



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ
ФГБОУ ВО «ИРКУТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ

Кафедра иностранных языков и лингводидактики



УТВЕРЖДАЮ
Директор _____ А.В. Семиров

«17» марта 2022 г.

Рабочая программа дисциплины

Наименование дисциплины: Б1.О.05 Иностранный язык

Направление подготовки: 44.03.05 Педагогическое образование (с двумя профилями подготовки)

Квалификация (степень) выпускника: Бакалавр

Форма обучения: Заочная

Согласована с УМС ПИ ИГУ

Рекомендовано кафедрой:

Протокол № 7 от «11» марта 2022 г.

Протокол № 7

От «4» марта 2022 г.

Председатель _____ М.С. Павлова

Зав. кафедрой _____ М.В. Носкова

Иркутск 2022 г.

I. Цели и задачи дисциплины:

Цель: осуществлять иноязычную коммуникацию.

Задачи:

- формирование навыков устной и письменной речи для ведения обмена деловой информацией в устной и письменной формах на иностранном языке;
- совершенствование навыков чтения, аудирования, говорения и письма на иностранном языке.

II. Место дисциплины в структуре ОПОП ВО:

2.1. Учебная дисциплина «Иностранный язык» относится к обязательной части основной образовательной программы (к части, формируемой участниками образовательных отношений).

2.2. Для изучения данной учебной дисциплины необходимы знания, умения и навыки, формируемые дисциплиной Иностранный язык (английский язык) в рамках средней общеобразовательной школы.

2.3. Перечень последующих учебных дисциплин, для которых необходимы знания, умения и навыки, формируемые данной учебной дисциплиной: Б1.О.14 «Педагогика», Б1.О.16 «Нормативно-правовое обеспечение сферы образования».

III. Требования к результатам освоения дисциплины:

Перечень планируемых результатов обучения по дисциплине, соотнесенных с индикаторами достижения компетенций

Компетенция	Индикаторы компетенций	Результаты обучения
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	ИДК _{УК4.1} Демонстрирует умение вести обмен деловой информацией в устной и письменной формах на государственном языке с учетом особенностей стилистики официальных и неофициальных писем и социокультурных различий.	Знать: технологии правильного построения эффективных сообщений с использованием русского и иностранных языков Уметь: выстраивать деловую коммуникацию, опираясь на знание культурных контекстов целевых аудиторий Владеть: Навыками вербального и символического позиционирования актуального сообщения
	ИДК _{УК4.2} Демонстрирует умение вести обмен деловой информацией в устной и письменной формах не менее чем на одном иностранном языке	Знать: фонетические, лексические, грамматические стандарты иностранного языка. Уметь: осуществлять устное и письменное общение на иностранном языке. Владеть: навыками оформления речевых высказываний в соответствии с грамматическими и лексическими нормами устной и письменной речи.

	ИДЖ _{УК4.3} Выбирает стиль общения в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия.	Знать: нормы и стиль общения, Принятые в коммуникативной среде партнеров Уметь: корректно доносить свою позицию до партнеров с учетом их целей, форм восприятия и ситуации Владеть: набором вербальных и невербальных средств коммуникации, побуждающих партнеров к долгосрочному сотрудничеству
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IV. СОДЕРЖАНИЕ И СТРУКТУРА ДИСЦИПЛИНЫ

4.1. Объем дисциплины и виды учебной работы

Вид учебной работы	Всего часов / зачетных единиц очн	Семестры			
		1	2	3	4
Аудиторные занятия (всего)	16	4	4	4	4
В том числе:	-	-	-		
Практические занятия (Пр)/(Электр)	16	4	4	4	4
Консультации (Конс)	1	-	-	-	1
Самостоятельная работа (СР)	230	60	60	60	50
Вид промежуточной аттестации (зачет, экзамен), часы (Контроль)	21	Зачёт 4	Зачет 4	Зачет 4	Экзамен 9
Контроль (КО)	20	4	4	4	8
Контактная работа, всего (Конт. раб.)	37	8	8	8	13
Общая трудоемкость: часы	288	72	72	72	72
Зачетные единицы	8	2	2	2	2

4.2. Содержание учебного материала дисциплины

Раздел 1. Английский язык как язык межкультурной коммуникации

1.1. Английский язык для международного общения.

Местоимения, глагол to be, there is / there are, Present Simple Tense, предлоги.

1.2. Обучение учителей в США и Великобритании.

Профессии, система и структура обучения, качества характера, личная информация. Present Continuous, Present Continuous vs Present Simple, articles a/an, the, some/any/no, предлоги.

1.3. Личность учителя

Личностные качества учителя/педагога, требования, предъявляемые к учителю, роль учителя в обществе.

Past Simple, Present Perfect, Past Continuous, предлоги.

1.4. Родители и дети

Воспитание детей, отношение между поколениями, роль общества и семьи в воспитании детей.

Be going to vs Present Continuous, Future Simple, Future Continuous, Future Perfect, предлоги.

1.5. Традиции и праздники.

Праздники в Великобритании, популярные места и способы отдыха, традиции.

Степени сравнения прилагательных и наречий, предлоги.

1.6. Образование в России.

Российская система образования, типы школ, уровни образования, экзамены, университеты, внеучебная деятельность для развития физических и интеллектуальных способностей.

Past Perfect, Past Perfect Continuous, предлоги.

1.7. Образование в Великобритании и США.

Британская и американская систем образования, типы школ, уровни образования, содержание учебной программы, экзамены, университеты.

Условные предложения 0, I типов, if/unless, предлоги

1.8. Новые направления в преподавании.

Современная образовательная система, ее преимущества и недостатки, онлайн обучение, особенности и виды дистанционного обучения, роль учителя при онлайн обучении.

Модальные глаголы can/could, may/might, must, have to, should, предлоги.

1.9. Достопримечательности разных стран.

Лондон и его знаковые места, достопримечательности Москвы, Санкт-Петербурга и всей России.

Исчисляемые и неисчисляемые существительные. Повторение: артикли и артиклевые слова (a/an, some). Количественные местоимения many/much, a lot of, (a) few, (a) little, предлоги.

1.10. Досуг и развлечения.

Популярные виды досуга в Великобритании, спорт, кино, театры, шоу, молодежный досуг.

Повторение: времена английского глагола в активном залоге

Раздел 2. Английский язык для делового общения

2.1. Профессии, умения и навыки.

Названия профессий, профессиональных действий.

Повторение: времена английского глагола в активном залоге

2.2. Выбор карьеры

Личные возможности vs предъявляемые требования к представителю той или иной профессии

Времена английского глагола в пассивном залоге

2.3. Трудоустройство

Рабочее место, коллектив, организация рабочей деятельности

Неличные формы глагола: причастие 1, причастие 2

2.4. Друзья и дружба.

Личные качества, проблемы социализации.

Неличные формы глагола: герундий, инфинитив.

2.5. Люди и их образ жизни

Жизнь людей в современном обществе: Запад vs Восток

Условные предложения 2 и 3 типов.

2.6. Мужчины и женщины.

Вопросы прав женщин и мужчин, дискриминация прав

Косвенная речь, согласование времен.

2.7. Здоровый образ жизни.

Спорт, здоровая диета, социальные ожидания

Модальные глаголы, выражение возможности, вероятности, логические умозаключения

2.8. Экологические проблемы

Загрязнение окружающей среды, зеленая энергетика

Придаточные предложения причины, придаточные предложения следствия; соединительные союзы

2.9. Величайшие научные прорывы человечества

Научные открытия, великие ученые, передовые технологии

Придаточные предложения цели, соединительные/разделительные союзы

3.0. Жизнь в глобальном мире

Проблемы глобализации, национальная и этническая идентичность, американизация

Повторение грамматики

4.3. Перечень разделов/тем дисциплины (модуля)

№ п/п	Наименование раздела	Наименование темы	Виды учебной работы, включая самостоятельную работу обучающихся, практическую подготовку (при наличии) и трудоемкость (в часах)			Оценочные средства	Формируемые компетенции (индикаторы)	Всего (в часах)
			Контактная работа преподавателя с обучающимися		СРС (в том числе, внеаудиторная СРС)			
			Лекции	Практические занятия				

				я					
1.	Раздел 1. Английский язык как язык межкультурной коммуникации	Тема 1.1. Английский язык для международного общения.	-	1	-	12	Устный опрос	УК-4 ИДК _{УК4.1}	13
		Тема 1.2. Обучение учителей в США и Великобритании.	-	1	-	12	Устный опрос диктант	УК-4 ИДК _{УК4.2} ИДК _{УК4.3}	13
		Тема 1.3. Личность учителя	-	1	-	12	Проверочная работа	УК-4 ИДК _{УК4.1} ИДК _{УК4.2}	13
		Тема 1.4. Родители и дети	-	1	-	12	диктант	УК-4 ИДК _{УК4.2}	13
		Тема 1.5. Традиции и праздники.	-	-	-	12	тест	УК-4 ИДК _{УК4.1} ИДК _{УК4.2}	12
	ИТОГО (1 семестр)			4		60	зачет		64
	Раздел 1. Английский язык как язык межкультурной коммуникации	Тема 1.6. Образование в России.	-	1	-	12	Устный опрос	УК-4 ИДК _{УК4.1} ИДК _{УК4.2}	13
		Тема 1.7. Образование в Великобритании и США.	-	1	-	12	Устный опрос доклад	УК-4 ИДК _{УК4.2} ИДК _{УК4.3}	13
		Тема 1.8. Новые направления в преподавании	-	1	-	12	Диктант Круглый стол	УК-4 ИДК _{УК4.2}	13
		Тема 1.9. Достопримечательности разных стран.	-	1	-	12	доклад реферат	УК-4 ИДК _{УК4.1} ИДК _{УК4.2}	13
		Тема 1.10. Досуг и развлечения	-	-	-	12	Диктант тест	УК-4 ИДК _{УК4.2} ИДК _{УК4.3}	12
	ИТОГО (2 семестр)			4		60	зачет		64
2.	Раздел 2. Английский язык для делового общения	Тема 2.1. Профессии, умения и навыки.	-	1	-	12	диктант	УК-4 ИДК _{УК4.1} ИДК _{УК4.2}	13
		Тема 2.2. Выбор карьеры	-	1	-	12	Устный опрос	УК-4 ИДК _{УК4.2} ИДК _{УК4.3}	13
		Тема 2.3. Трудоустройство	-	1	-	12	Круглый стол	УК-4 ИДК _{УК4.1}	13

		Тема 2.4. Друзья и дружба.	-	1	-	12	Устный опрос проверочная работа	УК-4 ИДК _{УК4.1} ИДК _{УК4.2}	13
		Тема 2.5. Люди и их образ жизни	-	-	-	12	Реферат тест	УК-4 ИДК _{УК4.1} ИДК _{УК4.2}	13
	ИТОГО (3 семестр)			4		60	зачет		64
	Раздел 2. Английский язык для делового общения	Тема 2.6. Мужчины и женщины.	-	1	-	10	Круглый стол	УК-4 ИДК _{УК4.2}	11
		Тема 2.7. Здоровый образ жизни.	-	1	-	10	Устный опрос диктант	УК-4 ИДК _{УК4.3} ИДК _{УК4.2}	11
		Тема 2.8. Экологические проблемы	-	1	-	10	Диктант тест	УК-4 ИДК _{УК4.3} ИДК _{УК4.2}	11
		Тема 2.9. Величайшие научные прорывы человечества	-	1	-	10	Круглый стол Доклад реферат	УК-4 ИДК _{УК4.2} ИДК _{УК4.3}	11
		Тема 2.10. Жизнь в глобальном мире	-	-	-	10	Тест реферат	УК-4 ИДК _{УК4.1} ИДК _{УК4.2} ИДК _{УК4.3}	10
	ИТОГО (4 семестр)			4		50	экзамен		54
	ИТОГО (в часах)			16		230			246

4.4. Методические указания по организации самостоятельной работы студентов

Студенты выполняют задания (грамматические, лексические) в тетради для самостоятельных работ и сдают преподавателю по окончании изучения соответствующих тем, а также готовят презентации, доклады, рефераты, составляют глоссарий по темам дисциплины, готовятся к проведению круглого стола, аннотируют аутентичные тексты (Иностранный язык [Электронный ресурс]: учебно-методическое пособие по английскому языку для студентов неязыковых профилей подготовки заочной формы обучения / А.Н. Войткова, В.В. Гурин, Ю.Н. Карыпкина, Е.В. Облецова. – Электрон. текст. Дан (3,5 Мб). – Иркутск: Аспринт, 2021. – 66 с.).

Кроме того, рекомендуется использование следующих электронных ресурсов:

1. ЭБС «Библиотех» (электронные версии книг, учебной и учебно-методической литературы по всем отраслям знаний) – Режим доступа: <http://isu.bibliotech.ru/>;
2. ЭБС «Издательство «Лань» (электронные версии книг и периодических изданий по всем отраслям знаний) – Режим доступа: <http://e.lanbook.com>;
3. Национальный цифровой ресурс «РУКОНТ» (межотраслевая научная библиотека, содержащая оцифрованные книги, периодические издания и отдельные статьи по всем отраслям знаний) – Режим доступа: <http://rucont.ru>;
4. ЭБС «Айбукс» (учебники и учебные пособия для высшего образования) – Режим доступа: <http://ibooks.ru>;

V. Учебно-методическое и информационное обеспечение дисциплины:

а) перечень литературы

1. Карпова, Т.А. Английский язык [Электронный ресурс]: учеб. пособие / Т.А. Карпова, Восковская А.С. – 5-е изд., перераб. и доп. – М.: КноРус, 2016. – 354 с. – Режим доступа: ЭЧЗ «Библиотех». - Неогранич. доступ. - ISBN: 978-5-406-02357-0

2. Батицкая В.В. English for Pedagogical Students Part 1 [Электронный ресурс]: учебно-методическое пособие по англ. яз. для студентов неязыковых профилей подготовки / В.В. Батицкая, В.В. Гурин, Е.В. Облецова. – Иркутск: Изд-во «Репроцентр А1», 2021. – 142 с. (12 экз.). - ISBN: 978-5-907397-15-6

3. Английский язык для начинающих [Электронный ресурс]: учеб. для студ., обуч. по спец. напр. «Лингвистика и межкульт. Коммуникация» / И.П. Крылова и др. – 2-е изд., испр. – ЭВК. – М.: Университет, 2010. – 281 с. – Режим доступа: ЭЧЗ «Библиотех». - Неогранич. доступ. – ISBN: 978-5-98227-723-7

4. Иностранный язык [Электронный ресурс]: учебно-методическое пособие по английскому языку для студентов неязыковых профилей подготовки заочной формы обучения / А.Н. Войткова, В.В. Гурин, Ю.Н. Карыпкина, Е.В. Облецова. – Электрон. текст. Дан (3,5 Мб). – Иркутск: Аспринт, 2021. – 66 с. – 1 электрон. опт. диск (CD-R) – Систем. требования: PC, Intel 1 ГГц, 512 Мб RAM, 3,5 Мб свобод. диск. пространства; CD-привод; ОС Windows XP и выше, ПО для чтения pdf-файлов. – Загл. с экрана. ISBN 978-5-6047330-1-1

5. Evans, Virginia. Enterprise 1. Coursebook [Текст]: beginner / V. Evans, J. Dooley. - Newbury : Express Publishing, 2001. - 124 с. ISBN 1-84216-089-3 – 20 экз.

6. Evans, Virginia. Enterprise. Grammar 1 [Текст]: Практикум / V. Evans, J. Dooley. - Newbury: Express Publishing, 2000. - 88 с.: ISBN 1-903128-73-0 – 23 экз.

в) базы данных, информационно-справочные и поисковые системы

Перечень договоров ЭБС

Государственный контракт № 019 от 22.02.2011 г. Лицензионное соглашение № 31 от 22.02.2011 г. Исполнитель: ООО «Библиотех»	Срок действия: с 22.02.2011 г., далее бессрочный
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VI. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

6.1. Помещения и оборудование

Помещения – учебные аудитории для проведения учебных занятий, предусмотренных учебным планом ОПОП ВО бакалавриата, оснащены оборудованием и техническими средствами обучения.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду ФГБОУ ВО «ИГУ».

Оборудование

Переносные проектор BENQ, ноутбук ASUS A6000, экран ClassicNorma 305*406MW

6.2. Лицензионное и программное обеспечение

Avira free antivirus (ежегодно обновляемое ПО) (Условия правообладателя. Условия использования по ссылке: <https://www.avira.com/ru/index>)

BigBlueButton (Условия правообладателя. Условия использования по ссылке: <https://ru.wikipedia.org/wiki/BigBlueButton>)

Cisco Packet Tracer Student 6.0 (ежегодно обновляемое ПО) (Условия правообладателя. Условия использования по ссылке: <https://www.netacad.com/ru/about-networking-academy/packet-tracer/> (Программа распространяется на условиях GNU General Public License.)

Google Chrome 57.0.2987.133 (ежегодно обновляемое ПО) (Условия правообладателя. Условия использования по ссылке: https://www.google.ru/chrome/browser/privacy/eula_text.html)

Kaspersky Free (ежегодно обновляемое ПО) (Условия правообладателя. Условия использования по ссылке: <http://www.kaspersky.ru/free-antivirus>)

MSOffice2007 (Номер Лицензии Microsoft 43364238)

Moodle 3.2.1 Код позиции: AF90-3S1V50-102 счёт № 19969 от 24.12.07 коробка.

Условия использования по ссылке: <https://ru.wikipedia.org/wiki/Moodle>

Архиватор RAR WinRAR 5.x Версия Академическая. Контракт № 03-013-14 от 08.10.2014

VLC (L-GPL-2.1+)

WinDjView (GNU GPL)

XnView MP (бесплатная для некоммерческого и/или образовательного использования)

Acrobat Reader DC (Условия правообладателя. Условия использования по ссылке: http://www.images.adobe.com/content/dam/acom/en/legal/licenses-terms/pdf/PlatformClients_PC_WWEULA-en_US-20150407_1357.pdf)

VII. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

В образовательном процессе используются активные и интерактивные формы проведения занятий (деловые и ролевые игры, разбор конкретных ситуаций, групповые дискуссии, составление презентаций), развивающие у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств и формирующие компетенции. В обучении используются: проблемное обучение, проектная, игровая, здоровьесберегающая и информационно-коммуникационная технологии.

Наименование тем занятий с использованием образовательных технологий

№	Тема занятия	Вид занятия	Форма / Методы интерактивного обучения	Кол-во часов
1.1	Английский язык для международного общения	практическое	Беседа, обсуждение в группе	1
1.2	Обучение учителей в США и Великобритании.	практическое	обсуждение в группе	1
1.3	Личность учителя	практическое	дискуссия	1
1.4	Родители и дети	практическое	Дебаты Сюжетно-ролевая игра	1
1.5	Традиции и праздники.	СРС	Презентация	12
1.6	Образование в России.	практическое	Совместный проект	1
1.7	Образование в Великобритании и США.	практическое	Групповая дискуссия	1
1.8	Новые направления в преподавании	практическое	Круглый стол	1
1.9	Достопримечательности разных стран.	практическое	Презентация Групповой проект	1
1.10	Досуг и развлечения	СРС	Презентация	12
2.1	Профессии, умения и	практическое	Деловая игра	1

	навыки.			
2.2	Выбор карьеры	практическое	«Мозговой штурм»	1
2.3	Трудоустройство	практическое	Деловая игра	1
2.4	Друзья и дружба.	практическое	дискуссия	1
2.5	Люди и их образ жизни	СРС	Презентация	12
2.6	Мужчины и женщины.	практическое	Групповая дискуссия	1
2.7	Здоровый образ жизни.	практическое	Презентация Совместный проект	1
2.8	Экологические проблемы	практическое	Круглый стол	1
2.9	Величайшие научные прорывы человечества	практическое	Групповая дискуссия презентация	1
2.10	Жизнь в глобальном мире	СРС	Презентация	10
Итого часов				62

VIII. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

8.1. Оценочные средства для проведения текущего контроля успеваемости

Тесты для текущего контроля

Примерный лексико-грамматический тест №1 (90min):

1. Grammar

Выберите один правильный ответ

1. I'd like to have ... hamburger for breakfast.
A. the B. a C. an D. -
2. Pushkin is ... outstanding Russian poet.
A. the B. a C. an D. -
3. Can you play ... piano?
A. the B. a C. an D. -
4. Will you play ... chess with me?
A. the B. a C. an D. -
5. I met my (good) friend yesterday.
A. goodest B. better C. best
6. Dorothy is (young) in her family.
A. the youngest B. the younger C. young
7. It (often/ rain) in this part of the world.
A. is often raining B. often rains C. rain
8. Take your umbrella. It (rain) cats and dogs.
A. rains B. is raining C. rain
9. I can give Bob the message if I (see) him.

- A. will see B. see C. saw
10. If I hear any news, I (phone) you.
A. will phone B. phone C. will phone
11. We (not/have) a holiday last year.
A. didn't have B. haven't had C. hadn't have
12. My parents (be) to the USA many times.
A. have been B. were C. have being
13. Teddy's words made me (feel) uncomfortable.
A. to feel B. feeling C. feel
14. Mrs. Pottson allowed her guests (smoke) in the living-room.
A. to smoke B. smoking C. smoke
15. To my mind, the government ... take care of old people.
A. ought B. need to C. must D. may
16. Little children like books with large print. They ... read them more easily.
A. should B. must C. can D. have to
17. Margaret (know) to be a very industrious person.
A. has been known B. is known C. is been known
18. In Greece the Olympic Games (hold) once in four years
A. were held B. are being held C. are held
19. Выберите правильный вариант предложения в косвенной речи
John said, "I'm sorry to disturb you, Eliza".
A. John told that he was sorry to disturb Eliza.
B. John told Eliza he was sorry to disturb her.
C. John said to Eliza he had been sorry to disturb her.
20. Выберите правильный ответ на вопрос
Will you be here next weekend?
A. No, I won't
B. No, I don't.
C. No, I'm not
21. Выберите правильный ответ на вопрос
Would you like a cup of hot tea?
A. I'd love to.
B. Yes, I am.
C. Yes, I do.
22. Выберите правильное предложение, составленное из данных слов
often - the cinema - The Milnes - to - go
The Milnes go to the cinema often.
The Milnes often go to the cinema.
23. Выберите правильное предложение, составленное из данных слов
the-novel - much - I - very - liked
I very much liked the novel.
I liked very much the novel.
I liked the novel very much.
24. They come to school ... 8.00.
A in B on C. at
25. We have our English classes ... Thursdays and Wednesdays.
A. on B. at C. in
26. She has... bread.
A. many B. much C. a.few
27. Is there ... milk in the fridge?
A. some B. many C. any
28. We had ... holiday in Spain.

A. a two week's B. two- week C. a two week

29. Paul and John are ... friends.

A. them B. their C. they

30. The workers are telling ... about ... work.

A. us, their B. we, they C. us, theirs

2. English speaking countries

Выберите один правильный ответ

31. The head of the United States is

A. the King B. the Prime Minister C. President

32. The national costume of Scotland is

A. kilt B. tights C. shorts

33. Liverpool is famous for

A. its architecture B. the popular rock group C. its people

34. Big Ben is the name of

A. a man B. a watch C. the clock tower

35. Данное объявление ...

A. указывает направление туристического маршрута;

B. обозначает место проведения пикников;

C. предупреждает об ответственности за нарушение прав частной собственности.

PRIVATE LAND

NO PICNICKING ON THIS LAND OR RIVER BANKS

KEEP TO THE PATH AND LEAVE NO LITTER

3. Reading

Прочитайте текст и ответьте на вопросы

£5,000 Bank Robbery in the City

There was a bank robbery in central London yesterday. Just before closing time yesterday, a man entered the Butcher Street Branch of the National Westminster Bank. He was carrying a shotgun, and wearing a stocking mask over his head. There were only a few customers in the bank at the time. He made them lie on the floor, and forced the manager to put the money in a sack. As he was leaving, the security guard tried to ring the alarm. The robber shot him and the guard is in St. Patrick's Hospital. Surgeons are trying to save him from death.

Last night the police arrested a man in South London He is now trying to prove his alibi.

36. Which of the following is not true?

A. There weren't many customers in the Bank when the robber came.

B. Just before closing time yesterday, a man came into the Butcher Street Branch of the

C. National Westminster Bank and deposited £5,000.

D. When the man went into the Bank, he was carrying a shotgun.

E. £5,000 was stolen from the National Westminster Bank yesterday.

37. When did the robbery happen?

A. At midnight a day ago.

B. Three hours before closing time of the Bank.

C. Just before the Bank opened.

D. Shortly before closing time of the Bank yesterday.

38. How many customers were there in the Bank when the robbery happened?

A. There weren't many customers there.

B. The Bank was packed with customers.

C. There was only one customer there.

D. There were quite a few customers in the Bank.

39. Why did the robber shoot the security guard?
- The security guard wanted to escape with the sack full of money.
 - The security guard asked the manager not to put the money in the sack.
 - The security guard tried to ring the alarm.
 - The security guard didn't put the money in a sack.
40. Whom did the police arrest last week?
- The manager of the bank.
 - The robber.
 - The security guard who didn't manage to ring the alarm.
 - A man trying to prove that he didn't rob the bank.

4. Writing

Write about yourself.

Критерии оценки:

Тесты и контрольные работы оцениваются по следующим критериям:

Оценка «отлично» - студент корректно выполнил 100 – 90 % от общего объема заданий.

Оценка «хорошо» - студент корректно выполнил 89 – 79 % от общего объема заданий.

Оценка «удовлетворительно» - студент корректно выполнил 78 – 65 % от общего объема заданий.

Оценка «неудовлетворительно» - студент корректно выполнил 64 % и менее от общего объема заданий.

Знает: практический материал по теме раздела.

Умеет: применять изученный материал в практических целях.

Владеет: навыками оформления речевых высказываний в соответствии с грамматическими и лексическими нормами устной и письменной речи.

Примерный лексико-грамматический тест №2 (45min).

1. Fill in the sentences with correct words. There is one extra word.

nationality, palace, sociable, sculpture, bridge, ancient

- Buckingham is the Queen's house.
- If you want to cross over the river you should go over the
- What's your? – I'm Norwegian.
- Ted has many friends. He is so
- There are a lot of temples in Thailand.

2. Open the brackets.

- What your uncle's name? (be)
- Don and I cousins. (be)
- There a plate and two cups on the table. (be)
- his parents got a car? (have)
- Where's hotel in the world located? (tall)
- I believe Italy is than Greece. (beautiful)
- I think dolphins are as as dogs. (clever)
- Today the weather is than yesterday. (bad)
- They at the same University. (study)
- His sister (work/not)
- Mary often to the park for a walk. (go)
- It hard yesterday. (snow)
- you your relatives last summer? (visit)

14. Where he yesterday? (be)
15. I such films before (watch).

Критерии оценки:

Тесты и контрольные работы оцениваются по следующим критериям:

Оценка «отлично» - студент корректно выполнил 100 – 90 % от общего объема заданий.

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Оценка «неудовлетворительно» - студент корректно выполнил 64 % и менее от общего объема заданий.

Знает: практический материал по теме раздела.

Умеет: применять изученный материал в практических целях.

Владеет: навыками оформления речевых высказываний в соответствии с грамматическими и лексическими нормами устной и письменной речи.

Примерный лексико-грамматический тест №3 (45 min)

Выберите правильный вариант:

1. Hello. This is Mr. Swanson. Can I ... to Mr. Jones, please?
a) talk b) speak c) tell d) say
2. I usually ... home in time.
a) go b) come c) be d) going
3. Teachers different subjects at schools.
a) learn b) play c) study d) teach
4. Long ago this park was large private garden.
a) an b) a c) the d) -
5. My hair ... clean.
a) are b) is c) - d) am
6. I'll phone you if
- a) I'm free b) am I free c) free am I d) I free
7. There isn't ... bread in the house.
a) any b) some c) anything of d) nothing
8. I speak French ... Jenny.
a) the best of b) better than c) better as d) as good as
9. The weather is fine today!
a) as b) so c) such d) such a
10. ... a lovely day. What about having a walk?
a) it's b) there's c) there are d) its
11. She usually home late.
a) comes b) come c) is coming d) has come
12. to England?
a) Have you been b) Be you c) Were you d) Did you be
13. It much yesterday.
a) rains b) rain c) rained d) was rain
14. Hurry up if to go out with me.
a) you will want b) you want c) wanted d) are want
15. My Granny ... a birthday cake tomorrow.
a) shall make b) shall do c) will make d) making
16. Janet lately?
a) Did you see b) Do you see c) Have you seen d) Are you seeing
17. They ... in church last year.

- a) got married b) get married c) have got married d) had got married

Критерии оценки:

Тесты и контрольные работы оцениваются по следующим критериям:

Оценка «отлично» - студент корректно выполнил 100 – 90 % от общего объема заданий.

Оценка «хорошо» - студент корректно выполнил 89 – 79 % от общего объема заданий.

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Оценка «неудовлетворительно» - студент корректно выполнил 64 % и менее от общего объема заданий.

Знает: практический материал по теме раздела.

Умеет: применять изученный материал в практических целях.

Владеет: навыками оформления речевых высказываний в соответствии с грамматическими и лексическими нормами устной и письменной речи.

Примеры деловых игр

1. Устройство на работу.
2. Изменяющийся мир.
3. Традиции в разных странах.

Тематика диалогов и ситуаций для драматизации

1. Знакомство.
2. Обсуждение праздников в разных странах.
3. Проведение досуга.
4. Системы образования в разных странах.
5. Отношения с друзьями и родственниками.

Примерный перечень тем презентаций

1. Мировые достопримечательности.
2. Традиции и праздники.
3. Система образования в странах изучаемого языка.
4. Потепление климата.
5. Борьба с загрязнением окружающей среды.
6. Вопросы глобализации.

Тематика глоссариев

- названия профессий;
- внешность и качества характера;
- виды спорта и другие формы проведения досуга;
- страны и национальности;
- деловая лексика.

8.2. Оценочные средства для промежуточной аттестации (в форме экзамена или зачета)

Зачет (1 семестр)

Вопросы и задания к зачету

1. Выполнить лексико-грамматический тест.
2. Прочитать текст и кратко передать его содержание на английском языке.

Примерный лексико-грамматический тест №1. (90 min)

1. Correct the mistakes:

1. Jane is an painter.

2. I have got a milk.
3. There is books on the shelves.
4. She haven't got a cat.
5. Tony reads a book now.
6. What are you do?
7. We go to the cinema two days ago.
8. How much eggs do we need?
9. Do you like he? – Yes, I do.
10. I don't get up early at Sundays.

2. Write three forms of the following verbs:

become, bring, dig, find, forget, give, hear, know, leave, sleep.

3. Put the verbs into the correct tense forms:

1. We (be) students.
2. – What they (do) ? – They (watch) TV.
3. This dog (bite) me last month.
4. He (have) two sisters and one brother.
5. Please, be quiet! The baby (sleep).
6. I (can/not) swim when I was 4 years old.
7. He (like/not) singing.
8. Last summer we (be) in Italy.
9. How much it (weigh)?
10. You (see) him yesterday?

4. Fill in the appropriate pronoun:

1. Excuse me, is this pen (your, yours)?
2. This is (their, theirs) camera.
3. Give me (your, yours) dictionary, (mine, my) is at home.
4. Is that (hers, her) dog?
5. (Your, yours) daughter is very small, (my, mine) is older.

5. Fill in : *much, many, a few, a little, some or any.*

1. – How ... bananas would you like, sir? – Just ..., please.
2. – How ... sugar would you like in your tea? – Just ..., please.
3. There aren't ... tomatoes in the fridge.
4. Would you like ... bread?
5. – Here's your sandwich. – How ... is it?
6. No thanks. I don't want ... coffee.
7. I'd like ... rice for dinner.
8. How ... cherries do we need?

6. Fill in the prepositions where necessary.

1. Our studies begin ... quarter past eight.
2. It takes me 20 minutes to get ... the University.
3. We'll go to Moscow ... spring.
4. Sally usually meets her friends ... the weekends.
5. What do you do ... Sundays?
6. Will you take part in the concert ... the 8-th ... March?
7. I'm very busy ... the moment.
8. I played tennis ... last Sunday.

7. Translate the sentences into English:

1. – Где ты живешь? – Я живу в большом, красивом доме.
2. Мы не ходили в кино, мы были в театре.
3. Сколько лет твоей племяннице?
4. Что ты обычно делаешь по выходным?
5. Она не любит танцевать.

6. Я сейчас делаю домашнюю работу, а мама готовит ужин

8. Read and render the text.

The Klondike Gold Rush

In late summer, 1896, a family of weary prospectors¹ was traveling through the inhospitable lands of Yukon, Canada. The region was famous for its harsh climate, poor infrastructure and very little else. Few rapidly decaying towns dotted the landscape, their inhabitants making a living not from prospecting, but rather from trading skins and furs with indigenous tribes.

The family has stopped to rest on a bank of a small creek, a tributary of Klondike River. As they were setting up a camp, they took a notice of a shiny rock glittering in the water. Exploring up and down the river revealed at least four large veins of gold, which George Carmack, the lead prospector, has claimed to himself and his family.

Next morning he had registered his claims at the police station, and the news spread with locals like a wildfire. The first discovery soon led to another, even larger vein. As it was a dead of winter by then, it went largely unnoticed by authorities and mainland prospectors. Locals, in turn, encouraged by stories about golden rivers and emboldened⁶ by the notion that native tribes saw no value in gold, went through extreme hardships to claim the best mining spots.

On July 15, 1897, two ships returned from Yukon to Seattle, bringing Klondike prospectors along with more than a 1,000,000\$ (which, accounting for the inflation, roughly equals 1,000,000,000\$ in 2020) of worth in gold. The story has caught the attention of the press, and soon almost 100,000 explorers stampeded to Klondike, eager to repeat the successes of the first prospectors. Most of these people had no experience in mining whatsoever, and many of them were unemployed earlier. Even if they didn't want to go, they couldn't just let the others have all the fame and riches. As the competition grew, the would-be-prospectors started to trade in claims instead of mining for actual gold. To accommodate a rush of explorers, Seattle was transformed into a major transport hub, which it still remains nowadays.

Getting to Klondike was an adventure in itself. Richer people could sail all the way to their destination, albeit the ticket price has risen a hundredfold over the course of the 3-year long rush. Travelling by land implied carrying over a ton of supplies to last through the year, bringing pack animals⁸, dogs, sleds and hiring various specialists that knew the land and would be able to care about animals.

Of 100,000 prospectors that answered the call of gold, only about 40,000 have actually reached Klondike, and only about 4000 of those became rich. By the time the vast majority of people had arrived into Dawson City, the last outpost of civilization near the mines, all of the major claims were mined out, and the remaining ones required some major investment to explore and gave a little guarantee of success. In 1898 first of the disillusioned (and often ruined) prospectors started to return home, and by 1899 the legend of fabulous Klondike died out as swiftly as it had begun mere three years before that.

Критерии оценки:

Оценка «зачтено» выставляется по итогам текущей успеваемости, а также если студент корректно выполнил 100 – 65 % от общего объема тестовых заданий. Сделал устное высказывание min 5-10 предложений. Речевое высказывание логично и оформлено в соответствии с грамматическими и лексическими нормами устной и письменной речи английского языка.

Оценка «незачтено» выставляется если студент корректно выполнил 64% и менее от общего объема заданий. Не сделал устное высказывание./Устное высказывание содержит менее 5 предложений. В речи присутствуют грубые грамматические ошибки. В высказывании грубо нарушены грамматические и лексические нормы английского языка.

Знает: практический материал по теме разделов.

Умеет: применять изученный материал в практических целях.

Владеет: навыками оформления речевых высказываний в соответствии с изученными грамматическими и лексическими нормами устной и письменной речи английского языка.

Зачет (2 семестр)

Вопросы и задания к зачету

1. Выполнить лексико-грамматический тест.
2. Прочитать текст и кратко передать его содержание на английском языке.

Примерный лексико-грамматический тест №2 (90 min)

Choose the correct answer.

1. Are they going to repair the machine?" "Yes, they have been called in.
A) that's why B) the reason for it is that C) it's because D) it is therefore
E) no matter what
2. The new system is more efficient and than the old one.
A) less expensive B) cheap C) cheapest D) the cheapest E) the most expensive
3. My friend can climb trees a monkey.
A) as B) similar to C) as if D) like E) as though
4. The work had under extremely difficult conditions.
A) been doing B) completed C) done D) to complete E) to be done
5. SAM: did you two meet last night?
HELEN: "How many times must I tell you? We didn't!"
A) Where B) Please explain why C) Who D) Tell me when E) Whom
6. crowded place this is!
A) How a B) What a C) How D) What E) Why a
7. beautifully she dances tonight!
A) What B) Wherever C) Whomever D) How E) Why
8. 1999 that somebody first pointed out to the probable future problems this scheme would involve.
A) When it was B) It was C) During D) It was in E) In
9. Nobody loves you I do.
A) than B) more C) only if D) like E) except
10. Oh, I'm exhausted. you give me a hand with this heavy box and help me carry it upstairs?
A) Do B) Should C) If D) Would E) Please
11. Let's forget all about it for the time being, ?
A) won't we B) will we C) don't we D) shall we E) do we

12. You must all look after on your trip back home.
A) yourselves B) yourself C) your self D) your selfs E) your selves

13. He's surely ill to need a doctor now; you'd better call for the imam.
A) so B) very C) critically D) too E) too

14. Don't you think she is old to decide on this matter for herself?
A) so B) for C) grown girl D) too E) enough

15. May I have a little bit more coffee, ? [Pause]
I may I have a little bit more coffee, ?

- A) I may have / please
- B) mayn't I / mayn't I
- C) please / may I not
- D) haven't I / please
- E) please / mayn't have I

16. Did your friend formerly live here?
A) used not to B) use to C) was used to D) used to E) using to

17. What a fantastic book..... !
A) which you wrote it B) that you wrote C) which you wrote D) is it
E) this new book of yours is

18. I haven't seen you for such a long time. Where have you all this time?
A) gone B) being sent C) yourself had gone D) been hiding yourself E) sent

19. My uncle was businessman to fall into that trap.
A) too shrewd a B) shrewd enough a C) a too shrewd D) enough shrewd a E) an enough shrewd

20. It was definitely that you meant,..... ?
A) his father / wasn't it B) right / wasn't it C) him / wasn't him D) wrong / didn't you
E) whom / didn't you

21-28 Complete the dialogue with the following words.
awful believe Congratulations dear happened pleased shame wonderful

A: Hey! Good news. They liked the presentation!
B: Oh wow! (21).....!
A: Thank you! I was so nervous. I can't (22)..... it!
B: That's (23)..... Well done. I'm really
(24)..... for you.
A: How are you anyway?
B: Not so great, actually.
A: Oh (25)..... What's (26).....?
B: I didn't get the job.
A: Oh no, that's (27).....!
B: It's OK.
A: I'm so sorry, really. What a (28).....!
B: Thanks. Anyway ... we should celebrate your presentation!

29- Reading

An email from a friend

Hi!

I've been meaning to write for ages and finally today I'm actually doing something about it. Not that I'm trying to make excuses for myself, it's been really hard to sit down and write, as I've been moving around so much. Since we last saw each other I've unpacked my bags in four different cities. This job has turned out to be more of a whirlwind than I expected, but it's all good!

I went from London to Prague to set up a new regional office there. You know I'd always wanted to go, but maybe I was imagining Prague in spring when I used to talk about that. Winter was really hard, with minus 15 degrees in the mornings and dark really early in the evening. But at least it was blue skies and white snow and not days on end of grey skies and rain, like at home. It's tough being away from home over Christmas, though, and Skype on Christmas Day wasn't really the same as being with everyone.

From there I was on another three-month mission to oversee the set-up of the office in New York. Loved, loved, loved New York! It's like being in one big TV show, as everywhere looks just a little bit familiar. I did every tourist thing you can think of when I wasn't working, and must have spent most of my salary on eating out. It was really hard to leave for the next job, especially as I kind of met someone (!) More about Michael later ...

So then I was posted to LA, which felt like a whole other country compared with the East Coast. I could definitely get used to that kind of outdoor, beach lifestyle, but I didn't spend as much time getting to know California as I could have because I was flying back to see Michael every other weekend. He came to see me when he could, but his job means he's often working at weekends, so he couldn't make the flight very often. Those three months flew by and then I was off again, to Frankfurt, which is where I am now. And ... so is Michael! He got a month off work and we're trying to work out how we can be in the same place at the same time for a while. We figure the first step in that direction is getting married, which is also why I wanted to write – I can't get married without my oldest friend there! The wedding's going to be at home in London in September and I hope you can come!

Anyway, tell me all your news and I promise not to leave it so long this time!

Lots of love,

Kath

29-33 Match the descriptions (a–e) with the cities (29-33).

Cities	Descriptions
29. New York	a. Where she will get married
30.....London	b. A city that wasn't what she expected
31. Frankfurt	c. An expensive place
32. Prague	d. A place she didn't really see much of
33. LA	e. The most recent city she's lived in

34-39 Choose the best answer

34. Recently, Kath has been ...

- a. making an effort to email people she knows.
- b. too busy to even think about writing emails.
- c. thinking about writing an email to her friend

35. Prague was ...

- a. better than Kath imagined.
- b. just as Kath imagined.
- c. not as nice as Kath imagined.

36. Kath says Christmas was ...
- exciting because she was in a new place.
 - difficult because she missed her family.
 - as good as usual thanks to technology.
37. In New York, she spent most of her money on ...
- tourist attractions.
 - restaurants.
 - a TV.
38. How did Kath feel about LA?
- It's nice for a holiday but not to live.
 - She would have enjoyed spending more time at the beach.
 - She didn't really like the beach part of the LA lifestyle.
39. Kath and Michael are ...
- thinking about how to spend more time together.
 - working out where to hold the wedding.
 - planning to get engaged.

40. Read and render the text.

Timeline of the far future

The future is not set. Or is it? Modern science allows us to predict some future events that are about to happen (for example, a weather tomorrow), but how about something that will happen 100,0001 years from now? What about 1,000,0002 years? With the power of biology and physics we can go that far. And maybe even further than that!

We can start with really simple predictions that are guaranteed to be fulfilled (obviously, if nothing happens to the object we're looking at before that). For example, we know that it will take roughly 50,0003 for the famous Niagara Falls to erode completely and disappear. In the same 50,000 years the astronomical day will need another second to be added to in order to actually represent a day.

In 100,000 years, even if humans are extinct, at least 10%4 of anthropogenic carbon dioxide will still remain in the atmosphere.

Roughly 1,000,000 years will take for the Arizona Meteor Crater to completely disappear. 1,000,000 years is also the top estimated time for the red star Betelgeuse to explode in a supernova. This supernova would be visible from Earth for some months afterwards.

In 10,000,0005 years from now on the Red Sea will flood into some areas of East Africa, dividing the continent.

In 100,000,0006 years the rings of Saturn will probably disappear.

In 180,000,0007 years the day on Earth will be an hour longer than today.

In 250,000,0008 years a new supercontinent may appear, and some completely new species may start dominating the planet.

In 600,000,0009 years the increasing Sun luminosity will start to disrupt carbon-based life as we know it, eventually making photosynthesis no longer possible. The oceans will start evaporating rapidly.

Assuming all previous events are true, about 1,300,000,00010 years separates us from the total eukaryotic life extinction. In about 2.8 billion11 years all life goes extinct, as the surface temperature reaches roughly 150 °C12.

Roughly in 4-5 billion years our galaxy will collide with the Andromeda galaxy, forming a new Milkomeda galaxy in the process. An event of such magnitude would be hardly (if ever) noticeable from Earth.

It will take an estimate of 3×10^{43} years¹³ for the Universe as we know it to end and the Black Hole Era to begin. Black holes, the enormous pockets of crushing gravity that usually form out of dead stars, will be the only celestial¹⁴ bodies in that era. But even the black holes will evaporate¹⁵ eventually, perhaps clearing the way for a new Big Bang.

Those all are very large amounts of time. Still, they are all perfectly countable¹⁶. Seeing as we now know both the time that passed since the birth of the Universe, as well as the time for it to end, perhaps we can finally start to treasure the time that is given to us.

Критерии оценки:

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Оценка «незачтено» выставляется если студент корректно выполнил 64% и менее от общего объема заданий. Не сделал устное высказывание./Устное высказывание содержит менее 7 предложений. В речи присутствуют грубые грамматические ошибки. В высказывании грубо нарушены грамматические и лексические нормы английского языка.

Знает: практический материал по теме разделов.

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Зачет (3 семестр)

Примерный лексико-грамматический тест №3 (90 min)

Choose the correct answer

1. You _____ worry so much, you'll make yourself ill.
A) must B) shouldn't C) can't
2. Joe _____ think of a good excuse for being late.
A) shouldn't B) mustn't C) couldn't
3. Stella"s _____ be promoted because she works hard.
A) allowed to B) bound to C) manage to
4. My mother _____ is in Argentina this week
A) , who travels a lot, B) who travels a lot C) who travels a lot,
5. They're going to stay with their cousins _____ live on a boat.
A) - B) where C) who
6. Where are the flowers _____ I sent you?
A) where B) whose C) -
7. Leo and Rose left the cinema because the film was
A) bored B) boredom C) boring
8. My grandmother _____ living alone so she finds the house very quiet.
A) didn't use to B) used to C) isn't used to

9. My boss really annoys me because she _____ me to work at the weekends.
A) is always asking B) would ask C) asked
10. Maria's got a terrible voice but she _____ at any opportunity.
A) is singing B) would sing C) has sung
11. Do you remember when Mum and Dad _____ take us camping and it _____ always rain?
A) - / used to B) are used to / will C) used to / would
12. It was only in Australia for a week so he _____ seen a lot.
A) shouldn't have B) couldn't have C) might have
13. Although it was kind, they _____ bought us a housewarming present.
A) couldn't have B) mightn't have C) needn't have
14. If only I _____ school when I was fifteen, I _____ a lot more money.
A) hadn't left / 'd earn B) don't leave / won't earn C) left / 'd earn
15. If I _____ a lot of money, I'd retire.
A) win B) won C) had won
16. Sometimes they both wish they _____ married so young.
A) didn't get B) don't get C) hadn't got
17. Don't you wish we _____ ten years ago?
A) met B) had met C) meet
18. You can't buy _____ happiness.
A) - B) a C) the
19. Could you get _____ drinks when you go to the shops, please?
A) - B) a C) the
20. It was _____ great film that we saw it twice.
A) what a B) her only C) such a
21. Tony's daughter has his red hair but _____ of his sons look like him.
A) both B) each C) neither
22. Sorry, but I don't know what you are getting _____.
A) on B) at C) over
23. Come in from the rain – you're _____ soaking.
A) quite B) very C) absolutely
24. Jorn spends all his time complaining. I wish he'd just _____.
A) find a life B) get a life C) change the life
25. Lucy _____ well with her brother, even though he's much younger than her.
A) gets over B) gets up C) gets on
26. Have you got a

- A) bit B) minute C) time
27. I need a
- A) favour B) rescue C) service
28. What can I you with?
- A) attend B) guide C) help
29. I'm really about this but ...
- A) bad B) bored C) sorry
30. Would you be to work tomorrow?
- A) able B) easy C) possible
31. I'm not really if I can.
- A) clear B) decided C) sure
32. Is there any you could work late?
- A) chance B) luck C) opportunity
33. I would if I, but I can't.
- A) can B) could C) will

Reading 34-38

A Plastic Ocean

A Plastic Ocean is a film to make you think. Think, and then act. We need to take action on our dependence on plastic. We've been producing plastic in huge quantities since the 1940s. Drink bottles, shopping bags, toiletries and even clothes are made with plastic. 1) _____. What happens to all the rest? This is the question the film A Plastic Ocean answers. It is a documentary that looks at the impact that plastic waste has on the environment. Spoiler alert: the impact is devastating.

The film begins as a journey to film the largest animal on the planet, the blue whale. But during the journey the filmmakers (journalist Craig Leeson and environmental activist Tanya Streeter) make the shocking discovery of a huge, thick layer of plastic floating in the middle of the Indian Ocean. 2) _____. In total, they visited 20 locations around the world during the four years it took them to make the film. The documentary premiered in 2016, and is now on streaming services such as Netflix.

It's very clear that a lot of research went into the film. There are beautiful shots of the seas and marine life. 3) _____. We see how marine species are being killed by all the plastic we are dumping in the ocean. The message about our use of plastic is painfully obvious.

4) _____. In the second half, the filmmakers look at what we can do to reverse the tide of plastic flowing around the world. They present short-term and long-term solutions. These include avoiding plastic containers and 'single-use' plastic products as much as possible. Reuse your plastic bags and recycle as much as you can. The filmmakers also stress the need for governments to work more on recycling programmes, and look at how technology is developing that can convert plastic into fuel.

We make a staggering amount of plastic. In terms of plastic bags alone, we use five hundred billion worldwide annually. Over 300 million tons of plastic are produced every year, and at least 8 million of those are dumped into the oceans. 5) _____. Once you've seen A Plastic Ocean, you'll realise the time is now and we all have a role to play.

34-38. Match the missing sentences (a–e) with the correct place in the text (1–5).

- a. This prompts them to travel around the world to look at other areas that have been affected.
- b. These are contrasted with scenes of polluted cities and dumps full of plastic rubbish.
- c. We live in a world full of plastic, and only a small proportion is recycled.
- d. The results are disastrous, but it isn't too late to change.
- e. But the film doesn't only present the negative side.

1	2	3	4	5

39-46 Complete the sentences with the following words:

obvious reverse take term impact role make amount

39. We urgently need to action about the plastic waste problem.
 40. The hurricane had a devastating on the island.
 41. The filmmakers a shocking discovery in the Pacific.
 42. The answer was painfully to everyone in the room.
 43. Everyone has a to play in this situation.
 44. It's not too late to the tide and fix the problem.
 45. This is a short-..... solution. It won't work forever.
 46. There is a staggering of plastic in the world.

47-56 Complete the text with the following words.

able can chance could help I need a minute sorry sure would

Noelia: Paul, have you got a (47).....? (48).....
 favour.

Paul: I'm a bit busy, but sure, what can I (49)..... you with?

Noelia: So, you know the branding job for Active Arctic?

Paul: Yes?

Noelia: Yeah, so ... look, I'm really (50)..... about this, but they want
 some more
 changes made.

Paul: Seriously? I've already rewritten that copy, I don't know, like, 20 times?

Noelia: I know. I'm so sorry. Would you be (51)..... to work on it this
 afternoon?

Paul: Well, I'm not really (52)..... if I (53).....,
 Noelia.

Noelia: Is there any (54)..... you could work late tonight?

Paul: Sorry, Noelia. I (55)..... if I (56)....., but I
 can't.

57. Read and render the text.

Born Free

Friederike Victoria Gessner (better known by her pen name as Joy Adamson) was an Austrian-born writer, painter and naturalist famous for her work raising and reintroducing big cats into the wild.

Briefly considering a career of a musician or a doctor at first, in 1937 Friederike was forced to migrate from turbulent Vienna into wild Kenya. Being very easy-going by nature, she made friends wherever she went. Soon enough she found herself very close to many researchers, biologists and wildlife conservators who were prominent in the area. Thus she spent her younger years as a naturalist, doing sketches and making observations on various flora and fauna.

When she was 42, her then-husband George Adamson, a senior wildlife warden, was asked to protect local farmers from a lioness that was threatening them. As it turned out later, the lioness was simply protecting her cubs from encroaching human settlement. After successfully fighting the lioness off, George and Friederike decided to adopt those little lions. Tending to all three of them at home has proven very difficult, so the couple eventually donated two larger cubs to Rotterdam Zoo, and took the smallest one, Elsa, for themselves.

As the young lioness was growing up very fast, Friederike has realised that soon they wouldn't be able to provide for her, so she decided to teach Elsa how to act on her own, hunt, and live in the wild. Taking this duty very diligently and treating Elsa as an equal rather than as a pet, Friederike has managed to succeed. Roughly two years later Elsa, now a wild lioness, brought a litter of her own, and those three cubs were the first ever to be born by a domesticated lioness that was reintroduced into the wild.

This was an unprecedented story in a naturalist world, and soon enough Joy Adamson had the attention of both scientists and cinematographers. The story of Elsa was documented in her book, *Born Free*, that was also made into a motion picture in 1966.

In her later years Joy was an activist, travelling around the world, making speeches and raising funds in order to protect the wildlife. Her life ended tragically shortly before her 70th birthday as she was murdered by a disgruntled laborer who was fired by Adamson not too long ago. Her ashes were scattered in Meru National Park over Elsa's grave as an eternal testament to the fact that we all were born to be free.

Критерии оценки:

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Оценка «незачтено» выставляется если студент корректно выполнил 64% и менее от общего объема заданий. Не сделал устное высказывание./Устное высказывание содержит менее 10 предложений. В речи присутствуют грубые грамматические ошибки. В высказывании грубо нарушены грамматические и лексические нормы английского языка.

Знает: практический материал по теме разделов.

Умеет: применять изученный материал в практических целях.

Владеет: навыками оформления речевых высказываний в соответствии с изученными грамматическими и лексическими нормами устной и письменной речи английского языка.

Примерный перечень вопросов и заданий к экзамену (4 семестр)

1. Прочитайте текст. Передайте содержание текста на английском языке.
2. Сделайте сообщение по предложенной теме.
3. Выполните лексико-грамматический тест.

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1 (демонстрационный вариант)

1. Read and render the text.
2. Speak on the problem: Education.
3. Do the test.

Педагогический работник _____ В.В. Гурин
Заведующий кафедрой _____ М.В. Носкова
« _____ » _____ 20 _____ г.

Примерный экзаменационный текст

Global consequences of the climate change

The 20th century was very notable with its unparalleled technological advancement of humanity. With each passing day the lasting impact that we leave on our planet becomes more and

more apparent. The most obvious and harmful outcomes of heavy industrialization are global warming and climate change.

The first signs of global warming became obvious in the middle of the last century. Since the 1970s, the surface temperature of Earth has risen by 1 °C. Multiple data records show now that the warming happens at the rate of roughly 0.2 °C per one decade.

This is a very alarming development. The bulk of global warming is attributed to human activity. Assuming we don't do something about it, the consequences would be lasting, probably irreversible, and very harsh.

The first and most obvious effect is the heating of Earth's atmosphere. This means that there will be less cold days and more hot days overall. This in turn means that both plants and animals will need to adjust to it. Some of them might not survive such a change.

The secondary effect is the melting of continental ice, which makes sea levels rise far above their normal point. Extreme cases could lead to floods and destruction of continental coastlines.

Warmer weather also results in more water evaporating and the air becoming more humid. This can lead to even more rains, floods and some extreme weather patterns such as wildfires and tropical cyclones.

One of the most insidious and less obvious effects is the change of the oceans oxygen levels. Warmer water can hold less oxygen than the colder one, and so if the temperatures continue to rise, many underwater species risk total extinction.

While humanity definitely contributes much to climate change with irresponsible burning of fossil fuels, we still can battle it. Switching to renewable and clear energy sources, electrical cars, and improving the efficiency of our factories can curb the adverse effects we've inflicted on our planet over the last 100 years.

And if worse comes to worst, humanity can be very good at adapting to hostile environments. Adaptation strategies include reinforcing the coastlines or relocating deeper into the mainland; development of weather-resistant crops; development of contingency scenarios for local disaster management.

Темы для устного монологического высказывания

1. Образование в России/ Russian education system
2. Образование в англоязычных странах/ Foreign education system.
3. Профессия учителя/ Profession of a Teacher.
4. Проблемы загрязнения окружающей среды/ Environmental problems.
5. Вопросы глобализации/Globalization
6. Современные технологии в повседневной жизни/Modern technologies in everyday life.
7. Вопросы социального равенства и дискриминации/Social equality and discrimination.
8. Достопримечательности англоязычных стран/ Sights of English-speaking countries.
9. Праздники в англоязычных странах/ Holidays and festivals in English-speaking countries.
10. Планы на будущее/ Plans for the future.

Итоговый лексико-грамматический тест

I Choose the correct variant

1. I'd like to have ... hamburger for breakfast.
A) the B) a C) an D) -
2. Pushkin is ... outstanding Russian poet.
A) the B) a C) an D) -
3. Can you play ... piano?
A) the B) a C) an D) -
6. Dorothy is (young) in her family.
A) the youngest B) the younger C) young

8. Take your umbrella. It (rain) cats and dogs.
A) rains B) is raining C) rain
9. I can give Bob the message if I (see) him.
A) will see B) see C) saw
10. If I hear any news, I (phone) you.
A) will phone B) phone C) will phone
12. My parents (be) to the USA many times.
A) have been B) were C) have being
14. Mrs. Pottson allowed her guests (smoke) in the living-room.
A) to smoke B) smoking C) smoke
16. Little children like books with large print. They ... read them more easily.
A) should B) must C) can D) have to
17. Margaret (know) to be a very industrious person.
A) has been known B) is known C) is been known
18. In Greece the Olympic Games (hold) once in four years.
A) were held B) are being held C) are held
19. They come to school ... 8.00.
A) in B) on C) at
20. We have our English classes ... Thursdays and Wednesdays.
A) on B) at C) in
21. She has... bread.
A) many B) much C) a few
22. Is there ... milk in the fridge?
A) some B) many C) any
23. Hello. This is Mr. Swanson. Can I ... to Mr. Jones, please?
A) talk B) speak C) tell D) say
24. I usually ... home in time.
A) go B) come C) be D) going
25. Teachers different subjects at schools.
A) learn B) play C) study D) teach
26. I'll phone you if
- A) I'm free B) am I free C) free am I D) I free
27. The weather is fine today!
A) as B) so C) such D) such a
28. She usually home late.
A) comes B) come C) is coming D) has come
29. to England?
A) Have you been B) Be you C) Were you D) Did you be
30. It much yesterday.
A) rains B) rain C) rained D) was rain
31. James's got a big bank ..., so he can buy anything he likes.
A) service B) management C) account
32. Clive is looking for a (an) ... job, now that he's finished college.
A) experienced B) long C) full-time
33. The ... on the space shuttle work very hard.
A) audience B) crew C) choir
34. I can't sing because I've got a (an) ... throat.
A) ill B) brave C) sore
35. They work out at the ... gym three times a week.
A) local B) formal C) training
36. A process of teaching, training and learning, especially in schools or colleges is
A) direction B) exercising C) education D) schooling

37. The subjects that are included in a course of study or taught in a school, college is
A) curriculum B) activity C) study D) learning
38. Teaching ... are the techniques or arrangement of learning process in school.
A) studies B) rules C) ways D) methods
39. A place where children go to be educated is
A) stadium B) yard C) gym D) school
40. The scientific study of all forms of human and animal behaviour is
A) psychology B) chemistry C) education D) pedagogics
41. I felt I was visitor.
A) expected B) expecting
42. He sat all night letters to his friends.
A) writing B) written
43. The noise of the glass made me wake up.
A) breaking B) broken
44. my work I went out for a walk.
A) Finishing B) Having finished
45. through the journal I put it aside.
A) Looking B) Having looked
46. They are known ... at their rich uncle's house for half a year already.
A) to been staying B) to have been staying C) stayed
47. Do you want me ... football every day?
A) not to playing B) not to play C) not to been played
48. He is expected ... an outstanding scientist.
A) become B) to become C) to been become

II Put in the verbs in brackets in the infinitive or the -ing form.

- The child (sleep) on the sofa is sick.
- They watched him (go) upstairs.
- I object to Lora's (drive) the car.
- I saw a taxi (stop) near my gate.
- He is said (be) a good pupil.

III Open the brackets to form conditionals.

- If Felix (to be) _____ here I would have seen him.
- Michael would not agree even if you (to ask) _____ him.
- If they (mention) _____ this yesterday, everything would have been done.
- If I (to find) _____ that letter, I'll show it to you.
- If I meet him, I (to invite) _____ him.
- Would they come if we (to invite) _____ them?
- The boss (be) _____ very disappointed if you aren't at the meeting tomorrow.
- The teacher said, "I'll begin the lesson as soon as Jack _____ (stop) talking."
- The old gentleman doesn't go out in winter. He _____ (go) out if the weather gets warmer.
- She's flying to Cairo tomorrow. She'll send her family a telegram providing she _____ (arrive) with a delay.

IV. Report the direct speech

- The secretary has said, «The press conference is taking place now in the main hall».
- My brother has said, «Aunt Sally will come on Monday.»
- John asked, «Has anybody seen the film?»
- He asked, «Are you listening to music now?»
- Helen asked, «Where are they going?»

6. Susan said, «I was in the library two days ago.»
7. Roger asked, «When will he come back?»
8. Rhiana said, «Don't touch it!»

V. Read the text and mark the sentences as True or False

Digital habits across generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?

- | | | |
|--|------|-------|
| 1. More people aged 55 or more use Facebook than people aged 65 or more. | True | False |
| 2. Grandparents typically use Facebook less than their grandchildren. | True | False |
| 3. Sheila feels grateful to social media. | True | False |
| 4. Peter found his own smartphone use affected how he felt about how | True | False |

Общая оценка за экзамен выставляется путем сложения оценок за все три задания в экзаменационном билете и вычисления среднего балла.

Критерии оценивания

	От 96%	76% - 95%	75% - 50 %	До 49%
Параметры	Отлично	Хорошо	Удовлетворительно	Плохо

1. Знание теоретических основ курса.	Демонстрирует прекрасное знание предмета, при ответе на вопрос умеет соединять знания из различных разделов курса, умеет проанализировать и аргументировать излагаемый материал.	Хорошо владеет лексикой и грамматикой иностранного языка, при ответе на вопрос умеет соединять знания из различных разделов дисциплины, умеет проанализировать и аргументировать излагаемый материал.	Не знает уверенно материал по предмету. Не может аргументированно ответить на поставленный вопрос. Может давать грамматически и логически верные ответы на иностранном языке лишь при условии наводящих вопросов экзаменатора.	Не понимает сути вопроса, не может грамматически верно с использованием изученного вокабуляра ответить на поставленный вопрос.
2. Выполнение практического задания.	Великолепно выполняет практическое задание.	Хорошо выполняет практическое задание, в случае неверного ответа, может сам исправить ошибку.	Не четко выполняет практическое задание, допускает много ошибок и не может их исправить, не всегда понимает суть вопроса.	Не выполняет практическое задание, не понимает сути вопроса, в ответе постоянно подменяет одни понятия другими.
Речевое поведение				
Дискурсивные умения	Демонстрирует различные формы изложения мысли: анализ, синтез, сравнение, обобщение, индукцию, дедукцию и т. д. Прекрасно владеет аргументацией к существу дела и к человеку. Использует различные способы связи речи и приемы выразительности. Избегает ненужных повторов, речь предельно лаконична, доступна и понятна. Устное высказывание состоит из 15-20 предложений.	Грамотная композиция речи, хорошая аргументация, отсутствие ненужных повторов, четкость и лаконичность ответа. Устное высказывание состоит из min 12 предложений.	Слабая аргументация, однообразные приемы и формы изложения мысли, нарушенная логика высказывания, неумение адекватно реагировать на контраргументы. Устное высказывание состоит из min 7 предложений.	Отсутствие логики, отсутствие аргументации, наличие неоправданных повторов, нарушение норм социокультурного общения, фрагментарность речи, множественные междометия, паузы-гезитации Устное высказывание включает в себя менее 5 предложений.

3. Языковая грамотность	Речь абсолютно грамотная, соблюдаются все лексико-грамматические и стилистические нормы оформления речевого высказывания.	Речь грамотна, практически нет ошибок на употребление лексики или грамматики, в целом соблюдаются нормы стилистического оформления речи.	В речи встречаются ошибки на лексико-грамматическое и стилистическое оформление речи.	Речь изобилует языковыми и стилистическими ошибками
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Настоящая программа не может быть воспроизведена ни в какой форме без предварительного письменного разрешения кафедры-разработчика программы.