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УНИВЕРСИТЕТ НАРОДНОГО ХОЗЯЙСТВА»**

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**КАФЕДРА «ТЕОРИЯ И ПРАКТИКА ПЕРЕВОДА»**

**ОЦЕНОЧНЫЕ МАТЕРИАЛЫ  
ПО ДИСЦИПЛИНЕ «ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ  
ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА»**

**НАПРАВЛЕНИЕ ПОДГОТОВКИ – 45.03.02 «ЛИНГВИСТИКА»**

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**Составитель** – Шерифова Эльвира Мамедовна, к.ф.н., доцент кафедры «Теория и практика перевода» ДГУНХ.

**Внутренний рецензент** – Гебекова Забида Гасановна, кандидат филологических наук, доцент кафедры «Теория и практика перевода» ДГУНХ.

**Внешний рецензент**– Абдулжалилов Инквач Гитиномагомедович, кандидат филологических наук, доцент кафедры романо-германских и восточных языков и методики преподавания Дагестанского государственного педагогического университета.

**Представитель работодателя** – Билалова Таисия Сергеевна, директор АНО ДО «Индиго».

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## Назначение оценочных материалов

Оценочные материалы составляются для текущего контроля успеваемости (оценивания хода освоения дисциплины), для проведения промежуточной аттестации (оценивания промежуточных и окончательных результатов обучения по дисциплине) обучающихся по дисциплине «Практикум по культуре речевого общения первого иностранного языка» на соответствие их учебных достижений поэтапным требованиям образовательной программы 45.03.02 «Лингвистика», профиль «Цифровой перевод и переводоведение».

Оценочные материалы по дисциплине «Практикум по культуре речевого общения первого иностранного языка» включают в себя: перечень компетенций с указанием видов оценочных средств в процессе освоения дисциплины; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; контрольные задания или иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине; методические материалы, определяющие процедуры оценивания знаний, умений, навыков, характеризующих этапы формирования компетенций.

Оценочные материалы сформированы на основе ключевых принципов оценивания:

- валидности: объекты оценки должны соответствовать поставленным целям обучения;
- надежности: использование единообразных стандартов и критериев для оценивания достижений;
- объективности: разные обучающиеся должны иметь равные возможности для достижения успеха.

Основными параметрами и свойствами оценочных материалов являются:

- предметная направленность (соответствие предмету изучения конкретной дисциплины);
- содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих дисциплины);
- объем (количественный состав оценочных материалов);
- качество оценочных материалов в целом, обеспечивающее получение объективных и достоверных результатов при проведении контроля с различными целями.

## Раздел 1. Перечень компетенций с указанием видов оценочных средств в процессе освоения дисциплины

### 1.1 Перечень формируемых компетенций

<i>Код компетенции</i>	<i>Формулировка / Наименование компетенции</i>
<b>ПК</b>	<b>ПРОФЕССИОНАЛЬНЫЕ КОМПЕТЕНЦИИ</b>
<b>ПК-2</b>	способность осуществлять письменный перевод с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм.

### 1.2 Перечень компетенций с указанием видов оценочных средств

<i>Формируемые компетенции</i>	<i>Код и наименование индикатора достижения компетенции</i>	<i>Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций</i>	<i>Уровни освоения компетенций</i>	<i>Критерии оценивания сформированности компетенций</i>	<i>Виды оценочных средств</i>
ПК-2: способность осуществлять письменный перевод с соблюдением норм лексической	ПК-2.1 Способен осуществлять письменный перевод на профессиональном уровне	<b>Знать:</b> - понятия адекватности и эквивалентности в переводе; - нормы лексической эквивалентности, грамматические,	Пороговый уровень	Частично разбирается в понятиях адекватности и эквивалентности в переводе. Плохо описывает	<b>Блок А</b> —задания репродуктивного уровня: - вопросы для обсуждения; - тестовые задания.

<i>Формируемые компетенции</i>	<i>Код и наименование индикатора достижения компетенции</i>	<i>Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций</i>	<i>Уровни освоения компетенций</i>	<i>Критерии оценивания сформированности компетенций</i>	<i>Виды оценочных средств</i>
эквивалентности, соблюдением грамматических, синтаксических и стилистических норм.		синтаксические и стилистические нормы письменного перевода; - основные способы достижения адекватности и эквивалентности в переводе.		нормы лексической эквивалентности, грамматические, синтаксические и стилистические нормы письменного перевода. Путает основные способы достижения адекватности и эквивалентности в переводе.	
			Базовый уровень	Разбирается в понятиях адекватности и эквивалентности в переводе. Достоинно ориентируется в нормах лексической эквивалентности, грамматических, синтаксических и стилистических нормах письменного перевода.	

<i>Формируемые компетенции</i>	<i>Код и наименование индикатора достижения компетенции</i>	<i>Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций</i>	<i>Уровни освоения компетенций</i>	<i>Критерии оценивания сформированности компетенций</i>	<i>Виды оценочных средств</i>
				Знает основные способы достижения адекватности и эквивалентности в переводе.	
			Продвинутый уровень	Демонстрирует высокий уровень знаний о понятиях адекватности и эквивалентности в переводе, нормах лексической эквивалентности, грамматических, синтаксических и стилистических нормах письменного перевода, основных способах достижения адекватности и эквивалентности в переводе.	
		<u>Уметь:</u>	Пороговый	Частично освоено	<b>Блок В</b> – задания

<i>Формируемые компетенции</i>	<i>Код и наименование индикатора достижения компетенции</i>	<i>Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций</i>	<i>Уровни освоения компетенций</i>	<i>Критерии оценивания сформированности компетенций</i>	<i>Виды оценочных средств</i>
		-пользоваться положениями ситуационной теории перевода; - определять способы и приемы перевода фрагментов письменного текста.	уровень	умение пользоваться положениями ситуационной теории перевода. Слабо определяет способы и приемы перевода фрагментов письменного текста.	реконструктивног о уровня: – письменная работа; – комплект тематик для проектных работ; – комплект тематик для презентаций.
			Базовый уровень	Способен пользоваться положениями ситуационной теории перевода. Определяет способы и приемы перевода фрагментов письменного текста.	
			Продвинуты й уровень	Умеет на высоком уровне пользоваться положениями ситуационной теории перевода. Определяет способы и приемы перевода фрагментов письменного	



<i>Формируемые компетенции</i>	<i>Код и наименование индикатора достижения компетенции</i>	<i>Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций</i>	<i>Уровни освоения компетенций</i>	<i>Критерии оценивания сформированности компетенций</i>	<i>Виды оценочных средств</i>
				текста.	
		<p><b><u>Владеть:</u></b></p> <ul style="list-style-type: none"> <li>- применяет основные приемы для достижения адекватности перевода;</li> <li>- оформляет текст перевода в соответствии с требованиями, обеспечивающими аутентичность исходного формата.</li> </ul>	<p>Пороговый уровень</p>	<p>Частично владеет основными приемами для достижения адекватности перевода. С трудом оформляет текст перевода в соответствии с требованиями, обеспечивающими аутентичность исходного формата.</p>	<p><b>Блок С– задания</b> практико-ориентированного уровня:          -деловая, ролевая игра;          – перечень дискуссионных вопросов для обсуждения;          - тематика эссе.</p>
			<p>Базовый уровень</p>	<p>Хорошо применяет основные приемы для достижения адекватности перевода. Грамотно оформляет текст перевода в соответствии с требованиями, обеспечивающими аутентичность исходного формата.</p>	

<i>Формируемые компетенции</i>	<i>Код и наименование индикатора достижения компетенции</i>	<i>Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций</i>	<i>Уровни освоения компетенций</i>	<i>Критерии оценивания сформированности компетенций</i>	<i>Виды оценочных средств</i>

			Продвинутый уровень	Свободно владеет основными приемами для достижения адекватности перевода. На высоком уровне оформляет текст перевода в соответствии с требованиями, обеспечивающими аутентичность исходного формата.	
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## **РАЗДЕЛ 2. Задания, необходимые для оценки планируемых результатов обучения по дисциплине**

**Для проверки сформированности компетенции ПК-2: способность осуществлять письменный перевод с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм.**

**ПК-2.1 Способен осуществлять письменный перевод на профессиональном уровне**

**Блок А. Задания репродуктивного уровня («знать»)**

**А.1 Фонд тестовых заданий по дисциплине**

**Тесты типа А.**

**Test on Lesson 1 “Doctor in the House” (1<sup>st</sup> variant)**

**I. Provide the summary of the text.**

**II. Give the situations from the text where the following WCs were used:**

unpleasant inevitability

tapped his bell

cut me short

**III. Give the English equivalents for the following:**

недовольный голос

щебетание птиц

критическое положение

возвращаться к чему-либо

просмотреть бегло что-то

уменьшить влияние

приятная беседа

погремушка

**IV. Paraphrase the following sentences using essential vocabulary:**

1. As you get better in English you'll find it easier to communicate.
2. He didn't fulfill his promise to work harder.
3. How did your pupils accept your first lesson?
4. You should cut your smoking to minimum if you don't want to get some lung disease.

5. The sounds of approval filled the theatre.

## **V. Translate into English:**

1. Гримздайк рассказал, как преподаватели проверяют работы.
2. Гордон знал, что эта девушка сдает экзамен.
3. Теперь, когда все экзамены позади, я уверен, что из вас выйдет хороший юрист.
4. Кто составил материал для экзаменов?
5. Мне придется тщательно изучить бумаги, прежде чем я смогу сказать что-нибудь.
6. Вы должны снизить скорость, мы въехали в город.
7. Я не понимаю, почему вы доводите мои слова до абсурда!
8. Ей намекнули, что в её услугах не нуждаются, но она всё приходила и приходила.
9. Он появился в городе, когда его менее всего ожидали.
10. Старая телега промчалась с грохотом.
11. Молодой человек принимал участие в конкурсе и стал знаменитым пианистом.
12. Я был сильно раздражен тем, что ты мне солгал.
13. Адвокат напал на него, задавал ему слишком много вопросов.
14. Долгая болезнь мужа довела её до нищеты.
15. Рыба, наконец, появилась на поверхности воды.

## **Test on Lesson 1 “Doctor in the House” (2<sup>nd</sup> variant)**

**I. Provide the summary of the text.**

**II. Give the situations from the text where the following WCs were used:**

certain remoteness

to rally one's thoughts

unexploded bomb

**III. Give the English equivalents for the following:**

бороться за каждую пядь земли

намекнуть на что-то

запасной выход

трещать как сорока

болтун

уменьшить влияние

протараторить (урок)

**Test on Lesson 2 “To Kill a Mockingbird” (1<sup>st</sup> variant)**

**I. Provide the summary of the text.**

**II. Paraphrase the following sentences using the essential vocabulary:**

- 1) The firemen acted quickly because lives depended on what happened.
- 2) Whoever this man might be, he had no right to act like this.
- 3) Atticus wanted Tom Robinson to be treated fairly.
- 4) I've understood you but only not everything.
- 5) I think his advice is wise and reasonable.
- 6) Listen to me; I don't want to argue with you!
- 7) World festivals, congresses, exchanges help to further understanding between nations.
- 8) He is an impudent fellow who thinks he is clever.
- 9) He pulled out the knife that was stuck in the wood.
- 10) He paid her a visit when he got into town.
- 11) After a year of hard work she was given a rise.
- 12) The man returned from the front without any injuries.
- 13) The man saved the child though his life was in danger.

**III. Fill in the correct form of the phrasal verb:**

1. Look ..., it's quite dark on the staircase.
2. The woman was looking ... the magazine she had been given by her friend.
3. She is very arrogant, always looks ... people.
4. What are you looking...? Can I help you?
5. She was deep in thought and did not even look ... when I called her.
6. The girl has to look ... her younger sisters and brothers.
7. She looked ... before entering the room.
8. We are looking ... seeing this film.

**IV. Translate into English:**

1. Не пытайся перевести огонь на меня, это не моя вина!
2. Маленькая Джейн научилась находить незнакомые слова в словаре и очень гордилась этим.
3. Его лицо не выражало ничего, кроме удивления.

4. Финч хотел, чтобы с обвиняемым поступили справедливо. Находчивые ответы студентов понравились экзаменатору.
5. Они использовали оставшееся время, чтобы осмотреть достопримечательности города.
6. Их квартира не лучше нашей.
7. Туристы любят обмениваться значками и стараются получить в обмен что-нибудь новое.
8. Не принимай эти слова на веру!
9. Присяжные признали его виновным.
10. Она не виновата, не смотря на свои недостатки.
11. Я не могу выступать свидетелем обвинения, моя репутация может пострадать! (на карту поставлена моя репутация)
12. Её слова были рассчитаны на успех.
13. Только операция может спасти вашего сына.
14. Машина резко затормозила.
15. Её лицо исказилось от ужаса.
16. Не надо было говорить об этом при всех, ты могла бы сказать об этом ему наедине.
17. У нее есть недостатки, но у кого их нет!
18. Само по себе его предложение интересно, но оно не лучше вашего.

### **Test on Lesson 2“To Kill a Mockingbird” (2<sup>nd</sup> variant)**

#### **I. Paraphrase the following sentences using the essential vocabulary:**

- 1) You shouldn't have accused him in the presence of other people, you should have done it when you were alone.
- 2) She could not behave differently in such a situation.
- 3) Atticus wanted Tom Robinson to be treated fairly.
- 4) The girl looked elegant in her new dress.
- 5) He is a clever, quick - witted lad.
- 6) It seems to her that the teacher always finds something wrong with her.
- 7) The jury convicted the defendant.
- 8) He relies on his friend.
- 9) She is an honest and sociable girl.
- 10) My words did not influence them.
- 11) After a year of hard work she was given a rise.
- 12) The man returned from the front without any injuries.
- 13) The man saved the child though his life was in danger.

## **II. Fill in the correct form of the phrasal verb:**

1. She looked ... before entering the room.
2. The girl has to look ... her younger sisters and brothers.
3. She is very arrogant, always looks ... people.
4. What are you looking...? Can I help you?
5. Look ..., it's quite dark on the staircase.
6. She was deep in thought and did not even look ... when I called her.
7. We are looking ... seeing this film.
8. The woman was looking ... the magazine she had been given by her friend.

## **III. Translate into English:**

1. Врач должен быть внимательным, кто бы ни попросил его помощи.
2. Какой бы взволнованной она ни была, она всегда владела собой.
3. Его лицо не выражало ничего, кроме удивления.
4. Надо быть совершенно глупым, чтобы упустить такой шанс.
5. Он признал себя частично виновным.
6. Туристы использовали оставшееся время, чтобы осмотреть достопримечательности города.
7. Их квартира не лучше нашей.
8. Он очень толковый юрист.
9. Я его плохо знаю, мы лишь обменялись парой слов.
10. Присяжные признали Тома Робинсона виновным.
11. Она не виновата, не смотря на свои недостатки.
12. Лучше не доверяйте ему, он вас обязательно подведет.
13. Её слова были рассчитаны на публику.
14. Этот закон всё ещё действует.
15. Забастовка не возымела действия.
16. Поезд тронулся рывком.
17. Её лицо исказилось от ужаса.
18. Он здоров, как бык.
19. Его назначили (повысили до) менеджером фирмы.
20. При сложившихся обстоятельствах она не может рисковать своей репутацией.

## **Образец теста по лексическому материалу из учебника Аракин «Практический курс английского языка, 4 курс» Unit 3**

### **I. Paraphrase the sentences:**

1. First he wanted to answer the letter but then he thought that it would require time and energy and so he changed his mind.
2. I can't understand why you have never read the instruction and never noticed that warning before.
3. You should choose 1 subject at last and deal seriously with it.
4. It's not a pleasant experience not to be on speaking terms with the whole class, believe me.
5. You try to mention everything in your speech but that doesn't let you give the necessary consideration to the essential point.

## II. Translate the sentences into English

1. Не могу сказать, что имею на него зуб, но после этого случая он много потерял в моем мнении. - Я думаю, что твоя обида безосновательна. Не стоит поддаваться эмоциям, постарайся взглянуть на это объективно.
2. Несколько дней врачи считали его положение пограничным. Потом он пришел в себя. Сейчас он идет на поправку.
3. Дело в том, что когда я почувствовал еле уловимые признаки подозрения, я подавил их. Я решил, что это просто странное совпадение. Но когда все выяснилось, я понял, что подозрения были обоснованы.
4. Как так случилось, что такой замечательный план не получился. Я много думал об этом. Возможно, мы не уделили достаточного внимания деталям.
5. Нет, я не буду выступать против этого предложения, оно меня абсолютно устраивает. Я не хочу проявлять инициативу.
6. Я чувствую, что меня поглотила рутина. Здесь я не могу действовать по своей собственной инициативе. Я хочу уволиться под предлогом своего слабого здоровья, уехать за границу, поискать новые идеи.
7. У тебя слишком уступчивый характер. Тебе надо научиться брать инициативу в свои руки, делать все по-своему, и не бояться возражать даже из принципа. Научись разговаривать с подчиненными уверенно.
8. Когда я, наконец, увидела его в живую, у меня было очень мало времени, чтобы оценить его, но я сразу понял, что этот человек твердо стоит на ногах. Он был прямой противоположностью своего брата.
9. Вегетарианство недавно вошло в моду, но уже приобрело армию поклонников. Теперь много людей, которые помешаны на правах животных. В нашей стране даже есть политическая партия зеленых, находящаяся в оппозиции правительству. Однажды мне довелось посетить их собрание. Их основная цель - борьба за сохранение флоры и фауны.
10. За мной ухаживает очень хороший доктор. Он ставит абсолютно точный диагноз уже по первоначальным симптомам. Когда начинается эпидемия гриппа, он прописывает мне витамины. Он никогда не отказывается прийти ко мне, даже если для этого приходится продельывать большой путь. После каждого его визита я чувствую себя прибодренным.

## III. Translate the words into English and make sentences with them:

1. ... засели у меня в памяти.



2. Сейчас так трудно получить ....
3. В обществе не принято привлекать внимание ....
4. заверил меня в ....
5. мы не сдали свои позиции.

**Образец теста по лексическому материалу из учебника Аракин «Практический курс английского языка, 4 курс» Unit 4**

**I. Paraphrase the sentences:**

1. I can't doubt his sincerity. No matter how strange it seems all what he says is true.
2. I hoped that he was going to finish his speech at last but quite the opposite he started developing another point.
3. I dared to give him complete freedom in dealing with this problem and I never felt sorry for that afterwards.
4. Her children are impolite (lacking social manners), they cannot behave properly.
5. I am very indignant at his leaving his wife alone with her 2 babies.

**II. Translate the sentences:**

1. Публике очень понравился концерт японского оркестра. Его дирижеру долго аплодировали. Было что-то необычно новое, свежее в их интерпретации классических произведений.
2. Было совершенно ясно, что он не испытывает ни малейшего смущения перед большой аудиторией. Все литературное общество столицы присутствовало в этом зале. Он был очень спокоен (уравновешен). Он откашлялся, посмотрел направо и налево и, не обращая внимания на общий шум в зале, начал речь.
3. Опасность миновала, и они уже было собрались отправиться в путь, когда внезапно начался шторм.
4. Это максимум того, что я могу сделать для вас. Стандарты утверждены министерством, и я не могу изменить их ради вашего удобства.
5. Его мама возлагала все свои мечты на то, что он станет серьезным композитором. Но он однажды попробовал себя в написании песен и нашел, что писать музыку на слова популярных поэтов - его призвание.
6. Желе такое прозрачное. Из чего оно состоит? - Не знаю. Не трогай, оно не отстоялось.
7. Последние факты наводят на мысль, что наше местное правительство находится в тесной связи с криминальным миром. Сейчас трудно судить об их намерениях, но я не представляю, как они собираются снять с себя все обвинения.
8. Годы проходят. Зима моей жизни уже совсем близко. Мой возраст говорит сам за себя, его уже невозможно "не замечать" А я до сих пор ненавижу, когда меня называют бабушкой.
9. С одной стороны, он очень решительно настроен на то, чтобы провести это расследование самому. С другой стороны я не могу сказать, что он обладает достаточными знаниями по этому вопросу, и я боюсь, что резкая смена руководителя проекта плохо скажется на результате. Я хочу сказать, что умываю руки.

10. Ты пренебрегаешь своими обязанностями. Чья это работа - расчищать дорогу от снега?

### III. Translate the phrases into English and finish the sentences:

1. выходит из-под контроля ...
2. опытный в ...
3. есть у меня с рук ...
4. не сведущий в
5. затаил обиду

### Test on Lesson 5 (4<sup>th</sup> year)

#### I. Provide the summary of the text

#### II. Give the situations from the text where the following WCs were used:

older, wiser, and better people

immense power of concentration

the stricken stag

#### III. Give the English equivalents for the following:

свалить вину на кого-л.; уклоняться от ответа; постараться изо всех сил; быть поглощенным работой; проход под аркой, сводчатый проход; умелый тактик; бегающие глаза; сосредоточить внимание на чём-нибудь; уклоняться от уплаты налогов; быть высокого мнения о ком-л./чём-л.

#### IV. Paraphrase the following sentences using essential vocabulary:

1. It was unfair of him to make you bear the responsibility.
2. Don't be overcome with despair.
3. The letter gave additional proof to the truth of the story.
4. I failed to notice the printer's error.
5. Try to imagine the beauty of the ocean on a bright sunny day

#### V. Translate into English:

1. Чем вы занимаетесь большую часть своего свободного времени?
2. Когда она увидела его, он не оправдал ее ожиданий.
3. Окна моей комнаты выходят во двор.
4. Мы никак не можем отправиться сейчас, я еще не все купил.

5. Квартира была удобная, но маленькая.
6. Мне не хотелось разговаривать с ней, так как она была наказана за плохое поведение.
7. Договор будет ратифицирован после встречи на высшем уровне.
8. Мистера Брауна посадили в тюрьму за неуплату налогов.
9. Вы упустили самое существенное.
10. У него всегда есть про запас всякие смешные истории и анекдоты.
11. Эти деньги тебе на покупку нового пальто (на то, чтобы ты купила на них себе новое пальто).
12. Кто знает, что уготовило нам будущее?
13. Он никогда не женится – он убеждённый холостяк!
14. Опытный политик легко уклонялся от неудобных вопросов.
15. Население имеет тенденцию перебираться (скапливаться) в города.
16. Родители пришли в восторг, услышав об успехах своего чада.
17. Я работаю в ночную смену на заводе.
18. Ветер сменил направление на западное.
19. Мальчик переминался с ноги на ногу.
20. Гобелен немедленно привлёк внимание мальчика.

**Образец теста по лексическому материалу из учебника Аракин «Практический курс английского языка, 4 курс» Unit 6**

**Translate the sentences into English:**

1. Она сидела на диете, чтобы похудеть.
2. В американском футболе главная задача - повалить наземь твоего противника.
3. Полезно знать языки, если вы работаете в компании, занимающейся экспортом.
4. Построение церкви датируется 1173 годом.
5. Они сильно погрязли в долгах.
6. Она пристрастилась к игре в гольф.
7. Он не располагал никакой дельной информацией.
8. Прибыль от продаж составила 250 долларов.
9. Она, должно быть, очень нервная, она все время о чем-нибудь волнуется.
10. Крайне необходимо, чтобы все присутствовали.
11. Ты напугал меня таким длинным вступлением.
12. Он потерял всех своих родственников.
13. Он очень хочет видеть ее.
14. Они возместили ему стоимость его пропавшего имущества.
15. В связи с работой мне придется много путешествовать.
16. Запах этих цветов навеивает воспоминания.
17. Этой книгой очень легко зачитаться.
18. Это утонченные современные вкусы.

**Образец теста по лексическому материалу из учебника Аракин «Практический курс английского языка, 4 курс» Unit 7**

## Translate the sentences into English:

1. Докладчик должен уметь подкреплять свои тезисы фактами.
2. Он не мог объяснить, почему допустил такую глупую ошибку.
3. Она смахнула книги со стола.
4. Кто они такие, чтобы с ними считаться?
5. Ураган примчался с моря.
6. Первый день битвы, тем не менее, рассматривался как успех.
7. Он был задержан за неаккуратное вождение автомобиля.
8. Мы объединились с друзьями против общего врага.
9. Я не мог вспомнить ни одной сказки, чтобы рассказать ее детям, и поэтому я сам придумал историю, пока шел.
10. Эти красивые старые дома надо сохранить для будущих поколений.
11. Когда будешь выписывать чек, сделай мне копию.
12. В некоторых банках трудно открыть счет.
13. Он совершил большую ошибку.
14. Вы включили председателя в ваш список членов комитета?
15. Все меньше и меньше женщин пользуются сейчас косметикой, большинство предпочитают выглядеть естественнее.
16. Им движет жадность, и ничего больше.
17. Твой отец даст разрешение на брак?

## Образец теста по лексическому материалу из учебника Аракин «Практический курс английского языка, 4 курс» Unit 8

### I. Paraphrase the following sentences using your active vocabulary of the lesson:

1. He went mad when he saw that somebody had been ransacking his drawer.
2. There's nothing else I can advise you to do but to mind your own business.
3. Mary felt she was treated disrespectfully. She thought her sister was paid too much attention to and she didn't in the least deserve it.
4. You're always dissatisfied and angry with me. You never thank me or praise me.
5. Don't worry. Everything will settle down soon (will be OK). You can do nothing but wait.

### II. Translate the sentences into English:

1. Ты слишком пренебрегал своей учебной работой последнее время. И это привело к плохим оценкам на экзаменах.
2. Я изо всех сил старалась предотвратить надвигающуюся бурю, успокаивая то одного, то другого. Но они зашли в своих обвинениях друг друга слишком далеко. Никто из них не оказался настоящим мужчиной и не смог достойно извиниться и признать свою вину.
3. Он, конечно, умный и много знающий человек, но его непомерное самодовольство вынуждает людей скорее избегать общения с ним.

4. Как можешь ты быть так расточительна с пищей? - Я не расточительна. Она уже испортилась и пахнет отвратительно. - Ты могла бы выбрать хорошие куски, а плохие выкинуть.
5. Я думаю, операция неизбежна. У меня нет ни малейшего сомнения на этот счет. И вам лучше раскрыть ей глаза на то, каково истинное положение дел с ее здоровьем и довести необходимость лечения до ее осознания.
6. Я не хочу настраивать тебя против твоей жены, но меня просто возмутило то, как она тебя унижает в присутствии детей.
7. Хорошо, я приму твою сторону в этом споре, хотя я и считаю, что это будет вопиющей несправедливостью, если ты пообещаешь не втягивать во все это Лору.
8. Постарайся отвлечь его внимание от возможного шума в кабинете. Я попытаюсь сделать все тихо, но замок у письменного стола такой замысловатый, что мне потребуется время, чтобы его открыть.
9. Блеск солнца на воде причинял небольшую боль моим глазам.
10. Она все время отводила глаза, когда я расспрашивала ее об отце будущего ребенка, и, в конце концов, расплакалась. Бедная крошка. Я не хотела, чтобы она подумала, что я отвернулась от нее. Наверное, мои слова были унизительными для нее.

### III. Translate the phrases into English and make up your sentences with them:

1. Безудержная страсть
2. Подлая хитрость
3. Свирепый взгляд на
4. Недопустимая расточительность
5. Я вкалывал над этим проектом

### A2. Unit I. Вопросы для обсуждения:

1. Higher education. Where do you think it is easier to get it - in Russia or the USA? Explain. Consider such aspects as the range of academic programs, grade system, tests, financing issues.
2. Financing your education in Russia and the U.S. Compare. Do you think getting higher education should be free and why?
3. Find advantages and disadvantages of higher education systems in Russia and the U.S. Which one would you prefer and why?
4. University of the 22 century: structure, academic calendar and programs, grading and test systems.
5. Being a student involves solving certain problems and overcoming some difficulties. What are they? Compare Russian and American students' lifestyles. Consider educational structure, academic calendar, testing and grading systems
6. Library system (facilities, procedures, etc).

**Speaking:** What kinds of school do you know?

What do you think of school's freedom to choose textbooks, include various subjects into curriculum, specify the material for learning, appoint and dismiss teachers?

How does the system of education in Russia differ from the USA?

What are the principal aims of higher education?

In what ways do grades and curriculum differ? Speak about the academic calendar of a university.

How should higher education be organized, governed, directed?

What are pros and cons of written and oral examination?

Debating: should punishment be used in class (2 group – for and against)

## **A2. Unit II. Вопросы для обсуждения:**

- A.** 1. Describe common rules of legal procedure. How often do you think people in Russia and the U.S. get a square deal?
2. Courts of the 22nd century: types, participants, a court-room.
  3. Offences: which one(s) do you think is (are) the most serious? How should it (they) be tried? What punishment would you suggest? Explain.
  4. How does the U.S. court system support justice? Describe different types of courts and responsibilities of people who participate in legal procedures.
  5. Penalties and sentences: the easiest and the heaviest ones. What are they given for? Your attitude to the capital punishment.

**B.1.** Are juvenile offenders usually found among children from broken homes or large unhappy poor families?

2. Is being unemployed an important enough reason to push somebody onto the path of crime?
3. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency?
4. Speak on the vital role of drug addiction and alcohol consumption in the growing crime rate in general and in juvenile delinquency in particular

## **II. What would your decision be if you were a juror?**

- In 1981 Marianne Bachmeir from Lubeck West Germany was in court watching the trial of Klaus Grabowsky, who had murdered her 7 year old daughter. Grabowsky had a history of attacking children. During the trial the woman pulled out her Berretta 22 from the handbag and fired eight bullets, so Grabowsky was killed. The defense said that she had brought the pistol to commit suicide, but when she saw Grabowsky she drew the pistol and pulled the trigger.

- Bernard Lewis a thirty six year old man while preparing dinner became involved in an argument with his drunken wife. In a fit of rage Lewis using the kitchen knife stabbed and killed his wife. He immediately called for assistance and readily pleaded guilty of manslaughter. He was a hard working man who never drank and had no previous criminal record. His wife was often drunk and left her small children unattended.
- In 1952 two youths in London, Christopher, 16, and Derek, 19, decided to rob a diary. During the robbery a policeman disturbed them. Christopher produced a gun and killed the policeman. Derek didn't touch the gun.
- In 1976 a drunk walked into a supermarket. When the manager asked him to leave, the drunk assaulted him, knocking out a tooth. A policeman who arrived and tried to stop the fight had his jaw broken.

#### **ANSWERS FOR THE DISCUSSION " IF YOU WERE A JUROR"**

1. Marianna was found not guilty of murder, but was given six years imprisonment for manslaughter. West Germany newspapers reflected the opinion of millions of Germans that she should have been freed/
2. The judge placed Lewis on probation so that he could work, support and take care of the children/ On probation Lewis adjusted well, worked regularly, appeared to be devoted to the children and a few years later was discharged as "improved " from probation.
3. At that time Britain still had the death penalty for certain types of murder, including murder during robbery. Because Christopher was under 18, he was sentenced to life imprisonment. Derek, who had never touched the gun, was over 18. He was hanged in 1953.
4. The drunk was fined 10 pounds.
5. The case was given an enormous publicity. She was fined 200 pounds. A few days later she killed herself.

#### **A 2. Unit III. Вопросы для обсуждения:**

1. Can you remember at all the first books you had?
2. Did anyone read bedtime stories to you?
3. You formed the reading habit early in life, didn't you? What sorts of books did you prefer?
4. What English and American children's books can you name? Have you got any favourites?
5. Is it good for children to read fanciful stories which are an escape from the harsh realities of life? Should they be encouraged to read more serious stuffs as "sound preparation for life"?
6. How do you select books to read for pleasure? Do you listen to advice? Do the physical characteristics matter? Such as bulky size, dense print, loose pages, notations on the margins, beautiful/gaudy illustrations etc.?
7. Do you agree with the view that television is gradually replacing reading?

## **A 2. Unit IV. Вопросы для обсуждения:**

1. What is the purpose of music in your opinion?
2. In what genres did the music develop?
3. What was the Russian contribution to the art of music?
4. What do you know about the Beatles and their contribution to the pop-music world?
5. In your opinion how will the technological age through radio, television and video influence the world of music?
6. What are your favourite instruments, composers, and group?
7. Talk about one of the musical genres styles.
8. Talk about any musician, musical band, composer, soloist or orchestra. Mention choice of musical style, forms, rhythms, instruments, etc.
9. Give your impression of a concert (recital) you have recently attended (Mention musical genres/forms, instruments, equipment).

## **A 2. Unit V. Вопросы для обсуждения:**

1. What makes a child unhappy?
2. Why do many adults attach such importance to obedience? Is it really in the child's interests?
3. What are the usual arguments put forward against giving more freedom to the child? Are the arguments well-founded?
4. Why is it wrong to pressure a child into obedience?
5. What kinds of fear does a child experience?
6. What kind of atmosphere is necessary for child's proper emotional development?
7. What new traits and habits emerge in adolescence?
8. Why is it so dangerous for children to be exposed to violence?
9. How should the new generation be brought up?

## **A2. Units VI-VII. Вопросы для обсуждения:**

- A.1. What are your favourite programmes?
2. What qualities do you look for in a television programme?
3. What advantages does television have over radio?
4. What has prompted enormous growth in television popularity?
5. What effects does television have upon children and adults?

- B.1. Memorize the holidays and say what your idea of celebrating them is.
2. What are the advantages and problems of multinational states for the development of national traditions?
3. What is the role of family traditions in the urban communities and in the country?
4. Can you describe some Russian (English, French etc.) Special dishes associated particularly with celebrations?

## **A2. Unit VIII. Вопросы для обсуждения:**



1. When do usually young people move out of their parents' home and start living in their own place? Is it different for sons and daughters? How and why?
2. What are the advantages of living with parents? What are the disadvantages? What kind of problems do young adults have when they live with their parents?
3. Should young adults live with their parents until they get married? Why or why not? When should they move out, in your opinion?
4. Are you living with your parents or relatives now? Would you rather be living in your own apartment? Why or why not?
5. In many countries young married couples live with their in-laws after marriage. Is this good? Why or why not?
6. If you are a parent, do you want your children to continue living with you until they get married? When do you think your children should leave home?

## **Блок В. Задания реконструктивного уровня («уметь»)**

### **В.1 Фонд письменных заданий по дисциплине**

#### **Тесты типа В.**

### **Unit I**

#### **Test on “Doctor in the house” (by R. Gordon)**

#### **I. Choose the word or phrase that best completes each sentence:**

1. The final examinations .....like death for students if they .....better.
  - a) would be, prepare
  - b) wouldn't be, prepared
  - c) wouldn't have been, hadn't prepared
  - d) would have been, had been preparing
  
2. If Benskin .....that Malcolm Maxworth was one of the representatives of the examining Committee they .....all his ward rounds.
  - a) discovered, would attend
  - b) have discovered, wouldn't attend
  - c) hadn't discovered, wouldn't have attended

d) would discover, have attended

3. .... the invigilators the candidates would have cheated at the examination.

- a) if it were not for
- b) if it hadn't been for
- c) but for
- d) if there were not

4. It was ordered that the written part .....three hours.

- a) took
- b) should take
- c) take
- d) taken

5. In three hours it was time that the candidates .....their papers.

- a) should hand
- b) handed
- c) hand
- d) be handed

6. It was arranged that the results ..... in a week.

- a) come out
- b) would come out
- c) came out
- d) should come out

7. Grimsdyke wished they .....the papers like at Cambridge.

- a) didn't read
- b) hadn't read
- c) read
- d) had read

8. Rally your thoughts lest you.....

- a) be mistaken
- b) shouldn't be mistaken
- c) were mistaken
- d) will not be mistaken

9. He was afraid lest he .....his nerve at the examination.

- a) should loose
- b) lost
- c) shouldn't loose

d) will loose

10. The recommendation was that the women students .....a special care for their appearance before the examination.

- a) gave
- b) give
- c) should give
- d) had given

11. The male examiners fear lest they .....favourably by their sex.

- a) prejudice
- b) will be prejudiced
- c) should be prejudiced
- d) will not prejudice

12. Grimsdyke wished he .....better for the examination.

- a) prepared
- b) hadn't prepared
- c) would have prepared
- d) had prepared

13. The recommendation was that all the candidates .....for the results to be announced in the examination building in a week .

- a) should wait
- b) waited
- c) wait
- d) waiting

14. He .....to hope if his friends .....him.

- a) will begin, heartened
- b) would begin, heartened
- c) had begun, would hearten
- d) wouldn't have begun, hadn't heartened

15. At twelve o'clock it was time that the secretary of the Committee .....his place.

- a) come and take
- b) should come and take
- c) came and took
- d) had come and taken

16. They .....through the examination if they .....all the rules.

- a) would have win, had swot up
- b) would have won, had swotted up
- c) had won, would swot up
- d) will win, hadn't swotted up

17. The candidates wished the invigilators .....their eyes open for their cheating.

- a) kept
- b) didn't keep
- c) keep
- d) wouldn't keep

18. If the professor .....the student short he .....a better mark.

- a) have cut, should have got
- b) hadn't cut, would have got
- c) would cut, had got
- d) wouldn't have cut, shouldn't have got

19. ....the viva the examination..... less difficult.

- a) If it wasn't , should be
- b) If it weren't for, wouldn't be
- c) but for, would be
- d) If it hadn't been for, wouldn't be

20. If the candidate .....his nerve in front of the terrible displeasure he.....

- a) looses, is finished
- b) lost, be finished
- c) loose, was finished
- d) lost, finishes

## II. Chose the right preposition to fit the context:

1. The most pleasant way to see the sights of the city is to go ..... it by bus.
2. People shouldn't go .....each other every time they don't like something.
3. A real man shouldn't go .....his word given to a woman.
4. Don't sign anything until you have gone ..... it.
5. The new teacher didn't go ..... with his pupils.
6. Ghastly rumours about their sudden marriage go ..... the city.
7. Wherever you are it's never too late to go ..... home.
8. To understand the poetry of Byron you should go ..... his words.

9. She told lies to him again but James decided once again to go ..... it.

10. Don't worry about the bill, we'll go .....

- |            |           |
|------------|-----------|
| a) about   | f) by     |
| b) at      | g) down   |
| c) back    | h) halves |
| d) back on | i) into   |
| e) behind  | j) round  |

**III. Match the underlined words or phrases with their synonyms given after each group of sentences:**

1)

A. She seemed to be a very joyous person.

B. The sounds of approval filled the audience.

C. In the end he got annoyed and left the room not to go at her.

D. There is always contest between management and the unions.

E. At last the fish appeared on the surface of the water.

F. Now that there are reductions in this shop we can buy a lot of things.

- |                |             |             |
|----------------|-------------|-------------|
| 1. emerge      | 3. cheers   | 5. discount |
| 2. competition | 4. cheerful | 6. angry    |

2)

A. Your speed should be lowered.

B. He suggested that I should work harder.

C. Children talk too much.

D. John decided to leave Ann alone for awhile as he didn't want to bother her.

E. He was irritated by the boy's stupidity.

F. John many times fought for the sit in Parliament, anyway he deserves it.

1. chatter
2. contest
3. hint
4. annoy
5. reduce
6. annoyed

**IV. Choose the right word or word combination to fit the context:**

1. The wedding date was appointed and I began to .....
  - a) rally my thoughts
  - b) tick the days off in the calendar
  - c) roll call names
  - d) cram the oath
2. If you're an honest student you shouldn't .....
  - a) rewrite in exams
  - b) cram in exams
  - c) cheat in exams
  - d) stumble through exam
3. Students usually ..... spot questions before exams.
  - a) stumble through
  - b) rally
  - c) mark and grade
  - d) swot up
4. Invigilators are supposed to .....
  - a) cut the students short
  - b) roll call names
  - c) keep an eye open for cheating
  - d) grade the papers
5. It's very difficult for a young teacher to.....
  - a) mark and grade papers
  - b) roll call names
  - c) raise her voice at students
  - d) cheat in exam
6. Love is .....affection between two beloved people.
  - a) anything more than
  - b) nothing more than
  - c) something more than
  - d) nothing less than
7. The examiner will ..... him give a proper answer.
  - a) have
  - b) make
  - c) let
  - d) induce

8. The student began cheerfully but he was suddenly ..... and he lost his nerve.
- a) swotted up
  - b) called out
  - c) given present
  - d) cut short
9. Grimsdyke was sure he would get through the examination .....
- a) as well
  - b) at least
  - c) anyway
  - d) now that
10. Even if you are nervous you should .....
- a) keep an eye open
  - b) tick the days off
  - c) rally your thoughts
  - d) wash your hands before meal
11. You can attend the lessons ..... you are well.
- a) now that
  - b) anyway
  - c) meanwhile
  - d) nevertheless
12. The results are to ..... in a week.
- a) get through
  - b) come out
  - c) win through
  - d) become known
13. When student doesn't know the right answer he .....
- a) wins through
  - b) keeps eyes open
  - c) crams up
  - d) stumbles through
14. At the beginning of the lesson teacher should .....
- a) have his breakfast
  - b) pat each student on the head
  - c) rally his thoughts
  - d) roll call the names of students.
15. If you can't keep your temper and often ..... you shouldn't work with children.

- a) cheat in exams
- b) raise your voice
- c) call out names
- d) swot up

**V2. Письменная работа по лексическому материалу из учебника Аракин «Практический курс английского языка, 4 курс» Unit 1 (Education in Great Britain)**

**1. Translate into English:**

- Что ты можешь рассказать о системе образования в Великобритании?
- Обязательное образование начинается в возрасте пяти лет, когда дети идут в начальную школу. После окончания средней школы выпускники сдают выпускные экзамены.
- Используются ли учебные пособия в школе?
- Да. Наглядные пособия и технические средства обучения широко используются в обучении детей.
- В чем разница между единой школой и «public school»?
- В родителях учеников, главным образом.
- Где можно получить образование после школы?
- В политехнических институтах, колледжах высшего образования, университетах можно получить высшее образование. Все эти учреждения специализируются в педагогическом образовании (подготовке учителей).
- В университете учатся только студенты дневного отделения?
- Не только, также студенты вечернего отделения.
- Как называют людей, которые собираются получить первую степень в университете?
- Их называют студентами. Когда они получают степень, они оканчивают университет, и мы называем их выпускниками. Если они хотят продолжить обучение, они становятся аспирантами.
- Какие научные степени можно получить в университете?



- Первая степень - бакалавра, вторая - степень магистра, следующая - степень доктора философии, высшая степень - степень доктора наук (higher doctorate). Курс обучения состоит из лекций, которые читают профессора, доценты и преподаватели, практических занятий, семинаров и консультаций. Программа состоит из трех основных компонентов: практика в школе, изучение основного предмета и комплекс предметов педагогического цикла. Курс обучения будущих учителей основывается на обязательных и факультативных занятиях. Педагогика - один из профилирующих предметов.

- Расскажи о школьной практике.

- Студенты младших и старших курсов наблюдают опытных учителей в работе, наблюдают уроки, обсуждают их с руководителем школьной практики. Студенты сами выбирают возрастную группу детей, которых они хотели бы обучать.

- Где живут студенты и преподавательский состав?

-В общежитии. Существуют колледжи с общежитием и колледжи без общежития.

- Что находится в главном здании?

- Студенческий совет, разные студенческие общества. Там проводятся экзамены.

- Есть ли в университете какое-нибудь оборудование для занятий спортом и физкультурой?

- Да, есть спортивный зал с раздевалками и душем, теннисный корт.

## 2. Decode the following contractions

**B.A.**

B. Ed.

B. Sc.

M. A.

M. Ed.

Ph. D.

### 3. Translate into English:

1. Учитель проставил оценки в экзаменационных работах.
2. Досадно, что нет горячей воды.
3. Из озера появилась рука, держащая волшебный меч.
4. Отмечайте людей по мере того, как они будут голосовать.
5. Я должен запомнить наизусть некоторые факты о языке Шекспира, раз я должен на следующей неделе идти на занятие.
6. Он принялся ее подбадривать, и это помогло.
7. Мы сумели уменьшить сумму налога на десять процентов.
8. Как ты собираешься начать строить лодку?
9. Министр намекнул на досрочные выборы, но не назвал дату.
10. Сколько твоих студентов прошло (сдали экзамен)?
11. Окно стучало на ветру.
12. Она была совершенно разочарована, когда появились результаты последнего теста.
13. Мы были недовольны, что они так долго нам отвечали.
14. Дети его раздражали.

### 4. Translate the phrases and use them in the sentences of your own:

1. наблюдать за чем-либо
2. сделать намек на что-либо
3. громкое/радостное приветствие
4. вступить в спор
5. вести себя спокойно
6. занять определенную позицию в чем-либо
7. запланированное сокращение
8. отбарабанить музыкальную пьесу
9. бесконечная болтовня

### Образец теста по лексическому материалу из учебника Аракин «Практический курс английского языка, 4 курс» Unit 2

#### I. Translate the sentences into English:

1. Не придирайся ко мне. Все, что случилось - не по моей вине. В сложившихся обстоятельствах это был единственный выход.
2. Я полностью положился на тебя. Я все поставил на карту. И что я получил в обмен на это? Ты предал мою веру. У меня не осталось ничего, кроме разочарования.
3. Я не считаю его надежным человек. Я вижу, на тебя он произвел впечатление и уже завоевал твое доверие. Я знаю его дольше. Что бы он

ни говорил или делал - это всегда рассчитано на произведение впечатления. Рано или поздно ты тоже поймешь это.

4. Давайте соберемся с силами и сделаем эту работу быстрее. Мое повышение зависит от этого (на кону). - А почему мы должны? Это твои проблемы, не наши.
5. Его нечистая совесть вынудила его признать себя виновным, хотя улики против него было мало. Фактически было только его слово против слова свидетеля. На основании его слов он был признан виновным и приговорен к смертной казни. Но приговор не был приведен в исполнение, так как он сбежал.
6. Он очень компетентный консультант. Он всегда дает дельные советы. Я слышал, скоро он будет повышен в должность главного консультанта компании. Даже главный менеджер его очень уважает. - Да, я знаю, что приказ о его повышении вступит в силу в понедельник. - А по-моему, он просто зазнайка и ничем не лучше других.
7. Всю свою оставшуюся жизнь он посвятил поиску доказательств того, что его родители не были виновны в совершении того, в чем их обвиняли. Частично ему это удалось.
8. Ты всегда пытаешься свалить всю вину на меня. На этот раз я хочу, чтобы со мной поступили по-честному.
9. Я настаивал на том, чтобы доверить ей провести этот опыт. Но все мои убеждения не имели никакого результата. У нее большой опыт и основательные знания, но нет специального диплома. Наше правление смотрит свысока на таких людей.
10. Я пытался сдвинуть всю мебель к двери, а он просто смотрел и даже не подумал помочь.

## II. Paraphrase the sentences:

1. Don't get impudent with me! Or do you want to fight?
2. She was not eager to give this task into the care of her brother. She realized that as a specialist, he was not competent enough.
3. When we were alone, he confessed that he just had hoped to be lucky. Fortunately, the engine was not worn out (without defects) and he got through.
4. She looked so elegant. That red dress of hers was really strikingly impressive.
5. Will you sometimes come in, when you are in Atlanta? - And will you be happy to see me? In spite of all my shortcomings? -Of course I will! Will you write down my address or will you memorize it?

## III. Match each word on the left with the appropriate definition on the right:

### Law Breakers

1. an arsonist - attacks and robs people, often in the street

2. a shop-lifter - sets fire to property illegally
3. a mugger - is anyone who breaks the law
4. an offender - breaks into houses or other buildings to steal
5. a vandal - steals from shops while acting as an ordinary customer
6. a burglar - kills someone
7. a murderer - deliberately causes damage to property
8. a kidnapper - steals things from people's pockets in crowded places
9. a pickpocket - gets secret information from another country
10. an accomplice - buys and sells drugs illegally
11. a drug dealer - takes away people by force and demands money for their return
12. a spy - helps a criminal in a criminal act
13. a terrorist, - uses violence for political reasons
14. an assassin- causes damage or disturbance in public places
15. a hooligan - - hides on a ship or plane to get a free journey
16. a stowaway - takes control of a plane by force and makes the pilot change course
17. a thief - murders for political reasons or a reward
18. a hijacker - is someone who, steals
19. a forger - makes counterfeit (false) money or signatures
20. a robber - is a member of a criminal group
21. a smuggler - steals money, etc. by force from people or places
22. a traitor - marries illegally, being married already
23. a gangster . - is a soldier who runs away from the army
24. a deserter ' - brings goods into a country illegally without paying tax
25. a bigamist - betrays his or her country to another state

arsonist	sets fire to property illegally
robber	attacks and robs people, often in the street
offender	is anyone who breaks the law
burglar	breaks into houses or other buildings to steal
shop-lifter	steals from shops while acting as an ordinary customer
murderer	kills someone
vandal	deliberately causes damage to property
pickpocke	steals things from people's pockets in

t	crowded places
spy	gets secret information from another country
drugdealer	buys and sells drugs illegally
kidnapper	takes away people by force and demands money for their return
accomplice	helps a criminal in a criminal act
terrorist	uses violence for political reasons
hooligan	causes damage or disturbance in public places
stowaway	hides on a ship or plane to get a free journey
hijacker	takes control of a plane by force and makes the pilot change course
assassin	murders for political reasons or a reward
thief	is someone who, steals
forgery	makes counterfeit (false) money or signatures
gangster	is a member of a criminal group
mugger	steals money, etc. by force from people or places
bigamist	marries illegally, being married already
deserter	is a soldier who runs away from the army
smuggler	brings goods into a country illegally without paying tax
traitor	betrays his or her country to another state

**Образец теста по лексическому материалу из учебника Аракин  
«Практический курс английского языка, 4 курс» Unit3**

**I. Provide the summary of the text.**

**II. Give the situations from the text where the following WCs were used:**

remote period  
fearsome silence  
festival nature

**III. Give the English equivalents for the following:**

дать волю (слезам); упустить из виду обстоятельство; необыкновенный, незаурядный; впитывать влагу; комната с видом на море; необоснованный полёт фантазии; воздушный коридор; убеждённый холостяк; запас продовольствия; быть (не)высокого мнения о ком-л./чём-л.

**IV. Paraphrase the following sentences using essential vocabulary:**

- a. As soon as he realised he was wrong, he immediately changed his position.
- b. There are some people who make a special effort to do others a good turn.
- c. People from far away places came to this exhibition.
- d. We spent most of the day discussing her awful dress.
- e. The woman travelled all over the country in order to find the child.

**V. Translate into English:**

1. Джейн пыталась представить себе человека, которого знала только по переписке (по его письмам).
2. Во-первых, он был довольно старый, а во-вторых, суетлив и раздражителен.
3. Кто эта девушка, которая смотрит в нашу сторону?
4. Последние донесения/сообщения подтвердили сведения, полученные им ранее.
5. Ты идёшь со мной?
6. Ночь была темной, хоть глаза выколи, он двигался на ощупь.
7. Я предался/дал волю неудержимой печали.
8. Не могли бы вы подтвердить эти слова письменно?
9. Часть пути домой он шел со мной.
10. Когда вода поглощает углекислый газ, образуется угольная кислота.
11. Не надо заострять внимание на проступке ребенка.

- 12.Его поведение на суде укрепило мои подозрения.
- 13.Его прочили в пианисты.
- 14.Не меняй ничего, мне всё нравится так, как есть.
- 15.Его гнев сменился на любопытство.
- 16.Он – ходячее собрание информации!
- 17.Преступники всегда стараются обойти закон.
- 18.Люди ободрились, когда узнали о победе.
- 19.Я работаю в дневную смену на заводе.
- 20.Опишите всё, что вы видели в малейших деталях!

**Письменная работа по лексическому материалу из учебника Аракин  
«Практический курс английского языка, 4 курс» Unit 5**

**I. Translate the following word combinations and use them in the sentences of your own:**

1. общественное порицание
2. подробно описывать
3. иметь наготове, про запас
4. работать восьмичасовую смену
5. подтверждение заказа
6. придавать большое значение мнению кого-л.
7. Поднимать настроение

**II. Translate the following sentences:**

1. Потихе, я пытаюсь сосредоточиться, у меня работа.
2. Он все замечает и ничего не пропускает.
3. Они возлагали большие надежды на свою дочь.
4. Простые правила ставили их в тупик.
5. В конце концов, она добилась своего.
6. Я склонен согласиться.
7. Он уклоняется от уплаты налогов.
8. Работа увлекла его.
9. Директора утвердили на пост председателя.
- 10.Он знал все вокруг, поскольку бывал здесь много раз прошлой зимой.
- 11.Не пытайся свалить ответственность на кого-нибудь другого, это твоя вина.
- 12.Стена была слишком высокой, чтобы поверх нее можно было что-нибудь увидеть.
- 13.У него была странная манера говорить.
- 14.Еще одним способом завести новых друзей является посещение вечерних занятий.

15. Мы должны сосредоточить все усилия на нахождение способа снизить цены.

## FINAL TEST (4th year)

### Section 1. Fill in the blanks with the right form of the subjunctive:

1. I felt sorry for Jane If anybody...such a thing to me, I ...hurt.

- a) would say, felt
- b) said, would feel
- c) had said, would feel
- d) will say, will feel

2. The orders are that three of you...here, the rest ...to the city centre.

- a) to stay, will go
- b) should stay, should go
- c) would stay, would go
- d) stay, to go

3. He...differently, if he...an answer two days ago.

- a) will act, was given
- b) would act, were given
- c) would have acted, would have been given
- d) would have acted, had been given

4. Who was the first to suggest...the research, I can't not well remember.

- a) him to do
- b) that he do
- c) that he shall do
- d) hat he would do

5. "I wish I... your health and vitality. I...a new life for myself," she said with a smile.

- a) had, would make
- b) would have, made
- c) have, will have made
- d) was having, would have made



6. If they understood the problem, they ... find a solution now.

- a) will
- b) would
- c) would have
- d) can

7. He wished he ... her the money. She never returned it.

- a) had lent
- b) hadn't lent
- c) did not lend
- d) lent

8. If I ... you, I ... him. It's high time you ... his advice.

- a) were, would contact, would take
- b) had been, would have contacted, would have taken
- c) am, will contact, will take
- d) were, would contact, took

9. If we had not known it was a funny song, we... .

- a) might have wept
- b) could not have wept
- c) should weep
- d) must weep

10. If she...half an hour earlier, she...to see him before the departure. He was eager to say good-bye to her.

- a) came, would be able
- b) would come, was able
- c) would have come, would have been able
- d) had come, would have been able

11. You'd better come by noon tomorrow. If you go by train, you ... get there earlier.

- a) will
- b) would
- c) -
- d) would have

12. You were not attentive. If you ... so nervous, you ... much better and... so many mistakes.

- a) had not been, would have spoken, wouldn't have made
- b) were not, would speak, wouldn't make
- c) wouldn't have been, had spoken, hadn't made
- d) wouldn't be, spoke, didn't make

13. ... his letter, his life .... I wish he... anything.

- a) Would the newspaper not print, wouldn't have ruined, had written
- b) Had the newspaper not printed, wouldn't have ruined, hadn't written
- c) Had the newspaper not have printed, wouldn't ruin, wrote
- d) If the newspaper should not have printed, hadn't ruin, hadn't written

14. He speaks to me as though he... something on his mind. It's time he ... and ... everything to us.

- a) had had, had come, had explained
- b) had, came, explained
- c) has, will come, will explain
- d) had, should come, should explain

15. ... to the hustle and bustle of the city life, my annoyance.... .

- a) If I would return, would be over
- b) Should I return, would be over
- c) Would I return, would have been over
- d) If I had returned, has been over

16. How did it happen that you missed your stop?- I ... it if the conductor ... the stops.

- a) wouldn't miss, had announced
- b) hadn't missed, would have announced
- c) wouldn't have missed, had announced
- d) won't miss, announces

17. What a pity my husband is away! If he .... here, he ... us.

- a) were, will help
- b) would be here, would help

- c) is, helps
- d) were here, would help

18. I don't feel like going out tonight. I'd rather ... at home.

- a) stay
- b) stayed
- c) would stay
- d) have stayed

19. But for the fog, we ... our destination ages ago.

- a) reached
- b) would reach
- c) would have reached
- d) had reached

20. If she ... not so absent-minded, she .... this silly mistake.

- a) were, wouldn't have made
- b) had been, wouldn't make
- c) were, wouldn't make
- d) was, didn't make

**Section 2. Choose the word or phrase that best completes each sentence. Only one answer is correct:**

1. Two friends were ..... and it seemed to me they didn't even guess of my presence.

- a) talking loudly
- b) talking without stopping
- c) gossiping
- d) chattering

2. Sue tried to ..... by going on a diet.

- a) lose her weight
- b) reduce her weight
- c) take her weight down
- d) level her weight

3. I was ..... the way she tried to wind me round her little finger.

- a) irritated by
- b) angry with
- c) annoyed at
- d) nervous about

4. You can hear the ..... of fans welcoming their idol at the concert in the theatre.

- a) shouts
- b) cheers
- c) encouragements
- d) approval

5. To my surprise, I was ..... my misbehavior.

a) hinted at b) insinuated on c) suggested to d) intimidated to

6. The teacher .... next to my name and I understood that it was my salvation.

a) wrote a mark b) ticked the day off c) swotted up d) cramedsmth up

7. You are a future teacher. That's why you should know one of the main rules of this profession: One shouldn't ..... children.

a) speak loudly with b) cry at c) yell at d) raise one's voice to

8. Jack took part in several international ..... and won all his rivals.

a) competitions b) contests c) struggles d) fights

9. Foreign submarine ... the surface of water near the border of a hostile country.

a) appeared at b) issued on c) came out d) emerged on

10. Former friends suddenly stopped their discussion and ..... .

a) quarreled b) fought c) exchanged blows d) swapped round

### **Section 3. Fill the right preposition to fit the context:**

1. When I went ... this point of my Monday report I finished it more quickly.

a) about b) along c) at d) back

2. My parents never go ... on their promise to me.

a) about b) along c) at d) back

3. Our neighbours went ... each other furiously.

a) about b) along c) at d) back

4. You are going ... with this question, after my marks.

a) about b) along c) at d) back

5. If you do not help her, you'll go ... in my opinion.

a) behind b) by c) easy d) down

6. You have to go ... this theory to understand how to find its decision.

a) behind b) by c) easy d) down

7. You must go ... what she says, she is my faithful friend.

a) behind b) by c) easy d) down

8. All our attempts to win this competition go ... .

a) round b) into c) over d) down the drain

9. The inspector goes ... his biography very scrupulously because his life is in his hands.

a) round b) into c) over d) down the drain

10. My teacher went ... my story to be sure in my words.

a) round b) into c) over d) down the drain

## **FINAL TEST (4th year) var. 2**

### **Section 1. Fill in the blanks with the right form of the subjunctive:**

1. If Benjamin Franklin ... so hard, he ... the symbol of America.

a) didn't work, wouldn't become

b) wouldn't have worked, hadn't become

c) hadn't worked, wouldn't have become

d) doesn't work, won't become

2. Did you say anything when he asked you? - No, I didn't. You see, if I ... even a word, he ... into a rage.

a) said, flew

b) would said, would have flown

c) had said, had flown

d) had said, would have flown

3. You look tired. If I ... you, I ... a holiday.

a) be, will take

b) were, would take

c) have been, take

d) was, take

4. Would it be all right if I ... round at about six?

a) come

b) came

c) will come

d) would come

5. I suggest ... football tomorrow.

a) to play

b) that we should play

- c) that we played
- d) that we should have played

6. I ...the same if I ... in your shoes.

- a) would do, am
- b) will do, were
- c) would have done, will be
- d) would do, were

7. If I ... that you were coming, I ... you at the airport. I had a lot of time to do that.

- a) had known, would have met
- b) knew, would have met
- c) would have known, will meet
- d) would know, met

8. If they understood the problem, they ... find a solution now.

- a) will
- b) would
- c) would have
- d) can

9. If she ... known the facts, she could have told us what to do.

- a) have
- b) will have
- c) would have
- d) had

10. You'd better come by noon tomorrow. If you go by train, you ... get there earlier.

- a) will
- b) would
- c) -
- d) would have

11. If I ... had your advantages in my youth, I would be better off now.

- a) have
- b) would
- c) had

d) would have

12. If Columbus ... such a passion for travelling, he ... America in 1492.

- a) hadn't, hadn't discover
- b) wouldn't have had, didn't discover
- c) hadn't had, wouldn't have discovered
- d) didn't have, wouldn't discover

13. Robby, look at that man! If he ... harder at school, he ... the streets now.

- a) worked, won't be sweeping
- b) would have worked, wouldn't have swept
- c) had worked, wouldn't be sweeping
- d) worked, wouldn't sweep

14. I wish you ... the lecture, it was so interesting!

- a) attended
- b) had attended
- c) could attend
- d) would have attended

15. If you ... my way yesterday, you ... to explain why you came so late to your parents when you returned would not have understood

- a) came, would not explain
- b) had come, would not have
- c) had come, would not explain
- d) came, would not have

16. If he ... that the river was dangerous he ... to swim across it.

- a) knew, didn't try
- b) has known, wouldn't have tried
- c) would know, didn't try
- d) had known, wouldn't have tried

17. The teacher insisted that the pupils ... their books.

- a) closed
- b) should close
- c) should have closed
- d) would close

18. It is impossible that he ... so careless.

- a) were
- b) should be
- c) was
- d) is

19. Old age is difficult to bear. I wish I ... young again!

- a) were
- b) be
- c) had been
- d) would be

20. You'd better ... this water; it might be infected.

- 1. not to drink
- 2. don't drink
- 3. not drink
- 4. not drinking

**Section 2. Choose the word or phrase that best completes each sentence. Only one answer is correct:**

1. Any student caught .... will be disqualified from the exam.

- a) fooling b) cheating c) gulling d) deceiving

2. They were struggling their way .... the burning car.

- a) out of b) through c) from d) off

3. He kept throughout his life his youthful optimism and his ... trust in men.

- a) joyful b) gladsome c) cheerful d) merry

4. He was .... with me for having asked this question.

- a) vexed b) annoyed c) troubled d) irritated

5. I coughed politely as she lit a cigarette but she didn't take the ....

- a) warn b) suggest c) inform d) hint

6. ... to extreme poverty, begging, sometimes going hungry, sometimes sleeping in the parks, he admitted to himself the game was up.

- a) decreased b) reduced c) lessened d) shortened



7. The quiet deliberate footsteps approaching my door ... me.  
a) rattled b) embarrassed c) confused d) discomfited
8. Doctor kept an eye open ... the patient who didn't want to take that horrible medicine down.  
a) on b) up c) for d) by
9. There is always a ... between the management and the unions.  
a) battle b) contest c) conflict d) dispute
10. My wife had to open the tins we kept for ... .  
a) a necessity b) a juncture c) a pinch d) an emergency

**Section 3. Fill the right preposition to fit the context:**

1. They are at a deadlock with this question each time, but when she is a manager they go ... .  
a) about b) along c) at d) back
2. My sister wanted to open a café, but didn't know how to go ... .  
a) about b) along c) at d) back
3. The easiest way to go ... the Lincoln Park is a small walking car.  
a) about b) along c) at d) back
4. We have to go ... there because of his nostalgia to that place.  
a) about b) along c) at d) back
5. In any case they use an opportunity to go... each other fiercely.  
a) about b) along c) at d) back
6. Margaret always tries to go ... her favourite poet's words.  
a) behind b) by c) easy d) down
7. How did your masterpiece go ... with the public?  
a) behind b) by c) easy d) down
8. My father never had a desire to go ... my words.  
a) behind b) by c) easy d) down
9. I want to ask you go... with her, she suffered so much.  
a) behind b) by c) easy d) down
10. After such behavior he could only go ... in my opinion.  
a) behind b) by c) easy d) down

## FINAL TEST (4th year) var. 3

### Section 1. Fill in the blanks with the right form of the subjunctive:

1. He wished they... his embarrassment at the moment she was introducing him.

- a) hadn't noticed
- b) would have noticed
- c) would not have noticed
- d) didn't notice

2. Even if I...down there in the middle of the night, I...my way all over that little town.

- a) would be put, would be able to find
- b) put, could have found
- c) were put, could find
- d) had been put, would be able to find

3. But for his provisions they ... of hunger.

- a) have died
- b) had died
- c) would have died
- d) would die

4. We...the train if we...faster.

- a) would catch, had walked
- b) had caught, would have walked
- c) would have caught, had walked
- d) would have caught, walked

5. If I were you, I...it...yesterday.

- a) would wish, had been done
- b) would have wished, had been done
- c) wished, would have been done
- d) had wished, would be done

6. If mother...him to the skating rink in his childhood, he...two times Olympic champion.

- a) didn't take, would never have become

- b) hadn't taken, would never have become
- c) wouldn't take, had never become
- d) wouldn't have taken, had never become

7. But for your help we...in time.

- a) hadn't finished
- b) would not finish
- c) should not have finished
- d) didn't finish

8. A young woman...odd if she...the clothing that her grandmother had worn when young.

- a) would look, wore
- b) would look, had worn
- c) would have looked, wore
- d) looked, would wear

9. If you ... at a loose end last month, you ... your exam. But you failed it.

- a) hadn't been, would have passed
- b) wouldn't have been, would pass
- c) were not, will pass
- d) hadn't been, would pass

10. If pigs ... wings, they ....

- a) had, will fly
- b) have, fly
- c) would have, would fly
- d) had, would fly

11. If I ... her, I ... to her. But I didn't see her and speak to her.

- a) saw, would have spoken
- b) had seen, would have spoken
- c) would have seen, would speak
- d) see, will speak

12. I...anything for this not to have happened.

- a) would have given
- b) have given

- c) will give
- d) give

13. If you ... the lecture yesterday you would understand what we are talking about now.

- a) attended
- b) have attended
- c) had attended
- d) would attend

14. I wish you ... the lecture, it was so interesting!

- a) attended
- b) had attended
- c) could attend
- d) would attend

15. If you ... my way yesterday, you ... to explain why you came so late to your parents when you returned.

- e) came, would not explain
- f) had come, would not have
- g) had come, would not explain
- h) came, would not have

16. I shouldn't have taken your umbrella If I ... that it was the only one you had.

- a) knew
- b) have known
- c) had known
- d) know

17. It's time you ... me the book.

- a) should return
- b) should have returned
- c) returned
- d) would return

18. If we hadn't booked tickets in advance, we ... good seats now.

- a) wouldn't have got
- b) wouldn't get

- c) won't get
- d) wouldn't be getting

19. It's advisable that she ... her medicine with water but not with milk or juice.

- a) took
- b) would take
- c) take
- d) will take

20. You will fail you exam ... you work harder.

- a) if
- b) unless
- c) but for
- d) whether

**Section 2. Choose the word or phrase that best completes each sentence. Only one answer is correct:**

1. The moon ..... from beyond the clouds.

- a) came out b)emerged c) issued d) appeared

2. The old woman was annoyed ..... the noisy children.

- a) at b) over c) with d) by

3. The woman ..... at her urgent need of money.

- a) suggested b) annoyed c) hinted d)chattered

4. The price of the vase was reduced ..... \$ 10.

- a) by b) to c) with d) over

5. The ..... thing is that I keep thinking about him.

- a) irritating b) troublesome c) bothersome d) annoying

6. There is always a ..... between the management and the unions.

- a) competition b) contest c) struggle d) fight

7. Let's go to the football game and cheer ..... our favourite team.

a) with b) for c) by d) over

8. The hail ..... on the roof.

a) chattered b) rattled c) emerged d) rattled off

9. He ..... his thoughts and began answering.

a) remembered b) called out c) graded d) rallied

10. ... .. you've got through the exam you can do everything.

a) now then b) when that c) now that d) when now.

### **Section 3. Choose the right preposition to fit the context:**

1. It was a private conversation, and I don't want to .... details about what she said.

a) go by b) go into c) go down d) go as far as

2. You may have some difficulties at first, but you'll find it easier as you ....

a) go about b) go at c) go by d) go along

3. The two boys .... each other furiously.

a) went along b) went about c) went at d) went by

4. You'll have to .... their letter to see what she really means.

a) go behind b) go over c) go round d) go along

5. You should .... about it - there is nothing dangerous there.

a) go over b) go easy c) go along d) go down

6. The girl .... gossiping.

a) goes around b) goes behind c) goes along d) goes back

7. All my attempts to cope with the problem ....

a) went Dutch b) went over c) went down d) went down the drain

8. Things were .... fairly well.

a) going about b) going into c) going along d) going at

9. He can always .... to the original plan.

a) go over b) go behind c) go back d) go by

10. He .... in my opinion.

a) went Dutch b) went back c) went down d) went along

### **В3. Письменная работа**

#### **English infinitive**

##### ***1. State the form of the given infinitives:***

To have received, to be discussed, to be talking, to have been spent, to have been lasting, to borrow, to be waiting, to have been ordered, to prove.

##### ***2. Give all the possible forms of the following infinitives:***

To drive, to sell, to show, to write, to clean, to buy, to break, to take, to send, to feel.

##### ***3. Use the infinitive in the required form:***

1. The man seems (to wait) for you. He seems (to wait) for a long time.
2. Perhaps it will upset him (to tell the news).
3. The key was believed (to lose) until I happened (to find) it.
4. The girl seems (to know) English very well. She is said (to spend) a few years in the USA.
5. I believe she deserves (to tell) the truth.
6. They seem (to discuss) something very loudly.
7. The house is known (to build) in the 18<sup>th</sup> century.
8. She is glad (to see) that film. It has made a great impression on her.

##### ***4. Insert the particle to where necessary:***

1. You had better ... take an umbrella – it looks like raining.
2. I'd rather ... go for a walk – the evening is so fine.
3. She could do nothing but ... confess – the truth was quite evident.
4. Why not ... start out now? We shouldn't ... wait for the weather ... change.
5. You ought not ... sit up late. It will ... tell on your health.
6. Mother made her ... wash up. She was made ... wash up by her mother.
7. I'll have her ... admit her fault.

8. There is hardly anything for her ... do but ... work hard not ... fail at the exam.

**5. State the syntactic function of the infinitive. Translate the sentences into Russian:**

1. To go on with this discussion is to waste time.
2. We have assembled to discuss our plans.
3. It all sounds too good to be true.
4. The first thing to settle is to take a decision.
5. It is a chance not to be missed.
6. After the third lesson she left her class never to return.
7. To complete a journey round the sun requires nearly twenty-nine and a half hours.
8. Cars must not be parked in front of the entrance.
9. The three friends wanted to make an Irish stew with the odds and ends of the food.
10. They began to pack things a few hours before the departure.
11. To cut a long story short, he was mistaken.
12. It is necessary to be very careful while crossing the street.

**6. Translate the sentences into English:**

1. Сказать это – значит солгать.
2. Приятно жить в таком доме.
3. Никогда не слишком поздно попросить прощения, если вы обидели человека.
4. Вам не на что жаловаться.
5. Сожалею, что отнял у вас так много времени.
6. Первое, что нужно сделать, это – заказать билеты.
7. С ним трудно иметь дело.
8. Я терпеть не могу, когда надо мной шутят.
9. Она заслуживает, чтобы ей дали премию.
10. Должно быть, она работает в саду.
11. Он знает испанский достаточно хорошо, чтобы перевести эту статью.

**7. Change the complex sentences into simple ones using the Objective Infinitive construction:**

1. We consider that N. is the best actor nowadays.
2. The audience watched how the curtain rose and the lights went down.



3. I saw that the attendant showed the girls to their seats.
4. We often heard how he sang folk songs.
5. He felt that his heart beat like a hammer.
6. We believe that the play is a great success.
7. We didn't expect that the film would be so dull.
8. I hate that he behaves like that.
9. The parents wanted that their son should be a doctor.

**8. Translate the sentences into English:**

1. Он распорядился, чтобы секретарша напечатала документ.
2. Я слышал, как она упомянула Ваше имя.
3. Все знали его как порядочного человека.
4. Никто не ожидал, что он опоздает.
5. Я не выношу, когда с детьми плохо обращаются.
6. Я никогда не слышал, как она читает стихи.
7. Я слышал, что он прекрасно читает стихи.
8. Я видела, как она вошла в магазин.
9. Я видела, что она не поняла вопрос.
10. Преподаватель велел студентам выписать новые слова из текста.
11. Нам хотелось бы, чтобы вы приняли участие в конференции.

**9. Point out the Subjective infinitive construction and translate the sentences into Russian:**

1. He was never seen to smile.
2. The climate there is considered to be very healthful
3. The children were made to learn the poem by heart.
4. The film is expected to be a success.
5. She is said to have been a popular actress.
6. They seem to have misunderstood you.
7. The article turned out to be very interesting.
8. He is not likely to change his opinion.
9. You are sure to meet tomorrow.
10. The medicine is certain to help him.

**10. Transform the sentences using the subjective infinitive construction:**

1. It was announced that the summit would take place next month.
2. It is said that the pianist is very talented.
3. It is known that Chekhov was not only a great writer but a good doctor as well.

4. It seems that you don't agree with us.
5. It happened that she was present at the first night of the performance.
6. It turned out that I was right.
7. It is likely that this treatment will help him.

**11. Translate the sentences into English using the Subjective Infinitive Construction:**

1. Вы наверняка получите большое удовольствие от фильма.
2. Вряд ли он помнит о своём обещании.
3. Кажется, дети заблудились в лесу.
4. Известно, что Гарвард – самый престижный университет США.
5. Говорят, она была очень красива в молодости.
6. Вы, случайно, не знаете этого человека?
7. Было видно, как дети играли во дворе.
8. Новая машина оказалась очень удобной.
9. Он вряд ли справится с заданием.
10. Они обязательно поддержат Вас.

**12. Point out the function of the for – to – infinitive construction and translate the sentences into Russian:**

1. I was anxious for them to join us.
2. It won't be necessary for you to make arrangements beforehand.
3. The only thing for him to do was to catch the first morning train.
4. It's time for the child to go to bed.
5. He took a taxi for us to get to the station quicker.
6. The ice is too thin for the children to skate on.
7. I waited for her to say something.
8. It is natural for her to help people.

**13. Translate the sentences into English using various infinitive constructions when possible:**

1. Они хотели, чтобы их сын женился на дочери их друзей.
2. Я случайно встретила её в Петербурге.
3. Фильм заставил нас забыть о неприятностях.
4. Было бы хорошо, если бы вы прочитали эту статью.
5. Пора ей забыть об этом.
6. Говорят, его отец был очень богат.
7. Кажется, мы ждём их очень долго.

8. Вряд ли вы достанете билет на этот концерт.
9. Слишком холодно, чтобы няня вывела ребёнка гулять.
10. Я не стала ждать, пока она позвонит мне, и зашла к ней сама.
11. Она чувствовала, что он добрый человек.
12. Я слышала, что они переехали в другой город.
13. Они обязательно прекрасно проведут время в Италии.

**I. Chose the correct form of the infinitive:**

1. He seems ... a lot in his youth.
  - a) to travel
  - b) to have traveled
  - c) to be traveling
  
2. The customer is waiting for ... by the shop-assistant.
  - a) to serve
  - b) to have served
  - c) to be served
  
3. The children seem ... in the yard for a long time.
  - a) to be playing
  - b) to have played
  - c) to have been playing
  
4. The doctor is glad ... the patient's life.
  - a) to be saved
  - b) to have saved
  - c) to save
  
5. The woman is said ... her youth in London.
  - a) to be spending
  - b) to spend
  - c) to have spent
  
6. Where is Ann? – She appears ... on the telephone in the next room.
  - a) to have talked
  - b) to be talking
  - c) to talk

7. The picture is believed ... by an outstanding Italian artist.

- a) to be painted
- b) to have painted
- c) to have been painted

8. He was sorry ... that lecture.

- a) to have missed
- b) to be missing
- c) to miss

9. The pupils wanted ... the rule once.

- a) to explain
- b) to be explained
- c) to have been explained

## II. Choose the correct variant:

1. The child watched his mother ... the table.

- a) lay
- b) laying

2. Now and then we could hear a car ...

- a) passing
- b) pass

3. I saw her ... the room and ... the light.

- a) enter, entering
- b) turning on, turn on

4. At the railway station we noticed some people ... for the train.

- a) wait
- b) waiting

5. I saw my friend ... the corner and ...

- a) turning, turn
- b) disappear, disappearing

6. The girl noticed her little brother ... the book out of her bag.  
a) take  
b) taking
7. I want the work ... in time.  
a) to do  
b) to be done
8. He considers the problem ...  
a) to solve  
b) to be solved
9. I want ... my friends to our party.  
a) to invite  
b) to be invited
10. They want ... to the evening party.  
a) to be invited  
b) to invite

### Test-paper on Gerund

#### **I. Use the correct form of the Gerund:**

1. He didn't go without (to congratulate ) by his friends.
2. She was sorry for (to be late) the night before.
3. The room wanted (to clean).
4. She knows everyone who is worth (to know).
5. They deny (to take part) in the dispute.
6. I remember (to see) her at the concert.

#### **II. State the function of the gerund or gerundial construction and translate the sentences into Russian:**

1. She does not like the thought of leaving us.
2. I remember discussing the article at the lesson.

3. He felt better for having written the letter.
4. She looked at me without saying a word.
5. They went on talking.
6. Travelling abroad is always exciting.
7. On being told the news she was astonished.
8. I do not insist on your answering immediately.
9. In spite of feeling bad she didn't miss the lecture.
10. What I want is mastering English and becoming a good teacher.
11. I am very grateful to you for making them comfortable here.
12. Her hands were red from working hard.

### III. Insert the correct preposition before Gerund where necessary:

1. "I hated the idea \_\_\_\_\_ your going", he said simply.
2. She said: "Excuse me \_\_\_\_\_ coming in \_\_\_\_\_ knocking".
3. The others insisted \_\_\_\_\_ reading the text at once.
4. I am tired \_\_\_\_\_ being old and wise.
5. Why were you so eager to prevent anybody \_\_\_\_\_ leaving the room?
6. Both windows needed \_\_\_\_\_ cleaning.
7. She blamed me \_\_\_\_\_ being neutral.
8. I am terribly grateful to you \_\_\_\_\_ saying that.

### IV. Translate the following:

1. Вы не против, если я открою окно?
2. Мальчик отрицал, что потерял книгу
3. Они сидели в комнате, не включая свет.
4. Я не могла не рассказать вам об этом.
5. Спасибо, что вы навестили нас и замолвили за него словечко.
6. Преподаватель настаивал, чтобы новые словосочетания заучивались наизусть.
7. Эту выставку стоит посмотреть.
8. Он ушёл, не дожидаясь пока она ответит.
9. Она понимала, что он нуждался в заботе.
10. Действительно не было смысла продолжать этот разговор.
11. У него была привычка мало говорить
12. Вы не возражаете против того, чтобы разделить одну комнату?
13. Мне не хочется идти пешком, давай остановимся у них!
14. Она была занята тем, что пыталась чётко объяснить ему причину своего прихода.

15. Костюмы, которые он носил, нужно было погладить.

### Test-paper on Participle

#### **1. State the functions of Participle I and translate the sentences into Russian:**

1. You must be very careful when crossing the street.
2. The windows facing the bridge were open.
3. Arriving at the station we went to get a taxi.
4. The man watched the fighting boys.
5. Having no dictionary I couldn't translate the article.
6. All those studying the subject will take their exam in January.
7. He gave me a welcoming smile inviting me to join them for evening prayer.
8. She was outside on the step, gazing at the winter afternoon.
9. His eyes, though questioning now, were persistently friendly.
10. But another bright red light, still glowing, showed that the forward cabin door had not been closed.
11. He observed as if watching someone else that his hand holding; the coffee cup was not entirely steady.
12. Sitting in the back seat and listening to the continuous noise of the running wheels, I was half lulled into a drowse.
13. Wearing it, he looked handsome and very distinguished.
14. The cabinet office runs a busy communication network keeping ministers in touch with each other and drawing up agendas for the cabinet meetings.
15. Putting her hands around the blissful warmth of the coffee mug, she decided that she would concentrate on this moment of total relief.
16. The two dogs were by now quite at ease with each other chasing around the bushes, searching for rabbits.
17. The other dog was already bounding towards them, a friendly-looking Labrador, ready and waiting for a game.
18. Waiting for the kettle to boil, he went with some satisfaction over the events of the day.
19. Putting on speed to overtake a thundering lorry, Tom found himself smiling.
20. He wasted nearly a minute Sighting a cigarette.
21. Ruth and Roger wasted months looking for a proper house to live in.
22. Miss Kate and Miss Julia were there gossiping and laughing and fussing, walking after each other to the head of the stairs,

- peering down over the banisters and calling down to Lily to ask her who had come.
23. Trembling he watched her leave. She returned in half hour, carrying scrambled eggs and mashed potatoes for them both. «Still not hungry?» — she asked finishing her own portion.
24. Inside were a hundred thousand frenzied Cariocas, waving multicoloured banners and placards proclaiming sports victory and social revolution. He heard the crowd roaring. The Brazilian goalkeeper moved left, anticipating Will's shot, leaving the right corner of the goal free.
25. Anthony went on into the hotel wondering as he did so what had inspired that searching glance.
26. Great applause greeted Mary Jane as, blushing and rolling up her music nervously, she escaped from the room.
27. She stood back holding him at arm's length.
28. He advanced from the little pantry behind the office, struggling into his overcoat and looking round the hall.
29. The young soldier was gone, looking old and walking heavily.
30. He stood making sure of his direction, feeling the rough grass with his feet.

## 2. Translate the following into Russian:

1. Reading his son's letter the father was very proud.
2. Having seen half the film the audience left the hall.
3. You spend a lot of money dining at a restaurant.
4. Jerry grumbles carrying the trunk upstairs.
5. Having arrived half an hour earlier we had to wait outside.
6. You will know the murderer having read the last page.
7. Having waited for 5 minutes Julie left.
8. Receiving no response Paul opened the door and looked in.
9. Having arrived by the last train we walked to the town square hoping to find a taxi.
10. The present having been carefully and neatly wrapped lay on the desk.
11. Having spent an hour trying to convince him he wasn't right gave up.
12. Having been delayed by the heavy traffic she missed the train
13. Being delighted with the results of the experiment he went out to celebrate.
14. Having never been invited to such receptions she didn't what to wear.
15. Being carried away by the thriller the mother forgot about the cake in the oven.
16. Having been cheated more than once, he didn't trust anybody.
17. Giano had hesitated with the answer, not wanting to lie, yet no quite wanting now to tell the truth.



18. He realized how much knowledge he lacked only when entering the University.
19. He discovered the loss of his pound when taking his coat off.
20. While praising the crow's voice, the fox was thinking about the piece of cheese in its beak.

### **3. Supply the missing participles given below:**

#### **A.**

...some inquiries about the young man the mother decided he was a good match for her daughter.

Adam kissed Mama and ...hands with Papa nodded to the rest of us.

.. a student he made up his mind to devote all his time to studies.

Lisa sat...and Tom stood at the window ...at her.

...all there was to say he left the platform.

...with him again John made up his mind to have nothing more to do with him.

I kept silent for some time ...of what he had told me.

My attention was attracted by the four people ...at the table.

...the house she switched on all the lights.

She saw him ...his daughter.

Participles: having quarreled, having said, sitting, thinking, shaking, having become, looking, having made, embracing, smiling, having entered.

#### **B**

...so many problems Tom didn't know which way to turn.

...one novel by S. Maugham he thought he knew the writer.

...in pencil the letter was hard to read.

...2 months in London he improved his English considerably

When... you must think of the answers carefully.

...the weather forecast we stayed at home the whole day... rain and cold.

...round the island he felt himself in paradise.

The road... was closed for a week.

...on chain for a long time the dog grew savage.

Participles: expecting, being mended, being interviewed, having spent, facing, having believed, having been written, walking, having read, having been kept.

#### **4. Use the correct form of Participle I:**

##### **A. Simple or Perfect:**

1. (see) my expression she came over and explained everything.
2. (arrive) in St. Petersburg we went to the Hermitage at once.
3. (return) home late in the evening she found that several pieces of jewelry were missing.
4. Patrick withdrew (close) the door again.
5. They had driven down the (wind) road, (leave) the Schloss high above them.
6. (save) enough money he bought the desired book.
7. (have) enough time before classes I looked through my Math homework.
8. (find) a ten-pound note by chance, I wondered what I could do with it.
9. While (paint) his car he thought of the impression it would make on his friend.
10. It was so foggy that we had to stop several times (drive) home.
11. When he opened his eyes again he started (see) something (creep) swiftly up a tree trunk.

##### **B. Active or Passive:**

1. (hear) the bell she rushed to open the door.
2. (keep) in cages the animals look miserable.
3. He entered the room and saw a letter (lie) on the table.
4. (frighten) the girl could hardly answer our questions.
5. The house looked deserted not (live) in.
6. He injured his leg (play) football.
7. (describe) what had happened the witness left out one fact.
8. The house (build) in this street is going to be a post office.
9. (close) the factory they caused many problems for the employees.

10. I agreed to take a lift (warn) him not to drive too fast.
11. (hear) nothing within the room and somewhat (bewilder), he pushed open the door.

### 5. Use the correct form of Participle I:

1. (read) the novel I didn't want to see the film.
2. (receive) their certificates they left their village (hope) to start a carrier in town.
3. (teach) for a year by Mr. Bull, we couldn't get used to the new teacher.
4. (study) at school Sam always wanted to be the first in everything (display) enthusiasm and eagerness.
5. I spent the rest of the day (finish) up a few problems.
6. (admit) one woman they found others (sneak) through in her wake.
7. His predecessor was in Pakistan for a year (run) a school there.
8. Not (give) yourself up, you are now a fugitive.
9. She smiled (remember) the joke.
10. (keep) his voice low, Mel said, «Keith, you look tired».
11. He didn't answer, (feel) himself in an utterly false position.
12. (lose) their way in the woods they made a fire and spent the night (talk) and (try) to cheer each other up.
13. The sun was setting in a blaze of pink, (cast) rosy shadows on the undersides of large wet-(look) clouds.
14. (reach) their table, he stopped, respectfully (remove) his woolen hat.
15. (question) by reporters, Mrs. Fall replied that she had been in New York (hide).
16. Old Miss Pritchett had been an excellent neighbour, (allow) them to use her garden as a short cut to the common and the hills beyond, and (let) the children pick apples and plums in her orchard.
17. (ask) to keep the secret, he never gave his friends away.
18. (leave) alone the boy watched his favourite video film.
19. (move) in they invited their friends to a housewarming party.
20. His voice (rise), (fall) with its curious (excite) quality, its emotional appeal, had held away over that (groan), almost (moan) crowd of young women and men.
21. (have) tea and (leave) the note (give) her address she went early to Victoria Station. There (tip) the guard, she left her bag in corner seat and took up her stand by the bookstall. And while she stood there (examine) the fiction of the day, all her faculties were busy with reality.. And then she saw him (hasten). (Turn) she passed through the wicket (walk) quickly, (know) that was walking more quickly.

**6. Translate into English what is given in brackets using Participle I in the appropriate form:**

1. (Протягивая) out my arm I upset the glass.
2. The boys watched the elephants (стоящих) nearby.
3. (поднявшись) to the 5 th floor he remembered that he'd forgotten to take the key from the porter.
4. (сдав) all his exams he decided to hold a party.
5. The door (ведущая) to the bedroom was closed.
6. Don't forget to stick a stamp when (отправляя) the letter.
7. (дав) a promise he couldn't fail us.
8. He didn't look through the papers (подписывая) them.
9. (выглянув) out of the window she saw a man (стоящего) at the corner.
10. (проведя) a sleepless night he felt exhausted.
11. (наблюдая) the (танцующие) school children she remembered her own youth.
12. (прибыв) at the airport we went to register our luggage.
13. (починив) his bicycle the boy was very proud of himself.
14. The (лающая) dog never bites.
15. (услышав) an unfamiliar voice I understood that I had dialed the wrong number.
16. He walked up the stairs (насвистывая) his favourite tune.
17. (завернув) round the corner the car disappeared.
18. Have you ever watched the (восходящее) sun?
19. (проехав) fifty miles we stopped to have lunch at a small inn by the road.
20. He did it not (думая) of the consequences.

**7. Translate into Russian paying attention to the Nominative Absolute Participial Construction in the function of an Adverbial Modifier of:**

*Time:*

1. Everybody having come we began the meeting.
2. The postman's footsteps going away, he gathered the letters.
3. The letter written he went out to post it.
4. This having been settled, John left them.
5. The doors opened, everybody flooded out.

*Condition:*

1. Time permitting, we shall call on you.
2. The weather changing for the better, we'll go skiing.
3. The terms of agreement changed, we're ready to sign it.
4. Everybody coming on time, the discussion won't take us long.
5. The crops destroyed by the flood, the farmers will have to appeal to the government for help.

*Result or consequence:*

1. It being a hot day, they went to the river.
2. The room being practically dark, I couldn't at first see anything.
3. Their house being ruined by the fire, they had to ask their neighbours for shelter.
4. The door being open, we went in.
5. The new laws having been adopted, they had to follow them.
6. Freddy Malin's left hand accepted the glass mechanically, his right hand being engaged in the readjustment of his dress.

*Manner or attending circumstances:*

1. He watched her, his bright eyes blinking.
2. Eyes squeezed shut, he watched scenes in his mind like scraps of motion — picture film.
3. Jennifer departed the children waving from the open window of the car as though they were saying goodbye for ever.
4. He came down the stairs, his hand trailing on banister.
5. He ran into the room, his eyes shining.
6. After lunch with the dishes washed and the kitchen tidy, they dispersed on their various plays.
7. They followed him in silence, their feet falling in soft thuds on the thickly carpeted stairs. She mounted the stairs behind the porter, her head bowed in the ascent, her frail shoulders curved as with a burden, her skirt girt tightly about her.
8. Then, the little bird ran out of the shadow, its little head bobbling swiftly, its white legs twinkling brightly for a moment.

**8. Paraphrase the following sentences using the Nominative Absolute Participle Construction:**

1. When the greetings were over he began his speech.
2. Silence followed because nobody wanted to say a word.
3. If examination answers are written in pencil, the teacher won't

mark them.

4. When the new laws were adopted, they had to follow them.
5. The conference ended and we congratulated the speakers.
6. Since her papers have been signed, she is leaving with us.
7. Barry and Nathan hurried to me, one was shaking my hand, the other was kissing me on the cheek.
8. He and Albert went first, Coertze was leading.
9. She spoke as though in a dream, her eyes were still closed.
10. A farm in spring is all birth — young things are coming out of bud and shell, and human beings are watching over the process: with faint excitement feeding and tending what has been born.
11. Tom ran up the curve of the staircase, taking the steps two at a time, his hand was brushing lightly against the mahogany rail.
12. The bridge had been destroyed by the storm, and the train was 4 hours late.
13. Then she ran around the pond, her dog was running behind her.
14. The telegram didn't come, so I phoned there to find all out.
15. When the exams had been passed Eric decided to request Mary's hand.
16. The next morning was Sunday and they went to the church.
17. When the ultimatum had been delivered, she waited for their next move.
18. There were no arguments, and the plan was adopted.
19. There was very little time left, we had to hurry.
20. As it was closed in by its hills, not a breath of air came into Pago-Pago.
21. When dinner was over, the old lady asked Betty to read for her.
22. He could dream of driving the car next spring, because there was a rule at the university forbidding the undergraduates the possession or use of private automobiles.
23. Ann couldn't come to the party and it was dull.
24. We put off the trip till the next weekend, because Crystal had to stay home with her younger brother.
25. The next day was cold, a frozen mist was niggling in the streets.
26. He stared into the gas fire, his tired arms were -hanging limp over the arms of the chair.
27. I went by, my gun hung awkwardly, the dogs were sniffing and growling.

**9. Paraphrase the following sentences using Nominative Absolute Construction introduced by «with»:**

**Model:** When the whole family were at home, the father decided to break the news. With the whole family(being) at home the father decided to break the news.

1. The next day was dull, heavy great clouds floated over the harbour.
2. He woke in his own bed, his face was buried in his pillow and an agonizing pain was throbbing across his left side.
3. We reached the station having only a minute to spare.
4. Marcellus strode heavily to and fro before the entrance, his impatience was mounting.
5. I sat down for a few minutes; my head was in my hands.
6. When old George was repeating that conversation it was too risky to do away with her.
7. The weather forecast promises a good deal of sunny dry weather, in the North the weather will be hottest.
8. I lay with closed eyes, trying to recapture lost images of my life.
9. He sat there, the sunlight was warming his cheeks, his eyes were fixed on the sea.
10. While two of the other stewardesses were demonstrating, she accomplished the announcements about emergency exit, oxygen masks and other things.
11. Peter was in Paris and his daughter was travelling, so the house seemed empty.
12. The only persons who seemed to follow the music were Jane herself, whose hands were racing along the key-board, and Aunt Kate, who was standing at her elbow to turn the page.
13. Gabriel finished, and huge pudding was transported to the table.
14. His hand was trembling when he awkwardly manipulated the coin and dialed.

## **10. Translate into English using the Nominative Absolute (Participle)**

### **Construction:**

1. Так как входная дверь была открыта, она вошла без стука.
2. Когда соседи были в отъезде, мне пришлось ухаживать за их собакой.
3. Через минуту он стоял на мягкой густой траве, вода с него ручьем.
4. Поскольку целую неделю шел дождь, уровень воды в реке поднялся.
5. Если погода будет благоприятной, яхта быстро достигнет берега
6. Если позволит время, я к вам приеду.
7. Когда договор продлили, торговля возобновилась.
8. Поскольку весь июль стояла жара, вода в реке была теплая.

9. Так как времени осталось очень мало, нам придется взять такси.
10. Она стояла неподвижно, при этом у нее дрожали руки.
11. Так как ключ потеряли, мы не могли войти в дом.
12. Поскольку солнце было уже высоко, мы решили, что продолжим путь.
13. Когда пресс-конференция закончилась, журналисты обступил кандидата.
14. Она сидела в кресле напротив Эмили, а ее руки лежали на коленях.
15. Так как было воскресенье, все магазины были закрыты.
16. Когда снегопад прошел, рейсы в Норильск возобновились.
17. Так как в лесу было холодно и сыро после дождя, мы с трудом развели костер.
18. Так как в машине не было места для всех, мама решила остаться дома.
19. Он ехал на велосипеде, а его преданный пес бежал рядом.
20. Так как меда больше не было, Винни-Пух решил отправиться домой.
21. Когда на ее лице не было косметики, она выглядела еще моложе.
22. Когда деньги, которые оставили ему родители, кончились, он решил пойти работать в кафе.
23. Когда рождественские подарки были упакованы, мы пошли спать.
24. Так как это был ее день рождения, она проснулась в хорошем настроении.
25. Она прошла мимо нас с виноватой улыбкой, в руках у нее было два стула, а по лицу струился пот.
26. Тетя Джулия посмотрела на нее и лицо ее расплылось в улыбке.
27. Поскольку детство Корин провела в Лондоне, она говорила почти без акцента.

#### **В4. Тематика проектных работ**

##### **Unit I:**

1. Organization and structure of the system of education in the USA
2. College and university admission/entrance requirements
3. Administration and organization
4. Faculty members
5. Career development and job placement
6. SAT the Scholastic Aptitude Test
7. Academic Year
8. Students Union



9. American and British Universities
10. Education for national minorities. The problem of bilingualism in the USA and Russia.
11. The principal tasks of higher education.
12. Problems in higher education in the USA and in Russia.

#### **Unit II:**

1. The jurisdiction of the Russian court
2. The jurisdiction of the American court
3. The legal procedure of the trial
4. The joint trial by a judge and two people's assessors
5. The basic principle of the legal procedure — "presumption of innocence".

#### **Units III-IV:**

1. Reading to the mind is what exercise to the body.
2. All books are divided into two classes: the books of the hour and the books of all time.
3. There is only one way to come to understand music by learning to play a musical instrument whether an external one like the piano or flute or by training the human voice to become an instrument.
4. Music can be used as the lines of communication between people.
5. Contemporary music.
6. The development of music in the multinational countries (Russia, the USA, Canada).

#### **Unit V:**

1. When children are doing nothing they are doing mischief. (H. Fielding)
2. Teach your child to hold his tongue and he will learn to speak fast. (Benj. Franklin)
3. Anger is never without a reason, but seldom without a good one. (Benj. Franklin)
4. If children grew up according to early indications, we should have nothing but geniuses. (Goethe)
5. We are all geniuses up to the age of ten. (A. Huxley)
6. Children begin by loving parents, as they grow older they judge them, sometimes they forgive them. (O. Wilde)

#### **Unit VI:**

1. Television and cinematography. Will one oust the other?
2. Television in the USA: a) news programmes; b) educational programmes; c) children's programmes; d) entertainment programmes.

3. The advantages and problems of multinational states for the development of national traditions.
4. The continuity of folk tradition in modern world (pros and cons).
5. Family traditions in the urban communities and in the country.

#### **Unit VII:**

1. Husbands and wives who both work should share domestic chores.
2. The problems of having a granny in the family.
3. Courses on marriage and family matters in secondary school might be helpful in preserving the family.
4. Home life feels the stress of social life.
5. Divorce is morally wrong and marriage should be preserved at all costs.
6. Marriages at later ages are more stable.
7. Love begins at home.
8. Major problems young couple face

#### **B5. Тематика презентаций**

#### **Unit I:**

1. Organization and structure of the system of education in the USA
2. College and university admission/entrance requirements
3. Administration and organization
4. Faculty members
5. Career development and job placement
6. SAT the Scholastic Aptitude Test
7. Academic Year
8. Students Union
9. American and British Universities
10. Education for national minorities. The problem of bilingualism in the USA and Russia.
11. The principal tasks of higher education.
12. Teacher training in the USA.
13. Problems in higher education in the USA and in Russia.

#### **Unit II:**

1. The jurisdiction of the Russian court
2. The jurisdiction of the American court
3. The legal procedure of the trial
4. The joint trial by a judge and two people's assessors

5. The basic principle of the legal procedure — "presumption of innocence".

#### **Unit III-IV:**

1. Reading to the mind is what exercise to the body.
2. All books are divided into two classes: the books of the hour and the books of all time.
3. There is only one way to come to understand music by learning to play a musical instrument whether an external one like the piano or flute or by training the human voice to become an instrument.
4. Music can be used as the lines of communication between people.
5. Contemporary music.
6. The development of music in the multinational countries (Russia, the USA, Canada).

#### **Unit V:**

1. When children are doing nothing they are doing mischief. (H. Fielding)
2. Teach your child to hold his tongue and he will learn to speak fast. (Benj. Franklin)
3. Anger is never without a reason, but seldom without a good one. (Benj. Franklin)
4. If children grew up according to early indications, we should have nothing but geniuses. (Goethe)
5. We are all geniuses up to the age of ten. (A. Huxley)
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**Блок С. Задания практикоориентированного уровня для  
диагностирования сформированности компетенций («владеть»)**

**Unit I**

**C1. Panel discussion:**

**Comment (agree or disagree, say why) upon the following quotations by  
famous people:**

- ❖ The roots of education are bitter, but the fruit is sweet.  
\*Aristotle (Greek philosopher and scientist)
  
- ❖ Teachers open our eyes to the world. They give us curiosity and confidence. They teach us to ask questions. They connect us to our past and future. They are the guardians of our social heritage. Life without a teacher is simply not a life.  
\*Jonathan Sacks (the [Chief Rabbi](#) of the [United Kingdom](#)'s main body of [Orthodoxsynagogues](#).)
  
- ❖ Education is light, lack of it is darkness.  
\*Russian proverb
  
- ❖ The education of a man is never completed until he dies.  
\*Robert E. Lee (U.S. and Confederate military leader.)

**Fill in this table, account for your opinion and use these hints in a topic of your own:**

<b>EDUCATION SYSTEM</b>	<b>advantages</b>	<b>disadvantages</b>
In the USA		
in Great Britain		
in Russia		

### **C2. Panel discussion:**

A panel discussion programme appears on TV. Four members of the public are invited to give their opinions. The questions for discussion are sent in by the viewers. The chairperson reads out the questions and directs the panel.

**a) Open the group discussion by describing the members of the panel and the chairperson.**

**b) Split into groups of four students. Pretend you are the TV panel. Elect a chairperson and decide which of the four roles each of you will take: Mrs/Mr Terrie/John Hill, the academic vice president; Mrs/Mr Lilian/Joseph Ubite, a professor in the department of education; Mrs/Mr Denis/Gary Bell, a grad student in education; Florence/Donald Burrell, an undergraduate.**

**c) Consider the questions under discussion and enact the panel:**

1. How should higher education be organized, governed, directed? How much, if any, freedom and autonomy should there be for universities and institutes? 2. Students should share the responsibilities in a university and enjoy equal rights with the faculty. The vital question is to what extent and in what ways? 3. Pros and cons of written and oral examinations.

## **Unit II**

### **C 3. Деловая игра**

## What's your verdict?

### ACTIVITY

Groupwork: reading, speaking

### AIM

To read court cases and say whether you think people are guilty or not guilty.

To guess the court's verdict.

### GRAMMAR AND FUNCTIONS

Modal verbs Talking about obligation: *must, have to, should, had to,*

*should have* Talking about prohibition: *mustn't, can't, shouldn't, shouldn't*

*have* Talking about what is right or wrong: *should, shouldn't,*

*should have, shouldn't have* Talking about what someone did, although it was unnecessary:

*needn't have*

### VOCABULARY

Crimes: law and order

### PREPARATION

Make one copy of the worksheet for each group of three to five students.

### TIME

30 to 40 minutes

### PROCEDURE

- 1 It is a good idea to introduce this activity by mentioning any well-known court cases in which many people's opinions were not necessarily in line with the court's final verdict.
- 2 Explain that the students are going to read about ten people who have been charged with different crimes and found guilty or not guilty. Before you tell them the court's verdict, they are going to decide what they think and also guess what the court's verdict was.

- 3 Ask the students to work in groups of three to five and give one worksheet to each group.
- 4 Tell the students to take it in turns to read out a case to the rest of their group and to write in their group's answers in the columns marked 'Your verdict' and 'Guess the court's verdict'.
- 5 When they have discussed the ten cases, compare the different groups' answers and tell them the court's verdict for each case.

#### **ANSWERS**

1. The court found Joe guilty, stating that there was no evidence that television was responsible for his inability to distinguish between right and wrong.
2. The court found Harry not guilty because Max should have checked the air conditioning for himself.
3. The court found James guilty of committing forgery.
4. The court found the police not guilty and stated that they pay for information all the time.
5. The court found the shop manager guilty and ordered him to pay the woman damages.
6. Yes, the court found Sally guilty of negligence.
7. No, the court ruled against a change of name, saying that they would have to accept all requests of this nature. For example, Jackson would become Jackchild and Manning would become Peopling.
8. Yes, the court ruled that the surgeon had broken his contract to improve Diana's appearance.
9. The court found the school not guilty of sexual discrimination. Although the law prohibits dismissal based on gender, it does not protect against discrimination against an effeminate appearance.
10. The court ruled against the newspaper because it needn't have agreed to print Margaret's advertisement.

	Your verdict	Guess the court's verdict
<p><b>1</b> Joe, a 15-year-old, broke into his neighbour's house, burgled the house, locked the eighty-year-old woman in her bathroom and escaped in her car. At the trial, the defence pleaded not guilty to the charges with the reason of temporary insanity caused by Joe watching too much television. He watched more than six hours a day, loved crime programmes and had just watched a film which contained scenes similar to the crime he had committed.</p> <p><b>Was Joe GUILTY or NOT GUILTY of burglary and false imprisonment?</b></p>		
<p><b>2</b> Max went to a second-hand car dealer named Harry and told him that he only wanted a car that had air conditioning. Harry said OK and pointed out a car. Max took the car for a test drive and then bought it without checking to see if it had air conditioning. When he got the car home, he discovered that the knob marked 'air' was for ventilation only. Max sued Harry for fraud and demanded compensation.</p> <p><b>Was Harry GUILTY or NOT GUILTY of fraud?</b></p>		
<p><b>3</b> James had been unemployed for over two years and needed a new suit to wear at job interviews. However, he did not have enough money. He happened to have the same name as the richest man in town, so he went to a tailor's and put a new suit on the other man's account, simply by signing his own name. He was charged with forgery, but he argued that he had not forged anyone's signature by signing his own name.</p> <p><b>Was James GUILTY or NOT GUILTY of forgery?</b></p>		
<p><b>4</b> Police began searching a suspected thief's home but couldn't find any of the stolen goods they were looking for. During the search, a police officer secretly took aside the thief's five-year-old son and said he would pay him five dollars if he showed him where the stolen goods were hidden. The boy accepted the money and took the police to the hiding place. When the police charged the boy's mother with burglary, she stated that the stolen goods should not be used as evidence and accused the policeman of bribing her child.</p> <p><b>Were the police GUILTY or NOT GUILTY of bribery?</b></p>		
<p><b>5</b> The manager of a shop was informed by a customer that a woman had taken something off a shelf and put it in her bag without paying for it. When he investigated, the manager saw articles similar to those on sale in the shop in the woman's clear plastic bag. At the cash-desk, the manager accused her of shoplifting. However, when the woman emptied her bag and the manager saw that she possessed no stolen items, he apologised. She pressed charges against him for slander.</p> <p><b>Was the shop manager GUILTY or NOT GUILTY of slander?</b></p>		
<p><b>6</b> Sally reversed her car out of her drive and accidentally ran over her flat-mate's dog which was sleeping in the car's path. The dog was badly injured and had to be treated by a vet. Sally's flat-mate Jane sued her for \$1000 in damages to compensate for the vet's fee. Jane argued that Sally had driven without due care and attention because she knew that the dog would often sleep on the drive and could not hear the car because he was deaf.</p> <p><b>Should Sally be ordered to pay compensation?</b></p>		
<p><b>7</b> In New York in the 1970s, a young woman whose surname was Cooperman went to court to have her name changed to Cooperperson. She was an active member of the Women's Rights Movement and because of this, she wanted to have a name which reflected human equality.</p> <p><b>Should Ms Cooperman be allowed to change her name?</b></p>		
<p><b>8</b> Diana consulted a plastic surgeon who told her that he could make her nose smaller and 'more harmonious with her other features'. After three operations, it looked much worse than before. Diana sued the surgeon.</p> <p><b>Should the surgeon be ordered to pay compensation?</b></p>		
<p><b>9</b> A male teacher who wore a small earring to work was sacked from his job. He claimed that he had been sacked because the school administration thought it was inappropriate for a male teacher to wear an earring and he accused the school of sexual discrimination.</p> <p><b>Was the school GUILTY or NOT GUILTY of sexual discrimination?</b></p>		
<p><b>10</b> During local government elections, a newspaper printed profiles of all the party candidates, but the profile of the Green Party candidate was completely unintelligible. Margaret, a member the Green Party, thought that the newspaper had done it on purpose and so she wrote an angry letter to the editor. In order to make sure it was printed, she paid for it to be published as an advertisement. The newspaper printed it and then sued Margaret for libel.</p> <p><b>Was Margaret GUILTY or NOT GUILTY of libel?</b></p>		



#### **C4. Ролевая игра**

### **Guilty - Fun Classroom Conversation Game**

"Guilty" is a fun classroom game which encourages students to communicate using past tenses. The game can be played by all levels and can be monitored for varying degrees of accuracy. The game gets students interested in detail which helps to refine students' questioning abilities. "Guilty" can be used as an integrated game during lessons focusing on past forms, or just to have fun while communicating.

**Aim:** Communicating with Past Forms

**Activity:** Question and Answer Game

**Level:** All Levels

#### **Outline:**

- Start by describing a crime which happened last night. Each student pair will be interrogated by the rest of the class and will create alibis to prove they are innocent.
- Have students get into pairs.
- Have the students develop their alibis for where they were when the crime was committed. Encourage them to go into as much detail as possible when discussing their alibis.
- Go around the classroom getting an alibi statement from each group (e.g. We were away for a weekend trip to the countryside).
- Write the individual alibis on the board.
- Once each group has developed their alibis, ask them to write down 3 questions about the other alibis on the board.
- To begin the game, ask one student from the beginning pair to leave the room. The other students ask the first student the questions.
- Ask the other student to return to the classroom and have the students ask the same questions. Take note of how many differences there were in the students' responses.
- Repeat the same with each student pair.
- The "guilty" pair is the pair with the most discrepancies in their story.

#### **Unit III**

#### **C 5. Ролевая игра “Books and Reading”**

- **100 Things to do with Books**

### **THE CHARACTERS**

Discuss how the main character is like or unlike people you know.

### **THE CHARACTERS**

Pretend you're one character and introduce the other characters to your class.

### **THE CHARACTERS**

As an interior decorator, how would you decorate a character's bedroom and why?

### **THE CHARACTERS**

Invite one character to dinner and write a note of explanation to your mother.

### **THE CHARACTERS**

Invite three celebrities to a party for the main character and explain your choice.

### **THE CHARACTERS**

Write a page about a character beginning with the sentence: "I was (any verb) by ..."

### **THE CHARACTERS**

Make a time line of the events in the life of the main character.

### **THE CHARACTERS**

Write a chronology for one character.

**THE CHARACTERS**

Make up five interview questions (with answers) for the main character.

**THE CHARACTERS**

Explain where you think the main character will die.

**THE CHARACTERS**

For a film of your book, which actress would you choose for the leading female and why?

**THE CHARACTERS**

For a film of your book, which actor would you choose for the leading male and why?

**THE CHARACTERS**

Explain what the main character would prefer for Christmas and why?

**THE CHARACTERS**

Explain where the main character would prefer to vacation and why.

**THE CHARACTERS**

Explain what the main character would prefer for dinner and why.

**THE CHARACTERS**

Explain what the main character would prefer to wear and why.

### **THE SETTING**

Make a map of your book.

### **THE SETTING**

Compare where you live with the neighbourhood or town in your book.

### **THE SETTING**

Draw the setting of your book and explain it.

### **THE AUTHOR**

Write to the author and explain your reaction to his book.

### **THE AUTHOR**

Write to the author and explain why his book appeals to your age group.

### **THE AUTHOR**

Make up five interview questions (with answers) for the author.

### **THE AUTHOR**

Pretend you're the author and explain why you chose the title of your book.

### **THE AUTHOR**

Pretend you're the author and describe the part that was most fun to write.

**THE AUTHOR**

Pretend you're the author and tell what else you've written.

**THE AUTHOR**

Pretend you're the author and tell about your life and how this book fits into it.

**THE PAST**

Tell what you think happened before the story began.

**THE PAST**

Imagine that you're an eighteenth century student: How would you react to your book?

**THE PAST**

If your story took place one hundred years earlier, how would your main character act?

**THE PAST**

If your main character is from the past, how would he act if the book took place today?

**THE FUTURE**

If you were a man from Mars, how would you react to your book?

**THE FUTURE**

Describe what you think happened to the main character after the book ended.

### **THE FUTURE**

Explain why your book should be included in a capsule to be dug up in one hundred years.

### **THE FUTURE**

Make a horoscope for the main character explaining his sign and his future.

### **COMPARISONS**

Compare your book with another book you've read.

### **COMPARISONS**

Describe an experience you've had that was like the experience of a character.

### **COMPARISONS**

Compare your book with a movie or TV show of the same kind.

### **PRESENTING**

Design a book cover for your book.

### **PRESENTING**

Draw a comic strip of your book.

### **PRESENTING**

Draw a portrait of your favourite character and explain something about it.

**PRESENTING**

Make any kind of illustration for your book (drawing, chart, graph) and explain it.

**PRESENTING**

Cut words or pictures from the newspaper to make a collage or ad for your book.

**PRESENTING**

Make a "WANTED" poster for the main character.

**PRESENTING**

Make a "thumbprint" book about your book (the figures come from thumbs dipped in paint" and write captions for these illustrations.

**PRESENTING**

Make a bulletin board about your book.

**PRESENTING**

Create a poster for your book.

**PRESENTING**

Write an ad for your book.

**PRESENTING**

Make a bookmark for your book.

**PRESENTING**

Collect pictures that go with your book and describe each.

**PRESENTING**

Write out your title decoratively and for each letter write a phrase about the book.

**SPEAKING**

Deliver a sales talk for your book.

**SPEAKING**

Make a tape about your book.

**SPEAKING**

Write ten discussion questions for your book.

**DRAMA**

Dramatise your favourite incident.

**DRAMA**

As a famous movie star, you have been asked to play a character: explain your answer.



**DRAMA**

Write a TV commercial for your book.

**DRAMA**

Make a TV script for one scene of your book.

**DRAMA**

Play "What's My Line" with one character: write out questions to portray him.

**DRAMA**

As a movie producer, explain why you will or will not make your book into a movie.

**DRAMA**

Explain how your book could be made into a movie: clothes, setting, cars, props, etc.

**CREATIVE WRITING**

Write any kind of poem about your book.

**CREATIVE WRITING**

Write a letter to a friend describing this book you are going to send him.

**CREATIVE WRITING**

Write a different ending for your book.

### **CREATIVE WRITING**

Keep a journal as you read your book: your reactions, thoughts, feelings.

### **CREATIVE WRITING**

Write a five-line "easy" poem about your book: a noun, then two adjectives, then three verbs, then a thought about the noun, and finally a synonym for the noun.

### **CREATIVE WRITING**

Write two articles for a newspaper published at the time of or in the country of your book.

### **CREATIVE WRITING**

Write an obituary for one character.

### **CREATIVE WRITING**

Write a diary for your favourite character.

### **VOCABULARY**

Make a small dictionary (at least twenty-five words) for the subject of your book.

### **VOCABULARY**

List fifteen interesting words from your book and tell why each is interesting.

### **VOCABULARY**

List new words learned from your book: Define them and give the sentences in which you found them.

### **VOCABULARY**

Choose some of the following words and explain how each applies to your book: stupendous, exciting, breathtaking, horrendous, fabulous, etc.

### **LITERARY QUALITIES**

Quote passages of good description and good dialogue and explain them.

### **LITERARY QUALITIES**

Find and write down twenty-five similes and metaphors.

### **LITERARY QUALITIES**

Think about who the narrator is: then write one scene from the point of view of another character and explain the switch.

### **LIBRARY PROJECTS**

Do research on any topic connected with your book.

### **LIBRARY PROJECTS**

In the "Reader's Guide" find five articles related to your book and tell how they apply.

### **LIBRARY PROJECTS**

Find a quotation applicable to your book and tell how it applies.

### **LIBRARY PROJECTS**

See if your book is in the library: then write a letter to the librarian either congratulating her for choosing it or asking her to order it.

### **LIBRARY PROJECTS**

Find a poem which applies to your book: write it out and explain how it applies.

### **CAREER EDUCATION**

Make a job application for the main character and fill it in.

### **CAREER EDUCATION**

What did you learn about the vocation of the leading adult character?

### **CAREER EDUCATION**

Find newspaper want ads of interest to a character and explain why.

### **VALUES CLARIFICATION**

As a psychiatrist, analyse the conflicts and problems of a character.

### **VALUES CLARIFICATION**

Would you like to have a character as a friend? Explain.

### **FUN**

Defend: This book should be read by everyone who hates reading.

**FUN**

Defend: This book should never be spoiled by a teacher requiring a book report.

**FUN**

Free choice: Do anything you want in connection with your book.

**FUN**

How many reasons can you think of to take your book to an isolated Antarctica camp?

**FUN**

Describe a field trip you would like to take because of your book.

**FUN**

Write one page on this: Why ..... should not read this book.

**FUN**

Make a crossword puzzle from your book.

**CAREER EDUCATION**

Write a business letter to the publisher and order copies of your book; explain why.

**CAREER EDUCATION**

From the yellow pages of a phone book, pick out businesses you think the main character would be interested in and explain why.

**VALUES CLARIFICATION**

How did the book change your way of thinking?

**VALUES CLARIFICATION**

Use this as a topic sentence, "This book made me (any verb)."

**VALUES CLARIFICATION**

Explain what the main character would be least likely to do and why.

**VALUES CLARIFICATION**

Did any character change during the book? Explain how and why.

**VALUES CLARIFICATION**

What problems did the main characters have and how did they meet them?

**VALUES CLARIFICATION**

If the book has a villain, was his punishment justified?

**Unit IV**

**C 6. Ролевая игра 'Talking About Pop Music and Musicians'**

Getting younger, teenage students to talk can be a real challenge. This lesson focuses on using a True or False game as a means of motivation to get them discussing their favorite types of music and musicians.

**Aim:** Getting teenage students to converse in English

**Activity:** True of False game

## Outline:

- Activate vocabulary by asking students about a number of musicians, names of instruments, verbs used in speaking about music, etc.
- Divide the students into small groups and give the students the "Music: True or False" handout.
- Ask students to discuss each statement and decide if it is true or false giving reasons for their decision.
- Go through each statement selecting a student from each group to give their opinion - making sure that they state their reasoning for the decision.
- Make the exercise competitive by giving a point for each correct answer. You can up the ante by also giving points for well stated arguments which can help motivate students to actually explain their decisions. **Example Scoring:** one point for a correct answer, 0 points for a simple true or false, one point for an explanation, one point for a grammatically correct explanation. Total possible points on any given question: Three. One for the correct answer, one for an explanation, and an extra point for a grammatically correct answer.
- Extend exercise by having students create "True or False" statements of their own to be shared with other groups.

### Music: True or False

**Decide if each statement is true or false. Explain to members of your group why you think the answer is true or false.**

1. The Back Street Boys were originally named "The Boys Next Door"
2. Madonna has decided to give up her career in singing and become a nun beginning in 2002.
3. Elvis Presley said, "I don't know anything about music. In my line you don't have to."
4. Rock and Roll music was first approved of by the US Government because of its patriotic message during World War II.
5. In its early years, rock and roll music was believed to make teenagers crazy, drug-deranged, and/or promiscuous.
6. Rap music star - Vanilla Ice's real name is Robert Van Winkle.
7. The Spice Girls have all been trained as classical musicians. Each member of the group is not only a wonderful singer, but can also play an instrument at a professional level.
8. In 1994, singer/musician Paul McCartney sent back his razor, shaving cream, and other products to the Gillette Co. to protest the manufacturer's use of animals in the product testing.
9. Luciano Pavarotti can't read music.
10. The Red Hot Chili Peppers are based in Spokane, Washington where they grew up.

## Unit V

### C 7. Panel discussion 'Problems of child upbringing'

1. Timidity is another common personal defect in children. A reasonable amount of timidity is normal enough. But some children are more fearful than others. Don't force the child to face his fears! Most children outgrow their timidity.
2. Selfishness. Many parents complain that their children are self-centered, never think of anyone but themselves. Have no sense of responsibility. Won't share things and so on... Selfishness is often prolonged in kids by parents who tend to make slaves of themselves for the children's benefit.
3. It is high time to stop being permissive to children. It is urgent to change your attitude and learn to take a stand and be tough in your love.
4. Boys should do so much work as girls.
5. Small children should be given jobs too.
6. Children should be given as much free time as adults.
4. Parents must not do anything to upset their children.
7. What duties do parents have that children don't? 2. How will you bring up your children?

## Unit VI

### C 8. Деловая игра

#### **Violence In The Media Needs To Be Regulated**

This debate can easily turn into a debate about what 'Free Speech' really means, and can therefore be extremely interesting to students who are living in countries where the right to 'Free Speech' is considered a fundamental right. You can choose groups based on the students' opinions. However, you can also have students support opinions that are not necessarily their own to help improve fluency. In this manner, students pragmatically focus on correct production skills in conversation rather than striving to "win" the argument. For more information on this approach please see the following feature: [Teaching Conversational Skills: Tips and Strategies](#)

**Aim:** Improve conversational skills when supporting a point of view

**Activity:** Debate about the question of whether violence in the media (Television, newspapers, magazines, internet, etc.) needs to be more tightly regulated.

**Level:** Upper-intermediate to advanced

**Outline:**



- Review language used when expressing opinions, disagreeing, making comments on other person's point of view, etc. (See worksheet)
- Ask students for examples of violence in various media forms and ask them how much violence they experience second hand through the media every day.
- Have students consider which positive or negative effects this amount of violence in the media has on society.
- Based on students' responses, divide groups up into two groups. One group arguing that government needs to more strictly regulate the media and one arguing that there is no need for government intervention or regulation.  
**Idea:** Put students into the group with the opposite opinion of what they seemed to believe in the warm-up conversation.
- Give students worksheets including ideas pro and con. Have students develop arguments using the ideas on the worksheet as a springboard for further ideas and discussion.
- Once students have prepared their opening arguments, begin with the debate. Each team has 5 minutes to present their principal ideas.
- Have students prepare notes and make rebuttal to the expressed opinions.
- While the debate is in progress, take notes on common errors made by the students.
- At the end of debate, take time for a short focus on common mistakes. This is important, as students should not be too involved emotionally and therefore will be quite capable of recognizing language problems - as opposed to problems in beliefs!

### Violence In The Media Needs To Be Regulated

You are going to debate whether the government should take regulatory steps to control the amount of violence in the media. Use the clues and ideas below to help you create an argument for your appointed point of view with your team members. Below you will find phrases and language helpful in expressing opinions, offering explanations and disagreeing.

#### **Opinions, Preferences:**

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt,....

#### **Disagreeing:**

I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I

doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...

**Giving Reasons and offering explanations:** To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...

### **Yes, The Government Needs to Regulate the Media**

- Violence begets violence.
- Children copy the violence seen on TV and in films.
- It is the responsibility of the government to take corrective measures when a situation becomes dangerous.
- It seems like there are only violent TV shows anymore.
- Media glorifies violence and sends the wrong message.
- By giving so much importance to violence, the media encourages crazy people to be violent in order to get a lot of attention.
- What is more important to the growth of our society: A murder or a good school teacher? Who gets more coverage in the media?
- Media is cynical and only worried about making money. The only way things will change is if the government intervenes.
- Does all this violence improve your life in any way?

### **No, The Government Should Leave the Media Deregulated**

- Have you ever heard of the right to 'Free Speech'.
- The Media only reflects what society as a whole does.
- It is quite obvious that these films are made for entertainment purposes and anyone can tell the difference between a film and reality.
- Governments only make matters worse by introducing bureaucracy - they don't really improve a situation.
- True change needs to come from within and not be imposed from without.
- We need to be kept informed about the true nature of the society that we live in.
- Parents do quite a good job of regulating their own children's behavior.
- There are already rating systems in place.
- Wake up. Humanity has always been violent and government regulation is not going to change that.

## **Unit VII**

### **C 9. Ролевая игра**

**Group work. Split into two groups of four to six students:**

1. One of the groups has to prepare the role of the interviewers and write down questions each interviewer could ask the members of the "ideal family". The other group represents an "ideal family"; they should allocate the different roles within the group and talk about the personalities, ways of behaviour and ideas of the people in their family and give advice to other families.
2. The "ideal family" is interviewed by a different interviewer in turn in front of the class. At the beginning each member of the family introduces either himself or another family member.
3. Since a lot of the students' values and ideals regarding families will have become obvious, they should discuss them afterwards.

### **C 10. Group discussion**

#### **"What are the changes in family life?"**

Sociologists say that the relationship between men and women is changing rapidly nowadays. Dating customs are changing. More women are working. Family life is changing. Men are helping more in the home. At the same time, the divorce rate is rising. More and more single parents are raising children nowadays. Discuss the following: What changes are taking place in family life? What are your predictions for the future? What changes in behaviour will become acceptable the future? Will more women work? Will divorce become more common? Will the size of the average family change? What things won't change?

### **БлокD. Задания для использования в рамках промежуточной аттестации**

#### **Write an essay on one of the given topics:**

##### **Unit I**

- ✓ What is "high school"?
- ✓ What can you say about educational opportunities in the US in general?
- ✓ Private and State Colleges and Universities
- ✓ The system of higher education in the USA, in Great Britain and in Russia
- ✓ Education policy in the United States
- ✓ The principal task of higher education
- ✓ Exams or continuous assessment
- ✓ Harvard University. A system of grades

##### **Unit II**

- ✓ The USA court system
- ✓ The judicial system of the Russian Federation
- ✓ Crime and Punishment
- ✓ Juvenile delinquency

### **Unit III**

- ✓ Books in our life
- ✓ Man and Music
- ✓ Classical and contemporary music

### **Unit V**

- ✓ Difficult children
- ✓ The essence of happy childhood
- ✓ Bringing up children

### **Units VI-VIII**

- ✓ Television and cinematography
- ✓ Television in the USA: a) news programmes; b) educational programmes; c) children's programmes; d) entertainment programmes
- ✓ The main functions of television in our country (informational, educational, entertainment)
- ✓ News coverage
- ✓ Kinds of programmes
- ✓ Children and television
- ✓ Customs and Traditions kept in the USA
- ✓ Customs and Traditions kept in Russia

### **Тематика эссе**

1. Describe how illustrations can help a reader to enjoy the book. Refer to two or three books you have read.
2. Recommend a friend (who does not read much) a book which you have recently read. Try to encourage your friend to spend more time reading.
3. Write a clear and factual report for the newspaper of an accident that you have witnessed.
4. The advantages and disadvantages of being an only child.
5. Suppose you were writing an account of your childhood in such a way as to emphasize your relations with your family.
6. Television and radio plays as a reflection of real life.
7. Write a short story to the magazine on one of the happenings in your childhood which much influenced you.

8. The wedding of one of the members of your family.
9. Crime and punishment. Give your views on juvenile delinquency. Should the punishment fit the crime?
10. What help in running a home should a husband give to his wife?
11. What seems to you worthwhile in some forms of popular literature, *e. g.* detective stories, science fiction?
12. Explain in your own words what is meant by the British custom of April Fool's Day, describing some of the tricks played by British children.
13. Describe some customs of girls and boys in this country.

### **РАЗДЕЛ 3. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания**

Балльно-рейтинговая система является базовой системой оценивания сформированности компетенций обучающихся.

Итоговая оценка сформированности компетенции(й) обучающихся в рамках балльно-рейтинговой системы осуществляется в ходе текущего контроля успеваемости, промежуточной аттестации и определяется как сумма баллов, полученных обучающимися в результате прохождения всех форм контроля.

Оценка сформированности компетенции(й) по дисциплине складывается из двух составляющих:

✓ первая составляющая – оценка преподавателем сформированности компетенции(й) в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до сведения обучающихся;

✓ вторая составляющая – оценка сформированности компетенции(й) обучающихся на экзамене (максимум – 30 баллов).

<b>уровни освоения компетенци й</b>	продвинутый уровень	базовый уровень	пороговый уровень	допороговый уровень
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<b>100 – балльная шкала</b>	85 и ≥	70 – 84	51 – 69	0 -50
4 – балльная шкала	«отлично»	«хорошо»	«удовлетворительно»	«неудовлетворительно»

**Шкала оценок при текущем контроле успеваемости по различным показателям**

<i>Показатели оценивания сформированности компетенций</i>	<i>Баллы</i>	<i>Оценка</i>
Тестирование	0-15 б.	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Вопросы для обсуждения при проведении «круглого стола»	0-20 б.	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Письменная работа	0-20 б.	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Выполнение проектной работы	0-10 б.	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Подготовка презентации	0-5 б.	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Итоговая контрольная работа/тестирование	0-30 б.	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»

**Соответствие критериев оценивания уровню освоения компетенций по текущему контролю успеваемости**

<i>Баллы</i>	<i>Оценка</i>	<i>Уровень освоения компетенций</i>	<i>Критерии оценивания</i>
0-50	«неудовлетворительно»	Допороговый уровень	Обучающийся не приобрел знания, умения и не владеет компетенциями в объеме, закрепленном рабочей программой дисциплины
51-69	«удовлетворительно»	Пороговый уровень	Не менее 50% заданий, подлежащих текущему контролю успеваемости, выполнены без существенных ошибок

70-84	«хорошо»	Базовый уровень	Обучающимся выполнено не менее 75% заданий, подлежащих текущему контролю успеваемости, или при выполнении всех заданий допущены незначительные ошибки; обучающийся показал владение навыками систематизации материала и применения его при решении практических заданий; задания выполнены без ошибок
85-100	«отлично»	Продвинутый уровень	100% заданий, подлежащих текущему контролю успеваемости, выполнены самостоятельно и в требуемом объеме; обучающийся проявляет умение обобщать, систематизировать материал и применять его при решении практических заданий; задания выполнены с подробными пояснениями и аргументированными выводами

### Шкала оценок по промежуточной аттестации

<i>Наименование формы промежуточной аттестации</i>	<i>Баллы</i>	<i>Оценка</i>
Экзамен	0-30	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»

### Соответствие критериев оценивания уровню освоения компетенций по промежуточной аттестации обучающихся

<i>Баллы</i>	<i>Оценка</i>	<i>Уровень освоения компетенций</i>	<i>Критерии оценивания</i>
0-9	«неудовлетворительно»	Допороговый уровень	Обучающийся не приобрел знания, умения и не владеет компетенциями в объеме, закрепленном рабочей программой дисциплины; обучающийся не смог ответить на вопросы
10-16	«удовлетворительно»	Пороговый уровень	Обучающийся дал неполные ответы на вопросы, с недостаточной аргументацией, практические задания выполнены не полностью, компетенции,

			осваиваемые в процессе изучения дисциплины, сформированы не в полном объеме.
17-23	«хорошо»	Базовый уровень	Обучающийся в целом приобрел знания и умения в рамках осваиваемых в процессе обучения по дисциплине компетенций; обучающийся ответил на все вопросы, точно дал определения и понятия, но затрудняется подтвердить теоретические положения практическими примерами; обучающийся показал хорошие знания по предмету, владение навыками систематизации материала и полностью выполнил практические задания
25-30	«отлично»	Продвинутый уровень	Обучающийся приобрел знания, умения и навыки в полном объеме, закрепленном рабочей программой дисциплины; терминологический аппарат использован правильно; ответы полные, обстоятельные, аргументированные, подтверждены конкретными примерами; обучающийся проявляет умение обобщать, систематизировать материал и выполняет практические задания с подробными пояснениями и аргументированными выводами

**РАЗДЕЛ 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков, характеризующие этапы формирования компетенций**

**Методика оценивания выполнения тестов**

<b>Баллы</b>	<b>Оценка</b>	<b>Показатели</b>	<b>Критерии</b>
13-15	«отлично»	1. Полнота выполнения тестовых заданий; 1. Своевременность выполнения;	Выполнено более 85 % заданий предложенного теста, в заданиях открытого типа дан



		2. <i>Правильность ответов на вопросы;</i> 3. <i>Самостоятельность тестирования;</i> 4. <i>и т.д.</i>	<i>полный, развернутый ответ на поставленный вопрос</i>
10-12	«хорошо»		<i>Выполнено более 70 % заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос; однако были допущены неточности в определении понятий, терминов и др.</i>
5-9	«удовлетворительно»		<i>Выполнено 50 % заданий предложенного теста, в заданиях открытого типа дан неполный ответ на поставленный вопрос, в ответе не присутствуют доказательные примеры, текст со стилистическими и орфографическими ошибками.</i>
0-4	«неудовлетворительно»		<i>Выполнено 30 % заданий предложенного теста, на поставленные вопросы ответ отсутствует или неполный, допущены существенные ошибки в теоретическом материале (терминах, понятиях).</i>

### **Методика оценивания вопросов для обсуждения в учебной дискуссии при проведении круглого стола**

Проведение круглого стола дает студентам (участникам) возможность высказать свою точку зрения на обсуждаемую проблему, а в дальнейшем сформулировать либо общее мнение, либо четко разграничить разные позиции сторон. Модератором (ведущим) круглого стола выступает преподаватель. Он определяет тему, направляет ход дискуссии, следит за регламентом, обобщает итоги. Обсуждение в рамках круглого стола должно носить конструктивный характер, сообщения должны быть не более 5-7 минут. По итогам выставляется определенное количество баллов с учетом методики оценивания.

<b>Баллы</b>	<b>Оценка</b>	<b>Показатели</b>	<b>Критерии</b>
16-20	«отлично»	1. Полнота выполнения практического задания; 2. Своевременность выполнения задания; 3. Последовательность и рациональность выполнения задания; 4. Самостоятельность решения;	Демонстрирует полное понимание обсуждаемой проблемы, высказывает собственное суждение по вопросу, аргументировано отвечает на вопросы участников, соблюдает регламент выступления
11-15	«хорошо»	5. и т.д.	Студент понимает суть рассматриваемой проблемы, может высказать типовое суждение по вопросу, отвечает на вопросы участников, однако выступление носит затянутый или не аргументированный характер. Студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.
6-10	«удовлетворительно»		ставится, если студент принимает участие в обсуждении, однако собственного мнения по вопросу не высказывает, либо высказывает мнение, не отличающееся от мнения других докладчиков
0-5	«неудовлетворительно»		студент не принимает участия в обсуждении, допускает ошибки в формулировках, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.

## Методика оценивания выполнения письменных заданий

**Письменная работа** – средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу. Примерная тематика письменных работ разрабатывается преподавателем кафедры. Все темы письменной работы должны соответствовать объему теоретических знаний и практических навыков по дисциплине. Преподаватель составляет варианты письменных работ по изучаемому модулю. По итогам выставляется определенное количество баллов с учетом методики оценивания.

<b>Баллы</b>	<b>Оценка</b>	<b>Показатели</b>	<b>Критерии</b>
20	«отлично»	<ol style="list-style-type: none"> <li>1. <i>Правильность понимания сути вопросов;</i></li> <li>2. <i>Знание основных положений по вопросам;</i></li> <li>3. <i>Структурированные, последовательные, полные, правильные ответы;</i></li> </ol> <i>и т.д.</i>	<i>Исключительные знания, абсолютное понимание сути вопросов, безукоризненное знание основных понятий и положений, логически и лексически грамотно изложенные, содержательные, аргументированные и исчерпывающие ответы</i>
16-19	«хорошо»		<i>Твердые, достаточно полные знания, хорошее понимание сути вопросов, правильные ответы на вопросы, минимальное количество неточностей, небрежное оформление</i>
15-11	«удовлетворительно»		<i>общие знания, недостаточное понимание сути вопросов, наличие большого числа неточностей, небрежное оформление; отсутствие логики изложения материала</i>
10-0	«неудовлетворительно»		<i>непонимание сути,</i>

			<p>большое количество грубых ошибок, отсутствие логики изложения материала; не дан ответ на поставленные вопросы; отсутствие ответа, дан ответ на другие вопросы, списывание в ходе выполнения работы, наличие на рабочем месте технических средств, в том числе телефона</p>
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### Методика оценивания выполнения презентаций

**Презентация** – это определенный способ представления информации. Мультимедийная презентация создается в целях поддержки доклада и она, как правило, информативна. Информация в ней представлена в наглядной и убедительной форме. Используется графика, видео и звуковая информация. Основные идеи, понятия, примеры, результаты исследования отражаются в небольших текстовых фрагментах. Обучающемуся обычно требуется 5-10 минут для демонстрации своей презентации.

<b>Баллы</b>	<b>Оценка</b>	<b>Показатели</b>	<b>Критерии</b>
5 б.	«отлично»	<p>1. Полнота выполнения данного вида работы;</p> <p>2. Своевременность выполнения;</p> <p>3. Правильность ответов на вопросы;</p> <p>4. Самостоятельность выполнения данного вида работы и т.д.</p>	<p>Выполнены все требования к составлению презентаций: дизайн слайдов, логика изложения материала, текст хорошо написан и сформированные идеи ясно изложены и структурированы. Обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём.</p>

3-4 б.	«хорошо»	<i>Основные требования к презентациям выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем презентации. Имеются упущения в оформлении; на дополнительные вопросы даны неполные ответы.</i>
1-2 б.	«удовлетворительно»	<i>Имеются существенные отступления от требований к презентациям. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании презентаций или при ответе на дополнительные вопросы.</i>
0 б.	«неудовлетворительно»	<i>Тема презентации не раскрыта, обнаруживается существенное непонимание проблемы.</i>

### Методика оценивания выполнения проектной работы

**Проектная работа** - конечный продукт, получаемый в результате планирования и выполнения комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения практических задач и проблем, ориентироваться в информационном пространстве и уровень сформированности аналитических, исследовательских навыков, навыков практического и творческого мышления. Может выполняться в индивидуальном порядке или группой обучающихся.

Рекомендуется писать на одном слайде не более тридцати слов и не перегружать слайд информацией. Шире использовать графическую информацию там, где можно заменить текст рисунком. Не следует перегружать аудиторию слишком частой сменой слайдов. На 20 минут выступления должно приходиться не более 7 слайдов. На одном слайде нельзя использовать более 3 шрифтов. Чтобы было яснее, шрифт TimesNewRoman - с засечками, а Arial - без. Не дублировать информацию. Слайды не должны содержать тот текст, который проговаривается устно.

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8-10 б.	«отлично»	1. Полнота выполнения проектной работы; 2. Своевременность выполнения; 3. Правильность ответов на вопросы и	Выполнены все требования к написанию и защите проектной работы: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём,
		т.д.	соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.
6-7 б.	«хорошо»		Основные требования к проектной работе и ее защите выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем проектной работы; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.
3-5б.	«удовлетворительно»		Имеются существенные отступления от требований к работам такого формата. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании проекта или при ответе на дополнительные вопросы.
0-2 б.	«неудовлетворительно»		Тема проектной работы не раскрыта, обнаруживается существенное непонимание проблемы

### **Методика оценивания выполнения итоговой контрольной работы/тестирования**

**Итоговая контрольная работа** – средство проверки умений применять полученные знания для решения задач определенного типа по теме или разделу. Примерная тематика контрольных работ разрабатывается преподавателем кафедры. Все темы контрольной работы должны соответствовать объему теоретических знаний и практических навыков по дисциплине. Преподаватель составляет варианты контрольных работ по изучаемому модулю. По итогам выставляется определенное количество баллов с учетом методики оценивания.

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25-30	«отлично»	<p>4. <i>Правильность понимания сути вопросов;</i></p> <p>5. <i>Знание основных положений по вопросам;</i></p> <p>6. <i>Структурированные, последовательные, полные, правильные ответы;</i></p> <p><i>и т.д.</i></p>	<p><i>Исключительные знания, абсолютное понимание сути вопросов, безукоризненное знание основных понятий и положений, логически и лексически грамотно изложенные, содержательные, аргументированные и исчерпывающие ответы</i></p>
24-18	«хорошо»		<p><i>Твердые, достаточно полные знания, хорошее понимание сути вопросов, правильные ответы на вопросы, минимальное количество неточностей, небрежное оформление</i></p>
17-11	«удовлетворительно»		<p><i>общие знания, недостаточное понимание сути вопросов, наличие большого числа неточностей, небрежное оформление; отсутствие логики изложения материала</i></p>
10-0	«неудовлетворительно»		<p><i>непонимание сути, большое количество грубых ошибок, отсутствие логики изложения материала; не дан ответ на поставленные вопросы; отсутствие ответа, дан ответ на другие вопросы, списывание в ходе выполнения работы, наличие на рабочем месте технических средств, в том числе телефона</i></p>

Итоговой формой контроля по дисциплине «Практикум по культуре речевого общения первого иностранного языка» является экзамен (VII-VIII семестры). Экзамен проводится в виде письменного и устного ответа на заданные вопросы. Каждому студенту предлагается 3 вопроса, каждый из которых оценивается максимум на 10 баллов (выполнение лингвостилистического анализа художественного текста, реферирование статьи, устная беседа на заданную тему). При оценке ответа на вопрос оценивается полнота ответа, точность формулировок, наличие иллюстративных примеров.