

Методические материалы

ИНОСТРАННЫЙ ЯЗЫК

Направление
04.03.02. Химия, физика и механика материалов
Направленность
Функциональные материалы и наноматериалы

Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю) и методические указания для обучающихся по освоению дисциплины (модулю)

Методические рекомендации по организации самостоятельной работы студентов

Самостоятельная работа проводится с целью углубления знаний по дисциплине и предусматривает:

- изучение отдельных разделов тем дисциплины
- чтение студентами рекомендованной литературы и усвоение теоретического материала дисциплины;
- подготовку к практическим занятиям;
- работу с Интернет-источниками;
- выполнение домашних работ;
- подготовку к различным формам контроля.

Программой дисциплины предусмотрено написание промежуточных тестов, итоговое тестирование.

Планирование времени на самостоятельную работу, необходимого на изучение настоящей дисциплины, студентам лучше всего осуществлять на весь семестр, предусматривая при этом регулярное повторение пройденного материала. Материал, законспектированный на практических занятиях, необходимо регулярно дополнять сведениями из литературных источников, представленных в рабочей программе.

Для расширения знаний по дисциплине рекомендуется использовать Интернет-ресурсы: проводить поиск в различных системах и использовать материалы сайтов, рекомендованных преподавателем на практических занятиях.

1. <http://online.sagepub.com/>
2. <http://arjournals.annualreviews.org/action/showJournals>
3. <http://www.oxfordreference.com/>
4. <http://www.oxfordjournals.org/>

Самостоятельное изучение разделов дисциплины

1 курс, 1 семестр

(для студентов, изучавших иностранный язык)

№	№ раздела	Вопросы, выносимые на самостоятельное изучение	Кол-во часов
СРС1	2	Самостоятельный разбор неправильных глаголов, заучивание их наизусть	0,5

1 курс, 2 семестр

(для студентов, изучавших иностранный язык)

№	№ раздела	Вопросы, выносимые на самостоятельное изучение	Кол-во часов
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CPC2	12	Как улучшить навыки аудирования иностранного языка.	0,5
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2 курс, 3 семестр

№	№ раздела	Вопросы, выносимые на самостоятельное изучение	Кол-во часов
CPC3	1	Написание рецензии на книгу.	0,5

2 курс, 4 семестр

№	№ раздела	Вопросы, выносимые на самостоятельное изучение	Кол-во часов
CPC4	12	Правила написания отчёта или доклада	0,5

Методические рекомендации к практическим занятиям

Практическое занятие-это форма учебного занятия, где преподаватель организует детальное рассмотрение студентами отдельных теоретических положений учебной дисциплины и формирует умение и навыки их практического приложения путем индивидуального выполнения студентом в соответствии со сформулированными заданиями.

При подготовке к каждому практическому занятию студент должен выписать и выучить основные (новые) лексико-грамматические единицы по каждой теме.

При работе с текстом студент должен прочитать текст, проверить правильность чтения слов по словарю, перевести текст, выписать все незнакомые слова и выучить их наизусть, проанализировать текст и выбрать главные мысли (если необходимо подготовить пересказ или краткое изложение текста). Как правило, упражнения следует выполнять письменно в тетради.

Студенту следует регулярно повторять пройденный грамматический и лексический материал, пользуясь конспектами практических занятий, а также другими доступными источниками.

Основной целью практических занятий является закрепление и углубление знаний, полученных студентами при изучении данной дисциплины.

Составной частью подготовки к практическим занятиям является самостоятельная работа студентов, предполагающая изучение и анализ литературы и источников по рассматриваемым темам.

При наличии академических задолженностей по практическим занятиям, связанных с их пропусками преподаватель выдает задание студенту по пропущенной теме занятия.

Перечень обязательных видов работы студента:

- посещение практических занятий;
- ответы на теоретические вопросы на занятии;
- выполнение практических заданий на занятиях;
- выполнение тестов;
- выполнение домашних работ.

Темы практических занятий

1 семестр

(для студентов, не изучавших иностранный язык)

№ раздела дисциплины	Наименование практических занятий	Количество часов
1	Intro. About you.	8
2	Unit 1. People in your life.	8

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3	Unit 2. Away from home.	8
4	Unit 3. Your time.	8
5	Unit 4. Changes.	8
6	Unit 5. Your space.	8
7	Unit 6. What would you like?	10
8	Unit 7. Work-life balance.	10

семестр

студентов, не изучавших иностранный язык)

№ раздела дисциплины	Наименование практических занятий	Количество часов
9	Unit 8. What`s she like?	8
10	Unit 9. Getting around.	10
11	Unit 10. Getting together.	10
12	Unit 11. Journeys.	10
13	Unit 12. Are you OK?	10
14	Unit 13. Experiences.	10
15	Unit 14. Choices.	10

1 семестр

(для студентов, изучавших иностранный язык)

№ раздела дисциплины	Наименование практических занятий	Количество часов
1	Введение в курс. Устный вводный курс (УВК).	8
2	Unit 1. Play.	8
3	Unit 2. Work and studies.	8
4	Unit 3. How`s your food?	8
5	Unit 4. Encounters.	8
6	Unit 5. Money.	8
7	Unit 6. Energy.	10
8	Unit 7. City life.	10

2 семестр

(для студентов, изучавших иностранный язык)

№ раздела дисциплины	Наименование практических занятий	Количество часов
9	Unit 8. Things.	8
10	Unit 9. Feelings.	10
11	Unit. 10. Getting organized.	10
12	Unit 11. Spaces.	10
13	Unit 12. People and places.	10
14	Unit 13. Now and then.	10
15	Unit 14. A matter of opinion.	10

3 семестр

№ раздела дисциплины	Наименование практических занятий	Количество часов
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16	Unit 1. Media around the world.	8
17	Unit 2. Good communication.	10
18	Unit 3. Success.	10
19	Unit 4. What happened?	10
20	Unit 5. A change of plan.	10
21	Unit 6. Let me explain.	10
22	Unit 7. Personal qualities.	10

4 семестр

№ раздела дисциплины	Наименование практических занятий	Количество часов
23	Unit 8. Lost and found.	8
24	Unit 9. Make up your mind	10
25	Unit 10. Impressions.	10
26	Unit 11. Truth and lies.	10
27	Unit 12. Any questions?	10
28	Unit 13. Looking back.	10
29	Unit 14. In the news.	10

Методическое обеспечение инновационных форм учебных занятий

Метод проекта

Работа с проектами носит информационно-реферативный творческий характер. При работе над проектом студент или группа студентов (до 3 человек) выбирают сами тему проекта, руководствуясь своими интересами, но в рамках пройденного раздела дисциплины. Готовый проект выносится на обсуждение группы в виде презентации в MS Power Point.

Основной целью использования метода проектов является возможность в овладении учащимися коммуникативной компетенции, т.е. практическому овладению иностранным языком. Главной задачей является максимально грамотно и полно использовать пройденный лексический и грамматический материал раздела дисциплины в проекте, тем самым давая возможность студенту не только ознакомиться с новым материалом, но и закрепить его на практике.

При работе над проектом следует соблюдать определённый алгоритм действий:

1. определить тему.
2. разбить тему на более мелкие подтемы.
3. собрать информацию.
4. проанализировать и обсудить информации.
5. Систематизировать и подготовить презентацию, сформулировать общие выводы по теме.

Работа над проектом осуществляется под непосредственным руководством преподавателя.

Технология «мозгового штурма»

Технология «мозгового штурма» развивает творческое и ассоциативное мышление, благодаря чему, в памяти закрепляются изученные слова, выражения и исчезает проблема с языковым барьером. Часто эта технология используется при начале изучения новой темы или же для закрепления материала, при подготовке к созданию собственного монологического высказывания на определённую тему.

Пример темы: «Влияние Интернета, социальных сетей на отношения между людьми».

Каждому студенту предлагается назвать как можно больше идей, которые ассоциируются у него с этой темой. Рекомендуется все предлагаемые варианты записывать.

Следующий шаг - это проведение группового мозгового штурма, в ходе которого могут быть предложены дополнительные идеи. Затем все идеи обсуждаются и при необходимости сортируются. Затем студентам предлагается подготовить собственное монологическое высказывание на заданную тему. Студент имеет возможность из множества предложенных вариантов выбрать те, которые, по его мнению, являются наиболее рациональными. И даёт им обоснование.

Всё обсуждение проходит на иностранном языке. При необходимости преподаватель помогает устранить лексические трудности, корректируя речь студентов.

Ролевые и деловые игры

Ролевая игра-это эффективная отработка вариантов поведения в тех, ситуациях, в которых могут оказаться обучающиеся. Ролевые игры помогают осваивать языковой материал более эффективно.

Примерные задания:

Задание 1. Составьте диалог.

Работает группа из 3-х человек. Вы три друга. Необходимо выбрать одну из следующих ситуаций и представить её в виде диалога:

1. А хочет забрать его/её брата из аэропорта, но машина не заводится.
2. А нужно ехать на работу, но в этот день общественный транспорт не ходит. А не умеет водить машину.
3. А пообещал отвезти маму в театр, но на работе произошли непредвиденные обстоятельства и А не может отвезти маму в театр.

Схема диалога:

А: звонит Б и объясняет свою проблему.

Б: отказывается помочь и объясняет почему. Предлагает позвонить В. Звонит В и объясняет проблему.

В: Предлагает помочь. Звонит А. Объясняет как может помочь.

А: Благодарит В за помощь.

Задание 2. Составьте диалог.

Фирма, в которой вы работаете, вводит запрет на пользование мобильными телефонами и mp3 плеерами в офисе. Группа А: «за» запрет. Группа Б: «против» запрета. Нужно привести, по меньшей мере, 3 аргумента в поддержку вашей точки зрения. От лица фирмы выступает Директор.

Используйте в своих высказываниях следующие фразы:

giving opinion: *I'd say... There's no harm in... It's important to...*

speculate about the consequences: *It might help us to... It'll cause...*

Разбор конкретных ситуаций (кейс-метод)

Метод кейсов представляет собой изучение, анализ и принятие решений по ситуации, которая возникла в результате происшедших событий, реальных ситуаций или может возникнуть при определённых обстоятельствах в конкретной организации в тот или иной момент времени.

Студентам предлагается ситуация, которую они должны проанализировать и решить, используя изучаемый лексический материал, а также освоенные ранее устойчивые выражения и клише. Задания с разбором конкретных ситуаций обычно присутствуют в учебной литературе для данного курса.

Примерное задание

У вас есть изобретение/идея. Вам необходимо найти инвестора. Вы собираетесь на собеседование с инвестором, по поводу вашего изобретения. Студент А: Вы инвестор. Нужно узнать об изобретении у студента Б и решить, будете ли Вы инвестировать деньги в это изобретение или нет. Студент Б: у вас отличная идея/изобретение. Объясните суть

идеи/изобретения и ответьте на вопросы инвестора. Ваша задача - убедить инвестора вложить деньги в Ваш проект.

Студентам предлагается проанализировать данную ситуацию и, используя лексическую базу изучаемой темы, а также освоенные ранее устойчивые выражения и клише, высказаться в данной ситуации.

Каждый студент получает карточку с деталями задания. Необходимо заполнить их своими данными: описать продукт, опыт и надежды на будущее. Затем студенты меняются ролями.

Студент А

Your product	Complete with your ideas
Name – “Easy umbrella” Idea – sell cheap umbrellas at train stations Market-people who forget to take their umbrellas in the morning, and then find it’s raining. They can buy a disposable cheap umbrella from the machine at the station.	Your experience: ... Why you’re optimistic about the product: ... Your concerns about the product: ... Hopes, dreams and ambitions: ...

Студент Б

Your product	Complete with your ideas
Name – www.cookshare.com Idea – launch a website which is like www.youtube.com , but for cooks. People can upload their videos about cooking and their recipes. Market-young people interested in cooking.	Your experience: ... Why you’re optimistic about the product: ... Your concerns about the product: ... Hopes, dreams and ambitions: ...

Дискуссии

Поскольку основной задачей при обучении иностранному языку является развитие коммуникативных навыков, то одним из наиболее продуктивных способов является метод дискуссий. Он подразумевает обмен мыслями, идеями, знаниями, суждениями, мнениями по поводу какого-либо спорного вопроса, проблемы. Такое свободное обсуждение позволяет обучающимся перешагивать языковой барьер, налаживать контакт с окружающими.

Часто этот метод целесообразно использовать до прочтения текста на заданную тематику или сразу после. Обучающимся предлагается ответить на ряд вопросов, связанных с темой обсуждения. Каждый учащийся учится высказывать свою точку зрения, аргументировать её, отстаивать, соглашаться или не соглашаться с другой точкой зрения на иностранном языке. Как правило, тематика дискуссий определяется рамками разделов дисциплины.

Применяемые образовательные технологии для различных видов учебных занятий и для контроля освоения обучающимися запланированных результатов обучения

В учебном процессе широко используются активные и интерактивные формы обучения. В сочетании с внеаудиторной работой это способствует формированию и развитию профессиональных навыков обучающихся.

При обучении иностранному языку используется *интегрированный подход*, который предусматривает различное сочетание подходов внутри одной программы. Это позволяет совмещать *коммуникативный, тематический и профориентированный подходы*, что дает возможность в короткие сроки получить базовые знания, одновременно отрабатывая их на профессиональной лексике. Так, *коммуникативный подход* направлен на развитие в первую очередь разговорных навыков и навыков восприятия речи на слух. Работа на занятии

организуется в парном и групповом режимах. Слушателям предлагаются игровые ситуации, актуальные темы для обсуждения, аутентичные материалы для чтения и прослушивания. *Тематический подход* к обучению заключается в том, что слушатель совершенствует свои языковые навыки на базе текстов и лексики на определенную тему. *Профориентированный подход* предполагает использование специализированной профессионально ориентированной программы обучения английскому языку для специалистов, работающих в направлениях: финансы и банковское дело, логистика, медицина, авиация и т. д.

Перечень обязательных видов работы студента:

- посещение практических занятий;
- ответы на теоретические вопросы на занятии;
- выполнение практических заданий на занятиях;
- выполнение тестов;
- выполнение домашних работ;

Инновационные формы проведения учебных занятий

Семестр	Вид учебных занятий	Используемые инновационные формы проведения учебных занятий	Количество академ. часов
1	Практические занятия	<ul style="list-style-type: none"> • проведение деловых и ролевых игр на заданную тему; • разбор конкретных ситуаций; • групповые дискуссии • технология «Мозгового штурма» • Метод проектов. 	68
2	Практические занятия	<ul style="list-style-type: none"> • проведение деловых и ролевых игр на заданную тему; • разбор конкретных ситуаций; • групповые дискуссии • технология «Мозгового штурма» • Метод проектов. 	68
3	Практические занятия	<ul style="list-style-type: none"> • проведение деловых и ролевых игр на заданную тему; • разбор конкретных ситуаций; • групповые дискуссии • технология «Мозгового штурма» • Метод проектов. 	68
4	Практические занятия	<ul style="list-style-type: none"> • проведение деловых и ролевых игр на заданную тему; • разбор конкретных ситуаций; • групповые дискуссии • технология «Мозгового штурма» • Метод проектов. 	68
Всего:			272

Фонд оценочных средств для промежуточной аттестации по дисциплине

Для характеристики уровня усвоения учебного материала используются следующие обозначения:

- I – базовый;
- II – углубленный;

III – продвинутый (продуктивный) (планирование и самостоятельное выполнение деятельности, решение проблемных задач).

Методика формирования результирующей оценки базируется на учете результатов по пятибалльной шкале всех видов контроля. Результирующая средняя оценка корректируется результатами текущего контроля на практических занятиях, результатами промежуточного контроля, посещаемостью, результатами итогового тестирования. С этой оценкой студент выходит на итоговый контроль в форме зачёта с оценкой по всему курсу.

Промежуточная аттестация в итоговом семестре изучения дисциплины - зачёт с оценкой. Шкала оценивания – пятибалльная.

Промежуточная аттестация в 1-3 семестрах - зачет. Шкала оценивания – зачтено/не зачтено.

Для зачета:

Студент должен выполнить все виды текущего контроля, задания на зачете, учитывается также посещаемость занятий. В 1-ом семестре проводится собеседование по темам. Во 2-ом семестре студент должен также выполнить 2 итоговых задания: 1. Высказывание по заданной теме (беседа); 2. Высказывание по прочитанному тексту, ответы на вопросы преподавателя по прочитанному тексту. В 3-ем семестре проводится собеседование по темам.

Для зачёта с оценкой:

Студент должен выполнить все виды текущего контроля, задания на зачете с оценкой, учитывается также посещаемость занятий. На зачёте с оценкой проводится собеседование по темам. Результирующая оценка выставляется на основе подсчета среднеарифметического результата совокупности всех форм контроля, итогового тестирования и оценки на зачёте с оценкой.

Посещаемость занятий:

Студент должен посещать все занятия в рамках данного курса. Студент, пропустивший мероприятия по текущему контролю успеваемости по уважительной причине, должен предъявить преподавателю оправдательные документы (медицинскую справку, повестку в военкомат, повестку в суд и др.), которые учитываются при подведении итогов текущего контроля успеваемости.

Типовые контрольные задания и иные материалы, необходимые для оценки результатов обучения, характеризующие этапы формирования компетенции и (или) для итогового контроля сформированности компетенции

Домашние работы

1 курс, 1 семестр

(для студентов, не изучавших иностранный язык)

№	Тема задания	неделя
Д1	Тренировочные упражнения 3-5, стр. 8 SB письменно. Учить вопросы и ответы на стр.9 №6. SB стр.131 – правила и задания Practice (письменно).	1
Д2	Выучить лексику SB стр.10 и грамматические правила на стр.132 + Practice (письменно). WB стр.4-5 № 1-4.	2
Д3	Рассказ о человеке, которого ты хорошо знаешь. Review 1-5, стр.17. GR стр.133 + Practice. WB 5-12, стр.6-7.	3

Д4	Рассказать о Мелек или Фионе, стр.20. Выучить правило GR стр.133, 134 + Practice. WB 1-6, стр.9-11.	4
Д5	Учить диалог 1.26. Review 1-5, стр.25. Выучить фразы с предлогом IN. WB 7-9, стр.12. Повторение Unit 2, подготовка к тесту.	5
Д6	Рассказать о Новогодних традициях в разных странах мира. Повторить грамматические правила на стр. 134, 135 + Practice на стр.134. WB 1-6, стр.14-15	6
Д7	Подготовить в парах диалог по аналогии – см. Т 1.41. Повторить грамматику и лексику Unit 3. WB 7-15, стр.16, 17.	7
Д8	Выучить лексику по теме, стр.36. Повторить неправильные глаголы, стр.160. Выучить правило о простом прошедшем времени, стр.136. WB 1-6, стр.19-20. Рассказать об интересных изобретениях.	8
Д9	Рассказ о важном событии в жизни. Повторить лексику и грамматику Unit 4. Review 1-5, стр.41. Повторить формы неправильных глаголов. WB 7-11, стр.21-22.	9
Д10	Пересказ текста на стр. 42. Выучить лексику по теме Квартира, стр.44, 143. Учить предлоги и правило об употреблении THERE IS/ARE. WB 1-6, стр.24-25.	10
Д11	Учить диалог 2.7. Повторить лексику и грамматику Unit 5. Review 1-5, стр.49. WB 7-16, стр. 26-27.	11
Д12	Выучить лексику по теме, стр. 50. Выучить диалог Т 2.17. Расскажите об экзотических овощах и фруктах. Повторить правило об исчисляемых и неисчисляемых существительных. WB 1-10, стр. 29-30.	12
Д13	Подготовить диалог в парах – см. ситуации в упр.4, стр.54. Повторить лексику и грамматику Unit 6. Учить слова по теме Еда, стр.144. WB 11-15, стр. 31-32. Review 1-5, стр.57.	13
Д14	Рассказать о Пите или Дагмаре, см. стр. 59, 125. Выучить слова по теме, стр. 145. Выучить правило о Present Progressive. WB 1-6, стр. 34-35.	14
Д15	Пересказать диалог Т 2.29. Повторить лексику и грамматику Unit 7. Review 1-5, стр.65. WB 7-15, стр.36-37.	15
Д16	Повторить лексику и грамматику Units 1 – 7. Повторить формы неправильных глаголов. Подготовиться к итоговому тесту.	16

1 курс, 2 семестр
(для студентов, не изучавших иностранный язык)

№	Тема задания	неделя
Д17	Описать внешность и характер человека (друга). Пересказ текста на стр.68. Выучить слова по теме. Повторить правило о HAVE/HAS GOT. WB 1-5, стр. 39-40.	1
Д18	Пересказ Т 2.40. Выучить лексику по теме и фразы с глаголом LIKE. Повторить лексику и грамматику Unit 8. Review 1-5, стр. 73. WB 6-11, стр. 41-42.	2
Д19	Выучит лексику по теме. Выучить правило об образовании степеней сравнения прилагательных. Пересказ диалога Т 2.48. Пересказ текста на стр.76. WB 1-7, стр.44-45.	3
Д20	Выучить диалог Т 2.51. Повторить лексику и грамматику Unit 9. Рассказать о транспорте в Амстердаме или в Дубае, Т 2.52. Review 1-5, стр. 81. WB 6-15, стр.46-47.	4

Д21	Рассказать о фильмах, которые вы бы хотели посмотреть, стр.82. Повторить лексику по теме. Повторить правило о Present Progressive for future arrangements. WB 1-6, стр.49-50.	5
Д22	Подготовить в парах диалог по аналогии, см. Т 3.6. Повторить лексику и грамматику Unit 10. Review 1-5, стр.89. WB 7-11, стр. 51-52.	6
Д23	Выучить наизусть диалог 3.14. Повторить лексику по теме. Повторить правило об артиклях. Пересказать историю Белинды, стр.92. WB 1-7, стр.54-56.	7
Д24	Рассказать о своей поездке. Повторить лексику и грамматику Unit 11. Review 1-5, стр.97. WB 8-16, стр. 56-57.	8
Д25	Выучить диалоги Т 3.29, 3.30. Повторить лексику по теме. Повторить правило об условных предложениях. Расскажите, какими домашними средствами лечения вы пользуетесь, см. стр.100. WB 1-5, стр. 59-60.	9
Д26	Выучить советы на стр.102 и добавить к ним несколько своих советов. Повторить лексику и грамматику Unit 12. Review 1-5, стр.105. WB 6-12, стр.61-62.	10
Д27	Пересказ диалога Т 3.40. Повторить лексику по теме. Повторить правило о Present Perfect. Рассказать о двух известных достопримечательностях, см. стр. 108, 123, 127. WB 1-6, стр. 64-66.	11
Д28	Пересказ диалога Т 3.43. Повторить лексику и грамматику Unit 13. Подготовить диалог в парах, см. упр. 5, стр.112. Review 1-5, стр.113. WB 7-16, стр.66-67.	12
Д29	Пересказ статьи на стр. 114. Повторить лексику по теме. Повторить правило по грамматике. WB 1-6, стр.69-71..	13
Д30	Пересказ диалога Т 3.57 + свои идеи. Повторить лексику и грамматику Unit 14. Написать письмо старому другу, см. упр. 6, стр.120. Review 1-5, стр. 121. WB 7-14, стр. 71-73.	14

1 курс, 1 семестр

(для студентов, изучавших иностранный язык)

№	Тема задания	неделя
Д1	Упражнения по УВК	1
Д2	Работа с дисками, упражнения в тетради для самостоятельной работы. Юнит 1.	2
Д3	Работа с дисками, упражнения в тетради для самостоятельной работы. Юнит 1. Рассказ о своих музыкальных пристрастиях. Пересказ текста «Интервью с Рубеном Гонсалесом», учебник с. 12,13	3
Д4	Работа с дисками, упражнения в тетради для самостоятельной работы. Рассказ о своем хобби или интересе. Написание электронного сообщения.	4
Д5	Работа с дисками, упражнения в тетради для самостоятельной работы. Рассказ о своем первом рабочем опыте.	5
Д6	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить диалог – собеседование при приеме на работу. Составить диалог – разговор по телефону.	6
Д7	Работа с дисками, упражнения в тетради для самостоятельной работы. Пересказ: «В защиту супермаркетов», с 27 учебника. Составить диалог « В ресторане»	7

Д8	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить рецепт любимого блюда.	8
Д9	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить диалог с водителем такси. Пересказ Рассказ Мелиссы Плаут. с. 36 учебника	9
Д10	Работа с дисками, упражнения в тетради для самостоятельной работы. Рассказ как ты учишь английский.	10
Д11	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить диалог в магазине. Пересказ «Новый вид банков?» с.44 учебник	11
Д12	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить тему « Деньги и отношение к ним». Написать письмо иностранному другу с советами по поводу визита в нашу страну.	12
Д13	Работа с дисками, упражнения в тетради для самостоятельной работы. Пересказ текста на выбор: «Беговая дорожка» С.51 учебника или статьи об Алексее Гэдздене с.124 учебника. Составить рассказ о погоде в нашей стране или пересказ одного из диалогов запись 2.13	13
Д14	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить диалог – опрос.	14
Д15	Работа с дисками, упражнения в тетради для самостоятельной работы. Пересказ «Точка зрения – мир города в 2050» с. 58 учебник. Составить диалог как добраться до места на карте.	15
Д16	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить тему о путешествиях. Написать сообщение о родном городе.	16

1 курс, 2 семестр

(для студентов, изучавших иностранный язык)

№	Тема задания	неделя
Д17	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить диалог с продавцом на рынке. Описание предмета.	1
Д18	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить тему «Вещи, которые нас окружают»	2
Д19	Работа с дисками, упражнения в тетради для самостоятельной работы. Пересказ текста «Почему люди смеются?» с. 74 учебник.	3
Д20	Работа с дисками, упражнения в тетради для самостоятельной работы. Рассказать новость из своей жизни.	4
Д21	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить диалог – бронирование номера в отеле. Составить диалог а планах на выходные.	5
Д22	Работа с дисками, упражнения в тетради для самостоятельной работы.	6
Д23	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить тему «Дом моей мечты». Пересказ текста «Корбюзье – архитектор будущего?» с. 92 учебник.	7
Д24	Работа с дисками, упражнения в тетради для самостоятельной работы. Рассказать об отношениях с соседями по дому или в общежитии. Написание официального письма – жалобы.	8

Д25	Работа с дисками, упражнения в тетради для самостоятельной работы. Описать страну. Рассказать биографию известного человека.	9
Д26	Работа с дисками, упражнения в тетради для самостоятельной работы. Рассказ об интересном месте в нашей стране.	10
Д27	Работа с дисками, упражнения в тетради для самостоятельной работы. Составить диалог – разговор по телефону. Рассказ о своих детских воспоминаниях.	11
Д28	Работа с дисками, упражнения в тетради для самостоятельной работы. Написать свое веб- сообщение о том как в первый раз пользовался каким-либо техническим устройством.	12
Д29	Работа с дисками, упражнения в тетради для самостоятельной работы. Рассказ, какие меры можно было бы предпринять для защиты окружающей среды.	13
Д30	Работа с дисками, упражнения в тетради для самостоятельной работы.	14

2 курс, 3 семестр

№	Тема задания	неделя
Д31	Выучить лексику. WB-ex. 1, 2. р. 8-пересказать текст.	1
Д32	WB-ex.9-выучить наизусть. Подготовка к тесту. Работа с дисками	2
Д33	р. 16- пересказать текст. Выучить лексику.	3
Д34	WB-ex. 8-10. Подготовка к тесту. Работа с дисками	4
Д35	Выучить лексику. р. 22 or 119-пересказать текст (любой текст на выбор учащегося). р. 148 tape script 1.22-пересказать	5
Д36	Выучить лексику. Подготовка к тесту. Работа с дисками	6
Д37	р. 30-пересказать текст. Работа с дисками	7
Д38	Выучить лексику. WB-ex. 1-6. WB-ex. 7-13. Подготовка к тесту.	8
Д39	Выучить лексику. р.40- пересказать текст. WB-ex-5-8.	9
Д40	WB-ex. 9-13. Подготовка к тесту. Выучить лексику.	10
Д41	Выучить лексику. WB-ex. 1-3. Работа с дисками р.47- пересказать текст.	11
Д42	WB-ex. 6-10. Подготовка к тесту. Работа с дисками	12
Д43	Выучить лексику. р.54-пересказать текст Работа с дисками	13
Д44	WB-ex.5 or 6-выучить наизусть (любой текст на выбор учащегося). WB-ex. 7, 10. Подготовка к тесту. Работа с дисками	14

2 курс, 4 семестр

№	Тема задания	неделя
Д45	Выучить лексику. р.62-пересказать текст Работа с дисками	1
Д46	Выучить лексику. WB-ex.9-11. Подготовка к тесту. Работа с дисками	2
Д47	WB-ex.12-14 Работа с дисками	3
Д48	Подготовка к тесту. Работа с дисками	4
Д49	Выучить лексику. р.79-пересказать текст WB-ex. 8-10.	5
Д50	WB-ex. 4-7. Подготовка к тесту. Работа с дисками	6
Д51	Выучить лексику р.88-пересказать текст WB-ex. 1-3. Работа с дисками	7
Д52	WB-ex. 9-11. Подготовка к тесту. Работа с дисками	8
Д53	Выучить лексику р.94-пересказать текст. Работа с дисками	9

Д54	Выучить лексику. WB-ех. 6-9. Подготовка к тесту. Работа с дисками	10
Д55	Выучить лексику. р.102-пересказать текст WB-ех. 3, 6.	11
Д56	WB-ех. 4,5, 11-14. Подготовка к тесту. Работа с дисками	12
Д57	Выучить лексику. р.112-пересказать текст. Работа с дисками	13
Д58	WB-ех. 1-4. Работа с дисками. WB-ех. 5-7. Подготовка к тесту. Подготовить новость.	14

SB* - Student's book

WB* - Work book

Примеры промежуточных тестов, домашних работ приведены в приложении. (см. Приложение)

Перечень вопросов, выносимых на зачет (1 семестр)

(для студентов, не изучавших иностранный язык)

1. Расскажите о себе.
2. Расскажите о своём городе.
3. Расскажите, как вы обычно проводите свой день.
4. Сравните жизнь в России и в Великобритании.
5. Какие бывают хобби?
6. Чем больше всего любят заниматься англичане в свободное от работы время?
7. Какие виды транспорта существуют в Британии и в России? Какие из них наиболее популярные?
8. Чем различается британская и русская кухни?
9. Как совершают покупки в Англии и в России?

Перечень вопросов, выносимых на зачет (1 семестр)

(для студентов, изучавших иностранный язык)

1. Как молодежь в нашей стране проводит свободное время?
2. Какие основные способы проведения досуга существуют?
3. Почему люди любят ходить в кино, в театр?
4. Является ли изучение иностранного языка хорошим способом проводить свободное время? Почему?
5. В чем заключается секрет успешного изучения иностранного языка?
6. Почему молодежь хочет носить дизайнерскую одежду?
7. Почему говорят «внешность обманчива»?
8. Как выглядит ваш типичный отпуск (каникулы)?
9. Как выглядит отпуск вашей мечты?
10. Что может испортить отпуск?
11. Для чего люди работают?
12. Что нужно, чтобы достичь поставленных целей?
13. Какие мифы вы знаете о Великобритании? О России?
14. Где находится Великобритания? Каковы ее культурные особенности?

Перечень вопросов, выносимых на зачет (2 семестр)

(для студентов, не изучавших иностранный язык)

1. Высказывание по темам (беседа):

1. Моя семья (My family)
2. Как я провожу свое свободное время (How I spend time)
3. Средства связи (Keep in touch through ages)
4. Английский – язык будущего (English – language of the future)
5. Праздники во всем мире (Holidays around the world)
6. Страна (Country)

7. Отпуск моей мечты (My dream holiday)
8. Первый опыт в какой-либо сфере (My first)
9. Мир вокруг нас (The world around us)
10. Покупки (Shopping)

Перечень вопросов, выносимых на зачет (2 семестр)

(для студентов, изучавших иностранный язык)

1. Высказывание по темам (беседа):

1. Как я провожу свое свободное время (My free time activities)
2. Работа и учёба (Work and studies)
3. Еда, покупки и любимое блюдо (Food and meals)
4. Путешествия и транспорт (Travel and transport)
5. Деньги: то, как мы их тратим и зарабатываем (Dealing with money)
6. Как быть в форме (Keeping fit)
7. Городская жизнь (Urban life)
8. Предметы вокруг нас (Things around you)
9. Чувства и ощущения (Feelings)
10. Отпуск (Holidays)
11. Дом моей мечты (My ideal home)
12. Города и страны (Cities and countries)
13. Современные технологии (Modern technology)
14. Здоровье и окружающая среда (Environment and health)

2. Высказывание по прочитанному тексту. Ответы на вопросы преподавателя по прочитанному тексту.

Пример текста для зачета

Mademoiselle Chanel

She's 14, American, and speaks no French at all. But six-foot-tall Kimora Lee Perkins is hot news in Paris, She has become the top model at the Parisian fashion house of Chanel.

When she was 11, her mother took her to a local modelling school. She thought modelling would be an interesting job because then she would be with other tall girls. She began to like it very much, and had to learn how to walk and pose to show off the clothes to their best advantage.

Chanel chose her because "she has the look of the 90s", and now she spends eight to ten hours a day modelling their latest fashions in various parts of the world. "I have to try really hard to keep looking good for the cameras," she said.

"People think it's a very easy job that anyone could do, but you need a lot of stamina," Kimora says. "Once, in London, we had to take photos in the street all through the night, and then I had to go to my tutor for school lessons at 9.00 am before taking the daytime photos at 1.00 pm.

She owes her remarkable looks to a Korean mother and a black father. But when she was young, back home in St. Louis, Missouri, she cried when she looked in the mirror and saw how tall she was. "I felt I was different from all the other kids my age," she explains. Her mother Joanne Perkins, 34, recalls. "Kimora was a tormented child. It was almost impossible for her to relate to other girls of her age, and there was a lot of teasing. Growing up was a very painful experience for her",

She is not only the youngest top model, she is also one of the richest. "Mom looks after that," Kimora explains, "I don't even have a credit card - I'm too young,"

What advice does she have for others? "You should go to a good modeling school, and you have to be prepared to work really hard and give your whole life to modeling".

Перечень вопросов, выносимых на зачет (3 семестр)

Собеседование по темам:

1. Люди вокруг меня (People around me)
2. Как я провожу время (How I Spend Time)
3. Страны и города (Countries and Cities)
4. История жизни (Life Story)
5. Работа и карьера (Jobs and Careers)
6. Новости и средства массовой информации (News and Media)

7. Развлечения (Entertainment)

Перечень вопросов, выносимых на зачёт с оценкой (4 семестр)

Собеседование по темам:

1. News and media
2. Ways of communication
3. Life story
4. Natural disasters
5. Dealing with money
6. People around you
7. Things around you
8. Problems and how to solve them
9. Golden opportunity
10. Jobs and careers
11. Rules and freedoms
12. Society and the future
13. Visiting different cultures
14. Entertainment

Перечень основной и дополнительной учебной литературы

Основная учебная литература

1. **English Unlimited. Elementary: Coursebook. A2** / Tilbury Alex, Clementson Theresa, Hendra Leslie Anne, Rea David. - Cambridge: Cambridge University Press, 2012. - 160p. + 1 CD.
2. **Baigent M. English Unlimited. Elementary: Self-Study Pack. A2** / Baigent Maggie, Cavey Chris, Robinson Nick. - Cambridge: Cambridge University Press, 2012. - 74p. + 1 CD.
3. **English Unlimited. Elementary: Teacher's Book. A2** / Doff Adrian, Lloyd Mark, Thake Rachel, Brabben Cathy. - Cambridge: Cambridge University Press, 2011. - 128p. + 1 CD.
4. **Baigent M. English Unlimited. Elementary: Self-Study: DVD-ROM for Windows and Mac. A2** / Baigent Maggie, Cavey Chris, Robinson Nick. - Cambridge: Cambridge University Press, 2010. - 1 CD.
5. **English Unlimited. Elementary: e-Portfolio. A2** / Tilbury Alex, Clementson Theresa, Hendra Leslie Anne, Rea David. - Cambridge: Cambridge University Press, 2010. - 1 CD.
6. **Бонк Н.А. Учебник английского языка: В 2 ч. Ч.1** / Бонк Наталья Александровна, Котий Галина Акимовна, Лукьянова Наталья Анатольевна. - Переизд. - М.: ДеКонт+: ГИС, 2008. - 637с.
7. **English Unlimited. Pre-Intermediate: Coursebook : B1** / Tilbury Alex, Clementson Theresa, Hendra Leslie Anne, Rea David; Course consultant A.Doff. - Cambridge: Cambridge University Press, 2012. - 160p.: il. + 1 CD.
8. **Baigent M. English Unlimited. Pre-Intermediate: Self-Study Pack : B1** / Baigent Maggie, Cavey Chris, Robinson Nick. - Cambridge: Cambridge University Press, 2013. - 74p.: il. + 1 CD.
9. **English Unlimited. Pre-Intermediate: Teacher's Book. B1** / Doff Adrian, Smith Howard, Thake Rachel и др. - Cambridge: Cambridge University Press, 2013. - 128p. + 1 CD.
10. **English Unlimited. Pre-Intermediate:: e-Portfolio : B1** / Tilbury Alex, Clementson Theresa, Hendra Leslie Anne, Rea David; Course consultant A.Doff. - Cambridge: Cambridge University Press, 2010. - 1CD.
11. **English Unlimited. Intermediate: Coursebook : B1+** / Rea David, Clementson Theresa, Tilbury Alex, Hendra Leslie Anne; Course consultant A.Doff. - Cambridge: Cambridge University Press, 2013. - 160p.: il. + 1 CD.

12. **Baigent M. English Unlimited. Intermediate: Self-Study Pack : B1+** / Baigent Maggie, Robinson Nick. - Cambridge: Cambridge University Press, 2012. - 76p.: il. + 1 CD.
13. **Clementson T. English Unlimited. Intermediate: Teacher's Book. B1+** / Clementson Theresa, Gray Leanne, Smith Howard. - Cambridge: Cambridge University Press, 2013. - 128p. + 1 CD.
14. **English Unlimited. Intermediate: e-Portfolio : B1+** / Rea David, Clementson Theresa, Tilbury Alex, Hendra Leslie Anne; Course consultant A.Doff. - Cambridge: Cambridge University Press, 2013. - 1CD: il.

Дополнительная учебная литература

1. **Murphy R.** Essential Grammar in Use: A self-study reference and practice book for elementary students of English: With answers / Murphy Raymond. - 3rd Edition. - М.: Cambridge University Press, 2008. - 320p.: ill.
2. **Самохвалова Е.В.** Revision of English Tenses. Practice book: Учебное пособие для студентов 1-го и 2-го курсов заочного отделения. Part I / Самохвалова Е.В., Гаспарян Г.С.; В авторской редакции; Рец. Р.С.Егикян, М.Г.Кокорева; Министерство образования МО; Государственный университет "Дубна". Кафедра иностранных языков и русского как иностранного. - Дубна: Государственный университет "Дубна", 2016. - 40с.
3. **Павлова Т.В.** Great Britain. What's it like?: Учебное пособие. Р.1 / Павлова Татьяна Владимировна; Международный университет природы, общества и человека "Дубна", 2010. - 46с.: il.
4. **Мамедова Г.И.** Listen and Speak: Учебное пособие / Мамедова Г.И.; Международный университет природы, общества и человека "Дубна", 2007. - 50с.
5. **Английский язык для студентов 1-го курса:** Учебное пособие / Гаспарян Г.С., Гусева А.Б., Кочурова Т.В. и др; Международный университет природы, общества и человека "Дубна", 2008. - 99с. - Прил.:с.98.
6. **Крылова И.П.** Сборник упражнений по грамматике английского языка: Учебное пособие / Крылова Инна Павловна. - 12-е изд. - М.; Владимир: КДУ: ВКТ, 2008. - 432с.
7. **Шевелёва С.А.** Грамматика английского языка: учеб. пособие для студентов вузов / С.А. Шевелёва. - Москва: ЮНИТИ-ДАНА, 2015. - 423 с. // ЭБС «Университетская библиотека онлайн». — URL: http://biblioclub.ru/index.php?page=book_view_red&book_id=114804 (дата обращения: 28.08.2016). – Режим доступа: ограниченный по логину и паролю.

Периодические издания

1. **Speak out:** Журнал для изучающих английский язык / Гл.ред. И.Цветкова. - М. : Глосса-Пресс. - Журнал, выходит 1 раз в 2 месяца.

Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

Электронно-библиотечные системы и базы данных

1. Электронно-библиотечная система (ЭБС) «Лань» – <http://e.lanbook.com/>;
2. Электронно-библиотечная система (ЭБС) ZNANIUM – www.znanium.com;
3. Университетская библиотека онлайн (ЭБС) – www.biblioclub.ru;
4. Электронно-библиотечная система (ЭБС) «Юрайт» – <https://biblio-online.ru/>

Научные поисковые системы

1. <http://online.sagepub.com/>
2. <http://arjournals.annualreviews.org/action/showJournals>
3. <http://www.oxfordreference.com/>
4. <http://www.oxfordjournals.org/>

ПРИЛОЖЕНИЕ

Примеры тестов для текущего контроля

1 курс

(для студентов, не изучавших иностранный язык)

Module 1

Task 1. Make the following sentences interrogative and negative.

1. He likes pop music.
2. We study English.

Task 2. Make five types of questions to the sentences.

3. We like to watch TV in the evening.
4. Our shop opens at 9 in the morning.

Task 3. Fill in the preposition (if necessary) and translate the phrases.

1. Go swimming
2. Go a run
3. Play piano
4. Go the gym
5. Go shopping

Task 4. Translate from Russian into English.

1. Сколько времени?
2. Какого она роста?
3. Какая ваша любимая книга?
4. Кто ваш любимый актёр?
5. Сколько это стоит?

Task 5. Write a short fact file about yourself. (7 sentences min)

1 курс

(для студентов, изучавших иностранный язык)

Modules 1-2

1. Закончите предложения, используя Настоящее простое или Прошедшее простое время.

e.g. Yesterday I watched (watch) football on TV.

Roxy: Hello, everyone and welcome to The Roxy Show'. Today's programme is about mixed marriages. In the studio we (1) _ _ _ _ (have) James and Hiroko Stuart. James (2) _ _ _ _ (be) from Scotland and Hiroko (3) _ _ _ _ (come) from Japan. They (4) _ _ _ _ (get) married two years ago. Hiroko, first of all, where (5) _ _ _ _ (you/meet)?

Hiroko: We (6) _ _ _ _ (meet) in Tokyo. I (7) _ _ _ _ (be) James's Japanese teacher.

James: Yes. When I first (8) _ _ _ _ (see) Hiroko I (9) _ _ _ _ (think) she was wonderful! I (10) _ _ _ _ (fall) in love with her in the first lesson!

2. Напишите глаголы в форме прошедшего простого времени.

1. speak
2. hurry
3. teach
4. appear

3. Вставьте в пропущенные места артикли *a, an, the* или --.

e.g. She's a doctor.

1. How often do you go togym?
2. My daughter plays.....guitar.
3. Would you like to go fordrive?
4. People didn't playcomputer games when we were young.

4. Произношение одинаковое (S) или различается (D)?

e.g. address/red ... S ..

job/telephone ...D....

1. country/run
2. radio/cards
3. chess/healthy
4. gym/why

5. video/speak

5. Выберите нужное вопросительное слово или фразу и составьте полный вопрос.

When Where ~~What~~ How often How much Which How many What kind Why How long

e.g. you /like /do /in your free time?

What do you like doing in your free time?

I like playing football.

1. film/start?

.....
It starts at 7:30.

2. you /go dancing?

.....
I go three times a week - on Monday, Wednesday and Friday.

7. Произношение: поставьте ударение в словах.

e.g. rom'antic

1. comedy

2. musical

3. referee

4. guitar

5. restaurant

8. Выберите нужное слово и вставьте в правильное место в предложении.

ago to ~~in~~ never every on doesn't at a at last

1. I was born in 1992.

2. I go to bed at 11:30 night.

3. I spoke to Bill ten minutes.

4. Beth and Jo visit their grandmother month.

5. I like listening the radio.

5. Stefan play chess.

9. Выберите правильный ответ.

e.g. *How are you?*

a) I'm Hilary. b) I'm 17. c) I'm fine.

1. What's your date of birth?

a) 24th September. b) Monday, 3rd January. c) 1st March, 1987.

2. Do you speak English?

a) Yes, I do. b) No, I don't speak. c) Yes, I do speak .

3. They're 'dice'.

a) Can I spell 'dice'? b) Is possible in English 'dice'? c) How do you spell dice'?

2 курс

Modules 1–2

❶ Underline which answer A, B, C or D best fits each space.

e.g. I'm ...C.... at Dublin University.

A study B student

C a student D studied

Lucy Summers

Seventeen-year-old Lucy Summers (1) from the United States. She was born in Carpenter in Louisiana and

(2) to New York when she was only ten in order to go to a school for singers and actors. It was while she (3)

..... in New York that she got her first big chance on an American TV show called 'Afternoon Club' where she

(4) the main presenter. Now she has a double career, as a TV star and a singer. At the moment she

(5) her third CD, called 'Wondergirl'.

1. A came B comes

C is coming D was coming

2. A arrived B was going

C moved D was arrived

3. A was living B lived

C stayed D was staying

4. A becomes B became

C was becoming D is becoming

5. A makes B is making

C is doing D records

② Read the text and think of a word which best fits each space. Use only one word in each space. A contracted form (doesn't, I'm, can't, etc.) counts as one word. There is an example (0) at the beginning.

In many ways young people (0) ... between ... the ages of twelve and nineteen are not very different now from how they (1) to be twenty years ago. The pictures of rock stars on the bedroom walls look the same; only the names have changed.

Young people are generally healthier nowadays — every year the number of cigarettes they smoke is (2) down and they (3) eat so much fast food or drink so much alcohol. However, the number of televisions and computers in teenagers' bedrooms is (4) , something that a lot of (5) worry about. Sarah Kennedy has two teenage sons, Steve and Robert.

③ Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You are given the exact number of words needed in each case.

Contracted forms (isn't, doesn't, can't, I'm) count as one word.

e.g. What's your date of birth?

born

When ...were... ..you... ..born... ?

1. Did you enjoy yourself at the party?
2. have
Did you at the party?
3. What's your job, Nick?
you
What do living Nick?
4. Who was your teacher last year?
whose
..... you in last year?
5. We ate on the boat.
had
We on the boat.

④ Read the text and look carefully at each line. Five of the lines are correct and five have a word which should not be there.

Tick (V) the correct lines and underline the wrong word in the incorrect lines. There are two examples at the beginning of the text (0) and (00).

0. Dear Sir/Madam, V
00. I am writing to you because I am unhappy with the your
1. service. I did spoke to you on the telephone last Friday
2. about my new car. I bought it from your garage a the short
3. time ago, and now the engine it is making a terrible noise
4. and I am afraid that I will have an accident.

⑤ Read the text below. In each space, put the verb in capitals at the end of each line into the past tense. There is an example at the beginning (0).

Nicholas Evans was a child genius. He (0)...was... born BE
in 1980 and his mother (1) him how to read TEACH
when he was eight months old. He (2) his READ
first book when he was only one. His father (3) BUY
him a piano for his third birthday and he (4) BEGIN
playing immediately.

⑥ Choose the correct form (Present Simple, Present Continuous, Past Simple, Past Continuous) in the following sentences.

1. I haven't decided yet about whether to buy a new car or a second-hand one.
But I think / 'm thinking about it.
2. All right, you try to fix the television! But I hope / 'm hoping you know what you 're doing.
3. Every year I visit / 'm visiting Britain to improve my English.
4. It's time we turned on the central heating. It gets /'s getting colder every day.

5. Of course, you're Mary, aren't you? I recognize / 'm recognizing you now.

	10
--	----

● Respond to the following statements with an appropriate question.

e.g. A I hate parties!

B Do you? I love them.

1. A I'm living in London.
B? I didn't know that.
2. A I didn't pay Paul!
B? Why?
3. A The Smiths have got two cars
B? It's nice.

	5
--	---

● Complete these questions with a tag.

e.g. It's a nice day, isn't it?

1. You couldn't lend me some money,?
2. You 've always lived in the same house,?
3. He used to eat raw fish,?
4. You won't tell anyone,?
5. People shouldn't drink and drive,?

	5
--	---

TOTAL

	100
--	-----

Пример итогового теста

I. Tense Review

Put the verbs in brackets into the correct tense.

Uncle Tom 1) _____ (work) on the railway for 40 years before he 2) _____ (retire). At that time the station was the pride of his heart. He 3) _____ (know) what a passenger 4) _____ (can) do when he 5) _____ (find) himself at the station.

Out of 15:

Put the verbs in brackets into the correct tense.

1. You _____ (find) the money which you _____ (lose) yesterday? - Yes, I _____ (find) it in the pocket of my coat while I _____ (put) it on.
2. He already _____ (go) by the time I _____ (come) home yesterday.
3. What's wrong? - I've got a flat tyre. - No problem. I _____ (help) you.

Out of 15:

II. Reported speech

Report the following statements.

1. 'We'll be in our usual place next week,' he said.
2. 'I've never been there before,' Stephan said.
3. 'I'm playing football this evening,' I told Tom.
4. 'We can expect a lot of damage,' she said.

Out of 10:

III. Modal Verbs

Choose the correct variant.

1. We _____ go there tomorrow. But I'm not sure.
a) might b) have to c) should d) would
2. We _____ have gone there together. I missed you a lot.
a) can b) have to c) should d) were able
3. Why didn't you tell your friend the truth? I'm sure she _____ have believed you.
a) should b) would c) have to d) can

Out of 10:

IV. Conditionals

Put the verbs in brackets into the correct form.

1. I _____ (call) you if the train _____ (arrive) late tomorrow.
2. I _____ (pass) the exam if I _____ (work) harder last term.
3. I've got a problem. John lent me his book and I've lost it. What _____ you _____ (do) if you _____ (be) me?
4. Imagine, if you _____ (find) a wallet in the street, what _____ you _____ (do)?

Out of 10:

V. Passive Voice

Put the verbs in brackets into the correct form.

1. A decision must _____ (take) soon about the future of our colleague.
2. The name of the new sales director _____ (announce) next month.
3. These pills aren't aspirins. The wrong label _____ (put) on the bottle.
4. Look, this is a secret. Come into the garden where we cannot _____ (see).

Out of 10:

VI. Verb patterns

Put the verbs in brackets into the correct form: bare infinitive, to-infinitive or ing-form.

1. Would you mind _____ (help) me with this problem?
2. Can you remind me _____ (buy) some coffee when we go out?
3. Alice isn't interested in _____ (look) for a new job.
4. Let him _____ (do) what he wants.

Out of 10:

VII. Prepositions

Choose the correct variant.

1. John hardly ever has time _____, but when he does, he usually goes _____ with his friends.
a) in, out; b) off, up; c) off, out; d) at, on.
2. People who graduate _____ American business schools are _____ great demand worldwide.
a) at, in; b) of, on; c) off, at; d) from, in.

Out of 5:

VIII. Articles

Choose the correct variant.

1. Is New York in _____ USA or _____ Canada?
a) -, -; b) the, -; c) the, the; d) -, the.
2. What is _____ capital of _____ France?
a) a, the; b) a, -; c) the, the; d) the, -.

Out of 5:

IX. Quantifiers

Choose the correct variant.

1. George has _____ friends, but he is happy, as they are all true friends.
a) a few; b) little; c) some; d) few.
2. We must hurry. We've got very _____ time.
a) little; b) any; c) a little; d) few.

Out of 5:

X. Degrees of comparison

Choose the correct variant.

1. Mr. Linton spoke _____ of all the lecturers.
a) more confidently; b) the most confident; c) as confident as; d) most confidently.
2. Ann and Thomas are both _____ their parents – they are a lovely family.
a) as nice as; b) nice; c) much more nice; d) as nicer as.

**Out of 5:
Total 100**

Примеры домашних работ

1 курс 1 семестр

(для студентов, не изучавших иностранный язык)

Д1.

3. How do you say:

1. these addresses? 25 Gore Street 113 Station Road 84 First Avenue
2. these postcodes? M 1 3AQ T5S 3X2 CA 90501
3. these phone numbers? 0161 2644600 780452 1111 0222586491

4. How do you say these email and website addresses?

1. www.bbc.co.uk
2. robsilva@airnet.br
3. msuzuki@spaceblue.jp
4. sport.indiatimes.com
5. www.cambridge.org

5. Think of people and places in your life. Write:

- a name
- a phone number
- an address
- an email address
- a website address

Д2. Complete what Roland says using the words in the box.

are isn't am m 'm 'm not 's 's 's 's 's 's
 1 I 'm Roland. 2 I 'm from France. My parents 3 's called Olivier and Virginie.
 4 Olivier 's my father and 5 Virginie 's my mother. 6 I 'm single. 7 I 'm
 married. My wife's 8 name 's Zoe. Serge is my brother. Serge 9 's married, but he has
 got a girlfriend. Her 10 name 's Nathalie. My sister's name is Odette. 11 She 's married
 to Sebastien. Sebastien and Odette have a son – his 12 name 's Andre.

Д3.

4 a Look at the letters of the alphabet. Which are vowels? Which are consonants?

a e i o u b c d f g h j k l m n p q r s t v w x y z

b Complete the words from this unit with vowels.

- | | |
|--|--|
| 1 u <u>n</u> i <u>v</u> e <u>r</u> s <u>i</u> t <u>y</u> | 4 d <u> </u> g <u>h</u> t <u> </u> r |
| 2 sh <u> </u> p <u> </u> ss <u> </u> st <u> </u> nt | 5 n <u> </u> g <u>h</u> b <u> </u> rs |
| 3 g <u> </u> rlfr <u> </u> nd | 6 j <u> </u> rn <u> </u> l <u> </u> st |

Д4.

3 a Read the profiles of Melek and Fiona. What do they have in common? Think about work, languages, interests and travel plans.

The screenshot shows a web browser window with the address bar displaying 'http://www.sofasurfing.com/myprofile'. The website has a navigation bar with 'Home', 'My profile', 'Search', 'Sign up', and 'Links'. Below the navigation bar, there are two profile boxes. The first box is for 'Melek', a 31-year-old female architect from Turkey, who speaks Turkish, English, and German. She is interested in music, football, and cinema, and wants to go to Cuba and Ireland. She lives in a small house with her brother, Erkan, in Istanbul. The second box is for 'Fiona', a 21-year-old female music student from Ireland, who speaks English and French. She is interested in music, dance, and meeting people from other cultures, and wants to go to China, Sweden, and the USA. She lives in a flat on her own in Dublin. Both profiles include a photo of the person.

Д5.

1. Match 1-7 with a-g to make seven sentences.

- | | |
|---------------------|---|
| 1. I live | a. Japanese and English. |
| 2. I have | b. with our mum and dad in Osaka. She stays with me at the weekend. |
| 3. Miki lives | c. to travel to Europe. |
| 4. I work | d. to live with me in Tokyo. |
| 5. Miki and I speak | |

6. I want
7. Miki wants

- e. in a flat in the centre of Tokyo, Japan.
- f. a sister. Her name is Miki.
- g. for the Sony Corporation. I'm a marketing assistant.

Write sentences about you and a family member or a friend. Use the verbs from 1-7.

Д6.

5

Look at the questions about New Year in the Czech Republic. Complete them with *do* or *does*.

- 1 What do you usually do for New Year?
- 2 _____ your friends and family come and visit you?
- 3 What kind of food _____ people eat?
- 4 _____ you play games?
- 5 _____ it usually snow at New Year?



6

Now match the questions from Exercise 5 (1-5) with Karel's answers (a-e).

- a ☒ We usually eat a special soup. But we don't eat chicken – it's bad luck!
- b ☐ We often go to the mountains.
- c ☐ Yes! It's very cold, too. I love snow!
- d ☐ No, we don't play any special games.
- e ☐ Sometimes. Or we all go away together.

Д7.

7

Read what João says and choose the correct words to complete the sentences below.

“

I come from Lisbon, but I'm a student in Coimbra. I study Economics at university, and I study English at evening classes. In summer, I work in a bar on the beach near Lisbon, and there are a lot of English-speaking tourists there. A lot of TV and films in Portugal are in English, too, so I watch them to help me learn. My English is OK, but I make some silly mistakes, for example *You like football?* instead of *Do you like football?* People understand me, but I like to get it right. And I sometimes make mistakes with negatives, too: *I no like football* instead of *I don't like football*. I think my pronunciation is OK, usually, but my spelling in English is bad!

”



João, Portugal

- 1 João is from Lisbon / Coimbra.
- 2 He studies Economics / English at university.
- 3 He thinks his pronunciation is OK / bad and his spelling is OK / bad.

Д8. Подготовить рассказ об интересных изобретениях.

Д9.

3 a Which activities go with the **highlighted** verbs?

computer games	a walk	restaurants	films
family	the radio	books	shopping

- | | |
|--------------------------|--------------------------|
| 1 watch TV | 5 read newspapers |
| 2 listen to music | 6 play the drums |
| 3 go dancing | 7 see friends |
| 4 go to parties | 8 go for a coffee |

b Talk about when you do the activities.

I usually watch TV in the evening.

Д10.

3. Read the article about Jose Luis and Lawrence. Where do they live and work?

I live here but I work 800 kilometres away

Jose Luis Garcia, a father of four from Argentina, lives in a small village in the province of San Luis but works in Buenos Aires, 800 kilometres away.

"I grew up in my village and I love it here but the good jobs are in Buenos Aires," he says. "I have to travel for fourteen hours on the bus on Friday and Sunday nights but it's *OK*. I don't want to live in Buenos Aires. It's an exciting place but it's quite polluted and parts of it can be dangerous. The village is on the Chorrillos river, near the mountains. It's safe and quiet - a great place for my wife and kids."

There are more and more people like Jose Luis all over the world. Many people now live and work in very different places as cities become more expensive.

Lawrence Wood, an English businessman, works in London but lives in another country. He flies to London on Monday mornings and flies back to Malta on Thursday evenings, where his wife Samantha and two young children live in a family apartment in Paceville.

"Our new place in Malta is next to the sea, and bigger than our house in London," says Lawrence. "We have a beautiful view of the Mediterranean, it's five minutes from the kids' school and seven kilometres from the airport. The flying's *OK*. It's three or four hours but I only do it twice a week."

Д11.

3 a Can you remember the past simple of the verbs?

buy cost go have like listen love
make meet use want work

b Choose past simple verbs to complete the questions. Then think of two more questions.

When was the last time you:

- had a holiday?
- _____ a DVD?
- _____ to the cinema?
- _____ a cake?
- _____ an old friend?

Д12. Повторить правило об исчисляемых и неисчисляемых существительных.

Д13.

1 a Find the 'odd one out' in each group.

meat	chicken apples beef
seafood	salmon tuna yoghurt
fruit	bananas watermelon lamb apples
vegetables	prawns potatoes carrots
dairy products	cheese onions butter

b Add the odd words out to the correct group.

c How many more words can you think of for each group?

Д14. Пересказать текст.

SO WHAT DO YOU DO ALL DAY?

Pete Chappell, 19, catering assistant, North Sea oil platform

Work 12 hours

I work 12 hours on, 12 hours off. Every day, I help prepare three meals - breakfast, lunch and dinner - for 300 people. I make ten different fresh salads, peel a 50kg bag of potatoes and wash up hundreds of dishes. I carry a lot of heavy boxes of food to the kitchen and it's very hot in there, so by the end of the day I'm very tired, but the time goes fast.

Me 1 hour

After work, I spend 45 minutes in the gym doing weight training. This helps build the strength you need for the job. Then I have a shower.

My evenings 3 hours

There's always a film to see in the platform's 'cinema'. This is in a small room, so only about 30 people can see a film. I go maybe twice a week. Everyone knows everyone else and it's good fun. We also spend a lot of time talking and some of the guys tell amazing stories. I'm learning a lot about life out here!

Sleep 7-8 hours

Last thing at night, I read in bed or chat with my roommate for around an hour. This is my time to relax. I need around seven hours' sleep a night, and I always sleep well because I'm so tired after my day's work.

Time off 2 weeks

We work on the platform for two weeks, then have two weeks off. Travelling home takes a whole day. It's great seeing my friends, but the time goes too fast. Next year, I'm planning to go to a catering college in Aberdeen and train to become a chef. I don't always want to work on an oil platform. It's too hard.

Д15.

2. Circle the correct words from Dmitri and Liam's conversation.

1. I *design/am designing* clothes.
2. At the moment I *work/am working* on two projects.
3. I *design/am designing* costumes for a theatre company.
4. I *do/am doing* some work for a restaurant.
5. I *do/am doing* a Master's degree in business administration.
6. I *work on/am working on* my dissertation right now.

Д16. Повторить формы неправильных глаголов.

1 курс 2 семестр

(для студентов, не изучавших иностранный язык)

Д17. Описать внешность и характер человека (друга).

Д18.

1 a Complete the profile of Nicky on a social networking website. Use **be** or **have got** in the correct form.

Profile | Friends | Inbox

see photos of Nicky
see Nicky's friends
send Nicky a message

Hi. My name ¹ _____ Nicky and I ² _____ 26 years old. I ³ _____ married to Martin and we ⁴ _____ a four-year-old son, Pete. He ⁵ _____ big brown eyes and blond hair. At the moment my hair ⁶ _____ short and red, like in this photo. Normally I ⁷ _____ brown hair and as you can see, I ⁸ _____ very pretty! I ⁹ _____ in a band called Red and we ¹⁰ _____ a new song which you can listen to [here](#). When I'm not singing, I ¹¹ _____ a nurse.

Д19. Пересказать текст.

One-wheeled wonder The unicycle is the real king of the road

Forget public transport. For computer programmer Joe Marshall, the daily journey to work across one of the most crowded cities in the world is fun. "It's like playing on the way to work," he says.

It takes Joe 50 minutes to travel the nine-mile journey across London by unicycle. That's about the same as it takes on the bus or the underground, and ten minutes quicker than by car. "Unicycles are slower than bikes," he says, "but they're the best thing in traffic jams because you can turn in a really small space. It's great exercise, too, because you can't stop moving. I have to jump up and down at traffic lights."

But aren't unicycles more dangerous than bikes? Marshall doesn't think so. "Unicycles are safer than they look and easier to ride," he says. "And drivers are more careful with me than with cyclists." Long-distance unicycling is more common than many people think. "Someone rode across America a few years ago," Marshall says. "That's the longest trip ever on a unicycle. And last year a group of people rode across Norway."

But what about all the looks you get? "You can't worry about what people think," he says. "Most of them are all right but I get a lot of comments, like 'Where's the other wheel?' A few days ago, an old lady came up to me and said, 'That's really stupid. Buy a car!'"

Д20.

2. Complete the sentences with the superlative form of the words.

1. What's the best restaurant you know? (good)
2. What's _____ way to travel? (dangerous)
3. What's _____ city you know? (crowded)
4. What's _____ car? (fast)
5. What's _____ shopping area? (busy)
6. What's _____ city to live in? (expensive)
7. What's _____ form of transport? (slow)
8. What's _____ free time activity? (boring)

Д21. Повторить правило о Present Progressive for future arrangements.

Д22.

3. Put the words in order to make questions.

1. here/Are/there/any bookshops/ near?
2. get there/to/What's/way/the best?
3. long/it/take/does/How?
4. What/it/open/does/time?

Д23. Пересказать текст.

Help!

Belinda Ramos works for a large IT company and travels whenever she can. She's visited Belgium, Lebanon, England, France, Germany, Japan and Mexico. She'd love to go to Africa one day.

I was in the south of Japan at the time. One morning, I woke up in my hotel room, opened my eyes and looked around my room. The first thing I saw was a huge spider on the wall. It was about ten centimetres across. I hate spiders! I ran out of the room to the reception desk and shouted for help. "Kuma!" I remembered from my Japanese lessons that 'kuma' means 'spider'.

"Kuma?" the receptionist said.

"Kuma!" I shouted again. "In my room!"

"Kuma?"

"KUMA!!!"

The receptionist looked really frightened. She picked up the phone and said something quickly in Japanese. About a minute later - and I'm not joking - a policeman with a gun ran into the hotel and went into my room. For a minute there was silence but then we heard a laugh, so we went in. When the receptionist saw the spider on the wall, she started laughing too.

In Japanese, spider is 'kumo'. 'Kuma' means 'bear'.

Д24. Рассказать о своей поездке.

Д25. Повторить правило об условных предложениях.

Д26. Выучить наизусть

Stay healthy in the workplace

Offices are not always healthy environments. Here are some tips for improving your office and your health.

- ✓ Try to sit near a window. Natural light makes you feel happier.
- ✓ Fresh air is good for you, so you should open the window if possible.
- ✓ If you want to improve the appearance of your office, get some plants.
- ✓ Get a good chair and make sure the top of your computer screen is at eye level. A bad sitting position can give you headaches and back pain.
- ✓ Don't sit near an air-conditioner. It dries out your eyes and skin.
- ✓ If you feel bored, change the colour of your office walls. The right colour improves your mood and helps you to be more creative. White, blue or green offices are better than dark or bright-coloured offices.
- ✓ Don't use the lift. You should always use the stairs. This keeps you fit.

Д27. Подготовить рассказ о двух известных достопримечательностях

Д28.

2 a Complete the questions with the past participles of these verbs.

buy	do	eat	go	meet	play	read	see
-----	----	-----	----	------	------	------	-----

- 1 Who's the most interesting person you've ever _____?
- 2 What's the worst film you've ever _____?
- 3 What the most expensive thing you've ever _____?
- 4 What's the most boring game you've ever _____?
- 5 What's the most exciting book you've ever _____?
- 6 What's the most difficult thing you've ever _____?
- 7 What's the most beautiful place you've ever _____ to?
- 8 What's the sweetest food you've ever _____?

Д29. Пересказать текст

Keep your brain in top condition

Your brain needs exercise in the same way as your body does. But using your brain doesn't need to be hard work. Have a look at these ideas.

Try writing backwards, or writing with your other hand. This makes new connections in your brain and helps you to get new ideas. The great thinker and artist Leonardo da Vinci often used mirror-writing.

Start using new parts of your brain. Take up new hobbies, like tennis, chess or dancing the tango.
Sleep. If you don't get enough sleep, it's harder for the brain to do some activities, like producing language and new ideas.

Chew gum. This exercises the hippocampus, a part of the brain that's important for making new memories.

Ask your brain to do old activities in new ways. For example, when you're on a train or bus, close your eyes and guess where you are by listening.

Don't eat too much junk food. Cholesterol is bad for both your heart and your brain.

Think young! Experiments have shown that when people start to believe they're old, they act old.

Play memory games. This keeps your brain young. Games like remembering long lists of words can take ten to fourteen years off the mental age of older people.

Learn a new language. This is one of the most difficult things your brain can do, so it's great exercise. It's good for your brain's frontal lobes, which usually get smaller with age.

Eat lots of fish. The omega 3 oils in fish like salmon and tuna are good for the brain.

Get enough exercise. The right amount of exercise can give people 30% less chance of developing Alzheimer's.

Relax. Too much stress is bad for the brain. The hippocampus is about 14% smaller in people who are always stressed.

Д30.

6. Write an email to your old friend. Write about:

- ✓ your life since you left school.
- ✓ your life now.
- ✓ what you'd like to do in the future.

1 курс, 1 семестр

(для студентов, изучавших иностранный язык)

Д1.

УПРАЖНЕНИЯ

- I. Назовите по порядку буквы в следующих словах.**
meet, tell, bed, Ted, feet, pen, Ben
- II. Определите, сколько букв и сколько звуков в каждом из следующих слов.**
Ben, meet, tell, be, ten, feet, tent, bed, bede
- III. Слышите текст 1 и подчеркните в нем слова со звуком [i:].**
- IV. Напишите в орфографии следующие слова.**
[mi:t, tel, ben, mi:, ten, bed, bi:, pi:t]
- V. Прочитайте вслух следующие слова, объясните, по каким правилам они читаются.**
bee, dene, bet, dent, beet, end, men, bede, peep, dell, bent, den, mete

Д2.

Complete the conversation using the expressions in the box.

have a look Hang on idea not really into see if
sounds that looks think about ~~want to~~

- CONN I was thinking about going to the festival on Saturday. Do you ¹ want to go?
- RITA It depends what's on. Why don't we ² have a look at the programme?
- CONN OK. ³ that looks good a minute. Right, what do you ⁴ think about this – Children of Khmer?
- RITA Hm, I'm ⁵ not really into dance. What about Rachid Taha?
- CONN The Algerian music? Yes, ⁶ sounds interesting.
- RITA And the ceilidh ⁷ is good, too.
- CONN Yeah. So do you want me to ⁸ see if there are any tickets?
- RITA Good ⁹ idea.

Д3. Пересказать текст

Interviewer: So, Ruben, how did you get into the luge?

Ruben: Well, at school, I couldn't jump high or run fast. I played football but I wasn't very good. It was really sad! But when I was ten, I saw the Olympics on TV for the first time and I loved it. And later, when I was 21, I saw Scott Hamilton win an Olympic medal in figure skating. Scott's about 155 cm tall and weighs about 50 kilos, and he gave me hope. I thought: if that little guy can do it, I can do it too. So I decided to be an Olympic champion but I had to find a sport. It's true, I'm not a great athlete, but I never give up. I try again and again. So I chose the luge because people get hurt a lot, people often break bones - ninety percent of them give up. And I thought, well, I don't give up, so I have a chance.

Interviewer: Most Olympic luge athletes start training at 12. You started at 21, but you've competed in three Olympics.

Ruben: Yes, I started in 1984. I went to the Winter Olympics in Calgary in 1988 and in Albertville in 1992. Then, nearly ten years later, my old coach phoned me up and said "Argentina needs you!" So at age 39, I competed in the 2002 Salt Lake City Winter Olympics.

Interviewer: What's it like to luge down a mountain at 90 miles an hour?

Ruben: Well, at that speed, you don't have time to think. The luge is very sensitive. If you hiccup, you can crash. And when you finish, you have to sit up and stop the luge by putting your feet on the ice. It takes a couple of hundred metres to stop because you finish the run at about 80 miles an hour. I still practise on the luge sometimes and I'm frightened on every run.

Interviewer: And what do you do these days?

Ruben: I'm a motivational speaker. I talk about my experiences and how to be successful. I'm making a film about success at the moment. We're interviewing a lot of business people, philosophers, athletes, Hollywood people. It's very interesting.

Д4. Подготовить рассказ о своем хобби или интересе.

Д5. Подготовить рассказ о своем первом рабочем опыте.

Д6. Составить диалог – собеседование при приеме на работу.

Д7. Пересказать текст

In defence of supermarkets

I like supermarkets. I can buy a week's shopping in ninety minutes, giving me time to help my daughter with her homework, or read a good book in the bath.

Supermarkets sell an amazing choice of fresh and frozen food. If I want to spend hours cooking a three-course dinner for friends, I can find all the ingredients I need at my local supermarket. If I choose an Italian meal, there are porcini mushrooms, fresh basil and mozzarella cheese. If I want some other cuisine - Indian, Chinese or French - herbs, spices, sauces and vegetables from every continent are only a few minutes away.

On the other hand, when I'm tired and just want to put together a quick family meal, I can buy a ready-made lasagne or curry, a bag of salad and some fresh fruit - and start eating it ten minutes after I get home.

Thanks to supermarkets, I can now shop all day from early morning to late at night. In some stores I can even shop 24 hours.

When I was a child, my mother didn't have these choices, as she went to three or four depressing little shops every day to buy what she needed. These shops opened from 9 am to 5 pm Monday to Saturday, and they all closed on Thursday afternoons.

The food was not always good, there was almost no choice and the shopkeepers were not very friendly. And at that time, food was very expensive. Cream on strawberries was a luxury, and roast chicken was for special occasions only.

Not many people would say that shopping in their local supermarket on a crowded Saturday morning makes them happy. But it's much, much better than what we had before.

Д8. Составить рецепт любимого блюда.

Д9. Пересказать текст

During rush hour, a Canadian man and his teenage son got in the cab and asked me to take them to La Guardia airport. They were going back to Canada. We had a nice conversation together and when they got out, they gave me a good tip.

When my next passenger got in, he handed me a wallet and said he found it on the back seat. I immediately knew it belonged to the Canadian man. It contained a driving license and a credit card, nothing much else.

Now, I liked the Canadian guy, so I found the 800 number on the back of the credit card and phoned the company. I explained what happened and gave them my number. After about half an hour, the Canadian guy called and asked me to go back to the airport and return the wallet. So I turned off my cab light and I started for the airport. Five or six people tried to stop me as I was driving through the city, but I didn't stop. I was doing a good thing!

Forty minutes later, I arrived at La Guardia. The guy was standing outside the terminal building and looking pretty stressed. I gave back the wallet and told him that I only did a little shopping with his credit card! Just a joke. He was so happy, he just laughed. "You're my favourite New Yorker ever", he said. Then he handed me fifty dollars and ran back into the airport. The whole thing – plus the fifty dollars! – really made my night.

Д10.

For each of these sentences, decide who's speaking – the taxi driver [T] or the passenger [P].

- | | | |
|---|--|--------------------------|
| 1 | Just make it 30 dollars. | <input type="checkbox"/> |
| 2 | Have a good trip, then. | <input type="checkbox"/> |
| 3 | Can you take me to Terminal 2, please? | <input type="checkbox"/> |
| 4 | So, is this your first time in Sydney? | <input type="checkbox"/> |
| 5 | Can I have a receipt, please? | <input type="checkbox"/> |
| 6 | How much is it to the airport? | <input type="checkbox"/> |
| 7 | That's \$27.80, please. | <input type="checkbox"/> |
| 8 | Can I put my bags in the back? | <input type="checkbox"/> |

Д11. Пересказать текст

A new kind of banking?

- ◆ In 1976, Muhammed Yunus, a Bangladeshi professor of economics, started Grameen Bank. Grameen gives small loans – usually no more than US\$100 – to very poor people who can't get credit from normal banks. This kind of credit is called *microcredit*.
- ◆ Most of Grameen's customers live in villages in the Bangladeshi countryside. 97 percent of them are women. They use the credit to start small businesses and make money for their families. For example, they make furniture, repair clothes, or buy animals for milk.
- ◆ Customers usually have to make repayments every week for twelve months. They pay about 16 percent interest a year. Grameen says that 98 percent of its customers make all their repayments.
- ◆ People who want a loan from Grameen have to make groups of five people, called loan circles. The people in the circle meet regularly to talk about their ideas and help each other. If someone in the group doesn't make their repayments, no one in the group can get credit in the future. However, if everyone makes their repayments, they can get bigger loans.
- ◆ In 2007, Grameen Bank had over seven million customers in nearly eighty thousand villages. There are now more than seven thousand other microcredit organisations around the world, including in Europe and the United States.
- ◆ Professor Yunus and Grameen Bank won the Nobel Peace Prize in December 2006.



Д12. Составить тему « Деньги и отношение к ним».

Д13. Пересказать текст

The treadmill

When Manuel Pedro's daughter looked at him one morning and said "Wow, you're fat!", he knew it was time to lose some weight. The trouble was, he didn't have time to do any exercise.

"I work in an office all day and when I get home in the evening, I generally just want to sit down and relax. At the weekend I normally do things with my kids, so I just don't have time to go to the gym or go for a run."

However, one day, his wife suggested buying a treadmill and walking on it while he worked.

"I thought she was crazy at first," he says. "But then I thought, why not?"

So the forty-year-old bought a cheap treadmill and put it in the corner of his office. He fixed his laptop to it and began walking and working at the same time.

"At first, I found it hard to type and walk at the same time. I got really stressed and sometimes only did it once or twice a week. I also looked really stupid in a shirt and tie on a treadmill. My colleagues thought it was really funny."

However, soon Manuel got better at working while he walked, and started to feel healthier. After a while he was doing several hours' walking every morning.

"I have a lot more energy now," says the office manager. "When I get to the office, I get straight on the treadmill and check my emails. I do three hours a day at the moment. Every week I do ten minutes' more walking. I've lost a lot of weight. My wife can't stop smiling."

Д14. Составить диалог – опрос.

Д15. Пересказать текст

Viewpoint - The urban world in 2050

In 1900, just 13 per cent of the world's people lived in cities. In 2008, the number passed 50 per cent for the first time in history. By 2050, the number will be about 70 per cent. The urban population in Asia and Africa will double, and there will be nearly 30 "megacities" - cities with more than 10 million people. So what will life be like for people in the cities of the future? Professor of human geography Ben Rhodes describes his vision of the urban world in 2050.

Life in cities will be very different from how it is today. Energy, especially oil, will be very expensive, so many people will probably work at home, or have their workplaces close to where they live. There'll be less traffic on the roads, and it'll be easier for people to be close to their families. For

these reasons cities won't have just one centre where everyone goes to work and shop. Instead, we'll probably see cities with many different centres.

It will be difficult to provide enough water, gas and electricity for really big cities, so these will probably stop growing. Many people from the countryside will move to smaller cities of 500,000 people or less. Transport over long distances will be a lot more expensive than it is now, so people will have to use food and energy from the countryside around their cities. They'll use local materials for building, and perhaps traditional styles of architecture too.

The thing I really worry about is that energy may become too expensive for many people. In the end we might have two groups of people: a rich group which can afford energy and lives in clean, green areas, and a bigger, poorer group which can't afford it and has to live in the more polluted parts of the city. This might lead to serious political problems.

As we all know, cities near the sea will probably experience some extra problems. As temperatures around the world go up, sea levels will rise and many places will have problems with flooding. Some cities will be OK, some may even find that the change in the climate is good for them, but others will need help. We really need to start planning for this now.

Д16.

Cross out the word that does *not* go with each bold phrase.

- 1 **I'm looking for** a bed and breakfast / day-trips / somewhere to stay.
- 2 **Do you organise** city tours / trips / a map ?
- 3 **Have you got** a map / a restaurant / any leaflets ?
- 4 **Can you recommend** somewhere to eat / a good hotel / leaflets ?
- 5 **Do you have any information about** the bus station / museums / things to do ?
- 6 **Do you sell** guidebooks / travel passes / art galleries ?

Complete the tourist's questions in the tourist office. Use the expressions in bold from Exercise 9.

- TOURIST OFFICER Hello, can I help you?
- TOURIST Yes, I've just arrived, and ¹ the bed and breakfast I booked online. ² a map?
- TOURIST OFFICER Yes, here you are. We're here, in the main square.
- TOURIST OK, thanks. And ³ the museums or other things to see?
- TOURIST OFFICER Right, here's a leaflet about all the museums and galleries, but it's a nice city just to walk around.
- TOURIST ⁴ any city tours?
- TOURIST OFFICER There's a walking tour in English tomorrow morning at 11 o'clock, starting from here. Or there's a bus tour that goes all day.
- TOURIST ⁵ tickets for that?
- TOURIST OFFICER No, you can just pay the bus driver.
- TOURIST Great. One last question – ⁶ a cheap restaurant near here?
- TOURIST OFFICER There's a pizzeria just across the square, or you'll find lots of cafés and fast-food places all along this road here.
- TOURIST OK. Thanks very much.

1 курс, 2 семестр

(для студентов, изучавших иностранный язык)

Д17.

Match the two parts of the sentences.

- | | |
|------------------------|---------------------------|
| 1 No, thanks. I'm just | a is it? |
| 2 Can I have | b a look at that jacket? |
| 3 Can I see | c you a hundred. |
| 4 I could give | d on? |
| 5 OK, I'll | e leave it. |
| 6 Would you take | f have any other colours? |
| 7 Thanks, but I'll | g take it. |
| 8 How much do you | h the one at the top? |
| 9 What size | i want for it? |
| 10 Can I try it | j 25? |
| 11 Do you | k looking. |

Д18. Составить тему «Вещи, которые нас окружают»

Д19. Пересказать текст

Why do people laugh?

Babies start laughing very soon after they're born. Deaf and blind people can laugh even though they've never seen or heard anyone laughing. Laughing seems to be a part of human nature, but what's it for?

Many people think that we laugh because we see or hear something funny, but most of the time this isn't true. In one study, a professor of psychology and his students listened in and made notes on hundreds of conversations in public places. They heard about 1,200 laughs, but only 10-20 percent came after a joke or something funny. The other 80-90 percent followed normal, everyday expressions like, "I'll see you later" or, "It was nice to meet you".

No one really knows why we laugh, but one idea is that the most important reason for laughing is to make other people feel good. When you laugh, the people around you often start laughing too. Soon, the whole group is cheerful and relaxed. Laughter can stop negative feelings and help people to feel closer to each other. It may be that thousands of years ago, before people could speak, laughter helped them to form groups and work together.

It also seems that laughter can be good for your health. Laughing a hundred times uses the same energy as riding on an exercise bike for fifteen minutes. The writer Norman Cousins, who suffers from back pain, wrote that watching comedy programmes on TV helped him to feel better. He said that ten minutes of laughter gave him two hours of pain-free sleep.

Д20. Рассказать новость из своей жизни.

Д21. Составить диалог – бронирование номера в отеле.

Д22.

Decide who says each thing, the receptionist (R) or the guest (G).

- | | | | |
|---|-------------------------------------|--|--------------------------|
| 1 Sorry, could you spell your surname for me, please? | <input checked="" type="checkbox"/> | a It's OK, thanks, I can carry them myself. | <input type="checkbox"/> |
| 2 Do you have a map of the city, please? | <input type="checkbox"/> | b Yes, please. And can I see your passport, please? | <input type="checkbox"/> |
| 3 Do I have to sign the form twice? | <input type="checkbox"/> | c Of course. It's R-A-M-O-S. | <input type="checkbox"/> |
| 4 What time is breakfast? | <input type="checkbox"/> | d Yes, here you are. There's also some information in your room. | <input type="checkbox"/> |
| 5 Would you like some help with your bags? | <input type="checkbox"/> | e It's from 7.00 to 11.00 in the restaurant downstairs. | <input type="checkbox"/> |

Match the questions in Exercise 3 (1-5) with the answers (a-e).

Д23. Пересказать текст

Le Corbusier - architect of the future?

To some people, he is the father of a million ugly tower blocks, shopping centres and multi-storey car parks. To others, he was a genius, a man who dreamed of safe and comfortable cities for everyone, rich or poor. His name was Le Corbusier and his buildings can be seen in Europe, North and South America and Asia.

Le Corbusier saw concrete and tower blocks as a way of providing inexpensive, quiet and spacious homes for everyone. He thought tower blocks should have their own indoor 'streets' with shops, cafes, schools and sports centres, and be close to historic city centres.

Le Corbusier used these ideas in one of his most famous designs, the twelve-storey *Unite d'habitation* in Marseille, built in 1952. Today, the tower block is home to 1,600 people. It's a popular address and neighbours get on well. It has an indoor shopping street, social clubs, a kindergarten, a gym and a hotel. There is even a swimming pool and a rooftop garden.

However, perhaps the best example of Le Corbusier's vision for modern urban living is in India, 250 km north of Delhi. There, he built one of the world's most unusual cities, Chandigarh. It is set around a large man-made lake and is full of parks, trees and flowers. It has 46 areas, each with its own apartment blocks, shops and services. One resident, Ranjit Sehgal, says, "Chandigarh was for many a dream in the desert, a new beginning. People are terribly proud of being from Chandigarh."

However, there is another side to the story. Other architects tried to use Le Corbusier's ideas, but their tower blocks were sometimes very different. They were cheaply built with small, dark apartments and paper-thin walls. They were built far from city centres, with no indoor shops or streets. Some

writers on urbanisation believe tower blocks like these create social problems, like crime and violence, and they blame Le Corbusier for the problems of modern city life.

Laurent Bouvier, an expert on the architect, disagrees. "With more than half the world's population now living in cities," he says, "it's time to look at Le Corbusier's work again. His ideas were misunderstood in the 20th century, but they may be the answer to the problems of the 21st."

Д24. Подготовить рассказ об отношениях с соседями по дому или в общежитии.

Д25. Рассказать биографию известного человека.

Д26. Подготовить рассказ об интересном месте в нашей стране.

Д27. Подготовить рассказ о своих детских воспоминаниях.

Д28.

Would the following be correct (C) or incorrect (I)?

- | | | |
|---|---|----------------------------|
| 1 | Instead of saying <i>Can I speak to Marijana Corbic</i> , Aimee said <i>Can I talk to Marijana Corbic</i> ? | <u>CORRECT</u> / INCORRECT |
| 2 | Instead of saying <i>It's Aimee Fribourg</i> , Aimee said <i>I'm Aimee Fribourg</i> . | CORRECT / INCORRECT |
| 3 | Instead of saying <i>Marijana isn't here</i> , the receptionist said <i>Marijana isn't there</i> . | CORRECT / INCORRECT |
| 4 | Instead of saying <i>Could you ask her to call me?</i> , Aimee said <i>Could you ask her to ring me?</i> | CORRECT / INCORRECT |
| 5 | Instead of <i>Hello, is that Matt Craven?</i> , Beth said <i>Hello, is this Matt Craven?</i> | CORRECT / INCORRECT |
| 6 | Instead of <i>I'll call you back later</i> , Matt said <i>I'll call you later</i> . | CORRECT / INCORRECT |

Д29. Рассказать, какие меры можно было бы предпринять для защиты окружающей среды.

Д30.

Look at these expressions, which could all be used in your letter/email. Match the expressions (1–8) to when you would use them (a–d).

- | | | |
|---|---|--------------------------|
| 1 | The main reason for this is ... | <input type="checkbox"/> |
| 2 | I am writing to ... | <input type="checkbox"/> |
| 3 | We / The government / Sandstown Airport need(s) to ... | <input type="checkbox"/> |
| 4 | If we don't ..., ... will happen. | <input type="checkbox"/> |
| 5 | The first/second/main point I would like to make is this: ... | <input type="checkbox"/> |
| 6 | It is clear/obvious that ... | <input type="checkbox"/> |
| 7 | What is needed is ... | <input type="checkbox"/> |
| 8 | According to ... , ... | <input type="checkbox"/> |
-
- | | |
|---|---|
| a | to explain why you are writing |
| b | to justify or support your argument (x4) |
| c | to say what needs to be done next and who is responsible (x2) |
| d | to make your point(s) |

2 курс, 3 семестр

Д31. Пересказать текст

Can you believe what you read?

When Mike Scott, a singer, read the page about himself on Wikipedia.com, he noticed several facts were wrong. So he started correcting them online. When he got to the end of the page, he looked up and saw that the information at the top of the page was changing back again. He couldn't believe his eyes.

He wrote about it in his blog and minutes later, he got a message from a complete stranger. The person explained that he was a big fan of Mike Scott and maintained the Mike Scott Wikipedia page. He checked the page regularly and if any facts changed, he immediately changed them back.

Today, anyone can write a blog or an article online. Wikipedia, where anyone can post or change an entry, has become a popular way to do research. But is it a good place to get reliable facts? In recent years, many people, like Mike Scott, have found that their online biographies contain inaccurate information. Terry Millstone, a web-based journalist, says, "Wikipedia seems like a really great idea but actually it's quite a dangerous website. People call this the great internet age, but there's never been a worse time to get accurate information." Not everyone agrees with this view. Pete Morley, another

journalist, says, "People criticise Wikipedia because they're afraid of it. There's no other source of information which is so up-to-date and free."

So, is it a better idea to place our trust in what we read in magazines, newspapers and books? There have been a number of scandals in the publishing world over the years, but one of the most extreme was the story of Stephen Glass. At only 25, he was a celebrated journalist working for the highly respected US political magazine, The New Republic. All that ended in May 1998 when it was discovered that one of Glass's biggest articles was a fake. Later, it was found that Glass had made up facts in 27 of the 41 articles he wrote for the magazine.

So, how do we know what to believe? Words have always had the power to influence people and, rightly or wrongly, we tend to trust the printed word. But with the rise of the Internet, that trust is at greater risk than ever.

Д32. Пересказать текст

I'm from England originally, but I live in Spain with my husband, Ramon. We run a riding school near Bilbao. When I first came here about twenty years ago, I had to learn Spanish fast, as I hardly ever saw or heard English. All films and TV programmes were dubbed in Spanish, there was just one bookshop that had a few, very expensive English books, and I occasionally found an English newspaper or magazine at the station. Now it's totally different - we have a satellite so I can watch English and American TV, films on DVD have the original language, and of course the Internet is brilliant for online papers, radio, podcasts, video clips ... everything! And if I want to read an English book, it's quick and cheap to order online. Brilliant! My kids really enjoy their English lessons, too - their teachers often use stuff from the Internet in class. There's never been a better time to learn English, I think.

Д33. Пересказать текст

Could social networking sites mean the end of lasting friendships?

A generation that is growing up using social networking websites, such as Facebook and MySpace, is less likely to form lasting relationships and is more likely to act without thinking, an expert has warned.

Many people who were born in 1990 or later have only known a world with the Internet, so they could grow up with an unrealistic view of the world and themselves, the annual meeting of the Royal College of Psychiatrists heard.

Dr Himanshu Tyagi, a psychiatrist, said social networking sites have encouraged the idea that friendships and relationships can be formed and ended quickly and easily. He said, "It's a world where everything moves fast and changes all the time, where relationships are ended at the click of a mouse. Online, you can delete your profile and change who you are in a few seconds." He said that because everything happens so quickly on social networking sites, people may start to find the real world boring.

He said teenagers who socialise online are more likely to make quick decisions without thinking about the consequences of their actions. They might not pay enough attention to their 'real world' selves, and might find it difficult to form relationships in the real world because they won't learn about body language, tone of voice and facial expressions online. He said that if you can't see someone's face or body language or hear the changes in their voice, this will influence your understanding of what's going on. He added that friendship means something very different to the 'internet generation'.

But there are also benefits. When you're online, you often don't know the wealth, race or gender of the person you're communicating with. Dr Tyagi said, "No one is an outsider on the net. It may not be the best way to make lasting friendships, but it does make everyone equal."

Д34.

10 Read this profile sent to a website for people learning and using English. How far has Mette followed the advice?

- 1 Do you think she has given a good 'picture of her life'?
- 2 What other things can she 'talk about later'?
- 3 How does Mette make her profile interesting to read?
- 4 Which information is relevant to an ESL (English as a Second Language) group?
- 5 Can you find three spelling mistakes in Mette's self-description?
- 6 What things does Mette sound happy and positive about?

Hi

I'm Mette. I'm a 25-year-old Norwegian female. I'm living in Oslo, but originally I'm from a small town ... located somewhere near the Arctic circle.

I'm working in a company that provides telecommunications solutions (I'm in 'a man's world'). Search, analysis, development ... I really like my job! Yes, I admit I don't think so when the alarm clock's ringing at 7 a.m., and I'm looking for it to turn it off :))

The official company language is English, but my colleagues are Norwegian and Belgian guys. And I noticed recently that my English started narrowing so all I said was 'it's done, it's updated, it works fine now' and other job-specific terms. So your website is a ray of light! I feel more confident now with my English. Thank you a lot!

I like hanging with my friends, attending foto exhibitions (the last one was Anton Corbin), going to a movie. A bit of sport activity: swimming, pilates. I'm also learning French (as I lived in Belgium for 1 year and my Belgian friends test my French from time to time). And like I said, I love my work, but I'll probably try and find a job in the UK or France in the future, so my languages need to be good.

Д35. Пересказать текст

Mr Song and Dance Man

Karaoke is a \$10 billion-a-year industry, but the man who invented it has made almost no money out of it. Inoue Daisuke came up with the idea in 1971. He could have become one of the richest men in Japan, but he didn't patent his idea and doesn't seem worried about the lost opportunity. 'I took a car stereo, a coin box and a small amplifier to make the karaoke,' says the 65-year-old in his small office in Osaka. 'Who would consider patenting something like that?'

In the early 1970s, Inoue was a drummer in a bar band with six colleagues, playing in local clubs in Kobe. They played for middle-aged businessmen who wanted to sing traditional Japanese songs. Inoue says, 'Out of 108 club musicians in Kobe, I was the worst! And the clients in my club were the worst singers!'

One day, one of his clients asked Inoue to play for him on an overnight trip. Inoue, unable to leave his job, gave him a tape of the backing music instead. That night, the businessman gave an emotional performance and karaoke (meaning 'empty orchestra') was born.

Inspired by this success, Inoue made 11 boxes with tapes and amplifiers, and began renting them to bars in Kobe in 1971. His plan was to make a bit of money but he never thought the idea would be so popular. In fact, karaoke was soon picked up by larger companies and through the 1980s and 1990s, it swept across Asia, the US and Europe. Then in 1999, Time Magazine called Inoue one of the 20th century's most influential people, saying he had completely changed nightlife. 'Nobody was as surprised as me,' he says.

Inoue himself only used a karaoke machine for the first time to celebrate his 59th birthday. These days, he makes a living selling a cockroach repellent for the machines. 'Cockroaches get inside the machines, build nests and eat the wires,' he says. He's very excited about his next venture. "My dream," he says, 'is to train Japanese pet-owners to take better care of their pets.' Friends say he is the ideas man, while his wife, who works in the same Osaka office, helps bring the ideas to life.

Д36.

1. Complete the sentences with the best time expression. Which are true for you?

1. I've (*never*) had a garden. I'd love to grow things.
2. I've lived in the same house (.....) I was born.
3. I've (....) loved being alone. I'm not very sociable!
4. I've changed my job (.....). I'm much happier now.
5. We've (.....) started a family. We've got two small children.
6. I haven't achieved my ambition (.....).
7. I've known my best friend (.....) ten years.
8. We've (.....) moved home. We haven't unpacked yet.

2. Put the words in order and make sentences about your hobbies, interests, hopes and dreams.

e.g. My dream is to have my own photography business.

1. to/dream/My/is...
2. absolutely/to/love/I'd...
3. considering/point/At/I'm/some...
4. wanted/always/I've/to...
5. thinking/I'm/of...

6. like/One/to/I'd/day...

Д37. Пересказать текст

Why so clumsy?

What makes one person have more accidents than another? Most people would say that it's to do with taking risks. Take fewer risks and you'll have fewer accidents. But is taking risks really a matter of choice?

Some experts believe that whether or not you take risks in life has a lot to do with your upbringing and, some believe, with your birth order. Parents are often stricter and more careful with their first child, and so first-born children tend to grow up taking fewer risks and being more cautious. Parents are often more relaxed with a second or third child, so these children tend to take more risks.

But why do children tend to be more accident-prone than adults? During childhood and adolescence, the body grows very quickly. There seem to be periods in these years when our brain and body are at different stages of development. Our arms are longer than the brain thinks they are, so we knock things over; our legs are longer than the brain believes, so we trip over easily.

Another explanation has been offered by scientists in Spain who have found a possible link between the number of hours a child watches TV and how accident-prone they are. The research suggests that the more time a child spends watching TV, the less they are developing their physical co-ordination skills. If a child doesn't run around a lot, they don't begin to understand that the world is full of physical risk. Watching cartoons and action adventure films doesn't help either. It gives the child a false sense of how the world works and of how much danger it contains.

So, what about adults? Some studies have shown that left-handed people are more accident-prone than right-handed people. Why the difference? No one knows for sure. One theory is that we live in a right-handed world. Everything from cars to door handles, from children's toys to engineering tools and equipment - is made by right-handed people for right-handed people. So left-handed children and adults are more likely to have accidents because the modern world is not designed for them.

Д38.

1. Complete what the people A-C say about their accidents and injuries using the past tense of the verbs in the box.

bang break (x2) cut drop fall slip ~~trip~~

A I tripped over a chair, _____ over, and _____ my face on the kitchen floor.

B I _____ a plate on the floor and _____ it, then I _____ my finger on it when I picked it up.

C I _____ on a wet floor and _____ my leg.

2. Put the words in the correct order to explain how the accidents happened.

1 to/was/I/my/on/way _____ the toilet and I didn't notice they'd washed the floor.

2 the/I/in/middle/was/of _____ cooking the dinner and I just didn't see it behind me.

3 doing/the/I/washing up/was _____ and it slipped out of my hand.

3. Match the explanations in Exercise 2 with the A-C in Exercise 1.

4. Cross out the expression which is *not* possible in these sentences.

1. I was on my way home/to work/in the kitchen and tripped up.

2. I fell down the stairs/inside/over and hurt my leg.

3. I was in the middle of dinner/sleeping/washing up and cut myself on a knife.

4. I slipped and broke my face/a glass/my arm.

5. I tripped and banged my head/my knee/a plate.

Д39. Пересказать текст

True Story competition

Here are the two winners of our True Story competition, judged by you, the reader. You had to tell us the story of how you met your partner in no more than five hundred words. Here are the two stories from our winners, Hans Klinsman from Germany and Maggie Renbourne from Ireland.

I first met Chin Mae when she came to Bonn thirty years ago. She was only supposed to be in Germany for two weeks, but then she met me and we fell in love. We were going to get married, but

then she had to go back to Korea for family reasons. I couldn't go with her and I'm not a good letter-writer, so in the end, we lost touch. I couldn't forget her, though. Some years later, I realised there was no way that I was going to be happy with any other woman. I had to try and find Chin Mae. So I wrote a letter and sent it to her last address - her parents' home. I didn't get a reply, which was no surprise really. I thought there was no chance that she'd still be single. She probably had a husband and children. So I tried to get on with my life.




It was three months ago - January 7th, 7.00 in the morning - when I was woken by the phone ringing. I'd been dreaming, and in my dream the phone was ringing and it was Chin Mae, trying to contact me. I'd had that dream many times over the years. When I eventually picked the phone up, I heard Chin Mae's voice. Of course I thought I was still dreaming, but this time it really was her. She said she never got my letter; her parents forgot to give it to her. Just recently, she was helping her mother move home and she found it. It had fallen behind a bookcase and it had been there for over twenty years! As soon as she read it, she knew she had to try to find me. I'd moved home, but luckily, I'd kept the same telephone number.

I immediately flew to Seoul and Chin Mae met me at the airport. It was a wonderful moment. She hadn't changed a bit. I'm so glad my letter ended up where it was supposed to be. I'm fifty this year, and I've just married the woman I've always loved.

Д40.

9 Read what four people say about the use of English words in their languages. Which person (a-d) talks about ...

- 1 an invented 'English' word? _____
- 2 an English word that's used in their language with a similar but confusing meaning? _____

<p>_____ 3 with a and 4</p>	<p>a)  Leonardo, Italy</p>	<p>an English completely grammar? a relationship languages? Last year I the University</p>	<p> Doris, Germany</p> <p> Maricarmen, the United States</p>	<p>word that's used different meaning comfortable between two spent nine months at of Southampton in reading things like who my <i>tutor</i> was. I main course. The tutor but it means university, not a</p>
	<p>England, When I first arrived, I kept 'ask your tutor for advice', but I didn't know finally realised it meant the lecturer for my problem was that in Italian we use the word something like an assistant or adviser at teacher or professor.</p>			<p>I knew the English name was different of course, but when I learned the English adjective <i>handy</i>, meaning useful or helpful, it was easy to remember as 'my handy is handy'!</p>
	<p>b) In German we call a mobile phone a <i>handy</i>.</p>			
	<p>c) I was born in the US, but my parents came here from Mexico. When I'm with other Hispanic people, we tend to mix English and Spanish words quite freely. You hear things like 'voy para pick up mi hija' instead of 'I'm going to pick up my daughter'. It's even got a name - Spanglish!</p>			
	<p>d) In France we use quite a few English words, like <i>weekend</i> or <i>email</i>. But there are some words that look like English, but are really just made up. When I did an English course in London, we were talking about celebrities (in French we call them <i>people</i>!) and I said someone had had a <i>relooking</i>. This is what we say in France, but none of the other students or the teacher understood it. I explained what I meant, and the teacher told me the 'real' English word was <i>makeover</i>.</p>			

a



Д41.

2. Circle the correct particle to complete the multi-word verbs in these tips.

... and when you're out shopping

1. **Look out/ over** for special offers in the supermarket, but don't buy things you won't use.
2. Work out your budget for food and try to **keep at/to** it.
3. If you **go out/ over** your budget one week, try to stay under it the next week.
4. Try an experiment one week. See what is the minimum you can **survive on/for**. You'll probably be surprised!
5. Don't **give in/up** buying the things you like, but buy them less often. For instance, buy yourself some chocolate once a week instead of every day.
6. Put a small amount of money in an envelope every week to **save up /on** for occasional treats.

Д42.

10. Imagine a friend or neighbour is coming to look after your house while you are away.

Think about ...

- things you want them to do (look after animals or plants, pick up post, ...)
- things they can do (use the garden, make drinks, ...)
- how to use any equipment (coffee maker, TV, ...)

Write the note you will leave them. Don't forget to thank them!

Д43. Пересказать текст

The 5-minute interview: Carlos Acosta

The Cuban ballet dancer Carlos Acosta has danced for many ballet companies including the Royal Ballet in London and the National Ballet of Cuba, where he was principal. In recent years, he has danced all over the world as an International Guest Artist. He has won numerous international prizes and is considered by many to be the best male dancer in the world.

A phrase I use too often is ...

'You know' or 'You know what I mean'. You know what I mean?

I wish people would take more notice of ...

The importance of art in society. We need to have more support from the government. Not just in the UK-everywhere.

The most surprising thing that happened to me was ...

When my father went to jail. That was very surprising.

I'm good at ...

Learning things quickly, especially movement. And I can remember things for a long time.

I'm very bad at ...

Art. I can't paint or draw. I just don't have any talent.

The ideal night out is ...

Time spent with normal people, just having a good time and learning.

You know me as a dancer but in another life I'd have been ...

A musician or a sportsman. I wanted to be a footballer when I was a child.

The best age to be is ...

Now. I'm mature but I still have youth - it's a good balance.

In weak moments I ...

Just have to have faith in myself and trust the people around me.

in a nutshell, my philosophy is this:

Do whatever makes you happy, however you want it. Because life is special.

Д44.

Read what Nick says about his roles in life and complete the expressions in bold.

It's quite difficult to say what I ¹**def** _____ myself as first. I obviously ²**see m** _____ as a husband and father as I have a lovely wife and three grown-up kids. But in my career, your family ³**isn't reg** _____ as so important; your professional role ⁴**i** _____ seen as the most important thing. I worked as a lawyer for many years, but was lucky to be able to retire when I was 50. I think that more and more in this country, retirement ⁵**is perceived a** _____ a positive and active time in a person's life. I'd **describe** ⁶ _____ a hard- working person and in fact, I do quite a bit of voluntary work now I have the time, so I ⁷**think** _____ myself _____ a working pensioner!

2 курс, 4 семестр

Д45. Пересказать текст

Declutter your life!

Clutter. Rubbish. Stuff. Call it what like, we've all got so much of it, we're drowning in it. It gradually takes our houses and our lives. All this stuff has become a huge source of stress today, affecting everything from our lifestyle choices to our personal development.

Decluttering - clearing out all that clutter and living a cleaner, simpler life - is becoming increasingly popular.

Don Aslett is a cleaning specialist. He believes that we're addicted to stuff. "By the time we become adults, we believe that things make us happy," he says. "If one little thing gives us pleasure, then surely more things will increase our pleasure. And we think things can change us, make us better. For instance, 'the kids won't do their homework - I'm sure it'll help if we buy a computer' or 'I'm unpopular - a new shampoo should help.' "He believes that we buy things to solve all the problems in our lives, and so we keep getting more stuff. And of course, we're wrong.

Michelle Passoff makes her living from other people's clutter - she's a 'clutter consultant' and author of *Lighten Up! Free Yourself From Clutter*. "A long time ago, I noticed that when something big happened in my life, I would go on a cleaning binge: I'd tidy up the front room; I'd put the kids' toys away in their cupboards; I'd clean up the kitchen." She found that cleaning helped her feel less stressed about the big problems in her life. "But then one day I had a thought: suppose I did it the other way around. If I had a big clear-out, would big things happen in my life?" She found that they did. She found that, without so many possessions, she could concentrate on the important things in her life, like relationships with friends and colleagues.

Do you hoard things and never throw them away? Go on, declutter your life.

Comments

Ana, Spain

In my neighbourhood, there's one day a month when you can put old furniture and stuff you don't want out on the street. I think it's good to give away stuff you don't need any more.

Manuel, Brazil

I don't agree with these people. My wife and I enjoy buying new things and we're perfectly normal. We have two happy and healthy kids. When you're happy, the things around you have happy memories, so you want to keep them.

Roger, UK

Every year, when the weather starts to improve, we give the house a good clean and get rid of a lot of our old stuff. It's not much fun but it does feel good when you've done it. So maybe they have a point, but the idea of a 'clutter consultant' is ridiculous.

Д46.

10. There are some phrases and abbreviations which you often find in this type of ad.

Match expressions 1-8 with meanings a-h.

- | | |
|---------------------------|---|
| 1 private advert | a I might accept a slightly lower price (= or near offer) |
| 2 brand new | b if you come in person to take it away |
| 3 ono | c you can come to see it |
| 4 you are welcome to view | d I have to sell it, but I don't really want to |
| 5 if collecting | e it's never been used, completely new |
| 6 no offers | f don't contact me if you are not serious |
| 7 no timewasters | g this is an ordinary person advertising, not a shop |
| 8 reluctant sale | h I won't accept a lower price |

Д47.

13. Answer the questions.

- 1 What happens if the girl picks a stone?
- 2 What happens if she refuses to pick a stone?

Lesson in Lateral Thinking: The Story of Two Stones

Many years ago in a small village, a farmer owed a large sum of money to a moneylender. The moneylender, who was old and ugly, liked the farmer's beautiful daughter. So he said he would forget the farmer's debt if he could marry his daughter. Both the farmer and his daughter were horrified by the proposal. So the clever moneylender suggested that they let chance decide. He told them that he would put a black stone and a white stone into an empty bag. Then the girl would have to pick one stone from the bag.

- 1) If she picked the black stone, she would have to marry the moneylender and her father's debt would be cancelled.
- 2) If she picked the white stone, she would not have to marry him and her father's debt would still be cancelled.
- 3) If she refused to pick a stone, her father would have to go to prison.

They were standing on a path in the farmer's field, full of stones. The moneylender bent down and picked up two stones. As he picked them up, the sharp-eyed girl noticed that he had picked up two black stones and put them into the bag. He then asked the girl to pick a stone from the bag.

Now, what would you do if you were the girl? If you had to advise her, what would you tell her? Careful analysis would produce three possibilities:

- 1) The girl could refuse to take a stone.
- 2) The girl could show the two black stones in the bag and expose the moneylender's dishonesty.
- 3) The girl could pick a black stone and marry the old man to save her father.

The girl's dilemma cannot be solved with traditional logical thinking.

Д48.

2. Use the expressions in the box in the correct form to replace the underlined expressions.

burst come off flat not work be stuck flood a power cut

1. A What's happened?
B The lights have gone out. *There's a power cut.*
2. The batteries in my torch are dead.
3. Oh no! The bathroom floor is covered in water.
4. The dishwasher's broken.
5. The water's coming from here. The pipe has a hole in it.
6. I can't open the door. The handle's broken.
7. Open a different window. That one doesn't open.

Д49. Пересказать текст

The problem with witnesses

The honesty of witnesses is the basis for the judicial process in many countries around the world. But research has shown that you can't always rely on these witnesses to give an accurate account of events.

Several studies have shown that people frequently not only forget the details of things that happened but also remember things that didn't happen at all. In one study, people were shown a picture of a car accident. Later, some were asked what they saw when the cars 'hit' each other, while others were asked what they saw when the cars 'smashed' into each other. People who were questioned using the word 'smashed' were more likely to recall seeing broken glass in the original picture. The introduction of false information changes people's memories. It can make us believe something that didn't happen or exist.

The problem is made worse by the effect of telling a story on our memory. When we tell a story, we always have a particular audience, so we change certain details. When we tell a friend about our day, for example, we want to make it interesting so we might exaggerate some things and leave out boring details. And every time we tell the story, our memory of it changes. In court, once witnesses have given an account of an event, they tend to remember what they said in their account rather than the actual event. Even more worryingly, once a witness has identified a person as guilty, he is likely to identify that same person later on, even when the person identified is not actually guilty.

Д50.

4. Cross out the word in each group that is *not* possible.

1. The CD/screen/page is scratched.
2. The jacket/magazine/T-shirt is the wrong size.
3. The CD cover/plate/car is cracked.
4. The colour/T-shirt/magazine is torn.
5. The on-off switch/jacket/freezer doesn't work.

Д51.

4. Cross out the expression in each group that is *not* correct.

So we were talking about the traffic and ¹I said/I said to him/I said him, "I'm thinking of getting a bike and cycling to work." And then ²he went/he say/he goes, "I can't ride a bike, actually." And ³I'm like/I like/I was like, "You're joking!" And ⁴he says to me/he said/he saying. "No, seriously, I grew up in the mountains and I just never learned."

So ⁵I goes/I go/I say, "OK, I'll teach you." So we're both going to buy bikes next weekend. I' slightly regretting it, actually.

Д52.

11. Choose the best meaning, a or b, for these quotations from the article.

1. 'The lack of verification in no way diminishes the appeal that urban legends have for us.'
a We enjoy urban legends because we know they are not true.
b We don't mind if urban legends are true or not; we enjoy them anyway.
2. 'By looking at what's implied in a story, we get an insight into the fears of a group in society.'
a Urban legends are often about things that people are worried about.
b Urban legends are often scary or frightening stories.
3. 'It might seem unlikely that urban legends would continue to be created in an age of widespread literacy, rapid mass communications and restless travel.'
a Urban legends seem too primitive for our modern society.
b Urban legends spread easily because of modern communications.

Д53. Пересказать текст

How to set yourself on fire

My stunt career started in 1961. There was no training in those days. I was a black belt in judo, and went down to teach an actor in a big film. That's how I got into it.

When you do a fire stunt, you put a special gel on your skin, and then you wear a fireproof suit under your clothes. Your clothes are set on fire and normally stay alight for about 15 seconds. Fire goes upwards so it's always up around your face and the back of your neck. If it starts to hurt, then you're in trouble.

It does get very hot, and you have to do it with two or three people ready around you, so if you have a problem you can fall down on your hands and knees and they will put you out using fire extinguishers, spraying you headfirst all the way down to your feet. Then they wrap a big wet towel around you because sometimes you're so hot that you can re-ignite. You're in control and you know that if you've had enough, or if it gets too hot, you can just lie flat down and they will put the fire out. If you're going to do a longer fire-burn, you need some breathing apparatus, so you wear small bottles called 'breathers' inside your suit so you can last a bit longer. The air gets burnt around you during a fire stunt, using up the oxygen.

Over the years, I've done about nine or ten fire jobs. They're special, not an everyday occurrence in a stuntman's career. You might have to do one every couple of years. For my first fire job, I was very anxious - and very pleased when everything was all right. It was in a film called *The Last Valley*, where I was set on fire and thrown onto a bonfire - a full body burn. I had a very nasty accident while filming Michael Winner's *Death Wish 3* in 1985, when I was seriously injured due to a mistake by the crew. It was a big fire job, jumping out of an exploding building, and I got badly burnt because I wasn't actually supposed to be on fire.

My family are always anxious and want to make sure I'm all right. I have to phone them before and after a job so they know I'm OK. They never try to talk me out of it after all, I've been doing it for over

40 years. Anyway, I'm now a stunt co-ordinator, so I don't do as many stunts. It's a young man's job being a stuntman.

Д54.

Circle the best advice about preparing slides for a presentation.

Good presentation slides should...

1. contain all the information in the talk/contain the main points of the talk
2. use complete sentences and paragraphs/use note form, abbreviations and bullet points.
3. have a lot of white space around the text/be covered completely with the text
4. use a lot of colours and special effects/not use distracting special effects

Д55. Пересказать текст

Doing a Ratner

Gerald Ratner will never get over his big mistake. In 1991, the then-head of the hugely successful Ratners Jewellers experienced one of the speediest downfalls in corporate history. While making a speech to the Institute of Directors, he said some of his products were rubbish and made a joke that his customers could buy "a pair of earrings for under a pound, which is cheaper than a prawn sandwich, but probably wouldn't last as long". Share prices fell dramatically and he was fired from the family business he'd started working for at 16, taken over from his father and built up into a global success. He went bankrupt and had a nervous breakdown. The experience still hurts. "I did offer to resign within 48 hours of that speech," he says, adding, "And I wish now I had, rather than stay around for another 18 months for everything to fall apart."

Since then, he has struggled to make a comeback. He set up a health club in 1996 and made a good profit when he sold it five years later. He then set up an online jewellery business called Gerald Online (he was not allowed to use the name Ratners). He runs the business with only six people, compared with the 27,000 employed at his old company.

"I do a lot more things myself," he says. He also spends two nights a week giving speeches at business events and he has written an autobiography, sales of which have been "not great".

Ratner is philosophical about his past, saying, "I made a huge mistake, which I regret, and I have to live with that fact. The good thing was I got into the habit of cycling 28 miles per day." When asked how he would like to be remembered, he says, "I know I'll be remembered, sadly, as 'doing a Ratner'" - an expression which became widely used for making big mistakes in business. "But what people forget is that before that speech, we had transformed a small family company into a global business. That's how I'd like 'a Ratner' to be remembered."

At 60, though, Ratner is back in business and excited about the future. He says, "People often ask me, 'Why didn't you write a book before?' And I reply, 'Because it wouldn't have had a happy ending.'"

Д56.

5. Freya and Ben are having an argument. Complete the expressions in bold in the conversation.

Freya: Is this the hotel? It looks pretty bad. And you **could have** ¹t_____ **me** it was over a garage.

Ben: Well, **if I'd** ²k_____ where it was, obviously I'd have told you. The photo on the website wasn't very clear.

Freya: we ³_____ **have known** it would be awful. It was really cheap.

Ben: Maybe it **would have been** ⁴b_____ **to** pay a bit more for something nicer.

Freya: well, **if you'd** ⁵a_____ **me**, that's what I'd have said, but you insisted on booking this place!

Д57.

Genetic engineering for athletes

Cyclist Alain Such has been suspended from the Ingotel cycling team for two years after a positive drugs test at the Institute of Drug Free Sport. "I am still in shock," said Didier Garcia, from Team Ingotel. "Alain joined our team last month and we had no idea that he was being investigated."

It's a story that has become more and more familiar in recent years, with the list of illegal drugs becoming longer and athletes continuing to look for legal and illegal ways to improve their performance. So it's no surprise to find that scientists are considering the possibility of using genetic engineering to further develop athletes' abilities. Dr Mohammad Farnood, a leading sports scientist

from Cairo, Egypt, said: "It is thought that some athletes will look for other ways to improve performance apart from using drugs."

The use of drugs in sport has not always been illegal. In the Olympics in 1904, Thomas Hicks won the marathon after receiving an injection of strychnine (and some brandy) in the middle of the race. In fact, the first dose didn't revive him for long, so he was given another and, as a result, he collapsed soon after finishing. Another dose may well have killed him. Things are very different today. Drug tests and bans for athletes are becoming more and more frequent and some academics believe athletes may turn to genetic enhancement. "If genetics can improve performance with no risk of discovery," said Dr Farnood, "then it's likely to become common practice for athletes."

So, how would it work? Researchers are looking at the possibility of identifying 'athletic' genes and correcting weak ones. Put into practice, this would make a person healthier and, potentially, more capable of being athletic. Once scientists understand what the genes of top athletes look like, it might even become possible to identify 'athletic' genes in young people, and then money could be invested in children who have the most promising genes.

The fact that WADA (the World Anti-Doping Agency) is taking it seriously shows that genetic engineering in sport could become a major problem. However, there is another view in the genetic engineering debate.

"People are beginning to recognise that genetics can be used in many ways to benefit society, for instance in saving lives and in creating better-quality food for more people," Dr Farnood says. "Sport is only one example. So, those who offer themselves to be genetically engineered may be considered - in one sense - to be helping science and technology to move forward. Is it fair to use genetic engineering in sport? You could ask if it's fair for some runners to use the latest scientifically developed footwear. The key question is whether it's available to everyone."

Д58.

Put the words in the correct order to complete these reactions to new stories.

1. is/what's/that/good _____ health is being taken seriously.
2. that/the/thing/angry/me/makes _____ is that the clubs don't do more to stop incidents.
3. thing/the/me/worries/is/that _____ that the bad weather is forecast to continue for another three days.
4. is/what's/funny _____ that there's a report in the paper at all – nothing really seems to have happened!
5. is/that/depresses/what/me _____ so few people went to the protest.
6. what's/is/important/that _____ he wasn't seriously hurt.

