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Кафедра Иностранных языков

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ДИСЦИПЛИНЫ

Иностранный язык

Основной образовательной программы для направления подготовки
030300.62 «Психология»

Благовещенск 2012

УМКД разработан старшим преподавателем Лобачевой М.В.

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СОДЕРЖАНИЕ

I. Рабочая программа учебной дисциплины «Иностранный язык» для направления подготовки 030300.62 «Психология».....	4
II. Изложение программного материала.....	17
III. Методические указания (рекомендации)	70
IV. Контроль знаний.....	72
V. Интерактивные технологии и инновационные методы, используемые в образовательном процессе.....	76

I. Рабочая программа учебной дисциплины «Иностранный язык» для направления подготовки 030300.62 «Психология»

1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целью изучения дисциплины (модуля) является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами профессионально-социальной компетенции на иностранном языке для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной видов деятельности.

Задачей дисциплины является подготовка бакалавров направления 030300.62 Психология к следующим видам профессиональной деятельности: научно-исследовательская; педагогическая; организационно-управленческая; проектная.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ООП ВПО

Дисциплина «Иностранный язык» относится к блоку гуманитарный, социальный, экономический дисциплин Б.1.Б.3. ГСЭ Б.1 Базовая часть.

Общая трудоемкость изучения данной дисциплины составляет 340 час. (162 час. аудиторных занятий и 178 час. самостоятельной работы, 8 з. е.).

На первом практическом занятии обязательно проводится экспериментальное тестирование на проверку остаточных знаний базового школьного уровня.

3. КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ (МОДУЛЯ)

Процесс изучения дисциплины направлен на формирование следующих компетенций:

ОК - 1 - способность и готовность к пониманию значения гуманистических ценностей для сохранения и развития современной цивилизации; совершенствованию и развитию общества на принципах гуманизма, свободы и демократии;

ОК – 6 - владение навыками анализа своей деятельности и умение применять методы эмоциональной и когнитивной регуляции (для оптимизации) собственной деятельности и психического состояния;

ОК – 7 - восприятие личности другого, эмпатия, установление доверительного контакта и диалога, убеждение и поддержка людей;

ОК - 9 - способность и готовность к проведению библиографической и информационно-поисковой работы с последующим использованием данных при решении профессиональных задач и оформлении научных статей, отчетов, заключений и пр.;

ОК – 13 - использование знания иностранного языка в профессиональной деятельности и в профессиональной коммуникации;

ОК – 14 - использованию нормативных правовых документов в своей деятельности;

ПК – 9 - применение знаний по психологии как науки о психологических феноменах, категориях и методах изучения и описания закономерностей функционирования и развития психики.

В результате освоения дисциплины обучающийся должен:

1) Знать: знать базовую лексику общего языка, лексику, представляющую нейтральный научный стиль, а также основную терминологию своей широкой и узкой специальности.

2) Уметь: использовать иностранный язык в межличностном общении и профессиональной деятельности.

3) Владеть: навыками выражения своих мыслей и мнения в межличностном и деловом общении на иностранном языке; навыками извлечения необходимой информации из оригинального текста на иностранном языке, владеть основными навыками письма, необходимыми для подготовки публикаций, тезисов и ведения переписки.

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Общая трудоемкость дисциплины составляет 8 зачетных единиц, 288 часов.

Раздел дисциплины	Семестр	Неделя семестра	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				Формы текущего контроля успеваемости (по неделям семестра) Форма промежуточной аттестации (по семестрам)	
			Пр.з	СРС				
Family life Working Day/ Leisure	1	1-5	Пр.з 14	СРС 14				Ролевой пересказ. Составление ситуативных заданий. Лексико-грамматический тест. Аудирование по теме раздела. Диалог. Монолог. Круглый стол «Family problems».
Education My University	1	6-10	Пр.з 14	СРС 14				Контрольное аудирование. Диалог – расспрос / обмен мнениями. Монолог – рассказы/ письма зарубежных студентов и/или преподавателей о своих вузах, блоги/ веб-сайты, информационные буклеты о вузах. Презентация описание образовательных курсов и программ.
Great Britain	1	11-14	Пр.з 14	14				Контрольное аудирование. Диалог на тему осмотра достопримечательностей. Монолог об известных деятелях стран изучаемого языка. Презентация страны при использовании метода работы в сотрудничестве
The USA	1	15-18	Пр.з 12	14				Лексико-грамматический тест. Диалог – выражение отношения. Монолог на тему выбора способа путешествия в разных ситуациях. Проект, связанный с одной из социальных сфер США.
			54	54		3 з.е.		Зачет
Shopping	2	1-5	Пр.з 14	СРС 14				Диалог- расспрос. Диалог-убеждение. Монолог о предпочтениях выбора магазина. Аудирование по теме раздела. Презентация собственного магазина. Викторина.
Meals	2	6-10	Пр.з 14	14				Диалог – выражение собственного мнения. Монолог о предпочитаемых видах пищи в разных странах. Аудирование по теме раздела. Лексико-грамматический тест. Ролевая игра «В ресторане».
Traveling	2	11-14	Пр.з 14	СРС 14				Диалог на тему осмотра достопримечательностей. Монолог о целях путешествий. Аудирование по теме раздела. Презентация страны по выбору студентов при использовании метода работы в сотрудничестве.
Transport	2	15-18	Пр.з 12	12				Контрольное аудирование. Итоговый лексико-грамматический тест. Дискуссия достоинствах и недостатках разных видов транспорта. Полилог по теме раздела. Круглый стол «Транспорт и экология».
			54	54		3 з.е.		Зачет
My future profession/	3	1-5	Пр.з 14	СРС 6				Монолог описание функциональных обязанностей/квалификационных

Writing a resume and CV							требований Круглый стол (дискуссия) по вопросам преимущества и недостатков разных профессий. Составления глоссария/ кроссворда Тест/словарный диктант.
Scope of psychology	3	6-10	Пр.з 14	СРС 4			Аудирование по теме раздела. Составление ситуаций-описаний разных отраслей психологии. Диалог обмена информацией. Выполнение коллажа/презентации «Психология как наука – это...»
Emotions and stress	3	11-14	Пр.з 14	СРС 4			Описание основных эмоций с их краткой характеристикой. Диалог – интервью о различных причинах возникновения стресса. Чтение прагматических /публицистических текстов по обозначенной теме.
Memory and dreams	3	15-18	Пр.з 12	СРС 4			Чтение прагматических /публицистических текстов по обозначенной теме. Монолог-размышление на тему раздела. Проектное задание «Карта мечты».
			54	18		2 з.е.	Зачет
Итого	1-3	54	162	126		8 з.е.	

5. СОДЕРЖАНИЕ РАЗДЕЛОВ И ТЕМ ДИСЦИПЛИНЫ

КУРС 1

1 семестр

Раздел 1

1. Фонетика и правила чтения: Система звуков английского языка. Транскрипция. Чтение гласных в I, II и III типах слога. Диграфы ai, au, ei, eu, oi, ou, oo, ee, ea. Сочетания согласных th, sh, ch, ck.
2. Грамматика: Существительное. Образование множественного числа и притяжательного падежа существительных. Артикль. Местоимения. Прилагательное. Степени сравнения прилагательных. Глаголы to be, to have, их функции. Структура простого предложения. Члены предложения. Порядок слов. Виды вопросов. Предлоги места и движения.
3. Устная тема: Family life/Working day/Leisure
4. Текстовый материал: Every Family is Different. Family Structure. The Tailors' Daily routine and Leisure Time. British Leisure.
5. Аудирование: по теме модуля.
6. Разговорные клише к темам: Обращение. Приветствие. Знакомство. Привлечение внимания. Вступление в диалог. Просьба. Запрос информации. Уточнение. Переспрос. Прощание.

Раздел 2

1. Фонетика и правила чтения: Чтение гласных в IV типе слога. Диграфы au, aw, ou, ow, eu, ew, oa, oe, ie, ye, ue, ui. Чтение диграфов перед г.
2. Грамматика: Виды сказуемых. Видо-временная система глагола. Активный залог. Способы выражения будущего. Предлоги времени.
3. Устная тема: Education/My university.
4. Текстовый материал: School Education. University education.
5. Аудирование: по теме модуля.
6. Разговорные клише к темам: Согласие. Одобрение. Радость. Выражение заинтересованности. Положительная оценка.
7. Письмо. Правила оформления частного письма. Упражнения в написании частных писем по тематике модуля.

Раздел 3

1. Фонетика и правила чтения: повторение четырех типов слога. Чтение гласных а, о, і перед некоторыми сочетаниями гласных и согласных. Буквосочетания wh, wr, kn. Ударение. Правила чтения многосложных слов. Упражнения на транскрипцию.
2. Грамматика: Видо-временная система глагола. Абстрактные предлоги. Соответствие английских предлогов русским падежам.
3. Устная тема: Great Britain.
4. Текстовый материал: Attitudes to nowadays' Britain.
5. Аудирование: по теме модуля.
6. Разговорные клише к темам: Извинение. Разрешение. Запрещение. Благодарность. Поздравление. Пожелания.
7. Письмо. Упражнения в написании частных писем.

Раздел 4

1. Фонетика и правила чтения: повторение правил чтения.
2. Грамматика: повторение видо-временной системы глагола. Числительные. Местоимения: относительные, количественные, усилительные и возвратные, неопределенные и отрицательные, их производные. Безличные предложения.
3. Устная тема: The USA.
4. Текстовый материал: The USA.
5. Аудирование: по теме модуля.
6. Разговорные клише к темам: Сожаление. Удивление. Сомнение. Упрек.
7. Письмо. Упражнения в написании частных писем по тематике модуля.

2 семестр

Раздел 5

1. Грамматика: Модальные глаголы и их эквиваленты.
2. Устная тема: Shopping.
3. Текстовый материал: Shops and shopping.
4. Аудирование: по теме модуля.
5. Словообразование: Конверсия. Словосложение.
6. Разговорные клише к темам: Приглашение. Внесение предложения. Принятие предложения. Отклонение предложения. Стимулирование высказывания. Завершение высказывания.
7. Письмо. Упражнения в написании частных писем по тематике модуля.

Раздел 6

1. Грамматика: Повторение видо-временной системы глагола.
2. Устная тема: Meals.
3. Текстовый материал: Food, drink and eating out.
4. Аудирование: по теме модуля.
5. Словообразование: Суффиксы прилагательных -ish, -y, -proof, -ary. Суффиксы глаголов -ize/-ise, -ate, -fy, -en. Префиксы be-, co-, ex-.
6. Разговорные клише к темам: Сочувствие. Утешение. Совет. Вероятность. Уклончивый ответ. Безразличие. Равнодушие.
7. Письмо. Упражнения в написании частных писем по тематике модуля.

Раздел 7

1. Грамматика: Сложные предложения. Повторение видо-временной системы глагола.
2. Устная тема: Traveling.
3. Текстовый материал: Ways of Traveling.
4. Аудирование: по теме модуля.
5. Словообразование: Суффиксы прилагательных -ish, -y, -proof, -ary. Суффиксы глаголов -ize/-ise, -ate, -fy, -en. Префиксы be-, co-, ex-.
6. Разговорные клише к темам: Распрос. Знакомство.
7. Письмо. Упражнения

Раздел 8

1. Грамматика: Согласование времен в косвенной речи.

2. Устная тема: Transport.
3. Текстовый материал: Transport in US.
4. Аудирование: по теме модуля.
5. Письмо. Упражнения в написании рекламных объявлений по тематике модуля.

КУРС 2

3 семестр

Раздел 9

1. Грамматика: Пассивный залог.
2. Устная тема: My Future profession/Writing a resume and CV.
3. Текстовый материал: согласно тематике по выбору преподавателя.
4. Аудирование: по теме модуля.
5. Словообразование: Префиксы semi-, equi-, maxi-, micro-, mini-, inter-, extra-, super-, sub.
6. Разговорные клише к темам: Недовольство. Возмущение. Опасение. Страх.
7. Письмо. Упражнения в написании частных писем по тематике модуля.

Раздел 10

1. Грамматика: повторение: видовременная система английского глагола.
2. Устная тема: Scope of psychology.
3. Текстовый материал: общенаучного содержания по профилю специальности по выбору преподавателя
4. Работа с текстом: работа с терминами, общенаучной и др. лексикой
5. Аудирование: по теме модуля
6. Письмо. Составление резюме для поиска работы.

Раздел 11

1. Грамматика: Условные предложения
2. Устная тема: Emotions and stress.
3. Текстовый материал: общенаучного содержания по профилю специальности по выбору преподавателя
4. Работа с текстом: работа с терминами, общенаучной и др. лексикой
5. Аудирование: по теме модуля
6. Письмо: передача в письменной форме содержания прослушанного или прочитанного текста на профессиональные темы.

Раздел 12

1. Повторение неличных форм глагола: герундий.
2. Грамматика: Повторение неличных форм глагола: инфинитив.
3. Устная тема: Memory and dreams.
4. Текстовый материал: общенаучного содержания по профилю специальности по выбору преподавателя
5. Работа с текстом: Аннотирование. Схема аннотации. Разнообразные виды работ с текстами по специальности. Работа с терминами, общенаучной и др. лексикой
6. Аудирование: по теме модуля
7. Письмо: составление плана продаж онлайн.

6. САМОСТОЯТЕЛЬНАЯ РАБОТА

п/н	Темы дисциплины	Форма (вид) самостоятельной работы	Трудоемкость в часах
1.	Family life Working Day Leisure	Ролевой пересказ (ситуация) по материалам письменного/ аудио текста в ходе аудиторной/. Монолог. Письмо личного характера. Подготовка к дискуссии о взаимоотношениях в семье, обязанностях и т.п. Презентация семейного альбома. Составление биографии. Досуг семьи. Лексико-грамматические упражнения. Подготовка к тесту/словарному диктанту.	14
2.	Education My University	Диалог-расспрос/обмен мнениями о зарубежных вузах, особенностях учебного процесса в разных странах. Монолог-повествование о специфике образования в России. запись тезисов выступления о своем вузе.	14

		-запись основных мыслей и фактов из аудиотекстов и текстов для чтения по изучаемой проблематике. Презентация систем ВО в разных странах. Лексико-грамматические упражнения. Подготовка к семестровой контрольной работе.	
3.	Great Britain	Лексико-грамматический тест. Подготовка реферата об известном деятеле страны изучаемого языка. Составление схематичной карты посещения достопримечательностей Лондона.	14
4.	The USA	Лексико-грамматический тест. Контрольное аудирование. Подготовка реферата об известном деятеле страны изучаемого языка. Составление групповой презентации об одной из социальной, политической или культурной сфер США.	14
5.	Shopping	Подготовка к диалогу - расспросу о товарах в магазине. Монолог о предпочтениях выбора магазина. Презентация собственного магазина. Викторина.	14
6.	Meals	Лексико-грамматические упражнения. Чтение научно-популярных и прагматических текстов. Ролевая игра «В ресторане». Составление собственного рецепта блюда. План-презентация собственного ресторана.	14
7.	Traveling	Лексико-грамматические упражнения. Чтение научно-популярных и прагматических текстов. Групповой проект по описанию туристического маршрута по выбору группы. Эссе по теме раздела.	14
8.	Transport	Лексико-грамматические упражнения. Презентация основных видов транспорта. Монолог- размышление о достоинствах и недостатках различных видов транспорта. Контрольное аудирование.	12
9.	My future profession/ Writing a resume and CV	Монолог описание функциональных обязанностей/квалификационных требований. Круглый стол (дискуссия) по вопросам преимущества и недостатков разных профессий. Ролевая игра «Технология поиска работы». Резюме. Составления глоссария/ кроссворда. Тест/словарный диктант.	6
10.	Scope of psychology	Лексико-грамматические упражнения. Чтение научно-популярных и прагматических текстов. Сообщение о выдающихся деятелях науки и профессиональной сферы, о перспективах развития отрасли. Составление эссе по теме раздела. Написание реферата по проблематике раздела.	4
11.	Emotions and stress	Лексико-грамматические упражнения. Чтение научно-популярных и прагматических текстов. Подготовка и презентация коллажа по теме раздела. Проведение статистического исследования о причинах стресса по выбору студента. Проведения брифинг-встречи «Стрессоустойчивость в современном мире».	4
12.	Memory and dreams	Чтение научно-популярных и прагматических текстов. Реферированный пересказ научно-популярной статьи по выбору студента. Выполнение проекта «Карта мечты».	4
	ИТОГО		126

7. МАТРИЦА КОМПЕТЕНЦИЙ УЧЕБНОЙ ДИСЦИПЛИНЫ

	Раздел 1	Раздел 2	Раздел 3	Раздел 4	Раздел 5	Раздел 6	Раздел 7	Раздел 8	Раздел 9	Раздел 10	Раздел 11	Раздел
ОК-1	+	+	+	+	+	+	+	+	+	+	+	+
ОК-6	+	+	+	+	+	+	+	+	+	+	+	+
ОК-7	+	+	+	+	+	+	+	+	+	+	+	+
ОК-9									+	+	+	+
ОК-13	+	+	+	+	+	+	+	+	+	+	+	+
ОК-14	+	+	+	+	+	+	+	+	+	+	+	+
ПК-9									+	+	+	+
Итого	5	5	5	5	5	5	5	5	7	7	7	7

8. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

Достижение поставленных задач требует от преподавателей поиска новых форм учебной деятельности студентов. Удельный вес занятий, проводимых в интерактивной форме должен составлять не менее 25% от аудиторных занятий. В качестве приоритетных образовательных технологий и методов, адекватных компетентностные модели кафедрой рассматриваются следующие:

Раздел	Тема	Образовательные технологии	Часы
1.	Family life. Working Day/Leisure	Групповой и индивидуальный методы; диалоговые технологии; игровые технологии	3 (162ауд*25%:100%:12разделов)
2.	Education. My university.	Технологии сотрудничества; технология аудиторной дискуссии; игровые технологии;	3
3.	Great Britain	Технология кейс-метода; диалоговые технологии; игровые технологии	3
4.	The USA	Групповой и индивидуальный методы работы; тестовые технологии; технология аудиторной дискуссии	3
5.	Shopping	Групповой и индивидуальный методы работы; проектные технологии; технология сотрудничества	3
6.	Meals	Тестовые технологии; технология сотрудничества; технология аудиторной дискуссии	3
7.	Traveling	Проектная технологии; информационно-компьютерные технологии; технология аудиторной дискуссии	3
8.	Transport	Тестовые технологии; технология группового и индивидуального метода;	3
9.	My future profession/Writing	Технология кейс-метода; информационно-	3

	a resume and CV	компьютерные технологии; групповой и индивидуальный методы работы	
10.	Scope of psychology	Технологии аудиторной дискуссии; технологии сотрудничества;	3
11.	Emotions and stress	Информационно-компьютерные технологии; групповой и индивидуальный методы работы; проектный метод	3
12.	Memory and dreams	Проектные технологии; технология аудиторной дискуссии; игровые технологии	3

Программа предусматривает использование следующих активных форм проведения занятий:

1. Технологии симуляции реального общения на иностранном языке (раздел 1-12);
2. Групповой и индивидуальный методы работы (раздел 1-12);
3. Технологии проблемного обучения (раздел 5-12);
4. Технологии сотрудничества (раздел 1-12);
5. Игровые технологии (по усмотрению преподавателя);
6. Диалоговые технологии (раздел 1-12);
7. Анализ речевых ситуаций (раздел 1-12);
8. Проектные технологии (раздел 1-12)
9. Технология аудиторных экскурсий (раздел 1-12)

9.ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ИТОГАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ И УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

В рамках данной пвозможно использовать традиционную систему контроля, которая включает в себя:

Текущий контроль осуществляется в течение семестра в устной и письменной форме в виде контрольных и устных опросов.

Название раздела	Форма текущего контроля
Family life Working Day/ Leisure	Ролевой пересказ. Составление ситуативных заданий. Лексико-грамматический тест. Аудирование по теме раздела. Диалог. Монолог. Круглый стол «Family problems».
Education My University	Контрольное аудирование. Диалог – расспрос / обмен мнениями. Монолог – рассказы/ письма зарубежных студентов и/или преподавателей о своих вузах, блоги/ веб-сайты, информационные буклеты о вузах. Презентация описание образовательных курсов и программ.
Great Britain	Контрольное аудирование. Диалог на тему осмотра достопримечательностей. Монолог об известных деятелях стран изучаемого языка. Презентация страны при использовании метода работы в сотрудничестве
The USA	Лексико-грамматический тест. Диалог – выражение отношения. Монолог на тему выбора способа путешествия в разных ситуациях. Проект, связанный с одной из социальных сфер США .
Shopping	Диалог- расспрос. Диалог-убеждение. Монолог о предпочтениях выбора магазина. Аудирование по теме раздела. Презентация собственного магазина. Викторина.
Meals	Диалог – выражение собственного мнения. Монолог о предпочитаемых видах пищи в разных странах. Аудирование по теме раздела. Лексико-грамматический тест. Ролевая игра «В ресторане».
Transport	Диалог на тему осмотра достопримечательностей. Монолог о целях путешествий. Аудирование по теме раздела. Презентация страны по выбору студентов при

	использовании метода работы в сотрудничестве.
Travelling	Контрольное аудирование. Итоговый лексико-грамматический тест. Дискуссия достоинствах и недостатках разных видов транспорта. Полилог по теме раздела. Круглый стол «Транспорт и экология».
My future profession/ Writing a resume and CV	Монолог описание функциональных обязанностей/квалификационных требований Круглый стол (дискуссия) по вопросам преимуществ и недостатков разных профессий. Составления глоссария/ кроссворда. Тест/словарный диктант.
Scope of psychology	Аудирование по теме раздела. Составление ситуаций-описаний разных отраслей психологии. Диалог обмена информацией. Выполнение коллажа/презентации «Психология как наука – это...»
Emotions and stress	Описание основных эмоций с их краткой характеристикой. Диалог – интервью о различных причинах возникновения стресса. Чтение прагматических /публицистических текстов по обозначенной теме. Аудирование по теме раздела. Тест/словарный диктант.
Memory and dreams	Чтение прагматических /публицистических текстов по обозначенной теме. Диалог (в рамках ролевых игр и др. форм полилогического общения) по теме. Монолог-размышление на тему раздела. Проектное задание «Карта мечты».

Итоговый контроль проводится в виде зачета по семестрам. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса. Тематика всех текстов совпадает с темами разделов семестра.

Программа проведения зачета

1. Прослушайте текст объемом 400 печ. зн. и выполните тест на проверку понимания прослушанного.
2. Прочтите текст объемом 800 печ. зн. (со словарем). Переведите на русский язык выделенный отрывок объемом 200 печ. зн. письменно и подготовьте его фонетическое чтение (время работы 25 мин.).
3. Определите подчеркнутое грамматическое явление и переведите предложение с английского языка на русский (5 предложений).
4. Изложите одну из пройденных в течении семестра тем.

Примерный образец контрольной работы как формы промежуточного контроля (на основе тестовых технологий):

Use the proper form.

Nouns:

1. Both my (*brother-in-law*) work in a bank which is situated on the (*outskirt/outskirts*) of town.
2. Look! Two (*aircraft*) are flying in the dark sky.
3. My (*grandmother*) favourite TV series (*be*) 'Santa Barbara'.
4. When (*be*) the latest news on TV? - (*It, They*) (*be*) at 9 a.m.
5. Two kilometres (*be*) a long way to go on foot.
6. The police (*be*) after the escaped prisoners.
7. Oh dear. Measles (*be*) quite a serious illness.
8. My (*sister-in-law*) family is not very large.
9. Cambridge University was exclusively for (*man*) until 1871 when the first (*woman*) college was opened.

Articles:

10. My uncle was operated yesterday. He is still in ... hospital. I'm going to ... hospital to see him.
11. ... life will be very different in ... future.
12. ... villages-in this part of ... country near ... Thames are very beautiful.
13. ... Nightingales belonged to ... highest social class of ... England.
14. What do you call ... people of ... China? - ... Chinese.
15. ... man must do everything possible to save ... environment and ... life on ... planet of Earth.
16. ... English language was brought onto ... British Isles in ... middle of ... fifth century by ... Angles, Saxons and Jutes who came there from ... North of ... Germany.
17. Near ... British Museum you can see the tall building of ... University of London.
18. ... Statue of Liberty was ... gift of friendship from ... France to ... United States.

Tenses in the Active and Passive Voice. The Sequence of Tenses:

19. I never (*read*) a story that (*interest*) me so much as the one I (*read*) last night.
20. When we (*go*) to see them last night, they (*play*) chess, they (*say*) they (*play*) since six o'clock.
21. You (*go*) with us to the Zoo tomorrow if you (*be*) a good boy.
22. No sooner we (*finish*) the translation of the text than the bell (*ring*).
23. Why you (*not, make, do*) an effort to improve your life? I wish you (*make*) an effort to change everything.
24. If I (*be*) you, I (*think*) twice before accepting his invitation.
25. I wish you (*discuss*) this (*serious, seriously*) tomorrow. It isn't funny.
26. All the doors and windows (*lock*) before we went on holiday, but the house (*break into*) when we (*return*) home.
27. Our house (*surround*) by a beautiful garden. The garden (*plant*) by my grandfather many years ago.
28. The Cambridge Folk Festival very well (*organize*), and there are never (*any, some*) of the serious problems which can (*cause*) by large crowds.
29. The oldest college in Cambridge University is Peterhouse, which (*found*) in 1284, and the most recent is Robinson College which (*open*) in 1977.
30. I'd like to know who Australia (*discover*) by? - Ask the teacher about it, ...?

Примерные темы эссе:

1. My future profession
2. What is psychology for me?
3. The role of psychology in modern society.
4. The most important psychological problems is ...
5. Psychology development in 20 years
6. The sources of stress
7. How to become calmer?
8. Is it easy/ difficult to be overemotional?
9. Dangerous emotions
10. Stress as a life-condition

10.УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

А) Основная литература:

1. Богатырева М.А. Учебник английского языка для неязыковых гуманитарных вузов. Начальный этап обучения: Учебное пособие / М.А. Богатырева М.А. - М.: 2-е изд., стер. - М.: Флинта, 2011. - 637 с. (ЭБС «Университетская библиотека-online»)
2. Бурова З.И. Учебник английского языка для гуманитарных специальностей ВУЗов: Учебное пособие / З.И. Бурова. - М.: АЙРИС-пресс, 2011. - 563 с. (ЭБС «Университетская библиотека-online»)

Б) Дополнительная литература:

1. Дроздова, Т.Ю. English Grammar: references and practice: учебное пособие / Т.Ю. Дроздова, А.И. Берестова, В.Г. Маилова.- СПб, Антология, 2006. – 464 с.
2. Саакян, А.С. All about English Grammar. Английская грамматика для всех теоретический курс / А.С. Саакян. – М.: Менеджер, 2009. – 240 с.
3. Cambridge International Dictionary of Idioms: словарь. – Cambridge: Cambridge University Press, 2002. – 587 p.
4. Everyday English: учебное пособие / под ред. Т.Ю. Дроздовой. – СПб.: Антология, 2007. – 592 с.
5. Бочарова Г.В., Печкурова З.В., Никошкова Е.В. Texts on psycology: учебное пособие / Г.В. Бочарова, З.В. Печкурова, Е.В. Никошкова. – М: Флинта, 2012. – 102 с. (ЭБС «Университетская библиотека-online»)

Список периодических изданий специальности:

1. Moscow News
2. Scientific American
3. Vitamin de

В) Программное обеспечение и Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX.

Библиотечно-информационные ресурсы

№	Наименование ресурса	Краткая характеристика
1	Портал о психологии http://www.psychology.ru	Подборка информационных ресурсов по вопросам психологии: новости, библиотека, списки рассылок, биографическая информация и др.
2	Scientific American SciAm.com.	журнал, который студенты используют для внеаудиторного чтения, составления аннотаций и при подготовке к студенческой научной конференции
3	Периодическое издание http://www.thepsychologist.org.uk	журнал внеаудиторного чтения
4	Электронная библиотечная система «Университетская библиотека- online» www.biblioclub.ru	ЭБС по тематике охватывает всю область гуманитарных знаний и предназначена для использования в процессе обучения в высшей школе, как студентами и преподавателями, так и специалистами-гуманитариями.

11. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Оргтехника, мультимедийные средства, имеющиеся в наличии на кафедре, используются на практических занятиях по английскому языку со студентами неязыковых специальностей и для проведения студенческой научной конференции.

12. РЕЙТИНГОВАЯ ОЦЕНКА ЗНАНИЙ СТУДЕНТОВ ПО ДИСЦИПЛИНЕ

Логическим завершением идеи постоянной комплексной оценки учебной деятельности студента является *модульно-рейтинговая система обучения*.

Данная система контроля способствует решению следующих задач:

- повышению уровня учебной автономии студентов;
- усилению ответственности студентов и преподавателей за результаты учебного труда на протяжении всего курса обучения;
- повышению объективности и эффективности промежуточного и итогового контроля по курсу.

Данная система предполагает:

1. систематичность контрольных срезов на протяжении всего курса в течение семестра или семестров, выделенных на изучение данной дисциплины по учебному плану;
2. обязательную отчетность каждого студента за освоение каждого учебного модуля/темы в срок, предусмотренный учебным планом и графиком освоения учебной дисциплины по семестрам и месяцам;
3. регулярность работы каждого студента, формирование должного уровня учебной дисциплины, ответственности и системности в работе;
4. обеспечение быстрой обратной связи между студентами и преподавателем, учебной частью, что позволяет корректировать успешность учебно-познавательной деятельности каждого студента и способствовать повышению качества обучения;
5. ответственность преподавателя за мониторинг учебной деятельности каждого студента на протяжении курса.

Методика вычисления рейтинга студента по дисциплине «Иностранный язык»

Текущий контроль

Вид деятельности	Форма представления	Баллы	Примечания
Монологическая речь	Краткий/ролевой пересказ, ситуация (по материалам письменного/аудиотекста/ видеосюжета в ходе	От 9 до 10 -- «отлично» от 7 до 8 -- «хорошо» от 5 до 6 -- «удовлетворительно» менее 5 --	Оценки за каждую форму представления на каждом занятии ставятся по 10-балльной системе: от 0 до 10 (0 — не сдано). За

	аудиторной/самостоятельной работы)	«неудовлетворительно»	семестр вычисляется среднее арифметическое по данной форме представления.
Диалогическая речь	Тематический диалог (по материалам письменного/аудиотекста/ видеосюжета в ходе аудиторной/самостоятельной работы)	От 9 до 10 -- «отлично» от 7 до 8 -- «хорошо» от 5 до 6 -- «удовлетворительно» менее 5 -- «неудовлетворительно»	Оценки за каждую форму представления на каждом занятии ставятся по 10-балльной системе: от 0 до 10 (0 — не сдано). За семестр вычисляется среднее арифметическое по данной форме представления.
Полилог	Дискуссия, круглый стол (по материалам письменного/аудиотекста/ видеосюжета в ходе аудиторной/самостоятельной работы)	От 9 до 10 -- «отлично» от 7 до 8 -- «хорошо» от 5 до 6 -- «удовлетворительно» менее 5 -- «неудовлетворительно»	Оценки за каждую форму представления на каждом занятии ставятся по 10-балльной системе: от 0 до 10 (0 — не сдано). За семестр вычисляется среднее арифметическое по данной форме представления.
Письменная речь	Эссе (по материалам письменного/аудиотекста/ видеосюжета в ходе аудиторной/самостоятельной работы)	От 9 до 10 -- «отлично» от 7 до 8 -- «хорошо» от 5 до 6 -- «удовлетворительно» менее 5 -- «неудовлетворительно»	Оценки за каждую форму представления на каждом занятии ставятся по 10-балльной системе: от 0 до 10 (0 — не сдано). За семестр вычисляется среднее арифметическое по данной форме представления.
ИТОГО:		от 36 до 40 -- «отлично» от 28 до 32 -- «хорошо» от 20 до 24 -- «удовлетворительно» менее 20 -- «неудовлетворительно»	Сумма средних арифметических по вышеозначенным четырем модулям. !! Максимальное количество баллов за семестр равно 40.

Временная единица текущего контроля — модуль = 1 месяц (до 30 числа каждого месяца). Семестр состоит из 4-х модулей.

За модуль студент может набрать по итогам текущего контроля максимально 10 баллов исходя из среднего арифметического: сумма баллов за каждую форму представления деленная на необходимое количество форм представления за месяц. За неотчитанные формы выставляется 0 баллов. Неотчитанные формы обязательно включаются в подсчеты.

Промежуточный контроль

Модули	Форма контроля	Баллы	Примечания
Модуль 1	Лексико-грамматический тест	4,5-5 — «отлично» 3,5-4 — «хорошо» 2,5-3 — «удовлетворительно» менее 2,5 — «неудовлетворительно»	Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему количеству заданий в тесте
Модуль 2	Контрольное аудирование	4,5-5 — «отлично» 3,5-4 — «хорошо» 2,5-3 — «удовлетворительно»	Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему

		менее 2,5 — «неудовлетворительно»	количеству заданий в тесте
Модуль 3	Лексико-грамматический тест	4,5-5 — «отлично» 3,5-4 — «хорошо» 2,5-3 — «удовлетворительно» менее 2,5 — «неудовлетворительно»	Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему количеству заданий в тесте
Модуль 4	Контрольное аудирование	4,5-5 — «отлично» 3,5-4 — «хорошо» 2,5-3 — «удовлетворительно» менее 2,5 — «неудовлетворительно»	Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему количеству заданий в тесте

Максимальное количество баллов по 4-м модулям равно 20

Итоговое количество баллов по каждому модулю максимально может составлять 15 баллов: 10 баллов (максимум) по текущему контролю + 5 баллов (максимум) за промежуточный тест.

Итоговый контроль

Форма контроля	Баллы	Примечание
Экзамен	от 36 до 40 -- «отлично» от 30 до 35 -- «хорошо» от 21 до 29 -- «удовлетворительно» менее 21 -- «неудовлетворительно»	Общий балл за экзамен выставляется исходя из баллов, полученных за выполнение заданий, входящих в содержание билета !! Максимальное количество баллов равно 40
1. Фонетическое чтение и перевод отрывка текста с английского на русский яз. (согласно содержанию билета)	7,2- 8-- «отлично» 6-7 -- «хорошо» 4,2-5,8 -- «удовлетворительно» менее 4,2 -- «неудовлетворительно»	Учитывается фонематическая правильность прочтения и адекватность перевода с лексической и грамматической точек зрения
2. Устное изложение содержания текста на английском яз. (аннотация, комментирование и т.п. согласно содержанию билета)	7,2- 8-- «отлично» 6-7 -- «хорошо» 4,2-5,8 -- «удовлетворительно» менее 4,2 -- «неудовлетворительно»	Учитывается фонематическая и грамматическая правильность речи и соответствие изложения содержанию текста
3. Монологическое высказывание по теме (согласно содержанию билета)	7,2- 8-- «отлично» 6-7 -- «хорошо» 4,2-5,8 -- «удовлетворительно» менее 4,2 -- «неудовлетворительно»	Учитывается фонематическая и грамматическая правильность речи и соответствие изложения содержанию текста
4. Диалогическое высказывание (согласно содержанию билета)	7,2- 8-- «отлично» 6-7 -- «хорошо» 4,2-5,8 -- «удовлетворительно» менее 4,2 -- «неудовлетворительно»	Учитывается фонематическая и грамматическая правильность речи, соответствие содержанию, указанному в билете, выполнение правил ведения диалога
5. Перевод с русского на английский пяти предложений (согласно содержанию билета)	7,2- 8-- «отлично» 6-7 -- «хорошо» 4,2-5,8 -- «удовлетворительно» менее 4,2 -- «неудовлетворительно»	Учитывается количество успешно переведенных предложений с точки зрения фонематической и грамматической правильности перевода и владения изученными в модулях лексическими единицами
Зачет	от 36 до 40 -- «отлично» от 30 до 35 -- «хорошо» от 21 до 29 -- «удовлетворительно» менее 21 -- «неудовлетворительно»	Общий балл за экзамен выставляется исходя из баллов, полученных за выполнение заданий, входящих в содержание билета !! Максимальное количество баллов равно 40
1. Фонетическое чтение и перевод отрывка текста с английского на русский яз. (согласно содержанию билета)	4,2-8 — «зачтено» менее 4,2 -- «не зачтено»	Учитывается фонематическая правильность прочтения и адекватность перевода с лексической и грамматической точек зрения
2. Устное изложение содержания текста на английском яз. (аннотация, комментирование и т.п. согласно содержанию билета)	4,2-8 — «зачтено» менее 4,2 -- «не зачтено»	Учитывается фонематическая и грамматическая правильность речи и соответствие изложения содержанию текста
3. Монологическое высказывание по теме (согласно содержанию билета)	4,2-8 — «зачтено» менее 4,2 -- «не зачтено»	Учитывается фонематическая и грамматическая правильность речи и соответствие изложения содержанию текста
4. Диалогическое высказывание (согласно содержанию билета)	4,2-8 — «зачтено» менее 4,2 -- «не зачтено»	Учитывается фонематическая и грамматическая правильность речи, соответствие содержанию, указанному в билете, выполнение правил ведения диалога

5. Перевод с русского на английский пяти предложений (согласно содержанию билета)	4,2-8 — «зачтено» менее 4,2 -- «не зачтено»	Учитывается количество успешно переведенных предложений с точки зрения фонематической и грамматической правильности перевода и владения изученными в модулях лексическими единицами
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Бонусы и штрафы

а) Бонусы	Баллы	Примечание
1.Выполнение дополнительных работ по заданию преподавателя: участие во внутривузовской, городской, региональной, студенческой олимпиаде/ конференции, сбор страноведч. материала, участие в проектах	от +1 до +2	+1 балл за участие во внутривузовской олимпиаде/конференции +1 балла за участие в городской олимпиаде/конференции +2 балла за участие в региональной олимпиаде/конференции и т.п.
2.Призовые места во внутривузовской, городской, региональной, студенческой олимпиаде/конференции и т.п.	от +3 до +5	а) I место в городской/региональной олимпиаде/конференции — +5 баллов, II место в городской/региональной олимпиаде/конференции — +4 балла, III место в городской/региональной олимпиаде/конференции — +3 балла б) I место во внутривузовской олимпиаде/конференции — +4 балла, II место во внутривузовской олимпиаде/конференции — +3 балла, III место во внутривузовской олимпиаде/конференции — +2 балла Максимальное количество бонусов в баллах за семестр равно +5
б) Штрафы	Баллы	Примечание
За пропуск занятий	от -1 до -5	Штрафы рассчитываются исходя из количества пропущенных занятий: -1 балл за пропуск 3% занятий -2 балла за пропуск 5% занятий -3 балла за пропуск 10% занятий -4 балла за пропуск 15% занятий -5 баллов за пропуск 20% занятий !! Максимальное количество штрафов в баллах за семестр равно -5

Итоговая оценка формируется из суммы баллов по результатам текущего, промежуточного, итогового видов контроля, бонусов и штрафов и максимально может составлять 105 баллов (вместе с бонусами).

Перевод итогового количества баллов в итоговую оценку: 91-100 — отл., 75-90 — хор., 51-74 — удовл., менее 51 — неуд.

II. Изложение программного материала

Модуль 1. Family life/ Working Day/Daily routine/Leisure time

1. Let's speak English together [Текст]: учеб. пособие для студентов 1-2 курсов неязыковых спец. ун-тов / С. В. Андросова [и др.]. - Благовещенск : Изд-во Амур. гос. ун-та, 2007 (эл. вар. file://10.4.1.254/DigitalLibrary/AmurSU_Edition/3046.pdf). - 138 с.

Unit 1 Family life

Texts Family life:

Part 1 “Every family is different” p.4-6. Tasks: 1,2,3 p.6.

Part 2 “Family structure” p. 6-8. Tasks: 1,2,3 p.8.

Vocabulary exercises 1p.13 – 9p.20

Communicative exercises 1p.20-4 p.23

Texts: Daily routine/Leisure time

Part 1. “The Tailors’ Daily routine and Leisure Time” p.23-24.

Part 2. British Leisure. p. 32-33.

Vocabulary exercises 1p.27 – 10p.31

Communicative exercises 1p.24-3 p.42

Рекомендуемая литература для грамматических упражнений:

1. Дроздова Т.Ю. English Grammar: Reference & Practice: учеб. пособие / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. - 10-е изд., испр. и доп.. - СПб.: Антология, 2007. - 464 с.

2. Саакян, А.С. All about English Grammar. Английская грамматика для всех теоретический курс / А.С. Саакян. – М.: Менеджер, 2009. – 240 с.

Внеаудиторное чтение

Периодические издания

1. Moscow news

Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX.

Every Family is different

There are different views on family life. Some people can't do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. It is also a castle. Moreover it is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Thus, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of family keeps changing: there are a number of types of family that exist in a society at any time.

Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries and increasingly in the large cities of the developing countries the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. But a more accurate conception of the family must take account of the many different forms that have existed or still exist both in Britain and in other cultures. Nevertheless the nuclear family has largely replaced the extended one.

What characteristics, then, are common to this family form? To answer the question let's discuss some attitudes towards personal relationships and family life of one well-to-do English family – Bill and Carol Taylor.

They are probably quite like many of the families you will meet if you come to England. The family lives on a housing estate in a pleasant outer suburb of West London. Bill and Carol Taylor are both in their early fifties. They are kind, thoughtful and intelligent people. They have been happily married for thirty years. To tell the truth there's no one they call the head of the family because they usually share important decision-making. As for Bill he studied engineering at university, and now he works for a firm, which provides advice and materials for health and safety at work, he is a technical specialist on noise stress. It's due to Bill, that the company is a flourishing one. When he was younger he dreamed of becoming a professional musician.

Carol did not go to university. She graduated from a teaching training college and taught for four years at a primary school before her eldest child was born. In the traditional family, the wife stayed at home with the children while the husband earned money, although at present 60 percent of all married women work outside the home. So a majority of couples have two wage-earners. One reason for this change is that women want and expect to have careers. Another reason is economics. With rising prices, many families cannot survive on one's person's salary. But Carol took her marriage for granted and devoted herself to the family. Carol and Bill like many couples of the middle class planned to have three children. (A number of single children in Russia astonishes many British visitors). So there are five people in their family. From the parents' point of view, they want to bring up their children to be healthy, happy, hard-working, attractive, kind, sociable, good at lessons, good at sport, with other interests as well, and have successful careers in which they will earn a good living and live happy lives. That's why the Taylor children live in comfort in an impeccable family with amiable dispositions and you simply can't imagine how Bill and Carol adore them.

To tell the truth sometimes Carol and Bill have had plenty of worries over the children as they were growing up. As usual, there are a lot of family problems that the parents are glad to discuss with their children and help them in a difficult situation.

Sarah is shortsighted and very shy. It's only due to Carol she worked hard and got quite good marks for her lessons. Sarah inherited her father's musical gifts and played the flute. She had quite good marks for geography in the national A-level exam. She applied to read geography at a provincial university with a good reputation in the subject.

As for Peter, he was a cheerful boy, energetic and lazy by turns. Peter was fed up with exams and schoolwork. And he thought he could get a job in the local supermarket. But his parents found

it ridiculous: one needs a proper income to bring up a family: for that he needs qualifications. So he attends courses in engineering and technical studies at the local College of Further Education, while he continues to earn money working part-time in the various shops in the area.

Kate is a restless girl of eight. She is everybody's pet. Sometimes she is very naughty. On the one hand she is a trouble-maker, on the other hand she is a loving daughter and sister.

No wonder the Taylors have been trying to find clues for everybody of them: either children or parents. The parents are easy to deal with. As I have already mentioned there are no problems of misunderstanding with adults in this family. The parents understand that children want to live their own life, to make their own mistakes. No wonder that there are amiable dispositions between all the members of the family. They trust each other and try to do their best to make their home cosy and worth. They are inclined to think that the family is a kind of retreat from the stress and tension of the working day. It's a place where they can have a rest and feel their protection and care. As a result the Taylors managed to build up a friendly family. When they are sick and tired of their usual routine, their family is a shelter from any troubles and misfortunes.

A few years later children will leave their home, marry and set up households of their own. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family group often maintain close kindred ties. Visiting between married sisters and brothers is frequent when they live close to each other. If they live in different communities they keep in touch by writing letters and by telephone.

In the story of Bill and Carol Taylor and their children grandparents are absent. Where are they? Do they miss seeing their grandchildren very much? Is it true that the British do not care for their elderly people and choose to put them away into old's homes and forget them? You see, the most important thing is that the retirement age for most jobs in this country is 60 for women and 65 for men, but in practice, many people expect to work until they are 65-70. People are living longer – often 20 years after they've retired from their job. Modern culture tends to value youth rather than age. So grannies and grandpas are actually physically active, living in their own homes along way from their children with their own interests and ideas.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2,4,
2. Give the summary of the text3. Retell the text as if you were: 1) Bill Taylor 2) Carol Taylor.
- 3) Granny or grandpa 4) Sarah, Kate, Peter 5) Russian visitor 6) Bill's boss.

Vocabulary

- 1) anxiety – беспокойство, тревога, забота, to be anxious about smth – беспокоится о чем-либо
- 2) accurate – точный, правильный, тщательный
- 3) attitude – позиция, отношение, a friendly ~ towards smb – дружеское отношение к кому-либо
- 4) housing estate – жилой комплекс
- 5) pleasant outer suburb – приятный внешний пригород
- 6) fundamental social unit in every society – основная социальная единица (союз) в любом обществе
- 7) nuclear family – простая семья (двое родителей и дети)
- 8) extended family – сложная семья (несколько поколений живут вместе)
- 9) one-parent family – семья с одним родителем
- 10) generation - поколение
- 11) personal relationships – личные взаимоотношения
- 12) to share important decisions making – принимать важные решения вместе
- 13) to enjoy smth (to enjoy doing smth) – наслаждаться чем-либо
- 14) to attend school (courses, lectures) – посещать школу (курсы, лекции)
- 15) to have plenty of worries – иметь много проблем
- 16) to earn money working part - time (full time) – зарабатывать деньги, работая неполный (полный) рабочий день
- 17) shortsighted – близорукий
- 18) shy – скромный/стеснительный
- 19) sociable – общительный
- 20) to find clues for smb – находить подход к кому-либо

- 21) retreat – убежище, приют
- 22) to be easy to deal with – легко иметь дело с кем-либо
- 23) to maintain close kindred ties – поддерживать тесные родственные связи
- 24) to keep in touch with smb – поддерживать отношения, находиться в контакте с кем-либо
- 25) to be fed up with smth – быть сытым по горло чем-либо
- 26) to be happily married – счастливо жить в браке
- 27) to be divorced / to get divorced – быть в разводе
- 28) to be single – быть холостым
- 29) household – семья, домохозяйство, домашнее хозяйство
- 30) wage-earner – кормилец (тот, кто обеспечивает семью)
- 31) to take smth. for granted – принимать что-либо как должное
- 32) to survive – пережить, остаться в живых, выдержать, survival – выживание
- 33) impeccable family – безупречная семья
- 34) amiable dispositions – дружелюбные отношения
- 35) to have real responsibility for domestic life – нести ответственность за семейную жизнь
- 36) permanent – постоянный, неизменный
- 37) adoption – усыновление, принятие
- 38) ancestor – предок, прауродитель, ancestry – происхождение, родословная
- 39) to be in decline – находиться в упадке, снижаться, ухудшаться
- 40) to depend on/upon – зависеть от чего-либо
- 41) lack of smth – недостаток чего-либо, to lack for smth – нуждаться в чем-либо
- 42) current – текущий, современный, распространенный
- 43) rate – степень, процент, доля, темп
- 44) to blame – порицать, обвинять
- 45) average – среднее число, средний, обычный, нормальный, on average – в среднем
- 46) to persist in – упорно продолжать/настаивать на чем-либо
- 47) to be on business – быть в командировке
- 48) to be eager to do smth – сильно (страстно) желать сделать что-либо
- 49) most willingly – с большим удовольствием
- 50) advantage/disadvantage – преимущество/ недостаток
- 51) to hire a babysitter – нанимать приходящую няню
- 52) to obey – повиноваться; слушаться, obedient – послушный
- 53) to be delighted – восхищаться; наслаждаться
- 54) to adore – обожать, поклоняться
- 55) to set the rules – устанавливать правила
- 56) to rely on smb – полагаться на кого-либо, доверять
- 57) to hate smb – ненавидеть
- 58) foster child – воспитанник
- 59) to spread rumours about smb – распространять слухи, толки о ком-либо
- 60) nuisance – досада, Such a nuisance! – Какая досада!

Dialogue A

A: Good afternoon, is your wife in?

B: Not yet but she will be here in fifteen minutes. Come in and wait for her.

A: Thanks. Nice house.

B: Thank you. Oh, won't you sit down?

A: Thanks...Fine day, isn't it?

B: Oh, yes, very warm and sunny.

A: Oh, is it your family album?

B: Yes. We always keep it here. Would you like to have a look?

A: I'll be delighted. Who are these people?

B: Our parents. This man and woman are Jane's parents, my mother-in-law and my father- in law. And here are my parents.

A: I see. Your mother is very young and beautiful in this picture. If I'm not mistaken you are the picture of her.

B: Right you are. And father? He is still a very handsome man, isn't he?

A: How old is he now?

B: Sixty seven, but he is still very handsome. And this is our son Martin. He is nineteen. He is a University student. He is going to be married in a year.

A: Good luck! What a lovely face? Who's this?

B: This is Jane's cousin, my sister-in-law. Her mother, Jane's aunt, is a famous actress, and her uncle is an artist, and a very good one. His son is also an artist.

A: Very interesting. And who are these elderly people?

B: The woman is my grandmother. She is very nice, kind and loving grandmother but sometimes she is very talkative. The man is my grandfather. He died five years ago.

A: I'm sorry. And your grandmother, where is she now?

B: With us, in London.

A: This very old photograph. Who's this funny little baby? A boy, isn't it?

B: Yes, and a very big boy now.

A: Oh! It's not you, is it?

B: It is. Oh, Jane is already here!

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content. 2. Retell the dialogue, as if you were one of the participants. 3. Act out your own dialog dialogue "My family album" on the analogy. Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

1) предоставлять консультации и материалы по безопасности жизнедеятельности; 2) жить в разных сообществах; 3) заботиться о пожилых людях; 4) пенсионный возраст; 5) зависеть от чего-либо; 6) здоровое общество; 7) пенсионеры; 8) употребление наркотиков, 9) детская преступность; 10) различные взгляды на семейную жизнь; 11) источник большинства наших проблем и беспокойств; 12) более того; 13) развивающиеся страны; 14) принимать во внимание; 15) более точная концепция; 16) личные взаимоотношения; 17) познакомить (представить кому-либо); 18) приятный внешний пригород; 19) безупречная семья с дружескими отношениями; 20) быть капризным; 21) возмутитель спокойствия; 22) убежище от любых проблем и несчастий; 23) до смерти устать от чего-либо; 24) повседневная жизнь; 25) близорукий; 26) в результате; 27) кажется смешным; 28) общая цель; 29) быть в состоянии что-либо сделать (удаваться); 30) глава семьи; 31) немного за пятьдесят; 32) воспитывать детей; 33) мечтать о чем-либо; 34) быть точной копией кого-либо; 35) семья – это крепость, 36) приблизительно; 37) повторно вступать в брак; 38) показатель; 39) родиться вне брака; 40) незаконнорожденность; 41) иметь сентиментальное значение; 42) похороны; 43) свадьба; 44) оценивать (подсчитывать приблизительно); 45) свидание (назначение).

Exercise 2. Give the Russian for:

1) on the one hand/on the other hand; 2) I fully agree with you; 3) marriage bond; 4) to be related to; 5) to run the house; 6) to be fond of; 7) to be proud of; 8) to be interested in smth; 9) to help willingly about the house; 10) to dream of becoming a professional musician; 11) to be born; 12) to take care of smb; 13) to be in a good mood; 14) to have a heart of gold; 15) to have great hopes of smb; 16) to be handy with smb; 17) to have a family of one's own; 18) to let smb down; 19) if you don't mind; 20) on the whole; 21) as a matter of fact; 22) to take children to a day-care center; 23) to waste time; 24) to be more exact; 25) a sharp rise in the rate of illegitimacy; 26) to take separate vacations; 27) to be deeply attached to smb; 28) permanent address; 29) newly-weds; 30) foster child; 31) senior/ junior child; 32) to look after; 33) to consist of; 34) to be pleasant to deal with; 35) to be good at; 36) to be of military age; 37) to be of the same age; 38) more than ten years older than; 39) carry one's age well; 40) have roots at (be/come from); 41) have a good command of the language; 42) illegal marriage; 43) share smb's point of view; 44) a love match; 45) to have a son (daughter) by former (present) marriage; 46) position of a secretary; 47) to miss smb; 48) to have got shortcomings; 49) a good ear for music; 50) to make peace.

Exercise 3. Answer the questions to the text:

1. What is family for different people? 2. What is the definition of family? 3. What is the purpose of family? 4. What is the difference between a nuclear and an extended family? 5. What is a typical family in industrialized countries? 6. What kind of family are the Taylors and why? 7. Where do the Taylors live? 8. How old are Bill and Carol? How long have they been married? Who is the head of their family? Which fact proves it? 9. What is Bill's educational background? 10. What was Bill's dream when he was a child? 11. What is Bill? What do his responsibilities include? 12. Did Carol go to university? What is her educational background and working experience? 13. Do all British married women stay at home with kids? Why is that? 14. How did Carol take her marriage?

Exercise 4 *Paraphrase the sentences using the active vocabulary:*

1. There are different opinions about family life. 2. They make significant solutions together. 3. They have a lot of troubles with their kids. 4. Family for me is a shelter from all problems. 5. I'm tired of school work and exams. 6. In our family grown-up children are closely connected with their parents. 7. Who makes money in your family? 8. He has a loving wife and he loves her. 9. There are friendly relations in their family. 10. They stopped being husband and wife. 11. Tom is not married. 12. Carol was satisfied with her marriage. 13. We don't have enough understanding in our family. 14. They are an ideal family. 15. Is family a constant group of people?

Exercise 5. *Find the opposite:*

1. I enjoy my daily work. 2. Bill Taylor doesn't like his job. 3. Peter has a permanent job in the shop in the area. 4. The Taylors are problem family with bad relations. 5. She is married. 6. These family members do not communicate with each other. 7. Sarah is very sociable. 8. Sarah has very good eyesight. 9. Do you know anything about our old traditions? 10. I don't want to do this job. 11. They got married two years ago. 12. She has too much sugar. 13. They don't trust each other. 14. What are the drawbacks of this project. 15. I hate this singer.

Exercise 6. *Insert the words from the vocabulary:*

1. I don't know my parents. I'm a 2. She is ..., so she wears glasses. 3. Did she protest against that marriage? – No, she 4. What can you say about your ...? Well, my grand-grandparents come from Spain. 5. Are there any serious problems in your family? – Not actually. We have ... 6. All their relatives died and so they were brought up in an 7. Are there any drawbacks in your family? – No. We are an 8. Is it difficult for you to deal with people? – Absolutely not. I always ... everybody. 9. Was it difficult to bring up your kids? – Yes, it was. We had ... over them. 10. We can be called ... because my wife, our kids and I live with our parent and their sister in one big house.

Exercise 7. *Translate into English:*

1. Сколько лет вашей племяннице? – Ей пятнадцать лет. Она добрая, веселая, талантливая и воспитанная девочка. 2. Вполне естественно, что родители гордятся своей дочерью и возлагают большие надежды на нее. 3. Без сомнения, Кэрол – талантливый педагог и дети обожают ее. Ей нетрудно находить подход к непослушным детям. 4. Кроме того, с ней легко общаться. 5. Мы склонны считать, что Кэрол посвятила большую часть времени своим детям и семье. Поэтому дети семьи Тэйлоров жили комфортно. 6. Что касается детей, они охотно помогали матери по дому. 7. Петр делал все возможное, чтобы совмещать работу на неполный рабочий день и учебу на инженерно-технических курсах. 8. В результате ему удалось сдать экзамены успешно. 9. Нет ничего удивительного в том, что Билл всегда мечтал быть музыкантом. 10. Сара гордится тем, что родилась и выросла в благополучной семье, где все члены дружелюбно относились друг к другу.

Communicative Exercise

Exercise 1. *Use the following proverbs in situations of your own (Give Russian equivalents if possible):*

1. Like parents, like children. 2. A good example is the best sermon. 3. Every mother thinks her own gosling a swan. 4. A misery father makes a prodigal son. 5. As the tree, so the fruit. 6. Happy is he that is happy in his children. 7. Life is not all cakes and ale (Life is not a bed of roses) 8. Too many cooks spoil the broth. 9. East or West, home is best. 10. Every bird likes its own nest best.

Text Daily routine/Leisure time

The Taylors' daily routine and leisure time

Family routine is established similar in the most families in the world. The same thing is with the Taylors' family. As you remember, Bill and Carol have three children. When they were small, the parents had to get up even at night. So they were both early-risers. They took turns in getting up at night to look after babies and towards the end of the day they felt exhausted and desperately needed sleep. Bill has to wake up early for his work (at 6 a.m.). He enjoys his work that includes having appointments with clients and working out technical problems of reducing noise in factories and workshops. In his leisure time he plays the cello regularly in a local amateur orchestra. As for Carol, she was looking after the children almost the whole day and she was always in a rush and so she is now. She is worried about her children's illnesses, about getting the housework done: scrubbing out the sink, scooping the rubbish into the bucket and carrying it to the dustbin; about finding time to shop and about whether her relationship with her husband is suffering from all these other worries.

When the children grew up, Carol returned to her work. Conditions at schools in Britain and Russia vary enormously: the toilets are much cleaner, fit for human beings; a clean wash-basin with running hot and cold water; a mirror, enough toilet paper, towel or paper towels. But the atmosphere at school in Britain and Russia is almost the same (schoolchildren everywhere are alike). Sometimes it can lead you to a nervous breakdown.

The duties about the house are distributed between the children. They tidy the rooms, wash up, wipe the dust, clean the floor and carpets, get the things into order, water the flowers, go for a walk with their dog and empty the bin. Senior children help their mother to cook meals and baby-sit for junior ones.

Sarah, Peter and Kate attend local school, leaving home at about 8.15 in the morning and returning at about 4 p.m. Sarah and Kate do very good at school, just the other way round with Peter. He tends not to like his studies. He comes home, rushes through the last of his homework. He often says that he is fed up with exams and schoolwork and wants to get a job as soon as possible. He is earning a little now on a newspaper round delivering newspapers, magazines and other correspondence to the houses on his route. Sometimes he helps his neighbors to build something (for example, a garage) or goes swimming at the local pool.

Sara plays the flute at the school orchestra. When a baby, Kate was restless. She never seemed to sleep, particularly at night and Carol often found herself in tears, especially when Sarah and Peter kept telling her that they didn't like the new baby. But soon Kate learned to sleep. Kate grew up to be very clever at her lessons but difficult at school, because she was bullied by other children and sometimes she herself hit them. The parents spent many hours talking to Kate's teachers. They wanted to protect her from the cruel behavior of other children, but also to condemn her own violent behavior. Kate had a lot of friends and brought them all home from school or spent the day exploring some notorious spots of London with them. Very often she went on long walks with her boy friends to discos and got back very late. Now she is 16 and she takes part in social activities: joins demonstrations against nuclear weapons and against destroying the Amazon rainforests and argues a lot with her dad about politics.

In their free time the family watches TV, reads newspapers, goes on a picnic, and sometimes goes to opera and ballet, which are almost exclusively the pleasure of the educated middle-classes. Bill and Carol decorate their home, make furniture, fit in shelves, cupboards. Not long ago Bill turned the roofspace into a room. Carol, like many women, is more concentrated on needlework: sewing curtains, cushion covers, clothes or knitting. On holidays the family travels a lot.

Tasks

1. Read the text for detailed understanding. Translate the 5th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were: 1) Bill Taylor; 2) Carol Taylor; 3) Sarah; 4) Peter; 5) Kate.

Dialogue

Steve: Hello, Bob. Let's go and play chess.

Bob: Sorry, Steve, I can't. I'm washing up, today is my turn.

Steve: Do you mean you and your wife take turns in performing home duties?

Bob: Oh, yes. My wife feels exhausted and she desperately needs sleep. She was working all the day yesterday.

Steve: As for me, I'm free from family routine. I never tidy the rooms, wash up, clean the floor or carpets, cook or scrub out the sink. My wife does all these things.

Bob: Is she a full-time housewife?

Steve: No, she has a permanent job. She is a shop assistant at the department store.

Bob: Poor thing. And you don't help her, do you?

Steve: Yes, I do. I throw away the garbage, walk with our dog and sometimes get the laundry. You see, the duties are strictly distributed between us.

Bob: But don't you think that your wife needs more rest?

Steve: No, when you are gentler with them they become lazy.

Bob: Well, I guess our opinions on this point vary enormously. But you know there's a proverb: «Don't poke your nose into somebody's affairs».

Steve: That's all right. Come to dine with us tomorrow.

Bob: Thanks, with pleasure.

Steve: So long then.

Bob: See you tomorrow.

Tasks

1. Read the dialog for detailed understanding 2. Retell the dialog as if you were one of the participants/their wives. 3. Act out your own dialog "Talking about home duties" on the analogy.

Vocabulary

- 1) family routine – ежедневные домашние заботы
- 2) establish (to be established) – устанавливать (быть установленным)
- 3) similar – одинаковый (Syn. – the same)
- 4) an early-riser – «ранняя пташка»
- 5) to take turns in doing smth – делать что-либо по очереди
- 6) to feel exhausted (to be squeezed as an orange) – чувствовать себя истощенным (быть выжатым как лимон)
- 7) to include (to contain, to consist of) – включать в себя (содержать, состоять из)
- 8) to make (to have) an appointment with – назначать встречу (встречаться)
- 9) to work out – разрабатывать
- 10) to reduce – уменьшать (снижать)
- 11) a workshop – семинар/практическое занятие/мастер-класс/симпозиум
- 12) leisure time (free time, spare time) – досуг (свободное время)
- 13) to play the cello (the violin, the flute) – играть на виолончели (скрипке, флейте); to play basketball, football etc. – играть в баскетбол, футбол ...)
- 14) local – местный
- 15) amateur – любительский (Ant. – professional – профессиональный)
- 16) to be in a rush (Syn. – to be in a hurry, to hurry) – спешить. Hurry up! – поторопись
- 17) to get smth done – сделать что-либо
- 18) to scrub out the sink – чистить раковину на кухне
- 19) to scoop the rubbish into the bucket – собирать мусор в ведро
- 20) a dustbin – (мусорный контейнер)
- 21) to shop (to go shopping) – делать покупки
- 22) relationship – взаимоотношения
- 23) to suffer from – страдать от
- 24) to grow up – расти
- 25) conditions – условия
- 26) to vary enormously – сильно различаться
- 27) to fit for (to fit smb, to fit in smth) – подходить для (подходить по фигуре (об одежде), вмещать, встраивать)
- 28) a wash-basin – раковина в ванной
- 29) nervous break-down (to break down) – нервный срыв (расстраиваться)
- 30) to distribute the duties (to be distributed) – распределять обязанности (распределяться)
- 31) to tidy the rooms – прибирать в комнатах

- 32) to wash up (to wash the dishes, to get the dishes, to do the dishes) – мыть посуду
 33) to wipe the dust – вытирать пыль
 34) to get the things into order – приводить вещи в порядок
 35) to empty the bin (to throw away the garbage) – выносить мусор
 36) senior (Ant. – junior) – старший (младший)
 37) to attend – посещать
 38) to do very good at school – хорошо учиться в школе
 39) to tend to be (to do smth) – быть склонным к чему-либо (делать что-либо)
 40) to rush through smth – бегло просматривать что-либо
 41) to be fed up with (to be sick and tired of) smth – быть сытым по горло чем-либо (устать от чего-либо)
 42) to deliver to – доставлять куда-либо
 43) route – маршрут
 44) neighbour – сосед
 45) particularly – особенно
 46) to find oneself in tears – плакать
 47) to keep doing smth – продолжать делать что-либо
 48) to be bullied by – подвергаться нападению (to bully – задираться)
 49) to hit smb – бить кого-либо
 50) to protect smb from the cruel behavior of smb – защищать кого-либо от грубого поведения кого-либо

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

- 1) каждодневные домашние заботы; 2) ранняя пташка; 3) делать что-либо по очереди; 4) чувствовать себя истощенным; 5) сильно нуждаться во сне; 6) чистить раковину; 7) сильно различаться; 8) быть сытым по горло; 9) осуждать жестокое поведение; 10) быть сконцентрированным на шитье.

Exercise 2. Give the Russian for:

- 1) to be squeezed as an orange; 2) to work out; 3) to get the housework done; 4) to scoop the rubbish; 5) dustbin; 6) to rush through the homework; 7) to find oneself in tears; 8) to keep telling; 9) to be bullied by other children; 10) notorious spots

Exercise 3. Insert prepositions where necessary:

1. We take turns ... washing up. 2. My friend plays ... the piano very well. 3. The mother is looking ... her children almost the whole day. 4. They desperately needed ... sleep. 5. The boss is worried ... his business. 6. I am suffering ... terrible headache. 7. Carol returned ... her work. 8. The apartment doesn't fit ... human beings. 9. The atmosphere ... my workplace is very pressing. 10. They didn't like to tidy ... the rooms. 11. Who baby-sits ... your brother? 12. My neighbour does very well ... the University, just the other way round ... me. 13. Just a minute, I am rushing ... my homework. 14. Jack was fed ... his wife. 15. The postman delivers newspapers ... houses.

Exercise 4. Paraphrase the following sentences:

1. The work about the house is established in the same way in many countries. 2. They changed each other in washing up. 3. Towards the end of the day I am squeezed as an orange. 4. I need sleep very much. 5. He went to buy some things. 6. Do you enjoy sewing? 7. They feel bad because of the flue. 8. Their characters differ greatly. 9. Children perform different duties. 10. Older children help the younger ones. 11. Did you empty the bin? 12. Which school do they go to? 13. How do you spend your free time? 14. He quickly looks through the newspaper in the morning. 15. I am sick and tired of you.

Exercise 5. Find the opposites:

1. She often laughed. 2. They get up very late. 3. The living conditions in Britain and Russia are very similar. 4. I play in a professional football team. 5. They were very bad pupils. 6. Your creative work is over. 7. I like my lessons and exams. 8. He did his homework very carefully. 9. Other children did not hurt her. 10. He approved her violent behavior.

Exercise 6. Insert the words from the vocabulary:

1. There is a large desert in Africa because in past people2. My granny ... a beautiful sweater for my previous birthday.3. Can you ...? – No, I can't. I buy all my clothes and linen in a department store. 4. Go to places that are safe and don't ... of our city. 5. The furniture is dirty. ..., please. 6. You'd better not discuss this matter by phone. ... with the manager. 7. The wall is empty. I think it would be nice to ... some shelves. 8. What is he doing in the kitchen? – He It is terribly dirty. 9. What is she going to do with the broom? – She is going to10. Can ordinary people buy such a thing? – No, it is ... for the rich.

Exercise 7. *Translate into English:*

1. Я сыт по горло своими повседневными заботами. 2. Они не встают рано.3. Как вы обычно устанавливаете новые правила? 4. Вы убирали в комнате по очереди? 5. К концу дня они не чувствуют себя истощенными. 6. Сейчас он разрабатывает новую компьютерную программу. 7. Когда Вы назначили встречу с клиентом? 8. В прошлом году он играл на скрипке в местном любительском оркестре. 9. Прости, я очень спешу. 10. Она очень нуждается во сне. 11. Что ты делал вчера в 11? — Я делал покупки. 12. Она страдает от головной боли, не так ли? 13. Она почистила раковину, собрала мусор в ведро и вынесла его в мусорный контейнер. 14. Мэри, ты убираешь в комнате или читаешь? 15. Ты нянчился со своей сестрой, когда она была маленькой?

Communicative Exercises Exercise

Exercise 1. Agree or disagree developing the following sentences into monologues of 5-7 sentences:

1. It is much better for a person to get up early and go to bed early. 2. Women perform much more duties than men do. 3. There are some home duties that men should not do. 4. There are some home duties that women should not do. 5. Children should start performing home duties not earlier than from the age of twelve. 6. It is absolutely necessary to distribute home duties very strictly. 7. There should be no strict distribution of home duties. Family members should take turns in doing the housework. 8. Senior children hate baby-sitting for junior ones.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Your home duties. 2. Home duties that you enjoy and the ones that you hate. 3. Home duties of men and women. 4. Differences of a daily routine of a British (American) person and a Russian one. Exercise 3.

Speak on:

1. Your daily routine. 2. Problems of distributing home duties between the members of the family. 3. Working day of a woman/man. 4. The ideal model of distributing and performing home duties in a family.

Модуль 2. Education / My university

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Texts

Part 1. "School Education". Tasks: 1,2,3 p.45-46.

Part 2. "University Education". Tasks: 1,2,3 p.47. Tasks: 1,2,3 p.48. Tasks: 1,2,3 p.48-49.

Exercises: 1-9, p.52-58. ex. 1-3, p. 58-59.

Vocabulary exercises 1p.52 – 9p.57

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Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

University education

All British universities and polytechnics are state institutions. Entry is by academic merit, and those who win places get their fees paid and are also paid a grant (stipend). Students enter university at 18 or 19. Most of them complete their degrees in three years, a few in four years. A degree is awarded on the basis of examination, and sometimes a course work. Afterwards a minority competes for places to do graduate research work; the rest go out into the world to look for jobs. Polytechnics also provide degree courses; and those who do not reach university or polytechnic, there are all sorts of lower courses and qualifications by studying part-time at local colleges.

One of the major debates at university level is about assessment, which requires university lecturers to reconsider what is actually taught. British education has traditionally been directed towards academically clever children. Emphasis has therefore been made on memory, on clear expression of arguments, on intelligent selecting of evidence and reaching conclusions – not just a memory test, but a test of knowledge and rational judgment. The same process happens in universities, where a degree used to be awarded on the basis of many examination papers taken at the end of the course.

Since the seventies, step by step, teachers have been introducing ‘continuous assessment’ on the basis of course work – that is the work which a student does during a course. Most of this will be written, but some will be oral. In many universities students follow a syllabus in which course work is marked as well as exam papers. The question is whether degree courses should depend wholly upon examinations or weekly or fortnightly essays should also be taken into account. If yes, there is much more opportunity for selecting ‘optional short courses’ which together make up a degree.

Some university lecturers are delighted at the freedom to build ‘mixed’ courses, while others worry that students will have no coherent body of knowledge but just a mixture of bits and pieces for their degree.

Students learn quickly which lecturers are generous with their marks, which ones are harsh; and not surprisingly they join the courses where they can expect to get good marks even if they prefer the other topics or teachers. Results are crucial! Such a situation tempts teachers into academic corruption. It can be avoided if anonymous examination papers are marked. However, many university lecturers and school teachers feel that continuous assessment and assessment of course work are fairer ways of judging a student than end-of-year exams.

Russian students are fluent at talking because the emphasis is made on oral work. Oral examination and oral tests are unknown in British universities, so while making an oral response many English adults hesitate and stumble.

Teachers often try to distinguish between ‘effort’ and ‘achievement’. There are ways to reward hard working but not successful students and challenge the bone-idle boy or girl who can get good marks without effort.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were: 1) a British university teacher; 2) a Russian university teacher; 3) a Russian student; 4) a British student.

Dialogue A

Mary: Today is a very special workshop. There is no text to read or listen to, no exercises to do. You may ask me all sorts of questions, if you have any.

Student A: Do English students take examinations every term?

Mary: No, they don't. They do exams — they are called «finals» in their last term at the University.

Student B: Only once? Then they can enjoy life in the first years.

Mary: They have a lot of work to do. They attend lectures, seminars and tutorials and write essays. Technical students do a lot of work in the lab. And then they take class exams every year about May, but these are not public exams.

Student A: We do class exams every other week. That is not difficult.

Student C: What is a tutorial?

Mary: In a tutorial a teacher discusses individual work with a student. The teacher is called a tutor. He reports to the Head of the Department, so the professor knows everything about the students.

Student B: What do they do in a seminar?

Mary: Discuss things.

Student A: Do all students live in the halls of residence?

Mary: Most first year students do. Others rent a flat or a bedsitter in town.

Student C: Where do married students live?

Mary: Married students? They do not normally marry while at the University. They wait till they get a job and can support a family.

Student C: Do English students receive grants?

Mary: It depends on their parents' income.

Student A: Are there any clubs?

Mary: A lot of them. The Students' Union organises social, sporting and cultural activities.

Student B: What is the latest dance in England now?

Mary: I'm afraid I don't know.

Student C: What do you think of the «Police»?

Mary: Do you mean demonstrations and all that?

Student C: No, I mean the pop group.

Mary: Ah, that «Police» group. Personally I don't like them. But I have a suggestion. What about having a party - a music party in the English club. We may listen to my tapes or your records and have a nice talk.

Students: That's a great idea. When?

Tasks

1. Read the dialogue for detailed understanding. 2. Retell the dialogue, as if you were one of the participants. 3. Act out your own dialogue "Discussing University studies" on the analogy.

Dialogue B

Henry Robinson is twenty-two and he is in his final year at Cambridge. Liz Robinson is twenty and is at a redbrick university in a northern industrial city. Patricia, who is nineteen, has just started at one of the new universities.

Pat: We live in halls of residence around the main university building. We are a real community. We've got comfortable common rooms and bars. We arrange dances and parties. We've got clubs, theatre groups, choirs and so on. And we've got an orchestra. I play the drums in it.

Liz: We've got bars and common rooms and clubs too. But I hate to live in the sort of closed community you live in, Pat. Two other girls and I rent a house in the middle of the city, about ten minutes walk from the university. The district is poor and the house is falling to pieces.

Henry: I couldn't work in a place like yours.

Pat: Nor could I.

Liz: You're a couple of snobs. We live among real people, who treat us as a real people. We prefer to be independent. It's nice to belong to the city and to do things outside the university.

Henry: What sort of things do you do outside the university?

Liz: Well, there's a group of us who go and help in a home for handicapped children. And I sing in the city Bach choir. We get on well with the local people — not like Henry and the people in Cambridge.

Henry: Oh, most of us get on very well with the local people. Cambridge isn't a big place.

Liz: So you're sorry you chose Cambridge?

Henry: No, I'm reading chemistry and Cambridge is one of the best universities for any science subject. Besides, Cambridge, like Oxford, has got a special atmosphere.

Pat: I chose my university because of its progressive ideas on education and its broader and more varied courses. Many of the new universities are experimenting with new subjects. And besides I am fond of this «seminar» system which is common in the new universities. It works, because we get on well with the professors and lecturers. Some of them aren't much older than we; and they don't mind at all, if we disagree with them.

Liz: You're lucky. We have classes, but we hardly ever ask questions or discuss anything. The profs don't seem to be able to do anything but lecture. Besides, the course itself is out of date. It hasn't changed for twenty years.

Henry: Just so the professors and lecturers are more interested in their own research than in helping students in their studies. However, we attend lectures given by some of the most brilliant scholars in the country. I go to classes as well as to lectures, but most important person in my academic life is my tutor. I enjoy my weekly tutorials.

Tasks

1. Read the dialogue for detailed understanding. 2. Retell the dialogue, as if you are one of the participants. 3. Act out your own dialogues: a) "Living conditions at the University, b) "My extracurricular activities".

Vocabulary

- 1) a nursery (primary, secondary, grammar, technical, secondary modern, comprehensive, boarding) school – младшая школа/детсад (начальная, средняя, средняя классическая, техническая, средняя современная, школа для детей с разными способностями, школа-интернат)
- 2) attend, ~ school/classes – ходить в школу/посещать учебное заведение, посещать/ходить на занятия
- 3) authority/authorities – власть/сила, власти/представители власти
- 4) to pass laws – принимать законы
- 5) compulsory – обязательный
- 6) core subjects – основные/базовые предметы
- 7) to be concerned with – быть озабоченным/обеспокоенным чем-либо
- 8) to squeeze into – с трудом вместить/ "втиснуть"
- 9) proper/appropriate – соответствующий
- 10) vast – обширный
- 11) public/private – государственный (общественный)/частный
- 12) to encourage – поощрять/способствовать
- 13) to arrange, arrangement – организовывать, организация/расстановка
- 14) inclination – склонность
- 15) rigid streaming – жесткое разделение (напр. по способностям)
- 16) fair, unfair, reactionary – честный/честно, нечестный/нечестно, реакционный
- 17) to deny – отрицать/отвергать
- 18) advancement – прогресс/успех/развитие
- 19) abilities, similar ~, mixed ~ – способности, одинаковые ~, смешанные ~
- 20) coherent – связный
- 21) further – дальнейший
- 22) appeal against smth. – выступать против чего-либо
- 23) level – уровень
- 24) grade – класс (напр. первый класс средней школы и т.п.)
- 25) crucial – важный/жизненно необходимый
- 26) to go on for higher education – продолжать образование до получения высшего
- 27) institutions – учреждения
- 28) academic merit – академические заслуги/итоговые оценки в школьном аттестате
- 29) fee – плата
- 30) grant, stipend – грант, стипендия
- 31) research – исследование
- 32) part-time – на неполный рабочий день
- 33) course work/paper – курсовая работа
- 34) various courses – различные курсы
- 35) assess, assessment – оценка, оценивание
- 36) evidence – доказательство/свидетельство/признак
- 37) curriculum/syllabus – учебная программа
- 38) tempt into corruption – склонять к коррупции/способствовать возникновению коррупции

- 39) to respond, response – отвечать, ответ
 40) fluent – быстрый/беглый (о речи)
 41) to hesitate – сомневаться
 42) to stumble – запинаться/спотыкаться
 43) the source of funding – источник финансирования
 44) free (~of charge) – бесплатный
 45) to go on for higher education – продолжать образование до получения высшего
 46) to enter the university, university enterant, entry – поступать в университет, абитуриент, поступление
 47) to graduate from – закончить
 48) to apply to the university – подать заявления для поступления в университет
 49) to obtain a degree – приобретать степень
 50) Bachelor of Arts (Science, Law) – бакалавр искусств (наук, юриспруденции)

Reading Comprehension and Vocabulary Exercises

Exercise 1. Insert prepositions where necessary:

1. Entry is ... academic merit. 2. I entered the University ... seventeen. 3. Who is going to compete ... places to do graduate research work? 4. In a year I will go ... the world to look ... a job. 5. He received qualification ... studying part-time ... different courses. 6. What is assessment like ... university level? 7. Are students suppose to follow ... a syllabus? 8. Which marks should we take ... account? 9. Many students are delighted ... the opportunity of optional subjects. 10. Students need coherent body ... knowledge ... their degree. 11. This teacher is not generous ... marks. 12. Such measures can tempt them ... academic corruption.

Exercise 2 Paraphrase the sentences using the active vocabulary:

1. What do you think about strict devision of children according to their abilities. 2. They have changed the system of marking. 3. This student speaks English quickly. 4. These subjects are not obligatory. 5. Most students in Russia receive stipend. 6. Which subjects are included into the curriculum? 7. Smart children do good at any school. 8. Children are inspired to creative work. 9. They will learn main practical skills. 10. Was she going to continue her education? 11. It isn't a usual decision of discipline problems. 12. We try to differentiate between effort and achievement. 13. There are many clever students in every country. 14. The course of studies consists of a certain number of subjects. 15. The task won't be difficult.

Exercise 3. Find the opposites:

1. The student was fluent during his report. 2. They have mostly written exams. 3. He goes to a class with rigid streaming. 4. She has just entered the University. 5. It is an easy sentence for translation. 6. Last year it became a public institution. 7. Why are they so generous with marks? 8. Students acquire bits and pieces from different spheres of knowledge. 9. I am interested in getting 'deep' education. 10. The local authorities don't worry about educational problems. 11. Children from poor families are given the opportunity for educational advancement. 12. He was deprived of a scientific degree.

Exercise 4. Insert the words from the vocabulary of the Unit:

1. Is education in the UK expensive? – Yes, it is. The ... is rather large. 2. I'm against Children should not be divided according to their abilities. 3. At the University you should get a ... body of knowledge but not bits and pieces of information. 4. There are too many subjects in the curriculum. How can we ... one more? 5. Why are you ...? Are you not sure of what you're saying? 6. There are some obligatory subjects and some ... ones. 7. Students on campus live in 8. After finishing school he ... the university. 9. I'm a university student, so I can work only 10. What are the criteria for ...? – Level A presupposes that the whole work is done correctly, Level B demands eighty percent and so on.

Exercise 5. Translate into English:

1. Почему правительство не обеспокоено кризисом в сфере образования? 2. Сейчас я стараюсь получить целостную систему знаний, а не знания отрывочного характера, достаточные для приобретения степени. 3. Когда дети из бедных семей были лишены возможности улучшить свое образование? 4. Вчера на экзамене она говорила быстро, а не

сомневалась и запиналась. 5. У вас в университете большинство экзаменов устные или письменные? 6. Поступление студентов в университет зависит от их оценок по академическим предметам. 7. Когда вам присвоили степень бакалавра? 8. Министерство образования поддерживает строгое разделение по способностям или школу, где учатся дети разных способностей? 9. Что вы включили в учебную программу помимо основных предметов? 10. Он не раздает оценки направо и налево, наоборот, он слишком строг.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. It is difficult to determine the amount of core subject at school. 2. In private and public schools the quality of education is the same. 3. All classrooms should be informal in arrangement. 4. Slow children should be given a priority in schools with mixed abilities. 5. Rigid streaming is unfair discrimination. 6. Examinations in form of testing is much more effective. 7. It is bad to specialize early at school. 8. There are many problems connected with assessment at schools and universities. 9. The emphasis should be made on oral work. 10. Living in the dorm has bad influence on the result of your study.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Modern tendencies in British education. 2. Modern tendencies in Russian education. 3. Your experience of entering the university. 4. Your studies at the university. 5. Students' living conditions and their influence on their studies.

Модуль 3 . Great Britain

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Texts:

Part 1. "Attitudes to nowadays' Britain" p. 89-91. Tasks: 1,2,3 p. 92.

Part 2. "Peculiarities of British Life." p. 92-95. Tasks: 1,2,3 p. 95.

Vocabulary exercises 1p.98 – 8 p.108

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Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

Pre-reading questions:

1. What things do you associate with Britain? Why? 2. Is Britain a conservative country? In what way? 3. Can you describe an ordinary British person? What is his/ her appearance, character, behavior? 4. How many British traditions do you know? What are they?

Attitudes to nowadays Britain

The British tend to be attributed with certain characteristics, which are supposedly typical. However societies change over time while their reputations lag behind. Many things which are often regarded as typically British derived from books, songs or plays that were written a long time ago and are no longer representative of modern life. One example is that most tourist brochures

claim that Britain is the land of traditions: the annual ceremony of the state opening of Parliament, for instance, carefully follows customs which are centuries old. Likewise, the changing of the guard outside Buckingham Palace never changes.

However, in their private daily life, the British as individuals are probably less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. The country has fewer local parades or processions with genuine folk roots than most other countries have. The English language has fewer sayings or proverbs that are in common everyday use than many other languages do. The British are too individualistic for these things. In addition, it should be noted that they are the most enthusiastic in video-watching people in the world – the very opposite of a traditional pastime!

Another example is the stereotyped image of London ‘city gent’ includes the wearing of a bowler hat. In fact, this type of hat has not been commonly worn for a long time. Food and drink provide other examples. The traditional ‘British’ (or ‘English’) breakfast is a large ‘fry-up’ preceded by cereal with milk and followed by toast, butter and marmalade, all washed down with lots of tea. In fact, only about 10 % of the people in Britain actually have this sort of breakfast. Two-thirds have cut out the fry-up and just have the cereal, tea and toast. The rest have even less. What the vast majority of British people have in the mornings is therefore much closer to what they call ‘continental’ breakfast. The image of the British as a nation of tea-drinkers is another stereotype which is somewhat out of date. It is true that it is still prepared in a distinctive way (strong and with milk), but more coffee than tea is now bought in the country’s shops.

Even when a British habit conforms to the stereotype, the wrong conclusions can be drawn from it. The supposed British love of queuing is an example. Yes, British people do form queues whenever they are waiting for something, but this does not mean that they enjoy it. In 1992, a survey found that the average wait to pay in a British supermarket was three minutes and twenty-three seconds. So, the British hate having to wait and have less patience than people in many other countries.

There is an opinion that Britain is a very conservative country. Mostly, it is true. The British have few living folk traditions and are too individualistic to have the same everyday habits as each other. However, this doesn’t mean that they like change. They don’t. They may not behave in traditional ways, but they like symbols of tradition and stability. They don’t consider it especially smart to live in a new house and, in fact, there is prestige in living in an obviously old one. They have a general sentimental attachment to older, supposedly safer, times. Their Christmas cards usually depict scenes from past centuries; they like their pubs to look old.

The British can be particularly and stubbornly conservative about anything which is perceived as a token of Britishness. In these matters, their conservatism can combine with their individualism; they are rather proud of being different. It is, for example, very difficult to imagine they will ever agree to change from driving on the left-hand side of the road to the right-hand side driving. Why should they change just to be like everyone else? Indeed, as far as they are concerned, not being like everyone else is a good reason not to change.

Development of European Union level which might cause a change in some everyday aspects of British life are usually greeted with suspicion and hostility. System of measurement is an example. The British government has been trying for years and years to promote the metric system and to get British people to use the same scales that are used nearly everywhere else in the world. But it has only limited success. British manufactures are obliged to give the weight of their tins and packets in kilos and grams. But everybody in Britain still shops in pounds and ounces. The weather forecasters on the TV use the Celsius scale of temperature. But nearly everybody still thinks in Fahrenheit.

The tourist view of Britain involves lots of formal ceremonies. Some people have drawn the conclusion from this that the British are rather formal in their general behavior. This is not true. There is a difference between observing formalities and being formal in everyday life. Attitudes towards clothes are a good indication of this difference. It all depends whether the person plays a public role or a private role. A male bank employee, for example, is expected to wear a suit with a tie, even if he cannot afford a very smart one. So are politicians. On the other hand, when people don’t play a public role – when they are just themselves – there seem to be no rules at all. The

British are probably more tolerant to 'strange' clothing than other people: you may find the same bank employee on his lunch break in hot weather, walking through the street with his tie round his waist and his collar unbuttoned. He is no longer 'at work' and for his employers to criticize him for his appearance would be seen as a gross breach of privacy. Generally the British are comparatively uninterested in clothes. They spend a lower proportion of their income on clothing than other Europeans. Many people buy second-hand clothes and are not at all embarrassed to admit this. If you are somewhere in a Mediterranean holiday area it is usually possible to identify British tourist – he or she is the one who looks so badly dressed.

The difference between formalities and formality is the key to what people from other countries sometimes experience as coldness among the British. The key is this: being friendly in Britain often involves showing that you are not bothering with the formalities. This means not addressing someone by his or her title, not dressing smartly when entertaining guests, not shaking hands when meeting and not saying 'please' when making a request. When they avoid doing these things with you, the British are not being unfriendly or disrespectful, they are implying that you are in the category 'friend', and so all the rules can be ignored. To address someone by his or her title or to say 'please' is to observe formalities and therefore to put a distance between the people involved.

It is probably true that the British, especially the English, are more reserved than the people of other countries. They find it comparatively difficult to indicate friendship by open displays or affection. It is not the conventional to kiss when meeting a friend. Instead, friendship is symbolized by behaving as casually as possible. If you are in the British person's house, and you are told to help yourself to something, your host is not being rude – he or she is showing that you are completely accepted and just like 'one of the family'. In the last decades of the 20th century, the general amount on informality has been increasing. Buffet-type meals, at which people do not sit down at a table to eat, are a common form of hospitality. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (but still never man and man!).

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text. 2. Give the summary of the text. 3. Retell the text as if you were: 1) Young citizen of Britain; 2) Conservative citizen of Britain; 3) Foreign tourist.

Pre-reading questions:

1. What names of Britain do you know? 2. What nationalities inhabit Great Britain? 3. What is the geographical position of Britain? 4. What is the UK made of? 5. What is the climate of GB? 6. What type of government does it have? 7. What are the major political parties in GB? 8. Is it an industrial country? What does it produce? 9. What do British people prefer to do in their spare time? 10. What sports do British people like to play most of all? 11. What is the most popular hobby in the UK?

The economy

The economic system in Britain is a mixture of private and public enterprise. From 1945 until 1980 the general trend was for the state to have more and more control. Various industries became nationalized, especially those concerned with the production of energy. So too did the various forms of transport and communication services. From 1980 the trend changed. A major part of the philosophy of the government was to let 'market forces' rule and to turn state-owned companies into companies owned by individuals. As a result, nowadays private enterprises prevail public ones, so there are more shareholders in the country than members of unions.

There is a statement: "The one thing the English will never forgive the Germans for is working too hard." Of course, it's not literally true, but it reflects a certain lack of enthusiasm for work in general. Perhaps it is the reason why the working day, in comparison with most countries, starts rather late (usually at 8 o'clock for manual workers and around 9 for non-manual ones). However measured by the number of hours worked in a week, the British reputation for not working hard enough appears to be false. The normal lunch break is an hour or less, and most people continue working until 5 or later. Many people often work several hours overtime a week.

Moreover the normal retiring age for most people is 65 (60 for some, including a greater proportion for women).

There exists an interesting irony with regard to the two sexes. The decline of heavy industry means fewer jobs in stereotypical 'men's work', while the rise in service occupations means an increase of stereotypical 'women's work'. In 1970 around 65% of all those in work in Britain were men. In 1993 men made up only 51% of the workforce. When the law against sex discrimination in employment was passed in 1975, it was intended to protect women. However, in 1994 nearly half of the complaints came from men. That year there were two-and-a-half times as many unemployed men as there were unemployed women. Many men looked for employment as nurses, child carers, shop assistants and secretaries.

Although it's illegal for women to be paid less than men for the same job, the average full-time male employee earns about 50% more than the average female worker.

Vocabulary

- 1) to be attributed with – характеризоваться, определяться
- 2) to lag behind – отставать, запаздывать
- 3) to regard as – считать
- 4) to derive smth. from smth. -- получать/извлекать что-либо от/из чего-либо, to derive profit – извлекать прибыль, to be derived from – происходить;
- 5) annual – ежегодный, ~ceremony – ежегодная церемония
- 6) likewise – также, более того, подобно
- 7) to be inclined to – быть расположенным к
- 8) to follow – следовать, идти за, придерживаться
- 9) the majority – большинство, Ant. – minority – меньшинство
- 10) genuine – истинный, подлинный, настоящий
- 11) to be individualistic for – иметь индивидуальное отношение (подход) к
- 12) pastime – времяпрепровождение
- 13) bowler hat – шляпа-котелок
- 14) to be preceded by – предшествовать, идти перед
- 15) to wash down – запивать
- 16) to cut out – исключать
- 17) to be out of date – устареть
- 18) to draw the conclusion from – сделать вывод из
- 19) to conform to/with – согласоваться/соответствовать/подчиняться
- 20) a queue – очередь, Am. – line, to queue up – стоять в ~, Am. – to line up
- 21) patience/tolerance – терпимость/терпеливость, patient/tolerant – терпимый
- 22) to have an attachment to – иметь привязанность к
- 23) to depict – изображать, Syn. – to portray
- 24) stubborn – упрямый, неподатливый, упорный
- 25) token – признак/знак/символ
- 26) suspicious – подозрительный, suspicion – подозрение
- 27) hostility – враждебность, hostile – враждебный
- 28) system of measurement – система измерения
- 29) to promote – выдвигать/продвигать/повышать в чине, promotion – продвижение по службе, to get a promotion – получить повышение
- 30) attitudes towards – отношение к ...
- 31) afford – позволять (по средствам)
- 32) a good indication – хороший знак
- 33) to criticize smb for – критиковать кого-то за ...
- 34) income – доход(ы), to spend ~ on – тратить доход(ы) на ...
- 35) to be embarrassed – быть смущенным, приведенным в замешательство
- 36) to shake hands – пожимать руку
- 37) to make a request – просить
- 38) to put a distance between smb – устанавливать дистанцию
- 39) reserved – сдержанный, необщительный

- 40) affection – привязанность, любовь
 41) conventional – обычный, общепринятый
 42) casual – случайный/нерегулярный/неформальный, to wear ~ clothes – носить/одеваться в повседневную одежду, casually – неформально
 43) to break down – разваливаться, рассыпаться

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

- 1) не являться отражением современной жизни; 2) по особым случаям; 3) кроме того; 4) традиционное времяпровождение; 5) запить большим количеством чая; 6) готовить что-либо особым способом; 7) считать что-либо особенно модным; 8) характерная черта/признак Британии; 9) правостороннее движение; 10) иметь ограниченный успех; 11) играть общественную роль; 12) зона отдыха в средиземном море; 13) быть плохо одетым; 14) «британская холодность»; 15) обращаться к кому-то по званию

Exercise 2. Give the Russian for:

- 1) private life; 2) 'city gent'; 3) 'fry-up'; 4) a nation of tea-drinkers; 5) they don't consider it especially smart; 6) an employee is expected to wear a suit; 7) in these matters; 8) European Union; 9) observing formalities and being formal; 10) a gross breach of privacy; 11) you are not bothering with formalities; 12) to indicate friendship by open displays of affection; 13) by behaving as casually as possible; 14) buffet-type meal

Exercise 3. Answer the questions:

1. Where are British typical features usually derived from? Do they correspond with British modern reality? 2. Which traditional ceremonies are mentioned in tourist brochures? 3. Do the British follow tradition in their daily life? What facts prove it? 4. Are there any changes in the English language? How are they explained? 5. What are the British the most enthusiastic about? Is it the same with other people in the world? 6. What is the stereotyped image of London 'city gent'? Is it true to fact? 7. What is the idea of traditional English breakfast? What do many people have instead? 8. What is the situation with queues in Britain? What is British people's attitude to queuing up? 9. Do the British have many living folk traditions? Are their habits the same? Why? 10. Do the British prefer living in new houses? Do they prefer modern-looking pubs?

Exercise 4. Paraphrase the sentences using the active vocabulary:

1. Many tourist brochures stick to stereotypes while describing life in the UK. 2. Is it considered a symbol of Britishness? 3. It's a party for friends where everybody behaves informally. 4. There are many people waiting for their turn at the ticket counter. 5. He never says 'please' when he asks for something. 6. The kiss is the way of showing your love to someone. 7. Video-watching habit is the very opposite of a traditional leisure activity in Britain. 8. British postcards usually portray scenes from past centuries. 9. Most tourists come to enjoy this ceremony that takes place every year. 10. The British never demonstrate aggressiveness to foreigners.

Exercise 5. Find the opposites:

1. Different changes in everyday aspects of British life are greeted with trust and peace. 2. Should I be dressed officially for this cheese-and-wine party? 3. They are progressing in hi-tech field. 4. Those are not originally British traditions. 5. The minority of Mary's friends trust her and share all their problems and secrets with her. 6. He was very proud of that fact. 7. We treat other religions with irritation. 8. He's got a lot of debts recently. 9. She is a very obedient person. 10. There is nobody at the cash-desk.

Communicative Exercises

Exercise 1. React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:

1. There are some things that can be considered as a token of Britishness. 2. All people are very conservative in food. 3. It is no good to give up national traditions. 4. Many people greet changes with suspicion and hostility. 5. Most people observe formalities but are informal in everyday life. 6. Criticizing people for casual clothes when they are not at work is a gross breach of privacy.

7. There is nothing embarrassing to buy clothes in second-hand. 8. The absence of constitution is very harmful for Britain. 9. Everybody is obliged to carry identification cards and driving licenses with them. 10. It is not correct to say that the monarch in Britain has no power.

Exercise 2. Act out dialogs discussing:

1. Stereotypes. 2. Countryside and gardening. 3. Love towards animals. 4. Political systems and problems. 5. Economic systems and problems.

Модуль 4. The USA

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Pre-reading questions

1. Which continent does the US occupy? Are there any American lands located distantly from where most of the US territories are? What are these lands? 2. Which countries does the US border? 3. Describe land and water resources of the US. 4. What can you say about climate variations in the US? 5. Who was the first American president? What are the most famous presidents? 6. What are they famous for? Who is the current president? 7. How many states are there in the US? What are the states you have most frequently heard of? What are the cities you have most frequently heard of?

The United States of America Government

In 1776, the thirteen weak British colonies came together, stood up, and told that from now on they would be free and independent states. The British were neither impressed nor amused, and a bitter seven-year Revolutionary war followed. A new republic was founded, turning into reality the dreams and ideals of a few political philosophers. The former colonies, now “the United States of America,” first operated under an agreement called the articles of Confederation (1781). This loose agreement was not working well. The central, federal government was too weak, with too few powers for defense, trade and taxation. In 1787, delegates from the states met in Philadelphia and wrote a completely new document, the Constitution, which after much argument, debate, and compromise was finished in the same year and officially adopted in 1789.

The Constitution sets three separate branches, each one having powers (“checks and balances”) over the others. The ultimate power under the Constitution is not given to the President (the executive branch), or to the Congress (the legislative branch), or to the Supreme Court (the judicial branch).

The Constitution has been repeatedly amended to meet the changing needs of the nation. The first ten Constitutional Amendments are known as the Bill of Rights (1791). They are considered to be the fundamental rights of any American. Among these rights are the freedom of religion, speeches, and the press, the right of peaceful assembly, and the right to petition the government to correct wrongs. Other rights guarded the citizens against unreasonable searches, arrests, and

seizures of property, and established a system of justice guaranteeing orderly legal procedures. All these are seen as the natural “inalienable” rights of every American.

American governmental system comprises federal, state, county, and local levels. One of the basic principles at all levels of American government is “one person, one vote.”

Congress is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The House has 435 members elected every two years for two-year terms. They represent the population of “congressional districts” into which each state is divided. The number of representatives from each state is based upon its population. For instance, California with the largest population has 52 Representatives while Delaware has only one.

The President of the US is elected directly by voters (as Senators and Representatives) every four years to a four-year term of office with no more than two full terms allowed. In any case, the President’s policies (proposals and programs, treaties, declaring war etc) must be approved by the House of Representatives and the Senate before they are up and running. In domestic as well as foreign affairs the President can seldom count upon the automatic support of Congress. Therefore he must be able to convince the Representatives and Senators of his point of view. He must bargain and compromise.

Within the executive branch, there are a number of executive departments (currently – of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs. The head of each department (called Secretary) is appointed by the President with the Senate’s approval. None of these Secretaries can be serving in Congress or in other part of the government. They are Presidential assistants and advisers – “the President’s Cabinet.”

There has always been a battle between federal and states’ rights because of traditional American distrust of a too powerful central government. The US Constitution limits the federal government to only very specific powers (e.g. the FBI is limited to handling very few federal crimes, for instance kidnapping). The federal government sets laws concerning working conditions, transportation, wages, and working hours, environmental protection laws and equal employment laws (which are among the strictest in the world!).

Each state has its own state police and its own criminal laws, marriage and divorce laws, driving laws and licenses, drinking laws and voting procedures. Each city has its own police force. Neither the President nor the governor of the state has direct power over it. Other areas which are also concerns of cities, towns and villages are opening and closing hours for stores, street and road repairs, architectural laws, exercising censorship of books, newspapers, magazines and films, and other regulations. Most states and some cities have their own income taxes, laws on owning a gun, laws about drug use, capital punishment (36 states have death penalty while other 14 do not), abortion, and homosexuality.

Tasks

1. Read and translate the text; 2. Give the summary of the text; 3. Retell the text as if you were: 1) a politician/representative; 2) the President of the US; 3) the Senator; 4) a member of “the President’s Cabinet”.

Economy

Today with only about 5 % of the world’s population and 6 percent of its land area, the US produces around 25 percent of the world’s industrial products, agricultural goods, and services retaining the largest share of the world market. Its gross national product (GNP) has more than tripled since the end of the Second World War. America remains the world leader in many areas, for instance, biochemical and genetic engineering, airspace research and development, communications, computer and information services, and similar high-technology (hi-tech) fields. In such areas American companies are faced with intense competition. Similarly, many countries now have their own silicon valleys, but the first and biggest computer research and production area is still Silicon Valley, near San Francisco, where some 4,000 hi-tech firms are located.

Having less than 2 percent of America’s total population involved the US is also the world’s leading agricultural nation. It is the biggest supplier of grains growing wheat, corn (maize), cotton,

oats and sorghum. American farmers and ranchers account for 14 percent of the world dairy products, 17 % of meats, 27 % of vegetable fats and oils, and 53 % of soybeans.

America's economic vitality, spirit of enterprise and initiative, constant willingness to experiment and find new solutions to old problems have played an important role. American government has always encouraged citizens to vigorously pursue their economic interests.

More than half of all working Americans are in white-collar jobs. Over 15 million Americans own their own businesses and more than three times that number are part-owners of businesses and industries through stock. American blue-collar worker is among the highest paid in the world.

Vocabulary

- 1) weak – (Ant. – strong) слабый
- 2) agreement – (to operate under ~, loose ~) договоренность, соглашение
- 3) to defend – защищать, defense – защита;
- 4) to tax – облагать налогом, taxes (n) - налоги, taxation - налогообложение
- 5) former – (Ant. – latter) бывший
- 6) to adopt (a document/the Constitution) – принять (документ, конституцию)
- 7) branch – ветвь, legislative ~ – законодательная, executive~ – исполнительная, judicial ~ – судебная;
- 8) “checks and balances” – система сдерживания и противовесов
- 9) ultimate – максимальный/последний/конечный
- 10) supreme – верховный, ~ Court, ~ Law
- 11) to amend – вносить поправку, amendment – поправка
- 12) to guard against smb./smth – защищать от, оберегать от
- 13) unreasonable searches – незаконный обыск
- 14) to seize, seizures of property – опись имущества
- 15) to establish a system of smth./rules and regulations etc. – установить систему правил, положений и т.д.
- 16) inalienable – неотъемлемый
- 17) to comprise – составлять, включать в себя
- 18) county – округ
- 19) vote (v, n) – голосовать/голос , voter – избиратель
- 20) term – срок/условие (напр. контракта)
- 21) instance, for instance – например
- 22) to propose – предлагать, proposal – предложение
- 23) treaty – соглашение, договор
- 24) to approve – (approval) одобрять
- 25) to be up and running – продолжать работать/функционировать
- 26) affairs – дела, domestic~ – внутренние дела, foreign~ – международные отношения
- 27) to convince – (Syn. – to assure, to persuade) убеждать/уверять
- 28) to bargain – (bargain (n)) заключить сделку/договориться/торговаться
- 29) to appoint – (appointment) назначать
- 30) to trust – (trust (n), distrust, trustful, trustworthy) доверять
- 31) to kidnap – (kidnapping) похищать
- 32) to handle a problem/a crime/ a case – рассматривать проблему и т. д.
- 33) to exercise censorship – применять цензуру
- 34) income tax – подоходный налог
- 35) capital punishment = death penalty – смертная казнь

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the Russian for the following:

Part 1

- 1) turning into reality the dreams and ideas; 2) the articles of Confederation; 3) after much argument, debate, and compromise; 4) ultimate power; 5) has been repeatedly amended; 6) the Bill of Rights; 7) to meet the changing needs; 8) fundamental rights; 9) freedom of religion, speeches, press, and peaceful assembly; 10) natural, “inalienable” rights; 11) the House of Representatives; 12) for six-year terms of office; 13) to declare war; 14) department of State, Treasury, Defense,

Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs; 15) street and road repairs; 16) driving laws and licenses; 17) drinking laws; 18) laws on owning a gun

Part 2

1) has more than tripled; 2) genetic engineering; 3) airspace research and development; 4) computer and information services; 5) to be faced with intense competition; 6) hi-tech fields; 7) Silicon Valley; 8) farmers account for 14 % of; 9) spirit of enterprise; 10) to vigorously pursue economic interests; 11) part-owner; 12) white-collar jobs; 13) blue-collar worker

Exercise 2. Give the English for the following:

1) бывшие слабые колонии; 2) свободное и независимое государство; 3) направлять петицию правительству с требованием устранить ошибки; 4) система правосудия, гарантирующая должное соблюдение юридических процедур; 5) неотъемлемые права; 6) один человек – один голос; 7) избирательный участок при выборах членов конгресса; 8) избираться непосредственно теми, кто имеет право голоса; 9) министр иностранных дел, министр внутренних дел; 10) с одобрения Конгресса; 11) собрание акционеров; 12) совладелец; 13) считать кого-либо принадлежащим какой-либо группе; 14) в этом смысле; 15) быть по существу точным.

Exercise 3. Answer the questions:

1. When and why did the seven-year Revolution start? 2. What was the result of it? 3. When was the American Constitution adopted? 4. What does the Constitution set? 5. What was the name of the first ten Constitutional Amendments? What are they considered to be?

Exercise 4. Paraphrase the sentences using the active vocabulary:

1. People in democratic countries have a certain number of freedoms that can not be taken away. 2. This problem is very important for our government. 3. American farmers produce more than 20 per cent of the world's agricultural goods. 4. What is the name of American ex- president? 5. Hi-tech and other fields are vital for the US economy. 6. American Congress includes such executive branches as the Senate and the House of Representatives.

Exercise 5. Find opposite sentences:

1. The company has stopped functioning again. 2. It's unnecessary to know the history of your native place. 3. A lot of nationalities are separated within the US. 4. Hispanics, Indians and Afro-Americans are the main majorities in the USA. 5. It is a correct idea of the structure of Russian government. 6. He dissuaded them from the necessity of doing this. 7. He started smoking several years ago. 8. The workers of this enterprise are happy when their salaries are delayed. 9. The law having been discussed was rejected by the government. 10. A new senator was fired yesterday morning.

Exercise 6. Insert words from the active vocabulary:

1. It's impossible to ... this illness. 2. He works in Foreign ... Department. 3. What is your religious ...? 4. The President of the US is elected directly by ... every four years to a four-year ... of office. 5. They've made a ... on favorable terms. 6. What is your ...? – My grandparents come from Ireland. 7. The ... is responsible to make laws while the ... does everything to enforce them. 8. Mass media can not publish and say whatever they want because the government ... strictly. 9. The extreme penalty in this country is 10. American producers ... all the world with modern computers and their inputs.

Exercise 7. Translate the following sentences into English:

1. На днях Конгресс внес поправку в закон об неотъемлемых правах граждан. 2. Соединенные штаты представляют собой многонациональное государство, состоящее большей частью из иммигрантов. 3. Сельское хозяйство – одна из наиболее развитых сфер экономики США. На её долю приходится около 25 % от всего производства страны. 4. Сегодня в их квартире были произведены незаконный обыск и опись всего имущества. 5. Последняя перепись населения показала, что в нашей стране имеется тенденция к урбанизации. 6. У вас есть какие-либо видимые причины к принятию таких мер? 7. Данный договор включает в себя несколько пунктов. 8. Менеджер был уволен из компании, так как преследовал только свои интересы. 9. Какую религию вы исповедуете?

(Какова ваша религиозная принадлежность?) 10. История этого народа уходит корнями в далекое прошлое.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. The division of powers into three branches is universal. 2. American people have a lot of rights and freedoms. 3. In democratic countries there are no unreasonable searches, arrests and seizures of property. 4. American states have much more power than Russian regions. 5. Two-Houses Parliament is characteristic both of the USA and Russia. 6. American and Russian presidents can count upon the automatic support of their parliaments. 7. The division of federal and local powers is very strict both in America and Russia. 8. The US is the leader of the world economy. 9. There are some typical features of American character that help survive intense competition.

Exercise 2. *Act out dialogs between an American and a Russian person discussing:*

1. American and Russian national characteristics. 2. Differences of the notions “nation” and “nationality”. 3. Federal and state/regional powers. 4. Political systems and problems. 5. Economic systems and problems.

Модуль 5. Shopping

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Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

Shopping in London and in the US

One of the features of London is the number of big stores, most of which are to be found in or near the West End. These stores are a mixture of tradition and modernity. They developed in the nineteenth century; they maintain the dignity of that century, yet they are always ready to follow new trends. The big stores of London are vast buildings, many stores high, equipped with speedy lifts and escalators, with well-planned lighting and ventilation.

Departments are carefully named; for example, “Budget Dresses” are really cheap dresses, “Mother-to-be” or “Lady-in-Waiting”, “Mix-and-Match”, “Unisex” (new trends in fashion) and many others. In these departments you can buy ready-made clothes. If you can't find clothes that are the right size, you can go to a tailor's shop. Clothes made to measure, are called tailor-made clothes.

Another feature of London's shopping life is the chain-stores, in which the goods are displayed on open counters. A wide variety of goods is offered: foodstuffs, household goods, clothing and stationery. These chain-stores have branches in most British towns of importance.

One very well-known firm of chemists has shops in many parts of London; here you may buy not only medicines but also cosmetics and toilet supplies.

Dairy firms have shops in various parts of London, too, and in these you may buy not only dairy produce but also groceries, soap and household articles.

Moreover there are a lot of supermarkets in London. These large stores are brightly lit and usually well laid out. The goods are tidily arranged on trays and long shelves on which the various prices are clearly marked. There is plenty of room for the customers to walk about. The shelves are well stocked with a very wide selection of attractively packed goods – everything from quick-frozen

food to washing powder, from shoe polish to new-laid eggs, from tinned fish to toothpaste. These stores operate on the self-service system: you go in, pick up a basket, walk round the shop and choose what you want. At the exit there is a check-out point, a cash-desk where you pay for all your goods together. The cashier reckons up the bill on a cash register which automatically adds up the various items. In the meantime another shop assistant packs the goods into your shopping bag.

In America, just as in England, you see the same shops with the same boards and windows in every town and village. Shopping, however, happens to be an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist's. A chemist's shop is called a drug-store in the United States; it is a national institution and a very good institution at that. In the larger drug-stores you are likely to get drugs, too, but their main business consists of selling, stationery, candy, toys, fountain pens, furniture and imitation jewelery. Every drug-store has a food counter with high stools in front of it and there they serve various juice, coffee, ice-cream, sandwiches, omelette and other egg dishes.

If you want cigarettes, you are expected to go to the grocer; if you want to have your shoes cleaned, go to the barber. Men in America like to go to the hardware store. But most shopping is done at the mall. They have stripped malls as well as enclosed malls. As a rule women prefer going to the mall and almost 60 per cent of everything is sold in malls. Sometimes women just walk through the mall and look at things. They call this window shopping.

Tasks

1. Read and translate the text.
2. Make up a summary of the text.
3. Retell the text as if you were:
 - 1) a Russian person;
 - 2) an American;
 - 3) an English man.

Dialog A. At the Footwear Department

Salesgirl: What can I do for you, madam?

Customer: I'd like a pair of strong walking shoes for everyday wear.

Salesgirl: What size do you take in shoes?

Customer: My size is 37.

Salesgirl: Will you try on these brown shoes?

Customer: Don't you think that the heels are a bit too high for everyday wear?

Salesgirl: Well, yes, but such heels are all the fashion now. But you can try on another pair. This is a pair of nice flat-heeled shoes. Do they pinch?

Customer: I like them much better than those ones. Will you give me a shoe for the left foot, please? It's a perfect fit. How much are they?

Salesgirl: 30 dollars. Shall I wrap them up for you?

Customer: Yes, please? Where is the cash desk?

Salesgirl: It's at the end of the department. Thank you.

Customer: Thank you. Good-bye.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

Dialog B. At the Ready-Made Clothes Department

Customer: I'd like a summer frock.

Salesgirl: Certainly. What is your size?

Customer: 46. I'm stock size.

Salesgirl: The dresses on that rail are all size 46. Look them through and you may find something to your taste.

Customer: I want to try on this cotton dress.

Salesgirl: Sure. Here you are. The fitting room is over there.

Customer: Thank you. (a couple of minutes later) Does it fit?

Salesgirl: Perfectly but I don't think the color really becomes you. It's too dark.

Customer: Have you got something a shade lighter?

Salesgirl: I'm afraid, we haven't. Would you mind trying this light-blue one on?

Customer: But it's artificial silk. It's too hot for summer wear.

Salesgirl: Will you drop in in a couple of days? We are expecting most of our summer stock at the end of the week.

Customer: Yes, of course. Thank you. Good-bye.

Salesgirl: Good-bye.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

Dialog C. Buying Food Stuffs

Mother: Ann, will you, please, do the shopping today? I'm very busy.

Ann: Of course, I shall. What am I to buy?

Mother: I want to make a festive dinner tomorrow. Your aunt Liza and her husband promised to come and see us on Saturday.

Ann: What are you going to cook? Shall we have something special?

Mother: For the first course I want to make chicken broth. Buy a chicken, but mind, it mustn't be very fat.

Ann: Must I buy anything else at the butcher's?

Mother: If they have lean mutton, buy 2 kilos, I'll make mutton chops for the second course.

Ann: Is that all?

Mother: I'm afraid we've run out of potatoes and tomatoes. Drop in at the greengrocer's and get two kilos of potatoes and one of tomatoes.

Ann: I believe, that is all now?

Mother: Not yet. Will you look in at the cake shop and buy a chocolate cake? Aunt Liza is very fond of it. That seems to be all. Here is the money.

Ann: Give me a shopping bag and I'll start.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

Dialog D. At the greengrocer's

Jane: Good morning. Have you got any nice pears?

Salesman: We have some, but they are not very good, I'm afraid.

Jane: Let me see what you've got. Oh, yes, they are very hard, aren't they, Natasha?

Natasha: Yes, they are. Haven't you got any better ones?

Salesman: Sorry, we have no other pears. Try some of these apples instead. Look, aren't they nice?

Jane: Let's take two pounds of the apples, Natasha, and some strawberries. Have you got any?

Salesman: Oh, yes, we have some very good ones.

Jane: How much are they?

Salesman: They are 40 pence a pound.

Jane: Well, one pound of these, please. Here's money.

Salesman: And here are your apples and your strawberries and here's your change. Thank you.

Natasha: Just a moment, Jane. Have they any sweets in the shop? Let's get some chocolates to take home.

Jane: They haven't got any chocolates here. They've only got fruit and vegetables. Let's go to the confectioner's. They have all sorts of sweets.

Natasha: O.K., let's go there.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

Vocabulary

- 1) a department store – универсальный магазин
- 2) the grocer's/grocery store – магазин «Бакалея»
- 3) the baker's/bakery – булочная
- 4) the butcher's/butchery store – мясной магазин
- 5) the greengrocer's/greengrocery – овощной магазин
- 6) the confectioner's/confectionery – кондитерский магазин (кулинария)
- 7) the outfitter's – магазин верхней одежды
- 8) the chain-store – один из филиалов, принадлежащих одной торгующей организации
- 9) hardware store – магазин инструментов (столярных и т.п.)
- 10) mall – торговый центр
- 11) stripped malls – торговый центр под открытым небом
- 12) enclosed malls – торговый центр в помещении
- 13) a ready-made clothes department – отдел готовой одежды
- 14) tailor-made clothes – одежда, сшитая на заказ
- 15) a shop-assistant – продавец (a salesman – продавец, a salesgirl – продавщица)
- 16) a counter – прилавок
- 17) a cashier – кассир
- 18) a cash desk – касса
- 19) a customer – покупатель
- 20) to give the bill – выдать счет
- 21) to reckon up – подсчитывать
- 22) a check – чек
- 23) change – сдача
- 24) to weigh on scales – взвешивать на весах
- 25) goods – товар (packed goods – упакованный товар)
- 26) household goods – хозяйственные товары
- 27) toilet supplies – туалетные принадлежности
- 28) to wrap up – завертывать
- 29) a size – размер
- 30) to wear (wore, worn) – носить, быть одетым
- 31) to try smth on – примерять что-либо
- 32) fashion – мода (trend in fashion – направление в моде)
- 33) in fashion – в моде
- 34) out of fashion – не в моде
- 35) fashionable – модный
- 36) old-fashioned – старомодный
- 37) to fit – сидеть, годиться, быть впору, fitting room – примерочная
- 38) to match – подходить по цвету, тону
- 39) to suit – устраивать, подходить по цвету, идти (об одежде)
- 40) to become smb., to be becoming – идти/быть к лицу (о цвете)
- 41) to go with – гармонировать
- 42) to look through – просматривать
- 43) artificial – искусственный
- 44) to drop in – заглянуть, заглядывать

- 45) to run out of smth – истощить свой запас
 46) to have hardly any – почти не осталось
 47) to do the shopping, to go shopping – делать покупки
 48) to pinch – жать (об обуви), Syn. – to be tight (об одежде и обуви) – быть 49) тесным/жать, Ant. – to be loose (об одежде и обуви) – быть 50) свободным/большим по размеру

Topical Vocabulary

Departments: footwear, knitted goods, leather goods, textiles, “Mix-and-Match”, “Unisex”, cosmetics, stationery.

Kinds of clothes: a coat, a costume (for women), a shirt, tee-shirt/T-shirt, a blouse, a cardigan, a sweater, a skirt, a suit (for men), a pull-over, a dressing-gown, pajamas, a nightgown, frock, a jersey, shorts, trousers/pants, jeans, corduroy trousers (corduroys), breeches.

Parts of clothes: a collar, a sleeve, a belt, a pocket.

Articles of clothing: socks, stockings, a scarf, a muffler, a kerchief, gloves, mittens, a tie, a handkerchief, tights, underwear (undies).

Footwear: slippers, sandals, sport shoes, walking shoes, court shoes, running/jogging shoes, sneakers, rubber boots, training boots (trainers), winter boots.

Textiles: silk, cotton, velvet, woolen cloth, print; plain, flowered, striped, chequered, polka dot, lace and thread.

Jewellery: a ring, a bracelet, ear-rings, a chain, a brooch, a necklace.

Cereals: buckwheat, rice, semolina, wheat, millet, oatmeal (oatmeal porridge).

Meat: poultry, game, beef, veal, pork, mutton, chicken, goose, turkey, duck, tinned meat.

Fish: herring, sprats, smoked fish, tinned fish, pike, perch, salmon, Siberian salmon, sardine, sprat, sturgeon, trout, crab, lobster, shrimp (prawn), squid.

Dairy products: cream, sour cream, yogurt, cheese, cottage cheese, curd(s), .

Confectionery: sweets, candies, toffee/taffee, biscuits, cake, pie, chocolate, pastry, cookie.

Vegetables: green, onions, garlic, potato, tomato, cucumber, carrot, a turnip, a melon, a water-melon, cabbage, cauliflower, marrow/squash, eggplant/aubergine, beets/beetroot, radishes, peas/green peas, beans, soy beans, sunflower (sunflower oil), lettuce, parsley, celery, dill.

Fruit and berries: apple, pine-apple, pear, peach, apricot, lemon, orange, grapefruit, tangerine, banana, mango, grapes, plum, strawberry, raspberry, black current, blueberry, blackberry, cranberry, cloudberry, hips

Reading comprehension and vocabulary exercises

Exercise 1. Give the English for:

- 1) следовать новым направлениям; 2) одежда, сшитая на заказ; 3) широкое разнообразие товаров; 4) хозяйственные товары; 5) работать по системе самообслуживания; 6) платить в кассу; 7) давать чек и сдачу; 8) заворачивать товар; 9) класть в пакет (сумку); 10) делать покупки в магазине инструментов, в торговом центре; 11) чем я могу вам помочь; 12) для повседневной носки; 13) примерять туфли; 14) быть в моде; 15) эти туфли жмут; 16) найти что-либо по вкусу; 17) это платье мне идет?; 18) на тон светлее; 19) летний ассортимент; 20) готовить праздничный обед; 21) у нас закончилось масло; 22) сколько стоит килограмм яблок?; 23) вот ваша сдача.

Exercise 2. Give the Russian for:

- 1) a mixture of tradition and modernity; 2) vast buildings, many stores high; 3) departments are carefully named; 4) “Mix-and-Match”; 5) new trends in fashion; 6) to have branches in most British towns; 7) toilet supplies; 8) household articles; 9) to be well laid out; 10) to be tidily arranged on trays; 11) a very wide selection of attractively packed goods; 12) to be an art of its own; 13) to have a food counter; 14) to have one’s shoes cleaned; 15) window shopping; 16) a pair of strong walking shoes for everyday wear; 17) What size do you take in clothes...?; 18) flat-heeled/flat-heeled shoes; 19) this skirt is a perfect fit; 20) I’m a stock size; 21) quick-frozen food.

Exercise 3. Answer the question to the text:

1. What are big stores in London?
2. Where can you buy ready-made clothes?
3. What is called tailor-made clothes?
4. What is offered in the chain-stores?
5. Do supermarkets in London differ from Russian ones?
6. How do large stores operate?
7. Where do women in the US prefer to go shopping and why?
8. What is window shopping?
9. What is there in American drug-stores besides medications?

Exercise 4. Match the words on the left and on the right to to act out dialogs:

kilo		milk
a bag		sugar
a bottle		toothpaste
a packet		matches
a box		bread
a dozen	Of	sardines
a tube		tea
a tin		butter
a cake		honey
a bar		potatoes
a loaf		paper
a bunch		chocolate
a pound		grapes
a jar		eggs
a roll		soap

Model:

Customer: A bottle of juice, please.

Shop assistant: Anything else, sir/ma'am?

Customer: No. That's all.

Shop assistant: 2 pounds 50 cents./2 dollars 50 cents./2 Euros 50 cents.

Customer: Here you are.

Shop assistant: Here is the change and the receipt, sir/ma'am.

Exercise 5. a) Make up a situation of 5-7 sentences using the corresponding topical vocabulary:

- 1) buying clothes;
- 2) buying footwear;
- 3) buying textiles for making clothes;
- 4) buying serials;
- 5) buying dairy goods;
- 6) buying fish;
- 7) buying meat;
- 8) buying confectionery goods;
- 9) buying vegetables;
- 10) buying fruit and berries.

b) Act out dialogs using the corresponding topical vocabulary and the appropriate conversational formulas from the list given bellow:

Can I help you?; I'm looking for.../I'd like...; It's over there/It's to the right (left) from ...; Look at...; Just a moment; O.K. I'll take it; I'll wrap it up for you; Anything else, sir/ma'am?; Here you are; Here is the receipt/your change

- 1) buying clothes (between customer and shop assistant);

- 2) buying footwear (between customer and shop assistant);
- 3) buying jewelery (between customer and shop assistant);
- 4) buying textiles for making clothes (between customer and shop assistant);
- 5) discussing the shopping list of food items for festive dinner.

Exercise 6. Ask questions to match the following answers. Think of all possible variants.

1. A: ...
B: Here you are. That's 10.50. Anything else?
2. A: ...
B: Those are seventy pence a pound and these are sixty pence.
3. A: ...
B: I would recommend you this one. This brand is sold better than that.
4. A: ...
B: That's wonderful! We have just run out of carrots and potatoes.
5. A: ...
B: I bought this sweater at the Seventh Avenue Store.
6. A: ...
B: It's on the fifth floor, to the left of the escalator.
7. A.: ...
B: It costs 70 dollars.
8. A: ...
B: Yes, there is the food section on the second floor.
9. A: ...
B: I'm afraid these gloves won't go well with this hat.
10. A: ...
B. Cut 3 meters, please. I'd like to sew a cardigan.

Exercise 7. Insert prepositions where necessary:

1. What size do you take ... shoes?
2. What size ... collars do you wear?
3. I should like a pair ... black laced boots.
4. Let me try this cardigan....
5. Give me another one, ... a size bigger.
6. You may pay ... the goods ... the cash-desk.
7. A wide variety ... food products that save preparation time is available ... supermarkets.
8. We've run ... salt. Let's drop ... the grocer's and buy some.
9. Supermarkets usually operate ... the self-service system.
10. This frock ... artificial silk is too hot ... summer wear.
11. Will you wrap ... the pull-over, please?
12. Most shopping in the US is done ... the mall.
13. The main business of American drug-stores consists ... selling stationery, candy, toys, furniture.
14. The gloves don't go ... my shoes.
15. I want white shoes to match ... my new bag.

Exercise 8. Paraphrase the sentences:

1. Strong shoes with high heels are popular this spring.
2. We are short of rice. Go to a food store and buy 2 kilos.
3. This brown skirt goes well with my jacket.
4. This black suit is of right size for my husband.
5. My mother prefers to buy food in a shop where there are no salesgirls or salesmen.
6. As a rule goods in shops are arranged on long tables or shelves.
7. A woman serving in the shop helped me greatly to choose a gift for my niece.
8. Could you roll this nightgown into paper?

9. Women in the US like to do shopping at large areas with many shops and restaurants in nearly buildings.
10. These flat-heeled shoes squeeze me tightly. Will you give me another pair of the same model, just a size bigger?
11. At the outfitter's Jane put practically all the fur coats on to see if they fit well.
12. Generally my roommates and I go to shops for buying food 2 times a week.

Exercise 9. *Find the opposites:*

1. To my thinking this hat is old-fashioned.
2. This summer frock is a bit loose on me.
3. My girl-friend prefers tailor-made clothes.
4. We are well stocked of different cereals.
5. In this shop there are shop-assistants to serve customers.
6. This dress is made of pure silk.
7. A little choice of foodstuffs is offered in the market.
8. These sandals pinch.
9. I want to buy shoes. Where is a customer?
10. She's always preferred enclosed malls.

Exercise 10. *Insert the words from the vocabulary of the Unit:*

1. The dress doesn't ... well. It is a bit too loose in the waist and tight round the hips.
2. This color doesn't ... you.
3. I want a gray jacket ... my skirt.
4. The gloves don't ... with my shoes.
5. Does the price ... you?
6. He went to the ... to buy some cereals.
7. Unfortunately, I'm not So I buy tailor-made clothes.
8. ... silk is too hot for summer wear.
9. These shoes I need the same color and style but a size larger.
10. I will ... this jacket ... to see how it fits.
11. This is a ... of Wal-Mart, which is famous all over the world.
12. People go to the ... to buy suits, costumes, pants and shirts, blouses and skirts.
13. I think, I'll take this blouse. – Very well, ma'am. I'll ... it ... for you.
14. The cashier ... the bill and told the whole sum I had to pay.
15. It is a bit loose. – Yes, it is. I'll bring another one a ... smaller.
16. In order to know the exact mass of something you should ... it
17. It's absolutely out of date. Buy something, which is ... now.
18. There are many ... lining up at the cash desk.

Communicative exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. Supermarket at home and abroad are rather different.
2. Unfortunately there are no real malls in Russia.
3. Shops with speedy lifts, well-planned lightning, ventilation are expensive.
4. Discount store are becoming more and more popular.
5. Long line is what I hate about shops that operate on a self-service system.
6. If there is a flaw in the item you bought you can return it to the shop and demand a refund or an adequate substitute.
7. Do not buy any goods after the expiration date.
8. Very often we have to make a choice between comfort and beauty of our clothes and footwear.
9. In general men don't like shopping.
10. There are some kinds of shops that men/women do not like.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Shopping list to prepare a big meal.

2. Choosing a gift.
3. Favorite places where you can buy food.
4. Favorite places where you can buy clothes.

Exercise 3. Speak on:

1. Buying food.
2. Buying clothes and footwear.
3. Shopping opportunities at home and abroad.

Модуль 6. Meals

Литература:

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Texts:

Part 1. "Food, drink and eating out" p. 60-61. Tasks: 1,2,3 p. 68.
Part 2. "Food and drink in the USA." p. 61-62. Tasks: 1,2,3 p. 68.

Vocabulary exercises 1p.68 – 8 p.172

Communicative exercises p.73-75

Рекомендуемая литература:

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Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

Food, drink and eating out

The English, though you will find them friendly, do not rush to invite people to their homes – a great pity, but a fact. However, a minority are extremely hospitable, and you may find yourself invited to someone's home for an evening, or at midday – or indeed, for afternoon tea.

Homes and individuals differ so much that it is impossible to generalize about what you will find. But there is an underlying 'pattern' to English hospitality which differs from the Russian 'pattern'. Let us suppose you have been invited out for the evening. You will be given a meal, but it will not be waiting for you as soon as you arrive. First there is a period of anticipation, when people sit around, talking, getting to know each other, sipping a preparatory drink. Assuming your hosts drink alcohol, you will be offered a drink. You may prefer a soft drink. You will eat nothing, except, possibly, a few tiny biscuits. Don't expect much to drink at this stage: you may be offered a second drink but very rarely more, and you will have to reconcile yourself to it. You may find yourself talking for half an hour or even an hour.

Meals will certainly have two courses, and if the occasion is fairly formal, quite probably three courses: a 'first course'/'starter' which will be light and probably cold, or a soup; a 'main course' which will be meat or fish and vegetables, unless your hosts are vegetarians, and a sweet course – a pudding or cheese or fruit. There will probably be bread around, but don't expect to eat half of the loaf.

Your hosts will have prepared and cooked meals and they will normally expect to serve it. If you are asked to 'help yourself', then do so, but very often the hostess will serve out food onto plates and pass it round. Traditionally, when everyone has finished the first helping, you will be asked if you would like a second one. This may mean waiting while someone else slowly empties his or her plate, but it is polite to wait rather than to serve yourself to a second helping. Your hosts' job is to make sure that everyone is served fairly. And don't heap potatoes or rice or whatever onto your neighbour's plate unless you are asked to. Most people in Britain make an effort to finish what

they are given. Leaving food is considered wasteful. Food is precious. If you are not feeling hungry, ask for a small helping.

At the meal you will be offered either wine or beer, though you can of course stick to water. English drink is for the pleasure of tasting wine or beer with food over a long period. Your host will pour the wine or beer. Do not help yourself to wine or beer unless asked to do so. After the meal (and by all means offer to help clear up, but accept your hosts' word if they say, 'No, thank you') you may move to another room, to drink coffee or tea and continue talking. You may (or may not) be offered another drink, perhaps more beer, or spirits or a sweet liqueur. Again, your hosts will pour this and you are not expected to finish the bottle.

Parties are different. Even at parties, however, unless they are very young, guests expect to drink quite a bit but not to get drunk. Spreading the drink out is part of the pattern. It is customary for friends going to a pub to buy drinks for each other. As a guest you will probably not be expected to buy drinks at all, but if you do want a second drink and no one seems to be offering, you should ask at least one other person from the group who has finished his or her drink, 'What would you like?' Solitary buying if you are with friends is unfriendly. The standard English pub drinks are beer or lager, and you can sip your beer over a long, long period. Spirits: whisky, brandy, 'gin and tonic' are expensive, so make sure your hosts have that kind of money. It is not fair to ask for expensive drinks from students or people who are hard up. Like young people all over the world, they have their own codes for being generous without getting into debt and you should respect those codes. Being short of money in a market economy is very serious because everything depends on money. On the other hand, middle-aged business or professional people will probably be happy to buy you a whiskey or a gin.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) an English person;
 - 2) a Russian guest;
 - 3) an American who came to Britain.

Text 2

Food and drink in the US

What is 'American' food? The answer is that it is part Italian, part British, part German, part Mexican, part Chinese. When people from other countries came to live in the US, they brought different cooking traditions. Some of them opened restaurants and food stores, and today Americans enjoy food from all over the world.

Over the years, some foreign dishes changed a little. 'Tex-Mex' food is popular in Texas and other states in the Southwest. But it is not quite the same as the Mexican food you will find in Mexico. Doughnuts were originally from Holland. But doughnuts with a hole in the middle are American. In 1847 a young boy complained to his mother that her doughnuts were never cooked in the middle. He cut out the centers and his mother cooked them – and they were delicious!

Maybe the US is most famous for 'fast foods'. The first fast food restaurants served hamburgers, but now they serve other kinds of food as well. Many fast food restaurants have a drive-in section. Here you can order and pick up your food without even getting out of your car! Inside there is often a 'salad bar', where you can help yourself to as much salad as you want.

Americans eat out a lot, and when they go to a restaurant, they don't expect to be hungry afterwards. Most restaurants will put a lot of food on your plate – sometimes it can be too much. But if you can't finish it all, don't worry: the waiter will bring you a 'doggy bag' and you can take it home with you.

Busy people don't have a lot of time to cook at home, and so snack and convenience foods are becoming more popular. Most Americans now have a light breakfast instead of the traditional eggs, bacon, toast, hashbrown potatoes, orange juice, and coffee. But on weekends there is more time, and a large late breakfast or early lunch ('brunch') is often eaten with family or friends. And if

guests come to lunch or dinner, the hosts will make something special. It might be Mexican enchiladas, Japanese sushi, or Italian lasagna – or it might be good old American steak.

Many people take a bottle of wine or some flowers when they are invited to dinner at someone's home. At a 'pot luck' dinner, all guests bring something to eat. You should ask your hosts what kind of food they would like you to bring. Usually it is a salad, vegetable or a dessert. When you are invited to dinner, it is usual to arrive ten or fifteen minutes late. It gives the hosts time to finish their preparations.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1-2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) an owner of the fast-food restaurant;
 - 2) a Russian student in America;
 - 3) a British student in America.

Dialog A

Anne is a schoolgirl; James is a schoolboy; Mr Jones is a businessman; and Miss Eccles is a cook.

Anne: I never want any breakfast. Just a cup of tea and a piece of toast...

James: I don't eat much either. Just some cornflakes, and an egg, and coffee, and toast and marmalade.

Anne: I call that a huge breakfast!

James: No, it isn't! Anyhow, I haven't time for any more during the week when I have to get to school.

Mr Jones: Well, what do you have at the weekend, James?

James: Oh, on Sundays it's different. I have orange juice, then porridge, with sugar and cream, and bacon and sausages — and scrambled eggs, of course — and coffee and toast and honey.

Anne: What do you have, Mr Jones?

Mr Jones: Oh! I never change, I always have the same; bacon and eggs. And coffee, of course.

Miss Eccles: But you don't have to cook it yourself, do you?

Mr Jones: Well, no. My wife cooks the breakfast. She cooks the most perfect bacon and eggs in the world! I can smell them cooking, while I'm shaving. I just couldn't start the day in any other way!

Miss Eccles: You're lucky. I have to cook other people's breakfasts. I never eat any myself. Just half a grapefruit and a cup of tea for me.

Anne: You're like me. I can't think how people eat those great huge meals at eight o'clock in the morning!

Mr Jones: You see, James, women always want to keep fit. They're afraid of getting fat...

Miss Eccles: There's just one thing: sometimes, when I'm on holiday, I have a special treat...

Mr Jones: And what's that?

Miss Eccles: A lovely, fat, juicy kipper!

James: Oh, I'd forgotten about kippers! They're the best of all!

Vocabulary

1. Food and drink

- 1) hospitable – гостеприимный
- 2) to invite – приглашать
- 3) anticipation – ожидание
- 4) wasteful – расточительный
- 5) precious – драгоценный
- 6) food – пища, съестные припасы
- 7) ham – ветчина
- 8) meat – мясо

- 9) egg – яйцо
- 10) scrambled eggs – яичница
- 11) honey – мёд
- 12) porridge – овсяная каша
- 13) cornflakes – кукурузные хлопья
- 14) buttered toast – подрумяненный хлеб с маслом
- 15) potatoes – картофель
- 16) sausage – колбаса
- 17) vegetables – овощи
- 18) juice, juicy – сок, сочный
- 19) cream – сливки
- 20) pastry – печенье, выпечка
- 21) tinned fish – рыбные консервы
- 22) kipper – копченая рыба
- 23) fat, shortening – жир, добавляемый в тесто для рассыпчатости
- 24) buns, rolls – булочки
- 25) strawberry – клубника
- 26) black currant – черная смородина
- 27) raspberry jam – малиновое варенье
- 28) strong tea – крепкий чай
- 29) weak tea – слабый чай
- 30) yeast – дрожжи
- 31) soft drinks – прохладительные напитки
- 32) spirits – спиртные напитки
- 33) strong drinks – крепкие напитки

2. Meals

- 1) meal – пища, прием пищи
- 2) to sip a drink – потягивать (медленно пить) напиток
- 3) to eat out – обедать (ужинать) в ресторане (кафе,...)
- 4) tiny – крошечный
- 5) “first course”/”starter” – первое блюдо
- 6) “main course” – главное блюдо
- 7) “sweet course”/dessert – десерт
- 8) to heap – много накладывать
- 9) to feel hungry – быть голодным
- 10) to stick to – придерживаться чего-либо
- 11) to offer – предлагать
- 12) to spread the drink out – разносить/раздавать напитки
- 13) snack – легкая закуска (to have a snack – перекусить)
- 14) “pot luck” dinner – обед «в складчину» (когда все гости приносят салаты и/или сладкие блюда)
- 15) to clear up – убирать со стола
- 16) to lay the table – накрывать на стол
- 17) to serve the dishes – подавать блюда
- 18) tasty, delicious – вкусный
- 19) to cook – готовить
- 20) to dine – обедать
- 21) to get fat – полнеть
- 22) to treat smb to smth – угощать кого-либо чем-либо
- 23) to taste – пробовать
- 24) white coffee, black coffee – кофе с молоком, черный кофе
- 25) to be thirsty – испытывать жажду
- 26) a good remedy – хорошее средство

- 27) to do the baking – печь
 28) dough – тесто (достаточно круто замешанное), to knead the stiff – круто замесить тесто, batter – жидкое тесто (для блинов, оладьев и некоторых видов тортов)
 29) pantry – кладовая
 30) hot oven – горячая духовка
 31) reasonable price – приемлемая цена
 32) to grate – натереть на терке, grater – терка
 33) to mince – молоть, mincer – мясорубка
 34) to chop – крошить/резать кусочками или кубиками
 35) to slice – нарезать тонкими ломтиками

Conversational formulas:

- Help yourself to – угощайтесь
 It looks so inviting – выглядит так аппетитно
 I could manage a plateful – я бы съел целую тарелку
 It's just to my taste – это мне по вкусу
 Pass me... – передайте...

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

- 1) быть очень гостеприимным; 2) обедать в ресторане; 3) быть приглашенным на обед; 4) подать первое блюдо; 5) накладывать рис на тарелку; 6) разносить прохладительные напитки; 7) предложить дорогие спиртные напитки; 8) предпочитать пищу быстрого приготовления; 9) перекусить в кафе; 10) придерживаться диеты; 11) полнеть; 12) угодить вкусу сестры; 13) заказать кофе с молоком; 14) зайти куда-либо; 15) широкий выбор блюд; 16) мороженое на десерт; 17) угостить подругу печеньем; 18) убирать со стола; 19) готовить вкусные блюда; 20. накрывать на стол.

Exercise 2. Give the Russian for:

- 1) a period of anticipation; 2) to sip a preparatory drink; 3) to prefer soft drinks; 4) to serve yourself to a second helping; 5.) to be considered wasteful; 6) solitary buying of drinks; 7) to spread brandy out; 8) to have a drive-in section; 9) snack and convenience foods; 10) "pot luck" dinner; 11) a huge breakfast; 12) I am off to lay the table; 13) it looks so inviting; 14) I could manage a plateful; 15) it's just to my taste; 16) he is especially fond of strawberry; 17) to bring different cooking traditions; 18) to order delicious dishes.

Exercise 3. Answer the questions to the texts:

Part 2

1. Do the English often receive guests?
2. Are the patterns of English and Russian hospitality the same?
3. What is anticipation period? Do they drink much alcohol during this period?
4. How many courses do usually meals have? What are they?
5. Are there any traditions to serve a guest during a meal?
6. What are the patterns concerning food?
7. What drinks do they serve at the meal? What are the patterns concerning drinks?
8. What should you do when you finish eating by all means?
9. What are drinking patterns at parties?
10. What actions are considered unfriendly and unfair?
11. What are the standard English pub drinks?

Part 2

1. What cooking traditions are there in the US?
2. What is the story of American doughnuts?
3. What is the US most famous for? How are these restaurants arranged?
4. Do Americans eat out a lot or rather have meals at home? Do they put little food on your plate in cafes and restaurants?
5. What can visitors ask for if they haven't finished their food?
6. Do busy people cook a lot at home?
7. Are there any changes in breakfast traditions?
8. Are an everyday meal and a meal on weekends different?
9. What is a "pot luck" dinner?

Exercise 4. Ask questions to match the following answers. Think of all possible variants:

1. A: ...?
B: Yes, I'd like a grilled cheese sandwich and a small salad, please.
2. A: ...?
B: If the hosts are vegetarians the "main course" will be vegetables.
3. A: ...?
B. No. You will eat nothing, except, possibly, a few tiny biscuits.
4. A: ...?
B: Usually the hosts' job is to make sure that everyone is served fairly.
5. A: ...?
B: After meal we may drink some coffee or tea and continue talking.
6. A: ...?
B: Yes. When people from other countries came to live in the US, they brought different cooking traditions.
7. A: ...?
B: Pepsi, please.
8. A: ...?
B: We have ice cream and pie for desert.
9. A: ...?
B: That sounds good. I'll have a cup of the soup, please.
10. A: ...?
B: There you can order and pick your food without getting out of your car.

Exercise 5. Insert prepositions where necessary:

1. ... dessert they took strawberry ice-cream.
2. In a cafe my boyfriend treated me...an ice-cream.
3. He helped himself... a large piece of apple-pie.
4. ...breakfast I prefer...buttered toasts and white coffee.
5. Yesterday my sister was invited... her girl-friend's home for an evening.
6. As far as I know Americans are famous... fast foods and they also eat... a lot.
7. The guests are coming soon. Will you help me to lay... the table?
8. Drop... .. the baker's and buy some bread.
9. These delicious biscuits are just... my taste.
10. I'm fond ... iced orange juice.
11. Sometimes when I'm ... holiday I have a special treat.
12. Will she dine ... us? No, she is always ... a diet, 'cause she's afraid ... getting fat.
13. Will you pass a half ... grapefruit and a cup ... tea ... Mr. John?
14. It's the perfect bacon ... the world!
15. Will you pass ... me the salt, please!
16. Next will be chops ... roast potatoes and vegetables.
17. Coffee ... milk? It's just ... my taste.

18. I am having a cup ... tea. Do join ... me.
19. Liz, will you bring some fresh bagels ... pantry?
20. My granny's made a wide variety ... jams this year, ...example raspberry jam ... case ... cold.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. Let's take a pudding and ice-cream for a sweet course.
2. My sister is keeping to a diet now. That's why she eats no cakes, chocolate, ice-cream.
3. Americans prefer having a meal at restaurants and in cafes.
4. There's always a wide choice of very tasty dishes on the menu at this restaurant.
5. I'm so hungry. Let's drop in the cafe and have a bite.
6. Tom and Nick are going to the canteen to have dinner.
7. Who's turn to take away the dirty dishes today?
8. When my friends and I come to the restaurant we choose the dishes that we like.
9. It's my mother's birthday today. I must help her prepare the table for supper.
10. You'd better drink your beer in small mouthfuls.
11. For dinner her Granny usually prepares the first and the main course.

Exercise 7. *Find the opposites:*

1. Nobody values food.
2. Help yourself to the apple-pie. – No, thank you. I feel contented.
3. This mushroom soup is tasteless.
4. At the meal you will be offered a strong drink.
5. My daughter always helps me to lay the table.
6. Most Americans have a huge breakfast on week-days.
7. I don't like this pudding.
8. You are getting thinner every minute.
9. As for me I prefer weak tea.
10. I don't want to drink anything.
11. The best thing about bagels is that they are huge.

Exercise 8. *Insert the words from the vocabulary of the Unit:*

1. The Russians are very They like to have people over and treat them with tasty dishes.
2. Whiskey, please! – Sorry, we don't serve ... here.
3. After the dinner we helped the hostess
4. I'm Can I have a glass of water?
5. Have you ... the meat for making veal cutlets?
6. Yesterday we were invited to ... dinner. All the guests including us brought some salads and deserts.
7. I'm not so hungry. Don't ... rice onto my plate, please!
8. ... the potatoes very thin and put them on a frying pan.
9. Don't leave food on your plate! Food is
10. We should quickly ... the table. Our guests will arrive in ten minutes.
11. If you eat so much pastry you'll
12. No substantial meal, please! I just want to
13. What are we having for the ... today? – Meat and potatoes.
14. Have you enjoyed the salad? – Yes, it's
15. Every dinner begins with an ... period.
16. We always ... steak with vegetables.
17. You should drink ... if you need a lot of vitamins.
18. You'd better ... your beer instead of drinking it quickly.
19. If you want white coffee put ... into it.
20. Do you feel contented? – Not actually. These biscuits were so
21. Dough rises if you put enough ... in it.
22. They invited us for lunch and ... us with lots of tasty things.

23. Salad is a typical ... at every substantial meal.
24. They have their own bee-garden. Their ... is very tasty.

Communicative exercises

Exercise 1. Read the jokes and comment on them:

Exercise 1. React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:

1. There are no better cooks than women.
2. Anticipation period is boring.
3. Leaving food on your plate is wasteful.
4. If you're invited by a foreign friend to a bar don't be shy to order whatever drinks!
5. At dinner you should drink quickly. When your glass is empty you should help yourself to the drink.
6. Solitary buying of drinks is not a polite thing.
7. In Russian cafes and restaurants it is not normal to ask for a 'doggy bag'.
8. 'Pot-luck' dinner is becoming more widespread in Russia.
9. Every nation has its traditional food.
10. It is hard to name authentic American dish.
11. There are many dishes we can call genuine Russian.

Exercise 2. Use the vocabulary of the Unit to act out dialogs discussing:

1. Favorite recipes.
2. Diets.
3. Fast food.
4. Healthy food.

Exercise 3. Speak on:

1. Recipe of your favorite dish.
2. Your week-day menu.
3. Possibilities of eating out.
4. Fast food and convenience food
5. Healthy nutrition

Модуль 6,7. Travelling and transport

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Texts:

Part 1. "Transportation in the USA" p. 124-126. Tasks: 1,2,3 p. 128.

Vocabulary exercises p. 127 –145

Communicative exercises p.145

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Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

Transportation in the US

Waterways

From the earliest days up until the railroad became dominant after the Civil War, travel by water was the favorite means of transportation for both passengers and freight. It is no accident that most

of America's largest cities first grew around ocean harbors, along rivers, or later, by canals. "Downtown" once meant exactly that: down where the ground was the lowest, near the harbor docks or by the river where the first houses and buildings were constructed. The Americans had a great advantage when it came to boats and ships, whether for the inland waterways or the oceans. From 1820 until the Civil War, the United States was the leading maritime nation.

The greatest achievement of American merchant shipbuilding was the clipper. The first true clipper ships were built in the mid-1840s, these ships traveled very fast. The three decades before the Civil War saw the domination of merchant shipping by American clippers. But the era of the steamship soon put an end to this romantic period of fast and elegant wooden sailing ships. The first commercially successful steamboat in the world was Robert Fulton's *Clermont*, which appeared on the Hudson River in New York in 1807. Steamboats were an important means of transportation which helped to expand the frontier further and further west. Canals also did a great deal to open up the interior of America, to take settlers and immigrants to new areas, to carry their farm goods to city markets, to move freight at low cost, and to transport manufactured products and materials.

Railroads

As early as 1833, a railroad in South Carolina and Georgia was running trains over a route of more than 200 km, the longest in the world at that time. Because of greater speed and directness, the railroad was beginning to win out over the steamboat. Trains could go where boats and ships could not. This was especially important west of the Mississippi, where there were fewer large rivers. The government supported many railroads by giving them land for building tracks and lending them money at a low rate of interest. Millions of immigrants reached the new territories with the help of the railroads. Later, trains transported the goods they produced. Fresh meat, fruits, and vegetables could be transported more quickly. As a consequence, food became less expensive in the urban areas. The materials needed for constructing railroads stimulated the iron and steel industries.

While the early decades of the 20th century were the "golden age" of the railroads in America, their significance for passenger service has declined since then. In 1971, Congress created Amtrak, the National Railroad Passenger Corporation, to provide a balanced transportation system by developing and improving intercity rail passenger service. Compared with railroad passenger transport in Germany, France or Britain, however, Amtrak is of relatively little importance. The Amtrak system works best and most profitably in densely populated areas where distances are short and getting to and from airports is convenient and expensive. On the longer distances, Amtrak has a hard time competing with the airplane. Freight trains, by contrast, are still very important, especially for the transportation of 'bulk goods' such as coal or grain. And, after many problems in the 1980s, the largest railroads are now much more competitive. In fact, when measured by tons carried per mile, the railroads transport 37 percent of all American freight compared with about 27 percent for trucks (and 16 percent of freight on inland waterways). Trains are now both cheaper and more efficient than trucks.

The Car Culture

America B. C. (Before the Car) was a much different place than it was after all those Fords and Chevys became available to millions of Americans. Soon the average "man next door", and his teenage son and daughter as well as his wife, could afford a car. Figures show that the United States has developed an enormous modern transportation system, an extensive network of roads and highways which enables Americans to travel freely and comfortably wherever they want without having to give up their independence, consult timetables, or wait for connections. For example, the American interstate highway system – the non-stop, interconnected "motorways" – stretches for over 72,000 km. In the U. S. there are more cars and trucks and buses per person than anywhere else.

One could easily reach the conclusion that America is one big parking lot, clogged by cars and trucks, stinking of exhaust, covered by concrete, and marred by service stations. Such images, however, are highly misleading. Urban areas in the United States, towns and cities, large and small, only take up less than 2 percent of the country's total land area. It is sometimes forgotten that in the U. S. today – a country over 30 times the size of Italy and over 40 times that of the United Kingdom – one third of the land is still covered by forests.

Public, state-supported mass transportation systems – buses, commuter trains, streetcars, subways – only make sense in economic and practical terms for those parts of the U. S. that are densely settled. For example, 53 percent of all New Yorkers use the mass transit, public transportation system. Cities such as Chicago, Boston, Washington D. C., Philadelphia, and San Francisco are also examples of cities where public transportation plays an important role. Experience has shown, however, that many people still prefer to go by car, and would continue to do so, even if public transportation were more readily available and less expensive.

The most extensive and one of the least expensive means of transportation in America is the bus. Both city traffic and intercity transportation are largely provided by bus companies, public and private. Intercity and suburban bus companies operate between some 15,000 cities, towns, and villages. America's intercity buses transport more than 350 million passengers every year, more than Amtrak and all airlines combined. This cheap way to cover long distances in the U. S. is used by many American and foreign travelers.

Americans started relatively early giving thought to the problems caused by cars. In the 1950s, some cities began to ban cars from their central shopping areas. So-called malls were built within cities, changing traffic-filled streets to areas reserved for pedestrians, landscaped with grass, flowers and trees. Many universities forbid students to have cars on campus, unless, of course, they are handicapped. Programs such as car-pooling or "share-the-ride" and "park-'n-ride" are also common approaches.

In most U. S. states the national speed limit of 55 mph (about 88 km/h) is in effect, but outside a several kilometer radius of larger cities, a speed limit of 65 mph (about 104 km/h) is allowed on major rural interstate highways. Some Americans, of course, always try to go just a little bit faster, but overall, most adhere to speed limits. This general acceptance is helped along by the police, who strictly enforce speed limits in and outside the cities. Studies show that there is less pollution at lower speeds, gas is saved, and, perhaps most importantly, there are fewer lives lost. Americans are sometimes surprised to learn that they have a reputation of being polite and courteous drivers. Much tougher drinking-and-driving laws in many states have meant that in some areas traffic deaths have dropped as much as 30 percent in one year. There are very strict laws, rigidly enforced, for protecting school children. Children have special crossing areas and school zones in which the maximum speed limits for cars are usually from 5 to 15 mph (8 to 44 km/h). American courts have little sympathy for those who speed near school zones or pass school buses as children are getting out. Automatic fines of up to \$500 for first-time offenders are not uncommon.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 7.
2. Give the summary of the text
3. Retell the text as if you were:
 - 1) a Russian tourist in America;
 - 2) an American who likes to travel;
 - 3) a driver;
 - 4) the head of the bus company.

Vocabulary

- 1) to become dominant – стать преобладающим
- 2) means of transportation – транспортные средства
- 3) to grow around – возникать возле
- 4) harbor – гавань (порт)
- 5) downtown – центр города
- 6) inland waterways – внутренние водные пути
- 7) maritime nation – морская нация
- 8) clipper – клипер
- 9) merchant shipping – торговый флот
- 10) steamship – пароход
- 11) to expand the frontier – расширять границу

- 12) to open up the interior – открывать внутренние районы страны
- 13) freight – груз/товарный поезд, to move ~ at low cost – перевозить грузы по низкой стоимости
- 14) manufactured products – промышленные товары
- 15) to run trains over a route of – направлять поезда по маршруту
- 16) to win out over – одерживать верх над
- 17) to give smb. land for building tracks – давать землю для строительства железной дороги
- 18) a low rate of interest – низкая процентная ставка
- 19) to transport the goods – перевозить товары
- 20) urban areas – городские территории
- 21) to stimulate the iron and steel industries – стимулировать развитие металлургической и сталелитейной промышленности
- 22) to provide a balanced transportation system – обеспечивать сбалансированную систему транспорта
- 23) to improve intercity rail passenger service – улучшать услуги в сфере междугородних перевозок пассажиров по железной дороге
- 24) to work profitably – работать прибыльно
- 25) densely populated (densely settled) areas – густонаселенные территории
- 26) bulk goods – товары, перевозимые крупными партиями
- 27) competitive, efficient – конкурентоспособный, эффективный
- 28) an extensive network of roads and highways – разветвленная система дорог и скоростных шоссе
- 29) to consult timetables – сверяться с расписанием
- 30) interconnected “motorways” – взаимосвязанные автострады
- 31) parking lot – стоянка
- 32) clogged by cars – забитый (переполненный) машинами
- 33) marred by service stations – испорченный обилием станций техобслуживания
- 34) take up – занимать
- 35) commuter trains – пригородные поезда
- 36) subway – метро
- 37) suburban bus companies – компании пригородного автобусного сообщения
- 38) to ban – запрещать
- 39) mall – торговый центр
- 40) traffic-filled streets – переполненные транспортом улицы
- 41) pedestrians – пешеходы
- 42) handicapped (Syn. disabled, physically challenged) – инвалиды
- 43) car-pool/car pooling – автомобильный пул (для поездок на работу): группа автовладельцев-соседей, живущих в пригороде, каждый из которых по очереди возит остальных на работу на своей машине.
- 44) adhere to speed limits – подчиняться ограничению скорости
- 45) enforce speed limits in and outside the cities – заставлять соблюдать ограничение скорости в городах и за их пределами
- 46) pollution, to pollute – загрязнение, загрязнять
- 47) tougher drinking-and-driving laws – более жесткие законы о вождении в нетрезвом виде
- 48) crossing areas – пешеходные переходы
- 49) speed (v, n) – превышать скорость, скорость
- 50) automatic fines – автоматические штрафы
- 51) first-time offenders – правонарушители, совершившие преступление впервые

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

- 1) случайно; 2) строиться; 3) преимущество; 4) десятилетие; 5) быстрые и элегантные суда;
- 6) коммерчески успешный; 7) городские рынки; 8) железная дорога; 9) иметь преимущество над;
- 10) менее дорогой; 11) обычный парень, живущий по соседству; 12) позволить себе

машину; 13) отказываться от независимости; 14) покрытая лесом; 15) государственная система транспорта; 16) в основном обеспечиваются автобусными компаниями; 17) дешевый способ преодолеть большое расстояние; 18) пешеходные зоны; 19) запрещать студентам пользоваться машинами на территории университета; 20) они имеют репутацию вежливых водителей; 21) американские суды; 22) стали доступны миллионам американцев; 23) думать о проблемах; 24) городской транспорт; 25) бензин экономится; 26) давать займы деньги.

Exercise 2. *Give the Russian for:*

1) up until; 2) the Civil War; 3) travel by water; 4) to move freight; 5) harbor docks; 6) when it came to; 7) the greatest achievement; 8) further and further west; 9) a great deal; 10) settlers and immigrants; 11) to produce goods; 12) as a consequence; 13) significance; 14) the National Railroad Passenger Corporation; 15) relatively little importance; 16) convenient and expensive; 17) has a hard time; 18) measured by tons carried per mile; 19) trucks; 20) an enormous modern transportation system; 21) wait for connections; 22) stretches for over; 23) reach the conclusion; 24) stinking of exhaust; 25) covered by concrete; 26) 30 times the size of Italy; 27) in economic and practical terms; 28) the most extensive; 29) central shopping areas; 30) landscaped with grass, flowers and trees; 31) common approaches; 32) major rural interstate highways; 33) this general acceptance is helped along by the police.

Exercise 3. *Answer the questions to the texts:*

1. When was travel by water the favorite means of transportation for passengers and freight?
2. What did "downtown" mean once?
3. The US was the leading maritime nation, wasn't it? Why?
4. How successful was the US as far as shipbuilding and traveling by water?
5. What was good about clippers? Why did steamships put an end to the period of clippers?
6. How important are canals for America?
7. Why did the railroad begin to win out over the steamboat?
8. How did the government support many railroads?
9. What did the railroads stimulate?
10. The significance of the railroads has increased, hasn't it?
11. What was the purpose of creating Amtrak? How important is it compared to railroad passenger transport in Europe?
12. Where does the system of Amtrak work best?
13. In what sphere is railroad still very important? Why?
14. How available are cars in modern America?
15. What enables Americans to travel freely and comfortably?
16. What are the advantages of traveling by car?
17. How can you characterize American interstate highway system?
18. What is one of the misleading images of America connected with cars? What is the real situation there?
19. What does public mass transportation system include? Where does it make sense? What cities are given as examples? Do all people prefer public transport in such cities?
20. What is the most extensive means of transportation in the US? What transportation is provided by bus companies? What companies are involved?
21. Where do bus companies operate? How many passengers a year do they take?
22. What measures were taken to solve problems caused by cars in shopping areas?
23. What did universities do to help solve the problem? What other programs were suggested?
24. What are American laws concerning speed limits? Do American drivers often break these limits? Who helps enforce them in and outside the cities?
25. What are the positive results of speed limits?
26. What reputation do American drivers have?
27. Why have traffic deaths dropped?
28. How do laws protect children?
29. What is American courts' attitude to those who speed near school zones?

Exercise 4. Ask questions to match the following answers. Think of all possible variants:

1. A: ...?
B: Yes, it did. It happened after the Civil War
2. A: ...?
B: They grew around ocean harbors and along rivers.
3. A: ...?
B: It was "Clermont".
4. A: ...?
B: It happened because of greater speed and directness.
5. A: ...?
B: Millions of immigrants reached the new territories.
6. A: ...?
B: They gave land and lent money at low interest rate.
7. A: ...?
B: It was done to provide a balanced transportation system.
8. A: ...?
B: I think, for over 72, 000 km.
9. A: ...?
B: Only in densely populated areas.
10. A: ...?
B: Car-pooling or "share-the-ride" and "park-'n-ride".
11. A: ...?
B: From central shopping areas, on university campus and in school zones.

Exercise 5. Insert prepositions where necessary:

1. Most ... America's largest cities first grew ... ocean harbors and ... rivers.
2. The first commercially successful steamboat in the world appeared ... the Hudson . River ... New York.
3. Police strictly enforce speed limits ... and ... the cities.
4. This system works best and most profitably ... densely populated areas.
5. The Americans had a great advantage when it came ... boats and ships.
6. Many universities forbid ... students to have cars ... campus.
7. This railroad is running trains ... a route ... more than 200 km.
8. Most ... Americans adhere ... speed limits.
9. Compared ... railroad passenger transport ... other countries, this company is ... relatively little importance.
10. Fords and Chevys became available ... millions ... Americans.
11. This extensive network ... roads and highways enables ... Americans to travel freely and comfortably wherever they want.
12. The significance ... railroad ... passenger service has declined since the early decades of the 20-th century.
13. The materials needed ... constructing ... railroads stimulated many industries.
14. Many people think that America is one big parking lot, clogged ... cars and trucks, covered ... concrete.
15. Afterwards the railroad began to win ... the steamboat.
16. Urban areas in the United States take ... less than 2 percent ... the country's total land area.
17. Experience has shown that many people still prefer to go ... car.

Exercise 6. Paraphrase the sentences using the active vocabulary:

1. How do they move cargo within this area?
2. Rural areas occupy the largest part of this country.
3. Local authorities officially disallowed cars in that area.

4. This area is open to cyclists and walking people.
5. They moved the borders forward at an unprecedented rate at the end of the 19-th century.
6. Trains transport goods inexpensively.
7. The company is efficient on the world market.
8. There is a special library entrance for disabled people.
9. Anti smoking laws are very strict in some countries.
10. The banks are paying little percentage of deposited money to depositors now.
11. One of the main role of the police is to make sure that driving laws are obeyed.
12. Most drivers obey driving and drinking laws.
13. A lot of freight is moved along rivers inside the country.
14. This company transports products in large quantities all over the country.
15. Steamers replaced clippers.
16. They never start driving faster near school zones.
17. You should look at the schedule to see when the last train leaves.
18. There are too many cars in the area.
19. My beautiful table was spoiled by cigarette burns.
20. You can leave your car in a specialized area.
21. Gas makes air dirty.

Exercise 7. Find the opposites:

1. Steamers lost to clippers.
2. You can find many plants and factories downtown.
3. Public transport makes economic sense only in rural areas.
4. Many drivers do not obey laws limiting speed.
5. There are few cars in the area.
6. The ship is in the ocean now.
7. She is a recidivist.
8. Bus is gradually losing its leading position in the US.
9. American government has always done a lot to make the lands beyond the border inaccessible.
10. They transport small amount of products.
11. There are few people living in this region.
12. It is an intercity train.
13. They suffered losses.
14. Cycling is permitted in this part of the city.
15. There are many roads for pedestrians.
16. That beautiful landscape was improved by the large amount of gas stations.
17. Many cities and towns were destroyed around harbors and along rivers.
18. This type of car is meant for healthy individuals.
19. Are there many drivers in the street?
20. They are a land nation.
21. That bus company operates in the suburbs.

Exercise 8. Insert the words from the vocabulary:

1. It is very expensive to drive to work every day for people living in the suburbs. That is why automobile owners organized ... to to take turns in driving several neighbors to work.
2. If the authorities of American states want to decrease the amount of car accidents they must ... and
3. In order to move freely from one city/town to another it is necessary to
4. Using ... you can avoid traffic jams.
5. Where am I to leave the car? There is no ...!
6. The air is ... by large amount of cars.
7. ... helps move quickly and freely across the US.
8. Drivers who speed near school zones pay large....
9. There are ... that move people downtown from suburbs.

10. It is easy to pay on the loan because of
11. They are a great ...: their merchant shipping is one of the largest in the world.
12. If the government wants its people to move freely within the country it must
13. The demand on goods made of metal is growing. This fact

Communicative Exercises

Exercise 1. *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

1. Wooden ships have no future.
2. There is no economic sense in developing public transport in small towns.
3. Trains are the most popular for moving passengers and freight in Russia.
4. It is more logical to develop motorways and highways than railroad in the US.
5. It is enough to make tough driving law in order to decrease the amount of car accidents.
6. It's easy to get a driving license.
7. All drivers in the world are polite and courteous.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Advantages and disadvantages of traveling by ship, train, bus, and car.
2. Driving laws in your country and abroad.
3. Public transport at home and abroad.
4. Railroad system at home and abroad.
5. The system of motorways and highways and services for drivers at home and abroad.
6. Environmental problems connected with transport and ways of solving them at home and abroad.

Exercise 3. *Speak on:*

1. Advantages and disadvantages of different ways of traveling.
2. Difference between American and Russian transportation system.
3. Past, present and future of your favorite means of transport.

Модуль 8. My future profession/Writing a resume and CV

Литература:

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3. Агабекян, И.П. Деловой английский: [Учеб. пособие] / И.П. Агабекян. - Ростов н/Д : Феникс, 2004. - 320 с.
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Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

MY FUTURE PROFESSION

The problem of choosing the future profession has always been very important. The profession, which a person chooses, in many ways determines his future life. This is a universal problem of our epoch. Every generation in this or that way comes across it. For most people choosing a career is not an easy task. It is one of the most important decisions, one makes in life. The properly chosen career makes a person happy and successful for the rest of his life.

There are several factors that influence the decision of young people to make their choice. They concern material and spiritual aspects of the future profession. Generally it is believed that professions should be both prestigious and interesting. Everybody wants to benefit from the social privileges which are provided by the profession. At the same time other factors are important. Much

depends on the inclinations and interests of the person. Although it is wonderful when one's hobby becomes one's profession it seldom happens in reality. Another important factor is social environment. The profession of the parents often in this or that way influences the future profession of their children. Today we have dynasties of physicians, historians, lawyers, economists, pilots, and military officers.

It is impossible to forget about the material aspect of the future profession. We should analyze job prospects. We must know whether the profession we have chosen will guarantee good living conditions and give promotion. We must be sure we will avoid unemployment or at least will be able to apply our knowledge and skills in other fields of human activity. Also the material aspect indicates the level of the society's values. Today all professions can be classified as prestigious and not prestigious. The problem of prestige is subjective. «Prestigious» jobs give a chance to an individual to enter the cream of the society. When the job is prestigious, money is of secondary importance. The future profession should be interesting and meet the demands of the person.

I think the sooner a person chooses his future profession the better it is. He can attend specialized classes to be well prepared for the entrance exams. Some people try to postpone taking a decision. They think that they will take it later. They pretend that such a problem does not exist at all. I think that this way deprives the person of a lot of opportunities. Unfortunately, not everyone understands the necessity of making a conscious choice of the future profession. Some youngsters simply follow blindly in the footsteps of their parents, relatives or friends. Such an approach can bring about terrible mistakes. To avoid mistakes, I discuss career prospects with my friends even today. Some of us want to become physicians, others teachers, economists, historians, historians of art, mathematicians, biologists, and computer operators. All the professions are very useful.

Today the most popular professions are lawyers and economists. These professions are prestigious. After graduating from Law and Economics Faculties it is possible to find good jobs. Law and Economics students are better motivated to do their best because they have clearly set goals. Their competence and knowledge, required by the developing business economy, are well paid. To be a designer is attractive too. This profession can fit creative people who know how to make things around them look nice. For those young adults who choose the profession of a chemist, a mathematician or a physicist the determinant factor is not prestige but interest and inclination. To be a biologist is very prestigious and interesting today, because the biologists are at the forefront of cloning. They are on the threshold of great discoveries. I think that to be a sociologist or a psychologist is very interesting and useful too. Psychologists try to help people to cope with their spiritual problems. Sociologists study the health of the society.

Still it is necessary to mention that there are neither good nor bad professions. The problem is that every profession should fit the person to make him happy.

Key words: profession, prestigious job, social privileges, experience, skills.

JOB HUNTING/ WRITING A RESUME AND CV

A résumé is a document used by individuals to present their background and skill sets. Résumés can be used for a variety of reasons but most often to secure new employment. The résumé is usually one of the first items, along with a cover letter and sometimes job application packet, that a potential employer encounters regarding the job seeker and is typically used to screen applicants, often followed by an interview, when seeking employment.

Writing a successful resume depends on many factors. Here is a simple guide to the basics of writing a good resume:

1. Personal information. Write your full name, address, telephone number, fax and email at the top of the resume.
2. Job Objective. Include an objective for the resume. The objective is a short sentence describing what type of work you hope to obtain. Think your career goals carefully.
3. Education. Take detailed notes on your education. Include degree of universities, major or course emphasis, school names and courses relevant to career objectives. Do it in reverse chronological order. Remember to include any important continuing education courses you may have completed. If you graduated with honors, surely include it.

4. Work experience. Take detailed notes on your work experience. List your work experience beginning with your most recent job. Include dates of employment, company specifics. Include your main responsibilities, any other activities that were part of the job, the job title and company information including the address and dates of employment. Include everything even unpaid and part time positions.
5. Skills. Finally list information skills such as languages spoken, computer programming knowledge etc. Based on your detailed notes, decide which skills are transferable (skills that will be especially useful) to the position for which you are applying.
6. Extracurricular activities. Include a list of other non-work related accomplishments. These may include sports and competitions won, membership in special organizations, travelling, etc.
7. Finish your resume with the following phrase: references. If you have no space for it, you can write "Available upon request". List two people who are not related to you but who can describe your qualification for the job.

Tips: Be concise and short! Your finished resume should not be more than page. Use dynamic action verbs such as: accomplished, collaborated, encouraged, established, facilitated, founded, managed, etc. Don't use the subject "I", use tenses in the past. Except for your present job. Example: Conducted routine inspections of on site equipment.

Key words: skill sets, employment, a cover letter, job application packet, personal information, job objective, work experience, responsibilities, extracurricular activities, accomplishments, references.

Грамматика.

Refreshing Tense system (Active voice).

Task 1. Open brackets and use the verb in: Present Continuous, Present Simple, Past Simple или Future Simple.

1. He (to spend) last summer in the country.
2. He (not to spend) last summer in the country.
3. He (to spend) last summer in the country?
4. Where he (to spend) last summer?
5. She (to help) mother yesterday.
6. She (not to help) mother yesterday.
7. She (to help) mother yesterday?
8. How she (to help) mother yesterday?
9. Kate (to cook) dinner every day.
10. Kate (to cook) dinner tomorrow.
11. Kate (to cook) dinner now.
12. Kate (to cook) dinner yesterday.
13. I (not to eat) ice-cream every day.
14. I (not to eat) ice-cream now.
15. I (not to eat) ice-cream tomorrow.
16. I (not to eat) ice-cream yesterday.
17. You (to go) to school every day?
18. You (to go) to school now?
19. You (to go) to the south next summer?
20. You (to go) abroad last summer?
21. What your brother (to do) every day?
22. What your brother (to do) now?
23. What your brother (to do) tomorrow?

Task 2. Open brackets and use the verb in: Present Perfect, Present Simple, Present Continuous, Future Simple, Past Simple or Past Continuous.

1. They (to go) to the Hermitage last week.
2. They (to be) to the Hermitage twice this week.
3. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework.
4. When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I..., I (to be) too busy.
5. Your brother (to go) to the exhibition next Sunday?
6. I (to see) this film this week. I like it very much.
7. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner.
8. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). "What (to happen)? Why you (to cry)? You (to hurt) yourself?" I asked.
9. They (not to take) care of the garden next summer.
10. When I (to come) home yesterday, the children (to run) and (to sing) merrily. "We (to learn) a new song!" they cried.
11. When the young man (to enter) the room, she (to look) at him in surprise. "What you (to want) to tell me?" she (to say). "Why you (to come)?"
12. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again.
13. He (to go) to the theatre tomorrow.
14. You (to be) to the Crimea? When you (to be) there? — I (to be) there in 1993.
15. Where (to be) your brother? — He just (to come) home. He (to take) a shower in the bathroom now.

Чтение.

Vocabulary

1. to present background – представить биографические данные
2. skill sets – набор/ряд навыков
3. to secure new employment – предоставить/ обеспечить новое место работы
4. a cover letter – сопроводительное письмо
5. job application packet – пакет документов о приеме на работу
6. to screen applicants – просмотреть/ просканировать данные кандидата
7. a simple guide – простое руководство
8. personal information - личная информация
9. job objective – цель работы
10. career goals - карьерные цели
11. major or course emphasis – основной предмет или специализация курса
12. relevant to – относящийся к
13. in reverse chronological order – в обратном хронологическом порядке
14. to graduate with honors – закончить с отличием
15. work experience – опыт работы
16. the most recent job – последнее место работы
17. responsibilities - обязанности
18. transferable skills – навыки, которые можно применять в разных сферах
19. extracurricular activities - увлечения
20. accomplishments – достижения
21. references - рекомендации
22. to describe qualification for the job – описать квалификацию в работе
23. concise – краткий/ сжатый

Task 1. Which words and word-combinations are used to talk about which resume sections? Sort them into the correct category.

Type of work you hope to obtain, name, travelling, dates of employment, career goals, graduated with honors, sports, languages, available upon request, most recent job, universities, membership in organizations, telephone number, courses, computer knowledge, company information, address, describe qualification, responsibilities.

personal information	
job objective	
Education	
work experience	
Skills	
extracurricular activities	
References	

Task 2. Answer the questions to the text.

1. What is a resume? Why is it important to have a well-written resume?
2. What are the sections of a resume?
3. What personal information should you give?
4. What is a job objective?
5. What should you include into an education section?
6. What do you list into a work experience section?
7. What are transferrable skills?
8. Who should you include into references?
9. What tips would you give to a person who starts writing a resume?

Говорение.

Task. Describe your strengths and weaknesses using following adjectives. Make up a situation of 5-7 sentences.

Accurate	energetic	outgoing
Active	enthusiastic	pleasant
Adaptable	experienced	positive
broad-minded	honest	productive
Competent	innovative	reliable
Creative	loyal	resourceful
Dependable	mature	self disciplined
Determined	methodical	sense of humor
Diplomatic	motivated	tactful
Efficient	objective	trustworthy

Аудирование.

Текст для аудирования

HR Manager: Your resume is a very important document and with your application form and cover letter it's the employer's first introduction to you, and the measure of your suitability for the job. Remember that employers receive a lot of applications, so you have to make all your documents as readable and as user-friendly as possible.

The layout of your resume should be in a simple font, 11 or 12 point in Times New Roman or Arial script. Your contact details should be up-to-date and the e-mail address serious and not too much of an attention-grabber.

We generally advise people not to include age and marital status because some people object to being asked these questions. Likewise, you don't have to include information about your religion though sometimes this question may appear on the application form. It's advisable to include all information about your work experience, including temporary and part-time jobs since this will give the employer some insight into your background in dealing with customers and working as part of a team. Of course, give all relevant information about your education and include details on your involvement in sports and volunteer work, too, because this shows your personality. You should read the job ad carefully and follow the instructions given there. And make sure that you get approval from your references before including their names on your resume. Any questions?

Key words

1. the employer's first introduction
2. to receive a lot of applications
3. up-to-date
4. age
5. marital status
6. to object to
7. temporary and part-time jobs
8. insight into your background
9. involvement in
10. get approval from references

Task to check: according to the speaker what should be included into resume, what not.

1. e-mail address
2. age
3. marital status
4. religion
5. work experience
6. temporary jobs
7. part-time jobs
8. volunteer work
9. education
10. sports

Письмо.

Task: Use the resume sample and write your own.

Richard Anderson

1234, West 67 Street, Carlisle, MA 01741,

(123)-456 7890.

Career Goal

Obtain a respective career in the production unit with the obtained organizational and professional expertise.

Educational Background

- Achieved Associate Management Degree from the Southwestern University, South California at in the year of 1996 at Product Management.
- Achieved Bachelor in Science Degree from the Orlando University, Orlando in the year of 1992 at Nursing as the major.

Computer Programming Skills

- Practiced Operating Systems: Windows9X, Windows2000, Windows ME, Windows XP, Windows Vista, Linux, Unix, MS DOS
- Practiced Office Package: Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Microsoft Outlook Express

Professional Background

2001- Present date: Work as the Product Manager for the Irwin Company, Washington with the following responsibilities

- Offer exclusive coordination and management for entire product developing. Researched for obtaining the absolute goal regarding a marketable product.
- Offer necessary study material for training purpose along with the evaluating measures and various implementations for further betterment.
- Provide necessary management and accumulation for the multidisciplinary project associates.

1997- 2001: Worked as the Manager of Clinical Services for the Jonathon's Association, Las Vegas with the following responsibilities

- Provided necessary actions for recruiting, training and motivating the staffs. Offer various evaluations measures for further betterment.

Модуль 10. Scope of psychology

Литература:

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Text: Scope of psychology p. 3-5

Exercises 2-7 p. 5-8

Дополнительная литература:

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Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

Грамматика:

Раскройте скобки, употребляя глаголы в *Passive Voice*.

1. At the last competition the first prize (to win) by our team. 2. The question (to settle) as soon as they arrived. 3. Your report must (to divide) into two chapters. 4. Soon he (to send) to a sanatorium. 5. The book (to discuss) at the next conference. 6. The composition must (to hand) in on Wednesday. 7. Yesterday he (to tell) to prepare a speech. 8, The article (to publish) last week, if I am not mistaken. 9. The lectures (to attend) by all of us. 10, A taxi (to call) fifteen minutes ago, so we are expecting it any moment. 11 The young man (to introduce) to me only a couple of hours ago, but it seems to me that I've known him for years. 12. The rule explained by the teacher at the last lesson (to understand) by all of us. 13. The poem was so beautiful that it (to learn) by everybody. 14. I hope the invitation (to accept) by everybody. 15. The letter (to post) in half an hour. 16. It seems to me that music (to hear) from the next room.

Письмо.

Task: Write an official letter. Use the sample of the letter. This letter is for sending to a friend who also happens to be an employee of a company you would like to work for.

1234, Main Street

Boston, MA 02123

04 April, 2011

<Recipient Address Goes Here>

Hello,

Finding a job isn't easy, and I have to tap every resource I've got. So since you're a good friend, I thought I might be able to turn to you as one of those resources. I know you're pretty knowledgeable about what's going on there at <company name>, so could you make some discrete inquiries and find out if there are going to be any jobs open for <type of work> in the near future?

If you could find out if <company name> is going to be hiring people with my background, when they'll be hiring and what they are paying, I would really appreciate it. It's a great company, and I would really love to get the chance to work for them, and also to work with you.

Thanks in advance for your help, and if I can ever return the favor, please let me know.

Regards,

Jim Karter

Модуль 11. Emotions and stress

Литература:

1. Бурова З.И. Учебник английского языка для гуманитарных специальностей ВУЗов: Учебное пособие / З.И. Бурова. - М.: АЙРИС-пресс, 2011. - 563 с. (ЭБС «Университетская библиотека-online»)
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Text: Emotions p. 237-238

Exercises 2-8 p. 238-239

Additional reading: Classification of emotions p. 241-242

Exercises 2-8 p. 242-243

Additional reading: Stress control p.266-269

Exercises 9-15 p. 269-273

Дополнительная литература:

1. Дроздова, Т.Ю. English Grammar: references and practice: учебное пособие / Т.Ю. Дроздова, А.И. Берестова, В.Г. Маилова.- СПб, Антология, 2006. – 464 с.
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4. Everyday English: учебное пособие / под ред. Т.Ю. Дроздовой. – СПб.: Антология, 2007. – 592 с.

Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

Грамматика: Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present, Past, Future Simple; Present, Past Continuous.*

1. Look at these children: they (to skate) very well. 2. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 3. My brother can skate very well. He (to skate) every Sunday. 4. What you (to do) now? — I (to wash) the dishes. 5. What you (to do) at three o'clock yesterday? — I (to have) dinner. 6. You (to have) dinner now? 7. Where your brother (to work)? — He (to work) at an institute. 8. Your grandmother (to sleep) when you (to come) home yesterday? 9. What your brother (to do) tomorrow? 10. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 11. Where Kate (to go) when you (to meet) her yesterday? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the secretary (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture. 16. When I (to enter) the office, the secretary (to type) some letters. 17. My friend (to ring) me up at eight o'clock yesterday.

Модуль 12. Memory and dreams

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Exercises 2-7 p. 26-27

Word study ex. 1-8 p. 29-32

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Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

Грамматика: Передайте следующие повелительные предложения в косвенной речи.

1. He said to us: "Come here tomorrow." 2. I said to Mike: "Send me a telegram as soon as you arrive." 3. Father said to me: "Don't stay there long." 4. Peter said to them: "Don't leave the room until I come back." 5. "Take my luggage to Room 145," he said to the porter. 6. He said to me: "Ring me up tomorrow." 7. "Bring me a cup of black coffee," she said to the waiter. 8. "Don't be late for dinner," said other to us. 9. Jane said to us: "Please tell me all you know about it." 10. She said to Nick: "Please don't say anything about it to your sister." 11. The teacher said to me: "Hand this note to your parents, please." 12. Oleg said to his sister: "Put the letter into an envelope and give it to Kate." 13. "Please help me with this work, Henry," said Robert. 14. "Please bring me some fish soup," he said to the waitress, 15. "Don't worry over such a small thing," she said to me. 16. "Please don't mention it to anybody," Mary said to her friend. 17. "Promise to come and see me," said Jane to Alice.

III. МЕТОДИЧЕСКИЕ УКАЗАНИЯ (РЕКОМЕНДАЦИИ)

Цель УМКД – сформировать у студентов навыки и умения различных видов чтения и говорения, развить способность извлекать и интерпретировать информацию, содержащуюся в оригинальных научных и других англоязычных текстах. В УМКД так же уделяется внимание и расширению словарного запаса по юридической терминологии.

Профориентированность УМКД позволяет студентам пополнить знания по основной специальности, создает дополнительные возможности для изучения терминологических особенностей современного английского языка. УМКД соответствует одному из главных программных требований, предъявляемых к курсу иностранного языка в неязыковых вузах, и не имеет аналога.

При выборе текстов для курса дисциплины был проведен анализ содержания как российских так, и зарубежных научно-популярных изданий. Были отобраны тексты которые представляют интерес для студентов, наиболее полно отражают стиль научно-профессиональной прозы и дают информативный материал по широкому профилю, расширяющий общепрофессиональную эрудицию студентов.

Речевой материал организован на функционально-ситуативной основе и вводится в форме ситуативно обусловленных диалогов. Дополнительный речевой материал также вводится в виде связных микродиалогов, и его функция состоит в обеспечении языковой вариативности выражений той или иной коммуникативной интенции. Каждая интенция обеспечивается тремя-четырьмя речевыми вариантами, что позволяет применить адаптивный подход. Это означает, что объем усваиваемого языкового материала может сознательно варьироваться в зависимости от уровня владения обучаемыми английским языком. При отборе языкового материала и речевых моделей автор стремился следовать принципам высокой частотности отбираемых речевых клише и их функциональной значимости для реализации типовых коммуникативных интенций в сфере научного общения. Типология упражнений одина для всех разделов пособия.

В качестве одного из вариантов автор предлагает следующую методику работы над материалом раздела.

Следует начинать с ознакомления обучаемых со словарем раздела. Приемы первичного усвоения слов могут быть самыми разнообразными, но они должны преследовать две главные цели – узнавание слова и его правильное воспроизведение в устной речи.

Выполнение упражнений для ролевой игры основывается на использовании усвоенных речевых клише и их лексико-грамматических вариантов. Учащиеся группы работают попарно, параллельно либо последовательно. Можно ввести элементы соревновательности, а также любые другие приемы, делающие игру приятным развлечением. Проигрывать каждую ситуацию следует несколько раз, чтобы вовлечь всех учащихся группы, однако необходимо вводить элементы новизны, например менять время, место и имена персонажей. Целью многократного проигрывания ситуации является автоматизация речевого материала, закрепление его за данным типом коммуникативной интенции и ситуацией общения.

Отличительной чертой УМКД является его «аутентичность» - т.е. неадаптированность текстового материала. Тексты взяты из англоязычной учебной и другой литературы, имеют лингвострановедческую направленность и способствуют расширению кругозора студентов. Многие тексты скомпилированы из двух и более источников. Все упражнения разработаны преподавателями кафедры иностранных языков в соответствии с коммуникативной направленностью курса.

УМКД соответствует главным программным требованиям.

Речевой материал имеет функционально-ситуативную основу и вводится в форме ситуативно обусловленных диалогов. Дополнительный речевой материал представлен в виде диалогов, функция которых состоит в обеспечении языковой вариативности выражений той или иной коммуникативной интенции.

Подготовка студентов по данной программе включает следующие аспекты:

1) Фонетика.

Закрепление и отработка фонетических навыков выполняется на материале различных территориальных вариантов английского языка (британского (BE), американского (AE)), которые, имея целый ряд общих черт, существенно различаются. Каждый из этих вариантов имеет общепринятые/ стандартные формы и целый ряд диалектов. На занятиях используется материал BE, AE и так называемый International English, на котором говорят образованные иностранцы не носители английского языка. Студенты в теории и на практике знакомятся с универсальными признаками и особенностями основных, получивших широкое распространение вариантов английского языка.

2) Грамматика.

Обучение грамматике английского языка осуществляется по следующей методике:

- а) изучение теоретического материала;
- б) отработка изученного грамматического материала в упражнениях;
- в) составление устных высказываний с использованием пройденного грамматического материала;
- г) работа в парах/группах по выполнению письменных и устных заданий с применением изученных правил грамматики.

3) Чтение.

Методика работы с текстом включает:

- а) ознакомление с лексическим материалом, которое включает в себя его фонетическую отработку и снятие трудностей, связанных с переводом на родной язык;
- б) обсуждение заголовка текста, упражнения на контекстуальную догадку;
- в) чтение текста;
- г) перевод текста;
- д) выполнение послетекстовых упражнений, направленных на активизацию словарного запаса (подбор синонимов/антонимов, подстановка лексических единиц, перевод предложений, содержащих новую лексику), овладение логико-семантическими основами работы с текстом (ответы на вопросы по тексту, нахождение основной идеи текста и т. д.), выработки динамического смыслового восприятия текста;
- е) ролевой пересказ текста;
- ж) обсуждение проблематики текста.

4) Говорение.

Совершенствование навыков устной речи осуществляется в таких формах работы как монолог, диалог, полилог, дискуссия, проектное задание, презентация, где студенты применяют приобретенные фонетические навыки, изученные лексические единицы и грамматические конструкции.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ

Особенностью овладения иностранным языком на данном этапе обучения является то, что объем самостоятельной работы студента по выработке речевых навыков и умений равен объему практических и аудиторных занятий. Таким образом, каждому аудиторному двухчасовому занятию должно предшествовать не менее 8-13 часов самостоятельной работы студента.

Для того чтобы добиться успеха, необходимо приступить к работе над языком с первых дней обучения в вузе и заниматься систематически.

Самостоятельная работа студента по изучению иностранного языка охватывает: заучивание слов английского языка, выяснение действия правил словообразования, грамматических правил, чтение текстов на английском языке вслух в соответствии с правилами чтения, понимание текстов, слушание текстов, записанных на магнитофонной ленте, с тем, чтобы научиться правильно произносить и понимать на слух содержание сообщения; построение вопросов и ответов к текстам; перевод на русский язык (устный и письменный).

Для того чтобы достигнуть указанного в целевой установке уровня владения языком, следует систематически тренировать память заучиванием иноязычных слов, текстов. Надо помнить, что способности развиваются в процессе работы, что осмысленный материал запоминается легче, чем неосмысленный, что навык вырабатывается путем многократно выполняемого действия.

IV. КОНТРОЛЬ ЗНАНИЙ ТЕКУЩИЙ КОНТРОЛЬ ЗНАНИЙ

В рамках данной Программы используется традиционная система контроля, которая включает в себя:

текущий контроль осуществляется в течение семестра в устной и письменной форме в виде контрольных и устных опросов;

промежуточный контроль проводится в виде проектов. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса;

итоговый контроль проводится в виде зачета за весь курс обучения английскому профессиональному языку. Объектом контроля является достижение заданного Программой уровня владения иноязычной коммуникативной компетенцией.

Виды контроля (по способу выявления формируемых компетенций)

Устный опрос. Достоинства: позволяет оценить знания и кругозор студента, умение логически построить ответ, владение монологической речью и иные коммуникативные навыки, обладает большими возможностями воспитательного воздействия преподавателя.

Письменные работы. Достоинства: экономия времени преподавателя; возможность поставить всех студентов в одинаковые условия, объективно оценить ответы при отсутствии помощи преподавателя, проверить обоснованность оценки; субъективности при оценке подготовки студента.

Контроль с помощью технических средств и информационных систем. Достоинства: оперативное получение объективной информации об усвоении студентами контролируемого материала, возможность детально и персонализировано представить эту информацию преподавателю, формирования и накопления интегральных (рейтинговых) оценок достижений студентов по всем дисциплинам и модулям образовательной программы, привитие практических умений и навыков работы с информационными ресурсами и средствами, возможность самоконтроля и мотивации студентов в процессе самостоятельной работы.

Формы контроля

Собеседование - специальная беседа преподавателя со студентом на темы, связанные с изучаемой дисциплиной, рассчитанная на выяснение объема знаний студента по разделу, теме модуля, проблеме и т.п.;

контрольная работа состоит из небольшого количества средних по трудности вопросов, задач или заданий, требующих поиска обоснованного ответа. Может занимать часть или полное учебное занятие с разбором правильных решений на следующем занятии. Рекомендуемая частота проведения – не менее одной перед каждой промежуточной аттестацией;

тест - процедура, ориентирующая испытуемого на выполнение какого-нибудь практического действия (практические испытания);

Примерные задания для самоконтроля

Примерные содержание лексико-грамматического теста

Тема: **Family life**

1. The family unit in Britain is ... crisis.

a) in b) on c) under d) over

2. There are different ... about family life.

a) opinions b) points c) views d) stories

3. I ... my daily work.

a) hate b) am fed up with c) dislike d) feel angry towards

4. She ... , so she wears glasses.
a) has bad eyes b) is unable to see clearly c) is short-sighted d) has shadows under the eyes
5. We take turns ... washing up.
a) upon b) to c) over d) in
6. The work about the house is established ... in many countries.
a) in the same way b) not different c) similar d) resemble
7. She often
a) cries b) finds herself in tears c) produces tears d) tells everybody why she is unhappy
8. There is a large desert in Africa because in past people
a) destroyed rainforests b) cut trees c) polluted land d) didn't care nature
9. How do you spend your ?
a) free time b) day off c) leisure time d) weekend
- 10) Every morning she ... newspapers.
a) ignores b) pays no attention to c) rushes through d) pretends that doesnot notices
11. The reality of our time is that leisure time ... many people is not very much organized.
a) in b) of c) on d) to
12. He dropped in at a ... to have a pint of beer.
a) cafe b) stop c) drugstore d) pub
13. Carol took her marriage ... granted.
a) in b) for c) on d) of
14. Englishmen have a passion ... gardening.
a) by b) for c) at d) of
15. Reading now is like glancing ... a newspaper.
a) for b) at c) on d) in
16. She is always busy having no
a) money b) leisure c) loss d) publicity
17. They go to the seaside every summer to
a) be accustomed to it b) explore c) book tickets in advance d) take in sun

Tema: *Basics of economics*

I. Read the text: CONVICTED KILLER SEEKS BRAIN TEST

Violence, aggression and antisocial behavior dominate the family tree of Stephen Mobley, 29, a convicted murderer awaiting the death sentence in an American jail. His uncles, aunts and grandfather were all affected and Mobley had a history of violent and criminal behavior from childhood before shooting dead a pizzeria manager in 1991. However, his family tree also contains several highly successful businessmen.

“There is a fine line between the aggressive success of the self-made businessman and the violent outrage of the criminal,” said Dr. Deborah Denno, associate professor at the Fordham University School of Law, New York.

Lawyers acting for Mobley asked a court to allow him to undergo neurological tests to determine whether he was suffering from an imbalance of brain chemicals that may have contributed to his behavior. The court rejected the request on the ground that the influence of genes on the criminal behavior was not yet scientifically accepted. The case has gone the appeal.

Dr. Denno said it was unlikely that the higher court would allow the appeal but she expected the principle of genetic influence to admissible in court within five years. “It is inconsistent to reject it when other medical factors about which we have limited knowledge are accepted,” she said, and added: “A genetic abnormality could be compared to other sorts of biological factors which have been admitted as evidence into court.”

2. According to the contents of the text above agree or disagree with the statements below:

- a) All relatives of Stephen Mobley were criminals. [Yes] [No]
- b) The court's sentence for Stephen Mobley was capital punishment.
[Yes] [No]
- c) Stephen Mobley injured a pizzeria manager. [Yes] [No]

- d) Dr. Deborah Denno didn't differentiate the aggressive success of the self-made businessman and the violent outrage of the criminal. [Yes] [No]
 e) Neurology hadn't proved yet the influence of hormones on criminal behavior. [Yes] [No]
 f) The lack of some hormones could be a biological factor admitted as evidence into court. [Yes] [No]

II. Choose the correct variant of answer:

3. Murderers should be subject ___ the principle "an eye for an eye and a tooth for a tooth."
 a) with b) --- c) to d) on
4. She took her revenge ___ him.
 a) on b) for c) --- d) to
5. Those who steal from others should be deprived ___ their own property.
 a) from b) of c) with d) –
6. Why must he suffer ___ anybody's misdeeds?
 a) for b) -- c) to d) from
7. We should make the punishment ___ fit the crime.
 a) --- b) to c) for d) with
8. Most criminals are not born criminal but are shaped by their ___ and associations.
 a) inmates b) case studies c) upbringing d) criminal types
9. Lombroso's emphasis on ___ causes of crime was later rejected in favor of environmental factors.
 a) social b) educational c) hereditary d) socio-biological
10. How ___ Taser International president Tom Smith estimate their product?
 a) do b) --- c) is d) does
11. That accident happened ___ the 1st of May.
 a) at b) in c) on d) from
12. Katherine Power was ___ for participation in the armed attack on a bank.
 a) demanded b) required c) called d) wanted
13. Punishment can be seen as a ___ because it warns other people of what will happen if they are tempted to break the law.
 a) revenge b) deterrent c) reform d) misdeed
14. If I were President I ___ give people everything for their weal.
 a) can b) don't c) will d) would
15. The imposition of a sentence is passed by a designated official, usually a ____.
 a) victim of a crime b) police officer c) judge d) lawyer

Примерное содержание аудиотекста теста

Тема: Differences between Russian and American students (Greg)

Task: *listen to the text twice and choose the right variant to fill in the blanks*

1. Greg consulted ... about Russian students.

- a) Russian teachers; b) the Dean of the faculty; c) American contingent; d) students' parents

2. The lady and the gentleman mentioned in the text they are ...

- a) friends; b) a married couple; c) brother and sister; d) cousins

3. As for their surnames the lady and the gentleman ...

- a) they are not mentioned in the text; b) they use the gentleman's surname; c) they have different surnames; d) they use the lady's surname

3. The basic difference between Russian and American students is in how the students ...

- a) look like; b) work; c) smile; d) think

4. Russian students are good at ...

- a) arts; b) sciences; c) languages; d) liberal arts

5. American students are good at ...

- a) arts; b) sciences; c) languages; d) liberal arts

6. Greg was amazed at how Russian students could ...

- a) memorize dates, places and formulas; b) forget dates, places and formulas; c) analyze and

synthesize information; d) steal information

7. American students pay more attention to ...

a) sources of information; b) memorization process; c) teachers; d) parents

8. Greg considers that ...

a) American system is better than the Russian one; b) Russian system is better than the American one; c) both systems are good; d) both systems are bad

9. The ELSET is a special test that students take to get into ...

a) the school of advertising agents; b) dance school; c) art school; d) law school

10. One of Greg's friends in America was ...

a) good at Maths and bad at analytical thinking; b) good at analytical thinking and bad at Maths; c) good both at Maths and analytical thinking; d) bad both at Maths and analytical thinking;

11. One of Greg's Russian friends is ...

a) good at recalling facts and bad at analyzing and synthesizing information;
b) good both at recalling facts and analyzing and synthesizing information;
c) bad at recalling facts and good at analyzing and synthesizing information;
d) bad both at recalling facts and analyzing and synthesizing information

Тема: Medical service in Canada (David)

Task: listen to the text twice and choose the right variant to fill in the blanks

1. Medical service in Canada ...

a) is better than in the past; b) is a lot worse than in the past; c) is a little worse than in the past;
d) is better if compared to American Medicare.

2. The speaker considers, that changes in Medicare take place because baby boomers ...

a) don't want to work in medical sphere; b) don't want to use Canadian medical service any more;
c) don't pay good money to Canadian doctors; d) get older and need help more often.

3. Baby boomers are ...

a) middle aged people of 40-55; b) children of 1-3 years old; c) adolescents; d) very old people.

4. Baby boomers make ...

a) 5% of the country's population; b) 50% of the country's population; c) 55% of the country's population;
d) 15% of the country's population;

5. An average doctor in Canada makes ... a year.

a) 225000\$; b) 22500\$; c) 500000\$; d) 50000\$.

6. A specialized surgeon makes ... a year.

a) 225000\$; b) 22500\$; c) 500000\$; d) 50000\$.

7. Nurses are paid ...

a) 46\$ per week; b) 36\$ per week; c) 46\$ per hour; d) 36\$ per hour.

8. A full-time nurse gets 70000\$ a year if they make ... hours a year.

a) 2000; b) 2800; c) 2080; d) 2180.

9. Medical people say that are ...

a) underpaid; b) overpaid; c) not satisfied by working conditions; d) ready to work even more.

10. Medical people in Canada have a ...

a) hard case load and bad training and equipment;
b) hard case load and good training and equipment;
c) easy case load and bad training and equipment;
d) easy case load and good training and equipment.

11. Canadians pay 20\$ fee ...

a) only for visiting hospitals;
b) only for visiting emergency room;
c) for visiting hospitals and emergency room;
d) for visiting a doctor;

12. At the doctor's a person can get the following services, which are free of charge: ...

a) do a regular schedule check up, get diagnosed, be given a prescription;
b) do a regular schedule check up and be given a prescription;
c) get diagnosed and be given a prescription;

d) do a regular schedule check up and get diagnosed.

13. High price on pharmaceuticals can be explained by ...

- a) the lack of them in the country;
- b) extremely high wages of pharmacists;
- c) the price policy of medical monopolies;
- d) the high cost of the research in this sphere.

14. A Canadian person has to pay ... for pharmaceuticals.

- a) 200\$ a month; b) 2000\$ a year; c) 2\$ a week; d) 200\$ a year.

15. Medicines after 200% limit are ...

- a) less expensive; b) free of charge; c) more expensive; d) very difficult to buy.

16. Unemployed people ...

- a) pay the same amount for pharmaceuticals as employed people do;
- b) have double price reduction on pharmaceuticals;
- c) pay only 1% of the total price for pharmaceuticals;
- d) get free pharmaceuticals.

V. ИНТЕРАКТИВНЫЕ ТЕХНОЛОГИИ И ИНОВАЦИОННЫЕ МЕТОДЫ, ИСПОЛЬЗУЕМЫЕ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Интерактивные технологии, применяемые в учебном процессе:

Технология стимуляции реального общения на иностранном языке – студенты должны уметь решать реальные коммуникативные задачи, которые возникают на уроке ИЯ в процессе реального общения «студент- преподаватель», «преподаватель- студент», «преподаватель- студенты», «студенты-студент», «студент- студенты» (поздороваться, попрощаться, поблагодарить за помощь (урок), поздравить с праздником, уточнить информацию и т.п.)

Групповой и индивидуальный методы работы со студентами. Групповой метод обеспечивает участие в работе каждого студента и предполагает вариативность участия в работе студентов с различной степенью речевой активности и инициативности. Индивидуальный метод заключается в раскрытии личностных возможностей обучающихся: их качеств, уровня языковой подготовки, умения самостоятельно включаться в процесс общения, управлять ситуацией общения.

Технология проблемного обучения и воспитания – направлена на обеспечение целостного многоаспектного развития личностных качеств студентов; опирается на принцип научности, креативности, вариативности; усиливает мотивацию к познавательной деятельности, способствует глубокому пониманию.

Информационно-компьютерные технологии реализуются в дидактических схемах компьютерного обучения на основе диалога «обучаемый-компьютер» с помощью различного вида обучающих программ (информационных, тренинговых, контролирующих и др.)

Технологии сотрудничества – современный подход к обучению иностранному языку подчеркивает важность сотрудничества студентов и преподавателя и их взаимодействия как мотивирующего фактора.

Тестовые технологии направлены на определение не только ЗУНов, но и компетенции, т.е. предполагает не только выбор правильных вариантов ответа, а включает в себя творческие задания (анализ текста и т.п.) и могут проводиться на всех этапах обучения и служить для промежуточного и итогового контроля.

Диалоговые технологии - форма организации и метод обучения, основанный на диалогическом мышлении во взаимодействующих дидактических системах

Дискуссия – один из эффективных интерактивных методов познания и нахождения истины (дискуссия диспут, прогрессивная дискуссия, дискуссия – соревнование)

Технология аудиторной дискуссии (круглого стола, конференции, собрания) – коллективное обсуждение какого-либо вопроса, проблемы или сопоставления информации, идей, мнений предложений. Цели дискуссий – обучение, тренинг, диагностика, изменение установок, стимулирование творчества. *Темы дискуссий* – проблемы морали, семейных отношений, политики, науки техники и др.

Игровые технологии – дидактические системы применения различных игр, формирующих умения решать задачи выбора на основе альтернативных вариантов.

Интеллектуальная игра - средство, формирующее не только интеллектуальное развитие, но и коммуникативные умения, и навыки, личностные и профессиональные качества человека. Она разрешает трудности межличностного и межгруппового общения; создает благоприятный психологический, в ней разрешаются какие-либо жизненные проблемы, закрепляются свойства, качества, состояния, умения, навыки, способности, необходимые личности для выполнения социальных, творческих и профессиональных функций.

Ролевая игра - это речевая, игровая и учебная деятельности одновременно; самая точная модель общения, так как она подражает действительности в самых существенных чертах и в ней переплетается речевое и неречевое поведение партнеров. Ролевая игра способствует расширению сферы общения, предполагает предварительное усвоение языкового материала в тренировочных упражнениях и развитие навыков, которые позволят учащимся сосредоточиться на содержательной стороне высказывания.

Контролируемые игры на основе диалога или текста. В первом случае обучаемые знакомятся с базовым диалогом и обрабатывают его: обсуждают содержание диалога, прорабатывают нормы речевого этикета и необходимую лексику; составляют свой вариант диалога. Вторым видом контролируемой ролевой игры является игра на основе текста. В этом случае после знакомства с текстом предлагается студентам сыграть роль какого-нибудь персонажа из текста, а другим - взять у него интервью. Студенты - репортеры могут задавать не только те вопросы, ответы на которые есть в тексте, но и любые другие, проявив свою фантазию. Задача таких игр - достижение намеченных целей путем «погружения» в среду, приближенную к условиям реального функционирования рыночной экономики.

Проектная технология обучения в условиях компетентного подхода - «позволяет формировать некоторые личностные качества, которые лишь развиваются в деятельности и не усваиваются вербально». Предлагается использовать различные варианты индивидуальных и групповых проектов и путей их реализации. Готовясь к студенческой научной конференции и работая над межпредметными проектами, студенты овладевают технологией проектов в деятельности: определяют цели, задачи, гипотезу исследования, планируют этапы своей деятельности и обсуждение возможностей использования опыта в других ситуациях. В результате, проектная методика позволяет создать естественную среду для формирования компетентностей будущего специалиста.

ПРИМЕРНЫЕ ЗАДАНИЯ

БЕСЕДА ПО ТЕМЕ: JOB HUNTING (INTERVIEWING):

1. What are the main types of international trade? What are the main approaches in defining the international trade peculiarities?
2. What are the most developed forms of international business? What is positive and negative influence of foreign investments on the domestic industries? What form of international business is considered the safest/ the quickest/the most effective/ the most popular?
3. What are the main types of balances which reflect the current trade situation of the country? What are the data each of them reflects?
4. How is international trade controlled? What do you know about interference in international trade? How is it performed? What are the most efficient?
5. Why is globalization considered to have bad influence on the entire economic development? What are the pluses of Glocalization?

ПРОЕКТНО-ИССЛЕДОВАТЕЛЬСКОЕ ЗАДАНИЕ:

Make the presentation of a famous world company; in particular describe its inner management system.

When illustrating the company structure, work as a whole group. Give a brief outline of a company using the following plan:

- 1) Name, age, location
- 2) History of development.

- 3) Number of employees.
- 4) Main Division and sub-divisions.
- 5) Management team.
- 6) International links.

Then each member of the group should present himself/herself on the following plan:

- 1) Title of the position.
- 2) Schedule of the working day.
- 3) His/her responsibilities.
- 4) Challenges of the job.

Полезные фразы для презентаций и проектов.

- 1) Get the audience's attention and signal the beginning.**
- 2) *Right. Well. OK. Erm. Let's begin. Good. Fine. Great. Can we start?*
- 3) Greet audience.**
- 4) *Hello ladies and gentlemen. Good morning members of the jury.*
- 5) Introduce oneself, (name, position, and company)**
- 6) *Good afternoon ladies and gentlemen, let me introduce myself.*
- 7) *Good morning everyone, I'd like to start by introducing myself. My name is...*
- 8) *I've been working on the subject now for X years...*
- 9) *I've had wide experience in the field of ...*
- 10) *Good morning, my name is Lawrence Couderc. I am a student at the INT and I*
- 11) *would like to talk to you today about some of my findings in a study I did on...*
- 12) Give title and introduce subject**
- 13) *I plan to speak about... Today I'm going to talk about... The subject of my presentation is... The theme of my talk is...*
- 14) Why are you going to speak about it?**
- 15) *I have chosen to speak about this because...*
- 16) To determine the knowledge and attitude of the audience:**
- 17) *Have you ever heard of...? You may already know... I feel sure that some of you...*
- 18) To get the attention:**
- 19) *Have you ever heard of/seen X? You've probably seen countless times... You may have wondered...*
- 20) Give your objectives (purpose, aim, goals)**
- 21) *My purpose in doing this paper is ... What I would like to do today is to explain...*
- 22) *to illustrate...to give you the essential background information on...to outline...*
- 23) *to have a look at...*
- 24) Announce your outline.**
- 25) *I have divided my presentation (up) into Y parts. In the first part I give a few basic definitions. In the next section I will explain... In part three, I am going to show...*
- 26) *In the last part I would like/want to give a practical example...*
- 27) Questions and comments from the audience.**
- 28) *I'd ask you to save your questions for the end. There will be plenty of time at the end of my speech for a discussion.*
- 29) Make a transition between the introduction and the body**
- 30) *Now let us turn to point one. ...Let us now move on to the second part, which is, as I said earlier....*
- 31) Listing information**
- 32) *There are three things we have to consider: one, two, and three. ...Now let us look at the first aspect which is...First of all,... In the first place*
- 33) Linking ideas, sections/making transitions**
- 34) *That's all I would like to say about... (subject of part A) and now let us turn to*
- 35) *Now that we've seen... let us turn to...*
- 36) Outlining options.**
- 37) *There seem to be two possible ways of dealing with this...*

38) *A number of options present themselves at this point.... What exactly are the benefits? On the plus side we can add...This is not the only weakness of the plan...*

39) To give an example:

40) *Now let's take an example. An example of this can be found... To illustrate this...*

41) *Let's see this through an example. For example, For instance,*

42) To rephrase:

43) *Let me rephrase that, In other words Another way of saying the same thing is*

44) To summarize:

45) *To summarize ... To sum up ... Let me summarize by saying...So that concludes my overview...In conclusion... In short,*

46) To refer to what you have said previously:

47) *As I have already said earlier... As we saw in part one... To repeat what I've said already...*

48) To refer to what an expert says:

49) *I quote the words of ... In the words of... According to... Here I'd like to quote...*

50) To refer to common knowledge:

51) *As you all may well know... It is generally accepted that... As you are probably aware (of)...*

52) THE END OR CONCLUSION

53) *I'd like to summarize/sum up.... At this stage I would like to run through/over the main points... So, as we have seen today....As a result we suggest that...*

54) *In conclusion I would like to say that... I would like to finish by reminding everyone that... If there are any questions please feel free to ask.*

55) *Thank you very much for your attention and if there are any suggestions or Comments*

ТЕМЫ ДЛЯ ЭССЕ:

- 1) Resume is a good opportunity to get a job.
- 2) Job hunting takes time and efforts.
- 3) Being an businessman is a challenge.

ТЕМЫ ДЛЯ РЕФЕРАТОВ:

- 1) Job market analysis in the region.
- 2) Types of businesses in the past and in the present.
- 3) The most famous brands in the world.
- 4) A famous entrepreneur: way to success.

КОНТРОЛЬНАЯ РАБОТА:

Translate from Russian into English. Use the Gerund.

1. Мы настаиваем на изменении ассортимента в этом магазине, он слишком скудный, чтобы привлечь внимание тинэйджеров.
2. Проблемы с электричеством помешали скачать нужную мне информацию.
3. Им удалось избежать значительных расходов на содержание магазина, т.к. они решили создать электронный магазин.
4. Я жду с нетерпением, чтобы прогуляться по магазину, все посмотреть и потрогать.
5. Они поблагодарили нас за то, что мы сделали обзор продукции и составили ее обширное описание раньше, чем планировали.
6. Он бросил идею организовать бизнесом, т.к. не смог найти подходящего финансового инвестора.
7. На собрании она предложила взаимодействовать с клиентами в режиме онлайн, чтобы снизить затраты компании на переговоры.
8. Я буду жаловаться на предоставление услуг вашего филиала: обещаете невероятным выбор, а в магазине только устаревшие модели.

ТЕСТ:

I. Translate from English into Russian

1. This job is more rewarding and stimulating, and the boss is more experienced and pays fairly.

2. As city centers become crowded with coffee chains, differentiation is essential in attracting talented staff.
3. Our team members work independently. They don't need constant supervision.
4. Job motivation is very important. If employees don't feel good about what they do, it has a negative effect on the whole business.
5. Our company offers a healthy care scheme, which includes access to a private medical centre.
6. It's very common for colleagues to socialize together after work, either for a drink or a meal together.
7. The most effective way to do business is to be recommended or introduced by a friend or business partner of your potential customer
8. It's very difficult to do business without a system of connections and mutual obligations where people will give and receive favours to each other.
9. Entry to the creative class is through higher education; so the demand for university places is growing.
10. Cities which are tolerant and diverse succeed in attracting members of the creative class to move there.
11. The existence of a creative class will influence the success of national economies in the future
12. Banks don't care whether or not your business has great profit potential; they are only interested in the business's ability to cover the principal and interest payments.
13. Some venture capital firms will consider financing a start-up, but they will only be interested in entrepreneurs who have experience of successfully starting up businesses.

II. Insert prepositions where necessary

1. to differentiate smth. ___ smth.
2. to be content ___ smth
3. to treat ___ its employees
4. to be involved ___ decision-making
5. to arrive ___ a consensus
6. openness ___ change
7. inner drive ___ succeed
8. to be ___ the move
9. to look ___ ways to improve
10. to live ___ to their self-imposed standards
11. a key driving force ____
12. to take ___ routine work
13. approach ___ fixing problems
14. access ___ lower costs
15. to have an edge ____ smth

III. Translate from English into Russian

1. В прошлом году они выбрали представителя, который встречался с командой топ-менеджеров и предложил несколько идей, как улучшить прибыль.
2. Хороший способ создать теплую атмосферу в компании- обращаться с сотрудниками как с партнерами.
3. Эта компания предоставляет сотрудникам различные возможности, например, путешествие вокруг света.
4. Один из факторов положительной мотивации на сотрудников – это сильное чувство товарищества и командный дух.
5. Если сотрудники мотивированы только финансовым вознаграждением то они не могут сконцентрироваться на работе.
6. Хорошими стимулами могут быть квартира, машина компании, гибкий рабочий график, различные бонусы.
7. У него сильнее желание достичь успеха и хорошая внутренняя мотивация.
8. Они идут в ногу с последними технологиями и идеями и ищут пути к усовершенствованию.
9. Я не советую тебе брать ссуду у них без подписания контракта.

10. Этот банк дает кредит, если у тебя есть собственность, гарантирующая заём.

IV. Finish up in 3-5 sentences.

I'm responsible for...

I'm really bored with my present job. I think...

I get a lot of satisfaction from...

ЗАЧЕТ:

Примеры карточек для зачета.

№1.

1. Что я должен включить в раздел «личная информация»?
2. Владелец торговой марки предоставил получателю торговой марки свою поддержку и совет как продвинуть продукт на рынке.
3. Наша компания поможет вам организовать бизнес и обеспечит поддержку.
4. Многие врачи, пекари и дантисты организуют индивидуальные частные предприятия.

№1.

1. He filled the position of the senior executive.
2. Sending the resume to the employer, include into the list all your accomplishments and don't forget about your previous experience.
3. We can invest capital into your business.
4. As the individual proprietor, you are seldom able to invest as much capital as can be invested by a partnership or a corporation, and you can lose everything because of debts of the business.

ЭКЗАМЕН:

Вариант заданий экзаменационного билета.

Примерное содержание экзаменационного билета

« » _____ 2011

Факультет: филологический

Заведующий кафедрой

Курс: 2

Утверждаю: _____

Дисциплина: иностранный язык

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Прослушайте текст объемом 800 печ. зн. и выполните тест на проверку понимания прослушанного.
2. Прочтите текст объемом 1500 печ. зн. (со словарем) и подготовьтесь к беседе по его содержанию (ответы на вопросы преподавателя). Переведите на русский язык выделенный отрывок объемом 400-450 печ. зн. письменно и подготовьте его фонетическое чтение (время работы - 45 мин.).
3. Переведите предложения с русского языка на английский, обращая внимание на изученные грамматические явления (5 предложений).
4. Изложите одну из пройденных тем (без подготовки).

1. Текст для аудирования.

I = *Interviewer*; D = *Director of operations*

I: Welcome to the programme today and I am delighted to have here in the studio, director of operations for the world-famous Chanel perfumes. Hello there.

D: Hello. It's nice to be here,

I: Can you tell us a bit about how you actually make Chanel perfumes? Your most famous Chanel No 5 perfume?

D: Yes, of course. Well, the roses on our farm are in season from April to June and the jasmine from August to September. Firstly, the flowers are picked on the farm and the petals are put into sacks. Then they are transported to the production plant to be weighed. At some farms, the petals may wait a day before they are treated, but at Chanel, freshness is considered very important and the petals reach the plant within half an hour. The next stage is to extract the natural oils and resins.

In the past, this was done with cold fat which was spread on the petals, but nowadays, we use extraction solvents like ethanol. The petals are washed three times in over 2,000 litres of this solvent and the perfumed oils dissolve into it. In the next stage, the flowers are removed from the vats and the solvent is eliminated by a process of evaporation. This leaves a solid which is known in the trade as the *concrete*. This can be stored for several years. When the perfume is required, it is extracted from the concrete with alcohol. If we then evaporate this alcohol, we are left with a very pure form of flower perfume which we call the *absolute*. Different absolutes are then blended to create different perfumes.

I: Great, well thank you, that really does give us great insight ...