Министерство образования и науки Российской Федерации
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«Амурский государственный университет»

Кафедра Иностранных языков

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ДИСЦИПЛИНЫ

Иностранный язык

Основной образовательной программы
по направление подготовки 033300.62 « Религиоведение»

Благовещенск 2012

УМКД разработан старшим преподавателем Лобачевой М.В.

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I. Рабочая программа учебной дисциплины «Иностранный язык» по специальности 033300.62 «Религиоведение»

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.

Задачами дисциплины являются подготовка бакалавров направления 033300.62 Религиоведение 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 цикл дисциплин Б.1.Б.2. Базовая часть.

Дисциплина «Иностранный язык» является одним из компонентов языкового развития студентов в рамках изучения специальности, находится в непосредственной связи с такими курсами как «Латинский язык», «Китайский язык» с точки зрения общего лингвистического образования религиоведа.

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 9 – понимание ценности культуры и науки;

ОК 13 – владение культурой мышления, способность в письменной и устной речи правильно и убедительно оформить результаты мыслительной деятельности;

ОК 14 – готовность к сотрудничеству с коллегами, умение работать в коллективе;

ОК 19 – способность использовать в профессиональной деятельности знание из области естественнонаучных дисциплин;

ПК 3.2 – навыки осуществления управленческой деятельности в малой группе.

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 по религиоведению, владеть основными навыками письма, необходимыми для подготовки публикаций, тезисов и ведения переписки.

4.СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Общая трудоемкость дисциплины составляет 10 зачетных единиц, 360 часов.

№ п/п	Разделы 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)*
				Практ. занятия	СРС	
1.	Family life Working Day/ Leisure	1	1-5	18	18	Ролевой пересказ. Составление ситуативных заданий. Лексико-грамматический тест. Аудирование по теме раздела. Диалог. Монолог. Круглый стол «Family problems».
2.	Education My University	1	5-9	18	18	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.
3.	Shopping	1	9- 13	18	18	Диалог- расспрос / убеждение. Монолог о предпочтениях выбора магазина. Аудирование по теме раздела. Презентация собственного магазина. Викторина.
4.	Great Britain/ USA	1	13-18	18	18	Контрольное аудирование. Диалог на тему осмотра .достопримечательностей. Монолог об известных деятелях стран изучаемого языка. Презентация страны при использовании метода работы в сотрудничестве.
					36	**Экзамен**
5.	My future profession/ Writing a resume and CV	2	1-2	18	18	Монолог описание квалификационных требований. Круглый стол (дискуссия) по вопросам преимущества и недостатков разных профессий.

						Деловое письмо/составление резюме. Составления глоссария/ кроссворда Тест/словарный диктант.
6.	Religion and society	2	3-8	18	18	Монолог - размышление о роли религии в обществе. Контрольные перевод текста по религиозной тематики. Реферированный пересказ текста по теме раздела. Аудирование текста по теме раздела.
7.	Major world religions	2	9-14	18	18	Чтение прагматических (справочно-информационного характера), /публицистических (медийных) / нелинейных текстов по обозначенной проблематике. Диалог (в рамках ролевых игр и др. форм полилогического общения) по теме. Монолог-размышление. Презентация религиозного течения и проведения круглого стола «Religion and basic human values »
8.	Religion Extremism	2	15-18	18	20	Лексико-грамматические упражнения. Контрольное аудирование. Контрольный реферированный пересказ. Обсуждение проблемных религиозных, социальных ситуаций (case study). Подготовка доклада на студенческую научную конференцию.
					36	**Экзамен**
	Итого	1-2	36	144	216	

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, ay, ei, ey, oi, oy, 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 r.
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 a, o, i 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: Shopping.
4. Текстовый материал: Shops and shopping.
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: Great Britain/USA.
4. Текстовый материал: Attitudes to nowadays' Britain. The USE.
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: My future profession/Writing a resume and CV
3. Текстовый материал: согласно тематике по выбору преподавателя.
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: Согласование времен в косвенной речи.
2. Устная тема: Religion and society.
3. Текстовый материал: согласно тематике по выбору преподавателя.
4. Аудирование: по теме модуля.
5. Письмо. Упражнения в написании рекламных объявлений по тематике модуля.

Раздел 7

1. Грамматика: Повторение видо-временной системы глагола.
2. Устная тема: Major world religious.
3. Текстовый материал: согласно тематике по выбору преподавателя.
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 8

1. Грамматика: Сложные предложения. Повторение видо-временной системы глагола.
2. Устная тема: Religious Extremism.
3. Текстовый материал: согласно тематике по выбору преподавателя..
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

6. САМОСТОЯТЕЛЬНАЯ РАБОТА

п/н	Раздел	Форма (вид) самостоятельной работы	Трудоёмкость 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. Лексико-грамматические упражнения. Подготовка к тесту/словарному диктанту.	18
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. -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.	18
3.	Shopping	Подготовка к диалогу - расспросу о товарах в магазине. Монолог о предпочтениях выбора магазина.	18

		Презентация собственного магазина. Викторина.	
4.	Great Britain The USA	Лексико-грамматический тест. Контрольное аудирование. Подготовка реферата об известном деятеле страны изучаемого языка. Составление схематичной карты посещения. достопримечательностей Лондона.	18
5.	My future profession/ Writing a resume and CV	Монолог описание функциональных обязанностей/квалификационных требований. Резюме. Составления глоссария/ кроссворда. Тест/словарный диктант.	36
6.	Religion and society	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.	18
7.	Major world religions	Чтение научно-популярных и прагматических текстов Групповой проект по описанию религиозного течения по выбору группы. Проведение и подготовка мини-конференции по аспектам и проблемам современных религиозных течений. Реферированный пересказ научно-популярной статьи по выбору студента.	18
8.	Religion extremism	Лексико-грамматические упражнения. Презентация основных видов религиозного экстремизма.. Монолог- размышление о различных видах религиозного экстремизма. Составление эссе по теме раздела.	20
	Экзамен		72
	ИТОГО		216

7. МАТРИЦА КОМПЕТЕНЦИЙ УЧЕБНОЙ ДИСЦИПЛИНЫ

Компетенции	**Раздел 1**	**Раздел 2**	**Раздел 3**	**Раздел 4**	**Раздел 5**	**Раздел 6**	**Раздел 7**	**Раздел 8**
ОК 9	+	+	+	+	+	+	+	+
ОК 13				+	+	+	+	+
ОК 14	+	+	+	+	+	+	+	+
ОК 19	+	+	+	+	+	+	+	+
ПК 3.2					+	+	+	+
Итого	**2**	**2**	**2**	**3**	**4**	**4**	**4**	**4**

8.ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

Достижение поставленных задач требует от преподавателей поиска новых форм учебной деятельности студентов. Расчет проводился следующим образом: (216*20%:100%:8разделов) В качестве приоритетных образовательных технологий и методов, адекватных компетентностные модели кафедрой рассматриваются следующие:

Раздел	Раздел	Образовательные технологии	Часы
1.	Family life. Working Day/Leisure	Групповой и индивидуальный методы; игровые технологии	5,4
2.	Education. University.	Технологии сотрудничества; технология аудиторной дискуссии; игровые технологии;	5,4
3.	Shopping	Технология кейс-метода; диалоговые технологии; игровые технологии	5,4
4.	Great Britain / The USA	Групповой и индивидуальный методы работы; технология аудиторной дискуссии	5,4
5.	My future profession/Writing a resume and CV	проектные технологии; технология сотрудничества;	5,4
6.	Religion and society	Групповой и индивидуальный методы работы; технология сотрудничества;	5,4
7.	Major world religions	Проектная технологии; информационно-компьютерные технологии;	5,4
8.	Religion extremism	Технология кейс-метода;	5,4

Проектная технология обучения в условиях компетентностного подхода - «совокупность исследовательских, поисковых, проблемных методов, творческих по самой своей сути». Данная технология обеспечивает оптимальные условия для формирования социально- профессиональной компетентности средствами иностранного языка. Профессионально ориентированное обучение иностранному языку в процессе интеграции

дисциплины «Английский профессиональный язык» в общий курс профессиональной подготовки студентов – будущих экономистов, способствует ценностно-смысловой направленности студента на будущую профессию и его становлению как специалиста международного уровня.

Технология кейс-метода – одна из наиболее востребованных образовательных технологий, используемой в бизнес-образовании, является кейс-методика, т.к. она отвечает задачам управленческого образования и предполагает построение учебно-познавательной деятельности студентов на основе внутренней мотивации решать не отвлеченные жизненные ситуации, а те, с которыми существует вероятность столкновения непосредственно в будущей профессиональной среде. Кейс-метод позволяет создать такие варианты организации учебного процесса, которые в особенной степени ценны для проведения анализа экономической действительности на основе конкретного примера, что положительно влияет на профессиональное становление студентов.

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.

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

Информационно-компьютерные технологии - использование ИКТ в процессе формирования и совершенствования иноязычной компетенции заключается в работе в операционной системе Windows с такими прикладными программами как Microsoft Word, Microsoft Excel, Microsoft Power Point и т.д.; в изучении материалов мультимедийных обучающих программ и электронных учебных пособий; в исследовании ресурсов Интернета.

Диалоговые технологии - форма организации и метод обучении, основанный на диалогическом мышлении во взаимодействующих дидактических системах. Диалоговые формы обучения способствуют установлению понимания ценностей и установок по отношению к конкретной цели с использованием обратной связи, готовности применить новые идеи и инновации для достижения цели.

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.

Игровые технологии – активное применение игрового элемента на занятии иностранного языка в высших учебных заведениях для студентов как младших, так и старших курсов позволяет решить задачи, которые ставятся перед учащимся в современном обществе. Игра выступает в качестве источника информации и обеспечивает овладение иностранным языком на основе сознательных ориентировок в фонетической, лексической, грамматической системах второго языка.

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

В рамках данной Программы возможно 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.
Shopping	Диалог- расспрос / убеждение. Монолог о предпочтениях выбора магазина. Аудирование по теме раздела. Презентация собственного магазина. Викторина.
Great Britain/ The USA	Контрольное аудирование. Диалог на тему осмотра .достопримечательностей. Монолог об известных деятелях стран изучаемого языка. Презентация страны при использовании метода работы в сотрудничестве.
My future profession/ Writing a resume and CV	Монолог описание квалификационных требований. Круглый стол (дискуссия) по вопросам преимущества и недостатков разных профессий. Деловое письмо/составление резюме. Составления глоссария/ кроссворда .Тест/словарный диктант.
Religion and society	Монолог - размышление о роли религии в обществе. Контрольные перевод текста по религиозной тематики. Реферированный пересказ текста по теме раздела. Аудирование текста по теме раздела.
Major world religions	Чтение прагматических (справочно-информационного характера), /публицистических (медийных) / нелинейных текстов по обозначенной проблематике. Диалог (в рамках ролевых игр и др. форм полилогического общения) по теме. Монолог-размышление. Презентация религиозного течения и проведения круглого стола «Religion and basic human values »
Religion Extremism	Лексико-грамматические упражнения. Контрольное аудирование. Контрольный реферированный пересказ. Обсуждение проблемных религиозных, социальных ситуаций (case study). Подготовка доклада на студенческую научную конференцию.

Промежуточный 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.

Итоговый контроль проводится в виде экзамена за весь курс обучения иностранному языку. Объектом контроля является достижение заданного Программой уровня владения иноязычной коммуникативной компетенцией. Тематика всех текстов совпадает с темами разделов семестра.

Вариант экзаменационного билета

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. Определите подчеркнутое грамматическое явление и переведите предложение с английского языка на русский (10 предложений). Переведите предложение с русского языка на английский, обращая внимание на изученные грамматические явления (5 предложений).
4. Изложите одну из пройденных тем (без подготовки).

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. - С. 637 (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. Азаров, А.А. Большой англо-русский словарь религиозной лексики / А.А. Азаров. – М.: Флинта: Наука, 2004. – 808 с.
2. Дроздова, Т.Ю. English Grammar: references and practice: учебное пособие / Т.Ю. Дроздова, А.И. Берестова, В.Г. Маилова.- СПб, Антология, 2006. – 464 с.
3. Саакян, А.С. All about English Grammar. Английская грамматика для всех теоретический курс / А.С. Саакян. – М.: Менеджер, 2009. – 240 с.
4. Cambridge International Dictionary of Idioms: словарь. – Cambridge: Cambridge University Press,2002. – 587 p.
5. Everyday English: учебное пособие / под ред. Т.Ю. Дроздовой. – СПб.: Антология, 2007. – 592 с.
6. Let's speak English together: учеб. пособие для студентов 1-2 курсов неязыковых спец. ун-тов / С. В. Андросова [и др.]. - Благовещенск : Изд-во Амур. гос. ун-та, 2007.- 138 с.

В)Программное обеспечение и Интернет-ресурсы

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

Список периодических изданий специальности:

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

Библиотечно-информационные ресурсы

№	Наименование ресурса	Краткая характеристика
1	Общество научного изучения религии http://www.sssrweb.org/	сайт с периодическими изданиями по религиоведению
2	Scientific American SciAm.com.	журнал, который студенты используют для внеаудиторного чтения, составления аннотаций и при подготовке к студенческой научной конференции
3	Вопросы религиоведения http://www. religiopolis.org	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 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.
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	От 9 до 10 -- «отлично»	Оценки за каждую форму

	(по материалам письменного/аудиотекста/ видеосюжета в ходе аудиторной/самостоятельной работы)	от 7 до 8 -- «хорошо» от 5 до 6 -- «удовлетворительно» менее 5 -- «неудовлетворительно»	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 балов 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» менее 2,5 — «неудовлетворительно»	Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему количеству заданий в тесте
Модуль 3	Лексико-грамматический тест	4,5-5 — «отлично» 3,5-4 — «хорошо» 2,5-3 — «удовлетворительно» менее 2,5 —	Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему количеству

		«неудовлетворительно»	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 до40 -- «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 до40 -- «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

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	от +3 до +5	**а)**I место в городской/региональной олимпиаде/конференции — +5 баллов, II место в городской/региональной олимпиаде/конференции

олимпиаде/конференции и т.п.		— +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 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

Распределение аудиторной работы и самостоятельной работы по модулям в часах

№ п/п	Модуль		
		Ауд. часы	Самост.работа
1	1	18	18
2	2	18	18
3	3	18	18
4	4	18	18
5	5	18	18
6	6	18	18
7	7	18	18
8	8	18	18
9	9	18	18
10	10	18	18
11	11	18	18
12	12	18	20
Всего		144	178

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 then 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, домочадцы, 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, прародитель, 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 mucisian; 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 Tailors 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 their 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 people ....2. 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 to ....10. 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. Politechnics also provide degree courses; and those who do not reach university or politechnic, 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 to gether 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 at 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. 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 found 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.
Jewelery: 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 by 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* 4 . Great Britain / The USA**

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

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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 20^{th} 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 8^{th} 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.

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 that 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 brunches 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. **My future profession/Writing a resume and CV**

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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 – основное 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 6. **Religion and society**

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Text, Vocabulary , Exercises по усмотрению преподавателя

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Интернет-ресурсы

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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

Аудирование (Андросова С. В., Гнатюк Е.В., Иванашко Ю. П., Морозова О.Н. Current Issues of Society. – Благовещенск: Амурский гос. ун-т, 2006.)

New trends in religion

Correspondent: Churches will be filled capacity Sunday as Christians around the world celebrate Easter. Here in the United States millions of Christians are drawn to a last traditional house of worship where theatrical production sometimes via with the standard service. These congregations often number in the thousands. One of these so called “Mega Churches” is the liquid church in Houston Texas. VOA’s Greg Flakus has our story.

Greg Flakus: There is plenty of spirit in the liquid church. The setting resembles a rock concert more than a somber traditional church setting. Pastor Joel Austin sometimes called “the smiling

preacher" is a large part of the draw. At the age of forty one he is a true star reaching not only twenty five thousand members of his church here in Houston but millions of people around the world through his televised ministry and his best-selling book "Your Best Life Now". The liquid church was founded by Joel Austin's father – John Austin – in 1959. Joel took over after his father died six years ago. Now the ministry has outgrown its current facility and in a few months it will move to the former compact Center Arena near downtown Houston.

Joel Austin: It will hold sixteen thousand people. Our church today holds eight. Plus we are right here on the major Freeway here in town. We are more centrally located. Just the dream's come true to come out from where we are into this place. So, we are excited about it.

Greg Flakus: But critics know that the cost of renovating the huge Arena is to diverting money from the church's charitable programs. Some more traditional religious figures criticize Joel Austin's self-help servings and big production services as watered down Christianity. But Race University Sociologist William Martin says "the concept is winning support".

William Martin: Often these large buildings look more like civic auditoriums than they do like sanctuaries typical sanctuaries. Some people are put off by that, they are very much attracted by them**.** I think, you'd have to say that the balance is on the attracting sides, and that usually churches that are growing in and attracting thousands, even tens of thousands of people.

Greg Flakus: Joel Austin's show-biz style and his focus on self-improvement through faith have drawn people of all races and ethnic groups.

Joel Austin: I think, when you have a message to help people, and you are sincere. You know it doesn't matter what color, what social status you are.

Greg Flakus: Many who come to Liquid church also site its open, welcoming spirit.

Parishioner: It's a non-denomination – number one, number two – you've got a mixture of a lot of people from all over the world, which is very nice. And number three – there's no limit in terms of you dress code, how you appear, or what job you do or where you sit and so on. This is ingenial[1], which is very nice.

William Martin: One of them – remarkable things, I think, attractive things about the Liquid Church – is its diversity. And when you've got twenty five thousand people, and it's approximately a third, a third, a third – Black, Hispanic and White, with some Asians in there as well, in a growing number.

Greg Flakus: Through extensive use of television and other mass media. Joel Austin is spreading his style and his message to other parts of the world. The church also sponsors missions and charitable efforts in other countries particularly in Asia. Joel Austin's media outreach brings his positive, energized Christianity to households all over the United States, and one hundred fifty countries every week. Greg Flakus, VOA news, Houston.

Well, that's our show for "This week". I'm Melinda Smith. Thank you for watching. We'll see you again next week on "This week".

Key words

1) Easter

2) capacity;
3) to draw;
4) worship, to worship;
5) to via with;
6) congregation;
7) setting;
8) liquid church;
9) to resemble;
10) somber;
11) a smiling preacher;
12) televised ministry;
13) to outgrow;
14) excited;
15) to renovate;
16) to divert;
17) charity, charitable;
18) to win support;
19) denomination, non-denomination, denominational, non-denominational;
20) watered down;
21) sanctuary;
22) to be put off;
23) show-biz style;
24) sincere;
25) faith;
26) diversity;
27) approximately.

Proper names: Houston, Texas, VOA, Joel Austin, Grey Flakus, Center Arena, William Martin, Hispanic, Asian.

Questions

1. Why will the churches feel capacity Sunday?
2. Where are millions of Christians in US drawn to?
3. How is one of the mega churches in US called? Where is it situated?
4. What does the setting in this church resemble?
5. How is the pastor Joel Austin often called? How old is he?
6. How many members are there in this church in Houston and in the world?
7. Who founded the church and when?
8. Is there enough space for the church right now? Where will it move?
9. What are the advantages of moving to the Center Arena?
10. What do critics say about the cost of renovating the church?
11. What does the sociologist William Martin say?
12. Why are people attracted to the church?
13. What style does Joel Austin have? What is it focused on? What people does it attract?

14. What are the three advantages of this church that attract different people?
15. What means does the liquid church spread its ideas by?
16. What countries does the church spread its activities in?

Модуль 7. **Major world religion**

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Text, Vocabulary , Exercises по усмотрению преподавателя

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Интернет-ресурсы

Аудирование (Андросова С. В., Гнатюк Е.В., Иванашко Ю. П., Морозова О.Н. Current Issues of Society. – Благовещенск: Амурский гос. ун-т, 2006.)

Islamic Academy in Germany

Correspondent: Among the smiles there was a trace of sadness**.** Chancellor **Shrewder** was a popular guest in Saudi Arabia two weeks ago calling German-Saudi relations excellent. But there were no smiles over one item on his agenda – King Faud Academy in the western German city of Bon. Named after Saudi Arabia monarch and allegedly funded by the kingdom the Academy is being connected with suspected Islamic fundamentalists. Indeed the footage you're about to see shows one of the Academy's teachers calling on pupils to support a holy war against the West. Joining his visit to Saudi Arabia Shrewder said the matter would be dealt with. Here in Germany the authorities are planning to do just that.

Correspondent 2: Bon is best known as Germany's former capital. But the University City on the Rhine is also the site of the King Faat Academy, a school funded by Saudi Arabia complete with its own mosque. Some five hundred students attend classes at the school. They are taught in line with a strict interpretation of Islam. The school shies way from media attention and refused our request to film. So, we had to use a hidden camera. Many of the worshippers at the mosque are parents who come with their children. The Imam here is critical of western society. He calls on parents to see that their children receive an education in accordance with fundamentalist principles of Islam.

Imam: You must make sure that your children are physically fit. Teach them how to throw spears, how to swim and to ride horses, so they'll become strong and brave. That way they'll be ready for Jihad to take up Holy War in the name of Allah.

Ralph Ghadban: His call for Jihad can have only one meaning – the expansion of Islam. And this particular appeal urges an aggressive Jihad for an armed conflict leading to the expansion and spreading of Islam.

Correspondent 2: German police believe the King Faat Academy has become a focal point for militants including those with terrorist backgrounds. Police have been watching developments and say that leading Islamists from across Germany have relocated near the Academy. They also say some of the newcomers have links with al-Quaeda network.

Harry Kolbe: It's no secret that groups within the King Faat Academy meet at certain times, and we are keeping a close eye on those meetings.

Correspondent 2: One of the people police are monitoring is Sayed M. He was born in Egypt and lives with his wife and children just a few kilometers from the Academy. The police and security officials who have been putting together a file on him suspect he belongs to a group which has links with al-Quaeda leader Osama Bin Laden's terrorist network. The group is also believed to be raising money for the Taliban. The suspect's daughters attend the King Faat Academy. The institution was set up to give pupils a comprehensive understanding of the Koran. The Academy meets German educational requirements even though German isn't really spoken. All instruction is in Arabic. A seventh grader schedule, for example, includes eight hours a week of religion, six hours of Arabic and just one hour for German language instruction.

Ralph Ghadban: It's clear that the education being offered here is not intended to lead to integration in Germany. Its purpose, supported by Arabic and religious classes is to indoctrinate. This isn't mission work, its indoctrination.

Correspondent 2: A growing number of German politicians are also concerned about the Academy's activities. They've had good relations with Saudi Arabia for a long time. But the Head of Cologne City Administration says it's time to crack down.

Head of Cologne City Administration: I'm sure we will have to close the school. We are currently collecting evidence and information about how we should do this in accordance with the law. A school that teaches intolerance and that attracts activists with ties to terrorist groups can not be allowed to operate on German soil.

We tried to ask the Saudi Arabian Embassy in Berlin whether they are intended to continue to finance the Academy. But we were turned down. Extensively no one had time to talk to us. A DW TV camera team trying to film the Embassy from outside was blocked by a number of guards. It seems Saudi officials are reluctant to discuss their country's education policies.

Stefan Rosini: Saudi schools including those in Saudi Arabia itself tend to emphasize a radical and violent understanding of Jihad. However, the Saudi government itself has no interest in promoting a violent concept of Jihad. Saudi Arabia is interested in peaceful relations with neighboring countries as well as integration into global markets. Saudi Arabia does not want the West to see it as the pariah of the Middle East because of its support for terrorism.

Correspondent 2: But there seems to be little tolerance when it comes to non-Muslims.

Imam: Our mission is clear. Muslims and all other people must submit themselves to the will of Allah.

Correspondent 2: The conflict between extremist interpretations of Islam and Germany's democratic principles continues to grow.

Key words

1) item on one's agenda;
2) allegedly;
3) to be suspected in;
4) to fund, to be funded;
5) to deal with;
6) authorities;
7) Islamic fundamentalists;
8) mosque;
9) to call on people;
10) the holy war against West;
11) strict interpretation of Islam;
12) to shy away from media attention;
13) to refuse;
14) request;
15) worshipper;
16) jihad, to emphasize the violent and radical understanding of ~;
17) Imam;
18) to be critical of;
19) in accordance with;
20) physically fit;
21) to throw spears;
22) to ride horses;
23) to take up;
24) to urge;
25) in the name of Allah;
26) expansion and spreading of smth.;
27) armed conflict;
28) focal point (for);
29) militant;
30) security officials;
31) suspect;
32) to be set up;
33) to meet educational requirements;
34) the links with al-Quaeda network;
35) to keep a close eye on;
36) to monitor smb. = to collect the information about smb.;
37) to raise money for the Taliban;

38) to give comprehensive understanding of Koran;
39) to indoctrinate, indoctrination;
40) tolerant, tolerance, intolerant, intolerance;
41) to be reluctant to do smth.;
42) to crack down;
43) embassy, ambassador;
44) to be intended to;
45) to turn down;
46) to emphasize;
47) pariah;
48) to submit oneself to.

Questions

1. How are the relations between Germany and the Kingdom Saudi Arabia characterized?
2. Which fact aggravates the situation?
3. Who founded the Academy?
4. How many students are there in the Academy?
5. Are the students and teachers eager to communicate with journalists?
6. How did the correspondent get the video materials about the Academy?
7. What is the Imam's idea of children's physical education?
8. What are the consequences of the Academy's functioning?
9. What are the police's actions towards the Academy?
10. What did German police discover about the activity of the Academy?
11. What is the official purpose of the Academy? What subjects are on the schedule? What is their real goal?
12. What is the politicians' views on the problem? Which action are they preparing and how?
13. What is the reaction of Saudi Arabian politicians to the problem?

Модуль 10. **Religion extremism**

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Интернет-ресурсы

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

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.

Авторы УМКД особенно рекомендуют использование пособия А.А. Ривлиной «Человек и общество: учимся обсуждать общественные проблемы»: учебное пособие. – Благовещенск, БГПУ, 1999. – 80 с.

Ниже приводятся рекомендуемые разделы

UNIT 2
RELIGION AND SOCIETY
LAW ON FREEDOM OF CONSCIENCE GUARANTEES THE RIGHT OF CITIZENS TO PRACTISE ANY RELIGION OR NONE AT ALL

Language Focus: Basic Vocabulary

1. believer (non-believer) - верующий (неверующий)
2. church - а) церковь как молитвенный дом ("He has never been to a church."); б) церковь как христианство ("the early Church" - "раннее христианство"); в) одна из церквей, одно из христианских вероисповеданий ("Russian Orthodox Church"); г) богослужение ("The church is over.")
3. clergy (sing.: a clergyman, a clergyperson) - духовенство, священнослужители
4. (religious) denomination - вероисповедание
5. to profess, to practice (a religion) - исповедовать (какую-то религию)
6. to pray - молиться
   a prayer - молитва

Language Focus: Definitions

Read the following definitions and single out the most important elements of the terms defined:

Religion (Funk & Wagnalls Standard Dictionary) - the beliefs, attitudes, emotions, behavior, etc., constituting man's relationship with the powers and principles of the universe, especially with a deity or deities.

Faith (in religious sense) - belief in the truths of religion; belief in the authenticity of divine revelation (whether viewed as contained in the holy scripture or in the teaching of the church), and acceptance of the revealed doctrines. Faith is based on the spiritual apprehension of realities beyond the reach of sensible experience or logical proof.

Look up the definitions of the same term in dictionaries and compare them with the definitions given.

Language Focus: Figure It Out

(Consult the part "Additional Information" at the end of the unit, if necessary)

☛ The following names of religions and religious denominations are international words; translate them into Russian without using a dictionary:

Bahaism; Buddhism; Christianity, Christian faith; Orthodoxy, (Russian, Armenian, etc.) Orthodox Church; Catholicism, (Roman) Catholic Church; Protestantism, Protestant Churches: Baptism, Baptist Church; Church of England; Churches of Christ; Episcopal Church; Lutheran Church; Methodism, Methodist Church; Pentecostal Church; Presbyterian Church; Salvation Army; Society of Friends (Quakers); Jenovah's Witnesses; Unitarianism; Confucianism; Hinduism; Islam, Moslem faith; Judaism; Moonies

(Unification Church); Mormons; Shintoism; Sikhism; Taoism

☛ Consider the definition of the notion "religion" and tell what all the religions have in common; use the following expressions:

a doctrine (a set of beliefs); a code of conduct (how people should act and behave); belief in deity; sacred stories; holy scriptures; rituals and ceremonies; shrines and temples

☛ Do you know what the term "*ethnic religion*" means? Can you give examples of ethnic religions?

☛ The following terms are partial synonyms, more or less different in the shades of meaning. Explain the difference and translate each of them into Russian:

- *religion, church, denomination, sect, communion, confession, creed, cult;*
- *faith, piety (piousness), belief, conviction, ideology, dogma, tenet;*
- *faith, religion, church, theism, theology;*
- *clergyman (clergyperson), priest, preacher, father, pastor, minister, monk, nun, hermit, missionary, chaplain, mullah, ayatollah, rabbi, Brahman, guru;*
- *believer, churchgoer, parishioner, convert;*
- *non-believer, atheist, pagan (heathen, Gentile);*
- *church, temple, cathedral, mosque, synagogue, prayer-house*

☛ Do you know where these abbreviations come from: *c. 150 BC, 700 AD?*

Language Focus: Translation Work

Translate the following sentences into Russian:

1. Nowadays there is a growing number of people, who claim that they are "non-denominational Christians", that they are believers but do not belong to any particular church. 2. Religious education is taken up denominationally. 3. To most people their own inner temple is vaster than church walls and is inseparably bound up with many cultural layers. 4. The preservation and restoration of monuments of church architecture would be greatly enhanced by collaboration between believers and non-believers. The problem of such cooperation is increasingly often the subject of public debate. 5. The spiritual renewal of the society is being welcomed by both atheists and religious figures. 6. Reconciliation between atheism and religion is impossible, as they present opposite outlooks. Neither side, however, should be fanatical and attempt forced conversion into its beliefs. 7. All religions should combine their efforts and speak out positively, constructively, and energetically for social peace. 8. Most sects have originated in a particular person, who taught and propagated some peculiar notions in philosophy or religion, and who is considered to have been its founder. 9. The Bible continues to be the world's best-selling book for centuries. 10. In most countries modernization has been accompanied by a marked decline in religious observance. 11. Religiousness in Russia is ever more conspicuous. 12. The first immigrants came to America with the express purpose of establishing communities where they could practice their own form of worship without interference or fear of persecution. 13. The increasing visibility of cults and

sects has been a recent development in Russian religious life. 14. The Roman Catholic Church is known to have a conservative stance on issues such as birth control, celibacy for priests, and women in priesthood.

Familiar Quotations:

Do you know who said the following?

1. *"Religion ... is the opium of the people."*
2. *"If there is no God, then all is permitted."*
3. *"All religions are founded on the fear of the many and the cleverness of the few."*

What is the message? What do you think about it?

Background Information: Church And State

Secular state. Most countries nowadays are secular states, which means that in most countries the church is separated from the state. In a secular state, citizens are not classed according to their faith - believers enjoy the same rights as non-believers and all citizens participate in the country's political, economic, and social life (have the right to vote and to be elected, the right to assemble and to freely express their opinion, etc.). More than that, the majority of the clergy maintain that it is impermissible for the church to be politicized and for a clergyman to belong to any political party, since it will hinder him from taking an impartial attitude towards all parishioners.

Dominant religion. The idea of a dominant religion or state religion is one of the most controversial matters, especially in multi-religious societies. The degree of religious diversity varies in different countries. For example, Mexico's population is 96% Catholic, while in the United States of America more than 20 separate denominations account for 90% of the total church membership. In some countries religious life and politics are closely connected. There are countries which adopt laws protecting the dominant religion: most Muslim countries ban missionary activities and forbid apostasy from Islam. In America the evangelical* movement is gaining political influence, lobbying for anti-abortion legislation and for a constitutional amendment permitting prayer in school, opposing homosexuality, pornography and teaching evolution in schools. The Patriarch of Moscow and All Russia Aleksy II in one of his interviews said, that the existence of a state church in Russia would be very problematic. Such a church would have against its own will to answer for all the imperfections of the state machinery. If the church begins interfering in state affairs, it is natural that the state will meddle in the affairs of the church. The prevailing point of view in this country is that the church must be completely separated from the state; only then will it be able to appraise events taking place in the country from the positions of spirituality and morality.

The role of the church in the society. Today there seems to be a growing desire for spiritual direction everywhere in the world and in Russia in particular. The years of reforms have led to disorder and instability, to stratification into the poor and the rich, to the victory of vulgar materialism, etc. By drawing rigid behavioral boundaries, returning to traditional values, and offering absolute moral teaching, the church seems to

fill the needs of many people who are frustrated by the lack of direction in modern life. The church provides moral anchorage to many people by emphasizing the individual's personal responsibility and unswerving commitment. In a sophisticated modern world, when connections between people seem vague, this is the message many people desire. In the society ravaged by hostility, the church must preach accord and try to cure the human heart. Many religious organizations engage in charity work and provide humanitarian aid to the needy in different parts of the world. The most important task of the church is reconciliation and unification. This is one of the few domains where a clergyman has the right to intervene into the spheres of politics.

Note:

* Evangelical - the term applied across all Christian denominations to religious alliances that share the belief that a true Christian must have a born-again experience, that the Bible is the authoritative word of God, and that a personal relationship with Jesus is at the center of every Christian's life.

Revision Language Work:

Review the material of the previous assignments and check whether you know the following words and expressions:

свобода совести; божество, божественный, божественное откровение; священное писание; неподвластный чувственному опыту и логическому доказательству; обряд, ритуал; храм; святилище; приход, прихожанин; язычник; поклонение; набожность; обет безбрачия; светское государство, светские власти; основная религия; общество, в котором существует много вероисповеданий; миссионерская деятельность; с позиций духовности и морали; проповедовать (согласие); богословие, теология; благотворительность и гуманитарная помощь; евангелие, евангелизация, евангелистские организации

Comprehension Check:

1. What deities do you know in the history of different nations? Do pagans have any deities of their own?
2. What is the difference between a practicing believer and a non-practicing believer?
3. Why do you think so many non-believers will nevertheless have a church-wedding, will have their children christened and will be buried according to the rites of the religion which they do not believe?
4. Do you agree that religiousness in Russia is ever more conspicuous? Can you exemplify your point of view?
5. Is religious diversity great in Russia? What are the religious denominations you know about in Russia?
6. What is the opposite of a secular state? Do you know any states that are not secular? What are the differences?

7. What is meant by "missionary activities"?
8. Why do you think the evangelical movement stands strongly against teaching evolution at school? What is the difference between the evolution theory and the creation theory?
9. "Moral anchorage" is a metaphor. Can you think of a similar metaphor in Russian?
10. Can you explain what is meant by "born-again experience"?

Information For Discussion:
Religion And National Mentality

The basic character of national life and national mentality in America is believed to be set by WASPs (White Anglo-Saxon Protestants). The first settlers of Massachusetts were members of a radical Protestant group called Puritans *. Puritans thought of themselves as God's chosen people. They believed that God had elected, or "predestined", only certain persons to be saved. Devoting themselves to work as a way of pleasing God, they viewed their prosperity as an outward sign that God counted them among the saved. Many people trace the American drive for success through hard work to this Puritan, or Protestant, work ethic.

Russian mentality is said to be deeply rooted in Orthodoxy. For example, according to Orthodox tradition faith is not a public, but a private matter. It is alien to most Russian believers to speak in public about their religious feelings and their love to God.

Can you name any other peculiarities of the same type?

Note:

* Puritans - an English sect of Protestants, who, in the sixteenth and seventeenth centuries, advocated simplification of the creeds and ceremonies of the Church of England (see "Additional Information. Christian Churches and Christian-derived beliefs: How do they differ?" section at the end of the unit) and demanded strict discipline.

Information For Discussion:
Religion And Basic Human Values

* Consider the Ten Commandments given in the Bible (Exodus 20:3-17) and speak on how they correspond with general morality, ethics and such basic human values and virtues as honesty, respectfulness, loyalty, etc. Choose one of the Commandments and write an essay on its impact and on how it applies in our everyday life.

1. *You shall have no other gods before me.*
2. *You shall not make for yourself an idol in the form of anything in heaven above or on the earth beneath or in the waters below...*
3. *You shall not misuse the name of the Lord your God...*
4. *Remember the Sabbath day by keeping it holy. Six days you shall labor and do all your work, but the seventh day is a Sabbath to the Lord your God...*

you feel when reading about UFOs, the Loch Ness monster, the Bermuda Triangle, etc. (do you use the words "nonsense, hoax, fake, fraud", or "There must be something to it")?
How do popular beliefs and superstitions differ from religion? What do they have in common? What are the sources of superstition?

Observe The Facts: Religion And Education

- A recent poll among students has shown that the contemplated introduction of religious education into school curricula of the Russian Federation is favored by 39% of all senior students, while 19% oppose it and 42% are undecided. Significantly, 78% of those in favor have in mind a purely cultural approach to the study of religion ("this is part of mankind's centuries-old culture", "I favor this because, to me, church monuments and relics are part of the history of religion and not anything purely theological"). Only 5% of all respondents view religious education as an introduction to belief and theology.
- There are about 300 thousand Roman Catholics in Russia. Muslims make up a fifth of Russia's population.
- There has been certain controversy about school prayer and Bible studies in the classroom in America lately. The Supreme Court ruled that school prayer was unconstitutional, since the First Amendment to the Constitution* prohibits any government advancement of religion. People fear that even voluntary school prayer would foster certain - but not all - religious practices. Still there are further attempts to pass an amendment that would allow communities to determine for themselves whether voluntary prayer should be permitted in their public schools.

Do you agree that...

- ... religious education should be introduced into school curriculum?
- ... it is Orthodoxy that must be taught in Russian schools?
- ... the idea of voluntary prayer is appropriate in Russian schools?

Note:

* The First Amendment to the United States Constitution - "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

Revision Language Work:

Revise the material of the previous assignments and check whether you know the following words and expressions:

"избранный народ"; корениться в (православии); заповеди; добродетель (ант.: порок); смертный грех: происходить из религиозных источников; притча; суеверие, суеверный; приметы; колдовство; ясновидение; распространение религии государством; поощрять религиозную деятельность (способствовать развитию)

Controversial Matters: Religion And Media

Many religious figures demonstrate skillful use of the media, and of television in particular. Every Sunday morning millions of people tune in to elaborate television broadcasts of popular preachers. With their show-biz flair, gospel entertainment, and sermons designed to tug at viewers' emotions, these preachers arouse much skepticism. Some people say that they are gradually altering the very nature of Christianity. But the appeal of the so-called electronic church and its preachers to people is evident. Here are some arguments:

FOR:

- There are many people to whom they bring real solace and inspiration. The subscription figures prove it.
- They bring in the best pieces of religious rhetoric to millions of people's homes. They inspire and encourage people's seeking for God.
- The past struggles in low-paid gospel circuits of the preachers who pioneered the first religious TV programs bespeak a deep commitment.
- The preaching techniques can not remain the same in modern society. Preachers should use all the opportunities provided by modern technologies.
- With the extraordinary influence amassed the televangelists have the power to denounce the evils of modern society and to influence the development process.

AGAINST:

- They are just shallow and vulgar popularizers. They encourage the people who are too lazy to do any spiritual work, as to go to church, or to study the Word of God.
-They manipulate the audience to pump out the money. Religious broadcasting has become a multi-million dollar business. They forgot about Jesus driving out of the temple those who were selling.
- Televangelists become TV stars, they resemble commercial television show hosts more than ministers.
- They make an entertainment show of the most sacred feelings.

Have you ever seen any TV sermons? What were your impressions? Have you ever seen any Orthodox religious programs? What do you think about them?

Controversial Matters: Church And Museums

One of the most controversial matters in this country is the returning of the Russian Orthodox Church to its former status and the restoration of its former property. This would include the transfer of icons and other works of art from the stocks of state museums back to the Church, the transfer of the buildings, etc. The current dispute over a great number of historical monuments and cultural relics causes heated discussions; passions are running high. Opinions differ, there are pros and cons. Consider the most widely discussed points and make up your own mind on the issue. Add your own arguments.

Письмо.

Task: Write an official letter to your business partner. Use the sample of the letter. The main purpose of this letter is to expedite the loan or credit application. Financial institutions are most likely to give you prompt service if you give them a compelling reason.

1234, Main Street
Boston, MA 02123
03/17/11
<Recipient Address Goes Here>

Hello.

I am inquiring about the status of our application for a <$amount> <loan/line of credit>. I last spoke with <name of person> and <he/she> indicated that we would hear something by <date>.

As I had mentioned at the time of application, we need access to this <loan/line of credit> <reason>. We were told at the time of our application that there was no problem in granting us this amount, yet we have not heard anything from you to date.

We have enjoyed doing business with you in the past, but feel that we are not receiving your usual level of service. I would appreciate it if you could give this matter your prompt attention and call me with a status report, as soon as you receive this letter.

Regards,
Jim Karter

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 едина 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, уяснение 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 персонифицировано 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

Тема: ***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 обучении, 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 отрабатывают 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 компетентностного 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 ate 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 магазин, 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 тони 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 ...