

**Образовательная автономная некоммерческая организация высшего образования
«МОСКОВСКАЯ ВЫСШАЯ ШКОЛА СОЦИАЛЬНЫХ
И ЭКОНОМИЧЕСКИХ НАУК»**

Факультет социальных наук
(наименование факультета)

УТВЕРЖДЕНО
Ректор ОАНО «МВШСЭН»

Электронная подпись

ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА ВЫСШЕГО ОБРАЗОВАНИЯ

Современная социальная теория
(наименование образовательной программы)

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
реализуемой без применения электронного (онлайн) курса**

Б1.О.01 Иностранный язык (английский)
(код и наименование РПД)

Бакалавриат
(уровень образования)

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Авторы–составители:

Заведующий межфакультетской кафедрой английского языка МВШСЭН д.пед.наук,
доцент, Короткина И.Б

Старший преподаватель межфакультетской кафедры английского языка МВШСЭН,
Фролова Н.В.

(ученая степень и(или) ученое звание, должность) (наименование кафедры) (Ф.И.О.)

Заведующий межфакультетской кафедрой английского языка МВШСЭН д.пед.наук,
доцент, Короткина И.Б

Заведующая кафедрой английского языка ИОН, Долганова О.В.

(наименование кафедры) (ученое звание, ученая степень,) (Ф.И.О.)

Рабочая программа дисциплины « Б1.О.01 Иностранный язык (английский) » рассмотрена и одобрена на заседании кафедры социологии МВШСЭН

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

1.1. Дисциплина Б1.Б.01 Иностранный язык (английский) обеспечивает овладение следующими компетенциями:

Код компетенции	Наименование компетенции	Индикатор
УК-4	Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.2 Соблюдает требования к языку и форме общения, в том числе делового, в зависимости от коммуникативной задачи, решаемой на иностранном языке

1.2 В результате освоения дисциплины у студентов должны быть сформированы:

Код компетенции	Результаты обучения
УК-4	<p>на уровне знаний:</p> <p>языковых средств и правил речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнера</p> <p>значений реплик-клише речевого этикета, отражающих особенности культуры страны/стран изучаемого языка</p> <p>значений лексических единиц, связанных с изученной тематикой и соответствующими ситуациями общения;</p> <p>значений изученных грамматических явлений</p> <p>основ теории коммуникации</p> <p>основ теории текста</p> <p>теоретические знания о работе с текстами разных жанров</p> <p>основные социологические термины на иностранном языке</p> <hr/> <p>на уровне умений:</p> <p>делать выводы из прослушанного/ прочитанного</p> <p>осуществлять устное речевое общение на изученные темы;</p> <p>вести диалог этикетного характера, диалог-расспрос, обмен информацией</p> <p>описывать события, излагать факты в рамках изученной тематики;</p> <p>вести диалог – обсуждение проблем</p> <p>высказывать и аргументировать свою точку зрения в устной и письменной речи</p> <p>сравнивать факты родной культуры и культуры страны/стран изучаемого языка</p> <p>анализировать тексты разных жанров</p> <p>осуществлять коммуникацию в разных контекстах на русском и иностранных языках</p> <hr/> <p>на уровне навыков:</p> <p>распространенные устойчивые словосочетания, использовать</p>

	<p>употреблять в речи лексические единицы, обслуживающие ситуации в рамках изученной тематики, и наиболее распространенные способы словообразования существительных, прилагательных, наречий и глаголов.</p> <p>публичных выступлений в разных форматах перед различной аудиторией</p> <p>эффективной профессиональной коммуникации в разных форматах</p> <p>поддерживать профессиональную коммуникацию на иностранном языке</p> <p>уметь использовать основные социологические термины на иностранном языке</p>
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2. Объем и место дисциплины в структуре ОП ВО

В соответствии с учебным планом дисциплина Б1.О.01 «Иностранный язык» входит в состав дисциплин базовой части блока Б1 «Дисциплины (модули)» и изучается в 1-6 семестре.

Изучение данной дисциплины основывается на базе предыдущего уровня образования. Содержание данной дисциплины **выступает опорой** для изучения дисциплин, преподаваемых на английском языке, и для самостоятельной работы с источниками литературы, представленными англоязычными авторами.

Объем дисциплины

Таблица

Вид учебных занятий и самостоятельная работа	Объем дисциплины, час.							
	Всего	Семестр						
		1	2	3	4	5	6	
Контактная работа обучающихся с преподавателем, в том числе:	508	84	84	84	84	84	84	
лекционного типа (Л)								
лабораторные работы (практикумы) (ЛР)								
практического типа (ПЗ)	504	84	84	84	84	84	84	
Консультация	4	0	0	0	2	0	2	
контролируемая самостоятельная работа обучающихся (КСР)								
Самостоятельная работа обучающихся (СР)	212	60	60	24	22	24	22	
Промежуточная аттестация	форма час		Зачет с оценкой	Зачет с оценкой	Зачет с оценкой	Экзамен	Зачет с оценкой	Экзамен
Общая трудоемкость (час. / з.е.)	792/22	144/4	144/4	108/3	144/4	108/3	144/4	

3. Содержание и структура дисциплины

Таблица 2.

№ п/п	Наименование тем (разделов),	Объем дисциплины, час.					СР	Форма текущего контроля успеваемости **, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий					
			Л	ЛР	ПЗ	КСР		
1	Модуль «Академическое чтение». IELTS (International English Language Testing System) Academic Module. Academic Reading	24/18			14/1 0,5		10/7, 5	ПЗ, Д
2	Проведение тренировочного теста по модулю «Академическое чтение»	24/18			14/1 0,5		10/7, 5	Т
3	Модуль «Академическое аудирование». IELTS Academic Module. Listening	24/18			14/1 0,5		10/7, 5	ПЗ, Д
4	Проведение тренировочного теста по модулю «Академическое аудирование»	24/18			14/1 0,5		10/7, 5	Т
5	Модуль «Академическое письмо. Часть 1: описание графика». IELTS Academic Module. Academic Writing Task 1.	24/18			14/1 0,5		10/7, 5	ПЗ, Д, Э
6	Проведение тренировочного теста по модулю «Академическое письмо. Часть 1: описание графика»	24/18			14/1 0,5		10/7, 5	Т, Э
Промежуточная аттестация		0			0		0	Зачет с оценкой
7	Модуль «Академическое письмо. Часть 2: эссе». IELTS Academic Module. Academic Writing Task 2.	36/27			20/1 5		16/1 2	ПЗ, Д, Э
8	Проведение тренировочного теста по модулю «Академическое письмо. Часть 2: эссе»	36/27			22/1 6,5		14/1 0,5	Т, Э

№ п/п	Наименование тем (разделов),	Объем дисциплины, час.					СР	Форма текущего контроля успеваемости **, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий					
			Л	ЛР	ПЗ	КСР		
9	Модуль «Академическая речь». IELTS Academic Module. Academic Speaking.	36/27			20/15		16/12	ПЗ, О, Д
10	Проведение тренировочного теста по модулю «Академическая речь»	36/27			22/16,5		14/10,5	Т, О
Промежуточная аттестация		0			0		0	Зачет с оценкой
11	Модуль «Английский для общих академических целей. Презентации». EGAP (English for General Academic Purposes). Effective Presentations.	54/40,5			42/31,5		12/9	П, Д
12	Модуль «Английский для специальных академических целей. Социология». Часть 1. ESAP (English for Specific Academic Purposes). Sociology. Part 1.	54/40,5			42/31,5		12/9	Д, ПЗ, О
Промежуточная аттестация		0			0		0	Зачет с оценкой
13	Модуль «Английский для общих академических целей. Академическое письмо». Часть 1. EGAP (English for General Academic Purposes). Academic Writing. Part 1.	52/39			42/31,5		10/7,5	Э, ПЗ, Д
14	Модуль «Английский для специальных академических целей. Социология». Часть 2. ESAP (English for Specific Academic Purposes). Sociology. Part 2.	54/40,5			42/31,5		12/9	ПЗ, Д
Консультация		2/1,5			0		0	
Промежуточная аттестация		36/27			0		0	Экзамен

№ п/п	Наименование тем (разделов),	Объем дисциплины, час.					СР	Форма текущего контроля успеваемости **, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий					
			Л	ЛР	ПЗ	КСР		
15	Модуль «Английский для общих академических целей. Академическое письмо». Часть 2. EGAP (English for General Academic Purposes). Academic Writing. Part 2.	54/40,5			42/3 1,5		12/9	П, Д
16	Модуль «Английский для специальных академических целей. Основы анализа в управлении и публичной политике». Часть 1. ESAP (English for Specific Academic Purposes). Public Policy Analysis. Часть 1.	54/40,5			42/3 1,5		12/9	Э, Д, ПЗ
Промежуточная аттестация		0			0		0	Зачет с оценкой
17	Модуль «Академическая лексика социальных дисциплин». ESAP (English for Specific Academic Purposes). Academic Vocabulary for Social Sciences.	52/39			42/3 1,5		10/7,5	ПЗ, Д, О
18	Модуль «Английский для специальных академических целей. Основы анализа в управлении и публичной политике». Часть 2. ESAP (English for Specific Academic Purposes). Public Policy Analysis. Part 2.	54/40,5			42/3 1,5		12/9	П, ПЗ, Д
Консультация		2/1,5			0			
Промежуточная аттестация		36/27			0			Экзамен
Всего:		792/594			504/378		212/159	

Примечание: ** – формы текущего контроля успеваемости: практическое задание (ПЗ), дискуссия (Д); тест (Т); опрос (О); презентация (П); эссе (Э).

Содержание дисциплины

№ п/п	Наименование тем (модулей)	Содержание тем (модулей)
1	Модуль «Академическое чтение». IELTS (International English Language Testing System) Academic Module. Academic Reading	Развитие тестовых стратегий чтения. Поисковое и просмотровое чтение. Работа с академической лексикой: расширение словарного запаса, догадка по контексту. Понимание принципов организации текста и синтаксических структур. Понимание инструкций. Анализ специфических типов вопросов: поиск детальной информации, составление подзаголовков, определение ложной информации или ее отсутствия в тексте, парафраз, соотнесение различных видов данных и др.
2	Проведение тренировочного теста по модулю «Академическое чтение»	Отработка навыков выполнения тестовых заданий модуля. Синтез стратегий, организация времени (time management), анализ ошибок и решение проблем.
3	Модуль «Академическое аудирование». IELTS Academic Module. Listening	Развитие тестовых стратегий аудирования. Понимание основных типов аудиоинформации: презентаций, интервью и дискуссий. Соотнесение визуальной информации (таблицы, текст, графики, схемы, цифровые данные) с аудио информацией. Использование шести ключевых стратегий аудирования: predicting, monitoring, responding, clarifying, inferencing, evaluating. Решение проблем транслитерации (Spelling) имен собственных, числовых данных и аббревиатур. Технологии распознавания незнакомых слов.
4	Проведение тренировочного теста по модулю «Академическое аудирование»	Отработка навыков выполнения тестовых заданий модуля. Синтез стратегий, организация времени (time management), анализ ошибок и решение проблем.
5	Модуль «Академическое письмо. Часть 1: описание графика». IELTS Academic Module. Academic Writing Task 1.	Развитие письменных тестовых стратегий. Анализ различных типов графиков. Поиск корреляций и закономерностей; обобщение результатов представленных данных. Специфика описания графической информации: академическая лексика, используемая для

		описания тенденций, корреляций и процессов. Структура текста, описывающего график.
6	Проведение тренировочного теста по модулю «Академическое письмо. Часть 1: описание графика»	Отработка навыков описания графиков. Синтез стратегий, организация времени (time management), анализ ошибок и решение проблем.
7	Модуль «Академическое письмо. Часть 2: эссе». IELTS Academic Module. Academic Writing Task 2.	Развитие стратегий написания академического текста (эссе). Понимание темы и формулировка собственной позиции. Построение аутлайна текста по принципу триады. Принципы построения аргументации и способы поддержки аргументов. Структура текста: введение, формулировка позиции, развитие идеи, сильный вывод. Связность и последовательность. Использование сигналов перехода и союзной связи. Синтаксис: compound, complex and complex-compound sentences. Написание абзаца и заглавных предложений. Использование академической лексики. Стилистика академического текста.
8	Проведение тренировочного теста по модулю «Академическое письмо. Часть 2: эссе»	Отработка навыков написания эссе. Синтез стратегий, организация времени (time management), анализ ошибок и решение проблем.
9	Модуль «Академическая речь». IELTS Academic Module. Academic Speaking.	Развитие стратегий прохождения теста на академическую речь. Отработка диалогических и монологических форм речи на английском языке. Соотношение сложности и скорости речи. Понимание тестового задания. Решение проблем точности, адресности и развития темы. Использование смысловых маркеров и стратегий убеждения. Активизация лексического запаса.
10	Проведение тренировочного теста по модулю «Академическая речь»	Отработка навыков выполнения тестовых заданий модуля. Синтез стратегий, организация времени (time management), анализ ошибок и решение проблем.

11	Модуль «Английский для общих академических целей. Презентации». EGAP (English for General Academic Purposes). Effective Presentations.	Развитие навыков публичного выступления и дискуссии. Выбор темы и подготовка плана выступления. Работа со слайдами; три принципа использования визуальных средств, BBB: Big, Bright, Bold. Управление временем выступления. Использование методов мотивации и контакта с аудиторией (eye contact, body language). Умение отвечать на вопросы и формулировать их. Работа с оценочными листами (evaluation sheets). Оценка презентации. Коллективная презентация и распределение ролей. Формы и методы научной презентации.
12	Модуль «Английский для специальных академических целей. Социология». Часть 1. ESAP (English for Specific Academic Purposes). Sociology. Part 1.	Профессиональный контекст в области менеджмента: специфика дисциплинарного дискурса на английском языке. Основная терминология дисциплины по темам: основы менеджмента; тенденции развития науки; особенности менеджмента в сфере культуры; подходы к исследовательской деятельности в области менеджмента; коммуникация и инфраструктура.
13	Модуль «Английский для общих академических целей. Академическое письмо». Часть 1. EGAP (English for General Academic Purposes). Academic Writing. Part 1.	Развитие навыков академического письма. выдвигание гипотезы и проведение доказательства. Организация академического текста. Написание абзаца и заглавного предложения. Синтаксические структуры и логика построения аргумента.
14	Модуль «Английский для специальных академических целей. Социология». Часть 2. ESAP (English for Specific Academic Purposes). Sociology. Part 2.	Менеджмент в сфере культуры и искусства. Академические навыки в профессиональном контексте: чтение научных текстов, работа с терминологией, устная и письменная профессиональная коммуникация, ведение диалога, вопросы и ответы.
15	Модуль «Английский для общих академических целей. Академическое письмо». Часть 2. EGAP (English for General Academic Purposes). Academic Writing. Part 2.	Структура введения и заключения. Стилистика научного текста. Работа с источниками. Методы цитирования и парафраза. Различия между формальным и неформальным письменным языком. Использование лексики в академическом тексте.

16	Модуль «Английский для специальных академических целей. Основы анализа в управлении и публичной политике». Часть 1. ESAP (English for Specific Academic Purposes). Public Policy Analysis. Part 1.	Публичность как основа принятия решений в демократическом обществе. Дискуссионный характер и открытость глобальной коммуникации. Аналитические методы в управлении.
17	Модуль «Академическая лексика социальных дисциплин». ESAP (English for Specific Academic Purposes). Academic Vocabulary for Social Sciences.	Развитие навыков распознавания академической (общенаучной) англоязычной лексики по внутреннему контексту, на основе составляющих эту лексику аффиксов и корней латинского и греческого происхождения. Значение латинских префиксов и суффиксов. Развитие навыков аналогии, анализа и синтеза слов. Различия в регистрах формального, академического (метафорического) и разговорного английского языка.
18	Модуль «Английский для специальных академических целей. Основы анализа в управлении и публичной политике». Часть 2. ESAP (English for Specific Academic Purposes). Public Policy Analysis. Part 2.	Прикладной политический анализ как подход к решению социальных проблем. Фазы управленческого цикла и стадии работы аналитика. Моделирование в принятии решений. Ценности и мотивации в открытой демократической среде. Структура аргументации в развитии научного рассуждения: публичность исследовательской деятельности.

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

В ходе реализации дисциплины Б1.О.01 Иностранный язык (английский) используются следующие методы текущего контроля и успеваемости обучающихся:

– при проведении занятий практического типа:

- практические задания, ориентированные на отработку отдельных стратегий и академических языковых навыков каждого модуля;

- дискуссии, активизирующие навыки анализа и синтеза информации, отстаивание собственной позиции, умение слушать собеседника, критически оценивать его точку зрения и принимать его доводы;

- тестовые задания, позволяющие отработать навыки прохождения теста по разным составляющим академического модуля IELTS;

- опрос как форма прохождения теста по навыкам активной речи в соответствующем модуле IELTS и как форма получения обратной связи (feedback) для корректировки других модулей преподавателем;

- презентации студентов по выбранным темам с последующим обсуждением со сверстниками;

- эссе как форма активизации аналитических языковых умений, работы с информацией и синтеза полученных в других модулях навыков;

- парная и групповая работа и взаимное редактирование (peer review), позволяющие сосредоточить внимание студентов на проверке правильности ответов партнеров по коммуникации.

Экзамен, зачет с оценкой проводятся с применением следующих методов (средств): в виде тестов по каждому из академических модулей IELTS в 1 и 2 семестрах, презентаций и дискуссий по модулю EGAP «Презентации» и ESAP «Социология» (Часть 1), письменных работ по курсу IELTS «Академическое письмо» и EGAP «Академическое письмо», ESAP «Социология» (Часть 2), аналитических заданий по курсам ESAP «Академическая лексика социальных дисциплин» и «Основы анализа в управлении и публичной политике».

Материалы текущего контроля успеваемости.

Типовые оценочные материалы по темам (см. приложение 1).

Оценочные материалы промежуточной аттестации

Код компетенции	Компетенция	Индикатор оценивания	Критерий оценивания
УК–4	Способен осуществлять коммуникацию, в том числе деловую, в устной и письменной формах на государственном и иностранном(ых) языках	УК – 4.2 владеет навыком анализа текстов различной природы (художественных, научных, научно-популярных и др.)	<p>Базовый уровень - выделяет позицию автора текста, оспаривает или соглашается с авторской позицией, используя собственную аргументацию</p> <p>Повышенный уровень – осуществляет оценку авторской позиции в тексте, анализирует текст и его структуру, обосновывает собственную точку зрения по предложенной тематике и защищает ее при пояснении собственной аргументации</p>

Типовые оценочные материалы промежуточной аттестации

Оценка по итогам семестра выставляется по рейтингу, являющемуся суммарной оценкой из расчета 100 баллов по следующим параметрам:

- Посещаемость (100%=30 баллов)
- Выполнение домашних заданий (20 баллов)
- Выполнение тестовых и контрольных заданий (30 баллов)
- Активность на занятии (20 баллов)

Шкала оценки по рейтингу:

Оценка по рейтингу	Сумма баллов
Зачтено «Отлично»	81-100
Зачтено «Хорошо»	61-80
Зачтено «Удовлетворительно»	41-60
Не зачтено	менее 40

Для оценки тестовых заданий по модулям IELTS используются международные шкалы критериев по каждому модулю (см. Приложение 2). Для того, чтобы сдать экзамен по итогам первого года обучения на уровне, достаточном для обучения в МВШСЭН, студенту необходимо набрать средний балл не ниже 6.0 по шкале IELTS, причем по каждому из модулей необходимо набрать балл не ниже 5.5 (оценка «хорошо»). При получении оценки 5.0-5.5 выставляется оценка «удовлетворительно».

Шкала соответствия баллов теста IELTS (International English Language Testing System) с оценкой за выполнение тестовых заданий

9.0 (отлично)

Владеет языком адекватно, безошибочно и бегло с полным пониманием.

8.0-8.5 (отлично)

Владеет языком очень хорошо, допуская отдельные несистемные неточности и погрешности. Допускает неверное истолкование в незнакомых ситуациях.

7.0-7.5 (хорошо)

Владеет языком хорошо, несмотря на отдельные неточности, погрешности и неверное истолкование.

6.0-6.5 (хорошо)

Владеет языком в целом эффективно, хотя часто допускает неточности, погрешности и неверное истолкование.

5.0-5.5 (удовлетворительно)

Владеет языком частично, в большинстве случаев справляясь с пониманием общего значения, хотя и допускает много ошибок.

4.0-4.5 (неудовлетворительно)

Владеет языком на базовом уровне, который ограничивается знакомым контекстом.

3.0-3.5 (неудовлетворительно)

Понимает только общий смысл в хорошо знакомом контексте.

Оценка по модулям EGAP («Английский для общих академических целей») и ESAP («Английский для специальных академических целей») проводится в соответствии со спецификой каждого модуля и включает презентации, письменные работы различного

формата по темам дисциплины, тесты на проверку знания терминологии, анализ профильных англоязычных текстов и другие аналитические и практические задания. Примеры заданий по модулям EGAP и ESAP даны в *Приложении 3*.

Критерии оценки по модулям EGAP и ESAP:

Результат зачета	Оценка за экзамен	Критерии оценивания компетенций
не зачтено	«Неудовлетворительно»	Студент не знает значительной части программного материала (менее 50% правильно выполненных заданий от общего объема работы), допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы, не подтверждает освоение компетенций, предусмотренных программой экзамена.
зачтено	«Удовлетворительно»	Студент показывает знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, в целом, не препятствует усвоению последующего программного материала, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ, подтверждает освоение компетенций, предусмотренных программой экзамена на минимально допустимом уровне.
	«Хорошо»	Студент показывает твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, допуская некоторые неточности; демонстрирует хороший уровень освоения материала, информационной и коммуникативной культуры и в целом подтверждает освоение компетенций, предусмотренных программой экзамена.
	«Отлично»	Студент глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал монографической литературы, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач, подтверждает полное
		освоение компетенций, предусмотренных программой экзамена.

Шкала оценки презентаций:

Критерий	Описание критерия	Оценка
Эффективное использование визуальных средств	- использовано адекватное число слайдов; - содержание слайдов отвечает требованиям размера, контрастности и четкости (BBB: big, bright, bold);	0 – 5

	- иллюстрации отражают характер и тему презентации	
Организация содержания	- четкая постановка проблемы; - логическая последовательность и единство линии аргументации со слайдами; - ясно обозначенные начало и конец презентации.	0 – 5
Навыки презентации	- скорость и внятность речи; - модуляции голоса и паузы; - зрительный контакт и жестикуляция.	0 – 5
Взаимодействие с аудиторией	- четкость ответов на вопросы аудитории; - толерантное отношение к диспутантам; - отстаивание позиции.	
Итоговая оценка		0 – 5 (средняя)

5. Методические указания для обучающихся по освоению дисциплины

Самостоятельная работа слушателей:

Обучение по дисциплине «Иностранный язык» предполагает изучение материалов на аудиторных (практических) занятиях и самостоятельную работу студентов. Практические занятия проводятся в различных формах, позволяющих ввести, закрепить и проконтролировать усвоение полученных знаний, компетенций, умений и навыков. Практические занятия включают интерактивные презентации, дискуссии, практические задания, работу в группах, парах, задания на развитие навыков академического чтения, аудирования, письма и речи. Аудиторная работа необходима для того, чтобы студенты могли получить ответы на возникающие вопросы и отработать новый материал в живой коммуникации с группой.

Характеристика самостоятельных работ:

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

В ходе самостоятельной работы проверяются навыки

1) академического чтения (структура профессионального и академического текста; поисковое и просмотровое чтение; понимание логических порядков, скрытых смыслов, идеологических и политических подоплек и замыслов автора);

2) аудирования (понимания на слух лекций, выступлений, дискуссий, участия в обсуждении, задавания вопросов и понимание интенций и мотиваций говорящего);

3) владения академической (общенаучной) лексикой и терминологией дисциплины;

4) академического письма (парафраз, резюмирование текста, написание абзаца, построение определений, написание полного текста эссе на английском языке по заданной теме и теме собственного исследования);

5) речевые навыки (в подготовке презентаций, докладов, развернутых ответов, участия в обсуждении с использованием методов убеждения и научной аргументации);

6) аналитические навыки (сопоставительный анализ текстов, моделей, лексических и фразеологических оборотов научной речи, контекстный анализ) .

Текущий контроль оценивается по количеству выполненных домашних заданий, активности на занятиях, посещаемости, качестве выполнения самостоятельных работ.

Организация выполнения самостоятельных заданий предусматривает использование информационных и материально-технических ресурсов образовательного учреждения. Студенты обеспечиваются раздаточными материалами, аудиофайлами и ссылками на необходимые интернет-ресурсы.

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

6.1 Основная литература.

1. Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для прикладного бакалавриата / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2017. — 441 с. — (Бакалавр. Прикладной курс). — ISBN 978-5-534-00452-6. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <http://www.biblio-online.ru/bcode/398881>
2. Долгалёва, Е. Е. Английский язык. General & Academic English : учебник для прикладного бакалавриата / Е. Е. Долгалёва, В. В. Левченко, О. В. Мещерякова. — Москва : Издательство Юрайт, 2016. — 278 с. — (Бакалавр. Прикладной курс). — ISBN 978-5-9916-8745-4. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <http://www.biblio-online.ru/bcode/395649>
3. Кузьменкова, Ю. Б. Английский язык для социологов : учебник и практикум для академического бакалавриата / Ю. Б. Кузьменкова, А. Р. Жаворонкова. — Москва : Издательство Юрайт, 2016. — 333 с. — (Бакалавр. Академический курс). — ISBN 978-5-9916-8287-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <http://www.biblio-online.ru/bcode/394108>

6.2. Дополнительная литература.

1. Егорова, Н. Б. Improve your vocabulary and grammar. For classwork and selfstudy : учебное пособие / Н. Б. Егорова, О. А. Просяновская. — Москва : Московский государственный строительный университет, ЭБС АСВ, 2012. — 96 с. — ISBN 978-5-7264-0575-9. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/16403.html>

6.4. Нормативные правовые документы.

1. Положение об организации самостоятельной работы студентов образовательной автономной некоммерческой организации высшего образования «Московская высшая школа социальных и экономических наук», утверждено приказом ОАНО «МВШСЭН» №112/1 от 31 августа 2017 г. <https://www.msses.ru/sveden/document/>

6.5. Интернет-ресурсы.

1. www.ielts.org
2. <http://takeielts.britishcouncil.org/prepare-test/free-practice-tests>
3. www.IELTS-Blog.com
4. www.uefap.co.uk
5. <http://www.bbc.co.uk/programmes/b00729d9>
6. http://www.bbc.co.uk/worldservice/learningenglish/general/talkaboutenglish/2009/04/090427_tae_al.shtml
7. <http://www.englishforacademicstudy.com/edition2012/student/listening/links/index.php>
8. www.englishforacademicstudy.com
9. www.esl-lab.com
10. www.onelook.com
11. www.etymonline.com/
12. www.vocabulary.com

6.6. Иные рекомендуемые источники.

1. Betsis, A., Mamas, L. *Succeed in IELTS-Reading & Vocabulary*. GLOBAL ELT, Brighton, 2012
2. Black M., Sharp W. *Objective IELTS. Advanced*. CUP, 2010.
3. Brandon, L. *Paragraphs and Essays with Integrated Readings*. 11th ed / L. Brandon, K. Brandon. Boston, MA : Wadsworth, Cengage Learning, 2015.
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7. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Для преподавания дисциплины требуются аудитории для проведения занятий лекционного и практического типов, вместимостью от 10 до 20 человек, укомплектованные партами, стульями, настенной маркерной или электронной доской, флипчартом. Для ведения занятий лекционного типа требуется оборудование для демонстрации и прослушивания визуальных и аудио- методических материалов (презентаций в PowerPoint, видео, аудиозаписей и т.д.): ноутбук, мобильный или стационарный проектор.

Для обеспечения самостоятельной работы обучающихся в рамках освоения дисциплины требуется помещение, укомплектованное партами, стульями, компьютерами с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду организации.

Для обеспечения самостоятельной работы обучающихся требуется следующее лицензионное ПО:

- пакет Microsoft Office, включающий программы Word и PowerPoint.

Для обеспечения преподавания дисциплины требуется помещение для хранения демонстрационного оборудования (ноутбуков, проекторов, пультов для проекторов).

Примеры тестовых заданий IELTS Academic Module.

I. Модуль IELTS «Академическое чтение». Тестовое задание, 1 курс, 1 семестр

Тестовое задание включает 40 вопросов в различной форме. Вопросы основаны на информации, содержащейся в трех аутентичных текстах общенаучного содержания. На выполнение теста отводится 60 минут.

Пример заданий по одному из текстов:

Read the passage and answer questions 1-13.

Making time for science

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the low-light of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. 'Night people', for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced.

Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night's sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o'clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgeou warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

Questions 1–7

Do the following statements agree with the information given in Reading passage 1?

Answer True, False or Not given to questions 1–7.

1) Chronobiology is the study of how living things have evolved over time.

2) The rise and fall of sea levels affects how sea creatures behave.

3) Most animals are active during the daytime.

4) Circadian rhythms identify how we do different things on different days.

5) A 'night person' can still have a healthy circadian rhythm.

6) New therapies can permanently change circadian rhythms without causing harm.

7) Naturally-produced vegetables have more nutritional value.

Questions 8–13

Choose the correct letter, A, B, C or D.

8) What did researchers identify as the ideal time to wake up in the morning?

A) 6.04

B) 7.00

C) 7.22

D) 7.30

9) In order to lose weight, we should

A) avoid eating breakfast

B) eat a low carbohydrate breakfast

C) exercise before breakfast

D) exercise after breakfast

10) Which is NOT mentioned as a way to improve supplement absorption?

A) avoiding drinks containing caffeine while taking supplements

B) taking supplements at breakfast

C) taking supplements with foods that can dissolve them

D) storing supplements in a cool, dry environment

11) The best time to stop drinking coffee is

- A) mid-afternoon
- B) 10 p.m.
- C) only when feeling anxious
- D) after dinner

12) In the evening, we should

- A) stay away from carbohydrates
- B) stop exercising
- C) eat as much as possible
- D) eat a light meal

13) Which of the following phrases best describes the main aim of Reading Passage 1?

- A) to suggest healthier ways of eating, sleeping and exercising
- B) to describe how modern life has made chronobiology largely irrelevant
- C) to introduce chronobiology and describe some practical applications
- D) to plan a daily schedule that can alter our natural chronobiological rhythms

II. Модуль IELTS «Аудирование». Тестовое задание. 1 курс, 1 семестр

Тестовое задание включает 40 вопросов в различной форме. Вопросы основаны на информации, содержащейся в 30-минутной аудиозаписи, которая включает четыре секции различного типа (диалог, интервью, дискуссия, лекция).

Пример заданий по одной из секций:

Listening section 4

Questions 31–35

Complete the table below. Write one word only for each answer.

Time Perspectives

Time Zone	Outlook	Features & Consequences
Past	Positive	Remember good times, e.g. birthdays. Keep family records, photo albums, etc.
	(31)	Focus on disappointments, failures, bad decisions.
Present	Hedonistic	Live for (32) ; seek sensation; avoid pain.
	Fatalistic	Life is governed by (33) , religious beliefs, social conditions. Life's path can't be changed.
Future	(34)	Prefer work to play. Don't give in to temptation.
	Fatalistic	Have a strong belief in life after death and importance of (35) in life.

Questions 36–40

Choose the correct letter, A, B or C.

Questions

36) We are all present hedonists

- A) at school
- B) at birth
- C) while eating and drinking

37) American boys drop out of school at a higher rate than girls because

- A) they need to be in control of the way they learn
- B) they play video games instead of doing school work
- C) they are not as intelligent as girls

38) Present-orientated children

A) do not realise present actions can have negative future effects
B) are unable to learn lessons from past mistakes
C) know what could happen if they do something bad, but do it anyway

39) If Americans had an extra day per week, they would spend it
A) working harder
B) building relationships
C) sharing family meals

40) Understanding how people think about time can help us
A) become more virtuous
B) work together better
C) identify careless or ambitious people

III. Модуль IELTS «Академическое письмо. Часть 1. Описание графика».

Задание в форме письменной работы, 1 курс, 1 семестр.

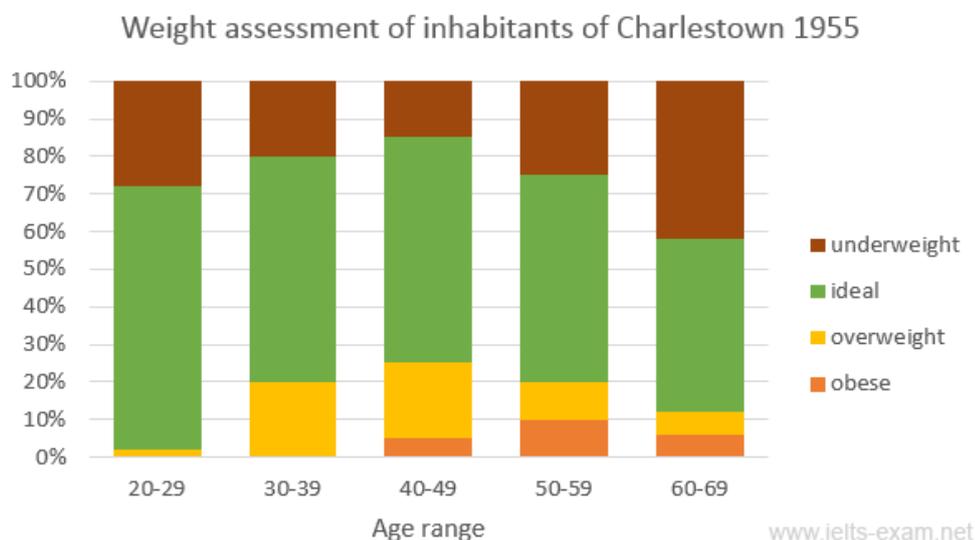
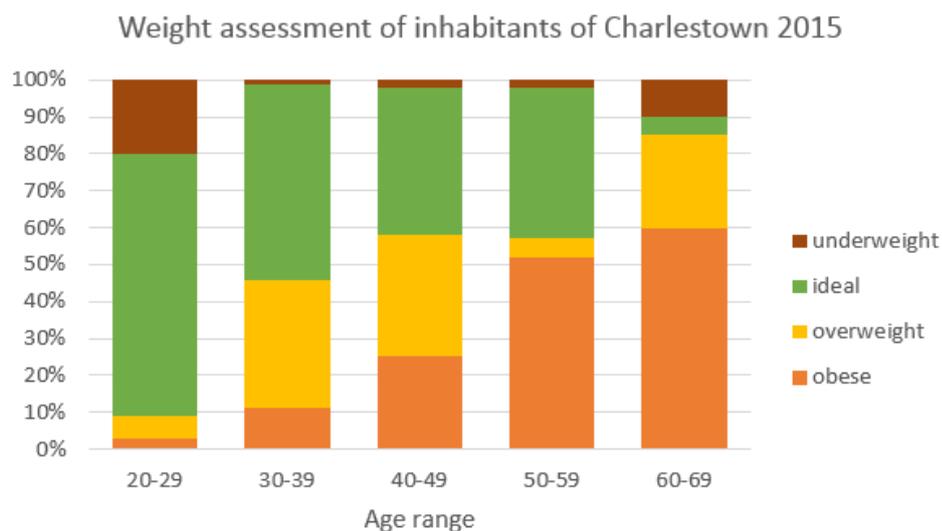
Задание предусматривает описание в текстовой форме информации, представленной в графическом виде. Задание выполняется в течение 20 минут в объеме 150 слов без использования технических средств, словарей и иных источников.

Пример задания:

The charts summarise the weight measurements of people living in Charlestown in 1955 and 2015.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



IV. Модуль IELTS «Академическое письмо. Часть 2 (эссе)». Эссе. 1 курс, 2 семестр.

Задание предусматривает написание эссе по дискуссионной теме в течение 40 минут в объеме минимум 250 слов без использования технических средств, словарей и иных источников.

Пример задания:

IELTS Academic Writing Task (Part 2)

Name _____

Date _____ Faculty _____

Improvements in health, education and trade are essential for the development of poor nations. However, the governments of richer nations should take more responsibility for helping the poorer nations in such areas.

To what extent do you agree or disagree with it? Prove your position. You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should spend about 40-50 minutes on this task and write about 250 words.

V. Модуль IELTS «Академическая речь». Устный экзамен. 1 курс, 2 семестр.

Проверка навыков академической речи производится в форме диалога и интервью с каждым студентом. На тест отводится 11-14 минут, весь тест записывается на диктофон и оценивается по аудиозаписи.

Тест состоит из трех частей, первая из которых предусматривает интервью, вторая – монологическую речь, а третья часть проводится в диалоге между двумя студентами.

Пример задания (часть 3):

Ask your study partner to prompt your practice test discussion using the questions below. Try to speak as naturally and fluently as possible.

Record your discussion.

Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time?

Finally, let's talk about the role of advertising.

- Do you think advertising influences what people buy?

Приложение 2.

Оценочные шкалы теста IELTS по модулям*

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inaccuracies or basic/non-systematic errors 	<ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choice uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriate generally paraphrases successfully 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitive use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> Speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no reliable language 			
0	<ul style="list-style-type: none"> does not attend 			

* Тесты модулей «Академическое чтение» и «Аудирование» проверяются по ключам.

«Академическое письмо. Часть 1. Описание графика»

IELTS TASK 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skillfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inaccuracies
7	<ul style="list-style-type: none"> covers the requirements of the task (Academic) presents a clear overview of main trends, differences or stages (General Training) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses the requirements of the task (Academic) presents an overview with information appropriately selected (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication

<p>5</p> <ul style="list-style-type: none"> generally addresses the task; the format may be inappropriate in places (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
<p>4</p> <ul style="list-style-type: none"> attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
<p>3</p> <ul style="list-style-type: none"> fails to address the task, which may have been completely misunderstood presents limited ideas which may be largely irrelevant/repetitive 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
<p>2</p> <ul style="list-style-type: none"> answer is barely related to the task 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
<p>1</p> <ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
<p>0</p> <ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			

IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skillfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inaccuracies
7	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses all parts of the task although some parts may be more fully covered than others presents a relevant position although the conclusions may become unclear or repetitive presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately uses paragraphing, but not always logically 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication

<p>5</p> <ul style="list-style-type: none"> addresses the task only partially; the format may be inappropriate in places expresses a position but the development is not always clear and there may be no conclusions drawn presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over use of cohesive devices may be repetitive because of lack of referencing and substitution may not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
<p>4</p> <ul style="list-style-type: none"> responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate presents a position but this is unclear presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported 	<ul style="list-style-type: none"> presents information and ideas but these are not arranged coherently and there is no clear progression in the response uses some basic cohesive devices but these may be inaccurate or repetitive may not write in paragraphs or their use may be confusing 	<ul style="list-style-type: none"> uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses some structures are accurate but errors predominate, and punctuation is often faulty
<p>3</p> <ul style="list-style-type: none"> does not adequately address any part of the task does not express a clear position presents few ideas, which are largely undeveloped or irrelevant 	<ul style="list-style-type: none"> does not organise ideas logically may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> uses only a very limited range of words and expressions with very limited control of word formation and/or spelling errors may severely distort the message 	<ul style="list-style-type: none"> attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
<p>2</p> <ul style="list-style-type: none"> barely responds to the task does not express a position may attempt to present one or two ideas but there is no development 	<ul style="list-style-type: none"> has very little control of organisational features 	<ul style="list-style-type: none"> uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> cannot use sentence forms except in memorised phrases
<p>1</p> <ul style="list-style-type: none"> answer is completely unrelated to the task 	<ul style="list-style-type: none"> fails to communicate any message 	<ul style="list-style-type: none"> can only use a few isolated words 	<ul style="list-style-type: none"> cannot use sentence forms at all
<p>0</p> <ul style="list-style-type: none"> does not attend does not attempt the task in any way writes a totally memorised response 			

Модули «Английский для общих академических целей»

EGAP (English for General Academic Purposes) и

«Английский для специальных академических целей»

ESAP (English for Specific Academic Purposes).

VI. Модуль «Английский для общих академических целей. Презентации». EGAP (English for General Academic Purposes). Effective Presentations. 2 курс, 1 семестр.

Пример практического задания на подготовку презентации по теме свободного выбора.

Presentation as Performance.

Making a presentation puts you on public display. An audience not only listens to your ideas, it also responds to the way you use your voice and your body. You need more than a well written presentation to make an impact. You will also need to deliver it in a lively, flexible and interesting way. In this leaflet we suggest many ideas for invoking energy in your presentation style.

To begin with, imagine that you are in the audience for your presentation. What might:

- grab your attention?
- stimulate your imagination?
- inspire your confidence?
- develop your understanding?

Now think about ways to encourage these things. In groups of three, discuss the ways you would suggest.

Prepare a 5-minute presentation on the topic of your own choice and deliver it in class.

VII. Модуль «Английский для общих академических целей. Академическое письмо». EGAP (English for General Academic Purposes). Academic Writing.

Пример практического задания.

1. Consider which of the sentences in each group is the best topic sentence (TS), too general (G), too specific (S) or incomplete (I), and write your answers on the lines next to them.

Group 1.

- _____ a. A lunar eclipse is an omen of a coming disaster.
- _____ b. Superstitions have been around forever.
- _____ c. People hold many superstitious beliefs about the moon.
- _____ d. Is made of green cheese.

Group 2.

- _____ a. It is hard to know which foods are safe to eat nowadays.
- _____ b. In some large ocean fish, there are high levels of mercury. [L] [SEP]
- _____ c. Undercooked chicken and hamburger may carry E. coli bacteria.
- _____ d. Not to mention mad cow disease.
- _____ e. Food safety is an important issue.

2. Read the scrambled paragraphs, identify the TS in each, and put the rest in order.

Paragraph 1.

- _____ a. A notes/memo function lets you make quick notes to yourself. [L] [SEP]
- _____ b. Other capabilities include word processing, spreadsheets, and e-mail.
- _____ c. A voice recorder that uses a built-in microphone and speaker works like a tape recorder. [L] [SEP]
- _____ d. Basic tools include a calendar to keep track of your appointments, an address and phone number book, to-do lists, and a calculator.
- _____ e. MP3 playback lets you listen to digital music files, and a picture viewer lets you look at digital photos. [L] [SEP]
- _____ f. Most personal digital assistants (PDAs) have tools for basic tasks as well as for multimedia functions.
- _____ g. A few models also include a built-in digital camera and keyboard.

Paragraph 2.

- _____ a. Another important change was that people had the freedom to live and work wherever

they wanted.

- _____ b. The earliest significant change was for farming families, who were no longer isolated.
- _____ c. The final major change brought by the automobile was the building of superhighways, suburbs, huge shopping centers, and theme parks such as Disney World in Florida.
- _____ d. The automobile revolutionized the way of life in the United States.
- _____ e. The automobile enabled them to drive to towns and cities comfortably and conveniently.
- _____ f. In fact, people could work in a busy metropolitan city and drive home to the quiet suburbs.

3. Write topic sentences for the paragraphs below.

Paragraph 1

In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized if they do not. Furthermore, in the European system, students usually take just one comprehensive examination at the end of their entire four or five years of study. In the North American system, on the other hand, students usually have numerous quizzes, tests, and homework assignments, and they almost always have to take a final examination in each course at the end of each semester.

Paragraph 2

For example, the Eskimos, living in a treeless region of snow and ice, sometimes build temporary homes out of thick blocks of ice. People who live in deserts, on the other hand, use the most available materials, mud or clay, which provide good insulation from the heat. In Northern Europe, Russia, and other areas of the world where forests are plentiful, people usually construct their homes out of wood. In the islands of the South Pacific, where there is an abundant supply of bamboo and palm, people use these tough, fibrous plants to build their homes.

4. Write two or three topic sentences for each of the following topics. In other words, give two or three controlling ideas for the same topic.

Topics: Advertising; Megalopolis; Internationalization of Education.

5. Write an argumentative essay on the topic of your choice. The topic should be related to research you conduct in your educational programme. Use evidence to support your arguments. Follow the guidelines:

1. Mind-map your paper.
2. Write an outline.
3. Discuss your topic, main idea and outline with the group.
4. Choose, critically assess and select evidence.
5. Write the first draft.
6. Obtain peer reviews and the teacher's recommendations.
7. Proofread your text and improve it, following the recommendations.
8. Write the final draft of your paper and submit to the teacher before deadline.

VIII. Модуль «Английский для специальных академических целей. Социология». ESAP (English for Specific Academic Purposes). Sociology.

Примеры заданий промежуточного контроля.

Task 1. Coping with Terminology

A. Match the words in the box with the definitions below.

homosexuality heterosexual homogeneous heterogeneus
homogamy heteroclite homophobia heterodox

- 1) a negative and contemptuous attitude to same-sex sexual relationships and to those who participate in them;
- 2) feeling sexually attracted to people of the opposite sex;
- 3) an orientation of sexual activities or feelings towards others of the same sex;
- 4) differing in kind, dissimilar;
- 5) marriage between individuals who are, in some culturally important way, similar to each other;
- 6) contrary to some acknowledged standard;
- 7) of the same kind, similar;
- 8) (person or thing) deviating from the common rule.

B. Complete the sentences below with the appropriate words containing *homo* or *hetero*.

1. The Kinsey report provided what was the first scientific enumeration of _____ activity and suggested that this sexual preference was very common and must be regarded as normal.
2. People of many races and religions can be found in the _____ population of the megalopolis.
3. To escape persecution for his _____ views, Roger Williams fled from Massachusetts Bay Colony and founded the colony of Rhode Island.
4. The kindergarten children, though fairly _____ in age, were quite _____ in ability.
5. One would not expect _____ opinions from an orthodox person.
6. Canadians tend to be _____, with marriage partners usually having quite similar social and economic status and ethnic affiliation.
7. At worst, it's a _____ portrayal, but at the very least, it suggests that the author does not understand gay men.
8. While some gay actors fear being pigeonholed, Mr. Harris has the distinction of playing characters defined by their _____.

Task 2. Terminology in Context

A. Match the words in the box with the definitions below.

ethnic	ethnicity	ethnic group	ethnocentrism
ethnography	ethnology	ethnic identity	ethnomethodology

- 1) science of the different human races, their characteristics, their relations to one another, etc.;
- 2) the study of how people make sense of what others say and do in the course of day-to-day social interaction;
- 3) cultural values and norms which distinguish the members of a given group from others;
- 4) the tendency to look at other cultures through the eyes of one's own culture, and thereby misrepresent them;
- 5) scientific description of the different human races;
- 6) an individual's awareness of membership in a distinct group and of commitment to the group's cultural values;
- 7) relating to or characteristic of a national, racial or tribal group that has a common cultural tradition;

8) a group of individuals having a distinct culture (a subculture) in common.

B. Complete the table with the appropriate words.

Noun (general)	Noun (person)	Adjective
ethnology		
ethnomethodology		
ethnography		

C. Complete the sentences below with the words from the box. The words *ethnomethodology* and *ethnicity* are used more than once.

ethnomethodology (3)	ethnicity (2)	ethnic group
ethnomethods	ethnocentrism	ethnic identity
ethnomethodologist	inter-ethnic tensions	ethnic differences
ethnomethodological	ethnic stratification	ethnic heritage
ethnoscience	an ethnic	multiethnic

Cognitive anthropology, also known as “1)_____”, examines the ways that peoples of different cultures classify or categorize items of the everyday world. It has some connection to 2)_____.

Policies of governments and other institutions that are designed to actively promote and advance the status and the social and occupational participation of groups of people designated by sex, 3)_____ or other shared characteristic.

When an 4)_____ assimilates, it loses distinctiveness and becomes absorbed into a majority culture.

The 5)_____ treats talk or conversation as a topic to learn how ordinary members of society use properties of talk in order to do things with words.

6)_____ is the subjective aspect of 7)_____, but for many people their 8)_____ has little subjective meaning although it can be objectively determined.

Cultural imperialism, the practice of systematically spreading the influence of one culture over others, usually involves an assumption of 9)_____.

In virtually all societies 10)_____ are associated with variations in power and material wealth.

11)_____ is concerned with the “12)_____s” by means of which human beings sustain meaningful interchanges with one another.

13)_____ also refers to membership categories (things like teacher, mother, employee) and identifies membership categorization devices and rules of application (things like the economy rule and the consistency rule) as a form of 14)_____ analysis.

The term “vertical mosaic”, introduced by John Porter (1921–1979), describes the 15)_____ and multiracial character of Canadian society and implies that ethnic and racial groups are arranged into a hierarchy. A similar term would be 16)_____.

Economic recession, the demands on public services resulting from the concentrated patterns of immigrant settlement and concern about 17)_____, have more recently led to controversy about levels of immigration.

Referring to a person as 18)_____ is broadly acceptable in the US, Australia and Canada, but could well cause offence in the UK and elsewhere.

D. Complete the text “Ethnographic Research” by changing the word class of the words given in parentheses.

Ethnographic Research

Ethnographic (*ethnography*) research uses participant _____ (*observe*) as a tool for gathering information and is a form of what is termed _____ (*quality*) research in contrast to _____ (*quantity*) research which focuses on formal analysis and _____ (*measure*). As an _____ (*observe*), the _____ (*research*) becomes actively involved in the chosen setting in order to gain understanding through experiencing aspects of the life of an individual or group. Ethnographic research is the _____ (*found*) of anthropology, which has been principally concerned with the _____ (*describe*) recording and analysis of the group life of _____ (*tradition*) societies. Until the 1950's, _____ (*anthropology*) would often resist close involvement in community life and maintain quite formal and narrow _____ (*relate*) with the host society in order to do better "_____ (*object*) science", but today, _____ (*anthropology*) generally seek _____ (*action*) involvement as a source of understanding. _____ (*ethnography*) research is also central to _____ (*symbol*) interactionism, _____ (*phenomenology*) sociology, labeling theory and _____ (*ethnomethodological*), where the goal is to comprehend the _____ (*subject*) perspectives of individuals. Ethnographic research is linked to a _____ (*react*) to positivism which distrusts _____ (*subjective*) in research and attempts to treat human "subjects" as an object that can be _____ (*science*) investigated.

Task 3. Reading in ESAP. Sociology

You are going to read an article about British and US versions of English. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

National identity? Do the math(s)

What difference does a letter 's' make? When it comes to number crunching and national pride, the answer for some people in the USA and Britain is 'a lot'. A few days ago, I wrote a column for the financial pages of a British newspaper about equity market issues in the USA. I argued that it was tough for the Federal Reserve – or anyone else – to prove whether so-called 'short-selling bans' actually worked on the basis of any 'math'. To be honest, that is not a spelling of the word that I would normally use; the British style is 'maths', whilst in the USA, people typically say 'math'. But I'd been chatting with some US academics just before I wrote the piece and was focused on the equity market issues. Thus the word 'math' crept in, and that missing 's' seemed such a trivial issue that nobody picked it up. When my column was published, however, my spelling elicited almost as many comments as my views on short selling. 'Why is a British journalist for a British paper saying "math" instead of "maths"? It's really annoying,' thundered one reader. Or as another said: 'Many feel strongly that American English and British English should not be swapped indiscriminately.' 'Math' seems such an affectation for a UK-educated person (and certainly a mathematician) to use that it is seen as crossing a red line and going over to the other side. Why such emotion? At first glance, it seems somewhat odd. If you look at the linguistic history of mathematics, that 's' can be justified or dismissed with equal logic. Linguists believe that the word takes its root from the Ancient Greek *manthanein*, which can be roughly translated as 'to learn'. Initially, this meant general 'learning' – hence the word 'polymath'. But in the fourteenth century, the term 'mathematics' entered the

English language, from French, and became associated with numbers. However, and crucially, this concept was initially expressed as a plural, because medieval number crunching came in many forms, including astrology, trigonometry, calculus and physics. But then something curious happened: by the twentieth century, the word had mutated into a singular noun, notwithstanding that final 's' (in the same way as 'physics') and that sparked the transatlantic linguistic divide: in the USA and Canada, 'mathematics' came to be abbreviated to 'math' because it was easier to pronounce and acted as a singular concept in terms of grammar ('math is my favourite subject'). In Britain, Australia and the rest of the English-speaking world, however, that 's' was retained ('maths is my favourite subject'). Given that the meaning is otherwise identical, you'd think that the words were largely interchangeable and that it would hardly matter which was used. But judging from the blogosphere, no such assumption can be made on either side of the Atlantic. One male reader of my column blames this on a deep sense of 'intellectual insecurity' about quantitative issues today. 'People know that they ought to understand maths ... but most at some point in their education reach a stage where they can no longer meet the challenge that the subject poses. Hence the mention of math or maths induces a sense of anxiety and remembered humiliation that provokes them to prove that they can at least spell.'

More to the point in this instance, however, is the fact that two-thirds of the world's English speakers reside in the USA, where they use American words and spellings. Data suggests that the remaining third are becoming increasingly Americanised too: a growing proportion of textbooks in the emerging market countries are being produced in an American style. It is perhaps no surprise that some British nationals are defensive, using their version of English as a way of guarding their history and culture, and thereby perpetuating its idiosyncrasies. Yet it's strange to think all of this emotion should have been focused on a concept that does not involve language. The beauty of numbers, after all, is that they transcend culture and the narrow confines of grammar. But humans are rarely entirely logical when so much is at stake. So my suggestion is that we all just declare a truce – and learn to say 'arithmetic' instead.

1. In the first paragraph, we learn that the writer used a US spelling in an English newspaper

A to appease US academics.

B in a moment of inattention.

C in an attempt to be provocative.

D to best reflect her subject matter.

2. Many of the writer's British readers regarded her spelling of the word in question as

A a sign of disloyalty.

B a reflection on her education.

C a result of her training in mathematics.

D an attempt to curry favour with Americans.

3. *In the second paragraph, the writer*

- A suggests that the British use of 'maths' is an anomaly.
- B explains why a plural concept of 'mathematics' developed.
- C investigates the changing meaning of the word 'mathematics'.
- D questions the logic behind the idea of a singular concept of 'math'.

4. *What does the writer imply in the third paragraph?*

- A She fails to see why alternative spellings came to co-exist.
- B She regards the US spelling of the word as the more convenient.
- C She finds the debate about the spelling of the word somewhat petty.
- D She wonders if the two spellings reflect different ideas about the subject.

5 *The reader's comment quoted is implying that*

- A mathematicians have little patience with linguistic irregularities.
- B maths students resent the suggestion that they lack language skills.
- C people who are good at mathematics also tend to be good at spelling.
- D language skills are perceived as easier to acquire than mathematical ones.

6 *From the conclusion, we understand that the writer*

- A supports the idea of standardised spelling in English.
- B predicts that different varieties of English will disappear.
- C regrets the attitude of those who defend varieties of English.
- D accepts that language is an important part of cultural identity.

Пример задания на подготовку итогового задания (презентации ESAP)

Prepare a presentation on the topic of your choice. Your topic should be related to research you conduct in your educational programme. The presentation should take 10 min. You should answer your peers' questions and follow the evaluation criteria on the scale of 1 to 5:

<p><u>Assess the Presenter</u></p> <p>Delivery</p> <p>Involvement and interaction</p> <p>Language (academese vs. vernacular)</p>
<p><u>Assess the Content</u></p> <p>Choice of the topic (relevance, actuality)</p> <p>Complexity of the topic (coping with challenge)</p> <p>Position (focus and argument)</p>
<p><u>Assess the Format</u></p> <p>Quality and variety of materials</p> <p>Structure and organization</p> <p>Referencing</p>
<p>Overall impression</p>

IX. Модуль «Английский для специальных академических целей. Академическая лексика социальных дисциплин». ESAP (English for Specific Academic Purposes). Academic Vocabulary for Social Sciences.

1. Assimilation. Fill in the missing letters.

Co.....lege, sy.....metrically, a.....sembly, su.....division, i.....moderate, sy.....stem, a.....fection, o.....portune, i.....ruptive, di.....fident, tra.....ditional, a.....lusion, co.....education, su.....base, sy.....labi, co.....fidence, a.....herable, su.....ficient, i.....pact, a.....leged, co.....roborate, di.....vergent, i.....visible, o.....fense, co.....alition, i.....resistible, tra.....ition, su.....hastation, a.....gnostic, tra.....duce, co.....cordance, i.....lation, sy.....genetic, a.....rogant, su.....puration, i.....dispensable.

2. Insert the appropriate prefixes.

The term 'social status' **1** **signates** a position in a social structure regulated by norms and usually ranked **2** **ording** to power and **3** **stige**. Status **4** **fers** from class in that it is a measure of a person's social standing or social honour in a **5** **munity**. Individuals who share the same social class may have very **6** **vergent** status. For example, people's status is **7** **fecte**d by ethnic origin, gender and age as well as their level of **8** **9** **gnition** in the community. While status is statistically **10** **lated** to class, it is **11** **mon** for individuals to have **12** **13** **sistent** class and status locations. Most sociologists use both

the **14** **cepts** of class and status to **15** **scribe** the **16** **stems** of social stratification found in societies.

3. Match the word on the left (1 – 20) with its synonym on the right (A – T).

- | | |
|------------------|--------------------------|
| 1. abductor | A. helpful |
| 2. remand | B. honourable |
| 3. regicide | C. repress |
| 4. creditable | D. administrative |
| 5. evict | E. confidential |
| 6. conducive | F. kidnapper |
| 7. diffident | G. impeachment |
| 8. vanquish | H. recommit |
| 9. preamble | I. impractical |
| 10. dogmatic | J. inheritance |
| 11. bureaucratic | K. summary of principles |
| 12. fiduciary | L. sponsor |
| 13. indictment | M. dictator |
| 14. autocrat | N. oust |
| 15. patrimony | O. dictatorial |
| 16. impeccable | P. introduction |
| 17. doctrinaire | Q. edict |
| 18. mandate | R. assassination |
| 19. creed | S. shy |
| 20. patron | T. immaculate |

4. Use the roots in the box to form words with ‘mono’ or ‘poly’ that match the definitions below.

gon mania arch gram graph thei morph gam log glot techn

1. Rule by many _____
2. Marriage with but one mate at a time _____
3. Marriage to several mates at the same time _____
4. Having but a single form _____
5. Having various forms _____
6. Belief that there is but one God _____
7. Belief that there is a plurality of gods _____
8. The doctrine that only one ultimate being exists. _____
9. Two or more letters interwoven to represent a name _____
10. A written account of a single thing or class of things _____
11. A long speech by one person in a group _____
12. Derangement of mind to one subject only _____
13. Speaking several languages _____
14. A closed plane figure having, literally, “many angles” (and therefore many sides)

15. Dealing with many arts or sciences _____

X. Модуль «Английский для специальных академических целей. Основы анализа в управлении и публичной политике». Часть 1. ESAP (English for Specific Academic Purposes). Public Policy Analysis. Part 1.

Пример аналитического задания.

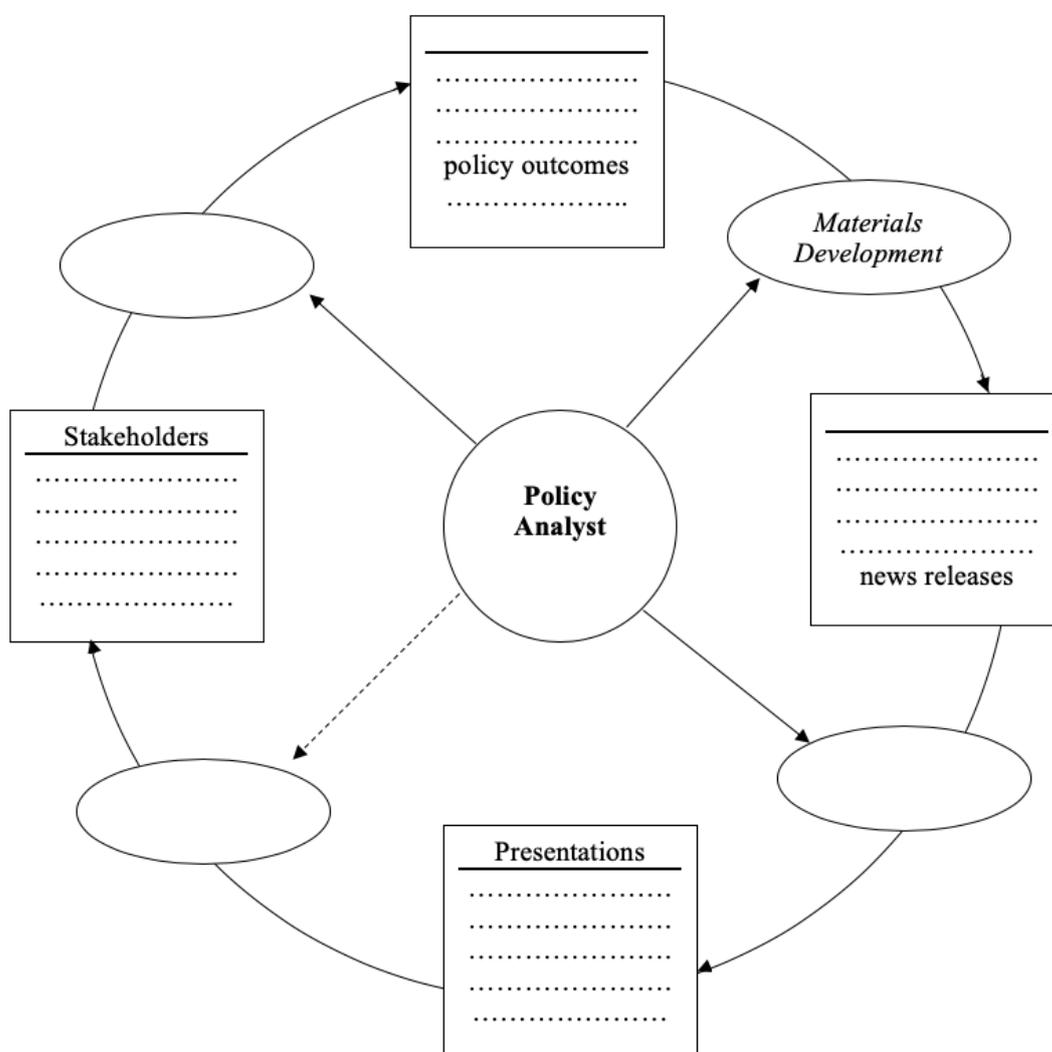
Read the text below and complete the following chart.

Policy analysis is the beginning, not the end, of efforts to improve the policy-making process and its outcomes. This is why policy analysis has been defined as the communication, as well as the creation and critical assessment, of policy-relevant knowledge. To be sure, the quality of policy analysis is essential to potential improvements in policies and their outcomes. But good policy analysis is not necessarily utilized by intended beneficiaries, and even when policy analysis is utilized, this does not guarantee better policies. In fact, there is often a large gap between the conduct of policy analysis and its utilization in the policy-making process.

The communication of policy-relevant knowledge may be viewed as a four-stage process involving policy analysis, materials development, interactive communication, and knowledge utilization. As the figure shows, policy analysis is initiated on the basis of requests for information or advice from stakeholders situated at the various stages of the policy-making process discussed in the preceding section. In responding to these requests, policy analysts create and critically assess knowledge which is relevant to policy problems, policy futures, policy actions, policy outcomes, and policy performance. To communicate such knowledge, however, analysts also develop multiple policy-relevant documents—policy memoranda, policy issue papers, executive summaries, appendices, and news releases. In turn, these documents serve as a basis for multiple

strategies of interactive communication in conversations, conferences, meetings, briefings, formal hearings, and other kinds of oral presentations. The purpose of developing policy-relevant documents and making oral presentations is to enhance prospects for the utilization of knowledge and open-ended debate among stakeholders situated at the several phases of the policy-making process.

The broken line in the figure indicates that the influence of analysts on the process of knowledge utilization is limited and indirect. The solid lines indicate that policy analysts directly affect the plausibility of conclusions and recommendations reached by applying policy-analytic procedures, as well as the form, content, and appropriateness of policy-relevant documents and presentations.



Пример тестового задания.

(a) Read the text below and divide it into paragraphs.

(b) Punctuate the text. You will need 14 periods (.), 11 commas (,), one semicolon (:), two pairs of inverted commas ('...'), and four pairs of parenthesis ((...)).

EuroCities

The Coalfield Community Campaign is organized about the interests of a common industrial sector EuroCities by contrast is an example of network organized around a common spatial or territorial interest EuroCities was founded in 1986 from a conference initiated by Rotterdam City Council called Cities The Engine for Economic Recovery Its original constituency was largely the second cities within the European member states e g Birmingham Barcelona Bologna However its membership is now much broader encompassing over 65 local authority members UK cities account for about 20 per cent of overall membership EuroCities arose from the frustrations of the local authorities of large cities that they were unable to raise urban issues effectively with the European Commission the Council of Ministers or the European Parliament The EuroCities network is strongly led by senior local authority politicians often mayors or leaders of councils with national or European status and aspirations advised by officers and academics Nine cities constitute the executive committee which develops and coordinates the overall strategy for the network Sub-committees or commissions led by particular cities cover specific policy areas like social affairs the environment economic development and urban regeneration For a time EuroCities also had a policy advisory group of academics and other experts tasked with developing a blueprint for an urban policy for Europe EuroCities emphasizes the role of cities as centres of regional as well as local economic development EuroCities also has aims to aid the integration and development of eastern European cities

Prepare a PowerPoint presentation giving an outlook on the political system of a foreign country, its branches and their main functions. You may find the necessary information on the Web.