

**Автономная образовательная некоммерческая организация
Высшего образования
«Институт Бизнеса и Информационных Систем»
(АОНО ВО «ИБИС»)**

Факультет Бизнеса и информационных систем
Кафедра Гуманитарных и социальных наук



**РАБОЧАЯ ПРОГРАММА
И ОЦЕНОЧНЫЕ МАТЕРИАЛЫ**

дисциплины

Б1.О.03 Иностранный язык (английский)

Уровень образования: Высшее образование – бакалавриат
Направление подготовки: 38.03.02 Менеджмент
Направленность (профиль): Менеджмент организаций
Форма обучения: Очная, заочная и очно-заочная
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Воронеж 2023 г.

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Рабочая программа дисциплины рассмотрена и утверждена на заседаниях: кафедры «Гуманитарных и социальных наук», протокол №2 от «24» апреля 2023 года.

Ученого совета АОНО «Институт Бизнеса и Информационных Систем», протокол № 3 от «11» мая 2023 года.

1. Цели и задачи дисциплины

Целью изучения дисциплины «Иностранный язык (английский)» является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной, научной, культурной и бытовой сфер деятельности; для общения с зарубежными партнерами, а также для дальнейшего самообразования. Развитие коммуникативной компетенции осуществляется путём формирования у студентов речевых умений говорения, чтения, аудирования и письменной речи. В процессе обучения английскому языку студенты овладевают умением постоянно совершенствовать получаемые языковые знания, вырабатывают навыки пользования справочной литературой на английском языке (толковыми и другими словарями, справочниками, энциклопедиями).

Задачи дисциплины:

- совершенствовать коммуникативные умения в четырех основных видах речевой деятельности (говорении, аудировании, чтении и письме); умения планировать свое речевое поведение;
- систематизировать, расширять и закреплять грамматические знания;
- формировать основные лингвистические понятия и представления;
- формировать навыки перевода научно-популярной литературы и литературы по специальности, аннотирования и реферирования текстовой информации;
- формировать навыки составления и осуществления монологических высказываний по профессиональной тематике (доклады, сообщения и др.);
- формировать навыки самостоятельной работы со специальной литературой на иностранном языке.
- овладеть новыми языковыми средствами в соответствии с отобранными темами и сферами общения: увеличение объема используемых лексических единиц; развитие умений оперирования языковыми единицами в коммуникативных целях;
- развить общие и специальные учебные умения, позволяющие совершенствовать учебную деятельность по овладению иностранным языком, удовлетворять с его помощью познавательные интересы в других областях знания.

2. Место дисциплины в структуре ОПОП ВО

Дисциплина «Иностранный язык (английский)» относится к блоку обязательные дисциплины и ориентирована на знаниях, полученных обучающимися по программе среднего полного образования по английскому языку. Изучение дисциплины «Иностранный язык (английский)» необходимо для успешного освоения последующих дисциплин обязательной части и дисциплин по выбору, а также прохождения практик и Государственной итоговой аттестации.

3. Планируемые результаты обучения по дисциплине

Задача профессиональной деятельности	Код и наименование компетенции	Код и наименование индикатора достижения компетенции	Планируемые результаты обучения по дисциплине
Коммуникация	УК-4. Способен осуществлять деловую коммуникацию в устной и письменной фор-	УК-4.1 Выбирает на государственном и иностранном (-ых) языках коммуникативно прием-	Знать: основные грамматические явления английского языка, базовую лексику, общеупотребительные выражения.

	<p>мах на государственном языке Российской Федерации и иностранном (ых) языке(ах)</p>	<p>лемые стратегии делового общения. УК-4.2 Ведет деловую коммуникацию в письменной и электронной форме, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном (-ых) языках. УК-4.3 Выполняет перевод текстов с иностранного (-ых) на государственный язык, а также с государственного на иностранный (-ые) язык (-и)).</p>	<p>Уметь:</p> <ul style="list-style-type: none"> –относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях повседневного общения, понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов: прагматических (объявления, прогноз погоды), публицистических (интервью, репортаж), соответствующих тематике данной ступени обучения – вести диалог в ситуациях формального и неформального общения; –читать аутентичные тексты различных стилей: публицистические, художественные, научно-популярные, прагматические, – использовать основные виды чтения (ознакомительное, изучающее, поисковое/просмотровое) в зависимости от коммуникативной задачи; – реферировать и аннотировать литературу <p>Владеть:</p> <ul style="list-style-type: none"> – навыками работы с оригинальной литературой; – навыками библиографического поиска с использованием современных информационных технологий.
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4. Объем и структура дисциплины

Трудоемкость дисциплины составляет 8 зачетных единиц, 288 часов.

Вид учебной работы	Формы обучения											
	Очная				Очно-заочная				Заочная			
	Всего часов	из них в семестре			Всего часов	из них в семестре			Всего часов	из них в семестре		
		I	II	III		I	II	III		I	II	III
Общая трудоемкость дисциплины	288	72	72	144	288	72	72	144	288	72	72	144
Контактная работа обучающихся с преподавателем, всего в том числе:	108	36	36	54	80	18	28	34	20	6	6	8
Лекции	–	–	–	–	–	–	–	–	–	–	–	–
Лабораторные работы	–	–	–	–	–	–	–	–	–	–	–	–
Практические занятия	108	36	36	54	80	18	28	34	20	6	6	8
Самостоятельная работа	144	36	36	54	172	54	44	74	251	62	62	127
Промежуточная аттестация (подготовка и сдача)	36	–	–	36	36	–	–	36	17	4	4	9
Курсовая работа/проект	–	–	–	–	–	–	–	–	–	–	–	–
Контрольная работа	–	–	–	–	–	–	–	–	–	–	–	–
Промежуточная аттестация: экзамен/зачет/зачет с оценкой	Зачет, Экзамен	Зачет	Зачет	Экзамен	Зачет, Экзамен	Зачет	Зачет	Экзамен	Зачет, Экзамен	Зачет	Зачет	Экзамен

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

Содержание тем дисциплины, структурированное по темам с указанием дидактического материала по каждой изучаемой теме

№ п/п	Наименование темы	Содержание темы
1.	Тема 1. Основы фонетики английского языка	Особенности фонетики английского языка, правила произношения гласных и согласных звуков, буквосочетания.
2.	Тема 2. Порядок слов в простом предложении английского языка	Порядок слов в простом повествовательном предложении. Вопросительные предложения. Виды вопросов в английском языке.
3.	Тема 3. Learning foreign	Чтение и грамматический анализ текста «Learning foreign language» Грамматика: Особенности употребления глаго-

	language	ловto be и to have в английском языке. Формы глаголов to be и to have.
4.	Тема 4. «Lifelong learning»	Просмотровое и ознакомительное чтение – две стратегии чтения иностранного текста. Чтение текста «Lifelong learning». Выполнение лексико-грамматических заданий к тексту.
5.	Тема 5. Education in Great Britain	Чтение и грамматический анализ текстов «Education in Great Britain», «Higher Education in Great Britain», «Peculiarities», «Further Education», «Classification of British Universities», «Student's life», «Five main categories of the universities in Britain», «The early 19 th century English universities», «The city», «All Souls College», «Oxford as I see it». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Грамматика: Особенности употребления артикля. Определённый артикль, неопределённый артикль, нулевой артикль. Времена системы Simple в действительном и страдательном залогах. Особенности образования и употребления. Выполнение лексико-грамматических упражнений.
6.	Тема 6. Some aspects of the English history and language	Чтение и перевод текстов «English today», «The story of English», «What's in a quotation?», «Under the Norman rule», «A conversation in the Forest». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Грамматика: Имя существительное в английском языке. Особенности английского языка в отношении исчисляемости и неисчисляемости имен существительных. Времена системы Continuous в активном и пассивном залогах. Выполнение лексико-грамматических упражнений
7.	Тема 7. Economy and economics	Чтение и текстов «Economics», «Famous economists». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Грамматика: Present Perfect и Present Perfect Continuous. Выполнение лексико-грамматических упражнений
8.	Тема 8. Economic activity	Чтение текстов «Economic activity. Economic growth», «Famous economists: Adam Smith and Karl Marx». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Грамматика: Времена Past Perfect и Past Perfect Continuous. Имя прилагательное. Степени сравнения имён прилагательных. Выполнение лексико-грамматических упражнений
9.	Тема 9. Getting the job	Чтение и текста «Recruitment. Job Ads: Reading Between the Lines». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Резюме. Порядок, правила и этапы написания резюме на английском языке. Клише. Грамматика: Времена Future Perfect и Future Perfect Continuous. Выполнение лексико-грамматических упражнений.
10.	Тема 10. Money and trade	Чтение текстов «Money», «Trade», «International trade». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Рефериро-

		вания иностранного текста. Порядок и структура, клише для реферирования. Грамматика:Времена Present Perfect Passive, Past Perfect Passive, Future Perfect Passive .
11.	Тема 11. Companies	Чтение текстов «A matter of choice», «Business Ethics», «Company. History and types». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Грамматика:Специальные конструкции в английском языке: There is/there are, to be going to do something, to be about to do something
12.	Тема 12. Company structure	Чтение текстов «MTS Systems Corporation», «Business Plans: Company Structure».Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений.Грамматика: Модальные глаголы
13.	Тема 13. International business	Чтение текстов «Board Ousts BMW Chief and His Heir», «International trade market».Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений Грамматика: Сослагательное наклонение
14.	Тема 14. Marketing and brands	Чтение текстов «Coke and Pepsi», «Rebranding Health-South?», «Money can buy you love». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Грамматика: Герундий
15.	Тема 15. Internet	Чтение текстов «Internet», «Types and forms of business organization» , «The threat from the internet. Cyberwar». Выполнение лексико-грамматических заданий к текстам. Изучение новых слов и выражений. Грамматика: Причастие. Виды причастий.
16.	Тема 16. Business writing	Особенности написания деловых писем. Разные виды деловых писем. Письмо-запрос, письмо-запрос информации, письмо-реклама, письмо-извинения. Основные общепотребительные клише и выражения Грамматика: Повелительное наклонение
17.	Тема 17. Money and Banking	Чтение текстов «Money», «The function of money», «Banking».Изучение новых слов и выражений, Выполнение лексико-грамматических заданий. Грамматика: Предлоги. Основные значения предлогов. Дополнительные значения предлогов

Тематический план (очная форма обучения)

№ п/п	Наименование тем	Всего часов по учебно-	Контактная работа с преподавателем:				Самостоятельная
			о часо	ле	кц	ия	
			Занятия семинарского типа				

					Семинарские занятия	Практические занятия	Другие виды занятий	
1 семестр								
1	Тема 1. Основы фонетики английского языка	15	6	–	–	6	–	9
2	Тема 2. Порядок слов в простом предложении английского языка	15	6	–	–	6	–	9
3	Тема 3. Learning foreign language	14	8	–	–	8	–	6
4	Тема 4. «Lifelong learning»	14	8	–	–	8	–	6
5	Тема 5. Education in Great Britain	14	8	–	–	8	–	6
Итого за семестр:		72	36	–	–	36	–	36
Форма контроля: Зачет		–	–	–	–	–	–	–
2 семестр								
6	Тема 6. Some aspects of the English history and language	15	6	–	–	6	–	9
7	Тема 7. Economy and economics	15	6	–	–	6	–	9
8	Тема 8. Economic activity	14	8	–	–	8	–	6
9	Тема 9. Getting the job	14	8	–	–	8	–	6
10	Тема 10. Money and trade	14	8	–	–	8	–	6
Итого за семестр:		72	36	–	–	36	–	36
Форма контроля: Зачет		–	–	–	–	–	–	–
3 семестр								
11	Тема 11. Companies	16	8	–	–	8	–	8
12	Тема 12. Company structure	16	8	–	–	8	–	8
13	Тема 13. International business	16	8	–	–	8	–	8
14	Тема 14. Marketing and brands	15	8	–	–	8	–	7
15	Тема 15. Internet	15	8	–	–	8	–	7
16	Тема 16. Business writing	15	7	–	–	7	–	8
17	Тема 17. Money and Banking	15	7	–	–	7	–	8
Итого за семестр:		108	54	–	–	54	–	54
Форма контроля: Экзамен		36	–	–	–	–	–	36
Всего за семестр:		144	54	–	–	54	–	90

Тематический план (очно-заочная форма обучения)

№ п/п	Наименование тем	Всего часов по учебно-методическому плану	Контактная работа с преподавателем:			Самостоятельная
			0 часов	Лекции	Занятия семинарского типа	

					Семинарские занятия	Практические занятия	Другие виды занятий	
1 семестр								
1	Тема 1. Основы фонетики английского языка	15	4	–	–	4	–	11
2	Тема 2. Порядок слов в простом предложении английского языка	15	4	–	–	4	–	11
3	Тема 3. Learning foreign language	14	4	–	–	4	–	10
4	Тема 4. «Lifelong learning»	14	3	–	–	3	–	11
5	Тема 5. Education in Great Britain	14	3	–	–	3	–	11
Итого за семестр:		72	18	–	–	18	–	54
Форма контроля: Зачет		–	–	–	–	–	–	–
2 семестр								
6	Тема 6. Some aspects of the English history and language	15	6	–	–	6	–	9
7	Тема 7. Economy and economics	15	6	–	–	6	–	9
8	Тема 8. Economic activity	14	6	–	–	6	–	8
9	Тема 9. Getting the job	14	5	–	–	5	–	9
10	Тема 10. Money and trade	14	5	–	–	5	–	9
Итого за семестр:		72	28	–	–	28	–	44
Форма контроля: Зачет		–	–	–	–	–	–	–
3 семестр								
11	Тема 11. Companies	16	5	–	–	5	–	11
12	Тема 12. Company structure	16	5	–	–	5	–	11
13	Тема 13. International business	16	5	–	–	5	–	11
14	Тема 14. Marketing and brands	15	5	–	–	5	–	10
15	Тема 15. Internet	15	5	–	–	5	–	10
16	Тема 16. Business writing	15	5	–	–	5	–	10
17	Тема 17. Money and Banking	15	4	–	–	4	–	11
Итого за семестр:		108	34	–	–	34	–	74
Форма контроля: Экзамен		36	–	–	–	–	–	36
Всего за семестр:		144	34	–	–	34	–	110

Тематический план (заочная форма обучения)

№ п/п	Наименование тем	Всего часов по учебно-методическому плану	Контактная работа с преподавателем:			Самостоятельная
			0 часов	Лекции	Занятия семинарского типа	

					Семинарские занятия	Практические занятия	Другие виды занятий	
1 семестр								
1	Тема 1. Основы фонетики английского языка	14	2	–	–	2	–	12
2	Тема 2. Порядок слов в простом предложении английского языка	14	1	–	–	1	–	13
3	Тема 3. Learning foreign language	14	1	–	–	1	–	13
4	Тема 4. «Lifelong learning»	13	1	–	–	1	–	12
5	Тема 5. Education in Great Britain	13	1	–	–	1	–	12
Итого за семестр:		68	6	–	–	6	–	62
Форма контроля: Зачет		4	–	–	–	–	–	4
Всего за семестр:		72	6	–	–	6	–	66
2 семестр								
6	Тема 6. Some aspects of the English history and language	14	2	–	–	2	–	12
7	Тема 7. Economy and economics	14	1	–	–	1	–	13
8	Тема 8. Economic activity	14	1	–	–	1	–	13
9	Тема 9. Getting the job	13	1	–	–	1	–	12
10	Тема 10. Money and trade	13	1	–	–	1	–	12
Итого за семестр:		68	6	–	–	6	–	62
Форма контроля: Зачет		4	–	–	–	–	–	4
Всего за семестр:		72	6	–	–	6	–	66
3 семестр								
11	Тема 11. Companies	20	1	–	–	1	–	19
12	Тема 12. Company structure	20	1	–	–	1	–	19
13	Тема 13. International business	19	1	–	–	1	–	18
14	Тема 14. Marketing and brands	19	1	–	–	1	–	18
15	Тема 15. Internet	19	1	–	–	1	–	18
16	Тема 16. Business writing	19	1	–	–	1	–	18
17	Тема 17. Money and Banking	19	2	–	–	2	–	17
Итого за семестр:		135	8	–	–	8	–	127
Форма контроля: Экзамен		9	–	–	–	–	–	9
Всего за семестр:		144	8	–	–	8	–	136

6. Самостоятельная работа обучающихся в ходе освоения дисциплины

№ п/п	Вид самостоятельной работы	Наименование работы и содержание
1	Грамматико-переводной	Данный вид самостоятельной деятельности обу-

	метод работы	чающихся представляет собой совокупность учебно-познавательных приёмов, ориентированных на усвоение грамматического и закрепление изученного лексического материала. После объяснения нового грамматического материала учащимся предлагается перевести предложения сначала - с английского языка на русский, затем - наоборот. Применение этого метода позволяет научить быстрому переводу грамматических конструкций русского языка на английский и развить артикуляционную память.
2	Работа над произношением и техникой чтения	<ul style="list-style-type: none"> – фонетические упражнения по формированию навыков произнесения наиболее сложных звуков английского языка; – фонетические упражнения по отработке правильного ударения; – упражнения по освоению интонационных моделей повествовательных и вопросительных предложений; – упражнения на деление предложений на смысловые отрезки, правильную паузацию и интонационное оформление предложений; – чтение вслух лексического минимума по отдельным темам и текстам; – чтение вслух лексических, лексико-грамматических и грамматических упражнений; – чтение вслух текстов для перевода; – чтение вслух образцов разговорных тем.
3	Заучивание новых иностранных слов	<ul style="list-style-type: none"> – составление собственного словаря в отдельной тетради; – составление списка незнакомых слов и словосочетаний по учебным и индивидуальным текстам, по определённым темам; – анализ отдельных слов для лучшего понимания их значения; – подбор синонимов к активной лексике учебных текстов; – подбор антонимов к активной лексике учебных текстов; – составление таблиц словообразовательных моделей.
4	Самостоятельная работа со словарем	<ul style="list-style-type: none"> – поиск заданных слов в словаре; – определение форм единственного и множественного числа существительных; – выбор нужных значений многозначных слов; – поиск нужного значения слов из числа грамматических омонимов; – поиск значения глагола по одной из глагольных форм.
5	Самостоятельное изучение грамматики	<ul style="list-style-type: none"> – устные грамматические и лексико-грамматические упражнения по определенным

		<p>темам;</p> <ul style="list-style-type: none"> – письменные грамматические и лексико-грамматические упражнения по определенным темам; – составление карточек по отдельным грамматическим темам (части речи; основные формы правильных и неправильных глаголов и т. д.); – поиск и перевод определенных грамматических форм, конструкций, явлений в тексте; – синтаксический анализ и перевод предложений (простых, сложносочиненных, сложноподчиненных, предложений с усложненными синтаксическими конструкциями); – перевод текстов, содержащих изучаемый грамматический материал.
6	Работа с текстом	<ul style="list-style-type: none"> – анализ лексического и грамматического наполнения текста; – устный перевод текстов небольшого объема (до 1000 печатных знаков) по краткосрочным заданиям; – письменный перевод текстов небольшого объема (до 1000 печатных знаков) по краткосрочным заданиям; – устный перевод текстов по долгосрочным заданиям (домашнее чтение); – изложение содержания текстов большого объема на русском и иностранном языке (реферирование – на продвинутом этапе обучения).
7	Работа над устной речью	<ul style="list-style-type: none"> – фонетические упражнения по определенной теме; – лексические упражнения по определенной теме; – фонетическое чтение текста-образца; – перевод текста-образца; – пересказ текста; – подготовка устного монологического высказывания по определенной теме (объем высказывания - 15-20 предложений).
8	Подготовка к зачету и экзамену	<p>При подготовке к зачету и экзамену необходимо ориентироваться на конспекты лекций, материал, пройденный в рамках практических занятий, реферативный материал и рекомендуемую литературу.</p>

**7. Оценочные материалы для текущей
и промежуточной аттестации по дисциплине**

**Оценочные средства для проведения текущей и промежуточной
аттестации**

Код контролируемого индикатора освоения компетенции	Наименование оценочного средства для проведения текущей аттестации	Наименование оценочного средства для проведения промежуточной аттестации
УК-4.1; УК-4.2; УК-4.3	Тестовые задания, лексико-грамматические упражнения, лексико-грамматические задания к тексту, лексический диктант, заданий по переводу, пересказа и реферирования текста, монологические высказывания устного и письменного характера.	Зачет, экзамен

Критерии оценивания результата обучения по дисциплине и шкала оценивания

Код контролируемой компетенции	Критерии оценивания результата обучения по дисциплине и шкала оценивания			
	неудовлетворительно	удовлетворительно	хорошо	отлично
	Не зачтено	Зачтено		
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Отсутствие или фрагментарная способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Неполная способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Сформированная, но содержащая отдельные пробелы способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)	Сформированная систематическая способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)

8. Ресурсное обеспечение учебной дисциплины

Основная литература:

1. Миньяр-Белоручева, А. П. Английский язык : учебное пособие / А.П. Миньяр-Белоручева. — 3-е изд., доп. — Москва : ФОРУМ : ИНФРА-М, 2022. — 192 с. — (Высшее образование: Бакалавриат). - ISBN 978-5-00091-763-3. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1817903> (дата обращения: 24.10.2021). – Режим доступа: по подписке.

2. Дюканова, Н. М. Английский язык: Учебное пособие / Дюканова Н.М., - 2-е изд., перераб. и доп. - М.:НИЦ ИНФРА-М, 2019. - 319 с. (Высшее образование: Бакалавриат)

ISBN 978-5-16-006254-9. - Текст : электронный. - URL: <https://znanium.com/catalog/product/989393> (дата обращения: 24.10.2021)

Дополнительная литература:

1. Гамова, О. Л. Английский язык : business English : деловой английский : учебное пособие / О. Л. Гамова. - Воронеж : Издательско-полиграфический центр «Научная книга», 2019. - 84 с. - ISBN 978-5-4446-1332-0. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1086212> (дата обращения: 24.10.2021). – Режим доступа: по подписке.

2. Лушникова, Г. И. Английский язык. Стилистика. The Power of Stylistics : учебное пособие / Г.И.Лушникова, Т.Ю.Осадчая. — Москва : ИНФРА-М, 2022. — 189 с. — (Высшее образование: Бакалавриат). — DOI 10.12737/text-book_5be53030c2f802.25075733. - ISBN 978-5-16-017285-9. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1839687> (дата обращения: 24.10.2021). – Режим доступа: по подписке.

3. Чикилева, Л. С. Английский язык для экономических специальностей: Учебное пособие / Чикилева Л.С., Матвеева И.В., - 2-е изд., перераб. и доп. - М.:КУРС, НИЦ ИНФРА-М, 2019. - 160 с. - ISBN 978-5-905554-71-1. - Текст : электронный. - URL: <https://znanium.com/catalog/product/1012463> (дата обращения: 24.10.2021). – Режим доступа: по подписке.

Электронные ресурсы:

1. <http://www.onestopenglish.com>
2. <http://www.insideout.net>
3. <http://www.bbc.co.uk/languages>
4. <http://www.bbc.co.uk/worldservice/learningenglish>
5. <http://www.teachingenglish.org.uk>
6. <http://www.longman.com>
7. <http://www.developingteachers.com>
8. <http://sitesforteachers.com>

9. Материально-техническое и программное обеспечение

дисциплины

Учебная аудитория № 314 -учебная аудитория для проведения занятий лекционного типа; -учебная аудитория для проведения занятий семинарского типа и практических занятий; -учебная аудитория групповых и индивидуальных консультаций; -учебная аудитория для проведения текущего контроля и промежуточной аттестации; -учебная аудитория для курсового проектирования (выполнения курсовых работ); -помещение для самостоятельной работы обучающихся; -кабинет иностранного языка; - компьютерный класс. Оснащение оборудованием и техническими средствами обучения: -автоматизированное рабочее место обучающегося; -	394026, Воронежская область, г. Воронеж, ул. Дружинников, д.8 Кабинет № 314 (3 этаж № 48)
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<p>автоматизированное рабочее место преподавателя; -доска двусторонняя (маркерно - меловая);</p> <ul style="list-style-type: none"> -наушники; -принтер; -телевизор. <p>Лицензионное программное обеспечение:</p> <p>1) иностранного производства:</p> <ul style="list-style-type: none"> - MSWindows 8.1 Корпоративная; - Microsoft Office Standard 2007; - iSpring suite 8; - MS Visio; - MS Access 2016; - MS Project; - Microsoft SQL Server 2014; - Visual Studio 2017. <p>2) отечественного производства:</p> <ul style="list-style-type: none"> - KasperskyEndPointSecurity для Windows; -1С: Предприятия 8. Комплект для обучения в высших и средних учебных заведениях. <p>Свободно распространяемое программное обеспечение иностранного производства:</p> <ul style="list-style-type: none"> - PascalABC.NET; - FreePascal IDE; - Eclipse; - IntelliJ IDEA; - GIMP; - Blender; - Firefox; - Vuze; - FileZilla; - Denver, Maxima + WxMaxima; - iTest; - Inkscape; - QCad. <p>Информационная справочная правовая система «Консультант Плюс».</p> <p>Доступ к информационно-телекоммуникационной сети «Интернет» и к электронной информационно-образовательной среде организации.</p>	
<p>Учебная аудитория № 419</p> <ul style="list-style-type: none"> - кабинет иностранного языка; - учебная аудитория для проведения занятий лекционного типа; - учебная аудитория для проведения занятий семинарского тип и практических занятий; - учебная аудитория групповых и индивидуальных консультаций; -учебная аудитория для проведения текущего контроля и промежуточной аттестации. <p>Оснащение оборудованием и техническими средствами обучения:</p> <ul style="list-style-type: none"> - комплект учебной мебели для обучающихся; 	<p>394036, город Воронеж, ул. Карла Маркса, д.67 Кабинет № 419 (4 этаж № 60)</p>

<ul style="list-style-type: none"> - рабочее место преподавателя; - доска маркерная; - персональный компьютер; - DVD проигрыватель; - тв приставка; - телевизор. <p>Лицензионное программное обеспечение:</p> <p>1) иностранного производства:</p> <ul style="list-style-type: none"> - MS Windows 7 Professional; - Microsoft Office Professional Plus 2010. <p>2) отечественного производства:</p> <ul style="list-style-type: none"> - Kaspersky EndPoint Security для Windows. <p>Доступ к информационно-телекоммуникационной сети «Интернет» и к электронной информационно-образовательной среде организации.</p>	
<p>Учебная аудитория № 421</p> <ul style="list-style-type: none"> - кабинет иностранного языка; - учебная аудитория для проведения занятий лекционного типа; - учебная аудитория для проведения занятий семинарского типа и практических занятий; - учебная аудитория групповых и индивидуальных консультаций; - учебная аудитория для проведения текущего контроля и промежуточной аттестации. <p>Оснащение оборудованием и техническими средствами обучения:</p> <ul style="list-style-type: none"> - комплект учебной мебели для обучающихся; - рабочее место преподавателя; - доска маркерная; - персональный компьютер; - телевизор; - тв. приставка; - CD-магнитола. <p>Лицензионное программное обеспечение:</p> <p>1) иностранного производства:</p> <ul style="list-style-type: none"> - MS Windows 7 Professional; - Microsoft Office Professional Plus 2007. <p>2) отечественного производства:</p> <ul style="list-style-type: none"> - Kaspersky EndPoint Security для Windows. <p>Доступ к информационно-телекоммуникационной сети «Интернет» и к электронной информационно-образовательной среде организации.</p>	<p>394036, город Воронеж, ул. Карла Маркса, д.67 Кабинет № 421 (4 этаж № 57)</p>
<p>Помещение для самостоятельной работы обучающихся № 102</p> <ul style="list-style-type: none"> - помещение для самостоятельной работы обучающихся с доступом к сети «Интернет» и электронной информационно-образовательной среде организации; - читальный зал библиотеки - учебная аудитория для курсового проектирования (выполнения курсовых работ); - учебная аудитория для выполнения выпускной квалифи- 	<p>394026, Воронежская область, г. Воронеж, ул. Дружинников, д.8 Кабинет № 102 (1 этаж № 84)</p>

<p>кационной работы.</p> <p>Оснащение оборудованием и техническими средствами обучения:</p> <ul style="list-style-type: none"> -автоматизированное рабочее место обучающегося; - ноутбуки; - телевизор; - столы для чтения; - стулья; - шкафы для документов; -стол офисный; - стеллажи для книг; -стойка выдачи литературы; -тумба напольная; -информационная стойка. <p>Лицензионное программное обеспечение:</p> <p>1) иностранного производства:</p> <ul style="list-style-type: none"> - MSWindows 7 pro; - Microsoft Office Standard 2007; - MS Access 2016. <p>2) отечественного производства:</p> <ul style="list-style-type: none"> - KasperskyEndPointSecurity для Windows; Свободно распространяемое программное обеспечение: - 7-Zip; - Интернет цензор. <p>Российская информационная справочная правовая система «Консультант Плюс».</p> <p>Доступ к информационно-телекоммуникационной сети «Интернет» и к электронной информационно-образовательной среде организации</p>	
<p>Учебная аудитория № 314</p> <ul style="list-style-type: none"> - помещение для самостоятельной работы обучающихся с доступом к сети «Интернет» и электронной информационно-образовательной среде организации; -учебная аудитория для курсового проектирования (выполнения курсовых работ); -учебная аудитория для выполнения выпускной квалификационной работы; - компьютерный класс. <p>Оснащение оборудованием и техническими средствами обучения:</p> <ul style="list-style-type: none"> -автоматизированное рабочее место обучающегося; - автоматизированное рабочее место преподавателя; -доска двусторонняя (маркерно - меловая); -наушники; -принтер; -телевизор. <p>Лицензионное программное обеспечение:</p> <p>1) иностранного производства:</p> <ul style="list-style-type: none"> - MSWindows 8.1 Корпоративная; - Microsoft Office Standard 2007; - iSpring suite 8; - MS Visio; 	<p>394026, Воронежская область, г. Воронеж, ул. Дружинников, д.8 Кабинет № 314 (3 этаж № 48)</p>

<ul style="list-style-type: none"> - MS Access 2016; - MS Project; - Microsoft SQL Server 2014; - Visual Studio 2017. <p>2) отечественного производства:</p> <ul style="list-style-type: none"> - KasperskyEndPointSecurity для Windows; <p>-1С: Предприятия 8. Комплект для обучения в высших и средних учебных заведениях.</p> <p>Свободно распространяемое программное обеспечение иностранного производства:</p> <ul style="list-style-type: none"> - PascalABC.NET; - FreePascal IDE; - Eclipse; - IntelliJ IDEA; - GIMP; - Blender; - Firefox; - Vuze; - FileZilla; - Denver, Maxima + WxMaxima; - iTest; - Inkscape; - QCad. <p>Информационная справочная правовая система «Консультант Плюс».</p> <p>Доступ к информационно-телекоммуникационной сети «Интернет» и к электронной информационно-образовательной среде организации.</p>	
<p>Учебная аудитория № 318</p> <ul style="list-style-type: none"> - помещение для самостоятельной работы обучающихся с доступом к сети «Интернет» и электронной информационно-образовательной среде организации; - учебная аудитория для курсового проектирования (выполнения курсовых работ); - учебная аудитория для выполнения выпускной квалификационной работы; - компьютерный класс. <p>Оснащение оборудованием и техническими средствами обучения:</p> <ul style="list-style-type: none"> - автоматизированное рабочее место обучающегося; - автоматизированное рабочее место преподавателя; - доска двусторонняя (маркерно-меловая). Лицензионное программное обеспечение: <p>1) иностранного производства:</p> <ul style="list-style-type: none"> - MS Windows 7; - Microsoft Office Standard 2007; - MS Visio 2007; - MS Project 2010; - Microsoft SQL Server 2012; - Microsoft Visual Studio. <p>2) отечественного производства:</p> <ul style="list-style-type: none"> - Kaspersky EndPoint Security для Windows; 	<p>394026, Воронежская область, г. Воронеж, ул. Дружинников, д.8 Кабинет № 318 (3 этаж № 50)</p>

<p>-Автоматизированная банковская система «Управление кредитной организацией» для ВУЗов. Свободно распространяемое программное обеспечение: 1) иностранного производства: - PascalABC.NET; - FreePascal IDE; - GIMP; - Blender; - Firefox; - Vuze; - FileZilla; - Denver; - Maxima + WxMaxima; - iTest; - Inkscape; - QCad; 2) отечественного производства: - программа Фоторобот. Российская информационная справочная правовая система «Консультант Плюс». Доступ к информационно-телекоммуникационной сети «Интернет» и к электронной информационно-образовательной среде организации.</p>	
<p>Учебная аудитория № 313 - помещение для самостоятельной работы обучающихся с доступом к сети «Интернет» и электронной информационно-образовательной среде организации; -учебная аудитория для курсового проектирования (выполнения курсовых работ); -учебная аудитория для выполнения выпускной квалификационной работы; - компьютерный класс. Оснащение оборудованием и техническими средствами обучения: -автоматизированное рабочее место обучающегося; - автоматизированное рабочее место преподавателя; -доска маркерная; - стационарное видеопроекционное оборудование для мультимедиа презентации, средства звуковоспроизведения (экран, проектор, колонки). Лицензионное программное обеспечение: 1) иностранного производства: - MS Windows 10; - Microsoft Office Standard 2007; - MS Visio; - MS Access 2016; - MS Project; - Microsoft SQL Server 2019; - Visual Studio 2010; 2) отечественного производства: - KasperskyEndPointSecurity для Windows. Свободно распространяемое программное обеспечение</p>	<p>394036, город Воронеж, ул. Карла Маркса, д.67 Кабинет № 313 (3 этаж № 62)</p>

<p>иностранного производства:</p> <ul style="list-style-type: none"> - PascalABC.NET; - FreePascal IDE; - Eclipse; - IntelliJ IDEA; - GIMP; - Blender; - Firefox; - Vuze; - FileZilla; - Denver; - Maxima + WxMaxima, iTest; - Inkscape; - QCad. <p>Российская информационная справочная правовая система «Консультант Плюс».</p> <p>Доступ к информационно-телекоммуникационной сети «Интернет» и к электронной информационно-образовательной среде организации.</p>	
<p>Учебная аудитория № 314</p> <ul style="list-style-type: none"> - помещение для самостоятельной работы обучающихся с доступом к сети «Интернет» и электронной информационно-образовательной среде организации; - учебная аудитория для курсового проектирования (выполнения курсовых работ); - учебная аудитория для выполнения выпускной квалификационной работы; - компьютерный класс. <p>Оснащение оборудованием и техническими средствами обучения:</p> <ul style="list-style-type: none"> - автоматизированное рабочее место обучающегося; - автоматизированное рабочее место преподавателя; - доска маркерная; - телевизор. <p>Лицензионное программное обеспечение:</p> <p>1) иностранного производства:</p> <ul style="list-style-type: none"> - Microsoft Windows 7 Professional; - Microsoft Office Standard 2010. <p>2) отечественного производства:</p> <ul style="list-style-type: none"> - KasperskyEndPointSecurity для Windows; - 1С: Предприятия 8. <p>Свободно распространяемое программное обеспечение иностранного производства:</p> <ul style="list-style-type: none"> - PascalABC.NET; - FreePascal IDE; - Eclipse, IntelliJ IDEA; - GIMP; - Blender; - Firefox; - Vuze; - FileZilla; - Denver; 	<p>394036, город Воронеж, ул. Карла Маркса, д.67 Кабинет № 314 (3 этаж № 61)</p>

- Maxima + WxMaxima;
- iTest;
- Inkscape;
- QCad.

Информационная справочная правовая система «Консультант Плюс».

Доступ к информационно-телекоммуникационной сети «Интернет» и к электронной информационно-образовательной среде организации.

10. Оценочные материалы для проведения текущего контроля и промежуточной аттестации обучающихся по дисциплине

10.1 Материалы для текущего контроля освоения дисциплины

Тема 1. Основы фонетики английского языка

1) Чтение диалога.

\ Hello, John! / Hello! `How \ are you? Thank / you, I'm all \ right; \ Thank / you, very \ well; \ Thank you, `not so \ well. `How are you \ doing? `How is \ business? `Not \ bad. `How's \ life? \ Fine, `thanks. `How do you / do? `Good \ morning! \ Morning! `Good after\ noon! Good \ evening! \ Evening! Glad to \ meet you! `Haven't `seen you for \ ages! It's `good to `see you a \ gain! How `nice to see you a \ gain!

2) Чтение текста с пропусками.

Текст А

William Shakespeare

__ April 23, 1564 William Shakespeare was born __ Stratford - upon - Avon. __ mother was __ daughter of a ____. His ____ was a glove - maker. _____ attended a _____ school __ Stratford and had quite a good _____. There __ learned to _____ reading.

_____ he was a _____, he married a _____ some years older _____ himself. ____ had _____ children: the _____ is the _____ and ____ twins – a son and another _____. ____ 1587 William ____ to work in London leaving ____ family at home. _____ people say that the reason was his love of _____ and _____.

__ London Shakespeare began __ write plays and become an important _____ of a well - known acting company. _____ of his plays were _____ in the new Globe Theatre built __ the bank __ the river Thames. In 1613 he stopped writing ____ went to live in Stratford when he _____ in 1616. _____ plays are well - known ____ still acted not only __ England but in the _____ world.

Текст В

William Shakespeare

On April 23, 1564 _____ was born in Stratford - upon - Avon. His ____ was the _____ of a farmer. ____ father was a _____. William _____ a grammar

school in _____ and had quite a _____ education. There he _____ to love _____.

While he _____ a teenager, _____ married a woman some years _____ than himself. He _____ three _____ : _____ eldest is _____ daughter and then _____ – a son and _____ girl. In 1587 William went _____ in London leaving his family _____ home. Some people _____ that the reason was his love _____ poetry _____ theatre.

In London _____ began to _____ plays and become an _____ member of a well - known acting company. Most _____ his plays _____ performed in _____ new Globe Theatre built on the bank of _____ river Thames. _____ 1613 he stopped writing and went to live in Stratford when he died _____ 1616. His plays _____ well - known and still acted _____ only in England _____ in the whole world.

Тема 2. Порядок слов в простом предложении английского языка

1) Лексико-грамматические упражнения

1. Составьте из указанных слов предложение.

Пример: *a bargain / really / going / I / enjoy / markets / the shops / looking / and / for / round.* – *I really enjoy going round the shops and markets looking for a bargain.*

1. common / gardening / house / have / is / a very / hobby / for / their / who / people / own.
2. day / should / you / a couple / eat / per / of / vegetables.
3. life / and / would / our / without / rest / difficult / be / recreation.
4. on / spend / you / money / clothes / a lot of / music / and.
5. free / have / to / different / people / how / their / of / ideas / time / spend.

2. Ниже приведены ответы на вопросы. Восстановите первоначальные вопросы, используя слова, указанные в скобках

1. My friends and I like going to the cinema and do it every weekend. (often)
2. Ice-cream tastes very sweet, it is smooth, creamy and very cold. (taste like)
3. A nice cup of green tea with some biscuits is the best way to start a new day. (for breakfast)
4. I don't spend a lot of time in the shops and I choose things very fast. (clothes shops)
5. I always look for the lowest price. (different shops)
6. I like to see what's new, and there's a really good atmosphere there. (mall)
7. You can play games in the arcade at the mall. (coin-operated machines)
8. Yes, I always check prices in different shops. (careful)
9. Well, I get the weekly groceries. (regularly)
10. Farmers sell their products directly to the customers and provide them with "real" food. (profits)

2) Чтение текста и выполнение лексико-грамматических заданий к нему

THE STORY OF MY TROUBLES

From my childhood I was an easily taught and obedient boy. My kindness was so noticeable that my friends made fun of me. I was especially fond of animals and had a great number of pets. With these I spent most of my time, and never was so happy as when feeding and playing with them. My character did not change much when I grew up.

I married early, and was happy to find in my wife a character very much like my own. Seeing my love for pets she never lost a chance of getting the most pleasant animals. We had birds, goldfish, a fine dog, rabbits, a small monkey, and a cat.

This cat was a remarkably large and beautiful animal, quite black and surprisingly clever. In speaking of his cleverness, my wife, who was a superstitious woman, often mentioned the old popular belief, which considered all black cats to be in disguise.

Pluto - this was the cat's name was my favourite pet and playmate. I alone fed him, and he followed me everywhere about the house. It was even with difficulty that I could prevent him following me through the streets.

Our friendship lasted for several years, during which my character (I blush to confess it) had changed for the worse. I became day by day more moody and irritable. It often happened that I hurt the feelings of others; I suffered myself as I was rude to my wife. At last I even hit her.

My pets, of course, could feel the change in my character. In fact, I began to treat them cruelly. As for Pluto, I held back from cruelty as I did treat cruelly the rabbits, the monkey, or even the dog when they came in my way. But my illness took hold of me for what other illness is like alcohol!- and at last even Pluto, who was now becoming old, even Pluto began to feel the effects of my temper.

1. Прочитайте текст.

2. Ответьте на вопросы к тексту:

- a. What kind of pets do they have?
- b. What was the cat's name?
- c. What illness had the author?
- d. Was he a kind man?
- e. How long did their friendship last?

3. Составьте к тексту по два вопроса каждого вида.

4. Переведите с английского на русский:

- a. I married early, and was happy to find in my wife a character very much like my own.
- b. Our friendship lasted for several years, during which my character (I blush to confess it) had changed for the worse.
- c. In speaking of his cleverness, my wife, who was a superstitious woman, often mentioned the old popular belief, which considered all black cats to be in disguise.

5. Подберите противоположности к следующим словам из текста:

happy

beautiful

kind

black

begin.

Тема 3. Learning foreign language

1) Чтение текста и выполнение лексико-грамматических заданий к нему.

1. Прочитайте текст.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and effort. Nowadays it is especially important to know foreign languages.

English is one of the most speaking languages in the world. Over 300 million people speak English as a mother tongue. It is the national language of Great Britain, the United States of America, Australia and New Zealand. It is also one of the official languages in Canada, the Irish Republic and the Republic of South Africa. As a second language it is spoken in India, Singapore, Pakistan and many other former British and US colonies in Africa and Asia.

Millions of people speak English as a foreign language. It is the major international language of communication in politics, science, business, education, mass entertainment and international tourism. Half of the world's scientific literature is in English. It is also the language of computer technology. English is one of the official languages of the United Nations Organization.

English is a wonderful language. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens. The great German poet Goethe said, "He, who knows no foreign language, does not know his own one".

To know English today is absolutely necessary for every educated man, for every good specialist.

2. Составьте и запишите 5 вопросов, раскрывающих общий смысл содержания текста.
3. Выпишите из текста предложение с глаголом-сказуемым в форме Past Simple.
4. Выпишите из текста предложение с глаголом to be.
5. Найдите в тексте и выпишите эквиваленты следующих слов и словосочетаний: государственный язык

родной язык
наука
научный
важный
необходимый

6. Ответьте на вопросы к тексту:
 1. Is it easy for you to learn a foreign language ?
 2. Why do people learn foreign languages ?
 3. Why do you learn exactly English ?
 4. Do many people in the world speak English as a mother tongue ?
 5. What language is used by scientists ?
 6. Do you like English? (Are you fond of English?)

2) Переведите с русского на английский, употребляя глаголы to be и to have.

1. Я голоден. Ты голоден. Он голоден. Она голодна. Мы голодны. Вы голодны. Они голодны.
2. Я счастливый? Ты счастливый? Он счастливый? Она счастливая? Мы счастливые? Вы счастливые? Они счастливые?
3. Мне не холодно. Тебе не холодно? Ему не холодно. Ей не холодно? Нам не холодно. Вам не холодно? Им не холодно.
4. Он редко опаздывает на работу.
5. Я интересуюсь биологией и химией.
6. Ты увлекаешься музыкой?
7. У него хорошие способности к математике.
8. Вы гордитесь вашими родителями?
9. Ты иногда сомневаешься?
10. Каждый вечер после спортзала я испытываю сильную жажду.

3) Лексико-грамматические упражнения.

1. *Перепарафразируйте следующие утвердительные предложения в отрицательные и вопросительные. Дайте краткие ответы на вопросы.*

Образец: I was ill last week. / I was not ill last week.
Were you ill last week ? – Yes, I was. / No, I wasn't.

1. Pete is at work now. 2. My friend is good at geography. 3. It was wonderful at the party. 4. They were at the cinema yesterday. 5. The temperature will be above zero tomorrow. 6. I'm sure they will be late for the meeting. 7. They will be back tomorrow. 8. The teacher was pleased with the student's answer. 9. We'll be busy next Sunday. 10. The sportsmen are ready for the competition. 11. Bob is a famous football player. 12. Relationships within the family are different now. 13. Christmas is the traditional time for presents.

2. *Переведите предложения. Обратите внимание на устойчивые сочетания с глаголом **to be**.*

1. I'm afraid of dogs. 2. What are you particularly interested in ? 3. I'm not hungry, I'm thirsty. 4. Are you ready for the lesson ? 5. A new film is on. Are you going to see it ? 6. He was about to leave London. 7. Is she in ? – No, she is out. 8. I'm afraid you are wrong. 9. Are you through with your work?

3. *Употребите глагол **to have** в нужном времени.*

1. Yesterday we a lecture on history and group 1074 a lecture on mathematics. 2. Tomorrow I an English lesson, my friend an English lesson too. 3. Now our University 13 faculties. 4. At the end of each term students four or five exams. Last January we five exams. This summer our group five exams too. 5. My mother always much work to do. 6. My parents usually little free time. 7. Each faculty of our University scientific laboratory. These laboratories modern equipment. 8. I hope all our graduates interesting work in the future.

4. *Составьте вопросы, используя глаголы **to be**, **to have** в нужной форме.*

Образец: Your brother/young.
Is your brother young ?

- 1) Jane/brothers.
- 2) George/nine years old.
- 3) Mrs. Brown/a large family.
- 4) Your sister/pretty.
- 5) Why/they/absent.
- 6) Where/Betty/now.
- 7) They/relatives/here.
- 8) It / the right answer.
- 9) Your neighbour / any pets.
- 10) You / any problems / with your parents.
- 11) Why / it / great / to have a brother or a sister.
- 12) You / an only child / in the family.

5. *Вставьте глагол **to have** в нужной форме.*

1. My friend not many children. He two sons. 2. I no paper to write a letter. 3. Jack not got that Spanish magazine. 4. We got an interesting article about Moscow. 5. you got enough time to discuss this question with me ? 6. How many English lessons you last week ? – We three lessons. 7. We much work to do at the office yesterday. 8. What time you usually breakfast ? – I usually breakfast at 9 o'clock in the morning. 9. I little money, but now I much. 10. The girl no cat, but soon she a black kitten. 11. They a house in the suburbs. 12. you got anything new to tell me? 13. We a good time next weekend. 14. we a lecture tomorrow? – No, we We no lecture tomorrow.

4) Переведите с русского языка на английский, употребляя глаголы to be и to have.

1. Его рабочий день очень длинный. Он всегда занят.
2. У меня два брата, один – студент, другой – школьник.
3. Она хорошо разбирается в математике.
4. Нам очень нравится современная музыка.
5. Мы гордимся своими родителями.
6. Вы боитесь собак ? - Нет.
7. Никто не был готов к уроку.
8. Братья были очень похожи друг на друга.
9. У меня болит голова.
10. Не беспокойтесь, я сделаю это сама.
11. Вы нервничаете? Вы чувствуете себя хорошо ?
12. Сам фильм не был интересным, но музыка была замечательная.
13. В следующем месяце ей будет 18 лет.
14. Кто самый старший в вашей семье ?
15. Что у вас обычно на завтрак?
16. Он очень приятный человек. Как его зовут?

Тема 4. «Lifelong learning»

1) Чтение текста «по ролям»

Часть 1. Lifelong learning is the concept that it's never too soon or too late for learning, a way of thinking that many different organizations now believe in. Albert Einstein, the famous scientist, summed up this way of thinking when he said, 'Learning is not a product of schooling, but the lifelong attempt to acquire it.'

Часть 2. Lifelong learning provides adults with learning opportunities at all ages and in various contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. In recent years, participation in adult education has increased in most European countries. In Britain, for example, 44 percent of adults participated in adult education programmes in 2004, compared with 40 percent in the year 2000. Lifelong education is a form of teaching often carried out through distance learning or e-learning, continuing education, home schooling or correspondence courses. It includes postgraduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals.

Часть 3. One of the reasons why lifelong education has become important is the acceleration in the progress of science and technology. Despite the increased length of primary, secondary and higher education, the knowledge and skills gained there are usually not sufficient for a professional career over three or four decades. As an American educator has said, 'Learning prepares us for change.' More importantly, lifelong learning is about an attitude - that you can and

should be open to new ideas, decisions, skills or behaviours. Lifelong learning does not accept the saying 'You can't teach an old dog new tricks.'

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски

№3. кратко изложите содержание и основную мысль прочитанной части текста.

2) Групповой проект на тему «Lifelong learning»

- 1) What opportunities are there for lifelong education in your country?
- 2) What are the advantages and disadvantages of distance learning?
- 3) What do you think the saying 'you can't teach an old dog new tricks' means? Do you agree?

Тема 5. Education in Great Britain

1) Лексический диктант

1. grant
2. scholarship
3. award
4. fee
5. college of education
6. secondary school
7. new entrants
8. first-year students
9. graduates
10. university

2) Лексико-грамматические упражнения.

1. *Поставьте артикль там, где это необходимо.*

1. This is ... tree. ... tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

2) *Поставьте артикль там, где это необходимо.*

1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sis-ter's ... bag. And this is my ... bag. It is ... yellow.

3) *Выберите правильный вариант ответа*

I could tell by (a/the) town hall clock that I was late, so I decided to catch (a/the) bus. It was (a/the) beautiful day; (a/the) sun was shining and there was (a/the) very little wind. I turned (a/the) corner, and walked down (a/the) mainstreet. (A/the) couple of minutes later, I heard (a/the) noise, and (a/the) man wearing (a/the) grey leather jacket ran past me. At first, I thought he was trying to catch (a/the) bus which was waiting at (a/the) bus stop, but then (a/the) policeman appeared, running at (a/the) some speed. He was obviously chasing (a/the) man in (a/the) leather jacket, and he was joined by another policeman, who was talking rapidly into (a/the) hand-held radio. All three disappeared into (a/the) crowd of people, my bus arrived, and I got on. As (a/the) bus drove down (a/the) road, I saw (a/the) man again. Walking casually through (a/the) crowd with his (a/the) coat over his shoulder. I could also see (a/the) second policeman, still talking into his radio. He was describing (a/the) man who no longer existed, (a/the) man wearing a jacket and running furiously: while (a/the) real criminal (if he was (a/the) criminal) walked slowly and casually into the Station.

3) Переведите на английский язык, обращая внимание на употребление определенных и неопределённых артиклей.

1. Я очень умная девочка. У меня большая умная книжка
2. Мы очень сильные сыновья. У нас счастливые отцы.
3. Ты очень старательный студент. У тебя большая тетрадь.
4. У меня есть собака
5. Два кофе и апельсиновый сок, пожалуйста.
6. У неё есть писанино.
7. У него есть информация.
8. Это мальнькое. Это кошка. Эта маленькая кошка.
9. Это быстрое. Это поезд. Это быстрый поезд.
10. Это медленное. Это автобус. Это медленный автобус.
11. Это холодное. Это окно. Это холодное окно.
12. Это горячее. Это суп. Это горячий суп.
13. О старый. Он друг. Он старый друг.
14. Какой чудесный день! Какая чудесная погода!
15. На столе сахар, апельсины, чашка с черным кофе и кусок сыра.
16. Новости – интересные, но я не знаю, как их интерпретировать.
17. В комнате Анны, на стене, её фотография.
18. Ивановы и Брауны не едят мясо.
19. Я прочитала сегодня в газете, что десятиминутный перерыв между парами в университете не даёт студентам как следует отдохнуть.
20. Я не большой любитель фильмов, но музыка из фильма об истории «Битлз» мне понравилась.

4) Лексический диктант.

1. chapel
2. medieval
3. a delight
4. undergraduates
5. open greens
6. sundials
7. glimpses
8. is very much a part
9. residents
10. the key to mystery

5) Переведите с английского на русский, используя Present Simple.

1. Я всегда читаю газеты по утрам.
2. Летом ты играешь в теннис.
3. Она иногда готовит обед.
4. Осенью обычно идут дожди.
5. Я каждый день хожу на работу.
6. Ты часто мешаешь мне по ночам.
7. Я больше не играю в хоккей.
8. Ты больше не учишь испанский?
9. Я больше не пью кофе по утрам.

6) Лексико-грамматические упражнения.

1. Переведите с английского на русский.

1. She dislikes it when the music is too loud.
2. I start every day with washing my face and brushing my teeth.
3. He longs to be accepted into that group, but the guys do not trust him enough.
4. My friend sings beautifully.
5. I like reading science fiction.
6. Who sends me e-mails every evening? I doubt that I know this nickname.
7. Nick lives next door.
8. Brian hums absent-mindedly every time the teacher explains boring things.
9. She often writes letters to her friends in Romania.

2. Поставьте глагол в правильной форме в Present Simple.

1. Kate (to drink) tea every morning.
2. We (to play) football every day.
3. He (to be) a pupil.
4. My sister (to get up) at 7 o'clock.
5. They (to leave) home at 8.30 every morning.
6. My mother (to be) busy on Sunday.

7) Переведите с русского на английский, используя Past Simple.

1. Ты не интересовалась модой два года назад.
2. Он не опоздал на занятия вчера.
3. В тот день вас не было на работе.
4. Я пошел вчера в кино.
5. Она вернулась домой 10 минут назад.

8) Лексико-грамматические упражнения.

1. Раскройте скобки, употребляя глаголы в Past Simple.

Two people (to die) in a fire in Ellis Street, Oldport yesterday morning. They (to be) Herbert and Molly Paynter, a couple in their seventies. The fire (to start) at 3.20 a.m. A neighbour, Mr Aziz, (to see) the flames and (to call) the fire brigade. He also (to try) to get into the house and rescue his neighbours, but the heat (to be) too great. The fire brigade (to arrive) in five minutes. Twenty

fire-fighters (to fight) the fire and finally (to bring) it under control. Two fire-fighters (to enter) the burning building but (to find) the couple dead.

2. *Ответьте на вопросы в Past Simple, используя «last» или «ago» и слова, указанные в скобках.*

1. When did you speak to Peter? (week)
2. When did they buy that car? (two years)
3. When did we clean the windows? (six months)
4. When did the film start? (five minutes)
5. When did you see your cousin? (three years)
6. When did she stop smoking? (month)
7. When did it stop raining? (two hours)
8. When did they go to Australia? (year)
9. When did Max phone? (night)
10. When did you find your wallet? (halfanhour)

3. *Выберите верный вариант ответа.*

1. We (not/have) a holiday last year.
a) didn't have b) haven't had
2. I (buy) a new dress last week, but I (not/wear) it yet.
a) have bought/didn't wear b) bought/haven't worn
3. Don't worry about your letter. I (send) it the day before yesterday.
a) sended b) sent
4. I (lose) my glasses. I (have) them when I came to the college this morning.
a) have lost/have had b) lost/had
5. When Jill (finish) school?
a) When has Jill finished b) When did Jill finish
6. When I was a child, I (always/be) late for school.
a) have always been b) was always
7. We (not/see) Peter this week, but we (see) him a couple of weeks ago.
a) didn't see/saw b) haven't seen/have seen
8. My husband (work) in the bank for three years since 1990 to 1993.
a) has worked b) worked
9. One of the passengers (die) in that accident.
a) has died b) died
10. Now my brother smokes a lot, but he (not/smoke) before.
a) hasn't smoked b) didn't smoke

9) Переведите с русского на английский, употребляя Future Simple

1. Я поздравлю тебя завтра с днём рождения.
2. Он заплатит за еду в следующий раз.
3. Такой стиль одежды будет в моде в следующем сезоне.
4. В походе вы не будете страдать от укусов комаров.
5. В следующем году я не буду делать домашнее задание.

10) Лексико-грамматические упражнения.

1. *Раскройте скобки, употребляя глаголы в Future Simple.*

1. I (to know) the result in a day.

2. They (to remember) you well.
3. She (to recognize) his pictures anywhere.
4. He (to become) a lawyer in four years.
5. We (to play) football after the classes.
6. In 4 years I (to graduate) from the University.
7. We (to have) two seminars next week.
8. I (to be) a second-year student next year.

2. Дополните диалог.

Rachel: What ... we do today?

Vicky: It would be nice to go out somewhere. The forecast says temperatures ... rise to thirty degrees.

Jessica: ... we go for a walk?

Rachel: That sounds a bit boring. What about the seaside? We could get a bus.

Jessica: How much ... it cost? I haven't got very much money.

Vicky: It isn't far. It doesn't cost much.

Jessica: It ... be so crowded everywhere today because it's a holiday. The journey ... take ages.

Rachel: Come on, Vicky. ... we leave Jessica behind if she's going to be so miserable?

11) Лексико-грамматический тест.

1. Раскройте скобки, употребляя глаголы в Present Simple, Past Simple или Future Simple.

1. I (to go) to bed at ten o'clock every day. I (to go) to bed at ten o'clock yesterday. I (to go) to bed at ten o'clock tomorrow.
2. You (to watch) TV every day? You (to watch) TV yesterday? You (to watch) TV tomorrow?
3. When you (to leave) home for work every day? When you (to leave) home for work yesterday? When you (to leave) home for work tomorrow?
4. My brother (to go) to work every day. He (to leave) home at eight o'clock. As his office (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock.
5. You (to have) time yesterday? — No, I
6. What you (to buy) at the shop yesterday? — I (to buy) a book.
7. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

2. Выберите правильный вариант ответа.

1. He drink/drinks milk every day.
2. I read/readed that article a week ago.
3. We will be see/will see him in 5 minutes.
4. I doesn't trust/don't trust this kind of people.
5. My son didn't go/didn't went swimming yesterday.

3. Переведите с русского на английский.

1. Мы фотографируем каждые 5 минут. Пару минут назад я фотографировал птиц. Я обязательно сфотографирую этих двух милых котят.
2. Я никогда не делал домашнее задание. Я не делал его в прошлом году и не буду делать его в следующем.

3. Как часто Вы ходите на занятия английского языка? У вас была лекция по английскому вчера? Ты пойдешь на лекцию завтра?
4. В Санкт-Петербурге летом часто идет дождь. В прошлом году в Москве дождь шел постоянно. Надеюсь, в следующем году в Воронеже не будет идти дождь слишком часто.

12) Лексико-грамматические упражнения.

1. *Поставьте глаголы в Present, Past, Future Simple Active /Passive.*

1. They (to be) in the reading room yesterday. 2. We (to have) some English magazines at the last lesson. 3. There (to be) a large reading room in our university. 4. The project (to finish) by them next week. 5. Strength of materials, mechanics, elements of machines (to study) at technological institutes. 6. That problem (to discuss) at the meeting last week. 7. The exams (to take) next January. 8. Water and air (to become) more and more polluted. 9. Measures (to take) to save Lake Baikal in our days. 10. Report (to prepare) by John all day yesterday. 11. They (to translate) a very difficult text the whole evening yesterday. 12. In June the exams were being taken by the students (for) the whole month.

2. *Выберите правильную форму.*

1. The (interesting/ interested) tennis match caused a great deal of excitement. 2. When James noticed the (burning/burnt) building, he called the fire department immediately. 3. Our representative presented the (approving/approved) plan to the public. 4. The (blowing/blown) wind damaged the trees in the garden. 5. We were going to see the movie but our friends told us it was a (boring/bored) movie.

3. *Поставьте глаголы в Present, Past, Future Simple Active / Passive.*

1. They (to be) in the reading room yesterday. 2. We (to have) some English magazines at the last lesson. 3. There (to be) a large reading room in our university. 4. The project (to finish) by them next week. 5. Strength of materials, mechanics, elements of machines (to study) at technological institutes. 6. That problem (to discuss) at the meeting last week. 7. The exams (to take) next January.

4. *Перефразируйте предложения действительного залога в предложения страдательного залога.*

1. We export this Computer to seventy different countries.
2. We opened the factory at nine o'clock.
3. They send two million books to America every year.
4. They posted all the letters yesterday.
5. The machine wraps the bread automatically.
6. Fortunately, they didn't damage the machinery.
7. I will talk the children about the party.
8. Someone will blow a whistle if there is an emergency.

13) Переведите с русского на английский, используя Present, Past, Future Simple Passive.

1. Вам редко платят вовремя.
2. Пожилых людей часто обманывают в магазинах.
3. Её часто показывают по телевизору.
4. Дипломные работы обычно распечатываются.

5. Я редко покупаю мясо в супермаркете.
6. Новые правила обычно объясняют студентам в начале занятия.
7. Он часто показывал нам свою коллекцию старинных монет.
8. Меня завтра не накажут.
9. Им вчера дали много денег.
10. Им не посоветуют ничего плохого.
11. Три тысячи человек наняты на работу этой компанией.
12. В сентябре её купят новую флейту.
13. Прошлой ночью здание городской администрации было рарушено ударом молнии.
14. Я аккуратно плачу налоги.

14) Чтение текста «по ролям».

RUSSIA'S EDUCATIONAL SYSTEM

(1) Russian education system was originally inherited from the Soviet Union without any significant changes. In the Soviet Union, education of all levels was free for anybody who could pass entrance exams; students were provided with small scholarships and free housing. It has produced nearly 100 % literacy. In the Soviet Union institutions were funded entirely from the federal and regional budgets. After the collapse of the Soviet Union, institutions found themselves

unable to provide adequate teachers' salaries, students' scholarships, and to maintain their facilities. Many state institutions started to open commercial positions. The number of those positions has been growing steadily since then. Many private higher education institutions have emerged, too. In 2004, 35 % of all first-year students were paying for their own education in state institutions and 20% were enrolled in private universities.

(2) Education in Russia may be arranged into three major groups: secondary education, higher education, and postgraduate education. Secondary education in Russia usually takes eleven years to complete. After graduation from the 9th grade, which is compulsory, a pupil obtains a Certificate of Incomplete Secondary Education. After that a pupil has can either continue education for two more years at the secondary school, or to go to a Community College. The latter variant usually takes three to four years to complete and provides a pupil with qualification sufficient for most blue-collar jobs. After obtaining a Certificate of Complete Secondary Education a student can enter a University or a Community College. Nowadays, the country has 685 governmental higher education institutions and 619 non-governmental higher education establishments (1,162 of which are state-accredited). In 2003-2004, the total number of students of higher education institutions was 5,947,500.

(3) There are three different degrees that are conferred by Russian universities: Bachelor's Degree (4 years), Specialist's Degree (5-6 years), and Master's Degree (6 years). Bachelor's degrees were introduced relatively recently and are not offered by many six-year institutions. After obtaining a Specialist's or Master's Degree, a student may pursue postgraduate education. The first level of postgraduate education is "aspirantura" that usually results in the Candidate of Sciences Degree, roughly equivalent to the Ph. D. in the United States. The second stage would result in the Doctor's Degree. A Candidate of Sciences Degree may be accompanied by honorary degree of assistant professor and a Doctor's Degree may be accompanied by honorary degree of professor.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3. кратко изложите содержание и основную мысль прочитанной части текста.

15) Проект на основе работы с литературой по теме: «Education in Russia»

Тема 6. Some aspects of the English history and language

1) Подробный пересказ текста «Englishtoday»

2) Лексический диктант.

1. to inhabit
2. to invade
3. to survive
4. to develop
5. similar
6. drama
7. to conquer
8. to differ
9. to print
10. science

3) Переведите, используя Present Continuous.

1. Я сейчас работаю.
2. Ты спишь?
3. Он сейчас не курит.
4. Вы сейчас не смотрите телевизор.
5. Вы сейчас заняты?
6. Я обычно езжу на работу на машине, но сейчас тепло, и поэтому я иду пешком и болтаю с вами о всякой ерунде.
7. Я обычно не обедаю дома, но сегодня обедаю.
8. Я обычно не читаю по вечерам, но сейчас читаю.
9. Я звоню тебе из отеля. У меня чудная комната, я люблю закатом и ужанию.
10. Хочешь попробовать этот сок? Посмотри, твой брат пробует, и, по-моему, ему очень нравится.

4) Лексико-грамматические упражнения.

1. Дополните диалог формами в Present Continuous

Andrew: What ... (you/do)?

Rachel: ... (I/write) a letter to a friend. He's a disc jockey. Vicky and I ... (try) to organize a disco.

Andrew: That sounds a lot of work. How ... (you/find) time for your studies?

Rachel: Well, as I said, Vicky ... (help) me. ... (we/get) on all right. ... (we/not/spend) too much time on it. ... (it/not/take) me away from my studies, don't worry about that. Oh, sorry, ... (you/wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: ... (I/correct) the last bit of the letter. I've nearly finished.

2. Раскройте скобки, употребляя Present Simple или Present Continuous.

Are you hungry? _____ you _____ something to eat? (you/want) 2. Jill is interested in politics but she _____ to a political party. (not/belong) 3. Don't put the dictionary away. I _____ it. (use) 4. Don't put the dictionary away. I _____ it. (need) 5. Who is that man? What _____? (he/want) 6. Who is that man? Why _____ at us? (he/look) 7. George says he's 80 years old but nobody _____ him. (believe) 8. She told me her name but I _____ it now. (not/remember) 9. I _____ of selling my car. (think) Would you be interested in buying it? 10. I _____ you should sell your car. (think) You _____ it very often. (not/use) 11. I used to drink a lot of coffee but these days I _____ tea. (prefer) 12. Air _____ mainly of nitrogen and oxygen. (consist)

3. *Выберите правильный вариант ответа.*

1. It often (rain) in this part of the world.
a) is often raining b) often rains
2. Take your umbrella. It (rain) cats and dogs.
a) rains b) is raining
3. Granny is in the kitchen. She (make) a plum-cake.
a) is making b) makes
4. My wife often (make) plum-cakes.
a) is often making b) often makes
5. Can you phone a bit later, please? Jane (have a bath).
a) is having a bath b) has a bath
6. Run downstairs. Your sister (wait) for you.
a) is waiting b) waits
7. I don't know Spanish, but I (learn) it now.
a) am learning b) learn
8. John (still/work) in the garden.
a) is still working b) still works
9. Dad usually (work) on Saturdays.
a) is usually working b) usually works
10. Usually I (have coffee) in the morning, but now I (drink) tea.
a) am having coffee/drink b) have coffee/am drinking.

4. *Раскройте скобки, употребив глаголы в правильной форме.*

1. She to me every week. (write)
2. 'Where's Kevin?'
3. 'He football with his friends.' (play)
4. My boss to New York every month. (fly)
5. Can you answer the phone? I (cook)
6. Look! That man to get into our car. (try)
7. to school every morning? (you walk)
8. The bank on Sundays. (not open)
9. Her son her very often. (not visit)
10. He his car every weekend. (wash)
11. Sorry, you can't talk to him. He a shower. (have)
12. 'What?' 'My homework.' (do)

5. **Чтение текста с пропусками.**

Текст А.

Taking our diet more seriously

Most people _____ that health is very _____ and, because of this, many _____ trying to _____ more healthily. For example, people _____ the UK are eating _____ salt and more low fat _____ and _____; fruit is now America's _____ snack and Japan _____ currently promoting cocoa because it is _____ healthy alternative _____ soft drinks like Coca Cola. These changes _____ eating habits are also having _____ effect on the _____ market. _____ sales are increasing _____ soy drinks and drinkable yoghurts _____ than _____ other food and sales of _____, _____, and cereals are growing much more slowly. _____ are also becoming _____ interested in fresh fruit and _____ and 'farmers' markets' _____ getting more popular _____ Europe. _____ they can, people often opt _____ 'natural _____', and they're buying _____ products that are _____, like fruit, salads, and _____. They are _____ buying products that help _____ protect the environment, like organic vegetables. _____ it's clear that things in _____ food world will never _____ the same again.

Текст В.

Taking our diet more seriously

_____ people believe that health _____ very important and, because _____ this, many are _____ to eat more _____. For example, people in _____ UK are eating less salt and _____ low fat margarine _____ milk; fruit _____ now America's second-favourite _____ and Japan is currently _____ cocoa because _____ is a healthy alternative to soft _____ like Coca Cola. _____ changes in eating habits _____ also having an effect _____ the food market. Global _____ are increasing for soy drinks _____ drinkable _____ more than any _____ food and _____ of bread, pasta, and cereals are growing _____ more slowly. People _____ also becoming more interested _____ fresh _____ and vegetables and 'farmers' markets' are getting _____ popular throughout Europe. When _____ can, people _____ opt for 'natural goodness', and they're _____ more products that are healthy, like fruit, salads, and nuts. _____ are also buying _____ that help to protect _____ environment, like _____ vegetables. So it's clear _____ things in the food world _____ never be the same _____.

б) Лексико-грамматические упражнения

1. Дополните предложения, образовав форму множественного числа от существительного в скобках

1. Would you bring the bottle and some..... please? (glass)
- 2 We cut the cake into (half).
- 3 We bought some to eat with our (tomato/sandwich)
- 4 They caught several that afternoon. (fish)
- 5 It was a shop selling and (stereo/video)
- 6 Would you like some of these? (potato)

2. Выберите верную форму глагола (единственного или множественного числа)

1. Fortunately the news wasn't/weren't as bad as we expected.
2. Where does/do your family live?
3. Three days isn't/aren't long enough for a good holiday.
4. I can't find my binoculars. Do you know where it is / they are?
5. Do you think the people is/are happy with the government?
6. Does/Do the police know how the accident happened?
7. I don't like very hot weather. Thirty degrees is/are too warm for me.

7) Чтение текста с заполнением пропусков

Прочитайте текст, вставьте подходящее по смыслу слово.

Chess champion

Arthur was a chess champion who was so far undefeated in any tournament he'd entered. He was also someone his entire country could take great (HOPE / STRENGTH / FAITH / PRIDE) in, as he had been much talked about in the press as a chess genius.

His next tournament was unlike any other he had faced. With much reservation, he had finally decided to (AGREE / ACCEPT / ADMIT / APPROACH) a match where his opponent was a computer. Although Arthur had a reputation for beating his opponents quickly, he knew this time would be different.

Arthur wouldn't be the first chess player to do battle with a computer. There was Garry Kasparov, who competed (AGAINST / OVER / AROUND / ASIDE) the computer Deep Blue in 1996. He ultimately won that tournament, but lost a year later.

Arthur had not lost a single tournament yet, so to choose to battle a computer could be a big mistake. But, considering he had (SEEN / TAKEN / WON / MADE) off so many human competitors, Arthur imagined it was about (TIME / HOUR / MOMENT / POINT) he turned up the pressure.

The day of the tournament came, and Arthur suffered huge disappointment. He lost both matches that day, which upset him greatly, and he almost felt like throwing in the (RAG / CLOTH / TOWEL / SHIRT) and not finishing the rest of the tournament. Rather than be a (SAD / BAD / POOR / ILL) loser, however, Arthur got back out there the next day. He lost three matches, but won the very last one. Although this victory was bittersweet, Arthur was happy that he'd won at least one match.

8) Переведите, используя Past Continuous.

1. Я спал вчера с 9 до 12.
2. Ты обедала, когда зазвонил телефон?
3. Я обжег руку, когда готовил обед.
4. Ты пытался найти хорошо оплачиваемую работу, когда я видел тебя в последний раз?
5. Она смотрела в другую сторону, когда я заметил её.
6. Он шел по улице, когда внезапно услышал позади себя чьи-то шаги.
7. Вчера с 5 до 9 я гладил и пылесосил.
8. Вчера мы целый день гуляли в парке и играли в прятки.
9. Вчера в 9 вечера я работал, сейчас уже 9:30, а я все ещё работаю. Уверен, что завтра в это же время я буду работать.

9) Лексико-грамматические упражнения.

1. *Перефразируйте утвердительные предложения в отрицательные.*

1. They were playing tennis at 10.30. 2. Ann was cooking dinner at 6 o'clock. 3. He was sitting on the grass and reading a book. 4. Tom was having a bath when the telephone rang. 5. When Tom arrived they were having dinner. 6. Mary was writing a letter in her room. 7. Tom was making a telephone call. 8. They were waiting for the bus. 9. I was painting the wall. 10. She was wearing a really beautiful dress.

2. *Раскройте скобки, употребив Past Simple или Past Continuous*

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4 My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volleyball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volleyball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday?

3. *Раскройте скобки, употребив Present Simple, Past Simple, Present Continuous или Past Continuous.*

1. Nina (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance). 2. Listen! Somebody (to play) the piano. 3. I (to like) music very much. 4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 5. What you (to do) at seven o'clock yesterday? - I (to have) supper. 6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. Father (to read) a letter from my uncle who (to live) in Kiev. 7. Where you (to be) yesterday? - I (to be) at home the whole day. - How strange. I (to ring) you up at two o'clock, but nobody (to answer). - Oh, I (to be) in the garden. I (to read) your book and (not to hear) the telephone.

4. *Выберите правильный вариант ответа.*

1. I (see) a light in your window as I (pass) by.
a) saw / was passing b) was seeing / passed
2. Yesterday as I (walk) down Cherry Lane, I (meet) Thomas, an old friend of mine.
a) walked / was meeting b) was walking / met
3. While my son (wait) for my call, somebody (knock) at the door.
a) waited / was knocking b) was waiting / knocked
4. We (just/talk) about him when he suddenly (come) in.
a) just talked / was coming in b) were just talking / came in
5. Yesterday while Dad (shave), he (cut) himself slightly.
a) shaved / was cutting b) was shaving / cut

10) Переведите предложения, используя Future Continuous.

1. Завтра я буду работать весь вечер.
2. Завтра днем мы будем играть в теннис с 2 до 4 часов.
3. На следующей неделе в это время я буду купаться в море.
4. Что Вы будете делать в это время в следующую пятницу? – Как всегда, буду работать в саду.
5. Мы будем переводить текст, когда ты вернешься.
6. Когда мы приедем в лабораторию, они будут показывать свои опыты.
7. Что вы будете делать завтра в 10 вечера?

11) Лексико-грамматические упражнения.

1. Дополните диалог:

Daniel: I'm going to go into business when I leave college. Five years from now (I/run) a big company. I expect (I/earn) lots of money.

Vicky: I don't know what (I/do). What about you, Natasha? What (you/do), do you think? Natasha: I'm too lazy to do any work. I intend to marry someone very rich. (I/give) dinner parties all

the time. We'll have a cook (who/do) all the work, of course. And you'll both get invitations. Vicky: You're joking, aren't you, Natasha? I expect (you/play) in an orchestra. That's what you really want to do, isn't it?

2. Ответьте на вопросы, употребляя Future Continuous

1. What will you be doing at 3 o'clock tomorrow? (have an English class)
2. What will she be doing after supper? (do her homework)
3. What will he be doing at the University for five years? (study law)
4. What will they be doing at this time tomorrow? (fly to Kiev)
5. What will she be doing on Sunday? (make a dress)
6. What will you be doing at this time next week? (bathe in the Black Sea)
7. What will he be doing when we arrive? (work in the garden)
8. What will she be doing at the concert tonight? (sing folk songs)
9. What will he be doing at this time the day after tomorrow? (interview a foreign delegation)
10. What will she be doing next term? (deliver lectures at the Institute of Foreign Languages)

12) Чтение «по ролям».

Growing Trends.

(1) What will our world be like in the next century? Scientists today are analysing statistics that show how the world has changed in previous years and using them to try to predict the future. They want to know what sort of jobs we will be doing, what technology we will be using in our daily lives, what kind of homes we will be living in and what our world will look like in the 21st century. We have sketched in outline some of the growing trends and the scientists' predictions below.

(2) **The environment** in the 21st century we will almost certainly be living in a warmer world. The world will continue to use fossil fuels which release carbon dioxide, the main cause of global warming. Damage done to the ozone layer by man-made chemicals will mean that our children will have an increased risk of developing skin cancer. We will be living in a world with less energy available and we will be forced to reduce our energy consumption.

(3) **Technology** in the 21st century most families will be using computers in the home to do a wide variety of tasks. The vast bulk of the technology we will be using a generation from now already exists in some form. Over 3 million British households have personal computers today and a further 650,000 are expected to acquire them in the next year. In 25 years' time computers will be a million times faster than they are today and will work in a way that resembles the human brain. They will have become easier to use, but anyone who has not learnt how to use the new technology will be seriously disadvantaged, particularly in the field of employment.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3. кратко изложите содержание и основную мысль прочитанной части текста.

13) Краткий пересказ текста «The future of English»

14) Переведите, используя Present, Past, Future Continuous Passive.

1. Меня сейчас кормят отвратительной молочной кашей.

2. Вам будут посвящать стихи, пока я буду за Вас работать?
3. Костёр разжигали как раз в тот момент, когда лесник появился на поляне.
4. Нам сейчас не предлагают пойти в кино.
5. Наше предложение обсуждалось с раннего утра и до позднего вечера.
6. Статью как раз переводили на английский язык, когда кто-то позвонил в дверь.
7. Спортсменов будут награждать вечером, часов в 11.
8. В то время, пока вопрос о налогах рассматривался на заседании правительства, в городе начались беспорядки.
9. Мне сейчас задают каверзные вопросы?

15) Лексико-грамматический тест.

1. *Трансформируйте предложения из действительного залога в страдательный.*

1. Kate is writing an essay right now
2. My father is washing the car.
3. Farmer Joe is milking the cows
4. Yesterday at 9 p.m., I was writing the letter to my.
5. He is not wearing a tie.
6. Is she watering the flowers?
7. **I will be cooking dinner while will be reading the book.**

2. *Заполните пропуски предлогами with, by.*

1. The hall was decorating ... pink balloons.
2. The roof of the church will be repairing ... local people.
3. The house was built ... money that he had borrowed from the bank.
4. When the the accident happened, the car was brought ... police.

3. *Разделите следующие слова на две группы (исчисляемые и неисчисляемые), запишите их в две колонки и переведите.*

Furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, luck, news, accident, laugh, flour, laughter.

4. *Поставьте глаголы в Present, Past Continuous Active / Passive.*

1. Water and air (to become) more and more polluted.
2. Measures (to take) to save Lake Baikal in our days.
3. Report (to prepare) by John all day yesterday.
4. They (to translate) a very difficult text the whole evening yesterday.
5. Last June the exams (to take) by the students (for) the whole month.

5. *Выберите верную форму глагола (единственного или множественного числа)*

1. Gymnastics is/are my favorite sport.
2. The trousers you bought for me doesn't/don't fit me.
3. The police want/wants to interview two men about the robbery last week.
4. Physics was/were my best subject at school.
5. Can I borrow your scissors? Mine isn't/aren't sharp enough.

6. *Выберите верный вариант ответа.*

1. What she (do)? – She is a secretary at our college.
a) is she doing b) does she do
2. Why you (sit) at my desk? Could you take your place, please?
a) Why you are sitting? b) Why are you sitting?
3. We've got tickets, and tomorrow evening we (go) to the cinema.
a) go b) are going
4. I (sit) by the window when I (hear) the noise.
a) sat / was hearing b) was sitting / heard
5. ... you (do) anything tomorrow afternoon? – I (play) tennis with my friend.
a) Are you doing/am playing b) Do you do/play
6. When you (ring) me yesterday, I (have) a bath.
a) was ringing / had b) rang / was having
7. At six o'clock I (wait) for Jennie at the station.
a) waited b) was waiting
8. Mrs. Clay (to go) shopping today if she (to finish) her work earlier than usual.
a) goes, will finish b) will go, will finish c) will go, finishes
9. Watch the football match on TV at 11 p.m. if you (to stay) at home tonight.
a) will stay b) stay c) would stay
10. I'm tired, but if you (to make) me strong coffee, I (to go on) working.
a) will make, go on b) will make, will go on c) make, will go on

Тема 7. Economy and economics

1) **Подробный пересказ текста «Economic activity. Economic grow».**

2) **Переведите, употребляя Present Perfect или Present Perfect Continuous.**

1. Вы ещё не пообедали?
2. Я ещё не накопил достаточного количества денег.
3. Я только что пришел.
4. Он уже приспособился к жизни за границей.
5. Вы уже получили письмо?
6. Я впервые в Лондоне.
7. Она видела этот фильм семь раз.
8. Я вчера ел яблоко. Я сегодня ел яблоко.
9. Дождь не прекратился.
10. Только представьте, я только что видел самого сера Пола Маккартни!
11. Я занимаюсь английским с детства.
12. Вы рассказываете о себе с утра.
13. Как давно вы слушаете музыку?
14. Как давно вы пользуетесь интернетом?
15. Ты читаешь эту книгу с сентября?

3) **Лексико-грамматические упражнения.**

1. *Раскройте скобки, употребляя Present Perfect или Present Perfect Continuous.*

Judy: How long (be) ___ in Canada? Claude: I (study) ___ here for more than three years. 2. I (have) ___ the same car for more than ten years. I'm thinking about buying a new one. 3. I (love) ___ chocolate since I was a child. You might even call me a "chocoholic." 4. Matt and Sarah

(have) ___ some difficulties in their relationship lately, so they (go) ___ to a marriage counselor. I hope they work everything out. 5. John (work) ___ for the government since he graduated from Harvard University. Until recently, he (enjoy) ___ his work, but now he is talking about retiring. 6. Lately, I (think) ___ about changing my career because I (become) ___ dissatisfied with the conditions at my company.

2. *Выберите верный вариант ответа.*

1. - What time does the train leave? - I think it ... at 2 o'clock
a) leaves b) has been leaving c) has left
2. - Where are Tom and Pauline? - They ... to the supermarket.
a) have just gone b) have been going c) go
3. - What is Jill doing these days? - She ... for a job for six months.
a) is looking b) has been looking c) looks
4. - Is Mandy watching TV? - No, she ... her homework right now.
a) is always doing b) is doing c) does
5. - Have you been for a walk? - Yes, I often ... for walks in the evenings.
a) have gone b) am going c) go
6. - Have you seen any films lately? - Yes. Actually I ... two this week.
a) have seen b) am seeing c) see
7. - What ... ? - It's a piece of cherry pie. Mum made it yesterday.
a) are you eating b) do you eat c) have you eaten
8. - Are you going on holiday this summer? - Yes, I ... enough money.
a) am saving b) have already saved c) save

3. *Дополните диалог, используя формы Present perfect или Present perfect continuous*

Mr. Smith: So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

Mr. Harris: I (work) _____ in the insurance industry for over ten years. I worked for Met Life for six years and World Insurance for four and a half. During that time, I heard many good things about Hollings Life Insurance and that's why I (apply) _____ for the new sales position.

Mr. Smith: Tell me a little about your hobbies and interests.

Mr. Harris: In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I (compete) _____ in a tennis tournament this weekend.

Mr. Smith: Really, how long (you, play) _____ tennis?

Mr. Harris: I (play) _____ since high school. I love the sport.

Mr. Smith: Great! We like dedication here at Hollings Life. You mentioned you volunteer at the Sierra Club. I (work, currently) _____ with them on the sea turtle project. We (try) _____ to create a wildlife sanctuary near the bay.

Mr. Harris: Do you know Frank Harris? He's my brother. He (work, presently) _____ on the same project.

Mr. Smith: I know Frank quite well. Any brother of Frank's would be a welcome addition to Hollings Life. Just one more thing, we (look) _____ for somebody who is fluent in Spanish; many of our clients are from Mexico.

Mr. Harris: No problem. I (study) _____ Spanish since elementary school. Mr. Smith: Sounds like you are the perfect candidate

4) Краткий пересказ текста «Famous economists».

5) Чтение текста и выполнение лексико-грамматических заданий к нему.

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.

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 the university and study biology. Four years later she became a chimpanzee keeper. For the last two years Victoria has been working at Monday World, a centre 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.'

Ответьте на вопросы к тексту

1. What is Victoria doing now?
2. What was she doing before?
3. What made her change her life?
4. How does she feel now?

2. Найдите в тексте слова по описанию:

1. of little importance _____
2. crazy _____
3. a person who looks after animals _____
4. animals like large monkeys _____
5. not looked after well _____

3. Составьте краткий пересказ текста.

6) Лексический диктант

1. общественные науки
2. экономика
3. потребление
4. экономический рост
5. товары и услуги
6. анализ спроса и предложения
7. свободная конкуренция
8. инфляция
9. государственное учреждение
10. уровень безработицы

6) Групповой проект.

Discuss with your group the economic situation in your country.

- 1) Name its positive and negative sides.
- 2) Speak about the global crisis; suggest measures to improve the economic situation in Russia.

Use such conversational as:

- I suppose, I think, I consider ...;
- In my opinion ...;
- From my point of view ...;
- On the one hand, on the other hand ...;
- To begin with ...;
- I'd like to point out the fact that ...;

Тема 8. Economic activity

1) Подробный пересказ текста «Economic activity. Economic grow»

2) Переведите, употребляя *Past Perfect* или *Past Perfect Continuous*.

1. Я приготовила потрясающее блюдо к приходу гостей.
2. Ты научился играть на слух ещё до того, как поступил в музыкальную школу.
3. Мы прочитали все рекомендованные книги к началу учебного года.
4. Этот мальчик сидел здесь до того, как мы пришли?
5. Мы не купили подарки к празднику.
6. Как только я увидела его, влюбилась без памяти.
7. Как только они покинули Москву, сразу почувствовали себя спокойнее.
8. Не успел он оправиться от простуды, как снова заболел.
9. Дождь шел несколько дней до того, как наступила жара.
10. Она два года проработала медсестрой до того, как окончательно решила стать врачом.
11. Врач осматривал мою собаку целый час, прежде чем выписал лекарство.

3) Лексико-грамматические упражнения

1. Раскройте скобки, употребляя глаголы в форме *Past Perfect*

*Образец: When she left, she remembered that she (not to lock the kitchen window).
When she left, she remembered that she hadn't locked the kitchen window.*

1. I was very sorry to hear that he (to leave).
2. When we got to the University, the lecture (to start already)
3. When he came home after work, the family (to start watching TV)
4. He didn't return to his work until he (to spend all his money).
5. When I met her I understood why David (to refuse to marry her).
6. I didn't know what to do when I understood that I (to leave my purse at home).
7. He didn't start watching TV until he (to walk his dog).
8. She managed to grasp the main idea of the article only after she (to read it twice).
9. She was tired because she (to walk too much).
10. They never started eating until they (to wash their hands).

2. Раскройте скобки, употребляя глаголы в *Past Perfect* или в форме *Past Simple*.

1. They had locked the gates before I got there. (to lock / to get)
2. By the time we, the party (to arrive / to finish)
3. Ithe shop as soon as Ithe contents of the box. (to ring / to check)
4. After weit on the phone, Ihim a letter about it. (to discuss / to write)
5. Wea good rest when our guests(to have / all leave)
6. When shethe office this morning, Jim.....(to ring / already / to go out)

7. Before we Tim to the theater, he a stage play before. (to take / never / to see)

3. *Поставьте заключенные в скобках глаголы в формах Past Simple, Past Continuous или Past Perfect.*

1. Gerry (to be) at home when you arrived? – No, he (to go) on a date.
2. By 8 p.m. the boss (to sign) the documents and by 8 p.m. the secretary (to make) a report.
3. When he (to see) me, I (to read) the newspaper which I (to buy) in the street.
4. Beth just (to go home) when I (to phone) her.
5. When Alison (to enter) the house she (to see) that her son (to play) with a ball she (to buy) in the shop.
6. They (to arrive) to the theater late. The play already (to begin).
7. When I (to come) in the hall, they (to unpack) the clothes they (to receive) from their foreign friends.
8. Her brother (to be) taken to hospital because he (to have) a car accident.

4. *Дополните диалог, употребив глаголы в форме Past Perfect Continuous.*

Rachel: How was your job interview?

Vicky: Awful. I felt terribly nervous. ... (I/worry) about it all week. And I was tired because ... (I/work) on my project the night before. ... (I/not look) forward to the interview at all.

Rachel: So what happened?

Vicky: The woman interviewing me was half an hour late because ... (she/deal) with an unexpected problem, she said. ... (I/wait) ages, and I'd got even more nervous.

Rachel: How did the interview go? Vicky: Well, I tried to sound confident. ... (I/read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

4) Чтение текста «поролям»

Mallory and Irvine: did they make it to the top?

(1) On June 8 1924 George Mallory and Andrew Irvine began the final stage of their attempt to be the first to conquer Everest. But when they were only 267 m from the top, they vanished into the mists, never to be seen again.

For almost a decade after they were last seen, no one had a clue what had happened to them. Had they reached the top and then died on the way down, thus being the first men to climb Everest? Or did they die before getting there?

(2) In 1933 during the next British Everest expedition a climber found an ice axe high on the Northeast Ridge at 9000 m. The axe had a characteristic identification mark but at that time nobody recognized it. Thirty years later in 1962 one of Irvine's brothers found an old walking stick belonging to Irvine. It had identical markings, so the ice axe must have been Irvine's. However, his body could not be found.

In April 1999 Jochen Hemmleb, a world expert on the history of Everest expeditions, set out with a team of men to try to find out the truth about what had happened to them. Hemmleb already knew that a Chinese climber had found the body of an Englishman in 1975 but he had died in an avalanche in 1979 before he could give accurate details.

(3) Hemmleb and his team decided to climb the North Face of Everest. After about five hours, they decided to go in different directions. Some members of the group found a cemetery of frozen bodies. Another, Conrad Anker, looked in an area lower down and saw a patch of

white which was whiter than the rock around it and the snow. When he got close, he saw that it was a body that had clearly been there for a long time. Most of the clothing had gone and the skin was white. The group carefully examined the few clothes left on the body and found the remains of a label which said, 'G. Mallory.' Unexpectedly, the climbers had found the body of Irvine's companion George Mallory the greatest mountain climber of his generation.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3 кратко изложите содержание и основную мысль прочитанной части текста.

5) Лексический диктант.

1. экономическая деятельность
2. влиять
3. определять
4. ожидать
5. различать
6. полная занятость
7. взаимосвязь
8. рыночная стоимость с прибавкой на инфляцию
9. иметь преимущество
10. частичная занятость

6) Переведите на английский язык, обращая внимание на прилагательные.

1. Я знаю интересную историю.
2. Он рассказал нам о самом счастливом человеке.
3. Это были самые счастливые дни в ее жизни.
4. Это очень легкая задача. Дайте мне более трудную задачу.
5. Летом дни длинные, а ночи короткие.
6. 22 июня -- самый длинный день
7. В июле дни короче.
8. В декабре дни сами короткие.
9. «Четверка» — хорошая отметка но «пятерка» лучше.
10. «Пятерка» — самая лучшая отметка.
11. Самая плохая отметка — «двойка».
12. Твое платье, конечно, очень красивое, но мое платье красивее.
13. Мой папа высокий мужчина.
14. Это более теплое пальто.

7) Лексико-грамматические упражнения.

1. Переведите следующие прилагательные. Образуйте от каждого и запишите сравнительную и превосходные степени сравнения

hot
long
short
simple
important

great
bad
interesting
much
green
difficult
comfortable
yellow
many
good
deep
light
serious.

2. Выберите правильную форму прилагательного.

1. Jane is the (tallest - taller) of the two girls.
2. Father was the (eldest - elder) of seven sons.
3. This pencil is the (sharpest - sharper) of the two.
4. I think your plan is the (best - better) of the two.
5. This is the (heaviest - heavier) of the five books.
6. A (worse - worst) habit could not be found.
7. This was the (most large - largest) power station I ever saw.
8. That is of the (less - least) importance of all.
9. I like your plan the (better-best) of the two.

3. Дополните предложения, употребляя as...as or so...as.

1. Mike is ... tall ... Pete.
2. Kate is not ... nice ... Ann.
3. My room is ... light ... this one.
4. This book is not ... thin ... that one.
5. Sergei is ... old ... Michael.
6. She is ... young ... Tom's brother.
7. This woman is ... good ... that one.
8. Nick's English is not ... good ... his friend's.
9. I am not ... tall ... Pete.
10. This woman is ... young ... that one.
11. I am ... thin ... you.
12. Kate is ... lazy ... her brother.
13. This child is not ... small ... that one.

4. Составьте предложения. Используя прилагательное в сравнительной степени.

1. Canada / Brazil (big)
2. Tessa / Deborah (pretty)
3. Driving / flying (dangerous)
4. My English / your English (bad)
5. This chair / that chair (comfortable)
6. Her husband / her brother (young)
7. Buses / trains (cheap)
8. French wine / English wine (good)

Тема 9. Getting the job.

1) Краткий пересказ текста «Recruitment. Job Ads: Reading Between the Lines».

2) Переведите, употребляя глаголы в **Future Perfect** или **Future Perfect Continuous**.

1. К завтрашнему дню я закончу этот отчет.
2. Мы сделаем эту работу к 3 часам дня, а потом пойдем в парк.
3. К 20 июня мы сдадим все экзамены.
4. Строители построят эту школу к 1 сентября.
5. Я напишу это письмо к тому времени, как придет секретарь.
6. Поезд уже уйдет к тому времени, когда мы придем на станцию.
7. Я переведу эту статью к понедельнику.
8. Мой сын еще школьник, но на будущий год к этому времени он уже закончит школу.
9. Я проживу там уже месяц, когда вы приедете.
10. На будущий год к этому времени она будет изучать французский уже два года.
11. Я буду писать доклад уже час, когда ты придешь.
12. Мы будем рекламировать эти товары несколько месяцев к тому времени, как они появятся на рынке.
13. В среду будет две недели, как он ремонтирует свою машину.

3) Лексико-грамматические упражнения.

1. Раскройте скобки, употребляя глаголы в форме **Future Continuous** or the **Future Perfect**

1. A: I can't come go shopping on Saturday morning because I ... (work).
B: That's a pity.
2. A: Don't phone me later than midnight because I ... (sleep) then.
B: Shall I give you a call at about 10.30, then?
3. A: Come to my house at six o'clock.
B: ... (you/finish) your homework by then?
4. A: Have you made the preparations for the party?
B: Not yet, but I ... (finish) them by this evening.
5. A: ... (you/go) to James' party on Saturday night?
B: Yes. A: Would you mind giving me a lift?

2. Дополните диалог, раскрывая скобки. Употребите глаголы в форме **Future Simple** или **Future Perfect**.

Margaret: Do you think everything will be finished when I get back from the store?
Jerry: Don't worry. By the time you get back, I (to pick) up the living room and (to finish) washing the dishes. Everything will be perfect when your parents arrive.
Margaret: I hope so. They (to arrive) around 6 o'clock.
Jerry: Everything (to be) spotless by the time they get here.

3. Раскройте скобки, употребляя **Future Perfect** или **Future Perfect Continuous**.

1. The customer service department will have been operating for 2 years by then. (operate)
2. By the time I start my shift, Dr. Frazier _____ for 18 hours straight. (work)

3. Sheila ____ the scholarship by the time she starts school in September. (get)
4. By this time next month, I hope they ____ building the community center. (finish)
5. Professor Adams _____ at this university for 25 years by the time he retires in June. (teach)
6. By this time tomorrow night we _____ in Australia. (arrive) _____ he _____ the message by the time your flight takes off? (receive)
7. Dana _____ the night shift by the time you get up in the morning. (not finish)
8. The team _____ at the exhibition for five hours by the time I arrive there. (work)
9. By the time we get on the plane, they ____ already _____ the luggage. (load)
10. By 2025, I hope researchers _____ a cure for cancer. (find)

4) Лексический диктант

1. новичок
2. объявление о работе
3. руководящая должность
4. налоговые льготы
5. лично-ориентированный
6. упоминать
7. совет директоров
8. образовательные стандарты
9. аналитические способности
10. независимый

5) Лексико-грамматический тест.

Выберите верный вариант ответа

1. - Is Todd reading the newspaper? - No. He ... dinner at the moment.
a) has been making b) makes c) is making
2. The Browns won't be living in the same house a year from now. They _____ by then.
a) will have leave b) will have left c) will have leaved
3. - Have you bought any CDs recently? - Yes. Actually, I ... two this week.
a) have bought b) have been buying c) am buying
4. I needed to know what _____ to my dog.
a) has happened b) had happened c) happened
5. - What time does the play start? - I think it ... at 8 o'clock.
a) has been starting b) starts c) has started
6. I was sure that I _____ her before.
a) had saw b) seen c) had seen
7. - Where is Mark? - He ... to the library to return some books.
a) has gone b) has been c) is going
8. - What ... ? - It's a letter to my pen-friend. I'm telling her my news.
a) have you written b) do you write c) are you writing
9. The film _____ by the time we got to the cinema.
a) had start b) had started c) has started
10. Gloria won't be working at six o'clock. She _____ by then.
a) will have went home b) will have gone home c) will have go home
11. You've been working hard all day. - Yes, at 3 o'clock I ... for six hours.
a) will be studying b) will have been studying c) will have studied
12. Sarah has gone to the cinema to see that film again. - I know. After this time, she ... it five times!
a) will have seen b) will have been seeing c) will be seeing

2. Дополните предложения, раскрывая скобки, употребив глаглы в формах Past Simple, Present Perfect или Past Perfect.

When I (arrive) home last night, I discovered that Jane (prepare) a beautiful candlelight dinner. 2. Since I began acting, I (perform) in two plays, a television commercial and a TV drama. However, I (speak, never even) publicly before I came to Hollywood in 1985. 3. By the time I got to the office, the meeting (begin, already) without me. My boss (be) furious with me and I (be) fired. 4. When I (turn) the radio on yesterday, I (hear) a song that was popular when I was in high school. I (hear, not) the song in years, and it (bring) back some great memories. 5. Last week, I (run) into an ex-girlfriend of mine. We (see, not) each other in years, and both of us (change) a great deal. I (enjoy) talking to her so much that I (ask) her out on a date. We are getting together tonight for dinner. 6. When Jack (enter) the room, I (recognize, not) him because he (lose) so much weight and (grow) a beard. He looked totally different! 7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) by the time Europeans first (arrive) in the New World. 8. I (visit) so many beautiful places since I (come) to Utah. Before moving here, I (hear, never) of Bryce Canyon, Zion, Arches or Canyon lands

6) Написание резюме.

7) Чтение текста с заполнением пропусков

Прочитайте текст, заполняя пропуски, выбрав подходящее по смыслу слово.

Old photos

Carrie and her mum were looking at old photos of her mum as a university student. Her mum's style was so different then, Carrie almost didn't (REMIND / RECALL / RECOGNISE / REMEMBER) her in the photos.

'I can't believe how long your hair is in the picture, Mum!' Carrie remarked, having never seen her mum with that length of hair before. 'It must have been difficult to look (THROUGH / ROUND / OVER / AFTER) it every day.'

Carrie's mum smiled at her remarks. 'It was definitely a chore, but that was the style back then, to have really long, straight hair (SPLIT / PARTED / DIVIDED / HALVED) down the middle. If you didn't wear your hair like that, you weren't considered to be cool, know what I mean?'

'Oh yeah, like, groovy, Mum,' Carrie said, lightly poking fun (AT / OF / IN / WITH) her. Joking aside. Carrie really appreciated seeing her mum with such a youthful style.

They found some photos of Carrie's dad, who looked quite different as well, dressed in green trousers that got wider as they got longer. He was sporting a full head of hair, rather than having the (BALD / THIN / BARE / FLAT) head that Carrie knew.

'Dad was so handsome back then!' Carrie exclaimed. Despite the odd styles, Carrie thought her parents looked amazing and she was inspired (FROM / BY / TO / INTO) this to be more daring with her own style.

After viewing the photos, Carrie thought she'd (FUND / FINANCE / PAY / INVEST) some time in picking out a new wardrobe. She wasn't going to let her conservative ways stop her.

Тема 10. Money and trade

1) Подробный пересказ текста «Money».

2) Реферирование текста «Money»

3) Переведите, употребляя глаголы в формах Present Perfect Passive, Past Perfect Passive, Future Perfect Passive

1. Меня сегодня только заметили.
2. Ему поднимут зарплату к началу учебного года?
3. Их не помирят до приезда родителей.
4. Мне уже рассказали, что случилось вчера.
5. Кто разбил вазу? – Не знаю, когда я пришел, она уже была разбита.
6. Меня еще ни разу не спрашивали, сколько мне лет.
7. О пострадавших во время урагана ещё не позаботились.
8. Нас разбудили до рассвета.
9. Комнату уберут до прихода гостей?
10. Это новейшее оборудование используют впервые

6) Чтение текста с пропусками

Текст А

United Talks Break off

Chiis Isidore

Airline _____ seek mediation halt; ___ -day strike countdown could _____.
New York-United Airlines and ___ union representing its 15,000 _____ are both _____ to ask federal _____ to declare an impasse in negotiations between ___ two sides, a _____ that could _____ the clock ticking towards a strike, _____ the airline said it is _____ there won't be _____ disruption of service _____ account of the move.

The airline _____ the International Association of Machinists _____ four days of _____ Friday mediated by _____ National Mediation Board, which oversees labor relations in the airline _____ without a new labor agreement.

United, the main unit of UAL Corp., issued a _____ Friday saying it _____ asking the NMB _____ release the two sides from mediation. The union _____ already _____ that the NMB declare a 30-day _____ off period _____ under airline labor law must precede a strike.

_____ of UAL, the world's second largest airline holding company, _____ \$ 37 to \$ 34.49 in trading _____. The NMB issued a statement Friday saying that it would _____ with the two sides _____ during the week about a possible _____ of binding arbitration, the _____ that must be taken before declaring a 30-day cooling off period. _____ unless both sides agree to binding arbitration, _____ rarely happens, the clock _____ starts ticking towards a _____ strike a month later.

Текст В

Airline mechanics _____ mediation halt; 30-day _____ countdown _____ start.
_____ and the union _____ its 15,000 mechanics _____ both poised to ask federal officials to declare _____ impasse _____ negotiations between the _____ sides, a move that could start the clock ticking towards a strike, although the _____ said it _____ confident there _____ be any disruption of _____ on account of the move.

_____ airline and the International Association of Machinists concluded _____ days of talks Friday mediated _____ the National Mediation Board, _____ oversees labor relations in the airline industry without a new _____ agreement.

United, the main unit of UAL Corp., issued ___ statement Friday _____ it was asking the NMB to release the ___ sides from mediation. The _____ had already requested that the NMB _____ a 30-day cooling ___ period which under airline labor ___ must precede a strike.

Shares of UAL, ___ world's second _____ airline holding company, gained \$ 37 to \$ 34.49 in trading Friday. The NMB _____ a statement Friday saying that ___ would meet with the two sides separately during the _____ about a possible offer of binding arbitration, the step that must be _____ before declaring a 30-day cooling off _____. But unless both sides agree ___ binding arbitration, which rarely happens, ___ clock then starts ticking towards a possible strike a month_____ .

7) Чтение текста, выполнение лексико-грамматических заданий к нему.

What is international trade?

The basic idea of international trade and investment is simple: each country produces goods or services that can be either consumed at home or exported to other countries.

The main difference between domestic trade and international trade is the use of foreign currencies to pay for the goods and services crossing international borders. Although global trade is often added up in U.S. dollars, the trading itself involves a myriad of currencies. A Japanese videocassette recorder is paid for in French francs in Paris, and French designer sunglasses are paid for in U.S. dollars in Seattle. Brazilian coffee, American films, and German cars are sold around the world in currencies as diverse as Danish kroner and Malaysian ringgits.

Whenever a country imports or exports goods and services, there is a resulting flow of funds: money returns to the exporting nation, and money flows out of the importing nation. Trade and investment is a two-way street, and with a minimum of trade barriers, international trade and investment usually makes everyone better off.

In an interlinked global economy, consumers are given the opportunity to buy the best products at the best prices. By opening up markets, a government allows its citizens to produce and export those things they are best at and to import the rest, choosing from whatever the world. Some trade barriers will always exist as long as any two countries have different sets of laws. However, when a country decides to protect its economy by erecting artificial trade barrier. Some trade barriers will always exist as long as any two countries have different sets of laws. However, when a country decides to protect its economy by erecting artificial trade barriers, the result is often damaging to everyone, including those people the barriers were meant to protect.

The Great Depression of the 1930s, for example, spread around the world when the United States decided to erect trade barriers to protect local producers. As other countries retaliated, trade plummeted, jobs were lost, and the world entered into a long period of economic decline.

1. *Опираясь на текст, выберите наиболее подходящее по смыслу предложения слово.*

1. The main ... between domestic trade and international trade is the use of foreign currencies to pay for the goods and services crossing international borders.

- a) idea
- b) difference
- c) goal

2. *In the ... global economy, consumers are given the opportunity to buy the best products at the best prices.*

- a) domestic
- b) interlinked
- c) foreign

3. *Some ... barriers will always exist as long as two countries have different sets of laws.*

- | | |
|---------------|------------------|
| 2. origin | b. Происхождение |
| 3. value | с. Фон |
| 4. background | d. Событие |
| 5. event | e. Цена |
| 6. profit | f. Обмен |
| 7. turmoil | g. Прибыль |
| | h. бедствие |
| | i. подвергать |

2) Составьте предложение из следующих слов.

1. five, there, in the park, children, are
2. on the, there, a cat, is sofa
3. little, balls, there, three, are, floor, on , the
4. big, a dog, in the, there, hall, is
5. a cake, in the, there, picture, is.

3) Вставьте конструкции *there is/there are* в правильной форме.

1. Look! _____ their telephone number in the letter.
2. Chester is a very old town. _____ many old buildings there.
3. Excuse me, _____ a restaurant near here?
4. How many students _____ in your group?
5. I was hungry but _____ anything to eat.
6. _____ a football match on TV last night.
7. _____ many people at the meeting?
8. Look! _____ an accident. Call the ambulance!
9. _____ 24 hours in a day.
10. This box is empty. _____ nothing in it.
11. _____ somebody at the airport to meet you when you arrive tomorrow.
12. When we arrived at the cinema _____ a lot of people outside.

5) Чтение текста и выполнение лексико-грамматических заданий к нему:

1) *просмотрите текст.*

2) *прочитайте текст второй раз и ответьте, верны ли следующие утверждения.*

1. What is a national retailing corporation?
2. What ethical problems can arise in business? What are their reasons?
3. What is the meaning of ethics? What is the difference between ethics and business ethics?
4. Is it necessary to encourage business firms to act ethically? Give your reasons.

Business Ethics

W. C. Fredefick, K. Davis, J. E. Post

TG&Y Stores, a national retailing corporation with headquarters in Oklahoma City, sued seven of its buyers, charging them with accepting \$ 735,000 in cash and other gifts from the company's vendors. One of the buyers who purchased shoes for the retailing chain allegedly built a nest egg of \$ 525,000 from these kickbacks. TG&Y also sued twelve of the stores that allegedly had paid these bribes to TG&Y's buyers.

"Money laundering" provides another example. The Bank of Boston Corporation shipped over \$ 1 billion in cash to banks in Switzerland and other European nations without reporting these transactions to United States bank regulators. Twenty-one other banks also failed to file the required forms for big cash transactions. Drug-enforcement officials fear that such large cash flows may possibly cloak secret drug sales, gambling earnings, or other illicit chains that are hidden in banks and "cleaned up" or "laundered" so as to appear they were made honestly.

Ethical problems in business can arise also in a very personal, human way. When orders dropped in one-small manufacturing company, the supervisor knew she would have to lay off a loyal, hard-working employee in two months.

Company rules did not allow her to tell the employee in advance, for fear he would quit while still needed or not work as hard as he usually did after being told. The supervisor believed that it was unfair to the employee, but she had to enforce all company rules and policies. For her, the ethical dilemma had both personal and professional dimensions.

Episodes like these raise ethical questions for a number of reasons. Sometimes, society is harmed. At other times, an individual profits unfairly at the expense of others. Frequently, a business firm suffers higher costs when money is embezzled or when the firm has to pay hidden costs for its supplies. Money laundering cloaks illegal activities and protects lawbreakers.

However, business frequently demonstrates a high level of ethical performance. Twice within a five-year period, Johnson & Johnson protected its customers by recalling stocks of Tylenol capsules when poison was found in some Tylenol bottles on store shelves. In a similar case, Parker brothers voluntarily withdrew its all-time best-selling toy when two children choked to death after swallowing some of its parts. Both companies spent millions of dollars on the recalls.

One of the major social challenges faced by business is to balance ethics and economics. Society wants business to be ethical and economically profitable at the same time.

The Meaning of Ethics

When one is dealing with ethics, clear thinking is extremely important, because most ethical issues and problems are controversial, involving emotional questions of right and wrong behavior. A good first step is to have a clear definition of ethics.

What Is Ethics?

Ethics is a set of rules that define right and wrong conduct. These ethical rules tell us when our behavior is acceptable and when it is disapproved and considered to be wrong. Ethics deals with fundamental human relationships.

Ethical rules are guides to moral behavior. For example, all societies have ethical rules forbidding lying, stealing, deceiving, and harming others, just as they also have ethical rules that approve of honesty, keeping promises, helping others, and respecting the rights of others. Such basic rules of behavior are thought to be essential for the preservation and continuation of organized life.

For many people, religious beliefs and organizations are a major source of ethical guidance and moral meaning. The family institution also imparts a sense of right and wrong to children as they grow up, as do schools and other similar influences such as television. The totality of these learning experiences creates in each person a concept of ethics, morality, and socially desirable behavior.

Ethical rules are present in all societies, all organizations, and all individual persons, although they may vary greatly from one to another. Your ethics may not be the same as your neighbor's; or one particular religion's notion of morality may not be identical to another's; or what is considered ethical in one society may be forbidden in another society. In spite of this diversity, ethics is a universal human trait. All people everywhere need rules to govern their conduct, rules that tell them whether their actions are right or wrong, moral or immoral, approved or disapproved.

What is Business Ethics?

Business ethics is not a special set of ethical rules different from ethics in general and applicable only to business. Business ethics is the application of general ethical rules to business behavior. If a society's ethical rules say that dishonesty is unethical and immoral, then anyone in business who is dishonest with employees, customers, creditors, stockholders, or competitors is acting unethically and immorally. If protecting others from harm is considered to be ethical, then a business firm that recalls a defective and dangerous product is acting in an ethical way.

In the TG&Y episode, both the buyers who took the bribes and the bribers acted unethically because they deceived others, took unfair advantage of them, and then concealed their own selfish actions. They broke the rules of fair play. Likewise, the banks that allowed laundered money to flow through their accounts not only broke the law but protected criminals who harmed society and who brought tragedy into the lives of drug users and addicts. The supervisor who failed to give an employee advance notice of being fired was not breaking the law, but she felt unethical in not telling the whole truth. When business firms or people in business violate the rules that define right and wrong behavior, they are acting unethically, and they also may be acting illegally.

Why Is Business Ethics Important?

Why should business pay attention at all to ethics? What prevents a business firm from piling up as many profits as it can, in any way it can, regardless of ethical rules? In most cases, the general public expects business to exhibit high levels of ethical performance and social responsibility. Parker Brothers spent \$ 10 million in recalling the toy that was involved in the death of two children because company executives knew that its customers and the general public would approve its attempts to protect children's lives, even though the likelihood of further accidents was remote.

A second factor encouraging business firms and their employees to act ethically is to prevent harm to society. One of the strongest ethical principles is stated very simply: "Do no harm." A company that is careless in disposing of toxic chemical by-products that may cause disease and death is breaking this ethical injunction. Many ethical rules operate to protect society against various types of harm, and business is expected to observe these commonsense ethical principles.

A third reason for promoting ethical behavior is to protect business firms from abuse by unethical employees or unethical competitors. Bribery and kickback schemes penalize honest business firms: "One New York apparel vendor says he lost a \$4 million account with one of the nation's largest retailers because he, unlike one competitor, didn't bribe the buyer with \$ 20,000 cars and pricey stereo systems."

High ethical performance also protects the individuals who work in business. Employees resent invasions of privacy (such as unjustified polygraph tests) or being ordered to do something against their personal convictions (such as "midnight dumping" of toxic wastes) or working under hazardous conditions (such as entering unventilated coal mines). Businesses that treat their employees with dignity and integrity reap many rewards in the form of high morale and improved productivity. People feel good about working for an ethical company because they know they are protected along with the general public.

3) Вставьте вместо пропусков подходящие по смыслу слова, которые вы узнали из текста.

1. She was to be included in the investigation for accepting
2. The new tax laws ... people who earn less than \$ 7,000 a year.
3. The manager ... \$ 1,000 from the bank where he worked.
4. He was the robbery.
5. If you do not return our property we will....
6. The country was ... by a small elite of military officers.

7. They were convicted of racketeering and were ordered to repay \$ 100 million in ... profits.
8. It was a ... occupation for him.

4. Найдите в тексте синонимы следующих слов и выражений.

in cash
 vendor
 transaction
 lay off
 enforcement
 lawbreakers
 to govern their conduct
 ethical performance
 abuse
 remote
 pricey
 ethical injunction.

6) переведите на английский, используя конструкции to be going to do something, to be about to do something.

1. Она собирается посмотреть этот фильм?
2. Я не собираюсь покупать машину.
3. Она не собирается навестить моих друзей.
4. Он собирался сдавать экзамен, но потом передумал.
5. Я себя ужасно чувствую, я думаю, что я заболею.
6. Посмотри на эти тучи! Кажется, дождь собирается!
7. Он собирается уходить.
8. Я собираюсь поступать в университет.

7) Лексико-грамматические упражнения.

1. Раскройте скобки, используя оборот *be going to / to be about to do*.

1. I (finish) it next week. 2. He (go) there tomorrow. 3. We (be) at the meeting. 4. I (return) and (ask) him. 5. The teacher (explain) the next lesson to us tomorrow. 6. We (attend) that conference in St Louis next month. 7. I (study) my English lesson with my friends tonight. 8. Mr Wilson and Mr Johnson (be) in the office all afternoon. 9. The men (repair) the roof of the house the day after tomorrow. 10. There (be) an important meeting here next Thursday evening.

8) Групповой проект.

Discuss the advantages and disadvantages of working for different types of companies.

Use such conversational phrases as:

As far as I'm concerned.

I believe that...

I'd like to point out that...

If you ask me,...

Personally I think...

Do you mean to tell me that...?

Are you seriously suggesting that...?
However, ...
On the other hand, ...
On the contrary ...
That's not (entirely) true. I hate to disagree with you, but ...
All right, but don't you think...?
That's not the same thing at all.
Well? What do you think?
What's your view on the matter?
How do you see it?
Let's have your opinion.

Тема 12. Company structure.

1) Реферирование текста «MTS Systems Corporation».

2) Переведите с русского на английский.

1. Я говорю – Я умею говорить.
2. Ты говоришь? - Ты умеешь говорить?
3. Я иду. – Я должен идти туда.
4. Мне пора уходить.
5. Я вынужден остаться.
6. Мне надо поговорить с вами.
7. Тебе следует сказать правду.
8. Ты – доктор и тебе полагается разбираться в этом.
9. Вы можете мне помочь – Вы поможете мне?
10. Тебе надо поспать.
11. Я всегда должна готовить домашнее задание.
12. Я вынужден убирать комнату каждый день.
13. Лучше бы ты оделся теплее.
14. Всем следует одеться тепло, когда на улице мороз.
15. Этот фильм могут показать по телевизору на следующей неделе.
16. Наша квартира нуждается в ремонте.
17. Этот фокус, должно быть, покажут по телевизору.

3) Выполнение лексико-грамматических упражнений.

1) *Вставьте подходящий модальный глагол: can/could, may/might, must*

1. You ... keep the journal. I don't need it.
2. John said he ... swim when he was three years old.
3. ... I ask then, Mr. Morley, what are you doing here?
4. When he married her she ... not have been more than sixteen.
5. You ... change your shoes. I won't have you in here with muddy feet.
6. Jane has bought a car, but she ... not drive yet. She is taking driving lessons at the moment.
7. She looked unusually pale and gloomy. I wondered what ... have up-set her.
8. The man danced very well. He ... have spent hours taking lessons, Jack thought.
9. They ... have gone for their honeymoon. They've just married.
10. My father ... be angry with me. He doesn't approve of my getting married.

2. *Вставьте подходящий модальный глагол have to/had to/will have to; should, ought to*

1. I'm sorry I'm late. I ... go to the dentist's. I had a terrible toothache.

2. Sorry, I'm leaving. Tomorrow I ... get up early.
3. They ... light a fire to cook their supper.
4. He looked more than ever out of place, he ... have stayed at home.
5. She ... go to bed at eight o'clock to be up in time for the first train.
6. You ... be more attentive to your parents. They need your support.
7. I don't think you ... invite him to the party. He is such a bore!
8. I ... to wear glasses as my eyesight is very weak.
9. If you want to master a language you ... read a lot.
10. He was so rude to his father. I think he ... apologize.

3. *Выберите верный вариант ответа.*

1. The line is busy. Sally ... the telephone at the moment.
1) might use 2) might be using 3) must use 4) must be using
2. Sue is absent. She ... ill today. Yesterday she complained of a head-ache.
1) might be 2) might have been 3) must be 4) must have been
3. policeman told Tom that he ... be more careful when crossing the street.
1) should 2) had to 3) must 4) ought to
4. I ... send a telegramme because it was too late to send a letter.
1) had to 2) must 3) should 4) could
5. The streets are wet. There are water pools everywhere. It... heavily at night.
1) might rain 2) must rain 3) might have rained 4) must have been raining
6. ... they ...? I can't believe that. They used to be good friends. 1) Could...quarrel 3) Must...quarrel 2) Could...have quarrelled 4) Must...have quarrelled.

4) Чтение текста «по ролям».

Peopleorganization.

(1) If there is any one characteristic of people which is universally valid and important, it is that they differ. To say that all persons are created equal is a statement of human rights under the law. It communicates nothing at all about human nature. As a matter of fact, people differ greatly in intelligence, aptitudes, physical strength, manual dexterity, knowledge, skill, interests, personality traits, motivation, and many other attributes which potentially influence behavior and productivity.

We are rational—but only to a point. We plan, set goals, think, reason, and live by creeds and values. But we also become frustrated and behave in ways that can be perceived as rational only by someone who understands all our deeply embedded, 28 sometimes conflicting needs, aspirations, and perceptions. In many situations our motivation is unconscious so that not even we understand our own actions.

The fact that one's environment strongly influences behavior is indisputable. A number of prominent psychologists have assumed that human freedom is an illusion. Human choices are thought to be totally determined. This, of course, is an assumption. Many people do not subjectively perceive themselves in this way. It is significant that behavior and expectations are strongly influenced by what a person believes to be true. Individuals feel responsible for their actions. Also, people consciously believe that their choices are real, regardless of any awareness of philosophical arguments to the contrary. Organizations cannot function optimally without these pragmatic assumptions.

(2) There are, of course, innumerable statements which one might make about human nature, but they would not all have a direct influence on how people should be dealt within the work environment. The late Douglas McGregor did an excellent job of conceptualizing some of the assumptions about human nature which are relevant to organizational behavior. He labeled

these, Theory X, the classical or traditional view, and Theory Y, a progressive view upon which he believed a new model for human relations in organizations could be developed.

Theory X. This theory holds that the average person inherently dislikes work, is innately lazy, irresponsible, self-centered, and security oriented, and consequently is indifferent to the needs of the organization. Because of these characteristics, the average person must be threatened, coerced, and controlled. In fact, most people prefer to be directed and controlled. They seek security above all, prefer to avoid responsibility, and both want and need external control in the work situation. Because people are basically cunning and immature, management should experience little difficulty in using a highly directive and manipulative style of supervision.

(3) Theory Y. Experience has shown that Theory X assumptions result in a great deal of difficulty for management although they remain popular with some managers. McGregor's Theory Y makes the opposite assumptions. People do not inherently dislike work and are not inherently lazy. Rather they have learned to dislike work, to be lazy, and to be irresponsible because of the nature of their work and supervision. They have a high capacity for developing an intrinsic interest in their work, for committing themselves to organizational objectives, and for working productively with a minimum of external controls.

Two points should be made with reference to these theories. First, the Theory X characteristics are said to be inherent or innate. To be such, they would necessarily apply to everyone, which is obviously absurd. On the other hand, under Theory Y, people are said to have the potential or capacity for the responsible behavior and attitudes described. If anyone possesses these qualities, and a great many people do, then everyone has the potential for them. Second, McGregor speaks of assumptions about the average person, and one must ask, «Average on what dimensions?» Are we talking about intelligence? Education? Experience? Average is a statistical concept. The average person is nonexistent, hypothetical construct. When we make assumptions about the average person, at best we are referring to most people, and in doing so must recognize that there are exceptions.

№1. Составьте как можно больше (но не меньше двух) вопросов к прочитанной части текста.

№2. Найдите в тексте новые слова, переведите их при помощи словаря, и попытайтесь их объяснить по-английски.

№3 кратко изложите содержание и основную мысль прочитанной части текста.

5) реферирование текста «People in Organisation»

Тема 13. International business.

1) Реферирование текста :«Board Ousts BMW Chief and His Heir»

2) Лексический диктант

1. компания
2. закрытие
3. объявлять
4. конкурент
5. оценивать
6. неприбыльный
7. бухгалтер
8. одновременный
9. страхование
10. доходы

3) переведите с русского на английский

1. Что бы вы сделали, если бы у вас была собственная фирма?
2. Если бы я умел хорошо говорить по-английски, мне не надо было бы посещать занятия так часто.
3. Если бы он не объяснил мне это правило, я бы не поняла, о чем идет речь.
4. На твоём месте я бы не упустил такой шанс.
5. Если бы я был на твоём месте, я бы не стал ждать.
6. Хорошо бы мы были богатыми!
7. Если бы ты вчера был со мной!
8. Я бы поболтала с вами, если бы у меня было время.
8. Я бы предпочла. Чтобы вы остались дома.
9. Лучше бы вам остаться дома.
10. Если бы не ужасная погода, мы бы могли пойти гулять.
11. Я бы поболтала с вами вчера, если бы у меня было время.
12. Боюсь, как бы его не уволили.

4) Чтение текста с пропусками.

Why are companies referred to as LTD., INC., GMBH, or S.A.?

Текст А

An individual, _____ Henry Ford, _____ want to begin a small enterprise ___ personally retain total _____ and _____, but once it starts to grow, a partnership or a "_____"—such as Ford Motor Company—_____ need to be formed. The ___ factor in owning ___ company is the guarantee called _____ liability: ___ owners of a _____ never have to ___ more than they have invested in the company. Their liabilities are _____. When a company _____ bankrupt, the _____ can never be _____ to pay its unpaid _____.

The _____ of companies _____ the world reflect _____ guarantee of limited liability. The abbreviations "_____" in Germany, "Inc." in ___ United States, or "Ltd." in most _____ English-speaking countries _____ that the _____ is a limited liability _____ and _____ have nothing _____ to lose than the money invested in their _____. The "S.A." in French- and Spanish-speaking countries _____ refers to limited liability ___ defining shareholders as "_____". Since the _____ of shareholders _____ be kept secret, ___ creditors of a bankrupt company _____ no right to pursue them for the company's unpaid _____.

_____ countries make a clear _____ between public and private _____, with separate _____, such as AG and GmbH in _____, or Plc and Ltd. In _____. Generally, "public" _____ are those _____ enough to _____ their shares traded on _____ exchanges, while smaller unquoted companies are said to be "private," even though their shares can ___ held by ___ public at large. In _____ countries, a large _____ is said to ___ privately owned ___ its shares are _____ available to the general public. ___ the United States, _____ little distinction is made _____ public and private companies, _____ companies simply bear the title "Incorporated".

Текст В

___ individual, like Henry Ford, might want to _____ a small enterprise and personally retain total responsibility ___ liability, but once it _____ to grow, a _____ or a "company"—such as Ford Motor Company—would need to ___ formed. The key ___ in _____ any company is the guarantee _____ limited liability: the owners ___ a company _____ have ___ pay more _____ they have invested in the _____. Their liabilities are limited. _____ a company goes bankrupt, the owners ___ never be required to ___ its unpaid bills.

The names of _____ around the _____ reflect this guarantee ___ limited _____. The _____ "GmbH" in Germany, "Inc." ___ the United States, or "Ltd." in _____ other English-speaking _____ indicate that the firm is a _____ liability company and investors

_____ nothing more __ lose than the money _____ in their shares. The "S.A." in French- and Spanish-speaking countries also _____ to limited liability by _____ shareholders as "anonymous". _____ the identity of shareholders can __ kept secret, the _____ of a bankrupt company have no _____ to pursue them for __ company's unpaid debts.

Many countries _____ a clear distinction between _____ and _____ companies, _____ separate designations, _____ as AG and GmbH in Germany, or Plc and Ltd. in Britain. _____, "public" companies _____ those large enough to have _____ shares _____ on stock exchanges, while _____ unquoted companies _____ said 32 to be "private," even _____ their shares can be held by the public __ large. _____ some countries, a _____ company is said __ be privately _____ if its shares _____ not available to _____ general _____. In the United States, where _____ distinction is _____ between _____ and _____ companies, most companies _____ bear the _____ "Incorporated".

5) Лексико-грамматические упражнения.

1. Переведите с английского.

1. If it didn't rain, we would go for a walk.
2. If we had a camera, we could take pictures of the beautiful scenery.
3. If there were any sugar left, we should not have to go to the shop.
4. If I knew him, I should ask his advice.
5. If you did not have a toothache, you would enjoy the party.
6. If you were not so absent-minded, you would not make so many mistakes.
7. If you rang me up, I should know you were in trouble.
8. If you watched the cat, it wouldn't eat the fish.
9. If it were not so late, we would go to see them.
10. If I were you, I would read the book.

2. Раскройте скобки, используя сослагательное наклонение (второе условие)

1. If I ... (be) you, I ... (write) to her.
2. If I ... (be) taller, I ... (play) in a basketball team.
3. If you ... (stay) longer, you ... (meet) my parents.
4. If she ... (not eat) so much, she ... (be) slimmer.
5. If he ... (not see) them, he ... (not know) the truth.
6. What ... you ... (do) if you ... (see) him?
7. What ... you ... (do) if you ... (have) million dollars?
8. If they ... (have) million dollars, they ... (travel) around the world.
9. What ... you ... (do) if you ... (lose) your key?
10. If I ... (lose) my key, I ... (call) my parents

3. Раскройте скобки, используя сослагательное наклонение (третье условие)

1. If he **hadn't broken** his bicycle, he **would** ... (go) to the country.
2. If I **hadn't had** a bad headache yesterday, I **could** ... (come) to see you.
3. If the ship ... (not sail) near the coast, it **would not have struck** a rock.
4. If he ... (be) in town, he **would have been** present at our meeting.
5. If the road ... (not be) so slippery, I ... (not fall) and hurt my leg.
6. If they .. (make) a fire, the wolves ... (run) away.
7. If I ... (expect) my friend to come, I ... (not go) to the cinema.
8. If I ... (have) a dictionary, I ... (translate) the article yesterday.
9. If we ... (get) a letter from him, we ... (not worry).
10. If she ... (come) home late last night, her father ... (be) angry.

6) Лексико-грамматический тест.

1. Please do not speak to anyone before the police _____.
a) come b) are coming c) 'll come d) came
2. His parents will be very glad if she _____ the university.
a) enter b) 'll enter c) enters d) entered
3. We won't discuss the matter until the headmaster _____.
a) 'll arrive b) won't arrive c) doesn't arrive d) arrives
4. You'll understand nothing unless you _____ the book yourself.
a) read b) won't read c) don't read d) 'll read
5. You'll understand this rule after your teacher _____ it to you.
a) 'll explain b) explain c) explains d) don't explain
6. You _____ English fluently if you _____ hard.
a) speak; work b) speak; 'll work c) 'll speak; work d) 'll speak; 'll work
7. We'll make a good progress in English provided we _____ hard.
a) 'll study b) are studying c) study d) won't study
8. Would you mind if I _____ your pen?
a) use b) had used c) have used d) am using
9. If I _____ that you were busy, I _____ interrupted you.
a) knew; wouldn't have b) had known; wouldn't have c) know; wouldn't have d) has known; wouldn't have
10. I am going to look for another job, unless the company _____ me more money.
a) offers b) doesn't offer c) didn't offer d) offered.

7) Проектное задание.

Make up a presentation on one of the following topics. Consult the Internet resources

- 1) A world famous international corporation;
- 2) International trade (its history and development perspectives);
- 3) WTU (its history and the main objectives).

Тема 14. Marketing and brands

1) Реферирование текста «Coke and Pepsi»

2) Чтение текста и выполнение лексико-грамматических заданий к нему.

Rebranding HealthSouth?

Sheni C. Goodman, "Birmingham News"

HealthSouth Corp. founder and ousted CEO Richard Scrushy once boasted he wanted the Birmingham-based corporation to become the McDonald's of health care and he spent millions to make that happen.

From golf shirts, pens, coffee mugs and gym bags to eminent scholar chairs, flashy traveling productions, radio programs and even television shows, the name and the logo were everywhere.

Now, the moniker is seemingly everywhere once again, but for different reasons: a headline-grabbing accounting fraud investigation complete with allegations of phony profits, extravagant spending, intimidation and insider trading.

Branding experts agree the scandal has damaged the HealthSouth name, but they believe it can recover, and, apparently so does the company's new management. HealthSouth has no immediate plans to change the name, said spokesman Andy Brimmer.

Instead, the company plans to focus on preserving and rebuilding the value of the name. "The brand can survive, but several things need to be done to ensure that happens," said Clay Timon, CEO of San Francisco-based branding consultancy firm Landor Associates. "Among other things, the company needs to employ a public-relations firm with crisis management expertise and work to understand what makes HealthSouth worthwhile to its customers," Timon said.

"Brands are relatively strong. This is a relatively new brand, but in health care, a brand lives and dies on the quality of services a customer believes he gets. If quality remains high, then the brand can easily remain where it is," Timon said.

Jim Johnson, chief executive of New York-based branding consultancy firm Enterprise IG, said the perception of the care given by HealthSouth has not been compromised by the accounting scandal.

"The problems are in financial governance, not in performing health duties. That would be a fatal flaw. This is a financial governance issue and people will separate that out," he said.

One of the biggest challenges, though, will be the close association between Scrushy and HealthSouth.

"It is hard to separate Richard Scrushy, the person, from HealthSouth, the company," said Robert Holmes, the University of Alabama at Birmingham's business school dean.

"But it's been a powerful brand and it would make sense to retain the name. If you can get beyond the Richard Scrushy part of it, it will probably be fine."

Scrushy's goal when he founded HealthSouth was to build a recognizable chain of standardized rehabilitation and out-patient surgery centers.

Once the company went public and was considered a success, the company's branding efforts expanded beyond advertisements, sponsorships and logos on clothing and office gear.

In 1995, the company recruited sports celebrities such as Bo Jackson, Rowdy Gaines and Tom Glavine to take part in a roadshow meant to teach children about athletic preparation and training. HealthSouth spent at least \$ 5.6 million to produce the flashy "Go for It!" show, which included thumping music, laser lights, a boy band and a girl group. One of the company's customers. Travelers Group Inc., committed another \$ 5 million from 1996 to 2001 for the production.

In 1996, Scrushy said HealthSouth was pursuing joint ventures to put the company's name and logo on athletic footwear and sports beverages. Neither panned out. In 2001, the company created a television game show based on the roadshow. Scrushy then hired former child actor Jason Hervey to oversee the company's entertainment and marketing operations. Another television series and a joint venture with Sony followed.

Scrushy and Hervey also co-hosted a couple of radio shows one on HealthSouth related topics and one on the entertainment industry, which was recently canceled.

Broad or Unfocused?

Scrushy, who canned the "Go for It!" campaign in February to save money, saw the entertainment projects as a way to broaden Health South's brand and build new business.

Current management sees it as "unfocused activity" drawing away from the core business. The company canceled the HealthSouth radio show and placed Hervey on administrative leave.

"Anything in the entertainment realm has been discontinued," Interim Chairman Joel Gordon said. As part of its effort to rebuild the brand's credibility, the new management removed all traces of Scrushy from corporate headquarters and the company Web site.

Posters promoting HealthSouth's new slogan, "The Many Faces of HealthSouth," will replace placards bearing Scrushy's corporate message, "Pulling the Wagon," in facilities throughout the system. Brimmer said.

The company has also announced plans to sell some of the aircraft, vehicles and tractor-trailers acquired while Scrushy headed the company. Meanwhile, the board of directors adopted corporate governance guidelines aimed at increasing its independence from the company. And the company pledged that payments to physicians, employees and suppliers will not be interrupted.

"Perception is very important to this company at this point," Gordon said. He added: "The future image of the company will certainly be less arrogant than in the past."

The Wall Street Journal has reported that some of the company's surgery partners are considering severing ties to HealthSouth. Timon, however, said he doubted the perception of the HealthSouth name will negatively impact centers around the country. "Customers may be more tuned in with the local doctors they're dealing with," he said.

Sticking Together

At least one of HealthSouth's surgery partners gave the company a vote of confidence last week. A day after the SEC investigation was announced on March 19, the doctors at HealthSouth Outpatient Care Surgery Center in Birmingham had voted to remove HealthSouth's name from the

exterior of its building, worried the association might hurt business and drag down the center. But last week, the doctors reversed their decision, opting to stick it out with HealthSouth, said ear specialist Dr. Dennis Pappas Jr.

"Originally we did not know how patients and others would perceive the events," he said. "But the public in this area at least has been sophisticated enough to realize it was individuals on the corporate side that have damaged the company severely." "The patients also recognize the level of care has not changed," he said. "We haven't seen the concern or damage we expected," Pappas said.

1. *Ответьте на вопросы к тексту:*

1. Why did the HealthSouth need re-branding?
2. What needs to be done to keep the brand?
3. What conditions must be met so that a health care brand be a success?
4. What was Scrushy's goal when he founded HealthSouth? How did marketing help him reach this goal?
5. What does HealthSouth's news slogan imply? How did it match company's re-branding strategy?

2) Найдите подходящее определение для понятия:

1) logo	a) to act host of a party, friendly meeting, TV show, etc
2) expertise	b) a group that travels around the country giving public performances for the purpose of entertainment, advertising, etc
3) rehabilitation	c) a person who goes to a hospital for treatment while continuing to live at home
4) out-patient	d) making a person able to live a healthy, useful, or active life again, esp. after being ill, in prison, etc
5) to go public	e) special skills or knowledge in an area of work or study
6) roadshow	f) a design or way of writing its name that a company or organization uses as its official sign on its products, advertising
7) to compromise	g) to become known to all or to many
8) to host	h) to put into dishonorable position, bring shame to

3) **переведите с русского на английский.**

1. Перестань смеяться.
2. Она не согласилась на то, чтобы прийти сюда.
3. Он боялся пропустить свой поезд.
4. Надежда найти подходящую работу.
5. Эту книгу стоит почитать.
6. Он бросил курить.
7. Он привык жить с родителями.
8. Вместо того, чтобы учиться, он играл в футбол.
9. Я рассердилась на тебя за то, что ты не выполнил домашнее задание.
10. Он ушел к себе, не попрощавшись.
11. Я не вижу никакой необходимости, ходить на работу каждый день.
12. Написав письмо, он отправил его по почте.
13. Убежав от грабителя, он позвонил в полицию.
14. На этот факультет не стоит поступать.
15. Я помню, что открыла окно, перед тем как начала жарить рыбу.
16. Он помнил, что покормил собаку, перед тем как пошел на работу.
17. Услышав новость, он растерялся.

4) Лексико-грамматические упражнения.

1. Раскройте скобки, употребляя герундий, где это необходимо.

1. Stop (talk).
2. When will you finish (translate) the text?
3. He gave up (play) football last year and took up (swim).
4. Continue (work).
5. Please, don't pay attention to me and keep on (write).
6. I started (play) the piano when I was four.
7. When will you began (think) about your studies?
8. Go on (read).

2. Образуйте герундий от глагола в скобках и переведите предложение.

1. Start ... about pleasant things — and you'll be happy! (think)
2. Americans enjoy ... houses and ... to new places. (change/ move)
3. Would you like to go ... in the sea? (sail)
4. Most people enjoy ... in the sun. (lie)
5. I haven't had my lunch yet. Do you mind ... outside for ten minutes? (wait)
6. John likes ... at a high speed. (drive)
7. Stop ... about your troubles. (worry)
8. Jack was proud of ... the first prize for.... (get/ jump)
9. Helen was so angry that she left without... a word. (say)

3. образуйте герундий от соответствующих глаголов и дополните диалог.

cook, sleep, spend, hike, talk

A What's the best way to relax?

B Well, I **love** ... in the country. And you?

A Yeah, but I **dislike** ... on a camp fire and **can't stand** ... on the ground!

- A Oh, where's your sense of adventure? And I bet you **hate** ... a week without your mobile phone.
- B That's true. I quite **like** ... to people.

5) Краткий пересказ текста «Money can buy you love».

Тема 15. Internet

1) Реферирование текста «Internet»

2) Переведите с русского на английский.

1. Я не могу найти письмо, которое было написано вчера.
2. Она проводит время, читая книги.
3. У нас в офисе появилось место для отдыха, где в обед собирается много курящих людей.
4. Так как было холодно, мы решили пойти домой.
5. Вчера я познакомился с заикающимся мальчиком.
6. Сделав домашнее задание, Андрей пошел гулять с друзьями.
7. Друзья, подарившие мне на день рождения куртку, не ошиблись с размером.
8. Как ему всегда удается исчезнуть, избегая наказания за свои поступки?
9. Дети молчали, наблюдая за работающими художниками.
10. Разговаривая по телефону, босс прошел мимо, не обращая на меня внимания.

3) Лексико-грамматические упражнения.

1. *Соотнесите две части предложения.*

1. I don't mind	a. applying to smaller companies?
2. He forgot	b. can be hard work.
3. She would love	c. to tell the company he was getting married.
4. I can't afford	d. getting sacked.
5. He's afraid of	e. to get a good job as soon as you finish university.
6. It's difficult	f. travelling a lot for my work.
7. Why don't you try	g. to have more responsibility.
8. Being self-employed	h. to accept a lower salary.

2. *Выберите верный вариант ответа.*

1. I really enjoy learning/to learn new skills.
2. She regrets not going/not to go to university.
3. We find it easy training/ to train new employees.
4. I can't remember sending in/to send in the application form.
5. He's going to practice being/to be interviewed.
6. Did the company promise giving/to give you a permanent contract?
7. She's not very good at typing/to type.
8. Don't forget including/to include a letter with your CV.

3. *Выберите верный вариант ответа.*

1. The teacher allowed us _____ reference material while writing the report.
a) to use b) using c) use d) used
2. They expected the meeting _____ in a conference hall.
a) to hold b) to be held c) holding d) to be holding
3. I would rather _____ her the truth.

- a) have told b) to tell c) telling d) tell
4. I don't mind _____ out. a) against eating b) eat c) eating d) to eat
5. I hope _____ Moscow State University.
a) for entering b) to enter c) of entering d) entering
6. Could you help me _____ the work as soon as possible?
a) finishing b) in finishing c) with finishing d) to finish
7. A passer-by asked me how _____ to the railway station.
a) can get b) get c) getting d) to get
8. The tourists expected the hotel _____ much better.
a) be b) being c) of being d) to be

4) Чтение текста и выполнение лексико-грамматических заданий к нему.

TYPES AND FORMS OF BUSINESS ORGANIZATION

A business organization is frequently referred to as a business entity. A business entity is any business organization that exists as an economic unit. Business entities can be grouped according to the type of business activity they perform.

1. Service companies perform services for a fee. This group includes companies such as accounting firms, law firms, repair shops, and many others.

2. Merchandising companies purchase goods that are ready for sale and sell them to customers. They include such companies as auto dealerships, clothing stores, and supermarkets.

3. Manufacturing companies buy materials, convert them into products, and then sell the products to the companies or to the final customer. Examples are steel mills, auto manufacturers, and so on. The business entity concept applies to all forms of businesses – single proprietorship, a partnership, and a corporation.

A single (sole) proprietorship is business owned by an individual and often managed by that same individual. Single proprietors include physicians, lawyers, electricians, and other people who are 'in business for themselves'. In a single proprietorship, the owner is responsible for all debts of the business. Operating as a single proprietorship is the easiest way to get started in a business activity. Other than the possibility of needing a local license, there are not any prerequisites to beginning operations.

A partnership is a business owned by two or more persons associated as partners. Partnerships are created by an agreement. Included in the agreement are such terms as the initial investment of each partner, the duties of each partner, the means of dividing profits or losses between the partners each year, and the settlement to be made upon the death or withdrawal of a partner. Accountants, attorneys, and other professionals frequently operate their firms as partnerships.

A corporation is a business owned by a few persons or by thousands of persons. The owners of the corporation are called shareholders or stockholders. They buy shares of stock. If the corporation fails, the owners lose only the amount they paid for their stock. The personal assets of the owner are protected from the creditors of the corporation. The stockholders do not directly manage the corporation; they elect a board of directors to represent their interests. The board of directors select the president and vice president, who manage the corporation for the stockholders.

- 1) Сформулируйте и запишите 5 вопросов разного вида к тексту.
- 2) Найдите и выпишите предложение с глаголом в форме Present Simple.
- 3) Найдите и выпишите предложение с модальным глаголом.
- 4) Найдите и выпишите предложение, в котором употребляется прилагательное в превосходной степени.
- 5) Найдите и выпишите предложение с причастием.

Тема 16. Businesswriting

1) написание письма-запроса информации.

2) написание письма-рекламы.

3) написание письма-извинения.

4) Переведите с русского на английский.

1. Я не смотрю телевизор. Выключи, пожалуйста.
2. Не оплачивайте покупку сразу!
3. Не шумите после 10 часов вечера!
4. Прекратите это безобразие!
5. Поспешим. Мы опаздываем.
6. Пойдем!
7. Позвольте мне войти.
8. Дайте подумать
9. Разрешите мне сделать это самому.
10. Не разрешайте ему здесь курить!

5) Лексико-грамматические упражнения.

1. Составьте из слов предложения.

1. Pass, please, the, me, salt
2. Switch off, the, a book, and read, TV
3. English, speak, please, in class
4. To ask, put, your hand up, a, question
5. Sweets, don't, at school, eat

2. Поставьте глагол в отрицательную форму повелительного наклонения.

1. Look at him.
2. Smoke in this room.
3. Close your books.
4. Open the window.
5. Read this letter.
6. Translate this text.

3. Выберите верный вариант ответа.

1. Don't write to (he, him).
2. I see (she, her) in the classroom
3. He speaks English to (we, us) and (we, us) speak English to (he, him).
4. Thank (they, them).
5. They write to (we, us), and we write to (they, them).
6. Answer (they, them).

Тема 17. Money and banking.

1) Чтение и перевод текста «Money».

MONEY

Money is used for buying or selling goods, for measuring value and for storing wealth. Almost every society now has a money economy based on coins and paper notes of one kind or another. However, this has not always been true. In primitive societies a system of barter was used. Barter was a system of direct exchange of goods. Somebody could exchange a sheep, for example, for anything in the market place that they considered to be of equal value. Barter, however, was a very unsatisfactory system because people's precise needs seldom coincided. People needed a more practical system of exchange, and various money systems developed based on goods which the members of a society recognized as having value. Cattle, grain, teeth, shells, feather, salt, tobacco have been used. Precious metals gradually took over because, when made into coins, they were portable, durable, recognizable and divisible into larger and smaller units of value.

A coin is a piece of metal, usually disc-shaped, which bears lettering, designs or numbers showing its value. Until the eighteenth and nineteenth centuries coins were given monetary worth based on the exact amount of metal contained in them, but most modern coins are based on face **value**, the value that governments choose to give them, irrespective of the actual metal content. Coins have been made of gold (Au), silver (Ag), copper (Cu), aluminium (Al), nickel (Ni), plastic and in China even from pressed leaves. Gold proves to be the most popular. Since civilization began gold has been regarded as a symbol of power and wealth. In many societies gold was seen as a magic substance which could protect people against illness or evil spirits. Mankind never seems to have enough gold and the search for it has driven men mad. The need to search for gold has been compared to a disease, and is called '**gold fever**'.

An incredible variety of items have served as money at various times and places, but all can be classified as either **commodity money** or **fiat money**. Commodity money is valuable apart from what it will buy. Gold, for example, is useful in jewelry or dentistry, even when it is not used for money. But some money is useless except when treated as money. Certain pieces of paper of which you would probably like (e.g. 100 dollar bills) are example of fiat money. Use of fiat money is ultimately based on faith – faith in its purchasing power, in its general acceptability, and in the stability of the government that issues it. Most governments now issue paper money in the form of notes, which are really 'promises to pay'. Paper money is obviously easier to handle and much more convenient in the modern world. **Cheques, bankers' cards, and credit cards** are being used increasingly and it is possible to imagine a world where 'money' in the form of coins and paper currency will no longer be used.

2) Реферирование текста «Money».

3) Чтение и перевод текста.

THE FUNCTIONS OF MONEY

Money serves as (1) a medium of exchange, (2) a unit of account, and (3) a store of value. We examine each of these functions, beginning with medium of exchange.

A medium of exchange, or a transactions medium, is anything generally acceptable as a means of payment in the exchange of goods and services, in repaying debts, and in the exchange of assets, such as shares of common stock.

The second function of money is to serve as a unit of account. A unit of account is a yardstick for measuring prices and values and a benchmark for comparing them. In principle, any commodity can serve as a unit of account. Having chosen the good, we can express the price of each of the rest of the goods in units of that good. Historically, 107 societies designated a single item to serve as the unit of account, say, a kilogram of wheat. In this way, each good could be priced at so many kilograms of wheat per unit. In modern times, paper money is the unit of account. For example, the dollar is the unit of account in the United States. Knowing that a

pound of peaches costs two dollars and a pound of apples costs one dollar enables us to compare their value. Thus, money becomes a standard of value.

Normally, the same item serves as the unit of account and the medium of exchange: the dollar in the United States; the yen in Japan; the mark in Germany. In abnormal times, however, societies divorce the two functions of money, often unofficially. For example, although the ruble is the unit of account in Russia, some Russians use foreign currencies, such as the dollar and the mark, as the unofficial medium of exchange. Many Russians, without access to foreign currencies, resort to barter. Invariably, the reason for the divorce of the medium of exchange from the unit of account is a deterioration of the currency as a store of value, which takes us to the third function of money.

A store of value is a reservoir of future purchasing power. Money is both a temporary and a permanent store of purchasing power. The function of money as a temporary store of purchasing power is an outgrowth of its function as a medium of exchange. If an item is to serve as a medium of exchange, people must hold that item to carry out their transactions. For example, consider an individual who earns \$700 a week but plans to spend \$560 on goods and services and save \$140 every week. Usually this individual will not spend the entire \$560 on payday. Instead, he may spend \$90 on payday and hold \$470 in the form of money to be spent over the course of the week. This \$470 held in money is a temporary store of purchasing power.

People, however, hold more money than they need to carry out their transactions. Why? The answer is that money can also serve as a permanent store of purchasing power. Individuals who save forego present consumption to have higher future consumption. The wealth of individuals is their accumulated savings. Money is one form in which individuals may keep their wealth; stocks, bonds, and real estate are other forms. Of course, when wealth is held in money, in the future it will not need to be exchanged to buy goods and services. The ability of money to serve as a store of value depends on its capacity to retain its purchasing power.

4) Краткий пересказ текста «The function of money»

5) Чтение текста и выполнение лексико-грамматических заданий к нему.

BANKING

A banker is a man who lends you umbrella
when the weather is fair,
and takes it away from you when it rains.

Banks

- financial institutions that offer the widest range of financial services – especially credit, savings, and payment services – and perform the widest range of financial functions of any business firm in the economy.

Affiliated bank - bank whose stock has been acquired by a bank holding company.

Bankers' banks - groups of banks that are given a legal permit to create regional service firms in order to facilitate the delivery of certain customer services, such as rapid transfer and investment of customer funds and the execution of orders to buy or sell securities.

Bank holding company - a corporation chartered for the purpose of holding the stock (equity shares) of one or more banks.

Correspondent banking - a system of formal and informal relationships among large and small banks established to facilitate the exchange of certain services, such as clearing checks.

Nonbank banks - financial service firms that either offer checking account services or grant commercial loans but not both of these services.

Unit banks - banks that offer the full range of their services from one office, though a small number of services (such as taking deposits or cashing checks) may be offered from limited – service facilities (such as drive-in windows and automated teller machines).

1. *Переведите следующие предложения.*

1. Don't bank on going abroad this summer, we may not have enough money.
2. The morning began fine, but now clouds are banking up.
3. I have always bank with the Royal Bank.
4. They have an access to huge banks of public data or library information.
5. The only way out is to ask your bank for a loan.
6. I am not sure if I should buy this suit. – Come on! It won't break the bank.
7. Mr. Smith had bankrolled them when they had nothing.

2. *Соотнесите термин и определение.*

Discounthouse	1. A place where you keep objects of a particular type.
deposit,	2. A sum of money lent for an agreed period of time and at an agreed rate of interest.
loan	3. Demand or request for a thing considered one's due.
charter	4. A document granting rights, issued by a legislature.
lend	5. Any of several usually equal payments for something
borrow	6. Money left with an organization for safe keeping or to earn interest.
denomination	7. Class of measurement of money.
claim	8. Company or bank on the discount market that specializes in discounting bills of exchange.
installment	9. Acquire temporarily, promising or intending to return.
repository	10. Allow the use of money at interest

3. *Найдите в тексте следующие слова. Попробуйте их объяснить по-английски.*

Risk; riskless; risky; desirable risk-return features; risk-taker; low-risk securities; riskexposure; riskiness; insurable risk; at risk; put at risk; run a risk; take a risk; risk capital; calculated risk; risk on.

6) Вставьте пропущенные предлоги, где это необходимо.

1. The growth ... output... person rather than the growth ... total output is ... greater importance ... an economy.
2. The companies selling consumer goods recognize the importance ... consumer preferences; they spend over \$40 billion ... a year ... the US ... advertising trying to direct consumer preferences ... their own products.
3. An increase or a decrease ... total revenue may follow ... a price rise and a decrease ... the quantity produced accompanying it. The effect depends ... which change is larger - the change ... price or the change ... the quantity produced.
4. After a particular market is defined ... terms ... its product and its geographic area, the economist can study the workings ... demand and supply ... that particular market.

5. As the price ... a good increases, consumers can buy less ... all goods, including ... the good whose price has risen.
6. Opportunity costs and amounts paid ... all resources are included ... total costs.
7. The output... beer... Russia's largest beer maker, Baltika Brewery, grew... 30 percent... 1999 ... the previous year.

10.2 Критерии оценки качества освоения дисциплины

Критерии оценивания пересказа и реферирования текста.

Оценка **«Отлично»** ставится, если обучающийся полностью понял текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку. Грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи. Наличие выводов и заключения

Оценка **«Хорошо»** ставится, если обучающийся полностью понял текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответствии с поставленной задачей и требованиям программы обучения. Допущены незначительные грамматические или лексические ошибки, которые не препятствуют решению коммуникативной задачи. Наличие выводов и заключения.

Оценка **«Удовлетворительно»** ставится, если обучающийся понял основную тему текста, содержание текста передано частично или нарушена логичность высказывания. Допущено умеренное количество лексических и грамматических ошибок. Коммуникативная задача решена, но выводы и заключение отсутствуют.

Оценка **«Неудовлетворительно»** ставится, если обучающийся неверно понял основную тему текста. Высказывание нелогично. Допущено большое количество лексических и грамматических ошибок. Коммуникативная задача не решена.

Критерии оценивания монологического высказывания устного и письменного (презентация проекта (исследования, проект с поиском информации, групповой проект, ответа на вопрос по теме, письма):

Оценка **«Отлично»** ставится, если в выступлении соблюден объем высказывания. Высказывание соответствует теме; отражены все аспекты, указанные в задании, стиль речи соответствует типу задания, приведена достаточная аргументация. Проявляется речевая инициатива для решения поставленных коммуникативных задач. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Используются разные грамматические конструкции в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические или лексические ошибки не мешают коммуникации.

Оценка **«Хорошо»** ставится, если объем высказывания неполный. Высказывание соответствует теме, но не отражены некоторые аспекты, указанные в задании, стиль речи соответствует типу задания, неполная аргументация. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Используются разные грамматические конструкции в соответствии с задачей и требованиям данного года обучения языку. Лексические и грамматические ошибки не мешают коммуникации.

Оценка **«Удовлетворительно»** ставится, если объем высказывания недостаточен или не в полной мере соответствует теме. В выступлении не отражены некоторые аспекты, указанные в задании, стиль речи не соответствует типу задания, приведена недостаточная аргументация. Обучающийся допускает большое количество грубых лексических и грамматических ошибок.

Оценка «Неудовлетворительно» ставится, если обучающийся не понял смысла задания. Нарушены логика выступления. Допущено большое количество грубых лексических и грамматических ошибок. Коммуникативная задача не решена

Критерии оценки тестовых заданий, лексико-грамматических упражнений, лексико-грамматических заданий к тексту, лексического диктанта, заданий по переводу, выполняемых студентами:

«Отлично»	Выполнение более 90% задания
«Хорошо»	Выполнение от 65% до 90% заданий
«Удовлетворительно»	Выполнение более 50% заданий
«Неудовлетворительно»	Выполнение менее 50% заданий

10.3. Оценочные материалы для промежуточной аттестации по дисциплине

Вопросы для подготовки к первому зачету:

1. Порядок слов в простом повествовательном предложении.
2. Порядок слов в вопросительном предложении.
3. Виды вопросов в английском языке (краткая характеристика).
4. Особенности употребления глаголов to be и to have в английском языке.
5. Стратегии чтения иностранного текста. Просмотровое чтение и поисковое чтение.
6. Особенности употребления артикля. Определённый артикль, неопределённый артикль, нулевой артикль
7. Времена системы Simple в действительном залоге. Особенности образования и случаи употребления.
8. Времена системы Simple в страдательном залоге. Особенности образования и случаи употребления.
9. Времена системы Continuous в действительном залоге. Особенности образования и случаи употребления.
10. Времена системы Continuous в страдательном залоге. Особенности образования и случаи употребления.
11. Имя прилагательное. Особенности употребления имени прилагательного в английском языке.
12. Степени сравнения имён прилагательных.

Вопросы для подготовки ко второму зачету:

1. Употребление Perfect в действительном залоге. Особенности образования и случаи употребления.
2. Употребление Perfect Continuous в действительном залоге. Особенности согласования времён
3. Особенности согласования времён.
4. Времена Past Perfect и Past Perfect Continuous. Особенности образования и случаи употребления
5. Имя прилагательное. Степени сравнения имён прилагательных.
6. Времена Future Perfect и Future Perfect Continuous. Особенности образования и случаи употребления
7. Времена Present Perfect Passive, Past Perfect Passive, Future Perfect Passive. Особенности образования и случаи употребления.
8. Конструкции there is/there are особенности употребления.

9. Конструкции to be going to do something, to be about to do something. Случаи употребления.

10. Модальные глаголы. Случаи употребления модальных глаголов. Различия в значении модальных глаголов.

11. Сослагательное наклонение. Особенности образование и употребления.

12. Герундий. Герундий в роли прямого дополнения.

13. Герундий в роли обстоятельства.

14. Герундий в роли определения.

15. Герундий и инфинитив.

Вопросы для подготовки к экзамену:

1. Порядок слов в простом повествовательном предложении.

2. Порядок слов в вопросительном предложении.

3. Виды вопросов в английском языке (краткая характеристика).

4. Особенности употребления глаголов to be и to have в английском языке.

5. Стратегии чтения иностранного текста. Просмотровое чтение и поисковое чтение.

6. Особенности употребления артикля. Определённый артикль, неопределённый артикль, нулевой артикль

7. Времена системы Simple в действительном залоге. Особенности образования и случаи употребления.

8. Времена системы Simple в страдательном залоге. Особенности образования и случаи употребления.

9. Имя существительное в английском языке. Исчисляемые и неисчисляемые существительные.

10. Употребление времен Present Perfect Passive, Past Perfect Passive, Future Perfect Passive Особенности образования и случаи употребления

11. Конструкции в английском языке: There is/there are, to be going to do something, to be about to do something. Случаи употребления.

12. Модальные глаголы. Случаи употребления модальных глаголов. Различия в значении модальных глаголов.

13. Сослагательное наклонение. Особенности образование и употребления.

14. Герундий.

15. Причастие. Виды причастий.

16. Повелительное наклонение. Образование и употребление.

17. Предлоги. Основные значения предлогов. Дополнительные значения предлогов

Практическая часть экзамена

Задание 1 к тексту:

1. Сформулируйте и запишите 5 вопросов разного вида к тексту.

2. Найдите в тексте и выпишите предложение с модальным глаголом

3. Найдите в тексте и выпишите эквиваленты следующих слов:
окружной банк, национальные финансовые проблемы, федеральный консультационный совет, регион, заём.

4. Найдите в тексте и выпишите Предложение с герундием в роли определения.

5. Найдите в тексте и выпишите предложение со сказуемым в роли Present Passive.

6. Сформулируйте основную мысль текста. (2-3 предл)

7. Используя лексику текста, составьте и запишите 3 предложение в сослагательном наклонении (разных условий)

8. Используя лексику текста, составьте и запишите 3 предложения в повелительном наклонении.

9. Найдите в тексте и выпишите предложения с прилагательными в сравнительной и превосходной степени.

10. Ответьте на вопросы к тексту:

1) What is the Fed?

2) When was the Fed created?

3) What is the structure of the Fed?

4) What are the main functions of the Board of Governors?

5) How many Reserve Districts are there in the U.S.A?

Задание 2 ктексту: Criminal Procedure.

Текст.

THE FEDERAL RESERVE SYSTEM

The Federal Reserve System, or the Fed as it is often called, was created by an act of Congress in 1913. The Fed, the nation's central bank, is made up of a Board of Governors, 12 district banks, and two committees: the Open Market Committee and the Federal Advisory Council.

Board of Governors. The Board of Governors establishes policies for the system. It consists of seven persons appointed by the President for 14-year terms.

Twelve District Banks. The Federal Reserve System is built around 12 geographic districts. District Federal Reserve banks supervise banking in each of these areas.

Open Market Committee. The Open Market Committee is made up of the seven members of the Board of Governors and presidents of five of the district banks. Its primary responsibility is to regulate the nation's money supply.

Federal Advisory Council. The Federal Advisory Council does just that: it offers advice on the nation's financial problems. It is comprised of 12 prominent commercial bankers, one selected from each district.

As the nation's central bank, the Federal Reserve System has four separate and distinct roles that profoundly affect the economy:

- Provides banking services for financial institutions;
- Serves as federal government's bank;
- Supervises member banks;
- Manages the nation's supply of money and credit.

Provides banking services for financial institutions. The Fed provides the kinds of services for banks that banks provide for public. The Federal Reserve Banks hold the reserves of the member banks, i.e. the commercial banks which are members of the Federal Reserve System. The FR Banks supply the member banks with currency if necessary and act to them as lenders by rediscounting bills. The Board determines the reserve requirements of the commercial banks. The Board too really determines discount rates. The Board discount rate corresponds in nature to the English Bank rate, though the Federal Reserve Banks do not always have the same discount rate.

Hold deposit accounts. Banks keep their reserves and other funds on deposit in a kind of checking account at their district bank.

Make loans. Financial institutions, like most businesses must borrow from time to time. When this happens they can go to the Fed for a loan.

Transfer funds. The Federal Reserve System's wire services and computers enable local banks to transfer funds from one to the other almost instantaneously.

Banker to the Federal Government. The Federal Reserve banks function as the federal government's banker. They maintain the Treasury Department's «checking account» and issue

and redeem government bonds and other securities.

Supervises and regulates the nation's banking system. The Federal Reserve System, along with a number of other agencies, is charged with establishing the rules of behaviour for the banking system in general, and its individual institutions in particular. The purpose of these rules is to ensure the safety and soundness of the agencies that handle our funds.

Managers the supply of money and credit. One of the principal responsibilities of the Fed is to see what the nation needs. In addition to the Controller of the Currency and the FDIC (Federal Deposit Insurance Corporation), the Federal Reserve supervises nationally chartered and state-chartered banks and state banking agencies.

All national banks must be members of the Federal Reserve System. Incorporated state banks including commercial banks, mutual savings banks, trust companies, and industrial banks may also join the System.

Incorporated banks are those which have a charter from the state to act as an individual. Mutual savings banks are savings banks owned by their depositors. Industrial banks make loans for the purchase or manufacture of industrial products.

3.2 Показатели, критерии и шкала оценивания ответов на зачете и экзамене

Зачет	
Оценка «зачтено»	Оценка «не зачтено»
Обучающийся показывает знание основного учебного материала в объеме, необходимом для продолжения обучения. Справляется с выполнением практических заданий, предусмотренных программой, существующие погрешности не существенны и не препятствуют решению коммуникативной задачи	Ответ обучающегося обнаруживает существенные пробелы в знании основного учебного материала, ответ носит отрывочный, поверхностный характер, обучающийся не справляется с выполнением практических заданий, предусмотренных программой обучения, допускает существенные грамматические и лексические ошибки; коммуникативная задача не решена

Экзамен				
Критерии / Баллы	Оценка «5»	Оценка «4»	Оценка «3»	Оценка «2»
Знание основных лексических единиц) и грамматического минимума, необходимого для чтения и перевода (со словарем) иностранных текстов профессиональной направленности	Обучающийся полностью понимает текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические конструкции в соответ-	Обучающийся полностью понимает текст, полно и точно передаёт содержание текста, высказывание логично, использованы средства логической связи, использованы разнообразные лексические и грамматические кон-	Обучающийся понимает основную тему текста, содержание текста передано частично или нарушена логичность высказывания. Допущено умеренное количество лексических и грамматических ошибок. Коммуника-	Обучающийся неверно понял основную тему текста. Высказывание нелогично. Допущено большое количество лексических и грамматических ошибок. Коммуникативная задача не решена.

	<p>ствии с поставленной задачей и требованиям данного года обучения языку. Грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи. Обучающийся высказывает свою точку зрения на проблему. Наличие выводов и заключения.</p>	<p>ответствии с поставленной задачей и требованиям данного года обучения языку. Допущены незначительные грамматические или лексические ошибки, которые не препятствуют решению коммуникативной задачи. Точка зрения учащегося на проблему не изложена, но сделаны выводы и заключение</p>	<p>тивная задача решена, но выводы и заключение и описание точки зрения обучающегося на проблему отсутствуют.</p>	
<p>общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;</p>	<p>Высказывание соответствует теме; отражены все аспекты, указанные в задании, стиль речи соответствует типу задания, приведена достаточная аргументация. Проявляется речевая инициатива для решения поставленных коммуникативных задач. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Используются разные грамматические конструк-</p>	<p>Высказывание соответствует теме, но не отражены некоторые аспекты, указанные в задании, стиль речи соответствует типу задания, неполная аргументация. Лексика адекватна поставленной задаче и требованиям данного года обучения языку. Используются разные грамматические конструкции в соответствии с задачей и требованиям данного года обучения языку. Лексические и</p>	<p>Объем высказывания недостаточен или не в полной мере соответствует теме. В выступлении не отражены некоторые аспекты, указанные в задании, стиль речи не соответствует типу задания, приведена недостаточная аргументация. Обучающийся допускает большое количество грубых лексических и грамматических ошибок.</p>	<p>Обучающийся не понял смысла задания. Нарушены логика выступления. Допущено большое количество грубых лексических и грамматических ошибок. Коммуникативная задача не решена</p>

	<p>ций в соответствии с задачей и требованиями данного года обучения языку. Редкие грамматические или лексические ошибки не мешают коммуникации</p>	<p>грамматические ошибки не мешают коммуникации.</p>		
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