

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ
ПО ДИСЦИПЛИНЕ**

Практический курс первого иностранного языка

Код модуля
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Модуль
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Екатеринбург

Оценочные материалы составлены автором(ами):

| № п/п | Фамилия, имя, отчество | Ученая степень, ученое звание | Должность | Подразделение |
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Согласовано:

Управление образовательных программ

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1. СТРУКТУРА И ОБЪЕМ ДИСЦИПЛИНЫ **Практический курс первого иностранного языка**

| | | | |
|-----------|---|----------------------------------|----|
| 1. | Объем дисциплины в зачетных единицах | 47 | |
| 2. | Виды аудиторных занятий | Практические/семинарские занятия | |
| 3. | Промежуточная аттестация | Зачет Экзамен | |
| 4. | Текущая аттестация | Контрольная работа | 16 |
| | | Домашняя работа | 16 |

2. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ (ИНДИКАТОРЫ) ПО ДИСЦИПЛИНЕ МОДУЛЯ **Практический курс первого иностранного языка**

Индикатор – это признак / сигнал/ маркер, который показывает, на каком уровне обучающийся должен освоить результаты обучения и их предъявление должно подтвердить факт освоения предметного содержания данной дисциплины, указанного в табл. 1.3 РПМ-РПД.

Таблица 1

| Код и наименование компетенции | Планируемые результаты обучения (индикаторы) | Контрольно-оценочные средства для оценивания достижения результата обучения по дисциплине |
|--|--|---|
| 1 | 2 | 3 |
| ПК-1 -Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях | Д-1 - Демонстрировать ответственное отношение к выполнению заданий по освоению компетенции З-1 - Дать определение основным фонетическим, лексическим, грамматическим, словообразовательным явлениям З-2 - Идентифицировать орфографию и пунктуацию изучаемого иностранного языка З-3 - Дифференцировать функциональные разновидности изучаемого иностранного языка П-1 - Владеть в устной и письменной коммуникации на изучаемом иностранном языке | Домашняя работа № 1 Домашняя работа № 10 Домашняя работа № 11 Домашняя работа № 12 Домашняя работа № 13 Домашняя работа № 14 Домашняя работа № 15 Домашняя работа № 16 Домашняя работа № 2 Домашняя работа № 3 Домашняя работа № 4 Домашняя работа № 5 Домашняя работа № 6 Домашняя работа № 7 Домашняя работа № 8 Домашняя работа № 9 Зачет Контрольная работа № 1 Контрольная работа № 10 |

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| | <p>знаниями основных фонетических, лексических, грамматических, словообразовательных явлений</p> <p>П-2 - Давать оценку закономерностей функционирования, изучаемого иностранного языка в его функциональных разновидностях</p> <p>У-1 - Применять в устной и письменной коммуникации на изучаемом иностранном языке знание основных фонетических, лексических, грамматических, словообразовательных явлений</p> <p>У-2 - Демонстрировать знания орфографии и пунктуации изучаемого иностранного языка</p> <p>У-3 - Классифицировать закономерности функционирования, изучаемого иностранного языка в его функциональных разновидностях</p> <p>У-4 - Выявлять основные компетенции, необходимые для эффективной профессиональной деятельности с учетом ее специфики и особенностей в современных условиях</p> | <p>Контрольная работа № 11</p> <p>Контрольная работа № 12</p> <p>Контрольная работа № 13</p> <p>Контрольная работа № 14</p> <p>Контрольная работа № 15</p> <p>Контрольная работа № 16</p> <p>Контрольная работа № 2</p> <p>Контрольная работа № 3</p> <p>Контрольная работа № 4</p> <p>Контрольная работа № 5</p> <p>Контрольная работа № 6</p> <p>Контрольная работа № 7</p> <p>Контрольная работа № 8</p> <p>Контрольная работа № 9</p> <p>Практические/семинарские занятия</p> <p>Экзамен</p> |
| <p>ПК-3 -Способен создавать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения</p> | <p>Д-1 - Демонстрировать стремление к профессиональному росту и саморазвитию</p> <p>З-1 - Дифференцировать основные функциональные стили в официальной и неофициальной сферах общения</p> <p>П-1 - Применять навыки составления и понимания устных и письменных текстов на изучаемом иностранном языке относительно основных функциональных стилей</p> <p>У-1 - Исследовать устные и письменные тексты на изучаемом ИЯ применительно к функциональным стилям</p> | <p>Домашняя работа № 10</p> <p>Домашняя работа № 11</p> <p>Домашняя работа № 12</p> <p>Домашняя работа № 13</p> <p>Домашняя работа № 14</p> <p>Домашняя работа № 15</p> <p>Домашняя работа № 16</p> <p>Домашняя работа № 2</p> <p>Домашняя работа № 3</p> <p>Домашняя работа № 4</p> <p>Домашняя работа № 5</p> <p>Домашняя работа № 6</p> <p>Домашняя работа № 7</p> <p>Домашняя работа № 8</p> <p>Домашняя работа № 9</p> <p>Зачет</p> <p>Контрольная работа № 1</p> <p>Контрольная работа № 10</p> <p>Контрольная работа № 11</p> |

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| | У-2 - Выявлять основные компетенции, необходимые для эффективной профессиональной деятельности с учетом ее специфики и особенностей в современных условиях | Контрольная работа № 12 Контрольная работа № 13 Контрольная работа № 14 Контрольная работа № 15 Контрольная работа № 16 Контрольная работа № 2 Контрольная работа № 3 Контрольная работа № 4 Контрольная работа № 5 Контрольная работа № 6 Контрольная работа № 7 Контрольная работа № 8 Контрольная работа № 9 Практические/семинарские занятия Экзамен |
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3. ПРОЦЕДУРЫ КОНТРОЛЯ И ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ В РАМКАХ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ДИСЦИПЛИНЕ МОДУЛЯ В БАЛЬНО-РЕЙТИНГОВОЙ СИСТЕМЕ (ТЕХНОЛОГИЧЕСКАЯ КАРТА БРС)

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

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| 1. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено | | |
| Текущая аттестация на лекциях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| | | |
| Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено | | |
| Промежуточная аттестация по лекциям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено | | |
| 2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1 | | |
| Текущая аттестация на практических/семинарских занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| <i>домашняя работа №1</i> | 1,5 | 20 |
| <i>домашняя работа №2</i> | 1,10 | 20 |
| <i>контрольная работа №1</i> | 1,14 | 20 |
| <i>контрольная работа №2</i> | 1,17 | 20 |
| <i>работа на практических занятиях</i> | 1,17 | 20 |
| Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям – 0.6 | | |
| Промежуточная аттестация по практическим/семинарским занятиям – зачет | | |

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| Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям – 0.4 | | |
| 3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий – не предусмотрено | | |
| Текущая аттестация на лабораторных занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям – не предусмотрено | | |
| Промежуточная аттестация по лабораторным занятиям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено | | |
| 4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий – не предусмотрено | | |
| Текущая аттестация на онлайн-занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям – не предусмотрено | | |
| Промежуточная аттестация по онлайн-занятиям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено | | |

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

| | | |
|--|---------------------------------|------------------------------|
| Текущая аттестация выполнения курсовой работы/проекта | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта – не предусмотрено | | |
| Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта – защиты – не предусмотрено | | |

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

| | | |
|--|---------------------------------|------------------------------|
| 2. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено | | |
| Текущая аттестация на лекциях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено | | |
| Промежуточная аттестация по лекциям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено | | |
| 2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1 | | |

| Текущая аттестация на практических/семинарских занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
|---|---------------------------------|------------------------------|
| <i>домашняя работа №3</i> | 2,5 | 20 |
| <i>домашняя работа №4</i> | 2,8 | 20 |
| <i>контрольная работа №3</i> | 2,10 | 20 |
| <i>контрольная работа №4</i> | 2,17 | 20 |
| <i>работа на практических занятиях</i> | 2,17 | 20 |

Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.6

Промежуточная аттестация по практическим/семинарским занятиям–экзамен

Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.4

3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий –не предусмотрено

| Текущая аттестация на лабораторных занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
|---|---------------------------------|------------------------------|
| | | |

Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям -не предусмотрено

Промежуточная аттестация по лабораторным занятиям –нет

Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено

4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий –не предусмотрено

| Текущая аттестация на онлайн-занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
|---------------------------------------|---------------------------------|------------------------------|
| | | |

Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям -не предусмотрено

Промежуточная аттестация по онлайн-занятиям –нет

Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

| Текущая аттестация выполнения курсовой работы/проекта | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
|---|---------------------------------|------------------------------|
| | | |
| Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено | | |
| Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено | | |

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

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|---|
| 3. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено |
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|---|---------------------------------|------------------------------|
| Текущая аттестация на лекциях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено | | |
| Промежуточная аттестация по лекциям – нет Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено | | |
| 2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1 | | |
| Текущая аттестация на практических/семинарских занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| <i>домашняя работа №5</i> | 3,5 | 20 |
| <i>домашняя работа №6</i> | 3,8 | 20 |
| <i>контрольная работа №5</i> | 3,12 | 20 |
| <i>контрольная работа №6</i> | 3,17 | 20 |
| <i>работа на практических занятиях</i> | 3,17 | 20 |
| Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям – 0.6 | | |
| Промежуточная аттестация по практическим/семинарским занятиям – экзамен Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям – 0.4 | | |
| 3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий – не предусмотрено | | |
| Текущая аттестация на лабораторных занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям – не предусмотрено | | |
| Промежуточная аттестация по лабораторным занятиям – нет Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено | | |
| 4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий – не предусмотрено | | |
| Текущая аттестация на онлайн-занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям – не предусмотрено | | |
| Промежуточная аттестация по онлайн-занятиям – нет Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено | | |

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

| Текущая аттестация выполнения курсовой работы/проекта | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
|---|---------------------------------|------------------------------|
| | | |
| Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено | | |
| Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено | | |

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

| 4. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено | | |
|--|---------------------------------|------------------------------|
| Текущая аттестация на лекциях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| | | |
| Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено | | |
| Промежуточная аттестация по лекциям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено | | |
| 2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1 | | |
| Текущая аттестация на практических/семинарских занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| <i>домашняя работа № 7</i> | 4,5 | 20 |
| <i>домашняя работа №8</i> | 4,8 | 20 |
| <i>контрольная работа №7</i> | 4,12 | 20 |
| <i>контрольная работа №8</i> | 4,17 | 20 |
| <i>работа на практических занятиях</i> | 4,17 | 20 |
| Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.6 | | |
| Промежуточная аттестация по практическим/семинарским занятиям– экзамен | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.4 | | |
| 3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий – не предусмотрено | | |
| Текущая аттестация на лабораторных занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| | | |
| Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям - не предусмотрено | | |
| Промежуточная аттестация по лабораторным занятиям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено | | |

| | | |
|---|---------------------------------|------------------------------|
| 4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий –не предусмотрено | | |
| Текущая аттестация на онлайн-занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям -не предусмотрено | | |
| Промежуточная аттестация по онлайн-занятиям –нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено | | |

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

| | | |
|--|---------------------------------|------------------------------|
| Текущая аттестация выполнения курсовой работы/проекта | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено | | |
| Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено | | |

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

| | | |
|--|---------------------------------|------------------------------|
| 5. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено | | |
| Текущая аттестация на лекциях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено | | |
| Промежуточная аттестация по лекциям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено | | |
| 2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1 | | |
| Текущая аттестация на практических/семинарских занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| <i>домашняя работа №9</i> | 5,5 | 20 |
| <i>домашняя работа №10</i> | 5,10 | 20 |
| <i>контрольная работа №9</i> | 5,15 | 20 |
| <i>контрольная работа №10</i> | 5,17 | 20 |
| <i>работа на практических занятиях</i> | 5,17 | 20 |
| Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.6 | | |
| Промежуточная аттестация по практическим/семинарским занятиям– экзамен | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.4 | | |

| | | |
|--|---------------------------------|------------------------------|
| 3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий –не предусмотрено | | |
| Текущая аттестация на лабораторных занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям -не предусмотрено | | |
| Промежуточная аттестация по лабораторным занятиям –нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено | | |
| 4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий –не предусмотрено | | |
| Текущая аттестация на онлайн-занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям -не предусмотрено | | |
| Промежуточная аттестация по онлайн-занятиям –нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено | | |

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

| | | |
|--|---------------------------------|------------------------------|
| Текущая аттестация выполнения курсовой работы/проекта | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено | | |
| Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено | | |

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

| | | |
|--|---------------------------------|------------------------------|
| 6. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено | | |
| Текущая аттестация на лекциях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено | | |
| Промежуточная аттестация по лекциям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено | | |
| 2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1 | | |

| Текущая аттестация на практических/семинарских занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
|--|---------------------------------|------------------------------|
| <i>домашняя работа №11</i> | 6,5 | 20 |
| <i>домашняя работа №12</i> | 6,8 | 20 |
| <i>контрольная работа №11</i> | 6,10 | 20 |
| <i>контрольная работа №12</i> | 6,17 | 20 |
| <i>работа на практических занятиях</i> | 6,17 | 20 |
| Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.6 | | |
| Промежуточная аттестация по практическим/семинарским занятиям–экзамен | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.4 | | |
| 3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий –не предусмотрено | | |
| Текущая аттестация на лабораторных занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| | | |
| Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям -не предусмотрено | | |
| Промежуточная аттестация по лабораторным занятиям –нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено | | |
| 4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий –не предусмотрено | | |
| Текущая аттестация на онлайн-занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| | | |
| Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям -не предусмотрено | | |
| Промежуточная аттестация по онлайн-занятиям –нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено | | |

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

| Текущая аттестация выполнения курсовой работы/проекта | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
|---|---------------------------------|------------------------------|
| | | |
| Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено | | |
| Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено | | |

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

| |
|---|
| 7. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено |
|---|

| | | |
|---|---------------------------------|------------------------------|
| Текущая аттестация на лекциях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено | | |
| Промежуточная аттестация по лекциям – нет Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено | | |
| 2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1 | | |
| Текущая аттестация на практических/семинарских занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| <i>домашняя работа №13</i> | 7,5 | 20 |
| <i>домашняя работа №14</i> | 7,10 | 20 |
| <i>контрольная работа №13</i> | 7,14 | 20 |
| <i>контрольная работа №14</i> | 7,17 | 20 |
| <i>работа на практических занятиях</i> | 7,17 | 20 |
| Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям – 0.6 | | |
| Промежуточная аттестация по практическим/семинарским занятиям – экзамен Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям – 0.4 | | |
| 3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий – не предусмотрено | | |
| Текущая аттестация на лабораторных занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям – не предусмотрено | | |
| Промежуточная аттестация по лабораторным занятиям – нет Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено | | |
| 4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий – не предусмотрено | | |
| Текущая аттестация на онлайн-занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям – не предусмотрено | | |
| Промежуточная аттестация по онлайн-занятиям – нет Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено | | |

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

| Текущая аттестация выполнения курсовой работы/проекта | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
|---|---------------------------------|------------------------------|
| | | |
| Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено | | |
| Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено | | |

3.1. Процедуры текущей и промежуточной аттестации по дисциплине

| 8. Лекции: коэффициент значимости совокупных результатов лекционных занятий – не предусмотрено | | |
|---|---------------------------------|------------------------------|
| Текущая аттестация на лекциях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| | | |
| Весовой коэффициент значимости результатов текущей аттестации по лекциям – не предусмотрено | | |
| Промежуточная аттестация по лекциям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лекциям – не предусмотрено | | |
| 2. Практические/семинарские занятия: коэффициент значимости совокупных результатов практических/семинарских занятий – 1 | | |
| Текущая аттестация на практических/семинарских занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| <i>домашняя работа №15</i> | 8,5 | 20 |
| <i>домашняя работа №16</i> | 8,10 | 20 |
| <i>контрольная работа №15</i> | 8,14 | 20 |
| <i>контрольная работа №16</i> | 8,17 | 20 |
| <i>работа на практических занятиях</i> | 8,17 | 20 |
| Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.6 | | |
| Промежуточная аттестация по практическим/семинарским занятиям– экзамен | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.4 | | |
| 3. Лабораторные занятия: коэффициент значимости совокупных результатов лабораторных занятий – не предусмотрено | | |
| Текущая аттестация на лабораторных занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| | | |
| Весовой коэффициент значимости результатов текущей аттестации по лабораторным занятиям - не предусмотрено | | |
| Промежуточная аттестация по лабораторным занятиям – нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по лабораторным занятиям – не предусмотрено | | |

| | | |
|---|---------------------------------|------------------------------|
| 4. Онлайн-занятия: коэффициент значимости совокупных результатов онлайн-занятий –не предусмотрено | | |
| Текущая аттестация на онлайн-занятиях | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент значимости результатов текущей аттестации по онлайн-занятиям -не предусмотрено | | |
| Промежуточная аттестация по онлайн-занятиям –нет | | |
| Весовой коэффициент значимости результатов промежуточной аттестации по онлайн-занятиям – не предусмотрено | | |

3.2. Процедуры текущей и промежуточной аттестации курсовой работы/проекта

| | | |
|--|---------------------------------|------------------------------|
| Текущая аттестация выполнения курсовой работы/проекта | Сроки – семестр, учебная неделя | Максимальная оценка в баллах |
| Весовой коэффициент текущей аттестации выполнения курсовой работы/проекта– не предусмотрено | | |
| Весовой коэффициент промежуточной аттестации выполнения курсовой работы/проекта– защиты – не предусмотрено | | |

4. КРИТЕРИИ И УРОВНИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ МОДУЛЯ

4.1. В рамках БРС применяются утвержденные на кафедре/институте критерии (признаки) оценивания достижений студентов по дисциплине модуля (табл. 4) в рамках контрольно-оценочных мероприятий на соответствие указанным в табл.1 результатам обучения (индикаторам).

Таблица 4

Критерии оценивания учебных достижений обучающихся

| Результаты обучения | Критерии оценивания учебных достижений, обучающихся на соответствие результатам обучения/индикаторам |
|---------------------|--|
| Знания | Студент демонстрирует знания и понимание в области изучения на уровне указанных индикаторов и необходимые для продолжения обучения и/или выполнения трудовых функций и действий, связанных с профессиональной деятельностью. |
| Умения | Студент может применять свои знания и понимание в контекстах, представленных в оценочных заданиях, демонстрирует освоение умений на уровне указанных индикаторов и необходимых для продолжения обучения и/или выполнения трудовых функций и действий, связанных с профессиональной деятельностью. |
| Опыт /владение | Студент демонстрирует опыт в области изучения на уровне указанных индикаторов. |
| Другие результаты | Студент демонстрирует ответственность в освоении результатов обучения на уровне запланированных индикаторов. Студент способен выносить суждения, делать оценки и формулировать выводы в области изучения. Студент может сообщать преподавателю и коллегам своего уровня собственное понимание и умения в области изучения. |

4.2 Для оценивания уровня выполнения критериев (уровня достижений обучающихся при проведении контрольно-оценочных мероприятий по дисциплине модуля) используется универсальная шкала (табл. 5).

Таблица 5

Шкала оценивания достижения результатов обучения (индикаторов) по уровням

| Характеристика уровней достижения результатов обучения (индикаторов) | | | | |
|---|--|---|------------|---|
| № п/п | Содержание уровня выполнения критерия оценивания результатов обучения (выполненное оценочное задание) | Шкала оценивания | | |
| | | Традиционная характеристика уровня | | Качественная характеристика уровня |
| 1. | Результаты обучения (индикаторы) достигнуты в полном объеме, замечаний нет | Отлично (80-100 баллов) | Зачтено | Высокий (В) |
| 2. | Результаты обучения (индикаторы) в целом достигнуты, имеются замечания, которые не требуют обязательного устранения | Хорошо (60-79 баллов) | | Средний (С) |
| 3. | Результаты обучения (индикаторы) достигнуты не в полной мере, есть замечания | Удовлетворительно (40-59 баллов) | | Пороговый (П) |
| 4. | Освоение результатов обучения не соответствует индикаторам, имеются существенные ошибки и замечания, требуется доработка | Неудовлетворительно (менее 40 баллов) | Не зачтено | Недостаточный (Н) |
| 5. | Результат обучения не достигнут, задание не выполнено | Недостаточно свидетельств для оценивания | | Нет результата |

5. СОДЕРЖАНИЕ КОНТРОЛЬНО-ОЦЕНОЧНЫХ МЕРОПРИЯТИЙ ПО ДИСЦИПЛИНЕ МОДУЛЯ

5.1. Описание аудиторных контрольно-оценочных мероприятий по дисциплине модуля

5.1.1. Практические/семинарские занятия

Примерный перечень тем

1. 1. Артикуляция фонем английского языка 2. Словесное и фразовое ударение 3. Сегментные единицы 4. Суперсегментные единицы 5. Интонация, тон 6. Люди вокруг нас: семья, друзья, внешность, одежда, отношения 7. Свободное время: хобби, интересы, кино, театр, му-зыка, книги, работа по дому, еда 8. Образование: среднее и высшее образование в Рос-сии, США, Великобритании, проблемы высшего об-разования 9. Иноязычная культура: традиции, праздники, стиль жизни в англоязычных странах и в России 10. Социальная жизнь и социальные проблемы: здраво-охранение, судебная система,

экономика в России и за рубежом 11. Путешествия: транспорт, гостиницы, экскурсии, туризм 12. СМИ: газеты, журналы, интернет, современные технологии, реклама 13. Работа, карьера, профессии, проблемы выбора 14. Орфография и пунктуация 15. Описание, повествование 16. Эссе, сочинение, статья 17. Рекламный текст, информационное сообщение 18. Доклады, сообщения и предложения 19. Чтение и пересказ художественного текста 20. Лексико-грамматический анализ художественного текста 21. Лексико-грамматический анализ публицистического текста 22. Стилистический анализ художественного текста 23. Стилистический анализ публицистического текста 24.

Интерпретация текста

Примерные задания

Прослушайте аудиозапись и выполните задания.

If spending money like water was the answer to our country's problems, we would have no problems now. If ever a nation has spent, spent, spent and spent again, ours has. Today that dream is over. All of that money has got us nowhere, but it still has to come from somewhere. Those who urge us to relax the squeeze, to spend yet more money indiscriminately in the belief that it will help the unemployed and the small businessman, are not being kind or compassionate or caring. They are not the friends of the unemployed or the small business. They are asking us to do again the very thing that caused the problems in the first place. We have made this point repeatedly.

I am accused of lecturing or preaching about this. I suppose it is a critic's way of saying, "Well, we know it is true, but we have to carp at something." I do not care about that. But I do care about the future of free enterprise, the jobs and exports it provides and the independence it brings to our people. Independence? Yes, but let us be clear what we mean by that. Independence does not mean contracting out of all relationships with others. A nation can be free but it will not stay free for long if it has no friends and no alliances. Above all, it will not stay free if it cannot pay its own way in the world. By the same token, an individual needs to be part of a community and to feel that he is part of it. There is more to this than the chance to earn a living for himself and his family, essential though that is.

Of course, our vision and our aims go far beyond the complex arguments of economics, but unless we get the economy right we shall deny our people the opportunity to share that vision and to see beyond the narrow horizons of economic necessity. Without a healthy economy we cannot have a healthy society. Without a healthy society the economy will not stay healthy for long.

But it is not the state that creates a healthy society. When the state grows too powerful, people feel that they count for less and less. The state drains society, not only of its wealth but of initiative, of energy, the will to improve and innovate as well as to preserve what is best. Our aim is to let people feel that they count for more and more. If we cannot trust the deepest instincts of our people, we should not be in politics at all. Some aspects of our present society really do offend those instincts.

Decent people do want to do a proper job at work, not to be restrained or intimidated from giving value for money. They believe that honesty should be respected, not derided. They see crime and violence as a threat, not just to society but to their own orderly way of life. They want to be allowed to bring up their children in these beliefs, without the fear that their efforts will be daily frustrated in the name of progress or free expression. Indeed, that is what family life is all about.

There is not a generation gap in a happy and united family. People yearn to be able to rely on some generally accepted standards. Without them you have not got a society at all, you have purposeless anarchy. A healthy society is not created by its institutions, either. Great schools and universities do not make a great nation any more than great armies do. Only a great nation can create and involve great institutions - of learning, of healing, of scientific advance. And a great nation is the voluntary

creation of its people - a people composed of men and women whose pride in themselves is founded on the knowledge of what they can give to a community of which they in turn can be proud.

Групповая работа. Подготовка презентации

В группах по 2-3 человека выполните следующие задания и подготовьте презентацию.

PAST, PRESENT AND FUTURE OF EKATERINBURG

Think about Ekaterinburg - the people, the neighborhoods, the environment, the architecture, the entertainment, the style...

What do you like about this city? What do you wish could be different? If you were in charge of improving your city, what would you do?

You and your groupmates will have to discover your city's past, explore its present, and dream about its future. Work with other investigators on a team to develop a presentation about the past, present, and future of Ekaterinburg. You will be evaluated at the individual and team levels.

As an individual, you will become an expert in a certain aspect of our city and will create a booklet about your area of expertise. This booklet will include background research, writing, and drawings.

As a team, you and your fellow city investigators will share knowledge with each other in order to develop and deliver an oral presentation to your class. Together you will discover the strengths and weaknesses of our city as well as how you can transform it to make it better.

The life of a city has many different aspects, and each member of your team will investigate one of them. Choose your topic from the list below.

Possible topics for investigation: transportation, environment, important places, government, neighborhoods, recreation, food, education, architecture, entertainment, demographics. You can add your own topics.

Work with your group to develop an oral presentation about Ekaterinburg. This presentation should be 20 minutes long and each person should contribute to it and talk for 3-5 minutes. One person will need to introduce all of the group members and the topics that your group researched. Then each of you will discuss your research findings on your individual topics. Finally, one person will conclude the presentation by summarizing what everybody presented and learned.

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5.2. Описание внеаудиторных контрольно-оценочных мероприятий и средств текущего контроля по дисциплине модуля

Разноуровневое (дифференцированное) обучение.

Базовый

5.2.1. Контрольная работа № 1

Примерный перечень тем

1. Артикуляция фонем английского языка

Примерные задания

Прочитайте предложенный отрывок, соблюдая нормы артикуляции английского языка.

Mr Chairman, ladies and gentlemen, most of my cabinet colleagues have started their speeches of reply by paying very well deserved tributes to their junior ministers. At Number 10, I have no junior ministers. There is just Denis and me, and I could not do without him. I am,

however, very fortunate in having a marvellous deputy who is wonderful in all places at all times in all things - Willie Whitelaw.

At our party conference last year I said that the task in which the government were engaged - to change the national attitude of mind - was the most challenging to face any British administration since the war. Challenge is exhilarating. This week we Conservatives have been taking stock, discussing the achievements, the setbacks and the work that lies ahead as we enter our second parliamentary year. As you said, Mr Chairman, our debates have been stimulating and our debates have been constructive. This week has demonstrated that we are a party united in purpose, strategy and resolve. And we actually like one another.

When I am asked for a detailed forecast of what will happen in the coming months or years, I remember Sam Goldwyn's advice: "Never prophesy, especially about the future." (Interruption from the floor) Never mind, it is wet outside. I expect that they wanted to come in. You cannot blame them; it is always better where the Tories are. And you, and perhaps they, will be looking to me this afternoon for an indication of how the government see the task before us and why we are tackling it the way we are. Before I begin, let me get one thing out of the way.

This week at Brighton we have heard a good deal about last week at Blackpool. I will have a little more to say about that strange assembly later, but for the moment I want to say just this. Because of what happened at that conference, there has been, behind all our deliberations this week, a heightened awareness that now, more than ever, our Conservative government must succeed. We just must, because now there is even more at stake than some had realised.

There are many things to be done to set this nation on the road to recovery, and I do not mean economic recovery alone, but a new independence of spirit and zest for achievement.

It is sometimes said that because of our past, we, as a people, expect too much and set our sights too high. That is not the way I see it. Rather it seems to me that throughout my life in politics our ambitions have steadily shrunk. Our response to disappointment has not been to lengthen our stride but to shorten the distance to be covered. But with confidence in ourselves and in our future, what a nation we could be!

LMS-платформа – не предусмотрена

5.2.2. Контрольная работа № 2

Примерный перечень тем

1. Словесное и фразовое ударение

Примерные задания

Прочитайте предложенный отрывок, соблюдая нормы словесного и фразового ударения английского языка.

In its first 17 months, this government have laid the foundations for recovery. We have undertaken a heavy load of legislation, a load we do not intend to repeat because we do not share the socialist fantasy that achievement is measured by the number of laws you pass. But there was a formidable barricade of obstacles that we had to sweep aside. For a start, in his first budget Geoffrey Howe began to rest incentives to stimulate the abilities and inventive genius of our people. Prosperity comes not from grand conferences of economists but by countless acts of personal self-confidence and self-reliance.

Under Geoffrey's stewardship, Britain has repaid \$3,600m of international debt, debt which had been run up by our predecessors. And we paid quite a lot of it before it was due. In the past 12 months Geoffrey has abolished exchange controls over which British governments have

dithered for decades. Our great enterprises are now free to seek opportunities overseas ... We have made the first crucial changes in trade union law to remove the worst abuses of the closed shop, to restrict picketing to the place of work of the parties in dispute, and to encourage secret ballots.

Jim Prior has carried all these measures through with the support of the vast majority of trade union members ... British Aerospace will soon be open to private investment. The monopoly of the Post Office and British Telecommunications is being diminished. The barriers to private generation of electricity for sale have been lifted. For the first time nationalised industries and public utilities can be investigated by the monopolies commission - a long overdue reform ...

Michael Heseltine has given to millions - yes, millions - of council tenants the right to buy their own homes. It was Anthony Eden who chose for us the goal of "a property-owning democracy". But for all the time that I have been in public affairs, that has been beyond the reach of so many, who were denied the right to the most basic ownership of all - the homes in which they live. They wanted to buy. Many could afford to buy. But they happened to live under the jurisdiction of a socialist council, which would not sell and did not believe in the independence that comes with ownership. Now Michael Heseltine has given them the chance to turn a dream into reality. And all this and a lot more in 17 months.

The left continues to refer with relish to the death of capitalism. Well, if this is the death of capitalism, I must say that it is quite a way to go.

But all this will avail us little unless we achieve our prime economic objective - the defeat of inflation. Inflation destroys nations and societies as surely as invading armies do. Inflation is the parent of unemployment. It is the unseen robber of those who have saved. No policy which puts at risk the defeat of inflation - however great its short-term attraction - can be right. Our policy for the defeat of inflation is, in fact, traditional. It existed long before Sterling M3 embellished the Bank of England Quarterly Bulletin, or "monetarism" became a convenient term of political invective.

LMS-платформа – не предусмотрена

5.2.3. Контрольная работа № 3

Примерный перечень тем

1. Интонация, тон

Примерные задания

Прочитайте предложенный отрывок, соблюдая интонационные рисунки английского языка.

Today, after many years of monetary self-discipline, they have stable, prosperous economies better able than ours to withstand the buffeting of world recession. So at international conferences to discuss economic affairs, many of my fellow heads of government find our policies not strange, unusual or revolutionary, but normal, sound and honest. And that is what they are. Their only question is: "Has Britain the courage and resolve to sustain the discipline for long enough to break through to success?"

Yes, Mr Chairman, we have, and we shall. This government are determined to stay with the policy and see it through to its conclusion. That is what marks this administration as one of the truly radical ministries of postwar Britain. Inflation is falling and should continue to fall.

Meanwhile, we are not heedless of the hardships and worries that accompany the conquest of inflation. Foremost among these is unemployment. Today our country has more than 2 million unemployed.

Now you can try to soften that figure in a dozen ways. You can point out - and it is quite legitimate to do so - that 2 million today does not mean what it meant in the 1930s; that the percentage of unemployment is much less now than it was then. You can add that today many more married women go out to work. You can stress that, because of the high birthrate in the early 1960s, there is an unusually large number of school leavers this year looking for work and that the same will be true for the next two years. You can emphasise that about a quarter of a million people find new jobs each month and therefore go off the employment register. And you can recall that there are nearly 25 million people in jobs compared with only about 18 million in the 1930s. You can point out that the Labour party conveniently overlooks the fact that of the 2 million unemployed for which they blame us, nearly a million and a half were bequeathed by their government.

But when all that has been said, the fact remains that the level of unemployment in our country today is a human tragedy. Let me make it clear beyond doubt. I am profoundly concerned about unemployment. Human dignity and self-respect are undermined when men and women are condemned to idleness. The waste of a country's most precious assets - the talent and energy of its people - makes it the bounden duty of government to seek a real and lasting cure.

If I could press a button and genuinely solve the unemployment problem, do you think that I would not press that button this instant? Does anyone imagine that there is the smallest political gain in letting this unemployment continue, or that there is some obscure economic religion which demands this unemployment as part of its ritual? This government are pursuing the only policy which gives any hope of bringing our people back to real and lasting employment. It is no coincidence that those countries, of which I spoke earlier, which have had lower rates of inflation have also had lower levels of unemployment.

LMS-платформа – не предусмотрена

5.2.4. Контрольная работа № 4

Примерный перечень тем

1. Лексика по теме "Характер и внешность людей"

Примерные задания

Сопоставьте положительное прилагательное и отрицательное прилагательное

1 Ambitious

2 Amusing, entertaining

3 Beautiful (woman), handsome (man)

4 Bright, intelligent, clever

5 Calm

6 Cheerful

7 Even-tempered

8 Generous

9 Good-looking

10 Hard-working

11 Humorous, witty

12 Pleasant, charming

- 13 Polite
- 14 Self-confident, outgoing
- 15 Sensitive
- 16 Sincere
- 17 Smart
- 18 Tolerant

- a) Dim, stupid
- b) Disagreeable
- c) Dull, boring
- d) Having no sense of humour
- e) Hypocritical
- f) Lacking in initiative
- g) Lazy, idle
- h) Mean
- i) Miserable
- j) Moody
- k) Narrow-minded
- l) Energetic
- m) Quick-tempered
- n) Rude
- o) Shy, reserved
- p) Ugly
- q) Unfeeling
- r) Untide

LMS-платформа – не предусмотрена

5.2.5. Контрольная работа № 5

Примерный перечень тем

1. Лексика по темам "Город", "Дом", "Еда", "Погода"

Примерные задания

Переведите на английский язык письменно.

1. В нашем районе есть все современные коммунальные услуги: центральное отопление, газ, горячее и холодное водоснабжение, кондиционирование, так что агентства недвижимости легко продают жилые помещения даже в подвалах.

2. В этом магазине хороший выбор товаров известных торговых марок, кроме того, он предоставляет скидки на некоторые из них. Все товары имеют гарантии производителей. Также при покупке предоставляются некоторые услуги, например, бесплатная доставка.

3. Сначала подмораживало, ветви деревьев покрылись инеем, дул такой пронизывающий ветер, что можно было окоченеть от холода и продрогнуть до костей. Потом началась оттепель, и сильный гололед сменился на мокрую снежную кашу.

4. Я люблю солнечную морозную погоду, но если стоят суровые морозы, лучше не выходить на улицу, чтобы не обморозиться.

5. В течение рабочего дня она перекусывает пару раз, но в 11–00 у неё небольшой перерыв на кофе.

6. Их дом расположен в тихом месте на окраине города, недалеко от универмага, церкви, дома культуры, прачечной и яслей.

7. Ее дом – настоящая средневековая крепость под черепичной крышей со скатом. Он обнесен массивной каменной стеной, которая снаружи похожа на обычный деревянный забор, а ее внутренняя часть скорее напоминает живую изгородь.

8. Кроме креветок и мидий в салате могут появляться и кальмары, и осьминоги, раки и прочие морепродукты.

9. Листики базилика поместить в сито, опустить в большую кастрюлю с холодной водой на несколько секунд. Затем тонкой струйкой влить масло, интенсивно взбивая массу вилкой. Когда же добавлять баклажаны и творог, спросите вы?

10. Современные супермаркеты – это одни из способов заставить людей тратить как можно больше денег и покупать больше – любые товары можно брать самому, полки расположены так, что вы увидите много различных красиво упакованных товаров прежде, чем найдете нужный вам.

LMS-платформа – не предусмотрена

5.2.6. Контрольная работа № 6

Примерный перечень тем

1. Грамматика. Времена английского языка

Примерные задания

Выполните задания.

Complete the conversation with the correct form of the verbs.

A: Hello, Joe. I 1 _____ you for ages. How are you?

B: I'm fine. How about you?

A: I'm fine too, thanks. So, 2 _____ somewhere or 3 _____ somebody? B: I 4 _____ to London for a business meeting.

A: Oh. 5 _____ go away on business?

B: Quite often, yes. And how are your children?

A: They're all fine, thanks. The youngest 6 _____ school. B: Does she like it?

A: Yes, she 7 _____ it's great.

1. a. hadn't seen b. haven't seen c. haven't seeing d. am not see

2. a. will you go b. had you gone c. are you going d. do you go

3. a. do you meet b. are you meeting c. had you met d. will you have met

4. a. 'm going b. had gone c. go d. have gone

5. a. Are you often going b. Do you often go c. Will you often go d. Had you often gone

6. a. has just started b. is just started c. will just started d. had just started

7. a. think b. is thinking c. thinks d. will think

LMS-платформа – не предусмотрена

5.2.7. Контрольная работа № 7

Примерный перечень тем

1. Предлоги английского языка

Примерные задания

Выполните задания.

Complete the text with the correct prepositions.

a - as; b - in; c - since; d - among; e - for; f - of; g - except for; h - by

Dear Mr Anderson

I would like to be considered for the post of resident photographer with your magazine Nature. My degree is in media studies, specialising in photography. I completed it in 2002 and I have been working since that time for various companies as a freelance photographer. All my work experience so far has been in the UK, including a three-month project in Poland, where I took photos of birds on the Baltic coast. One of my previous employers is a small local wildlife charity, of whom I took many photos, some of which I enclose with this application.

If you require further information, I am always contactable by email or phone.

LMS-платформа – не предусмотрена

5.2.8. Контрольная работа № 8

Примерный перечень тем

1. Грамматика. Артикли

Примерные задания

Выполните задания.

Complete the text with a / an , the or – (zero article).

1-a, 2-an, 3-the, 4-no article

If you are asked to describe your idea of a desert island paradise, your description would probably match the Polynesian island of Tahiti. Located in the Southern Pacific Ocean, Tahiti is the largest island in French Polynesia. This idyllic, isolated island was amongst some of the last unpopulated places in the world and is still one of the most beautiful. Tahiti was formed about three million years ago as a result of volcanic eruptions. There are four peaks on the island, the tallest being nearly 2,500 metres high. From lush volcanic crags to magnificent corals and lava tunnels underwater, everything is stunning. The island is covered by dense rainforest, home to an enormous number of magnificent trees, ferns and flowering plants interspersed with waterfalls, rivers and deep valleys.

LMS-платформа – не предусмотрена

5.2.9. Контрольная работа № 9

Примерный перечень тем

1. Лексика по теме "Медицина"

Примерные задания

Переведите предложения на английский язык.

1. Врач пощупал мой пульс, прослушал сердце и легкие и измерил давление и температуру. Затем он выписал мне какие-то капли для носа и таблетки, чтобы сбить жар.

2. Она не в состоянии разговаривать, у нее ужасно болит зуб. Ей лучше сходить к зубному, возможно, ей поставят пломбу.

3. Ты недавно серьезно болел, и у тебя могут быть осложнения. Не ходи с голой головой.

4. Если бы ты не следовала советам врача, ты бы не поправилась так скоро.

5. Ребенок болен корью. Придется ему дней десять полежать в постели. Т.к. корь – заразная болезнь, то было бы лучше не пускать к нему друзей.

6. Я не верю в лечение верой, иглоукалывание, ароматерапию и лечение травами. Я – за традиционную медицину с ее таблетками, пилюлями и микстурами.

7. Некоторые народные средства обладают невероятной целебной силой; они могут избавить вас от зубной боли, вылечить простуду, кашель, заживить открытую рану.

8. Беспокоиться не о чем, его успешно прооперировали, и сейчас он находится в палате.

9. Государственная служба здравоохранения в Великобритании и система здравоохранения в России имеют как сходства, так и различия. Основные услуги представляются бесплатно, но в России не развиты программы по профилактике заболеваний и пропаганде здорового образа жизни.

10. На вашем месте я бы придерживалась диеты, у вас не в порядке желудок. Кроме того, принимайте это лекарство по столовой ложке три раза в день до еды.

LMS-платформа – не предусмотрена

5.2.10. Контрольная работа № 10

Примерный перечень тем

1. Грамматика. Модальные глаголы

Примерные задания

Переведите предложения, используя модальные глаголы.

1. Может это всех вас удивит, но я получил приглашение к ним на вечер.

2. Не может быть, чтобы он обманул их, он честный человек.

3. Вы могли бы сделать это сами, вы просто не попытались.

4. Напрасно ты осталась там, Тебе лучше было бы пойти домой. Я бы сделала все сама.

5. Почему ты не пришла вчера? – Я должна была зайти в аптеку и выкупить лекарство, выписанное врачом. Тогда ты должна была позвонить, мы бы тебя не ждали.

6. Что он может делать там так долго? Наверное, он просто уснул. Ты же знаешь, он может уснуть где угодно и в любое время.

7. Не нужно звонить. У меня есть ключ.

8. Неужели ты забыл о нашей встрече?

9. Вам следует прочесть эту книгу. Она вам должна понравиться.

10. Вам обязательно сообщат, если в этом будет необходимость.

11. Он выглядит очень радостным, его работу, очевидно, одобрили.

12. Вполне естественно, что студенты хотят знать как можно больше о народе, язык которого они изучают.

13. В самом деле, ты могла бы предупредить меня заранее! Тогда мне не пришлось бы тратить столько времени понапрасну.

14. Вы должны были сделать вид, что не заметили, что она хромает.

15. Вам бы не надо было сообщать им об этом сегодня. Можно было подождать до завтра.

16. Он предложил, чтобы собрание было назначено на пятницу.

17. Джейн не могла забыть день, который должен был быть днем ее свадьбы и который так трагически закончился.

18. Зачем нам помогать ему? Он просто лентяй.

19. Он присылал ей подарки, но она упорно не хотела их принимать.

20. Мы должны были проявить огромную изобретательность, чтобы показать себя с лучшей стороны. Но директор никак не хотел разрешить нам выступить на сцене.

LMS-платформа – не предусмотрена

5.2.11. Контрольная работа № 11

Примерный перечень тем

1. Лексика по теме "Спорт"

Примерные задания

Переведите на английский язык.

1. – Англия является родоначальницей некоторых видов спорта, которые достаточно популярны сейчас во всем мире и получают прибыль от зрителей.

- Действительно, во второй половине 19 века эта страна создала ряд игр, а именно: футбол, крикет и регби.

2. Если вы смотрите спортивные соревнования, вы увидите болельщиков с шарфами и флагами и разрисованными лицами.

3. Конкуренция между командами очень велика. Каждая команда пытается выиграть Суперкубок.

4. Профессиональный спорт, в отличие от любительского, уже нельзя рассматривать как отдых. Он скорее является бизнесом, коммерческой деятельностью, чем средством поддерживать себя в форме.

5. Болельщики ездят за своей местной командой, посещают все ее матчи и поддерживают своих спортсменов.

6. На нашем катке вы можете взять коньки на прокат

7. Т.к. погода была теплой, им пришлось покрывать горнолыжные склоны искусственным снегом.

8. Даже те, кто не увлекается футболом, обсуждают прогнозы на матчи и делают ставки.

9. Этот фитнес центр на окраине города предоставляет все возможности для занятия спортом: высококвалифицированных инструкторов, бесплатные раздевалки, приятную атмосферу.

10. Если вы хотите начать заниматься каким-либо видом спорта, вам необходимо учесть ряд факторов: свой возраст, медицинские показатели, курите ли вы и есть ли у вас лишний вес.

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5.2.12. Контрольная работа № 12

Примерный перечень тем

1. Устное монологическое высказывание по теме "Путешествие"

Примерные задания

Прокомментируйте цитату, выразите своё отношение к содержанию цитаты.

1. When you travel, remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable.

Clifton Fadiman (1904 -)

2. The true traveler is he who goes on foot, and even then, he sits down a lot of the time.

Colette (1873 - 1954), Paris From My Window, 1944

3. Travel has a way of stretching the mind. The stretch comes not from travel's immediate rewards, the inevitable myriad new sights, smells and sounds, but with experiencing firsthand how others do differently what we believed to be the right and only way.

Ralph Crawshaw

4. Most travel is best of all in the anticipation or the remembering; the reality has more to do with losing your luggage.

Regina Nadelson

5. The world is a book, and those who do not travel, read only a page.

Saint Augustine

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5.2.13. Контрольная работа № 13

Примерный перечень тем

1. Грамматика. Косвенные наклонение

Примерные задания

Выполните задания.

I. Откройте скобки и поставьте глагол в нужное наклонение.

1. Elizabeth gave him a look that some years before (to please) him. 2. If you (to tell) me you wanted to come I (to extend) to you a formal invitation. 3. The attempt at a smile made him look as if he (to be) sea-sick. 4. A huge stone stands in this deserted place as if it (to take up) here by a giant. 5. A few years ago in a storm like this an airport (to close) completely. Now it did not. 6. He always looked as if he (to need) a good meal. 7. I tell you straight, if it (not to be) for you, I (to pick up) my things and (to leave). 8. It seemed as if his family troubles just (to begin). 9. If you (to do) this a year ago there (to be) some use in it. 10. "I wish I (to know) where we are going," she repeated for the twentieth time. 11. But for her self-control the mystery (to be) at an end tonight. 12. If you (to spend) money for a decent doctor when she was so sick she never (to know) morphine existed! 13. I wished I (not to dwell) upon that occasion. 14. If he (to find) me in his office he (to be) furious. 15. I wish you (not to speak) to me as if I (to be) a police inspector.

II. Переведите на английский язык.

1. Как жаль, что мы потратили так много времени напрасно. 2. На вашем месте я бы знал, что делать. 3. Этот фильм понравился бы мне больше, если бы он был односерийным. 4. Она смотрит на меня, будто знает меня. Наверное, мы где-нибудь встречались. 5. Его доклад не был бы таким скучным, если бы он привел больше фактов. 6. Жаль, что я не пообедал дома. 7. Никто тебя и слушать бы там не стал. 8. Если бы не случай, мы никогда бы не встретились. 9. Жаль, что вы не подождали меня. Мы поехали бы осматривать город вместе. 10. Если бы он знал, что лекция не состоится, он не пригласил бы профессора Джонсона. 11. Жаль, что вы ничем не интересуетесь. 12. Вы так много курите, как будто вы чем-то взволнованы. 13. Ах, если бы я подумала об этом

раньше, когда еще не было поздно! 14. Если бы не Джордж, все было бы испорчено. 15. Жаль, что меня не было с вами, когда это случилось. 16. Если бы вы хорошо подготовились к контрольной работе, вы не сделали бы в ней так много ошибок. 16. Мне бы не хотелось, чтобы вы расстраивались из-за таких пустяков. 17. Почему у тебя такой вид, будто ты мне не веришь? 18. Он бы тотчас ушел, если бы не Лизи. 19. Я помню все так четко, словно это произошло вчера. 20. Я бы тебе позвонил, да у вас телефон не работал.

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5.2.14. Контрольная работа № 14

Примерный перечень тем

1. Грамматика. Неличные формы глагола. Монологическое высказывание

Примерные задания

Прокомментируйте цитаты, выразите свое отношение к содержанию цитат.

1. Pride is therefore pleasure arising from a man's thinking too highly of himself.

(B. Spinoza)

2. Banking establishments are more dangerous than standing armies.

(T. Jefferson)

3. Many excellent cooks are spoiled by going into the arts.

(P. Gauguin)

4. Beauty of face is a frail ornament, a passing flower, a momentary brightness belonging only to the skin.

(J. Moliere)

5. Where we are free to act, we are also free to refrain from acting, and where we are able to say NO, we are also able to say YES.

(Aristotle)

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5.2.15. Контрольная работа № 15

Примерный перечень тем

1. Тема "Театр". Диалогическая речь

Примерные задания

Составьте диалог по одной из предложенных тем.

1. Theatre in your life

2. Your last visit to the theatre

3. The influence of the theatre on our life

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5.2.16. Контрольная работа № 16

Примерный перечень тем

1. Лексика по теме "Образование"

Примерные задания

Переведите предложения на английский язык.

1. Джон очень плохо знал предмет, но мало-помалу ему удалось улучшить свои знания, и в результате он сдал экзамен на ура.
2. Зубрежка в обучении используется с самых древних времен, но в настоящее время большую часть информации за студентов хранит компьютер.
3. В нашей школе существует система профориентации, чтобы помочь выпускникам сделать правильный выбор карьеры.
4. Ученики очень уважают господина Смита, так как он вкладывает всю душу в свой предмет.
5. Несмотря на все жизненные трудности, ты непременно должен окончить университет, чтобы прочно стоять на ногах. Не бросай начатое на полпути!
6. Секрет успеха в подготовке к этому экзамену заключается в том, что придется потратить огромное количество времени на зубрежку.
7. Вы знаете, что этот выдающийся физик окончил наш университет? Последнее время он добился большого успеха, результаты его экспериментов имеют первостепенную важность.
8. Технологии развиваются большими темпами и помогают решить многие очень сложные проблемы. С другой стороны, технологии сужают образовательные возможности.
9. Он закончил университет с отличием и заслуженно получил поздравления от всех своих родственников и друзей.
10. У него сейчас плохие времена: все его усилия по поиску работы не увенчались успехом, он не сдержал своего обещания научному руководителю не прогуливать лекции, его отчислят – и уже ничего нельзя изменить.
11. Система высшего образования в нашей стране очень сильно изменилась за последние несколько десятилетий: нынешняя система полна противоречий. Не смотря на растущее количество жалоб от учеников и родителей, правительство считает, что сегодняшняя система не является уязвимой.
12. Он зарылся в книги, засиживается за учебой поздно ночью, т.к. сейчас – сессия, и он привык учить все так, чтобы знать материал от а до я и быть любимчиком учителей.

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5.2.17. Домашняя работа № 1

Примерный перечень тем

1. Артикуляция фонем английского языка

Примерные задания

Транскрибируйте предложенные слова английского языка.

After a hurried breakfast - he had lost time due to the discussion with his wife - he ascended clad for venturing out, including his Ajax model Mountibank Lead Codpiece, to the covered roof pasture whereon his electric sheep "grazed." Whereon it, sophisticated piece of hardware that it was, chomped away in simulated contentment, bamboozling the other tenants of the building.

Of course, some of their animals undoubtedly consisted of electronic circuitry fakes, too; he had of course never nosed into the matter, any more than they, his neighbors, had pried into the real workings of his sheep. Nothing could be more impolite. To say, "Is your sheep genuine?"

would be a worse breach of manners than to inquire whether a citizen's teeth, hair, or internal organs would test out authentic.

The morning air, spilling over with radioactive motes, gray and sun - beclouding, belched about him, haunting his nose; he sniffed involuntarily the taint of death. Well, that was too strong a description for it, he decided as he made his way to the particular plot of sod which he owned along with the unduly large apartment below. The legacy of World War Terminus had diminished in potency; those who could not survive the dust had passed into oblivion years ago, and the dust, weaker now and confronting the strong survivors, only deranged minds and genetic properties. Despite his lead codpiece the dust - undoubtedly - filtered in and at him, brought him daily, so long as he failed to emigrate, its little load of befouling filth. So far, medical checkups taken monthly confirmed him as a regular: a man who could reproduce within the tolerances set by law. Any month, however, the exam by the San Francisco Police Department doctors could reveal otherwise. Continually, new specials came into existence, created out of regulars by the omnipresent dust. The saying currently blabbed by posters, TV ads, and government junk mail, ran: "Emigrate or degenerate! The choice is yours! " Very true, Rick thought as he opened the gate to his little pasture and approached his electric sheep. But I can't emigrate, he said to himself. Because of my job.

The owner of the adjoining pasture, his conapt neighbor Bill Barbour, hailed him; he, like Rick, had dressed for work but had stopped off on the way to check his animal, too.

"My horse," Barbour declared beamingly, "is pregnant." He indicated the big Percheron, which stood staring off in an empty fashion into space. "What do you say to that?"

"I say pretty soon you'll have two horses," Rick said. He had reached his sheep, now; it lay ruminating, its alert eyes fixed on him in case he had brought any rolled oats with him. The alleged sheep contained an oat-tropic circuit; at the sight of such cereals it would scramble up convincingly and amble over. "What's she pregnant by?" he asked Barbour. "The wind?"

LMS-платформа – не предусмотрена

5.2.18. Домашняя работа № 2

Примерный перечень тем

1. Словесное и фразовое ударение

Примерные задания

Транскрибируйте предложенные слова и фразы английского языка.

"Ever thought of selling your horse?" Rick asked. He wished to god he had a horse, in fact any animal. Owning and maintaining a fraud had a way of gradually demoralizing one. And yet from a social standpoint it had to be done, given the absence of the real article. He had therefore no choice except to continue. Even were he not to care himself, there remained his wife, and Iran did care. Very much.

Barbour said, "It would be immoral to sell my horse."

"Sell the colt, then. Having two animals is more immoral than not having any."

Puzzled, Barbour said, "How do you mean? A lot of people have two animals, even three, four, and like in the case of Fred Washborne, who owns the algae-processing plant my brother works at, even five. Didn't you see that article about his duck in yesterday's Chronicle? It's supposed to be the heaviest, largest Moscovy on the West Coast." The man's eyes glazed over, imagining such possessions; he drifted by degrees into a trance.

Exploring about in his coat pockets, Rick found his creased, much-studied copy of Sidney's Animal & Fowl Catalogue January supplement. He looked in the index, found colts (vide horses, offsp.) and presently had the prevailing national price. "I can buy a Percheron colt from Sidney's for five thousand dollars," he said aloud.

"No you can't," Barbour said. "Look at the listing again; it's in italics. That means they don't have any in stock, but that would be the price if they did have."

"Suppose," Rick said, "I pay you five hundred dollars a month for ten months. Full catalogue value."

Pityingly, Barbour said, "Deckard, you don't understand about horses; there's a reason why Sidney's doesn't have any Percheron colts in stock. Percheron colts just don't change hands – at catalogue value, even. They're too scarce, even relatively inferior ones." He leaned across their common fence, gesticulating. "I've had Judy for three years and not in all that time have I seen a Percheron mare of her quality. To acquire her I had to fly to Canada, and I personally drove her back here myself to make sure she wasn't stolen. You bring an animal like this anywhere around Colorado or Wyoming and they'll knock you off to get hold of it. You know why? Because back before W.W.T. there existed literally hundreds - "

"But," Rick interrupted, "for you to have two horses and me none, that violates the whole basic theological and moral structure of Mercerism."

"You have your sheep; hell, you can follow the Ascent in your individual life, and when you grasp the two handles of empathy you approach honorably. Now if you didn't have that old sheep, there,

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5.2.19. Домашняя работа № 3

Примерный перечень тем

1. Интонация, тон, суперсегментные единицы

Примерные задания

Выберите англоязычный отрывок из художественной литературы или поэтического произведения объемом не менее 300 слов и транскрибируйте его.

Going over to his sheep, Rick bent down, searching in the thick white wool - the fleece at least was genuine - until he found what he was looking for: the concealed control panel of the mechanism. As Barbour watched he snapped open the panel covering, revealing it. "See?" he said to Barbour. "You understand now why I want your colt so badly?"

After an interval Barbour said, "You poor guy. Has it always been this way?"

"No," Rick said, once again closing the panel covering of his electric sheep; he straightened up, turned, and faced his neighbor. "I had a real sheep, originally. My wife's father gave it to us outright when he emigrated. Then, about a year ago, remember that time I took it to the vet - you were up here that morning when I came out and found it lying on its side and it couldn't get up."

"You got it to its feet," Barbour said, remembering and nodding. "Yeah, you managed to lift it up but then after a minute or two of walking around it fell over again."

Rick said, "Sheep get strange diseases. Or put another way, sheep get a lot of diseases but the symptoms are always the same; the sheep can't get up and there's no way to tell how serious it is, whether it's a sprained leg or the animal's dying of tetanus. That's what mine died of; tetanus."

"Up here?" Barbour said. "On the roof?"

"The hay," Rick explained. "That one time I didn't get all the wire off the bale; I left a piece and Groucho - that's what I called him, then - got a scratch and in that way contracted tetanus. I took him to the vet's and he died, and I thought about it, and finally I called one of those shops that manufacture artificial animals and I showed them a photograph of Groucho. They made this." He indicated the reclining ersatz animal, which continued to ruminate attentively, still watching alertly for any indication of oats. "It's a premium job. And I've put as much time and attention into caring for it as I did when it was real. But - " He shrugged. "It's not the same," Barbour finished.

"But almost. You feel the same doing it; you have to keep your eye on it exactly as you did when it was really alive. Because they break down and then everyone in the building knows. I've had it at the repair shop six times, mostly little malfunctions, but if anyone saw them - for instance one time the voice tape broke or anyhow got fouled and it wouldn't stop baaing - they'd recognize it as a mechanical breakdown." He added, "The repair outfit's truck is of course marked 'animal hospital something.' And the driver dresses like a vet, completely in white." He glanced suddenly at his watch, remembering the time. "I have to get to work," he said to Barbour. "I'll see you this evening."

LMS-платформа – не предусмотрена

5.2.20. Домашняя работа № 4

Примерный перечень тем

1. Люди вокруг нас: семья, друзья, внешность, одежда, отношения

Примерные задания

Составьте на английском языке рассказ о своем друге / родственнике / знакомом и расскажите о его/её внешности, семье, манере одеваться, характере и о ваших отношениях. При составлении рассказа используйте весь пройденный лексический и грамматический материал. Минимальный объем рассказа - 30 предложений.

Mr. Steiner was a remarkably polite man under normal circumstances. Discovering one of his children smeared charcoal black on a summer evening was not what he considered normal circumstances. "The boy is crazy," he muttered, although he conceded that with six kids, something like this was bound to happen. At least one of them had to be a bad egg. Right now, he was looking at it, waiting for an explanation. "Well?"

Rudy panted, bending down and placing his hands on his knees. "I was being Jesse Owens." He answered as though it was the most natural thing on earth to be doing. There was even something implicit in his tone that suggested something along the lines of, "What the hell does it look like?" The tone vanished, however, when he saw the sleep deprivation whittled under his father's eyes.

LMS-платформа – не предусмотрена

5.2.21. Домашняя работа № 5

Примерный перечень тем

1. Тема "Хобби, свободное время, интересы". Диалогическая речь

Примерные задания

Разбейтесь по парам и составьте диалоги на указанную тему: обсудите ваши интересы и хобби, а также то, как вы обычно проводите свободное время. Используйте пройденный лексический и грамматический материал. Оба участника диалога должны иметь равные возможности задавать вопросы и высказывать свою точку зрения.

LMS-платформа – не предусмотрена

5.2.22. Домашняя работа № 6

Примерный перечень тем

1. Письменная речь. Тема "Еда"

Примерные задания

Выполните задание и напишите статью-обзор об одном из известных вам кафе, ресторане или столовой.

Read the two articles about restaurants below and answer the following questions.

1. Which restaurant out of these two would you like to go to? Why?

2. What did the authors find attractive in these restaurants and what didn't they like about them?

EATING OUT

By Clement Harding

The Old Mill, the Quay, Wardleton, Sussex

Open: Tuesday-Sunday 7-11.30 p.m.

This week we decided to look at a small family-run restaurant in the village of Wardleton. 'The Old Mill' is newly opened and overlooks the River Wardle, and we had heard several favourable comments about it. Because we had been advised to book early, we managed to get a nice table with a view of the quay. We were made very welcome and the service was excellent because it is a small family business. The proprietor, Jeff Dean, runs the kitchen himself and his wife, Nelly, showed us to our table.

Although the choice of items on the menu was very extensive, it was rather traditional. A long menu always worries me, because a large menu often means a large freezer! We started with Wardle Trout and although it was fresh, it was spoiled by the number of herbs. For my main course I chose the pepper steak, which was the speciality of the day. I thought it was almost perfect because the chef had chosen excellent meat and it was cooked just long enough.

My wife ordered the roast lamb, and although the quality of the meat was good, she thought it was a little underdone. Though the vegetables were fresh, they came in very small portions and were rather over-cooked for our taste. However, the bread was fresh because it had been baked on the premises. I have often complained in this column about the difficulty of finding any restaurant which serves a fresh fruit salad. Luckily, this one did. Even though it must have been very time-consuming to prepare, it was a delight to see, and I had a second helping.

As usual I chose house wine, as this is often the best way to judge a restaurant's wine list. It was a French-bottled table wine which was quite satisfactory and reasonably priced. The bill, including coffee and brandy, came to £37, which was acceptable for the class of restaurant, although that did not include service.

FAST FOOD

by Rebecca Mitchell

Nashville Superburger Bar, Leicester Square, London

Open: 7 days a week, 24 hours a day.

A new American fast-food chain has just opened its first restaurant in Britain. «The Nashville Superburger Bar» is just off Leicester Square. Be-cause of the success of McDonald's and Kentucky Fried Chicken, I was in-terested to see if Nashville had anything new to offer. The res-taurant was so brightly-lit that I wished I'd brought my sun-glasses. Once I'd got used to the light, I rather liked the green and orange plastic decor, which was very futuris-tic. The place was spotlessly clean — almost antiseptic! Although there was a long queue, service was incredibly fast. The menu was limited to a variety of hamburgers and prices were very reasonable. I had the «Giant Superburger» which was served with a generous helping, of french fries. Although the burger itself was rather tasteless, there was a large selection of relishes on every table and the french fries were the best I've ever tasted. This kind of establishment obviously caters for young people in a hurry. I was amazed to see that many of the customers preferred to eat standing up even though there were seats available. Most of the customers were under 25 and alone. Everybody seemed to be drinking milk-shakes and although I'm not very fond of them I felt. I should have one. Not much can go wrong with a milk-shake and it tasted as good or as bad as any other. Although it's a quick and efficient way of taking nourishment, you wouldn't choose «The Nashville» for a quiet and romantic evening with a friend. Although I wasn't in a hurry I was in, fed, and out in ten minutes. It reminded me very much of a motorway filling sta-tion.

Vocabulary

Find in the texts the phrases which mean:

- a restaurant that belongs to and managed by members of one family;
- to have started working recently;
- to hear good remarks / praise;
- to be met with love and respect, to be made to feel very comfortable;
- a very rich choice of dishes on the menu;
- the vegetables were served in very small quantities;
- taking or requiring much time;
- it looked great;
- to be not highly priced; not to cost too much;
- the bill was £37;
- absolutely clean;
- there were only a few of hamburgers on the menu;
- a big portion of (French fries);
- to supply what is needed or required;
- present or ready for use, at hand;
- to eat, to have a meal;
- for me it looked very much like.

You are a restaurant critic. Write an article for a magazine or a newspaper about any café or restaurant you have visited recently. Try to use as many words and expressions from the texts above as possible.

LMS-платформа – не предусмотрена

5.2.23. Домашняя работа № 7

Примерный перечень тем

1. Анализ и интерпертация текста

Примерные задания

Прочитайте и проанализируйте текст, выполните указанные задания.

WORKING HARD ON NOT WRITING MY THESIS

Read the article «Working Hard on Not Writing My Thesis» from the «Slate-magazine» (online magazine on msn.com) and do the tasks that follow.

By Laurel Wamsley

I made it to aerobic dance today at 8 a.m., and on time for once. Alas, I was awake at that hour only because I had set my alarm for 6 a.m., hoping to get some layout work done for the campus literary magazine, but I couldn't pull myself out of bed until 7:30. It doesn't take long in the day for me to feel behind. Last night I was doing schoolwork at the Undergraduate Library until 3 a.m. The UL is the smaller, more social library that's open all night, avoided by the study snobs who sequester themselves on the eighth floor of Davis, the main library. The presence of other people at the UL helps keep me awake, though occasionally I can be found asleep in a carrel, drooling onto my international economics book. During the day, homeless people come to the UL and use the Internet, but at midnight the library closes to the public and a cop comes around to check our university IDs. As the crowd thins out after 2 a.m. to just us hard-core nerds and procrastinators, the library gets more depressing, but at least there are fewer people stage-whispering into their cell phones: «Hey, I can't talk, I'm in the library. ... Yes, the library. ... No, I'm not always here; you just always call when I'm here. ... But I can't really talk. ... I'll call you back. ... Yeah. ... OK, bye». The talker gets a glare from everyone else, but they never notice.

The same crowd is always up late, beating the path from the UL to Alpine Bagel in the student union, the one eatery on this part of campus that's open late. After a few weeks of this, you form a community with the other night owls, after being introduced to friends of friends while refilling library-approved coffee cups and bitching about the work you still have to do. Last night, Alpine ran out of coffee around midnight and we just stared in disbelief. Decaf was left, but it always strikes me as a pointless beverage. I'm trying not to drink coffee because it gives me stomachaches, but sometimes the fatigue is so overwhelming that I drink it anyway, knowing full well that I'll feel ill within the hour.

I mentioned to my roommate that I've been exhausted lately, and she suggested that maybe I've got mono. Having mono would actually be convenient: a medical justification for nodding off in class. But I know that the fault is all mine—and due to a simple lack of sleep. Five hours a night really isn't enough, but one of my night-owl friends has convinced me that you can train your body to get used to it, so I guess you could say I'm practicing. Today I have only one class so I'm working on my history thesis. I also have a story due soon for creative writing, so I keep another Word document open in case I have a brilliant idea for a short story. The muse has been aloof lately, though, so I'll settle for a brilliant idea for a sentence. This morning I met with my thesis adviser, who is kind to me even though I'm behind on my project. He seems to know most things that have ever happened in America, and he has read the biographies of nearly everyone: It's his beach reading. I love the research aspect of working on my thesis—sifting through old issues of magazines, printing articles off microfilm, reading letters between Allen Ginsberg and his father—but it's hard to find the time to sit down and, you know, write it.

A friend who still lives on campus cooked dinner for me tonight; he's the student-body vice president, which means he gets a staff and an office but less time to hang out with his friends. I'm impressed with the angel-hair pasta with artichoke hearts he makes in the dorm kitchenette because I never eat home-cooked meals; I live on sandwiches and quesadillas. We talk about his law-school applications and what I might do next year and reminisce a little about freshman year. Then I tell him my policy of «no nostalgia until the spring», and he agrees. His roommate

just won a Marshall scholarship, so we pledge to hang out again this weekend to celebrate. Their room is famous for wine-and-cheese parties.

I rush back to the library to get in a few hours of work, because at 11 p.m., my cell phone will start vibrating: the official start of the weekend. A lot of seniors go out on Tuesdays, but I can't manage that. Thursday nights, then, are my big reward. I meet friends for a few drinks at Top of the Hill, a bar and microbrewery that's classier than I really need. But it has a great view over Franklin Street, the main drag through town, and I can count on most of my crowd being there on any given Thursday or Saturday. (Fridays are usually quieter—homework and maybe a house party.) By Saturday evening the guilt of looming homework will creep into any revelry, so Thursday night is the highlight of my week. The lights come on at 2 a.m., and the bouncers urge everyone toward the door. We gripe that the time has gone too fast, but starting earlier is never suggested: No one goes out until 11. College may seem like a free-for-all, but there are certain rules we uphold.

(from «Slate-magazine», November 17, 2005)

1. Identify the style and genre of this story.
2. Find the sentences in the text which indicate who the author of this article is and what she does.
3. Find all the examples of students' slang in the text.
4. What words and phrases are used to describe (1) the night studies in the library; (2) the lack of sleep; (3) the lack of time for studies and writing the thesis?
5. How can you characterise the attitude of the narrator to her studies?
6. How is humorous effect achieved?
7. What can you say about the title of the text?

LMS-платформа – не предусмотрена

5.2.24. Домашняя работа № 8

Примерный перечень тем

1. Неофициальное письмо. Тема "Студенческая жизнь"

Примерные задания

Выполните следующее задание:

UNIVERSITY LIFE

Write a letter to your friend – a foreign student – about your university life: your university and department; the subjects you study; recent events at the university; your extra-curriculum activities, etc.

LMS-платформа – не предусмотрена

5.2.25. Домашняя работа № 9

Примерный перечень тем

1. Webquest. Тема "Спорт"

Примерные задания

SPORT NEWS

Step 1. Choose any kind of sport and study information about its origin, history of its development, rules, the most famous athletes in this field, the attitude to this kind of sport in Russia. You may use any source of information (literature, reference books, Internet).

Step 2. Listen to sports news on any British or American channel, visit sport sections on sport websites choosing the latest news related to the kind of sport you've chosen.

Step 3. Make an oral presentation of what you have found out. The first part of it will include general information about the sport and the second part will represent the latest sport news.

LMS-платформа – не предусмотрена

5.2.26. Домашняя работа № 10

Примерный перечень тем

1. Анализ текста. Тема "Путешествия"

Примерные задания

Прочитайте текст и выполните задания.

Before reading the article, read the title and say what the subject of the text is. Read the text and see whether you are right.

TOURISM THREATENS ANTARCTICA

Melting ice will attract more densely packed ships, says Tricia Holly Davis - plus the double whammy of climate change and tourism

by Tricia Holly Davis

More than anywhere else on Earth, the polar regions are most affected by global warming. Yet it is exactly this threat to their existence that is attracting more tourists to the region than before.

The World Tourism Organisation puts the number of annual visitors to the Arctic, including Alaska, at more than one million. Although far fewer tourists visit Antarctica, the rate of their growth is causing as much concern to environmentalists.

This year 33,000 people will visit the Antarctic region, up from about 7,400 a decade ago, according to the International Association of Antarctic Tour Operators (IAATO), which promotes responsible tourism practices. Scientists worry that this almost morbid curiosity with seeing the Earth's last great frontier before it melts away will only hasten the regions' deterioration.

«The growth in tourism has the potential to affect national research programmes and to increase the risk to the marine environment and terrestrial ecosystems,» says a report by the United Nations Environment Programme. But despite these concerns, it forecasts that visitor numbers will continue to climb as the sea ice in the region continues to retreat – opening up new passages for cruise ships. Environmental researchers point to the Antarctic as an area of particular concern. Dr Alan Hemmings, a polar regions environmental consultant, says that whereas the Arctic is parcelled out to such nations as America and Canada, whose governments have the authority to regulate tourism in the region, no state or international laws govern tourism practices in the Antarctic. Rather, supervision is handled through the Antarctic Treaty, which requires a unanimous decision by its member nations on any proposed tourism regulations. Hemmings says: «Glacier Bay in Alaska has a long history of cruise liners breaching waste disposal and pollution laws, yet Alaska is subject to US maritime regulations. Imagine what could happen in Antarctica where there are no formalised regulations».

Dr John Shears, of the British Antarctic Survey, says the Norwegian cruise ship which ran aground on Antarctica's Deception Island earlier this year was «a big wake-up call» for everybody concerned, and made it clear that a more stringent supervision of tourism is urgently needed. This year Antarctic treaty members came extremely close to implementing a legally binding set of tourism regulations, but the measure failed to receive the necessary unanimous vote. Instead, members agreed on a few key resolutions, which brought treaty members into line with existing IAATO by-laws. These include a specific limit on the number of visitors allowed ashore in the Antarctic and a ratio requirement of one guide for every 20 visitors. Treaty members also agreed to cap the number of cruise vessels visiting an area of the Antarctic at any one time to 40 and to allow only one vessel at a time to land on a particular site.

Shears says that while these resolutions are a step in the right direction, they are not legally binding and only apply to treaty members. They are far from a real solution to the big issues of polar tourism. «The big cruise liners are the main concern», he says. This year an American-flagged Princess Cruises ship, weighing 109,000 tons, carried an excess of 3,000 people into the Antarctic Peninsula. That is 200 people more than the entire population of Antarctic stations at the height of summer. Next year a Cyprus-flagged cruise liner, which is not party to the Antarctic Treaty, plans to land 1,200 people – more than twice the number sanctioned by treaty members.

THE DOUBLE WHAMMY OF CLIMATE CHANGE AND TOURISM

For millions of years the Antarctic has been cut off from the rest of the world by its remoteness, climate and the Southern Ocean's mighty circumpolar current. But its splendid isolation and that of its fragile ecosystems are now under unprecedented threat from the double whammy of climate change and a swelling flotilla of tourist cruise ships. So far, few alien species have become established on Antarctica: just a few kinds of meadow grass, and a flightless midge on Signey Island. But Rachel Clarke, senior environmental manager with the British Antarctic Survey, says invasive alien species represent a «huge potential problem» for native ecosystems. «Thanks to global warming and the increasing numbers of tourists, this is one of the greatest risks facing Antarctica – and is something we are working very hard to prevent».

(adapted from «Times Online», June 5, 2007)

1. What connotation (positive / negative) do the following words have: threat, concern, worry, morbid, deterioration, risk, whammy? Find them in the text, comment on their usage and say what effect they create.

2. What is the purpose of the multiple usage of the word «concern»?

3. What is meant by the phrases «a big wake-up call», «fragile ecosystem»?

4. What is the main idea of the article? What problems does it raise? Prove your ideas by the text.

LMS-платформа – не предусмотрена

5.2.27. Домашняя работа № 11

Примерный перечень тем

1. Монологическая речь. Тема "Театр"

Примерные задания

Подготовьте монологическое высказывание по одной из предложенных тем.

1. Theatre is being replaced by cinema, television, the Internet.

2. Theatre-goers are a particular group of people.

3. Theatre is a powerful instrument of education as well as art and culture.
4. Theatre sometimes can be a good register of a country's democratic value.
5. If you want to find answers to some important questions that life itself asks you, go to the theatre.

LMS-платформа – не предусмотрена

5.2.28. Домашняя работа № 12

Примерный перечень тем

1. Резюме при устройстве на работу

Примерные задания

Изучите данное объявление о вакансии. Напишите резюме от имени кандидата на должность. Western Incoming Tour Co

requires:

Hotel Reservation Manager

- Woman 22-35
- University Degree
- Fluent English
- Excellent computer user skills
- Excellent communication skills
- Highly responsible and hard worker

LMS-платформа – не предусмотрена

5.2.29. Домашняя работа № 13

Примерный перечень тем

1. Эссе. Тема "Карьера"

Примерные задания

Выберите одну из тем и напишите эссе объемом 300 слов.

1. One chooses one's career for life.
2. Some people live to work, others work to live.
3. Work is the grand cure of all the maladies and miseries that ever beset mankind (Th. Carlyle).
4. Work is an essential part of being alive. Your work is your identity.
5. Employment is a process determined by individual characteristics, job characteristics and appearance.
6. Job hunting: are you the one who is choosing or is being chosen?

Пример:

The average person spends around one-third of their life working, so it's no surprise that many people want to find a career that will be a good fit for them. Choosing a career first means learning as much as you can about yourself, your goals, and the larger context of work. Use the list below to help you begin that process.

1. Examine yourself.

What you enjoy doing and what you value can be helpful indicators about how you'd like to spend your working time. We're not talking about finding and following your passion—that approach tends to be misleading and confusing. But it's common to want to feel energized and even excited about what you do. Think over the following questions about your interests, values, and traits, and consider how you might answer them:

Interest-based questions:

What do you enjoy learning about?

How do you like to spend your time?

Do you enjoy manual labor or mental labor?

Do you enjoy working outside or inside?

Value-based questions:

What is most important in your life?

What are your priorities in life?

Where do you find meaning?

What change would you like to be a part of?

Trait-based questions:

What does success mean to you?

What do you want more of?

Which of your strengths do you enjoy the most?

Which of your skills are you most proud of?

2. Reflect on your motivations.

Once you've put together a list about you, turn to your motivations for working. Perhaps you want a career that will pay a higher entry-level salary than comparable occupations, or one that promises more flexibility so you can work from anywhere. Most careers won't feature everything you'd like, so it's important to understand your priorities.

Below, we've detailed a sample priorities list. Think over what you'd include on your list and how you'd organize your priorities.

Salary

Benefits

Autonomy

Work/life balance

Flexibility

Career growth

Read more: [9 Jobs for Better Work-Life Balance](#)

3. Think about your long-term goals.

What does your most perfect life look like? Make a list of your long-term goals, both personal and professional, to help you understand what it might take to reach them. For example: Do you want to rise past the managerial ranks and advance to the C-suite of a company? Do you want to own a house? Do you want to be able to travel—and how often?

The list you put together can also help you approach a job search more specifically. For example, if you want to work in the same industry 10 years from now, research which industries are poised to continue growing over the next decade and which to possibly avoid due to increasing automation or other factors.

Read more: [What Are Your Career Goals? Tips for Setting Your Goals](#)

4. Take different self-assessment tests.

There are a number of tests you can take to evaluate everything from your personality to your strengths—and even what career might be a good fit. But tests can be overly prescriptive, meaning they tend to impose categories on you. Rather than rely on them for a definitive answer, use them to continue learning more about yourself and your underlying motivations. If they present helpful answers, fold that knowledge into the larger picture you're compiling.

5. Explore sectors.

Learning more about each sector and its respective goals may help you determine where you'd be a strong fit. Think about which goals sound most interesting to you.

Private: You'll be employed through a privately owned company or corporation, which typically aims to increase growth and revenue.

Benefit: Greater potential for growth

Public: You'll be employed through a local, state, or federal government, which aims to keep public programs and institutions operating.

Benefit: Greater potential stability

Non-profit: You'll be employed through an organization not associated with private or public sectors, which is dedicated to addressing or fulfilling a public need. While it does not aim to make revenue the way private businesses do, it must earn enough to achieve its mission and cover overhead.

Benefit: Greater potential for meaning

6. Explore industries.

Along with sectors, researching different industries may help you identify a few that could be a good fit. Search for established industries to see if any seem worth investigating further. (In the US, common industries include energy, consumer goods, and media and entertainment [3].) Make a list of any that sound interesting and conduct additional research to find out about major roles, career trajectories, and projected growth,

7. Seek out professional resources.

In addition to thinking through the areas mentioned above on your own, you can also turn to various career resources for more guided help.

College career center: If you're still in college, take advantage of the career resources your college or university may offer. You may be able to meet with a counselor or advisor trained to help you transition from college to a career.

Career coach: You can find a career coach trained to help clients learn more about what kinds of work would best suit them. Career coaches are an additional expense, so make sure to research their credentials, experience, and background to make sure they will be a good fit for your needs.

Researching career options

You've likely gathered a lot of information by now. Once you have a bigger picture of yourself, start to conduct research on various career possibilities. You can use the list you made regarding your interests, values, and traits, combined with your top motivations, to begin looking for careers or industries that might be a good fit.

For example, do you really like drawing? Look at careers or industries requiring that talent to some extent. Are you interested in the issue of income inequality? Research organizations that work to improve that issue and browse their job openings site. Is one of your biggest strengths creative problem solving? Look for careers and industries that need your skill set.

Write down each option that sounds interesting, and pay attention to the results that will help you achieve your biggest priorities. For example, if flexibility is important to you then focus on remote roles rather than ones that require you to be in an office.

Explore career options on your list

Once you've come up with some career ideas that sound interesting, follow the next steps to help you explore each option.

1. Use job search sites. LinkedIn, Indeed, and Monster are just a few sites dedicated to posting job openings. As you peruse roles available in your area, read more about the responsibilities for each one. Highlight the job titles that sound like a good fit.

Helpful questions:

Does the job meet my needs and many of my preferences?

Does this career align with my values?

Will I accomplish one of my short-term or long-term goals with it?

What does it feel like to think about these career options?

2. Cross-reference company reviews. Use Glassdoor or other sites to learn more about a particular company you're considering, or conduct more general research on the industry in which they're situated. Pay attention to any current issues being discussed in that industry.

3. Set up informational interviews. If you've found a role at a specific company that sounds interesting, look to see if you have any connections you can ask for an informational interview. If you want to find more general information about a role, look for any connections you have—or connections of connections—who are currently doing that work. Asking about a career before you pursue one can help you gather useful information.

Эссе оцениваются в соответствии с критериями оценки, используемыми на Олимпиаде. Общая оценка состоит из 10 максимальных баллов, выставляемым по следующим параметрам:

Соответствие текста эссе выбранной теме (relevance to the topic)

Философское понимание выбранной темы (philosophical understanding of the topic)

Убедительность приводимых аргументов (persuasive power of argumentation)

Согласованность, последовательность, логичность изложения (coherence)

Оригинальность эссе (originality)

В описании требований, в частности, указано следующее:

'In assessing the essays, the assessors do not expect that the student would know the philosophical works of the author on whose citation s/he is writing. Indeed, they do not assume that s/he knew the larger context of the citation.

All that is expected of the student, as far as the citation is concerned, is that s/he can provide a coherent and philosophically meaningful interpretation of the citation. That is, (a) to identify a philosophically meaningful question that is in accordance with the whole citation and (b) to identify an associated claim (or an idea) that is been presented'.

Т.е. специальное знание философских текстов не обязательно (хотя некоторое знание истории философии и понимание особенностей философского мышления и постановки проблем, конечно, приветствуется).

Важнее понимание сути проблем, умение рассуждать, приводить корректные аргументы

LMS-платформа – не предусмотрена

5.2.30. Домашняя работа № 14

Примерный перечень тем

1. Экстенсивное чтение

Примерные задания

Выберите англоязычное художественное произведение, прочитайте его и подготовьте презентацию, включающую краткий пересказ, лингвистический анализ произведения.

Время презентации 12 минут.

On phono-graphical level we can speak about sound instrumenting and sound symbolism. The first one is a number of phonetic means contributing to reinforcement of emotional and expressive meaning of the utterance. It involves alliteration – repetition of the same or similar consonant sounds at close distance, for example: Mr Chairman, ladies and gentlemen, most of my Cabinet colleagues have started their speeches of reply by paying very well deserved tributes to their junior Ministers. At Number 10 I have no junior ministers. There is just Denis and me, and I could not do without him. As for sound symbolism, this theory claims that sound and sound clusters have a certain emotional meaning. The repetition of sounds “m” and “n” is “responsible” for tenderness. These sounds make the feeling of something very quiet, something happy and gentle. Alliteration adds a textural complexity to the speech and makes it more engaging, the speech becomes more expressive.

In the text analyzed there are no cases of graphons exist. And it is not a surprise, thus the speech was prepared and carefully written by the prime minister.

5. Analyse expressive means and stylistic devices on the morphological level:

- a) Describe the stylistic usage of the grammatical categories of different parts of speech.
- b) Describe the types of grammatical transposition and provide examples.

In the text there is the stylistic usage of the grammatical categories of different parts of speech such as the usage of a definite article together with the epithet which serves as an intensifier of the epithet used in the character's description: It is the unseen robber of those who have saved. Of course, our vision and our aims go far beyond the complex arguments of economics, but unless we get the economy right we shall deny our people the opportunity to share that vision and to see beyond the narrow horizons of economic necessity.

Another interesting point is the usage of pronoun we. It is used to achieve self-identification with the society: This week at Brighton we have heard a good deal about last week at Blackpool. We just must, because now there is even more at stake than some had realized. We have made the first crucial changes in trade union law to remove the worst abuses of the closed shop, to restrict picketing to the place of work of the parties in dispute, and to encourage secret ballots.

One of the types of the grammatical transposition presented in the text is historical present. It is the transposition of a certain grammatical form. The author switches tenses here, mostly to describe past using the present tense.

Example: "At our party conference last year I said that the task in which the Government were engaged - to change the national attitude of mind - was the most challenging to face any British Administration since the war. Challenge is exhilarating." Another interesting point is the usage of Perfect forms (actions or thoughts that are connected with the past).

Examples: "Mr Chairman, ladies and gentlemen, most of my Cabinet colleagues have started their speeches of reply by paying very well deserved tributes to their junior Ministers. This week at Brighton we have heard a good deal about last week at Blackpool. "

6. Analyse the lexical means of the text in terms of stylistic classification of the English vocabulary: neutral words, common and special literary words, common and special colloquial words. Provide examples.

Standard (received) English vocabulary is divided into neutral, common literary and common colloquial vocabulary.

Neutral vocabulary is the most productive means of word-building, the main source of synonymy and polysemy: This week we Conservatives have been taking stock, discussing the achievements, the set-backs and the work that lies ahead as we enter our second parliamentary year.

Some common literary words such as "Inflation is the parent of unemployment".

Common colloquial words like "So at international conferences to discuss economic affairs many of my fellow Heads of Government find our policies not strange, unusual or revolutionary, but normal, sound and honest".

7. Find and analyse lexical expressive means and stylistic devices used individually or in convergence. Interpret the given cases from the point of view of semantics, originality, expressiveness, syntactic function, vividness and elaboration of the created image.

The text has different stylistic devices based on similarity such as metaphor, transference of some quality from one object to another, – "Inflation is the parent of unemployment", "Well, if this is the death of capitalism, I must say that it is quite a way to go". Also, in this abstract there are stylistic devices based on interaction of logical and emotive meanings such as epithet i.e. "I am, however, very fortunate in having a marvellous deputy who is wonderful in all places at all times in all things - Willie Whitelaw". Also, in the text analyzed there is a simile, stylistic device based on intensification of a certain feature, for example, "If spending money like water was the answer to our country's problems, we would have no problems now".

8. Analyse the stylistic function of phraseology, give two examples.

The stylistic function of PU is a special, in comparison with the neutral way of expression, purposefulness of language means to achieve a stylistic effect with preservation of the general intellectual content of the statement. The use of phraseology can be seen to contribute to clarity of expression and ease of comprehension in formal registers. Stylistic function of phraseology can be shown as a set phrases – linguistic units, the meaning of which is understood only from the combination of the whole. There are some examples of the PU's usage:

In its first seventeen months this Government have laid the foundations for recovery.

They see crime and violence as a threat not just to society but to their own orderly way of life. It is sometimes said that because of our past we, as a people, expect too much and set our sights too high.

9. Analyse the text in terms of intertextuality. Provide two examples, indicating the pretext and the purpose of the reference.

Intertextuality is an implicit or explicit reference to an existing preceding text, which becomes associatively linked with the main text and enriches its context. In the text analyzed there are no examples of intertextuality as this speech was written to present the aims and necessity of new reform.

10. Analyse expressive means and stylistic devices on the syntactical level:

a) Identify compositional patterns of syntactical arrangement (detached construction, parallel construction, repetition,)

b) Find particular ways of combining parts of the utterance (asyndeton, polysyndeton, the gap-sentence link).

c) Find cases of particular use of colloquial constructions (ellipsis, break-in-the narrative).

d) Analyse stylistic use of structural meaning (rhetorical questions).

There are some examples of detached construction: Well, if this is the death of capitalism, I must say that it is quite a way to go. Today, after many years of monetary self-discipline, they have stable, prosperous economies better able than ours to withstand the buffeting of world recession.

In the text it is possible to find parallel construction: Inflation is the parent of unemployment. It is the unseen robber of those who have saved.

There are some examples of the compositional pattern of repetition, such as anaphora – a repetition of a word or words at the beginning of 2 or more clauses, sentences: You can add that today many more married women go out to work. You can stress that, because of the high birthrate in the early 1960s, there is an unusually large number of school leavers this year looking for work and that the same will be true for the next two years. You can emphasise that about a quarter of a million people find new jobs each month and therefore go off the employment register. And you can recall that there are nearly 25 million people in jobs compared with only about 18 million in the 1930s. You can point out that the Labour party conveniently overlooks the fact that of the 2 million unemployed for which they blame us, nearly a million and a half were bequeathed by their Government. Without a healthy economy we cannot have a healthy society. Without a healthy society the economy will not stay healthy for long.

In this text are shown examples of particular ways of combining parts of the utterance, such as asyndeton– omission of conjunctions: Because of what happened at that conference, there has been, behind all our deliberations this week, a heightened awareness that now, more than ever, our Conservative government must succeed. We have undertaken a heavy load of legislation, a load we do not intend to repeat because we do not share the Socialist fantasy that achievement is measured by the number of laws you pass. We have made the first crucial changes in trade union law to remove the worst abuses of the closed shop, to restrict picketing to the place of work of the parties in dispute, to encourage secret ballots.

In the abstract analyzed there is one examples of ellipsis – omission of words needed to complete the construction and the sense. “Independence?” = What kind of independence did they bring?

The author used a break-in-the narrative stylistic device: For the first time nationalised industries and public utilities can be investigated by the monopolies commission - a long overdue reform ...

The author also used some rhetorical questions in order to persuade or subtly influence the audience, to emphasize a point or just to get the audience thinking: If I could press a button and genuinely solve the unemployment problem, do you think that I would not press that button this instant? Does anyone imagine that there is the smallest political gain in letting this unemployment continue, or that there is some obscure economic religion which demands this unemployment as part of its ritual?

To sum up, this very text is specially written by the playwright to announce it before a large and important audience, thus it is completely requires all literary norms of the English language. Grammatical constructions are correct and there is no derivation of punctuation or spelling.

11. Expose the semantic space of the text (basic concepts, key words of the text, literary space and time, their linguistic representation). Which concepts are basic?

Key words: unemployment, economics, Conservatives, Liberals, British Government.

In 1980, the Prime Minister announced that she would not change her economic audit, which she had carried out since 1979. The line is made up in a "liberal-monetarist" approach, in particular in government spending austerity. The downside was found to rise to 2 million people in 1980. Thatcher proceeded from the fact that that were "temporary requirements», and people must "be patient" until that policy produced results - a reduction in government spending would improve profits, reduce the tax burden on the enterprise, as a result of which unemployment would decrease, and so on.

LMS-платформа – не предусмотрена

5.2.31. Домашняя работа № 15

Примерный перечень тем

1. Подготовка к дискуссии. Тема "Медицина и здравоохранение"

Примерные задания

Изучите статьи о традиционной и нетрадиционной медицине. На основе прочитанного составьте список аргументов за и против традиционной / нетрадиционной медицины. Подготовьтесь высказать свою точку зрения н проблему, подкрепляя её аргументами. Did you ever think that heroin addiction could be treated with acupuncture? Few of us have. Acupuncture has been used for 3,000 years for everything from allergies to chronic pain, but since 1973 there has been an increase in using acupuncture as a treatment for addictions.

Acupuncture works on the concept of yin and yang - two complementary and opposing dynamics found in nature. When we are healthy, our yin and yang is said to be in balance. Addicts are found to be lacking in yin, and since yin is like water and yang is like fire, a shortage of yin means the fire of yang can grow out of control.

As a treatment or therapy, acupuncture needles stimulate certain locations in the body to improve the corresponding problem area. Research has shown that acupuncture raises endorphin levels, which are natural painkillers, found in and produced by the body. It was noted that addicts

were better able to curb cravings and withdrawal symptoms when endorphin levels were kept high.

(From «Acupuncture for Addictions» by Healthy News Service, April 19, 2007)

2. Whom do healers fear?

Law-abiding representatives of nontraditional medicine must have a license and be actually able to confirm the positive results of their healing activity. In a «List of Works and Services Falling Within Medical Activity Performed on the Basis of Licensing» published in 2001 it said that all the methods of restoring health and diagnosis permitted by the Ministry of Health (which include many methods used in practice by folk healers) are subject to licensing, and therefore healing activity without a license is outside the law. Folk healers without a license, attracting patients with promises of wondrous healing, even of hard-to-treat illnesses, AIDS, drug addiction, mental illnesses and cancer, indeed operate by a banal extraction of money. If after the «session» the patient gets a brief improvement in his condition, it is not necessary to forget about the effect of autosuggestion called «the placebo effect» by scientists (from the Latin «placebo» – «I heal» [Translator's note: actually, it means «I will please»]). Common sense warnings are not in effect when a seriously ill patient wants to believe in quick «mystical» help and traditional treatment does not promise a quick result. Specialists of the Moscow City Licensing Chamber wave their hands helplessly when they see these examples, but they can monitor only those healers who have a license.

(from «Moskovskaya Pravda», April 12, 2004)

3. There are many alternate health practices, from herbs and acupuncture to homeopathic products, chiropractic care and yoga. Insurance usually won't cover them, so Americans are spending more than \$30 billion a year out of pocket to get them, says Stuart Bondurant, a dean at Georgetown University Medical Center. He chaired the Institute of Medicine expert panel asked to report on key research and policy questions by the National Center for Complementary and Alternative Medicine, which is part of the National Institutes of Health. [...]

Overall use of alternative medicine has stayed about the same for 14 years, says panel member David Eisenberg of Harvard Medical School, who did the first large survey on the issue in 1990. But herbal product use jumped 50% from 1997 to 2002.

Nearly 1 in 5 adults use herbs for symptoms as diverse as menopausal hot flashes and memory problems. But consumers can't count on getting the product promised on the label, the IOM panel warns. These supplements, such as ginkgo, are regulated like foods, not drugs, and manufacturers don't have to prove safety and effectiveness. [...] Some herbs can be dangerous when taken with traditional medicines, and about two-thirds of Americans using alternative therapies don't tell their doctors, according to Eisenberg's studies.

«Most of our products are very safe», says Judy Blatman of the Council for Responsible Nutrition, a trade group for the vitamin and herb industry. [...]

Federal agencies should invest in more alternative medicine research, and incentives should be created for private firms to do research because they don't gain patents for their investments like drugmakers do, the panel says. More than 7,000 controlled trials on alternative therapies have been published. Quality varies but is improving.

(From «Non-traditional medicine is no fad» by Marilyn Elias, USA TODAY)

4. «I know that homeopathy is getting very popular now, and holistic medicine, where people look for herbal healing and healing that looks at the whole person, their psychological problems and their psychological make up as well as just their psychological symptoms. It treats the whole person and not just the illness, which I think is a sensible way of dealing with it. So many

illnesses come from the mind. Some people get stomach aches, not because of what they've eaten, just because they are stressed out from worrying about something and they don't even realize it, and it's their body telling them they need to relax a bit more».

«Mental stress and mental over-activity greatly contribute to disease and ill health, and that many malfunctions in our body are not diseases in themselves but symptoms of deeper problems within us. Many of these internal stresses or disharmonies can be greatly relieved by such activities as yoga or meditation».

«If you want quick recovery without any complications, don't address any doctor, but rely on your own internal healing energies».

(people's opinions on alternative medicine)

5. In the late 1980s, the national healthcare system was challenged by a serious rival non-traditional medicine. The world of healers counterpoised traditional medicine not only with a wide range of uncustomary treatment methods, but also with a completely different socio-cultural, economic and organizational foundation.

What we have on the one hand is the rationalism of European, materialistic science with its technical achievements, narrow specialization and «safety» suggesting strict control of innovations, carrying out obligatory experiments, medical statistics and so on. On the other hand, we face esoteric Oriental teaching, folk-medicine, transcendental powers or incomprehensible logic, the universalism of a healer, and a readiness to use healing methods whose effect on the human body is a mystery to the patient and the healer alike.

On the one hand, there is a standardized, complex medical education provided in state educational institutions, post-graduation, diplomas and degrees and so on. On the other hand, there is a mysterious way of receiving knowledge by the selected students (sometimes hereditarily), and a lack of any recognized certificates confirming the healer's qualification. On the one hand, we have a centralized, complex net of state and municipal institutions, providing free national medical services. On the other hand, total decentralization, an unregulated market, aggressive advertising and extensive, albeit spontaneous, use of net marketing. [...]

Such overwhelming support for the authority of traditional medicine is in many ways determined by the fact that healing is still terra incognita for three-quarter of the Russian population: as little as 26% reported having dealt with non-traditional medicine.

(from «Traditional and Non-traditional medicine» by Kertman G., July 25, 2002)

LMS-платформа – не предусмотрена

5.2.32. Домашняя работа № 16

Примерный перечень тем

1. Анализ текста. Тема "Медицина"

Примерные задания

Выполните задания.

A DEDICATED DOCTOR

Read the text and complete the tasks that follow.

Sir Lancelot strode across the ward, drew up sharply, and looked over the patients in the two rows of beds. He thundered over to the bedside of a small, nervous man in the corner. Sir Lancelot pulled back the bedclothes like a conjuror revealing a successful trick.

«You just lie still, old fellow» he boomed cheerfully at the patient. «Don't you take any notice of what I'm going to say to these young doctors. You won't understand a word of what we're

talking about, anyway. Now you, my boy» he continued, gripping me tightly by the arm, as I was nearest, «take a look at that abdomen».

I gazed at the abdomen for a whole minute but it appeared no different from any that might be seen on Brighton beach. When I thought I had inspected it long enough to satisfy the Chief, I diffidently stretched out my arm and prodded about with my finger in search of a lump. «Gently, boy», Sir Lancelot began again. «You're not making bread. Remember», his finger came up again warningly, «a successful surgeon must have the eye of a hawk, the heart of a lion, and the hand of a lady».

With a flow of relief, I finally discovered the lump. It was about the size of an orange and tucked under the edge of the ribs. We lined up and felt it one after the other, while Sir Lancelot looked on closely and corrected anyone going about it the wrong way. Then he pulled a red pencil from the top pocket of his coat and handed it to me.

«Where are we going to make the incision?» he asked. By now the patient was forgotten; it was the lump we were after. Sir Lancelot had an upsetting habit of treating the owners of lumps as if they were already rendered unconscious by the anaesthetic. I drew a modest line.

«Keyhole surgery!» said Sir Lancelot with contempt. «Damnable! Give me the pencil!» He snatched it away. «This, gentlemen, will be our incision». He drew a broad, decisive, red sweep from the patient's ribs to below his umbilicus. «We will open the patient like that. Then we can have a good look inside. Right - take a better look at the lump we've been feeling. Do you think it's going to be easy to remove?» he asked me, gripping my arm again. «No, sir».

«Correct - it's going to be most difficult. And dangerous. There are at least a dozen ways in which we can make a slight error - even though we are experienced surgeons - and kill the patient like that!» He snapped his fingers frighteningly.

At that point the patient restored his personality to the notice of his doctors by vomiting.

1. It is not stated explicitly (directly) in the text who and what the narrator and Sir Lancelot are. What do you think about them? What are they? Prove your ideas by the text.

2. Find words describing the way Sir Lancelot:

a) walked; b) stopped walking; c) spoke; d) took hold of someone; e) took something away; f) drew a line; g) made a gesture with his hands.

Find words describing the way the narrator:

a) looked at something; b) moved his arm; c) touched someone; d) drew a line.

What effect do these words create?

3. What do you think of the last sentence of the story?

4. What can you say of the attitude of Sir Lancelot to his patients? To his students? Prove your ideas by the text.

5. What kind of story is this? How can you define its genre?

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5.3. Описание контрольно-оценочных мероприятий промежуточного контроля по дисциплине модуля

5.3.1. Зачет

Список примерных вопросов

1. 1. Представьте рассуждение на заданную тему (монологическое высказывание и беседа с эк-заменатором). 2. Прочитайте текст на английском языке, перескажите его и произведите лингвистический анализ текста.

LMS-платформа – не предусмотрена

5.3.2. Экзамен

Список примерных вопросов

1. 2. Задание №1. Прочитайте текст на английском языке, перескажите его и произведите лингвистический анализ текста. I claim an absolute right to be interested in the condition of the human fetus because ... well, I used to be one myself. I was in my early teens when my mother told me that a predecessor fetus and a successor fetus had been surgically removed, thus making me an older brother rather than a forgotten whoosh. I hope the thought of this hasn't made me unusually self-centered, or more than usually so. And I've since become the father of several fetuses, three of which, or perhaps I had better say three of whom, became reasonably delightful children. There was a time, it seemed, when I couldn't sneeze on a woman without becoming a potential father. Then there were warped coils, tattered sheaths, missed pills, even moments of grim abandon. I could have been like P. G. Wodehouse's male codfish, which, suddenly discovering itself to be the parent of several million baby codfish, cheerfully resolves to love them all. But nature and nurture were both lenient. Some of those start-up operations never made it to full term for mysterious reasons, and at least once I found myself in a clinic while "products of conception" were efficiently vacuumed away. I can distinctly remember thinking, on the last such occasion, that under no persuasion of any kind would I ever allow myself to be present at such a moment again. (Having once written a mildly "pro-life" essay, I now find that "christopherhitchens.com" links you instantly to a Web site called abortionismurder.org, emblazoned with a ghastly photograph of a dead 21-week-old baby. I resent this crude, uninvited annexation. The decision I took was mine and taken for myself alone. If it doesn't have a moral basis, it does at least have a very strong instinctual one. But can I or should I be able to make it for anyone else? Three decades ago this month, in the matter of Roe v. Wade, the United States Supreme Court ruled that this question was circumscribed by a privacy right which resolved the whole agony into a matter of personal choice. Ever since then, the abortion "issue" has been the most fervently debated social problem in America. And, as a mobilizing matter, it has gained rather than lost potency. (Most of the Democrats I know still cling to the wreck of their party for this reason above all, or in some cases for this reason alone.) And in no other country or culture has the struggle of "choice" versus "life" been fought so hard, or for so long. This isn't surprising when you reflect that: • The United States is the birthplace of the modern feminist movement. • The United States is the nation par excellence that decides its most grave matters in its courts rather than its legislature. • The United States is the most religious as well as the most secular of societies. • The United States is the country most wedded to the idea of individualism. • The United States is the special site of medical and scientific innovation. • The United States is the chief bastion of puritanism as regards the family. • The United States is the great bridgehead and laboratory of hedonism as regards everything else. 3. Задание №2. Представьте рассуждение на заданную тему (монологическое высказывание и беседа с экзаменатором). 4. Объем текста для чтения, пересказа и анализа составляет 3000-5000 печатных знаков. Тексты публицистического и художественного стилей подбираются в соответствии с пройденными в курсе темами. The 1973 Roe v. Wade decision is therefore the perfect hinge for a full-dress cultural war. It was, in strict political time,

a late triumph of the 60s ethos of “liberation” from social and sexual constraint. It was achieved by the courts rather than by the voters, George McGovern having been obliterated in the preceding year’s presidential election amid jeers about his endorsement of “acid, amnesty, and abortion.” But the trick was turned back on the conservatives by a shrewd tactical maneuver, which redefined the uterus as a location of private property and individual liberty. Ever since, and in a drama which becomes at times quite surreal, the “left” in this dispute has defended the right of the autonomous person to be let alone by the state, while the “right” has called for the deployment of “big government” intrusion into the most intimate of all conceivable spheres. In the brisk paragraphs above, you will note that I have semiconsciously employed the terms “birthplace,” “grave,” and “conceivable.” This idiom of this argument is basic and elemental. It’s about the essentials. Thus, the justification proposed by the “right” for its intrusiveness is that the fetus is also an autonomous individual, and that society cannot decently permit one body (or soul) to be owned or disposed of by another. The echo of the slavery argument is often intentional here and has been used to justify violence against abortion clinics on the grounds that John Brown did the same to slaveholders. Fortunately for the slaves, I have often thought, their liberation became necessary in order to preserve the Union. The same cannot be said for the blissfully unaware occupants of American wombs. (And I can’t help noticing that quite a few pro-life activists revere the fetus second only to the way in which they cherish the Confederate flag.) There was a time when the feminist movement replied to this with militant indignation. What “individual”? What “person”? The most famous title of the period—Our Bodies, Ourselves—captures the tone to perfection. If we need to remove an appendix or a tumor from our own personal spaces, then it’s nobody else’s goddamn business. I used to cringe when I heard this, not so much because in the moral sense fetuses aren’t to be compared to appendixes, let alone tumors, but because it is obvious nonsense from the biological and embryological points of view. Babies come from where they come from. The diagram of a vacuum-suction abortion in Our Bodies, Ourselves gave the female anatomy in some detail but showed only a void inside the uterus. This perhaps unintended concession to queasiness has since become more noticeable as a consequence of advances in embryology, and by the simple experience of the enhanced sonogram. Women who have gazed at the early heartbeat inside themselves now have some difficulty, shall we say, in ranking the experience with the planned excision of a polyp. Even so, the case is most often stated at its extremes. Who, we are asked, dares claim the right to force a woman to give birth, perhaps to a child that is the product of rape or incest? And then, if it is mildly pointed out that contraception is widely available to forestall such nightmares, Holy Mother Church steps forward to forbid it, to describe an ectopic pregnancy as a fully human life, and to denounce the IUD as an abortifacient or, in effect, little better than a murder weapon. Ignorant armies clash by night. On receiving her Nobel Peace Prize in 1979 (never having done, or even claimed to have done, anything for peace), Mother Teresa informed her stunned Scandinavian audience that the greatest threat to world peace was abortion. On several other occasions, she made contraception morally equivalent to the termination of pregnancy. Thus the condom is among the greatest threats to world peace ... It is quite wrong to accuse only feminists of hysteria on this question (and here again the language is loaded, since the ancient Greek word for uterus is hystera). 5. Темы подбираются в соответствии с пройденными в семестре темами.

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5.4 Содержание контрольно-оценочных мероприятий по направлениям воспитательной деятельности

| Направление воспитательной деятельности | Вид воспитательной деятельности | Технология воспитательной деятельности | Компетенция | Результаты обучения | Контрольно-оценочные мероприятия |
|---|---|---|-------------|---------------------|----------------------------------|
| Воспитание поликультурности и толерантности | культурно-просветительская деятельность | Технология повышения коммуникативной компетентности | ПК-1 | П-1 | Практические/семинарские занятия |