against. Cheating at exams.

#### **Рекомендуемая литература**

##### **Reading**

- Hughes L. Thank You Ma'm (Fiction) / Kay J., Gelshenen R. America Writes. Learning English through American Short Stories. – Cambridge University Press, 1999. – P. 12-22.
- Plath S. Metaphors (Poetry) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 537.

- Larkin Ph. A Study of Reading Habits / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 539.
- F. Bacon. *From Essays of Studies (Philosophical discourse)* / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 582-583.
- J. Locke. An Essay Concerning Human Understanding. The Epistle to the Reader (*Philosophical discourse*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 584-588.
- Williams R. *From A Key into the Language of America (Historical discourse)* / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 554-559.

### **Listening/ Video**

- Gomm, H., Hird, J. Inside Out. English Teaching Course. Advanced. -Macmillan Heinemann, 2005.
- Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 7, 8, 9 (Bilingual Education, Judgment Day, Cheating in College).
- Johnston O., Farrel M. Ideas and Issues. – Изд-во «Титул»; Chancere International Publishers Ltd, 1998. – P. 66-69.

### **Movies**

*Look! Who's Talking!*

## **Writing**

### Formal Letters: Letter of Application (Applying to a College); Letter of Recommendation:

- Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 8 (Judgment Day) – P. 91-95 (Postviewing);

### Argumentative Essays: Opinion Essay (Revision):

- Evans. V. Successful Writing (Proficiency). – Express Publishing, 1998. – P. 54-81;
- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 76-78;

### Essays: Assessing Good and Bad Points:

- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 87-90.

## **Speaking**

- Hadfield J. Advanced Communication Games. – Nelson, 1995. – Unit 7, 9, 10;
- Hadfield J., Hadfield C. Reading Games. A Collection of Reading Activities for Intermediate to Advanced students of English. – Nelson, 1995. – Unit 9, 10, 24.
- Acklam R. Help with Phrasal Verbs. Heinemann English Language Practice series. – Heinemann, 1992. – P. 1-4; 50-53.
- Аракин В.Д. Практический курс английского языка: 4 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003. – С. 30-38; 284-291; 315-320.
- Аракин В.Д. Практический курс английского языка: 5 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и

доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003. – С. 26-30; 57-60; 99-100; 128-129; 145-148; 149-157; 214.

- Hadfield J., Hadfield C. Reading Games. A Collection of Reading Activities for Intermediate to Advanced students of English. – Nelson, 1995. – Unit 9, 10.
- Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 7, 8, 9.
- O' Connell S. Focus on Advanced English. Cambridge Certificate Advanced English. - Longman, 1992. – P. 35-44; 55-66; 201-210.
- Richards J, Sandy C. Passages. An Upper- level Multi-skills Course. – Cambridge University Press, 2000. – P. 86-93.
- Spratt M., Taylor L. The Cambridge SAE Course. – Cambridge University Press, 1997. – P. 13-18; 60-63; 70; 142-143; 154-155.
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 13, 27, 32, 42, 55.

### **Skills checkup**

- Sharpe P. TOEFL (Internet based test) 2006-2007. – Barron's, 2006. – P. 52-53; 70 (Listening); 64, 213-217 (Reading / Writing);
- Harrison, M. New Proficiency Testbuilder. CPE. – MacMillan, 2006.
- Solorzano, H. Building Skills for the TOEFL. – Longman, 2005.

### **Тема 4: Science and Technologies**

(36 часов аудиторной работы и 68 часов самостоятельной работы)

### **Topic Development**

1. Modern Technical Devices that make our life easier
2. Computer Technologies
3. Computer addiction
4. The Internet
5. Genetically modified food

### **Рекомендуемая литература**

#### **Reading**

- 1. Jones C., Bastow T. Inside Out (Advanced). - Macmillan, 2003. – P. 69
- Evans V., Dooley J. Interprise 4 intermediate (workbook). – Express Publishing, 1998. – P.64-
- [http://ictlt.teachereducation.org.uk/fce/1\\_Read.htm](http://ictlt.teachereducation.org.uk/fce/1_Read.htm) When a computer error is a fatal mistake
- Prodromou L. First Certificate Star (Student's Book). – Macmillan Heinemann. 1998. – P.126.
- [http://www.who.int/cardiovascular\\_diseases/prevention\\_control/en/](http://www.who.int/cardiovascular_diseases/prevention_control/en/) CVD Prevention and Control: Missed opportunities
- <http://news.bbc.co.uk/2/hi/health/6143182.stm> Diabetes 'threat' to indigenous
- <http://news.bbc.co.uk/2/hi/health/6123588.stm> Stem cell cure hope for diabetes
- <http://www.time.com/time/magazine/article/0,9171,1220538,00.html> Stem cells: Hope or hype?

#### **Writing**

Essays: Pros and Cons

- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 64 –70.

### **Listening / Video**

- Jones C., Bastow T. Inside Out Video (Advanced). - Macmillan, 2003. – P. 74
- Jones C., Bastow T. Inside Out Video (Advanced). - Macmillan, 2003. – P. 76

### **Speaking**

- Jones C., Bastow T. Inside Out (Advanced). - Macmillan, 2003. – P. 68
- Jones C., Bastow T. Inside Out (Advanced). - Macmillan, 2003. – P. 71
- Jones C., Bastow T. Inside Out (Advanced). - Macmillan, 2003. – P. 73

## **XI семестр**

### **Тема 5: Jobs and Careers**

(54 часов аудиторной работы и 76,5 часа самостоятельной работы)

#### **Topic Development**

1. Job Satisfaction
2. Personal Qualities and Needs
3. Working Environment and Conditions
4. Teleworking: For and Against
5. Job Hunting
6. Job Ads: Tricks and Secrets of Finding a Good Job
7. Enquiring about the Position
8. Applying to the Company
9. Business Correspondence
10. Selecting the Staff
11. Successful Job Interview
12. Business Ethics and Dress Code

## Рекомендуемая литература

### Reading

- Dangerous Corner by J.B. Priestly (*drama*) / Аракин В.Д. Практический курс английского языка: 5 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003. – с. 101 – 115.
- The Swimmer by J. Cheever (*fiction, short story*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – Р.268.
- A Lincoln Preface (*an extract*) by C. Sandburg (*biography*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – Р. 681.
- The Clerk (*fiction*) / O’Connell S. Focus on Proficiency. – Longman, 2001. – P.21-22.
- Focus on register (*job ads*) / O’Connell S. Focus on Proficiency. – Longman, 2001. – P.33-34.
- Business (*mass-media articles*) / Мухортов Д.С. Making the Point. An Advanced Newspaper Course. – М.: Р. Валент, 2003. – с. 7 – 26.
- Let’s Get Organized (newspaper article) / Aspinall T., Capel A. Advanced Masterclass CAE. Oxford University Press, 1997. – P.148 – 149.
- Who loves the Firm Today (*critical pros and cons article*) / Kenny N., Sunderland P., Barnes J., New Proficiency PassKey. – Oxford: Macmillan Publishers Ltd., 2002. – P. 183 – 185.

**Speaking:** *agreeing/ disagreeing, giving personal information, polite requesting*



- Clothes to wear at work / O'Connell S. Focus on Proficiency. – Longman, 2001. – P.28-29

**Listening:** *listening for specific information, listening for identifying*

- Advantages and Disadvantages of a Family-run Business / Kenny N., Sunderland P., Barnes J., New Proficiency PassKey. – Oxford: Macmillan Publishers Ltd., 2002. – P. 182.
- It really works! (Feng Shui in the workplace) /Craven M. Listening Extra. A resource book of multi-level skills activities. – CUP, 2004. – Unit 14
- Interview Report Form / O'Connell S. Focus on Proficiency. – Longman, 2001. – P.32
- Work and Employment /Evans V., Scott S. Listening and Speaking Skills. For the Cambridge Proficiency Exam 1 – Express Publishing, 2004. – Unit 6 - P.82
- Different Job Experience / Aspinall T., Capel A. Advanced Masterclass CAE. Oxford University Press, 1997. – P.152.
- Working Places / Aspinall T., Capel A. Advanced Masterclass CAE. Oxford University Press, 1997. – P. 156.

**Writing:** *formal writing - application letter (cover letter), character reference, curricular vitae;argumentative writing – opinion essay, pros and cons essay.*

- Application Letter / Evans V. Successful Writing. Proficiency. – Express Publishing, 1998.

### **Tema 6: Medicine and related social issues**

(54 часов аудиторной работы и 76,5 часа самостоятельной работы)

### **Topic Development**

1. HIV and AIDS: reasons and effects;
2. Cardio-vascular disease. Reducing stress causing the disease;
3. Genetics. Genetic engineering: a blessing or a curse? The controversy of cloning;
4. Euthanasia – the dilemma to resolve;
5. “Medicare” - healthcare for the poor.

### **Рекомендуемая литература**

#### **Reading**

- W. C. Williams. The Use of Force (*Fiction*) / Being People. An Anthology for Non-native Speakers of English. Ed. by T. Kral. – English Language Division of US Information Agency: Washington D.C., 2000. – P. 26-29.
- R. Carver. A Small, Good Thing (*Fiction*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 244-262.
- K. Chopin. The Story of an Hour (*Fiction*) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – С. 415-417.

#### **Listening**

- Johnston O., Farrel M. Ideas and Issues. – Изд-во «Титул»; Chancere International Publishers Ltd, 1998. – P. 30-37.

- Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 11, 12 (Healthcare for the Poor; The Perfect Baby).
- McPartland-Fairman P. Focus on Health. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 2, 7, 8 / 10 / 11 (Warding off Pneumonia; transplant Patient Receives Wrong Heart; Whose Child...? / Use of Growth Hormones in Children / Goodbye Wrinkles).
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 36, 44, 48.

## **Movies**

*Philadelphia*

## **Writing**

*Argumentative Essays: Providing Solutions to Problem Essay / “For and Against” Essay:*

- Evans V. Successful Writing. Proficiency. – Express Publishing, 1998. - P. 77.
- Evans V. Successful Writing. Proficiency. – Express Publishing, 1998. - P. 63.

*Essays: Assessing Good and Bad Points:*

- Evans. V. Successful Writing (Upper-intermediate). – Express Publishing, 1998. – P. 87-90.

*Formal Letters: Letter of Complaint / Apology:*

- Evans V. Successful Writing. Proficiency. – Express Publishing, 1998. - P. 101-106;
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 51;
- Гудкина Т.А., Ревенко Е.С. Деловая корреспонденция на английском языке: Учебное пособие по деловому английскому языку. – Благовещенск: Амурский гос. ун-т, 2002. – С.14-19; 20-30.

## **Speaking / Communication**

- Hadfield J. Advanced Communication Games. – Nelson, 1995. – Unit 20, 23.
- Аракин В.Д.. Практический курс английского языка: 5 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003. - 205-213.
- O' Connell S. Focus on Advanced English. Cambridge Certificate Advanced English. - Longman, 1992. – P. 27-34; 71-79.
- Johnston O., Farrel M. Ideas and Issues. – Изд-во «Титул»; Chancere International Publishers Ltd, 1998. – P. 30-37.
- Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 11, 12 (Healthcare for the Poor; The Perfect Baby).
- McPartland-Fairman P. Focus on Health. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 2, 7, 8 / 10 / 11 (Warding off Pneumonia; transplant Patient Receives Wrong Heart; Whose Child...? / Use of Growth Hormones in Children / Goodbye Wrinkles).
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 36, 44, 48.
- Spratt M., Taylor L. The Cambridge SAE Course. – Cambridge University Press, 1997. – P. 52-56; 115-116; 147-148; 158-159.
- Viney P. Streamline English. Directions. – Oxford University Press, 1985. – Unit 36, 44, 48.
- Henly E. Focus on American Culture. ABC News. ESL Video Library. – Regents/ Prentice Hall. American Broadcasting Companies, Inc., 1993. – Segment 11, 12 (Healthcare for the Poor; The Perfect Baby).

## **X семестр**

## **Тема 7: Culture Matters**

(48 часов аудиторной работы и 68 часов самостоятельной работы)

### **Topic Development**

1. Defining Culture
2. Types of Culture
3. Cultural and Ethnic Identity
4. National Character
5. Nationality Stereotypes
6. Immigration Problems
7. Preserving one's Culture or Adopting a New one
8. Culture Bumps and Culture Clashes

### **Рекомендуемая литература**

#### **Reading**

- The Escape by S. Maugham / Аракин В.Д. Практический курс английского языка: 5 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003. – с. 41 – 55.
- The American Cause by J.D. Passos (persuasive essay) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006 – P.747.
- Yuppies by J. and M. Stern (expository essay) / Шишкина Т.Н., Леденева Т.В., Юрченко М.А. (сост.). What is the English We Read? Универсальная хрестоматия текстов на английском языке. – М.: ТК Велби, Изд-во Проспект, 2006. – P.762.
- The Age of Immigration / Pakenham K. J. Making Connections. A Strategic Approach to Academic Reading. – CUP, 2005. – P. 63

- Who are Today's Immigrants? / Pakenham K. J. Making Connections. A Strategic Approach to Academic Reading. – CUP, 2005. – P. 69
- Views on Multiculturalism / Pakenham K. J. Making Connections. A Strategic Approach to Academic Reading. – CUP, 2005. – P. 78
- Experimental Evidence on the Nature of Prejudice / Pakenham K. J. Making Connections. A Strategic Approach to Academic Reading. – CUP, 2005. – P. 85.
- The Challenge of Diversity / Pakenham K. J. Making Connections. A Strategic Approach to Academic Reading. – CUP, 2005. – P. 94
- An American Success Story/ Mlynarczyk R., Haber S. B. In Our Own Words. – CUP, 2005. – P.208.
- Identity / Mlynarczyk R., Haber S. B. In Our Own Words. – CUP, 2005. – P.217.
- Going Back to Their Roots (opinion article) / Aspinall T., Capel A. Advanced Masterclass CAE. Oxford University Press, 1997. – P.112 – 113.

**Writing:** *argumentative problem-solution essay, review, report*

- Problem, Process, and Solution / Swales J.M., Feak C.B. Academic Writing for Graduate Students. A Course for Nonnative Speakers of English. –Michigan: The University of Michigan Press, 1999. – Unit 3 – P.57.

**Listening**

- Culture and Customs /Evans V., Scott S. Listening and Speaking Skills. For the Cambridge Proficiency Exam 2 – Express Publishing, 2004. – Unit 10 - P.112

- Culture Shock / Aspinall T., Capel A. Advanced Masterclass CAE. Oxford University Press, 1997.- P. 115 – 116.

**Speaking:** *argumentative discussion, expressing personal opinion, reporting favored and unflavored views, persuading*

- Hadfield J. Advanced Communication Games. – Nelson, 1995. – Unit 5.
- Hadfield J., Hadfield C. Reading Games. A Collection of Reading Activities for Intermediate to Advanced students of English. – Nelson, 1995. – Unit 8.
- Аракин В.Д. Практический курс английского языка: 5 курс: Учеб. для студ. высш. учеб. заведений / Под ред. В.Д. Аракина. – 5-е изд., перераб. и доп. – М.: Гуманит. Изд. Центр ВЛАДОС, 2003. – С. 26-30; 57-60; 99-100; 128-129; 145-148; 149-157; 214.
- Hadfield J., Hadfield C. Reading Games. A Collection of Reading Activities for Intermediate to Advanced students of English. – Nelson, 1995. – Unit 10, 11.

## **VII. Задания для самостоятельной работы**

Самостоятельная работа студентов включает:

1. Работа с художественными, публицистическими, научно-популярными и новостными текстами – печатными и аудиоматериалами (разнообразные виды работы с печатным текстом: просмотровое, поисковое и аналитическое.

виды чтения, краткий конспект текста, поиск ответов на заранее поставленные вопросы к тексту, составление глоссариев, анализ, обобщение, систематизация материала);

2. Работу с научно-популярной литературой, справочниками, словарями и ресурсами сети Интернет.

3. Выполнение упражнений: лексических, грамматических, коммуникативных.

4. Выполнение групповых заданий, разработка проектов.

5. Самостоятельная подготовка к практическим занятиям по предложенным преподавателям видам письменных и устных заданий:

- краткий или развернутый пересказ текста;
- реферирование и аннотирование текста;
- высказывание собственного мнения по проблеме;
- разносторонний анализ точек зрения на проблемную ситуацию;
- комментирование проблемы и предложение путей ее решения;
- подготовка сообщения/ доклада/ презентации по изучаемым вопросам;
- анализ статистических данных (таблиц; графиков и др.);
- подготовка к дискуссии по вопросам;
- подготовка к ролевой игре по изучаемой теме;
- самостоятельный поиск в различных источниках и презентация материалов по изучаемой теме;

6. Выполнение письменного задания по результатам обсуждения соответствующих вопросов на практическом занятии;

7. Самостоятельная подготовка к диктантам, тестам и другим видам проверочных (контрольных) и творческих работ.

### **Образцы заданий для самостоятельной работы**



**TASK 1:** *Read the text and complete the following statements by choosing the answer which you think fits best.*

#### WHY DO WE STILL DICE WITH DEATH?

If asked, 'What are health decisions?', most of us would answer in terms of hospitals, doctors and pills. Yet we are all making a whole range of decisions about our health which go beyond this limited area; for example, whether or not to smoke, exercise, and drive a motorbike, drink alcohol regularly. The ways we reach decisions and form attitudes about our health are only just beginning to be understood.

The main paradox is why people consistently do things which are known to be very hazardous. Two good examples of this are smoking and not wearing seat belts: addiction helps keep smokers smoking; and whether to wear a seat belt is only partly affected by safety considerations. Taken together, both these examples underline elements of how people reach decisions about their health. Understanding this process is crucial. We can then more effectively change public attitudes to hazardous, voluntary activities like smoking.

Smokers run double the risk of contracting heart disease, several times the risk of suffering from chronic bronchitis and at least 25 times the risk of lung cancer, as compared to non-smokers. Despite extensive press campaigns (especially in the past 20 years), which have regularly told smokers and car drivers the grave risks they are running, the number of smokers and seat belt wearers has remained much the same. Although the number of deaths from road accidents and smoking are well publicized, they have aroused little public interest.

If we give smokers the real figures, will it alter their views on the dangers of smoking? Unfortunately not. Many of the 'real figures' are in the form of probabilistic estimates, and evidence shows that people are very bad at processing and understanding this kind of information. Giving people information should alter their behavior, but it is unlikely to.

The kind of information that tends to be relied on both by the smoker and seat belt non-wearer is anecdotal, based on personal experiences. The smokers seem to have an Uncle Bill or an Auntie Mabel who has been smoking cigarettes since they were twelve, lived to 90, and died because they fell down the stairs. And if they don't have such an aunt or uncle they are certain to have heard of someone who has. Similarly, many motorists seem to have heard of people who would have been killed if they had been wearing seat belts.

Reliance on this kind of evidence and not being able to cope with 'probabilistic' data form the two main foundation stones of people's assessment of risk. A third is reliance on press-publicized dangers and causes of death. American psychologists have shown that people overestimate the frequency (and therefore the danger) of the dramatic causes of *death* (like aeroplane crashes) and underestimate the undramatic, un-publicized killers (like smoking) which actually take a greater toll of life.

What is needed is some way of changing people's evaluations and attitudes to the risks of certain activities like smoking. What can be done? The 'rational' approach of giving people the 'facts and figures' seems ineffective. But the evidence shows that when people are *frightened*, they are more likely to change their estimates of the dangers involved in smoking or not wearing seat belts. Press and television can do this very cost-effectively. Programmes like *Dying for a Fag* (a Thames TV programme) vividly showed the health hazards of smoking and may have increased the chances of people stopping smoking permanently.

So a mass-media approach may work. But it needs to be carefully controlled. Overall, the new awareness of the problem of health decisions and behavior is at least a more hopeful sign for the future.

1 The subject under discussion in this article is

*a* why people persist in running health risks.

*b* why people fail to make health decisions.

*c* how people estimate the dangers of smoking.

*d* how to use the mass media for health education.

2 The writer suggests that the main reason that people don't stop smoking is that

*a* they tend to imitate friends and relations who smoke heavily.

*b* they are unable to break the habit although they know the risks.

*c* they are unaware of the degree of danger involved in smoking.

*d* they don't accept the statistical evidence against smoking.

3 Publishing figures for health risks has been found to have little effect because people

*a* found them difficult to interpret.

*b* considered them to be exaggerated.

*c* were too shocked to respond to them.

*d* usually fail to read such reports.

4 A reason given for using the mass media to publicize health risks is that they

*a* are known to be successful in changing people's habits.

*b* can reach the widest cross-section of the population.

*c* are the only really effective means of frightening people.

*d* are an economical way to influence large numbers of people.

5 The most optimistic aspect of this article is the fact that

*a* the media are having an increasing effect in health education.

*b* attention is being paid to how people assess health risks.

*c* people are becoming more concerned about their own health.

*d* precise figures are now available to underline health risks.

**TASK 2:** Read the article “Prestige Panic”

### **Prestige Panic**

*Too many parents are pushing kids to get an elite degree even though it's no guarantee of success in later life.*

**By Robert J. Samuelson**

Newsweek

In the college-admissions wars, we parents are the true gladiators. We're pushing our kids to get good grades, take SAT prep courses and build résumés so they can get into the college of *our* first choice. We say our motives are selfless and sensible. A degree from Stanford or Princeton is the ticket for life. If Aaron and Nicole don't get in, they're forever doomed. Gosh, we're delusional.

I've twice been to the wars, and as I survey the battlefield, something different is happening. It's one-upmanship among parents. We see our kids' college pedigrees as trophies attesting to how well — or how poorly — we've raised them. But we can't acknowledge that our obsession is more about us than them. So we've contrived various justifications that turn out to be half-truths, prejudices or myths. It actually doesn't matter much whether Aaron and Nicole go to Stanford.

Admissions anxiety afflicts only a minority of parents. It's true that getting into college has generally become tougher because the number of high-school graduates has grown. From 1994 (the recent low) to 2006, the increase is 28 percent. Still, 64 percent of freshmen attend schools where acceptance rates exceed 70 percent, and the application surge at elite schools dwarfs population growth. Take Yale. In 1994, it accepted 18.9 percent of 12,991 applicants; this year it admitted only 8.6 percent of 21,000.

We have a full-blown prestige panic; we worry that there won't be enough trophies to go around. Fearful parents prod their children to apply to more schools than ever. "The epicenters [of parental anxiety] used to be on the coasts: Boston, New York, Washington, Los Angeles," says Tom Parker, Amherst's admissions dean. "But it's radiated throughout the country."

Underlying the hysteria is the belief that scarce elite degrees must be highly valuable. Their graduates must enjoy more success because they get a better education and develop better contacts. All that's plausible — and mostly wrong. "We haven't found any convincing evidence that selectivity or prestige matters," says Ernest T. Pascarella of the University of Iowa, co-author of "How College Affects Students," an 827-page evaluation of hundreds of studies of the college experience. Selective schools don't systematically employ better instructional approaches than less-selective schools, according to a study by Pascarella and George Kuh of Indiana University. Some do; some don't. On two measures — professors' feedback and the number of essay exams—selective schools do slightly worse.

By some studies, selective schools do enhance their graduates' lifetime earnings. The gain is reckoned at 2 percent to 4 percent for every 100-point increase in a school's average SAT scores. But even this advantage is probably a statistical fluke. A well-known study by Princeton economist Alan Krueger and Stacy Berg Dale of Mathematica Policy Research examined students who got into highly selective schools and then went elsewhere. They earned just as much as graduates from higher-status schools.

Kids count more than their colleges. Getting into Yale may signify intelligence, talent and ambition. But it's not the only indicator and, paradoxically, its significance is declining. The reason: so many similar people go elsewhere. Getting into college isn't life's only competition. In the next competition — the job market, graduate school — the results may change. Old-boy networks are breaking down. Krueger studied admissions to one top Ph.D. program. High scores on the Graduate Record Exam helped explain who got in; Ivy League degrees didn't.

So, parents, lighten up. The stakes have been vastly exaggerated. Up to a point, we can rationalize our pushiness. America is a competitive society; our kids need to adjust to that. But too much pushiness can be destructive. The very ambition we impose on our children may get some into Harvard but may also set them up for disappointment. One study of students 20 years out found that, other things being equal, graduates of highly selective schools experienced more job dissatisfaction. They may have been so conditioned to being on top that anything less disappoints.

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### **Questions and Tasks:**

- 1) Why do you think the author uses the words *panic* and *hysteria* to describe parents' desire to make their children enter well-known educational institutions? What are other words and phrases which have similar meaning?
- 2) Why does the author use much statistical data? Is this justified?
- 3) Does a certificate from a prestigious educational institution guaranty success in life?
- 4) Why do people who graduate from elite universities are more likely to feel dissatisfaction at work?
- 5) Write an Opinion Essay on the issue "What adds to your job satisfaction?"

### **TASK 3:** Read the text and do the exercises

Atticus was half-way through his speech to the jury. He had evidently pulled some papers from his briefcase that rested beside his chair, because they were on his table. Tom Robinson was toying with them.

"...absence of any corroborative evidence, this man was indicted on a capital charge and is now on trial for his life..."

I punched Jem.. "How long's he been at it?"

"He's just gone over the evidence," Jem whispered... We looked down again. Atticus was speaking easily, with the kind of detachment he used when he dictated a letter. He walked slowly up and down in front of the jury, and the jury seemed to be attentive: their heads were up, and they followed Atticus's route with what seemed to be appreciation. I guess it was because Atticus wasn't a thunderer.

Atticus paused, then he did something he didn't ordinarily do. He unhitched his watch and chain and placed them on the table, saying,

"With the court's permission —"

Judge Taylor nodded, and then Atticus did something I never saw him do before or since, in public or in private: he unbuttoned his vest, unbuttoned his collar, loosened his tie, and took off his coat. He never loosened a scrap of his clothing until he undressed at bedtime, and to Jem and me, this was the equivalent of him standing before us stark naked. We exchanged horrified glances.

Atticus put his hands in his pockets, and as he returned to the jury, I saw his gold collar button and the tips of his pen and pencil winking in the light.

"Gentlemen," he said. Jem and I again looked at each other: Atticus might have said "Scout". His voice had lost its aridity, its detachment, and he was talking to the jury as if they were folks on the post office corner.

"Gentlemen," he was saying. "I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. To begin with, this case should never have come to trial. This case is as simple as black and white.

The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has **not only** been called into serious question on cross-examination, **but** has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this court-room is.

"I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she had done in an effort to get rid of her own guilt.

"I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honoured code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offence, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done — she tried to put the evidence of her offence away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim — of necessity she must put him

away from her — he must be removed from her presence, from this world. She must destroy the evidence of her offence.

"What was the evidence of her offence Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted a Negro.

"She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

"Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella, Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr Ewell did: he did what any God-fearing, persevering, respectable white man would do under the circumstances — he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses — his right hand.

"And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to put his word against two white people's. I need not remind you of their appearance and conduct on the stand — you saw them for yourselves. The witness for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you, gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you, gentlemen, would go along with them on the assumption — the evil assumption — that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their calibre.

"Which, gentlemen, we know is in itself a lie as black as Tom Robinson's skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women — black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this courtroom who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire."

Atticus paused and took out his handkerchief. Then he took off his glasses and wiped them, and we saw another "first": we had never seen him sweat — he was one of those men whose faces never perspired, but now it was shining tan.

"One more thing, gentlemen, before I quit. Thomas Jefferson<sup>3</sup> once said that all men are created equal, a phrase that the Yankees<sup>4</sup> and the distaff side<sup>5</sup> of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace, 1935, for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious — because all men are created equal, educators will gravely tell you the children left behind suffer terrible feelings of inferiority. We know all men are not created equal

in the sense some people would have us believe — some people are smarter than others, some people have more opportunity because they're born with it, some men make more money than others, some ladies make better cakes than others — some people are born gifted beyond the normal scope of most men.

"But there is one way in this country in which all men are created equal — there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honourable court which you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levellers, and in our courts all men are created equal.

"I'm no idealist to believe firmly in the integrity of our courts and in the jury system. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you, gentlemen, will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty."

Atticus's voice had dropped, and as he turned away from the jury he said something I did not catch. He said it more to himself than to the court. I punched Jem.

"What'd he say?"

"In the name of God, believe him, I think that's what he said."...

What happened after that had a dreamlike quality: in a dream I saw the jury return, moving like underwater swimmers, and Judge Taylor's voice came from far away and was tiny. I saw something only a lawyer's child could be expected to see, could be expected to watch for, and it was like watching Atticus walk into the street, raise a rifle to his shoulder and pull the trigger, but watching all the time knowing that the gun was empty.

A jury never looks at a defendant it has convicted, and when this jury came in, not one of them looked at Tom Robinson. The foreman handed a piece of paper to Mr Tate who handed it to the clerk who handed it to the judge. ...

I shut my eyes. Judge Taylor was polling the jury: "Guilty ... guilty ... guilty ... guilty ..." I peeked at Jem: his hands were white from gripping the balcony rail, and his shoulders jerked as if each "guilty" was a separate stab between them.

Judge Taylor was saying something. His gavel was in his fist, but he wasn't using it. Dimly, I saw Atticus pushing papers from the table into his briefcase. He snapped it shut, went to the court reporter and said something, nodded to Mr Gilmer, and then went to Tom Robinson and whispered something to him. Atticus put his hand on Tom's shoulder as he whispered. Atticus took his coat off the back of his chair and pulled it over his shoulder. Then he left the court-room, but not by his usual exit. He must have wanted to go home the short way, because he walked quickly down the middle aisle toward the south exit. I followed the top of his head as he made his way to the door. He did not look up.

Someone was punching me, but I was reluctant to take my eyes from the people below us, and from the image of Atticus's lonely walk down the aisle.

"Miss Jean Louise?"

I looked around. They were standing. All around us and in the balcony on the opposite wall, the Negroes were getting to their feet. Reverend Sykes's voice was as distant as Judge Taylor's:

"Miss Jean Louise, stand up. Your father's passing."

### **TASKS:**

*1. Complete the following sentences:*

1. No matter who he is, he ...
2. No matter who told you that ...
3. ..., no matter who are you.
4. No matter what I do...
5. No matter what it may seem, ...
6. ..., no matter how well he knows the facts.
7. No matter how fine the weather was, ...
8. ... no matter what it might be.
9. No matter how hard she tried, ...
10. I feel nothing but ...
11. The girl was conscious of nothing but ...
12. They were afraid they would have nothing but ...

*2. Note down from the text the sentences containing the phrases and word combinations and translate them into Russian.*

1. **No code mattered** to her before she broke it, **but** it came crashing down on her afterwards. – До этой минуты для нее не существовало закона, но, едва она его преступила, он безжалостно обрушился на нее.
2. "I have **nothing but** pity in my heart for the chief witness for the state - Я **глубоко сочувствую** главной свидетельнице обвинения.
3. "And so a quiet, respectable, humble Negro who had the unmitigated temerity to 'feel sorry' for a white woman has had to **put his word against** two white people's. – Итак, тихий, порядочный, скромный негр, который был столь



неосторожен, что позволил себе пожалеть белую женщину, вынужден оспаривать слова двух белых.

4. ... then Atticus did something I never saw him do before or since, **in public or in private**: he unbuttoned his vest, unbuttoned his collar, loosened his tie, and took off his coat. He never loosened a scrap of his clothing until he undressed at bedtime, and to Jem and me, this was the equivalent of him standing before us **stark naked**. – тогда Аттикус сделал то, чего я никогда не видел, чтобы он не делал раньше, или после этого, ни открыто/публично, ни в частной жизни/дома: расстегнул жилет, расстегнул воротничок, развязал галстук и снял пиджак. Он никогда не снимал ни клочка своей одежды, раздевался только перед сном, и для нас с Джимом это было всё равно, что он стоит перед нами совершенно голый.
5. "I shall be brief, but I would like to use my **remaining time** with you to remind you that this case is not a difficult one – я буду краток, но я бы хотел употребить оставшееся у меня время, чтобы напомнить вам, что дело не относится к сложным,
6. She persisted, and her subsequent reaction is something that all of us have known at **one time or another**. – Она уступила своему желанию, а затем повела себя так, как хоть раз в жизни ведет себя каждый.
7. . We do know **in part** what Mr Ewell did: he did what any God-fearing, persevering, respectable white man would do under the circumstances – Отчасти мы знаем, что сделал мистер Юэл: он поступил так, как поступил бы на его месте каждый богобоязненный христианин, каждый почтенный белый человек.
8. Atticus was half-way through his speech to the jury. – Аттикус сказал половину своей речи к присяжным.
9. "Which, gentlemen, we know is **in itself** a lie as black as Tom Robinson's skin, a lie I do not have to point out to you. – А это по самой сути своей, джентльмены, есть ложь, черная, как кожа Тома Робинсона, и вы не хуже меня знаете, что это ложь.

10. Gentlemen, a court is **no better** than each man of you sitting before me on this jury. – Суд в целом, джентльмены, не лучше, чем каждый из вас, присяжных, сидящих передо мной.
11. Someone was punching me, but I **was reluctant to** take my eyes from the people below us, and from the image of Atticus's lonely walk down the aisle. – Кто-то легонько толкнул меня, но мне не хотелось оборачиваться, я не отрываясь смотрела на людей внизу, на Аттикуса, который одиноко шел по проходу.

3. *Explain what is meant by:*

with what seemed to be appreciation — казалось, оценивающе/понимающе  
this was the equivalent of him standing before us stark naked – это было равноценно тому, будто он стоит перед нами совершенно голый.  
requires no minute sifting of complicated facts – ни минуты не требуется для перебора/перекладывания запутанных обстоятельств  
you to be sure beyond all reasonable doubt – вы были уверены/убедились без каких-либо обоснованных сомнений  
whose evidence has **not only** been called into serious question on cross-examination – чьи показания не только вызывали серьёзные сомнения на перекрестном допросе  
my pity does not extend so far as to her putting a man's life at stake – , чтобы поставить на карту жизнь человека  
had the unmitigated temerity – явная неосторожность  
confident that you, gentlemen, would go along with them on the assumption — the evil assumption — that all Negroes lie – уверенности, что их показания не вызовут сомнений, уверенные, что вы, джентльмены, пойдёте с ними заодно в предположении - порочном предположении - что все негры лгут.

### **VIII. Формы контроля знаний**

#### 1. Тестирование:

- а) комплексное тестирование языковой компетенции;
- б) тестирование навыков устной речи;
- в) тестирование навыков письменной речи.

2. Устный контроль:

- а) вопросно-ответная форма;
- б) контрольный анализ текстов различных функциональных разновидностей;
- в) подготовленное/ неподготовленное монологическое высказывание на заданную тему;
- г) спонтанное диалогическое высказывание по заданной ситуации

3. Письменный контроль:

- а) диктант (синонимический, антонимический, терминологический);
- б) контрольное написание текстов, ограниченное во времени и объёме, различных жанров (рецензия, аннотация, сочинение-описание, сочинение-аргументация, нарративное сочинение и т. д.);
- в) выполнение контрольных упражнений (лексико-грамматических, стилистических, трансформационных);
- г) контрольные задания корректурного характера.

4. Промежуточный контроль осуществляется два раза в семестр в виде тестов/ контрольных работ, включающих задания по пройденным темам. Результаты учитываются при допуске к сдаче зачёта.

**Образцы тестовых заданий текущего контроля**

**TEST**

**Topic: Environmental Issues (4 курс, 7 семестр)**

I. Fill in the correct word/phrase (hunt, threatened, species, extinct, prosperous, tinkered)

1. It's illegal to \_\_\_\_\_ endangered animals like tigers for their skin.
2. Environmentalists work hard to prevent endangered animals becoming \_\_\_\_\_.
3. Many \_\_\_\_\_ of birds and animals were killed.
4. \_\_\_\_\_ constituency doesn't want to invest money in national parks.
5. Creatures with \_\_\_\_\_ genes suffer from experiments very much.

II. Fill in the gaps the right variant.

1. There are many problems which \_\_\_\_\_ (угрожать) our environment.
2. \_\_\_\_\_ (кислотные дожди), \_\_\_\_\_ (глобальное потепление), air and water \_\_\_\_\_ (загрязнение) are very serious problems.
3. We should \_\_\_\_\_ (снизить спрос) for toxic chemicals.
4. National parks must \_\_\_\_\_ (предотвратить) animals from \_\_\_\_\_ (вымирание).
5. In order to find new information scientists \_\_\_\_\_ (проводят эксперименты).

III. Translate my sentences from Russian into English

1. Люди хотят платить большие деньги, чтобы посмотреть горных горилл.
2. Редким животным угрожает вымирание.
3. Животные зависят от людей, поэтому мы должны защищать их от браконьерства.
4. Организации по защите окружающей среды хотят привлечь наше внимание к вымирающим животным.
5. Ядерные отходы главная забота нашего правительства.
6. Я не могу понять, почему они ругаются как кошка с собакой.
7. Кислотные дожди образуются в результате выброса токсических химических веществ в атмосферу.

8. Тогдашний премьер-министр говорил об очевидном разрушении сельской местности.
9. Сельская местность претерпевает наиболее серьезные изменения.
10. Расползание городов – это проблема, которая касается каждого.
11. Для того, чтобы спасти вымирающих животных, мы не должны отодвигать эту проблему на задний план.
12. Экономическое развитие (economic) добавило новый импульс/толчок к вырубке лесов.

*VI. Connect the sentences in every possible way*

1. They tried to save elephant. It died.
2. Jane is clever. She is also kind.
3. They try to protect our environment. It's very polluted.
4. It is very difficult to draw attention to the problem. Government doesn't want to help.
5. Animals are in danger. Birds are in danger.

**TEST**

**Topic: Heart Disease (5 курс, 9 семестр)**

**I. Vocabulary Work**

***Substitute the underlined words and expressions with synonyms:***

1. Medical researchers showed that heart disease is connected with certain factors in our everyday lives.
2. Now people realize that simply receiving the best treatment for illness is not enough.
3. People have learned to take more responsibility for looking after and improving their health.
4. Well-informed people are eager to change their way of living.
5. CVD is the most common cause of death in most Western countries.
6. There are many barriers to the success of government programs to fight CVD.

***Fill in the right prepositions:***

1. People can reduce the risk of heart disease \_\_\_\_\_ paying attention \_\_\_\_\_ lifestyle.
2. Many smokers have broken the habit and fewer people take it \_\_\_\_\_ .
3. More people are aware \_\_\_\_\_ the benefits \_\_\_\_\_ regular exercise.
4. The number \_\_\_\_\_ death \_\_\_\_\_ heart disease has fallen.
5. The shift \_\_\_\_\_ attitude can be seen in the behavioral changes.
6. People are becoming more serious \_\_\_\_\_ reducing stress.
7. According to the American Heart Association, someone dies \_\_\_\_\_ heart and blood vessel disease every 34 seconds in the US.<sup>22</sup>
8. The blockage often results \_\_\_\_\_ a clot because the arteries that supply the heart \_\_\_\_\_ blood are affected \_\_\_\_\_ fat, cholesterol, and other substances called plaque.
9. If the pressure remains high \_\_\_\_\_ a long period of time, there is increased danger that it will speed \_\_\_\_\_ atherosclerosis or the buildup \_\_\_\_\_ fatty deposits \_\_\_\_\_ the blood vessels.
10. Insufficient exercise can be a risk factor \_\_\_\_\_ heart attack.
11. Physical activity and regular exercise help to keep your blood pressure \_\_\_\_\_ control.
12. Diabetes refers \_\_\_\_\_ the inability of the body to produce enough of a hormone called insulin.
13. Advances \_\_\_\_\_ technology made possible the early diagnosis of conditions which may cause serious problems.

## **II. Speaking**

***Read and react to the statement. Develop your opinion about the statement.***

1. Many people realize that there is a connection between heart disease and lifestyle.

2. There is a vivid shift in public's attitude about health.
3. Nowadays people understand that they are responsible for improving and maintaining their health themselves.
4. Young people are more concerned with what they eat; they keep to diets with less fat and cholesterol.
5. Better diagnosis and treatment helps people to avoid and survive heart attacks.
6. Better educated public has become aware of the benefits of prevention.
7. A vitamin deficiency is the most vital factor which affects the growth of CVD in Russia.
8. Stress and smoking are the only factors that increase the risk of heart disease.
9. Health education is very useful and extremely important component of the project aimed at keeping the nation's health.
10. There is a clear connection between heart disease and poverty.
11. The global strategy to fight CVD should emphasize prevention of the disease through community and government programs.

### **III. Reading and Translation**

*Read the article. Translate the italicized sentences into English. Review the article.*

#### **Сердце прихватило, а они все равно курят**

С тех давних пор, когда люди поняли, что табак можно курить и получать от этого процесса удовольствие (которое, правда, представляется достаточно сомнительным), началась эпопея проблем, связанных с этой вредной привычкой. **1) Врачи уже давно твердят, что курить вредно: и ожирению способствует, и болезни разные провоцирует и чего только еще не бывает от постоянно задымленных легких.** Однако курильщикам все нипочем, ужасные последствия табакокурения их абсолютно не волнуют. Об этом говорят результаты последнего исследования. **2) Оказалось, что, столкнувшись с серьезными проблемами со здоровьем, которые были спровоцированы этой вредной привычкой, курить бросили меньше половины пациентов кардиологических клиник.**

Эти пугающие данные были получены по результатам исследований, проведенных в разных европейских странах. Всего специалисты опросили 5,5 тыс. человек из 15



государств. **3) Главным образом, ученых интересовали пациенты, перенесшие сердечные приступы, а также страдающие сужением сосудов и стенокардией.**

Разумеется, больным задавали сакраментальные вопросы о курении не сразу после операции или лечения, а спустя примерно полтора года после их выписки из больницы. Ученые задавали больным означенными заболеваниями людям три простых вопроса. Во-первых, исследователей интересовало, курил ли когда-нибудь данный пациент кардиологического центра. Если да, то дымил ли он в течение месяца перед тем, как лечь в больницу. Последний вопрос также вполне предсказуем: курил ли пациент относительно недавно, то есть уже после выписки.

Так вот, полученные результаты ввергли специалистов в настоящий шок. **4) Как оказалось, более 40% пациентов (2,2 тыс. человек) кардиологических центров были заядлыми курильщиками до болезни. 5) Разумеется, всем им настойчиво рекомендовали избавиться от этой вредной привычки, однако мудрому совету эскулапов последовали только лишь 48% счастливо покинувших клинику.**

Что любопытно, пациенты помоложе менее охотно бросали курить, нежели больные постарше. **6) Кроме того, специалисты выявили следующую закономерность: страдавшие стенокардией также были не склонны лишать себя удовольствия затянуться разок-другой, по сравнению с теми, кто перенес сердечный приступ.**

Датский специалист доктор Вилма Шолье оп Реймер, которая руководила проведенным исследованием, отметила: "Это просто невероятно, что столько людей, побывав на грани жизни и смерти, упорно продолжают курить. Я каждый раз задаюсь вопросом, неужели они действительно не понимают, на какой риск они идут, продолжая следовать своей вредной привычке".

### ***Translate the sentences into Russian:***

1. В настоящее время согласно статистике частота сердечно-сосудистых заболеваний в России выросла почти в 3 раза.
2. Специалисты связывают это с загрязнением окружающей среды, с увеличением частоты стрессовых ситуаций, употреблением спиртных напитков, курением.
3. Частота смертельных случаев от сердечно-сосудистых заболеваний выросла в 2,5 раза.

4. По возрастным особенностям сердечно-сосудистых заболеваний имеется тенденция к омоложению. Поэтому одно из важных в лечении сердечно-сосудистых заболеваний является профилактика.
5. Американская Ассоциация Сердца (American Heart Association – АНА) рекомендует проводить профилактику сердечно-сосудистых заболеваний с детских лет.
6. Последние достижения в понимании избыточного веса и ожирения показывают связь между ожирением и риском сердечно-сосудистых заболеваний.
7. Ученые пришли к выводу, что наиболее пристальное внимание необходимо направить на питание и диету независимо от возраста.
8. Несмотря на то, что от 75% до 90% случаев сердечно-сосудистых заболеваний связаны с дислипидемией, гипертензией, сахарным диабетом, курением табака, недостаточной физической активностью, наиболее важным фактором являются вредоносные формы поведения, включая нерациональное питание.
9. Рациональное питание, физическая активность и отказ от курения табака и употребления алкоголя снижают риск сердечно-сосудистой патологии, отодвигают время появления или даже предотвращают сердечно-сосудистые заболевания.

### **Образцы тестовых заданий по проверке остаточных знаний**

#### **4 курс**

#### **Аннотация**

Тест предназначен для проверки остаточных знаний студентов 4 курса специальности 032100 - «Перевод и переводоведение по дисциплине

«Практикум по культуре речевого общения (второй иностранный язык)». Целью проведения диагностирующего теста является проверка лексико-грамматических навыков, навыков аудирования, просмотрового и поискового чтения, реферирования и письма, а также знаний языковых характеристик и национально-культурной специфики дискурсивного аспекта устной (письменной) речи на втором иностранном языке.

Поскольку основными учебными материалами в ходе освоения данной дисциплины являются тексты различной коммуникативной, жанрово-стилистической и смысловой направленности, задания данного теста также построены на основе текстов. Особое внимание уделяется проверке знаний дискурсивных способов выражения фактуальной и концептуальной информации в иноязычном тексте.

### **Инструкция по выполнению диагностирующего теста**

#### **I. Аудирование (Listening)**

1. Прочтите задание и вопросы с вариантами ответов.
2. Прослушайте интервью, и постарайтесь понять основное содержание беседы. Во время прослушивания запишите ключевые слова и определите, какой вопрос соответствует каждому отрывку. Выберите наиболее подходящий ответ из предложенных вариантов. Не заполняйте лист ответов, пока не прослушаете отрывок дважды.
3. Прослушайте отрывок еще раз. Проверьте правильность ваших ответов.
4. Заполните лист ответов, не оставляйте незаполненных строк даже если сомневаетесь в выборе.

#### **II. Чтение (Reading)**

1. Быстро прочтите текст об охране исчезающих видов животных, чтобы понять основное содержание, кому адресован текст, источник текста (газетная статья, художественный текст).

2. Внимательно прочтите задания и варианты ответов. Внимательно прочтите текст еще раз. Подумайте, какой ответ подходит к каждому незаконченному предложению. Найдите подтверждение в тексте.
3. Запишите букву соответствующего варианта ответа на листе для ответов.

### **III. Лексическое задание (Lexical Cloze)**

1. Просмотрите весь текст с пропусками для понимания общего содержания.
2. Внимательно прочтите текст, обращая внимание на пропуски.
3. Подумайте, какие лексические единицы из предложенных вариантов наиболее подходят. Обратите внимание на значение слов, их сочетаемость и на контекст.
4. Прочтите каждое предложение, записывая варианты слов, которые должны быть на месте пропусков в листе ответов. Запишите сначала те ответы, относительно которых вы уверены.
5. Вновь прочтите текст, записывая остальные ответы в листе ответов.
6. Помните, что должны быть заполнены все пропуски.
7. Первый пропуск (0) заполнен в качестве примера.

### **IV. Задание на словообразование (Word-formation)**

1. Прочтите текст, игнорируя пропуски, для того чтобы понять общее содержание.
2. Прочтите текст еще раз, обращая внимание на пропуски. Подумайте, какие части речи должны быть на месте пропусков. Обратите внимание на значение слов, их сочетаемость и на окружающий контекст. Образуйте от предложенных ниже слов необходимые части речи.
3. Прочтите каждое предложение, записывая формы слов, которые должны быть на месте пропусков в листе ответов. Запишите сначала те ответы, относительно которых вы уверены.

**V. Задание, связанное со стилистическими особенностями текста (Register Cloze)**

1. Прочтите текст А - условия предоставления машин в аренду. Определите стиль данного текста.
2. Прочтите текст В, определите его стиль. Найдите информацию, которая должна быть внесена в пропуске в тесте А.
3. Заполните пропуски, используя не более двух слов. Помните о том, что информацию из текста А необходимо представить в соответствии со стилем текста В.
4. Внимательно прочтите каждое предложение, внося необходимые слова в лист ответов.

**Критерии оценки:** За каждый правильный ответ начисляется один балл.

43-40 баллов - отлично

39-30 баллов – хорошо

29 – 22 балла - удовлетворительно

меньше 22 баллов – неудовлетворительно

**ТЕСТ**

**Количество заданий – 43**

**Время проведения – 90 мин.**

## I. Listening

*You are going to listen to a radio interview about the Channel Tunnel. Read the multiple-choice questions before you listen. After listening choose the best answer to questions 1-5 below. You are going to listen to the interview twice.*

1. Why did Mrs Jamieson first start campaigning against the tunnel?
  - A She realized at the start that the tunnel was unsafe.
  - B She knew the tunnel would disrupt village life.
  - C She thinks it is important to fight for what is right.
  - D The construction work was interfering with normal life.
  
2. Why was it difficult to choose a suitable route for the tunnel link?
  - A The first route selected was considered too unsafe.
  - B Most possible routes were inconvenient to passengers.
  - C Much of the south-east is covered by dense forest.
  - D All possible routes passed through residential areas.
  
3. Why are there still problems with the tunnel, according to Mrs. Jamieson?
  - A The construction work was never properly finished.
  - B The construction company became short of money.
  - C The normal safety checks were never carried out.
  - D The operators did not spend enough money on the tunnel.
  
4. What does Mr. Ashton say about the problems reported in newspapers?
  - A They were problems that have already been solved.
  - B Those responsible for the problems have been dismissed.
  - C The reports do not affect his confidence in the tunnel.
  - D The reports were untrue and designed to scare people.
  
5. Why does Mr. Ashton find the idea of a rabies epidemic in Britain “silly”?
  - A It would be impossible for a rabid animal to enter the tunnel.
  - B It is unlikely that a rabid animal could get to Britain via the tunnel.
  - C No rabid animals have ever crossed the River Seine in France.
  - D It would be impossible for one animal to cause an epidemic.

## II. Reading

*Read an article about conserving endangered species and answer the questions 6-10. Choose the answer (A, B, C or D), which you think, fits best according to the text.*

### A RARE ANIMAL

The late Gerald Durrell was one of the leading names in wildlife conservation. As the zoologist who proved that zoos could save wildlife, the author of 37 books translated into 31 languages, a presenter of 14 television series with 150 million viewers worldwide, and a man with a wonderful sense of humour, Durrell probably raised the world's collective conservation consciousness more than all other naturalists put together.

John Hartley was personal assistant and friend to Durrell for more than 30 years at Jersey Zoo, established by Durrell in 1959. Hartley works at the Wildlife Preservation Trust (WPT), which was created at the zoo four years later. 'Much of the conservation effort in zoos today is a result of Gerald Durrell developing ideas, and then proving that they work,' he says. Through a well-known training programme, the WPT has passed on Durrell's legendary expertise in breeding captive animals to more than 800 trainees from over 75 different countries. 'The programme is aimed at people who, at some time in their lives, are going to be involved with breeding programmes in developing countries, though not necessarily affiliated with zoos,' explains Hartley. 'Until we started this, there would not have been a lot of experience in the countries where most of our trainees come from, and that's not a criticism - it's a fact.'

Indeed, the very first person on the programme, Yousoof Mungroo, is now director of the recently created first national park of Mauritius, an island that was once home to many unique species. When Durrell visited the island in 1976, he discovered, to his surprise and dismay, that a number of birds, notably the pink pigeon and the Mauritius kestrel, were about to go the same way as the most famous of former Mauritian inhabitants, the dodo, now extinct. In response, Durrell rapidly established a comprehensive programme for breeding and releasing these endangered species, while simultaneously trying to argue for the importance of biodiversity on the island.

Incredibly, the battle to save these species is now being won. Durrell, Hartley and Mungroo brought up and then released so many kestrels that their numbers have risen from just 4 to over 150. The pink pigeon's numbers are not so spectacular, but research into the pigeon is part of the WPT's ongoing work and the long-term strategy is to guarantee its independent existence.

Durrell repeated his techniques for many other species from around the world, including the reptiles of Round Island and the golden lion tamarins of Brazil. Many are kept at the zoo in Jersey, but many are also kept in their country of origin, and often in their immediate habitat. Some people have questioned whether the ability to keep animals *in situ* means that zoos are still necessary, but Hartley still repeats Durrell's assertion that they are.

The difference is that our zoo was established with the intention of creating conservation programmes for endangered species, at a time when nobody else was doing that. Now, thank goodness, more zoos have followed that lead, he says. By having these species here in Jersey, we are able to show them to people who can write cheques and help conserve them. We funded the whole of the restoration of Round Island, for instance, by having a few of its reptiles in Jersey, which caught the eye of one wealthy philanthropist.

Hartley accepts, however, that despite the excellent example which Durrell's zoo has set, there is still a long way to go. 'There are too many animal collections stretching **limited resources** too thinly. But I believe that it is important that endangered species are **kept in captivity** so that people can see them properly. This is part of the conservation effort, because it stirs the imagination in the people who give us funds.'

Stirring imaginations, and stimulating worldwide interest in wildlife through his books, was Durrell's lifeblood. I know, from handling the correspondence from millions of people out there who we have never even seen or met, but who are involved in conservation, professionally or voluntarily, that they are doing it as a result of Gerald's books,' says Hartley with glee.

Of course, Durrell has not been without his critics: like many conservationists, he was accused of **favouring animals over people**. The reality, however, is that he recognized the enormous, **unquantifiable value** that animals bring to people's lives, and devoted his own life to preserving that.

6 According to the first paragraph of the article, Gerald Darrell's most important achievement lay in

- A raising the profile of zoos throughout the world.
- B making people aware of conservation issues.
- C providing wild animals with a safe environment.
- D promoting the notion that animals can be fun.

7 According to John Hartley, the current focus of the WPT's work is to

- A pass on the skills needed to set up captive breeding projects.
- B give support to those working in zoos in various countries.
- C ensure that Gerald Durrell's pioneering work is not forgotten.
- D draw on the experience of conservationists from different countries.

8 The writer expresses pleasant surprise about

- A the long-term effect of Durrell's early work.



- B the commitment and determination of the WPT.
  - C Durrell's ability to locate animals in danger of extinction.
  - D the capacity of certain species for surviving in different locations.
- 9 What does John Hartley say about bringing endangered species back to Jersey Zoo?
- A It works better than trying to conserve them in their natural surroundings.
  - B It has attracted criticism from some members of the public.
  - C It is a financially efficient way of ensuring their survival.
  - D It has proved successful only with certain species.
- 10 Which phrase from the text best reflects the problem facing the present generation of conservationists?
- A limited resources.
  - B kept in captivity .
  - C favouring animals over people.
  - D unquantifiable value.

### III. Lexical Cloze

*For questions 1-15, read the text below and then decide which word best fits each space. Put the letter you choose for each question in the correct box on your answer sheet. The task begins with an example (0)*

#### SHOPLIFTING

Last year, losses from shops through shoplifting and theft by staff (0). A to over £1 billion. There are many (11) \_\_\_\_\_. for shopkeepers themselves to reduce shoplifting. As with all types of crime, prevention is better than (12) \_\_\_\_\_. The best deterrent is the (13) \_\_\_\_\_ of staff properly trained in how to identify potential shoplifters. There are also many security (14) \_\_\_\_\_ now available. Video camera surveillance is a popular system, even with quite small retailers. In clothes shops, magnetic tag marking systems that set off an alarm have proved their (15) \_\_\_\_\_. However, there are many (16) \_\_\_\_\_ measures that retailers should consider. Better lighting and ceiling-hung mirrors can help staff to (17) \_\_\_\_\_ all parts of the display area, similarly, simply arranging shelves and display units to allow clear (18) \_\_\_\_\_ of vision is a good deterrent.

Another problem for retailers is the (19) \_\_\_\_\_ of stolen credit cards to buy goods and services. Many retailers avoid this by always checking the (20) \_\_\_\_\_ of a card used for purchase. Electronic systems are now available to (21) \_\_\_\_\_ up the procedure.

Most companies keep a petty (22) \_\_\_\_\_ box for small expenses. They are a popular (23) \_\_\_\_\_ for thieves. It is not enough to have a box that locks. A thief can steal it and then open it at leisure. Lock it in a drawer as well. Telephones, typewriters, word processors and computers are also vulnerable because they are (24) \_\_\_\_\_. Property marking is a good deterrent and helps the police return stolen goods if they are (25) \_\_\_\_\_. And remember that in many businesses information is valuable to competitors and should be protected.

- |     |   |               |   |             |   |           |   |            |
|-----|---|---------------|---|-------------|---|-----------|---|------------|
| 0   | A | amounted      | B | accumulated | C | went      | D | added      |
| 11. | A | opportunities | B | schemes     | C | ideas     | D | occasions  |
| 12. | A | remedy        | B | loss        | C | cure      | D | conviction |
| 13. | A | knowledge     | B | presence    | C | number    | D | importance |
| 14. | A | devices       | B | methods     | C | tricks    | D | machines   |
| 15. | A | reliability   | B | worth       | C | valuation | D | identity   |
| 16. | A | better        | B | easier      | C | simpler   | D | bigger     |
| 17. | A | notice        | B | watch       | C | control   | D | regard     |
| 18. | A | fields        | B | areas       | C | systems   | D | angles     |
| 19. | A | employment    | B | application | C | technique | D | use        |
| 20. | A | honesty       | B | forgery     | C | validity  | D | value      |
| 21. | A | speed         | B | check       | C | take      | D | key        |
| 22. | A | money         | B | bank        | C | saving    | D | cash       |
| 23. | A | robbery       | B | target      | C | aim       | D | object     |
| 24. | A | portable      | B | expensive   | C | stolen    | D | attractive |
| 25. | A | reported      | B | known       | C | revealed  | D | traced     |

#### IV. Word-formation

*Read the texts below. Use the words in the boxes to form one word that fits in the same numbered spaces in the texts.*

### ***Cross-cultural misunderstandings***

Many visitors to Britain find the natives' (26) \_\_\_\_\_ frequently rather strange and occasionally totally (27) \_\_\_\_\_. One of the most common complaints is that we are cold and (28) \_\_\_\_\_. In fact, all we are trying to do is to 'mind our own business' and not to interfere in other people's. This may also make us appear (29) \_\_\_\_\_ in foreign visitors. We are also seen as far too (30) \_\_\_\_\_, forever going round saying 'Sorry' and 'I beg your pardon'. Again, our main concern is to avoid any degree of (31) \_\_\_\_\_. On the other hand, foreign visitors often appear (unintentionally) (32) \_\_\_\_\_ to the British. What to a Spaniard is a wholly (33) \_\_\_\_\_ click of the fingers to attract attention is highly insulting to a British bar worker and practically guarantees a drink-free evening!

- 26. BEHAVE
- 27. COMPREHEND
- 28. FRIEND
- 29. INTEREST
- 30. APOLOGY
- 31. EMBARRASS
- 32. POLITE
- 33. OFFEND

### **V. Register Cloze**

*Read Text A, the information sheet about hiring a car while on holiday in Greece and use the information to complete the numbered gaps in Text B. Use no more than two words for each gap (34-43). The words you need do not occur in the information sheet. The task begins with an example (0)*

#### **Text A**

##### **General Car Hire Conditions**

1. Cars should be booked at the same time as your holiday. If added later, a fax or telex fee may be incurred.
2. A small charge (c. £5 per day) to offset extra insurance costs is made for additional drivers and payable locally.

3. Drivers must be at least 23 years of age for Groups A, B and C, 25 years of age for other Groups, and have held a full UK driving licence for 12 months. All drivers should be entered individually on the contract to be completed when collecting the car -you will need passport, driving licence, Hellas voucher and a credit card.
4. Damage to the tyres, engine or underside of the car is not covered by insurance in Greece. A credit card imprint or cash deposit of approximately £100 will be required on delivery of the car, returnable at the end of the hire period on condition that the car is returned with no damage to the above.
5. Outside normal office hours (0800-2000) an out-of-hours delivery charge is payable locally, normally c. £15.
6. Child seats and roof racks are available on request only and at a charge of c £3 per day payable locally.
7. Cars may be booked for periods of less than 7 days but the daily rate increases - please telephone us for a quote. Car hire prices are calculated on 24-hour periods.

## **Text B**

*Dear Fabienne,*

*Sorry it's taken me so long to get back in touch but I've been up to my eyes in work. Anyway, I did manage to find out about hiring a car if you book your holiday with 'Hellas'. The first thing is to book the car when you pay for your holiday or there'll be some extra (0) charges. If David's going to drive (34) \_\_\_\_\_, you'll have to pay another £5 a day. I know you're both (35) \_\_\_\_\_ twenty-three but have you both (36) \_\_\_\_\_ for more than 12 months? If you haven't, you won't be allowed to drive! Also, don't forget to (37) \_\_\_\_\_ both your names on the contract you sign in Greece. They'll also ask you for a deposit for (38) \_\_\_\_\_ £100 to (39) \_\_\_\_\_ any damage you might do to the car. But don't worry, you'll (40) \_\_\_\_\_ this back so long as you bring the car back in one (41) \_\_\_\_\_ Child seats don't come as standard, so you'll have to (42) \_\_\_\_\_ one for little Kory when you're there. It'll (43) \_\_\_\_\_ you another £3 a day.*

## **ОТВЕТЫ**

### **I. Listening**

1. D
2. D
3. C
4. C
5. B

***II. Reading***

**6. B**

**7. A**

**8. A**

**9. C**

**10. C**

***III. Lexical Cloze***

**11. A      18. A**

**12. C      19. D**

**13. B      20. C**

**14. A      21. A**

**15. B      22. D**

**16. C      23. B**

**17. B      24. A**

**25. D**

***IV. Word-formation***

**26. behaviour**

**27. incomprehensible**

**28. unfriendly**

**29. uninterested**

**30. apologetic**

**31. embarrassment**

**32. impolite**

**33. inoffensive**

***V. Register Cloze***

- 34. too/as well
- 35. over/ at least
- 36. been driving
- 37. put/ write
- 38. about
- 39. cover/ pay for
- 40. get
- 41. piece
- 42. get/hire/rent/pay for
- 43. cost

### Tapescrpt

**I** = Interviewer **J** = Mrs Jamieson **A** = Mr Ashton

**I** Hello and welcome once again to *Head to Head*. With me in the studio today are two people who have very different opinions of the Channel Tunnel. They are Mr. Frank Ashton, who lives in London and works in Paris and who is a regular tunnel user, and er ... Mrs. Vanessa Jamieson, who comes from Cheriton, which I believe is the village where the tunnel actually begins, is that right?

**J** Yes, that's right.

**I** ... and who has been a leading activist in the campaign against the tunnel. Mrs. Jamieson, if I could start with you. The tunnel is already being used. You've lost the war. Why continue to fight?

**J** The reason we haven't given up fighting is because we haven't lost the war. We started fighting when they were building the tunnel because it was disrupting our lives. We are fighting now because the tunnel is unsafe. It's unsafe -

**A** Oh, that's rubbish!

**J** ... It's unsafe for the people who use it and it's unsafe for the people who live near it.

**I** Hmm. Mr. Ashton, doesn't Mrs. Jamieson have a point? I mean, you're a regular user of the tunnel. Aren't you alarmed by all these rumours of safety problems?

**A** Well, let me first say that I'm very sorry that some people were inconvenienced by the construction work. It was obviously -

**J** Inconvenienced!

**A** ... It was a very difficult task to choose a route for the tunnel link because of course the whole of the south-east is so densely populated. Mrs. Jamieson was one of the unlucky ones. But to say that the tunnel is unsafe simply isn't true. And what's more ...

**J** Of course it's unsafe! The truth of the matter is, and I'm sure Mr. Ashton knows it, is that the operators were losing money because of all the delays during

construction, so they missed out all the standard safety checks and opened the tunnel anyway. That's why there are still problems!

**A** Mrs. Jamieson really shouldn't believe everything she reads in the newspapers. The only ...

**I** I find your attitude very patronizing!

**A** If I could finish ...

**J** It's *not what* I read in the newspapers!

**A** If I could finish ... The only problems have been very minor ones, small technical hitches, that sort of thing.

**I** But what about all the newspaper reports, er ... reports of changes in air pressure affecting people's ears, er ... reports of leaks ... there's a report here about how if there was a serious fire in one of the carriages, that ... that the firemen wouldn't actually have enough room to deal with it. Can you really dismiss these as minor technical problems?

**A** Well, I'm not an engineer. But let me say that as a passenger I feel perfectly safe.

**J** Well, as someone who lives at the mouth of the tunnel on the English side I don't feel safe! It's a tunnel of death. There's nothing to stop a fox or a dog with rabies from getting into this country and causing an epidemic!

**A** I'm sorry, but that's just silly! There's no rabies north of the River Seine in France, and even if some rabid super fox did manage to cross the Seine and travel one hundred miles to reach the tunnel, it would find a perimeter fence designed to stop burrowing animals such as foxes. It would also find poison, security cameras, security guards, electrified rails. And each tunnel - because there are three - is about thirty miles long. So, it really would have to be a super fox wouldn't it?

**J** I'm sorry that Mr. Ashton finds the idea of rabies entering this country so amusing. A fox could of course come into the country on a train.

**A** Or on a ferry for that matter. But that's hardly a reason to close the tunnel!

**I** I'm sorry, but that's all we have time for. I'd like to thank my guests, Frank Ashton and Vanessa Jamieson for going head to head! Next week, on *Head to Head* we'll be hearing from two people who just can't agree about...

### **Использованная литература**

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## **Образцы тестовых заданий по проверке остаточных знаний**

### **5 курс**

#### **Аннотация**

Тест предназначен для проверки лексико-грамматических навыков, навыков чтения, аудирования, студентов 5 курса, изучающих второй иностранный язык, на основе языкового материала, который включает лексический материал по темам: семья, человек, работа, выбор профессии, путешествие, мир будущего, мода, одежда, стиль, здоровье, спорт, искусство, книги, средства массовой информации. Грамматический материал, изученный за данный период включает все основные грамматические явления.

#### **Инструкция по выполнению диагностирующего теста**

##### **I. Аудирование (Listening Comprehension)**

5. Прочтите задание и утверждения. Используя полученную информацию, попробуйте предсказать содержание аудируемого текста.
6. Прослушайте отрывок из радиопрограммы, и постарайтесь понять основное содержание беседы. Во время прослушивания запишите ключевые слова и определите, какой вопрос соответствует каждому отрывку. Не пытайтесь понять каждое слово, в этом нет необходимости.
7. Прослушайте отрывок еще раз. Соотнесите выписанные ключевые слова с вопросами. Не заполняйте лист ответов, пока не прослушаете отрывок дважды.
8. Заполните лист ответов, не оставляйте незаполненных строк даже если сомневаетесь в выборе.



### **III. Чтение (Reading)**

1. Быстро прочтите текст, чтобы понять основное содержание, кому адресован текст, источник текста (газетная статья, художественный текст).
2. Внимательно прочтите текст и заголовки к абзацам. Подумайте, какой заголовок подходит к каждому абзацу.
3. Запишите номер абзаца и букву соответствующего заголовка на листе для ответов.
4. Первый абзац текста (0) озаглавлен в качестве примера.

### **III. Лексико-грамматическое задание (Cloze)**

8. Просмотрите весь текст с пропусками.
9. Прочтите текст. Решите, о чем идет речь.
10. Подумайте, какие части речи должны быть на месте пропусков: глагол, артикль, предлог. Обратите внимание на сочетаемость слов.
11. Прочтите каждое предложение, записывая слова, которые должны быть на месте пропусков в листе ответов. Помните, что каждый пропуск должен содержать одно слово. Запишите сначала те слова, относительно которых вы уверены.
12. Вновь прочтите текст, записывая остальные слова в листе ответов.
13. Проверьте правописание слов, правильность грамматических форм.
14. Помните, что должны быть заполнены все пропуски.
15. Первый пропуск (0) заполнен в качестве примера.

### **IV. Связный текст с пропусками (Discourse Cloze)**

1. Внимательно прочтите текст, постарайтесь предположить, каким образом можно заполнить пропуски. Обратите внимание на языковые средства, используемые для достижения связности текста.

2. Просмотрите текст еще раз и выберите наиболее подходящую фразу для каждого пропуска.
3. Впишите варианты ответов (A-J) в лист ответов.
4. Обратите внимание, что некоторые из предложенных вариантов могут быть не использованы.
5. Первый пропуск (0) заполнен в качестве примера.

## **V. Редактирование (Editing)**

1. Прочтите связный текст. В некоторых строках (не предложениях) содержится одно лишнее слово. Обратите внимание на последующий контекст.
2. Исправьте ошибки, выписав лишние слова в лист ответов.
3. Отметьте галочкой строки, в которых нет ошибок.
4. Прочтите текст еще раз.

## **VI. Написание текста (Writing)**

- а) Обдумайте содержание письма. Кратко запишите на черновике основные мысли. Выделите основные моменты, на которых будет сделан акцент.
- б) Обдумайте начало письма, вспомните формы обращения. Обратите внимание на стиль письма и выбор соответствующих языковых средств. Помните, что письмо должно быть связано с объявлением.
- в) Продумайте количество абзацев, и что вы напишите в каждом абзаце.
- г) Обдумайте окончание письма.
- д) Напишите письмо, состоящее из не более, чем 120 слов в листе ответов. Проверьте правильность правописания слов, грамматических форм и пунктуацию.

**Критерии оценки:** За каждый правильный ответ начисляется один балл.

56-47 баллов - отлично

46-38 баллов - хорошо

меньше 38 баллов – удовлетворительно

Письменный текст оценивается по пятибалльной системе на основании требований, предъявляемых к этому виду текстов.

## ТЕСТ

**Количество заданий – 56**

**Время проведения – 80 мин.**

### I. Listening Comprehension

Read the statements carefully, then listen to an extract from a radio phone-in programme. You will hear three people, May Parnell, Geoffrey Brownlow, and a presenter. Indicate which comments are made by May Parnell (*M*) and which are made by Geoffrey Brownlow (*B*). Write both initials, or one initial, or neither (*N*) next to 1-10. You will hear the extract twice.

1 Many young people are not ill-mannered.

2 Young people should use a different style of language to address their elders.

3 Adults can't always understand what young people are saying.

4 Adults should be more tolerant of young people.

5 The way people dress does not mean they are showing disrespect.

6 Unconventional dress sense can mean greater imagination.

7 Adults set a bad example to the younger generation.

8 Young people are more materialistic these days.

9 Young people think any kind of behaviour is acceptable these days.

10 Young people have an unhealthy lifestyle.

## II. Reading

Read the article. Then choose the most suitable heading from the list A-I for each part (11 - 17) of the article. There is one extra heading which you do not need to use. An example is given

### *Anti-freeze diet*

0     H    

The Polar Regions are where you learn most quickly that survival is a question of physics. If you want to keep the body warm, you burn fuel in it. If you want to keep moving as well, you have to burn even more fuel. While slimmers talk a lot about the calories they don't want to consume, polar travellers talk about the calories they have to consume just to stay alive. For them the body is a machine, and like any other machine it has to be looked after if it is to function properly.

11           

Next month The Transpolar Expedition Group will travel from Siberia to Canada via the Pole, a journey that will take 100 days. Each man will have to pull a sledge weighing around 162 kilos. They cannot pull or carry any more than that. They need to take tents, sleeping bags, equipment, and paraffin, so 100 kilos of food per person is the absolute maximum. That works out at only one kilogram per day.

12           

The food has to be super- fattening and high in calories as arctic explorers have to keep their body temperature at 37°C when the temperature around them could be – 40°C. In Arctic conditions calories are burned up much faster than they can be replaced so, if not enough calories are consumed, the body's fat reserves can disappear very quickly.

13           

Dr Michael Stroud, who travelled with Sir Ranulph Fiennes across the Antarctic, calculated that on average they had used up 6,500 calories a day, although on some days they had got through as many as 10,000 calories. So far, the Transpolar Expedition leaders haven't been able to get more than 6,000 calories into each of their one kilo rations but they're still trying.

14           

The daily ration will consist of peanut butter, dried meat, milk, chocolate and nuts. The explorers will have to get used to it before they set off otherwise it will come as a huge shock to their bodies, which are not accustomed to such a high- fat, low-carbohydrate diet.

15           

Although there is really no room for luxuries, most expeditions still manage a celebratory change of diet now and then. The Transpolar Expedition Group plans

to make space for some Christmas cake and brandy to have when the moment seems right.

16 \_\_\_\_\_

They hope that they will be able to save some of their food over the first few days when they will only be travelling three or four hours a day. If they can, they'll use the food they have saved on "laydays". A layday is a rest day-quite often a day when the weather is so bad that the most sensible thing to do is to crawl inside your sleeping bag and stay there until the storm blows itself out. If they manage to keep warm, they won't need to eat so much.

17 \_\_\_\_\_

There will be plenty of difficult moments at the end of the trip. They will have to climb ridges of ice each up to 20 meters in height. Getting over those will take all the energy they have. The only good thing is that it will be at the end of the trip. They will no doubt be exhausted but they won't be pulling 100 kilos of food each-they'll have eaten most of it by then.

- A Improving the daily intake
- B They'll have one advantage
- C A high-fat diet can be depressing
- D What they can take is limited
- E Making the food last
- F You won't get fat in the Arctic!
- G Treats for a special occasion
- H The human engine
- I It's a major change

### III. Cloze

For questions 18-32, read the text below and think of the word, which best fits each space. Use only one word in each space. There is an example at the beginning (0)

#### *The flying wing: aeroplane of the future*

What will the aeroplane of the future look (0) like? An increasing number of journeys are being made (18) \_\_\_\_\_ air and the airlines are therefore demanding a new kind of plane (19) \_\_\_\_\_ help them cope with increasing passenger numbers. (20) \_\_\_\_\_ of the revolutionary new designs (21) \_\_\_\_\_ developed is a 'flying wing', which is short but very

wide, in contrast (22) \_\_\_\_\_ most planes, which are long and narrow. It will be capable (23) \_\_\_\_\_ carrying 600-800 passengers. It will be built of an extremely light material, and together (24) \_\_\_\_\_ the unusual design, this will improve performance. The new aeroplane will be quieter and more comfortable (25) \_\_\_\_\_ existing planes. It will also cost less to operate, and will therefore help to keep fares (26) \_\_\_\_\_ affordable levels.

Computers will play (27) \_\_\_\_\_ important role in this plane. They would be used (28) \_\_\_\_\_ the flight as (29) \_\_\_\_\_ as on ground: ground crews will simply plug their laptop computers into the flight computers to check all functions.

An additional advantage of this plane is (30) \_\_\_\_\_ no new runways or terminal buildings will have to be built for it, (31) \_\_\_\_\_ it is being designed in such a way that it can (32) \_\_\_\_\_ existing ones.

#### IV. Discourse Cloze

Read through the following text and then choose from the list A-J the best phrase or sentence to fill each of the spaces. Write one letter (A-J) in the correct space. Some of the answers do not fit at all. The example (0) is given.

#### Indo-European Languages

Today, most European languages, and many Asian languages as far as India, are very similar to each other. (0)..J.. about memorizing French word lists in school, these so-called 'Indo-European' languages resemble English and each other in terms of vocabulary and grammar (33) ..... . Only 140 of the modern world's 5,000 tongues belong to this language family, (34) ..... . Thanks to the global extension of Europeans since 1492 – especially from England, Spain, Portugal France and Russia – nearly half of the world's present population of five billion now speaks an Indo-European language as its native tongue.

When, however, we go to parts of the world (35) ..... , we realize how unusual Europe's linguistic similarity is, and how it calls for explanation. (36) ..... , in areas of the New Guinea highlands (37) ..... , we find languages as different as English is from Chinese being spoken in neighboring areas. (38) ..... until some people speaking in the mother tongue of the Indo-European language family began to dominate and pushed almost all other European languages out of existence.

- A as well as French
- B Eurasia must have originally been as diverse
- C For example
- D which must have originated outside Europe
- E yet differ in this respect from all the world's other languages
- F In spite of this
- G where contact with the outside world began only in the 20<sup>th</sup> century

- H but their importance is far out of proportion to their numbers
- I with great linguistic diversity
- J No matter how much we complain

**V. Editing**

Read the text. Some of the lines have one extra word. Correct the mistakes and write extra words in the spaces. Mark the correct lines with a tick.

39. Jim Crawford had just been left in his car in a car	_____
40. park near his office when he was approached by a	_____
41. mugger with a knife who demanded of his wallet.	_____
42. The mugger took to his wallet and ran off. Jim	_____
43. decided to go to the nearest police station and	_____
44. report the crime, but just as he was walking towards	_____
45. it he was being stopped by a second man. This man	_____
46. also wanted Jim’s wallet, but Jim tried to explain	_____
47. him that it had already been stolen. The second	_____
48. mugger told him to hand them over his shoes and	_____
49. socks. Jim did it as he was told and then, when the	_____
50. man had gone, walked into the police station. The	_____
51. police were absolutely surprised to see him without	_____
52. any shoes and socks and questioned him about what	_____
53. had happened. After having giving descriptions of	_____
54. the two men, Jim was driven back to his car. But,	_____
55. to his horror, when they got to the place at where	_____
56. he had left it, he discovered that it had been stolen.	_____

**VI. Writing**

Write a cover letter in response to the job advertisement shown below

**DESK EDITOR**

An expanding publisher of books requires an experienced editor on leisure, languages and craft-related subjects. The position involves taking charge of the day-to-day process of producing highly illustrated books. A practical approach is needed, with good keyboard and good organizational skills, as well as the ability to work quickly and accurately to tight deadlines.

You will need to be able to work independently, although you will be a part of a small team, and to be concerned with maintaining the highest standards.

Please apply writing to:  
Mr. A.E. Phillips, Publisher  
GMC Publications  
166 High Street,  
Lewes,  
East Sussex BN7 1XU

## ОТВЕТЫ

### *I. Listening Comprehension*

- |      |         |
|------|---------|
| 1. M | 6. M    |
| 2. B | 7. M    |
| 3. N | 8. M, B |
| 4. M | 9. B    |
| 5. M | 10. B   |

### *II. Reading*

- |           |           |
|-----------|-----------|
| 11. _____ | 15. _____ |
| 12. _____ | 16. _____ |
| 13. _____ | 17. _____ |
| 14. _____ |           |

### *III. Cloze*

- |           |           |
|-----------|-----------|
| 18. _____ | 25. _____ |
| 19. _____ | 26. _____ |
| 20. _____ | 27. _____ |
| 21. _____ | 28. _____ |
| 22. _____ | 29. _____ |
| 23. _____ | 30. _____ |
| 24. _____ | 31. _____ |
|           | 32. _____ |

### *IV. Discourse cloze*

33. E  
34. H



- 35. I
- 36. C
- 37. G
- 38. B

*V. Editing*

- |           |            |
|-----------|------------|
| 39. been  | 48. them   |
| 40. V     | 49. it     |
| 41. of    | 50. V      |
| 42. to    | 51. V      |
| 43. V     | 52. about  |
| 44. V     | 53. having |
| 45. being | 54. V      |
| 46. V     | 55. at     |
| 47. V     | 56. V.     |

### Tapescript

P = Presenter; M = May Parnell; B = Mr. Brownlow

**P** Today on *Viewpoints* we're going to be discussing something that affects us all - the manners and behavior of today's youth. Here with me in the studio is May Parnell, a teacher, from Hast London. May, you're fresh from the classroom, what are your experiences?

**M** Hello, John. Well, I happen to believe that most young people are well-behaved and polite, but we do tend to get carried away with what they look like and the language they use.

**P** You mean they sound rude and look terrible but they're all right really?

**M** Not exactly - they look different because they have their own fashions and hairstyles, but perhaps more importantly they use different words and expressions.

**P** Such as?

**M** My pupils, for example, come out with such things as 'All right, Miss, like what we're doing today?' - which sounds very casual to us but they feel entirely natural saying it and I know they're not being rude ....

**P** Let me bring in Geoffrey Brownlow who is waiting on the line. Mr. Brownlow, I believe, er, you were in the army until quite recently, do you have a problem understanding the youth of today?

**B** No, I think I understand them very well and I think *they* have to understand that we all need to be more sensitive to others. That includes young people talking to us in a way that shows respect for people, and that they

acknowledge that older people need to be spoken to in a different way from the way they go on to their friends. Also, why should they think it's acceptable to wear torn, dirty clothes when those around them are doing their best to look clean and tidy, probably with far less money? It's just not on.

**P** Well, I'm not sure that using your own language code and wearing a particular style of clothes is showing disrespect - what do you think, May?

**M** No, no, of course not. I believe that generations should respect each other and that includes tolerating differences. I don't expect my children to dress like me or sound like me - nor do they, I'm sure - but this doesn't mean they don't respect me fundamentally. Anyway, I have a sneaking feeling that the sort of way-out clothes some of them wear show how creative they are, even if they haven't much to spend on clothes.

**P** Yeah, and going back to what you were saying about respect, respect is earned, it's not a right. Adults perhaps need to behave in a manner that makes the young ?

**M** You took the words right out of my mouth. Some adults should be ashamed of how they act in front of the younger generation. You know what I mean - getting drunk, swearing and so on.

**B** ... If I can comeback in here. It seems to me that society has lost its way. There are so many children today who care more about what they can get out of life rather than what they can put into it.

**P** You mean, Mr. Brownlow that you think the young are more impressed by what people own than by what kind of person they are? Well, yes, yes, I have some sympathy with that view. How about you, May?

**M** Well, Mr. Brownlow has a point there. And if I can go back to the original point of this discussion, people, not just young people, are less polite than they used to be. It comes of living in a more urban world. There's less need to be courteous to someone you don't know or may never see again.

**B** Well, if you ask me, too many people and especially youngsters think that they can do what they like, whether it's dressing badly or speaking badly or worse ...

**M** Oh, I think you have a very depressing view of society, Mr. Brownlow.

**B** Well, let's look at what they get up to. All those cigarettes they smoke, all that junk food they eat and dressing in that ridiculous fashion. What a way to carry on ...

**P** Thank you, Mr. Brownlow. I'd like to extend the discussion to bring in Jane Webber of Carshalton who has been involved with young people for many years ...

## **Writing (sample answer)**

Mr. A. E. Phillips

GMC Publications

166 High Street

Lewes

East Sussex BN7 1XU

Dear Mr. A. E. Phillips

I am interested in applying for the position of desk editor which was advertised in 'The independent' yesterday.

My reason for applying is that I have been worked for 10 years as an assistant editor in a small publishing company concerned mainly with books on leisure and hobbies and I am now looking for a post which would give me more responsibility and independence to make editorial and organizational decisions.

I am used to and enjoy the challenge of working to tight deadlines to produce high quality books. I have fast and accurate keyboard skills and I am also familiar with all modern publishing computer software.

I would be able to come to the interview at any time which is convenient to you.

I look forward to hearing from you.

Sincerely yours,

## **IX. Конечные требования, предъявляемые к выпускникам**

**Аудирование.** К концу V курса студент должен понимать на слух аудиотекст, отражающий различные функциональные стили и сферы общения в пределах программного материала при однократном предъявлении, содержащий около 5% незнакомых слов, о значении которых можно догадаться, и 3% незнакомых слов, которыми можно пренебречь. Время звучания 3-5 минут, запись аудиотекста – в исполнении носителей языка, темп речи – не быстрый.

**Чтение.** Студент должен уметь выразительно читать оригинальный текст любой трудности; владеть изучающим чтением на материале художественных, общественно-политических и научных текстов. При интерпретации текста он должен уметь раскрыть его основное содержание и замысел автора.

Студент должен уметь пользоваться ознакомительным чтением со скоростью 700 печ. зн. / мин., а также просмотровым и поисковым чтением на материале художественных, общественно-политических и научных текстов по специальности.

**Говорение и письмо.** Студент должен связно и логично излагать мысли на английском языке; использовать функционально-стилистические разновидности речи с учетом коммуникативной сферы и ситуации общения.

Студент должен уметь принимать участие в беседе проблемного характера и дискуссии, используя разнообразные вербальные и невербальные средства; уметь высказываться по тематике программы, осуществлять комментирование прочитанных текстов.

Студент также должен владеть навыками реферирования и аннотирования аутентичных научно-публицистических и деловых текстов различных жанров (проблемная публицистическая статья, научная статья, обзор, новостное сообщение и т. д.) на втором иностранном языке.

Студент должен писать орфографически и пунктуационно правильно в пределах лексического минимума II-V курсов. Он должен уметь выражать свои мысли в письменной форме при написании эссе, рецензий, составлении тезисов к статьям и докладам на общественно-политическую или морально-этическую тематику.

## Х. Требования к экзамену / зачету

Экзамен состоит из двух частей – устной и письменной. Результаты письменной части учитываются при выставлении единой оценки экзамена. Студент, неудовлетворительно выполнивший письменную часть, к устной части экзамена допускается, но в этом случае он не может получить более чем удовлетворительную оценку.

### Содержание экзамена/ зачета

#### IV курс (7 семестр)

##### *Письменная часть экзамена*

1. Лексико-грамматический тест.
2. Однократное прослушивание диалогического аутентичного текста с извлечением

##### *Устная часть экзамена*

1. Фонетическое чтение и литературный перевод отрывка из текста.
2. Расширенная аннотация газетной статьи на английском языке общественно-политического или страноведческого характера по пройденным темам.
3. Продолжить монологическое высказывание по предложенной теме.

#### IV курс (8 семестр)

##### *Письменная часть экзамена*

1. Эссе по культурологической проблематике (объемом не более 250 слов).

##### *Устная часть экзамена*

1. Фонетическое чтение и литературный перевод отрывка из текста.
2. Реферирование газетной статьи на английском языке общественно-политического или страноведческого характера по пройденным темам.
3. Комментирование проблемной ситуации.

## **V курс (9 семестр)**

### *Письменная часть экзамена*

1. Эссе по культурологической проблематике (объемом не более 300 слов).

### *Устная часть экзамена*

1. Фонетическое чтение и литературный перевод отрывка из текста.
2. Реферирование газетной статьи на английском языке общественно-политического или страноведческого характера по пройденным темам.
3. Комментирование проблемной ситуации.

## **V курс (10 семестр) – зачёт**

1. Реферирование газетной статьи на английском языке общественно-политического или страноведческого характера. Беседа по проблемам, затронутым в статье.
2. Комментирование проблемного высказывания.

Результаты письменной части экзамена учитываются при выставлении единой оценки экзамена. Студент, неудовлетворительно выполнивший письменную часть, к устной части экзамена допускается, но в этом случае он не может получить более чем удовлетворительную оценку.

### **Содержание государственного экзамена**

1. Фонетическое чтение и литературный перевод отрывка из текста.
2. Реферирование газетной статьи на английском языке общественно-политического или страноведческого характера. Беседа по проблемам, затронутым в статье.
3. Комментирование проблемного высказывания.

## Образцы заданий, выносимых на экзамен/ зачет

### IV курс (7 семестр)

*Письменная часть экзамена*

#### Vocabulary and Grammar Test

**1. Complete the sentences using can or (be) able to. Use can if possible; otherwise use (be) able to.**

1 George has traveled a lot. He ...can... speak four languages.

2 I haven't ...been able to sleep very well recently.

3 Sandra..... drive but she hasn't got a car.

4 I can't understand Martin. I've never..... understand him.

5 I used to..... stand on my head but I can't do it now.

6 I can't see you on Friday but I.....meet you on Saturday morning.

7 Ask Catherine about your problem. She might..... help you.

**2. Write sentences about yourself using the ideas in brackets.**

1 (something you used to be able to do) ...I. used .to. be able to sing well!..

2 (something you used to be able to do) I used.....

3 (something you would like to be able to do)

I'd :.....

4 (something you have never been able to do)

**3. Complete the sentences with can / can't / could / couldn't**

come eat hear run sleep wait

1 I'm afraid I....can't .come to your party next week.

2 When Tim was 16, he was a fast runner. He..... 100 metres in 11 seconds.

3 'Are you in a hurry?' 'No, I've got plenty of time. I..... '

4 I was feeling sick yesterday. I..... anything.

5 Can you speak up a bit? I..... you very well.

6 'You look tired.' 'Yes, I.....last night.'



**4. Complete the answers to the questions with was/were able to.**

1 A: Did everybody escape from the fire?

B: Yes. Although the fire spread quickly, everybody ...Was able to escape...

2 A: Did you have difficulty finding Ann's house?

B: Not really. Ann had given us good directions and we.....  
Did you finish your work this afternoon?

3 A:

B: Yes. There was nobody to disturb me, so

4 A: Did the thief get away?

B: Yes. No one realized what was happening and the thief...

**5. Complete the sentences using could, couldn't or was/were able to.**

1 My grandfather was a very clever man. He ...could .. speak five languages.

2 I looked everywhere for the book but I.. couldn't. find it.

3 They didn't want to come with us at first but we ...were able to... persuade them.

4 Laura had hurt her leg and..... walk very well.

5 Sue wasn't at home when I phoned but I..... contact her at her office.

6 I looked very carefully and I..... see a figure in the distance.

7 I wanted to buy some tomatoes. The first shop I went to didn't have any but I

get some in the next shop.

8 My grandmother loved music. She..... play the piano very well.

9 A girl fell into the river but fortunately we..... rescue her.

10 I had forgotten to bring my camera so I..... take any photographs.

## Listening Comprehension Test

You will hear the recording twice and then must fulfill the tasks both in part I and part II.

### PART I

You are going to listen to a radio interview about a dam development. Read the information below before listening. For questions **1-10**, complete each of the statements.

#### *Asian Dam Project*

- Size:** (1) \_\_\_\_\_ high  
**Location:** (2) \_\_\_\_\_  
(3) \_\_\_\_\_  
**First proposed**  
**Number of studies:** (4) \_\_\_\_\_  
**Area to be flooded:** (5) \_\_\_\_\_ hectares  
**Cost:** (6) \_\_\_\_\_  
**Purpose:** deliver (7) \_\_\_\_\_ to Malasia  
**Sponsored by:** (8) \_\_\_\_\_  
**Contractors:** (9) \_\_\_\_\_  
**Life span:** (10) \_\_\_\_\_

### PART II

Listen to the interview and decide whether the statements are true or false. Write (T) for true statements and (F) for false sentences.

11. The dam will be built in the deforested area.  
\_\_\_\_\_

12. Work on the dam began in the 1980s.  
\_\_\_\_\_

13. It will cost \$600 to relocate the local inhabitants in the south.  
\_\_\_\_\_

14. Three tribes will be affected by the flooding.  
\_\_\_\_\_

15. Dr Lim believes that the project is too costly.  
\_\_\_\_\_

16. The interviewer wants to know why an Asian company is not constructing the dam. \_\_\_\_\_
17. Most of the electricity generated by the dam will leak out under the sea.  
\_\_\_\_\_
18. Britain will be contributing only a small amount towards the project.  
\_\_\_\_\_
19. Dr Lim complains of the lack of information about the studies.  
\_\_\_\_\_
20. The benefits of the project will outweigh the environmental problems concerned with it. \_\_\_\_\_

### **Tapescript**

I = Interviewer; L = Dr Lim

I Today we are looking at several large aid projects taking place, or about to take place, in Asia. The first is a huge dam almost 240 metres high which will be built in a densely forested area near Kamoros. I have with me in the studio Dr Lim, a representative from a non-governmental group which is opposed to the scheme.

Dr Lim, perhaps you could explain why you're against building what could be Asia's largest and most prestigious project?

L Yes, well the project has been controversial from the start. In the 1980s when it was first put forward as a possibility there was a public outcry, not only locally but from all over the world. It was seen then as a potential environmental disaster and 17 studies later there is nothing to change our view.

I So these 17 studies did not reassure you?

L Certainly not, especially as none of the findings were ever published. You see what the government has ignored, is the plight of the tribes who inhabit this region. They are aiming to take over and flood an area of 73,000 hectares where three tribes live. This densely wooded area is their home. Moving them to some isolated swamp lands in the south is simply not acceptable. Apart from anything else the cost is phenomenal - at least \$12 billion - and then the aim is not to benefit the local inhabitants, but to channel the electricity under the sea to Malaysia. On the way they will lose about a quarter of that through leakage!

I \$12 billion does sound a lot of money; will Britain be contributing?

L No, the UK is contributing £234 million to another dam project in the North. This dam will be funded entirely by Asian banks, while the construction contract has been handed over to a Brazilian company.

I Well they know all about dam building in Brazil! So, what is the root of your complaint, Dr Lim?

L What we are objecting to is government lack of concern -they're going to spend billions flooding 73, 000 hectares of forest and they don't really care about those who will be affected by the project. There has been no proper

consultation procedure, and for a project whose benefits will only last between 25 and 30 years this is not just short-sighted, but shows a flagrant lack of concern for the environment.

### Answers

1(almost) 240 metres

2densely forested згеэ / Kamoros

3(in the) 1980s

417 /seventeen

573,000

6(at least) \$12 billion

7electricity

8Asian Banks

9Brazilian company

10 10 25-30 years

11F 12F 13F 14T 15T 16F 17F 18F 19 T 20 F

*Устная часть экзамена*

### Экзаменационный билет № 6

1. Read the article “*Elephant Conservation*” Review the article and express your viewpoint on the problems discussed in it.
2. Develop the following idea. Express your viewpoint on the problem.

***Statement:*** *The age of criminal responsibility should be lowed down and the sentences for young criminal should be the same as for adults. It will decrease the crime rate among juvenile delinquents.*

### TEXT 6

### ELEPHANT CONSERVATION

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**Elephants are in great danger of extinction because of hunting for ivory and the destruction of the places where they live. Today, there are only 609,000 African elephants, compared with 1,300, 000 in 1979. There are even fewer Asian elephants living today, about 30, 000. If elephants are to survive into the 21<sup>st</sup> century, immediate and widespread measures must be taken.**

### **Asian Elephant**

The Asian elephant is one of the world's rarest animals. Unfortunately, its dieing out is not publicized as that of the African elephant. This is because Asian elephant ivory supplies only a small percentage of the world's ivory trade and also because we know very little about the Asian elephant. It lives in the inaccessible forests of Southern Asia and is very difficult to study. Most knowledge of Asian elephants is from the captive population.

Asian elephants are easier to tame than African ones and have been domesticated for 4000 years. The elephants you see in the circuses and zoos are nearly always Asian.

The major reason for the decline of the Asian elephant is the loss of their forests. The huge increase in the human population has caused the destruction of the Asian forests for human occupation, tea and coffee plantations and the quest for natural resources. This destruction has lead to the fragmentation of elephants' populations. The isolated populations of animals which are left are more vulnerable to extinction because of the disease, drought and other chance happenings. This is more likely to occur with elephants as their population grows very slowly.

Asian elephants are also threatened by poaching and the capture of wild ones for domestication.

### **African elephant**

The survival of the African elephants is threatened most by the ivory trade. The Romans took the African elephant from North Africa (Algeria, Morocco and Tunisia) by the 7<sup>th</sup> century AD because of their demand for ivory. We have to be sure this would happen again.

Hunting in Africa during the 19<sup>th</sup> and 20<sup>th</sup> centuries left small isolated populations of the African elephant. The elephant population has never recovered from this. Like the Asian elephant, the African elephant was reduced from a continent wide area to a very small population. The elephants' population increased in the middle of the last century. But as the prices for ivory grew up and it became a safe and profitable business, so the number of elephants poached every year had proportionally increased too. The amount of ivory leaving Africa every year had risen to 1000 tones. This corresponds to 86, 000 dead elephants. Such numbers do not include the calves which die because of the disruption to their family life or the death of their mothers.

## **IV курс (8 семестр)**

*Письменная часть экзамена*

**Choose one of the topics below and write in the appropriate style using not more than 250 words. Essentially use phrasal verbs, linking words and expressions, and intensifiers. Use different writing strategies.**

- *Language as an essential part of our national identity (opinion essay);*
- *Bilingual education: future perspectives (survey report);*
- *Life without exams (for and against essay);*
- *Should English be dethroned? (problem and solution essay);*
- *Playing with Genes ... (for and against essay);*
- *Hyper reality: Pros and Cons (for and against essay).*

*Устная часть экзамена*

**Экзаменационный билет № 2**

1. Read the article “*Does the USA Need an Official Language*”. Prepare the phonetic reading and literary translation of the passage.
2. Review the article and express your viewpoint on the problems discussed in it.
3. Comment on the following statement.

**Statement:** *Speakers of minor languages should learn a major language, like English, to profit from the expanding world economy.*

**TEXT 2**

**DOES THE USA NEED AN OFFICIAL LANGUAGE?**

In a California Hospital with a high percentage of Pilipino nurses and patients the staff was forbidden to speak any language other than English while at work, including the time they were on breaks. Several largely Asian Los Angeles suburbs have passed city laws that restrict the posting of non-English signs. Some homeless shelters have even barred those who don't speak English from entering. Incidents such as these illustrate the climate in which a movement to make English the official language of the United States is gaining strength.

By 1990 more than 15 states had passed laws designating English as their official language. The organized force behind this movement is a group called U.S.

English. One of the founding members of this movement, S.I. Hayakawa, fearing that the U.S. had begun to force “a policy of bilingualism,” believed that English would soon be competing with other languages within the borders of the USA. The goal of U.S. English is to pass a constitutional amendment designating English as the official language of the USA. Beyond the declaration of official status, the practical purposes of such amendment would include the elimination of multilingual ballots, the restriction of bilingual education, and the raising of language proficiency standards for citizenship requirements.

As the movement grows, philosophical sides are taken and legal battles are fought. While the English-only promoters argue that a climate of language pluralism would result in a culturally and linguistically divided nation, opponents of this movement charge that the actual basis of U.S. English and other such groups is prejudice against new immigrant groups. They argue that the imposition of an amendment to enforce language standards would serve only to increase prejudice toward non-English speaking groups and further divide ethnic communities within the nation.

/ As evidence that a constitutional amendment is not necessary to promote the learning, they put forth the country’s history of immigration as an example – assimilation, both cultural and linguistic, has evolved among the nation’s immigrant groups naturally, without the existence of a legal statute. In some cases where a state has instituted a law designating English as the official language, court cases have resulted. For example, Arizona made English the official law, requiring that all state and local business be conducted in English only. A state insurance claims manager legally challenged this law, fearing that if she tried to communicate with clients or co-workers in Spanish, her job would be in jeopardy. While the state courts upheld the English-only law, a federal judge struck it down on the grounds that it deprived the employee of her right to freedom of speech /.

### **V курс (9 семестр)**

#### *Письменная часть экзамена*

**Choose one of the topics below and write a problem and solution essay using not more than 300 words. Use different writing strategies.**

- Prudential regulation of the cloning process can bring more advantages to modern society.
- There is a little correlation between how well children do at school and the salary and job satisfaction they achieve as adults.

#### *Устная часть экзамена*

### **Экзаменационный билет № 12**

1. Read the article ““*AIDs and HIV Infections outside the United States*””

Review the article and express your viewpoint on the problems discussed in it.

2. Read the situation and role-play it, responding to the questions in a proper way.

**Situation:** *You have recently become the president of a trade company and you think that your employees' performance is not satisfactory. In your opinion, the reason of this is stress and inappropriate working environment. You decided to change the situation. What innovations can you bring in to help your employees fight stress and to improve their working conditions?*

## **TEXT 12**

### **AIDS AND HIV INFECTION OUTSIDE THE UNITED STATES**

Jan 25, 2006

Within 3 years after the syndrome was recognized in the United States, cases of AIDS were reported from every continent. By November of 1997, more than 1.7 million cases had been reported from 197 countries to WHO. WHO also estimates that >60 million people would be infected with HIV by the end of century.

AIDS case reporting from developing countries is much less complete than in industrialized countries and, because the developing world is most heavily affected by **HIV/AIDS**, WHO estimates that the number of reported AIDS cases worldwide are less than 15% of the total estimated number of AIDS cases that have occurred throughout the epidemic. Extensive HIV serosurveys in Africa, South and Central America, and parts of Asia provide evidence that AIDS case reports greatly underestimate the magnitude of the HIV problem in many countries in these regions.

Modes of transmission of HIV are similar throughout the world, but the relative frequency varies considerably between countries and regions. In North America, Europe, Australia, New Zealand, and some areas of South America, the majority of HIV infections first occurred in homosexual men and IDUs; heterosexual and perinatal transmission initially resulted mostly from transmission from IDUs and their partners. In most countries in Africa and some in the Caribbean and Central America, most HIV infections have occurred through heterosexual transmission.

HIV seroprevalence rates are highest in urban prostitutes and sexually active young adults. High rates of infection in young women translate into a substantial amount of perinatal transmission. In some areas of Africa, pediatric HIV infection has significantly increased already high infant mortality rates. In many developing countries, transfusion of HIV-infected blood remains a substantial problem because of inadequate blood banking and serologic testing capacity. Reuse of



nonsterile needles and syringes and other medical practices have caused major HIV outbreaks in the former Soviet Union and Romania. In Asian countries such as Thailand and India, emergence of HIV infection as a major public health problem began in IDUs and prostitutes, but rapidly spread more widely through heterosexual transmission to other young adult populations. India is now the country believed to have the highest number of HIV-infected persons, with an estimated 2 to 5 million people currently infected.

In Eastern Europe and the newly independent states of the former Soviet Union, HIV infections are rapidly increasing, primarily in association with injecting drug use. In yet other countries, primarily in the Middle East, Asia, and the Pacific region, HIV has not yet been recognized as an important public health problem. The future course of HIV in these countries may depend on their ability to anticipate and respond to the problem; it can be approximately predicted by the extent and pattern of sexually transmitted and transfusion-associated infections and the extent of injecting drug use that currently exists in each country.

A second human immunodeficiency virus, HIV type 2 (HIV-2), was first described in asymptomatic West Africans with AIDS in 1986. HIV-2 infection remains most prevalent in West Africa, although well-documented cases have been reported from Western Europe, Canada, Brazil, the United States, and Central Africa. HIV-2 is generally less virulent than HIV-1. The average viral titer usually is lower, perhaps explaining the lower rates of sexual and perinatal transmission and the slower rate of disease progression in persons infected with HIV-2 than HIV-1. HIV-1 and HIV-2 are closely related; tests for antibody for one virus often cross react with those for the other.

For example, licensed enzyme immunoassays for detecting HIV-1 find HIV-2 antibody in 60 to 90% of infected patients. In the United States, combined HIV-1/HIV-2 assays are used to test donated blood. As of 1994, HIV-2 infection remained rare in the United States, with nearly all cases detected in persons from West Africa.

Recently, additional HIV variants, classified together as subtype O, were reported from Cameroon. The antibody response elicited by group O strains is not consistently detected by enzyme immunoassay (EIA) kits commercially available in Europe and the United States. In 1996, a patient with HIV-1 group O infection was diagnosed in California, which reinforces the need for strong international collaboration in maintaining surveillance for variants of HIV and other emerging infections.

**V курс (10 семестр) – зачёт**

**Экзаменационный билет № 5**

1. Read the article “*All-American with One Foot in China*” Render it and express your viewpoint on the problems discussed in it.
2. Comment on the problematic statement. Give your arguments for and against.

**Statement:** *There is a belief among some Americans that contemporary immigrants are not as committed to becoming fully integrated Americans as earlier immigrants.*

## TEXT 5

### All-American, with one foot in China

*Adoptive parents grapple with race, culture and growing up*

**By Kari Huus**

March 25, 2004

Like a lot of 8-year-olds, when Meg Garrison is mad at her parents, she occasionally threatens to run away. She even has a destination, says her father, Bill, a realtor in Seattle: “She says: ‘I’m running away — to China!’ ” In some ways, it is a typical childhood antic, but it is also a sign that she has started reckoning with her beginnings as an orphan in China.

Meg is one of tens of thousands of children, most of them girls, adopted from China by U.S. families in the last decade. They now make up the largest number of children adopted from a given country at any one time. In 2004, the number is set to rise even higher as China lifts a quota on foreign adoptions in an effort to relieve a backlog of applications.

Inevitably, as these children grow up, they are beginning to look around and raise questions about why they were abandoned and how they came to be adopted, and wonder about their skin color and the shape of their noses. It can be a painful process of discovery, as foreign-born adoptees of past generations have found.

But the sheer numbers of children adopted from China in a short period has created a virtual cottage industry in support groups, culture and language courses and books. Families of adopted Chinese children are deluged by catalogues selling clothing with Chinese accents. It all signals a shift in philosophy in the adoption community — from one that presses for assimilation of their children to one that embraces a different culture.

"The support network is unprecedented," says Ann Frechette, and anthropologist and expert on Chinese adoptions at Hamilton College in Clinton, N.Y.

Groups of families are organized through Internet listserves, adoption agencies and organizations like Families with Children from China. Some are

groups of families that traveled together to China when they first went to get their Chinese babies.

Families get together to celebrate Chinese holidays and the anniversary of their travel date. Some also send their children to Chinese language lessons and Chinese culture camps.

Only part of the goal is to deal with race issues, Frechette says. It's also a natural affiliation. "Just as some people get together to play golf or tennis or to go to craft shows, these parents get together to celebrate China."

**Power in numbers.** The factors behind the spike in adoption from China trace to both sides of the Pacific. Chinese girls fill orphanages in a country that has tough birth control restrictions, and traditionally places a premium on boys. As many as 1 million children, most of them girls, are abandoned in China every year.

Meanwhile, there has been a surge among American couples to adopt from abroad. Most of them are white and tend to be wealthier, professional couples who can easily afford the cost of adopting from abroad — upwards of \$30,000 in the case of adoptions from China. Since the doors opened to adoption from China in 1989, more than 40,000 Chinese children have been adopted in the United States, about half of them in the last four years.

How far American parents should go to embrace Chinese culture and language is an open question.

Lynda Kommel and David Browne of Westport, Conn., have three children — two biological and one adopted from China. For them, it's a balancing act. One of two part-time nannies is from China, and all three children, two of them 5 years old and one 3, study Chinese with a tutor for about half an hour a week.

"If they say they don't want to study Chinese, we say they need to because there are a billion people in the world who speak it," says Kommel, who has an extensive academic and professional background in China. On the other hand, they don't want to cause rifts between their adopted daughter and the biological son and daughter who themselves don't make any distinction so far. "We don't want to overemphasize it," says Kommel.

For Paul Tumarkin and his wife, Joanna Norman, the adoption of two girls from China has "fundamentally changed the identity of our family," says Tumarkin. While the Tucson, Ariz., couple plan to raise their children — now 3 years old and 16 months — in their Jewish tradition, they also celebrate all the Chinese festivals and are learning about Chinese culture. "We are very conscious of the fact that our family is going to be a Jewish-Chinese-American family," he says.

But there are issues down the road that he concedes are tough to think about. When he told someone that, yes, he was raising his children in the Jewish tradition, Tumarkin was told that the girls would be "every Jewish kid's ultimate fantasy."

"That made my stomach turn for a second," he says. "There are these sexual stereotypes out there." But it's an ugly aspect of the world, and he isn't sure he wants to be the one to raise it with his girls.

**Racial identity.** This is where more militant voices come in, arguing that even the most progressive parents may need to go further than they are to address racism and build racial identity.

Some of the most outspoken advocates of this view are adopted Koreans, who make up the largest group from any single country — a total of 140,000 since the post-Korean War period.

Until the 1980s, most U.S. adoptive families took a "colorblind" approach, doing their best to ignore racial issues and striving to help their children assimilate into predominantly white surroundings. The result for many was isolation, confusion and the sense that their adoptive parents, while well-meaning, didn't understand them.

The author Jane Jeong Trenka is one of the more eloquent voices for this experience. Her memoir, "The Language of Blood," has become something of a guide on how not to handle transracial issues in adoption.

Korean-born Trenka grew up in a conservative Christian home in lily-white northern Minnesota. She grew from a girl eagerly trying to be all-American, and all-Minnesotan, to an adult with a lot of questions, and no answers from her adoptive parents. She was forced to address racism at college, where she was stalked by an acquaintance with a fascination with her Asian heritage. When she went on a quest to meet her birth mother, it created a rift with her adoptive parents that persists to this day.

"I think if you have a child who is of a different ethnic group — and I am pretty militant on this — you need to move to where there are others," Trenka says.

Viewing the move by adoptive parents to form baby play groups and send adopted children to culture camps, she says: "It's got to be better than what I had, which is nothing." But she worries that it might be too superficial.

"If people are in position of white privilege ... they may not realize how people will treat their daughters," says Trenka.

Trenka's experience is not unique. Korean adoptees in New York City with similar backgrounds formed the group AKA — Also Known As — designed to help other adopted kids in transracial homes avoid their sense of isolation.

Kristin Pak, 27, an AKA mentor, and has been involved in organizing activities for kids ages 5 to 16 since 2000.

The mentorship program, she says, "is not so much about adoption. It's more about having Asian-American role models."

She grew up in a blue-collar town in Connecticut and never really knew another Asian until she went to college, she says. "There's no reason for that, no matter where you live," she says. "My advice to parents is to expose your kids to as much as you can. ... I think it's a great idea to have your children learn the language of their birth culture. ... As an adult, it's never a detriment."

Her advice to kids: "Have as many friends as you can who can understand what you are going through. ... That way they have a support network when they grow up."

**Head-on with racism.** The latest wave of adoptive parents is doing far better than in the days when strict assimilation was the norm, says Jane Brown, a social worker who has worked with adoptive families and children throughout her career.

But she says most are still falling short of preparing their children for racism and cultural disconnects. For girls from China, coming of age is complicated further by the realization that their abandonment was likely related to the lower value placed on girls in Chinese society.

"Some parents are grasping a little of this — going to a Chinese restaurant, learning a few words, putting a few pieces of art on the wall. These are all wonderful things. But it's not enough to give superficial trappings of a homeland," Brown says.

"What children really need is to be with people of color — people of the same race, or another race. Sometimes we need to give them those opportunities, and then pull back," she says. An example, she says, might be letting an adopted Chinese child go to with a Chinese-American family to the supermarket. "It's giving them a chance to connect with their ethnic community ... and not just do these things with their adoptive community ... and doing things that feel safe to the adoptive families.

She holds "adoption playshops" around the United States and in Canada for foreign-born adoptees, aimed at helping the children take tough, sometimes uncomfortable questions head-on.

She brings adoptive parents in contact with adult adoptees to help them understand what their children are going through. If the adoptive parents live in a rural, homogeneous area, the difficulties faced by adoptive children might be amplified. "(The parents) may have to make some very difficult choices — can they move or shift work?" she asks, as a way of bringing their children into more diverse surroundings.

Brown, who has eight children — six adopted from abroad — says that at an early age, children are faced with racist, intrusive and just plain rude questions, such as, "What did she cost?"

Parents also need to face possible stereotyping of their Chinese daughters, says Brown. "One of the things that parents need to be prepared with is that they may be stalked, victimized. They need to realize the kinds of things that men may say to them. Need to be armed for that," says Brown.

"It's hard for people to hear that," she concedes. "But children are easily victimized if they are unprepared."

Brown argues that adoption agencies should be qualified to assess not just whether applicants to adopt can provide for children, but whether they are "competent" to adopt transracially. She holds this view, even though such screening might slow down the rate of adoption and leave children in orphanages longer.

The good news, says anthropologist Frechette, is that the families adopting from China are a force for change.

"A lot of people adopting from China tend to be wealthier, better-educated and urban," she says, given that this profile is favored by China's adoption rules.

"When they send their kids to homogenous schools, these parents get very frustrated, especially when they start grappling with history, government." History textbooks, for instance, may not even mention Chinese Americans in the battle over civil rights.

"They are not not prepared for racism in America," Frechette says. But, she notes, these people are pressuring the schools to do things differently. "They are the kind of people who will take this on."

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