

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ
ПО ДИСЦИПЛИНЕ**

Практический курс первого иностранного языка

Код модуля
1154553(1)

Модуль
Практический курс первого иностранного языка

Екатеринбург

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Согласовано:

Управление образовательных программ

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Авторы:

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

1.	Объем дисциплины в зачетных единицах	29	
2.	Виды аудиторных занятий	Практические/семинарские занятия	
3.	Промежуточная аттестация	Экзамен	
4.	Текущая аттестация	Контрольная работа	20
		Домашняя работа	20

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 -Способность воспринимать на слух аутентичную речь в естественном для носителей языка темпе, независимо от особенностей произношения и канала речи (от живого голоса до аудио- и видеозаписи)	З-1 - Знать особенности артикуляционной базы иностранного языка по сравнению с артикуляционной базой русского языка П-1 - Владеть навыками восприятия на слух аутентичной речи У-1 - Воспринимать на слух аутентичную речь в естественном для носителей языка темпе	Домашняя работа № 10 Домашняя работа № 11 Домашняя работа № 12 Домашняя работа № 13 Домашняя работа № 14 Домашняя работа № 15 Домашняя работа № 16 Домашняя работа № 17 Домашняя работа № 18 Домашняя работа № 19 Домашняя работа № 2 Домашняя работа № 20 Домашняя работа № 3 Домашняя работа № 4 Домашняя работа № 5 Домашняя работа № 6 Домашняя работа № 7 Домашняя работа № 8 Домашняя работа № 9 Домашняя работа №1

		<p>Контрольная работа № 10 Контрольная работа № 11 Контрольная работа № 12 Контрольная работа № 13 Контрольная работа № 14 Контрольная работа № 15 Контрольная работа № 16 Контрольная работа № 17 Контрольная работа № 18 Контрольная работа № 19 Контрольная работа № 2 Контрольная работа № 20 Контрольная работа № 3 Контрольная работа № 4 Контрольная работа № 5 Контрольная работа № 6 Контрольная работа № 7 Контрольная работа № 8 Контрольная работа № 9 Контрольная работа №1 Практические/семинарские занятия Экзамен</p>
<p>ПК-2 -Способность владеть устойчивыми навыками порождения речи на иностранных языках с учетом их фонетической организации, нормы и узуса и стиля языка</p>	<p>З-1 - Знать основные принципы порождения речи на иностранных языках с учетом их фонетической организации, нормы и узуса и стиля языка П-1 - Адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм У-1 - Адекватно передать при переводе коммуникативно-функциональное содержание исходного материала равноценными средствами переводящего языка</p>	<p>Домашняя работа № 10 Домашняя работа № 11 Домашняя работа № 12 Домашняя работа № 13 Домашняя работа № 14 Домашняя работа № 15 Домашняя работа № 16 Домашняя работа № 17 Домашняя работа № 18 Домашняя работа № 19 Домашняя работа № 2 Домашняя работа № 20 Домашняя работа № 3 Домашняя работа № 4 Домашняя работа № 5 Домашняя работа № 6 Домашняя работа № 7 Домашняя работа № 8 Домашняя работа № 9 Домашняя работа №1 Контрольная работа № 10 Контрольная работа № 11 Контрольная работа № 12 Контрольная работа № 13 Контрольная работа № 14 Контрольная работа № 15 Контрольная работа № 16 Контрольная работа № 17 Контрольная работа № 18</p>

		<p>Контрольная работа № 19 Контрольная работа № 2 Контрольная работа № 20 Контрольная работа № 3 Контрольная работа № 4 Контрольная работа № 5 Контрольная работа № 6 Контрольная работа № 7 Контрольная работа № 8 Контрольная работа № 9 Контрольная работа №1 Практические/семинарские занятия Экзамен</p>
<p>ПК-4 -Способность осуществлять предпереводческий анализ письменного и устного текста, способствующий точному восприятию исходного высказывания, прогнозированию вероятного когнитивного диссонанса и несоответствий в процессе перевода и способов их преодоления</p>	<p>З-1 - Знать основные признаки текстов художественной литературы, публицистических, юридических, технических текстов и т.д. П-1 - Владеть навыками редактирования текста перевода, принимая во внимание лингвостилистические особенности оригинала У-1 - Проводить анализ текста оригинала с лингвостилистической позиции</p>	<p>Домашняя работа № 10 Домашняя работа № 11 Домашняя работа № 12 Домашняя работа № 13 Домашняя работа № 14 Домашняя работа № 15 Домашняя работа № 16 Домашняя работа № 17 Домашняя работа № 18 Домашняя работа № 19 Домашняя работа № 2 Домашняя работа № 20 Домашняя работа № 3 Домашняя работа № 4 Домашняя работа № 5 Домашняя работа № 6 Домашняя работа № 7 Домашняя работа № 8 Домашняя работа № 9 Домашняя работа №1 Контрольная работа № 10 Контрольная работа № 11 Контрольная работа № 12 Контрольная работа № 13 Контрольная работа № 14 Контрольная работа № 15 Контрольная работа № 16 Контрольная работа № 17 Контрольная работа № 18 Контрольная работа № 19 Контрольная работа № 2 Контрольная работа № 20 Контрольная работа № 3 Контрольная работа № 4 Контрольная работа № 5 Контрольная работа № 6 Контрольная работа № 7 Контрольная работа № 8</p>

		Контрольная работа № 9 Контрольная работа №1 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

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 – 1.00		
Текущая аттестация на практических/семинарских занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>домашняя работа №1</i>	1,2	10
<i>домашняя работа №2</i>	1,6	10
<i>домашняя работа №3</i>	1,8	10
<i>домашняя работа №4</i>	1,10	10
<i>контрольная работа №1</i>	1,4	15
<i>контрольная работа №2</i>	1,9	15
<i>контрольная работа №3</i>	1,11	15
<i>контрольная работа №4</i>	1,15	15
Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.50		
Промежуточная аттестация по практическим/семинарским занятиям– экзамен		
Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.50		
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 № 5</i>	2,2	10
<i>домашняя работа № 6</i>	2,6	10
<i>домашняя работа № 7</i>	2,8	10
<i>домашняя работа № 8</i>	2,10	10

контрольная работа № 5	2,4	15
контрольная работа № 6	2,9	15
контрольная работа № 7	2,11	15
контрольная работа № 8	2,15	15
Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.5		
Промежуточная аттестация по практическим/семинарским занятиям–экзамен		
Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.5		
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

3. 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 – 1.00		
Текущая аттестация на практических/семинарских занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>домашняя работа № 9</i>	3,2	10
<i>домашняя работа № 10</i>	3,6	10
<i>домашняя работа № 11</i>	3,8	10
<i>домашняя работа № 12</i>	3,10	10
<i>контрольная работа № 9</i>	3,4	15
<i>контрольная работа № 10</i>	3,9	15
<i>контрольная работа № 11</i>	3,11	15
<i>контрольная работа № 12</i>	3,15	15
Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.50		
Промежуточная аттестация по практическим/семинарским занятиям–экзамен		
Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.50		
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 № 13</i>	4,2	10
<i>домашняя работа № 14</i>	4,6	10
<i>домашняя работа № 15</i>	4,8	10
<i>домашняя работа № 16</i>	4,10	10
<i>контрольная работа № 13</i>	4,4	15
<i>контрольная работа № 14</i>	4,9	15
<i>контрольная работа № 15</i>	4,11	15
<i>контрольная работа № 16</i>	4,15	15
Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.5		
Промежуточная аттестация по практическим/семинарским занятиям– экзамен		
Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.5		
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 – 1.00		
Текущая аттестация на практических/семинарских занятиях	Сроки – семестр, учебная неделя	Максимальная оценка в баллах
<i>домашняя работа № 17</i>	5,2	10
<i>домашняя работа № 18</i>	5,6	10
<i>домашняя работа № 19</i>	5,8	10
<i>домашняя работа № 20</i>	5,10	10
<i>контрольная работа № 17</i>	5,4	15
<i>контрольная работа № 18</i>	5,9	15
<i>контрольная работа № 19</i>	5,11	15
<i>контрольная работа № 20</i>	5,15	15

Весовой коэффициент значимости результатов текущей аттестации по практическим/семинарским занятиям– 0.50		
Промежуточная аттестация по практическим/семинарским занятиям–экзамен		
Весовой коэффициент значимости результатов промежуточной аттестации по практическим/семинарским занятиям– 0.50		
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
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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. 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, музыка, книги, работа по дому, еда
 8. Образование: среднее и высшее образование в России, США, Великобритании, проблемы высшего образования
 9. Иноязычная культура: традиции, праздники, стиль жизни в англоязычных странах и в России
 10. Социальная жизнь и социальные проблемы: здравоохранение, 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
- LMS-платформа
1. не предусмотрено

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.

Intellectual Merit

The hypothesis that online learning can improve outcomes and simultaneously reduce instructional costs will be tested and fully explored for a foundational set of STEM learning outcomes related to tensile strength testing. The virtual simulator has the potential to improve learning based on research indicating that simulation games can engage and motivate students and improve learning rates and knowledge retention. The project has the potential to provide fundamental improvements in teaching and learning through technology. The project will have a comprehensive assessment of student learning, and a quasi-experimental research design, to determine the impact of the simulator on students and their instructors compared to traditional learning without the simulator.

LMS-платформа

1. не предусмотрено

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.

Direct and Indirect costs

Direct costs are costs directly attributable to the grant activities. Typical examples of direct costs are salary, fringe benefits, travel, equipment, supplies:

Make sure your direct costs listed in your budget are mentioned in your project narrative.

Determine how much time from each person will be allocated to the grant work.

Determine equipment costs, and figure out what can be reasonably accomplished given funding recommendations or guidelines by the funding agency.

Indirect costs are called general and administrative costs. These are costs that are required to run the institution, but are not directly attributable to the activities of the grant. Typical examples of indirect costs would include utilities, rent, legal services, insurance cost, and other items necessary to run an organization, but difficult to be allocated directly to one project.

LMS-платформа

1. не предусмотрено

5.2.3. Контрольная работа № 3

Примерный перечень тем

1. Интонация, тон

Примерные задания

Прочитайте предложенный отрывок, соблюдая интонационные рисунки английского языка.

As we speak, large, organized caravans are on the march to the United States. We have just heard that Mexican cities, in order to remove the illegal immigrants from their communities, are getting trucks and buses to bring them up to our country in areas where there is little border protection. I have ordered another 3,750 troops to our southern border to prepare for this tremendous onslaught.

This is a moral issue. The lawless state of our southern border is a threat to the safety, security, and financial wellbeing of all America. We have a moral duty to create an immigration system that protects the lives and jobs of our citizens. This includes our obligation to the millions of immigrants living here today who followed the rules and respected our laws. Legal immigrants enrich our nation and strengthen our society in countless ways.

LMS-платформа

1. не предусмотрено

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) Untid
- LMS-платформа
1. не предусмотрено

5.2.5. Контрольная работа № 5

Примерный перечень тем

1. Свободное время: хобби, интересы, кино, театр, му-зыка, книги, работа по дому, еда.

Примерные задания

Переведите предложения.

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

1. не предусмотрено

5.2.6. Контрольная работа № 6

Примерный перечень тем

1. Грамматика. Времена английского языка

Примерные 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

1. не предусмотрено

5.2.7. Контрольная работа № 7

Примерный перечень тем

1. Предлоги английского языка

Примерные 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. From my previous employers is a small local wildlife charity, from 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

1. не предусмотрено

5.2.8. Контрольная работа № 8

Примерный перечень тем

1. Грамматика: артикли

Примерные 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 18 desert island paradise, your description would probably match the Polynesian island of 19 Tahiti. Located in 20 Southern Pacific Ocean, Tahiti is the largest island in 21 French Polynesia. This idyllic, isolated island was amongst some of 22 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 23 volcanic eruptions. There are four peaks on 24 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 25 enormous number of magnificent trees, ferns and flowering plants interspersed with waterfalls, rivers and deep valleys.

LMS-платформа

1. не предусмотрено

5.2.9. Контрольная работа № 9

Примерный перечень тем

1. 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

1. не предусмотрено

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

1. не предусмотрено

5.2.11. Контрольная работа № 11

Примерный перечень тем

1. Лексически, стилистически, грамотная, логически структурированная подготовленная и неподготовленная устная речь в режимах монологического, диалогического, полилогического общения.

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.

LMS-платформа

1. не предусмотрено

5.2.12. Контрольная работа № 12

Примерный перечень тем

1. Лексически, стилистически, грамотная, логически структурированная подготовленная и неподготовленная устная речь в режимах монологического, диалогического-го, полилогического общения.

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

LMS-платформа

1. не предусмотрено

5.2.13. Контрольная работа № 13

Примерный перечень тем

1. Грамматика. Косвенные наклонения

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.

LMS-платформа

1. не предусмотрено

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)

LMS-платформа

1. не предусмотрено

5.2.15. Контрольная работа № 15

Примерный перечень тем

1. Лексически, стилистически, грамотная, логически структурированная подготовленная и неподготовленная устная речь в режимах монологического, диалогическо-го, полилогического общения.

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

LMS-платформа

1. не предусмотрено

5.2.16. Контрольная работа № 16

Примерный перечень тем

1. Образование: среднее и высшее образование в России, США, Великобритании, проблемы высшего образования

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.

LMS-платформа

1. не предусмотрено

5.2.17. Контрольная работа № 17

Примерный перечень тем

1. Особенности написания эссе

Примерные задания

Напишите эссе на тему "Искусство в нашей жизни". Объем - 300-350 слов.

правила написания эссе:

Some general tips for writing personal statements:

- Remember your purpose: portray yourself in the best light possible.
- Invest your time in invention.
- Focus on writing a quality essay.

- Remember that personal statements are usually limited to between 500 and 700 words.
- Address discrepancies in your academic record.
- Avoid sounding overly apologetic or whiny.
- Be honest with your emotions.
- Don't overplay your sorrows.
- Highlight the ways in which you have changed or reframed your thinking.

An effective personal statement has 5 main elements:

- A powerful opening statement or paragraph
- A coherent story that explains why you are applying to the fellow-ship
- Specific, memorable examples that are emotional and personal
- An expression of your future plans post-fellowship, and
- A humble and appreciative closing.

Tasks

Task 1. Identify the nouns related to the ideal candidates in the materials about the fellowship program. These may be leader, advocate, expert, net-worker, scholar, cultural ambassador, teacher, entrepreneur, etc. Put these in list #1.

I am a (#1) because I _____.

For example: I am a leader because I realized I had the skills to help my hockey team achieve their goals.

Task 2. Identify the adjectives that describe their ideal fellow, words such as motivated, knowledgeable, connected, entrepreneurial, passionate, and committed. Put these in list #2.

I am (#2) because I _____.

For example: I am motivated because I can see the positive impact of my volunteer work at the women's shelter and I want to help as many people as possible.

Task 3. Clarify your motivations for applying to the fellowship.

Prepare a brief, one-line summary of what you would do during the fellowship if you were to win, and be as specific as possible. Then fill in the sentence 10 times, with a different ending each time:

I want to (summary) because I _____.

While coming up with an ending, you should answer these questions:

Why exactly do you want to do this fellowship? What will you gain from it, personally and professionally?

Consider the skills and experience you would gain, people you would meet, and goals you would achieve.

You should come up with 10 specific, unique reasons for pursuing the fellowship.

Task 4. Uncover your stories

Brainstorm experiences from various times in your life that have influenced your current world views, including your political opinions, your passions, and your priorities. Create at least 3 bullet points of experiences (1-2 sentences) under the 3 lists below.

1: Write down experiences/observations from childhood (8th grade and younger)

2: Write down experiences/observations from high school

3: Write down experiences/observations from college and later

Task 5. Write some vignettes

Pick a few of your experiences from Exercise 3 that are most influential to the reasons for applying that you identified in Exercise 2.

For each experience that you selected, write a one paragraph vignette (i.e., a brief, evocative description, account, or episode). Pretend you are telling this story to a friend over the phone or starting a chapter in a novel. De-scribe what happened and how it made you feel in a few sentences.

LMS-платформа

1. не предусмотрено

5.2.18. Контрольная работа № 18

Примерный перечень тем

1. Иноязычная культура: традиции, праздники, стиль жизни в англоязычных странах и в России

Примерные задания

Прослушайте аудиозапись и выполните задания.

Samples of Personal Statements

Sample # 1

I am applying for a place on the course at the University of because I am very interested in the topics covered particularly..... and..... My interest in these areas was first aroused during my undergraduate studies at the University of Exeter where I studied..... and I chose to do a final year research topic on..... During my research I sourced documents relating to.....and my interest was further aroused when reading.....Your course not only covers the above topics but will also introduce me to the new areas of and.....which will broaden my knowledge and understanding of the topic as a whole. I achieved a very high grade for my dissertation and I am keen to build on my interest in research during the dissertation element of the course. I am expecting to attain a high 2.1 or first class degree which I hope will demonstrate my academic ability to study at this level.

My work placement at... ..during the summer of 2008 reinforced my interest in the areas of.....and I was able to experience the effects of applying Government legislation in a working environment. My main role was to monitor the effects of.....through market surveys and to analyse the data using statistical packages such as SPSS. I wrote a report on my findings which was well received by my organisation. This experience helped me to develop relevant skills in constructing questionnaires, managing my time effectively and writing succinctly.

I am particularly keen to study at the department of.....In the University of because of your research interests in.....and your reputation of excellence in these fields. The international reputation of the department attracts such a variety of students and I believe it will be a stimulating environment in which to study at masters level. Your university also provides excellent working and recreation facilities for graduate students which demonstrate your commitment to the graduate student body.

Following the MA course I would like to pursue my interest in research in the area of.....either through doing a PhD or possibly researching with a government department or other public sector body.

LMS-платформа

1. не предусмотрено

5.2.19. Контрольная работа № 19

Примерный перечень тем

1. Рекламный текст, информационное сообщение

Примерные задания

Организуите ролевую игру на указанную тему.

EDUCATIONAL BOARD MEETING ON
"BOOKS AND READING POLICY IN OUR COUNTRY"

Participants:

Chairperson

Lecturers of higher schools

Secondary school teachers

Head of the Publishing House

Parents of children of various age groups

Representative of the Educational Agency (Ministry of education)

Problems and questions to be discussed

1. This is parents' responsibility to control what their children read OR it is up to children themselves to choose the books to read as well as friends to communicate with.

2. A world without books is upcoming reality in a highly-computerized society OR it is utopia.

3. Literature classes at school are the main tools of developing tastes and minds OR just an obligation to read uninteresting and incomprehensible pieces of literary work.

4. The role of classic literature today: an out-of-date stuff nobody wants to read OR the only source of knowledge and emotional exercise.

5. Children's literature as the most efficient tools of upbringing a well-rounded personality OR just a pastime.

LMS-платформа

1. не предусмотрено

5.2.20. Контрольная работа № 20

Примерный перечень тем

1. Тема СМИ. Монологическое высказывание

Примерные задания

Expand on a statement.

1. Internet providing communication network thus widening the sphere of communication OR trapping children in the cyberspace, distracting them from the real life.

2. Television making children lose their creativity OR developing new skills and introducing to new fields of activities.

3. Newsprograms, newspaper and magazine articles serving to reflect and support the owner's policies OR a means and ways to reflect the objective reality.

4. Mass media being designed to produce a predetermined effect OR viewers and readers being able to choose the effect themselves.

5. Mass media being a tool and means of getting people informed about certain cultures OR globalization of mass media leading to the national cultures losing their features.

LMS-платформа

1. не предусмотрено

5.2.21. Домашняя работа №1

Примерный перечень тем

1. Артикуляция фонем английского языка

Примерные задания

Транскрибируйте предложенные слова английского языка.

Areas of expertise include:

Strategic Business Planning

Project Management

Marketing Communications

Branding, Rebranding

Public-Investor Relations

Event Management

Corporate Communications

Channel Marketing

Team Building, Leadership

Direct Marketing

Startup, High-Growth

SEO

Campaign Management

Public Speaker, Presentations

Communication.

LMS-платформа

1. не предусмотрено

5.2.22. Домашняя работа № 2

Примерный перечень тем

1. Словесное и фразовое ударение

Примерные задания

Транскрибируйте предложенные слова и фразы английского языка.

Impact and Influence

Demonstrates concern for personal impact.

Weighs effect of words or actions on others.

Uses direct persuasion effectively.

Adapts presentations to specific audiences.
Consults with experts or other third parties.
Makes others feel ownership of own solutions.

Achievement Orientation

Measures results, thinks about measurements.
Finds better ways of doing things.
Sets specific, challenging goals.
Applies cost-benefit analyses.
Takes calculated risks to reach business goals.
Fosters innovation.
Makes effective job-person matches.

Teamwork and Cooperation

Involves others in issues that may affect them.
Gives credit and recognition.
Encourages and empowers group members.
Promotes group morale and good teamwork.
Resolves conflicts.

Analytical Thinking

Sees implications or consequences.
Analyzes situations systematically.
Anticipates obstacles and plans around them.
Thinks ahead about steps in process.
Analyzes what is needed to reach goals.

Initiative

Seizes opportunities as they arise.
Handles crises swiftly and effectively.
Pursues goals tenaciously.

Developing Others

Gives constructive feedback.
Provides encouragement after difficulties.
Coaches or offers training opportunities.
Gives specific developmental assignments.

LMS-платформа

1. не предусмотрено

5.2.23. Домашняя работа № 3

Примерный перечень тем

1. Чтение и пересказ художественного текста
2. Лексико-грамматический анализ художественного текста

Примерные задания

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

==Tawni==

A pair of sailors carried my father's large corpse to the end of the plank. He was wrapped in a section of sail and weighted down with a sack of the same gold-plated lead coins he often used to pay for his meals.

All eyes fell on me - his daughter and the new captain - to say some words, but what do I say about a man I would have killed if he hadn't first met his fate at the point of a rival pirate's blade?

"This bag of meat used to be Black Balfour," I said loud enough for the entire crew to hear. "He never met a person he didn't cheat, beat, or kill!"

Everyone cheered.

Holding a flask in my hands, I stepped out onto the plank. The wood wobbled beneath my feet, threatening to break under the weight of so many people, but I ignored the dangerous creaking. With my teeth, I removed the stopper from the flask and poured most of its contents over the body of the man who sired me. Then I spat out the cork and gulped the rest.

"Good riddance!" I said, nodding to the sailors.

I threw the flask away as the sailors heaved Black Balfour into the sea to become a meal for the sharks. When we prepared the body this morning, I had secretly cut the ropes securing the weights to my father's corpse so the sea would eat through them in a day or two. Black Balfour would spend a short while ripening on the bottom of the Gold Sea, and when the weights broke free, his body would rise to the surface where some lucky sharks would have a tasty meal.

I grinned at the thought.

"Serves you right," I said so only I could hear.

I wasn't at all surprised to find a blade thrusting for my belly the moment I stepped on deck. Few pirates will accept a woman as their captain, and my father's First Mate, Gory Gordy, was such a man. I had been waiting for him to make his move, which was why I had concealed a pair of daggers beneath the baggy sleeves of my white blouse. I wanted to appear unarmed for this ceremony, a perfect target for a coward like Gory Gordy.

I side-stepped Gordy's sword but not quick enough to avoid a stinging slash above my navel, and then I jumped out of his reach as the crew formed a circle around us. I gritted my teeth against the pain.

"What took you so long?" I asked. I still didn't draw my weapons. Let Gordy think he's got the advantage. Men get stupid when they think they have the power.

"I wanted to show your father some respect while he was still above the sea," Gory Gordy said.

"Funny. My father never had any respect for you. He always said you were dumber than dirt. That's why he kept you as First Mate - too stupid to mutiny!"

"You talk too much, wench!"

Gordy lunged at me three more times but I dodged them all.

"A sword against an unarmed woman. Not exactly fair, is it? At least give me a dagger," I said as the First Mate paused for a breath.

"No doing! And you're no woman!"

"Fine," I said, reaching into my shirtsleeves, "I'll use my own then."

Gordy blinked, realizing too late that I wasn't as helpless as he had thought. I used that moment of shock to throw my first knife. It sunk to the hilt in his right thigh. After that, my opponent's sword didn't matter. He was lame and couldn't keep me at bay forever. I danced around him, taunted him, and cut him a few times. When I was no longer having any fun, I spun around the First Mate so quickly that his back was still facing me as I ended his life.

I pointed my bloody blade at Gordy's body and said, "Throw this overboard. And somebody swab his blood off my ship!"

LMS-платформа

1. не предусмотрено

5.2.24. 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/ее внешности, семье, манере одеваться, характере и о ваших отношениях. При составлении рассказа используйте весь пройденный лексический и грамматический материал. Минимальный объем рассказа - 30 предложений.

LMS-платформа

1. не предусмотрено

5.2.25. Домашняя работа № 5

Примерный перечень тем

1. Иноязычная культура: традиции, праздники, стиль жизни в англоязычных странах и в России

2. Социальная жизнь и социальные проблемы: здраво-охранение, судебная система, экономика в России и за рубежом.

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

1. не предусмотрено

5.2.26. Домашняя работа № 6

Примерный перечень тем

1. Свободное время: хобби, интересы, кино, театр, му-зыка, книги, работа по дому, еда.

Особенности написания обзора

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 under-done. 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

1. не предусмотрено

5.2.27. 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

1. не предусмотрено

5.2.28. 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.

правили написания писъма:
Structure of Your Cover Letter

Before you begin, make sure you have the correct information to put in the heading of your cover letter: the date, the name of the person doing the hiring, his or her specific title, organization name, and complete address.

The cover letter should be addressed to the person responsible for making the hiring decision, most likely a director or department head. If you don't know who will specifically make the hiring decision, call the organization and ask who you should address the letter to.

1. The greeting / the salutation

- Don't use "dear sir". In today's world, you cannot assume that the person making the hiring decision is a man, and you should never use sexist hiring language.
- A woman should always be addressed as Ms., unless you know she's married or has a professional title.
- Don't use "to whom it may concern". This greeting tells an employer in the very first line that you are lazy and have not even done the most basic hallmark on the organization.
- Take the time to get the name of the person in charge of hiring and then use that. If the name is unisex, like Pat Smith, simply write dear Pat Smith.
- Use a comma after the salutation, not a colon. The informal comma is better than the formal colon because it helps to build a rapport with the hiring manager from the start.

2. Your opening paragraph

- It should accomplish two goals: to make a connection with the reader and to heighten his or her interest:
 - Personal approach: make an immediate connection with the reader and create the sense of an ongoing dialog. For example: "To answer your question – the one posed by the ad on your website for an Enterprise Architect – yes, I do love understanding how the business really works and what it needs to change to stay competitive". This opening makes an immediate connection with the reader.
 - Claim a personal connection with someone in the organization. Perhaps you know someone, even through social media or you met someone at a job fair. This is also the way to start a cover letter if you're applying for a job that you found out about through networking. For example: "Mike Walker recommended that I contact you regarding the Enterprise Architect position on your CTO team".
 - If you've already managed to make direct contact with the person in charge of hiring, you can open with something like this: "I very much enjoyed speaking with you today about the Enterprise Architect position".
 - One of the best ways to grab a prospective employer's attention is with a compliment, so you try a bit of strategic personal flattery, like this:
 - "Tom said that you had one of the finest strategic minds he had ever met".
 - "I understand that ABC is a leader in the biopharmaceuticals industry and that your group has spearheaded a number of their most successful enterprise initiatives".

3. Body paragraphs

You convince the employer that you are a perfect match for the position. You should talk about your strong related skills qualify you for the position.

□ Your lead: you select the most impressive and relevant points of your resume. For example: “Exceptional ability to communicate, deal with organizational politics and take on bold organizational challenges”.

□ Your first competency:

“Problem solving: Solved a range of complex and unique problems in migrating payloads to cloud services at XYZ”.

Problem solving is a leading 21st century competency.

□ Your second competency highlights your relevant experience using key words directly from the job posting. For example:

“Application Architecture Experience: Deployed IAAS strategies with SAP enterprise systems. Proficient in the use of Veeva and ServiceNow”.

□ Your third competency highlights your ability to work across organizational lines and in a leadership capacity. For example:

“Data Architecture Experience: Co-authored data governance policies at XYZ as chair of the Architectural Review Board”.

NB Notice also that each phrase starts with a powerful action word: solve, deployed, co-authored. These words present you as a doer and an achiever.

4. Last paragraph

It is your close, your call to action: “I would like to learn more about this position and how I might assist you. Please call me at 333 444-222 within the next ten days. After that, I must make a decision about committing to another project and will no longer be available”.

Close the letter with “sincerely your name” and signature. It's recommended that you sign with a blue pen because it contrasts with the black print.

LMS-платформа

1. не предусмотрено

5.2.29. Домашняя работа № 9

Примерный перечень тем

1. Свободное время: хобби, интересы, кино, театр, музыка, книги, работа по дому, еда.

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

1. не предусмотрено

5.2.30. Домашняя работа № 10

Примерный перечень тем

1. Путешествия: транспорт, гостиницы, экскурсии, туризм

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

1. не предусмотрено

5.2.31. Домашняя работа № 11

Примерный перечень тем

1. Свободное время: хобби, интересы, кино, театр, му-зыка, книги, работа по дому, еда.

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

1. не предусмотрено

5.2.32. Домашняя работа № 12

Примерный перечень тем

1. Работа, карьера, профессии, проблемы выбора

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

Writing Resumes

• Your resume must be focused on the competencies desired by the hiring organization. Competences include skills but they also include abilities and behaviors as well as knowledge that is fundamental to the use of a skill.

- You should tailor your resume for each position that you are responding to.
- Remember the resume is a strategic marketing piece, not an autobiography. You do not need to include every job you ever held. You do not need to list all your accomplishments.
- You tailor your entire resume to support your specific objective.

The six step approach to resume writing:

- Identify competencies for the position.
- Think about what you have done that demonstrates expertise or experience with each of the competencies.
- Write a keyword-rich summary section that emphasizes your experience and strengths related to the key competencies for the position.
- Determine which resume format best fits your objectives and write the first draft.
- Add additional sections (education or publications).
- Polish the resume for power and impact (prioritize competency related phrases in your summary section and competency based accomplishments within the resume).

LMS-платформа

1. не предусмотрено

5.2.33. Домашняя работа № 13

Примерный перечень тем

1. Эссе, сочинение, статья

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?

LMS-платформа

1. не предусмотрено

5.2.34. Домашняя работа № 14

Примерный перечень тем

1. Стилистический анализ художественного текста

Примерные задания

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

Время презентации 12 минут.

==Foz the Axe==

I was sitting at my table when the young sailor, Driden, returned from below deck. He placed what I had asked him to retrieve on the table in front of me, his expression confused and a little afraid.

"Good, Driden," I said. "Now, I want you to go out and make an announcement to the entire crew."

"Yes, Captain. What do you want me to say?"

"Tell them that whoever is interested in being First Mate should report to me now."

Driden stepped outside. Meanwhile, I prepared for the first taker. In my mind, I set the odds on who would be the first to step through that door. Would it be Arnoc the Hairless, or my father's Second Mate, Eight-fingers Oba?

The door creaked open and in stepped Foz the Axe, a rugged man with bulging muscles. He had been a soldier before he became a pirate, so he was one of my best fighters. It was a shame I had to kill him.

I fired the crossbow concealed beneath the table, the same bow Driden had brought up from the weapon stores below deck. The bolt pinned Foz to the door of my cabin. Foz the Axe groaned, clutched at the wound. I could tell by his stupid expression that he still hadn't figured out what happened.

I put my foot up on the table, stuck it in the crossbow's stirrup, and drew back the string.

"Anyone ambitious enough to be the first to answer my call is too ambitious for my ship, Foz. Sorry," I said.

"You...you..." Foz tried to speak but the pain must've been too much to bear. Still, he struggled to free his favored axe from his belt. You had to give him credit for trying.

I placed a second bolt in the crossbow and leveled it at Foz's chest.

"I know it doesn't make you feel any better, but I'll give you a decent sailor's funeral."

"Like you did...your father! I saw...the ropes. You cut them!" Foz said through teeth gritted against the agony in his stomach. He finally managed to raise his axe.

"Fine then. I'll just throw you out with the refuse!"

I fired. The bolt's power threw the pirate through the door behind him. He collapsed, dead, on the deck outside my quarters where all could see.

Arnoc the Hairless was the first to examine the body. He glanced up at me, his face expressionless.

"I guess he's not the First Mate," Arnoc said.

"No," I replied, dropping the crossbow on the table. I frowned at my broken door. One of the hinges had snapped off.

Then to Arnoc, I said, "You can have the job, if you want it."

"Well, I don't see a crossbow in your hands, so I'll take it."

==Landing==

I was the first to jump from the dinghy onto the pebble-strewn beach. It had been a while since I placed foot on dry land, so it felt odd not to have the world swaying beneath me. Sometimes, when a sailor spends a long time at sea, he experiences a form of reverse seasickness when on solid ground. I already felt a mild queasiness creeping into my stomach, but I gritted my teeth, refusing to allow it to become anything more.

I had come here to find a land route to the town of Frigiston since its leader, Jorgon One-foot, had wisely blocked any access to the bay with a giant chain. The men who would accompany me (all volunteers) climbed from the other boats and quickly removed sacks of food and bundles of weapons. Along the way, we would build or steal whatever we needed to siege Frigiston.

Slowly, all the dinghies returned to the Feral Vixen, leaving only one. In it was my new First Mate, Arnoc the Hairless.

"I hope I can trust you not to name yourself captain while I am gone," I said.

"I make no promises," Arnoc said with an unpleasant smile. His smile always made my skin crawl.

"Well, here's my promise. If you steal my ship, I swear I will hunt you down and gut you!"

Arnoc laughed and waved as he single-handedly rowed the boat over the crashing waves, a job for two men normally. I wondered if I would ever see the Feral Vixen again.

Drawing my sword, I waved it over my head to get everyone's attention.

"I know we're pirates built for fighting on the sea, but I don't want any man with me who can't kill a man on dry land as well! Follow me. Soon the Strait of Storms will be ours!"

LMS-платформа

1. не предусмотрено

5.2.35. Домашняя работа № 15

Примерный перечень тем

1. Лексико-грамматический анализ публицистического текста

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

1. не предусмотрено

5.2.36. Домашняя работа № 16

Примерный перечень тем

1. Лексико-грамматический анализ художественного текста

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?

LMS-платформа

1. не предусмотрено

5.2.37. Домашняя работа № 17

Примерный перечень тем

1. Доклады, сообщения и предложения

2. Интерпретация текста

Примерные задания

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.

LMS-платформа

1. не предусмотрено

5.2.38. Домашняя работа № 18

Примерный перечень тем

1. Экстенсивное чтение

Примерные задания

Выберите художественное произведение современной британской или американской литературы. Прочитайте его и сделайте презентацию, включающую краткий пересказ сюжета, лингвистический анализ произведения и рекомендации к его прочтению.

LMS-платформа

1. не предусмотрено

5.2.39. Домашняя работа № 19

Примерный перечень тем

1. Подготовка к ролевой игре "Совещание"

Примерные задания

Изучите материал о правилах проведения совещаний, лексику, используемую на встречах и совещаниях, продумайте возможные роли участников совещаний. MEETINGS AND CONFERENCES

Meetings come in all shapes and sizes. Here are some types: chat (informal discussion) with colleagues at the coffee machine; brainstorming (where as many ideas as possible are produced quickly to be evaluated later); department meeting, etc. Conference is also a type of meeting, which usually involves many people.

However informal the meeting, it always pays to prepare a few key points in note form to put across or discuss. If you are unprepared, you will not be able to concentrate on what your colleagues are saying and others are less likely to listen to you because you will waffle. Don't memorize notes or read them out like a sermon. This inhibits your natural gestures: the eye contact and body language that is essential to effective communication. Phrase your criticism and proposals positively. Seek to offer solutions rather than to complain.

The key person at any meeting is the chairperson.

The chairperson is in the driver's seat.

The chairperson's role is to guide the conference, stimulate (to enable delegates to undertake their tasks) and summarize this debate.

It is helpful in both formal and informal meetings to have an agenda, listing the points that are to be discussed. The Chairperson should receive and read all available titles of report in advance

of the Conference and clarify points with their authors (if necessary). At the Conference the Chairperson should follow a clear agenda. These are the guidelines in accordance with which a conference is usually held.

- Welcome and Introductory Statement by the Chairperson.
- Introduction Participants by the Chairperson.
- Reports and views from participants.
- Discussion of the subjects presented in the reports.
- Summary of Discussion by the Chairperson.
- Fixing of date and venue of next meeting (if necessary) and close.

During the conference the chairperson should ensure that the meeting focuses on the issues stated on the agenda. It is the Chairperson's responsibility to clarify fact from opinion and to offer periodic summaries of the concerns identified.

The chairperson should also make sure that each participant has the chance to make their point. It is a good idea to draw out the quieter members of the group. Encouragement helps to create a relaxed and productive atmosphere.

Here are some phrases which will help you to manage any meeting and to make a report.

Opening a meeting

Starting

Let's get down to business. We'd better start. OK, shall we make a start? Right, let's begin.

Welcoming

We're very pleased to welcome . . . It's a pleasure to welcome ... I'd (particularly) like to welcome . . . I'd like to start by welcoming . . .

Introducing

I'd like to introduce . . . / don't think you've met . . . Can I introduce...?

Stating purpose/objectives/aims

We are here today to... Our aim is to... The purpose of this meeting / conference is to... By the end of this meeting / conference, we need...

Setting the agenda

As you'll see from the agenda... Have you all seen a copy of the agenda? I suggest we take this item first / next / last. There are three items on the agenda. Is there any other issue for discussion?

Timing

This should take about two hours. The meeting is due to finish at... We're short of time, so can I ask you to be brief? I'd like to keep each item to ten minutes, otherwise we'll never get through. I would like to aim for a three o'clock finish. I would like to finish by four o'clock.

Interrupting, commenting, and resuming

Interrupting

Excuse me, may I interrupt / stop you here for a moment/ come in here with my idea? Just a moment... Can I say something here? Bella, sorry ... (Using someone's name is a good way to get their attention).

Commenting

Yes ... that's interesting. That's a good point. I see what you mean.

Emphasizing

I'd like to point out ... Let me emphasize ... Can I just draw your attention to...?

Finishing what you want to say

Just let me finish. I'll come to that in a moment. I haven't finished what I was saying.
No, wait a moment... May I just finish?
Considering alternatives
Have you considered...? What about...? There's another way of looking at this.
... is worth considering.
Referring
You said ... You know what you said about... Somebody mentioned ...
Summarizing, clarifying, and closing
Completing the agenda
Right, it looks as though we've covered the main areas / main points.
I think that just about covers everything. Is there anything more to discuss?
Summarizing
Before we close, let me summarize the main points. Shall I just go over the main points? So,
to sum up...
Agreeing and assigning actions
So, what's the next step? Ann, could you let us have a report...? David has agreed to look
into... So, Nina, you're going to write up... Basically, I'd like you to...
Asking for clarification
Could you just explain / clarify...? I'd like to clarify one thing.
Ensuring that everything is clear
OK, is that clear? Let me just clarify one thing. Do you all see what I'm getting at?
So, I hope everything's clear. Obviously,... / Clearly, ...
Closing the meeting
Let's stop there. I'm afraid we'll have to finish here. I declare the meeting closed (formal).
Let's call it a day (informal).
Useful verbs
to clarify / to write up / to explain / to interpret / to put (something) another way / to recap (on
something)
Useful nouns
a summary / a decision / a report / an outcome / a write-up / a recommendation

LMS-платформа

1. не предусмотрено

5.2.40. Домашняя работа № 20

Примерный перечень тем

1. Подготовка сообщения на тему "Технологии в нашей жизни"

Примерные задания

Подготовьте устное сообщение на тему "Технологии в нашей жизни". Опишите, какие технологии вы используете в повседневной жизни, в учебе, преимущества и недостатки технологий, сделайте выводы о роли технического прогресса в современном мире.

LMS-платформа

1. не предусмотрено

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

5.3.1. Экзамен

Список примерных вопросов

1. Задание №1. Прочитайте текст на английском языке, перескажите его и произведите лингвистический анализ текста. Yesterday, I ordered the crew to set sail for the Strait of Storms. Since the First Mate was dead, I did the navigating myself; something my father had never been capable of doing. By now, the crew was probably wondering what kind of captain Tawni Balfour would make. Perhaps they were even wondering what I was up to. Where was I taking them? Well, let them wonder! It kept them off guard. Confused men rarely mutiny. A knock on the door startled me from my thoughts. "Come in!" Two young sailors entered. They seemed uncertain why they had been summoned to my cabin. One had a missing tooth and an angry red rash on his neck. I reminded myself not to touch that man in the future. The other was handsome, fair-haired. "You're Driden, right?" I asked the latter. Because I had been one of the crew for several years, I knew the names of every sailor, but my father hired this good-looking young man at our last port, so I didn't know him that well. "Yes, Captain," said Driden. "I hear you can read and write." "Yes, Captain. My father was a scribe back in... back in Erathia. We were at sea when the Reckoning came," Driden said. "Good. I have a task for the two of you," I said, coming to my feet. I walked around my table and leaned against its corner. "Go below and find some paint. I don't care what color you use. Then you're to go to the back of the ship and scrape off the words painted on the hull and replace them with new ones," I said. The two men nodded. I had decided to rename my father's ship. In his usual unimaginative way, he had named it the 'Black Death.' I always hated that name. "What name do you want, Captain?" "The Feral Vixen." "Yes, Captain," they said and quickly left. ==Pirates== I stepped out of my cabin around midday. In one hand I held a dagger. In the other, a map I had been working on for the past few days. I walked purposefully to the main mast and pinned the map to the wood. "All hands gather around! You all might as well take a look!" I shouted, stepping back to let the sailors congregate around the mast. I used a crate secured to the deck as a stage. When everyone had a chance to see the map, I waved my hands over my head to get their attention. "Look here! What are we?" "Men of the sea!" several responded. I shook my head and shouted, "Are we so like common land-lubbin' swine that we have to give ourselves pretty names? What are we?" "Dogs!" "Scum!" "Thieves! Murderers!" All of those were correct, but finally one of them shouted the right answer. "We are pirates!" said a short, square-jawed man with a shaved head oiled so that it sparkled beneath the sun. His name was Arnoc the Hairless, one of the contenders for First Mate. If I let my decision be determined by the outcome of a brawl, my money would be on this man. Arnoc had fists like rocks and he was well known for his ability to take pain. His forearms were covered with pink scar tissue, the result of many bets that he could keep his arm over a burning flame twice as long as anyone. He never lost. Arnoc was also an experienced sailor and navigator. But could he be trusted? Although he didn't seem to be the ambitious sort, there was no telling what he thought about following a woman. "Good," I said, pointing at the bald man. To everyone, I said, "We are pirates! But we are not the only ones, are we? What's the saying? The Gold Sea is home to more pirates than fish!" I paused to let this last part set in. None of them would have to think for long before they recalled that the devious Captain Swift had recently killed their very own Captain Black. About half of our battles are with other pirates, not merchant ships. It dawned on me a long time ago that none of us were earning the kind of profits that were available on the Gold Sea. "My father," I said, "was getting old. His tactics were old, even his thoughts were old. That's why he died! This is a new world,

and it requires new thinking." Several of the men cheered. They were the ones that never liked my father anyway. The ones I truly had to convince were respected men, like Arnoc the Hairless, who had been loyal to Black Balfour for many years. "What do you want to do? Kill all the other pirates?" asked a crewman toward the back where I couldn't see him. "No, that would take too long. I'm going to conquer the Gold Sea!" This time, most of the crew laughed at such a thought. That's all right though. They didn't believe in me. Yet. At least they feared me. "How are you goin' to do that?" Arnoc asked. "By first conquering the Strait of Storms," I said, pointing at the map pinned to the mast.

2. Задание №2. Представьте рассуждение на заданную тему (монологическое высказывание и беседа с экзаменатором).

3. 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. My head was in the cool water of a horse trough when two members of my crew approached. I washed some of the blood from my face and whipped my long hair, heavy with water, back where it began soaking through my blouse. "All the guards have been put to death. Our men are having fun now," said Eight-fingers Oba, my Second Mate and second-in-command while we were on land. Oba was tall for a sailor with taut, wiry muscles and dark skin. His short, black beard was peppered with gray. It was the only indication that he was around the same age my father had been before he died. Oba was a master with the spear, evidence of his decades as a whaler before becoming a pirate. "Not too much fun!" I ordered. "I need this town for its resources if I'm to capture Frigiston." "I'll make sure nothing is permanently destroyed," said the second sailor. The other sailor, Pete Girly, was too handsome to be a pirate - hence his name. But there was little about Pete Girly that was weak or feminine. The one exception was his fine, waist-length blonde hair. He was a merciless fighter who had been my father's whip-master. When someone earned some lashes, Pete Girly was the man who dealt them out. He was good, and he enjoyed his work. I waved my hand to encompass the town around us and said, "This town of thieves and murderers was easy. They were disorganized and not prepared for an attack. But you better believe old Jorgon One-foot will be ready." "He and his people are Barbarians. They're bred for battle," said Eight-fingers Oba. "We've taken Barbarian ships before," said Pete Girly confidently. "They're clumsy and stupid. No problem!" "That's on the sea," Oba replied. "Yes, we'll be fighting on land, and we'll be on Jorgon's territory. One of the few things my father said that made any sense was never to fight under another man's rules," I stated. I didn't want these two to think I got all my ideas from my father, so I quickly added, "But he also didn't care much for training. He was a fool that way. That's why I want you two to start training our troops." "What kind of training?" Pete Girly asked. "Well, I want you to take our crew and whoever you can recruit and have them practice the sword, the staff, the axe - whatever they can get their hands on!" I ordered. To Oba, I said, "You'll take the rest, maybe some of the orcs who live in the area, and turn them into decent ranged troops. I don't want them shooting themselves in the foot when they're on the battlefield." Pete Girly twisted an absent strand of his long hair around a finger. "I can do it, but we're not going to have anything as disciplined as the Erathians used to have - not with this bunch of scum." "Gods, no!" I said. "That's not what I want! I just want some men who can stand up to a Barbarian. They don't even have to survive - they just have to take one or two with them before they die." ==Yanathrae== We cut our way inland through vines and thick underbrush. There were few trails. I was beginning to think no one lived on this peninsula. Then the elves attacked. Two of my new recruits went down in the first volley of arrows. Those

who were too stupid to keep their heads down died on the spot. I drew my sword even though it would do me no good. "Can anyone get to them?" I asked. A chorus of "no's" responded. Then my Second Mate, Oba, said, "Only chance is a Dragon Thrust!" A Dragon Thrust was a term we used for a ship-to-ship maneuver where you rammed the weak middle of another ship with your reinforced bow. It shook up the enemy just long enough for your marines to cast their lines and swing across to the enemy deck. What we needed was that initial thrust! "Get ready for a Dragon Thrust!" I ordered the men. And then I jumped up, screaming at the top of my lungs. My body came alive with energy as the arrows zipped around me. If any struck me, I wouldn't know until later. I felt no pain - only a lust for blood. I charged across the open ground to a clump of trees where I knew there was at least one sniper. Soon, I was staring into the frightened, blue eyes of an elf trying to draw the dagger from his belt. I gutted him. "Dragon Thrust!" I shouted the signal for my men to follow me. At least, I hoped they would follow. Something tugged at my left hand, so I spun in that direction and saw another archer concealed in one of the upper branches. He was notching another arrow in his longbow. I reached for one of my knives with my left hand, but I dropped it as a wave of agony jumped up my arm. When did that arrow pierce my palm? No time to worry about that now. I drove my sword into the ground, tossed a throwing knife with my right hand, and retrieved my weapon before the elven archer hit the ground. Soon, Oba and my men were all around me, protecting me as they flushed out the rest of the elves. "That was a brave thing, Captain," Oba said. I held my bloody left hand in front of his face. "Take it out!" ==The Strait Conquered== The sound of more than three hundred laborers sawing and pounding on wood floated up from far below. I stood at the edge of the Cliffs of Yanathrae and stared down to the construction site far below. On the other side of the Strait of Storms in the Bay of Frigis was a similar scene under the supervision of my Second Mate, Eight-fingers Oba. At this rate, it wouldn't take long before the docks and shipyards were finished, and then I could start building a fleet to solidify my hold on the Strait of Storms. I smiled at the expanse of blue steel water stretching to the horizon. It was mine! I had already surpassed anything my father had done, and I wasn't finished yet.

4. Темы подбираются в соответствии с пройденными в семестре темами.

LMS-платформа

1. не предусмотрено

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
Профессиональное воспитание	целенаправленная работа с информацией для использования в практических целях	Технология повышения коммуникативной компетентности	ПК-2	П-1	Практические/семинарские занятия