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

Образовательная автономная некоммерческая организация высшего образования «МОСКОВСКАЯ ВЫСШАЯ ШКОЛА СОЦИАЛЬНЫХ И ЭКОНОМИЧЕСКИХ НАУК»
Факультет социальных наук

УТВЕРЖДЕНА
ученым советом
РАНХиГС (в составе ОП)
Протокол от «18» июня 2020 г. № 07
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УТВЕРЖДЕНА
Ученым Советом МВШСЭН
(в составе ОП)
Протокол от «16» июня 2020г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.О.01 Иностранный язык
(индекс, наименование дисциплины, в соответствии с учебным планом)

41.03.06__Публичная политика и социальные наук_____
(код, наименование направления подготовки (специальности)

Программа бакалавриата "Современный медиатекст"

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Автор–составитель:

к.п.н., доцент кафедры английского языка Отделения языковой подготовки ИОН РАНХиГС В.В. Левченко

Старший преподаватель, Сухарева Галина Борисовна

Заведующий кафедрой к.филол.н. Калашникова М.В.

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

1.1. Дисциплина Б1.О.02 «Иностранный язык» обеспечивает овладение следующей компетенцией с учетом этапов:

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС-4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке (ах)	УК ОС-4.1	Способность аргументировано и ясно строить устную и письменную речь, владеть литературной и деловой письменной и устной речью на иностранном языке
		УК ОС-4.2	Способность к навыкам публичной и научной речи; создавать и редактировать тексты профессионального назначения, анализировать логику рассуждений и высказываний
ОПК-1	Способность осуществлять эффективную коммуникацию мультикультурной профессиональной среде на государственном языке Российской Федерации и иностранном(ых) языке (ах) на основе применения понятийного аппарата по профилю деятельности	ОПК-1.1	Способность аргументировано и ясно строить устную и письменную речь, владеть литературной и деловой письменной и устной речью на иностранном языке
		ОПК-1.2	Способность к навыкам публичной и научной речи; создавать и редактировать тексты профессионального назначения, анализировать логику рассуждений и высказываний

1.2. В результате освоения дисциплины Б1.О.02 «Иностранный язык» у студентов должны быть сформированы:

Код этапа освоения компетенции	Результаты обучения
УК ОС-4.1	**на уровне знаний:** значений новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого этикета, отражающих особенности культуры стран изучаемого языка; **на уровне умений:** **Коммуникативная компетенция: говорение** давать четкие подробные описания и делать доклад,

	должным образом подчеркивая существенные моменты и подкрепляя повествование важными подробностями; делать четкие подробные описания по интересующим студента вопросам из академической сферы, развивая отдельные мысли и подкрепляя их дополнительными положениями и примерами; **Коммуникативная компетенция: аудирование** понимать разговорную речь в пределах литературной нормы в повседневной, социально-общественной, академической и профессиональной среде, живую и в записи, на знакомые и незнакомые темы; понимать основные положения сложной по лингвистическому и смысловому наполнению речи на конкретные и абстрактные темы, произносимые на нормативном диалекте, включая технические обсуждения по темам, находящимся в рамках собственной академической или профессиональной сферы; следить за ходом длинного доклада или сложной системы доказательств при условии, что тема достаточно хорошо знакома и на смену направления указывают соответствующие маркеры
УК ОС-4.2	**на уровне знаний:** значение изученных грамматических явлений в расширенном объёме (видо-временные, неличные и неопределённо-личные формы глагола, формы условного наклонения, косвенная речь/косвенный вопрос, побуждение, согласование времён); страноведческой информации из аутентичных источников, обогащающих социальный опыт студентов **на уровне умений:** **Коммуникативная компетенция: говорение** развивать четкую систему аргументации, приводя доводы за и против, подкрепляя утверждения подробной информацией и делая общие и частные заключения на основе сказанного; **Коммуникативная компетенция: письмо** писать четкие тексты, подробно освещая представляющие интерес вопросы, синтезируя и оценивая информацию и аргументы, поступающие из нескольких источников; написать эссе или доклад в развитие определенной позиции, приводя доводы за и против определенной точки зрения и поясняя плюсы и минусы вариантов решений; раскрыть тему в эссе, в котором доказательства разворачиваются системно, подчеркиваются важные моменты и приводятся детали, подкрепляющие излагаемую точку зрения; давать оценку различным идеям и вариантам решения проблем; развивать свою точку зрения, подкрепляя ее при помощи распространенных дополнительных рассуждений, доводов и примеров. **Коммуникативная компетенция: чтение** читать самостоятельно, меняя вид чтения и скорость в зависимости от типа текста и собственных целей и избирательно используя необходимые справочные материалы; быстро просматривать большой текст, выделяя при этом важные детали; быстро улавливать содержание статьи и определять ее актуальность, решать, стоит ли

	читать ее подробнее, а также уметь найти в ней нужную информацию, чтобы выполнить задание. **на уровне навыков:** владения устными и письменными способами общения с представителями других стран, ориентацией в современном многоязычном мире; использования иноязычных источников информации (в том числе Интернета), необходимых в образовательных и самообразовательных целях; владения широким запасом необходимой лексики, в том числе идиоматическими выражениями и языковыми клише
ОПК-1.1	**на уровне знаний:** сведения о странах изучаемого языка, их науке и культуре, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой культуре, языковые средства и правила речевого поведения в соответствии со сферой общения и социальным статусом партнёра. **на уровне умений:** **Коммуникативная компетенция: говорение** высказать личное мнение и подкрепить его аргументами, в том числе для опровержения других мнений, а также высказать и обосновать гипотезу; включиться в диалог или дискуссию, а также закончить их, используя подходящие для этого языковые средства. **Коммуникативная компетенция: письмо** писать четкие тексты, подробно освещая представляющие интерес вопросы, синтезируя и оценивая информацию и аргументы, поступающие из нескольких источников; написать эссе или доклад в развитие определенной позиции, приводя доводы за и против определенной точки зрения и поясняя плюсы и минусы вариантов решений; раскрыть тему в эссе, в котором доказательства разворачиваются системно, подчеркиваются важные моменты и приводятся детали, подкрепляющие излагаемую точку зрения; давать оценку различным идеям и вариантам решения проблем; развивать свою точку зрения, подкрепляя ее при помощи распространенных дополнительных рассуждений, доводов и примеров. **Коммуникативная компетенция: аудирование** **на уровне навыков:** владения устными и письменными способами общения с представителями других стран, ориентацией в современном многоязычном мире; использования иноязычных источников информации (в том числе Интернета), необходимых в образовательных и самообразовательных целях; владения широким запасом необходимой лексики, в том числе идиоматическими выражениями и языковыми клише. Составление и презентация докладов на иностранном языке; проведения опросов и получения сведений на заданную тематику на иностранном языке
ОПК-1.2	**Коммуникативная компетенция: аудирование** **на уровне навыков:** владения устными и письменными способами общения с представителями других стран,

	ориентацией в современном многоязычном мире; использования иноязычных источников информации (в том числе Интернета), необходимых в образовательных и самообразовательных целях; владения широким запасом необходимой лексики, в том числе идиоматическими выражениями и языковыми клише. Составление и презентация докладов на иностранном языке; проведения опросов и получения сведений на заданную тематику на иностранном языке

2. Объем дисциплины в зачетных единицах с указанием количества академических или астрономических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся и место дисциплины в структуре образовательной программы

Объем дисциплины

Вид учебных занятий и самостоятельная работа		**Всего**	**Объем дисциплины, час./астрономич.час.**	
			Семестр	
			1	2
Контактная работа обучающихся с преподавателем, в том числе:		***168/129***	***84/64***	***56***
лекционного типа (Л)				
лабораторные работы (практикумы) (ЛР)				
практического (семинарского) типа (ПЗ)		***168/129***	***84/64***	***56***
Самостоятельная работа обучающихся (СР)		***84/64***	***60/46***	***124***
Промежуточная аттестация	**форма**	***зачет и экзамен***	***зачет***	***экзамен***
	час.	***36/27 1***		
Общая трудоемкость (час. / з.е.)		***288/221 8***	***144/111 4***	***108/83 3***

Место дисциплины в структуре ОП ВО

Дисциплина Б1.О.02 «Иностранный язык» изучается с 1 по 2 семестры очной формы обучения в соответствии с учебным планом, общая трудоемкость дисциплины – 8 зачетных единиц, 288 часов.

Дисциплина реализуется после изучения предыдущего уровня образования.

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

Дисциплина является основой для изучения Б1.В.ДВ.13.01 «Английский язык делового общения», Б1.В.ДВ.13.02 «Второй иностранный язык»

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

Структура дисциплины

Очная форма обучения

№ п/п	Наименование тем (разделов)	Объем дисциплины, час./астрономич.час.						Форма текущего контроля успеваемости*, промежуточной аттестации**
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий				СР	
			Л	ЛР	ПЗ	КСР		
Тема 1	Человек и общество	14			10		4	О,Т,КР,Э,Д
Тема 2	Еда и напитки	14			10		4	О,Т,КР,Э,Д
Тема 3	Искусство и музыка	14			10		4	О,Т,КР,Э,Д
Тема 4	Надежды и страхи	14			10		4	О,Т,КР,Э,Д
Тема 5	Работа и свободное время	14			10		4	О,Т,КР,Э,Д
Тема 6	Наука и технологии	14			10		4	О,Т,КР,Э,Д
Тема 7	Время и деньги	14			10		4	О,Т,КР,Э,Д
Тема 8	Путешествия	14			10		4	О,Т,КР,Э,Д
Тема 9	Здоровье и спорт	14			10		4	О,Т,КР,Э,Д
Тема 10	Современность и история	14			10		4	О,Т,КР,Э,Д
Тема 11	Язык и культура	14			10		4	О,Т,КР,Э,Д
Тема 12	Жизнь и сказка	14			10		4	О,Т,КР,Э,Д
Тема 13	Друзья и незнакомцы	14			10		4	О,Т,КР,Э,Д
Тема 14	Друзья и незнакомцы	14			10		4	О,Т,КР,Э,Д
Тема 15	Закон и порядок	12			8		4	О,Т,КР,Э,Д

Тема 16	Визуальное и слуховое восприятие	14			8		4	О,Т,КР,Э,Д
Тема 17	Спрос и предложение	10			6		4	О,Т,КР,Э,Д
Тема 18	Новое и забытое	8			4		4	О,Т,КР,Э,Д
Тема 19	Любовь и ненависть	10			4		6	О,Т,КР,Э,Д
Тема 20	Законы жизни	10			4		6	О,Т,КР,Э,Д
Промежуточная аттестация		***36/27***						Зачет, Экзамен
Всего:		***288/2218***			***168/129***		***84/64***	

Примечание:

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

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

Содержание дисциплины

Тема 1

Описание человека, его личностных характеристик. Описание бытовых предметов, которыми мы пользуемся каждый день. Теория шести рукопожатий. Описание близкого человека, друга, члена семьи. Рассказ о себе.

Порядок слов в английском предложении, вопросе, виды вопросов, наречия частотности, настоящее простое время. Настоящее длительное время.

Тема 2

Еда, виды еды, питья. Мировые кухни, любимые рецепты, блюда. Секреты приготовления различных блюд. Рассказ о своих (предпочтения друга, члена семьи) предпочтения в еде, питье. Рекомендации. Описание кухни.

Исчисляемые и неисчисляемые имена существительные. Квантификаторы.

Тема 3

Предметы искусства. Известные шедевры литературы и живописи. Оформление жилого пространства. Обзор любимой книги, картины.

Прошедшее простое время. Простое длительное время. Правильные/неправильные глаголы. Прошлые привычки.

Тема 4

Планы на будущее. Что я буду делать через 10,20 и т.д. лет. Что будут делать мои друзья и члены семьи. Ящик Пандоры. Будущее в литературных произведениях.

Будущее простое время. Способы выражения будущих действий в английском языке с помощью настоящего простого и длительного времени.

Тема 5

Работа, виды профессий, функции работников. Свободное время, хобби. Как найти баланс между работой / учебой и свободным временем. Парки аттракционов.

Модальные глаголы. Настоящее совершенное время.

Тема 6

Наука и технологии. Виды науки и ученых. Как сделать науку популярной. Важность науки в бытовой жизни. Технологии. Развитие технологий. Их будущее.

Степени сравнения. Фразовые глаголы.

Тема 7

Изобретения, которые экономят нам время. Важность времени. Устойчивые выражения со словом ‘time’. Существующие концепции времени. Временные зоны. Деньги. Их необходимость, достаточность/недостаточность. Валюты мира. Финансовые тенденции.

Настоящее совершенное время.

Тема 8

Знаменитые дома. Животные в доме. Описание своего дома /дома друга/члена семьи. Описание идеального дома. Туристический гид по своей стране и стране, которую хочется посетить.

Пассивный залог. Условные предложения 1 типа.

Тема 9

Современная медицина. Прием лекарств. Посещение врача. Спорт и фитнес. Важность здорового образа жизни для человека. Виды спорта.

Модальные глаголы со значением рекомендаций. Прошлое совершенное время.

Тема 10

Высказывания известных людей. Развитие языка. Транспорт. Новые виды транспорта. Новые места в новом мире.

Придаточные предложения.

Тема 11

Языки и культуры мира. Разнообразие вариантов английского языка. Описание мест. Приветствие на разных языках.

Настоящее простое время. Настоящее длительное время

Тема 12

Легендарные места. Городские легенды. Мистические события и их реальные объяснения. Создание сказки.

Прошедшее простое время и прошедшее завершенное время.

Тема 13

Источники энергии, альтернативная энергия. Климатические зоны. Особенности климата. Жара и холод.

Тема 14

Друзья и незнакомые люди. Попутчики в путешествиях. Как находить друзей.

Настоящее совершенное время и прошедшее простое время.

Тема 15

Законы различных профессий и сфер. Бюрократические процедуры. Зачем нужен закон и порядок.

Модальные глаголы со значением обязательности.

Формы модальных глаголов в прошедшем времени.

Настоящее совершенное простое и длительное время.

Тема 16

Визуальный и слуховой обман. Цвета, формы, действия.

Пассивный залог, артикли. Косвенная речь.

Тема 17

Спрос и предложение. Законы рынка. Удовлетворение наших нужд. Как заработать денег.

Исчисляемые и неисчисляемые имена существительные. Придаточные предложения.

Тема 18

Космические путешествия в прошлом и будущем. Случайные открытия, перевернувшие мир.

Условные предложения второго и третьего типа.

Тема 19

Любовь и ненависть. Культурные стереотипы. Известные истории любви и ненависти в истории и литературных произведениях. Конкуренция в спортивном мире.

Инфинитив и герундий.

Тема 20

Празднование дня рождения в различных странах и культурах. Различные праздники. Описание наиболее важных национальных праздников и событий. Известные прощальные речи. Возвратные местоимения.

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

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

4.1.1. В ходе реализации дисциплины Б1.О.02 «Иностранный язык» используются следующие методы текущего контроля успеваемости обучающихся:

– при проведении занятий семинарского типа:

опрос;
тестирование;
контрольная работа;
эссе, диспут

4.1.2. Зачеты и экзамен проводятся в виде развернутого комплексного лексико-грамматического теста и устного опроса (пересказа статьи и подготовленной теме по пройденному материалу семестра).

4.2. Материалы текущего контроля успеваемости обучающихся

Типовые оценочные материалы

1. Translate into English.

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

2. Read the text and do the tasks.

One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe. But what happens in other countries when big animals come into cities? In Vancouver it is unusual to see a bear, but in some cities you can see big animals on the city streets every day.

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

In Berlin in Germany, pigs sometimes come into the city to look for food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the

street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the government and the police to stop them entering the city.
In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, markets and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is -10 ºC and there is a lot of snow and ice.
Many animals live in cities. In some cities, you can see birds, insects, mice and squirrels every day. But sometimes, it is dangerous when big animals come into cities to find food. We need to find ways of stopping animals coming into the city without hurting them.

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

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

Опрос
Ответьте на вопросы:
1. What types of weather are bad and good for doing these activities:
a. planting flowers in a garden
b. having an evening barbecue
c. sailing in a small boat
d. having a day of sightseeing in a big city
e. camping out in the forest
f. looking at ships through binoculars

2. Why are you learning English?
3. When do you use English in your life?
4. What is life like for people in very hot countries?
5. How does the climate affect the way people live in your country?
6. Name a few English words which are loanwords in Russian.
7. Name the four countries with the highest population.
8. Name the five most widely spoken languages.
9. Where do people speak Inuit?
10. What are the most popular tourist attractions and cultural events in London?
17. What is the most interesting hobby you have ever had?
18. How old were you when you started it?
19. Do you still do it or have you given it up?
20. Why did you decide to take it up?
21. What hobbies have other people in your family got?
22. What sport do you enjoy most?
23. Why do some people dislike exercise and sport?
24. What sports would you like to take up in the future? Why?
25. What is the best way of encouraging people to take part in sport?
26. Which team sport have you taken part in recently?
27. What is the difference between a journalist and a reporter?
28. Do journalists always tell the truth?
29. Is the increase in non-professional journalism a good thing?
30. Do you agree with the statement 'Newspapers are boring'?
31. Why are there so many magazines about celebrities?
32. Are soap operas all the same?
33. Are all computer games violent and expensive?
34. Do you enjoy watching commercials?
35. What is your favourite TV channel or programme?
36. What programme would you start on TV?

Тест

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

1.1 (to play) chess tomorrow. 2.1 (not to play) chess tomorrow. 3. You (to play) chess tomorrow? 4. He (to play) chess every day. 5. He (not to play) chess every day. 6. He (to play) chess every day? 7. They (to play) chess now. 8. They (not to play) chess now. 9. They (to play) chess now? 10. Nick (to walk) in the park now. 11. Nick (to go) to school every day. 12. Nick (to go) to school tomorrow. 13. I (to miss) your excellent cooking! 14. You ever (to buy) presents? 15. You (to think) it (to be) easy or difficult to choose the right presents for people? 16. What present your mother (to receive) for her next birthday?

17.

A: The weather (to be) unpredictable these days.
B: Well, maybe it (to be) warm and sunny.
A: It (to get) cold, and look at those clouds. I (to think) it (to be) cold and damp.
B: You (to be right). It (to get) cold. My feet (to freeze). You (to know), it might snow.
A: You never (to know). They (say) fog (to cover) the area early tomorrow morning. It (to clear) and (to become) sunny by noon. So it might be beautiful this afternoon, too.
B: You (to kid)? I (to freeze). Where the bus (to be)? Oh, how dreadful! We still (to wait) for the bus. I can't wait any longer. The bus never (to arrive) on time. I (to go) now. You (to come) or (to stay)?

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

1. He (to turn) on the TV to watch cartoons every morning. 2. He (to turn) on the TV to watch cartoons yesterday morning. 3. He (to turn) on the TV to watch cartoons tomorrow morning. 4. I always (to go) to the Altai Mountains to visit my relatives there. 5.1 (to be) very busy last summer and I (not to go) there. 6. I (not to go) there next year because it (to cost) a lot of money and I can't afford it. 7. They (to enjoy) themselves at the symphony yesterday evening? 8. Who (to take) care of the child in the future? 9. How often you (to go) to the dentist's? 10. We (not to have) very good weather, but we still (to have) a good time during our short stay in London. 11. She (to do) all the washing in their house. 12. He even (not to know) how to use the washing machine. 13. Two years ago they (to be) rich and money (to be) never a problem. 14. You (to think) you (to be) happy in your new neighbourhood? 15. When the chicken soup (to be) ready? 16. The customs officers at JFK airport in New York (to arrest) that young man when he (to arrive). 17.1(to like) to get on with my friends, so I often (to do) what they (to want). 18. When your birthday (to be)? 19. When you (to get) your watch? 20. Who (to create) Mickey Mouse?

3. Вставьте артикль, где необходимо.

1. ... Moscow is situated on ... Moscow River. ... Moscow is a river that moves very slowly. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Volga runs into ... Caspian Sea. 2. Several rivers run into ... sea at... New York. ... most important is ... Hudson River which empties into ... Atlantic Ocean. Besides ... Hudson there are ... two other rivers: ... East River ahd ... Harlem River. 3.1n ... Siberia there are many long rivers: ... Ob, ... Irtysh, ... Yenissei, ... Lena and ... Amur. 4. ... Altai Mountains are ... higher than ... Urals. 5. There is ... splendid ... view of ... Lake Geneva from this hotel. 6. My ... friends have travelled a lot. This ... year they are going to fly to ... Canary Islands. 7. Which river flows through ... London? — ... Thames. 8. Of which country is ... Washington ... capital? — ... United States. 9. ...United Kingdom consists of ... Great Britain and ... Northern Ireland. 10. ... Chicago is on ... Lake Michigan.

4. Translate from Russian into English.

1. В этой суровой части Земли зима начинается в сентябре и заканчивается в мае. Люди не видят солнца почти 9 месяцев.

2. В некоторых районах России зимы бывают очень снежными, и температура зимой падает до 30-40 градусов, а в северной части Сибири даже до минус 60 или 70.

3. На дальнем Севере осенью и зимой солнце всегда низко в небе и вырабатывает очень мало тепла.

4. Всю зиму на дальнем Севере земля остается холодной и людям приходится жить и работать в тяжелых условиях «вечной» мерзлоты.

5. Холодные морозные ветры приходят со стороны Арктики и дуют по всей обширной территории северной части Сибири. В это стороне нет гор и высоких деревьев, которые могли бы сдерживать сильные ветра.

6. Исследования показывают, что в Западной Сибири становится теплее быстрее, чем в каком-либо уголке Земли.

7. Климат сильно влияет на условия, в которых живут люди, и, если человек меняет место жительства, ему приходится долго приспосабливаться к другому климату.

8. Какая жизнь у людей в жарких странах? Я думаю, она отличается от нашей очень сильно. Они живут в условиях сильной жары летом и очень теплой зимы.

9. Климат на планете изменился очень сильно, на юге страны часто происходят торнадо и ураганы, а в северных частях ветры становятся теплее.

10. Люди всегда испытывали к музыке особые чувства, хорошая классическая музыка заставляет нас не только отдыхать, но она объединяет людей.

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

1. Helen speaks French so well because she (to live) in France. 2. She (to live) there last year. 3. The rain (to stop) and the sun is shining in the sky again. 4. The rain (to stop) half an hour ago. 5. Mary (to buy) a new hat. 6. I (to buy) a pair of gloves yesterday. 7. The wind (to blow) off the man's hat, and he cannot catch it. 8. The weather (to change), and we can go for a walk. 9. The wind (to change) in the morning. 10. We (to travel) around Europe last year. 11. My father knows so much because he (to travel) a lot. 12. I (to see) Pete today. 13. She (to see) this film last Sunday. 14. Alex (to meet) his friend two hours ago. 15.1 just (to meet) our teacher. 16. The children already (to decide) what to do with the books. 17. Yesterday they (to decide) to help their grandmother. 18. I (not to see) you for a long time. 19. I (to see) you in town two or three days ago, but you (not to see) me. 20. I (to be) on a bus.

2. Вставьте as ... as или so ... as.

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

3. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. — How do you like Smucker's Sweet Orange Marmalade, Mrs Johnson? — I think it's (delicious). It's much (delicious) than the marmalade I usually buy. — We agree with you, Mrs Johnson. We think Smucker's Sweet Orange Marmalade is (delicious) marmalade in the world. 2. The rivers in America are much (big) than those in England. 3. The island of Great Britain is (small) than Greenland. 4. What is the name of the (high) mountain in Asia? 5. The En-glish Channel is (wide) than the Straits of Gibraltar. 6.Russia is a very (large) country. 7. Which is (large): the United States or Canada? 8. What is the name of the (big) port in the United States? 9. Moscow is the (large) city in Russia. 10. The London Underground is the (old) in the world. 11. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia. 12. St Petersburg is one of the (beautiful) cities in the world.

4. Вставьте модальный глагол may (might) или выражение to be allowed to. Вставляйте to be allowed to только в тех случаях, где may (might) употребить нельзя

1. He ... go home if he likes. 2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside. 3. The doctor says I am much better. I ... get up for a few hours every day. 4. ... I bring my sister to the party? 5. He asked if he bring his sister to the party. 6. After the children had finished their homework, they ... watch TV. 7. He ... join the sports club as soon as he passes his medical examination. 8. Becky's mother said that everybody ... take part in the picnic. 9. If you pass your exams, you ... go to the south. 10. ... I borrow your car, please? 11. He asked if he ... borrow my car. 12.... I have a look at your newspaper? 13. One day all his dreams ... come true.

5. Translate the sentences from Russian into English

1. Этот магический остров с впечатляющей территорией отделен от континента огромным суровым морем.

2. Тропический лес расположен на великолепном магическом острове, который очень популярен среди туристов.

3. Песчаный пляж с его ровной поверхностью и разные оттенки голубого цвета озера, находящегося в середине тропического леса, привлекают отдыхающих в этот район.

4. Молодые менеджеры обычно отправляются в экстремальные путешествия, они ездят на острова, отделенные от континента морями или океанами, взбираются на дремлющие вершины.

5. Многие животные находятся в опасности из-за изменений, происходящих в природе, поэтому волонтеры создают заповедники для животных и приглашают опытных ветеринаров для их лечения.

6. Современное медицинское оборудование используется для лечения многих тяжелых болезней у людей, живущих на Дальнем Востоке.

7. За последние 20 лет наблюдается активное вторжение животных и насекомых в чужие для них места обитания, и они наносят огромный ущерб экономике этих районов.

8. По нескольким очевидным причинам количество захватчиков-животных увеличивается, они уничтожают урожаи на полях и наносят вред экономике многих стран мира.

9. Среди современных молодых людей очень популярно стало жертвовать деньги на благотворительность с тем, чтобы остановить вымирание животных и разрушение лесов.

10. Для того, чтобы управлять больницей или заводом успешно, в нашем современном мире нужны молодые высококвалифицированные менеджеры со знанием нескольких иностранных языков.

11. В местной газете объявлен конкурс на лучшие фотографии читателей со своими питомцами. Редакция газеты просит отбирать фото, которые тронули читателей различных возрастных групп.

12. Спасательная команда, состоящая из опытных ветеринаров, отправилась в африканский заповедник, чтобы оказывать помощь животным, находящимся в опасности.

1. Раскройте скобки, употребляя герундий в активной или пассивной форме.

1. Why do you avoid (to speak) to me? 2. She tried to avoid (to speak) to. 3. The doctor insisted on (to send) the sick man to hospital. 4. The child insisted on (to send) home at once. 5. Do you mind him (to examine) by a heart specialist? 6. He showed no sign of (to recognize) me. 7. She showed no sign of (to surprise). 8. He had a stränge habit of (to interfere) in other people's business. 9. I was angry at (to interrupt) every other moment. 10. He is good at (to repair) cars. 11. He was very sorry for (to come) like this, without (to invite). 12. On (to allow) to leave the room, the children immediately ran out into the yard and began (to play). 13. The supper dishes want (to wash)[1]. 14. The results of the experi-ment must be checked and rechecked before (to pub-lish). 15. David was tired of (to scold) all the time. 16. The watch requires (to repair)[1]. 17. The problem is not worth (to discuss)[1]. 18. Jane Eyre remem-bered (to lock) up in the red room for (to contradict) Mrs Reed.

2. Вставьте little, a little, few или a few.

1. There is ... salad left in this bowl. 2. Would you like ... salad? — Yes, thank you. My doctor says it's good for my health. 3. I have ... money, so we can go to the cinema. 4. I have ... money, so we cannot go to the cinema. 5. This girl works very that's why she knows nothing. 6. Mother gave us ... apples, and we were glad. 7. He did not like it at the camp: he had very ... friends there. 8. This lemon drink is sour; if you put ... sugar in it, it will be sweeter. 9. This lemon drink is sour; if you put ... lumps of sugar in it, it will be sweeter. 10. The hall was almost empty: there were very ... people in it. 11. I can't buy this expensive hat today: I have too ... money. 12. She left and returned in ... minutes. 13.1 think you can spare me ... time now. 14. I am sorry I have seen ... plays by this author.

3. Раскройте скобки, употребляя глаголы в Present Simple или Future Simple. (Все предложения относятся к будущему.)

1. If the weather (to be) nice, we probably (to go) to the beach. 2. If he still (to have) a cold and (not to feel) better, he (not to go) to a disco. 3. If you (to decide) to forget about your diet, you (to eat) a piece of wedding cake tomorrow. 4. If I (to drink) too much Champagne at my friend's wedding, I (to get) a bad headache. 5. If they (to go) to California next year, they (to visit) his friend in San Francisco. 6. If she (not to work) properly, her boss (to fire) her and (to hire) my sister. 7. I (to see) you before you (to start)? 8. What he (to do) when he (to come) home? 9. Where they (to go) if the weather (to be) fine? 10. He (to ring) me up when he (to return) home. 11. If it (to rain), we (to stay) at home. 12. She (to walk) home if it (not to be) too cold. 13. I am sure he (to come) to say goodbye to us before he (to leave) St Petersburg. 14. Please turn off the light when you (to leave) the room. 15. If we (to be) tired, we (to stop) at a

small village halfway to Moscow and (to have) a short rest and a meal there. 16. If you (to miss) the 10.30 train, there is another at 10.35. 17. She (to make) all the arrangements about it before she (to fly) there. 18. Before he (to start) for London, he (to spend) a week or two at a holiday resort not far from here. 19. He (to watch) videos after he (to finish) his homework.

4. Translate the sentences from Russian into English

1. Судмедэксперт играет важную роль в расследовании любого преступления, каждый день они проводят десятки сложных анализов.
2. Недавно произошла кража со взломом в одном из старейших зданий в городе, и группа следователей выехала на место преступления.
3. Они сейчас заняты поиском решающей улики, которую преступник должен был оставить в квартире потерпевшего.
4. Она пыталась сохранить все в секрете и проводила расследование только с двумя ассистентами, имеющими большой опыт в расследовании трудных криминальных дел.
5. Вам необходимо внимательно проверить данные камер видеонаблюдения, собрать важные улики и провести расследование в кратчайшие сроки.
6. Мой знакомый является членом клуба коллекционеров современных открыток и гордится тем, что у него большая и интересная коллекция.
7. Этот ученый использует последние научные открытия своих коллег из-а рубежа. Он продолжает разрабатывать теорию Хокинга о черных дырах в открытом космосе.
8. Он не боится проводить эти исследования в области ядерной физики, более того, он хочет найти объяснение таким явлениям в природе веществ.
9. Последние научные исследования позволяют ученым, работающим в научно-исследовательских лабораториях, делать серьезные открытия.
10. Родители считают, что получение диплома бакалавра по экономике придаст их ребенку уверенности в себе и достойную работу в будущем.

Итоговая работа по пройденному материалу.

1. Read the text and choose the correct form.

MARTIN LUTHER KING

Martin Luther King was **1) an/the** important leader in the American civil rights movement, the political struggle by black people in the USA to get equal rights with white people.

Martin Luther King was born on 15 January 1929 in **2) a/the** city of Atlanta in the USA. He was the son of a minister of the Baptist Church, and later **3) was becoming/became** a minister of the church himself. While he 4**) grew up/was growing up**, King **5) saw/was seeing** a lot of differences in the lives of white people and of black people. As **6) the/an** adult, he went on to lead many protests against these differences until he was killed **7) on/in** 4 April 1968.

One day in 1956, **8) a/the** black woman, Rosa Parks, was travelling on a bus. When a white man told her to give him her seat (**9) that/which** the law said she must do, she refused. Her act led to many similar protests. At the time of Rosa Parks' action, King **10) served/was serving** as a minister in his father's church. King became **11) a/the** leader of a protest among all black people in the state of Alabama. They refused to travel on buses. During the bus protest, Martin Luther King's home was bombed and he was arrested by the police.

From that time, King **12) was becoming/became** a leader among black people in the south of the USA.

However, his ideas and acts were not popular with everyone. In 1968 Martin Luther King was shot and killed.

(**12** points)

2. Complete the sentences using the past simple or present perfect.

1) I _____ (phone) just Mary.
2) _____ you _____ (be) to China?

3) Yesterday my brother _____ (come) home from school, _____ (switch) on the TV and _____ (have) lunch.
4) Oh, no, it is raining outside, but I _____ (leave) my umbrella at home.
5) Tom _____ (move) to this town in 1994.
6) _____ you ever _____ (see) a whale?
7) Last week Mary and Paul _____ (go) to the cinema.
8) _____ they _____ (spend) their holiday in New Zealand last year?
9) Last Friday my dad _____ (get) stuck in traffic and _____ (come) home late.
10) My best friend is so generous, that's why yesterday she _____ (lend) me her iphone for a week.
11) The Vandals _____ (invade) Rome in the year of 445.
12) She _____ (live) in many different countries, so she knows a lot about different cultures.

(**12** points)

3. Underline the odd word or phrase.

1	a) clever	b) mild	c) kind	d)dedicated
2	a) junk food	b)insomnia	c) depression	d)high blood pressure
3	a) psychologist	b) journalist	c) scientist	d) politics
4	a) windy	b) fog	c) cool	d) humid
5	a) series	b)science	c) sitcom	d) soap opera

4. Choose the correct answer a, b, c or d, to complete the sentences.

1. George has a problem with his left eye. He should see_____.
a dentist b an optician c a clinic d a nurse
2. Did you see him save the child from that dog? I thought he was very_____.
A hard-working b friendly c confident d brave
3. They did some sightseeing and_____ they went to the beach for the afternoon.
A at the moment b until c at first d then
4. Did you watch the new television_____ about wildlife last night?
A current affairs b chat show c documentary d spam
5.Some people suffer from a _____ilness, such as depression.
A mental b mind c rash d physical

(**5** points)

5. ***Add the word that goes in each sentence to make a phrasal verb. Pay attention to the preposition.***

1. The writers for this company are often local people who write stories … free.
2. I asked him to explain … me what I didn't understand.
3. Journalists link information … places.
4. Den is a hard-working student and often worked … night.
5. She was bored … musical instruments.
6. She faced many problems but never gave … **.**
7. I felt very proud …myself - and also independent.
8. Later, when I was quite good … cooking, I invited my friends to dinner.
9. He is going to find… about students' life experiences.
10. I'm feeling a little better … things now.
11. It's a good idea to look … the word in the dictionary.
12. I'm interested**…** making things with my hands. It's a lot of fun.

6. Read the article. Are these statements true or false, or does the text not say? Choose the correct answers.

EXPLORING THE WORLD

The Maltese Islands are a group of little islands in the Mediterranean Sea. The population of Malta is about 400,000 people. In spite of being so small in size, Malta is quite a famous place and lots of tourists visit it every year.

Tourists in Malta have many kinds of entertainment to choose from. Clear and warm water is full of marine life and attracts divers and people who enjoy swimming and sailing. The place is also unique for people who are interested in history and architecture as there are lots of historical buildings, temples and cathedrals there. There's the evidence that the first settlers appeared in Malta about 7,000 years ago, so this is one the oldest places on the Earth inhabited by people.

The Maltese are proud of their unique history. They survived through the Arabs and Roman occupation, and they remember the knights of Malta, Napoleon and Nelson. They do their best to keep their history and traditions and are always glad to share it with tourists. Band clubs are part of the social and cultural history of the Maltese Islands. They see their aim in spreading the culture and teaching of music. The idea of forming some music societies or band clubs appeared in the second part of the 19th century. Small bands were formed in little villages. Anyone could join them. As most participants could not afford to buy a musical instrument of their own, well–to–do villagers helped to pay for the instruments on the condition that the musicians would perform at their village feasts.

Today, according to the latest survey by the statistics office, the total number of bandsmen/women is over 4000. Many well–known musicians started their career in a local band club and performed at their village feasts.

1. Malta is a good place for people who like watching underwater life.
1) True 2) False 3) Not stated
2. About 7,000 tourists come to Malta every year.
1) True 2) False 3) Not stated
3. Band clubs were formed in Malta more than a century ago.
1) True 2) False 3) Not stated
4 . When the first music societies were formed only well-to-do people could join the band.
1) True 2) False 3) Not stated
5. Visitors can join a local band club.
1) True 2) False 3) Not stated

(**5** points)

7. Translate from Russian into English

1.Кенийская домохозяйка победила в соревнованиях и выиграла 12 тысяч долларов.
2. Исследование явно показывает связь между диетой и психическим здоровьем.
3. Правительствам развивающихся стран приходится решать сложные проблемы, включая соблюдение прав человека.
4. Почти все СМИ освещают слухи о знаменитостях и зарабатывают на этом.
5. Этот журналист создал рекламный ролик и потратил много денег на это.
6.Что из себя представляет этот студент? Он застенчивый, вежливый и тихий.
7. Для крепкого здоровья необходимо перестать есть вредную еду.
8. Консультант по вопросам здоровья в компании помогает сотрудникам решать проблемы со здоровьем.
9. В этот период может идти снег, особенно высоко в горах, и в некоторых городах сильно холодает.

10. Люди думают, что она - решительная женщина, преданная мать и талантливый человек.
11. Ведущий программы рассказал студентам о процессе создания рекламных роликов.
12. На этом сайте есть истории о развивающихся странах и правах человека.

(**24** points)
75 points

4.3. Оценочные средства для промежуточной аттестации.

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

Код компетенции	Наименование компетенции	Код этапа освоения компетенции	Наименование этапа освоения компетенции
УК ОС-4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке (ах)	УК ОС-4.1	Способность аргументировано и ясно строить устную и письменную речь, владеть литературной и деловой письменной и устной речью на иностранном языке
		УК ОС-4.2	Способность к навыкам публичной и научной речи; создавать и редактировать тексты профессионального назначения, анализировать логику рассуждений и высказываний
ОПК-1	Способность осуществлять эффективную коммуникацию мультикультурной профессиональной среде на государственном языке Российской Федерации и иностранном(ых) языке (ах) на основе применения понятийного аппарата по профилю деятельности	ОПК-1.1	Способность аргументировано и ясно строить устную и письменную речь, владеть литературной и деловой письменной и устной речью на иностранном языке
		ОПК-1.2	Способность к навыкам публичной и научной речи; создавать и редактировать тексты профессионального назначения, анализировать логику рассуждений и высказываний

4.3.2 Показатели и критерии оценивания компетенций на различных этапах их формирования

Этап освоения компетенции	**Показатель оценивания**	**Критерий оценивания**
УК ОС-4.1	Знает теоретические основы	Выбраны языковые единицы в

Этап освоения компетенции	Показатель оценивания	Критерий оценивания
	и категориальный аппарат теории управления коммуникационными процессами; определяет структурно-семантические особенности языковых единиц и особенности их функционирования в устной и письменной речи; определяет структурно-функциональные типы речи; дифференциальные признаки функциональных разновидностей речи; знает базовые правила грамматики и лексики русского и иностранного языков	речевой деятельности; предоставлена аргументация выдвигаемых тезисов; разработан структурно-семантический каркас выступления
УК ОС-4.2	Проводит логический и риторический анализа текста; применяет полученные знания в практике управления	Предоставлены тексты на разные темы в соответствии с коммуникативными намерениями говорящего и ситуацией общения на родном и иностранном языках
ОПК-1.1	Выдвигает тезис и аргументирует его на иностранном языке; представляет структурно-семантический каркас выступления; работает со справочной литературой; проводит структурно-функциональный отбор языковых единиц в соответствии с целями и задачами создания устного и письменного текста на иностранном языке	Обусловлен речевой поступок и сделан коммуникативно оправданный выбор языковой единицы иностранного языка в речевой деятельности, соответствующий управленческой ситуации
ОПК-1.2	Изучает методы ведения диалога, монолога и полилога, использования современных технологии, методических приемов и процедур разработки сценариев публичных выступлений. Знает основные и практические направления формы и методы деловой	Использовал в диалоге разновидности беседы, проработал различные стратегии поведения в беседе, выделил этапы беседы. Провел деловую беседу и рассмотрел деловую ситуацию. Провел переговоры, совещание, брифинг, пресс-конференцию на русском и иностранном языке. Правильно использовал основные

Этап освоения компетенции	Показатель оценивания	Критерий оценивания
	коммуникации. Демонстрирует построение эффективных деловых коммуникаций разного формата в процессе постановки и решения бизнес-задач. Проводит анализ поведения личности и группы в процессах деловых коммуникаций. Может проводить совещания, переговоры и пресс-конференции на иностранном языке.	направления, формы и методы деловой коммуникации.

4.3.3 Типовые контрольные задания или иные материалы (типовые оценочные материалы), необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Список тем на устный зачет

Card № 1. Why are you learning English?
English language history
1. What branch does English belong to?
2. When was it a provincial language?
3. What spheres has English become the world most important language?
4. How are you going to use English in your future life?

Card № 2. How climate affects the way people live?
Climate's changes
1. What is the difference between weather and climate?
2. Is the climate changing in your country?
3. How can climate impact people's lifestyle, health and business activities?

Card № 3. There are a lot of holidays in the world. Which of them may be called adventures?
Adventurous activities
1. The reasons people go on adventurous holidays.
2. People of what age, profession experience such tricky holidays?
3. What season is popular with tourists to go on adventurous holidays?

Card № 4. What country do you think is the most interesting for you to go on holiday? Why?
1. What are reasons of travelling? Why do people travel?

2. What countries are popular with tourists for travelling?
3. Which country are you going to visit?
4. What can you say about local people, their traditions and customs?

Card № 5. What are the good and bad things about living in a large city?
Opportunities of a large city
1. What are reasons for people to live in big cities?
2. What opportunities for their lives do they have in big cities?
3. What choices in terms of comfort do people have there?
4. How do people experience ecology in large cities?

Card № 6. Can you describe a determined person?
Creative people
1. What is determination?
2. What features should obtain determined people?
3. In what spheres can determined people work?
4. Give the examples of determined people.

Card 7. Imagine you are looking for a flatmate. Think of things that are important in a flatmate. What should/shouldn't he do?
Choosing of flatmate
1. Do you live with your family? Why? Why not?
2. Do you share a flat with friends? Why? Is it different?
3. What things are important in a flatmate?

Card 8. What different types of media do you know? Which of them do you use a lot?
Internet
1. What is the role of the mass media in our life?
2. Do you use the Internet a lot? Why? Why not?
3. How do people use the Internet? In what spheres?

Card № 9. Can you describe a determined person?
Characteristic features of a determined person
1. When can we say that a person is determined?
2. Is it difficult to be determined?
3. What adjectives can you use to describe a determined person?

Card 10. What different types of media do you know? Which of them do you use a lot?
Newspapers
1. What is the role of the mass media in our life?
2. Do you read newspapers and magazines? Why? Why not?
3. Who works in newspapers?

Card 11. How often do you watch the news on TV? Which channels do you watch? What main international broadcasters do you know?
Channels
1. Do you watch any of the international news channels or the Russian channels?
2. Which news channels do you trust?
3. What are the advantages of professional journalism?
4. What are the advantages and disadvantages of non-professional journalism?
5. Do you know any professional newsreaders?

Card 12. What are the advantages and disadvantages of newspaper, TV and Internet news? Do journalists always tell the truth?
TV news
1. Is TV a good source of news?
2. Which news channel do you prefer?
3. What international broadcasters do you know?
4. What are the advantages and the disadvantages of TV news?
5. Do journalists always tell the truth?

Card 13. Which TV programmes do you usually watch: documentaries, reality shows, soap operas, programs about celebrities, etc? Say a few things about your likings and dislikings.
TV programmes
1. What programs can we watch on TV? Name as many as you can.
2. Why are there so many different types of programmes?
3. What are their target audiences?

Card 14. Do you agree with the proverb "Health is above wealth"? What is "a healthy way of life?" Is it easy to keep fit? What can you say about the Mediterranean diet?
Health
1. Do you agree with the proverb "Health is above wealth"? Why? Why not?
2. What must we do to be in good health?
3. What is your opinion of foreign charities and health workers providing healthcare in other countries?
4. What healthy publicity campaigns are there in our country? In foreign countries?

Card 15. Is there a link between a diet and mental and physical health?
Link between mental/physical health
1. Do you think there is a link between food and your mind?
2. Do you know about any examples from your culture?
3. Does the food you eat sometimes affect your mood?

Card 16. Is there a link between a diet and mental and physical health?
Link between mental/physical health
1. Is your usual diet healthy for both your mind and body?
2. Can you improve it to be healthy?
3. What other things do you think are good for your mind?

Тексты для использования на зачете

Text 1. STRATFORD-UPON-AVON

The Midlands, known as the heart of England, is the largest industrial part in the country. In the south-west of this region is situated a romantic town – Stratford-upon-Avon. A famous playwright and poet William Shakespeare was born here in 1564 and lived in this place some years before his death. Now a lot of tourists want to see some places, connected with William Shakespeare.

In this town there are a lot of places to stay at. The Dukes Hotel and The Swans Nest are two lovely places for tourists to live in Stratford. The Dukes Hotel is a three-star hotel in the centre of the town, and The Swans Nest is next to the River Avon. They are both quiet and friendly places to spend some days.s

For sightseeing, get on an open-topped double-decker bus and see the town. You can also visit New Place – Shakespeare's home – and see interesting historic things of that period of time. You can go for a walk in the beautiful Bancroft Gardens and see the open-air entertainers.

Another fascinating place to visit is Warwick Castle, one of the oldest castles in Britain and enjoy wonderful architecture of that time.

There are some fantastic restaurants in Stratford, too. Have lunch at one of the many restaurants in Sheep Street – the food is delicious – or have a romantic dinner at the restaurant on a canal boat in the Canal Basin.

Buy yourself something nice in one of Stratford High Street's excellent shops. However, for gifts, the street market in the Rother Street is the best and there you can see a lot of tourists from the whole world.

Stratford is a small town. There aren't many nightclubs, but you can spend an evening at the Royal Shakespeare Tdheatre or enjoy a quiet drink at one of the town's friendly pubs. There are usually a lot of tourists who speak different languages. You can also go for a walk along the riverside and enjoy the peacefulness of the place under the moon and stars.

Stratford is the ideal place for an interesting holiday. Don't miss the chance to visit it.

Text 2. LIVING BY THE SWORD

When Cristina Sanchez told her parents that she wanted to become a bullfighter, they weren't too pleased. But when she was eighteen her parents realised that she was serious and sent her to a bullfighting school in Madrid, where she trained with professionals.

Since last July, Sanchez has been the most successful novice in Spain and is very popular with the crowds. Earlier this year, Sanchez has decided that she is ready to take the test to become *a matador de toros*.

Her family is everything to her and the main support in her life. "My sisters don't like bullfighting, they don't even watch it on TV, and my mother would be the happiest person in the world if I gave it up. But we get on well. Mum's like my best friend."

When Sanchez is not fighting she has a tough fitness routine. By nine she is home for supper, and by eleven she is in bed. She doesn't drink, smoke or socialise. "You have to give up a lot," says Sanchez. "It's difficult to meet people, but it doesn't worry me – love does not arrive because you look for it."

Sanchez spends most of the year travelling: in summer to Spanish and French bullfights and in winter to Latin America. Her mother dislikes watching Sanchez fight, but goes to the ring when she can. If not, she waits at home next to the telephone. Her husband has had to ring three times to say that their daughter had been injured, twice lightly in the leg and once seriously in the stomach. After she has been wounded, the only thing Sanchez think about is how quickly she can get back to the ring. "It damages your confidence," she says "but it also makes you mature. It's just unprofessional to be injured. You cannot let it happen." Sanchez is managed by Simon Casas, who says, "At the moment there is no limit to where she can go. She has a champion's mentality, as well as courage and technique."

Text 3. I.P. PAVLOV, THE NOBEL PRIZE WINNER

Ivan Petrovich Pavlov, son of a poor priest, was born at Ryazan, in Russia, September 14, 1849.

Pavlov was one of a large family of 11 children, six of whom died very young.

At an early age, Pavlov showed that he had an alert and inquiring mind. He was an avid reader and read a lot. He was also fond of working in the family garden and of watching the plants and flowers grow.

Pavlov decided that his interest lay in science, and he went to the University of St. Petersburg. He then studied medicine at the Military Medical Academy of St. Petersburg. He received his medical degree in 1883. In 1884 Pavlov was appointed lecturer in physiology and the next two years he spent in Germany continuing his studies.

Pavlov returned to St. Petersburg and, in 1890, was appointed professor of physiology at the Army Medical Academy and director of the physiology department of the Institute for Experimental Medicine at St. Petersburg.

Pavlov made two important discoveries. He found that when his dogs smelled food or were shown it, their mouths began to "water"; their saliva glands secreted and the glands in their stomachs also started to make gastric fluid. He also discovered that it was the vagus nerve which controlled secretion. When this nerve was cut, the glands stopped working.

Pavlov published full details of his discoveries in 1897 and, in 1904, he received the Nobel Prize in medicine for his researches.

Pavlov won many honours during his lifeline. He became, in 1907, one of the four scientific members of the Academy of St. Petersburg and in the same year the British Royal Society made him a foreign member.

After the First World War, he was made director of the Russian Institute of Experimental Medicine. In 1928 he was made an honorary member of the Royal College of Physicians in London.

Text 4. TELEVISION

The general opinion is that it is terrifically exciting, immensely powerful, and potentially very dangerous.

Undoubtedly television has advantages. First of all, it has the power to educate. It is the window on the world and children can learn a lot from watching it. What is more, it is a cheap form of entertainment which gives pleasure to millions of people, especially those who live alone.

However, some people think that television is so powerful that the disadvantages outweigh the advantages. Although it can turn children into professors, it can also turn them into criminals, and there is increasing concern about the effect of violence on television when even wars are brought into our living rooms. Furthermore, some people argue that television has had a terrible effect on family life. People no longer talk to each other, and families spend hours in front of "the box" instead of going out together or simply having a conversation.

Opponents of television suggest that unless we do something about reducing the amount of TV programs, young people today will grow up to be telly addicts.

In my opinion, he power of television for good and evil is exaggerated. It does not bring the world closer to me. It pushes it further away. In fact, as soon as the subject appears on television, it loses its importance. I no longer care about problems, I just view them. In conclusion, I think television is just another form of entertainment and, if you have another interests, it is neither harmful nor addictive.

Text 5. WHERE DID THEY COME FROM?

Correction fluid

You know that white stuff you paint on paper to cover mistake? It was originally called 'Mistake Out' and was the invention of Bette Nesmith Graham. After her divorce, she realised she would have to find a job to support herself and her son, so in 1951 she became a typist. Unfortunately, she was not a particularly good one, and soon recognised the need for a while paint which could be used to cover all her mistakes. Using her kitchen and garage as a laboratory and factory, she gradually developed a product that other secretaries and office workers began to buy. While continuing to work as a secretary, she educated herself in business methods and promotion. Bette offered 'Mistake Out' to IBM, who turned it down. Undeterred, she changed the name to 'Liquid Paper' and continued to sell it from home for the next seventeen years. In 1979, 'Liquid Paper' was bought by Gillett for $47,5 million plus royalties! Incidentally, Bette was also the mother of Mike Nesmith, a member of the well-known sixties pop group 'The Monkees'.

The Tin Opener

Strangely enough, the first practical tin opener was developed more than forty years after the metal tin was introduced. Tinned food was developed for the British Navy in 1813. Made of solid iron, the tins usually weighed more than the food they held! Although the inventor, Peter Durand, successfully figured out how to seal food into tins, he gave little thought as to get it out again. The

instructions read: 'Cut round the top with a chisel and hammer.' It was only when steel tins were brought out that the tin opener was invented. The first was devised by Ezra Warner in 1858. This type never left the shop, as a shop assistant opened all tins before they were taken away! The more modern tin opener, with a cutting wheel, was invented by William Lyman in 1870. Pull-open tins, which do not need a tin opener at all, were introduced in 1966.

Text 6. CONQUERING SPACE

For ages mankind dreamed of travelling in space. In 1865 Jules Verne published his famous novel "From the Earth to the Moon". In this story the great speed required to overcome earth's gravity is achieved and we learn that the heroes are fired from an enormous gun specially designed and built for this purpose.

In "The First Men in the Moon" H. G. Wells, its author, invented an antigravity substance to get his men to the moon. His spaceship, covered with this remarkable material, was able to travel in space.

These were, however, only stories invented by fiction writers and they seemed fantastic dreams to most people.

K. E. Tsiolkovsky, the great Russian scientist, is the father of the theory of interplanetary travel, but he went even further, - he outlined the design for a jet-driven flying machine, a thing unheard of at the time. It was Tsiolkovsky who suggested the idea of a multi-staged rocket and of a man-made satellite which could serve as a laboratory for studying the universe. His words that "mankind will not remain on earth forever," were spoken at the beginning of the century, and half a century later his words came true, the dream became a reality.

On October 4, 1957, the Soviet Union launched the world's first satellite, "sputnik" being its name in Russian. This Russian word "sputnik" immediately began to be used in all languages. Ever since then many other better designed, better equipped sputniks have been launched. Soviet science and technology have made tremendous progress in cosmonautics with the years.

Text 7. POPULAR BRITISH SPORTS AND GAMES

The British like sports and games. They play golf and rugby, go in for swimming and climbing, horse riding and rowing. But if you ask them to name their favourite sport, they will probably name football, cricket and tennis.

Britain invented and developed many of the sports and games which are now popular all over the world. Football is one of them. It appeared in England. Now there are many football clubs in England, Wales, Scotland and Northern Ireland. Their national teams compete with each other every year and the two best teams play at Wembley Stadium in London. Also their clubs and national teams take part in different European and international competitions like the World Cup. England national football team won the Cup in 1966.

Cricket is a popular summer sport. It is sometimes called the English national game. We know that people played cricket in England as early as 1550. There were many cricket clubs in the 18th century. Nowadays people play it in schools, colleges and universities and in many towns and villages of Britain. Teams play weekly games from late April to the end of September. Cricket is a very long and slow game. International matches can last for 5 days.

Tennis, or lawn tennis, is another popular game in Britain. Every summer in June the British hold their famous International Tennis Championship at Wimbledon.

Text 8. TRANSPORT

When people travel they choose different means of transport. They can go by plane, by train, by car or on board the ship. Every means of transport has its advantages and disadvantages.

Planes are the fastest means of transport so if you go to faraway places, it is more convenient to go by plane than by train or by car. But plane tickets are rather expensive and some people are airsick or afraid to travel by plane.

Trains are a favourite means of for many travellers. Trains are comfortable and fast, train tickets are cheaper than plane tickets. And some people feel safer on the train than on the plane.

There are people who prefer travelling by car. They think it is the most comfortable means of transport because it is your personal one and you don't travel with strangers, only with the members of your family or your friends. It is convenient to travel by car because you don't need to buy tickets, you can choose the time of departure and go to any place you want. You have an opportunity to stop when and where you want. For example, you can spend some time in a nice old town, in the forest or near the river. However, travelling by car is difficult for a driver and sometimes it is rather slow, dangerous and expensive.

If you decided to travel by plane, you usually book a ticket. On the Big day you take your luggage and go to the airport. Before the flight passengers check in their luggage. If they go abroad, they must go through the Customs and pass the passport control. After that travellers wait for their flight.

If you go by train, you book a ticket or buy it in a booking office. If people know when they want to come back, they buy return tickets, if not – single tickets.

Text 9. SPORT

It is difficult to imagine our life without sport. There are many kinds of sports and everybody can choose what suits them. If you like team games, you can try football or hockey. Games to play with a friend include badminton and tennis. If you prefer individual sports, you may enjoy skating, skiing, golf or athletics. Different sports are suitable for different seasons but many of them don't depend on the weather, for example swimming. In summer you can swim in different lakes, rivers or seas and when the weather is cold, you have an opportunity to go to the swimming pool.

A lot of people do sports for pleasure and because they want to be fit. Besides, if you play in a team, you can make new friends. There are also a lot of fans who watch different competitions in their free time. They are very happy if their favourite team wins and after that they like to discuss everything with other fans.

Some people become professional sportsmen, sport is their job. They take part in competitions. The main thing for them is to win, to be the best in some kind of sports.

The most important competitions for many sportsmen are the Olympic Games. They have a very long history. They began in Greece in the 8th century BC. Every 4 years all the cities in Greece sent their best athletes to Olympia. Only men could could take part in the Games or watch them. The strongest men ran, jumped, threw the discus. The winners got olive wreaths. There was a tradition to stop wars for the time of the Games. So they became the symbol of peace and friendship.

Nowadays there are Summer and Winter Olympic Games. Sportsmen from many countries take part in them. The winners get gold, silver and bronze medals.

Text 10. Robot Zaan sorts out the rejects

There are a lot of interesting up-to-date things in our world. Scientists who invent new technological elements, details, machines and different crafts believe that their works and inventions have improved people's lives.

A robot recruit to British industry was shown to the public in London.

The creature's name is Zaan, and its talent is for sorting out small objects by their colour. In particular, it is designed for the food industry to pick out foreign bodies and sub-standard candidates from rivers of beans or nuts or potato flakes. It can separate rejects at the rate of 200 rejects a second.

This sort of work has been done in the past by four or five men sitting alongside a conveyor belt picking out tiny peanuts or bad fried potato flakes from satisfactory ones. Men can pick out rejects at a rate of about one a second; it is tedious work. It costs £ 50 a ton to sort dehydrated food flakes by hand.

There are machines which can sort small objects by size and shape, for instance rejecting a bean with a maggot hole which is detected by intelligent needles. But the Zaan Colour Sorter inspects the small particles with photo-electric eyes and casts out any which are the wrong colour or the wrong brightness.

Unlike human sorters, the machine is unaffected by emotional problems, fatigue, eye-strain, the tea-break, or the conversation next door. The inventors claim that it is cheaper, more hygienic, and more accurate than traditional methods of sorting.

Text 11. Global Warming

Global warming is sometimes referred to as the greenhouse effect. The greenhouse effect is the absorption of energy radiated from the Earth's surface by carbon dioxide and other gases in the atmosphere, causing the atmosphere to become warmer.

Each time we burn gasoline, oil, coal, or even natural gas, more carbon dioxide is added to the atmosphere. The greenhouse effect is what is causing the temperature on the Earth to rise, and creating many problems that will begin to take place in the coming decades.

Today, however, major changes are taking place. People are conducting an unplanned global experiment by changing the face of the entire planet. We are destroying the ozone layer, which allows life to exist on the Earth's surface.

All of these activities are unfavourably changing the composition of the biosphere and the Earth's heat balance. If we do not slow down our use of fossil fuels and stop destroying the forests, the world could become hotter than it has been in the past million years.

At the present rate of destruction, most of the rain forests will be gone by the middle of the century. This will allow man-made deserts to invade on once lush areas. Evaporation rates will also increase and water circulation patterns will change.

Decreased rainfall in some areas will result in increased rainfall in others. In some regions, river flow will be reduced or stopped all together completely. Other areas will experience sudden downpours that create massive floods.

If the present arctic ice melting continues, the sea could rise as much as 2 meters by the middle of the next century. Large areas of coastal land would disappear.

Plants and other wildlife habitats might not have enough time to adjust to the rapidly changing climate. The warming will rearrange entire biological communities and cause many species to become died out.

The greenhouse effect and global warming both correspond with each other. The green house effect is recalled as incoming solar radiation that passes through the Earth's atmosphere but prevents much of the outgoing infrared radiation from escaping into outer space. It causes the overheat of the air and as a result, we have the global warming effect. As you see, greenhouse effect and global warming correspond with each other, because without one, the other doesn't exist.

Text 12. English – the World Language?

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the 17th century, with the first settlements in North America. Above all, it is the great growth of population in the US, assisted by massive immigration in the 19th and 20th centuries that has given the language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that it mainly bilingual; and those who are forced to use it for a practical purpose – administrative, professional or educational. One person in seven of the world’s entire population belongs to one of these three groups.

English has become the most global of languages, *the lingua franca* of education, science, politics, pop music and business. English is to international communication what Microsoft is to

software and Pentium is for the microchip. It is, for better or worse, the 'industry standard'. And those who don't speak at least a little risk losing business to the increasing number who do. For the airlines of 157 nations, it's the agreed international language. Another example is: when Volkswagen set up a factory in Shanghai, it found that there were few Germans who spoke Chinese and too few Chinese who spoke German, so now Volkswagen's German engineers and Chinese managers communicate in a language that is alien to both of them – English.

In a recent survey, 77% of Europeans said they thought everyone should speak English. More than half of them already do. For most it's not a question of choice but of necessity, as English has rapidly become the first language of business, science and popular culture. Three-quarters of the world's mail is in English. So are four out of five e-mails and most of what you find on the Internet.

However, not everyone welcomes this linguistic monopoly. Purists of the French, Russian and Japanese languages are resisting the arrival of English in their vocabulary.

Text 13. The Olympic Games

The Olympic Games have a very long history. These games began in 776 BC and took place every four years for nearly twelve centuries at Olympia, in Greece. The competitions at the Olympic Games included a lot of different kinds of sports: boxing, foot races, horse racing, jumping, running, wrestling, etc. The citizens of all the Greek states were invited to take part in the contests. And most cities in Greece sent their best athletes to Olympia. Winners of the Olympics were usually admired by people and were immortalized in poems and sculptures. Victors were presented with wreaths made of the branches of olive trees. The Olympic Games became the symbol of peace and friendship, because all the wars stopped for the period of the sports events.

In 394 AD the Games were abolished by Roman Emperor Theodosius and were not renewed until many centuries later.

Baron Pierre de Coubertin founded the International Olympic Committee in 1894, and it was decided that the first international Olympic Games would take place in 1896 in Athens, in the country of their birth. From then and until the present time the Olympic Games have been international and the number of athletes taking part and the number events of the programme have increased.

Since 1896 a participation in the Olympic Games has increased, some events have been added, women were allowed to take part in the contests.

Since 1948 the Games are held each four years. The best athletes from Russia joined the Olympic competitions in 1952. Since that time Russian sportsmen and sportswomen have won a lot of gold, silver and bronze medals for their records in many sports events.

This sport movement uses many symbols, one of them is five Olympic rings. These rings represent the unity of five continents. Before the beginning of the Olympic Games the Olympic Flame is lit in Olympia, Greece and brought by the best sportsmen of the world to the host city.

The importance of the Olympic Games was well expressed by Baron Pierre de Coubertin: «The most important thing in the Olympic Games is not win, but to take part...»

In this way the Olympic Games contribute to international good will and understanding.

Text 14. Take a trip

Travel across South America and explore the rainforest! Teach English in a village in Ghana! Run a game park in South Africa! Work in a refugee camp in Jordan!

A holiday brochure? A travel agent's advertisement? Not exactly. These are just a few thousands of activities that people can choose to do during their gap year. It's a growing market – but what is a gap year and why do so many people take one?

Naomi Sherwood, a gap year consultant, explains: 'A gap year is a period of time, not always a full year, between one stage of your life and another. For some it's a few weeks, for others, six months or longer. It can be anytime, perhaps during a career change or just after retiring.

However, the most popular gap year is after school and before university. What someone does during that time is up to them, and for young people nowadays the choice is enormous. It's sometimes difficult for them to know what to do.'

That's why Ms Sherwood helps people choose the best option.

'I get the students to consider doing something that's important to them,' she says. 'Do they like travelling and meeting people? Do they want to do something that will help them with their university studies? Do they want to be useful? Do they want to learn a foreign language? Do they need to get a job to help pay for their studies, or get work experience?'

Ms Sherwood has helped many people make the most of their gap year. For Peter, very keen on sports and languages, it was an easy decision. He went to a town in the Alps where he worked as a ski instructor and improved his French, German and Italian. He loved being away from his parents and England. He returned home a happier and more mature person.

Rachel was interested in finding out about a completely different culture, and she also wanted to help people. She decided to work as a volunteer in a refugee camp in Jordan. For her, the experience was incredible, and it helped her to become more independent and more confident. Going to university after that was a lot easier for her.

Dan says he now has a better understanding of the world. He met a lot of new people and had many new experiences while working in a hospital in Zimbabwe. He went there after one year at medical school in London. He found that health conditions were far worse than in the UK so it was a challenging year, but very rewarding, too. He returned to his studies more motivated and even keener to become a doctor.

Тексты к экзамену

1. THE KREMLIN

Some people call the Kremlin the heart of Moscow. And so it is indeed. There the most ancient relics of Russian culture have been preserved to our time. The Moscow Kremlin has 20 towers. The Spasskaya Tower, the most striking of all, rises in Red Square on the left of the Mausoleum. The Grand Kremlin Palace has many spacious halls, all beautifully decorated. The Palace is adjoined by the Terems, and the Hall of Many Facets.

The so-called "Terems" contrast sharply with the Hall of Many Facets by their intimacy and comfort. One of the most remarkable museums in the country — the Armoury contains exhibits of great historical and cultural value, collected down the ages. On the east side, the Grand Palace is adjoined by Blagoveshchensky (Annunciation) Cathedral — the chapel of

Ivan III, built in the early-Moscow style of architecture. Its icons are rare objects of art.

In the Arkhangelsky Cathedral, another relic of Russian architecture, are the burial-vaults of the Moscow grand dukes and tsars. The famous Uspensky (Assumption) Cathedral is just

in the centre of the Kremlin. It's walls and columns are covered with frescoes and it contains wonderful icons. The Bell-Tower ol Ivan the Great is ol special interest.

It is the pivot of the Kremlin ensemble, and towers over the whole of Moscow. Two unique examples of the art ot ancient Russian founders — the Tsar-Bell and Tsar-Cannon can be seen under the Bell-Tower of Ivan the Great. The Tsar-Bell weighs 200 tons. The Tsar-Cannon weighs 40 tons. In the middle of the 18th century two large edifices were added to the Kremlin ensemble. One was the Arsenal, along whose facade are lined up cannons captured from Napoleon's armies. The other was the building of the former Senate.

2. Acid Rain

Acid rain is a great problem in our world. It causes fish and plants to die in our waters. It causes harm to our own race as well because we eat these fish, drink this water and, eat these plants.

About 20 years ago scientists first believed that acid rain was due to entirely air pollution. They were partially right. Since the beginning of the Industrial Revolution in England, pollution had been affecting all the trees, soil and rivers in Europe and North America. The use of fossil fuels, such as coal and oil, are large to be blamed for almost half of the emissions of sulfur dioxide in the world. However, there is another cause. The other cause is naturally occurring sulfur dioxide. Natural sources which release this gas are volcanoes, sea spray, rotting vegetation, and plankton.
The EPA {Environmental Protection Agency} has an acid rain program. This program is working to significantly reduce utilities' emissions of sulfur dioxide and nitrogen oxides, the pollutants responsible for acid deposition.
People can get more involved with wanting to solve this problem by becoming more aware of acid rain and spreading awareness as well. Awareness should start in schools. Students should be given the right perspective of acidic rain. Some people are under the impression that acidic lakes are grimy and gross when really they have a captivating beauty.
Granted the reason the lakes are so clear and beautiful are for the wrong reasons, people should know what to look out for. Students should be taught to conserve fossil fuels at a very young age, for the fossil fuels will be gone one day. When conserving the fossil fuels, the students will also be limiting the amount of sulfur emitted into the air, which in turn lessens the amount of acidity in the rain. It will take a lot of time to end this problem. Even if we were to stop polluting today we would have this environmental problem for years to come because of the build-up we have left behind. If all goes well and people put their all into solving this problem, maybe it won't be a problem in 50 years to come. After all, acid rain is an international problem and any study into its impact and the response of environmental systems must be international in approach.

2. Mental problems

As described, there are 10 different perspectives of early psychology. These perspectives are Structuralism, functionalism, Gestalt psychology, Behavioral, psychodynamic, humanistic, physiological, evolutionary, cognitive, and cultural and diversity. I will only be looking at three of these perspectives still in common use today here is a summary of each.
The behavioral perspective «focuses on the observable behaviors; thus it does not speculate about mental processes such as thinking». Unlike the other approaches, the behavioral perspective accentuates how it is important to learn and understand and doesn't focus on conscious. B. F. Skinner, a well-known psychologist, was a strong advocate of this thinking. He has since been called the «greatest contemporary psychologist». Skinner basically took an easy angle on his methods. «Behavior changes as a result of consequences. When it comes down to it, Skinner teaches basic skills.
When applying this type of psychology to young children you will see immediate results and these can be long-standing results. However, in young children, this method will not give the parent ay idea of the motivations or thoughts behind that bad behavior. Only reinforcing the correct behaviors will do nothing to help parents or teachers better understand the feelings of the child or the internal factors that have contributed to this behavior. Behaviorism works well in conjunction with the other theories below to help parents and teachers gain a more complete understanding of not only their children's behaviors but «why» they choose to behave in a certain way.
The humanistic perspective «emphasizes free will and an individual's control of their own behavior». This was more of a human approach to psychology which was to look at and study humans by the choices they make. Laboratory specimens cannot possibly equate to what a human can achieve deeming any laboratory experiment illogical. Instead of developing principals about their theories, they concluded that each individual is their own being. Humanistic psychologists believe in the inherent «good» nature of all people.

3. Yellowstone in our days

Yellowstone Park was also known as Wonderland. There are many hot springs, more than 10,000. The most famous is Old Faithful. There is a smell of sulfur all over the park. The reason for the Hot Springs is because of the continental ocean shifts moving. There is a got magma in the chamber and is part of the Earth's crust. There were a series of volcanic eruptions. A once volcanic wasteland turned into beautiful land. Yellowstone River runs through. August 17, there was an earthquake and lifted Madison Mountain Range. It crashed into the river and created a new lake and new ecosystem.

The summer of 1988 was a crucial one. Every summer there are thunderstorms and lightning. This summer there was just a lightning storm and caused a huge fire. It was the driest summer ever. The fire spread throughout the whole park. It ruined everything. Water would be dropped but the fire still went on for days. August 20, was known as Black Saturday. Dead trees made fire fighting deadly. The winds blew a lot, which didn't help prevent fire. People were starting to wonder if the park could be safe. The one main concern was Old Faithful but thankfully the fire moved the other way. The pinecones opened up to the fire and seeds were blown away onto the ground.

Soon snow fell and covered the burnt grounds. It wasn't good for the animal because there was no food under the snow because of the fire. There were no nutrients. Some animals died due to smoke inhalation. The fire affected the waterways also. Scientists collected frozen urine samples to test the animal's health. Food supplies decreased. There was a stage of succession. Soon spring came and brought rain and all plants and flowers and land were back.

4. Vitamins

The word vitamin was formed from the Latin word «vita» («life») and the Greek word «amine» because 19th-century scientists believed that they were formed only from amino acids. Amino acids are the twenty essential code elements which arrange themselves in varied sequences or chains to form complex proteins, the basic foodstuff of life. These organic acids (containing the essential ingredient NH2), in conjunction with the nucleic acids (DNA material being composed of the four bases adenine, guanine thymine, and cytosine), «translate» the genetic instructions from the DNA of the chromosome to the RNA transcript, and in turn transfer these instructions from the transcript to proteins.

If proteins are the building blocks of life, then amino acids are the building blocks of proteins. Plant cells form amino acids from the compounds which the plant draws up from the ground, such as the nitrates and ammonia salts. Animals, however, cannot perform this conversion of simple inorganic substances to amino acids, so they must ingest them in the form of food — with herbivorous animals consuming plant proteins in vegetables and carnivorous animals consuming animal proteins in the bodies of their prey.

Vitamins are essential aids in many body processes, converting food the energy, building and maintaining cells, and other functions.

Vitamins can thus be looked at as a crucial ingredient in the long-term maintenance of health. Vitamins come in two main forms — water soluble and fat soluble. The fat-soluble vitamins, including A, D, E, and K, «are absorbed by the body with the aid of fat and then stored in body fat». Because they are stored in this way, we do not need to take these vitamins daily, and it is usually possible to maintain adequate amounts in the body through a normal, well-balanced diet. But for the same reason, it is possible to overdose on these vitamins by taking too many as supplements, in which case they can build up to toxic levels and actually cause harm to the person taking them.

The water-soluble vitamins, including Vitamin C and all of the B complex vitamins, are «used up quickly or excreted in urine and perspiration; they are not stored and should be consumed daily. They break down quickly and can be partially lost through premature harvesting, long and improper storage, processing, overcooking, and cooking in the water». The high amounts of both water-soluble and fat-soluble vitamins found in raw vegetables and fruits are often lost when

they are processed, with a few exceptions such as carrots, which actually gain in vitamin A by being cooked.

As a group, vitamins are often confused with the many hundreds of minerals (inorganic substances) that are also needed for basic growth and maintenance functions of the body. Like vitamins, most minerals can also be found in foods, but shortages of minerals are also possible. There have also been unproven claims for vitamins in general, such as that supplements increase children's IQ. Probably the greatest confusion exists about Vitamin C (ascorbic acid), a substance found in many vegetables and fruits, and needed for holding body cells together, healing wounds and broken bones, and resisting infection. Many extravagant claims, such as curing cancer and preventing common colds, have been made for Vitamin C. While some evidence exists of side-benefits, long-term studies have failed to give conclusive evidence that C can produce miracles. Like other water-soluble vitamins, however, C is easily depleted from the body, and any diet without sufficient C from fresh fruits and vegetables will need supplements.

5. The Renaissance

When the Renaissance began in the 14th century, art began to take on a different level of expression as time passed by. The 16th century marked a period where the Renaissance was believed to have reached its peak in Renaissance art. This period was known as the High Renaissance and lasted from 1500 to 1527.

The period involved a shift in artistic style and objectives as well as a shift to Rome and the Papal court. The church continued to be the greatest patron of the arts, where they had reached the peak of its influence in Rome. Famous artists working for the church during the time started painting works of art that contained similar characteristics of the Early Renaissance, only much more improved. One of the main characteristics of paintings was the construction of ideal harmony and balance.

The artists that became famously known in the High Renaissance had worked on their advancements in the artistic styles and techniques from the earlier Renaissance.

The fourteenth century marked a painful transition from the medieval period to the world of the Renaissance. Its beginning was burdened with disaster and racked by the war which had led many people to produce changes about the European society. Moving in towards the Renaissance, new stirrings such as realistically portrayed art were brought in, including the significance of the unique talents and potential of many individuals. Florence became a place for talented artists and the power of the banking families played a large part in the patronage of the arts. Artists began signing their works and producing art that was turned away from the religious subject to a depiction of the natural world. Advancement in artist's work included representation of perspective, use of space by making it look uncluttered, a clear focal point, unity, clarity, and use of muted colors.

However, this representation was not enough for the great artists of the High Renaissance. Leonardo da Vinci, Raphael, and Michelangelo revealed not only the complete mastery of the earlier advancements in the Renaissance but also represented ideal qualities and harmonious compositions. If the artists of the Early Renaissance in Florence had created and worked hard to introduce the techniques and styles of Renaissance art, then these artists were responsible for taking art to a level of noble expression by mastering those techniques. Art took in a toll in becoming more geometrically precise, more realistic, mathematically accurate, subjects showed more signs of emotion and movement, and more detailed backgrounds were present. It was Pope Julius II who commissioned such artists to produce fine pieces of art carrying these characteristics.

The sixteenth century shifted to Rome and to the court of Pope Julius II. Pope Julius II had appreciated the fine arts. He had hired many leading Italian artists to Rome to produce projects such as the Sistine Chapel and frescoes such as the School of Athens.

6. School uniform

Well, what kind of orders are these? Why did you enter the form? What we like about the incubator! How often we said this at school, but we never thought that uniform brings us together, when we are dressed in the same uniform, we are not divided into social classes according to the income level of the parents. We are a team.
School uniform is all the same discipline and order, it is cleanliness and accuracy, this is the rule for everyone. But let's talk about the fact that students often take examples from teachers. What do our teachers look like? But they still look like they make money. If the teacher is by vocation, then he has a strict and official look, and if the teacher came, because at home it's boring and there is no place to put his talents, you shouldn't expect him to understand and accept the rule about form.
Of course, it would be desirable that not only students but also the teaching staff wore such forms. But I think this is something of a fantasy. I do not understand one thing, if it is necessary to take an example from an adult, then why do adults themselves forget to give it?
In the school, where the rules for wearing school uniform are introduced, unity and equality are present. Only here is the difference in the other. Some parents can afford to buy several sets of this form and the child can change it every day and always be clean, but there are those who agree to one set with a stretch. And who suffers? Of course, baby. I do not think it's nice to go to an educational institution in a negligee. And it is not always possible to wash it, and it can not always dry in a couple of hours.
To be honest, I don't mind school uniforms, but I just don't want this uniform to look like a bag. And the fabric would be a little different quality, well, then already the color at the same time.
When my parents went to school, they had a uniform, but the teachers were also dressed appropriately. There were all kinds of rewards for a perfectly ironed and clean form, on the rulers they told about tidy and diligent students. And the current generation is a riot. Revolt against everything and everyone, regardless of whether they are right or not. Just go against everyone. This is the same situation with school uniforms. Maybe they like it, but they will not wear it just because of the principle.
In some countries, it is still allowed to walk in what is convenient. But think for yourself, you don't really want to think about lessons when a half-naked eleventh grader is sitting in front of you. And it is unlikely at this time she thinks about the lessons if she allowed herself to come to school in this outfit.

7. Fashion and Style in the modern society

Over time, attitudes toward clothing change markedly.
First, in past times, traditions played a large part in clothes. It is known that due to customs, national costumes of various nations are called traditional. It is by the power of custom that one can explain the peculiarities of the national dress of every nation and the fact that it has not changed for centuries. Regarding the present, even a few minutes of watching television news convinces us that the strength of custom does not extend to clothing. People all over the world are dressed in jeans and sweaters, business or sports suits … Re-viewing a film that was shot 20–30 years ago, we cannot determine by clothes exactly where this film was made. But the age of the film — by the length of the skirts on the actresses, the form of collars and shoes — can be determined. True, for this you need to know about the development of fashion. Therefore, today is not a custom, but fashion has a decisive influence on clothing.
Fashion (from the Latin "measure", "method", "image") is the short reign of a certain taste in clothing and other areas of life.
Carefully reading the interpretation of the word "fashion", you noticed that fashion is characterized by short duration, inconstancy. According to these signs, it is the opposite of the concept of "custom."
Although the fashion sprouts were noticeable in ancient times, fashion is still relatively young — it is only a few hundred years old! First, the swirl of fashion captured a wealthy part of society.

Today fashion is the element of a big city, talkative streets, crowded squares. It affects not only clothes but also books, music, everyday things, movies, entertainment, etc.
Often with the word “fashion” use the word “style”. You, undoubtedly, had heard the expressions “fashionable style”, “modern style”. They also say “communication style”, “leadership style” and even “style of holding on”. The given examples make it possible to understand the word “style”, which concerns, in contrast to fashion, a special, unique, individual. So, fashion is for everyone, style is for the individual. To answer the question “What does it mean to be fashionably dressed?”, One should ponder over the slogan of modern fashion: “Fashionable is first of all stylish.” Therefore, the person who has his own style of dress is fashionably dressed. And this means that clothing must meet the appearance, character, tastes of the person.

8. My education is my capital

Each of us, getting an education in high school, is already thinking about his future profession, the choice of which depends on our future. Given the current civilizational conditions, any profession today requires a certain level of education. Therefore, starting from high school, it is very important for each of us to realize that my education is my initial capital, based on which you can achieve life and professional success.
What should be the education that will allow each of us to hope for full self-realization in the future? First of all, in the modern world to achieve success in a particular activity it is necessary to be a highly qualified specialist. To do this, you need to get a quality special education, learn how to effectively solve specific professional problems. Today we are already in high school have the opportunity profile orientation, we can choose in which direction to develop their individual qualities.
In my opinion, the sooner a person understands what he wants to do in life, the sooner he will begin to accumulate his “educational capital”. Moreover, in modern conditions, we have access to a huge amount of information about a particular profession, so that each of us gets an excellent opportunity in high school to think about the choice of future specialty. Those who make this choice before will receive a significant advantage because they will be able to begin to accumulate the basis of knowledge and skills needed in the future profession.
On the other hand, anything can happen in life. Today I want to become a successful businessman, and in a few years I will dream of a career, for example, a scientist or a politician. A person should be able to change at a certain stage of life their preferences and aspirations. In order to provide such an opportunity, from my point of view, a person in his youth should lay a certain educational basis of General cultural knowledge and ideas. To do this, we teach literature, geography, biology, mathematical disciplines. Many people think that without some disciplines in school it would be possible to do, but, in my opinion, it is through their study that we form the basic capital for future professional and life self-realization.
The modern world is called the world of knowledge. Success in it is achieved by those who form their personal capital of education and civilization in time. From my point of view, this capital should consist of several “portfolios”, including both specialized professional knowledge and General cultural awareness, which allows us to be not only successful specialists but also fully developed individuals. Thus, today, studying in high school, we accumulate a margin of safety for future development, for admission to universities and for successful professional activities.

9. Volunteering as the future of a global society

The concept of “volunteer” comes from the French word “voluntary”, which takes its roots from the Latin language, namely from the Latin word “voluntarius”, which literally means “a volunteer who wants.”
A volunteer or a volunteer is one who, according to his desire, in his hunt, undertakes to do some work. In this regard, the concept of “volunteer movement”, “volunteering”, “volunteering” will be used by us as synonyms.

The history of volunteering shows that wide sections of the population, regardless of profession, income, and level of education, have always participated in volunteer work. Membership in volunteer movements has neither religious, nor age, nor racial, nor gender restrictions. Every year, volunteering is becoming increasingly popular in the world.
Since 1985, December 5, volunteers around the world celebrate the International Volunteer Day, established by the UN. By the decision of the UN General Assembly, 2001 was declared the international year of volunteering, and ten years later, by the decision of the European Commission, 2011 was officially declared the Year of Volunteering in Europe. Thus, the UN recognized the importance of the volunteer movement and called on all countries of the world to implement measures to support it.
Volunteering, as any activity can be organized and unorganized, carried out in a group or individually, in private organizations or the public. Unorganized (spontaneous) volunteering can be defined as one-time, one-time, episodic assistance to those in need. Organized volunteering, most often, is defined as a regular activity carried out with the assistance of non-profit public or private organizations.
The forms of volunteering are varied: as one-time charity events and actions, projects and grants, target programs, camps, and carried out on an ongoing basis. Within the framework of these measures, feasible social, cultural, economic, and environmental problems of society are solved.

10. Modern teenager and his parents

What all comes to mind when asked what are some modern teenagers? Internet, computer games and mobile phone.
Our mothers at parents' meetings complain about us, that the only thing is that we sit at a computer at home, walk a little, and very rarely go to the library. So they see us — the elders.
But not everything is so bad with us. My parents told me about their childhood, it was funny to them. They made slingshots, sprinklers out of bottles and played all over the yard, threw carbide into puddles and watched it fizz. And one day my father told me how he melted lead and made my mother a heart-shaped figure. From the day they are together. She showed me this heart, small and heavy for its shape.
In my opinion, the childhood of parents was poorer and more dangerous. There was nothing to buy toys for, I had to invent games, sometimes hazardous to health. We got another childhood. We do not ride on pieces of cardboard from a slide in winter, sweets are not a gift, but a need at will and we can buy them. In our free time, we spend time online chatting with our friends. After all, adults very often don't have enough time for us. They work, watch TV or talk on the phone. Not the best example for us, their children.
And we tell each other our impressions for the day, share the news, share interests. And do not say that we do not read! Maybe we rarely go to the library, but we have an electronic library. Not all of our parents have money for new books, but a lot of books can be downloaded to a computer, tablet or phone. It is fast and convenient for the modern teenager. And do not blame us for this, we are such modern teenagers. Now it is fashionable to go in for sports, read books, and then watch movies made with these books and share impressions. Any teenager wants to be better and strives for it. Our time is the time of Harry Potter, Pokemon, and Instagram. But there is nothing wrong with that. After all, Harry Potter is a magical world of books that feed our imagination, Pokemon and Instagram "walk" us on the street.
There are so many interesting things in the world, I want to share it with everyone. Therefore, we spend a lot of time at the computer, we collect information, we learn, it is always with us. What are we, modern teenagers? We are active, athletic, love jeans with holes and social networks. The Internet also does not make us worse, it makes us people of the modern world, the new century. Just to understand this, parents should at least sometimes talk to us.

11. Gifts for the holidays

Everyone in the world children and even adults loves to receive gifts. Therefore, all the holidays of the year favourite and long-awaited.
Take, for example, the New year. This is perhaps the most amazing, magical and unpredictable day of the year. On the streets of the city odors of pine needles, tangerine peel, and vanilla cakes. Each house sparkles with garlands elegant Christmas tree, and under it lie the gifts. To the festive bustle, good mood and solemn excitement are added an indescribable delight from the unexpected, but such a welcome gift.
Another wonderful holiday — Birthday. This day is for one person only. The most expensive relatives and friends who give gifts and prepare surprises for the beloved birthday boy. He alone blows out the candles on a delicious cake and accepts congratulations.
Sometimes a gift can be given just like that, without any reason. For example, native people want to pamper the beloved child to ease his illness or to soften the bitterness of resentment.
The most important thing is to make a gift from the heart, not because you were invited to visit. Such gifts are remembered for a long time and are very appreciated by those who got them. Sometimes adults for many years keep the lovely trinkets received as a gift in childhood. They with a sad smile looking at them, and then carefully put back into his cubbyhole.
Gifts are not only great to receive, but also very nice to give. Choosing a gift to a dear person, you always imagine his enthusiastic eyes and a happy smile when he rejoices, holding it in his hands. The gift-giver himself becomes happy and warm in his heart.
Give gifts, do not skimp, and get them more often! Let human kindness, love and happiness come to your home with them.

12. Pancake week

Maslenitsa is the oldest Russian folk festival, which has passed now from pre-Christian times, preserved after the baptism of Russia. Maslenitsa was adopted by the Church as its own religious holiday, called Cheese week. However, this did not change the essence of Maslenitsa. Maslenitsa falls on the week ahead of Lent. For this reason, at this time people rested before a heavy and long lent. Maslenitsa has always been celebrated with very abundant feasts. During the celebration of Maslenitsa, it was customary to eat a lot. It was believed people that those who Shrove Tuesday will meet in sadness, boredom and spend the rest of the year following the end of winter. The irresistible Maslenitsa eating of all kinds of dishes and fun was a harbinger of well-being and success in home and business endeavors. Pancakes, a necessary “satellite” pancake week, symbolized the sun. Time passed, life changed, with the Baptism of Russia there were new holidays, but Maslenitsa continued to be celebrated. Maslenitsa was greeted with the same irrepressible joy as in the ancient Slavic centuries.
Farewell to Maslenitsa ended on the first day of the great Orthodox lent “Clean Monday,” which is considered the day of purification from sins. Be sure to Clean Monday all residents washed in the bath, washed dishes and cleaned utensils.
Any of the days of the pancake week has its own meaning and name, talking about how to act on this day. A Shrovetide week is usually not only pancakes, trips to visit and gatherings in the restaurant, and right on the street. First of all, the duty of every Russian-Slav was to help drive away the cold winter and cold to awaken nature from winter sleep. All the traditions of carnival and it was always directed.
And on Sunday before Maslenitsa went on a visit to neighbors, friends, relatives, and also called on a visit. During the whole pancake week, it was impossible to eat meat at all. And for this reason, the last Sunday on the eve of pancake week, called simply and unpretentiously — “meat Sunday”.. This Sunday, the aunts went to call the sons-in-law “to finish the meat”.
Monday is the” meeting ” of Maslenitsa. This Monday rolled ice slides. It was believed that the further the sled roll, and the louder the laughter during the ride, the better and greater the harvest. There was a custom to better this year higher grew the plants, it was necessary to swing on the swings, and the higher, the better.

13. The Grand theatre

The Grand theater! On its pediment — flying horses, controlled by Apollo. This is a symbol of the triumph of beauty, a symbol of the eternal movement of art and life.

The formation of the Bolshoi theater and the activities of the collective in its first thirty years were associated with democratic trends of society.

When the city began to rebuild after the fire of 1812, a new Bolshoi Theater, the building of which we still know as the building of the Bolshoi.

There were some interesting and talented operas first shown to the public that period of time. The spectators could see “Ivan Susanin” and “Ruslan and Ludmila” of Glinka’s, “The Mermaid” of Dargomyzhsky’s. Tchaikovsky’s operas did not even take the number — there were more than 10 of them. Only one “Onegin” was shown more than 2000 times in the theatre for all time.

Prosperity lasted until the 90-is, and after — fees began to fall sharply, the troupe was reduced, for a long time there was no permanent head of the ballet… Felt — need big changes. And they came with the change of the century.

So, by 1900, the Bolshoi theatre is going through some of the best times in its history. At the beginning of the new century revolutionary ideas appear in the historical arena, a new concept is formed: the proletariat. In the Bolshoi theatre come F. Chaliapin and A. Nezhdanova, L. Sobinov. Translated and staged for the first time in Russian “Lohengrin “and “Siegfried” by the great symphonist Wagner, “Othello “Verdi and “Carmen” Bizet. In 1920, the theatre (along with Small and Mariinsky) receives an honorary academic title, the Tsar’s hobby turned into instant the name of Beethoven (there is now a regularly konzertierte chamber orchestra and vocalists).

Put grandiose staging, the Prime was not enough, but they are very carefully prepared. “Spartacus “Khachaturian, “Romeo and Juliet” by Prokofiev, “Annie“ Gavrilin, the new productions of classic plays — that’s gold Fund athletes. Under the roof of this institution gathered truly the best artists of Russia.

14. May 1: spring and labor Day

The first of May is a special day for each of us. People take to the streets to enjoy the holiday atmosphere. Now this celebration takes place somewhat differently than before. The first of may is spring and labour day. Our grandparents have done a lot to make us happy for this day.

When you go outside, you see crowds of happy people. All rejoice in the arrival of heat, the sun, and this spring. They are dressed in light walking clothes as if gathered for a picnic. The whole city is decorated with bright flags, festive trifles. Children are given free ice cream, and they are happy to run for a new portion. Young families walk in the parks. On the grounds kids play. On benches elderly people sit, they with pride watch the events. It seems to them so calm and good that they are ready all day to admire this picture. The whole city is shrouded in celebration.

Crowds gathered in the squares, holding posters and flags. They seem to restore the picture of past events, but with gratitude. They want to keep this day in the memory of many, showing it by example. Happy kids sitting on fathers shoulders. Their eyes are filled with delight from what is happening.

It seems that nature is also feeling the atmosphere. Everywhere reigns the scent of flowering trees. A warm breeze rustles the newly risen grass. The floral scent seemed to spread in the air. This holiday is a joy for all living things: a ladybug, who flew to the warmth of the sun, birds fluttering over the heads of passers-by, bumblebees flying behind the flower nectar.

The first of May is so bright and good holiday that it is not overshadowed even by raindrops. People, like a big family, will hide from it under the large crowns of green trees, and nature will rejoice and absorb every drop, saturated with moisture. After all, after the rain, the sun and rainbow always appear, which, of course, will only give an unusual mood.

The first of May is spring and Labour Day. Every year on this holiday comes a large number of people: women, men, children and the elderly. This holiday unites all, gives a joyful mood and brings happiness into our lives.

15. 9 May: Victory Day

Victory day Is a Great holiday. A special date in the life of every Russian. On day 9, the Soviet Red Army liberated our land from Nazi Germany. People back the freedom and peace of mind.

At what cost did we get this victory? How much grief and suffering she brought to people. How many people died defending their homeland? The great heroism and courage of the Russian soldier gave us a peaceful sky. The feat of millions of people will forever remain in the memory of the living generation. We will never forget their invaluable contribution to our existence.

This holiday is celebrated on May 9. Victory Day is the day when the Great Patriotic war of 1941–1945 ended. The war of the Soviet people with Nazi Germany, the bloodiest and most terrible event in the history of mankind.

In the early summer morning of 1941, without any warning, Hitler attacked the Soviet Union. The war lasted for four long years, millions of innocent people gave their lives for peace on earth. War is scary. Nazi Germany failed to capture our Homeland and establish its own order, the Red Army defeated the enemy, liberated its people. How much blood was shed, how many victims, how many people suffered in that war.

May 9 every year, traditionally across the country are celebrating Victory Day. Parades of military equipment, festive processions, fireworks, fireworks, concerts. People pay tribute to the fallen soldiers as liberators. Lay flowers at the Tomb of the Unknown soldier, memorials, and monuments of Victory. In honour of veterans.

Victory day is a favourite holiday of Russians, kind and bright, so much joy and happiness on this day. On the one hand, it is very painful to remember the difficult time that our people had to go through, but at the same time, feelings of endless gratitude overwhelm the soul.

We are the last generation that sees veterans, so let's make sure that the future generation remembers and does not forget the price of Victory.

16. TV Violence

Violence is one of the most primary and controversial issues in today's society. And true that violence is on the rise. A major concern for many parents is the violence within television shows and movies, and the effect on children's aggression. I particularly do not believe that violence in television affects children's aggression, but who am I to say such a thing, for I am not a qualified psychologist. But I have many reasons for my accusation and references to back it up. Now television plays a major role in today's society, and it occupies almost every home in the United States. Parents have such a big concern for the children watching television, but children throughout the U.S watch an average of twenty hours of television. So I posted the first question. Who allows these children to watch so much television? Obvious question answered with the complainers.

Many studies show that television does have an effect on children's aggression, but also on their knowledge, and their ability to decide from right and wrong. In a certain study, researched showed that young boys who watched non-violent television tend to be more aggressive than boys who watch violent television. Another point is that violence is apparent regardless where it comes from, whether it is from cartoons, movies, or the news. So take away all the shows and movies that incorporate violence, what's left? The news, which shows the most drastic and real violence that, is apparent to everyone even if you do not watch it. It still affects everyone. But let's look at the big picture. Cartoons play the majority of the role. They have been around for centuries. So why make such a big deal about them now? Are the cartoons in earlier years any different from newer cartoons? Yes, I agree, but there is a purpose.

Like all children's shows and movies, it lets the mind run free and also lets the children be imaginative within their own realm of mind. So let's not take these away, and just try to limit what they watch. Let us rate these shows and movies. Oh yeah, the government did that. But yet parents still let children watch the movies and show that they did not want to watch in the first place. Is there something wrong here? Parents complain, laws are passed to limit what their

children watch, but parents still let the children watch them? hmm. I think that the parents are just looking for a scapegoat to rid them of their faults as parents, for them not to look bad.
Many researchers have studied this particular question. Does viewing television affect children's aggression? Well, I think I have made my point. Respectively, television does play a factor in dealing with aggression within children, but not to a great extent. I believe strongly in it, that if parents can control what their children watch then there would not be such a problem. Hey wow!! I seem like a future early childhood parental counselor. Maybe it's a future career.

Во втором полугодии студенты знакомятся с написанием одного из видов делового документа — меморандума (Memo). Ниже приводятся ситуационные задания в форме Memo, которые даются студентам на занятиях для тренировок.

1. TASK
You have arranged for a new brochure to be printed for your company. However it will now arrive later than you planned.
Write a memo to all staff:
-apologizing for the late arrival
- giving the reason for the delay
-saying when the brochure will arrive

SAMPLE

MEMO

To: all staff
From: ……..
Date:
Re: new brochure
I'm sorry but our new brochure hasn't arrived yet. I realize that this is very inconvenient but there have been technical problems at the printer's.
It will hopefully be with us in two weeks. Please carry on using the old brochure for the moment, and tell customers about any changes.
Thank you.
Christie Mark

2. Структура написания Memo:

Formal Memorandum Template

This sample memo format includes some tips about how to write your memo. These tips are also included in the memorandum template.

Memorandum
To: [Audience]
From: [Person and/or Department issuing the memo]
Date: [Date Sent]
Subject: [Subject of the Memo]
[Opening – Get to the point in the opening paragraph. Keep things simple and short. Make it easy and fast to read.]
[Summary – Provide enough background so all readers understand the history, but again, keep it simple.]
[Conclusion – End with a call to action.]
CC: [Send copies to anyone affected by the memo.]
Attachments: [List any attachments to the memo. Only list items referred to in the body of the memo.]

Memo 1

Answer ALL questions.

Situation
You are the Managing Director of a large technology company and you have exciting news for your staff. Recently your company has bought a smaller local company that has different products and different markets.
Task
Write a memo to all staff telling them about the purchase. Say why your company has bought the smaller company, giving two reasons. In addition, describe the small company, giving its location, its size and how long it has been in business. Give examples of two of its products and two of its markets. Name the people who started the smaller company and explain what they will be doing in the future.
Write your memo of between 150 and 200 words in the space below.
MEMORANDUM
To: .....
From: .....
Date: .....
Subject: .....
.....

Memo 2

Answer ALL questions.

Situation
You are the Managing Director at a small company that makes furniture for expensive hotels. In a few weeks' time two important new customers will be coming to visit your company.
Task
Write a memo to your company's employees giving more details about the customers' visit. Give the date and time of the visit and say what the customers will be doing in the morning and in the afternoon. Remember to say which furniture the customers want to see and which members of staff they will meet. Tell your employees what they should wear on the day of the visit and what they should do if the important new customers talk to them.
Invite your employees to come to lunch with the new customers and tell them how to reply to you.
Write your memo of between 150 and 200 words in the space below.
(30)
MEMORANDUM
To: .....
From: .....
Date: .....
Subject: .....

Примерные билеты к устному зачету или экзамену

Card 1.
1. What predictions can you make for your society?
- What will education, work sports and entertainment be like 30 years from now?
- What are reasons for elderly people to travel and go on activity holidays?
- What are your positive and negative predictions for country?
2. What predictions can you make for your society?
- What are modern trends in the development of a modern society?
- What will health and lifestyle, nature and the environment be like 30 years ago?

Card 2.

1. What causes a low birth rate in the country? Is it possible to improve the situation?
- What are the reasons for the low birth rate in many European countries?
- What are the advantages and disadvantages of a small / big family?
- How do you think the family will change in the future?

2. What are the reasons for the low birth rate in many European countries?
- What facts about the low birth rate in European countries can you give?
- How important is family life in your country?
- What measures can be done to support families to have children?

Card 3.

1. Family matters: how children should be brought up.
- Do mothers have to stay at home with their children or go up a career ladder?
- Whose role in bringing up children more important mothers or fathers?
- Can children be allowed to do all things they want or some things must be forbidden for them?

2. Family matters: how children should be brought up.
- What problems can parents meet while bringing up children.
- In what situations can be any disagreements between a child and parents?
- What things can help parents to bring up children in the proper way?

Card 4.

1. How does a crime lab work? What knowledge does a forensic scientist need?
- What subjects does a forensic scientist have to study?
- What rules do people working in a crime lab have to follow?
- Why do young people want to work as forensic scientists?
- What would you do if you are a witness of a committing a crime?

2. How does a crime lab work? What knowledge does a forensic scientist need?
- Is a profession of a forensic scientist easy or difficult; boring or interesting?
- Who can be more successful in the profession of forensic scientist a man or a woman? Why?

How do the police use science and technology in your country?
- What do they use to solve a crime?

Card 5.

A brief history of Stephen Hawking or any other scientist.
- What is the main subject the scientist work in?
- Why are his / her scientific achievement so important for the development of science?
- How can you characterise this personality? Use adjectives to describe him.
- How are you going to work to bring something new and important in the development of your country?

Card 6.

A brief history of Stephen Hawking or any other scientist.
- Why is Stephen Hawking so famous among people of the world?
- What sphere did he work?
- What book did he write to explain people history of the Universe?
- Did you read his work on black holes? What do you know about them?

Card 7.

What are reasons for people to work night shifts?
- What professions do people have working night shifts?
- Make comparisons with working during the day time.
- Why is it difficult for some people to work night shifts?

Card 8.
Why do some people think it is better for them to work night shifts?
- What jobs can people do working night shifts?
- What are reasons for people to leave night shift work?
- Are you going to work night shift or day time?

Card 9.
What do you know about sleep and its importance to people? Speak on the stages of sleep.
- What is the meaning of REM and NREM?
- What happens to the brain during REM sleep?
- How long do different age groups of people need to sleep?
- How long do you sleep?

Card 10.
What do you know about sleep and its importance to people? Speak on the stages of sleep.
- What is the meaning of REM and NREM?
- What are different types of sleep?
- How quickly do people fall asleep?
- Why do some people suffer from insomnia?
- How does modern life affect people's sleep?

Card 11.
Uses of gold in industry. Which do you prefer: gold or silver?
- What are reasons people use gold in different spheres?
- What advantages and disadvantages does gold have over other metals?
- Why gold is so important in people's life?
- What is the main use of gold?

Card 12.
What is your perfect job?
- What sphere are you going to work?
- What is your perfect job?
- What skills and qualifications do you need to apply your work?
- Are you going to work for a large or small company?

Card 13.
What is your perfect job? What kind of skills or knowledge do you need to do this job? What plans, hopes or dreams do you have?
- What does it mean "perfect job"?
- What job are you going to work "full time", "part time" or may be night shift?
- What skills and qualifications do you need to apply for your dream job?
- What is more important for you:

a) to receive a good pay?
b) to have pleasant working conditions?
c) to work in a team of good managers?

Card 14.
What is the role of the UN in the modern world? What does the UN Secretary General do?
- When and why was the UN founded?
- Why is it important for people in the world to found such kind of organizations?
- What is the role of the UN?

Card 15.
What is the role of the UN in the modern world? What does the UN Secretary General do?
- Where are the UN headquarters ?
- How many counties are now UN members?
- In what spheres of activities does the UN work?
- What is your personal opinion about the UN and its work?

Card 16.
Nowadays the company Apple (Samsung) is a global giant. Has it been successful since its beginning?
- In which country do global IT giant start?
- Who was a founder of Apple?
- What were reasons of setting up such companies?
- What were reasons of Apple“s (Samsung“s) success and failures?
- Would you like to work for and of these companies?

Card 17.
Nowadays the company Apple (Samsung) is a global giant. Has it been successful since its beginning?
- Why did Steve Jobs choose a name Apple for the new company?
- When was the first Apple store opened outside the USA?
- Why are products of Apple so popular?
- Are there any other companies like this in your country?

Card 18.
What are the advantages and disadvantages of phone tapping?
- What were reasons of arranging phone tapping?
- Have you ever seen or read any news stories in your country about this kind of activity?
- What are advantages and disadvantages of phone tapping?
- Do you think it is right for the police, governments or media to listen secretly to peoples phone conversations?

Card 19. What are the advantages and disadvantages of phone tapping?
- Why is it important in our life to arrange phone tapping?
- What is one serious disadvantage of phone tapping?
- How can phone tapping help police to catch criminals?
- How do you feel when you are watched by CC TV cameras?

Card 20. Why was Interpol founded?
- What type of crime that Interpol fights do you think is the most serious?
- Why is the work of Interpol so important in our life?
- What countries help this organization to investigate crimes?

Card 21. What is global warming?
- What do you know about its causes and effects?
- How has climate has changes for last 30 years?
- What is the difference between climate and weather?
- How can people survive in the modern changeable climate?

Шкала оценивания

Оценка	Требования к знаниям

5, «отлично»/ зачтено	**на уровне знаний:** значения новых лексических единиц, в рамках обозначенной тематики и проблематики общения в процессе коммуникации; значение изученных грамматических явлений в расширенном объеме (видо-временные, неличные и неопределенно-личные формы глагола, формы условного наклонения, косвенная речь/косвенный вопрос, побуждение, согласование времен); страноведческой информации из аутентичных источников, обогащающих социальный опыт студентов; сведения о странах изучаемого языка, их науке и культуре, исторических и современных реалиях, общественных деятелях, месте в мировом сообществе и мировой культуре, языковые средства и правила речевого поведения в соответствии со сферой общения и социальным статусом партнёра; **на уровне умений:** структурировать свои высказывания; давать примеры; выражать свое мнение; давать четкие описания; уметь переходить к другому аспекту обсуждения или теме; запрашивать мнение собеседника; вступать в беседу, используя реплики-клише речевого этикета. Давать четкие подробные описания и делать доклад, должным образом подчеркивая существенные моменты и подкрепляя повествование важными подробностями; делать четкие подробные описания по интересующим студента вопросам из академической сферы, развивая отдельные мысли и подкрепляя их дополнительными положениями и примерами; **Коммуникативная компетенция: аудирование** воспринимать на слух и понимать основное содержание разговорной речи в пределах литературной нормы в повседневной, социально-общественной, академической и профессиональной среде, живую и в записи, на знакомые и незнакомые темы; понимать аутентичные тексты, относящиеся к различным типам речи (сообщение, рассказ), уметь выделять ключевую информацию в конкретных и абстрактных темах, следить за ходом продолжительных речей и докладов, а также вникать в сложную систему приводимых доказательств (при наличии хорошо знакомых тем); **Коммуникативная компетенция: говорение** развивать четкую систему аргументации, приводя доводы за и против, подкрепляя утверждения подробной информацией и делая общие и частные заключения на основе сказанного; высказать личное мнение и подкрепить его аргументами, в том числе для опровержения других мнений, а также высказать и обосновать гипотезу; включиться в диалог или дискуссию, а также закончить их, используя подходящие для этого языковые средства; **Коммуникативная компетенция: письмо** писать четкие тексты, подробно освещая представляющие интерес вопросы, синтезируя и оценивая информацию и аргументы, поступающие из нескольких источников; написать эссе или доклад в развитие определенной позиции, приводя доводы за и против определенной точки зрения и поясняя плюсы и минусы вариантов решений; раскрыть тему в эссе, в котором доказательства разворачиваются системно, подчеркиваются важные моменты и приводятся детали, подкрепляющие излагаемую точку зрения; давать оценку различным идеям и вариантам решения проблем; развивать свою точку зрения, подкрепляя ее при помощи распространенных дополнительных

	рассуждений, доводов и примеров; **Коммуникативная компетенция: чтение** читать самостоятельно, меняя вид чтения и скорость в зависимости от типа текста и собственных целей и избирательно используя необходимые справочные материалы; быстро просматривать большой текст, выделяя при этом важные детали; быстро улавливать содержание статьи и определять ее актуальность, решать, стоит ли читать ее подробнее, а также уметь найти в ней нужную информацию, чтобы выполнить задание; **на уровне навыков:** владения устными и письменными способами общения с представителями других стран, ориентацией в современном многоязычном мире; использования иноязычных источников информации (в том числе Интернета), необходимых в образовательных и самообразовательных целях; владения широким запасом необходимой лексики, в том числе идиоматическими выражениями и языковыми клише. Составление и презентация докладов на иностранном языке, проведение опросов и получение сведений на заданную тематику на иностранном языке
4, «хорошо» / зачтено	**на уровне знаний:** значения новых лексических единиц, в рамках обозначенной тематики и проблематики общения в процессе коммуникации; значение изученных грамматических явлений в расширенном объеме (видо-временные, неличные и неопределенно-личные формы глагола, формы условного наклонения, косвенная речь/косвенный вопрос, побуждение, согласование времен); страноведческой информации из аутентичных источников, обогащающих социальный опыт студентов; **на уровне умений:** структурировать свои высказывания; давать примеры; выражать свое мнение; давать четкие описания; уметь переходить к другому аспекту обсуждения или теме; запрашивать мнение собеседника; вступать в беседу, используя реплики-клише речевого этикета. Давать четкие подробные описания и делать доклад, должным образом подчеркивая существенные моменты и подкрепляя повествование важными подробностями; делать четкие подробные описания по интересующим студента вопросам из академической сферы, развивая отдельные мысли и подкрепляя их дополнительными положениями и примерами; **Коммуникативная компетенция: письмо** писать четкие тексты, подробно освещая представляющие интерес вопросы, синтезируя и оценивая информацию и аргументы, поступающие из нескольких источников; написать эссе или доклад в развитие определенной позиции, приводя доводы за и против определенной точки зрения и поясняя плюсы и минусы вариантов решений; раскрыть тему в эссе, в котором доказательства разворачиваются системно, подчеркиваются важные моменты и приводятся детали, подкрепляющие излагаемую точку зрения; давать оценку различным идеям и вариантам решения проблем; развивать свою точку зрения, подкрепляя ее при помощи распространенных дополнительных рассуждений, доводов и примеров; **Коммуникативная компетенция: чтение** читать самостоятельно, меняя вид чтения и скорость в зависимости от типа текста и собственных целей и избирательно

	используя необходимые справочные материалы; быстро просматривать большой текст, выделяя при этом важные детали; быстро улавливать содержание статьи и определять ее актуальность, решать, стоит ли читать ее подробнее, а также уметь найти в ней нужную информацию, чтобы выполнить задание;
3, «удовлетворительно» / зачтено	**на уровне умений:** структурировать свои высказывания; давать примеры; выражать свое мнение; давать четкие описания; уметь переходить к другому аспекту обсуждения или теме; запрашивать мнение собеседника; вступать в беседу, используя реплики-клише речевого этикета. Давать четкие подробные описания и делать доклад, должным образом подчеркивая существенные моменты и подкрепляя повествование важными подробностями; делать четкие подробные описания по интересующим студента вопросам из академической сферы, развивая отдельные мысли и подкрепляя их дополнительными положениями и примерами; **Коммуникативная компетенция: аудирование** воспринимать на слух и понимать основное содержание разговорной речи в пределах литературной нормы в повседневной, социально-общественной, академической и профессиональной среде, живую и в записи, на знакомые и незнакомые темы; понимать аутентичные тексты, относящиеся к различным типам речи (сообщение, рассказ), уметь выделять ключевую информацию в конкретных и абстрактных темах, следить за ходом продолжительных речей и докладов, а также вникать в сложную систему приводимых доказательств (при наличии хорошо знакомых тем); **Коммуникативная компетенция: чтение** читать самостоятельно, меняя вид чтения и скорость в зависимости от типа текста и собственных целей и избирательно используя необходимые справочные материалы; быстро просматривать большой текст, выделяя при этом важные детали; быстро улавливать содержание статьи и определять ее актуальность, решать, стоит ли читать ее подробнее, а также уметь найти в ней нужную информацию, чтобы выполнить задание; **на уровне навыков:** владения устными и письменными способами общения с представителями других стран, ориентацией в современном многоязычном мире; использования иноязычных источников информации (в том числе Интернета), необходимых в образовательных и самообразовательных целях; владения широким запасом необходимой лексики, в том числе идиоматическими выражениями и языковыми клише. Составление и презентация докладов на иностранном языке, проведение опросов и получение сведений на заданную тематику на иностранном языке
2, «неудовлетворительно» / не зачтено	**на уровне навыков:** владения устными и письменными способами общения с представителями других стран, ориентацией в современном многоязычном мире; использования иноязычных источников информации (в том числе Интернета), необходимых в образовательных и самообразовательных целях; владения широким запасом необходимой лексики, в том числе идиоматическими выражениями и языковыми клише. Составление и презентация докладов на иностранном языке,

	проведение опросов и получение сведений на заданную тематику на иностранном языке

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

Студент должен выполнить все задания и мероприятия, предусмотренные программой дисциплины (по формам текущего контроля). В случае наличия учебной задолженности студент отрабатывает пропущенные занятия в соответствии с требованиями. Оценка студента носит комплексный характер и определяется:
- ответом на зачете/ экзамене;
- учебными достижениями в семестровый период.

Оформление результата прохождения экзамена или зачета промежуточной аттестации осуществляется посредством его фиксации в аттестационной ведомости и в зачетной книжке обучающегося. Оценки «неудовлетворительно» и «не зачтено» фиксируются только в ведомости.

В случае проведения экзамена или зачета экзаменационной комиссией результат сдачи экзамена или зачета оформляется также протоколом заседания экзаменационной комиссии.

При проведении экзамена или зачета не допускается наличие у обучающегося посторонних предметов и технических устройств, способных затруднить (сделать невозможной) объективную оценку результатов обучения или результатов освоения образовательной программы, в том числе в части самостоятельности выполнения задания (подготовки к ответу на вопрос) обучающимся. Продолжительность подготовки обучающегося к ответу на экзамене или зачете, проводимом в устной форме, составляет 15-20 мин. Во время подготовки студенты могут делать записи. По каждому из заданий экзаменаторы задают дополнительные вопросы по теме в билете и/или по другим пройденным темам. Предполагаемая продолжительность ответа студента зависит от сложности вопроса и может составлять примерно 15 мин.

На устном зачете, который проходит по выставленной сетке расписания, студенты должны продемонстрировать полученные знания, умения и навыки за первый семестр обучения. Студент тянет билет и отвечает.

Во время ответа студент должен: показать знание значения новых лексических единиц, в рамках обозначенной тематики и проблематики общения в процессе коммуникации. Он должен пересказать текст, используя активный словарь материала прочитанного текста, а также применяя выученный вокабуляр и показывая знания грамматики. Давать четкие описания, должным образом подчеркивая существенные моменты и подкрепляя повествование важными подробностями. Понимать аутентичные тексты, относящиеся к различным типам речи (сообщение, рассказ), уметь выделять ключевую информацию в конкретных и абстрактных темах.

Оценивание работы студента на семинарских занятиях осуществляется по следующим критериям:

1. Отлично - активное участие в обсуждении проблем каждого семинара, самостоятельность ответов, свободное владение материалом, полные и аргументированные ответы на вопросы семинара, участие в дискуссиях, твёрдое знание материала, обязательной и рекомендованной дополнительной литературы, регулярная посещаемость занятий.

2. Хорошо - недостаточно полное раскрытие некоторых вопросов темы, незначительные ошибки в формулировке категорий и понятий, умеренная активность на семинарах, неполное знание дополнительной литературы, хорошая посещаемостью.
3. Удовлетворительно - ответы отражают в целом понимание темы, знание содержания основных категорий и понятий, знакомство с материалом и рекомендованной основной литературой, низкая активность на занятиях, оставляющая желать лучшего посещаемость.
4. Неудовлетворительно - пассивность на семинарах, частая неготовность при ответах на вопросы, плохая посещаемость, отсутствие качеств, указанных выше для получения более высоких оценок.

5. Методические указания для обучающихся по освоению дисциплины

Обучение по дисциплине «Иностранный язык» осуществляется на практических аудиторных занятиях по сетке расписания и в ходе самостоятельной работы студентов. Самостоятельная работа студента может быть организована и как индивидуальная, и как групповая. Она предполагает не только выполнение предложенных преподавателем заданий, но и самостоятельный поиск необходимых учебного материала с использованием современных технических средств.

Самостоятельная работа необходима для эффективного овладения материалом, повторения и подготовки студентов к семинарским занятиям. Этот вид работы студенты выполняют, как правило, без прямого участия преподавателя. В современных условиях объем самостоятельной работы студентов имеет тенденцию к возрастанию, что в дальнейшем способствует включению молодых специалистов в процесс непрерывного образования.

Семинарские занятия дисциплины «Иностранный язык» предполагают их проведение в различных формах с целью выявления полученных знаний, умений, навыков с проведением контрольных мероприятий. С целью обеспечения успешного обучения студент должен готовиться к семинарским практическим занятиям, используя учебную, специальную и справочную литературу, а также различные ресурсы в интернете.

В формате самостоятельной работы студент имеет возможность во внеурочное время овладевать фундаментальными знаниями, применять свой опыт творческой деятельности.

В начале освоения такого предмета как «Иностранный язык» студенты проходят специально подготовленный тест, по результатам которого они распределяются по учебным группам в зависимости от уровня знания, полученных в средней школе.

При подготовке к семинарским занятиям студентам рекомендуется: выучить материал учебника, относящийся к данному семинарскому занятию; выписать и выучить новые лексические единицы, ознакомиться с основными понятиями и терминами; при ознакомлении с материалом отметить непонятные и неясные явления языка.

<u>Самостоятельная работа с целью усвоения знаний:</u>

В ходе усвоения теоретического материла (языкового, речевого, страноведческого, социокультурного, профессионально маркированного) студентам при работе с учебными пособиями рекомендуется: выписать определения основных понятий; законспектировать основное содержание; выписать ключевые слова и изучить их основные значения с помощью фундаментальных словарей; выполнить задания-ориентиры в процессе чтения рекомендуемого материала; повторить пройденный ранее материал с целью установления его связи с новым материалом, выделить новое;

<u>Самостоятельное чтение:</u>

При осуществлении данного вида самостоятельной работы необходимы следующие действия: подобрать источники информации из рекомендательных списков литературы в

учебных пособия, из рекомендованных преподавателем материалом или самостоятельно, в том числе пользуясь ресурсами Интернета; ознакомиться с содержанием источника информации с коммуникативной целью, используя поисковое, изучающее, просмотровое чтение; составить список понятий по теме.

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

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

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

Примерные материалы для самостоятельной работы

Темы эссе:

1. Some people think it is different to learn foreign languages.
2. Is it important to travel around the whole world to know in formation about countries and learn foreign languages.
3. Are men better photographers and it is easy for them to make pictures in different countries.
4. Are there seasons in your country? If so, what is your favourite season? Why?
5. What are advantages and disadvantages of living in extreme weather?
6. The English language is easy to learn and that is why it is not difficult to learn it.
7. People think that climate has not changed for the last 20 years.
8. Agree or disagree that climate doesn’t affect the way people live.
9. What are the good and bad things about living in a large city.
10. Some people think that it is not possible to be a determined person.
11. What determined people do you know? Speak of two. What are their actions and achievements?
12. What famous creative people do you know or like? Is it difficult to be a creative person?
13. Agree or disagree that people do not like to share a flat with friends.
14. What things are important in a flatmate to share a place?
15. Agree or disagree that young people do not read newspapers and books. It is not interesting for them.
16. What media do people use to find new information or news?
17. Which news channels or sites do you use and trust?
18. Do you have any experience as a citizen journalist?
19. What are advantages and disadvantages of newspapers, TV and Internet news?
20. It is difficult to provide healthcare in different countries for charity organizations and health workers.
21. Do people of different ages have the same eating habits?
22. Agree or disagree that there is a link between food and peoples’ mind.
23. People travel to know new sights and master foreign languages, don’t they?

24. Agree or disagree. Most people spend more time on the Internet than with real people.
25. Nowadays few parents have more than one child.
26. The work of forensic scientist is very easy and it is better for him to study law.
27. Which university subject are popular in your country with a) women and b) men. Why?
28. The need of sleep decreases with age and influences greatly people's lives.
29. What are advantages and disadvantages of working at night?
30. There is no perfect job now. People have to work hard to live on their own.
31. Agree or disagree the Messengers of Peace should not only be celebrities.
32. When you make a phone call, do you ever think that someone could be listening to you?
33. What is more important for graduates? Consider: schedule, holidays or salary?
34. Give a review of a book / a TV show / a film.

6. Основная и дополнительная учебная литература, необходимая для освоения дисциплины, ресурсы информационно-телекоммуникационной сети "Интернет", включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

6.1. Основная литература

1. Аитов, В. Ф. Английский язык (а1-в1+) : учеб. пособие для академического бакалавриата / В. Ф. Аитов, В. М. Аитова, С. В. Кади. — 13-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. — 234 с. — (Серия : Университеты России). [Доступ в ЭБС - https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-a1-v1-437603]
2. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 1 : учеб. пособие для академического бакалавриата / Р. И. Куряева. — 5-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-vido-vremennye-formy-glagola-v-2-ch-chast-1-437050]
3. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 2 : учеб. пособие для академического бакалавриата / Р. И. Куряева. — 3-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-vido-vremennye-formy-glagola-v-2-ch-chast-2-437051]
4. Невзорова, Г. Д. Английский язык. Грамматика : учеб. пособие для академического бакалавриата / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2019. 213 с. — (Серия : Бакалавр. Академический курс). [Доступ в ЭБС -https://www-biblio-online-ru.ezproxy.ranepa.ru:2443/book/angliyskiy-yazyk-grammatika-434606]

6.2. Дополнительная литература

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

6.3. Нормативные правовые документы.

1.Гражданский Кодекс РФ

6.4. Интернет ресурсы и справочные материалы

1. EBSCO Information Services https://www.ebsco.com/

2. Научная электронная библиотека eLIBRARY.RU https://www.elibrary.ru/
3. Emerging Markets Information Service https://www.emis.com/
4. Google Scholar (Google Академия) https://scholar.google.com/
5. IMF eLibrary — библиотека экономических отчетов МВФ. http://data.imf.orgrg
6. JSTOR https://www.jstor.org/
7. New Palgrave Dictionary of Economics – Электронный словарь.
8. OECD iLibrary https://www.oecd-ilibrary.org
9. Oxford Handbooks Online
10. Polpred.com Обзор СМИ https://polpred.com/
11. ScienceDirect - Search for peer-reviewed journals, articles, book chapters and open access content. https://www.sciencedirect.com
12. SCOPUS https://www.scopus.com/
13. Web of Science
14. Wiley Online Library https://onlinelibrary.wiley.com/
15. World Bank eLibrary Журналы и газеты на иностранных языках. Учебная и научная литература на иностранных языках https://lib.ranepa.ru/ru/informatsionnye-resursy/zarubezhnye-resursy/77-world-bank-elibrary
16. Архивы научных журналов NEICON https://neicon.ru/science/archive-journals
17. Интернет-сервис «Антиплагиат»
18. Система Профессионального Анализа Рынков и Компаний «СПАРК» http://www.spark-interfax.ru/
19. ЭБС Издательства "Лань" https://e.lanbook.com/
20. ЭБС Юрайт https://lib.ranepa.ru/ru/informatsionnye-resursy/russkoyazychnye-resursy/55-ebs-yurajt
21. Электронная библиотека Издательского дома «Гребенников» https://grebennikon.ru/

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

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

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

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

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