	МИНОБРНАУКИ РОССИИ Федеральное государственное бюджетное образовательное учреждение высшего образования «Челябинский государственный университет» (ФГБОУ ВО «ЧелГУ») Костанайский филиал Кафедра филологии		
	Фонд оценочных средств по дисциплине (модулю) «Профессионально-ориентированный иностранный язык» по основной профессиональной образовательной программе высшего образования – программе бакалавриата «Русский язык и литература» по направлению подготовки 45.03.01 Филология		
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Фонд оценочных средств принят

Учёным советом Костанайского филиала ФГБОУ ВО «ЧелГУ»

Протокол заседания № 10, от «25» мая 2023г.

Председатель учёного совета
филиала



Р.А. Тюлегенова

Секретарь учёного совета
филиала



Н.А. Кравченко

Фонд оценочных средств рекомендован

Учебно-методическим советом Костанайского филиала ФГБОУ ВО «ЧелГУ»

Протокол заседания № 10, от «18» мая 2023г.

Председатель
Учебно-методического совета



Н.А. Нализко



Фонд оценочных средств разработан и рекомендован кафедрой филологии

Протокол заседания № 09, от «10» мая 2023г.


Заведующий кафедрой



С.М. Морданова

Авторы (составители)  Савойская Н.П., кандидат филологических наук, доцент кафедры филологии;  Пугачева А.В., старший преподаватель

Пугачева А.В., старший преподаватель

	МИНОБРНАУКИ РОССИИ Федеральное государственное бюджетное образовательное учреждение высшего образования «Челябинский государственный университет» (ФГБОУ ВО «ЧелГУ»)		
	Костанайский филиал Кафедра филологии		
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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

Направление подготовки: 45.03.01 Филология
 Направленность (профиль) Русский язык и литература
 Дисциплина: Профессионально-ориентированный иностранный язык
 Семестр (семестры) изучения: 3, 4 семестры.
 Форма (формы) промежуточной аттестации: зачет, экзамен.

Оценивание результатов учебной деятельности обучающихся при изучении дисциплины осуществляется по балльно-рейтинговой системе

2. ПЕРЕЧЕНЬ ФОРМИРУЕМЫХ КОМПЕТЕНЦИЙ

2.1. Компетенции, закреплённые за дисциплиной

Изучение дисциплины «Профессионально-ориентированный иностранный язык» направлено на формирование следующих компетенций:

Коды компетенции (по ФГОС)	Результаты освоения ОПОП Содержание компетенций согласно ФГОС	Индикатор достижения компетенции и его содержание	Перечень планируемых результатов обучения по дисциплине	Уровень
1	2	3	4	4
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1 Выбирает на государственном языке Российской Федерации и иностранном (-ых) языках коммуникативно приемлемые стили делового общения, вербальные и невербальные средства взаимодействия с партнёрами.	УК-4.1.3-1 Знает понятие «коммуникация», его сущность, функции, формы и виды; особенности и виды деловой коммуникации УК-4.1.У-1 Умеет подбирать необходимые виды и формы делового общения и профессиональных коммуникаций УК-4.1.В-1 Владеет практическими навыками эффективной деловой коммуникации для достижения поставленных задач.	пороговый



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по основной профессиональной образовательной программе высшего образования – программе бакалавриата «Русский язык и литература» по направлению подготовки 45.03.01 Филология

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			<p>УК-4.1.3-2 Знает средства (вербальные, невербальные) и формы профессиональной коммуникации</p> <p>УК-4.1.У-2 Умеет использовать в процессе коммуникации вербальные и невербальные средства осуществления профессионального общения.</p> <p>УК-4.1.В-2 Владеет навыками применения вербальных и невербальных средств взаимодействия с партнёрами; электронных технологий в вербальной коммуникации.</p>	продвинутый
			<p>УК-4.1.3-3 Знает этические формы и модели деловой коммуникации; психологические и этические особенности восприятия информации в деловых коммуникациях; этикет профессиональной коммуникации.</p> <p>УК-4.1.У-3 Умеет учитывать психологические и этические особенности восприятия информации в деловых коммуникациях; выявлять факторы, затрудняющие адекватное восприятие в коммуникации.</p> <p>УК-4.1.В-3 Владеет культурой деловой коммуникации, основными инструментами эффективной профессиональной коммуникации, приёмами установления, поддержания профессиональных контактов</p>	Высокий
		УК-4.2 Осуществляет обмен деловой информацией в устной форме на государственном языке Российской Федерации и иностранном (-ых) языках	УК-4.2.3-1 Знает орфоэпию, фонетический строй изучаемого языка; базовую лексику языка, грамматические структуры изучаемого языка, профессиональную лексику и терминологию.	пороговый
			УК-4.2.У-1 Умеет понимать устную (монологическую и диалогическую речь) на профессиональные темы; осуществлять устный обмен	



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по основной профессиональной образовательной программе высшего образования – программе бакалавриата «Русский язык и литература» по направлению подготовки 45.03.01 Филология

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			информацией при устных контактах в ситуациях повседневного общения, при обсуждении проблем общенаучного и профессионального характера. УК-4.2.В-1 Владеет навыками профессионального общения в устной форме; навыками чтения официальных и профессиональных текстов на иностранном языке (ах), в том числе без словаря	
			УК-4.2.3-2 Знает основные иностранные термины, определения и понятия, в том числе, связанные с будущей профессиональной деятельностью; технологию осуществления перевода как инструмента межкультурной деловой и профессиональной коммуникации. УК-4.2.У-2 Умеет выполнять корректный устный и письменный перевод профессиональных текстов с иностранного языка на государственный язык РФ и с государственного языка РФ на иностранный язык. УК-4.2.В-2 Владеет навыками перевода публицистических и профессиональных текстов с иностранного(ых) языка(ов) на русский, с русского языка на иностранный(ые)	продвинутый
			УК-4.2.3-3 Знает основные правила публичной речи, типовую структуру публичной речи УК-4.2.У-3 Умеет анализировать тексты публицистического содержания, композиционно грамотно выстраивать выступление; устанавливать контакт с аудиторией с помощью вербальных и невербальных средств коммуникации. УК-4.2.В-3 Владеет навыками эффективной подготовки публичного выступления; переработки учебно-научных и профессионально ориентированных письменных текстов в публичные доклады.	высокий



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по основной профессиональной образовательной программе высшего образования – программе бакалавриата «Русский язык и литература» по направлению подготовки 45.03.01 Филология

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		УК-4.3 Ведёт деловую переписку на государственном языке Российской Федерации и иностранном (-ых) языках с учётом особенностей стилистики официальных и неофициальных писем и социокультурных различий в формате корреспонденции	УК-4.3.3-1 Знает понятие «деловая переписка», виды и структуру, правила и нормы оформления деловой переписки УК-4.3.У-1 Умеет использовать правила ведения деловой переписки; вести деловую переписку по форме, принятой в стране изучаемого языка; вести деловую переписку посредством электронной почты. УК-4.3.В-1 Владеет навыками ведения деловой переписки на государственном языке Российской Федерации и иностранном (-ых) языках	пороговый
			УК-4.3.3-2 Знает особенности стилистики официальных и неофициальных писем и социокультурные различия в формате корреспонденции на государственном языке Российской Федерации и иностранном (-ых) языках УК-4.3.У-2 Умеет анализировать социокультурные различия в формате корреспонденции УК-4.3.В-2 Владеет навыками определения особенностей стилистики официальных и неофициальных писем и социокультурных различий в формате корреспонденции на государственном языке Российской Федерации и иностранном (-ых) языках.	продвинутый
			УК-4.3.3-3 Знает способы применения информационно-коммуникационных технологий в деловой переписке на государственном языке Российской Федерации и иностранном (-ых) языках УК-4.3.У-3 Умеет использовать электронные, сетевые формы коммуникации для ведения деловой переписки на государственном языке Российской Федерации и иностранном (-ых) языках УК-4.3.В-3 Владеет навыками применения информационно-коммуникационных технологий в деловой переписке на	высокий



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Костанайский филиал

Кафедра филологии

Фонд оценочных средств по дисциплине (модулю) «Профессионально-ориентированный

иностраный язык»

по основной профессиональной образовательной программе высшего образования – программе

бакалавриата «Русский язык и литература» по направлению подготовки 45.03.01 Филология

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			государственном языке Российской Федерации и иностранном (-ых) языках с учётом особенностей стилистики официальных и неофициальных писем и социокультурных различий в формате корреспонденции	
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3. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕГО КОНТРОЛЯ

3.1 Структура оценочных средств

№ п/п	Код компетенции/ планируемые результаты обучения	Контролируемые темы/ разделы	Наименование оценочного средства для текущего контроля
3 семестр			
1	УК-4 (УК-4.1, УК-4.2, УК- 4.3)	Имена и семья	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student's book. Unit 1. Стр. 4 Listening упр. 1, 2, 3, Vocabulary упр. 1, 2, 3, стр. 5 Reading упр. 1, 2, 3, Grammar упр. 1, 2, 3, стр. 6 Pronunciation упр. 1, 2, Listening упр. 1, 2, стр. 7 Reading упр. 1, 2, Grammar упр. 1, 2, стр. 8 Reading упр. 1, 2, Speaking упр. 1, 2, стр. 9 Grammar упр. 1, 2, 3, 4, 5, Speaking упр. 1, 2, стр. 10 Useful phrases упр. 1, 2, 3, 4, 5. Эссе "My family" Диалог "How to choose a name?" Разработка упражнений и заданий по лексическим и грамматическим темам Организация работ в группах с использованием разработанных упражнений и заданий по лексическим и грамматическим темам
2	УК-4 (УК-4.1, УК-4.2, УК- 4.3)	Города	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student's book. Unit 2. Стр. 12 Vocabulary упр. 1, 2, 3, стр. 13 Listening упр. 1, 2, Grammar and Vocabulary упр. 1, 2, 3, 4, 5, стр. 14 Grammar упр. 1, 2, 3, Vocabulary and Pronunciation упр. 1, 2, Speaking упр. 1, 2, стр. 15 Reading упр. 1, 2, 3, стр. 16 Reading упр. 1, 2, Grammar упр. 1, 2, 3, 4, стр. 17 Vocabulary упр. 1, 2, 3, Speaking упр. 1, 2, стр. 18 Useful phrases упр. 1, 2, 3, 4.
3	УК-4 (УК-4.1, УК-4.2, УК- 4.3)	Отношения	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student's book. Unit 3. Стр. 20 Listening упр. 1, 2, Vocabulary and Speaking упр. 1, 2, стр. 21 Vocabulary упр. 1, 2, Grammar упр. 1, 2, Pronunciation упр. 1, 2, стр. 22 Listening упр. 1, 2, 3, 4, стр. 23 Grammar упр. 1, 2, 3, 4, Reading упр. 1, 2, стр. 24 Reading упр. 1, 2, 3, стр. 25 Vocabulary and Speaking упр. 1, 2, Grammar упр. 1, 2, стр. 25 Useful phrases упр. 1, 2, 3, 4, 5. Эссе "My first date"



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по основной профессиональной образовательной программе высшего образования – программе
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			Диалог “The cities I want to visit” Разработка упражнений и заданий по лексическим и грамматическим темам Организация работ в группах с использованием разработанных упражнений и заданий по лексическим и грамматическим темам.
4	УК-4 (УК-4.1, УК-4.2, УК-4.3)	Покупки	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student’s book. Unit 4. Стр. 32 Speaking, Reading упр. 1, 2, стр. 32 Vocabulary упр. 1, 2, Pronunciation упр. 1, 2, Grammar упр. 1, 2, стр. 34 Speaking упр. 1, 2, Grammar and Vocabulary упр. 1, 2, 3, 4, стр. 35 Speaking упр. 1, 2, Grammar and Vocabulary упр. 1, 2, стр. 36 Reading and Vocabulary упр. 1, 2, 3, 4, 5, стр. 37 Reading упр. 1, 2, 3, Grammar упр. 1, 2, 3, 4, стр. 38 Useful phrases упр. 1, 2, 3.
5	УК-4 (УК-4.1, УК-4.2, УК-4.3)	Здоровье	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student’s book. Unit 5.Стр. 40 Reading упр. 1, 2, стр. 41 Vocabulary упр. 1, 2, Speaking упр. 1, 2, стр. 42 Listening упр. 1, 2, 3, Grammar упр. 1, 2, 3, стр. 43 Pronunciation упр. 1, 2, Grammar упр. 1, 2, Vocabulary упр. 1, 2, 3, стр. 44 Reading упр. 1, 2, Vocabulary упр. 1, 2, стр. 45 Grammar упр. 1, 2, 3, 4, Listening and Speaking упр. 1, 2, 3, стр. 46 Useful phrases упр. 1, 2, 3. Эссе “Sales” Диалог “How to keep fit” Разработка упражнений и заданий по лексическим и грамматическим темам Организация работ в группах с использованием разработанных упражнений и заданий по лексическим и грамматическим темам.
6	УК-4 (УК-4.1, УК-4.2, УК-4.3)	Работа	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student’s book. Unit 6. Стр. 48 Listening упр. 1, 2, Speaking упр. 1, 2, стр. 49 Reading упр. 1, 2, Grammar упр. 1, 2, 3, стр. 50 Reading упр. 1, 2, 3, Vocabulary упр. 1, 2, стр. 51 Grammar упр. 1, 2, 3, 4, 5, Pronunciation упр. 1, 2, Speaking упр. 1, 2, стр. 52 Listening упр. 1, 2, Vocabulary упр. 1, 2, 3, стр. 53 Writing упр. 1, 2, Speaking упр. 1, 2, стр. 54 Useful phrases упр. 1, 2, 3. Эссе “Work of my dream” Диалог “Work experience” Разработка упражнений и заданий по лексическим и грамматическим темам Организация работ в группах с использованием разработанных упражнений и заданий по лексическим и грамматическим темам.
4 семестр			
7	УК-4 (УК-4.1, УК-4.2, УК-4.3)	Экология	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student’s book. Unit 7. Стр. 60 Reading and Vocabulary упр. 1, 2, 3, 4, стр. 61 Listening and Vocabulary упр. 1, 2, Grammar упр. 1, 2, стр. 62 Pronunciation упр. 1, 2, Grammar упр. 1, 2, 3, 4, 5, стр. 63



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«Челябинский государственный университет» (ФГБОУ ВО «ЧелГУ»)

Костанайский филиал
Кафедра филологии

Фонд оценочных средств по дисциплине (модулю) «Профессионально-ориентированный
иностраный язык»
по основной профессиональной образовательной программе высшего образования – программе
бакалавриата «Русский язык и литература» по направлению подготовки 45.03.01 Филология

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			Speaking упр. 1, 2, Writing упр. 1, 2, стр. 64 Reading Listening упр. 1, 2, 3, Grammar упр. 1, 2, 3, стр. 65 Listening упр. 1, 2, Grammar упр. 1, 2, 3, 4, стр. 66 Useful phrases упр. 1, 2, 3.
8	УК-4 (УК-4.1, УК-4.2, УК-4.3)	Образование	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student's book. Unit 8. Стр. 68 Reading упр. 1, 2, 3, стр. 69 Vocabulary упр. 1, 2, Pronunciation упр. 1, 2, Speaking упр. 1, 2, стр. 70 Reading упр. 1, 2, 3, стр. 71 Grammar упр. 1, 2, 3, 4, 5, Listening упр. 1, 2, 3, стр. 72 Reading and Listening упр. 1, 2, 3, Vocabulary упр. 1, 2, стр. 73 Grammar упр. 1, 2, 3, Reading and Speaking упр. 1, 2, стр. 74 Useful phrases упр. 1, 2, 3, 4, 5. Эссе "Education in my country and abroad" Диалог "Ecology problems" Разработка упражнений и заданий по лексическим и грамматическим темам Организация работ в группах с использованием разработанных упражнений и заданий по лексическим и грамматическим темам.
9	УК-4 (УК-4.1, УК-4.2, УК-4.3)	Характер	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student's book. Unit 9. Стр. 76 Reading упр. 1, 2, 3, Vocabulary упр. 1, 2, 3, стр. 77 Reading упр. 1, 2, Vocabulary упр. 1, 2, 3, стр. 78 Reading упр. 1, 2, Grammar and Vocabulary упр. 1, 2, стр. 79 Reading and Speaking упр. 1, 2, 3, Listening упр. 1, 2, стр. 80 Listening упр. 1, 2, 3, Grammar упр. 1, 2, 3, 4, стр. 81 Grammar упр. 1, 2, 3, 4, 5, Pronunciation упр. 1, 2, Speaking упр. 1, 2, стр. 82 Useful phrases упр. 1, 2, 3, 4.
10	УК-4 (УК-4.1, УК-4.2, УК-4.3)	Стиль жизни	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student's book. Unit 10. Стр. 88 Reading and Vocabulary упр. 1, 2, стр. 89 Listening and Grammar упр. 1, 2, 3, Grammar упр. 1, 2, 3, стр. 90 Vocabulary упр. 1, 2, Pronunciation упр. 1, 2, стр. 91 Reading and Vocabulary упр. 1, 2, 3, Speaking упр. 1, 2, стр. 92 Reading упр. 1, 2, 3, стр. 93 Vocabulary упр. 1, 2, Grammar упр. 1, 2, 3, 4, Speaking упр. 1, 2, стр. 94 Useful phrases упр. 1, 2, 3. Эссе "Education in my country and abroad" Диалог "Ecology problems" Разработка упражнений и заданий по лексическим и грамматическим темам Организация работ в группах с использованием разработанных упражнений и заданий по лексическим и грамматическим темам.
11	УК-4 (УК-4.1, УК-4.2, УК-4.3)	Животные	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate Student's book. Unit 11. Стр. 96 Reading and Speaking упр. 1, 2, 3, стр. 97 Listening упр. 1, 2, 3, Vocabulary упр. 1, 2, стр. 98 Vocabulary упр. 1, 2, Reading and Vocabulary упр. 1, 2, 3, стр. 99 Grammar упр. 1, 2, 3, 4, 5, стр. 100 Pronunciation упр. 1, 2, Listening упр. 1, 2, 3, стр. 101 Grammar упр. 1, 2, 3, 4, Speaking упр. 1, 2, стр. 102 Useful phrases упр. 1, 2, 3, 4.
12	УК-4 (УК-4.1,	Сверхъестествен	Sue Kay, Vaughan Jones New Inside Out Pre-Intermediate



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	УК-4.2, УК-4.3)	ное	Student's book. Unit 12. Стр. 104 Reading упр. 1, 2, 3, 4, стр. 105 Grammar упр. 1, 2, 3, 4, Vocabulary упр. 1, 2, стр. 106 Reading упр. 1, 2, стр. 107 Grammar упр. 1, 2, 3, 4, Speaking упр. 1, 2, стр. 108 Vocabulary and Listening упр. 1, 2, 3, Grammar упр. 1, 2, стр. 109 Reading and Speaking упр. 1, 2, стр. 110 Useful phrases упр. 1, 2, 3, 4, 5.
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3.2 Содержание оценочных средств

Оценочные средства представлены в виде вопросов для устного опроса, письменного перевод текстов, диалогов, грамматических заданий, лексических заданий.

3.2.1 База вопросов для устного опроса.

Тема Имена и семья

1. Have you ever seen a celebrity in person? What did you do?
2. Which celebrity would you like to meet? What would you do if you could spend a day with this person?
3. Do you think famous people have the right to have a private life?
4. Do you think it's moral to sell your private life to the media?
5. Do you approve of people who become famous as a consequence of appearing again and again in the media and not because of having an artistic career?
6. What do you think of the paparazzi?
7. Why do you think there is such a high demand for gossip magazines and gossip TV programs?
8. What are the pros and cons of being a celebrity?
9. What do you think of fans and fan-clubs?
10. Did you have any heroes when you were a teenager?
11. Why do you think adolescents need to have heroes?
12. Do you think being a celebrity automatically means the person is intelligent?
13. Do you think that there are times when the common man has an edge over a celebrity?
14. If you could influence people like a celebrity does, how would you use it for the benefit of the planet?
15. Which celebrity do you most admire and why?
16. Would you like to be famous? Why or why not?
17. Do you think there is a relationship between beauty and celebrity?
18. Can you name some famous people?
19. Do you know someone famous?
20. Would you like to be famous? Why?
21. Are famous people happy?
22. Would you like to be a celebrity?
23. Would you like to be a celebrity? Why would you be famous?
24. If you were a celebrity, would you take advantage of it to date some fans?
25. Should celebrities be role models?

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	Костанайский филиал Кафедра филологии		
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26. Do you think being a celebrity automatically means the person is intelligent? Why? Why not?
27. What holidays have disappeared in your country?
28. What is your parent's favorite holiday?
29. What new holiday are needed in your country?
30. What holiday should be abolished?
31. What are some of your fondest memories of Thanksgiving?
32. What kind of traditional food do you eat for Thanksgiving?
33. Where is the best place to be for the holidays?
34. Do you think holidays are important? Why?
35. What kinds of thing do you like to do on the holidays?
36. Do you ever feel blue during the holidays? What do you do about it?
37. Do you think pets need holidays? What kinds of holidays would we have for pets?
38. What games do you play during your holidays?
39. How many holidays do you have in your country?
40. What special foods are associated with your favorite holiday?
41. What special clothing/customs are associated with your favorite holiday?
42. What is your favorite holiday memory? Tell us about it.
43. Who is your favorite holiday character (e.g. Santa Claus)? Why?
44. What are three holidays that you like to spend with your family?
45. What is your worst holiday memory? Tell us about it.
46. If you had a long holiday, what will you do with it?
47. Do you like to stay up late on holidays?
48. Who do you usually spend the holidays with?
49. If a holiday falls on a Sunday, should you get another day off?
50. What is best present you ever received?

Темы Города, Отношения

1. Are young people generally more selfish than their parents and grandparents?
2. Does age make you more aware of and caring for others?
3. Should adults try to teach young people lessons, such as the dangers of drinking too much, taking drugs or catch the AIDS virus, or should they leave them alone to find out about these things themselves?
4. What are the advantages and disadvantages of both approaches?
5. What do you think is the best age to be?
6. Most countries give young people rights as they reach a certain age. For example, British people can legally make love or fight for their country at the age of 16; they can drink, vote and drive a car when they are 18.
7. Do you think that any of the age limits need changing?
8. Some people think you should give something to society before you have the right to join it.
9. Should young people have to do some form of military or community service by law?



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10. Should people of between 50 and 55 be forced to retire from their jobs in order to make way for younger workers?
11. If people are still able to (and want to) work, should they have to retire when they reach a certain age?
12. In most countries the legal retirement age for men is five years older than for women, even though women live longer than men on average.
13. Why do you think this is?
14. Is this fair, or should it be changed?
15. Are there many things that the old can teach the young or are they hopelessly out of touch by the time they reach a certain age?
16. What things were you taught by your older family members?
17. How have they been useful to you in your life?
18. In most countries, compulsory education is targeted at five to sixteen year olds.
19. Would it be better to offer it to pensioners who want to learn rather than young people who prefer not to be in school? Explain your opinion.
20. In Russia, China and many other countries, there is a tradition of choosing leaders who are quite advanced in years.
21. Do you think that older people make better leaders? Explain your opinion.
22. One of Britain's best-ever leaders was William Pitt, who became Prime Minister when he was 24 and remained in power for 18 years.
23. Could this ever happen in your country? Why/why not?
24. Many elderly people have disabilities which limit their mobility.
25. Do buses, shops and public buildings in your country provide easy access for the disabled or are your towns and cities designed mainly for the young and able-bodied? Why is this?
26. Should the elderly be expected to pay for residential care out of their own savings or should appropriate accommodation and nursing be provided by the tax payer? Explain your opinion.
27. Some people say that men age better than women, and remain attractive longer. Do you agree? Explain your opinion.
28. Some people say that men never grow up, they just get bigger. Do you agree? Explain your opinion.
29. Some people say that young women are usually two to three years more mature than young men. Do you agree? Explain your opinion.
30. In most countries women live an average of five to six years longer than men. Why do you think this is?
31. In some countries having children is considered a way of "investing in the future", and young people are expected to give money to their parents when they get a job, and then to care for them when they retire.
32. What are the good points and what are the bad points about this system?
33. Many countries are facing the problem of an "aging population", i.e. there will soon be more old people than young people.
34. What problems will this cause?
35. What can be done to prepare for them?



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36. What do you think is the ideal age for each of these stages of your life: (Explain your opinion.)
37. What age do you want to live to?
38. How do you feel about your parents growing older?
39. If your parents could no longer care for themselves, would you let them live with you or put them in a nursing home?
40. Are you afraid of getting old?
41. What is your ideal old age to live to?
42. Do you prefer to live in the retirement home or live with young people?
43. Should parents continue to finance their children after the children are 18?
44. Where do you wish to live when you are old?
45. Where do you see yourself when you are 70 years old?
46. Should older people spend their money on themselves, or save it for their children to have after they die?
47. Where do you wish to live when you are old?
48. What advice would you give to an older person who wants to feel young?
49. Some people say that youth is a state of mind, do you agree?
50. What is a generation gap?

Темы Покупки, Здоровье

1. About how much did you spend on presents last year?
2. About how much do you usually spend each day?
3. Are you a price conscious shopper?
4. Are you good at saving money?
5. Are you saving money to buy something?
6. How much longer will you need to save before you can buy it?
7. Do banks pay a higher percent of interest here or in your country?
8. Do you compare prices at different stores when you shop?
9. Do you enjoy shopping?
10. Do you ever buy second-hand things? ("used things")
11. Do you ever give money to charity?
12. How often do you give to charity?
13. Do you gamble?
14. Do you give tips at a restaurant in your country? How about to taxi drivers?
15. Do you haggle when you shop?
16. Do you have a credit card? If so, do you have more than one?
17. Do you have to pay a sales tax in your country?
18. Do you invest in the stock market?
19. Do you often put money in the bank?
20. Do you sometimes buy things that you don't need?
21. Do you sometimes give money to charities?
22. Do you think that money can buy love?
23. Do your parents give you an allowance? (Did your parents give...?)
24. How much? (Maybe not a good question to ask.)



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КОПИЯ № _____

25. Have you ever been in debt?
26. Have you ever owed money to people?
27. Have you ever bought a lottery ticket?
28. Have you ever found any money? If so, what did you do with it?
29. Have you ever given money to a beggar?
30. Have you ever given money to a homeless person?
31. Have you ever had any money stolen from you?
32. How important is money to you?
33. If you had no money, do you think you could be happy?
34. How many different kinds of coins are there in your country? What are they?
35. How much did you spend last week?
36. How much did you spend yesterday?
37. How much do you have to spend to eat a good meal at a restaurant in your country?
38. How much do you spend on food each week?
39. How much do you think it costs to fly to Guam?
40. How much do you think it costs to stay at a hotel in London?
41. How much do you usually spend each month on entertainment?
42. How much do you usually spend each month on food?
43. How much do you usually spend each month on transportation?
44. How much does it cost to get a haircut in your country?
45. How much does it cost to ride a bus in your country?
46. How much is a liter of gasoline in your country?
47. How much money did you make on your first job?
48. (How much money do you think you will make on your first job?)
49. How much money did you spend yesterday?
50. How much money did your parents give you for an allowance when you were ten years old?

Тема Работа

1. Have you made any recent changes in your life?
2. Do you think change is important?
3. Do you ever get the urge to refurnish your whole house?
4. Do you rearrange the furniture in your house often?
5. Do you like to rearrange your room or living-room?
6. Do you think change is important in people's life?
7. Do you think it is possible for a cold hearted person to change?
8. Do you think that it is easy to mend our old ways?
9. Do you think it is easy to keep up with the times?
10. If you could change anything in your life, what would it be?
11. What is the most difficult change you have ever had to make?
12. What are the best and the most useful inventions of the mankind in the 20th and 21st centuries?
13. What famous inventors do you know?



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КОПИЯ № _____

14. What do you think is the worst invention of the mankind? (weapon, atomic energy, cigarettes, television, mobile phones, cars, genetically modified products etc)
15. Can you name some inventions are you looking forward to? (human cloning, time traveling, eternal-life-pill, AIDS\cancer vaccine, teleportation)
16. Do think that you need to lose weight?
17. Do you always eat healthy food?
18. Do you bruise easily?
19. Do you catch a cold more than once a year?
20. Do you consider alcohol a drug?
21. Do you drink a lot?
22. Do you eat a lot of vegetables?
23. Do you eat lots of fruit?
24. Do you eat vegetables every day?
25. What are some good habits to have?
26. What are healthy eating habits?
27. What are bad eating habits?
28. What are good study habits?
29. What are bad study habits?
30. Where do we learn our habits?
31. What are some of your bad habits?
32. Do children learn bad habits at school or at home?
33. Do you smoke?
34. Do you drink alcohol?
35. How can we get rid of bad habits?
36. How can we develop good habits?
37. Which bad habit do you think would be the most difficult to get rid of? Why?
38. Which good habit do you think would be the most difficult to develop? Why?
39. Which habit is the most important for parents to set as an example of for their children?
40. Is always coming late a bad habit?
41. Is your partner's snoring a bad habit?
42. Do you cut people off in the middle of there stories and conversations?
43. Are we be born with our bad habits? Or do we acquire them from the environment surrounding us?
44. Do you think you have a healthy life style?
45. Is it possible to have a healthy life style in modern world?
46. Why do many people try to have a healthy life style?
47. What is healthy food?
48. Do you pay much attention to what you eat?
49. Do you think it is more important for you to eat healthy or tasty food?
50. Do you try to eat your breakfast, lunch and dinner at a certain time every day?

Темы Экология, Образование

1. Does your mother or father have any bad habits?
2. Is it easy or difficult to get rid of a bad habit?



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3. Do other people's bad habits get on your nerves?
4. Have you been successful in getting rid of a bad habit?
5. Is always coming late a bad habit?
6. What bad habits bother you the most?
7. What good habits do you most admire?
8. What unusual habits do you observe in your family members? Do they bother you?
9. How can you develop a good habit?
10. If someone makes an annoying sound what do you say?
11. How can we get rid of bad habits?
12. How can we develop good habits?
13. Which bad habit do you think would be the most difficult to get rid of? Why?
14. Which good habit do you think would be the most difficult to develop? Why?
15. What is your attitude toward marriage?
16. Do you think it is important to get married before moving in with your boyfriend/girlfriend?
17. Will you feel comfortable living together without the official registration?
18. Do you think parents should be married or it is not important?
19. What positive or negative changes take place in the life of a couple after marriage?
20. What is the best age for a man or woman to get married?
21. Can you tell me about the wedding traditions in your country?
22. What do you know about wedding agencies?
23. What services do they provide?
24. Would you address to a wedding agency for help or would you organize everything yourself?
25. How much does it cost to organize a wedding ceremony?
26. What are the main expense items?
27. What is your attitude toward a church wedding ceremony?
28. Describe the wedding you've been to or heard about.
29. Who got married? What was the program of the day?
30. What were your impressions of that wedding?
31. What is your attitude toward wedding ceremonies?
32. What is better, to have a traditional wedding with guests invited, wedding dress and the banquet or to have just an official registration without any guests?
33. What are the pros and cons of organizing a wedding with guests, wedding dress and so on?
34. Do you think marriages based on love are more successful than arranged marriages?
35. Do you think marriage is very stressful for women? How about for men?
36. Do you think people change after getting married?
37. Do you think religion influences marriage? If so, in what ways?
38. Do you think that all adults should be married?
39. Do you think that you can you find eternal love through the Internet?
40. Do you want a husband or wife who is older, younger or the same age as you?
41. If your parents did not approve of a person you loved and wanted to marry, would that be a difficult situation for you? Why/Why not?

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42. If you had to marry either a poor man whom you really loved, or a rich man whom you did not love, which would you choose?
43. What advice would you give to someone whose partner hates their best friend?
44. What age do you think is best for getting married?
45. What are some dating and marriage customs in your country?
46. What are some of the main reasons people get divorced?
47. What are some qualities that you think are important in a spouse or partner?
48. What do you think of people who get divorced?
49. What is a wedding ceremony like in your country?
50. What is the best way to keep your spouse happy in the marriage?

Темы Характер, Стиль жизни

1. Have you ever been on a diet?
2. How do you know if you are fat?
3. What is the best way to diet?
4. Do you think dieting can be dangerous?
5. Do you think fiber is important in your diet?
6. What kind of fiber is the best when you are trying to loose weight?
7. Do you think protein is important in a balanced diet?
8. What is a good source of protein?
9. Do you think people who are fat can be happy?
10. Do you think people are in general are gaining weight or loosing weight?
11. What kind of diet would you recommend to your friend?
12. What kind of diet would recommended for an older person(40's) and a younger person(teens)?
13. What is the difference between diet and a healthy diet?
14. Is there a difference between being thin and being healthy? Which one is better?
15. Do you think being slim equals beautiful?
16. Do you think there is more pressure now for teens to look slimmer?
17. In what way can diet influence our appearance and personality?
18. Can you cook well?
19. Did you drink coffee this morning?
20. Did you eat lunch today?
21. Do you always eat dinner with your family?
22. Do you always eat vegetables?
23. Do you cook? If yes, what food do you cook the most often?
24. Do you drink milk every day?
25. Do you drink tea every day?
26. Do you eat beef?
27. Do you eat bread every day?f
28. Do you eat breakfast every day?
29. Do you eat fruit every day?
30. Do you eat lunch at school every day?



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31. How much does lunch usually cost at school?
32. Do you bring your lunch to school?
33. Do you eat rice every day?
34. Do you ever skip breakfast? If so, how often and why?
35. Do you have a favorite cafe? If so, where is it? Why do you like it?
36. Do you have coffee for breakfast?
37. Do you know someone who struggles with an eating disorder?
38. Do you like deep fried food?
39. Do you like food from other countries? If yes, which do you like the most?
40. Do you like peas and carrots? How about spinach?
41. Do you like to cook? Why or why not?
42. Do you like to eat a lot of food every day?
43. Do you like to eat at fast food restaurants?
44. Do you like to eat cakes?
45. Do you like to eat junk food?
46. Do you like to eat some desserts after dinner?
47. Do you like to eat? Why or why not?
48. Do you like to have breakfast each morning? Why or why not?
49. Do you like to try new food and drinks?
50. Do you often eat out?

Темы Животные, Сверхъестественное

1. Do you have a pet?
2. How old is it?
3. Where did you get it from?
4. Who takes care of it?
5. What does it look like (color, breed, etc.)?
6. What do you feed it?
7. Do you play with it?
8. What is its name? How did you choose this name?
9. Does it know any tricks or understand any words?
10. If you don't have a pet, why not?
11. Would you ever consider getting a pet?
12. Did you grow up with pets in your home?
13. What are the pros and cons of keeping a pet?
14. What is the best pet to own?
15. What are some animals that live in your country?
16. Are there animal rights groups where you live?
17. Are you afraid of snakes? What is the biggest snake you have seen? Are there any poisonous snakes in your country?
18. Are you frightened of spiders? What do you do if you see one?
19. Can you name some endangered species?
20. Have you ever ridden a horse?
21. Are there birds or squirrels in your neighborhood?

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22. Do you know someone who owns an unusual pet?
23. Do you think it is acceptable to test cosmetics on animals?
24. How do you feel about the use of animals for medical research?
25. Do you think it is okay to eat meat? Do you know any vegetarians?
26. Is there any kind of meat you would not eat?
27. What kind of meats have you eaten?
28. Have you ever been to a zoo?
29. Do you believe in ghosts?
30. Do you believe that dead people come back to life as ghosts?
31. Would you talk to a ghost?
32. Do you know any good stories about ghosts?
33. Do you know anyone who has said that they have seen a ghost?
34. Have you ever come in contact with a ghost? (Have you ever seen a ghost?)
35. If one of your friends told you they had seen a ghost, would you believe him/her?
Why/Why not?
36. What is the scariest ghost story you know?
37. Is there an area where you live (park, house, etc.) that is known to be haunted?

3.2.2. База текстов для перевода.

Критерии оценки перевода:

- точность найденных частных решений перевода отдельных слов и словосочетаний и соединение с переводом мысли на уровне предложения или более крупного текстового отрезка;
- правильное деление на отдельные смысловые отрезки и их интерпретация;
- связность изложения и отсутствие орфографических, грамматических и синтаксических ошибок в переводе;
- точность терминологии и единообразие терминов;
- стиль перевода;
- точная передача не только мысли в общих чертах, но и отдельных нюансов;
- оформление перевода.


Схема предпереводческого анализа

1) Экстралингвистические факторы:

- автор текста
- интенция автора текста
- реципиент текста
- способ передачи сообщения
- место создания текста
- время создания текста
- повод создания текста
- коммуникативная цель текста

2) Лингвистические факторы:

- тема текста
- содержание текста
- структура текста

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- невербальные элементы текста и их отношение с вербальными
- синтаксические особенности текста
- лексический состав текста
- тональность текста
- прагматическое воздействие текста

Текст 1.

The look is pure subservience. The white-painted face, with lips like a red gash, is framed by a dead straight curtain of dark glossy hair. It is the stark image of a geisha that stares into the camera. So it is difficult to believe that this is Madonna ... the woman who sums up feisty independence in the post-feminist era ... posing as a silent, submissive geisha girl.

But to take Madonna at face value is to misunderstand one of the most complex and intensely clever female stars of the past two decades.

She is the mistress of reinvention. And behind every change of image - always total, always perfect down to the last detail - is a carefully thought-out strategy to get the attention that she wants.

From the moment the Detroit convent girl hitch-hiked to New York twenty years ago with a burning ambition to be the world's most famous woman, she has shown an amazing talent for transformation.

She was named the new face of Max Factor make-up - quite an achievement at the age of forty. But the singer almost certainly has her eye on her next film role.

It is no coincidence that Steven Spielberg is looking for a woman for his film adaptation of Arthur Golden's best-selling novel, *Memoirs of a Geisha*. And if her new geisha look is part of Madonna's campaign to secure the part, who can blame her? It has paid off before.

She desperately wanted the role of Eva Peron in the film *Evita*, so she showed director Alan Parker she was the perfect choice by adopting an uncanny resemblance to the Argentinian president's wife.

Madonna has always been a brilliant consolidator of trends, picking up on an existing look and making it her own. When she first bounced into the charts in 1984

with hits such as *Holiday*, it was as a trashy punk with torn tights and big bangles.


Material Girl in 1985 was not just a clever pastiche on Marilyn Monroe's *Diamonds Are a Girl's Best Friend*. The platinum blond hair, furs and glitzy jewellery she wore for the video so entranced actor Sean Penn that he was determined to have her. Another example of Madonna dressing for results.

By 1989, when her marriage to Penn formally ended, she had already moved on and was involved with Warren Beatty. For a short time, she dressed like the gangster's moll she played in their joint movie venture, *Dick Tracy*, in which she played *Breathless Mahoney* ... a role she took so seriously that she was prepared to put on weight for it.

When the Beatty romance ended, she turned to Jean-Paul Gaultier for space-age outfits with tight corsets and menacing conical bra tops.

At the 1995 MTV Music Video Awards she adopted the Brigitte Bardot look with black eyeliner and loose hair falling over her shoulders.

When Madonna was expecting her daughter, Lourdes, in 1996 she completely vanished from view. It wasn't until Lourdes was nine months old that she emerged as an Earth Mother, wearing pretty dresses and hardly any make-up.

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Then at forty, she moved into the Indian mystic phase ... and nine months later her hair, which has been almost every colour under the sun, is now back to its natural dark brown, cut in a bob. What has drawn Madonna to the persona of the geisha, one of the most notorious symbols of pre-feminist woman, virtually imprisoned in the service of men?

Only time will tell, but one thing is certain ... this geisha is being used in the service of only one person. Madonna herself.

Текст 2.

Alex say: My dad couldn't have become Corky at a worse time - it was about ten years ago, and I was at the age where I knew what it was like to feel really, really embarrassed.

At first I dreaded my friends finding out what he did, but eventually everyone at school got to hear about it, and they nicknamed me Corky Junior. But the worst times were when he took me to children's parties and made me join in the act. He used to pay me a bit of money, but nothing could compensate for the humiliation.

My dad is always clowning around. He's a total exhibitionist, the loudest person I know. He sings out loud when we go shopping and he's always whistling. He's also been on television quite a lot and he's done adverts.

I used to wish he wasn't Corky, but I never wanted him to have a boring, ordinary job, like an accountant.

Kayleigh says: Even though she wears a bird costume, everyone knows it's our mum underneath. She has to wear a really silly Bluebird costume and fool around to entertain the crowd.

Once, she went over to my maths teacher who was in the crowd and shook his hand. Then she took her bird head off and said, 'I'm Kayleigh's mum!' I just wanted the ground to open up and swallow me. I'm one of the ball girls for the club, and our mum loves to chase me around the ground. I try to run away as fast as I can, but sometimes she catches me and makes me cuddle her in front of the whole crowd.

She does cause us a lot of embarrassment, but life is never dull, and she's our mum, and I think we're lucky to have her.

Gina says: Everyone round here knows my mum as Cher, but it's a nightmare if she's performing at a club when I'm there, because a lot of people look at me while she's doing her act, and we're so different. She loves being in the limelight, whereas I can't stand being the centre of attention.


Cher is known for her outrageous clothes, and so Mum's got some incredible little see-through, all-in-one black body stockings in lace that cost a fortune. I find it embarrassing to see her in her Cher costumes, but at least when she's not Cher, she looks more normal in jeans and casual stuff. I have to admit, my mum is gorgeous, and she manages to stay in shape without spending a fortune on cosmetic surgery.

Текст 3.

In 1848, when gold was discovered in California, John Sutter was already one of the wealthiest people in the state. By 1850 he was a ruined man.

A private empire

Sutter was a Swiss immigrant who came to California in 1839, intent on building his own private empire. At that time, the state was a distant outpost that only a handful of Americans to

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had seen. San Francisco had just a few hundred residents. Sutter built a fort, and soon he had 12,000 head of cattle and hundreds of workers.

By the mid-1840s, more and more Americans were trickling into California by wagon and ship. Sutter welcomed the newcomers: he saw them as subjects for his new kingdom.

But he had no idea that the trickle would become a flood, a deluge of humanity that would destroy his dream.

Discovery

At the beginning of 1848, Sutter sent James Marshall and about twenty men to the American River to build a sawmill. It was nearly complete when a glint of something caught Marshall's eye. Later he wrote, 'I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold. The piece was about half the size and shape of a pea. Then I saw another.'

The 'Forty-Niners'

By the end of the year, whispers of a gold strike had drifted eastward across the country - but few easterners believed it until President James Polk made a statement to Congress on December 1848. The discovery, he declared, was a fact. Within days 'gold fever' descended on the country.

The news was telegraphed to every village, to every town. Hundreds of thousands of people, almost all of them men, began to prepare for the epic journey west. They sold possessions, mortgaged farms, borrowed money, and banded together with others from their towns to form joint stock companies. They said their goodbyes and streamed west - thousands of young adventurers willing to take a chance on gold: a year of pain in return for a lifetime of riches. They were called 'Forty-Niners' because they left home in 1849. When they would return was another matter entirely.


By early 1849, gold fever was an epidemic. By the end of 1850, Sutter's grand empire had completely collapsed. Sutter did not have gold fever. He wanted an agricultural empire and refused to alter his vision. In the new California, he was simply in the way. The Forty-Niners trampled his crops and tore down his fort for the building materials. Disillusioned, he eventually left the state. The man who had had the best opportunity to capitalise on the discovery of gold never even tried.

Текст 4.

I know it's bad for me, but I still can't stop

Three packs of cigarettes were lying there on the pavement. I hopped down from Yefim Shubentsov's office doorstep, picked them up and pocketed them. Later, in a bar, when I opened the first pack, I found - to my delight - the twenty cigarettes intact.

I'm still at the bar, telephone in one hand and the cigarettes in the other. I'm dialling Shubentsov, who told me to call the moment I felt the urge to smoke. I feel it, feel it even stronger than I felt Shubentsov's healing energy. That's saying something, since Shubentsov is known around the world for curing smokers of their nasty habit, using a mystical method. He transmits his healing energy from his fingertips, he tells me - something he picked up from another bloke in Russia. 'I help you for free,' he told me in his muddly accent. 'Just call me whenever.'

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I went to see Shubentsov because I think it's ro time to stop. Time to stop because I'm getting old, and I can't keep doing this to myself. But here's the real problem. I should quit, but like a lot of you struggling with the same habit, I really don't want to. At least, not yet.

Smoking has been very good to me. Cigarettes have never let me down, never abandoned me on lonely, desperate nights. Smoking clears my head, helps me think. Smoking has started conversations, driven away annoying people.

Smoking helps me celebrate victories, get over losses, comfort the comfortless. It also chases away the mosquitoes. I will quit. Soon. My body and my mind are demanding that I do, daily.

I claim to smoke for pleasure, but I realise that slowly, steadily, I'm losing control of this close, special friend. I hate that. I realise it's not just a 'habit'. I'm hooked.

So here I am, attempting to give up again, at Shubentsov's place. I've tried all the other quitting techniques available. Any time the urge to smoke strikes, he said, just call him immediately and he'll help. The funny thing is, I realise that I'm not phoning him to stop me from lighting up. I'm phoning him so I can. If I call, I'll have done my part. Then I can smoke this cigarette.

Besides, I know that at 9.30 on a Friday night, I'll get the answering machine. I do. 'The office is open from ten to four. Call me back then. This so machine does not take messages.'

I put the phone down and I can honestly say I'm relieved. You see, it's not Shubentsov's fault or anyone else's fault that I'm still smoking. It's mine.

Now if you'll excuse me, I'm going to smoke this cigarette. Whether I'll really enjoy it, though, is another story.

Текст 5.

The sugar mouse ritual

What happened was, Chris Roberts bought a sugar mouse, bit its head off, dropped it in the Newmarket Road before he could get started on the body, and it got run over by a car. And that afternoon Cambridge United beat Orient 3-1, and a ritual was born.

Before each home game we all of us trooped into the sweet shop, purchased our mice, walked outside, bit the head off as though we were removing the pin from a hand grenade, and tossed the torsos under the wheels of oncoming cars. United, thus protected, remained unbeaten for months.


I know that I am particularly stupid about rituals, and have been ever since I started going to football matches, and I know also that I am not alone ... I can remember having to buy a programme from the same programme seller, and having to enter the stadium through the same turnstile.

There have been hundreds of similar bits of nonsense, all designed to guarantee victories for one or other of my two teams.

I have tried 'smoking' goals in (Arsenal once scored as three of us were lighting cigarettes), and eating cheese-and-onion crisps at a certain point in the first half; I have tried not setting the video for

live games (the team seems to have suffered badly in the past when I have taped the matches in order to study the performances when I get home); I have tried lucky socks, and lucky shirts, and lucky hats, and lucky friends, and have attempted to exclude others who I feel bring with them nothing but trouble for the team.

Nothing (apart from the sugar mice) has ever been any good.

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3.2.3 База текстов для диалогов.

Тема 1.

Write down five years that have been or will be significant...

- in your own life
- in the history/future of your country

Work with a partner. Tell each other about the years you have chosen. Find out as much information as you can.

Тема 2.

Work with a partner. Use the following sentence beginnings to write statements which are true for you and which you believe are also true for your partner. Find at least two ways to finish each sentence beginning. For example: I was born in 1975. I was born in hospital. I was born in Mexico City.

- a) I was born ...
- b) I'm not keen on ...
- c) I'm ...
- d) I used to ...
- e) I've got...
- f) I can't...
- g) I've never been to ...
- h) I'd like to...
- i) I hardly ever go ...

Тема 3.

Complete the sentences below in a way that is true for you. In pairs, say your sentences to each other and give short responses like those above. Sound as interested as you can.


- I'll never forget my first...
- Can you remember ...
- I loved ...
- I've never been to ...
- I don't like ...
- I've never ...
- My favourite ... is ...
- I always ...

Тема 4.

Think about your favourite living famous person. You are going to tell a partner about them. Think about what you will say and what language you will need.

Тема 5.

Work in groups. Which of the following points do you think parents would consider important /

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not important in their son or daughter's future partner? Do you think the same points would be important for the son or daughter?

They should ...

- have good table manners.
- be clean and smartly dressed.
- be from a good family background.
- be kind.
- be good-looking.
- be a non-smoker.
- be about the same age as the son/daughter.
- have good academic qualifications, like children.
- have a good job / good job prospects, be from the same social class, have the same religion as the son/daughter.
- be wealthy / have wealthy parents.
- be the same nationality as the son/daughter.

Тема 6.

Work with a partner. Choose one of the following situations and act out a conversation.

Situation 1: You are a foreign student arriving at your English host family's house for the first time.

Situation 2: You are at a friend's house. Your friend has had a bad day at work and needs cheering up.

Тема 7.

Do you agree with the following? Discuss with a partner.


- a) E-mail is great because it saves time.
- b) Don't rush decision-making. Always take time to chew things over.
- c) Everybody should spend at least one year living in a foreign country.
- d) Going to the gym is a huge waste of time.
- e) The difficulty with exams is that you always run out of time.
- f) Always think things through carefully. Half-baked ideas are no good to anyone.
- g) It's best to read serious books. They give you food for thought.
- h) As people get older, they tend to use their time more profitably.

Тема 8.

Tell your partner about...

- a) a place where you'd enjoy blowing £2,000 in a weekend.
- b) the kind of clothes you'd splash out on if you could afford to.
- c) something you own that's worth a fortune.
- d) the last time you didn't buy something because you were too broke.
- e) the main breadwinner in your family.
- f) somebody you know who's saving their money for a rainy day.

Тема 9.

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Work in groups. Discuss the following situations.

If you governed your country ...

- a) where would you build your palace?
- b) what laws would you change?
- c) what new laws would you bring in?
- d) what would you spend most money on?
- e) what would you tax?
- f) what would you ban?
- g) who would you appoint as your ministers?
- h) what would you have named after you?

Тема 10.

Work with a partner. Tell your partner about someone you know who ...

- a) is up to their eyes in work at the moment.
- b) is always putting their foot in it.
- c) you talk to when you need to get something off your chest.
- d) doesn't come from this neck of the woods.
- e) has their fingers in a lot of pies.
- f) has difficulty making up their mind about things.
- g) likes to play things by ear.
- h) you go to when you need a shoulder to cry on.

Тема 11.


Work with a partner. What other examples of personal ritual can you think of? Think about the following situations.

- a) Before taking an exam
- b) Before a job interview
- c) Before taking part in a sporting competition
- d) Before leaving the house every morning
- e) Before setting off on a long trip
- f) Before going out on a Saturday night
- g) Before sitting down to start working or studying

3.2.4 Комплект грамматических заданий.

1. Read the following description of morning routines. Change the verbs in bold from the present simple to *will* / *I'll* + *verb*, but only where you can do so without changing the meaning of the text.

Ever since I can remember, we've gone through exactly the same routine each morning. My dad (1) gets up around seven o'clock - even on Sundays. He (2) hates wasting time in bed. He (3) has two cups of very strong coffee and a slice of toast before driving off to work. Dad (4) 's never late. My mum (5) doesn't usually get ready for work till after breakfast. She (6) likes to take her time in the morning. Mum (7) 's got a part-time job at a nearby bank and she (8)

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always leaves it till the last minute before running out of the house. As for me, my morning routine (9) varies from day to day. It (10) usually depends on what I've been up to the night before!

2. Choose the correct variant.

When I was about fourteen, I tried (1) **to go / going** to football matches for a while. All my friends did it, so I joined in just to be like them. I liked (2) **to think / thinking** I was one of the lads - you know how it is. I loved (3) **to be / being** part of a big crowd, but apart from that I was never really that interested, and as I got older I remember thinking what a waste of time it all was. Anyway, after my third season I stopped going.

But now, my nine-year-old son is football mad, so I've started going again. He likes (4) **to arrive / arriving** really early at the stadium to get a good place, so I'm spending more time there than ever! I love (5) **to see / seeing** his face when they score, but although I try (6) **to show / showing** how interested I am, it's no good. I can still think of at least a hundred things I'd rather be doing on a Saturday than standing around watching a football match.

3. Complete the sentences with the verbs in brackets.


- How do you feel about (meet) Sarah's parents?
- I'm worried about (make) a bad impression.
- It's easy for me (hide) behind my music decks at work.
- I'm not very good at (make) conversation.
- Well, I gave up (study) to become a DJ.
- How are you going to try (make) a good impression?
- Because Sarah fancies (go) to London for the day, and she feels like (have) Sunday lunch at home.

4. Choose the correct form to complete these sentences

- We're looking forward to meet / to meeting Andy at last.
- It's difficult to know / knowing with Sarah really - she changes boyfriends like other people change their socks.
- I think it's essential for him to come / coming from the same kind of background.
- It's very important for him to have / having some kind of qualifications.
- He needs to be / being a strong character to stand up to Sarah.
- She'd soon go off somebody who lets her do /doing what she wants all the time.
- The poor chap is unlikely to last / lasting very long.

5. Correct the mistakes in the following sentences.

- Do you know how much does she weigh?
- I'd like to know how old was she when she joined The Spice Girls.
- I want to know if has she got any pets.
- Have you any idea what does she think of Madonna?
- Could you tell me who are her favourite designers?
- Do you know why did he shave his head?
- I'd like to know if has he got any tattoos.
- Could you tell me which football club does he play for?
- Have you any idea which position does he play in?

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6. Use the correct forms of be, have and do to complete the questions (a-h). Then match the questions with the answers (1-8).

- a) ___ you ever won a competition?
- b) ___ anyone in your family speak English fluently?
- c) ___ you going out tonight?
- d) ___ you given a lot of toys when you were a child?
- e) ___ you think you'll ever go to South Africa?
- f) ___ you studied English at another school before this one?
- g) ___ you sleep long enough last night?
- h) ___ anyone ever told you what beautiful eyes you've got?

1 No, no one has. But thanks for the compliment!

2 No, I've got to revise for my exam.

3 No, but I once did a course at university.

4 Yes, my father does.

5 Yes, I'm going there next year.

6 No, I didn't. In fact, I could do with a nap now'!

7 Yes, I was very spoiled!

8 No, I haven't. I've come second though.

7. Choose the most appropriate verb structure for the sentences below.

- a) I've been knowing / I've known / I know Alice since I was a child.
- b) I had / I've had / I used to have breakfast with Ben this morning.
- c) I'm talking / I've been talking / I was talking to Cathy just before the lesson started.
- d) I like / I'm liking / I'd like Dan a lot - he's one of my best friends.
- e) I've learnt / I've been learning / I'm learning English for about the same number of years as Erica.
- f) I've gone / I've been / I've been going out to dinner with Frank lots of times.
- g) I've already met / I already met / I'd already met Gina before I joined this class.
- h) I was having / I used to have / I'd have a friend called Harry, but we've lost touch with each other.

3.2.5 Комплект лексических заданий.


1. Match the questions and answers.

Questions

- a) It's impossible to have too much money - do you agree?
- b) Would you prefer fame or fortune?
- c) Were you given or did you earn pocket money as a child?
- d) What was the first thing you saved up for and bought yourself?
- e) If you could buy yourself a skill, talent or change in your appearance, what would it be?
- f) What can't money buy?

Answers

1. Happiness. I tend to think that once I have enough money to buy some new clothes or get a

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better car, then I'll be happy. But it never works out like that.

2. A set of toy soldiers. Not the plastic ones you get nowadays, but little metal ones, beautifully hand-painted. It took me nearly a year to save up for them. If I'd known that they would be valuable antiques today, I would've kept them. They'd probably be worth a fortune now.

3. Yes. If you have dreams, money makes them possible. Personally, I can't imagine having too much money. I'm always broke. Anyway, if I ever felt I had too much money, I'd give it away to charity.

4. Well, there are lots of things I'd like to be better at, but if I had to choose one, it would have to be football - I'd like to be a brilliant football player!

5. Being practical, I'd say fortune, but if I were single with no kids and no responsibilities, I'd go for fame.

6. I was given two shillings a week by my father, but on condition that I behaved myself. If I didn't behave well, I didn't receive it. Parents were much stricter in those days.

2. Test your money expressions! Choose the correct option in the sentences below and say what each underlined money expression means. Refer to a dictionary if you need to.

a) They're quite an unusual couple. She earns a fortune as a lawyer. So when they had a baby, he gave up his job. Now she's the main breadwinner / breadbasket / breadmaker, while he stays at home to look after the children.

b) Last year I inherited some money from my grandmother, but I haven't spent it yet. I'm saving it for a wet day / a rainy day / a storm.

c) 'Have you got any wealthy friends?' 'No, all my friends are break / broken / broke like me.'

d) 'Did you hear about Alan winning £2,000 last week?' 'No! Lucky thing! What's he going to do with it?' 'Oh, you know Alan. He's already thrown it / flown it / blown it on a weekend in New York.'

e) You've been wearing the same suit for years. Don't you think it's time you bashed out / splashed out / rushed out on some new clothes?

f) 'Number 28's for sale.' 'How much for?' 'I don't know, but it's the biggest house in the street, and they've got a swimming pool, sauna and jacuzzi.' 'It must be worth a fortune / a goldmine / a mountain.'

3. Complete the following texts with a, an or the, where they are necessary.

a) A tourist in (1) Africa was walking by the sea when he saw (2) man in (3) simple clothes dozing in a fishing boat. It was (4) idyllic picture, so he decided to take a photograph. The click of (5) camera woke (6) man up. (7) tourist offered him (8) cigarette.


'The weather is great. There are plenty of (9) fish. Why are you lying around instead of going out and catching more?'

(10) fisherman replied: 'Because I caught enough this morning.'

'But just imagine,' (11) tourist said. 'If you went out there three times every day, you'd catch three times as much. After about (12) year you could buy yourself (13) motor-boat. After (14) few more years of (15) hard work, you could have (16)

fleet of (17) boats working for you. And then ...'

'And then?' asked the fisherman.

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'And then,' (18) tourist continued triumphantly, 'you could be calmly sitting on the beach, dozing in (19) sun and looking at (20) beautiful ocean.'

4. Use these verbs to replace the verbs underlined in the sentences below. You may have to change the form of the verbs.

give up go out with get on with go for stand up to go off

- I find it easy to be friends with people of all ages and from all walks of life.
- When I'm depressed, I tend to lose interest in my food.
- I've never dated anybody who's got red hair.
- One of my colleagues is a bit of a bully, but I usually manage to defend myself against her.
- I used to have piano lessons, but I got bored with them and stopped.
- I tend to be attracted to brunettes rather than blondes.

3.3 Критерии оценивания

Виды текущего контроля	Высокий уровень 90-100%	Продвинутый уровень 75-89%	Пороговый уровень 50-74%	Недопустимый 0-49%
Вопросы для устного опроса	27-30	23-26	15-22	0-14
Письменный перевод текста	27-30	23-26	15-22	0-14
Диалог	27-30	23-26	15-22	0-14
Грамматические задания	27-30	23-26	15-22	0-14
Лексические задания	27-30	23-26	15-22	0-14

В соответствии с Положением о балльно-рейтинговой системе оценки результатов обучения студентов посещение оценивается следующим образом:

- менее 50% занятий – 0 баллов;
- 50 – 74% занятий – 15 баллов;
- 75 – 89% занятий – 18 баллов;
- 90 – 100% занятий – 20 баллов.

Критерии оценивания вопросов для устного опроса и диалога

Отлично 27-30 баллов	Хорошо 23-26 баллов	Удовлетворительно 15-22 баллов	Неудовлетворительно 0-14 баллов
Высокий уровень освоения проверяемых компетенций	Средний уровень освоения проверяемых компетенций	Базовый уровень освоения проверяемых компетенций	Недостаточный уровень освоения проверяемых компетенций
На вопросы даны развернутые ответы, содержание последовательно, отсутствуют	На вопросы даны развернутые ответы, содержание последовательно, присутствуют три-	На вопросы даны неполные ответы, содержание непоследовательно, присутствуют	На вопросы даны неполные ответы либо не даны ответы, содержание непоследовательно, большое количество



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грамматические и лексические ошибки либо присутствуют одна-две незначительные ошибки.	четыре грамматические или лексические ошибки.	грамматические и лексические ошибки в большом количестве.	грамматических и лексических ошибок.
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Критерии оценивания перевода текста

Отлично 27-30 баллов	Хорошо 23-26 баллов	Удовлетворительно 15-22 баллов	Неудовлетворительно 0-14 баллов
Высокий уровень освоения проверяемых компетенций	Средний уровень освоения проверяемых компетенций	Базовый уровень освоения проверяемых компетенций	Недостаточный уровень освоения проверяемых компетенций
Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно и единообразно. Перевод отвечает системно-языковым нормам и стилю языка перевода. Адекватно переданы культурные и функциональные параметры исходного текста. Допускаются некоторые погрешности в форме предъявления перевода.	Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста. Имеются несущественные погрешности в использовании терминологии. Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода. Культурные и функциональные параметры исходного текста в основном адекватно переданы. Коммуникативное задание реализовано, но недостаточно оптимально. Допускаются некоторые нарушения в форме предъявления	Перевод содержит фактические ошибки. Низкая коммуникативность и плохая «читабельность» текста затрудняют его понимание рецептором. При переводе терминологического аппарата не соблюден принцип единообразия. В переводе нарушены системно-языковые нормы и стиль языка перевода. Неадекватно решены проблемы реализации коммуникативного задания. Имеются нарушения в форме предъявления перевода.	Перевод содержит много фактических ошибок. Нарушена полнота перевода, его эквивалентность и адекватность. В переводе грубо нарушены системно-языковые нормы и стиль языка перевода. Коммуникативное задание не выполнено. Грубые нарушения в форме предъявления перевода.



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Отлично 27-30 баллов	Хорошо 23-26 баллов	Удовлетворительно 15-22 баллов	Неудовлетворительно 0-14 баллов
Высокий уровень освоения проверяемых компетенций	Средний уровень освоения проверяемых компетенций	Базовый уровень освоения проверяемых компетенций	Недостаточный уровень освоения проверяемых компетенций
Задание выполнено полностью, грамматические и лексические правила понятны и детально разобраны, отсутствуют ошибки либо одна-две незначительных ошибки.	Задание выполнено полностью, но грамматические и лексические правила понятны не до конца, присутствуют две-пять ошибок.	Задание выполнено не полностью, грамматические и лексические правила не понятны, присутствуют больше пяти ошибок.	Задание не выполнено, грамматические и лексические правила не поняты.