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Кафедра английского языка гуманитарных специальностей

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«24» декабря 2019 г.

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«24» декабря 2019 г.

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«24» декабря 2019 г.

Иностранный язык (второй) (английский)

Электронный учебно-методический комплекс для специальности:
1-23 01 01 «Международные отношения»

Регистрационный № 2.4.2-12/39

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Рассмотрено и утверждено на заседании Научно-методического совета БГУ
25.03.2020 г., протокол № 4.

Минск 2019

Утверждено на заседании Научно-методического совета БГУ.
Протокол № 4 от 25.03.2020 г.

Решение о депонировании вынес:
Совет факультета международных отношений
от 24.12.2019 г. Протокол №5

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Электронный учебно-методический комплекс предназначен для студентов 1 курса специальности «Международные отношения». Данный комплекс состоит из четырех разделов: 1) теоретический раздел; 2) практический раздел; 3) контроль знаний; 4) вспомогательный раздел. Теоретический раздел представляет собой обзор основных учебно-методических пособий, используемых в ходе преподавания курса. В практическом разделе представлен глоссарий, вопросы и другой материал по изучаемым темам. В разделе контроля знаний указаны формы и содержание итогового контроля (письменные и устные формы контроля на экзамене), вопросы к экзамену, образцы тестов по видам контроля и экзаменационные задания. Вспомогательный раздел содержит фрагмент учебной программы по дисциплине «Иностраный язык (второй) (английский)» для специальности 1-23 01 01 «Международные отношения»; список литературы (основная литература, дополнительная литература, интернет-ресурсы) и информационно-аналитические материалы. Особое внимание уделяется обогащению иноязычного словарного запаса студентов, усвоению клише, а также освоению студентами коммуникативных стратегий.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Изучение иностранных языков в учреждении высшего образования является неотъемлемой составной частью подготовки специалистов в области международных отношений, которые, в соответствии с требованиями государственного образовательного стандарта, должны выступать в роли квалифицированного эксперта в области международных отношений, осуществлять адекватный письменный и устный, прямой и обратный перевод с родного языка на иностранный.

Электронный учебно-методический комплекс (ЭУМК) предназначен для студентов, обучающихся на 1 курсе факультета международных отношений БГУ по специальности 1-23 01 01 «Международные отношения», в соответствии с учебным планом; Образовательным Стандартом Высшего Образования. Первая ступень. Специальность 1-23 01 01 «Международные отношения». 30.08.2013 г. №88; учебной программой «Западный иностранный язык», рег. № УД-292/уч. от 31.07.2015 г.

Цель ЭУМК состоит в оптимизации процесса преподавания английского языка как второго иностранного для специальности 1-23 01 01 «Международные отношения», а также в более успешном усвоении студентами изучаемой дисциплины в рамках аудиторного обучения и организации управляемой самостоятельной работы (УСР).

Основной целью учебной дисциплины «Иностранный язык (второй) (английский)» является развитие иноязычной коммуникативной компетенции в совокупности ее составляющих (речевая, языковая, переводческая, социокультурная, компенсаторная, учебно-познавательная компетенции), а также развитие личности и профессиональное становление студентов посредством формирования социально-личностных и профессиональных компетенций.

Изучение дисциплины «Иностранный язык (второй) (английский)» позволяет овладеть орфографической, орфоэпической, лексической, грамматической и стилистической нормами изучаемого языка в пределах программных требований и правильно использовать их во всех видах речевой коммуникации.

Обучение по данной дисциплине предусматривает формирование у студентов речевых умений, необходимых для выполнения конкретных видов профессиональной деятельности, определяемых Образовательным Стандартом Высшего Образования. Первая ступень. Специальность 1-23 01 01 «Международные отношения». 30.08.2013г. №88):

- производственной (лингвострановедческой, международной, дипломатической, переводческой);
- научно-педагогической, учебно-методической и дидактической;
- проектной и научно-исследовательской;
- организационно-управленческой.

В результате изучения учебной дисциплины «Иностранный язык (второй) (английский)» студент должен:

знать:

- основные фонетические, грамматические и лексические правила, позволяющие использовать иностранный язык как средство общения;
- особенности профессионально-ориентированной письменной и устной речи;

уметь:

- понимать тексты на темы, связанные с профессиональной деятельностью;
- находить необходимую информацию общего характера в таких материалах для каждодневного использования как письма, брошюры и короткие официальные документы;
- уверенно общаться на профессиональные темы из области личных и профессиональных интересов;
- пользоваться первичными навыками деловой переписки и оформления документации с использованием современных технологий;
- переводить аутентичные тексты по специальности с иностранного языка на родной язык с использованием словаря и справочников;

владеть:

- всеми видами чтения для работы со специализированной аутентичной литературой;
- навыками и умениями профессионально ориентированной диалогической и монологической речи;
- навыками работы со справочниками по соответствующей отрасли науки.

Курс дисциплины «Иностранный язык (второй) (английский)» строится как аспектно-интегративный, что предполагает деление на два аспекта, внутри которых различаются несколько этапов.

Аспект «общелитературного английского языка» построен по системно-концентрической схеме, в основе которой лежит постепенное наращивание сложности умений и навыков во всех видах речевой деятельности с последовательным повторением и расширением языковых навыков. Базовый учебный комплекс включает: Soars Liz & John. Headway Intermediate: Student's Book, Teacher's Book, Workbook, Class audio CDs, Workbook CDs, Video-DVD – Oxford University Press, 2009; дополняется учебными пособиями и материалами с соответствующей методической направленностью. Контроль сформированности навыков и умений осуществляется помимо текущей проверки еще и при помощи специально подготовленных на кафедре тестов по изучаемым темам. Чередуясь с тестами комплекса Headway и тестами компетенций соответствующего уровня, они составляют систему контроля качества знаний и умений, которая входит в рейтинговую оценку учебных результатов студентов.

Важное место в ЭУМК занимают задания по работе со словарями: толковыми, двуязычными и страноведческими, что, в свою очередь готовит студентов к освоению умений по различным видам перевода, которые

предусмотрены квалификацией определяемой Образовательным Стандартом Высшего Образования.

Аспект «язык специальности» построен по модульному принципу: каждая тема разрабатывается комплексно и на ее материале производится формирование и развитие профессионально-ориентированных навыков и умений тех видов речевой деятельности и работы с языком, которые определены Образовательным Стандартом Высшего Образования.

Синтезированный курс грамматики изучается по пособию, допущенному Министерством образования Республики Беларусь в качестве учебного пособия для студентов высших учебных заведений: Хведченя Л.В. *Comprehensive English Grammar. Грамматика английского языка.* – Мн.: Издательство Гривцова, 2011. Данное пособие включает теоретический справочник на русском языке, а также обширную практическую часть, позволяющую сформировать прочные языковые навыки и речевые умения. Глубокая детализация рассматриваемых грамматических явлений позволяет рассматривать данное пособие как источник, где обучаемый может найти ответ практически на любые интересующие его вопросы. Наличие ключей, а также перевода примеров на русский язык позволяет работать в режиме самоконтроля.

ЭУМК также содержит задания на основе аутентичных английских текстов, которые могут предлагаться в качестве дополнительного материала на занятиях или быть использованы в рамках контроля управляемой самостоятельной работы студентов (УСР). Дисциплина «Иностранный язык (второй) (английский)» для специальности 1-23 01 01 «Международные отношения» изучается в течение 1 семестра и рассчитана на 174 часа, из них 108 – аудиторных часа.

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

Обучение студентов факультета международных отношений БГУ повседневному и профессионально ориентированному иноязычному общению в рамках дисциплины «Иностранный язык (второй) (английский)» осуществляется на базе учебно–методического комплекса, включающего: (1) учебно–методическое пособие по общелитературному английскому языку, (2) рабочая тетрадь для самостоятельной работы, (3) сборник итоговых тестов, а также (4) учебно–методическое пособие по страноведению Великобритании, (5) учебно–методическое пособие по истории Великобритании.

Пособие «New Headway Intermediate Student's Book»¹ является составной частью учебно–методического комплекса по английскому языку, обеспечивающего курс обучения студентов общелитературному английскому языку. Структура пособия представлена двенадцатью тематическими разделами, из которых в 1 семестре используются три. Каждый раздел – самостоятельный лингвометодический комплекс, систематизирующий материал по основным видам речевой деятельности. Он имеет унифицированную структуру и состоит из следующих частей:

- аутентичных текстов и заданий по развитию навыков различных видов чтения (изучающего, просмотрового, ознакомительного, поискового);
- заданий по обучению письму;
- комплекса заданий и упражнений по развитию навыков аудирования;
- заданий для углубления коммуникативной компетенции обучаемых в рамках заданной проблематики, а также ролевых игр, максимально приближенных к реальным бытовым ситуациям;
- глоссария и тематического словаря, подлежащего активному усвоению.

Предполагается, что комплексное обучение всем видам речевой деятельности на тематической основе (content based approach) способствует более глубокому и всестороннему усвоению материала и тем самым достижению главной цели обучения – коммуникативного и социокультурного развития личности, способной использовать иностранный язык как средство общения в диалоге культур: родной и иностранной.

Рабочая тетрадь для самостоятельной работы студентов «New Headway Intermediate Student's Book»² сопутствует интенсификации учебного процесса по иностранному языку. Данное учебное пособие является своего рода практикумом, путеводителем самостоятельной деятельности студентов. Каждый раздел включает следующие рубрики: 1) Grammar; 2) Vocabulary; 3) Listening; 4) Additional Practice.

Пособие «New Headway Intermediate Tests Booklet»³ включает в себя итоговые тесты для аудиторной работы студентов и направлено на выявление уровня знаний и умений студентов по общелитературному английскому языку.

¹ Soars Liz & John. Headway Intermediate: Student's Book. – Oxford University Press, 2009. – 160 p.

² Soars Liz & John. Headway Intermediate: Workbook. – Oxford University Press, 2009. – 103 p.

³ Soars Liz & John. Headway Intermediate: Tests Booklet. – Oxford University Press, 2009. – 93 p.

Оно входит в число обязательных элементов учебно–методического комплекса, способных интенсифицировать учебный процесс по иностранному языку. Пособие состоит из двух видов тестов. Unit tests представляют собой итоговые тесты по каждому разделу основного учебника. Progress Tests предусматривают проверку знаний и умений студентов, приобретенных на протяжении всего семестра. Весь материал базируется на лексике и грамматике, усвоенной в процессе изучения курса.

Учебно–методическое пособие “British Studies”⁴ содержит материал, способствующий формированию знаний страноведческого характера о стране изучаемого языка. Пособие включает такие темы как Geographical position of the UK, Natural resources, Population.

Завершающим звеном работы с учебно–методическим комплексом является учебно–методическое пособие “An Illustrated History of Britain”⁵, которое также имеет страноведческую направленность и включает материалы по истории Соединенного Королевства. Основной задачей данного пособия является помощь в достижении одной из главных целей обучения – социокультурного развития личности, способной использовать иностранный язык как средство общения в диалоге культур: родной и иностранной.

Совершенствование грамматических навыков осуществляется на базе учебного пособия “English Grammar in Use”⁶. Пособие представляет систематизированный курс грамматики английского языка, включающий теоретический справочник по основным темам английской грамматики, практическую часть, ориентированную на развитие речевых навыков и умений. Основным принципом является движение от простого к сложному, от формирования понятия о грамматическом явлении, к его отработке в наиболее типичных ситуациях общения.

Для обеспечения самостоятельной работы студентов разработаны и используются электронные поддерживающие курсы в системе Moodle, такие как: “Иностранный язык (второй) (английский)”⁷, размещенные на платформе образовательного портала <https://edufir.bsu.by>. В данные курсы включены учебные материалы различного формата – текстовые файлы в Word и PDF, аудиозаписи, видеоклипы, ссылки на Интернет ресурсы и др.

Тематика модулей курсов обусловлена содержанием базовых учебников, используемых для работы в аудитории, и охватывает различные темы для обеспечения самостоятельной работы студентов. Модули снабжены программными элементами и ресурсами, которые можно классифицировать как учебно–теоретические, практические, методические, справочные и наглядные. Система поддерживает широкий спектр интерактивных методов обучения: тестирование, выполнение заданий, создание глоссариев. Данные курсы

⁴ Козикис Д.Д., Медведев Г.И., Демченко Н.В. British Studies. Страноведение Великобритании. – Мн.: Лексис, 2004. – 122 с.

⁵ McDowall D. An Illustrated History of Britain. – Longman, 2015. – 188 p.

⁶ Murphy R. English Grammar in Use. – Cambridge University Press, 2012. – 392 p.

⁷ Иностранный язык (второй) (английский): электронный курс [Электронный ресурс]. – Режим доступа: <https://edufir.bsu.by/course/view.php?id=390>. – Дата доступа: 09.03.2020.

обеспечивают непрерывную работу студентов с электронным материалом как в аудитории, так и режиме самостоятельной внеаудиторной работы, а также максимально предоставляют те виды заданий, которые недоступны для предъявления на бумажных носителях.

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

Примерный план практических занятий и учебные материалы

Аспект «общелитературный английский язык» (GE)

Мир вокруг нас
Моя визитная карточка
Личность и общество
Учеба в университете
Досуг и отдых
Мир искусства
Речевой этикет

Аспект «язык специальности» (ESP)

География Великобритании
География Республики Беларусь
История Великобритании. Древние времена.
История Великобритании. Раннее средневековье.

Грамматика

Глагол
Имя существительное
Артикль
Имя прилагательное
Местоимение
Имя числительное
Синтаксис

Чтение

Unit 1

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1. A World of Difference

Glossary:

Alleyway, apartment, archaeology, barrel (of oil), bilingual, bureau, cancellation, champagne, cherish, close-knit (~ a close-knit family), communal, cosmopolitan, demolition, dinosaur, dressmaker, equator, extended family, extinct (~ to become extinct), filling (~ to lose a filling), frail, frugal (frugally), (to) forbid, (to) hang on, headquarters, high school, hospitality, immediate family, (to) keep in touch, latte, lighthouse, (to) look forward to sth, luggage, (to) move house, muffin, one-child policy, PIN-number, preschool, prestigious, primary school, propaganda, secondary school, single-storey (~ a single-storey block), slum, sparkling water, still water, survey, urgent, vegetarian, yuan, Alexandria, Basque, Beijing, Bolivia, Canada, (the) Colossus of Rhodes, Durham, (the) Department of Defense (US), Egypt, (the) Foreign Office (UK), Iran, Kenya, Liechtenstein, Madrid, Nairobi, New Zealand, (the) Nobel Prize, Pope (~ the Pope of Rome), Prague, Rio de Janeiro, Romansh, Saudi Arabia, Spain, Switzerland, Tokyo, Vatican.

Questions:

1. What is the size of the world population nowadays?
2. What are the countries with the longest life expectancy?
3. What do you know about the 7 ancient wonders of the world?
4. What was the initial purpose of the Internet?
5. Do you believe it's a modern wonder? Explain your viewpoint.
6. Who of the famous Nobel Prize winners do you know?
7. Do you agree that learning a foreign language is a good hobby? Why / why not?
8. What tips for learning languages do you believe to be effective?
9. How to sound polite in English if you answer general questions?
10. How important is family background in a person's life?
11. Why do extended families become less common nowadays?
12. Is it a positive or a negative trend? Explain your viewpoint.
13. Who is in your immediate family?
14. Why do so many parents heavily invest into their children's education?
15. Do you agree that a good education is a key to success? Explain your viewpoint.
16. Why do interethnic marriages take place more often nowadays than before?
17. What may be the pros and cons of such family unions?

18. What do you know about the one-child policy in China?
19. In your opinion, is it good or bad to be an only child in the family?
20. What things contribute to a family bliss? Give your comments on that.
21. How would you formulate the motto of your family?

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Фастовец Р.В. Практика английской речи. В 2 ч. – Мн.: ТетраСистемс, 2006. Challenge: Part I.

2. Giving personal information

Glossary:

Adaptable, adventurous, affable, affectionate, agreeable, ambitious, amiable, amicable, amusing, brave, bright, broad-minded, calm, careful, charming, communicative, compassionate, conscientious, considerate, convivial, courageous, courteous, creative, decisive, determined, diligent, diplomatic, discreet, dynamic, easygoing, emotional, energetic, enthusiastic, exuberant, fair-minded, faithful, fearless, forceful, frank, friendly, funny, generous, gentle, good, gregarious, hard-working, helpful, honest, humorous, imaginative, impartial, independent, intellectual, intelligent, intuitive, inventive, kind, loving, loyal, modest, neat, nice, optimistic, passionate, patient, persistent, pioneering, philosophical, placid, plucky, polite, powerful, practical, pro-active, quick-witted, quiet, rational, reliable, reserved, resourceful, romantic, self-confident, self-disciplined, sensible, sensitive, shy, sincere, sociable, straightforward, sympathetic, thoughtful, tidy, tough, unassuming, understanding, versatile, warm-hearted, willing, witty, aggressive, aloof, arrogant, belligerent, big-headed, bitchy, boastful, bone-idle, boring, bossy, callous, cantankerous, careless, changeable, clinging, compulsive, conservative, cowardly, cruel, cunning, cynical, deceitful, detached, dishonest, dogmatic, domineering, finicky, flirtatious, foolish, foolhardy, fussy, greedy, grumpy, gullible, harsh, impatient, impolite, impulsive, inconsiderate, inconsistent, indecisive, indiscreet, inflexible, interfering, intolerant, irresponsible, jealous, lazy, Machiavellian, materialistic, mean, miserly, moody, narrow-minded, nasty, naughty, nervous, obsessive, obstinate, overcritical, overemotional, parsimonious, patronizing, perverse, pessimistic, pompous, possessive, pusillanimous, quarrelsome, quick-tempered, resentful, rude, ruthless, sarcastic, secretive, selfish, self-centred, self-indulgent, silly, sneaky, stingy, stubborn, stupid, superficial, tactless, timid, touchy, thoughtless, truculent, unkind, unpredictable, unreliable, untidy, untrustworthy, vague, vain, vengeful, vulgar, weak-willed, mother/mom, father/dad, parent, children, son, daughter, sister, brother, grandmother, grandfather, grandparent, grandson, granddaughter, grandchild, aunt, uncle, niece, nephew, cousin, husband, wife, sister-

in-law, brother-in-law, mother-in-law, father-in-law, partner, fiancé, fiancée, baby, child, teenager, young adult, middle-aged adult, senior citizen

Questions:

1. What are some characteristics of your personality?
2. What makes you happy?
3. What are some things that make you angry?
4. Are you happy with your personality?
5. Would you like to be different?
6. Are you a determined person? Are you a stubborn person?
7. Are you shy? In which occasions are you shy?
8. Do you consider yourself selfish? Why?
9. Is your personality suited to your future job?
10. In what way has your personality changed? Why has it changed?
11. Are you more introverted (focused on your inner world) or more extraverted (focused on other people and the outer world)?
12. Do you think you can change a major characteristic of your personality if you try?
13. Do you think you have an unusual personality? Why?
14. If you could change any aspect of your personality, what would it be?
15. What sort of things would you do to amuse yourself during a car journey?
16. What personality traits do you consider important in a good friend / a boss / a partner?
17. Do you consider yourself to be even-tempered?
18. What is one thing that many people don't know about you?
19. What expressions include colours and feelings? (ex. I feel blue, green with envy, red with rage, turning red, black circles under the eyes, you are turning blue)
20. What do the colors in your home country's flag represent?
21. What is your hobby?
22. How long have you had a hobby?
23. Why do people have hobbies?
24. Why did you start your hobby?
25. Can you make money from doing your hobby?
26. How many hours a week do you spend on your hobby?
27. Is your hobby safe or dangerous?
28. What is a hobby?
29. Why do people need hobbies?
30. What can one do as a hobby?
31. How much time can one spend on his/her hobby?
32. Does your hobby interfere with your work/study/personal life?
33. Do you spend money on your hobby?
34. Does your hobby influence your choice of friends?

35. Can a hobby save a child from bad peer influence?
36. Can a hobby be dangerous?
37. Have you got a hobby?
38. How long have you had your hobby?
39. Which hobbies are the most expensive?
40. Which hobbies are the cheapest?
41. Which hobbies cost nothing at all?
42. Which hobbies are the most popular in your country?
43. Is hunting a hobby or a sport in your country?
44. Which hobbies are the most popular with women in your country? With men?
45. Did you have any hobbies when you were a child?
46. Can you think of any hobbies which are popular with children and adults?
47. Do you think a hobby is different from a sport?
48. Are there any hobbies you would like to try?
49. Are there any dangerous hobbies?
50. Are there any hobbies you can do in other countries, but not your own?
51. Which hobbies do you think are the most difficult?

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3. Individual and society

Glossary

Abide by, access, adjust, apparently, appreciate, bargain, benefit, borrow, bottle bank, bring up, chore, claim, confront, consider, council house, deal with, demand, dilemma, disagreeable, discipline, domestic, drink-driving, dump, fair, footpath, fuss, give in, go with the flow, greet, in spite of, keep quiet, medical, menace, morals, naïve, open, permissible, pick up, point of view, put up with, react, rules, regard, row, scary, servant, set an example, share, strict, treat

Questions

1. It is often said that the interests of an individual do not coincide with those of the society. Do you agree?
2. How can one manage to adjust their own point of view to the rules accepted in the society?

3. Do you think modern morals are very different from those 50 years ago? What is the difference?
4. How would you deal with a disagreeable neighbor who keeps dumping his garden waste along the public footpath between your two houses?
5. Is it OK to stick to your nation's rules of politeness when in a foreign country or would you rather adapt to those appropriate in the host country?
6. Is it right to use the wireless networks belonging to other people if your gadget picks them up automatically?
7. Would you inform the police about one of your relatives' drink-driving or would you keep quiet?
8. Can you demand the unemployment benefit from the state for the period between your graduation and actually getting your first employment?
9. Is Internet pirating acceptable or is it right to pay for anything you download on your gadgets?
10. Is it ever permissible to lie to children? If so, what are the cases?
11. Would you ever report any law violation to the police anonymously?
12. Would you look for another job if you didn't get on with your boss?
13. Do you think pupils and students should be allowed to have their phones during classes?
14. Would you go to a party at your friend's place while his/her parents were away if they forbade him/her to invite friends over?
15. Should you tell a person to stop smoking in a non-smoking area?
16. Do you think it is important to care about the environment, e.g. sorting your garbage and using bottle banks?
17. Are you usually nice to people in spite of what you think?
18. Do you give advice to people without them asking for it?
19. Have you ever asked yourself questions like "Why are we here?" or "What is the meaning of life?" Do you think they are worth asking?
20. In your opinion, is it a good idea to find three things every day to be happy about? Why?
21. Do you have your own rules for life? What are they?

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Soars Liz & John. Headway Intermediate: Student's Book, Teacher's Book, Workbook, Class audio CDs, Workbook CDs, Video-DVD. – Oxford University Press, 2009. Unit 4.

4. The Working Week

Glossary:

Accomplish, accountant, ambassador, annual, average (~ on average), barbeque, bargain, (to) be in charge of sth (~ to be in charge of budget and cash flow), boarding school, broadcaster, butler, cashier, cautious, charity, challenging (~ a challenging job), chauffeur, chef, convenient, (to) cope with sth, current, decent, deputy,

documentary, (to) earn a living, eccentric (~ eccentric habits), employee, employer, fabulous, (to) feel content, fortnight (~ once a fortnight), frustrated, (to) go surfing, handyman, hardware, (to) have tantrums, heir (~ an heir to the throne), His Royal Highness (HRH), human resources (HR) manager, information technology (IT) manager, (to) interview sb for a job, invoice (~ to issue an invoice), job description, lavish, lifeguard (~ to work as a lifeguard), managing director (MD), (to) manufacture sth (~ to manufacture goods), memo, (to) negotiate prices, (to) pay taxes, (to) perform royal duties, personal assistant (PA), personnel (~ to look after a personnel), porter, (the) Princess Consort, prompt (*v/n*), quiz show, (to) recruit staff members, redecorate, ridiculous, routine, (to) run a company, (to) run an IT support team, salary, sales director, (to) save wildlife, senior director, small talk, soap opera (soap), socializer, surfboard, (to) tackle problems, (to) tell sb off, valet, VIP, wealthy, weather forecast, workforce, (to) work full-time, (to) work shifts, Bergen, Costa Rica, Devon, (the) Grand Hotel, Liverpool, Mexico, Montreal, Norway, Oslo, Paris, Thailand

Questions:

1. What do you do on weekdays?
2. In what way do you like to spend your days off?
3. Why do so many people take up hobbies?
4. What are your favourite pastimes?
5. What is important to you in a job?
6. What is your dream job?
7. What working schedule would you like to have in future?
8. Would you like to have a position in top management? Explain why / why not.
9. Which jobs are well-paid / low-paid in your area?
10. Which companies offer good working conditions?
11. Where would you like to work in future?
12. What do you know about the British royal family?
13. Are they popular among the British people / on a global scale?
14. Do you agree that performing royal duties is “a top job”? Why / why not?
15. What things provide the impression that the royals are wealthy?
16. When do we make small talk? Who with? What about?
17. What are the ways to avoid sounding too negative in English?

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Soars Liz & John. Headway Intermediate: Student’s Book, Teacher’s Book, Workbook, Class audio CDs, Workbook CDs, Video-DVD – Oxford University Press, 2009. Unit 2.

Фастовец Р.В. Практика английской речи. В 2 ч. – Мн.: ТетраСистемс, 2006. Challenge: Part V.

5. Good Times, Bad Times

Glossary:

Adore, alliance, apothecary, art dealer, asylum (~ to move into an asylum), ban (*v/n*), beg, (to) be on the mend, bomb, (to) break out, celebrity, cemetery, clumsy, (to) commit suicide, customer, desperate, disaster, discourse, (to) be dismissed (~ to be dismissed from a job), (to) donate, (to) embrace, exile, (to) explode, feud, genius, (to) get on well with sb, insane, instantly, jealous, overwhelmed, porcelain, priceless, psychologist, psychiatrist, rancor, (to) reciprocate, (to) recognize, regrettable, (to) reject sb, revenge (*v / n*), romance, suitor, stunned, tension, tomb, well-suited, woe, worth (~ to be worth sth), Arles, Brabant, Cambridge, Holland, (the) Netherlands, Verona.

Questions:

1. What famous artists of universal importance do you know?
2. What interesting facts can you say about their biographies?
3. What are their most famous paintings?
4. What can you say about our national artists and their paintings?
5. What famous picture galleries do you know?
6. Which of them did you manage to visit?
7. What were the most impressive exhibits that you saw?
8. Why do so many people attend arts museums?
9. What do you know about William Shakespeare?
10. What are his most famous works?
11. Why is "Romeo and Juliet" so popular worldwide?
12. What themes were raised in this tragedy?
13. What famous Belarusian writers do you know?
14. What can you say about their most famous works?
15. Do you agree that love is a kind of madness? Explain why / why not.
16. Do people fall in love with somebody who is similar to them or vice versa?
17. Do you know any couples that are well-suited?
18. What are the secrets of a happy alliance?
19. What are the most typical family problems nowadays?
20. What lexical intensifiers can we use to make our opinion sound stronger?

References

Soars Liz & John. Headway Intermediate: Student's Book, Teacher's Book, Workbook, Class audio CDs, Workbook CDs, Video-DVD – Oxford University Press, 2009. Unit 3.

Фастовец Р.В. Практика английской речи. В 2 ч. – Мн.: ТетраСистемс, 2006. Achievement: Part V.

6. University studies

Glossary:

Admission, admission requirements, admission grade point average, advice, to follow/take one's advice, applicant, application form, education, free/higher education, to get/give an education, entrance/final examinations, to finish/leave school, school-leaver, success, to be successful at the exams, to be admitted to a university, to enter a university, to get into university, to follow in one's footsteps, to make up one's mind, freshman, postgraduate student, academic schedule, academic year, chair, dean's office, faculty, homework assignment, university staff, lecturer, professor, to be/get interested in, to cope with something/manage something, major in, minor in, to skip/miss classes, curriculum, term, to be an early/late riser, to be pressed for time, to slip out of the habit, to do well/badly in an exam, to fail at the exam, to sit/take/pass exams, to revise/prepare for an exam, to go through ups and downs, to attain/achieve/reach a target, to learn parrot fashion, to pass with flying colours, to burn the midnight oil, facilities for extra-curricular work, motivated, hard-working, a poor excuse for something, to graduate from.

Questions:

1. What does the real world look like to a young school-leaver nowadays?
2. Where do young people from your country go to find professional help and how is it organized?
3. How did you get your careers advice?
4. Did you have any interests or hobbies in the past which relate to your studies now? What were they?
5. What made you choose your present course of study?
6. People who work often say that students have an easy life. Do you agree?
7. Does your working day now when you are a student differ a lot from that when you went to school? In what way?
8. How are getting on with your studies?
9. Do you always do your homework immediately?
10. Do you manage to use your time efficiently?
11. What kind of work requires most of your time during the day? Are you in the habit of putting off work till the last minute?
12. Can you say that you are a punctual person? What's your attitude towards people who are late?
13. How do you find facilities for extra-curricular work at University? Are you a member of any club or society?
14. What annoys you about your studies?
15. Do you agree that taking exams is a real trial?
16. What exams have you passed with flying colours?
17. What are the arguments for and against learning things by heart?

18. What's in you for your future career? Do you think it's involved with caring for the people or having influence over them?
19. A university education was once a guarantee of a good job. Do you agree?
20. Do you think that university is remote from "real life"?

References

Soars Liz & John. Headway Intermediate: Student's Book, Teacher's Book, Workbook, Class audio CDs, Workbook CDs, Video-DVD – Oxford University Press, 2009. Unit 2.

Фастовец Р.В. Практика английской речи. В 2 ч. – Мн.: ТетраСистемс, 2006. Challenge: Part V.

7. Leisure time

Glossary:

Hobby, habit, activity, pastime, to take an interest in something, to lose interest, to be/get on your hobbyhorse, for fun, to get into/get in/out of the habit, in the open air, DIY, to take up dancing, flower-arranging, to hang out with somebody, to do gardening, to go on an excursion, to walk the dog, to play tennis/draughts/musical instrument, to have friends over/round, to ride a horse, to go out for a meal, to go out with your boy/girlfriend, to go to a gig, to go sailing/climbing/sightseeing, fabulous, terrific, delightful, dreadful, disgusting, marvelous, fascinating, to have a good time, to eat out, to entertain, to be tired/sick of something, at the weekend/at weekends, to sunbathe, in the sun, suntan, sunstroke, to relax, outing, to enjoy doing something, to go clubbing, clubber, to go for a run, youth culture, to be in fashion, to socialize, to surf the internet, to kill the time, camp-site, package holiday, youth hostel, breathtaking/stunning views/scenery, exhilarating feeling/moment/ride, sublime pleasure, the "sun-worshippers", the "culture hunters", to soak up the sun, off the beaten track, in the middle of nowhere, to feel as fit as a fiddle, a home-stay type.

Questions:

1. How much real leisure time do you have each working day/each weekend?
2. What do you normally do at the weekend?
3. How do you see an ideal weekend?
4. Do you usually plan your free time or just relax?
5. Describe one of the weekends that went wrong.
6. Where do young people in your country spend their free time?
7. Tell about good places to hang out. Why are they good?
8. Do men and women spend their free time differently? How?
9. Do people's leisure time activities change as they get older? How?

10. Do you ever feel that you waste your free time? How? What can you do about this?
11. Do you think modern lifestyles give enough time to people for leisure?
12. What does the idiom “Time is money.” mean? Do you agree with it?
13. Is there something you wish you could do with your free time but can’t?
14. What do your hobbies say about you?
15. Does your hobby interfere with your work or personal life?
16. Does your hobby influence your choice of friends?
17. What makes a good holiday?
18. Is it better to have a holiday abroad, or in your own country?
19. Why are holidays so important to many people? Is it just escapism?
20. Compare traveling alone to traveling with a companion/ package tours with do-it-yourself tours/ camping in a tent with staying in a five-star hotel.
21. Are holidays really relaxing? What stressful things are involved in going on holiday?
22. When your holiday is finished are you glad to get back to work/university or do you dread it? Why?
23. Talk about your best memory from a holiday.

References

Soars Liz & John. Headway Intermediate: Student’s Book, Teacher’s Book, Workbook, Class audio CDs, Workbook CDs, Video-DVD – Oxford University Press, 2009. Unit 2.

Фастовец Р.В. Практика английской речи. В 2 ч. – Мн.: ТетраСистемс, 2006. Challenge: Part V.

8. The World of Art

Glossary:

Visual/literary/performing art, highbrow, impenetrable, to depict, to be visually literate, to pull the wool over the eyes, to wise up, culture vultures/philistines, sophisticated, to portray, to illustrate, to mould, evocative scenes, to illuminate, blurb, poignant, page-turner, wry humour, compelling, lugubrious setting, memoirs, compendium, logbook, manual, compulsive reading, lightweight, bedtime reading, heavy going, to get into a book, fiction/non-fiction, science fiction, farce, sonnet, ode, cast, dress rehearsal, stage design, performance, stalls, bell, curtain, bland script, row, to capture the colour, murals, art exhibits, art trolleys, interactive displays, to be culturally aware, playwright, pen name, conductor, curator, to improvise, percussion, staccato, puppet, wood engraving, easel, emphasis, three-dimensional, landscape/portrait/still-life, watercolour/sketch/oil painting, distortion, to marvel at modern masterworks, to expand musical horizons, freedom of expression, art mirrors the culture.

Questions:

1. What is art?
2. What is the purpose of art?
3. Does art imitate life?
4. We often consider art in terms of painting. What other things come under the term "art"?
5. Do you own any interesting pieces of art or would you like to? What sort of art would you buy/collect?
6. Are you in any way artistic? How great is your interest in art?
7. Do you think anyone can be an artist or do you need a special talent?
8. Describe the pieces of artwork in your house.
9. What kind of art is your country famous for?
10. Which artists from your country are most well known internationally? Do you think their fame is justified? Are there any artists from your country who should be more well-known?
11. It is sometimes claimed that art must send some form of message to the viewer. What is your opinion? Should the message always be "beautiful"?
12. In general, are art galleries in your country free or do you have to pay to visit them? Which do you think is best and why: a charge to cover costs? Free entry? A voluntary contribution?
13. Foreign visitors should pay more than local visitors for cultural and historical attractions. To what extent do you agree or disagree with this opinion?
14. Some cities organise one night each year - typically sometime in summer - during which some museums stay open until very late at night. Have you ever been to a museum late at night? Was it an interesting experience?
15. Is government money spent on art and art education worth it? Should it be cut in difficult economic times?
16. Should museums give back artworks that were taken during war and colonial times?
17. What do you think our world be like without art?

References

Soars Liz & John. Headway Intermediate: Student's Book, Teacher's Book, Workbook, Class audio CDs, Workbook CDs, Video-DVD – Oxford University Press, 2009. Unit 3.

Фастовец Р.В. Практика английской речи. В 2 ч. – Мн.: ТетраСистемс, 2006. Achievement: Part V.

9. Speech etiquette

Glossary:

Welcome!, Hello/Hi, How do you do?, Let me introduce myself, Let me introduce you to Mr/Mrs..., What's your name/family name/surname?, My name's...,

It's my pleasure to introduce you to..., I'm honoured to present ..., Have you met ...?, I don't believe you've ever met ..., Glad/Good to meet you, Nice meeting you, My pleasure, Same here, I'm pleased to meet you, So am I., See you soon, So long!, All the best!, I'd like to invite you..., It would be fine..., Which day would suit you?, I assume/believe/reckon/expect/bet/suppose..., As for me..., If you ask me..., I personally think that..., To my mind..., In my view..., My own feeling ..., I am in favour of..., I feel strongly that..., I'm sorry to say this but..., I'm afraid I've got a complaint about..., There seems to be a problem with..., I want to complain about..., Sorry to bother you..., I hate to tell you but..., How about...?, Why don't we...?, I'd recommend..., Have you thought about...?, Don't you think it's a good idea...?, Shall we...?, Do you feel like going to the cinema?, Would you like to go for a walk?, Due to..., Owing to..., because/ because of, since, as, therefore, consequently, as a result, so

Questions:

1. Do you enjoy meeting new people? How do you usually greet them? Do you shake hands with when you meet a new person?
2. What are some good things to ask someone you just met?
3. What are some things you shouldn't ask people you just met?
4. Is it OK to ask a person's age in your country?
5. Are you nervous when you are introduced to someone new?
6. What are some ways to overcome being nervous about meeting new people?
7. Where are some good places to meet people?
8. How important are first impressions to you? Have you ever experienced being completely wrong in your first impression?
9. What do you do if you forget the name of someone you've just been introduced to?
10. What kind of people do you like to meet?
11. Who was the last new person you met and where did you meet them?
12. How often do you invite people to do something?
13. How do you usually start your sentence if you want to make a suggestion?
14. Is it always easy for you to give your opinion on a particular issue?
15. What phrases help you to start putting your own opinion?
16. Complaints are expressions of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable. Suppose you want to complain about the pizza you have just ordered because it's too salty, what are the expressions needed to express and respond to complaints?
17. English speakers like a lot of variety in their everyday language. They have lots of different expressions for saying simple things. Name some different ways to say "goodbye".

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10. Geography of the UK

Glossary:

Eire, Land's End, Strait of Dover, Calais, The Hebrides, Little Minch, Pentland Firth, Manx, Menai Strait, Southampton, The Solent, Isles of Scilly, Jersey, Guernsey, Albion, Mersey, Hull, the Pennines, Cheviot Hills, Eden, the Cumbrian, Scafell [skɔ : ' fɛ l] Pike, Torguay, Penzance, Celtic, Cardiff, Aberdeen, Macdhui, Dublin, Cotswolds, Salisbury, Ouse, Spey, Mersey, Lough Neagh, shallow waters, reputed, indented, lofty, regular, estuary, ridge, conform, general run, spit, bar, predominate, metropolis [mə'trɒ pəli s], erect, grant, casual, high-land, the Highlands, upland, lowland, the Lowlands, archipelago, shelf, inlet, drift, ice free, profitable, impact, breakthrough, shipping, sprawl, meridian, observatory, regatta, tableland, watershed, borderland, to be noted for, sparse, moorland, moor, extensive, fertile, plunge, dramatic, steepness, basalt, hexagonal, tonnage, transport (n/v), non-ferrous metals, meet smb's needs, for a time, work out, sophisticated, coal seam, crude oil, by the turn of the century, to be self-sufficient IN oil/gas, account for, china-clay, survey, iron ore, boost, long-term considerations, non-conventional, deficit in the balance of payment, to meet a deficit, offset, kaolin, lead, manganese, `granite, `prevalent, variable, latitude, marine, relief, topography, maritime, moderate, predominantly, experience, precipitation, annual, pasture, imply, corresponding

Questions:

1. Where are the British Isles situated?
2. What is the United Kingdom? What countries does it unite?
3. What is Great Britain? What countries is Great Britain made up of?
4. How many islands do the British Isles comprise?
5. How are the British Isles divided politically?
6. What is the size of the UK?
7. How large is the UK from South to North and in the narrowest part?
8. How wide is the English Channel?
9. Why are the British Isles ice free in winter?
10. What was the impact of the separation of Britain from the continent?
11. What do you know about the Channel Tunnel?
12. What favoured the development of shipping, trade and economy of the UK?
13. How can you characterize the English coast of the Strait of Dover?
14. Do Irish coasts conform with those of England?

15. Where are most of the British ports situated? Why?
16. Where did the name London come from? Do you know that up to now there still a lot of roads in Great Britain built by Romans and they still in use?
17. Who made it the capital of England?
18. What is the White Tower reputed [rɪ 'pju: tɪ d] for?
19. What was the city granted and who by?
20. Who stated that London should have all its ancient privileges and when?
21. What parts is London divided into?
22. How many people visit the Britain today?
23. Is England a very hilly country?
24. What is considered to be the backbone of England?
25. What is the highest point of the so-called table-land?
26. What can you say about the Lake District?
27. Describe the south-west peninsula of Great Britain.
28. What is it noted for?
29. Speak on the Lizard Point and its peculiarities.
30. How can Scotland be divided geographically?
31. Describe each part and show it on the map.
32. Where is Loch Ness situated and what is it famous for?
33. When was Caledonian Canal built and what for?
34. Describe Ireland politically and geographically.
35. How are the canals experiencing nowadays?
36. What was the rise of Britain as an industrial nation due to?
37. What minerals was the Industrial Revolution based on?
38. What non-ferrous metals did Britain have?
39. What rare metals are still imported?
40. How many years has coal been worked in England?
41. Why has the production of coal decreased?
42. What is the amount of coal deposits in England nowadays?
43. Where is coal mined nowadays? Why?
44. What sources of energy became important today?
45. How many of them were imported up to 1960s?
46. Where have crude oil been discovered?
47. When was the first oil brought ashore?
48. What is boosting the development of the British economy?
49. Does Britain use non-conventional sources of energy?
50. What is boosting the development of the British economy?
51. Why is Britain no longer the leading industrial nation?
52. Speak on the place Britain retains in world economics today?
53. What is open economy?
54. Why is open economy necessary for GB?
55. Why does Great Britain have a deficit in the balance of payments?
56. Are climate and weather one and the same thing? Explain.

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11. Geography of Belarus

Glossary:

To cover, to stretch, to border, landscape, humid, moist, area, stream, occupy, artificial water reservoir; temperate continental, elevation, in the vicinity of, swamp, tributary, curved bank line, bay, gulf, peninsula, moth, wild boar, fox, roe deer, marten, mink, crayfish, eel, bream, pike-perch, carp, raw material facilities; meet the requirements; potassium fertilizers, rock salts, soil chalking, cement, crushed stone, construction sand, sand and gravel materials, ceramic clay, communal potable water, mineral water, Pripyat sagging, powerful extraction enterprise, the Mikashevichy deposit, petroleum deposits, peat stock, to extract, sapropel, bituminous coal, brown coal, copper, nickel, lead, ink, molybdenum, niobium, tantalum, beryllium, loam

Questions:

1. Where is the Republic of Belarus situated?
2. What area does it cover?
3. What countries does it border on?
4. How many regions is the Republic of Belarus divided territorially into?
5. How many administrative districts does the country include?
6. What is the population of Belarus?
7. What nationalities does the population include?
8. What is the largest city in the country?
9. How many official languages does the country have?
10. What is the primary religion in the country?
11. The climate is temperate continental, isn't it?
12. What is the average January (July) temperature?
13. Do forests occupy 37.8 percent of the country's area?
14. How many rivers does Belarus have?
15. What three major rivers run through the country?
16. What is the largest water reservoir?
17. What is Belarus's highest point?
18. Where is its lowest point?
19. How many types of mineral resources have been found in Belarus?
20. What mineral is of special significance?
21. What non-ore minerals is the Republic rich in?
22. Are peat reserves widely spread in Belarus?

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12. Earliest times

Glossary:

ice age (often the Ice Age), flint, evidence, Neolithic, ancestor, life-span, the Iberian (Spanish) peninsula, barrow, Beaker people, pottery, origin, hill-fort, tribe, tribal, election, to choose by election, tartan, warrior, Druid, priest, temple, worship, conquer, kingdom, to come to the throne, authority, plough [plau] (n/v), manor, earl, literate, illiterate, Privy Council, society, pagan, monastery, monk, bishop, archbishop, successor, treacherous, ally, alliance, rebel, peasant, peasantry, landlord, vassal, treaty, to make a treaty, heir, an heir to the throne, henge, to drain.

Questions:

1. What people inhabited the country in ancient times?
2. When and why did the chalkland people start building henges?
3. What replaced henges as the centres of local power in about 1300 BC?
Why?
4. Why were the Celts important in British history?
5. How did the Romans contribute to Celtic culture?
6. What Germanic tribes from the continent invaded Britain?
7. What kingdoms did they establish and what institutions did they create?
8. What role did the Angles, Saxons and Jutes play in the country's history?
9. What is the origin of the name Britain?
10. What invaders gave the larger part of Britain its new name England?
11. What lands did the Saxons call "Weallas" or "Wales"?
12. What part of the country became known as Scotland?
13. When did Christianity first reach Britain?
14. What were the directions of spreading Christianity across Britain?
15. What was the historical role of the Vikings in the British Isles?
16. Was the invasion of the Vikings a peaceful one? Give reasons.
17. What was the beginning of a regular tax system of the people?
18. Was Danegeld popular with the people of the country? Why?
19. Who was the first high king strong enough to rule over all Wales? What happened after his death?
20. Who is the "patron saint" of Ireland? Why?

21. What period of the country's history is called Ireland's "golden age"? Why?
22. What groups of people inhabited Scotland? How did they differ?

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13. The early Middle Ages

Glossary:

feudalism, freeman, serf, homage, the Domesday Book ['du:mzdei, the Holy Land, Magna C(h)arta (the Great Charter), the House of Commons, the House of Lords, the (English) Pale, common law, civil law, canon law, trial by ordeal, trial by jury, convent, nun, friar, home farm, subject, the Low Countries, chapman, huckster, Muslim, Muslim, tenant, preacher, overlord, to pass/ make a law, judge, guild, craft, craft guild, to try a case, apprenticeship, livery company, customs duties, the Household, official, to administer justice, clergy, clergyman, circuit, to keep to an agreement, literacy, guild, apprenticeship

Questions:

1. What was the central idea of the feudal system in Great Britain?
2. What did the people call the survey, which was the only one of its kind in Europe and very unpopular with the people in England? Why?
3. Why was the survey conducted?
4. Was kinship a family business in the early Middle Ages? Give reasons.
5. What agreement became an important symbol of political freedom in the country? Why?
6. How was a council of nobles known as parliament set up? How did it develop?
7. What area did the English Crown control in Ireland?
8. Why was the resistance movement so strong in Scotland? Who was it led by?
9. What time does the tradition of making the eldest son of the ruling king or queen Prince of Wales date back to? How did the tradition emerge?
10. How did the judicial system develop in England?
11. What was the basis of the manorial system? How did it work?
12. Did England experience the growth of literacy at this time? Give reasons.

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3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

3.1. Требования к экзамену

Формат экзамена:

Письменные задания:

1. Лексико-грамматический тест на базе изученного лексического и грамматического материала. Время выполнения – 60 минут.
2. Аудирование. Продолжительность звучания до 3 минут. Выполнение письменных заданий по прослушанному тексту. Время – 30 минут.
3. Чтение. Объем текста – 1300-1500 п. зн. Выполнение письменных заданий по прочитанному тексту. Время – 40 минут.

Устные задания:

1. Чтение предложенного текста с последующей беседой по его тематике. Объем текста – 1500-2000 п. зн. Устный перевод предложений с английского языка на русский.
2. Неподготовленное монологическое высказывание на основе речевого стимула в рамках пройденной тематики.

3.2. Вопросы к экзамену

•Сферы коммуникации и предметно-тематическое содержание:

1. A world of difference.
2. The UK – one of the best places to live and work?
3. Cross-cultural families.
4. Changes in shape of family formation around the world.
5. The working week.
6. Leisure time activities for youth.
7. Job description.
8. Money matters.
9. The British royal family profiles.
10. Good times, bad times.
11. Great painters and their masterpieces.
12. Contemporary museum culture and behaviour.
13. William Shakespeare – a cultural icon.
14. The best Shakespeare productions.
15. Love poetry.
16. One of the home-reading topics.

•Темы по страноведению/языку специальности:

1. The physical face of the UK.
2. The geographical position of Belarus.
3. Territory and population of the Republic of Belarus.
4. Climate and weather in the UK/Belarus.
5. Mineral wealth of the UK/Belarus.

6. The people of Belarus.
7. Britain's prehistory.
8. The early Middle Ages.

3.3. Образцы тестов по видам контроля

1. Лексико-грамматический тест 1 Complete the sentences with the correct Present Simple or Present Continuous form of the verb.

1. She hasn't got a car, so she (not drive) doesn't drive to work.
2. What (eat) _____ you usually _____ for lunch on Sundays?
3. (work) _____ your cousin _____ for a company in Milan?
4. Yes, I (listen) _____. Please go on.
5. (live) _____ she _____ in a house or a flat?
6. (speak) _____ people in Britain _____ Celtic languages?
7. It's late so they (go) _____ to bed now.
8. We (not want) _____ to do exercises! We're too tired!
9. (sleep) _____ he _____ at the moment?
10. He usually (leave) _____ home at 7.45 a.m.
11. We (have) _____ some extra lessons this week only.

*1 point for each correct
answer*

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2 Choose the correct form of the verb.

1. *Do you know / Are you knowing / Have you known* the solution?
2. *Did she write / Has she written / Has she been writing* to him yet?
3. His family *lived / lives / is living* in Madrid for forty years.
4. How long *are you waiting / have you been waiting / have you waited* for the train?
5. I *'m not working / amn't working / don't be working* on Sunday.
6. John Lennon *remembered / is remembered / is remembering* everywhere.
7. He *isn't / hasn't / hasn't been* from Nairobi.
8. 'Macbeth' *has written / was written / wrote* by Shakespeare.
9. There was a competition but we *weren't won / didn't win / haven't won* it.
10. *Was she / Has she been / Is she* your English teacher last year?
11. Where *did you go / were you going / have you gone* on holiday last summer?

1 point for each correct answer

	0
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3 Complete the sentences with the correct form of the verb.

1. We didn't enjoy the film last night. (not enjoy)
2. _____ you _____ my parents yet? (meet)
3. Where _____ she _____ last weekend? (spend)
4. She _____ her friends about the baby yet. (not tell)
5. I think one of the Williams sisters _____ Wimbledon in 2008. (win)
6. _____ you _____ here when the accident happened? (stand)
7. We _____ each other for very long. (not know)
8. The film _____ until midnight so we missed the last train home. (not finish)
9. How long _____ you _____ English? (study)
10. JF Kennedy _____ in the 1960s. (assassinate)
11. I _____ when you rang the doorbell. (not sleep)

1 point for each correct answer

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4 Complete the questions.

1. A Do you like opera?
B No, I don't. I like rock music better.
2. A Did he watch the whole film?
B No, he didn't. He fell asleep.
3. A What's that noise? Is Mr Jones working again?
B Yes, I think he is.
4. A What was your grandfather doing?
B He worked as a shoemaker.
5. A Have they got a dog?
B No, they haven't, but they've got a big pet rabbit.
6. A Where is your teacher from?
B I think he's from Australia or New Zealand.
7. A Do you want to come shopping with me?
B Yes, I do.
8. A Why were you late last night?
B Because I missed the train home.
9. A Are you going to the hairdresser this afternoon?
B Yes, I am. I need a new haircut.
10. A Are the neighbours having a new baby?
B No. They've just bought a very noisy cat.
11. A Are they making dinner tonight?
B Yes, I think they're making spaghetti.

1 point for each correct answer

	0
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5 Complete the sentences with *is* or *has*.

1. Lily is in the garden.

2. Harry _____ gone to work.
3. London _____ in the south of England.
4. Paris _____ got a good metro system.
5. It _____ been seven months since I last saw her.
6. Joanne _____ coming to see us.
7. The waiter _____ paid at the end of each day.
8. My brother _____ 18 this Friday.
9. My aunt _____ got a cold.
10. She _____ had a lot of time to revise for the exam.
11. My husband _____ from Nigeria.

*1 point for each correct
answer*

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6 Complete the paragraph with the correct form of the verb.

A lot of British people (1 enjoy) *enjoy* football on TV. Probably the most popular competition (2 be) _____ the World Cup. The World Cup (3 take) _____ place every four years, and it (4 be) _____ extremely popular in many countries all over the world. In Britain, a lot of people (5 watch) _____ the games in a public bar or café. If their team (6 score) _____ a goal, they celebrate victory with friends and strangers.

*2 points for each correct
answer*

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7 These sentences all contain a form of the nonsense word *uggy*. Decide if the form is a *verb*, a *noun*, an *adjective*, or an *adverb*.

1. London is a lot *uggier* than Vienna.

adjective

2. It was an *uggy* day so we went to the beach for a picnic.

3. We didn't *uggy* for work until nine o'clock.

4. The performance was *uggily* terrible, and most of the audience left early.

5. I wanted an *uggy* for my birthday but my mum said I was too young.

6. She was *uggying* in the garden so she didn't hear the doorbell.

Replace the form of the word *uggy* in 1–6 with the best word a–f.

- | | |
|-------------|----------|
| a bigger | <u>1</u> |
| b beautiful | _____ |
| c really | _____ |
| d working | _____ |
| e motorbike | _____ |
| f leave | _____ |

*1 point for each correct
answer*

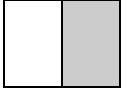
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8 Complete the words with suffixes from the box.

-ance -er -ic -ical -icism -ing

1. He was a great performerer.
2. His last performance was brilliant.
3. She is performing at the Lyric Theatre in London.
4. Nobody likes criticism but it's sometimes useful.
5. She's a critic so she sees all the latest films.
6. Stop being so critical and say something nice.

1 point for each correct answer

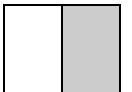


9 Match a word from A with a word from B. Then complete the sentences.

A	B
close-	job
knit	
cosmop	in
olitan	love
drive	famil
	y
extende	comm
d	unity
fall	city
well-	carele
paid	ssly

1. My cousin shouldn't drive carelessly. He's had quite a few accidents.
2. I live in a cosmopolitan. It's great to experience a wide variety of cultures.
3. My close-knit live abroad, so I don't see many of them very often.
4. When you fall, you can't think of anything else.
5. Our neighbourhood is a close-knit. We help each other with everything we can.
6. I've got a well-paid, so I can't complain about my salary.

1 point for each correct answer



10 Complete the conversations with words from the box.

checking have joining make meet mind ~~no~~ performance thank the time want

1.

A Earl Grey tea or Ceylon tea? And do you want milk and sugar with it?

B Earl Grey, please. Sugar, but no milk. Can I have some lemon instead?
2.

A I can't make the meeting, I'm sorry. My car's broken down.

B Never mind. We'll start without you and talk later.
- 3.

A There are still tickets for the afternoon, but the evening _____ is sold out, I'm afraid.

B That's fine. We'll _____ three, please, two adults and one child.

4.

A Is it _____ for a break?

B Yes, it is.

A _____ goodness!

5.

A How many bags are you _____ in?

B Just _____ one.

6.

A I don't think you've met Karen. She's _____ us from Harvard.

B Hi, Karen. Good to _____ you.

1 point for each correct answer

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11 Translate the sentences into your language.

1. We have a cancellation this evening.

2. What contact do you have with your extended family?

3. Have you known your friends since childhood?

4. I need to make an urgent appointment.

5. Is yours a close-knit family?

6. I live in a very cosmopolitan city.

7. Did you have a good day?

8. Have here or take away?

9. You don't feel completely at home in either country.

10. We try to live frugally to help our children go to university.

1 point for each correct answer

TOTAL

	0
	00

2. Аудирование

SHEILA AND BOB TALKING ABOUT NEW YORK

Tapescript:

I= Interviewer B=Bob S=Sheila

I How long did you live in the States?

B We were there for two years, in New York.

I And did you enjoy it?

S Oh, tremendously. We had a wonderful time.

B Yeah, what we liked best was that we could work and yet still lead a normal life. I mean, the shops are open till ten o'clock.

I All shops?

S Yes, everything. Food shops, chemists ...

B There's even a huge department store called Gimbles on 86th Street that was open till nine o'clock.

S And some supermarkets are open twenty-four hours a day. Most shops don't open as early as in England, well, they don't open until about 10 or 11 in the morning.

B Yes, that's right.

S Because they all work much later. And everything's open on Sundays.

B And the holidays, the public holidays are much shorter than here, and in the States only the banks are shut. Everything else stays open, so it makes life much easier. You could do what you liked when you liked.

I I see. Do you think New York is as cosmopolitan as London?

S Oh, yes, but it's not as mixed. Nationalities stay in their own areas; like there's the Russian section ...

B ... the German section. We were in German Town, York Town, which is called German Town. And there was a row of German shops, all German-speaking.

S I think the major difference was the height of the place. Everything was up. We lived on the twenty-ninth floor.

B Yes, and I worked on the sixty-third floor.

S Yes, but I like heights. And of course everything is faster. And the people are much ruder.

I Oh! In what ways?

B Well, pushing in the street, fights about getting on the bus. People don't queue like they do in England. And of course the taxi drivers! New York taxi drivers must be the rudest in the world! Americans themselves are really friendly but the taxi drivers never speak. And they don't seem to know where anything is.

Listen. Circle the correct letter.

1. How long did Sheila and Bob live in the States?

- a) for a year
- b) for two years
- c) for two and a half years
- d) for three years

2. What they liked best was that

- e) the public holidays were much longer than in Britain
- f) New York was more cosmopolitan than London
- g) everything stayed open much later
- h) the banks were open on public holidays

3. They lived on

- i) the sixty-third floor
- j) the twenty-ninth floor
- k) the twenty-six floor
- l) the forty-fifth floor

4. They consider people in New York

- m) much ruder than the British
- n) sociable
- o) reserved
- p) unfriendly

5. Bob says that the taxi drivers

- q) are communicative
- r) drive too fast
- s) know every place in New York
- t) don't know New York well

3. Чтение

CHOCOLATE FEVER

Now the whole country, indeed, the whole world, seemed suddenly to be caught up in a mad chocolate-buying fever, everybody searching for those precious remaining tickets. Fully grown women were seen going into sweet shops and buying ten Wonka bars at time, then tearing off the wrappers on the spot and peering eagerly underneath for a golden paper. Children were taking hammers and smashing their piggy banks and running out to the shops with handfuls of money. In one city, a famous gangster robbed a bank of a thousand pounds and spent the whole lot on Wonka bars that same afternoon. And when the police entered his house to arrest him, they found him sitting on the floor amidst mountains of chocolate, ripping off the wrappers with the blade of a long knife. In far-off Russia, a woman called Charlotte Russe said she had found the second ticket, but it turned out to be a cleverly made false ticket. The famous English scientist, Professor Foulbody, invented a machine which would tell you at once, without opening the wrapper of a bar of chocolate, whether or not there was a Golden Ticket **underneath it**. The machine had a mechanical arm that shot out with enormous force and grabbed hold of anything that had the slightest bit of gold inside it, and for a moment, it looked like the answer to everything. But unfortunately, while the Professor was showing off the machine to the public at the sweet counter of a large department store, the mechanical arm shot out and made a grab for the gold filling in the back tooth of a baroness who was standing nearby. There was an ugly scene, and the machine was smashed by the crowd.

Suddenly, on the day before Charlie Bucket's birthday, the newspapers announced that the second Golden Ticket had been found. The lucky person was a small girl called Veruca Salt who lived with her rich parents in a great city far away. Once again, Mr. Bucket's evening newspaper carried a big picture of the finder. She was sitting between her beaming father and mother in the living room of their house, waving the Golden Ticket above her head, and grinning from ear to ear.

Choose the best answer.

1. After reading this text, we may safely conclude that it is part of

- A a story written for children.
- B an advertisement.
- C a speech.
- D the news section in a newspaper.

2. The word 'fever' (line 2) indicates here:

- A amusement
- B excitement
- C illness
- D temperature

3. Why does the author mention that the women are fully grown?

- A. Because it is only when women are fully grown that they need so many Wonka bars to satisfy their hunger.
- B. Because it makes the fact that they bought and unwrapped so many Wonka bars more surprising.
- C. Because only grown-up women buy ten Wonka bars at a time.
- D. Because other women were not seen going into sweet shops.

4. Why did all the people mentioned in the text buy lots of Wonka bars?

- A They never got tired of eating Wonka bars.
- B They wanted to find a golden paper in a Wonka bar.
- C They wanted to try out Professor Foulbody's machine.
- D They were afraid that the delicious Wonka bars would be sold out soon.

5. What does the word 'it' in bold in the text refer to?

- A Professor Foulbody's machine
- B the wrapper
- C a bar of chocolate
- D the mechanical arm

Choose the correct translation

Children were taking hammers and smashing their piggy banks.

- A. Дети взяли молотки и разбили свои свиные банки.
- B. Дети брали молотки и разбивали свои копилки
- C. Дети взяли молотки и разбили свои копилки

True or false.

- 1. A famous banker robbed a bank of a thousand dollars and spent a whole lot on Wonka bars.

2. The machine had a mechanical arm that killed out with enormous force.
3. After a terrible scene the machine was ruined by the crowd.

Complete each sentence with one of the endings.

1. Now the whole country seemed suddenly...
2. Fully grown women were seen...
3. When the police entered his house...
4. The Professor was showing the machine to the public...
5. The lucky person was ...

A a famous gangster was sitting on the floor amidst mountains of chocolate.

B going Into sweet shops.

C a small girl called Veruca Salt.

D to be caught up in a mad chocolate fever.

E when the mechanical arm made a grab for the gold filling in the back tooth of a baroness.

4. Экзаменационный текст

Read the text. Sum up the major points. Answer the examiner's questions. Translate the phrases/sentences underlined.

HOW TO LEARN? EARLY AND OFTEN

Ana Gabriella Rodriguez, 23, a graduate student at the Institut d'Etudes Politiques in Paris, regularly impresses the people she meets with her ability to switch effortlessly among five languages: English, French, Spanish, Portuguese and Hungarian. The daughter of Venezuelan diplomats, Rodriguez has lived in Caracas, Washington, Lisbon and Budapest, in addition to Paris. She plays down her linguistic ability. "If you had grown up in all the places where I've grown up, you'd be multi-lingual, too," she said. "It's really not that difficult."

That modest attitude may have a scientific foundation. According to Fred Genesee, a professor of psycholinguistics at McGill University in Montreal, a child simply needs to be *exposed* to a different language for at least 30 percent of his or her waking time to acquire it. That means that up to three languages can be learned simultaneously, although the learning process will be more complex, in particular for the adults doing the teaching.

"Parents or caregivers must ensure that children get a certain amount of exposure to the language, and that this exposure is consistent, continuous and rich," Genesee said. If a consistent "language system" is followed, then learning several languages comes as naturally to a child as learning one, he said.

The most frequent language systems are "one parent-one language," in which each parent speaks only his native language with his child, or "minority language at home," in which the entire family speaks one language at home, and the community language with everyone else. Other systems, such as speaking an additional language

with a nanny or in an immersion program, will also work, but only if used consistently, Genesee said.

Recent studies show that learning several languages may even increase brain power. Last October, researchers at Dartmouth College in Hanover, New Hampshire, presented the results of a study that compared the brain activity of bilinguals and monolinguals. Laura-Ann Pettito, the study's senior scientific director, wrote in *Medical News Today*: "The brains of bilinguals and monolinguals process their individual languages in fundamentally similar ways, except for the one fascinating exception that bilinguals appear to engage more of the neural landscape naturally available for language processing than monolinguals, which is a very good thing."

Education systems across the developed world have begun introducing foreign language classes as early as kindergarten, as opposed to junior high schools as was previously the case. But to achieve perfect fluency, a language should be taught even earlier: research shows that an infant's ability to detect different sounds and hear the nuances in foreign languages diminishes after the first six months of age.

However, for both children and adults, the key element in learning to speak a language is the need to communicate.

Genesee advises that adults struggling to learn additional languages should plunge themselves in an environment where the new language needed, so that they are forced to use the new language for real communication.

Adapted from Lorena Galliot, Herald International Tribune

Comprehension Questions:

1. How does Gabriella explain her linguistic phenomenon?
2. How do the scientists explain the ability of speaking several languages?
3. How many languages according to the scientists one can acquire?
4. What language systems have you learned about in the text? What is the most frequent one? Why?
5. Why is it important to learn two or more languages?
6. What advice does Genesee give to adults?

Discussion Points

- a) What is the best age of learning a foreign language?
- b) What pitfalls are there in your way of learning a second language?
- c) When is it more advisable to begin a second language?
- d) What are the bars to learning a language later in life?
- e) What are the benefits of being bilingual?

5. Situations

1. Describe your leisure time and in what way modern technologies influence your free time.
2. You are a stylist. Every day you see a lot of beautiful faces: famous actors, models, pop-stars. Describe the most beautiful woman and the best-looking

man you know. Do you agree that appearance influences personality? Can appearance be deceptive?

3. Yesterday you returned from a long journey. You are full of impressions and you are eager to share them. Moreover, you attended a summer festival. Talk about your holiday experiences.

4. Do you agree with the statement that technology is killing leisure time? Do you really have a problem with your leisure time?

5. You are going to attend a conference “The future of advertising business” and give a speech there. Prove your point that our life without ads would be impossible/ would be better. Make up your mind.

6. You work as an estate agent. Mr. Mead has come to your office and wants to buy a house. Give him as much information as possible about available houses and accommodation in general.

1. She hasn't got a car, so she (not drive) doesn't drive to work.
2. What (eat) _____ you usually _____ for lunch on Sundays?
3. (work) _____ your cousin _____ for a company in Milan?
4. Yes, I (listen) _____. Please go on.
5. (live) _____ she _____ in a house or a flat?
6. (speak) _____ people in Britain _____ Celtic languages?
7. It's late so they (go) _____ to bed now.
8. We (not want) _____ to do exercises! We're too tired!
9. (sleep) _____ he _____ at the moment?
10. He usually (leave) _____ home at 7.45 a.m.
11. We (have) _____

1 point for each correct
answer

	0
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2 Choose the correct form of the verb.

1. *Do you know / Are you knowing / Have you known* the solution?
2. *Did she write / Has she written / Has she been writing* to him yet?
3. His family *lived / lives / is living* in Madrid for forty years.
4. How long *are you waiting / have you been waiting / have you waited* for the train?
5. I *'m not working / amn't working / don't be working* on Sunday.
6. John Lennon *remembered / is remembered / is remembering* everywhere.
7. He *isn't / hasn't / hasn't been* from Nairobi.
8. 'Macbeth' *has written / was written / wrote* by Shakespeare.
9. There was a competition but we *weren't won / didn't win / haven't won* it.
10. *Was she / Has she been / Is she* your English teacher last year?
11. Where *did you go / were you going / have you gone* on holiday last summer?

1 point for each correct
answer

	0
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3 Complete the sentences with the correct form of the verb.

1. We didn't enjoy the film last night. (not enjoy)
2. _____ you _____ my parents yet? (meet)
3. Where _____ she _____ last weekend? (spend)
4. She _____ her friends about the baby yet. (not tell)
5. I think one of the Williams sisters _____ Wimbledon in 2008. (win)
6. _____ you _____ here when the accident happened? (stand)
7. We _____ each other for very long. (not know)
8. The film _____ until midnight so we missed the last train home. (not finish)
9. How long _____ you _____ English? (study)
10. JF Kennedy _____ in the 1960s. (assassinate)
11. I _____ when you rang the doorbell. (not sleep)

1 point for each correct answer

	0
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4 Complete the questions.

1. A Do you like opera?
B No, I don't. I like rock music better.
2. A ____ he watch the whole film?
B No, he didn't. He fell asleep.
3. A What's that noise? ____ Mr Jones working again?
B Yes, I think he is.
4. A What ____ your grandfather ____?
B He worked as a shoemaker.
5. A ____ they ____ a dog?
B No, they haven't, but they've got a big pet rabbit.
6. A Where ____ your teacher ____?
B I think he's from Australia or New Zealand.
7. A ____ you want to come shopping with me?
B Yes, I do.
8. A Why ____ you late last night?
B Because I missed the train home.
9. A ____ you going to the hairdresser this afternoon?
B Yes, I am. I need a new haircut.
10. A ____ the neighbours ____ a new baby?
B No. They've just bought a very noisy cat.
11. A ____ they making dinner tonight?
B Yes, I think they're making spaghetti.

1 point for each correct answer

	0
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5 Complete the sentences with *is* or *has*.

1. Lily *is* in the garden.
2. Harry _____ gone to work.
3. London _____ in the south of England.
4. Paris _____ got a good metro system.
5. It _____ been seven months since I last saw her.
6. Joanne _____ coming to see us.
7. The waiter _____ paid at the end of each day.
8. My brother _____ 18 this Friday.
9. My aunt _____ got a cold.
10. She _____ had a lot of time to revise for the exam.
- 11 My husband _____ from Nigeria.

1 point for each correct
answer

	0
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6 Complete the paragraph with the correct form of the verb.

A lot of British people (1 enjoy) *enjoy* football on TV. Probably the most popular competition (2 be) _____ the World Cup. The World Cup (3 take) _____ place every four years, and it (4 be) _____ extremely popular in many countries all over the world. In Britain, a lot of people (5 watch) _____ the games in a public bar or café. If their team (6 score) _____ a goal, they celebrate victory with friends and strangers.

2 points for each correct
answer

	0
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7 These sentences all contain a form of the nonsense word *uggy*. Decide if the form is a *verb*, a *noun*, an *adjective*, or an *adverb*.

1. London is a lot *uggier* than Vienna.
adjective
2. It was an *uggy* day so we went to the beach for a picnic.

3. We didn't *uggy* for work until nine o'clock.

4. The performance was *uggily* terrible, and most of the audience left early.

5. I wanted an *uggy* for my birthday but my mum said I was too young.

6. She was *uggying* in the garden so she didn't hear the doorbell.

Replace the form of the word *uggy* in 1–6 with the best word a–f.

- a bigger _____
b beautiful _____
c really _____
d working _____
e motorbike _____
f leave _____

1 point for each correct answer

	0
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8 Complete the words with suffixes from the box.

-ance -er -ic -ical -icism -ing

1. He was a great performer.
2. His last perform_____ was brilliant.
3. She is perform_____ at the Lyric Theatre in London.
4. Nobody likes crit_____ but it's sometimes useful.
5. She's a crit_____ so she sees all the latest films.
6. Stop being so crit_____ and say something nice.

1 point for each correct answer

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9 Match a word from A with a word from B. Then complete the sentences.

A	B
close-	job
knit	
cosmop	in
olitan	love
drive	famil
	y
extende	comm
d	unity
fall	city
well-	carele
paid	ssly

1. My cousin shouldn't drive carelessly. He's had quite a few accidents.
2. I live in a _____ . It's great to experience a wide variety of cultures.
3. My _____ live abroad, so I don't see many of them very often.
4. When you _____ , you can't think of anything else.
5. Our neighbourhood is a _____ . We help each other with everything we can.
6. I've got a _____ , so I can't complain about my salary.

1 point for each correct answer

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10 Complete the conversations with words from the box.

checking have joining make meet mind ~~no~~ performance thank the time want

1. A Earl Grey tea or Ceylon tea? And do you want milk and sugar with it?
B Earl Grey, please. Sugar, but no milk. Can I have some lemon instead?
- 2A I can't _____ the meeting, I'm sorry. My car's broken down.
B Never _____. We'll start without you and talk later.
- 3A There are still tickets for the afternoon, but the evening _____ is sold out, I'm afraid.

- B That's fine. We'll _____ three, please, two adults and one child.
- 4A Is it _____ for a break?
- B Yes, it is.
- A _____ goodness!
- 5A How many bags are you _____ in?
- B Just _____ one.
- 6A I don't think you've met Karen. She's _____ us from Harvard.
- B Hi, Karen. Good to _____ you.

1 point for each correct answer

	0
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11 Translate the sentences into your language.

1. We have a cancellation this evening.

2. What contact do you have with your extended family?

3. Have you known your friends since childhood?

4. I need to make an urgent appointment.

5. Is yours a close-knit family?

6. I live in a very cosmopolitan city.

7. Did you have a good day?

8. Have here or take away?

9. You don't feel completely at home in either country.

10. We try to live frugally to help our children go to university.

1 point for each correct answer

TOTAL

	0
	00

6. Аудирование

SHEILA AND BOB TALKING ABOUT NEW YORK

Tapescript:

I= Interviewer B=Bob S=Sheila

I How long did you live in the States?

B We were there for two years, in New York.

I And did you enjoy it?

S Oh, tremendously. We had a wonderful time.

B Yeah, what we liked best was that we could work and yet still lead a normal life. I mean, the shops are open till ten o'clock.

I All shops?

S Yes, everything. Food shops, chemists ...

B There's even a huge department store called Gimbles on 86th Street that was open till nine o'clock.

S And some supermarkets are open twenty-four hours a day. Most shops don't open as early as in England, well, they don't open until about 10 or 11 in the morning.

B Yes, that's right.

S Because they all work much later. And everything's open on Sundays.

B And the holidays, the public holidays are much shorter than here, and in the States only the banks are shut. Everything else stays open, so it makes life much easier. You could do what you liked when you liked.

I I see. Do you think New York is as cosmopolitan as London?

S Oh, yes, but it's not as mixed. Nationalities stay in their own areas; like there's the Russian section ...

B ... the German section. We were in German Town, York Town, which is called German Town. And there was a row of German shops, all German-speaking.

S I think the major difference was the height of the place. Everything was up. We lived on the twenty-ninth floor.

B Yes, and I worked on the sixty-third floor.

S Yes, but I like heights. And of course everything is faster. And the people are much ruder.

I Oh! In what ways?

B Well, pushing in the street, fights about getting on the bus. People don't queue like they do in England. And of course the taxi drivers! New York taxi drivers must be the rudest in the world! Americans themselves are really friendly but the taxi drivers never speak. And they don't seem to know where anything is.

Listen. Circle the correct letter.

1. How long did Sheila and Bob live in the States?

- u) for a year
- v) for two years
- w) for two and a half years
- x) for three years

2. What they liked best was that

- y) the public holidays were much longer than in Britain
- z) New York was more cosmopolitan than London
- aa) everything stayed open much later
- bb) the banks were open on public holidays

3. They lived on

- cc) the sixty-third floor
- dd) the twenty-ninth floor

ee) the twenty-six floor

ff) the forty-fifth floor

4. They consider people in New York

gg) much ruder than the British

hh) sociable

ii) reserved

jj) unfriendly

5. Bob says that the taxi drivers

kk) are communicative

ll) drive too fast

mm) know every place in New York

nn) don't know New York well

7. Чтение

CHOCOLATE FEVER

Now the whole country, indeed, the whole world, seemed suddenly to be caught up in a mad chocolate-buying fever, everybody searching for those precious remaining tickets. Fully grown women were seen going into sweet shops and buying ten Wonka bars at time, then tearing off the wrappers on the spot and peering eagerly underneath for a golden paper. Children were taking hammers and smashing their piggy banks and running out to the shops with handfuls of money. In one city, a famous gangster robbed a bank of a thousand pounds and spent the whole lot on Wonka bars that same afternoon. And when the police entered his house to arrest him, they found him sitting on the floor amidst mountains of chocolate, ripping off the wrappers with the blade of a long knife. In far-off Russia, a woman called Charlotte Russe said she had found the second ticket, but it turned out to be a cleverly made false ticket. The famous English scientist, Professor Foulbody, invented a machine which would tell you at once, without opening the wrapper of a bar of chocolate, whether or not there was a Golden Ticket **underneath it**. The machine had a mechanical arm that shot out with enormous force and grabbed hold of anything that had the slightest bit of gold inside it, and for a moment, it looked like the answer to everything. But unfortunately, while the Professor was showing off the machine to the public at the sweet counter of a large department store, the mechanical arm shot out and made a grab for the gold filling in the back tooth of a baroness who was standing nearby. There was an ugly scene, and the machine was smashed by the crowd.

Suddenly, on the day before Charlie Bucket's birthday, the newspapers announced that the second Golden Ticket had been found. The lucky person was a small girl called Veruca Salt who lived with her rich parents in a great city far away. Once again, Mr. Bucket's evening newspaper carried a big picture of the finder. She was sitting between her beaming father and mother in the living room of their house, waving the Golden Ticket above her head, and grinning from ear to ear.

Choose the best answer.

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5. What does the word 'it' in bold in the text refer to?

- A Professor Foulbody's machine
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Choose the correct translation

Children were taking hammers and smashing their piggy banks.

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- C. Дети взяли молотки и разбили свои копилки

True or false.

- 4. A famous banker robbed a bank of a thousand dollars and spent a whole lot on Wonka bars.
- 5. The machine had a mechanical arm that killed out with enormous force.
- 6. After a terrible scene the machine was ruined by the crowd.

Complete each sentence with one of the endings.

- 6. Now the whole country seemed suddenly...
- 7. Fully grown women were seen...

8. When the police entered his house...
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A a famous gangster was sitting on the floor amidst mountains of chocolate.

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6. What advice does Genesee give to adults?

Discussion Points

- a) What is the best age of learning a foreign language?
- b) What pitfalls are there in your way of learning a second language?
- c) When is it more advisable to begin a second language?
- d) What are the bars to learning a language later in life?
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9. Situations

7. Describe your leisure time and in what way modern technologies influence your free time.

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4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

4.1. СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Общелитературный язык

Тема 1. Мир вокруг нас. Интересные факты о природе, вселенной, человеке и обществе.

Тема 2. Моя визитная карточка. Биография. Занятия. Национальность. Возраст и этапы жизни. Личность, внешность, характер. Друзья и увлечения.

Тема 3. Личность и общество. Образование и профессия. Семья. Типы семьи и ее организация. Родственные связи. Межкультурные браки.

Тема 4. Учеба в университете. Поступление в университет. Учебные предметы и внеаудиторные занятия. Студенческая жизнь. Распорядок дня.

Тема 5. Досуг и отдых. Организация свободного времени. Интересы и увлечения. Выходной день. Каникулы.

Тема 6. Мир искусства. Живопись, музыка, литература и их виды. Наследие Уильяма Шекспира. Выдающиеся художники Великобритании, США и Беларуси. Описание картины. Музеи и их виды. Экскурсии. Правила поведения в музее.

Тема 7. Речевой этикет. знакомство, приветствие, прощание, приглашение, суждение (выражение мнения), причина (объяснение обстоятельств), предложение, намерение, жалоба, необходимость и другие.

Страноведение

Тема 8. География Великобритании. Общие сведения о географическом положении Британских островов. Физические характеристики страны. Рельеф и минеральные ресурсы. Основные реки и озера страны. Климат и погода. Растительность и животный мир.

Тема 9. География Республики Беларусь. Географическое положение. Физические характеристики. Природные ископаемые.

Тема 10. История Великобритании. Древние времена. Нашествие кельтов, римлян, англосаксов, викингов. Кельтские королевства. Христианство: взаимодействие церкви и государства.

Тема 11. История Великобритании. Раннее средневековье. Нормандское завоевание. Феодализм. Зарождение парламента. Великая хартия вольностей и упадок феодализма. Правительство и жизнь общества.

Грамматика

Тема 12. Глагол. Общая семантико-синтаксическая характеристика глагола. Грамматические категории личных форм глагола, наклонения, времени. Видо-временные формы: Present Simple/Continuous, Past Simple/Continuous, Past Perfect. Утвердительная, отрицательная и вопросительная формы. Способы образования форм правильных и неправильных глаголов. Значение, образование, система времен в пассивном залоге. Модальные глаголы и их эквиваленты. Формы выражения будущего

действия: Present Simple, Present Continuous, Future Simple/Continuous/Perfect/Perfect Continuous, to be going to.

Тема 13. Имя существительное. Семантико-синтаксические характеристики, классификация, категория числа, категория падежа.

Тема 14. Артикль. Общие сведения. Артикли с исчисляемыми/неисчисляемыми существительными. Особые случаи употребления/не употребления артиклей (напр., с географическими названиями, названиями частей суток, времен года, названиями веществ, абстрактными существительными и т. п.). Место артиклей в предложении.

Тема 15. Имя прилагательное. Степени сравнения имен прилагательных. Синтетические и аналитические формы сравнительной и превосходной степеней сравнения. Сочетаемость с союзами в сравнительных конструкциях.

Тема 16. Местоимение. Категории лица, рода, числа в местоимениях. Местоимения личные, притяжательные, возвратные. Местоимения вопросительные и относительные. Указательные местоимения. Неопределенные и отрицательные местоимения и их производные.

Тема 17. Имя числительное. Количественные и порядковые числительные. Сочетаемость и употребление количественных числительных с существительными, порядковых числительных в названии дат.

Тема 18. Синтаксис. Понятие о предложении. Виды предложений. Порядок слов в английском предложении. Структура повествовательных (утвердительных/отрицательных)

4.2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

Согласно Положению о самостоятельной работе студентов и курсантов в Белорусском государственном университете (от 10.04.2014 г.) под самостоятельной работой понимается совокупность всей самостоятельной учебной деятельности студентов, как в учебной аудитории, так и вне ее в процессе освоения образовательных программ высшего образования. К основным формам организации самостоятельной работы относятся самостоятельная работа, осуществляемая самостоятельно без контакта с преподавателем и управляемая самостоятельная работа. Управляемая самостоятельная работа (УСР) обучающихся – это самостоятельная работа, выполняемая по заданию и при методическом руководстве (консультациях) преподавателя и контролируемая им на определенном этапе обучения, как в аудитории, так и путем проверки контрольных заданий, в том числе в режиме on–line (БГУ LMS Moodle). При обучении по дисциплине «Иностранный язык (второй) (английский)» применяются следующие формы самостоятельной работы:

- выполнение домашнего задания и подготовка к практическим занятиям;
- подбор сопроводительного материала для участия в ролевых играх;
- подготовка к выполнению открытых эвристических заданий;
- поиск (подбор) и обзор литературы и электронных источников для подготовки проектов, ролевых игр;
- подготовка к контрольной работе, коллоквиуму;
- подготовку ко всем видам текущей аттестации (экзамены и зачеты).

Для обеспечения эффективности самостоятельной работы консультационно–методическая поддержка осуществляется преимущественно в дистанционной форме и обеспечивается средствами образовательного портала БГУ LMS Moodle, электронной библиотеки БГУ. Контроль и оценивание результатов самостоятельной работы осуществляется с учетом особенностей форм контроля – в аудитории, а также на образовательном портале БГУ LMS Moodle. Также предполагается проведение УСР в форме аудиторных занятий, согласно утвержденному графику.

Цель данных методических рекомендаций по организации самостоятельной работы заключается в обеспечении студентов необходимой информацией, методами, технологиями и приемами для успешного выполнения работы. Для качественной подготовки заданий студентам рекомендуется использовать сервисы визуальной информации (интеллектуальные карты, «облака слов», мультимедийные постеры), презентационные сервисы (Power Point, Prezi), ресурсы по обучению аудированию (подкасты, видео сюжеты) и др.

Рекомендации по работе с лексико–грамматическим материалом

При работе с лексико–грамматическим материалом необходимо стремиться не только к узнаванию слова или грамматической структуры, но и пониманию цели их употребления в данном контексте.

При изучении лексико–грамматических явлений рекомендуется использовать словари, схемы, таблицы из справочников, а также учиться самим составлять подобные схемы с использованием ресурсов web 2.0 технологий (Mind Maps, Wordle). Сайты по обучению английскому языку предоставляют богатый тренировочный и тестирующий материал по отработке лексико–грамматических навыков.

Рекомендации по работе с текстом

Предтекстовый этап:

- прочтите заголовок и скажите, о чем / о ком будет идти речь в тексте;
- выберите из текста слова, относящиеся к изучаемой теме;
- найдите в тексте незнакомые слова, посмотрите в словаре их значение.

Текстовый этап:

- прочтите текст;
- выделите слова / словосочетания / предложения, которые несут важную информацию;
- выпишите основные имена / термины / определения / даты и т.д.;
- сформулируйте ключевую мысль каждого абзаца;
- отметьте фразу, которая лучше всего передает содержание текста / части текста.

Послетекстовый этап:

- найдите в тексте предложения для описания ...;
- подтвердите / опровергните словами из текста следующую мысль ...;
- ответьте на вопросы / составьте вопросы к тексту;
- составьте план текста с ключевыми словами / интеллектуальную карту;
- перескажите текст, опираясь на план и ключевые слова.

Рекомендации по подготовке к устному монологическому высказыванию

В устном сообщении выделяются три части: вступление – выступающий называет тему сообщения; основная часть; заключение – выступающий суммирует вышесказанное.

Заранее продумайте свое сообщение, составьте примерный план, подберите лексику по теме высказывания.

Любое монологическое высказывание имеет ряд характеристик: целенаправленность, логичность, связность, завершенность, непрерывность, выразительность.

При подготовке устного высказывания целесообразно использовать технологию составления интеллектуальных карт.

Рекомендации по написанию эссе

Эссе – это небольшое сочинение, которое передает личные впечатления и мысли по тому или иному вопросу. Эссе состоит из трех частей: введение, основная часть и заключение. Во введении необходимо обозначить ключевую идею или проблему, о которой вы будете говорить в основной части. Основная часть эссе должна представить некоторые аргументы, доказательства в поддержку вашей основной идеи. Вы можете привести примеры, которые проиллюстрируют вашу точку зрения. При написании эссе на английском языке старайтесь избегать книжных фраз, которые сделают вашу работу скучной для чтения. Используйте больше прилагательных и наречий. В заключении завершите ваши рассуждения и сделайте выводы, которые и будут финальной частью вашего эссе. Все части эссе должны плавно переходить одна в другую, мысли должны быть логически связаны.

Связующие слова и фразы для устного и письменного сообщения

To express personal opinion

In my opinion/view;

To my mind;

To my way of thinking;

I am convinced that;

It is my firm belief that;

It seems to me that;

As far as I'm concerned ...

To list points

Firstly;

First of all;

In the first place;

To begin/to start with;

Secondly, Thirdly, Finally ...

To add more points

What is more;

Furthermore;

Apart from this/that;

In addition (to this);

Moreover;

Besides (this);

... not to mention the fact that;

In equal importance ...

To refer to other sources and give examples

With reference to;

According to;

For example;

To illustrate ...

To emphasize a point

Indeed;

Naturally;

Clearly;

Obviously;

Of course;

Needless to say ...

To state other people's opinion

It is popularly believed that;

People often claim that;

It is often alleged that;

Some people argue that;

Most people feel that;

Some people point out that ...

To conclude and summarize

Finally;	All things considered;
Lastly;	In conclusion;
All in all;	On balance;
On the whole;	For the above mentioned reasons;
Taking everything into	Therefore I feel that;
account/consideration;	To sum up ...

Рекомендации по работе над проектом и презентацией

Обучение иностранному языку с использованием проектов – это мостик между использованием языка в учебной аудитории и реальными жизненными ситуациями. Работая в парах или командах, студенты приобретают такие 115 навыки как умение планировать, организовывать, вести переговоры, делать выводы, приходить к соглашению по различным вопросам.

В основе каждого проекта лежит проблема. Целью проектной деятельности становится поиск способов решения проблемы, а задача проекта формулируется как задача достижения цели в определенных условиях.

Стадии работы над проектом: выбор темы, составление плана и работа над проектом (самая трудоемкая часть работы, которая осуществляется студентами самостоятельно; преподаватель выступает в роли консультанта; презентация; оценка/самооценка.

При создании мультимедийной презентации не следует увлекаться только внешней стороной, так как это может снизить эффективность презентации в целом. Одним из важных моментов является сохранение единого стиля, унифицированной структуры и формы представления материала. Вся презентация должна выполняться в одной цветовой палитре, на базе одного шаблона. Текст презентации не должен быть большими. При подготовке мультимедийных презентации возможно использование ресурсов сети Интернет, современных мультимедийных энциклопедий и электронных учебников.

Обязательными структурными элементами презентации являются: титульный слайд; оглавление; словарь терминов; основной текст (включая схемы, таблицы, иллюстрации); заключительный слайд с выводами/рекомендациями.

Контроль результатов самостоятельной работы студентов может проходить в письменной или устной форме с предоставлением продукта творческой деятельности. В качестве форм и методов контроля самостоятельной работы могут быть тестирование, защита творческих проектов, самоотчет, защита портфолио, ролевая игра, коллоквиум и другие.

4.3. РЕКОМЕНДУЕМАЯ ЛИТЕРАТУРА

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4.4. ИНФОРМАЦИОННО-АНАЛИТИЧЕСКИЕ МАТЕРИАЛЫ

Требования к студенту при прохождении текущей аттестации

Текущая аттестация студентов проводится для определения соответствия результатов учебной деятельности обучающихся требованиям:

- образовательных стандартов, учебно-программной документации;
- образовательных программ высшего образования.

Для проведения текущей аттестации могут использоваться технические средства.

Положительные отметки по результатам текущей аттестации вносятся в зачетно-экзаменационную ведомость и зачетную книжку. Зачетно-экзаменационная ведомость является обязательным документом во время проведения текущей аттестации, в который заносятся результаты ее проведения.

Результат текущей аттестации по учебной дисциплине, при получении неудовлетворительной отметки («не зачтено», 1 (один), 2 (два) или 3 (три) балла), или непрохождение текущей аттестации обучающимся (неявка обучающегося) при отсутствии уважительных причин в установленный учреждением высшего образования срок проведения текущей аттестации является академической задолженностью по учебной дисциплине.

С целью повышения отметки по учебной дисциплине, полученной по итогам текущей аттестации, обучающийся может быть повторно аттестован в течение всего срока получения высшего образования на I ступени не более чем по трем учебным дисциплинам учебного плана специальности (направления специальности, специализации).

Обучающиеся допускаются к сдаче зачета по учебной дисциплине при условии выполнения и защиты ими всех видов заданий, предусмотренных учебно-программной документацией соответствующей учебной дисциплины в текущем семестре.

Недопуск обучающегося к зачету по учебной дисциплине осуществляется решением кафедры английского языка гуманитарных специальностей.

Критерии оценки устных презентаций.

Criteria	Below expected level	At expected level	Above expected level
Introduction of topic	Topic introduced.	Topic introduced clearly, and purpose of talk was made clear.	Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.
Development of topic	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organised and developed with sufficient and appropriate details.
Ability to engage and involve audience	Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.	An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.	Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humour, surprising facts, direct audience participation.
Suitability of presentation for purpose and audience	Attempts were made to tailor the presentation content to the intended purpose of informing, interesting or persuading.	The presentation content and structure was tailored to the audience and to the intended purpose of informing, interesting or persuading.	The presentation content, structure and delivery were closely tailored to the audience and to the intended purpose of informing, interesting or persuading.
Voice: clarity, pace, fluency	Presenter occasionally spoke clearly and at a good pace.	Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.
Vocabulary, sentence structure, grammar	The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct.	The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct.	The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.
Pronunciation	Pronunciation occasionally correct, but often hesitant and inaccurate.	Pronunciation and intonation is usually correct.	Pronunciation and intonation is correct and confident.

Cultural conventions for oral presentation	Greetings and general presentation are not culturally inappropriate.	Greetings are culturally appropriate. Questions are answered appropriately.	Greetings are culturally appropriate. Gestures, stance and eye contact are appropriate. Questions are answered appropriately.
Use of visual aids	No visual aids were used; OR Visual aids were occasionally appropriate and related to the spoken message.	Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.	Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation.
Conclusion of topic	An attempt was made to conclude the presentation.	The presentation was summed up clearly.	The presentation was summed up clearly and effectively, with key points emphasised.
Answering questions from audience	Not all questions could be answered. Questions answered with difficulty, and little knowledge of the topic was demonstrated.	Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.

The criteria are based on the standards for LOTE and Communication

Reference:

Караичева Т.В., Ивашкевич И. Н., Вессельс Д. Международные экономические отношения на английском языке: Шаг за шагом = International Economic Relations: Getting Started. Минск: БГУ, 2010.

Приложение 2.**Шкала перевода тестовых баллов в десятибалльную систему оценки**

100-балльная шкала	10-балльная система
1	0
2-10	1
11-20	2
21-35	3
36-50	4
51-65	5
66-75	6
76-83	7
84-90	8
91-95	9
96-100	10

Согласно Приложению к Постановлению Министерства образования Республики Беларусь от 1 апреля 2004 №22

Реферирование статьи на английском

Уметь анализировать английский текст - это уже огромный прорыв в изучении языка. И неважно, лингвист вы или обычный студент. Если вы видите главную идею, особые "приметы" рассказа или статьи, значит, вы сможете его лучше понять и осмыслить. А это важно не только в плане языковых знаний, но и в плане общего развития. Итак, представим, что вам нужно сделать пересказ текста на английском. Какие общие фразы и структуры для этого использовать?

Как составлять анализ текста на английском языке?

Для начала давайте разберемся, в чем суть реферирования статьи на английском. Это не просто краткое содержание, пересказ, а анализ. Вам необходимо выделить главную идею, описать главных героев или события, факты. Для всего этого есть вводные структуры, которые необходимо знать. Итак, с чего начать и чем закончить? Мы приведем вам в пример несколько фраз. А вы выбирайте наиболее понравившиеся.

1. Название статьи, автор, стиль.

The article I'm going to give a review of is taken from... – Статья, которую я сейчас хочу проанализировать из...

The headline of the article is – Заголовок статьи...

The author of the article is... – Автор статьи...

It is written by – Она написана ...

The article under discussion is ... – Статья, которую мне сейчас хочется обсудить,

The headline foreshadows... – Заголовок приоткрывает

2. Тема. Логические части.

The topic of the article is... – Тема статьи

The key issue of the article is... – Ключевым вопросом в статье является

The article under discussion is devoted to the problem... – Статью, которую мы обсуждаем, посвящена проблеме...

The author in the article touches upon the problem of... – В статье автор затрагивает проблему....

I'd like to make some remarks concerning... – Я бы хотел сделать несколько замечаний по поводу...

I'd like to mention briefly that... – Хотелось бы кратко отметить...

I'd like to comment on the problem of... – Я бы хотел прокомментировать проблему...

The article under discussion may be divided into several logically connected parts which are... – Статья может быть разделена на несколько логически взаимосвязанных частей, таких как...

3. Краткое содержание.

The author starts by telling the reader that – Автор начинает, рассказывая читателю, что

At the beginning of the story the author – В начале истории автор describes – описывает

depicts – изображает

touches upon – затрагивает

explains – объясняет

introduces – знакомит

mentions – упоминает

recalls – вспоминает

makes a few critical remarks on – делает несколько критических замечаний

The story begins (opens) with a (the)

description of – описанием

statement – заявлением

introduction of – представлением

the mention of – упоминанием

the analysis of a summary of – кратким анализом

the characterization of – характеристикой

(author's) opinion of – мнением автора

author's recollections of – воспоминанием автора

the enumeration of – перечнем

The scene is laid in ... – Действие происходит в ...

The opening scene shows (reveals) ... – Первая сцена показывает (раскрывает) ...

We first see (meet) ... (the name of a character) as ... – Впервые мы встречаемся с (имя главного героя или героев)

In conclusion the author

dwells on – останавливается на

points out – указывает на то

generalizes – обобщает

reveals – показывает

exposes – показывает

accuses/blames – обвиняет

mocks at – издевается над

gives a summary of – дает обзор

4. Отношение автора к отдельным моментам.

The author gives full coverage to... – Автор дает полностью охватывает...

The author outlines... – Автор описывает

The article contains the following facts.../ describes in details... – Статья содержит следующие факты / подробно описывает

The author starts with the statement of the problem and then logically passes over to its possible solutions. – Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.

The author asserts that... – Автор утверждает, что ...

The author resorts to ... to underline... – Автор прибегает к ..., чтобы подчеркнуть ...

Let me give an example... – Позвольте мне привести пример ...

5. Вывод автора.

In conclusion the author says / makes it clear that.../ gives a warning that... – В заключение автор говорит / проясняет, что ... / дает предупреждение, что ...

At the end of the story the author sums it all up by saying ... – В конце рассказа автор подводит итог всего этого, говоря ...

The author concludes by saying that../ draws a conclusion that / comes to the conclusion that ... – В заключение автор говорит, что .. / делает вывод, что / приходит к выводу, что ...

6. Ваш вывод.

Taking into consideration the fact that – Принимая во внимание тот факт, что

The message of the article is that / The main idea of the article is – Основная идея статьи (послание автора)

In addition... / Furthermore... – Кроме того

On the one hand..., but on the other hand... – С одной стороны ..., но с другой стороны ...

Back to our main topic... – Вернемся к нашей основной теме

To come back to what I was saying... – Чтобы вернуться к тому, что я говорил

In conclusion I'd like to... – В заключение я хотел бы ...

From my point of view... – С моей точки зрения ...

As far as I am able to judge... – Насколько я могу судить ...

My own attitude to this article is... – Мое личное отношение к

I fully agree with / I don't agree with – Я полностью согласен с/ Я не согласен с

It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. – Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.

I have found the article dull /important / interesting /of great value – Я нахожу статью скучной / важной/ интересной/ имеющую большое значение (ценность)

Adapted from: <http://azenglish.ru/referirovanie-stati-na-angliyskom/>