МИНОБРНАУКИ РОССИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕБЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕУЧРЕЖДЕНИЕ ВЫСШЕГООБРАЗОВАНИЯ
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО «ВГУ»)

УТВЕРЖДАЮ
Заведующий кафедрой
теоретической и прикладной лингвистики

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Шилихина К.М.
03.06.2024 г.

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

Б1.О.28 Первый иностранный язык в профессиональной коммуникации (английский)

1. Код и наименование направления подготовки/специальности:
45.03.03 Фундаментальная и прикладная лингвистика

2. Профиль подготовки:
Экспертно-аналитическая деятельность

3. Квалификация (степень) выпускника: бакалавр

4. Форма обучения: очная

5. Кафедра, отвечающая за реализацию дисциплины: кафедра теоретической и прикладной лингвистики

6. Составители программы: Донина Ольга Валерьевна, кандидат филол. наук, доцент кафедры теоретической и прикладной лингвистики

7. Рекомендована: Научно-методическим советом факультета РГФ, протокол № 8 от 01.04.2024 г.

8. Учебный год: 2026/2027, 2027/2028   **Семестры:** 5-8

9. Цели и задачи учебной дисциплины:

Целями освоения учебной дисциплины являются формирование и развитие навыков и умений в аспектах говорения, аудирования, чтения, грамматики и письма, соответствующих уровню Advanced, и овладение студентами продвинутым уровнем коммуникативной компетенции для успешной устной и письменной коммуникации в различных областях бытовой, культурной, профессиональной и научной деятельности

Задачи изучения дисциплины:

- овладение основными дискурсивными способами реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста,

- овладение системой изучаемого языка и принципами его функционирования применительно к различным сферам речевой коммуникации, понимание особенности речевого воздействия,

- умение компетентно использовать специальную лексику, фразеологию и стилистические особенности, присущие современным текстам на английском языке.

10. Место учебной дисциплины в структуре ООП: дисциплина Б1.О.28 Первый иностранный язык в профессиональной коммуникации (английский) входит в базовую часть учебного плана (включена в блок Б1) и является обязательной для изучения. Для ее успешного освоения студент должен владеть базовыми навыками, полученными при освоении дисциплины Б1.О.03 Иностранный язык (английский).

11. Планируемые результаты обучения по дисциплине/модулю (знания, умения, навыки), соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями) и индикаторами их достижения:

Код	Название компетенции	Коды	Индикаторы	Планируемые результаты обучения
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.1	Выбирает на иностранном языке коммуникативно приемлемые стратегии делового общения	Знать: основные лексические и грамматические нормы русского и иностранного языка: лексический минимум в объеме, необходимом для работы с профессиональной литературой и осуществления взаимодействия на иностранном языке; основы грамматики и лексики иностранного языка для создания устных и письменных высказываний на иностранном языке. Уметь: использовать русский и иностранный языки для выражения мнения и мыслей в межличностном и деловом общении,

				извлекать информацию из аутентичных текстов. Владеть: навыками создания на русском и иностранном языках грамотных и логически непротиворечивых письменных и устных текстов учебной и научной тематики.
		УК-4.5	Владеет интегративными коммуникативными умениями в устной и письменной иноязычной речи	Знать: способы выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста, сверхфразовыми единствами, предложениями; правила построения текстов на иностранном языке. Уметь: адекватно применять правила построения текстов на рабочих языках для достижения их последовательности, на основе композиционно-речевых форм; логически верно выстраивать устную и письменную речь. Владеть: правилами употребления композиционных моделей, соединительных слов и приемов, обеспечивающих когезию и когерентность текста
УК-5	Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах	УК-5.2	Учитывает при социальном и профессиональном общении историко-культурное наследие и социокультурные традиции различных социальных групп,	Знать: правила построения письменных текстов научного жанра. Уметь: осуществлять порождение письменной речи на иностранном языке с учетом его лексико-грамматических и

				стилистических норм. Владеть: навыками построения текстов для достижения прагматических целей.
		УК-5.3	Понимает и квалифицированно интерпретирует межкультурное разнообразие общества, учитывает социокультурные особенности различных социальных групп (в том числе этнических и конфессиональных)	
ОПК-5	Способен создавать и редактировать тексты профессионального назначения	ОПК-5.3	Пишет и редактирует аннотации и тезисы научных докладов на основном иностранном языке	Знать: правила построения письменных текстов научного жанра; основные лексические и грамматические нормы русского и иностранного языка: лексический минимум в объеме, необходимом для работы с профессиональной литературой и осуществления взаимодействия на иностранном языке; основы грамматики и лексики иностранного языка для создания устных и письменных высказываний на иностранном языке. Уметь: осуществлять порождение письменной речи на иностранном языке с учетом его лексико-грамматических и стилистических норм; использовать русский и иностранный языки для выражения мнения и мыслей в межличностном

				и деловом общении, извлекать информацию из аутентичных текстов. Владеть: навыками создания на русском и иностранном языках грамотных и логически непротиворечивых письменных и устных текстов учебной и научной тематики.
ОПК-6	Способен свободно говорить и понимать речь на первом изучаемом иностранном языке в его литературной форме, включая профессиональное письменное и устное общение; владеть вторым иностранным языком в объеме, достаточном для профессионального общения и чтения научной литературы	ОПК-6.1	Воспринимает устную речь на ОИИЯ в обычном темпе, порождает устные и письменные тексты любой тематики и разных речевых жанров на ОИИЯ	Знать: основные особенности стилей английского языка, в частности, основные нормы разговорного стиля; основные нормы официально-делового стиля; основные нормы научного стиля Уметь: использовать различные словари для решения конкретных коммуникативных и познавательных задач; распознавать, комментировать и исправлять речевые ошибки в устной и письменной речи. Владеть: нормами английского произношения и интонации; основными правилами построения диалога и монолога.
		ОПК-6.2	Владеет разнообразными стилями общения, коммуникативными тактиками, методами и приемами успешного речевого воздействия и взаимодействия в ходе межкультурной коммуникации на	Знать: понятия «коммуникативная ситуация» и «коммуникативное намерение»; типы коммуникативных намерений и способы их выражения. Уметь: понимать естественную речь в пределах повседневных бытовых ситуаций и

			ОИИЯ, неосновным иностранным языком - в объеме, достаточном для профессионального общения и чтения научной литературы	формулировать собственное высказывание, соответствующее коммуникативной ситуации; составлять высказывание о своих или чужих ежедневных занятиях; выразить команду, просьбу, пригласить к совместному действию; передать в косвенной речи чужое мнение. Владеть: основными грамматическими конструкциями, соответствующими данному уровню обучения и коммуникативному намерению.
		ОПК-6.3	Распознает имплицитную информацию, содержащуюся в тексте на ОИИЯ, выбирает языковые средства в соответствии с целями коммуникативного взаимодействия на ОИИЯ	Знать: взаимосвязь коммуникативного намерения и лексико-грамматического оформления высказывания Уметь: строить связное высказывание по темам, предусмотренным программой, в формах выражения мысли: описание, повествование, побуждение, объяснение, полемика; выбирать в тексте информацию для реализации своего намерения; делать выводы, опираясь на текст и другие источники информации. Владеть: языковыми единицами, соответствующими заданным коммуникативным намерениям.
		ОПК-6.4	Воспринимает устные	Знать: основные понятия и

			выступления на профессиональные темы на ИИЯ и выступает с подготовленными сообщениями на профессиональную тему и отвечает на задаваемые вопросы на ИИЯ	термины, используемые в рамках дисциплины. Уметь: понимать на слух и интерпретировать иноязычную речь. Владеть: навыками первичного лингвистического анализа языкового материала; навыками пользования информационными технологиями и библиографическими знаниями для использования в будущей профессии.
ПК-12	Способен определять макроструктуру и микроструктуру дискурса с учетом специфики его жанров и функционально-стилевых разновидностей	ПК-12.1	Собирает, обрабатывает, анализирует и обобщает текстовую информацию	Знать: системное устройство лексического уровня языка, грамматический строй, основные грамматические и словообразовательные явления изучаемого языка. Уметь: самостоятельно осуществлять поиск специальной литературы. Владеть: навыками корректировки стилистических ошибок и недочетов.
		ПК-12.2	Проводит практический дискурсивный анализ незнакомого текста, выделяя минимальные и более крупные единицы, прослеживая связи между ними	Знать: основные фонетические единицы и процессы. Уметь: различать основные единицы фонетической, лексической и грамматической системы родного и изучаемого языка Владеть: навыками структурного членения и семантического анализа естественных языков.
		ПК-12.3	Определяет жанр и стиль текста, сегментирует и	Знать: специфику происхождения, развития,

| | | анализирует текст на естественном языке, выделяя минимальные дискурсивные единицы и группируя их в более крупные | типологии, внешних связей и внутренней обусловленности языков, важнейших признаков языка. Уметь: правильно интерпретировать основные единицы фонетической, лексической и грамматической системы родного и изучаемого языка. Владеть: навыками определения функционально-стилевой принадлежности языковой единицы, |

12. Объем дисциплины в зачетных единицах/часах — 19 з.е. / 612 ч.

Форма промежуточной аттестации 5 семестр – зачет с оценкой; 6-8 семестры – экзамен.

13. Трудоемкость по видам учебной работы

Вид учебной работы		Всего	По семестрам			
			5 семестр	6 семестр	7 семестр	8 семестр
Аудиторные занятия		426	108	120	108	90
в том числе:	лекции	-	-	-	-	-
	практические	426	108	120	108	90
	лабораторные	-	-	-	-	-
Самостоятельная работа		78	18	42		18
в том числе: курсовая работа (проект)		-	-	-	-	-
Форма промежуточной аттестации *(зачет с оценкой – 0 час., экзамен – 36 час.)*		108	Зачет с оценкой	Экзамен	Экзамен	Экзамен
Итого:		612	126	198	144	144

13.1 Содержание дисциплины:

п/п	Наименование раздела дисциплины	Содержание раздела дисциплины	Реализация раздела дисциплин

			ы с помощью онлайн-курса, ЭУМК
**1. Лекции**		
1.1			
1.2			
**2. Практические занятия**		
2.1	Careers and studying	<u>Grammar:</u> conditionals with present tenses, conditionals with past tenses <u>Vocabulary:</u> working life, presentations <u>Reading:</u> My first job <u>Listening:</u> How are you finding your job?; A dying breed; PISA <u>Conversations:</u> feelings about the future	https://edu.vsu.ru/enrol/index.php?id=12173
2.2	Socializing	<u>Grammar:</u> the future perfect, question tags <u>Vocabulary:</u> celebrating, making mistakes, talking about parties <u>Reading:</u> From faux pass to front page news <u>Listening:</u> Going out to celebrate; Starting conversations <u>Conversations:</u> arranging to meet	https://edu.vsu.ru/enrol/index.php?id=12173
2.3	Transport and travel	<u>Grammar:</u> uncountable nouns, empathetic structures <u>Vocabulary:</u> problems when renting, driving <u>Reading:</u> Amazing journeys <u>Listening:</u> Renting a car; Reporting problems; Driving in different countries <u>Conversations:</u> Expressing surprise or shock	https://edu.vsu.ru/enrol/index.php?id=12173
2.4	Health and medicine	<u>Grammar:</u> *supposed to be* + *-ing* and *should* for talking about future; determiners <u>Vocabulary:</u> health problems, body parts and operations <u>Reading:</u> Just clowning around <u>Listening:</u> Suddenly falling ill; Medical tourism <u>Conversations:</u> passing on message	https://edu.vsu.ru/enrol/index.php?id=12173
2.5	Life-changing events	<u>Grammar:</u> past perfect simple and continuous, *be always/constantly -ing*, *wish* and *would* <u>Vocabulary:</u> life-changing events, values and concepts <u>Reading:</u> Managing conflict <u>Listening:</u> Catching up with news and gossip; Key life events around the world <u>Conversations:</u> showing uncertainty	https://edu.vsu.ru/enrol/index.php?id=12173
2.6	Banks and money	<u>Grammar:</u> passives, wish <u>Vocabulary:</u> money problems, methaphor	https://edu.vsu.ru/enro

		Reading: The magic moneybag (part 1) Listening: Money related problems; The magic moneybag (part 2); A debate around the lottery Conversations: apologizing and offering explanations	l/index.php?id=12173
2.7	Food	Grammar: linking verbs, patterns after reporting verbs Vocabulary: food and cooking, prefixes, food in the news Reading: Food, friends, family Listening: How do you cook it?; Food-related news stories Conversations: vague language	https://edu.vsu.ru/enrol/index.php?id=12173
2.8	Business	Grammar: future continuous, expressing necessity and ability Vocabulary: reasons for phoning, building up a business, business collocations Reading: Top ten characteristics of successful people; New African entrepreneurs Listening: I'm just phoning to …; Dream and Achieve Conversations: using would to show formality	https://edu.vsu.ru/enrol/index.php?id=12173
2.9	Cities	Grammar: perfect forms Vocabulary: city life, emphasizing and exaggerating, recovery and change, binomials Reading: Urban renewal, Buying into the myth Listening: Talking about cities, Urban myths Conversations: reinforcing and exemplifying a point	https://edu.vsu.ru/course/view.php?id=11141
2.10	Relationships	Grammar: would Vocabulary: describing people, phrasal verbs, relationships Reading: From Cupid to computer Listening: Talking about people; A young man called Toby Conversations: Giving your impression	https://edu.vsu.ru/course/view.php?id=11141
2.11	Culture and identity	Grammar: CLEFT sentences Vocabulary: society and culture, household objects, words and phrases Reading: Foreign objects Listening: Talking about different cultures; A United Kingdom?; Cultural Identity Conversations: challenging overgeneralizations	https://edu.vsu.ru/course/view.php?id=11141
2.12	Politics	Grammar: conditionals 1, conditionals 2 Vocabulary: consequences, 'ways of' verb groups; elections and politics	https://edu.vsu.ru/course/view.ph

		Reading: Symbol of democracy is a joke; The electoral system Swiss style Listening: What's your opinion?; Different types of vote Conversations: giving opinions	p?id=1114 1
2.1 3	Going out, staying in	Grammar: noun phrases Vocabulary: nights out, noun + of, describing books Reading: Don't be a sheep! Listening: Talking about nights out; Book clubs Conversations: commenting on what is said	https://edu.vsu.ru/course/view.php?id=1114 1
2.1 4	Conflict and resolution	Grammar: *wish* and *if only* Vocabulary: arguments and discussions, conflict and resolution, extended metaphors Reading: Peace to defeat war again? Listening: Resolving arguments; News stories Conversations: Defending and excusing	https://edu.vsu.ru/course/view.php?id=1114 1
2.1 5	Science and research	Grammar: passives Vocabulary: talking about science, forming nouns and adjectives, statistics Reading: Godzilla – all roar and no bite Listening: Discussing science stories; The importance of statistics Conversations: expressing surprise and disbelief	https://edu.vsu.ru/course/view.php?id=1114 1
2.1 6	Nature and nurture	Grammar: auxiliaries Vocabulary: describing scenery, communicating, animals, compound adjectives Reading: Unusual animals Listening: Holiday photos, Language and gender Conversations: emphatic tags	https://edu.vsu.ru/course/view.php?id=1114 1
2.1 7	Work	Grammar: continuous forms Vocabulary: roles and tasks, adverb-adjective collocations, the world of work Reading: Extract from the 'Living Dead' Listening: First day at work; David Bolchover's conclusions; News stories about work Conversations: making deductions	https://edu.vsu.ru/course/view.php?id=1114 1
2.1 8	Health and illness	Grammar: modal auxiliaries Vocabulary: operations, mind and body, nouns based on phrasal verbs Reading: East meets West Listening: Talking about surgical procedures; Doctor's experiences Conversations: vague language	https://edu.vsu.ru/course/view.php?id=1114 1
2.1	Play	Grammar: linking words and phrases	https://edu.

9		Vocabulary: sports and events, talking about gaming, alliteration Reading: Pay to play! Listening: Talking about sport; Word games and wordplay Conversations: irony and humour	vsu.ru/course/view.php?id=11141
2.20	History	Grammar: dramatic inversion Vocabulary: personal histories, similes, historical events, discussing arguments and theories Reading: History mysteries Listening: A remarkable life; The impact of WWII Conversations: contextualized questions	https://edu.vsu.ru/course/view.php?id=11141
2.21	News and the media	Grammar: patterns after reporting verbs Vocabulary: newspaper headlines, common sayings Reading: Paps – they are not so bad Listening: Talking about news, Radio news bulletin Conversations: rhetorical questions and common opinions	https://edu.vsu.ru/course/view.php?id=11141
2.22	Business and Economics	Grammar: relative clauses Vocabulary: how's business, loanwords, business situations Reading: Jailing of Icelandic bankers shows need to put people first Listening: Making small talk; A business meeting Conversations: small talk	https://edu.vsu.ru/course/view.php?id=11141
2.23	Trends	Grammar: prepositions Vocabulary: style and fashion, snowclones, verb forms and word families Reading: All things must pass Listening: Talking about clothes and style; The fashion industry and body image Conversations: backtracking and correcting, defining yourself	https://edu.vsu.ru/course/view.php?id=11141
2.24	Danger and risk	Grammar: talking about the future Vocabulary: accidents and injuries, laws and regulations, synonyms Reading: Compensation culture Listening: Talking about accidents and injuries; Internet risks and problems Conversations: interjections	https://edu.vsu.ru/course/view.php?id=11141
2.25	Getting higher qualifications	Reading – IELTS Section 1: The MIT factor: celebrating 150 years of maverick genius (True/False/Not given; Note completion; Short-answer questions)	

		Listening – IELTS Section 1: A graduate recruitment fair (form completion) Speaking – IELTS Part 1: Answering questions about yourself; using advanced vocabulary; using *used to* and *would* to talk about the past Writing – IELTS Task 1: writing an introduction to the task; selecting and summarizing main features; grouping information in paragraphs; advanced use of superlatives. Vocabulary: dependent prepositions Pronunciation: sentence stress 1 (stressing important words, including pronouns and contractions) Key grammar: past simple, present perfect simple and past perfect simple	
2.26	Colour my world	Reading – IELTS Section 2: Learning color words (Matching headings; summary completion; pick from a list) Listening – IELTS Section 2: A colour exhibition (table completion; pick from a list) Speaking – IELTS Part 2: Beginning and ending the talk; introducing points within the talk; maintaining fluency and coherence. Writing – IELTS Task 2: analysing the task and brainstorming ideas; planning an answer; using attitude adverbials Vocabulary: phrasal verbs Pronunciation: intonation 1 (using intonation to show how you feel) Key grammar: nouns and articles	
2.27	A healthy life	Reading – IELTS Section 3: Examining the placebo effect (Yes/no/not given; summary completion with a box; multiple choice) Listening – IELTS Section 3: Interview with a physiotherapist (matching; flow-chart completion) Speaking – IELTS Part 2: Addressing the task and making useful notes; talking about ambitions and aspirations. Writing – IELTS Task 1: summarizing key features in more than one chart; paragraphing and the overview; using your own words; expressing amount, extent or category Vocabulary: verb+noun collocations Pronunciation: linking and pausing Key grammar: expressing large and small differences	
2.28	Art and the artist	Reading – IELTS Section 1: The history of the poster (table completion; flow-chart completion; true/false/not given) Listening – IELTS Section 4: A lecture on Aboriginal art (note completion) Speaking – IELTS Parts 2 and 3: Using	

2.2 9		advanced vocabulary; addressing abstract topics; generalizing and distancing. Writing – IELTS Task 2: brainstorming main ideas; maintaining a clear position; using reasons and examples for support; introducing arguments Vocabulary: collocations and phrases with *make, take, do* and *have* Pronunciation: speech rate and chunking (pausing between word groups) Key grammar: expressing purpose, cause and effect	
2.2 9	Stepping back in time	Reading – IELTS Section 2: Last man standing (matching information; sentence completion; matching features) Listening – IELTS Section 3: A talk by a paleontologist (multiple choice; labelling a diagram) Speaking – IELTS Parts 2 and 3: Fluency strategies (speaking for the full two minutes); speculating and hypothesizing; giving reasons and examples. Writing – IELTS Task 1: summarizing a diagram; analysing the task and organizing the answer; linking information, signaling and comparing stages; using participle clauses to express consequences Vocabulary: word formation – negative affixes Pronunciation: sentence stress 2 (highlighting important aspects of an answer, e.g. a reference, contrast, etc.) Key grammar: speaking hypothetically	
2.3 0	IT society	Reading – IELTS Section 3: The new way to be a fifth-grader (multiple choice; yes/no/not given; matching sentence endings) Listening – IELTS Section 4: A lecture about animation technology in the film industry (note completion) Speaking – IELTS Parts 2 and 3: Paraphrasing unknown or forgotten vocabulary; discussing advantages and disadvantages Writing – IELTS Task 2: describing advantages and disadvantages; structuring an answer and linking paragraphs; presenting a balanced view: discourse markers) Vocabulary: adjective+noun collocations Pronunciation: intonation 2 (showing you are engaged in discussion; helping the conversation flow) Key grammar: referencing	
2.3 1	Our relationship with nature	Reading – IELTS Section 2: Gold dusters (matching headings; sentence completion; pick from a list)	

		Listening – IELTS Section 3: Student discussion about a photography assignment (labelling a plan; sentence completion; short-answer questions) Speaking – IELTS Parts 2 and 3: Structuring the talk; using advanced vocabulary; speculating and talking about the future Writing – IELTS Task 1: categorizing data; organizing information; proofing your work: punctuation Vocabulary: idiomatic expressions Pronunciation: word stress Key grammar: speculating and talking about the future	
2.3 2	Across the universe	Reading – IELTS Section 3: The Earth and Space Foundation (yes/no/not given; multiple choice; summary completion with a box) Listening – IELTS Section 4: A lecture on space observation (note completion) Speaking – IELTS Parts 2 and 3: Understanding the question and giving an appropriate answer; using a range of language functions Writing – IELTS Task 2: linking ideas and views across paragraphs; writing a conclusion; using advanced vocabulary Vocabulary: verbs and dependent prepositions Pronunciation: rhythm and chunking (achieving natural-sounding) rhythm Key grammar: emphasising	
2.3 3	Why explore? (Science)	Reading: The urge to explore (magazine article) Reading skills: getting the main idea; identifying supporting information; making inferences; getting meaning from context Critical thinking: applying information; inferring purpose; analyzing an argument; reflecting on own experience TED talks: Why we need the explorers (Brian Cox) Academic skills: previewing and predicting; understanding key details; understanding the main message Project: Researching and presenting products	https://edu.vsu.ru/course/view.php?id=11141
2.3 4	Success and failure (education)	Reading: A school in the Cloud (blog interview) Reading skills: getting the main ideas; finding supporting details; recognizing point of view; getting meaning from context Critical thinking: evaluating evidence; reflecting on own experience; predicting responses; synthesizing information TED talks: How to learn? From mistakes (Diana Laufenberg) Academic skills: previewing; getting the main	https://edu.vsu.ru/course/view.php?id=11141

		ideas; integrating information; analyzing an argument; recognizing tone/attitude Project: writing a profile about someone who overcame failure	
2.35	Power shifts (Business/Gender)	Reading: Driving change (biographical article) Reading skills: getting the main ideas; understanding key details; interpreting statistics; recognizing reference markers; getting meaning from context Critical thinking: interpreting information; evaluating an argument; reflecting on own experience TED talks: Why we have too few women leaders (Sheryl Sandberg) Academic skills: previewing and predicting; understanding main ideas and key details; understanding purpose Project: researching women with successful careers	https://edu.vsu.ru/course/view.php?id=11141
2.36	Creative sparks (media/literature)	Reading: Sparkling wonder and possibility (opinion article/literary excerpts) Reading skills: getting the main ideas; understanding a study; analyzing literacy excerpts; getting meaning from context Critical thinking: interpreting research findings; reflecting on own experience; inferring reasons; synthesizing information TED talks: The mystery box (J.J. Abrams) Academic skills: predicting and previewing; understanding key details; analyzing problems and solutions Project: creating a story to present	https://edu.vsu.ru/course/view.php?id=11141
2.37	Hope and equality (sociology/economics)	Reading: Living on a dollar a day (interview) Reading skills: getting the main ideas; understanding key details; paraphrasing information; getting meaning from context Critical thinking: interpreting meaning; analyzing graphical information; analyzing causes; evaluating methods TED talks: The good news on poverty (Yes, there's good news) (Bono) Academic skills: previewing; understanding main ideas; understanding graphs; identifying problems/solutions; summarizing main ideas Project: creating and presenting an infographic	https://edu.vsu.ru/course/view.php?id=11141
2.38	Backing up history (archaeology/technology)	Reading: Laser preservation (magazine article) Reading skills: getting the main ideas; summarizing key details; understanding a process; getting meaning from context Critical thinking: reflecting on own experience; interpreting meaning; applying information TED talks: Ancient wonders captured in 3-D (Ben	https://edu.vsu.ru/course/view.php?id=11141

		Kacyra) Academic skills: previewing; understanding key details; identifying benefits; understanding causes/effects Project: recommending an historical site to preserve	
2.39	Food for all (agriculture/conservation)	Reading: Feeding nine billion (opinion essay) Reading skills: getting the main ideas; identifying problems/solutions; paraphrasing information; understanding infographics; getting meaning from context Critical thinking: evaluating recommendations; inferring purpose TED talks: How food shapes our cities (Carolyn Steel) Academic skills: predicting; understanding main supporting ideas; analyzing arguments Project: presenting a proposal	https://edu.vsu.ru/course/view.php?id=11141
2.40	Future jobs (business/technology)	Reading: Recipes for innovation (discursive article) Reading skills: understanding organization; connecting purpose to main ideas; understanding key details; understanding a main message; getting meaning from context Critical thinking: predicting future effect; predicting problems; reflecting on own experience TED talks: What will future jobs look like? (Andrew McAfee) Academic skills: previewing and predicting; getting the main ideas; identifying trends; understanding solutions Project: creating a poster about future jobs	https://edu.vsu.ru/course/view.php?id=11141
2.41	How we learn (linguistics/psychology)	Reading: What babies know about languages and why we should care (scientific report) Reading skills: getting the main ideas; understanding purpose/sequence; applying information; getting meaning from context Critical thinking: interpreting meaning; evaluating approaches; synthesizing information TED talks: The linguistic genius of babies (Patricia Kuhl) Academic skills: understanding main ideas; understanding visuals; recognizing a speaker's tone and message Project: writing and sharing a blog	https://edu.vsu.ru/course/view.php?id=11141
2.42	A brighter tomorrow (environment/economic)	Reading: Paths to the future (opinion essay) Reading skills: getting the main ideas; understanding author's purpose; understanding infographics; getting meaning from context Critical thinking: inferring tone and attitude; analyzing information; interpreting a speaker's	https://edu.vsu.ru/course/view.php?id=11141

		statement TED talks: Innovating to zero (Bill Gates) Academic skills: predicting; understanding main ideas and key details; summarizing information Project: presenting a report	
2.4 3	Free therapy (sociology)	Listening: Upgrade your life (a podcast with slide show) Listening skill: listen for supporting evidence Speaking skill: emphasize key details Critical thinking skills: interpret; synthesize; evaluate Pronunciation skill: use pauses effectively Note-taking skill: use visuals to guide your note taking TED talks: The hidden power of smiling (Ron Gutman) Presentation skill: use visuals effectively Assignment: give a group presentation about a habit or activity that has multiple benefits	https://edu.vsu.ru/course/view.php?id=11141
2.4 4	The right to know (ethics)	Listening: Moving society forward (an academic lecture with slide show) Listening skill: listen for multiple viewpoints Speaking skill: use figurative language Critical thinking skills: evaluate; interpret; categorize; reflect; synthesize Pronunciation skill: stress important information Note-taking skill: focus on dates and events TED talks: What your doctor won't disclose (Leana Wen) Presentation skill: give other people's points of view Assignment: participate in a team debate about the right to privacy vs. the right to know	https://edu.vsu.ru/course/view.php?id=11141
2.4 5	Listen up (communicati on)	Listening: The business of listening (a radio interview) Listening skill: draw conclusions Speaking skill: use humor Critical thinking skills: evaluate; reflect; analyze; interpret; identify; synthesize Pronunciation skill: intonation for lists Note-taking skill: note the sequence of events TED talks: Want to help someone? Shut up and listen (Ernesto Sirolli) Presentation skill: use gestures Assignment: give a pair presentation about the benefits of listening	https://edu.vsu.ru/course/view.php?id=11141
2.4 6	Big data (business/inf ormation science)	Listening: Datatainment (an academic lecture with slide show) Listening skill: distinguish facts from opinions Speaking skill: talk about causal relationships Critical thinking skills: evaluate; analyze; predict' categorize; interpret; synthesize	https://edu.vsu.ru/course/view.php?id=11141

		Pronunciation skill: stress in compound nouns Note-taking skill: note causes and effects TED talks: Big data is better data (Kenneth Cukier) Presentation skill: follow a clear organization Assignment: give a pair presentation about how big data has helped solve a problem	
2.4 7	Fear factor (literature/psychology)	Listening: Fear in the media (an academic discussion) Listening skill: recognize repetition Speaking skill: ask questions Critical thinking skills: interpret; personalize; infer; evaluate; synthesize; reflect; analyze Pronunciation skill: thought groups Note-taking skill: use abbreviations for numerical details TED talks: What fear can teach us (Karen Thompson Walker) Presentation skill: support your message with a story Assignment: give an individual presentation about how an emotion can teach something useful	https://edu.vsu.ru/course/view.php?id=11141
2.4 8	Food for thought (environmentalism/agribusiness)	Listening: The future of food (a class discussion with slide show) Listening skill: ask questions Speaking skill: state your position Critical thinking skills: evaluate; reflect; interpret; categorize; synthesize Pronunciation skill: connected speech Note-taking skill: note who says what TED talks: How I fell in love with a fish (Dan Barber) Presentation skill: connect with your audience Assignment: role-play an advertisement to promote a sustainable food	https://edu.vsu.ru/course/view.php?id=11141
2.4 9	A good reputation (art history/business)	Listening: The art of reputation (an academic lecture with slide show) Listening skill: identify the speaker's purpose Speaking skill: help listeners follow your ideas Critical thinking skills: evaluate; predict; infer; interpret; personalize; synthesize Pronunciation skill: use emphasis for a purpose Note-taking skill: note numbers and their relevance TED talks: The currency of the new economy is trust (Rachel Botsman) Presentation skill: include effective supporting details Assignment: present a case study describing a Web site for which the reputation of its users is important	https://edu.vsu.ru/course/view.php?id=11141

2.50	Life hacks (statistics)	Listening: Self-tracking (a conversation) Listening skill: recognize a speaker's attitude Speaking skill: express your view strongly Critical thinking skills: identify; infer; personalize; synthesize; evaluate Pronunciation skill: stress and intonation in comparisons and contrasts Note-taking skill: note key information on slides TED talks: Lies, damned lies, and statistics (Sebastian Wernicke) Presentation skill: rehearse your talk Assignment: give an individual presentation about a time when you analyzed information to become better at something	https://edu.vsu.ru/course/view.php?id=11141
2.51	Can we build AI without losing control over it?	Listening/reading: Can we build AI without losing control over it? Vocabulary: Artificial intelligence Grammar: Future Perfect for predictions Speaking: Benefits and risks of AI	https://edu.vsu.ru/course/view.php?id=9855
2.52	Five cool uses for a USB flash drive	Listening/reading: Five cool uses for a USB flash drive Vocabulary: Flash memory Grammar: Zero and first conditionals Speaking: USB vs cloud storage	https://edu.vsu.ru/course/view.php?id=9855
2.53	How does a hard disk work?	Listening/reading: How does a hard disk work? Vocabulary: Hard disk drive components Grammar: Subordinate clauses Speaking:How to protect your hard drive	https://edu.vsu.ru/course/view.php?id=9855
2.54	How the Internet works in five minutes	Listening/reading: How the Internet works in five minutes Vocabulary: The features of the Internet Grammar: Object and subject questions Speaking: Benefits and risks of the Internet	https://edu.vsu.ru/course/view.php?id=9855
2.55	Steve Job's Stanford University commencement address	Listening/reading: Steve Job's Stanford University commencement address Vocabulary: Steve Jobs' life stories Grammar: Phrasal verbs Speaking: How to achieve success in life	https://edu.vsu.ru/course/view.php?id=9855
2.56	The game that can give you ten extra years of life	Listening/reading: The game that can give you ten extra years of life Vocabulary: Computer games Grammar: Wishes and regrets about the past Speaking: Benefits of playing computer games	https://edu.vsu.ru/course/view.php?id=9855
2.57	This computer will grow your food in the future	Listening/reading: This computer will grow your food in the future Vocabulary: Digital farming Grammar: 'What if' for imaginary situations, suggestions and possibilities Speaking: Benefits of the food computer	https://edu.vsu.ru/course/view.php?id=9855
2.58	Txtng is killing language	Listening/reading: Txtng is killing language Vocabulary: Texting issues Grammar: Adverbs	https://edu.vsu.ru/course/view.ph

		Speaking: Texting vs writing and chatting	p?id=9855
2.59	What's wrong with your pa$$word?	Listening/reading: What's wrong with your pa$$word? Vocabulary: Password entropy Grammar: Modal verbs Speaking: How to make a strong password	https://edu.vsu.ru/course/view.php?id=9855
2.60	Why massive open online courses matter	Listening/reading: Why massive open online courses matter Vocabulary: Online learning Grammar: Present and past tenses Speaking: Describing bar charts	https://edu.vsu.ru/course/view.php?id=9855
2.61	What is linguistics?	Topis: definition of key terms; branches of study in linguistics Vocabulary focus: words from general English with a special meaning in linguistics; prefixes and suffixes Skills focus - Listening: preparing for a lecture; predicting lecture content from the introduction; understanding lecture organization; choosing an appropriate form of notes; making lecture notes Skills focus - Speaking: speaking from notes	https://edu.vsu.ru/course/view.php?id=3918
2.62	Developments in linguistics	Topis: history of study of language; key figures and developments in linguistics Vocabulary focus: English-English dictionaries: headwords – definitions – parts of speech – phonemes – stress markers – countable/uncountable – transitive/intransitive Skills focus - Reading: using research questions to focus on relevant information in a text; using topic sentences to get an overview of the text Skills focus - Writing: writing topic sentences; summarizing a text	https://edu.vsu.ru/course/view.php?id=3918
2.63	Language acquisition and learning	Topis: acquisition and L2 learning; features of good language learner; intelligence types Vocabulary focus: stress patterns in multi-syllable words; prefixes Skills focus - Listening: preparing for a lecture; predicting lecture content; making lecture notes; using different information sources Skills focus - Speaking: reporting research findings; formulating questions	https://edu.vsu.ru/course/view.php?id=3918
2.64	Language and technology	Topis: computers for linguistics research; technology in language learning Vocabulary focus: computer jargon; abbreviations and acronyms; discourse and stance markers; verb and noun suffixes Skills focus - Reading: identifying topic development within a paragraph; using the internet effectively; evaluating internet search results Skills focus - Writing: reporting research findings	https://edu.vsu.ru/course/view.php?id=3918
2.6	Language	Topis: basic concepts of sociolinguistics: regional	https://edu.

5	and society	varieties – social groupings Vocabulary focus: word sets: synonyms, antonyms, et.; common lecture language Skills focus - Listening: understanding 'signpost language' in lectures; using symbols and abbreviations in note-taking Skills focus - Speaking: making effective contributions to a seminar	vsu.ru/course/view.php?id=3918
2.66	English language teaching	Topis: popular language teaching methodologies; 'informed eclecticism'; lesson planning Vocabulary focus: synonyms, replacement subjects, etc. for sentence-level paraphrasing Skills focus - Reading: locating key information in complex sentences Skills focus - Writing: reporting findings from other sources: avoiding plagiarism; writing complex sentences	https://edu.vsu.ru/course/view.php?id=3918
2.67	Language testing	Topis: designing tests and assessments; test specifications; double marking Vocabulary focus: compound nouns; fixed phrases from linguistics; fixed phrases from academic English; common lecture language Skills focus - Listening: understanding speaker emphasis Skills focus - Speaking: asking for clarification; responding to queries and requests for clarification	https://edu.vsu.ru/course/view.php?id=3918
2.68	The spread of English	Topis: English as a global language; influence of English on indigenous languages Vocabulary focus: synonyms; nouns from verbs; definitions; common 'direction' verbs in essay titles (*discuss, analyse, evaluate*, etc.) Skills focus - Reading: understanding dependent clauses with passives Skills focus - Writing: paraphrasing; expanding notes into complex sentences; recognizing different essay types/structures: descriptive – analytical – comparison/evaluation – argument; writing essay plans; writing essays	https://edu.vsu.ru/course/view.php?id=3918
2.69	Translating and interpreting	Topis: specialisms in translating and interpreting; professional skills and training; localizing translation Vocabulary focus: fixed phrases from linguistics; fixed phrases from academic English Skills focus - Listening: using the Cornell note-taking system; recognizing digressions in lectures Skills focus - Speaking: making effective contributions to a seminar; referring to other people's ideas in a seminar	https://edu.vsu.ru/course/view.php?id=3918
2.70	Discourse analysis	Topis: concept of discourse analysis; paralinguistic features; collecting research data Vocabulary focus: 'neutral' and 'marked' words;	https://edu.vsu.ru/course/view.ph se/view.ph

2.71	Pronunciation and phonology	<u>Topis</u>: international English pronunciation; Lingua Franca Core <u>Vocabulary focus</u>: words/phrases used to link ideas (*moreover, as a result*, etc.); stress patterns in noun phrases and compounds; fixed phrases from academic English <u>Skills focus - Listening</u>: recognizing the speaker's stance; writing up notes in full <u>Skills focus - Speaking</u>: building an argument in a seminar; agreeing/disagreeing	https://edu.vsu.ru/course/view.php?id=3918
		(continued from previous: fixed phrases from linguistics; fixed phrases from academic English <u>Skills focus - Reading</u>: recognizing the writer's stance and level of confidence or tentativeness; inferring implicit ideas <u>Skills focus - Writing</u>: writing situation – problem – solution – evaluation essays; using direct quotations; compiling a bibliography/reference list)	p?id=3918
2.72	Grammar	<u>Topis</u>: implicit and explicit grammar knowledge; approaches to teaching grammar <u>Vocabulary focus</u>: verbs used to introduce ideas from other sources (*X contends/suggests/asserts that …*); linking words/phrases conveying contrast (*whereas*), result (*consequently*), reasons (*due to*). et.; words for quantities (*a significant minority*) <u>Skills focus - Reading</u>: understanding how ideas in a text are linked <u>Skills focus - Writing</u>: deciding whether to use direct quotation or paraphrase; incorporating quotations; writing research reports; writing effective introductions/conclusions	https://edu.vsu.ru/course/view.php?id=3918

Note: the first content cell above (rows at top of page "fixed phrases from linguistics…") belongs to section continued from previous page.

13.2 Темы (разделы) дисциплины и виды занятий:

№ п/п	Наименование темы (раздела) дисциплины	Виды занятий (количество часов)				
		Лекции	Практические	Лабораторные	Самостоятельная работа	Всего
1	Careers and studying		7		2	9
2	Socializing		7		2	9
3	Transport and travel		7		2	9
4	Health and medicine		7		2	9
5	Life-changing events		7		2	9
6	Banks and money		7		2	9
7	Food		7		2	9
8	Business		7		2	9
9	Cities		7		2	9
10	Relationships		7		2	9
11	Culture and identity		7		2	9
12	Politics		7		2	9
13	Going out, staying in		7		2	9

14	Conflict and resolution		7		2	9
15	Science and research		7		2	9
16	Nature and nurture		7		2	9
17	Work		7		2	9
18	Health and illness		7		2	9
19	Play		7		2	9
20	History		7		2	9
21	News and the media		7		2	9
22	Business and Economics		7		2	9
23	Trends		7		2	9
24	Danger and risk		7		2	9
25	Getting higher qualifications		5		2	7
26	Colour my world		5		2	7
27	A healthy life		5		2	7
28	Art and the artist		5		2	7
29	Stepping back in time		5		2	7
30	IT society		5		2	7
31	Our relationship with nature		5		2	7
32	Across the universe		5		2	7
33	Why explore? (Science)		5		1	6
34	Success and failure (education)		5		1	6
35	Power shifts (Business/Gender)		5			5
36	Creative sparks (media/literature)		5			5
37	Hope and equality (sociology/economics)		5			5
38	Backing up history (archaeology/technology)		5			5
39	Food for all (agriculture/conservation)		5			5
40	Future jobs (business/technology)		5			5
41	How we learn (linguistics/psychology)		5			5
42	A brighter tomorrow (environment/economic)		5			5
43	Free therapy (sociology)		5			5
44	The right to know (ethics)		5			5
45	Listen up (communication)		5			5
46	Big data (business/information science)		5			5
47	Fear factor (literature/psychology)		5			5
48	Food for thought (environmentalism/agribu		5			5

№						
	siness)					
49	A good reputation (art history/business)		5			5
50	Life hacks (statistics)		5			5
51	Can we build AI without losing control over it?		5			5
52	Five cool uses for a USB flash drive		5			5
53	How does a hard disk work?		5			5
54	How the Internet works in five minutes		5			5
55	Steve Job's Stanford University commencement address		6			6
56	The game that can give you ten extra years of life		6			6
57	This computer will grow your food in the future		6			6
58	Txtng is killing language		6			6
59	What's wrong with your pa$$word?		6			6
60	Why massive open online courses matter		6			6
61	What is linguistics?		6		1	7
62	Developments in linguistics		6		1	7
63	Language acquisition and learning		6		1	7
64	Language and technology		6		1	7
65	Language and society		6		1	7
66	English language teaching		6		1	7
67	Language testing		6		1	7
68	The spread of English		6		1	7
69	Translating and interpreting		6		1	7
70	Discourse analysis		6		1	7
71	Pronunciation and phonology		6		1	7
72	Grammar		6		1	7
	Итого:		426		78	504

14. Методические указания для обучающихся по освоению дисциплины

Для изучения разделов данной учебной дисциплины необходимо вспомнить и систематизировать знания, полученные в процессе изучения дисциплины Б1.О.03 «Иностранный язык (английский)», а также необходимо научиться владеть системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования иностранного языка (английского), его функциональных

разновидностей.

15. Перечень основной и дополнительной литературы, ресурсов интернет, необходимых для освоения дисциплины

а) основная литература:

№ п/п	Источник
1	Dellar H., Walkley A. Outcomes Upper Intermediate Student's Book (Outcomes Second Edition), National Geographic/(ELT), 2015. - 213 p. + Access Code + Class DVD
2	Dellar H., Outcomes Upper Intermediate Workbook (Outcomes Second Edition), National Geographic/(ELT), 2015. - 135 p. + CD
3	Dellar H., Walkley A. Outcomes Advanced Student's Book (Outcomes Second Edition), National Geographic/(ELT), 2015. - 218 p. + Access Code + Class DVD
4	Evans D., Nuttall C. Outcomes Advanced Workbook (Outcomes Second Edition), National Geographic/(ELT), 2015. - 135 p. + CD
5	Brook-Hart G., Jakeman V. Complete IELTS. Bands 6.5-7.5. Student's Book. - Cambridge University Press, 2022. – 166 p.
6	Wyatt R. Complete IELTS: Bands 6.5-7.5: Workbook. - Cambridge University Press, 2013. – 64 p.

б) дополнительная литература:

№ п/п	Источник
7	Contemporary British stories = Современные английские рассказы / сост. сборника, авт. вступ. ст., справок о писателях и коммент. К. Хьюитт; ред. М.Б. Феклин .— Oxford : Perspective Publications, 2000 .— 230 p.
8	Fabre E.M., Esteras S.R. Professional English in use: ICT. – Cambridge university press, 2010. – 118 p.
9	Esteras S.R. Infotech: English for Computer Users, - Cambridge university press, 2008. - 168 p.
10	Marks J. Computers and Information Technology, - A&C Black, 2007. – 80 p.
11	Evans V., Dooley J., Wright S. Information Technology, - Express Publishing, 2011. – 122 p.
12	Ricca-McCarthy T., Duckworth M. English for Telecoms, - Oxford University Press, 2009. – 94 p.
13	Смирнова Т.В., Юдельсон М.В. English for Computer Science Students. – Флинта, 2008. – 128 с.
14	Стогниева О.Н. Английский язык для ИТ-направлений. – Издательство Юрайт, 2017. – 143 с.
15	Турук И.Ф., Кнаб О.Д. Английский язык в компьютерной сфере. – Университетская книга, 2012, – 298 с.
16	Hammersley B. Now For Then: How to Face the Digital Future Without Fear. - Hodder & Stoughton, 2012. – 449 p.
17	Williams J., Vargo M., Blass L. 21st Century Reading 4. Student's Book. - National Geographic Learning, 2015. – 192 p.
18	Lee C. 21st Century Communication 4. Listening, Speaking and Critical Thinking: Student Book. - National Geographic Learning, 2016. – 184 p.
19	Бочарова Е.П., Городецкая Е.Я., Евсюкова Е.Н. Английский язык для студентов технических вузов. - Проспект, 2022, - 136 с.
20	Кистол Л.П., Тюнина Е.В. Английский язык. Компьютер и Интернет. - Феникс, 2015, - 222 с.
21	Manning A. English for Language and Linguistics in Higher Education Studies

	(English for Specific Academic Purposes). - Garnet Publishing, 2008 – 272 p.
22	Yule G. The Study of Language. - Cambridge University Press, 2016. – 368 p.
23	Chanen B., Allison R. IB English A: Language and Literature IB English A: Language and Literature Course Book. – Oxford University Press, 2019, - 400 p.
24	Finegan E. Language: Its Structure and Use. - Cengage Learning, 2014. – 608 p.
25	Vocational English for ICT. - British Council Albania, 2012. – 70 p.
26	Brieger N., Pohl A. Technical English: Vocabulary and Grammar. - MC/Summertown ELT, 2007. – 154 p.
27	McEwan J., Glendinning E. Oxford English for Information Technology. Student's Book. - Oxford University Press, 2006. – 224 p.
28	Boeckner K., Brown P.C. Oxford English for Computing. Student's Book. - Oxford University Press, 2005 - 212 p.
29	Gandrabura A. English for Tech. – Debug your English, 2021. – 266 p.
30	Gandrabura A. So, tell us about yourself. Interactive Workbook. - Debug your English, 2021. – 43 p.
31	Салье В.М. Письменная английская речь: Практический курс = A course in Written English / В.М. Салье, Э.И. Мячинская, Л.П. Цурикова и др.; под ред. И.А. Уолш. – 2-е изд., испр. и доп. - Спб.: Филологический факультет СПбГУ; М.: Издательский центр «Академия», 2005. - 240 с.

в) информационные электронно-образовательные ресурсы (официальные ресурсы интернет)**:**

№ п/п	Источник
32	ЭБС Лань. – Режим доступа: по подписке. – URL: ЭБС Лань (lanbook.com)
33	ЭБС «Университетская библиотека онлайн». – Режим доступа: по подписке. – URL: ЭБС "Университетская библиотека онлайн" читать электронные книги (biblioclub.ru)
34	ЭБС ЮРАЙТ.– Режим доступа: по подписке. – URL: Образовательная платформа Юрайт. Для вузов и ссузов. (urait.ru)

16. Перечень учебно-методического обеспечения для самостоятельной работы

№ п/п	Источник
1	Донина О.В. Urban Living. – ИД ВГУ, 2022. – 145 с.
2	Донина О.В. Globalisation and Migration. – ИД ВГУ, 2023. – 121 с.
3	Sayer M., Dellar H., Walkley A. Outcomes Upper Intermediate Teacher's Book (Outcomes Second Edition), National Geographic/(ELT), 2015. - 287 p. + Class audio CD
4	Sayer M., Dellar H., Walkley A. Outcomes Advanced Teacher's Book (Outcomes Second Edition), National Geographic/(ELT), 2015. - 287 p. + Class audio CD
5	Барановская Т.А., Кашкарова Т.П. Учебно-методическое пособие к учебнику «Professional English in Use. ICT. For Computers and the Internet». - Издательский Дом ВШЭ, 2013. – 224 с.

17. Образовательные технологии, используемые при реализации учебной дисциплины, включая дистанционные образовательные технологии (ДОТ), электронное обучение (ЭО), смешанное обучение):

При реализации дисциплины могут проводиться различные типы практических занятий, применяться дистанционные образовательные технологии в части проведения текущей аттестации, самостоятельной работы по дисциплине или отдельным ее разделам и т.д. При проведении практических занятий предпочтение отдается применению классических технологий: обсуждение со студентами заранее подготовленных ими тем и разбор практических задач (решение лингвистических задач, чтение текстов на разных языках с той или иной целью и т.п.).

18. Материально-техническое обеспечение дисциплины:

Проектор Benq MW523 (1 шт.) Экран проекционный (1 шт.) Компьютер Asus H81m-Plus (11 шт.) /ауд. 12/ Компьютер Arbyte Tempo/AOC (12 шт.), Проектор Benq MW523 (1 шт.), Сканер Canon Canoscan LiDE 120 (5 шт.) Экран проекционный (1 шт.) /ауд. 52/ DVD+VHS Philips DVP 3100 V (1 шт.) Домашний кинотеатр Aleks DR9000 (1 шт.) Мультимедиа-проектор Epson EB-X18 (1 шт.) Настенный экран 180*180 (1 шт.) Телевизор LCD Samsung (1 шт.)

_____

19. Оценочные средства для проведения текущего контроля успеваемости и промежуточной аттестации

Порядок оценки освоения обучающимися учебного материала определяется содержанием следующих разделов дисциплины:

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
1.	1) Careers and studying 2) Socializing 3) Transport and travel 4) Health and medicine 5) Life-changing events 6) Banks and money 7) Food 8) Business 9) Cities 10) Relationships 11) Culture and identity 12) Politics 13) Going out, staying in 14) Conflict and resolution 15) Science and research 16) Nature and nurture 17) Work 18) Health and illness 19) Play 20) History 21) News and the media 22) Business and Economics 23) Trends 24) Danger and risk 25) Getting higher qualifications	УК-4	Выбирает на государственном и иностранном языке коммуникативно приемлемые стратегии делового общения (УК-4.1) Владеет интегративными коммуникативными умениями в устной и письменной иноязычной речи (УК-4.5)	Тесты; практические задания

№ п/ п	Наименование раздела дисциплины (модуля)	Компетенци я	Индикаторы достижения компетенции	Оценочные средства
	26) Colour my world 27) A healthy life 28) Art and the artist 29) Stepping back in time 30) IT society 31) Our relationship with nature 32) Across the universe 33) Why explore? (Science) 34) Success and failure (education) 35) Power shifts (Business/Gender) 36) Creative sparks (media/literature) 37) Hope and equality (sociology/economics) 38) Backing up history (archaeology/technology) 39) Food for all (agriculture/conservation) 40) Future jobs (business/technology) 41) How we learn (linguistics/psychology) 42) A brighter tomorrow (environment/economic) 43) Free therapy (sociology) 44) The right to know (ethics) 45) Listen up (communication) 46) Big data (business/information science) 47) Fear factor (literature/psychology) 48) Food for thought (environmentalism/agribusiness) 49) A good reputation (art history/business) 50) Life hacks (statistics) 51) Can we build AI without losing control over it? 52) Five cool uses for a USB flash drive 53) How does a hard disk work?			

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	54) How the Internet works in five minutes 55) Steve Job's Stanford University commencement address 56) The game that can give you ten extra years of life 57) This computer will grow your food in the future 58) Txtng is killing language 59) What's wrong with your pa$$word? 60) Why massive open online courses matter 61) What is linguistics? 62) Developments in linguistics 63) Language acquisition and learning 64) Language and technology 65) Language and society 66) English language teaching 67) Language testing 68) The spread of English 69) Translating and interpreting 70) Discourse analysis 71) Pronunciation and phonology 72) Grammar			
2.	1) Careers and studying 2) Socializing 3) Transport and travel 4) Health and medicine 5) Life-changing events 6) Banks and money 7) Food 8) Business 9) Cities 10) Relationships 11) Culture and identity 12) Politics 13) Going out, staying in 14) Conflict and resolution 15) Science and research 16) Nature and nurture 17) Work	УК-5	Учитывает при социальном и профессиональном общении историко-культурное наследие и социокультурные традиции различных социальных групп, этносов и конфессий, включая мировые религии, философские и этические учения	Тесты; практические задания

№ п/ п	Наименование раздела дисциплины (модуля)	Компетенци я	Индикаторы достижения компетенции	Оценочные средства
	18) Health and illness 19) Play 20) History 21) News and the media 22) Business and Economics 23) Trends 24) Danger and risk 25) Getting higher qualifications 26) Colour my world 27) A healthy life 28) Art and the artist 29) Stepping back in time 30) IT society 31) Our relationship with nature 32) Across the universe 33) Why explore? (Science) 34) Success and failure (education) 35) Power shifts (Business/Gender) 36) Creative sparks (media/literature) 37) Hope and equality (sociology/economics) 38) Backing up history (archaeology/technology) 39) Food for all (agriculture/conservation) 40) Future jobs (business/technology) 41) How we learn (linguistics/psychology) 42) A brighter tomorrow (environment/economic) 43) Free therapy (sociology) 44) The right to know (ethics) 45) Listen up (communication) 46) Big data (business/information science) 47) Fear factor (literature/psychology) 48) Food for thought (environmentalism/agribusine		(УК-5.2) Умеет конструктивно взаимодействова ть с людьми с учетом их социокультурных особенностей в целях успешного выполнения профессиональн ых задач и усиления социальной интеграции. (УК-5.3)	

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	ss) 49) A good reputation (art history/business) 50) Life hacks (statistics) 51) Can we build AI without losing control over it? 52) Five cool uses for a USB flash drive 53) How does a hard disk work? 54) How the Internet works in five minutes 55) Steve Job's Stanford University commencement address 56) The game that can give you ten extra years of life 57) This computer will grow your food in the future 58) Txtng is killing language 59) What's wrong with your pa$$word? 60) Why massive open online courses matter 61) What is linguistics? 62) Developments in linguistics 63) Language acquisition and learning 64) Language and technology 65) Language and society 66) English language teaching 67) Language testing 68) The spread of English 69) Translating and interpreting 70) Discourse analysis 71) Pronunciation and phonology 72) Grammar			
3.	1) Careers and studying 2) Socializing 3) Transport and travel 4) Health and medicine 5) Life-changing events 6) Banks and money 7) Food	ОПК-5	Пишет и редактирует аннотации и тезисы научных докладов на основном иностранном	Тесты; практические задания

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	8) Business 9) Cities 10) Relationships 11) Culture and identity 12) Politics 13) Going out, staying in 14) Conflict and resolution 15) Science and research 16) Nature and nurture 17) Work 18) Health and illness 19) Play 20) History 21) News and the media 22) Business and Economics 23) Trends 24) Danger and risk 25) Getting higher qualifications 26) Colour my world 27) A healthy life 28) Art and the artist 29) Stepping back in time 30) IT society 31) Our relationship with nature 32) Across the universe 33) Why explore? (Science) 34) Success and failure (education) 35) Power shifts (Business/Gender) 36) Creative sparks (media/literature) 37) Hope and equality (sociology/economics) 38) Backing up history (archaeology/technology) 39) Food for all (agriculture/conservation) 40) Future jobs (business/technology) 41) How we learn (linguistics/psychology) 42) A brighter tomorrow (environment/economic) 43) Free therapy (sociology) 44) The right to know		языке (ОПК-5.3)	

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	(ethics) 45) Listen up (communication) 46) Big data (business/information science) 47) Fear factor (literature/psychology) 48) Food for thought (environmentalism/agribusiness) 49) A good reputation (art history/business) 50) Life hacks (statistics) 51) Can we build AI without losing control over it? 52) Five cool uses for a USB flash drive 53) How does a hard disk work? 54) How the Internet works in five minutes 55) Steve Job's Stanford University commencement address 56) The game that can give you ten extra years of life 57) This computer will grow your food in the future 58) Txtng is killing language 59) What's wrong with your pa$$word? 60) Why massive open online courses matter 61) What is linguistics? 62) Developments in linguistics 63) Language acquisition and learning 64) Language and technology 65) Language and society 66) English language teaching 67) Language testing 68) The spread of English 69) Translating and interpreting 70) Discourse analysis			

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	71) Pronunciation and phonology 72) Grammar			
4.	1) Careers and studying 2) Socializing 3) Transport and travel 4) Health and medicine 5) Life-changing events 6) Banks and money 7) Food 8) Business 9) Cities 10) Relationships 11) Culture and identity 12) Politics 13) Going out, staying in 14) Conflict and resolution 15) Science and research 16) Nature and nurture 17) Work 18) Health and illness 19) Play 20) History 21) News and the media 22) Business and Economics 23) Trends 24) Danger and risk 25) Getting higher qualifications 26) Colour my world 27) A healthy life 28) Art and the artist 29) Stepping back in time 30) IT society 31) Our relationship with nature 32) Across the universe 33) Why explore? (Science) 34) Success and failure (education) 35) Power shifts (Business/Gender)	ОПК-6	Воспринимает устную речь на ОИИЯ в обычном темпе, порождает устные и письменные тексты любой тематики и разных речевых жанров на ОИИЯ (ОПК-6.1) Владеет разнообразными стилями общения, коммуникативным и тактиками, методами и приемами успешного речевого воздействия и взаимодействия в ходе межкультурной коммуникации на ОИИЯ, (ОПК-6.2) Распознает имплицитную информацию, содержащуюся в тексте на ОИИЯ, выбирает языковые средства в соответствии с целями коммуникативного взаимодействия на ОИИЯ (ОПК-6.3)	Тесты; практические задания

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	36) Creative sparks (media/literature) 37) Hope and equality (sociology/economics) 38) Backing up history (archaeology/technology) 39) Food for all (agriculture/conservation) 40) Future jobs (business/technology) 41) How we learn (linguistics/psychology) 42) A brighter tomorrow (environment/economic) 43) Free therapy (sociology) 44) The right to know (ethics) 45) Listen up (communication) 46) Big data (business/information science) 47) Fear factor (literature/psychology) 48) Food for thought (environmentalism/agribusiness) 49) A good reputation (art history/business) 50) Life hacks (statistics) 51) Can we build AI without losing control over it? 52) Five cool uses for a USB flash drive 53) How does a hard disk work? 54) How the Internet works in five minutes 55) Steve Job's Stanford University commencement address 56) The game that can give you ten extra years of life 57) This computer will grow your food in the future 58) Txtng is killing language 59) What's wrong with your pa$$word? 60) Why massive open		Воспринимает устные выступления на профессиональные темы на ИИЯ и выступает с подготовленными сообщениями на профессиональную тему и отвечает на задаваемые вопросы на ИИЯ (ОПК-6.4)	

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	online courses matter 61) What is linguistics? 62) Developments in linguistics 63) Language acquisition and learning 64) Language and technology 65) Language and society 66) English language teaching 67) Language testing 68) The spread of English 69) Translating and interpreting 70) Discourse analysis 71) Pronunciation and phonology 72) Grammar			
5.	1) Careers and studying 2) Socializing 3) Transport and travel 4) Health and medicine 5) Life-changing events 6) Banks and money 7) Food 8) Business 9) Cities 10) Relationships 11) Culture and identity 12) Politics 13) Going out, staying in 14) Conflict and resolution 15) Science and research 16) Nature and nurture 17) Work 18) Health and illness 19) Play 20) History 21) News and the media 22) Business and Economics 23) Trends 24) Danger and risk 25) Getting higher qualifications 26) Colour my world 27) A healthy life 28) Art and the artist	ПК-12	Собирает, обрабатывает, анализирует и обобщает текстовую информацию (ПК-12.1) Проводит практический дискурсивный анализ незнакомого текста, выделяя минимальные и более крупные единицы, прослеживая связи между ними (ПК-12.2) Определяет жанр и стиль текста, сегментирует и анализирует текст на естественном языке, выделяя минимальные дискурсивные единицы и группируя их в более крупные	Тесты; практические задания

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	29) Stepping back in time		(ПК-12.3)	
	30) IT society			
	31) Our relationship with nature			
	32) Across the universe			
	33) Why explore? (Science)			
	34) Success and failure (education)			
	35) Power shifts (Business/Gender)			
	36) Creative sparks (media/literature)			
	37) Hope and equality (sociology/economics)			
	38) Backing up history (archaeology/technology)			
	39) Food for all (agriculture/conservation)			
	40) Future jobs (business/technology)			
	41) How we learn (linguistics/psychology)			
	42) A brighter tomorrow (environment/economic)			
	43) Free therapy (sociology)			
	44) The right to know (ethics)			
	45) Listen up (communication)			
	46) Big data (business/information science)			
	47) Fear factor (literature/psychology)			
	48) Food for thought (environmentalism/agribusiness)			
	49) A good reputation (art history/business)			
	50) Life hacks (statistics)			
	51) Can we build AI without losing control over it?			
	52) Five cool uses for a USB flash drive			
	53) How does a hard disk work?			
	54) How the Internet works in five minutes			
	55) Steve Job's Stanford			

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция	Индикаторы достижения компетенции	Оценочные средства
	University commencement address 56) The game that can give you ten extra years of life 57) This computer will grow your food in the future 58) Txtng is killing language 59) What's wrong with your pa$$word? 60) Why massive open online courses matter 61) What is linguistics? 62) Developments in linguistics 63) Language acquisition and learning 64) Language and technology 65) Language and society 66) English language teaching 67) Language testing 68) The spread of English 69) Translating and interpreting 70) Discourse analysis 71) Pronunciation and phonology 72) Grammar			
	Промежуточная аттестация форма контроля – зачет с оценкой, экзамен			

20 Типовые оценочные средства и методические материалы, определяющие процедуры оценивания

20.1 Текущий контроль успеваемости
Контроль успеваемости по дисциплине осуществляется с помощью следующих оценочных средств: тестовые задания, практические задания, в том числе домашние задания

Тестовые задания

1. Use the word given in capitals to form a word that fits in the gap.

1. I'm sorry to be so _____ - I'd like to think things over for another day or two. (DECIDE)
2. Teachers sometimes complain of being _____ and overworked. (PAY)
3. We all _____ his story – it just didn't seem at all plausible. (BELIEVE)

4. George means well but his contributions to our meetings are often rather _____. (HELP)
5. The morning trains to the city are always packed with _____. (COMMUTE)
6. It was very _____ of you not to give Sue a call on her birthday. (THINK)
7. We were so busy at work that there was no time to suffer from _____. (BORE)
8. The writer spent his _____ in a quiet seaside village. (BOY)
9. She has known me for two years now but she still _____ my name. (PRONOUNCE)
10. Dickens's last novel was _____ The Mystery of Edwin Drood. (TITLE)
11. The presidential car will, of course, be completely _____. (BULLET)

2. Correct mistakes if there are any.
1. An interesting job has been given to the students two days ago.
2. You can find the magazines you need in our library.
3. This exercise is on page 5.
4. The technology for this process has been being developed in our laboratory.
5. At the conference many problems discussed.
6. The results of testing the students were announced next week.
7. He met by the representatives of the company.
8. The spaceships are being improved more and more every year.
9. He said at the conference that he would like to devote his life and knowledge at the service of mankind.
10. Virus protection programs were necessary to keep your PC in order in the future.
11. The INTERNET will be originated in the early 1970s when the United States wanted to make sure that people could communicate after a nuclear war.
12. Tim Berners-Lee will invent the World Wide Web (WWW).
13. We are used PCs for calculating, writing reports, playing games etc.
14. Cellphones are an area of recent expansion.
15. Electronics engineers were required to design and service the industrial plant which has been recently bought by our company.
16. Thanks to telecommunication and broadcasting people today expect to be able to get in touch with each other at any time and in any place.

3. Match to make phrases.

1	To pick	A	to memory
2	To commit something	B	between different sounds
3	To respond	C	up a language
4	To discriminate	D	to stimuli

4. Match the words on the left with the correct definitions.

1	Pidgin	A	Using words whose sound imitates their meaning
2	Jargon	B	A simple language made up of elements of two or more languages
3	Spoonerism	C	Transposing the initial consonants of a pair of words
4	Onomatopoeia	D	Specialized language for e.g. a profession
5	Palindrome	E	Using the same letter to start each word in a sentence or a line of verse

6	Limerick	F	A phrase or sentence difficult to say quickly
7	Alliteration	G	Five lines of comic verse
8	Tongue-twister	H	A word or phrase which reads the same backwards or forwards
9	Malapropism	I	Unintentional confusion of two words
10	Slang	J	Non-standard, informal language

5. Match the terms on the left with these examples.

1	Alliteration	A	You have deliberately tasted two worms and you can leave Oxford by the town drain.
2	Spoonerism	B	Lend me five quid till tomorrow, will you?
3	Onomatopoeia	C	Five miles meandering with a mazy motion.
4	Slang	D	In the warm sunshine the bees buzzed round the hive.
5	Jargon	E	Madam, I'm Adam.
6	Malapropism	F	The tractor feed is the part of the printer designed for handling continuous stationery.
7	Palindrome	G	Trespassers will be executed.
8	Tongue-twister	H	Peter Piper picked a peck of pickled pepper.
9	Limerick	I	Me go house big-feller.
10	Pidgin	J	There was an old lady called Jane, Who feared she was terribly plain, But because she had wealth, And, sadly, poor health, She was proposed to again and again!

6. You are going to read an extract from an academic paper. For the question below, choose the answer (A, B, C or D) which you think fits best according to the text

Turning to the biological limitations affecting language development, if we assume that all humans are able to speak a language, a number of biological facts fall into place, suggesting that the human body is particularly adapted to the production of language.

Human teeth are different to those of other animals — being even and forming an unbroken barrier, they are upright; they do not slant outwards and the top and bottom set of teeth meet. This is not necessary for eating. Yet evenly spaced equal sized teeth which touch are useful for producing the sounds /s/, /f/, /v/ as well as several others.

Human lips have well-developed muscles which are linked in a more complicated way than those of other primates. The human mouth is small and can be opened and closed rapidly, allowing the sounds /p/ and /b/ to be made.

The human tongue is thick, muscular and mobile. This means that the size of the mouth cavity can be varied, allowing a range of vowel sounds to be made.

The human larynx, also known as the voice box, is simpler in structure than that of other primates; air can move freely past and then out of the mouth without being blocked by anything. The 'streamlining' of the larynx may be a sign of adaptation to speech – however, a disadvantage of this is that we cannot breathe while we eat, unlike monkeys. If food becomes trapped in our windpipe we could choke to death.

Our breathing is well adapted to speech; during speech, we are able to alter our breathing rhythm without noticing discomfort.

Humans have a long childhood compared to other animals. If factors like size, lifespan and gestation are taken into account, compared to other animals, humans appear to be born

too early. For humans to follow the general trend, they would require a woman to be pregnant for 18 months. Thus, with other factors taken into account, the human gestation period is only half as long as those of other animals. This means that less information is inherited genetically. In effect, human babies are given more opportunity to learn from the environment. Perhaps humans are biologically disposed towards language, but they need the environment to make use of their brains.

1) The importance of the shape of human teeth is that they
   a. form a barrier to the throat.
   b. allow certain sounds to be produced.
   c. make chewing food easier.
   d. allow the lip muscles to develop.

2) The structure of the human larynx means
   a. the mouth cavity has space for the tongue.
   b. it blocks air exiting from the mouth.
   c. humans cannot breathe and swallow at the same time.
   d. breathing requires effort in humans.

3) Why is it suggested that the human gestation period is so short?
   a. to allow humans to learn more from the environment
   b. to limit the size that humans grow to
   c. to take full advantage of our genetic make-up
   d. to ensure children learn speech

7. **You are going to read an extract which is concerned with the human mind. For the question below, choose the answer (A, B, C or D) which you think fits best according to the text.**

Keeping new words in mind.
Committing words to memory is a notoriously hit-and-miss business. Over the last forty years psychologists have found three methods which consistently improve memory for words: creating imagery for the word you want to remember; using elaboration to form word associations; generation of the word through complex processes such as clues.
In research on trying to remember lists of words, these methods have each produced memory improvements of ten percent over simply reading words once. That might not sound much, but it is an average over many studies and often for things that are hard to remember.
Now, in a new series of studies, there's solid evidence for a fourth which could join the other big three memory enhancers. And, you'll be happy to hear, it's very simple. It only involves saying the word you want to remember to yourself. It doesn't even seem to matter if you don't vocalise the word, it only has to be mouthed. Across eight experiments in which participants were asked to read and remember lists of words, the researchers found memory improvements sometimes greater than ten percent.

1) What is the main purpose of this article?
   a. to summarise established methods of learning words
   b. to compare four different ways of remembering words
   c. to introduce a newly discovered method of memorising words
   d. to explain why saying words is an effective way of remembering them

2) Which of these factors is important in one technique for memorising words?
   a. repeatedly reading the words aloud

b. making the shape of the words with your mouth
c. looking at the words on the page whilst you say them
d. ensuring you select the most important words from the text

8. Match American and British words

American English			British English	
1	Deck of cards	A	Ground floor
2	Downtown	B	First year undergraduate
3	First floor	C	Pack of cards
4	Freshman	D	City centre
5	Liquor store	E	Postman
6	Mailman	F	Lace
7	Shoestring	G	Trainers
8	Sports shoes	H	Off-licence
9	Period	I	Term
10	Yard	J	Dummy
11	Semester	K	Garden
12	Pacifier	L	Full stop
13	Vacation	M	Car park
14	Parking lot	N	Holiday

9. Choose the right option.

1) The English _____ is spoken in some form by nearly a third of the population.
   a. stress
   b. pitch
   c. article
   d. linguist
   e. interpreted
   f. interference
   g. tongue
   h. tense
   i. text
   j. speech

2) A _____ can be a piece of writing or a written record of spoken words.
   a. stress
   b. pitch
   c. article
   d. linguist
   e. interpreted
   f. interference
   g. tongue
   h. tense
   i. text
   j. speech

3) Varying the tension in the vocal cords can alter _____.
   a. stress
   b. pitch
   c. article
   d. linguist
   e. interpreted

      f. interference

      g. tongue

      h. tense

      i. text

      j. speech

4) The politician's address was _____ simultaneously into Cantonese.
   a. stress
   b. pitch
   c. article
   d. linguist
   e. interpreted
   f. interference
   g. tongue
   h. tense
   i. text
   j. speech

5) An academic _____ engages in the scientific study of language.
   a. stress
   b. pitch
   c. article
   d. linguist
   e. interpreted
   f. interference
   g. tongue
   h. tense
   i. text
   j. speech

6) _____ is the term in phonetics for the degree of force used to produce a syllable.
   a. stress
   b. pitch
   c. article
   d. linguist
   e. interpreted
   f. interference
   g. tongue
   h. tense
   i. text
   j. speech

7) _____ is a primary medium through which language is expressed.
   a. stress
   b. pitch
   c. article
   d. linguist
   e. interpreted
   f. interference
   g. tongue
   h. tense
   i. text
   j. speech

8) The category _____ is used in the grammatical description of verbs.
   a. stress
   b. pitch

      c. article

      d. linguist

      e. interpreted

      f. interference

      g. tongue

      h. tense

      i. text

      j. speech

9) In sociolinguistics, _____ refers to errors caused in one language through contact with another language.

      a. stress

      b. pitch

      c. article

      d. linguist

      e. interpreted

      f. interference

      g. tongue

      h. tense

      i. text

      j. speech

10) An _____ is a word such as 'the' in English, which is put next to a noun to show the type of reference that is being made to that noun.

      a. stress

      b. pitch

      c. article

      d. linguist

      e. interpreted

      f. interference

      g. tongue

      h. tense

      i. text

      j. speech

10. Choose the right option

1) The people are incredibly welcoming because _____ is central to the culture.

      a. bureaucracy

      b. hospitality

      c. secular society

      d. social mobility

2) The society is quite _____. Women are looked down on and there's still a lot of discrimination.

      a. secular

      b. bureaucratic

      c. male-dominated

      d. superficial

3) The society is quite conservative, so if you don't _____, life can be quite difficult.

      a. conform

      b. revolve

      c. interfere

      d. take the mickey

4) Religion plays a _____ role in society.

a. powerful
b. male-dominated
c. superficial
d. tough

5) Everything's very _____. You need a permit or ID card for everything.
   a. family-centred
   b. tough
   c. powerful
   d. bureaucratic

6) I think it's a very family-centred culture. Most people's social life _____ around their extended family.
   a. conforms
   b. interferes
   c. reserves
   d. revolves

7) It's basically a very _____ society and people have lost touch with their traditions.
   a. secular
   b. religious
   c. social
   d. liberal

8) Socially, it's a very liberal society. People don't like to _____ — it's very much live and let live.
   a. relate
   b. interfere
   c. conform
   d. be aware

9) Life is tough, but people generally have a very positive _____.
   a. outlook
   b. mickey
   c. mobility
   d. view

10) Class is a big thing. People are very aware of your background and there's not much social _____.
   a. mobility
   b. culture
   c. hospitality
   d. power

11) Humour is a key part of how people relate to each other. People often take the _____ out of each other.
   a. outlook
   b. mickey
   c. hospitality
   d. mobility

12) People are very _____ — you can only relate to them on a _____ level.
   a. tough, secular
   b. reserved, superficial
   c. superficial, social
   d. powerful, family-centred

13) The main thing that _____ most people is the total _____ of investment in basic health care and education.
   a. concerns, number
   b. amazes, amount

      c. frustrates, lack
      d. disturbs, stance

14) What_____ me the most while I was there was _____ all the kids sleeping on the streets.
      a. angered, the fact
      b. upset, seeing
      c. concern, number
      d. worrying, level

15) One thing that_____ me is the government's _____ on law and order — and their emphasis on punishment.
      a. disturbs, stance
      b. frustrates, lack
      c. amazes, amount
      d. concerns, number

16) One thing that really _____ me crazy is the _____ people queue up — or rather don't queue up!
      a. drives, way
      b. disturbs, stance
      c. concerns, number
      d. angered, fact

17) What ____ me is the ____ of kids leaving school unable to read and write properly.
      a. frustrates, lack
      b. amazes, amount
      c. drives, way
      d. concerns, number

18) The thing I find most _____ is the _____ of pollution in the city. There's just a constant cloud of smog.
      a. upset, seeing
      b. worrying, level
      c. angered, the fact
      d. concern, number

19) It's done now, I know, but what _____ me most was _____ that he didn't think he should even apologise!
      a. angered, the fact
      b. upset, seeing
      c. frustrates, lack
      d. disturbs, stance

20) What ____ me is the sheer_____ of wealth those at the top of society possess.
      a. concerns, number
      b. worries, level
      c. amazes, amount
      d. disturbs, stance

11. Complete the sentences with the correct prepositions.
1) She doesn't conform _____ any fixed ideas about acceptable behaviour.
2) How would you describe your general outlook _____ life?
3) I can't relate _____ them because they're always talking about football.
4) For most of last year, her life revolved _____ taking care of Mary.
5) It's not easy living _____ unemployment benefit.
6) A full description of the ceremony is outside the scope _____ this article.
7) It was a long time ago, but she still clings _____ the memory.

12. Listen to five recordings and answer the questions.

1) Who is speaking?
   a. A police officer
   b. A teacher
   c. An advertising agent
   d. A translator
   e. A journalist
   f. A banker
   g. A tax inspector
   h. A cleaner
2) Who is speaking?
   a. A police officer
   b. A teacher
   c. An advertising agent
   d. A translator
   e. A journalist
   f. A banker
   g. A tax inspector
   h. A cleaner
3) Who is speaking?
   a. A police officer
   b. A teacher
   c. An advertising agent
   d. A translator
   e. A journalist
   f. A banker
   g. A tax inspector
   h. A cleaner
4) Who is speaking?
   a. A police officer
   b. A teacher
   c. An advertising agent
   d. A translator
   e. A journalist
   f. A banker
   g. A tax inspector
   h. A cleaner
5) Who is speaking?
   a. A police officer
   b. A teacher
   c. An advertising agent
   d. A translator
   e. A journalist
   f. A banker
   g. A tax inspector
   h. A cleaner
6) What is the speaker expressing?
   a. a desire to change their lifestyle but realising this isn't possible
   b. the view that a sense of duty to society should not be taken to extremes

c. regret at having spent too much time playing golf with a superior
d. the view that workaholism is a class issue
e. the belief that work ethic is linked to and varies by culture
f. the view that the main cause of marital breakdown is workaholism
g. how, for them, the lure of financial reward led to workaholism
h. the view that the government should intervene to grant more holidays

7) What is the speaker expressing?
a. a desire to change their lifestyle but realising this isn't possible
b. the view that a sense of duty to society should not be taken to extremes
c. regret at having spent too much time playing golf with a superior
d. the view that workaholism is a class issue
e. the belief that work ethic is linked to and varies by culture
f. the view that the main cause of marital breakdown is workaholism
g. how, for them, the lure of financial reward led to workaholism
h. the view that the government should intervene to grant more holidays

8) What is the speaker expressing?
a. a desire to change their lifestyle but realising this isn't possible
b. the view that a sense of duty to society should not be taken to extremes
c. regret at having spent too much time playing golf with a superior
d. the view that workaholism is a class issue
e. the belief that work ethic is linked to and varies by culture
f. the view that the main cause of marital breakdown is workaholism
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f. the view that the main cause of marital breakdown is workaholism
g. how, for them, the lure of financial reward led to workaholism
h. the view that the government should intervene to grant more holidays

13. Match the two parts of these business collocations.

1	loss		A	assets
2	capital		B	power
3	purchasing		C	leader
4	shopping		D	agency
5	hard		E	channel
6	letting		F	sell
7	brand		J	tape

8	niche	H	loyalty
9	red	I	market

14. Choose the right option

1) I'm afraid you'll have to _____. I can hardly hear what you're saying.
   - a. speak up
   - b. eye up
   - c. head up
2) We are _____ people for our new branch in the city centre.
   - a. taking
   - b. recruiting
   - c. searching
3) If we can't _____ the post internally, we'll have to advertise externally.
   - a. fill
   - b. fulfil
   - c. supply
4) If I get the new job, I will have to take _____ more responsibility, but I will get a salary increase.
   - a. up
   - b. over
   - c. on
5) I don't like working _____. I end up making mistakes.
   - a. under pressure
   - b. under stress
   - c. by force
6) As part of the programme of _____, we would like to invite you to a session on project management.
   - a. reporting structure
   - b. professional development
   - c. notice period

15. Match the left and right-hand columns to make pairs of sentences

1	We often work together.	A	There are several levels of management.
2	The firm's rather hierarchical.	B	Deadlines have to be met.
3	Peter's my counterpart.	C	We do the same job but he's based in Rome.
4	We work to a tight schedule.	D	Collaboration is a good thing.
5	I don't think I'll be promoted before her.	E	There's a strict pecking order in the company.
6	Jess and I work half-and-half.	F	It's a job-share.

16. Choose the right option

1) Rafael has done the same job for the last fifteen years and his job will be secure until he retires. For Rafael, _____ is very important.
   - a. job stability
   - b. job satisfaction
2) Kate has a good _____ balance. She never works late and she often finds time to relax with her family or go to the cinema in the evening.
   - a. workplace
   - b. work–life
3) After graduating from Manchester University, Dan started work in the _____ film industry.

- a. run-of-the-mill
- b. fast-moving

4) Amy joined the law firm for the _____ career prospects they offered. It would be hard work for the first few years, but she could later become a senior partner.
    - a. bonus
    - b. long-term
5) I hope we'll be able to _____ a compromise when we meet tomorrow.
    - a. keep
    - b. reach
6) I think those new games consoles are _____ too high at the moment.
    - a. priced
    - b. purchased
7) The shops are hoping to sell a lot of capital _____ connected with the royal wedding.
    - a. assets
    - b. merchandise
8) My sports car was so expensive to run that I decided to trade it _____ for something much cheaper.
    - a. down
    - b. up
9) Helga has never looked _____ since she started her own business ten years ago.
    - a. back
    - b. out
10) There's a lot of _____ involved in setting up a new business.
    - a. loss leader
    - b. red tape

17. Match the beginning of each sentence with its ending

1	My husband and I do	A	part-time.
2	Circulate the report to all members	B	a job-share.
3	Jonas has been happier since he went	C	off many of our staff.
4	I hope it won't be necessary to lay	D	of staff.
5	It's not easy to make	E	of the job.
6	Meeting people is the best aspect	F	the staff in our company.
7	Marian was the last person to join	G	a living as an actor.
8	Anna will be going on maternity	H	leave next month.
9	Try to build up a good network	I	of contacts.
10	We've had a ridiculous volume	J	of work this month.

18. Choose the right option

1) I have to _____ information into the database.
    - a. troubleshoot
    - b. oversee
    - c. network
    - d. draw up
    - e. come up with
    - f. liaise
    - g. place
    - h. process
    - i. schedule
    - j. input

2) We maintain the computers and network and we _____ any problems.
   a. troubleshoot
   b. oversee
   c. network
   d. draw up
   e. come up with
   f. liaise
   g. place
   h. process
   i. schedule
   j. input
3) I have to _____ and entertain a lot to attract new business.
   a. troubleshoot
   b. oversee
   c. network
   d. draw up
   e. come up with
   f. liaise
   g. place
   h. process
   i. schedule
   j. input
4) People pass on their expense claims and invoices to me and I _____ them.
   a. troubleshoot
   b. oversee
   c. network
   d. draw up
   e. come up with
   f. liaise
   g. place
   h. process
   i. schedule
   j. input
5) I _____ everything, making sure everyone meets their deadlines and stays on budget.
   a. troubleshoot
   b. oversee
   c. network
   d. draw up
   e. come up with
   f. liaise
   g. place
   h. process
   i. schedule
   j. input
6) I _____ the strategy and provide leadership and then delegate the work to others.
   a. troubleshoot
   b. oversee
   c. network
   d. draw up
   e. come up with

  f. liaise
  g. place
  h. process
  i. schedule
  j. input

7) I _____ closely with designers to implement our strategy
  a. troubleshoot
  b. oversee
  c. network
  d. draw up
  e. come up with
  f. liaise
  g. place
  h. process
  i. schedule
  j. input

8) I have a budget to _____ads in magazines and put on events like product launches.
  a. troubleshoot
  b. oversee
  c. network
  d. draw up
  e. come up with
  f. liaise
  g. place
  h. process
  i. schedule
  j. input

9) Shall we _____ a meeting for tomorrow?
  a. troubleshoot
  b. oversee
  c. network
  d. draw up
  e. come up with
  f. liaise
  g. place
  h. process
  i. schedule
  j. input

10)I _____ all the contracts and deal with any contractual issues
  a. troubleshoot
  b. oversee
  c. network
  d. draw up
  e. come up with
  f. liaise
  g. place
  h. process
  i. schedule
  j. input

19. Choose the right option

1) If I want to _____, I basically just have to give my boss a week's _____.
   a. quit, notice
   b. subsidised, perk
   c. compassionate leave, grateful
   d. crèche, childcare
   e. early retirement, pension
   f. absenteeism, crackdown
   g. tribunal, dismissal
   h. raise, opposition
   i. cuts, voluntary redundancy
   j. unions, casualization

2) We all get _____ travel, which is a nice _____ of the job.
   a. quit, notice
   b. subsidised, perk
   c. compassionate leave, grateful
   d. crèche, childcare
   e. early retirement, pension
   f. absenteeism, crackdown
   g. tribunal, dismissal
   h. raise, opposition
   i. cuts, voluntary redundancy
   j. unions, casualization

3) When my father died, I was granted two month's _____ , which I'm eternally_____ for.
   a. quit, notice
   b. subsidised, perk
   c. compassionate leave, grateful
   d. crèche, childcare
   e. early retirement, pension
   f. absenteeism, crackdown
   g. tribunal, dismissal
   h. raise, opposition
   i. cuts, voluntary redundancy
   j. unions, casualization

4) We have a _____at work where I can leave my daughter, which makes _____ much easier.
   a. quit, notice
   b. subsidised, perk
   c. compassionate leave, grateful
   d. crèche, childcare
   e. early retirement, pension
   f. absenteeism, crackdown
   g. tribunal, dismissal
   h. raise, opposition
   i. cuts, voluntary redundancy
   j. unions, casualization

5) My dad was planning to take _____, but he basically can't afford to live on the state _____.
   a. quit, notice
   b. subsidised, perk

    c. compassionate leave, grateful
    d. crèche, childcare
    e. early retirement, pension
    f. absenteeism, crackdown
    g. tribunal, dismissal
    h. raise, opposition
    i. cuts, voluntary redundancy
    j. unions, casualization

6) We're losing so much money because of _____ that we've decided to launch a bit of a _____ and start demanding sick notes.
    a. quit, notice
    b. subsidised, perk
    c. compassionate leave, grateful
    d. crèche, childcare
    e. early retirement, pension
    f. absenteeism, crackdown
    g. tribunal, dismissal
    h. raise, opposition
    i. cuts, voluntary redundancy
    j. unions, casualization

7) He was sacked last year, but he took his employers to a _____ and was awarded compensation on the grounds of unfair _____.
    a. quit, notice
    b. subsidised, perk
    c. compassionate leave, grateful
    d. crèche, childcare
    e. early retirement, pension
    f. absenteeism, crackdown
    g. tribunal, dismissal
    h. raise, opposition
    i. cuts, voluntary redundancy
    j. unions, casualization

8) The government promised to _____ the statutory minimum wage, but they're facing a lot of _____ from business leaders.
    a. quit, notice
    b. subsidised, perk
    c. compassionate leave, grateful
    d. crèche, childcare
    e. early retirement, pension
    f. absenteeism, crackdown
    g. tribunal, dismissal
    h. raise, opposition
    i. cuts, voluntary redundancy
    j. unions, casualization

9) We were facing swingeing _____ across the department and in the end I just decided to take _____instead.
    a. quit, notice
    b. subsidised, perk
    c. compassionate leave, grateful
    d. crèche, childcare
    e. early retirement, pension
    f. absenteeism, crackdown

     g. tribunal, dismissal

     h. raise, opposition

     i. cuts, voluntary redundancy

     j. unions, casualization

10) There are fewer and fewer secure jobs, but the _____ have done nothing to prevent this _____ of the workforce.

     a. quit, notice

     b. subsidised, perk

     c. compassionate leave, grateful

     d. crèche, childcare

     e. early retirement, pension

     f. absenteeism, crackdown

     g. tribunal, dismissal

     h. raise, opposition

     i. cuts, voluntary redundancy

     j. unions, casualization

20. Choose the right option

1) If there wasn't a _____ at work, I'd have to pay a fortune in childcare.

     a. perk

     b. notice

     c. leave

     d. dismissal

     e. absenteeism

     f. casualisation

     g. crèche

     h. redundancy

     i. quit

     j. cuts

2) After my mother died, I was given compassionate _____. I didn't work for three months.

     a. perk

     b. notice

     c. leave

     d. dismissal

     e. absenteeism

     f. casualisation

     g. crèche

     h. redundancy

     i. quit

     j. cuts

3) If you resign, you'll have to give two months' _____. You can't just quit immediately.

     a. perk

     b. notice

     c. leave

     d. dismissal

     e. absenteeism

     f. casualisation

     g. crèche

h. redundancy
i. quit
j. cuts

4) The tribunal decided that Kim shouldn't have been sacked. It was a case of unfair _____ and she was awarded damages.
   a. perk
   b. notice
   c. leave
   d. dismissal
   e. absenteeism
   f. casualisation
   g. crèche
   h. redundancy
   i. quit
   j. cuts

5) Perhaps the best _____ of my job is the free store card we are given. I get 50% off anything I buy in the store I work at.
   a. perk
   b. notice
   c. leave
   d. dismissal
   e. absenteeism
   f. casualisation
   g. crèche
   h. redundancy
   i. quit
   j. cuts

6) Many employees took _____ because the factory owners were offering a generous amount of money to anyone who chose to leave and seek work elsewhere.
   a. perk
   b. notice
   c. leave
   d. dismissal
   e. absenteeism
   f. casualisation
   g. crèche
   h. redundancy
   i. quit
   j. cuts

7) Swingeing _____ by the government have reduced the social welfare budget.
   a. perk
   b. notice
   c. leave
   d. dismissal
   e. absenteeism
   f. casualisation
   g. crèche
   h. redundancy
   i. quit
   j. cuts

8) _____ at the factory continues to be a problem. Some employees are calling in sick five or six times a month.

a. perk
b. notice
c. leave
d. dismissal
e. absenteeism
f. casualisation
g. crèche
h. redundancy
i. quit
j. cuts

21. Choose the right option

1) It's sometimes hard to _____ your deadlines in a busy office like this.
   a. meet
   b. stay
   c. take
2) We have _____ an ad in the local newspaper to try to recruit new staff.
   a. lain
   b. placed
   c. stood
3) How can we _____ on budget if your department continues to overspend?
   a. stay
   b. put
   c. let
4) Just _____ your expense claims to me and I'll process them for you.
   a. draw up
   b. bring off
   c. pass on
5) We've already _____ a number of successful events.
   a. put on
   b. put up
   c. put in
6) Could you _____ this issue, Lillian? I'm busy at the moment.
   a. come up
   b. deal with
   c. get over
7) We're trying to _____ new business by sending out flyers and leaflets.
   a. attract
   b. network
   c. oversee

22. Complete the sentences with the correct prepositions

1) They liaised regularly _____ the local council.
2) He committed himself _____ finishing his degree course.
3) It was painful watching him mourn _____ his daughter.
4) We've got over 200 people _____ the payroll.
5) He kept talking about the inevitability _____ death.
6) Tim was very enthusiastic _____ starting swimming lessons.

23. Choose the right option
   1) My co-workers showed me the _____ on my first day at work.
      a. ropes
      b. question
      c. wheels
      d. most
      e. straw
   2) This begs the _____: do we need to hire more staff?
      a. ropes
      b. question
      c. wheels
      d. most
      e. straw
   3) Let's schedule a meeting to set the _____ in motion.
      a. ropes
      b. question
      c. wheels
      d. most
      e. straw
   4) We hired a tour guide to get the _____ out of our visit.
      a. ropes
      b. question
      c. wheels
      d. most
      e. straw
   5) Missing the last train was the final _____.
      a. ropes
      b. question
      c. wheels
      d. most
      e. straw

24. Match the two parts of these business collocations.

1	healthcare	A	player
2	team	B	faithfully
3	Yours	C	plan
4	competitive	D	salary
5	challenging	E	role
6	communication	F	application
7	online	G	skills
8	lead	H	a team
9	career	I	letter
10	cover	J	prospects

25. Choose the right option
   1) I am sending my CV in _____ my application for the position of sales team leader.
      a. support of
      b. passion for
      c. relevant to
      d. role as
      e. reported to

      f. carried out

      g. suitable for

2) I have a _____ sales.

      a. support of

      b. passion for

      c. relevant to

      d. role as

      e. reported to

      f. carried out

      g. suitable for

3) Jacob's experience is more _____ the job than Sylvana's.

      a. support of

      b. passion for

      c. relevant to

      d. role as

      e. reported to

      f. carried out

      g. suitable for

4) In my previous _____ Sales Representative, I _____ the Sales Manager.

      a. support of, carried out

      b. passion for, was relevant to

      c. role as, reported to

      d. relevance as, was suitable for

5) While working as a Customer Service Assistant, I also _____ some research projects for the marketing department.

      a. support of

      b. passion for

      c. relevant to

      d. role as

      e. reported to

      f. carried out

      g. suitable for

6) He only has 6 months' experience as a trainee. I don't think that makes him _____ the job of quality manager.

      a. support of

      b. passion for

      c. relevant to

      d. role as

      e. reported to

      f. carried out

      g. suitable for

26. Choose the right option

1) I took on too much _____ last month and couldn't finish it all.

      a. work

      b. job

      c. career

2) At the peak of her _____ she was managing a sales force of 200 people.

      a. work

      b. job

      c. career

3) Daniel Robertson's _____ in education lasted almost four decades.

a. work
　　　　b. job
　　　　c. career
　　4) I have a very demanding _____, but I enjoy it, nonetheless.
　　　　a. work
　　　　b. job
　　　　c. career
　　5) At the moment we are carrying out _____ on the design of the new stadium.
　　　　a. work
　　　　b. job
　　　　c. career
　　6) The scandal ruined his _____ and he never worked in the stock market again.
　　　　a. work
　　　　b. job
　　　　c. career
　　7) I'm going to apply for a _____ in a supermarket.
　　　　a. work
　　　　b. job
　　　　c. career
　　8) She had a long and brilliant _____ in show business.
　　　　a. work
　　　　b. job
　　　　c. career
　　9) At 20, she got her first steady _____ in a small regional theatre, but it was in 1980 that her _____ really took off when she was off ered a part in a TV series.
　　　　a. work, job
　　　　b. job, career
　　　　c. career, work

27. Match the beginning of each sentence on the left with its ending on the right

1	She has set	A	my appointments.
2	We're making	B	the minutes at the meeting.
3	I always keep	C	preparations for the sales conference.
4	Kate will take	D	some difficult targets for us all.
5	I have to give	E	a presentation to my colleagues.
6	He never achieved	F	my phone calls while I took time off.
7	He fielded	G	his goals in his career.

28. Match each idiom on the left with its definition on the right.

1	Behind the scenes	A	Hidden
2	Dead-end	B	Be dismissed
3	Get the sack	C	Unofficially
4	Off the record	D	Without prospects
5	On hold	E	Very busy
6	Pull out all the stops	F	Delayed
7	Rushed off your feet	G	Make an effort
8	Up-and-coming	H	Promising

29. Choose the right option
　　1) I've been working all day _____ this essay and I still haven't finished it.

a. on
b. out of
c. away
d. in
e. up with

2) Whenever there's a difficult task to do she always tries to wriggle _____ it.
   a. on
   b. out of
   c. away
   d. in
   e. up with

3) Why should we slave _____ till we're 65 and get nothing but a small pension?
   a. on
   b. out of
   c. away
   d. in
   e. up with

4) Could we squeeze _____ a quick meeting before lunch?
   a. on
   b. out of
   c. away
   d. in
   e. up with

5) I must catch _____ the housework before my visitors arrive this weekend.
   a. on
   b. out of
   c. away
   d. in
   e. up with

30. Choose the right option

1) The job looks good on _____, but the reality is quite different.
   a. paper
   b. mill
   c. step
   d. rut

2) I'd hate to work in a run-of-the- _____ job.
   a. shop
   b. sack
   c. mill
   d. step

3) Tara has been up to her _____ in work all day.
   a. head
   b. eyes
   c. nose
   d. ears

4) When John retires, his son will _____ into his shoes.
   a. go
   b. step
   c. come
   d. walk

5) My cousin's an up-and- _____ musician.
   a. walking
   b. stepping
   c. going
   d. coming
6) I must try to get out of a _____ at work.
   a. rut
   b. sack
   c. mill
   d. shop
7) I've been on the _____ all day.
   a. walk
   b. leg
   c. foot
   d. go
8) Why did Kirtsy's boss give her the _____?
   a. sack
   b. bag
   c. suitcase
   d. wallet
9) I wish you wouldn't talk _____ all the time!
   a. mill
   b. rut
   c. sack
   d. shop
10) Rosie was very thrilled to be _____ hunted for her new job.
   a. step
   b. mill
   c. head
   d. sack

Описание технологии проведения

Тест-задания выдаются студенту на электронном или бумажном носителе. Время выполнения теста – 60 мин. Каждое правильно выполненное задание оценивается в 1 балл. Максимально возможная сумма баллов за все правильно выполненные задания в тесте – 60 баллов.

Требования к выполнению заданий (или шкалы и критерии оценивания)

Выполнение теста оценивается по двухбалльной шкале: зачтено или не зачтено. Оценка «зачтено» ставится при правильном выполнении не менее 60 % заданий, что соответствует 36 баллам. Оценка «не зачтено» ставится в том случае, если студент набрал менее 36 баллов, т.е. выполнил менее 60 % заданий теста.

Практические задания

READING COMPREHENSION
Read the text and do the following tasks.
Electronics in the home

Electronics began at the start of the twentieth century with the invention of the vacuum

tube. The first devices for everyday use were radios, followed by televisions, record players, and tape recorders. These devices were large and used a lot of power.

The invention of the transistor in 1947 meant that much smaller, low-powered device could be developed. A wide variety of electronic devices such as hi-fi units and portable radios became common in the home.

It was until 1958 that microelectronics began with the development of ICs (integrated circuits) on silicon chips. This led to a great increase in the use of electronics in everyday items. The introduction of the microprocessor allowed electronics to be used for the control of many common processes.

Microprocessors are now used to control many household items such as automatic washing-machines, dishwashers, central heating systems, sewing machines, and food processors. Electronic timers are found in digital alarm clocks, water heaters, electric cookers, and microwave ovens. Telephones use electronics to provide automatic dialing and answerphone facilities. New entertainment devices have been developed, such as video recorders and CD (compact disc) players.

In the future, electronics are likely to become even more common in the home as multimedia entertainment systems and computer-controlled robots are developed.

Task 1. Answer the following questions
1. What were the first electronic devices for everyday use?
2. When was the transistor invented?
3. What did the development of ICs mean for the development of microelectronics in general?
4. Are microprocessors now used to control many household items?
5. What electronic household items are mentioned in the text?

Task 2. Explain the meaning of the words in English:
1. Device is ………
2. Household items are …….
3. Food processor is ……..
4. Integrated circuits are …….
5. Electronic dialing and answerphone facilities are……..

Task 3. Explain the origin of the following words:
1. a washing – machine –
2. a record player –
3. a food processor –
4. a water heater –
5. a cooker –
6. a sewing machine –

Task 4. Underline all sentences in Passive Voice and transform them into Active Voice in the written form.
Task 5. Make up five Special questions to the text.
Task 6. Make up brief content of the text in five sentences.
Task 7. Make up your story "Devices I dream to have in my home in the future".

Описание технологии проведения

Задания выдаются студенту на электронном или бумажном носителе. Время выполнения – 60 мин. Каждое правильно выполненное задание 1-3 оценивается 2-мя баллами, задания 4-6 оцениваются 10-ю баллами каждое, задание 7 – 20-ю баллами.

Максимально возможная сумма баллов за все правильно выполненные задания – 82 балла.

Требования к выполнению заданий (или шкалы и критерии оценивания)

Выполнение задания оценивается по двухбалльной шкале: зачтено или не зачтено. Оценка «зачтено» ставится при правильном выполнении не менее 60 % заданий, что соответствует 50 баллам. Оценка «не зачтено» ставится в том случае, если студент набрал менее 50 баллов, т.е. выполнил менее 60 % заданий теста.

20.2 Промежуточная аттестация

Промежуточная аттестация по дисциплине осуществляется в письменной и устной форме.

Письменная форма (групповой контроль) включает:
- тест на проверку сформированности лексико-грамматических навыков,
- задания на проверку навыков аудирования,
- текст общей направленности, предназначенный для проверки умений чтения,
- задания на проверку умений письменной речи.

Проверка устно-речевых умений (индивидуальный контроль) осуществляется в форме:
1. Обмен общими репликами с экзаменатором
2. Монолог (1-3 минуты) на заданную тему
3. Последующее обсуждение данной темы с экзаменатором.
4. Диалог (7-10 минут) на заданную тему
5. Собеседование по зачетным билетам

Перечень практических заданий

Speaking
Практическое задание № 1
Составьте диалог по одной из предложенных тем.

Темы для диалога:
1. Student A: In a month you are having a holiday, but you do not know where to go. Sometimes you even think that it would be better to stay at home. You have never been abroad and have not traveled much even in your own country. You know that your partner is a real rolling stone. Ask him/her for some advice. Student B: You love traveling. You have visited a lot of interesting countries and places. Your partner does not know where to go on his/her holidays. He/she is not sure whether he/she should go anywhere at all. Persuade him/her going to a place you have visited.

2.Your partner and you are going to travel a long distance by train. So you want to buy something to read. You can buy only two things but so that both of you would enjoy reading them.

3. One of you is a famous traveller and adventurer. The other is a journalist. Interview the traveller about his/her experience.

4.You have just read an article about a person who never watches TV, listens to radio or reads newspapers or books. He believes that Media distorts the facts about the world and makes you feel frustrated and writers make up things which have nothing to do with the real world. Discuss the problem saying whether you agree with the person and justifying your opinion.

5. Choose 3 different kinds of sport. Discuss advantages and disadvantages of taking

up each of them with your partner. Think of skills and abilities and qualities it requires.

6. What are the most important things for making a good career in Russia? (what are the necessary personal qualities? Is education helpful for getting a good job? Is family an obstacle to a good career? Do you think the Russian job market now is different from what it used to be and from the one abroad?)

7. What reasons should be given for or against capital punishment? (In what circumstances should this measure be taken?; How serious should the crime be? Why are some people against capital punishment on principle?)

8. Why is the environmental situation on our planet deteriorating? (What are the reasons for this deterioration? What are its examples? What should be done to eliminate it?)

9. Do you think marriage is an old-fashioned institution? (Does a great number of divorces convince of the ineffectiveness of marriage? If so, how do you see the future of marriage and what are the possible solutions to the problem?)

10. Has life for the young in Russia become better or worse compared with the 1980s? Consider the economic aspect, educational opportunities, opportunities for entertainment.

11. Discrimination: why does it exist and how to fight it? Consider racial, religious, sexual, social types of discrimination).

12. Is it easy to stay healthy in the modern world? (How does the stress of everyday life affect our health? What are other factors causing the shortening of the lifespan?)

Практическое задание № 2
Подготовьте сообщение по одной из предложенных тем.

Темы сообщений:
1. What makes a healthy lifestyle?
2. What are the most difficult things to get used to when you work or study abroad?
3. Is it possible to do everything you plan to do? What can help us to manage our time?
4. What can we do to stop people from committing crimes?
5. What helps us choose a book to read?
6. What do people do to save our planet?
7. What can you recommend for someone who hardly makes ends meet?
8. Can films become substitutes for books?
9. Are women hopeless at dealing with things around the house?
10. Who do you think are happier- the housewives or the women who go out to work? Why?
11. What profession would you like to have? What personal and professional qualitative do you think you need for a successful career?
12. How do you see your future life? Talk about your plans for life and career.
13. What country has made the strongest impression on you? What memories do you have about it? What parts of Russia would you recommend to visit to a foreign friend?
14. What is a healthy lifestyle? What are the arguments for and against it?
15. What inventions do you think have the most influence on our life?
16. How do you think high technologies will develop? What new inventions will we see in the future?
17. How will television and other Mass Media change in the future?
18. What do you think about advertising? Can you give examples of successful (unsuccessful) advertising campaign?
19. What is your opinion about capital punishment?
20. What historical event has had the greatest influence on the mankind?
21. What is your opinion on wars of the 21st century? Do you think mankind will ever be

able to stop wars for good?

22.What are the key aspects of environmentalism? What ways of environmental protection can you name as successful?

Практическое задание № 3

Examiner

Now I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say ~ you can make some notes if you wish. Do you understand? Here is some paper and a pencil for making notes and here is your topic. I'd like you describe an area of your country that is well known for its natural beauty.

Describe an area of your country that is well known for its natural beauty.

You should say

- where this area is
- what people can see and do there
- how you can get there

and explain why this area is considered to be so beautiful.

- How can children be encouraged to take an interest in areas of natural beauty?
- Is it ever appropriate to charge visitors to enter areas of natural beauty? When?
- Why do countries value their beautiful landscapes and wildlife?
- What disadvantages does tourism bring to these places?
- How do adults and children differ in the way they experience places of natural beauty?
- What can individuals do to help protect areas of natural beauty?
- Why is it sometimes difficult for governments to make decisions about protecting these places?
- When are authorities justified in banning people from visiting areas of natural beauty?

Перечень вопросов к экзамену

1. Benefits and risks of AI
2. USB vs cloud storage
3. How to protect your hard drive
4. Benefits and risks of the Internet
5. Benefits of playing computer games
6. Benefits of the food computer
7. Texting vs writing and chatting
8. How to make a strong password
9. Computer systems
10. Computer literacy
11. Computer translation systems
12. The development of computers
13. Computer crimes
14. Hackers and viruses
15. Identity theft
16. Computer security
17. Virtual reality (VR)

70. Machine translation
71. Gestures and sign languages
72. Writing
73. Semiotics
74. Language and mass communication

Listening

SECTION 1

Questions 1-5
Complete the form below
Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer

Lake Pane Campground, US
Bookings
Example   Answer
Length of stay: 5 nights
Date of arrival: 1_____
Family name: 2_____
Contact number: 3_____
Camp facilities: 4_____ water and 5_____

Questions 6-10
Complete the notes below
Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer

Site code: 6_____
Location:
Drive past the offices and 7_____. Keep going until you reach the 8_____. Then turn left.
Remember:
Do not leave 9 _____. Return the 10_____.

SECTION 2

Questions 11-14
What does the speaker say about the following natural food colourings?
Write the correct letter, A-F, next to questions 11-14

A	It is made using another food product
B	The ingredients are difficult to find
C	It is also used to dye cosmetics
D	Sales fell then increased
E	It can be used to give processed food a uniform colour.
F	It is less popular than other dyes

11	green
12	brown
13	red
14	blue

Questions 15-17
Choose the correct letter, A, B, C er D

15. When we buy new clothes, our
    A. friends may not like the colours we choose
    B. choice may be based on the colours we see
    C. ideas about fashion may not be up to date

16. Colourists are people who
    A. decide which colours suit us best
    B. create the dyes that are used to make clothes
    C. predict which colours will be fashionable 1n the future

17. What does the speaker say about the colours we wear?
A. The colours we tke change as we get older
B. Most people prefer hght colours to dark ones
C. We worry too much about the colour of clothes

Questions 18-20
Complete the sentences below
Write ONE WORD ONLY for each answer

18. Both a product and its _____ must appeal to consumers
19. Green indicates that businesses care about the _____
20. Blue helps people to think in a more _____ way

SECTION 3

Questions 21-26
Complete the table below
Write ONE WORD ONLY for each answer

International student mobility

Questions	Findings
What is the total number?	• about 3 million • Not every country uses the same 21_____ for an international student • Figure may be much higher
What is the global 22_____ ?	• Figures may be inaccurate • 23_____ organisations may be ignored
Where do students come from?	Big increases in figures for North America and 24_____
Are student 25_____ changing?	• more 26_____ • a spirit of exchange

Questions 27 and 28
Choose TWO letters, A-E
When choosing a course, which TWO factors did students consider important?
    A. how expensive the course is
    B. the reputation of the institution
    C. the distance from home
    D. the qualifications of the tutors

E. how useful the qualification will be

Questions 29 and 30
Choose TWO letters, A-E
Which TWO incentives would encourage graduates to return home?
   A. scholarships for higher degrees
   B. research grants
   C. special housing
   D. lower tax rates
   E. special work zones

SECTION 4

Questions 31-40
Complete Ute notes below
Write NO MORE THAN TWO WORDS for each answer

LIONS

Lion history
- Found today in Africa and a 31_____ in India
- Have lived on every continent apart from Antarctica and 32_____
- Killed by early humans
   a) In competition for food
   b) for 33_____

Cave paintings
- 34_____ confirms European lions much bigger than African lions
- Date of first appearance of mane 35_____

Purpose of mane
- Mane is comparable to 36_____ In some ways
- Researchers first believed mane used for 37_____ during fights

The lion expert's study
- Made some 38_____ with different manes
- 39_____ manes attracted female hons
- Conclusion mane is a 40_____

Reading

READING PASSAGE 1

You should spend about 20 minutes on Questions I-13, which are based on Reading Passage 1 below

Dino discoveries

When news breaks of the discovery of a new species of dinosaur you would be forgiven for thinking that the scientists who set out in search of the fossils are the ones who made the find. The reality tells a different story as Cavan Scott explains.
The BBC series Planet Dinosaur used state of the art computer graphics to bring to

life the most impressive of those dinosaurs whose remains have been discovered in the past decade One of these is Gigantoraptor erlanensis. Discovered in 2005 it stands more than three metres high at the hip and is the biggest bird like dinosaur ever unearthed. Yet its discoverer Xu Xing of Beijing's Institute of Vertebrate Palaeantolopy and Paleoanthropology was not even looking for it at the time, He was recording a documentary in the Gobi Desert Inner Mongolia.

The production team were filming me and a geologist digging out what we thought were sauropod bones, says Xu, when I realised the fossils were something else entirely Gigantoraptor as it later became known turned out to be an oviraptorid a therapod with a bird-like beak. Its size was staggering, The largest oviraptond previously discovered had been comparable in size to an emu the majority were about as big as a turkey. Here was a creature that was probably about eight metres long if the bone analysis was anything to go by.

Sometimes it is sheer opportunism that plays a part in the discovery of a new species. In 1999 the National Geographic Society announced that the missing link between dinosaurs and modern birds had finally been found. Named Archaeoraptor ianoingensis the fossil in question appeared to have the head and body of a bird with the hind legs and tail of a 124 million year old dromaeosaur - a family of small theropods that include the bird like Velociraptor made famous by Jurassic Park films.

There was a good reason why the fossil looked half-bird half dinosaur. CT scans almost immediately proved the specimen was bogus and had been created by an industrious Chinese farmer who had glued two separate fossils together to create a profitable hoax.

But while the palaeontologists behind the announcement were wiping egg off their faces others including Xu were taking note. The head and body of the fake composite belonged to Yanornis martini a primitive fish eating bird from around 120 million years ago. The dromaeosaur tail and hind legs however were covered in what looked like fine proto feathers. That fossil turned out to be something special. In 2000 Xu named it Microraptor and revealed that it had probably lived in the treetops. Although it couldn't fly its curved claws provided the first real evidence that dinosaurs could have climbed trees. Thee years later Xu and his team discovered a closely related Microraptor species which changed everything, Microraptor had two salient features, Xu explains, long feathers were attached not just to its forearms but to its legs and claws. Then we noticed that these long feathers had asymmetrical vanes, a feature often associated with fight capability. This meant that we might have found a flying dinosaur.

Some extraordinary fossils have remained hidden in a collection and almost forgotten. For the majority of the 20th century the palaeontology community had ignored the frozen tundra of north Alaska. There was no way scientists believed that cold-blooded dinosaurs could survive in such bleak frigid conditions. But according to Alaskan dinosaur expert, Tony Fionllo, they eventually realised they were missing a trick.

'The first discovery of dinosaurs in Alaska was actually made by a geologist called Robert Liscomb in 1961, says Fiorillo.

Unfortunately Robert was killed in a rockslide the following year so his discoveries languished in a warehouse for the next two decades. In the mid-1980s managers at the warehouse stumbled upon the box containing Liscomb's fossils during a spring clean. The bones were sent to the United States Geological Survey where they were identified as belonging to Edmontosaurus, a duck billed hadrosaur. Today palaeontologists roam this frozen treasure trove searching for remains locked away in the permafrost.

The rewards are worth the effort. White studying teeth belonging to the relatively intelligent Troodon therapod, Fiorillo discovered the teeth of the Alaskan Troodon were double the size of those of its southern counterpart. Even though the morphology of individual teeth resembled that of Troodon, the size was significantly larger than the

Troodon found in warmer climates. Fiomlio says that the reason lies in the Troodon's large eyes, which allowed it to hunt at dawn and at dusk — times when other dinosaurs would have struggled to see, In the polar conditions of Cretaceous Alaska, where the Sun would all but disappear for months on end, this proved a useful talent. Troodon adapted for life in the extraordinary light regimes of the polar world. With this advantage at took over as Alaska's dominant therapod" explains Fionllo. Finding itself at the top of the food chain, the dinosaur evolved to giant proportions.

It is true that some of the most staggering of recent developments have come from palaeontologists being in the right place at the right time, but this is no reflection on their knowledge or expertise. After all not everyone knows when they've stumbled upon something remarkable. When Argentine sheep farmer Guillermo Heredia uncovered what he believed was a petrified tree trunk on his Patagonian farm in 1988 he had no way of realising that he'd found a 1.5 metre long tibia of the largest sauropod ever known to walk the Earth. Argentinosaurus was 24 metres long and weighed 75 tonnes. The titanosaut was brought to the attention of the scientific community in 1993 by Rodolfo Cona and Jose Bonaparte of the National Museum of Natural Sciences in Buenos Aires. Coria points out that most breakthroughs are not made by scientists but by ordinary folk. "But the real scientific discovery is not the finding, it's what we learn from that finding." While any one of us can unearth a fossil, it takes dedicated scientists to see beyond the rock.

Questions 1-6
Do the following statements agree with the information in Reading Passage 1?
Write
TRUE if the statement agrees with the information
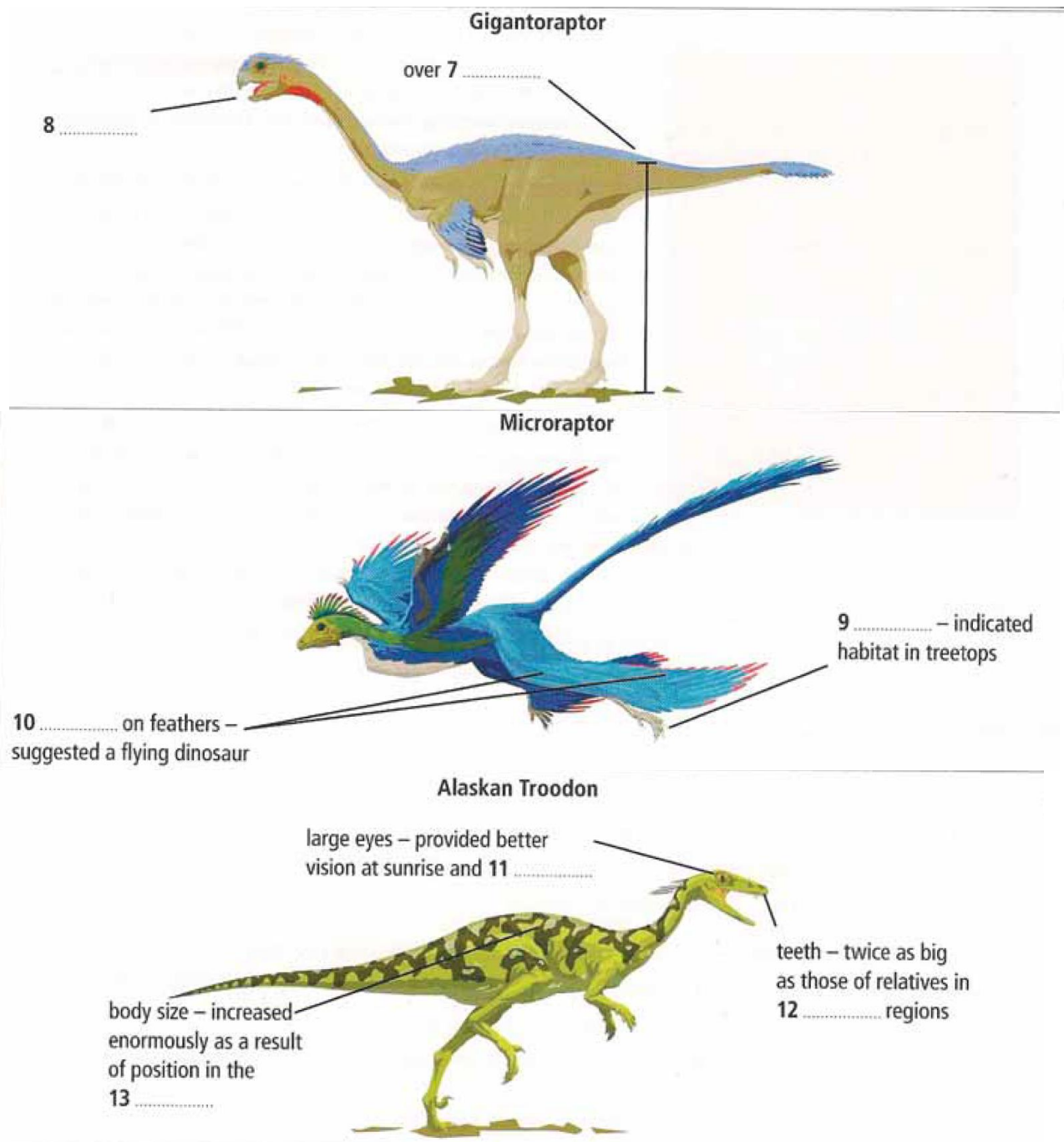FALSE if the statement contradicts the information
NOT GIVEN — if there is no information on this

1. Xu Xing went to the Gobi Desert to check fossil evidence of the existence of Gigantoraptor erlianensis
2. The announcement made by the National Geographic Society in 1999 was based on false evidence
3. Like Gigantoraptor, Yanornis martini was first discovered in China
4. The bones originally discovered by Robert Liscomb changed the attitude of palaeontologists towards north Alaska
5. According to Fiorillo, the name Troodon means "wounding tooth'
6. Guillermo Heredia had suspected that his find was a dinosaur fossil

Questions 7-13
Complete the labels on the diagrams below
Choose NO MORE THAN TWO WORDS and/or A NUMBER from the passage for each answer

Gigantoraptor

over 7 ....

8 ....

Microraptor

9 .... – indicated habitat in treetops

10 .... on feathers – suggested a flying dinosaur

Alaskan Troodon

large eyes – provided better vision at sunrise and 11 ....

teeth – twice as big as those of relatives in 12 .... regions

body size – increased enormously as a result of position in the 13 ....

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26 which are based on Reading Passage 2 below

Art to the aid of technology

What caricatures can teach us about facial recognition, by Ben Austen.

A. Our brains are incredibly agile machines, and it is hard to think of anything they do more efficiently than recognize faces. Just hours after birth, the eyes of newborns are drawn to facelike patterns. An adult brain knows it is seeing a face within 100 milliseconds, and it takes just over a second to realize that two different pictures of a

face, even if they are lit or rotated in very different ways, belong to the same person.

B. Perhaps the most vivid illustration of our gift for recognition is the magic of caricature—the fact that the sparest cartoon of a familiar face, even a single line dashed off in two seconds, can be identified by our brains in an instant. It is often said that a good caricature looks more like a person than the person themselves. As it happens, this notion, counterintuitive though it may sound, is actually supported by research. In the field of vision science, there is even a term for this seeming paradox—the caricature effect—a phrase that hints at how our brains misperceive faces as much as perceive them.

C. Human faces are all built pretty much the same: two eyes above a nose that's above a mouth, the features varying from person to person generally by mere millimetres. So what our brains look for, according to vision scientists, are the outlying features—those characteristics that deviate most from the ideal face we carry around in our heads, the running average of every "visage" we have ever seen. We code each new face we encounter not in absolute terms but in the several ways it differs markedly from the mean. In other words, we accentuate what is most important for recognition and largely ignore what is not. Our perception fixates on the upturned nose, the sunken eyes or the fleshy cheeks, making them loom larger. To better identify and remember people, we turn them into caricatures.

D. Ten years ago, we all imagined that as soon as surveillance cameras had been equipped with the appropriate software, the face of a crime suspect would stand out in a crowd. Like a thumbprint, its unique features and configuration would offer a biometric key that could be immediately checked against any database of suspects. But now a decade has passed, and face-recognition systems still perform miserably in real-world conditions. Just recently, a couple who accidentally swapped passports at an airport in England sailed through electronic gates that were supposed to match their faces to file photos.

E. All this leads to an interesting question, What if to secure our airports and national landmarks, we need to learn more about caricature? After all, it's the skill of the caricaturist—the uncanny ability to quickly distil faces down to their most salient features—that our computers most desperately need to acquire Clearly, better cameras and faster computers simply aren't going to be enough.

F. At the University of Central Lancashire in England, Charlie Frowd, a senior lecturer in psychology, has used insights from caricature to develop a better police-composite generator. His system, called EvoFIT, produces animated caricatures, with each successive frame showing facial features that are more exaggerated than the last Frowd's research supports the idea that we all store memories as caricatures, but with our own personal degree of amplification. So, as an animated composite depicts faces at varying stages of caricature, viewers respond to the stage that is most recognizable to them. In tests, Frowd's technique has increased positive identifications from as low as 3 percent to upwards of 30 percent.

G. To achieve similar results in computer face recognition, scientists would need to model the artist's genius even more closely—a feat that might seem impossible if you listen to some of the artists describe their nearly mystical acquisition of skills. Jason Seiler recounts how he trained his mind for years, beginning in middle school, until he gained what he regards as nothing less than a second sight. 'A lot of people think that caricature is about picking out someone's worst feature and exaggerating |t as far as you can,' Seiler says. 'That's wrong. Caricature is basically finding the truth. And then you push the truth.' Capturing a likeness, it seems, has less to do with the depiction of individual features than with their placement in relationship to one another. 'It's how the human brain recognizes a face. When the ratios between the features are correct, you see that face instantly'.

H. Pawan Sinha director of MIT's Sinha Laboratory for Vision Research, and one of the nation's most innovative computer-vision researchers, contends that these simple, exaggerated drawings can be objectively and systematically studied and that such work will lead to breakthroughs in our understanding of both human and machine-based vision. His lab at MIT is preparing to computationally analyze hundreds of caricatures this year, from dozens of different artists, with the hope of tapping their intuitive knowledge of what is and isn't crucial for recognition. He has named this endeavor the Hirschfeld Project, after the Famous New York Times caricaturist Al Hirschfeld.

I. Quite simply, by analyzing sketches, Sinha hopes to pinpoint the recurring exaggerations in the caricatures that most strongly correlate to particular ways that the original faces deviate from the norm. The results, he believes, will ultimately produce a rank-ordered list of the 20 or so facial attributes that are most important for recognition. 'It's a recipe for how to encode the face, he says. In preliminary tests, the lab has already isolated important areas—for example, the ratio of the height of the forehead to the distance between the top of the nose and the mouth.

J. On a given face, four of 20 such Hirschfeld attributes, as Sinha plans to call them, will be several standard deviations greater than the mean, on another face a different handful of attributes might exceed the norm. But in all cases, it's the exaggerated areas of the face that hold the key. As matters stand today an automated system must compare its target faces against the millions of continually altering faces it encounters. But so far, the software doesn't know what to look for amid this onslaught of variables. Armed with the Hirschfeld attributes, Sinha hopes that computers can be trained to focus on the features most salient for recognition, tuning out the others. 'Then,' Sinha says, 'the sky is the limit'.

Questions 14-19
Reading Passage 2 has ten paragraphs, A-J
Which paragraph contains the following information?
You may use any letter more than once

14. why we have mental images of faces that are essentially caricatures
15. mention of the length of time it can take to become a good caricaturist
16. an example of how unreliable current security systems can be
17. reference to the fact that we can match even a hastily drawn caricature to the person it represents
18. a summary of how the use of multiple caricatures has improved recognition rates in a particular field
19. a comparison between facial recognition and another well-established form of identification

Questions 20-23
Look at the following statements and the list of people A-C, below
Match each statement with the correct person

		List of People
20.	A single caricature can be recognised straight away if the parts of the face are appropriately positioned	A	Charlie Frowd
21.	An evaluation of the work of different caricaturists will provide new information about how we see faces	B	Jason Setler
22.	People misunderstand what is involved in the design of a	C	Pawan

	caricature		Sinha
23.	When given a choice, people will have different views regarding which caricature best represents a particular person's face		

Questions 24-26
Complete the summary below
Choose NO MORE THAN TWO WORDS from the passage for each answer

Sinha's Project

Sinha's aim in the project is to come up with a specific number of what he terms 24_____ that are key to identification purposes. He hopes these can be used to enable an 25_____ to identify faces more quickly and more accurately. In order to do this, his team must examine the most frequently 26_____ features in a large number of cartoon faces.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.

Mind readers

It may one day be possible to eavesdrop on another person's inner voice. Duncan Graham-Rowe explains.

As you begin to read this article and your eyes follow the words across the page, you may be aware of a voice in your head silently muttering along The very same thing happens when we write a private, internal narrative shapes the words before we commit them to text.

What if it were possible to tap into this inner voice? Thinking of words does, after all, create characteristic electrical signals in our brains, and decoding them could make it possible to piece together someone's thoughts. Such an ability would have phenomenal prospects, not least for people unable to communicate as a result of brain damage. But it would also carry profoundly worrisome implications for the future of privacy.

The first scribbled records of electrical activity in the human brain were made in 1924 by a German doctor called Hans Berger using his new invention — the electroencephalogram (EEG). This uses electrodes placed on the skull to read the output of the brain's billions of nerve cells or neurons. By the mid-1990s, the ability to translate the brain's activity into readable signals had advanced so far that people could move computer cursors using only the electrical fields created by their thoughts.

The electrical impulses such innovations tap into are produced in a part of the brain called the motor cortex, which is responsible for muscle movement. To move a cursor on a screen, you do not think 'move left' in natural language. Instead, you imagine a specific motion like hitting a ball with a tennis racket. Training the machine to realise which electrical signals correspond to your imagined movements, however, is time consuming and difficult. And while this method works well for directing objects on a screen, Its drawbacks become apparent when you try using it to communicate. At best you can use the cursor to select letters displayed on an on-screen keyboard. Even a practised mind would be lucky to write I5 words per minute with that approach. Speaking, we can manage 150.

Matching the speed at which we can think and talk would lead to devices that could instantly translate the electrical signals of someone's inner voice into sound produced by a speech synthesizer. To do this, it is necessary to focus only on the signals coming from the brain areas that govern speech. However real mind reading requires some way to intercept those signals before they hit the motor cortex.

The translation of thoughts to language in the brain is an incredibly complex and largely mysterious process, but this much is known before they end up in the motor cortex, thoughts destined to become spoken words pass through two 'staging areas' associated with the perception and expression of speech.

The first is called Wernicke's area, which deals with semantics — in this case, ideas based in meaning, which can include images, smells or emotional memories. Damage to Wernicke's area can result in the loss of semantic associations words can't make sense when they are decoupled from their meaning. Suffer a stroke in that region, for example, and you will have trouble understanding not just what others are telling you, but what you yourself are thinking.

The second is called Broca's area, agreed to be the brain's speech-processing centre. Here, semantics are translated into phonetics and, ultimately, word components. From here the assembled sentences take a quick trip to the motor cortex, which activates the muscles that will turn the desired words into speech. Injure Broca's area, and though you might know what you want to say, you just can't send those impulses.

When you listen to your inner voice, two things are happening. You 'hear' yourself producing language in Wernicke's area as you construct it in Broca's area. The key to mind reading seems to he in these two areas.

The work of Bradley Greger in 2010 <u>broke new ground</u> by marking the first-ever excursion beyond the motor cortex into the brain's language centres. His team used electrodes placed inside the skull to detect the electrical signatures of whole words such as 'yes', 'no', hot', 'cold', 'thirsty', 'hungry', etc. Promising as it is, this approach requires a new signal to be learned for each new word. English contains a quarter of a million distinct words. And though this was the first instance of monitoring Wernicke's area, it still relied largely on the facial motor cortex.

Greger decided there might be another way. The building blocks of language are called phonemes, and the English language has about 40 of them — the 'kuh' sound in 'school', for example, the 'sh' in 'shy'. Every English word contains some subset of these components. Decode the brain signals that correspond to the phonemes, and you would have a system to unlock any word at the moment someone thinks it.

In 2011, Eric Leuthardt and his colleague Gerwin Schalk positioned electrodes over the language regions of four fully conscious people and were able to detect the phonemes 'oo', 'ah', 'eh' and 'ee'. What they also discovered was that spoken phonemes activated both the language areas and the motor cortex, while imagined speech — that inner voice — boosted the activity of neurons in Wernicke's area. Leuthardt had effectively read his subjects' minds. 'I would call it brain reading," he says. To arrive at whole words Leuthardt's next step is to expand his library of sounds and to find out how the production of phonemes translates across different languages.

For now, the research is primarily aimed at improving the lives of people with locked-in syndrome but the ability to explore the brain's language centres could revolutionise other fields. The consequences of these findings could ripple out to more general audiences who might like to use extreme hands-free mobile communication technologies that can be manipulated by inner voice alone. For linguists, it could provide previously unobtainable insight into the neural origins and structures of language. Knowing what someone is thinking without needing words at all would be functionally indistinguishable from telepathy.

Questions 27-32

Do the following statements agree with the claims of the writer in the Reading Passage?

Write

YES if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

27. Our inner voice can sometimes distract us when we are reading or writing
28. The possibility of reading minds has both positive and negative implications
29. Little progress was made in understanding electrical activity in the brain between 1924 and the mid-1990s
30. Machines can be readily trained to interpret electrical signals from the brain that correspond to movements on a keyboard
31. Much has been written about the potential use of speech synthesisers with paralysed patients
32. It has been proven that the perception and expression of speech occur in different parts of the brain

Questions 33-36

Complete each sentence with the correct ending, A-G

33	In Wernicke's area, our thoughts		A	receive impulses from the motor cortex
34	It is only in Broca's area that ideas we wish lo express		B	pass directly to the motor cortex
35	The muscles that articulate our sentences		C	are processed into language
36	The words and sentences that we speak		D	require a listener
			E	consist of decoded phonemes
			F	are largely non-verbal
			G	match the sounds that they make

Questions 37-40

Choose the correct letter, A, B, C or D

37 What does the underlined phrase 'broke new ground' mean?
    A. built on the work of others
    B. produced unusual or unexpected results
    C. proved earlier theories on the subject to be false
    D. achieved something that had not been done before
38 What was most significant about Leuthardt and Schalk's work?
    A. They succeeded in grouping certain phonemes into words
    B. They linked the production of certain phonemes to recognisable brain activity
    C. Their methods worked for speakers of languages other than English
    D. Their subjects were awake during the course of their experiments
39 What does the writer conclude about mind reading?
    A. It could become a form of entertainment
    B. It may contribute to studies on language acquisition
    C. Most people are keenly awaiting the possibility of doing it

D. Mobile technologies may become unreliable because of it

40 What is the main purpose of the writer of this passage?
  A. to give an account of the developments in mind-reading research
  B. to show how scientists' attitudes towards mind reading have changed
  C. to explain why mind reading research should be given more funding
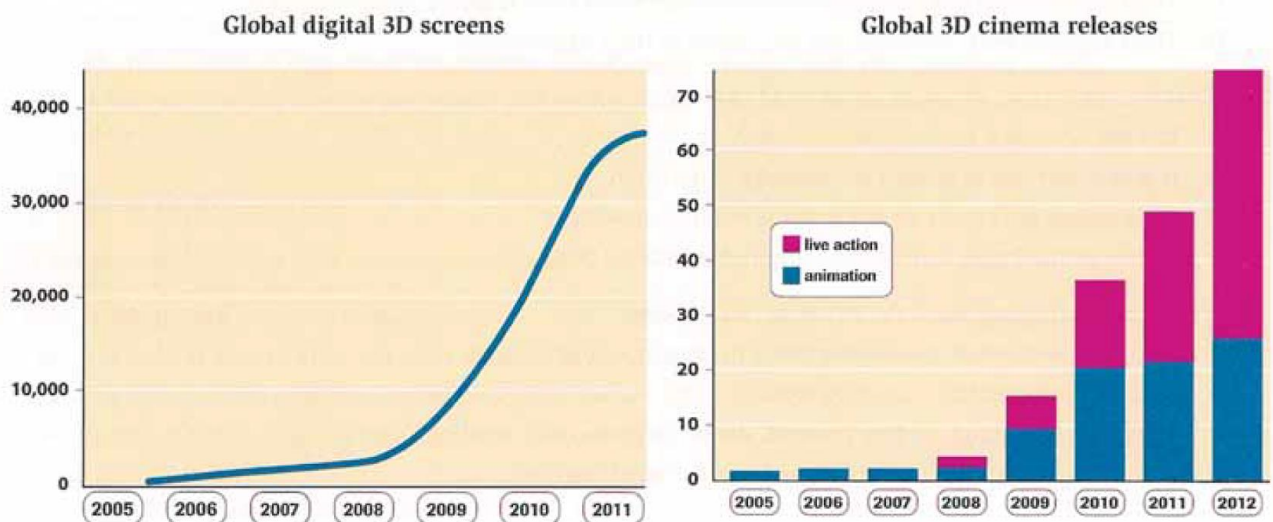 D. to fully explore the arguments for and against mind reading

Writing

WRITING TASK 1
You should spend about 20 minutes on this task

The graph and chart below give information about 3D cinema screens and film releases.
Summarise the information by selecting and reporting the mam features, and make comparisons where relevant.
Write at least 150 words

WRITING TASK 2

You should spend about 40 minutes on this task

Write about the following topic:
These days, too many people maintain their health by relying on doctors and medicine, rather than by following a healthy lifestyle.
To what extent do you agree with this statement?
Give reasons for your answer and include any relevant examples from your own knowledge or experience.
Write at least 250 words

Описание технологии проведения

Зачет с оценкой и экзамен проводятся в два этапа. Первый этап включает групповое выполнение письменных заданий. Время выполнения – 180 минут. Второй этап представляет индивидуальное собеседование с экзаменатором. На подготовку ответа отводится 30 минут.

Требования к выполнению заданий, шкалы и критерии оценивания

Для оценивания результатов обучения на экзамене используются следующие показатели: 1) знание правил построения письменных текстов публицистического жанра и устных текстов монологического и диалогического типов, основных особенностей официального, нейтрального и неофициального регистров общения;
2) умение осуществлять порождение устной и письменной речи на рабочих языках с учетом их лексико-грамматических, стилистических и просодических норм, понимать на слух и интерпретировать иноязычную речь;
4) владение всеми видами речевой деятельности на изучаемом языке в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой; навыками построения текстов для достижения коммуникативных и прагматических целей высказывания.
Для оценивания результатов обучения на зачете с оценкой и экзамене используется 4-х балльная шкала: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно».

Соотношение показателей, критериев и шкалы оценивания результатов обучения.

Критерии оценивания компетенций	Уровень сформирован- ности компетенций	Шкала оценок
Полное соответствие ответа обучающегося всем перечисленным критериям. Продемонстрировано знание правил построения письменных текстов публицистического жанра и устных текстов монологического и диалогического типов, уметь: осуществлять порождение устной и письменной речи на рабочих языках с учетом их лексико-грамматических, стилистических и просодических норм, понимать на слух и интерпретировать иноязычную речь, владеть: всеми видами речевой деятельности на изучаемом языке в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой; навыками построения текстов для достижения коммуникативных и прагматических целей высказывания.	Повышенный уровень	отлично

Ответ на контрольно-измерительный материал не соответствует одному (двум) из перечисленных показателей, но обучающийся дает правильные ответы на дополнительные вопросы. Недостаточно продемонстрировано знание правил построения письменных текстов публицистического жанра и устных текстов монологического и диалогического типов, уметь: осуществлять порождение устной и письменной речи на рабочих языках с учетом их лексико-грамматических, стилистических и просодических норм, понимать на слух и интерпретировать иноязычную речь, владеть: всеми видами речевой деятельности на изучаемом языке в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой; навыками построения текстов для достижения коммуникативных и прагматических целей высказывания.	Базовый уровень	хорошо
Ответ на контрольно-измерительный материал не соответствует любым двум(трем) из перечисленных показателей, обучающийся дает неполные ответы на дополнительные вопросы. Демонстрирует частичные знания правил построения письменных текстов публицистического жанра и устных текстов монологического и диалогического типов, основных особенностей официального, нейтрального и неофициального регистров общения; осуществляет порождение устной и письменной речи на рабочих языках без учета их лексико-грамматических, стилистических и просодических норм, не в полной мере понимает на слух и интерпретирует иноязычную речь, частично владеет всеми видами речевой деятельности на изучаемом языке в объеме, необходимом для обеспечения основной профессиональной деятельности в соответствии с основной фундаментальной, профессиональной и специальной подготовкой; навыками построения текстов для достижения коммуникативных и прагматических целей высказывания.	Пороговый уровень	удовлетворительно
Ответ на контрольно-измерительный материал не соответствует любым трем (четырем) из перечисленных показателей.	-	неудовлетворительно

Обучающийся демонстрирует отрывочные, фрагментарные знания, допускает грубые ошибки.		