

**Федеральное государственное бюджетное образовательное
учреждение высшего образования
«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»
ИНСТИТУТ ФИНАНСОВ И УСТОЙЧИВОГО РАЗВИТИЯ
Научно-образовательный центр устойчивого развития**

УТВЕРЖДЕНО
ученым советом ИФУР
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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

К.М.05.02 Иностранный язык (английский)

(индекс, наименование дисциплины в соответствии с учебным планом)

41.03.05 Международные отношения

(код, наименование направления подготовки (специальности))

Международные программы устойчивого развития

(направленность(и) (профиль (и)/специализация(ии))

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*(ученая степень и (или) ученое звание, должность,
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Пояснительная записка

Разработчики программы, опираясь на Общеввропейскую шкалу компетенций владения иностранным языком, разработанную Советом Европы, считают, что минимально допустимый уровень освоенных языковых навыков наиболее точно соотносится с полностью пройденным и усвоенным B1 по общеввропейской шкале. Программы, направленные на достижение более высоких уровней, формируются разработчиками образовательной программы самостоятельно и согласовываются с УМС по гуманитарным наукам.

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

1.1. Дисциплина К.М.05.02 «Иностранный язык» обеспечивает овладение следующими компетенциями с учетом этапа:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС-4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном и иностранном(ых) языках	УК ОС-4.1	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном и иностранном(ых) языках на уровне первичных профессиональных умений и навыков
ОПК ОС МПБ ПУР-4	способность составлять и оформлять документы и отчеты по результатам профессиональной деятельности	ОПК ОС МПБ ПУР-4.1	способность составлять и оформлять документы и отчеты по результатам профессиональной деятельности на уровне первичных профессиональных умений и навыков

1.2. В результате освоения дисциплины у студентов должны быть сформированы:

УК ОС – 4 - Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном и иностранном(ых) языках

Должен знать: грамматические, синтаксические принципы иностранного языка,

Должен уметь: понимать развернутые сообщения, общаться в большинстве деловых ситуаций спонтанно и бегло, используя разнообразные языковые средства,

Должен владеть: навыками письменную коммуникацию в рамках тем деловой направленности, используя соответствующие языковые средства иноязычной письменной речи

ОПК ОПК ОС МПБ ПУР-4 - способность составлять и оформлять документы и отчеты по результатам профессиональной деятельности

Должен знать: основные принципы и нормативные основы документооборота в РФ.

Должен уметь: составлять и оформлять документы и отчеты

Должен владеть: навыками по составлению и оформлению документов.

2. Объем и место дисциплины в структуре ОП ВО

В соответствии с учебным планом дисциплина К.М.05.02 Иностранный язык (английский) входит в состав дисциплин базовой части блока Б1 «Дисциплины (модули)» и изучается во 2-3 семестрах.

Изучение данной дисциплины основывается на базе предыдущего уровня образования (курс полного общего образования). На этом этапе обучения осуществляется общая подготовка по английскому языку, позволяющая решать задачи межличностного и межкультурного общения. Входной уровень владения иностранным языком на данном этапе составляет А2 (предпороговый уровень).¹ Общая трудоемкость дисциплины позволяет достичь уровня В1 (пороговый уровень) по окончании курса.

Содержание данной дисциплины является основой для изучения дисциплин, преподаваемых на английском языке на последующих курсах, и для самостоятельной работы с источниками литературы, представленными англоязычными авторами.

Объем дисциплины

Таблица 1

Вид учебных занятий и самостоятельная работа		Объем дисциплины, час.				
		Всего	Семестр			
			2	3		
Очная форма обучения						
Контактная работа обучающихся с преподавателем, в том числе:		48	24	24		
лекционного типа (Л)		-	-	-		
лабораторные работы (практикумы) (ЛР)		-	-	-		
практического (семинарского) типа (ПЗ)		48	24	24		
контролируемая самостоятельная работа обучающихся (КСР)						
Самостоятельная работа обучающихся (СР)		88	44	44		
Промежуточная аттестация	форма		Зачет с оценкой	Зачет с оценкой		
	час.	8	4	4		
Общая трудоемкость (час. / з.е.)		144/ 8	72/4	72/4		

¹ В соответствии с Общеввропейскими компетенциями владения иностранным языком: Изучение, преподавание, оценка <https://www.coe.int/en/web/lang-migrants/cefr-and-profiles> - Дата доступа 03.03.2019

3. Содержание и структура дисциплины

Таблица 2

№ 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								
1	Человек и общество	20		-	4	-	8	О Т КР Э Д
2	Еда и напитки	22		-	4	-	8	О Т КР Э Д
3	Искусство и музыка	22		-	4	-	8	О Т КР Э Д
4	Надежды и страхи	22		-	4	-	8	О Т КР Э Д
5	Работа и свободное время	22		-	8	-	12	О Т КР Э Д
Промежуточная аттестация		4						Экзамен
6	Наука и технологии	20		-	4	-	8	О Т КР Э Д
7	Время и деньги	22		-	4	-	8	О Т КР Э Д

8	Путешествия	22		-	4	-	8	О Т КР Э Д
9	Здоровье и спорт	22		-	4	-	8	О Т КР Э Д
10	Современность и история	22		-	8	-	12	О Т КР Э Д
Промежуточная аттестация		4						Экзамен
	Всего	144			48		44	

Примечание:

* – формы текущего контроля успеваемости: опрос (О), тестирование (Т), контрольная работа (КР), эссе (Э), диспут (Д) и др.

Содержание дисциплины:

Таблица 3

Номер темы (раздела)	Содержание разделов (тем)
1	Описание человека, его личностных характеристик. Описание бытовых предметов, которыми мы пользуемся каждый день. Теория шести рукопожатий. Описание близкого человека, друга, члена семьи. Рассказ о себе. Порядок слов в английском предложении, вопросе, виды вопросов, наречия частотности, настоящее простое время. Настоящее длительное время.
2	Еда, виды еды, питье. Мировые кухни, любимые рецепты, блюда. Секреты приготовления различных блюд. Рассказ о своих (предпочтения друга, члена семьи) предпочтения в еде, питье. Рекомендации. Описание кухни. Исчисляемые и неисчисляемые имена существительные. Квантификаторы.
3	Предметы искусства. Известные шедевры литературы и живописи. Оформление жилого пространства. Обзор любимой книги, картины. Прошедшее простое время. Простое длительное время. Правильные/неправильные глаголы. Прошлые привычки.
4	Планы на будущее. Что я буду делать через 10,20 и т.д. лет. Что будут делать мои друзья и члены семьи. Ящик Пандоры. Будущее в литературных произведениях. Будущее простое время. Способы выражения будущих действий в английском

	языке с помощью настоящего простого и длительного времени.
5	Работа, виды профессий, функции работников. Свободное время, хобби. Как найти баланс между работой / учебой и свободным временем. Парки аттракционов. Модальные глаголы. Настоящее совершенное время.
6	Наука и технологии. Виды науки и ученых. Как сделать науку популярной. Важность науки в бытовой жизни. Технологии. Развитие технологий. Их будущее. Степени сравнения. Фразовые глаголы.
7	Изобретения, которые экономят нам время. Важность времени. Устойчивые выражения со словом 'time'. Существующие концепции времени. Временные зоны. Деньги. Их необходимость, достаточность/недостаточность. Валюты мира. Финансовые тенденции. Настоящее совершенное время.
8	Знаменитые дома. Животные в доме. Описание своего дома /дома друга/члена семьи. Описание идеального дома. Туристический гид по своей стране и стране, которую хочется посетить. Пассивный залог. Условные предложения 1 типа.
9	Современная медицина. Прием лекарств. Посещение врача. Спорт и фитнес. Важность здорового образа жизни для человека. Виды спорта. Модальные глаголы со значением рекомендаций. Прошрое совершенное время.
10	Высказывания известных людей. Развитие языка. Транспорт. Новые виды транспорта. Новые места в новом мире. Придаточные предложения.

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

4.1. Текущий контроль успеваемости.

Текущий контроль знаний проводится посредством оценки работы на занятии, выполнения домашних заданий, тестов и контрольных заданий в соответствии с программой курса.

4.1.2. Типовые оценочные материалы текущего контроля успеваемости

1. Translate into English.

1. Мой друг высокий и у него светлые волосы.
2. В прошлом году я пробовала французскую кухню.
3. Когда я была маленькой, моя бабушка всегда читала мне сказки на ночь.
4. Я уже решила, что хочу стать врачом.
5. В следующем году я поеду в гости к своим друзьям, которые живут в Лондоне.
6. Современные технологии гораздо сложнее, чем пару лет назад.
7. Моим друзьям всегда не хватает денег.
8. Этот знаменитый музей был построен в 17 веке.
9. Мой доктор советует мне вести здоровый образ жизни.
10. Я уверен, что самолеты самый безопасный вид транспорта.

2. Read the text and do the tasks.

One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The

police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe. But what happens in other countries when big animals come into cities? In Vancouver it is unusual to see a bear, but in some cities you can see big animals on the city streets every day.

Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.

In Berlin in Germany, pigs sometimes come into the city to look for food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the government and the police to stop them entering the city.

In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, markets and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is -10 °C and there is a lot of snow and ice.

Many animals live in cities. In some cities, you can see birds, insects, mice and squirrels every day. But sometimes, it is dangerous when big animals come into cities to find food. We need to find ways of stopping animals coming into the city without hurting them.

2.1. Choose the only correct answer:

- 1) In Vancouver, a bear came into the city ____.
 - a) In the morning
 - b) At night
- 2) Someone saw the bear and called ____.
 - a) The city zoo
 - b) The police
- 3) In Cape Town, baboons sometimes take food from ____.
 - a) houses
 - b) restaurants
- 4) Baboon monitors ____.
 - a) Give the baboons food
 - b) Take baboons to the countryside
- 5) In Berlin, ____ the wild pigs.
 - a) Everybody likes
 - b) Some people like

2.2. Choose all the sentences that are true. There are three true sentences.

- 1) In Vancouver, the police took the bear to the zoo.
- 2) Human food is bad for baboons' teeth.
- 3) In Moscow, there are 35,000 wild pigs.
- 4) In Vancouver, the bear found food in a restaurant.
- 5) Pigs eat plants, flowers and vegetables.
- 6) In Moscow, all the dogs live in groups.
- 7) You can see bears in Vancouver every day.
- 8) Baboons can open cupboards and fridges.

FOOD AND DRINKS

Part 1. Food of the World.

Task 1. Read the text. Choose the correct heading for each paragraph from the following:

- a) Where do people get food ?
- b) What do we eat?
- c) How do we eat?
- d) Where did people take their food many years ago?

1. For 99% of human history, people took their food from the world around them. They ate all they could find, and then moved on. Then about 10,000 years ago, or for 1% of human history, people learned to farm the land and control their environment.
2. The kind of food we are eat depends on which part of the world or the country people live in. For example, in the south of China they eat rice, but in the north noodles are eaten. In Scandinavia, they eat a lot of herrings, and the Portuguese love sardines. But in the central Europe, away from the sea, people don't eat so much fish, they eat more meat and sausages. In Germany and Poland there are hundreds kinds of sausages.
3. In North America, Australia and Europe there are two or more courses to every meal and people eat with knives and forks. In China there is only one course, all the food is together on the table, and they eat with chopsticks. In parts of India and the Middle East people use their fingers and bread to pick up the food.
4. Nowadays it is possible to transport food easily from one part of the world to the other. We can eat what we like, when we like, at any time of the year. Our bananas come from Ecuador; our rice comes from India or Thailand; our strawberries come from Turkey. Food is very big business. But people in poor countries eat too much.

Task 2. Complete the table following the example:

Country	Adjective	Noun	Nation
China (Китай)	Chinese (китайский)	Chinese (китаец/китаянка)	the Chinese (китайцы)
Scandinavia			
Portugal			
Germany			
Poland			

America
Australia
Europe
India
Turkey
Britain
Russia

Task 3. Do you know what countries the following dishes come from?

1. sushi
2. goulash
3. falafel
4. vareniki
5. herring
6. pelmeni
7. fish and chips
8. irish stew
9. frikadeller
10. khachapuri
11. plov
12. onion soup

- a) Russia
- b) Hungary
- c) France
- d) Israel
- e) Ukraine
- f) Netherlands
- g) Japan
- h) England
- i) Ireland
- j) Denmark
- k) Georgia
- l) Azerbaijan

Task 4. Homework. Translate the text into English.

1. Когда-то европейцы ели совсем по-другому. Тысячу лет назад никто не пользовался вилкой, на столе присутствовали только ложки и ножи. Пили ,в основном ,из мисок или из больших деревянных чашек. В то время многие люди ели руками.

2. Индийская кухня во многом похожа на китайскую. Во- первых, в обеих странах, рис очень важный продукт питания. Во- вторых, и в Индии и в Китае пища очень острая.

Мясо не всегда является основным блюдом, часто предпочтение отдается различным овощам. В- третьих, в разных частях и той и другой страны, существуют собственные любимые блюда и способы их приготовления

3. Заполните пропуски

The Sydney Opera House

For many years there was no good opera house in Australia. In 1954, Jorn Utzon from Denmark _____ a competition organized by the Australian government to build an opera house. The construction lasted for fourteen years until 1973.

WIN

Since then, the building _____ the symbol of Australia.

BECOME

My present job _____ with cooking. I NOT
work for a computer company. I like it, but I miss CONNECT
communicating with people.

St. Basil's Cathedral

St. Basil's Cathedral in Moscow was built between
1555 and 1561. According to legends, Ivan the
Terrible blinded its _____ so that he BUILD
could never build such a magnificent structure again.

However, these legends seem _____. TRUE
Old documents say that the same Russian architect
built another cathedral in Vladimir later.

4.

Put the words in the correct order

1. Want/ up/ I/ the/ career/ to/ ladder.
2. My/ ago/ decided/ years /I/ a/ to/ own/ start/ business/ few.
3. Solicitors/ she/ of/ a/ works/for / firm.
4. After/ can/ o'clock/ back/ you/ ring/ four?
5. With my phone/I /some/ took/ pictures.
6. All/ keep/ where/ you/ do/ files/the/ office ?
7. Are/ you/ in/ allowed/ not/ the/mobile/ exam/ use/ phone/ to.
8. Think/ I/ should/ go/ you/ to/ really/ the/ doctor.

Read the text, insert prepositions.

A Love Story.

I fell madlylove ...Peter ...the moment I met him. It was certainly love ... first sight. I
knew...once that he was the love...my life but ...first I was not sure if my love was returned or
not. ...a few days, however, he had told me that he was desperately ...love ...me too. A
couple...week later, we realized that we wanted to make a commitment ...each other and, when
Peter asked me to marry him, I immediately accepted his proposal. I'm sure we will always love
each other unconditionally. Neither...us would ever consider having an affair...someone else.

B. Find words with the same meaning in the text..

Crazily, absolutely, some days, seriously, two weeks, understand, offer, somebody, at once, to
engage, think about.

C. Make questions to the underlined words .

1. I immediately accepted his proposal.
2. I fell madly in love with Peter.
3. A couple of weeks later we understood that we loved each other.

5.

Read the text and try to find out

HOW TO COMBINE WORK AND STUDIES?

In our modern world, there is a serious rivalry between young specialists who recently have graduated from the university. That is why a lot of students start to build their career before graduation. Moreover, additional income never goes amiss.

So, you have decided to combine your studies and work. What type of work will you choose? For full-time students, part-time or freelance job is the best solution. For those practicing extramural studies, even full-time job, usually, fits the bill. You just need to look through your schedule and decide how many hours per day you really can devote to your job.

What type of work should a student choose?

The best work for any student is the one closely related to the branch of study, a future profession, in other words. This will give the opportunity to put your knowledge and skills gained in college or university into practice. As a result, it will have a positive effect on your academic progress, as well as give the advantage over your group mates, your future competitors.

The basic points you are to consider when choosing your side job:

- the time it will take
- career opportunities it offers
- skills you can improve
- experience you will get
- its relation to your profession
- your interest in it
- income it brings

Problems which may arise after you get a job:

A) Your busy time at work coincides with overload in college.

Plan ahead your schedule and reorganize your work around the deadlines creating a balance. Do some assignments or work in advance to get some free time to cope with current problems.

B) You physically can't handle all the workflow because of college exams?

And such situations will happen quite often: exams, numerous essay writing tasks, term papers, or whatever... The majority of employers, when hiring students, are ready for such force majeure situations, that is why, in most situations, it is necessary just to inform them in advance that you will be busy. They will be able to reassign your work to somebody else. Or you just can find someone to substitute you during this busy period. Anyway, your employer knew that accepted a student for a part-time job.

C) Your new job takes more time than you had expected?

Well, in this case you have to consider all pros and cons about this job. If you really cannot reorganize the workflow in a way to be able to cope with all college assignments, you need to make a choice. Prior to doing it, just think about your prospective in this or any other company without obtaining a degree. Maybe the best solution for you will be to search for another job. Those who seek will find!

Match a phrase from the list A with another from the list B to make a complete sentence.

1. You have decided to combine your studies and work	a) to avoid force majeure situation.
2. The work closely related to the branch of study	b) to decide how many hours per day you can devote to your job.
3. You should do some assignments in advance	c) to have additional income.
4. It is necessary to inform your employers about your study	d) will give you the advantage over future competitors.
5. You need to look through your schedule	e) to get some free time to cope with current problems.

Задания для самостоятельной работы

Translate the article using words and word combination given below

In the view of, for employers, professional experience, high education, vocational training, during periods of economic slowdown, reduction, to meet financial needs, the majority, to earn, on the full-time basis, research results, dedicate time, high level of students' employment.

Совмещение работы и учебы.

По мнению почти половины (48%) студентов, наиболее важным для работодателей фактором является наличие опыта работы по специальности у выпускников. В 2015 г. доля студентов программ ВО, совмещавших учебу с работой, достигла 51%. Среди студентов программ СПО работали 42%. С 2006 по 2015 гг. доля работающих студентов среди обучающихся на программах ВО была существенно выше, чем на программах СПО. В периоды экономического спада (2009 и 2015 гг.) наблюдалось сокращение доли занятых студентов.

Более половины (54%) студентов работают для удовлетворения своих финансовых нужд. Данные многолетних опросов показывают, что студенты вузов, как правило, в среднем зарабатывали больше студентов колледжей и техникумов. Результаты исследования свидетельствуют о достаточно высоком уровне студенческой занятости в 2015 г. В среднем учащиеся по программам ВО уделяли работе 27 часов в неделю, или 70% стандартной 40-часовой рабочей недели.

6. Nature of urban and rural life-styles and its effects on people is the most important difference between living in the city and living in the country. It is supposed that people who live in rural areas are calmer, more family-oriented, a little conservative and friendlier. They are used to moving at a slower pace. However, in modern big cities life is very fast and dynamic. Therefore, the people who live in today's metropolises are generally busier, more career-oriented, focused and concerned about their own problems, more direct and broadminded.

3. Besides, such factor as the opportunities for education, career development and living advanced social life, which are available in big cities and small towns, is another important difference. It is a known fact that the majority of higher education establishments, culture, sports and entertainment facilities, financial and health care institutions, hotels and big shopping malls are located in cosmopolitan areas. At the same time, people who live in small towns and the countryside have less access to modern amenities and services, as well as quite limited opportunities for career and personal development, entertainment and leisure activities.

4. Social standards and traditions of communication is one more significant point of difference between living in big cities and living in the county. Rural communities are considerably less crowded than urban ones, so people who live in small towns usually know and understand each other better, willingly cooperate and support each other, frequently visit each other's houses and have good friendly relations with each other. In contrast to this, in big cities people feel tired of communication and often are less open to the others, than the people who live in rural areas.

5. Finally, it is impossible not to mention the differences in day to day cost of living in big cities and in small towns. Living in big cities is usually more expensive, and it is not always easy to afford everything one may need. Therefore, many people have to get a second job in order to have extra income and make the ends meet. In contrast to this, in small towns it is relatively easier to minimize the expenses for housing and food. In addition, many families living in the country have their gardens, so they can live off the land and have fruit, vegetables and green foodstuffs of their own.

6. The differences between living in big cities and living in small towns are not limited with the factors above. Such aspects as natural environment or social safety can be mentioned also. Certainly, there are cultural, ethnic, economic, or even geographical dimensions. It is possible to find people who live in rural areas but have a life-style of cosmopolitan cities. Besides, such factors as technological progress and new job opportunities in modern countryside, as well as introduction of traffic free and green zones in big cities make the differences between living in small and big cities smaller and smaller.

Task 2. Find out in what part of the text it is said about:

- a) social communication:
- b) leisure activities in the countryside:
- c) cost of living;
- d) access to modern amenities and services;
- e) reducing differences between living in the country and living in the city.

Task 3. Find the equivalents for the following phrases in the text:

Неограниченные возможности; современные удобства; городской стиль жизни; безусловно; дополнительный доход уменьшить расходы, жители деревни, привыкнуть к спокойной жизни, возможности для трудоустройства, поддерживать друг друга, наоборот, здравоохранительные учреждения, нацеленные на карьерный рост, уставать от общения, собирать ягоды.

Task 4. Find the opposites for the following words and expressions in the text:

Worse, old, unlimited, safe, rural, unfriendly, narrow-minded, big, social, busy, uncrowded, seldom, traffic jams, more, regress, unwillingly, cheap, to increase, inactive, quickly.

Task 5. Ask questions using the following prompts and answer them:

- 1) free/ people/ in/ spend/ how/ the/ do/ countryside/ their/ time?
- 2) calmer/ who/ in/ than/ towns/ rural/ live/ people/ are/ areas/ friendlier/ and/ people/ from?
- 3) and/ located/ entertainment/ the/ where/ majority/ of/ are/ sport/ culture/ facilities?
- 4) Many/ have/ in/ why/ second/ living/ people/ job/ to/ cities/ do/ get//big/ a?

- 5) any/ between/ towns/ is/ difference/ of/ there/ small/ in/ cost/ and/ cities/ big/ living?
- 6) the/ country/ for/ living/ what/ people/ have/ in/ gardens/do/ their?

Task 6. Find the nouns related to the verbs.

verbs	nouns
to communicate	communication
to limit	
to act	
to relate	
to add	
to introduct	
to locate	
to establish	
to understand	

Task 7. Find the adjectives related to the nouns.

nouns	adjectives
economy	economic
culture	
act	
effect	
technology	
geography	
center	
competition	
difference	

7.

When they are asked “What is money?”, many people will reply “Anything you can use to pay for something”. This answer aptly describes the most important function of money and the service it renders in the economy: people generally accept money in exchange for goods and services (including their work). This is an undisputed fact in our present-day society. However, the role of money depends on the state of development of an economy. Money has become an essential element of economies based on the division of labor, in which individuals have specialized in certain activities and enterprises have focused on manufacturing specific goods and rendering specific services. This specialization has led to a continuous exchange of goods and services. In order to make transactions as simple and efficient as possible, the introduction of a generally accepted medium of exchange suggested itself.

Money performs the function of a medium of exchange or means of payment with goods being exchanged for money and money for goods. At the same time it also acts as a unit of account. Moreover, money is a store of value, as part of an individual’s income may be set aside for future consumption.

These three functions of money – i.e. medium of exchange, unit of account and store of value – can only be fulfilled if there is great confidence in its stability of value. Safeguarding

monetary stability is the primary task of the central banks all over the world. Moreover, the central bank has the function of regulating the money supply in order to guarantee a smooth functioning of the monetary system.

FORMS OF MONEY

Historically, a great variety of commodities (wheat, salt, gold, silver, etc.) has served at one time or another as a medium of exchange in economies based on the division of labor. This form of money is generally referred to as commodity money.

At the same time other forms of money developed. They are referred to as credit money or money without material value because their value as a means of payment is greater than their intrinsic value. For instance, the paper on which a 100-dollar bank note is printed is worth much less than the bank note's face value. This is also true of most of the coins used nowadays. In addition to the notes and coins in circulation, "cashless" means of payment were introduced. These include checks, transfer orders and credit cards, which have become more and more popular in recent years. The progress made in computer technology has led to new forms of cashless payments. The above mentioned forms of money can be subsumed under the terms "cash or notes and coins" and "deposit money".

Find the equivalents for the following phrases in the text:

- принимать деньги в обмен на товары и услуги
- состояние развития экономики
- экономика, основанная на разделении труда
- выполнять функцию
- средство обмена
- средство платежа
- единица расчетов
- обеспечение денежной стабильности
- главная задача центрального банка
- регулирование денежной массы
- функционирование денежной системы
- номинальная стоимость
- реальная стоимость
- банкноты и монеты в обращении
- безналичные средства платежа

Find the synonyms of the following words and expressions in the text:

- goods
- to fulfil the function
- to answer
- important
- means
- to cost
- trust
- cash
- nominal value
- cashless means of payment

Find the opposites of the following words in the text:

- | | |
|-------------------|----------------|
| • to ask | • short |
| • complex | • whole |
| • past | • credit money |
| • intrinsic value | • more |

Read and translate the text

Christopher Columbus was born in the Republic of Genoa, in what is today Northwestern Italy. His father was a middle-class wool merchant. Columbus learnt to sail from an early age and later worked as a business agent, travelling around Europe to England, Ireland and later along the West coast of Africa. He was not a scholar, but was an enthusiastic self-educated man, who read extensively on astronomy, science and navigation. He also became fluent in Latin, Portuguese and Spanish.

Christopher Columbus was a believer in the spherical nature of the world (some Christians still held the view that the world was flat). An ambitious man, Christopher Columbus hoped to find a Western trade route to the lucrative spice markets in Asia. Rather than sailing East, he hoped that sailing west would lead to countries like Japan and China.

To gain the necessary funding and support for his journeys, he approached the Catholic Monarchs of Spain. As part of his offer, he said that he hoped to be able to spread Christianity to 'heathen lands' in the east. The Spanish monarchs agreed to fund Columbus, partly on the missionary efforts, but also hoping to gain an upper hand in the lucrative trade markets.

Voyages to the Americas

Columbus' first voyage was completed in 1492. He had intended to sail to Japan, but ended up in the Bahamas, which he named San Salvador.

Columbus made a total of four journeys, where he sailed extensively around the Caribbean islands of Cuba, Jamaica, the Bahamas and also to the mainland, to places such as Panama.

Columbus was not the first person to reach America. Previous successful voyages included a Norse expedition led by Leif Ericson. However, Columbus was the first to travel to America and establish permanent settlements. Columbus' voyages and reports, over the next 400 years encouraged all the major European powers to seek to colonise parts of America.

As part of the deal, the Spanish monarchy appointed Columbus Viceroy and Governor of the Indies in the island of Hispaniola. He also delegated the governorship to his brothers. However, in 1500, on the orders of the Spanish monarchy, Columbus was arrested and placed in chains. There were allegations of incompetence, misrule and barbaric practices in the governorship of the new colonies. After several weeks in jail, Columbus and his brothers were released, but Columbus was not allowed to be governor of Hispaniola anymore.

Towards the end of his life, Columbus became increasingly religious. In particular, he became fascinated with Biblical prophecies and wrote his own 'Book of Prophecies' (1505).

Columbus died in 1506, aged 54 from a heart attack related to reactive arthritis. Undoubtedly, the rigours of travelling across the seas weighed upon Columbus' health. Towards the end of his life, he was frequently in pain from his journeys.

Columbus is venerated by many European Americans as the man who helped put America on the map. Columbus Day is observed on 12 October in Spain and across the Americas. Others take a more critical view of Columbus, arguing that his "discovery" was not really a discovery if the land was already populated and that through his actions the ensuing European colonisations led to the mistreatment and genocide of the native American people who already lived there.

Составьте предложения, используя приведенные в скобках слова. Употребите страдательную форму глагола в настоящем времени.

1. (this room/clean/every day) This room is cleaned every day_____
2. (how often/the room/clean?) How often is the room cleaned_____ ?
3. (glass/make/from sand) _____
4. (stamps/sell/in a post office) _____

5. (football/play/in most countries) _____
6. (this machine/not/use/very often) _____
7. (what language/speak/in Ethiopia?) _____ ?
(what/this machine/use/for?) _____
- 9.

Health and fitness is the key to a long, active and enjoyable life. It is correctly stated that Health is the actual Wealth that a person can retain. Being healthy and fit in simple terms means taking good care of the body. We should remember that a healthy mind resides only in a healthy body. Good health of both mind and body helps us to maintain the required energy level to achieve success in life.

Protecting your body from the intake of harmful substances, doing regular exercises, having proper food and sleep are some of the important instances that define a healthy lifestyle. Being fit allows us to perform our activities without being lethargic, restless or tired.

A healthy and fit person can live the full life, without any major medical or physical issues. Being healthy means not only the physical well-being of a person, it also involves the mental stability or the internal peace of a person.

Generally, a healthy diet consists of taking a proper and healthy food which includes eating green and fresh vegetables, fruits, having milk, eggs, minerals, proteins and vitamins essential for a human's lifestyle. Practicing Yoga including regular exercises in your daily routine also help you maintain your desired fitness, blood sugar and immunity level.

Healthy habits improve your physical appearance, mental stability, ability to perform activities in a better way, which help you lead a stress-free lifestyle, maintaining happy moods, high energy levels. Each individual should take care of one's health; no single day should be skipped for making efforts on maintaining physical and mental fitness. Being happy is directly related to improving your mental strength and health, so happiness can be considered as the result of a healthy and fit lifestyle.

Health is the most important thing that a person should take care of. A healthy lifestyle leads to happiness, success and achievements.

Questions:

1. What does the term 'being healthy and fit' mean?
2. Does good health help us to achieve success in life?
3. What should we do to protect our body from the intake of harmful substances?
4. What does a healthy diet consist of?

5. Healthy habits improve your physical appearance and mental stability, doesn't it?

6. Is it true that happiness is directly connected with health?

Match the words and expressions with their translation.

1). to fall ill	a) острая боль
2).I have a sore throat	b) проходить медицинский осмотр
3) a sharp pain	c) заболеть
4) to have a pain in the side/ the back, etc	d) сильно кашлять
5) to have a headache	e) не болейте
6) to have a bad cough	f) чувствовать боль в боку, спине и т.д.
7) to run a temperature	g) выздоравливайте скорей
8) to call an ambulance	h) испытывать головную боль
9) to have a medical check-up	i) вопрос времени
10) I wish you a speedy recovery	j) отравиться
11) to keep well	k) чувствовать себя лучше
12) to get better	l) вызвать скорую помощь
13) to get worse	m) иметь осложнения
14) to be laid up with flu/a bad cold, etc.	n) пломбировать зуб
15) It's a matter of time	o) лежать с гриппом, простудой и т.п.
16) to get poisoned	p) удалить зуб
17) to have complications	q)больной зуб, нога
18) a bad tooth/leg, etc.	r)чувствовать себя хуже
19) to have a tooth pulled out	s) иметь повышенную температуру
20) to have a tooth filled	t) у меня болит горло

Task 6. Read, translate and memorize the dialogues

1 - How's Jane?

- Still in hospital, but getting better.

2 – It's nice to see you up and about again.

- Thank you.

3. - You know Peter has fallen ill.
 --What's the matter with him?
 --He's got everything: a sore throat, a sharp pain in the side, a headache, and a bad cough.
 He's running a temperature too.
 - Too bad. You'd better take him to hospital.
 - That's what the doctor recommends. I've just called an ambulance.

4. --How do you feel?
 - I'm all right. You keep well too.

5. - How's the sick man? Not getting worse I hope?
 --He's much better the same.

6. - How are you today?
 - Very much the same.

- 7.- How's everybody at home?
 - The children are all right but my wife is laid up with the flu.
 - I'm sorry. Has she been staying in bed long?
 - Nearly a week now.
 - Tell her she has my sympathies.

- 8 --How do you know Jack's been operated on today?
 - I called up the hospital.
 - How is he after operation? Is he still unconscious?
 - The nurse said he'd just come round.
 - Let's hope he'll be up and about soon.
 - I believe it's a matter of time now.
 -

- 9.-What's the matter with John?
 - He's got poisoned.
 -- Too bad. See to it that he keeps to a diet, otherwise he may have complications.

10. --What are you doing here?
 - I've got an appointment with the dentist.
 --Got a bad tooth?
 - Yes. I've got to have it pulled out. It's so painful.
 - Why not to have it filled?
 - Too late.

- 11.-I wish you a speedy recovery.
 - Thank you.

Task 7. Change the following sentences into the Passive.

1. The doctors examined him last month, but none of them could find anything wrong.
2. Perhaps you should have an eye test.
3. I must have eaten some bad food.
4. The doctor took his temperature and felt his pulse.
5. The nurse put a belt round John's bleeding knee.

Task 2. Use the verbs in the form of Present Participle (Participle 1) and Past Participle (Participle II) according to the model and translate them.

to improve- улучшить	improving-улучшающий	improved-улучшенный
to perform		
to achieve		
to maintain		
to require		
to relate		
to make		
to involve		
to allow		
to protect		

Task 3. Complete the sentences.

1. Being healthy means
2. Good health of both mind and body helps us
3. Everybody should take care of.....
4. Healthy food includes.....
5. A healthy lifestyle leads to.....
- 10.

Темы для презентаций/рефератов:

- 1) Albert Einstein
- 2) Leonardo da Vinci
- 3) Mendeleev D.I.
- 4) Lomonosov M.V.
- 5) Mahatma Gandhi
- 6) Winston Churchill
- 7) Alexander III Alexandrovich
- 8) Gagarin J.A.
- 9) Neil Armstrong
- 10) Bill Gates
- 11) Steven Jobs
- 12) Margaret Thatcher

4.2. Промежуточная аттестация

4.2.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы. Показатели и критерии оценивания компетенций с учетом этапа их формирования.

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС-4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном и иностранном(ых) языках	УК ОС-4.1	Способность использовать полученные знания для осуществления деловой коммуникации в устной и письменной формах на иностранном языке

4.2.3. Типовые оценочные средства

Письменная часть

1. Write an e-mail to your close friends telling him/her about your recent news. (10-15 sentences).

2. Translate into English using active vocabulary.

1. На английском языке разговаривает больше половины земного шара.
2. Этот замок был построен до того, как сюда приехала семья Смитов.
3. Изменение климата - одна из наиболее важных экологических проблем в настоящее время.
4. Мы дружим с Марией с самого детства.
5. В прошлом женщины-учителя не могли выходить замуж.
6. Алекс сказал мне, что эта вещь была круглой формы.
7. Основная цель любой компании - заработать как можно больше денег.
8. Если бы Ю. Гагарин не полетел в космос, мы бы так никогда и не узнали как красива наша планета.
9. Говорят, что русские женщины обожают готовить.
10. Моя бабушка всегда сама готовит праздничный стол на свой день рождения.

3.1 Listen to the speaker and choose the correct answer.

- 1) The first step for planning a vacation is to _____.
 - a) visit with a travel agent
 - b) read about travel
 - c) talk with friends
- 2) He _____ if he wants to travel by plane.
 - a) reviews travel costs
 - b) buys tickets online
 - c) reads airline reviews
- 3) How does the man feel about staying at a budget hotel?
 - a) Somewhat concerned
 - b) Not a problem

1.2. Listen to the same speaker one more time and complete the gaps in the passage. Before I go on vacation, I always plan 1 _____ (my trip). For starters, I usually 2 _____ (take a look) at travel guide books or go online and review possible destinations. Then, I 3 _____ (check the costs) involved in traveling to that particular place. If I'm going 4 _____ (by plane), then I have to compare prices on airfare for different airlines. If I'm 5 _____ (travelling by train), then I have to look into train passes or tickets. I also need to locate 6 _____ (hotel accommodations). Fortunately, I don't mind staying at cheap hotels or even 7 _____ (a youth hostel). Finally, I try to budget money 8 _____ (for meals) and other sightseeing expenses. If I 9 _____ (plan carefully), I usually 10 _____ (have a good time).

Устная часть

1. Read the text and answer the questions.

Modern graffiti began in big cities in the United States in the 1970s. In New York, young people wrote their names, or 'tags', in pen on walls around the city.

One of the first 'taggers' was a teenager called Demetrius. His tag was TAKI 183. He wrote his tag on walls and in stations in New York. Other teenagers saw Demetrius's tag and started writing their tags too. Soon, there were tags on walls, buses and trains all over New York.

Then, some teenagers started writing their tags with aerosol paint. Their tags were bigger and more colourful. Aerosol paint graffiti became very popular in the 1970s and 1980s. It appeared on trains, buses and walls around the world.

In the 1990s and 2000s, a lot of graffiti artists started painting pictures. Some artists' pictures were about politics. Other artists wanted to make cities beautiful and painted big, colourful pictures on city walls.

In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are 'graffiti zones' where artists can paint on walls. In São Paulo in Brazil, street artists can paint pictures on walls and houses. Their pictures are colourful and beautiful. Some tourists visit São Paulo just to see the street art!

In Bristol in the UK, there is a street art festival in August every year. Artists paint all the buildings in a street. Lots of people come to watch the artists and take photos. You can see exhibitions of street art in some galleries too. There have been exhibitions of street art in galleries in Paris, London and Los Angeles.

Some street artists have become famous. Here are three stars of the street art world:

Os Gêmeos are twin brothers from São Paulo. They paint big, colourful pictures of people on buildings. In 2007, they painted a castle in Scotland!

Blek le Rata from Paris. He is famous for painting pictures of homeless people in big cities.

Faith47 is from Cape Town in South Africa. She paints big, colourful pictures of people and animals. She likes painting in different places and you can find her work on pavements, postboxes, buses and, of course, on walls!

Many street artists use the internet to look at photos of street art from around the world. They communicate with other artists online and share ideas. Some street artists are famous and you can see their pictures in galleries. We don't know about the future of street art, but it is here to stay for sure!

- 1) When and where did modern graffiti begin?
- 2) What did first graffiti artists put on walls?
- 3) Can graffiti artists paint in all countries of the world?
- 4) What festival is there in the UK?
- 5) What famous graffiti artists are there?

2. Tell the examiner about your favourite work of art (10-15 sentences).

3. Answer the examiner's questions about your hopes and plans.

5. Методические указания для обучающихся по освоению дисциплины

Самостоятельная работа слушателей:

- устные виды контроля (устный ответ на поставленный вопрос; развернутый ответ по заданной теме; устное сообщение по избранной теме, собеседование; тестирование (с помощью технических средств обучения), чтение текста на иностранном языке, аудирование);
- зачет по заданной теме;
- письменные виды контроля (письменное выполнение тренировочных упражнений, практических работ; написание диктанта, изложения, сочинения; выполнение самостоятельной работы, письменной проверочной работы, творческой работы, подготовка реферата).

Характеристика самостоятельных работ:

Самостоятельная работа по развитию академических языковых навыков предусматривает разнообразные виды работы, а также подготовку к промежуточному тестированию и к экзамену.

В ходе самостоятельной работы проверяются навыки

1) чтения (структур текста; поисковое и просмотровое чтение; логический порядок);

- 2) оперирования изученными лексическими единицами;
- 3) владения лексикой в рамках межличностного и межкультурного общения;
- 4) личного письма.

Текущий контроль осуществляется в виде лексико-грамматических тестов оценивается по количеству выполненных заданий, аудирование – по правильности услышанной информации, при беседе оценивается как подготовленное изложение материала, так и спонтанная монологическая и диалогическая речь студента.

6. Учебная литература и ресурсы информационно-телекоммуникационной сети "Интернет", включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

6.1. Основная литература

1. Аитов, В. Ф. Английский язык (a1-v1+) : учеб. пособие для академического бакалавриата / В. Ф. Аитов, В. М. Аитова, С. В. Кади. — 13-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 234 с. — (Серия : Университеты России). [Доступ в ЭБС - <https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-a1-v1-437603>]
2. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 1 : учеб. пособие для академического бакалавриата / Р. И. Куряева. — 5-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 361 с. — (Серия : Бакалавр. Академический курс). [Доступ в ЭБС -<https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-vido-vremennyye-formy-glagola-v-2-ch-chast-1-437050>]
3. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 2 : учеб. пособие для академического бакалавриата / Р. И. Куряева. — 3-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 339 с. — (Серия : Бакалавр. Академический курс). [Доступ в ЭБС -<https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-vido-vremennyye-formy-glagola-v-2-ch-chast-2-437051>]
4. Невзорова, Г. Д. Английский язык. Грамматика : учеб. пособие для академического бакалавриата / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 213 с. — (Серия : Бакалавр. Академический курс). [Доступ в ЭБС -<https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-grammatika-434606>]

6.2. Дополнительная литература

1. Clandfield L. Global Pre-Intermediate. – Macmillan Publishing. – 2016 – 161p.
2. Clandfield L. Global Intermediate. – Macmillan Publishing. – 2016 – 161p.
3. Foley M. MyGrammarLab: Intermediate B1/B2 : with key suitable for self study / M.
4. Foley, D. Hall. - Edinburgh Gate : Pearson, 2012. - 396 p.
5. Murphy R. English grammar in use: A self-study reference and practice book for intermediate students : with answers / R. Murphy. - 4nd ed. - G.B.: Cambridge University Press, 2012. - 380 p.

6.3. Учебно-методическое обеспечение самостоятельной работы.

Положение об организации самостоятельной работы студентов федерального государственного бюджетного образовательного учреждения высшего образования «Российская академия народного хозяйства и государственной службы при Президенте Российской Федерации» (в ред. приказа РАНХиГС от 11.05.2016 г. № 01

2211). http://www.ranepa.ru/images/docs/prikazy-ranhigs/Pologenie_o_samostoyatelnoi_rabote.pdf

6.4. Интернет-ресурсы.

1. <http://www.bbc.co.uk/learningenglish/>
2. <https://deepenglish.com/>
3. <https://listenaminute.com/>
4. <https://breakingnewsenglish.com/>

7. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Лекционные аудитории с компьютерным и проекционным оборудованием для демонстрации презентаций. Доска или флип-чарты и листы к ним, фломастеры.

Необходимы проектор и ноутбук для демонстрации:

- аудио- видео-материалов,
- презентаций с помощью программы Microsoft Power Point

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