

**Федеральное государственное бюджетное образовательное
учреждение высшего образования
«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»**

**ИНСТИТУТ ОТРАСЛЕВОГО МЕНЕДЖМЕНТА
Факультет инженерного менеджмента
Кафедра теории и систем отраслевого управления**

УТВЕРЖДЕНА

кафедрой теории и систем отраслевого
управления

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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.Б.03 Иностранный язык

**уровень владения английским языком учебной группы –
средний (Intermediate B1)**

направление подготовки

27.03.05 – Инноватика

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Квалификация

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1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы

1.1. Дисциплина Б1.Б.03 «Иностранный язык» обеспечивает овладение следующими компетенциями с учетом этапов:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
ОК-5	Способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	ОК-5.1	Способность готовить письменные тексты, читать, говорить, воспринимать на слух информацию на русском и иностранном языках по общественно-политическим, социокультурным, бытовым темам
ОПК-8	Способность применять знания истории, философии, иностранного языка, экономической теории, русского языка делового общения для организации инновационных процессов	ОПК-8.1	Способность применять знания истории, философии, иностранного языка, экономической теории, русского языка делового общения в профессиональной деятельности

1.2. В результате освоения дисциплины Б1.Б.03 «Иностранный язык» у студентов должны быть сформированы:

Код этапа освоения компетенции	Результаты обучения
ОК-5.1, ОПК-8.1	<p>на уровне знаний: пониманий знания новых лексических единиц, соответствующих тематике пройденного материала, а именно лексики повседневного общения и тем общего характера, развивающих кругозор, необходимых для поддержания разговора, умения выразить свою позицию, согласиться/ не согласиться с собеседником, реплик-клише речевого этикета, отражающих особенности культуры стран изучаемого языка; языковой материал: идиоматические выражения, единицы речевого этикета, обслуживающие ситуации общения в рамках новых тем; новые значения изученных глагольных форм (видо-временных, неличных), средств и способов выражения модальности, условия, предположения, причины, следствия, побуждения к действию, характерных для ситуаций бытового общения в рамках изученного языкового материала; владение лингвострановедческой информацией, расширенной за счет новой тематики, знакомства с культурой и традициями стран изучаемого языка;</p> <p>на уровне умений: Коммуникативная компетенция: говорение</p>

	<p>осуществлять устную коммуникацию в монологической и диалогической формах в ситуациях бытового общения в пределах изученного, а именно: начинать/ поддерживать и заканчивать диалог-расспрос об увиденном/прочитанном, диалог – обмен мнениями, диалог-побуждение к действию и их комбинации в бытовой сфере, используя аргументацию, эмоционально-оценочные средства; рассказывать, рассуждать в связи с изученной тематикой, тематикой прочитанных/прослушанных текстов;</p> <p>Коммуникативная компетенция: аудирование</p> <p>воспринимать на слух и относительно полно и точно понимать высказывание собеседника в распространенных ситуациях бытового общения; понимать основное содержание и извлекать необходимую информацию из аутентичных аудио- и видеотекстов по пройденной тематике; оценивать важность/новизну информации, передавать свое отношение к ней;</p> <p>Коммуникативная компетенция: чтение</p> <p>читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи; понимать их основное содержание, выделять значимую или запрашиваемую информацию; пользоваться двуязычными и одноязычными словарями, правильно определяя значение употребляемой в тексте лексики;</p> <p>Коммуникативная компетенция: письмо</p> <p>реализовывать коммуникативные намерения в различных видах письменной речи: описывать события, излагать факты, содержание прочитанного в форме резюме, писать эссе на заданную тему или поставленный дискуссионный вопрос, вести запись основных мыслей и фактов из аудиотекстов и текстов для чтения</p> <p>на уровне навыков:</p> <p>овладения навыками успешной межкультурной коммуникации; взаимодействовать с собеседниками, воспринимать и учитывать мнение других, избегать конфликтных ситуаций, разрешать споры, проявлять терпимость; овладение навыками публичной речи (сообщение, доклад с предварительной подготовкой)</p>
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2. Объем дисциплины в зачетных единицах с указанием количества академических или астрономических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся и место дисциплины в структуре образовательной программы

Объем дисциплины

Вид учебных занятий и самостоятельная работа	Объем дисциплины, час.		
	Всего	Семестр	
		1	2
Очная форма обучения			
Контактная работа обучающихся с преподавателем, в том числе:	256	128	128
лекционного типа (Л)			
лабораторные работы (практикумы) (ЛР)			

практического (семинарского) типа (ПЗ)		256	128	128
Самостоятельная работа обучающихся (СР)		68	52	16
Промежуточная аттестация	форма	зачет, экзамен	зачет	экзамен
	час.	36		36
Общая трудоемкость (час. / з.е.)		360/10	180/5	180/5

Место дисциплины в структуре ОП ВО

Дисциплина Б1.Б.03 «Иностранный язык» изучается с 1 по 2 семестры очной формы обучения в соответствии с учебным планом, общая трудоемкость дисциплины – 10 зачетных единиц, 360 часов.

Дисциплина реализуется после изучения предыдущего уровня образования.

Освоение дисциплины опирается на минимально необходимый объем ранее полученных практических знаний в области значений тематических лексических единиц, владения необходимыми грамматическими явлениями. Студенты получают страноведческую информацию из аутентичных источников, знакомятся с культурой, наукой, историческими и современными реалиями страны изучаемого языка. Овладевая языковыми средствами и правилами речевого поведения, обучающиеся узнают об общественных и политических деятелях, известных ученых, могут получать и отрабатывать материал, работая в режиме он-лайн или из различных источников интернета.

Дисциплина является основой для изучения Б1.В.06 «Деловой иностранный язык».

Дисциплина изучается параллельно с дисциплинами Б1.Б.04 «Информационные технологии», Б1.Б.09 «Экономическая теория», Б1.Б.11 «Правовая среда бизнеса», Б1.Б.21 «Математический анализ».

3. Содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них количества академических или астрономических часов и видов учебных занятий и структура дисциплины

Структура дисциплины

№ п/п	Наименование тем (разделов)	Объем дисциплины, час.						Форма текущего контроля успеваемости*, промежуточной аттестации**
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий				СР	
			Л	ЛР	ПЗ	КСР		
Очная форма обучения								
Тема 1	Личность	34			28		6	СД, ГТ, Эс
Тема 2	Путешествия и туризм	36			28		8	СД, ГТ, Эс
Тема 3	Работа	36			30		6	СД, ГТ, Эс
Тема 4	Язык	36			28		8	СД, ГТ, Эс
Тема 5	Реклама	36			28		8	СД, ГТ, Эс
Тема 6	Образование	38			30		8	СД, ГТ, Эс
Тема 7	Дизайн	36			28		8	СД, ГТ, Эс
Тема 8	Бизнес	36			28		8	СД, ГТ, Эс
Тема 9	Искусства и СМИ	36			28		8	СД, ГТ, Эс
Промежуточная аттестация		36						За, Экз
Всего:		360			256		68	36

Примечание:

** – формы текущего контроля успеваемости: словарный диктант (СД), грамматический тест (ГТ), эссе (Эс);*

*** - формы промежуточной аттестации: зачет (За), экзамен (Экз).*

Содержание дисциплины

Тема 1. Личность.

Типы личности, экстраверты и интроверты, вопросы о Карле Юнге и его вкладе в развитие психологии, наиболее подходящие представителям того или иного типа личности профессии, известные люди и их личностные характеристики, определение понятия «харизма», характеристики харизматичных личностей, внешность и тип личности.

Тема 2. Путешествия и туризм.

Различия между путешествиями и туризмом, советы путешественникам, великие исследователи: Марко Поло, Жак Ив Кусто, Валентина Терешкова, Уилфред Тезигер, Амелия Ирхарт маршруты путешествий по родной стране студента и за рубежом, излюбленные виды деятельности во время отдыха.

Тема 3. Работа.

Профессии и требования, выдвигаемые к кандидатам на эту должность, выполнение должностных обязанностей дистанционно (из дома) с использованием современных средств связи, отношение к работе, которую можно выполнять дома, собеседование при приеме на работу: «коварные» вопросы.

Тема 4. Язык.

Нужно ли изучать иностранные языки и почему; язык, нужный в любой ситуации, язык СМС – сообщений; умирающие языки, причины их исчезновения, что теряется с исчезновением языка, тенденции развития языков.

Тема 5. Реклама.

Характеристики рекламы, требования к рекламе, роль логотипов и слоганов, история рекламы; реклама, нацеленная на детей и подростков, ее влияние и отношение общества к ней, социальная реклама.

Тема 6. Образование.

Известные розничные и оптовые торговцы, советы начинающему бизнесмену, бизнес-планирование, дилеммы в бизнесе и их решение, коммерческие предложения, люди, сыгравшие большую роль в развитии бизнеса (Фредди Лейкер, Коко Шанель, Уоррен Баффет), нейромаркетинг.

Тема 7. Дизайн.

Определение понятия «дизайн», развитие дизайна в 20 в., Генри Дрейфус, ущерб, наносимый индустриализацией, и дизайн; Раймонд Леви; конкурс дизайнеров.

Тема 8. Бизнес.

Современные вопросы образования, школы раздельного обучения и школы совместного обучения, Мария Монтессори и ее педагогические принципы, ценность и стоимость университетского образования, пожизненное обучение.

Тема 9. Искусства и СМИ.

Жанры в средствах информации, люди искусства, избегающие внимания СМИ, карьера корреспондента, карьера на ТВ: как повысить рейтинг и доходность, уличные фестивали.

4. Материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине

4.1. Формы и методы текущего контроля успеваемости обучающихся и промежуточной аттестации

4.1.1. В ходе реализации дисциплины Б1.Б.03 «Иностранный язык» используются следующие методы текущего контроля успеваемости обучающихся:

- при проведении занятий семинарского типа:
словарный диктант;
грамматический тест;
- при контроле результатов самостоятельной работы студентов:
эссе.

4.1.2. Зачет и экзамен проводятся письменно и устно по вопросам билета.

4.2. Материалы текущего контроля успеваемости обучающихся

Типовые оценочные материалы по теме 1

Грамматический тест:

Put each verb in brackets into the present simple or present continuous.

- a) Ugh, don't show me that picture! I (hate) *hate* mice!
- b) Who (you, go) to the match on Saturday with?
- c) In the winter, what (you, wear) ?
- d) I can't stand horror films. I (think) they're silly!
- e) Diana (not, usually, sit) next to Ellen.
- f) Why (you, look at) me like that?
- g) Excuse me. (this bus, stop) outside the station?
- h) I (not take) the bus to school today.

Put each verb in brackets into the present simple or present continuous.

- a) What (usually, you, do) *do..you..usually..do.* at the weekend?
- b) Don't worry about the cat. It (only eat) once a day.
- c) I can't work out the answer. (you, know) what it is?
- d) What's the matter? Why (you, stare) at me like that?
- e) (you, speak) English? I'm looking for a hotel.
- f) Elena (stay) with me while her house is being decorated.
- g) You should go on a diet. (you, put) on weight.
- h) (they, speak) French or German? I can't tell the difference.

Словарный диктант:

1.	чувствительный, разговорчивый, добродушный личный помощник	
2.	Одно из самых основных различий в типах личностей – между экстравертами и интровертами.	
3.	быть замкнутым, задумчивым и застенчивым	
4.	быть сосредоточенным на чем-либо	
5.	самопожертвование и мужество личности	
6.	причинять большой вред людям	
7.	невозмутимый, восприимчивый к новым идеям, трудолюбивый сотрудник	
8.	честолюбивый, упорный, предприимчивый менеджер	

9.	сильно отличаться от того, как вы выглядите	
10.	известные военные и политические лидеры	
11.	видение лучшего будущего	
12.	переоценивать / недооценивать кого-либо / что-либо	
13.	властный, осторожный, легко поддающийся переменам настроения директор по Маркетингу	
14.	отношение человека к миру	
15.	быть относительно редким	

Темы эссе:

1. What are the advantages and disadvantages of having a strong personality? Speak on peculiarities of introverts and extroverts. (text p.7)
2. Is charisma the most important quality to possess if you want to be successful in your career? If not, what other qualities are important? (text p.10)
3. Imagine you are a manager looking for an assistant. Describe an ideal candidate. (pp. 13, 159)
4. In your opinion, are men better doctors (teachers, managers, etc.) than women? And are stereotypes true that there are male and female professions. (pp.14-15).

Типовые оценочные материалы по теме 2

Грамматический тест:

Present Perfect or Past Simple?

Put in the verbs.

Tom: (►) Have you heard..... (you / hear) the news about David?

Harriet: No. (1) (what / happen)?

Tom: (2) (he / have) an accident. He was walking down some steps. (3) (he / fall) and (4) (break) his leg.

Harriet: Oh, how awful! When (5) (it / happen)?

Tom: Yesterday afternoon. Melanie (6) (tell) me about it last night.

Harriet: Last night! (7) (you / know) about it last night, and (8) (you / not / tell) me!

Tom: Well, (9) (I / not / see) you last night. And (10) (I / not / see) you today, until now.

Harriet: I hope he's all right. (11) (he / have) lots of accidents, you know. (12) (he / do) the same thing about two years ago.

Put in the Present Perfect or Past Simple of the verbs in brackets.

- ▶ I ve had (have) these shoes since my eighteenth birthday.
- ▶ I tidied (tidy) my desk, but now it's in a mess again.
- 1 The last time I (go) to Brighton was in August.
- 2 I'd like to meet a ghost, but I (never / see) one.
- 3 I've finished my homework. I (do) it before tea.
- 4 And the race is over! And Micky Simpson (win) in a record time!
- 5 I (work) for a computer company for a year. That was after college.
- 6 What time (you / get) to work this morning?
- 7 Martin (be) to Greece five times. He loves the place.
- 8 The President (come) out of the building and is going to make a speech.
- 9 You won't believe this, but I've got some tickets for the concert. ~ Oh, well done. How (you / get) them?
- 10 Of course I can ride a bike. But I (not / ride) one for years.
- 11 Marilyn Monroe (be) in about thirty films.
- 12 (you / ever / bake) your own bread? ~ No, but I might try it some time.
- 13 Janet (be) very ill three years ago.
- 14 Rupert has left a message for you. He (ring) last night.
- 15 (you / see) the news today? ~ No, not yet. I'll watch it at ten.
- 16 We moved here in 1993. We (be) here a long time now.

Словарный диктант:

1.	посольство	
2.	проживать в одной комнате с кем-либо	
3.	решить вопрос, решить проблему	
4.	остаться без денег (потратить все деньги)	
5.	еще один недостаток заключается в том, что	
6.	проект, связанный с защитой окружающей среды	
7.	жаловаться на что-либо, кого-либо	
8.	выиграть грант, денежную дотацию по программе	
9.	дух (моральный настрой) команды	
10.	тропическая растительность	
11.	спорить, ссориться с кем-либо	
12.	пологий / крутой склон	
13.	иметь подходящую для погодных условий одежду	
14.	удовлетворить желание побывать там, где еще никто не был	
15.	занимать деньги у друзей	

Темы эссе:

1. Are you a traveller or a tourist? Why? What are the reasons why people travel? What is virtual tourism? What is the future of tourism? What's the difference between travelling and tourism? (text p.17)
2. When you think of travelling, what factors do you usually take into consideration? What about your preparations? What are the most popular destinations for people from your country? (p.17 ex.7)
3. What is important when you are organizing an educational trip to... (choose a destination) for students. What can make this trip successful? What can go wrong? (pp.22-23)
4. What famous travellers/explorers do you know? Speak of two. What are their greatest achievements?

Типовые оценочные материалы по теме 3

Грамматический тест:

Look at these conversations and put in the correct form of the verb.

Use the Present Perfect Continuous or Simple.

- Sarah: I feel really tired.
 Mark: It's because you've been doing (you / do) too much.
 Sarah: Well, at least I've finished (I / finish) that report now, and I can relax.
- 1 David: Someone (leave) the ladder outside, look.
 Harriet: I expect that's Mike. (he / clean) the windows.
 I don't think (he / finish) yet.
- 2 Laura: You've got mud on your shoes.
 Trevor: It's all right, I'll take them off. (I / work) in the garden.
 Laura: Yes, it looks a lot tidier. Well done. (you / do) a good job.
- 3 Tom: (I / hear) that you and Harriet are building a garage. How long (you / do) that?
 Mike: Oh, for about a month now. (we / do) about half of it.

Complete the conversation. Put the verbs in the Present Perfect Continuous or Simple.

- Laura: What are you doing, Trevor? (►) You've been (you / be) in here for ages. You're making an awful mess.
- Trevor: (1) (I / clear) out this cupboard most of the afternoon.
 There's a lot of old stuff in here. (2) (I / find) these, look.
- Laura: (3) (you / sit) there staring at those old boots for the last five minutes. (4) (I / watch) you.
 (5) (you / be) in a dream.
- Trevor: They're football boots. (6) (I / have) them since I was about sixteen. (7) (they / be) in here for years.
- Laura: Well, throw them away. And what about that tennis racket? Is that yours?
- Trevor: No, it must be yours. (8) (I / never / have) a tennis racket.

Словарный диктант:

1.	постоянно обновлять резюме	
2.	быть решительным человеком	
3.	закончить (встречу, беседу) на позитивной ноте	
4.	дипломы об образовании и опыт работы	
5.	другими словами	
6.	быть знакомым с чем-либо	
7.	учиться по специальности «спортивный менеджмент» (получить диплом)	
8.	мой вклад – ценный	
9.	быть грамотным в области информационных технологий	
10.	дать кому-либо много советов, поощрения и поддержки	
11.	иметь прекрасные оценки во время учебы	
12.	монотонная / повторяющаяся и скучная (нудная) работа	
13.	работать в компании на руководящей должности	
14.	перейти на работу в другой филиал компании	
15.	иметь сильное желание преуспеть в чем-либо	

Темы эссе:

1. What is important for you in a job? (consider: salary, holidays, working hours, travel, etc.). Describe your dream job. (pp. 26-27)
2. What are advantages and disadvantages of working from home? (p. 28)
3. Work placement, a controversial question (pp. 30-31+video)
4. Documents people write when applying for a job (pp. 34-35)

Типовые оценочные материалы по теме 4

Грамматический тест:

Complete the news report about the village of Brickfield.

Use *will* or *be going to*. Sometimes either is possible.

We have learned this week that the local council has plans for Westside Park in Brickfield.

The council (►) is going to sell (sell) the land to a builder, Forbes and Son. The plans are all ready. 'I (1) (we / build) fifty houses,' said Mr Forbes. 'In two years' time everything (2) (be) finished. I'm sure people

(3) (like) the houses. Most of them (4) (be) for young families. And we intend to take care of the environment.

(5) (we / not / cut) down all the trees, only a few of them.'

But people living near the park are angry. 'This is a terrible idea. We're all against it,' said Mrs Mary Brent. '(6) (we / have) a protest march on Saturday. I expect

everyone in Brickfield (7) (be) there. We've reached our decision.

(8) (we / stop) this plan.'

Look at the answers below and write the correct answer in each space.

- A: Let's go to the carnival, shall we?
B: Yes, good idea. I expect it'll be fun.
a) it'll be b) it's c) it's being
- 1 A: Could I have a word with you, please?
B: Sorry, I'm in a big hurry. My train in fifteen minutes.
a) is going to leave b) leaves c) will leave
- 2 A: Have you decided about the course?
B: Yes, I decided last weekend. for a place.
a) I apply b) I am to apply c) I'm going to apply
- 3 A: I'm trying to move this cupboard, but it's very heavy.
B: Well, you, then.
a) I help b) I'll help c) I'm going to help
- 4 A: Is the shop open yet?
B: No, but there's someone inside. I think
a) it opens b) it's about to open c) it will open
- 5 A: Do you mind not leaving your papers all over the table?
B: Oh, sorry. I'll take them all with me when
a) I go b) I'll go c) I'm going
- 6 A: It's a public holiday next Monday.
B: Yes, I know. anything special?
a) Are you doing b) Do you do c) Will you do

Словарный диктант:

1.	прилагать усилия для чего-либо	
2.	вложение, которое потом окупится	
3.	человек, говорящий на иностранном языке / носитель языка	
4.	предлагать ряд онлайн ресурсов и приложений для обучения при помощи мобильного телефона	

5.	идти в ногу / не отставать от успешных людей, говорящих на двух языках	
6.	пойти в аспирантуру / на курс повышения квалификации (послевузовское образование)	
7.	«схватить» / быстро овладеть основами языка	
8.	Английский язык доминирует в сфере дипломатии, торговли и грузовых перевозок.	
9.	понимать, схватывать суть быстро/медленно	
10.	Английский – это рабочий язык ООН.	
11.	обширные записи	
12.	начать транжирить деньги	
13.	подписаться на курс	
14.	быть на мели / быть без денег	
15.	развивать правильное произношение	

Темы эссе:

1. What sort of people do you think make the best language learners? What kind of learner are you? Agree or disagree that everyone should learn at least one foreign language. (pp. 36-37)
2. Agree or disagree that English is an international language because it is easy to learn. Do you think the world would be a better place, if everyone spoke the same language? The future of the English language. (pp. 38-39+video)
3. What mistakes do people make online and how to avoid them? (pp. 40-41)

Типовые оценочные материалы по теме 5

Грамматический тест:

Comment on these situations. Use a Second Conditional with *would* or *could*.

- ▶ Andrew is such a boring person because he works all the time.
You know, if Andrew didn't work all the time, he wouldn't be such a boring person.
- ▶ You can't take a photo because you haven't got your camera.
How annoying. If I had my camera, I could take a photo.
- 1 You can't look the word up because you haven't got a dictionary.
I'm sorry.
- 2 You don't write to your friends because you're so busy.
I've got so much to do.
- 3 You can't play tennis because your back is aching.
It's a nuisance.
- 4 Claire won't marry Henry because she doesn't love him.
Of course,
- 5 Nick can't find the way because he hasn't got a map.
Nick's lost, but
- 6 David has so many accidents because he's so clumsy.
You know,

Complete the conversation. Put in the correct form of the verb. You may need to use *will* or *would*.

Matthew: I haven't forgotten your birthday, you know. If you like, (▶) I'll book (I / book) a table for Thursday at our favourite restaurant.

Emma: My birthday is on Wednesday, Matthew. You're playing basketball then, aren't you? If you cared for me, (1) (you / not / play) basketball on my birthday.

Matthew: What's the difference? If (2) (we / go) out on Thursday, it'll be just the same. If (3) (I / not / play), I'd be letting the team down.

Emma: Yes, I suppose (4) (it / be) a disaster if you missed one game. Well, if (5) (you / think) more of your friends than you do of me, you can forget the whole thing.

Matthew: I just don't understand you sometimes, Emma.

Emma: If (6) (you / think) about it, you'd understand. And I think (7) (it / be) better if we forgot all about my birthday.

Matthew: Don't be silly, Emma. If you get into one of your bad moods, (8) (it / not / do) any good.

Emma: If you were interested in my feelings, (9) (I / not / get) into a bad mood.

Словарный диктант:

1.	провести рекламную кампанию	
2.	существует беспокойство по поводу чего-либо	
3.	представить новый товар на рынке / «запустить» новый товар на рынок	
4.	убедить кого-либо сделать что-либо / убедительная сила рекламы	
5.	производитель прохладительных напитков	
6.	Подходы правительства к контролированию рекламы, направленной на детей, варьируются.	
7.	кондитерские изделия и подслащенные хлопья для завтрака	
8.	проиграть конкурентам	
9.	Компании привлекают внимание (нацеливаются на) детей с помощью «навороченной» упаковки и героев мультфильмов.	
10.	разрушать самооценку кого-либо	
11.	«Нездоровая» еда («фаст фуд») имеет намного большее содержание жира, соли и сахара, чем более здоровые альтернативные продукты.	
12.	иметь расстройство пищевого поведения	
13.	питательные продукты	
14.	использовать известных людей для рекламы продукции / реклама с использованием известных людей	
15.	реклама нацелена на детей	

Темы эссе:

1. Think of a memorable advert. What makes an advert successful?
2. Do you agree or disagree that it's acceptable to manipulate images of people in advertising? (texts pp.48+158)
3. What is your attitude to advertising aimed at children? What are the possible approaches to controlling advertising for children? (text p.50-51)
4. Should TV ads for unhealthy products be banned? (text p.54)

Типовые оценочные материалы по теме 6

Грамматический тест:

Put in the relative clauses. You may also need to put in one or two commas.

- ▶ (that Claire drives) This car is a lot cheaper than the one that Claire drives.
- ▶ (who has twins) Olivia, who has twins, often needs a babysitter.
- 1 (who took Rita to the party) The person was Tom.
- 2 (who has a bad temper) Henry shouted at the waiter.
- 3 (which Tom supports) The team is United.
- 4 (who is afraid of heights) We all climbed up except Vicky
- 5 (which is on the tenth floor) My new flat has a terrific view.
- 6 (she bought the sofa from) Sarah can't remember the name of the shop

Put in the relative clauses. Sometimes there is more than one possible answer.

- ▶ Someone knows all about it – the secretary.
The person who knows all about it is the secretary.
- 1 Zedco has 10,000 employees. It's an international company.
Zedco,, is an international company.
- 2 Vicky's name was missed off the list, so she wasn't very pleased.
Vicky,, wasn't very pleased.
- 3 Laura painted a picture, and it's being shown in an exhibition.
The picture is being shown in an exhibition.
- 4 We're all looking forward to a concert. It's next Saturday.
The concert is next Saturday.
- 5 One week Mike and Harriet went camping. It was the wettest of the year.
The week was the wettest of the year.
- 6 Aunt Joan is a bit deaf, so she didn't hear the phone.
Aunt Joan,, didn't hear the phone.
- 7 You'll meet Henry tomorrow. He's also a member of the board.
Henry,, is also a member of the board.
- 8 I'll see you near the post office. We met there the other day.
I'll see you near the post office,

Словарный диктант:

1.	Студенческий Совет	
2.	способствовать большему равноправию между кем-либо	
3.	быть безбумажным (электронным) перейти на безбумажный (электронный) документооборот	
4.	принести огромную пользу обществу	
5.	студенческое общежитие	
6.	образованная и квалифицированная рабочая сила	
7.	просторный кампус (студенческий городок)	
8.	грош цена, букв. «не стоить бумаги, на которой написано» (например, грош цена твоему исследованию)	
9.	отбивать желание делать что-либо (проводить исследование). Высокая стоимость отбила у меня желание продолжать обучение в университете.	
10.	основать что-либо (например, центр подготовки учителей)	
11.	быть (не)сочувствующим, не поддерживающим кого-либо/что-либо	
12.	пропускать занятия прогуливать уроки прогул, прогулы	
13.	иметь/давать кому-либо преимущество перед людьми без высшего образования	
14.	получить высшее образование/диплом (например, в области менеджмента)	
15.	иметь дополнительные льготы (социальный пакет), такие как страхование жизни и пенсионная программа	

Темы эссе:

1. Students who enter a university may face a lot of problems. Which ones are the most common and what are the best ways to deal with them? (text p.60+scenario pp.62-63)
2. Which one do you prefer: traditional classroom learning, Montessori approach or the distance learning approach? Do you think distance learning will become more common in the future? (texts pp.58, 64)

Типовые оценочные материалы по теме 7

Грамматический тест:

Decide which word is correct.

- Could I have some more tea, please?
a) Could b) Shall c) Will d) Would
- 1 Everyone's asleep. We make a noise.
a) couldn't b) mustn't c) needn't d) wouldn't
- 2 you like to go for a ride with us?
a) Do b) Should c) Will d) Would
- 3 I wonder if this is the right way. It not be.
a) can b) could c) might d) must
- 4 I don't think I want to see this film. ~ Oh, I think you enjoy it.
a) can b) shall c) will d) would
- 5 I'm quite happy to walk. You drive me home.
a) don't b) haven't c) mustn't d) needn't
- 6 I show you the way? ~ Oh, thank you.
a) Do b) Shall c) Will d) Would
- 7 It's late. I think we better go.
a) had b) have c) should d) would
- 8 We all tried to push the van, but it move.
a) can't b) couldn't c) won't d) wouldn't

Here is some information for visitors to New York City.

Write the missing words. Use one word only in each space.

Before you travel to the US, you (►) must... find out what documents you need. You'll probably (1) to get a visa, but there are different rules for different nationalities. For example, you (2) need to show that you have enough money with you. But there's one rule you can be sure about: everyone (3) to show their passport. The roads in New York are very busy, but don't worry – you (4) get around cheaply and easily by subway. Remember that you are not (5) to smoke on public transport or in shops. And don't forget either that you are (6) to tip taxi drivers and waiters. New York is not the most dangerous city in the US, but you really (7) walk along empty streets at night. And it is safer if you are (8) to travel around in a group.

Словарный диктант:

1.	широкий ассортимент бытовой техники	
2.	быть изогнутым / с углами / круглым / квадратным	
3.	Этот материал вреден для здоровья людей.	
4.	быть отполированным (гладким) / грубым на ощупь / мягким (нежным) на ощупь	
5.	молодежный рынок	
6.	улучшить качество жизни людей	
7.	товары с малым сроком службы	

8.	быть современным / инновационным / футуристическим / элегантным / обтекаемой формы /	
9.	быть сделанным из ткани / из дерева / из соломы / из кожи / из стали	
10.	хороший дизайн отвечает нуждам пользователей	
11.	учитывать (внедрять) идею веселья / радости при разработке дизайна	
12.	дать заказ художнику разработать дизайн чего-либо	
13.	неудачи / промахи в дизайне	
14.	ставить дизайн выше прибыльности	
15.	Что касается времени, нам не нужно спешить.	

Темы эссе:

1. What is design? What does it mean «to be well-designed»? Do you agree that design is only about how things look? Describe your favourite design. (pp.66-67)

2. What were the main trends in the design of the 20th century (the 1930s, the 1960s, the 1990s)? What products do you think designers will develop in the next ten years? (texts pp. 69, 160, 163)

Типовые оценочные материалы по теме 8

Грамматический тест:

Complete the sentences. Put in the correct form of each verb. Use the Past Continuous or Past Simple.

- When Martin arrived (arrive) home, Anna was talking (talk) to someone on the phone. Martin started (start) to get the tea.
- 1 I (lie) in the bath when the phone (ring). It (stop) after a few rings.
- 2 It (be) cold when we (leave) the house that day, and a light snow (fall).
- 3 Your friend who (come) here the other day (seem) very nice. I (enjoy) meeting her.
- 4 When I (see) the man, he (stand) outside the bank. He (have) a black baseball cap on.
- 5 When I (open) the cupboard door, a pile of books (fall) out.
- 6 I (walk) along the street when I suddenly (feel) something hit me in the back. I (not / know) what it was.
- 7 We (go) to London yesterday, but on the way we (hear) about a bomb scare in Oxford Street. So we (drive) back home straightaway.
- 8 Something very strange (happen) to me on my way home from work yesterday afternoon. I (drive) along the bypass at the time. Suddenly I (see) my mother in the seat beside me. But she died three years ago.

Daniel is telling the story of how he forgot his passport. Put the verbs into the correct form.

(►) It happened..... (it / happen) last August at the airport. A few weeks before, a group of us
 (1) (decide) to go to Greece together for a holiday.
 (2) (we / wait) in the queue at passport control when suddenly
 (3) (I / realize) that (4) (I / forget) my
 passport. (5) (it / be) quite a shock. (6)
 (I / hurry) to a phone and (7) (ring) my parents.
 (8) (they / work) in the garden, but luckily my mother
 (9) (hear) the phone.
 (10) (they / find) the passport and immediately
 (11) (drive) to the airport with it. (12)
 (I / meet) them at the information desk. (13) (we / have) no time to talk,
 but (14) (I / say) goodbye to them earlier that morning.
 (15) (I / run) all the way to the plane. I was just in time. When
 (16) (I / get) there, the passengers (17) (sit)
 in their seats ready for take-off. When (18) (they / see) me, everyone
 (19) (start) clapping.

Словарный диктант:

1.	Я не смогу посетить конференцию из-за предварительной договоренности.	
2.	получить взаимовыгодный результат при переговорах	
3.	сокращать инвестирование в современные технологии	
4.	Благодаря ее предпринимательским навыкам она построила высокоприбыльный бизнес.	
5.	быть в законных пределах	
6.	Компания владеет рядом известных брендов.	
7.	заслужить приличную премию в конце года	
8.	получить заказ от известного универмага	
9.	зарабатывать на жизнь путем чего-л.	
10.	основатель (учредитель) / сооснователь (соучредитель) гигантской фирмы / корпорации	
11.	Ежегодные продажи напитка составляют 4.6 миллиарда банок.	
12.	объявить об отставке / уйти в отставку	
13.	разместить большой заказ (в компании)	
14.	взятка / дать взятку кому-л. / взяточничество / взяточник	
15.	проблемы с наличностью и безнадежные долги (просроченные ссуды)	

Темы эссе:

1. What advice can you give to a person who is planning to start his/her own business? What should be done to be successful? (pp.76-77 text, ex. 2a, 6a-d, video)
2. Speak about the life and achievements of TWO successful businessmen/businesswomen? What is the secret of their success? (at least one person - from the SB)

Типовые оценочные материалы по теме 9

Грамматический тест:

Complete each sentence by reporting what was said to you yesterday.
Use *said* and change the tense in the reported speech.

- ▶ Polly: I'm really tired.
When I saw Polly yesterday, *she said she was really tired.*
- 1 Tessa: I feel quite excited.
When I saw Tessa yesterday,
- 2 Nigel: I can't remember the code word.
When I saw Nigel yesterday,
- 3 Robert: I won't be at the next meeting.
When I saw Robert yesterday,
- 4 The twins: We've got a problem.
When I saw the twins yesterday,
- 5 Michelle: I've been swimming.
When I saw Michelle yesterday,
- 6 Your friends: We would like to be in the show.
When I saw my friends yesterday,
- 7 Adrian: I don't need any help.
When I saw Adrian yesterday,
- 8 Susan: My sister is coming to see me.
When I saw Susan yesterday,

Report the sentences. They were all spoken last week. Use the verbs in brackets.

- ▶ Anna to Janet: Don't forget to sign the form. (remind)
Anna reminded Janet to sign the form.
- ▶ Robert: What time will the office close this evening? (ask)
Robert asked what time the office would close that evening.
- 1 A policeman to Christopher: Stop shouting. (tell)
.....
- 2 Tessa: It was me. I ate all the cake yesterday. (admit)
.....
- 3 Adrian: I'm sorry I was rude. (apologize)
.....
- 4 Simon to Susan: Would you like to join me for lunch? (invite)
.....
- 5 Martin to Nancy: Did someone ring you an hour ago? (ask)
.....
- 6 Peter: I really must leave. (insist)
.....

Словарный диктант:

1.	много поворотов сюжета в истории
2.	получать доход от авторских гонораров, исчисляемый в шестизначных цифрах
3.	основные критерии для инвестирования
4.	быть широко известной личностью
5.	повысить престиж / статус
6.	обсуждать личные вопросы публично
7.	быть независимой вещательной компанией
8.	Научно-фантастический блокбастер (супербоевик) популярен как среди критиков, так и среди публики.
9.	быть свидетелем важного события
10.	ценить свое личное пространство
11.	освещать события максимально достоверно

12.	полнометражный художественный фильм
13.	Я буду держать мои пальцы скрещенными и надеяться на лучшее (англ.традиция)
14.	рекламировать произведение искусства / избегать внимания СМИ
15.	вести репортажи из стран / освещать события

Темы эссе:

1. Give your review of a book / a film / a TV show / a programme (any other example of the media) (examples pp.106-107, use plan in ex.6a)
2. What influence does the attention of mass media have on the life of celebrities? How does it affect their lives? What's their reaction? (pp.108-109, 161, 162)

4.3. Оценочные средства для промежуточной аттестации

4.3.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
ОК-5	Способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	ОК-5.1	Способность готовить письменные тексты, читать, говорить, воспринимать на слух информацию на русском и иностранном языках по общественно-политическим, социокультурным, бытовым темам
ОПК-8	Способность применять знания истории, философии, иностранного языка, экономической теории, русского языка делового общения для организации инновационных процессов	ОПК-8.1	Способность применять знания истории, философии, иностранного языка, экономической теории, русского языка делового общения в профессиональной деятельности

4.3.2 Показатели и критерии оценивания компетенций на различных этапах их формирования

Этап освоения компетенции	Показатель оценивания	Критерий оценивания
ОК-5.1	грамотно, в соответствии с правилами орфографии и пунктуации оформляет письменную речь; правильно строит тексты разной функционально-стилистической и жанровой	на уровне знаний: пониманий знания новых лексических единиц, соответствующих тематике пройденного материала, а именно лексики повседневного общения и тем общего характера, развивающих кругозор, необходимых для

	принадлежности	поддержания разговора, умения выразить свою позицию, согласиться/ не согласиться с собеседником, реплик-клише речевого этикета, отражающих особенности культуры стран изучаемого языка; языковой материал: идиоматические выражения, единицы речевого этикета, обслуживающие ситуации общения в рамках новых тем; новые значения изученных глагольных форм (видовременных, неличных), средств и способов выражения модальности, условия, предположения, причины, следствия, побуждения к действию, характерных для ситуаций бытового общения в рамках изученного языкового материала; владение лингвострановедческой информацией, расширенной за счет новой тематики, знакомства с культурой и традициями стран изучаемого языка;
ОПК-8.1	идентифицирует и классифицирует наиболее важные тенденции, процессы, причинно-следственные связи; оценивает роль исторических личностей рассматриваемого периода в развитие инновационных процессов	<p>на уровне умений:</p> <p>Коммуникативная компетенция: говорение</p> <p>осуществлять устную коммуникацию в монологической и диалогической формах в ситуациях бытового общения в пределах изученного, а именно: начинать/ поддерживать и заканчивать диалог-расспрос об увиденном/прочитанном, диалог – обмен мнениями, диалог-побуждение к действию и их комбинации в бытовой сфере, используя аргументацию, эмоционально-оценочные средства; рассказывать, рассуждать в связи с изученной тематикой, тематикой прочитанных/прослушанных текстов;</p> <p>Коммуникативная компетенция: аудирование</p> <p>воспринимать на слух и относительно полно и точно понимать высказывание собеседника в распространенных ситуациях бытового общения; понимать основное содержание и извлекать необходимую информацию из аутентичных аудио- и видеотекстов по пройденной тематике; оценивать важность/новизну информации, передавать свое отношение к ней;</p> <p>Коммуникативная компетенция:</p>

		<p>чтение читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи; понимать их основное содержание, выделять значимую или запрашиваемую информацию; пользоваться двуязычными и одноязычными словарями, правильно определяя значение употребляемой в тексте лексики;</p> <p>Коммуникативная компетенция:</p> <p>письмо реализовывать коммуникативные намерения в различных видах письменной речи: описывать события, излагать факты, содержание прочитанного в форме резюме, писать эссе на заданную тему или поставленный дискуссионный вопрос, вести запись основных мыслей и фактов из аудиотекстов и текстов для чтения</p> <p>на уровне навыков: овладения навыками успешной межкультурной коммуникации; взаимодействовать с собеседниками, воспринимать и учитывать мнение других, избегать конфликтных ситуаций, разрешать споры, проявлять терпимость; овладение навыками публичной речи (сообщение, доклад с предварительной подготовкой)</p>
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4.3.3 Типовые контрольные задания или иные материалы (типовые оценочные материалы), необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Материалы для зачета

Этап 1 - письменный тест (задания переведены на русский язык):

1. Прослушайте четырех людей, рассказывающих о своем опыте изучения иностранных языков, и ответьте на вопросы.

Which speaker, A, B, C or D

1. says languages are useful in today's business world? _____
2. is currently learning a new language? _____
3. travelled for a year after school? _____

4. has no plans to live abroad? _____
5. has a job using another language? _____
6. studied two languages at school? _____
7. thinks it's unnecessary to learn another language? _____

2. Прослушайте рассказ о современных путешественниках и искателях приключений и дополните записи. Используйте НЕ БОЛЬШЕ ДВУХ СЛОВ в каждом пропуске.

Ed Stafford:

- walked along the Amazon in (1) _____ days
- started his journey in Peru in the Andes
- found most dangerous animals were (2) _____ and insects
- did it to raise awareness of disappearance of _____

Geoff Mackley :

- is a New Zealand-born (4) _____
- is an expert on recording (5) _____
- has his own (6) _____ on the Discovery Channel

Laura Dekker:

- was the (7) _____ to sail around the globe in 2012
- fought the (8) _____ as they tried to stop her going

3. Прочитайте текст и отметьте пять неверных утверждений.

Multiple

Intelligence

Theory

In 1983 Howard Gardner, a Harvard psychologist, published his Multiple Intelligence Theory in his first book *Frames of Mind*. This theory has become a model for understanding the many aspects of human intelligence, learning styles and behavior. Gardner was one of the first people to say that we should not judge others using a narrow definition of intelligence. His original theory described seven different types of intelligence which are equally important: linguistic, logical-mathematical, musical, bodily-kinaesthetic, spatial-visual, interpersonal (awareness of other people's feelings) and intrapersonal (self-awareness). Since the theory was first published, Gardner has added another three intelligences: naturalist, spiritual-existential and moral. His theory has revolutionised the way people approach learning and teaching, as it challenged education systems that assumed everyone learned in the same way.

1. Howard Gardner published his third book in 1983
2. Gardner was a psychologist at Harvard University.
3. His Multiple Intelligence Theory uses a traditional model to explain his ideas.
4. Gardner stated we should never judge other people.
5. Self-awareness and awareness of other people are the most important intelligences.
6. In 1983 his theory recognised fewer types of intelligence than it does now.
7. His theory has had little effect on learning establishments.
8. Gardner's theory shows that people learn in different ways.

4. Подчеркните лишнее слово или фразу.

1. stressful generous repetitive satisfying
2. get back see sights set out stop off
3. assertive bossy outperform sensible

5. Соотнесите слова с их определениями.

- a. tedious 1. difficult to deal with or achieve, but interesting and enjoyable
- b. flexible 2. giving you satisfaction, pleasure of profit

- c. strong-willed 3. boring and continuing for too long
 d. rewarding 4. determined to do something that you want to do, even if others don't want you to do it
 e. challenging 5. able to make changes or to deal with a situation that is changing

1	2	3	4	5

6. Подберите пару глаголам.

- 1.to go a. at sunset
 2.to rest b. the office job
 3.to deal with c. insurance premiums
 4.to end on d. client complaints
 5.to quit e. a positive note
 6.to pay lower f. missing

1	2	3	4	5	6

7. Вставьте предлоги.

Sorry I didn't ring you with my answer last night. I had to stop (1)_____ on my way home to see Asli. She's just arrived in England and depends (2) _____ me to help her get used to living here. She needs to improve her knowledge (3) _____ English. She has little fluency (4)_____ the language and without this, she has few prospects (5)_____ finding a job. She's my sister's best friend so I feel responsible (6)_____ her. Anyway I'm spending a lot of time right now looking (7) _____ a job for Asli so I will get (8) _____ to you when I can.

8. Выберите верный вариант.

- We've got plenty / enough / none of time before the concert starts.
- There are some / a few / a couple of people here who want to speak to you.
- Some / much / a little of you need to stay late, but most of you can leave now.
- I have little / a couple of / few time for looking at new fashions and knowing what's popular.
- We work with a little / a few / little designers from Rome.
- A lot of / a little / any clothes are second-hand in this shop.

9. Выберите верный вариант.

- If we'd be / we're late for class, our teacher will be / was angry.
- If we would live / lived on another planet, we'll see / we'd see the Earth in the sky.
- If we won't hurry / don't hurry, we'll be / we'd be late.
- If I studied / will study harder, I get / would get better marks.
- If I had / have lots of money, I gave / I'd give some to all my friends.
- If you phoned / had phoned me yesterday, I had given / would have given you the news.
- If you took / would taken more exercise, you might feel / had felt better.
- If you had come / came to see the film, you had enjoyed / would have enjoyed it.

10. Переведите предложения на английский язык.

- Я полагаю, Вы самоуверенный и волевой участник команды, но можете ли Вы воодушевлять людей?
- В данный момент мы тщательно готовимся к проекту и полностью вовлечены в него.

3. Когда она за рулем, она не испытывает недостатка уверенности, но у нее плохая ориентация в пространстве.

4. Я уже много лет путешествую, не выходя из дома, но мою жену больше не интересуют преимущества путешествий без неудобств.

5. Им удалось собрать большую сумму денег на проект, связанный с защитой окружающей среды, который поможет защитить жизнь в океане и тропическую растительность.

6. Ты когда-нибудь посещал удаленные районы мира или исследовал новые земли, чтобы удовлетворить желание побывать там, где еще никто не был?

7. Он отстанет в продвижении по карьерной лестнице, если не запишется на курс. Этот курс будет для него трудной задачей, но он справится.

8. Мы надеемся, что вы избежите непонимания во время разговора и будете проверять написанное на наличие ошибок, даже если вы будете использовать систему обмена мгновенными сообщениями и sms-сообщениями.

9. Они собираются провести исследование, чтобы доказать, что носители английского языка с легкостью приспосабливаются к различным диалектам.

10. Первые несколько глав читаются очень тяжело, поэтому мне интересно, будет ли в истории много поворотов сюжета.

11. Мне сказали, что я могу получать доход от авторских гонораров, исчисляемый в шестизначных цифрах, поэтому я буду держать пальцы скрещенными и надеяться на лучшее.

12. Все сказали, что этот захватывающий дух документальный сериал использует новаторские методы съемок.

Темы на обсуждение:

1. What are the advantages and disadvantages of having a strong personality? Speak on peculiarities of introverts and extroverts.

2. Imagine you are a manager looking for an assistant. Describe an ideal candidate.

3. Is charisma the most important quality to possess if you want to be successful in your career? If not, what other qualities are important?

4. In your opinion are men better doctors (teachers, managers, etc.) than women? Choose one profession.

5. Are you a traveller or a tourist? Why? What are the reasons why people travel? What is virtual tourism? What is the future of tourism? What's the difference between travelling and tourism?

6. When you think of travelling what factors do you usually take into consideration? What about your preparations? What are the most popular destinations for people from your country?

7. Think of travel tips for your foreign friend coming to Moscow. What places of interest would you advise him to visit?

8. What is important when you are organizing an educational trip to... (choose a destination) for students. What can make this trip successful? What can go wrong?

9. Do you agree or disagree with the following statements? Why / why not? Work placements exploit young people. Work placements should always be paid. Work placements benefit the employers more than the employees.

10. What are advantages and disadvantages of working from home?

11. What is important for you in a job? (consider: salary, holidays, working hours, travel, etc.) What would your dream job be?

12. What is the difference, if any, between a CV, a resume and a covering letter?

13. Agree or disagree that English is an international language because it is easy to learn. Do you think the world would be a better place, if everyone spoke the same language? The future of the English language.

14. What sort of people do you think make the best language learners? What kind of learner are you? Agree or disagree that everyone should learn at least one foreign language.

15. Can you think of any tips on how to avoid on-line mistakes?

Text 1

HIMALAYAN ADVENTURE

Just imagine. You are walking along a mountain path in the Himalayas. You are feeling tired. You are thinking about how far there is to go. Then, suddenly you are there! And the incredible Mount Everest is on the horizon, it looks spectacular. A few minutes later, you arrive at the camp. The food cooking on the fire smells great and while you are having a hot cup of tea, you relax and watch the sun go down. At dinner, the food tastes fantastic. You talk with other people in the group about everything you have seen and done during your day's trekking. If you are looking for experiences like this, Adventure 2000 is the organization for you.

A lot of trekking holidays sound exciting, but the reality is often very different. Treks can be uncomfortable and even dangerous. However, at Adventure 2000 we feel that we understand the needs of trekkers. All our guides have several years' experience in leading treks in the Himalayas. They know all the best routes and best places to camp. We also realize that trekking can be hard work and believe that trekkers need all our help. As well as the group guide, all expeditions have cooks and porters. While on a trek, our cooks prepare delicious meals. And our porters carry your luggage which means that you can simply enjoy the experience.

At Adventure 2000 we also think that good travel arrangements are important. We organize all the flights for you: from London to New Delhi direct, from New Delhi to Katmandu and internal flights in Nepal.

Accommodation is in comfortable hotels in New Delhi and Katmandu, hostels on the trek and one- or two-person tents for camping.

There are also special offers for people who don't want to go straight home afterwards. If you like history, there is a trip to northern India. For people who prefer to spend some time on the coast, we can organize your travel and accommodation.

This is a Class A trek - you have to be fit. There are walks of 6-8 hours most days, with a maximum altitude of 5,545 metres. Class B and C treks are easier, so you don't need to be so fit.

The trek costs 2,500 including all flights and accommodation. Maximum group size is 15 people. Treks are between October and May.

altitude ['æltɪtju:d] – **высота над уровнем моря**

Text 2

ENGLISH IN THE THIRD MILLENNIUM

On the anniversary of Shakespeare's death, Bridget Lewis talks about the future of the English language.

Two thousand years ago English did not exist. A thousand years ago it was a language used by less than two million people. Now it is the most influential language in the world, spoken by more than a billion people on the planet, as their first, second or third language. English currently dominates science, business, the mass media and popular culture. For example, 80% of e-mails on the Internet are in English, but where will English be at the end of the third millennium?

One view is that English is going to become even more important as a global lingua franca, dominating the world's trade and media while most other languages will become localized or just die out.

At present, over half the world's 6,500 languages are in danger of extinction. Another view is that English is already breaking up, as Latin did, into several separate languages. There are already dictionaries of the 'New Englishes', such as Australian English, full of words that a British English speaker would not recognize.

Hopefully, neither of these things will happen. Although different varieties of English will continue to develop around the world, standard English will survive for international communication. In addition, the frightening prospect of a culturally uniform world totally dominated by one language is impossible. Already, other languages are fighting back against the iron grip of English on the Net. Governments around the world are also starting to protect smaller languages and recognize the importance of cultural and linguistic diversity. English will probably stay in control for a long time, at least while the USA remains the top superpower, but it definitely won't become the only language in the world.

lingua franca [ˈlɪŋgwə ˈfræŋkə] – язык, используемый людьми из разных стран
diversity [daɪˈvɜːsɪti] – многообразие

Text 3

SEMCO

At twenty-one, Ricardo Semler became the boss of his father's business in Brazil, Semco, which sold parts for ships. Knowing his son was still young, Semler senior told him, 'Better make your mistakes while I'm still alive.'

Semler junior worked like a madman, from 7:30 a.m. until midnight every day. One afternoon, while touring a factory in New York, he collapsed. The doctor who treated him said, 'There's nothing wrong with you. Yet. But if you continue like this, you'll find a new home in our hospital.' Semler got the message. He changed the way he worked. In fact, he changed the way his employees worked too.

He let his workers take more responsibility so that they would be the ones worrying when things went wrong. He allowed them to set their own salaries, and he cut all the jobs he thought were unnecessary, like receptionists and secretaries. This saved money and brought more equality to the company. 'Everyone at Semco, even top managers, meets guests in reception, does the photocopying, sends faxes, types letters and dials the phone.'

He completely reorganized the office: instead of walls, they have plants at Semco, so bosses can't shut themselves away from everyone else. And the workers are free to decorate their workspace as they want. As for uniforms, some people wear suits and others wear T-shirts.

Semler says, 'We have an employee named Rubin Agater who sits there reading the newspaper hour after hour. He doesn't even pretend to be busy. But when a Semco pump on the other side of the world fails and millions of gallons of oil are about to spill into the sea, Rubin springs into action. He knows everything there is to know about our pumps and how to fix them. That's when he earns his salary. No one cares if he doesn't look busy the rest of the time.' Semco has flexible working hours: the employees decide when they need to arrive at work. The employees also evaluate their bosses twice a year. Also, Semco lets its workers use the company's machines for their own projects, and makes them take holidays for at least thirty days a year.

It sounds perfect, but does it work? The answer is in the numbers: in the last six years, Semco's revenues have gone from \$35 million to \$212 million. The company has grown from eight hundred employees to 3,000. Why?

Semler says it's because of 'peer pressure'. Peer pressure makes everyone work hard for everyone else. If someone isn't doing his job well, the other workers will not allow the situation to continue. In other words, Ricardo Semler treats his workers like adults and expects them to act like adults. And they do.

equality [i(:)'kwɒlɪti] – равенство

peer pressure – давление, воздействие коллектива

A BRITISH TRADITION

The British tradition of explorers dates back centuries, when intrepid men set off across the ocean to discover newlands. The public have always looked up to these explorers as heroes, even if they were unsuccessful.

These days, most places in the world have already been discovered, but there are still plenty of remote regions where it's challenging – and at times dangerous - to get about.

Ed Stafford, a former British Army captain, has continued the British tradition of exploration. In 2010, he completed a record-breaking journey when he became the first person to trek the entire length of the Amazon River. He started at the source of the river, which is in the mountains of Peru, and finished 859 days and about 7,000 km later on the Atlantic coast of Brazil.

One of the biggest challenges was dealing with wildlife. Stafford and his partner came **across** electric eels, lethal vipers and giant anacondas. As if that wasn't enough, Stafford suffered an estimated 50,000 mosquito bites and tropical fly laid its eggs in the skin of Stafford's head. Three months into their gruelling journey, Stafford's partner gave up and went home.

But some of the humans he encountered were even more threatening than the wildlife. Stafford had been warned to stay away from certain notorious villages, but on one occasion he was chased by five or six boats full of angry locals. They were armed with guns and bows and arrows.

Stafford thought they were going to kill him. But, in fact, the village chief accompanied Stafford for 47 days of the walk and they ended up becoming good friends.

intrepid [ɪn'trepɪd] - отважный, бесстрашный

electric eels [ɪ:l] – электрический угорь

lethal ['li:θəl] **viper**- ядовитая гадюка

gruelling ['gruəlɪŋ] - суровый, тяжелый

WOMAN'S WORK? A MAN'S WORLD?

Toddler World Nursery was delighted to employ a trainee – twenty-two-year-old Jonathan Brown – as their first male nursery schoolteacher. He was also the only man who applied for the job, but, insists Margery Bowman, head teacher of Toddler World, by far the best applicant. 'Both boys and girls will benefit from the experience of having a male role model in the nursery,' says mother of two, Marjory.

Jonathan has always been interested in childcare. His own mother is a child minder and his father is a teacher. 'I've always helped Mum with looking after all the children,' he says. 'I'm used to changing nappies, feeding babies, reading stories and playing with Lego. But Jonathan is a rare male in a female world. Only 2% of nursery teachers are men and this hasn't changed for ten years.

Roger Olsen of the National Nursery Trust said, 'Men are often viewed with anxiety and suspicion in a children's environment. Or they are expected to do things the way women would do them. But men bring different things into childcare and this has to be recognized,' Jonathan agrees. He is a qualified under-7s football coach, and plans to introduce football lessons to the nursery for boys and girls.

What do Jonathan's friends think of his choice of career? 'Actually, most of them are pretty cool about it now,' he says, 'though they do make jokes about nappies. And I've found that girls are actually quite impressed - so that's good!'

Ten years ago, there were few female air-traffic controllers. It was seen as a man's world. But now 25% of air-traffic controllers in UK are women and the number is increasing.

Caroline Beck is one of them. She says, 'I've always been interested in planes because of my dad. He knew a lot about them. For a while we lived near Heathrow airport and we used to watch all the planes taking off and landing'.

She was determined to be an air-traffic controller. 'The twelve months of training, the exams and the air-crash simulation exercises were tough,' says Caroline, 'but I was well-prepared for my career. What I wasn't prepared for was the reaction of some of the men, especially the older ones'.

The new women controllers were viewed with suspicion and they had to work twice as hard to be accepted by their male colleagues. Nowadays things are better, but women are still in minority. 'I'm the only woman in my team, but I get on well with my colleagues. There are still plenty of jokes about women – men say that we can't read maps, which isn't true – but I generally don't mind. My job is highly responsible and stressful, but I know I'm good at it'.

childminder - приходящая няня
under-7s – для тех, кому меньше 7 лет

Text 6

IT WAS JUST A HOLIDAY, BUT IT CHANGED MY LIFE

Holidays can be good for your health. You lie on a beach and relax, and tensions disappear. But sometimes a holiday can change your life completely, which is what happened two years ago to Victoria Smith and Sally Gook.

Victoria Smith, six years ago, was working as a manager at Next, a British chain store. Then she went on holiday to Borneo...

'It was a working holiday,' said Victoria, 'where you could study orangutans in the wild - I have always been interested in apes, so I thought it would be fun.' The holiday was wonderful, and when Victoria came home she found it very difficult to return to her old life. 'Suddenly the problems in the store just seemed so trivial.' Although everybody told her she was mad, she decided to go back to university and study biology. Four years later she became a chimpanzee keeper.

For the last two years Victoria has been working at Monkey World, a center in south-west England which looks after apes which have been ill-treated. Many have been rescued from laboratories and circuses all over the world. She works long hours, and the pay isn't very good, but she loves it. 'Apes are like a big family, each with their own personality. 'I'm really happy now. Since I started working here I feel that I've been doing something important, not just wasting my life.'

Sally Gook wakes up every morning to a deep blue sky and blazing sun. For the last two years she has been living on the tiny Greek island of Lipsi, which is only 16 square kilometers in size and has a population of just 650.

But until a few years ago she lived in London. 'I was working for American Express and I had a good social life and earned a lot of money. But I had to get up very early every morning, often in horrible weather, and get a train and the tube to work.'

Then one day she and a friend decided they needed a relaxing holiday, and they came to Lipsi. 'I loved it - the people, the mountains, the sun, and the delicious food. Suddenly I knew there was a different life waiting for me here.' A few months later she applied for a job at the travel company which had organized her holiday.

Since then she has been living on Lipsi and working as a tourist guide. Her boyfriend, who is Greek, is a farmer. Sally said, 'I've only been back to London once, and I can't imagine ever living there again.'

apes [eɪp] – приматы, человекообразные обезьяны

Text 7

ON LOCATION

Films can influence where you go on holiday

Countries around the world have a new way to lure tourists to their shores. The tourist industry has found that visitors are inspired by films they have seen when choosing where to go on holiday.

One country that is certain of the effect of films on tourism is Australia. The Tourist Office of Queensland say that *Crocodile Dundee*, starring Paul Hogan, made Australia the popular destination it is today. In the three years after *Crocodile Dundee* was released, visitor numbers doubled. Many of the new tourists came from the US. 'They were fascinated that such a place could exist', says an Australian tourist official.

Scotland's Tourist board are convinced that two films released in 1995, *Rob Roy* and *Braveheart*, helped boost the number of visitors. In research undertaken the following year, they discovered that one in every five tourists in Scotland said that one of these films had made them want to go there. 'You get Liam Neeson running around in a kilt and suddenly tartan is the fashionable thing,' says Morag McAteer, a Scottish hotelier.

But what makes people want to visit that place where a movie was filmed? In many cases the reason is that the film makes audiences aware of the existence of a place. When the James Bond movie *The Man With The Golden Gun* was filmed in Thailand, the country was one most Westerners had never heard of. Today it is a major destination. Some people are influenced by a movie's mood as much as its location, especially if it is a romance.

Romantic couples are seen more often at the top of the Empire State building whenever *Sleepless in Seattle* is screened in the US. *Four Weddings and a Funeral* has ensured that 'The Crown' hotel in Amersham has been busy ever since the movie was first shown. In fact, the bedroom where the characters played by Hugh Grant and Andie McDowell spend their first night together is booked for years ahead. 'We've lost count of the number of marriage proposals that have been made there,' say the hotel management.

to lure [lʒə] - привлекать, соблазнять

kilt - короткая юбка в клетку (национальная одежда мужчин в Шотландии)

tartan ['tɑ:tən] - клетчатая шерстяная материя, шотландка (элемент национальной одежды шотландских горцев)

Text 8

LANGUAGE

Hand Talk: Gestures of Appreciation

President Reagan, at the conclusion of his United Nations address, was acknowledging the applause rolling out from every. He nodded thanks, as almost every speaker does: then he moved his shoulders slightly in a hint of a bow, which is a graceful way of bowing without formally bowing. Finally, he clasped his hands in front of his chest and squeezed them, accompanying that characteristic hand signal with a tight half-smile. "Nice gesture for the president, responding to the applause", said the television reporter. He has sent an unmistakable signal to semiologists the world over: we can expect the chest-level, self-clasping squeeze to be copied, because it fills a vacuum that orators call. The Acknowledgement Problem.

The Problem: The audience is going wild; waves of applause roll toward you; feet are stomping. You have left the microphone; you have nothing more to say; how do you let the audience know you are grateful to them, you even love them? William Jennings Bryan, it is said, held his arms straight out at his sides and extended all fingers, as if to gather in the multitude.

Winston S. Churchill, with "V for Victory" the slogan of the day, made a memorable picture every time by holding up his index and middle fingers in the V sign.

When the Soviet leader Nikita S. Khrushchev came to the United States, he surprised some American audiences by responding to applause in the traditional Russian way - by clapping

back. That response no longer surprises; the speaker's applauding the audience that is applauding the speaker makes sense, because each is thanking the other.

Mohandas K. Gandhi used the traditional Hindi salute, with palms and fingers pressed together as if in prayer.

Even as we analyze, candidates are working on hand signals that will make them distinctive, that photographers will be looking for at the conclusion of speeches.

to wiggle ['wɪɡl] - **покачивать**

to acknowledge [ək'nɒlɪdʒ] - **выражать признательность**

bow [baʊ] - **поклон, кивок**

to stomp [stɒmp] - **топать**

to clap - **хлопать, аплодировать**

Text 9

WHAT MAKES A GOOD DRIVER?

A good driver has many things in his make-up. Some of these, such as experience and skill, will come only in time. But others -just as important - must be part of him from the start. These qualities are a sense of responsibility for the safety of others, the ability to concentrate on the job of driving, patience and courtesy. Together these become what is generally known as a driver's "attitude".

Not everyone is patient by nature or gifted with good powers of concentration. But because attitude is so important a part of driving, every driver must make a real effort to develop these qualities - and this effort must start from the very beginning of the first driving lesson. Getting into the right attitude will be harder for some people than the others. So, let us look at these qualities in a little more detail.

As a driver you are responsible not only for your own and your passenger's safety, but also the safety of every other road user. You must pay close attention to the varying traffic situations as they develop. Then you can plan your actions well in advance so that they do not cause accidents.

You must concentrate all the time when you have to deal with present day traffic. Nowadays it is usually heavy and fast-moving and there are possible dangers all around you. If you let your mind wander, the risk of making mistakes increases enormously. If you are tired, upset or unwell, you will take longer to react, so it is better not to drive in these circumstances.

It is very easy to get impatient, or lose your temper, when other drivers do something wrong, or you are caught up in a traffic jam. But if you do, you are well on the way to having an accident. If the incompetence or bad manners of another road user cause you inconvenience, don't let your anger override your good sense. Attempts to "teach him a lesson" don't do any good: there is no better lesson than a good example.

courtesy ['kɜ:tɪsi] - **любезность, вежливость**

attitude ['ætɪtju:d] - **отношение, позиция**

wander ['wɒndə] - **блуждать, быть рассеянным**

Text 10

HOW MANY FRIENDS SHOULD YOU HAVE?

People often say that while money may bring wealth, friends bring riches. New research, however, shows that friends may bring both kinds of riches. An American study asked eighteen-year-olds to list their three best friends. Years later, it was discovered that those named most often tended to be earning the most. In fact, every extra friend added two percent to their salary. The researchers believed that this is because people with better social skills do better in the workplace. So, the more friends the better?

One theory states that we all have about 150 friends. This may sound like a lot, but only about five of those are really close friends, the kind you can ring at 4:00 a.m. About another ten are part of an inner group, and these can include family members. Then there are about thirty-five not so close friends, and the other 100 are really just acquaintances. Susie, a market researcher, agrees: 'I have loads of friends, but I'm studying as well as working at the moment, so I only see a few friends once a week or so.'

Have social networking websites changed this? Facebook™, one of the most popular social networking sites, has more than 300 million active users worldwide, all making new friends online. The average number of Facebook friends is 130, but many people have hundreds or even thousands of online friends. Paulo, a graphic designer, thinks he is fairly typical of his generation: 'I have more than 700 Facebook friends, many of them from other countries. It is as easy nowadays to have a friend on the other side of the world as one around the corner.' However, research indicates that while some people may have more than 150 friends, the number of close friends remains exactly the same - about five.

It appears that whatever technology may make possible, human beings can only manage a small number of 'true' friends.

riches ['rɪtʃɪz] – богатства, сокровища, обилие

Text 11

THE DAILY GRIND WE JUST CAN'T DO WITHOUT

Work may sometimes seem like hell, but when we haven't got one, we miss it. We look for it, we want it and perhaps we even need it. Everyone wants to be valued and a salary is proof that we matter.

Not any job will do, however. Housework and voluntary work tend to be seen as non-jobs. In our work-centered culture, 'a proper job' means paid employment. Being paid for a job is better for our self-esteem. Of course, we would also prefer work to be useful and interesting, as well as paid. But you don't have to enjoy your job to get psychological benefits from it. According to some experts, achieving unenjoyable tasks during our work actually contributes to our sense of well-being.

Although genuine workaholics are uncommon, many of us are job addicts without realizing it. When we can't work for whatever reason, we show similar signs to real addicts who are **deprived of** their 'fix' - we become irritable and lethargic. Among newly-retired men, death rates increase significantly in the first six months after leaving employment. For most of their lives, their personality, self-esteem and status have been defined by work; without it, they lose their appetite for life. Life wasn't always driven by employment, however. Work in the pre-industrial age was task-oriented not time-structured, focusing not on money but on tasks necessary for survival. Whole communities worked together so there was less division between work and 'free time.'

The Industrial revolution radically changed the way how people worked. Suddenly, work was no longer structured by seasons, but by the clock. Work was separated from the rest of life, and began to provide money rather than food and goods. More recently, the revolution in Information Technology has again changed the nature of work and employment. The workplace itself may become redundant. Two million employees in the UK now work from home, keeping in touch via email and phone.

We will undoubtedly have to accept that the nature of work has changed and will continue to do so. After all, we were conditioned into accepting the nine-to-five working day and there is no reason why we can't be conditioned into accepting something else.

grind [graɪnd] - тяжелая, скучная работа (повинность)

structure - организация; **to structure** - систематизировать

fix - рабочее состояние, положение

lethargic [lə'θɑ:dʒɪk] - вялый
to condition - соглашаться с условиями

Text 12

SPEAKING IN ONE TONGUE

As American English threatens to dominate the world, could the Internet offer the best hope of saving dying languages?

English is spreading fast and it has been predicted that one in ten of the world's 6000 languages will become extinct over the next century. Up to half of the world's languages are no longer being taught to children, threatening them with eventual extinction. Even countries with millions of native speakers are so worried by the growth of English that they have devised policies to fight back.

The French have brought in regulations to combat what they see as an American cultural invasion. Corporations and government are not allowed to use English terms where there are French equivalents. There is widespread concern that the American influence could mean local films, TV, music and books get pushed into the background. In order to protect local languages and culture, the European Union introduced new legislation, which states that half of the programmes shown in member states must be European.

Today there is a medium to worry about: the Internet. English accounts for about 90 per cent of traffic and the World Wide Web will only accelerate its spread around the world. Unlike broadcasting, however, most communication on the Net is written, so it needn't pose the same threat to regional accents and dialects. It is also decentralized and more interactive than broadcasting, which may help to prevent the disappearance of minority languages. Even if English were universally adopted, this would not mean the end of diversity. Languages are constantly adapting and English is not exactly the same the world over: you only have to compare American and British English to realize that. The Net, too, is an instrument of change. Because Net communication is mainly written, many people use abbreviations to speed things up and this trend means the language is evolving with Internet use. In 10 to 20 years from now the English in the Net may well be unrecognizable compared with the English we know now.

English may dominate but it won't wipe every other language off the face of the Earth and it won't be the same English spoken everywhere. This may not be enough to prevent the disappearance of some of the world's languages, but it does mean that there won't be a boring worldwide uniformity.

uniformity [ˌjuːnɪ'fɔːmɪti] – единообразие

Text 13

AWAY FROM IT ALL?

Many of us might sometimes dream of «getting away from it all», of living on a remote and beautiful desert island like some Robinson Crusoe. Desert islands are fascinating places, we can imagine escaping from the pressures of modern life to an image of simplicity and tranquility.

A group of English seamen who protested against the harsh regime on board «HMS Bounty» in 1789, escaped with some Tahitian women to Pitcairn Island in the South Pacific, which has been called «the most remote and inaccessible, inhabited island on Earth». The descendants of these seamen still live there, living a simple and peaceful life. After Marlon Brando had finished working on the film «Mutiny on the Bounty» (describing these events) he bought an island, Tetiaroa, in the Tahitian group. He said that he wanted it to be «a laboratory of developing ways for the South Pacific to survive the arrival of civilization».

For most of us, however, the dream remains unreal, and we never think seriously about escaping from civilization. For one man, though, the dream is becoming reality. His name is Arthur «Smiley» Ratcliffe. He's a millionaire who owns large areas in Virginia and West

Virginia, who has five Rolls Royces, and who started his career with a loan of \$1,500, Ratcliffe spent years exploring the Pacific looking for a place to escape from the modern world.

In 1981 he finally discovered Henderson Island, an uninhabited island 110 miles north of Pitcairn Island. He offered to spend one million dollars on Pitcairn (population 44) in return for permission to establish a home on Henderson. Smiley, 57, who works 20 hours a day, 52 weeks a year, was interviewed by Simon Winchester for Sunday Times. This is what he said: «I had been to Pitcairn first, and you couldn't wish for a nicer place. The people are just like Virginians were 50 years ago when I was growing up. They were so kind and pleased to see me, and when I said I was figuring on living near them they were extremely happy».

Smiley also told the reporters that he wanted his grandchildren to grow up in a society free of crime, drugs and rock-and-roll. But Ratcliffe has no intention of living like Robinson Crusoe. The list of what he intends to take begins like this: eight men (all Virginians) who work on his farm, six tractors, four aircraft, ten milk cows, ten beef cows, cement. The list goes on for pages. According to Smiley, the main house will be built in six months, the airstrip will take two more months. As he puts it: «As long as I can get my glass of cool milk and my chewing tobacco, I'll be happy».

tranquility [træŋ'kwɪlɪti] - спокойствие

harsh regime [hɑːʃ'reɪ'ʒiːm] – жесткий режим

descendants [dɪ'sendənts] - потомки

cement [sɪ'ment] - цемент

airstrip – взлетно-посадочная полоса

Text 14

THE LIFE OF A HARD-WORKING FUTURE KING

Prince Charles is often portrayed as bad-tempered and spoilt. There are stories that every day seven eggs are boiled for his breakfast so that he can find one that is cooked just the way he likes it. His toothpaste is squeezed onto his toothbrush for him. And his bath towel is folded over a chair in a particular way for when he gets out of his royal bath.

Charles is eccentric and he admits it. He talks to trees and plants. He wants to save wildlife, but enjoys hunting, shooting, and fishing. He dresses for dinner, even if he's eating alone. He's a great socializer. Poets, artists, writers, broadcasters, politicians, actors singers all eat at his table.

The future monarch that we don't see is a man of great humor, who cares passionately about the state of the British nation, and is devoted to his two children, William and Harry. He is madly in love with 'his darling wife', which is how he refers to Camilla in public.

Together Charles and Camilla perform royal duties both at home and abroad. He attends over 500 public engagements a year. He visits hospitals, youth groups, performing artists, charities and conferences. He hosts receptions to welcome visiting heads of state and VIPs. He travels abroad extensively, as an ambassador to the United Kingdom, representing trade and industry. He works hard to promote greater understanding between different religions. He is also President of the Prince's Charities, which are active in promoting education, business, the environment, the arts, and opportunities for young people. The group raises over £110 million annually.

Camilla shares Charles passion for hunting, and also his interest in conversation of towns and countryside. The one thing she leaves to Charles is skiing. She prefers to stay at home when he makes his annual trip to Klosters in Switzerland.

He is concerned about the state of the country he loves, and shows his frustration that governments do little to tackle those problems about which he feels so strongly.

Charles, well-intentioned, hard-working, conservative and old-fashioned, continues to do his duty as he sees it.

eccentric [ɪk'sentrɪk] - необычный, странный
socialize ['səʊʃəlaɪz] – общаться
monarch ['mɒnək] - монарх

Text 15

GO HOME AND WORK

A major international telecommunications company wants to persuade 10,000 of its employees to work from home. They believe that if the staff used computers, fax machines, mobile phones and the Internet, they would maintain the same levels of productivity as when they work in the office. In their talks with the unions, the company argues that amongst other advantages, the plan will make it possible to:

- close down office buildings and save on expensive city centre rents
- demonstrate the effectiveness of its telecommunications equipment
- reduce investment in new offices and office improvements
- improve the quality of life for workers
- help preserve the environment by reducing home to office travel.

What do people really think about working from home? We interviewed a cross section of people from different industries about their experiences of teleworking. As you will see, there was quite a wide variety of opinions.

1) There is no getting away from the family. When you work in the office you get a chance to escape and meet new people.

2) Without the journeys to and from the office you don't get a chance to relax and prepare your mind before you work, or to wind down before you get home. I miss the separation between home and leisure time.

3) You don't have to sit in traffic jams or walk to work in the train. Or listen to people talking loudly on their mobile phones on the train.

4) Life is definitely cheaper for the employee. You save on things like transport and smart clothes. It's also cheaper to have lunch at home.

5) I think financially you miss out on perks like subsidized refreshments or travel.

6) It's a bit dangerous for workaholics. You can easily find your working time creeping into your leisure time.

7) Sharing ideas and problems with your colleagues can make you more productive in some jobs. And the gossip can be really inspiring!

8) The flexibility is great. You can work at five in the morning or on a Sunday afternoon.

9) It can be difficult to get down to work. You have to be very self-disciplined.

10) If you have a technical problem, you're on your own. There is no IT expert to call on.

Which opinions do you agree or disagree with?

subsidized ['sʌbsɪdaɪzd] **refreshments** – прохладительные напитки за счет компании

Материалы для экзамена

Этап 1 - письменный тест (задания переведены на русский язык):

1. Прочитайте текст и выберите верный ответ.

30 DAYS ON THE MINIMUM WAGE

Could you change your life in just 30 days? That's the question documentary maker Morgan Spurlock asked when he filmed his new Channel 4 TV series, *30 Days*. Martin Grady reviews the first programme of the series, *30 Days on the Minimum Wage*.*

Spurlock, who is most famous for *Supersize Me*, his film about the dangers of eating junk food, became frustrated that few people know about poverty in America. He and his fiancée Alex

decided to film an experiment – they'd give up their jobs for a month and try to live on the minimum wage. The resulting documentary, which was filmed reality-show-style using a handheld camera, contains a powerful, social message about the growing gap between rich and poor in the USA.

The couple travel to Columbus, Ohio, one of the poorest cities in the USA. The only apartment that they can afford to rent is filthy, in a dangerous area, and has no heating or furniture. Alex begins working as a dishwasher, whilst Morgan does building work with no safety equipment. Neither of them earns more than the minimum wage.

It's difficult to watch Morgan and Alex struggling in such terrible conditions. A charity gives them some furniture for free, but they have to live without heating, TV and telephone. They're exhausted and freezing all the time and begin to argue about money. The couple interview people in the same situation and listen to their stories. It's difficult to imagine, but these people have lived on minimum wage for decades and many have children.

When Alex becomes ill and Morgan badly injures his wrist, they go to a free clinic for the poor, but can't see a doctor because of long queues. People there say that without free medical care they'd die.

After thirty days, the experiment has failed. They have spent over \$1,000 more than they have earned. The couple are shocked – they can go back to their comfortable life in New York, but what if they couldn't? How would they continue to survive?

*The minimum wage in the US today is \$5.15 per hour.

1. *30 Days on the Minimum Wage* is _____.
A. a TV series B. a TV documentary C. a review
2. *Supersize Me* was about _____.
A. how eating too much junk food can be bad for you
B. poverty in the USA C. the popularity of junk food
3. Morgan Spurlock is _____.
A. single B. married C. engaged
4. The experiment was to discover if Morgan and Alex could _____.
A. give up their jobs B. make a film together C. get by on very little money
5. The documentary _____.
A. is about the rich and poor B. is a programme with a political message
C. was filmed by a TV crew
6. Morgan and Alex rent their apartment because _____.
A. it's the only one they can find B. it's cheap C. it's in Columbus
7. Morgan and Alex _____ \$ 5.15 per hour.
A. both earn more than B. try to earn at least C. don't earn more than
8. The couple have to live with _____.
A. no furniture B. no central heating C. very little food
9. During the experiment Morgan and Alex _____.
A. get on well B. argue all the time C. sometimes disagree about money
10. Morgan and Alex can't see a doctor because _____.
A. they didn't apply for free medical care B. there are too many people waiting
B. the bills are too high

2. Прослушайте пять студентов, говорящих о университете. Соотнесите говорящего (1-5) с утверждениями (a-f).

1. Speaker 1 _____
2. Speaker 2 _____
3. Speaker 3 _____
4. Speaker 4 _____

5. Speaker 5 _____
- a. The speaker's degree was essential for their job.
- b. The speaker thinks people with degrees should be paid more.
- c. The speaker thinks university is a waste of time.
- d. The speaker thinks it's better to get a job first and go to university later.
- e. The speaker really enjoyed their university course.
- f. The speaker thinks you should choose your university course carefully.

3. Выберите верный вариант.

1. Sellers would always like to have an attention- _____ advert for their product.
 - a. paying b. making c. grabbing d. catching
2. I can always recognize a radio station by the _____ that it plays.
 - a. slogans b. jingles c. logos d. endorsements
3. It's illegal to produce advertisements which are _____ in any way. They must be as truthful as possible.
 - a. intriguing b. distorted c. misleading d. desirable
4. His latest book is top of the _____ list, having sold over a million copies.
 - a. masterpiece b. bestseller c. blockbuster d. epic
5. Advertisements which are _____ and make us laugh are usually successful.
 - a. witty b. dull c. exotic d. acceptable
6. Science subjects are a very important part of the school _____.
 - a. tuition b. curriculum c. statistics d. assignment
7. _____ will not be tolerated in this school.
 - a. co-operation b. bullying c. assessment d. exercise
8. Johnny Depp was the _____ actor in the film which got the National Award this year.
 - a. gripping b. comedy c. science d. lead
9. Each piece of furniture of this brand is carefully _____ by skilled designers.
 - a. handmade b. recycled c. influenced d. durable
10. If employees do not pay their _____ they are arrested.
 - a. taxes b. wages c. profit d. loss

4. Вставьте предлоги в пропуски.

1. Most advertisements aimed ____ children are imaginative and often _____ the form of animated cartoons.
2. Governments are beginning to put pressure _____ the advertising industry.
3. Montessori is an approach _____ teaching which encourages children to learn _____ doing and experimenting.
4. I had to work as a personal trainer to pay _____ my university loans.
5. It is also important that the product can be sold _____ a reasonable price.
6. Designers turn an idea _____ something that is desirable, commercially successful and adds value _____ people's lives.
7. When you set _____ a company, it is important to realize how you are going to run your business _____ a day-to-day basis.
8. It's important for companies to invest _____ local communities.
9. New trends seem to catch _____ really quickly.
10. Word of mouth helps people to pick _____ new ideas and trends.

5. Выберите верный вариант.

1. He is not as clever than / as / of he thinks he is.
2. The journey took longer than / as / of we expected.
3. My father speaks more fast / more faster / faster than I do.

4. Your watch is the same than / as / of mine.
5. You are much patient / as patient / much more patient than me.
6. Sue is more ambitious / the most ambitious / less ambitious member of my family.
7. He swims more better / more good / a little better than his brother.
8. This is the least / the best / the worst important problem. Let's discuss the other points first.

6. Выберите верный модальный глагол.

1. The painting can't / shouldn't be by Dali. It's nothing like his other paintings.
2. We mustn't / don't need to let our competitors know what we're doing. It's a secret.
3. You should / need contact the designer and let him know what we've decided. He'd like to know.
4. They mustn't / don't need to make another prototype. This one is fine.
5. You don't have to / shouldn't come to the meeting, but I think your input would be useful.
6. This should be / must be one of the classic designs of the last century.
7. Take something to read with you. There might be / need to be delays at the airport.
8. Must / may I use your computer for a few minutes?
9. Her eyes are red. She can't / must be really tired now.
10. You may / have to stay and see the show if you want or you can go to the café.

7. Выберите верное глагольное время.

1. While I had waited / was waiting / waited at the bus stop, I had noticed / was noticing / noticed a new shop which wasn't / hadn't been in the street the day before.
2. I had gone / went out into the garden to fetch my bike, but found / was finding that someone stole / had stolen it.
3. After I was buying / had bought my new bike, I discovered that it wasn't having / didn't have a security lock.
4. When the phone rang, I washed / was washing / had washed my hair in the bathroom.
5. When we arrived / were arriving home, Jan sat / was sitting / had sat outside the door.

8. Выберите верный вариант.

1. We've got plenty / enough / none of time before the concert starts.
2. There are some / a few / a couple of people here who want to speak to you.
3. Some / much / a little of you need to stay late, but most of you can leave now.
4. I have little / a couple of / few time for looking at new fashions and knowing what's popular.
5. We work with a little / a few / little designers from Rome.
6. A lot of / a little / any clothes are second-hand in this shop.

9. Выберите верный вариант.

1. If we'd be / we're late for class, our teacher will be / was angry.
2. If we would live / lived on another planet, we'll see / we'd see the Earth in the sky.
3. If we won't hurry / don't hurry, we'll be / we'd be late.
4. If I studied / will study harder, I get / would get better marks.
5. If I had / have lots of money, I gave / I'd give some to all my friends.
6. If you phoned / had phoned me yesterday, I had given / would have given you the news.
7. If you took / would taken more exercise, you might feel / had felt better.
8. If you had come / came to see the film, you had enjoyed / would have enjoyed it.

10. Переведите предложения в косвенную речь, обращая внимание на грамматические времена, местоимения и наречия времени.

1. 'We sold our car last month,' he said.

He _____

2. 'I'll give you the book back tomorrow,' he said to her.

He _____

3. 'I can't go out for lunch today.'

Anna _____

4. 'I'm making pancakes for breakfast,' said Dad.

Dad _____

5. 'I've seen Batman Returns five times!' said my brother.

My brother _____

11. Составьте косвенные вопросы.

1. 'Are you listening?' the teacher asked her students.

2. 'Why are you laughing?' I asked my sister.

3. 'What did you do last night?' my best friend asked me.

4. 'Can you speak Italian?' I asked my aunt.

5. 'What's the time?' I asked my mum.

6. 'Did you have a nice time yesterday?' I asked her.

7. 'Will you give me a call?' she asked him.

12. Переведите на английский язык.

1. Реклама не остается больше исключительно информативной, она должна быть запоминающейся и бросающейся в глаза, и не должна быть раздражающей, вводящей в заблуждение и скучной.

2. Подходы правительства к контролированию рекламы, направленной на детей, варьируются, но все знают, что молодые люди являются самой привлекательной целью для рекламодателей.

3. Если ты будешь прогуливать уроки, не сдавать свои письменные задания и не сдашь экзамены, ты будешь отчислен («вылетишь») с курса.

4. Я уверен, что образованная и квалифицированная рабочая сила может принести огромную пользу обществу.

5. Очевидно, что очень мало людей думают о вреде окружающей среде, вызванной индустриализацией.

6. Одна из самых влиятельных компаний дизайна всех времен недавно наняла внештатных (независимых) дизайнеров и дала заказ художнику разработать дизайн новой коллекции.

7. Компания обанкротилась, потому что её директор (первое лицо компании) не руководил бизнесом эффективно (надлежащим образом).

8. Я надеюсь, что вы скоро получите заказ от известного универмага и проведете с ним переговоры по крупному контракту.

9. Многие люди подхватывают новые идеи и начинают следовать трендам, некоторые из них восхищаются законодателями моды или могут быть воодушевлены «высокой культурой».

10. Я не собираюсь отрицать, что загружаю музыку бесплатно из интернета, я также люблю слушать музыку на YouTube и других потоковых сервисах.

11. Первые несколько глав читались очень тяжело, но оставшаяся часть книги полностью меня увлекла.

12. Полиция поймала вооруженного грабителя на месте преступления, и он получил 10-ти летний срок заключения.

13. Напишите деловое письмо.

Situation

You work as Publicity Manager for Direct Office Supplies Ltd, who sell a wide range of office furniture, office equipment and stationery. In 3 weeks' time a new branch will open in the town of Rodwell, with an Advance Open Day for selected customers.

Task

Write a letter of between 150 – 200 words to the Senior Partner of Tingwall Solicitors, Ms Jennifer Rusk, inviting her to the Advance Open Day. Tell her about your company and give details of:

- timings for the day
- refreshment arrangements
- discounts
- special offers to new customers attending the Advance Open Day

Ms Rusk's address is: 4 The Banks, Rodwell RD2 6AD. You may invent an address for your firm.

Publicity manager – менеджер по рекламе

Advance Open Day – день открытых дверей, проводимый до открытия нового филиала

Senior Partner – Главный Партнер (адвокатской компании)

stationery- канцелярские товары

a branch – филиал

refreshments- прохладительные напитки

Темы для обсуждения:

1. Think of a memorable advert. What makes an advert successful?
2. Do you agree or disagree that it's acceptable to manipulate images of people in advertising?
3. What is your attitude to advertising aimed at children? What are the possible approaches to controlling advertising for children?
4. Should TV ads for unhealthy products be banned?
5. What approaches to teaching children do you know? Choose one to speak in detail.
6. Students who enter a university may face a lot of problems. Which ones are the most common and what are the best ways to deal with them?
7. Which one do you prefer: traditional classroom learning or the distance learning approach? Do you think distance learning will become more common in the future?
8. What is design? What does it mean «to be well-designed»? Do you agree that design is only about how things look?
9. What were the main trends in the design of the 20th century (the 1930s, the 1960s, the 1990s)? What products do you think designers will develop in the next ten years?

10. What advice can you give to a person who is planning to start his \ her own business? What should be done to be successful?
11. Speak about the life and achievements of a famous businessman/businesswoman? What is the secret of their success?
12. Describe the latest trends in the modern society. Do you agree or disagree that trends are like illnesses?
13. Should people pay for music? Is it possible to stop people from downloading for free in your opinion?
14. What are the typical problems of a modern resort town and possible solutions to them?
15. Give your review of a book \ a film \ a programme (any other example of the media).
16. What influence does the attention of mass media have on the life of celebrities? How does it affect their lives? What's their reaction?

TEXT 1

MY LIFE WITHOUT MONEY

Heidemarie Schwermer, a 63-year-old German woman, has lived without money for the last ten years, and has written a book about her experiences called *My life without money*.

At the age of 54 Heidemarie gave up her job as a psychotherapist, gave away all her money and her flat and threw away her credit cards. Today, apart from a few clothes (three sweaters, two skirts, two pairs of shoes, and a coat) and a few personal belongings, she doesn't own anything.

It all began as a one-year experiment. In her home city of Dortmund she set up a 'swapping circle' where people swap services without using money, for example, a haircut for a mathematics class. To prove that this could work she decided to give up using money for a year. But when the year ended she continued and has not used money since then.

At first she house-sat for friends who were on holiday. She stayed in their house in return for watering the plants and looking after their animals. At the moment she is staying in a student residence where she can sleep, have a shower, or use a computer in turn for cooking for the young people who live there. She also 'works' as a psychotherapist. 'Before I treated very wealthy people but now I help anyone who turns up. Sometimes they give me something in return, but not always.'

Heidemarie says, 'I can live thanks to my contacts. A lot of people who know me understand what I'm doing and want to help me. When I need a bus ticket, for example, or a new tube of toothpaste I think, 'Who can I ask? What can I give them in return?' If I want to go to the cinema, I might offer to look after somebody's children for the afternoon.

It is one of the mistakes of our society that most people do something they don't like just to earn money and spend it on things they don't need. Many people judge you according to how much you earn. In my opinion, all jobs are equally important. You may not earn a lot of money but you may be worth a lot as a person. That's my message.'

So, what did she do with all the money she earned from the sales of *My life without money*?

'I gave it all away...'

a psychotherapist [ˌsaɪkəʊˈθerəpɪst] – психотерапевт
to swap smth [swɒp] – обмениваться чем-л

TEXT 2

LIVING TO 100

Since the mid 1950s, life expectancy around the world has increased dramatically, and many scientists believe that this trend is likely to continue in the future.

The United Nations estimated that in the early 1950s the world life expectancy rate was 46.4 years. By 1998, world life expectancy has increased to 63.0 years. In more developed regions, life expectancy was an average of 75 and in less developed areas it was 62 years. That represents an average increase in life expectancy of about 35 percent for the world.

The main reason for the increase during this period was the decline in infant mortality. Fewer children died at an early age, and this was mainly because of improved healthcare and better food production.

Most experts believe that people will continue to live longer in the future because of medical advances. Researchers predict that at least half of the North American and Japanese babies born since the year 2000 will live to an age of 90, and ten percent to 100 years old. Furthermore, new medicines are being developed which will slow down the ageing process. These will be available in around 2020, and they will enable people to live 20 years longer.

If the current older populations in many countries become healthier, wealthier and live longer, the trend will have important consequences for people and governments. The cost of medical care for older people will rise, and government will have to start thinking hard about how to fund state pensions for older citizens. Some people will want to keep on working later in their life, which could lead to changes in the age of retirement in many countries. Others would prefer to retire early to enjoy having more time for themselves. This will create business opportunities for companies in the leisure and entertainment industries and open up new segments of the market.

Finally, the effect on the world population will be great. Europe's population has been in decline for several years now as people prefer to have fewer children and families tend to be smaller. However, the population will not decline as fast once these anti-ageing medicines start to become widely available. It is believed that the populations of China and India could soar by 500 million.

life expectancy [ˈlɪksˈpektənsi] – продолжительность жизни
infant mortality [ˈɪnfənt məːˈtælɪti] – детская смертность
ageing [ˈeɪdʒɪŋ] – старение

TEXT 3

HAVE YOU GOT WHAT IT TAKES?

So, you want to be a millionaire, but have you got what it takes? To find out what millionaires are really like and what motivates them, the BBC programme *Mind of a Millionaire* did a survey.

Psychologists looked at self-made millionaires to try and understand what qualities are needed to make a million. So, what is really important to a millionaire?

The answer, not surprisingly, is money, money and more money. Money is more important than love or marriage. And if you give a millionaire some money, they won't spend it, they'll invest it to make more money. But you don't have to be born rich to be a millionaire. Most millionaires come from relatively poor backgrounds. And you don't have to work hard at school either. A lot of successful entrepreneurs were lazy at school and didn't get good results. However, you must have a clear idea of what you want to do (get rich) and you really ought to start early. A lot of millionaires left school early, to start their own business.

If you want to be a millionaire, not only do you have to work hard, but you should enjoy your work. And you shouldn't take too many holidays. Most millionaires work more than sixty hours a week. Half stay in contact with the office while they're on holiday and 14 percent of them refuse to switch off. Having a good work-life balance is fine for people who only want to be moderately successful, but if you're really ambitious, you have to put in the hours.

What are millionaires like as people? The survey found that they are competitive, they like taking risks, and they are aggressive and self-confident. They'll do anything they can do to get what they want.

Millionaires can break all sorts of rules. The only thing they mustn't do is break the law. Surprisingly, most millionaires are careful spenders. They prefer Gap to Gucci. Many of them choose not to spend money on expensive designer clothes – they would rather find a bargain on the high street. And they don't spend lots of money on expensive meals in restaurants either. They prefer to eat at home. However, they do like to drive Mercedes and go on at least three expensive holidays a year. One last thing: millionaires don't care what other people think of them. So, if you want to be a millionaire you shouldn't worry about what other people think of you. Just do your own thing.

a high street shop – недорогой магазин

TEXT 4

TOO BIG FOR OUR BOOTS?

Every ten years, the height of the average person in Europe increases by 13 millimetres. Every year, more and more big people are born. However, we are not becoming taller than we've ever been before. In fact, we are really only just becoming as tall as we were thousands of years ago.

To understand the reasons for the changes in our height, it is necessary to look back on our history – to Paleolithic times. For most of our past, our ancestors got their food from a wide variety of sources: while women were gathering herbs, fruits and berries, men were killing wild animals. One study found that these 'hunter-gatherers' used to have a diet of 85 different plants.

Then, about 9000 years ago, agriculture was invented – with disastrous results. Most of our planet's forests and natural green places were taken over by farmers. This means that instead of living off many plants just three - wheat, rice and maize – became the diet of the human race. This left us smaller and less healthy. Still, agriculture spread because a piece of farmland could support ten times more people than land used by hunter-gatherers.

During the last ice age, which ended 10000 years ago, people were slightly rounder and taller – an answer to the cold. Larger, round bodies are better at keeping in the heat! When our climate began to get hotter, we appear to have become slightly thinner and smaller. As global warming begins to take effect, we may shrink even smaller. Mankind's future could be that of a couch potato, a lazy creature, with a taste for far too much junk food, comfortable sofas and home entertainment. Some scientists say that not enough exercise will result in humans developing smaller skeletons and bodies which are too fat.

Nowadays, in Europe, America and Japan, diets are beginning to be what they were before. As a result, heights in some countries are increasing. The question is, where will it all end? Will we continue to grow upwards or outwards?

Paleolithic times - времена Палеолита
ancestors ['ænsɪstəz] - предки
wheat [wi:t] - пшеница
maize [meɪz] - кукуруза
to grow outwards – расти в ширину

TEXT 5

ADVERTISING THEN AND NOW

Most advertising in ancient times was word-of-mouth, that is, people liked something and told others about it. But even then, people advertised by putting inscriptions on walls, for

example to display political slogans and to offer household goods for sale. Also, in Rome and Greece, in ancient times, it was common for people to use papyrus, a kind of paper, to advertise things they had lost or found. Papyrus was also used for posters to advertise political campaigns. Many traces of these advertisements have been found in the ruins of Pompeii, a city destroyed by a volcano which erupted in 79AD. The tradition of wall or rock painting as a way of advertising goods is even more ancient and examples can still be found in parts of Asia, Africa and South America.

Printing developed in the 15th and 16th centuries, and this increased the forms of advertising. Handbills – small printed notices and advertisements – became common. Then, by the 17th century, advertisements started appearing in weekly newspapers in England, including classified adverts for personal goods and services. In the 19th century mail order catalogues appeared, promoting all kinds of goods.

Finally, the 1960s were a key period in the development of advertising. Advertisements became more creative and more interesting. Also, they began to draw attention to the ‘unique selling point’, the USPs of products.

These days, advertisers have come up with new ways of promoting their products. For example, product placement is now common. This is advertising in TV programmes or films by having a character, preferably played by a famous actor, use a particular product. For examples, Tom Cruise’s character in the movie *Minority Report*, had a computer with the Nokia logo on it, and his watch was clearly made by Bulgary.

TV commercials are a very effective medium for advertisers, though these are very expensive. If an organization wants to have a 30-second TV advert during the annual Superbowl game in the United States, they have to pay about \$2.5 million.

inscriptions [ɪnˈskrɪpʃənz] - надписи

papyrus [pəˈpaɪərəs] - папирус

‘unique selling point’ [juːˈniːk] – ‘уникальное торговое предложение’

TEXT 6

THE PEOPLE WATCHERS

If you wanted to persuade someone to dress up as a tree in public, what would you do? If you wanted to raise money for charity on the streets, who would you ask to help you? What would you do if you wanted to sell cakes but nobody was buying them? What would you do if you needed to think creatively but didn’t have any ideas?

One thing you could do is watch a programme from BBC series *The People Watchers*. The programme asks the question ‘Why do we do what we do?’ Through twenty episodes, Professor Richard Wiseman and two psychologists do experiments involving members of the public, secretly filming them with a hidden camera. The experiments show why we behave the way we do in everyday situations. If you wanted to know how to get a seat on a crowded train, stop people from jumping queues, get someone to do you a favor, work out if someone is lying, and get a complete stranger to lend you a mobile phone, you could find out by watching.

In one experiment, two of Wiseman’s psychologists pretended to be cake-sellers. They stood at a stall on the street and tried to sell cakes for a pound each. No one bought any. So they did what shops do: they held a sale. But it wasn’t a real sale. They pretended that one cake cost two pounds, and if you bought a cake, you would get another one for free. People started buying!

Later they told people that the cakes usually cost two pounds but they were doing a special deal and selling them for just one pound. Again, people bought the cakes. It seems that everyone loves the idea of a bargain even if they aren’t really getting one.

Another experiment looked at ‘experts’ who aren’t. Emma, a psychologist, pretended to be a hairdresser. While ‘cutting’ three people’s hair, she talked like a hairdresser, saying all the right things, and dropped a few bits of fake hair. The three volunteers later said they were happy with their haircuts. In reality, Emma hadn’t cut any hair. Richard Wiseman’s conclusion? People

would do better if they didn't always listen to 'experts'. Instead, they should trust their own eyes and hearts!

a psychologist [ə saɪ'kɒlədʒɪst] – психолог
to jump the queue [kju:] – пройти без очереди
a bargain ['bɑ:ɡɪn] – выгодная сделка

TEXT 7

THE BIG APPLE

The most famous bargain in American history is said to be native North Americans' sale of Manhattan Island in 1626 to Peter Minuit, of the Dutch West India Company, for a sack of beads, cloth and ironware. It was all worth of about \$24. The entire island, which lies in the most highly populated city in the United States, cost him just 41 cents per square kilometre. Manhattan was first discovered by an Italian explorer Giovanni da Verrazano, in 1524. He was working for the king of France.

He raised the French flag and founded a small village. However, the French did not develop the area and it was not until one hundred years later when the Dutch arrived that a settlement began to grow. According to one story, it was as the result of the Dutch settlers that the city has become known as The Big Apple. The governor of the Dutch colony, Peter Stuyvesant, began planting apple trees, and, in due course, the state of New York became famous for the quality of its produce. Even in the seventeenth century, when there were only a few hundred settlers in the city, 18 different languages were spoken. The first large group of immigrants after the Dutch and English were the Italians, who began to arrive in the early 1800s. People from all over Europe followed. The Irish came to the city in their hundreds to escape starvation when the Irish potato crop failed in the 1840s.

Today, about forty percent of New York's eight million residents were born outside the USA. In the small town called Queens alone 116 languages are spoken. In addition, about 14,000 Native Americans from all over the USA live in New York City, and the population is growing all the time. But where are the people whose ancestors were the city's first inhabitants now?

There is a surviving group of the early inhabitants of Manhattan. They are the Delaware, who now live over 2000 km away in Oklahoma, Wisconsin and Ontario. When the island was first settled by the Dutch, groups of Native Americans came every year to settlements in the south and north to hunt, fish and grow crops.

However, other Native Americans and New York's most eye-catching modern feature, the skyscraper, are closely linked. As these giants began to rise over Manhattan, the heroic descendants of New York State's Iroquois became famous. They gained a reputation as being extremely skilled steel workers in the construction industry. Without them, the skyscrapers in the city would not have been built and New York would not be what it is today.

starvation [stɑ:'veɪʃən] – массовый голод
the Delaware ['deləweə] – племя индейцев «Делавары»

TEXT 8

SHRINKING THE WORLD AND OTHER CHANGES

In this BBC series, presenter James May takes a tour of the twentieth century, looking at some of the most surprising and influential technological advances of the past hundred years.

At the beginning of the twentieth century, long – distance travel was only for the military and the rich. But the invention of commercial aeroplanes and cars changed all that. Travel became easier and more affordable, and the world, as a result, became smaller. In the programme *Honey, I shrunk the World* James soon discovers that driving a car in those days wasn't as easy

as it is today. But shrinking the world wasn't just about travel. For the first time in history, we could bring the world to us via the cinema, then the television, and later the computer.

Each day, 180 000 people move into a city somewhere on the planet. In *Big city, Bright Lights*, James sets out to discover how we've created this high-rise, 24/7 experiment in urban living. He heads for New York - to the top floors of the Woolworth building, once the tallest building in the world. He looks at how, in the last hundred years, our cities have become a lot taller, and how we use electricity to power them.

In the twentieth century the teenager was invented. But how? James May finds out. First, he looks at fashion. The twentieth century introduced fantastic new fabrics in fantastic new colours, made possible by the invention of materials like nylon, which were much cheaper and more colourful than materials we used before. Then, he looks at transport. As a teenager, James always dreamed of having his own motorbike. The motorbike gave teenagers more freedom by allowing them to travel further away from home, and their parents. Finally, he looks at the electric guitar –one of the most important symbols of teenage rock music even today. He talks to Francis Rossi, from the band *Status Quo*, who explains that 'Volume is like speed – you buy a fast car because you want to be faster, you buy a big amplifier because you want to be louder.'

to shrink - shrank – shrunk [ʃrɪŋk] - сморщиваться, уменьшаться в размерах
urban ['z:bən] - городской
an amplifier (слэнг) - электрогитара

TEXT 9

TOP TRENDS IN SOCIETY AND CULTURE

Everything is speeding up thanks to our obsession with technology and efficiency. You can blame computers, email, the Internet, globalization, mobile devices, whatever you like. The result is 24/7 access to goods and services, meals on the run, meals in minutes, microwave mums, insecurity, and individuals (organizations) that want everything tomorrow. The result is stress, anxiety, a lack of sleep, work-life imbalance and an interest in slowing things down as they were many years before.

The big demographic trend is aging. In Europe 25% of the population is already aged 65+. Other linked trends include older parents, more one-parent families, male/female imbalance and less traditional family units. This could all change, of course, but it's in the nature of demographic trends that change is usually slow in any given direction.

Globalization is obviously a huge trend but if you look forward far enough it looks like the future will be local. You can already see the evidence for this shift in the fact that localization is a major trend in everything from food to politics. It's possible that the EU could collapse back into local units or even small city-states. When natural resources such as oil or water run out, we will have no choice but to stop moving around and adopt a more local way of life. Back to where it all started in other words.

We are working harder and working longer and earning more money as a result – but it's becoming increasingly obvious that money cannot buy you happiness. People are starting to realize that identity is not created by what you own or buy but by who you are and how you live.

Everything from countries and computers to industries and gadgets are increasingly linked together. In the future you can see this trend accelerate even more. This is both good news and bad. It is good because information (good and bad) will travel around the world instantly. This means everything becomes transparent. It's bad because in the future there will be little or no privacy and, since everything is connected, if something fails in one area, the whole network can be affected.

obsession [əb'seʃən] – одержимость чем-л. / кем-л.

microwave mums – матери, которые не готовят еду, а только греют полуфабрикаты в микроволновой печи

TEXT 10

SPENDING HABITS AND LIFESTYLES

The British have an astonishing 35% more money to spend than they did ten years ago. Our great-grand-parents and great- great -great grandparents would be amazed if they came back and visited us today. But, what do people spend their hard-earned money on?

In Britain, housing is a major expense, with about 68% of people owning their own home. This means that the British are somewhere in the middle in terms of home ownership in Europe. At the top are Italy and Spain, with 78% of people

owning the place, they live in, while Germany is at the bottom, with fewer than 40% choosing to buy.

Not only do British people like to buy homes, they also like to spend money on things for the home. Consequently, garden products are also big sellers, as people increasingly see their backyards as additional living space and a place to escape.

As the population gets richer and people have more spare cash, spending on health and fitness continues to increase relative to what consumers spend on other products and services. Approximately a quarter of adults claim to have tried a new sport in the last year.

Spending on leisure is also a reaction to longer working hours and the British work the longest hours in the European Union. People feel the need to balance work and home, and while almost half the population feel they have achieved a

good work / life balance, they recognize that they have to make difficult decisions to maintain it.

Working long hours also means that many people consult a chemist rather than a doctor for minor health problems. In addition, shorter holidays are now more popular than the traditional two- or three-week holidays.

Another consequence of needing to find a balance between work and leisure is that more and more people buy convenience foods, such as frozen or prepared food like pizzas and pasta sauces. However, that doesn't mean people are uninterested in food. On the contrary, the range of food, particularly foreign food, found in supermarkets is growing all the time.

On a social level, most British people think it is important to keep in touch with their family. More and more people move away from the town they were born in, and this is reflected in the increase in the use of mobile telephones and the Internet.

to maintain smth – поддерживать что-л. в рабочем состоянии
a chemists ['kɛmɪst] – аптекарь

TEXT 11

NOW WE ARE GETTING THE MESSAGE

When computers first started to be used on a wide scale, some people predicted that we would spend so long staring at computer screens that we would end up forgetting how to talk to one another. But in fact, the rapid expansion of electronic communication in the 21st century has had the opposite effect. Rather than retreating into themselves, people are using new technology, in particular email and text messaging, to find more and more ways to expand their network of friends.

Alice Thompson, 23, is known as the Text Queen to her friends because she sends out so many messages. "When we go out, my friends and I text other friends saying, "We're in this club and it's really good. Come and meet us." This flexibility when making social arrangements means she no longer has to plan ahead. Instead decisions can be made on the spot, and friends can be gathered together at a moment's notice.

Alice has found text messaging has other advantages too. "If there is a guy I like, I find it easier to send text messages initially rather than phone him up", she says. She finds that she feels

less nervous that way. Text messaging and email also help Alice keep in touch with old schoolmates she would probably have lost contact with otherwise. She can send them a message saying "Hi, thinking of you", instead of sitting down to write a long letter. And she finds it's a great tool for relieving boredom in the office where she works, while sharing secret messages and passing on jokes.

It seems these forms of communication have filled a gap, offering something that face-to-face conversation does not. Professor Pam Briggs, a psychologist at the University of Northumbria, believes that people enjoy sending text messages and emails because they can take their time planning their message, and they can be a bit more playful, inserting jokes, pictures and bits of video clips.

The fact that text messages are so quick and easy is a big part of the attraction. Many people also find text messaging more informal than making a phone call or writing a letter. Annabelle Rose, who teaches at a London sixth form college, encourages her students to text her when they have queries. "They don't find it so difficult to keep in touch that way", she says. "I think they feel that a phone call might be more of an interruption. So, is it all good? Annabelle has identified one negative result of text messaging. "My students have developed their own way of writing as well, which can cause a few difficulties as they have started using these abbreviations in their normal writing. For example, they might write "tomoro" for "tomorrow", she says. "But they're never rude. If I text them back answering their queries they always send another message saying "Thx", even though it's not really necessary".

to expand – расширять
a query ['kwɪəri] - вопрос

TEXT 12

WHEN FAME HITS THE FAMILY

Does your son have footballer's feet? Could your daughter sing in a Broadway musical? When your loved ones have the talent and ambition to become professional, it takes a special family to cope.

How many of us really understand the huge amount of time attention, energy and understanding it takes to turn a talented youngster into an international star? And how far would you be prepared to go if a member of your family was good, even amazingly, unbelievably good, at what they did? Could you cope with the invasion of privacy and the impact on family life?

When 14-year-old Steven Spielberg made his first amateur war movie, it was Mum, according to Steven, who crawled through enemy fire in a soldier's uniform before making lunch, and Dad who squeezed into his old airforce uniform and worked out exactly how much flour was needed for a convincing explosion.

The mother of Jana Novotna, a Wimbledon tennis champion, recalls that the family went without holidays for ten years so that they could pay for Jana's coaching and equipment. Jana's mother is a school teacher and lives in Brno in the Czech Republic. She regards herself as a 'pusher' without being pushy. 'When you have small children, you have to decide for them at an early age what you want them to do. Later they can choose their own direction.' Jana is one of the top-ranked women players in the world and has earned over \$9 million in prize money.

'Tennis has done so much for Jana,' says her mother. 'I don't know where to begin: travel, the opportunity to speak other languages and meet other people. She's so fortunate to be able to do a sport she loves so much and be paid for it.'

Film star Leonardo DiCaprio lived with his mother, Irmelin, for many years in Los Angeles. Irmelin separated from his father, comic-book artist George, when Leo was a baby. She cheerfully put up with Leo's poor record at school and wild teenage ways until Leo made a commercial aged 14 and swiftly became a successful teenage actor. Friends say that Leo's relationship with both parents is so good it can't be real. His mother handles his business affairs

and his father helps him to choose scripts. 'My mother is cool,' Leonardo says. She doesn't care about this whole thing, fame. She just cares about me.'

So, if someone in your family wants to get to the top, you should help them to be realistic about their chances. You should move heaven and earth to make sure they get the opportunities they deserve. However, if and when failure comes, you must show understanding and tell them to look on the bright side. It's a big, wide world and they can always get out there and try again.

an amateur ['æmətə(:)] – любитель

an explosion [iks'pləʊʒən] - взрыв

to move heaven and earth - приложить все усилия

to look on the bright side - смотреть на вещи оптимистически

TEXT 13

NOT JUST A BUSINESS BUT A WAY OF LIFE

How a company presents itself can have an important influence on how much investment they attract. Here is what three clothing companies have to say about themselves.

FUBU started in 1992 when Daymond John decided to try and make some money by designing and selling the kind of hats he wanted to wear himself but could never find. Daymond turned half of his home in New York into a factory and the other half into a living space for the 'Team'.

The 'Team' consisted of a group of neighborhood friends, all of whom are an integral part of the company. By 1995 *FUBU* were making T-shirts, rugby shirts, denim, boots and shoes with raw materials from around the world. Top musical artists such as Mariah Carey and Snoop Doggy Dog have given *FUBU* their stamp of approval.

The story of *Reef Brazil* started in 1977 when two brothers, Fernando and Santiago Aguerre convinced the government to lift a ban on surfing. In 1979, Fernando and Santiago opened a surf shop in Argentina and started promoting a series of surf contests.

They traveled all over the world on surf trips. In Brazil they met a sandal manufacturer, and began importing the sandals to their surf shop. Soon the brothers decided to move from selling to designing what became one of the most innovative beach sandals ever made. Today, *Reef Brazil* makes not only sandals, but shoes, socks, and a whole line of girls' footwear.

Gap founder Don Fisher opened the first *Gap* store in 1969, on Ocean Avenue in San Francisco. The store, which sold jeans and records, was named after a cultural phenomenon that was the talk of the times: 'the generation gap'. In 1991 *Gap* again focused on that earlier era with its instantly recognizable campaign, 'For every generation there's a *Gap*'.

Gap Inc. maintains a 'Code of Conduct' which is designed to ensure that business partners operate ethically and that merchandise is produced under appropriate conditions in the United States and around the world. *Gap* will not do business with people who refuse to abide by the Code.

raw materials – сырье

approval – одобрение

to lift a ban on smth – снять запрет на что-л

Code of Conduct – Кодекс Деловой Этики

merchandise ['mɜ:ʃəndaɪz] – товары

to abide [ə'baɪd] smth – подчиняться чему-л

TEXT 14

HOW THE BURGLAR AND THE VICTIM BECAME FRIENDS

Businessman Will Riley, 50, lives in Islington, north London, with his wife and daughter. He tells the story of his meeting with a criminal:

"I was getting ready to go to the gym when I walked into my hall and stopped dead. There, standing on the stairs, was a man about the same age as me, dressed in a scruffy leather jacket.

"What are you doing here?" I asked in shock. He said he was a neighbor who'd got lost. But it was obvious who he was.

I was suddenly scared. I thought, "If he's got a knife, he could kill me". We kind of fought with each other. A passer-by saw us and phoned the police. Somehow I managed to hold him until the police arrived. It was only after they arrested him and took him away that a policeman asked if I was OK. I put my hand to my head and felt blood. I hadn't realized what he'd done to me. It's incredible, but I just didn't register that he'd hit me really hard. He'd smashed a flower pot on my head, and all the bits were on the ground. I went to hospital and needed stitches.

After the burglary, my whole life changed. I've always lived in big cities, and I've never been afraid of urban crime, but suddenly I became too frightened to open my front door.

I was asked to meet the burglar in prison. I wasn't sure what the purpose was, but I went anyway. I was curious.

We sat in the prison library, and he explained how he'd come from a dysfunctional family and spend his life in and out of prison. But it was when he suddenly said "Last time we met..." that I exploded.

"We didn't meet in a bar! You broke into my house!" I was so angry. I screamed at him, "Why me? Why did you do it to me? Why did you ruin my life?"

I could see from his face that I had got through to him. He looked stunned.

It was when I realized that he was just an ordinary guy. And I wanted to help him...

When I got home, I felt relieved. All my fears disappeared. Because I could see Peter was just a normal human being, he became less frightening.

When he was released, we stayed in touch. I've met him dozens of times since and the change in him is amazing. It is hard to believe he's the same person who broke into my home. He is totally different.

I'm delighted that I've done something to help Peter get his life back."

a stitch [stɪtʃ] – шов (зд. – накладываемый на рану)

purpose [ˈpɜːpəs] – цель

to be stunned [stʌnd] – быть ошеломлённым чем-л.

TEXT 15

A MANAGER'S ROLE

Our society is made up of all kinds of organizations, such as companies, government departments, unions, hospitals, libraries, etc. They are essential to our existence, helping to create our standard of living and our quality of life. In all these organizations, there are people carrying out the work of a manager although they do not have this title. The vice-chancellor of a university, the president of a students' union or a chief librarian are all managers. They have the responsibility to use the resources of their organization effectively and economically to achieve its objectives.

A French industrialist, Henri Fayol, wrote in 1916 a classic definition of the manager's role. He said that to manage is 'to forecast and plan, to organize, to command, to coordinate and control'.

Henri Fayol's definition of a manager's functions is useful. However, in most companies, the activities of a manager depend on the level at which he/she is working. Top managers (presidents, directors, vice-presidents, etc) will be more involved in long range planning, policy making, and the relations of the company with the outside world. They will be making decisions on the future of the company.

On the other hand, middle management are generally making the day-to-day decisions

which help the company to run effectively. Managers at this level spend a great deal of time communicating, coordinating and making decisions affecting the daily operation of their organization.

An interesting modern view on managers is supplied by an American writer Peter Druker. In his opinion, managers perform five basic operations. Firstly, managers set objectives. They decide what these should be and how the company can achieve them. Secondly, managers organize. They must decide how the resources of company are to be used, how the work is to be classified and divided. Furthermore, they must select people for the jobs to be done. Their third task is to motivate and communicate effectively. They must be able to get people to work as a team and to be as productive as possible. The fourth activity is measurement. Managers have to measure the performance of the company and its staff in relation to the targets and standards of the organization. This also requires analytical abilities. Finally, Peter Druker says that managers develop people, including themselves. They help to make people more productive, and grow as human beings.

In Peter Druker's view successful managers are not necessarily people who are liked or who are in good relations with other employees. They are people who command the respect of workers and who set high standards.

measurement ['meʒəmənt] – измерение

to command [kə'mɑ:nd] the respect – пользоваться уважением

TEXT 16

PABLO PICASSO

On 25 October, 1881, a baby boy was born in Málaga, Spain. It was a difficult birth and to help him breathe, cigar smoke was blown into his nose! This baby grew up to be one of the twentieth century's greatest painters – Pablo Picasso.

Picasso showed his genius from a very young age. His first word was *lápiz* (Spanish for pencil) and he could draw before he could talk.

He was the only son in the family, so he was thoroughly spoiled. He hated school and often refused to go unless he was allowed to take one of his father's pet pigeons with him!

Apart from pigeons, his great love was art. When in 1891 his father got a job as an art teacher, Pablo went with him to work and watched him paint. Sometimes he was allowed to help. One evening, his father was painting a picture of their pigeons when he had to leave the room. When he returned, Pablo had completed the picture. It was so beautiful and lifelike that he gave his son his palette and brushes and never painted again. Pablo was just thirteen.

His genius as an artist was soon recognized by many people, but others were shocked by his strange and powerful paintings. He is probably best known for his Cubist pictures. His portraits of people were often made up of triangles and squares with their features in the wrong places.

One of his most famous portraits was of the American writer Gertrude Stein, who he met after he'd moved to Paris in 1904.

His work changed ideas about art around the world, and to millions of people, modern art means the work of Picasso.

Picasso married twice and also had many mistresses. He had four children. The last, Paloma, was born in 1949 when he was 68 years old. At the age of 90 he was honoured by an exhibition in the Louvre in Paris. He was the first living artist to be shown there.

Picasso created over 6000 paintings, drawings and sculptures. Today a Picasso costs millions of pounds.

Picasso died of heart failure during the attack of influenza in 1973.

a pigeon ['pɪdʒɪn] – голубь

heart failure ['hɑ:t, feɪljə] – сердечная недостаточность

influenza [,ɪnflu'ɛnzə] - грипп

Шкала оценивания

Оценка	Требования к знаниям
5, «отлично»/ зачтено	<p>Оценка «отлично» выставляется, если студент демонстрирует:</p> <p>знание: новых лексических единиц, соответствующих тематике пройденного материала, а именно лексики повседневного общения и тем общего характера, развивающих кругозор, необходимых для поддержания разговора, умения выразить свою позицию, согласиться/ не согласиться с собеседником, реплик-клише речевого этикета, отражающих особенности культуры стран изучаемого языка; языковой материал: идиоматические выражения, единицы речевого этикета, обслуживающие ситуации общения в рамках новых тем; новые значения изученных глагольных форм (видо-временных, неличных), средств и способов выражения модальности, условия, предположения, причины, следствия, побуждения к действию, характерных для ситуаций бытового общения в рамках изученного языкового материала; владение лингвострановедческой информацией, расширенной за счет новой тематики, знакомства с культурой и традициями стран изучаемого языка;</p> <p>умение: осуществлять устную коммуникацию в монологической и диалогической формах в ситуациях бытового общения в пределах изученного, а именно: начинать/ поддерживать и заканчивать диалог-расспрос об увиденном/прочитанном, диалог – обмен мнениями, диалог-побуждение к действию и их комбинации в бытовой сфере, используя аргументацию, эмоционально-оценочные средства; рассказывать, рассуждать в связи с изученной тематикой, тематикой прочитанных/прослушанных текстов; воспринимать на слух и относительно полно и точно понимать высказывание собеседника в распространенных ситуациях бытового общения; понимать основное содержание и извлекать необходимую информацию из аутентичных аудио- и видеотекстов по пройденной тематике; оценивать важность/новизну информации, передавать свое отношение к ней; читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи; понимать их основное содержание, выделять значимую или запрашиваемую информацию; пользоваться двуязычными и одноязычными словарями, правильно определяя значение употребляемой в тексте лексики;</p>

	<p>реализовывать коммуникативные намерения в различных видах письменной речи: описывать события, излагать факты, содержание прочитанного в форме резюме, писать эссе на заданную тему или поставленный дискуссионный вопрос, вести запись основных мыслей и фактов из аудиотекстов и текстов для чтения</p> <p>навыки:</p> <p>овладения навыками успешной межкультурной коммуникации; взаимодействовать с собеседниками, воспринимать и учитывать мнение других, избегать конфликтных ситуаций, разрешать споры, проявлять терпимость; овладение навыками публичной речи (сообщение, доклад с предварительной подготовкой)</p>
4, «хорошо» / зачтено	<p>Оценка «хорошо» выставляется, если студент демонстрирует:</p> <p>знание:</p> <p>пониманий знания новых лексических единиц, соответствующих тематике пройденного материала, а именно лексики повседневного общения и тем общего характера, развивающих кругозор, необходимых для поддержания разговора, умения выразить свою позицию, согласиться/ не согласиться с собеседником, реплик-клише речевого этикета, отражающих особенности культуры стран изучаемого языка; языковой материал: идиоматические выражения, единицы речевого этикета, обслуживающие ситуации общения в рамках новых тем; новые значения изученных глагольных форм (видо-временных, неличных), средств и способов выражения модальности, условия, предположения, причины, следствия, побуждения к действию, характерных для ситуаций бытового общения в рамках изученного языкового материала; владение лингвострановедческой информацией, расширенной за счет новой тематики, знакомства с культурой и традициями стран изучаемого языка;</p> <p>умение:</p> <p>осуществлять устную коммуникацию в монологической и диалогической формах в ситуациях бытового общения в пределах изученного, а именно: начинать/ поддерживать и заканчивать диалог-расспрос об увиденном/прочитанном, диалог – обмен мнениями, диалог-побуждение к действию и их комбинации в бытовой сфере, используя аргументацию, эмоционально-оценочные средства; рассказывать, рассуждать в связи с изученной тематикой, тематикой прочитанных/прослушанных текстов; воспринимать на слух и относительно полно и точно понимать высказывание собеседника в распространенных ситуациях бытового общения; понимать основное содержание и извлекать необходимую информацию из аутентичных аудио- и видеотекстов по пройденной тематике; оценивать важность/новизну информации, передавать свое отношение к ней;</p>

	<p>читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, используя основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи; понимать их основное содержание, выделять значимую или запрашиваемую информацию; пользоваться двуязычными и одноязычными словарями, правильно определяя значение употребляемой в тексте лексики;</p> <p>реализовывать коммуникативные намерения в различных видах письменной речи: описывать события, излагать факты, содержание прочитанного в форме резюме, писать эссе на заданную тему или поставленный дискуссионный вопрос, вести запись основных мыслей и фактов из аудиотекстов и текстов для чтения</p>
3, «удовлетворительно» /зачтено	<p>Оценка «удовлетворительно» выставляется, если студент демонстрирует:</p> <p>знание:</p> <p>пониманий знания новых лексических единиц, соответствующих тематике пройденного материала, а именно лексики повседневного общения и тем общего характера, развивающих кругозор, необходимых для поддержания разговора, умения выразить свою позицию, согласиться/ не согласиться с собеседником, реплик-клише речевого этикета, отражающих особенности культуры стран изучаемого языка; языковой материал: идиоматические выражения, единицы речевого этикета, обслуживающие ситуации общения в рамках новых тем; новые значения изученных глагольных форм (видо-временных, неличных), средств и способов выражения модальности, условия, предположения, причины, следствия, побуждения к действию, характерных для ситуаций бытового общения в рамках изученного языкового материала; владение лингвострановедческой информацией, расширенной за счет новой тематики, знакомства с культурой и традициями стран изучаемого языка;</p> <p>навыки:</p> <p>овладения навыками успешной межкультурной коммуникации; взаимодействовать с собеседниками, воспринимать и учитывать мнение других, избегать конфликтных ситуаций, разрешать споры, проявлять терпимость; овладение навыками публичной речи (сообщение, доклад с предварительной подготовкой)</p>
2, «неудовлетворительно» /не зачтено	<p>Оценка «неудовлетворительно»/«не зачтено» выставляется студенту, который не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы. Как правило, оценка «неудовлетворительно»/«не зачтено» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по соответствующей дисциплине.</p>

4.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Студент должен выполнить все задания и мероприятия, предусмотренные программой дисциплины (по формам текущего контроля). В случае наличия учебной задолженности студент отрабатывает пропущенные занятия в соответствии с требованиями. Оценка студента носит комплексный характер и определяется:

- ответом на зачете/ экзамене;
- учебными достижениями в семестровый период.

Зачет проводится в два этапа. Этап 1 - письменный тест. Этап 2 – устный пересказ незнакомой статьи обсуждение одной из пройденных тем.

Письменный тест состоит из заданий на аудирование, чтение, перевод с русского на английский и лексико-грамматического блока.

Длительность письменного теста – 120 минут (2 часа). Чтобы получить положительную оценку, студенту необходимо сделать правильно не менее 50% заданий.

Экзамен проводится в два этапа. Этап 1 - письменный тест. Этап 2 – устный пересказ незнакомой статьи обсуждение одной из пройденных тем.

Письменный тест состоит из заданий на аудирование, чтение, перевод с русского на английский, лексико-грамматического блока и написания делового письма.

Длительность письменного теста – 180 минут (3 часа). Чтобы получить положительную оценку, студенту необходимо сделать правильно не менее 50% заданий.

Результат по сдаче зачета / экзамена объявляется студентам после ответа, вносится в аттестационную ведомость и в зачетную книжку. Оценка «не зачтено» / «неудовлетворительно» проставляется только в ведомости.

Оценивание словарного диктанта

Для того, чтобы получить «зачет», студент должен правильно перевести на английский язык и написать не менее 70% выражений из списка активной лексики. Преподаватель может диктовать выражения на русском языке или предоставить список в печатном виде.

Оценивание грамматического теста

Для того, чтобы получить «зачет», студент должен верно выполнить не менее 50% заданий теста.

Оценивание эссе:

«Отлично» предполагает, что полученные результаты полностью соответствуют поставленной цели. Все пункты задания максимально раскрыты и развиты; естественно и осознанно использованы разнообразные языковые средства при минимальном количестве допущенных незначительных ошибок; продемонстрировано свободное владение изученными лексико-грамматическими структурами, выбор которых продиктован целью эссе; произведена логичная аргументация и адекватный выбор стиля.

Работа производит позитивное впечатление на читателя и полностью выполняет коммуникативную задачу.

«Хорошо» ставится в случае, когда полученные результаты преимущественно соответствуют поставленной задаче; все пункты задания раскрыты; продемонстрировано владение основными изученными лексико-грамматическими структурами с небольшим количеством ошибок в сложных конструкциях, которые не ведут к искажению смысла;

очевидны попытка использовать адекватный стиль и терминологию, а также логика построения текста.

В целом работа производит позитивное впечатление на читателя и в основном решает коммуникативную задачу.

«Удовлетворительно» предполагает, что цель работы достигнута в основном; главные пункты задания учтены при некотором невнимании к деталям; продемонстрирована очевидная попытка использовать различные языковые средства при некотором количестве ошибок в основных изученных лексико-грамматических структурах, однако не приводящих к искажению смысла; в целом соблюдается соответствие формату и стилю задания; заметна попытка организовать текст и структурировать основные идеи.

Работа производит удовлетворительное впечатление на читателя, и коммуникативная задача решена частично.

«Неудовлетворительно» предполагает слабое соответствие работы поставленной задаче; целый ряд существенных пунктов задания выпущен и/или не раскрыт вовсе; наблюдается очевидное невнимание к корректному использованию изученных лексико-грамматических средств, выбор которых крайне ограничен, при этом большое количество ошибок ведёт к очевидному искажению смысла; организация текста носит хаотичный характер, заметно отсутствие логики в передаче основных мыслей; стилевое оформление не соответствует поставленной задаче.

Работа производит негативное впечатление на читателя и ведёт к непониманию, так как коммуникативная задача не решена.

5. Методические указания для обучающихся по освоению дисциплины

Занятия по дисциплине «Иностранный язык» представлены практическими занятиями и самостоятельной работой студентов.

На практических занятиях студенты выполняют задания, связанные с написанием письменных работ, с обсуждением проблемных вопросов и вырабатывают свое мнение по поводу решения основных вопросов в сфере коммуникации.

Домашнее задание дается после каждого занятия и представляет собой тексты и упражнения из базового учебника, раздаточный материал, задания в электронной рабочей тетради (MEL), а также задания для письменного или устного выполнения на усмотрение преподавателя. Домашнее задание проверяется на занятии.

В рамках самостоятельной работы студенты пишут эссе по изученному материалу, работают с учебно-методическим пособием к учебнику “New Language Leader Intermediate” – “New Language Leader Practice Guide”, осуществляют подготовку к экзамену.

Самостоятельная работа студента может носить как индивидуальный, так и групповой характер. Она предполагает как выполнение предложенных преподавателем заданий, так и самостоятельный поиск необходимого учебного материала с использованием современных технических средств.

Практические занятия дисциплины «Иностранный язык» предполагают их проведение в различных формах с целью выявления полученных знаний, умений, навыков и компетенций с проведением контрольных мероприятий. С целью обеспечения успешного обучения студент должен готовиться к практическим занятиям, так как они являются важнейшей формой организации учебного процесса, поскольку:

- знакомят с новым учебным материалом;
- разъясняют учебные элементы, трудные для понимания;
- систематизируют учебный материал;
- ориентируют в учебном процессе;
- развивают навыки критического мышления и социальные навыки, такие как

аргументировать, достигать компромисс, продуктивно взаимодействовать и сотрудничать.

Для определения исходных знаний студентов в начале курса проводится письменное лексико-грамматическое тестирование, по результатам которого студенты распределяются по группам в зависимости от уровня подготовки. На первом практическом занятии осуществляется устное собеседование со студентами для уточнения уровня подготовленности студентов и окончательного распределения их по группам.

Подготовка к практическим занятиям:

- внимательно прочитайте материал учебника, относящийся к данному практическому занятию.
- выпишите и выучите основные термины и новые лексические единицы;
- ответьте на контрольные вопросы по семинарским занятиям, готовьтесь дать развернутый ответ на каждый из вопросов;
- уясните, какие учебные элементы остались для вас неясными и постарайтесь получить на них ответ во время текущих консультаций преподавателя;
- готовиться можно индивидуально, парами или в составе малой группы, последние являются эффективными формами работы;
- рабочая программа дисциплины в части целей, перечню знаний, умений, терминов и учебных вопросов может быть использована вами в качестве ориентира в организации обучения.

Самостоятельная работа с целью усвоения знаний:

В ходе усвоения теоретического материала (языкового, речевого, страноведческого, социокультурного, профессионально маркированного) рекомендуется:

- выписать определения основных понятий;
- законспектировать основное содержание;
- выписать ключевые слова;
- выполнить задания-ориентиры в процессе чтения рекомендуемого материала,
- проанализировать презентационный материал,
- осуществить обобщение, сравнить с ранее изученным материалом, выделить новое.

Подготовка к зачету, экзамену. К зачету, экзамену необходимо готовиться целенаправленно, регулярно, систематически и с первых дней обучения по данной дисциплине. Попытки освоить дисциплину в период зачётно-экзаменационной сессии, как правило, показывают не удовлетворительные результаты. В самом начале учебного курса познакомьтесь со следующей учебно-методической документацией:

- программой дисциплины;
- перечнем знаний и умений, которыми студент должен владеть;
- тематическими планами семинарских занятий;
- контрольными мероприятиями;
- учебником, учебными пособиями по дисциплине, а также электронными ресурсами;
- перечнем аттестационных вопросов.

После этого у вас должно сформироваться четкое представление об объеме и характере знаний и умений, которыми надо будет овладеть по дисциплине. Систематическое выполнение учебной работы на семинарских занятиях позволит успешно освоить дисциплину и создать хорошую базу для сдачи зачета и экзамена.

6. Основная и дополнительная учебная литература, необходимая для освоения дисциплины, ресурсы информационно-телекоммуникационной сети "Интернет",

включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

6.1. Основная литература

1. Бочкарева Т.С. Английский язык. ЭБС АСВ, 2013.
<http://www.iprbookshop.ru/30100>
2. Беликова Е. Английский язык Научная книга, 2012.
<http://www.iprbookshop.ru/8177>
3. Богданова Т.Г. Грамматика английского языка в таблицах. Южный институт менеджмента, 2011. <http://www.iprbookshop.ru/9752>

6.2. Дополнительная литература

1. Степанова С.Ю. Стилистика английского языка. Прометей, 2010.
<http://www.iprbookshop.ru/8405>

6.3. Учебно-методическое обеспечение самостоятельной работы

1. Загуменкина В.С. ПРАКТИКУМ ПО АНГЛИЙСКОМУ ЯЗЫКУ / В.С. Загуменкина // .- Тверь: ООО "Издательство "Триада".- 2018.
https://www.ranepa.ru/repository/?search_text=%D0%B0%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA&searchin=title&year_in=2015&year_out=2020&order=year_desc
2. Шенкнехт Т.В. English for correspondence students / Т.В. Шенкнехт // .- Москва-Берлин: Директ-Медиа.- 2018.-С. 1-1.
https://www.ranepa.ru/repository/?search_text=english&searchin=title&year_in=2015&year_out=2020&order=year_desc

6.4. Нормативные правовые документы

Не используются.

6.5. Интернет-ресурсы

1. <http://product.pearsonelt.com/newlanguageleader/> Сайт учебно-методического комплекса New Language Leader
2. www.myenglishlab.com – онлайн платформа издательства Pearson
3. www.nytimes.com/ - популярная американская ежедневная газета, издающаяся на английском языке. Веб-сайт «Нью-Йорк таймс» считается одним из самых популярных новостных сайтов с посещаемостью 30 миллионов человек в месяц
4. www.dictionary.cambridge.org/ - один из основных словарей для изучающих английский язык
5. www.nnir.ru - Российская национальная библиотека
6. www.nns.ru - Национальная электронная библиотека
7. www.rsi.ru - Российская государственная библиотека
8. www.google.com - Поисковая система
9. www.yandex.ru - Поисковая система

6.6. Иные источники

1. Кимчук Кристина. Англо-русский и русско-английский словарь по бизнесу. Живой язык. 2012.
2. Науменко Н.К. Business Idioms Dictionary: словарь бизнес-идиом. Проспект. 2019.
3. Evans Virginia. Round Up. Teacher's Guide – Essex: Pearson Education Limited.
4. Albery David (2008). Language Leader. Teacher's book and Test Master CD-ROM. Intermediate. – Essex: Pearson Longman.

7. Материально-техническая база, информационные технологии, используемые при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем

Помещения представляют собой учебные аудитории для проведения учебных занятий, оснащенные оборудованием и техническими средствами обучения: специализированная мебель, компьютер или ноутбук, мультимедийный проектор, экран, доска.

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

Академия обеспечена необходимым комплектом лицензионного и свободно распространяемого программного обеспечения: MS Windows, MS Office.

Обучающимся обеспечен доступ (удаленный доступ), в том числе в случае применения электронного обучения, дистанционных образовательных технологий, к современным профессиональным базам данных и информационным справочным системам.