

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Костромской государственный университет»  
(КГУ)

ФОНД  
ОЦЕНОЧНЫХ СРЕДСТВ  
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ  
**ИНОСТРАННЫЙ ЯЗЫК**

Направление подготовки 41.03.05 Международные отношения

Направленность: Внешнеэкономическая деятельность и межкультурное  
взаимодействие

Квалификация выпускника: бакалавр

Кострома  
2025

Фонд оценочных средств дисциплины Иностранный язык разработан в соответствии с федеральным государственным образовательным стандартом высшего образования - бакалавриат по направлению подготовки 41.03.05 Международные отношения, утвержденным приказом Минобрнауки России от 15.06.2017 № 555.

Разработали: Золинова Е. В., доцент кафедры романо-германских языков, к.ф.н., доцент  
Акатова А. А., доцент кафедры романо-германских языков, к. культ., доцент

Рецензенты:

Кидяров А.Е., доцент кафедры истории, к.и.н, доцент.

Абакумов Д.Г., председатель Костромского отделения общероссийской общественной организации «Деловая Россия»

**ПРОГРАММА УТВЕРЖДЕНА:**

Учёным советом КГУ

Протокол заседания № 6 от 10.11.2025г.

# 1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

## 1.1. Компетенции формируемые в процессе изучения дисциплины

УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке(ах)

| Индикаторы                                                                                                                                                                                            | Наименование оценочного средства                                                                                                      | Типовые задания для проверки сформированности компетенции                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ИУК-4.1: Выбирает на государственном и иностранном(-ых) языках коммуникативно приемлемые стиль делового общения, вербальные и невербальные средства взаимодействия с партнерами;                      | Ситуационно-ролевое взаимодействие (подготовленное и спонтанное), практико-ориентированные задачи, практические задания и упражнения. | Диалог-расспрос, ролевая игра, дискуссия, лексические и грамматические упражнения, упражнения на нахождение ошибок, ознакомительное и изучающее чтение, чтение и перевод аутентичных текстов делового характера, написание личного и делового письма, заполнение анкеты, выполнение тестовых заданий, написание контрольной работы, монологическое высказывание.                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ИУК-4.2: Использует информационно-коммуникационные технологии при поиске необходимой информации в процессе решения различных коммуникативных задач на государственном и иностранном (-ых) языках;     | Устный опрос, практико-ориентированные задачи, практические задания и упражнения.                                                     | Дискуссия, диалог-расспрос, составление глоссария, онлайн поиск материалов, реферирование статей онлайн версий газет на иностранном языке, упражнения на освоение лексических и грамматических норм языка, упражнения на нахождение ошибок, ознакомительное и изучающее чтение, чтение и перевод аутентичных текстов, написание личного и делового письма, написание эссе, рецензии/ отзыва, выполнение тестовых заданий, написание контрольной работы, монологическое высказывание, индивидуальное чтение.                                                                                                                                                                                                                                                                           |
| ИУК-4.3: Ведет деловую переписку, учитывая особенности стилистики официальных и неофициальных писем, социокультурные различия в формате корреспонденции на государственном и иностранном(-ых) языках; | Ситуационно-ролевое взаимодействие (подготовленное и спонтанное), практико-ориентированные задачи, практические задания и упражнения. | Лексические и грамматические упражнения, упражнения на нахождение ошибок, упражнения на изучение и составление шаблонов письма, ознакомительное и изучающее чтение, чтение и перевод аутентичных текстов делового характера, анализ лексико-грамматических и стилистических приемов написания письма, написание неофициального и официального делового письма, электронного письма, заполнение анкеты, выполнение тестовых заданий, написание контрольной работы.                                                                                                                                                                                                                                                                                                                     |
| ИУК-4.4: Умеет коммуникативно и культурно приемлемо вести устные деловые разговоры на государственном и иностранном(-ых) языках;                                                                      | Устный опрос, практико-ориентированные задачи, практические задания и упражнения.                                                     | Беседа с преподавателем, ответ на вопросы, дискуссия, ролевая игра, диалог-расспрос, диалог официального характера, лексические и грамматические упражнения, анализ лексико-грамматических и стилистических приемов, анализ культурных реалий, решение кейсовых задач, аудирование аутентичных текстов, выполнение тестовых заданий, контрольная работа, чтение публицистических и художественных текстов.                                                                                                                                                                                                                                                                                                                                                                            |
| ИУК-4.5: Демонстрирует умение выполнять перевод академических текстов с иностранного(-ых) на государственный язык;                                                                                    | Ситуационно-ролевое взаимодействие (подготовленное и спонтанное), практико-ориентированные задачи, практические задания и упражнения. | Дискуссия, лексические и грамматические упражнения, упражнения на нахождение ошибок, анализ лексико-грамматических и стилистических приемов, аудирование аутентичных текстов, ознакомительное и изучающее чтение, чтение и перевод аутентичных научных текстов, анализ приемов и способов перевода, письменный перевод академических текстов с русского на английский и с английского на русский язык, спонтанный устный перевод, перевод со словарем и без словаря, пересказ и стилистический анализ академического текста, анализ лингвистических маркеров академического текста, чтение статей и рефератов научного характера, написание и перевод аннотации к академическому тексту, написание эссе, рецензии/ отзыва, выполнение тестовых заданий, написание контрольной работы. |

ОПК-1: Способен осуществлять эффективную коммуникацию в мультикультурной профессиональной среде на государственном языке Российской Федерации и иностранном(ых) языке(ах) на основе применения понятийного аппарата по профилю деятельности

| Индикаторы                                                                                                                                                                                                        | Наименование оценочного средства                                                                                                      | Типовые задания для проверки сформированности компетенции                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ОПК-1.1: Выбирает коммуникативные стратегии с учетом специфики делового общения в интернациональной среде и особенностей деловой культуры России и зарубежных стран;                                              | Ситуационно-ролевое взаимодействие (подготовленное и спонтанное), практико-ориентированные задачи, практические задания и упражнения. | Диалог-расспрос, ролевая игра, дискуссия, лексические и грамматические упражнения, упражнения на нахождение ошибок, ознакомительное и изучающее чтение, чтение и перевод аутентичных текстов делового характера, написание личного и делового письма, заполнение анкеты, выполнение тестовых заданий, написание контрольной работы, монологическое высказывание, беседа с преподавателем, ответ на вопросы, презентации, коллоквиум.                                                                                 |
| ОПК-1.2: Адаптирует вербальные и невербальные средства общения к ситуациям взаимодействия в условиях работы в составе многоэтнических и интернациональных групп с учетом межкультурной профессиональной среды;    | Ситуационно-ролевое взаимодействие (подготовленное и спонтанное), практико-ориентированные задачи, практические задания и упражнения. | Беседа с преподавателем, ответ на вопросы, ролевая игра, диалог этикетного характера, дискуссия, лексические и грамматические упражнения, анализ лексико-грамматических и стилистических приемов, аудирование аутентичных текстов, выполнение тестовых заданий, написание личного письма, делового письма, электронного письма, решение кейсовых задач по межкультурной коммуникации, упражнения на освоение речевых клише и формул вежливости, выполнение тестовых заданий.                                         |
| ОПК-1.3: Владеет иностранным(и) языком(ами) и использует техники установления профессиональных контактов и развития профессионального общения для решения профессиональных задач на русском и иностранных языках. | Устный опрос, практико-ориентированные задачи, практические задания и упражнения.                                                     | Диалог-расспрос, диалог-интервью, диалог-обмен мнениями, диалог этикетного характера, побудительный диалог, ролевая игра, дискуссия, дебаты, упражнения коммуникативного характера, презентация, монологическое высказывание, беседа с преподавателем, ответ на вопросы, решение кейсовых задач, аудирование аутентичных текстов, написание письма на профессиональные темы, электронного письма, сообщения в рабочий чат, чтение и перевод аутентичных текстов, выполнение тестовых заданий, индивидуальное чтение. |

## 1.2. Шкала оценивания сформированности компетенций

При оценивании сформированности компетенций по дисциплине «Иностранный язык. Английский язык»:

- на экзамене используется 4-балльная шкала. Шкала соотносится с целями дисциплины и предполагаемыми результатами ее освоения.

Оценка «отлично» ставится, если обучающийся демонстрирует полное соответствие знаний, умений, навыков приведенным в таблицах показателям, оперирует приобретенными знаниями, умениями, применяет их в ситуациях повышенной сложности.

Оценка «хорошо» ставится, если обучающийся демонстрирует соответствие знаний, умений, навыков приведенным в таблицах показателям: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.

Оценка «удовлетворительно» ставится, если обучающийся демонстрирует неполное соответствие знаний, умений, навыков приведенным в таблицах показателям: в ходе контрольных мероприятий обучающийся показывает владение менее 50% приведенных показателей, допускаются значительные ошибки, проявляется отсутствие знаний, умений, навыков по ряду показателей, обучающийся испытывает значительные затруднения при

оперировании знаниями и умениями при их переносе на новые ситуации.

Оценка «неудовлетворительно» ставится, если обучающийся демонстрирует полное отсутствие или явную недостаточность (менее 25%) знаний, умений, навыков в соответствии с приведенными показателями.

- **на зачете используется** шкала «зачтено – не зачтено».

Оценка «зачтено» ставится:

- если обучающийся демонстрирует полное соответствие знаний, умений, навыков приведенным в таблицах показателям, оперирует приобретенными знаниями, умениями, применяет их в ситуациях повышенной сложности;

- если обучающийся демонстрирует соответствие знаний, умений, навыков приведенным в таблицах показателям: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.

- если обучающийся демонстрирует неполное соответствие знаний, умений, навыков приведенным в таблицах показателям: в ходе контрольных мероприятий обучающийся показывает владение менее 50% приведенных показателей, допускаются значительные ошибки, проявляется отсутствие знаний, умений, навыков по ряду показателей, обучающийся испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.

Оценка «не зачтено» ставится, если обучающийся демонстрирует полное отсутствие или явную недостаточность (менее 25%) знаний, умений, навыков в соответствии с приведенными показателями.

## **2. КОМПЛЕКТ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ (примерный)**

### **2.1. Тест**

**Тест по теме: Travel and Transport.**

1. A ..... is a short journey, voyage or tour, for either business or pleasure.
  - a) travel
  - b) journey
  - c) voyage
  - d) trip
  - e) tour
2. The word ..... comes from the Latin word “journal” which means “day”.
  - a) travel
  - b) journey
  - c) voyage
  - d) trip
  - e) tour
3. Many musical groups go on ..... of various places during the summer.
  - a) travel
  - b) journey
  - c) voyage
  - d) trip
  - e) tour
4. Once it was a small fishing village, today it is a modern ..... resort.
  - a) bank
  - b) strand
  - c) seaside
  - d) beach
5. The ..... area around Santa Barbara, California, is very popular among tourists.
  - a) bank
  - b) coastal
  - c) beach
  - d) strand

6. The children went on a short vacation ..... in July.
- a) journey
  - b) voyage
  - c) tour
  - d) trip
  - e) travel
7. I would like a ..... from Phoenix to New York on Friday, please.
- a) passport
  - b) ticket
  - c) boarding pass
8. I need to be in Dallas on Friday. Do you have any ..... left on the early flight then?
- a) passengers
  - b) checks
  - c) seats
9. There's a ..... flight to New York that leaves at 11:30 am. Would you like to book that flight?
- a) direct
  - b) time
  - c) check-in
10. No, but the flight attendant at Gate 77 will need to see your ticket and ..... before you can board the aircraft.
- a) boarding pass
  - b) seat
  - c) flight
11. Normally, I don't ..... any luggage because I travel light. Is that going to be a problem?
- a) board
  - b) check
  - c) reserve
12. No, that's not a problem. You're allowed one piece of ..... luggage.
- a) check-in
  - b) reserved
  - c) carry-on
13. I am one part of a large train system. I am an enclosed box-like structure and I have sliding doors on one or both sides. I am used to carry shipments and products and I do not carry passengers. What am I? ...
- a) A boxcar
  - b) A sports car
  - c) A cable car
  - d) A stage coach
14. I am a small boat that moves because passengers use paddles to row me along various waterways. What am I? .....
- a) A ferry
  - b) A carriage
  - c) A rowboat
  - d) A cruise ship
15. I am a boat and I can transport passengers over water using sails. The sails guide me and I am actually powered by these sails and wind. What am I? .....
- a) A barge
  - b) A streetcar
  - c) A steamboat
  - d) A sailboat
16. Passengers are required to retrieve their ..... as soon as it is available for collection at their destination.
- a) ticket
  - b) baggage
  - c) boarding pass
  - d) passport

17. I am a small, motorized water vehicle that people drive on lakes and oceans. I am powered by an engine and people often use me when they want to travel on waterways at high speeds. What am I? .....
- A bomber
  - A cargo ship
  - A motorboat
  - An express train
18. I am a car that is used by police forces. I come equipped with sirens and I have a partition that separates the front seat from the back seat where criminals are kept. What am I? .....
- A patrol car
  - A cable car
  - A scooter
  - A trolley car
19. Check-in counters are open two hours before the scheduled flight ..... time.
- going
  - arrival
  - departure
  - transit
20. It is the passenger's responsibility to ensure their ..... is valid for entry and they have fulfilled all immigration requirements in the country of destination.
- endorsement
  - passport
  - document
  - papers

## 2.2. Упражнения

### 2.2.1. Лексико-грамматическое упражнение коммуникативной направленности.

Express the following ideas in as many ways as possible. Use different grammatical, stylistic and lexical means to match various real-life situations.

- You are tired.
- You want to be left alone.
- You are worried about a choice you have to make.
- You feel shy to start a conversation with a person you like, because he/she doesn't know you at all.
- You are dissatisfied with the quality of a dish in a restaurant.

### 2.2.2. Упражнение на нахождение и исправление ошибок.

Study the example of a real cover letter to the magazine *Business Insider*. Find all stylistic, lexical, grammatical, punctuation mistakes. Rewrite the cover letter with your own corrections. Add extra information, if necessary. Shape it appropriately.

I am so honored to have a working job with you as a columnist and its my interest to write. And like to write columns, blogs, reviews, articles and letter to the editor. My columns have come in the New York Times and the Observer. I write for the forums. Being the best candidate for the job my columns are informative and interesting to read. As a columnist I express my views with freedom of thought and discuss the issues in detail. To be an accomplished reporter and columnist in the newspaper is my goal. I am currently writing for the New York Times.

## 2.3. Аудирование

### 2.3.1. Аудирование с целью выделения релевантной информации по теме: Cinema. "An Interview with Quentin Tarantino."

Listen to the interview. Answer the questions.

1. What does Tarantino do when he's starting a movie?
2. What is important about music in films for Tarantino?
3. What is the role of silence?

4. What does Tarantino say about the advantages of having Misirlou in the opening credits of “Pulp Fiction”?

### 2.3.2. Аудирование по теме: Education. “Cheating: Two Perspectives”.

1. Wordbuilding. Below you’ll find pairs of sentences. Put the word in the far left column into the proper blank so that the two sentences are roughly synonymous. Listen to the texts and check your answers.

- |                            |                                          |                                      |
|----------------------------|------------------------------------------|--------------------------------------|
| <b>by heart</b>            | 1. She presented his writing as her own. | She _____.                           |
| <b>cheated</b>             |                                          |                                      |
| <b>cheat sheets</b>        | 2. There is a lot at risk.               | The _____.                           |
| <b>copying</b>             |                                          |                                      |
| <b>cum laude</b>           | 3. She violated the rules.               | She _____.                           |
| <b>expulsion</b>           |                                          |                                      |
| <b>plagiarized</b>         | 4. She graduated with honors.            | She graduated _____.                 |
| <b>the stakes are high</b> |                                          |                                      |
| <b>suspended</b>           | 5. They memorized the poem.              | They learned the poem _____.         |
|                            | 6. They hid notes up their sleeves.      | They used _____.                     |
|                            | 7. She was kicked out of the school.     | She earned an _____ from the school. |
|                            | 8. He was looking at someone’s answers.  | He was _____.                        |
|                            | 9. He barred from school for a period.   | He was _____.                        |

2. Partner Questions and Reporting. Listen to the texts one more time. Discuss the texts in pairs: Interview a partner. Each of you should answer the following questions. Be prepared to report the results to the entire class.

1. What would you consider a form of academic cheating?
2. What is plagiarism? Describe it in your own words, or find out what it means.
3. In Russia, what will happen if a teacher sees you looking at someone else’s test?
4. In America, what will happen if a teacher sees you looking at someone else’s test?
5. If, during a quiz, a neighbor in class looks at your paper, will you cover your answers? Will you show that person willingly?
6. If a neighbor asks you for an answer, will you give it to him/her? Why or why not?
7. What will the teacher do if he/she sees two students whispering to one another during a test? What do you think an American teacher would do?
8. What do you think of the American student who reveals to the teacher that someone else in the class is cheating?
9. Have you ever taken some text from the Internet and presented it to the teacher as your own? Do you consider that cheating?
10. Have you ever used cheat sheets (shpargalki)? Why or why not? Do you think it’s okay to use cheat sheets? When and why?

## 2.4. Диалог

### 2.4.1. Диалог по теме : Jobs. “Making an appointment”.

#### Situation 1

Student A (applicant): Phone to the employment agency and a) introduce yourself; b) say you’d like an appointment with a counselor; c) offer time suitable for you (now, tomorrow, next week, etc.)

Student B (receptionist): Answer the phone call and a) ask about the time of the appointment; b) agree to the suggestion of the applicant.

#### Situation 2

Student A (applicant): Phone to the employment agency and a) introduce yourself; b) say you'd like an appointment with a counselor; c) offer time suitable for you (now, tomorrow, next week, etc.); d) offer an alternative.

Student B (receptionist): Answer the phone call and a) ask about the time of the appointment; b) apologize and say this time is not suitable (explain why); c) agree to the alternative.

#### 2.4.2. Диалог-расспрос с использованием разговорных клише по теме: **Medicine.** **"Being ill and seeing a doctor".**

##### 1. Getting ready to talk on the topic

a) **What's the matter with him/her?** (He's ill. She's a cold. He's upset about something. Nothing is the matter with her. He has a sore throat. She has a cough. He's running a temperature. She has heart trouble. He has a headache. She's completely run down.)

b) **How is he/she?** (Getting better. Getting worse. Very much the same. He's been taken to hospital. He's still in hospital. He'll stay in hospital for another week. She's out of danger now. She's recovering. She'll be up and about again soon.)

c) **"What did the doctor say?" "He/She told me to ...** (stay in bed; take a holiday; have a rest; avoid catching cold; keep to a diet; give up coffee; have a thorough check up; give up smoking; have more exercise; keep regular hours; take everything easy)".

d) **"What did the doctor say?" "He/She said that ...** (it was a matter of time; it was a matter of a few weeks; the medicine would relieve the pain; I should call an ambulance; she would soon be well again)".

##### 2. Study the following examples and use them in your own conversations

- You know Howard has fallen ill.
- What's the matter with him?
- He's got everything: a sore throat, a sharp pain in the side, a headache, and a bad cough. He's running a temperature, too.
- Too bad. You'd better take him to hospital.
- That's what the doctor recommends. I've just called an ambulance.

\*\*\*

- How's everybody at home?
- The children are all right but my wife is laid up with the flu.
- Too bad. Has she been staying in bed long?
- Nearly a week now.
- Well, tell her she has my sympathies.

\*\*\*

- How do you know John's been operated on today?
- I called up the hospital.
- How is he after the operation? Is he still unconscious?
- The nurse said he's just come to.
- Let's hope he'll be up and about soon.
- I believe it's a matter of time now.

\*\*\*

- What are you doing here?
- I've got an appointment with the dentist.
- Got a bad tooth?
- Yes. I've got to have it pulled out.
- Why not have it filled?
- Too late.

## **2.5. Ролевая игра.**

### **2.5.1. Ролевая игра по теме: Cinema. “The Annual Spectator’s Conference”.**

Role cards:

Chairperson of the conference.

You are the chairman of the conference. You are to announce the conference open; ask the participants to introduce themselves & name the films they nominated for the best film of the year; conduct the conference, giving each participant a chance to take the floor and give arguments for or against the films under discussion; finally let them vote & announce the film selected to be awarded 1 prize.

Group 1. Participant 1.

After a brief discussion with your colleagues get ready to nominate a film for the best picture. When given the floor, present arguments to support the picture you’ve chosen. During the discussion give arguments against the other nominee. You are a great cinema fan and in the know of the latest premieres and tendencies in film-making. You prefer films that give you food for thought and demonstrate new achievements in cinematography.

Group 1. Participant 2.

After a brief discussion with your colleagues get ready to nominate a film for the best picture. When given the floor, present arguments to support the picture you’ve chosen. During the discussion give arguments against the other nominee. You are a pensioner who prefers feature films which tell a good story to films produced for mere entertainment. You think a film should have a message to convey.

Group 1. Participant 3.

After a brief discussion with your colleagues get ready to nominate a film for the best picture. When given the floor, present arguments to support the picture you’ve chosen. During the discussion give arguments against the other nominee. You are a student too busy to go to the cinema often, but you never miss a film where your favourite actor/actress appears. You support the movie only because he/she is playing the leading role there.

Group 2. Participant 1.

After a brief discussion with your colleagues get ready to nominate a film for the best picture. When given the floor, present arguments to support the picture you’ve chosen. During the discussion give arguments against the other nominee. You are a young writer & a great fan of science fiction & fantasy both in cinematography & literature. You think that these genres reflect the mankind’s concerns & hopes for the future. If based on a good story, such films are really powerful & worth watching.

Group 2. Participant 2.

After a brief discussion with your colleagues get ready to nominate a film for the best picture. When given the floor, present arguments to support the picture you’ve chosen. During the discussion give arguments against the other nominee. You are a student training to be a film director. Fond of psychological dramas & science fiction films. You have already shot a short-length feature film & can judge professionally about directing and shooting the film under discussion.

Group 2. Participant 3.

After a brief discussion with your colleagues get ready to nominate a film for the best picture. When given the floor, present arguments to support the picture you’ve chosen. During the discussion give arguments against the other nominee. You are a young scientist who is interested both in investigating human nature and modern technologies.

Group 3. Participant 1.

When asked to nominate a film you hesitate, because you have thought of several variants, but can't stop at any particular film. You are a free-thinker and prefer films which rebel against simplistic classifications. Express your opinion of the films under discussion and finally support the one which is more stylistically expansive.

Group 3. Participant 2.

When asked to nominate a film you hesitate, because you have thought of several variants, but can't stop at any particular film. You are an actor/actress yourself and you think that an artist can not judge another artist, as each artist has his/her particular vision. Express your opinion of the films under discussion and finally support either of them.

Group 3. Participant 3.

When asked to nominate a film you hesitate, because you have thought of several variants, but can't stop at any particular film. You are a film critic & see a lot of disadvantages in both films which have been nominated. At the end of the discussion you are free to support one of the films or to remain neutral.

### **2.5.2. Ролевая игра “At an international conference”.**

Get ready for a Role-playing: At an international conference.

Prepare a short report related to the theme of the thesis.

Revise clichés of Greeting, Introduction, etc.

Revise Dos and Don'ts of International communication.

## **2.6. Написание письма**

### **2.6.1. Написание письма личного характера.**

The police have just returned your lost wallet. Write a letter to the person who handed it in, thanking him/her. Explain how worried you were after losing it.

### **2.6.2. Написание письма делового характера.**

Write a letter of complaint. You bought a clock at a branch of W. H. Samson in Oxford Street. It was said 'blue' on the box, but it was pink. The alarm doesn't seem to work. You paid cash, and you didn't keep the receipt. The instruction attached to the box said: *'Digital Alarm clock. This product should reach you in perfect working order. If it does not, please return it to Electric Clock Ltd, stating where and when it was bought. We'll be glad to exchange it and return the postage.'*

## **2.7. Написание рецензии/ отзыва/ аннотации**

### **2.7.1. Написание рецензии.**

Write a review for an Internet blog of the last performance you saw in the theatre.

### **2.7.2. Написание критического отзыва.**

Watch “The Holiday” and point out peculiar features of British and American mentality. Write a film review dwelling on those features.

### **2.7.3. Написание отзыва на статью.**

Read the article “New functional paradigm of emotional interjections in Modern English” (see Current Issues of Theory and Practice, Tyumen, 2012). Write a peer review of the article.

### **2.7.4. Написание аннотации к статье.**

Read the article “New functional paradigm of emotional interjections in Modern English” (see Current Issues of Theory and Practice, Tyumen, 2012). Write two annotations: according to Russian and Western traditions of annotating. Think of 5-6 key-words.

## 2.8. Заполнение анкеты.

Study a sample of a CV and fill out the form with information about yourself.

KAREN GENEVIÈVE NOLAN  
22 HALL ROAD, NEWCASTLE, NE13 6BH • PHONE 0870 179 2584

**Date of birth:** 05/11/1998      **Nationality:** Irish  
**EDUCATION**

2017-2020 **BA in Business Studies at Newcastle University (Expected final grade: 2:1)**  
2014-2016 **Brooke Academy: 3 'A' levels – Mathematics (A), Economics (B), French (B)**  
**WORK HISTORY**

Oct–Mar 2018 **Internship with Renault Trucks**

I provided back-up for buyers in the purchasing department. This position required skills in data-base management, and involved liaising with colleagues in Sweden.

June–Sept 2016 **Information Officer with Dublin Tourist Information Service**

I was responsible for answering visitors’ requests for help. I designed a guide to night-life in Dublin.

**POSITIONS OF RESPONSIBILITY**

2019 **Local Secretary of Disabled International**

I was responsible for communications and edited a monthly newsletter. I also liaised with other groups in the UK and Europe and organized fund-raising events.

2018–present **Vice-captain of University Women’s Rugby Team**

**OTHER**

Full, clean driving licence

Fluent French

Member of Newcastle Choral Society

Excellent computer skills

**REFERENCES**

Mr Reece, tutor, Newcastle University

Mrs Clark, Head Teacher, Brooke Academy

## 2.9. Анализ лексико-грамматических и стилистических приемов.

*Read the following jokes. State to which sphere of human activity they belong. On what is the humour based in each of the jokes? What stylistic devices are used in each of the jokes?*

1. A sailor was called into the witness box to give evidence.

“Well, sir,” said the lawyer, “do you know the plaintiff and defendant?”

“I don’t know the drift of them words,” answered the sailor.

“What! Not know the meaning of *plaintiff* and *defendant*?” continued the lawyer. “A pretty fellow you to come here as a witness! Can you tell me where on board the ship the man struck the other?”

“Abaft the binnacle,” said the sailor.

“Abaft the binnacle?” said the lawyer. “What do you mean by that?”

“A pretty fellow you,” responded the sailor, “to come here as a lawyer, and don’t know what *abaf the binnacle* means!”

2. “Where did the car hit him?” asked the coroner.

“At the junction of the dorsal and cervical vertebrae,” replied the medical witness.

The burly foreman rose from his seat.

“Man and boy, I’ve lived in these parts for fifty years,” he protested ponderously, “and I have never heard of the place.”

3. The doctor’s new secretary, a conscientious girl, was puzzled by an entry in the doctor’s notes on an emergency case. “Shot in the lumbar region,” it read. After a moment she brightened and, in the interest of clarity, typed into the record: “Shot in the woods”.

4. A Scotchman was going on an excursion to New York. He handed the agent a ten-dollar bill as the agent called “Change at Jersey City.”

“No jokes now – I want my change right away!” said the frightened Scotchman.

5. *She*: Now that we’re engaged, dear, you’ll give me a ring, won’t you?

*He*: Yes, dear, certainly. What’s your telephone number?

6. “When rain falls, does it ever get up again?” “Yes, in due time!”

7. “What’s the difference between soldiers and girls?” “The soldier faces powder. Girls powder faces.”

8. “Where have you been for the last four years?” “At college taking medicine.” “And did you finally get well?”

9. A girl was to visit her serviceman brother at a military hospital. While stopping at the desk of the officer of the day for directions to the patient’s ward she asked: “Would you kindly tell me where the powder room is?” “Miss,” the corpsman on duty replied with dignity, “this is a hospital, not an arsenal.”

## **2.10. Пересказ академического текста с анализом лингвистических маркеров**

*Read an excerpt from an academic article. Retell it and analyze linguistic markers of academic communication at all levels (morphological, lexical, syntactical, textual).*

Advances in Literary Study, Vol.9, No.4, October 2021

**Letters as Portraits of Intimacy in Literature Studies**

Monica Mastrantonio

Department of English and Related Literature, University of York, York, UK.

There are many formats of written texts—articles, essays, poems, letters, diaries, and the list could go on. These are not merely objects of literature, but interactive ways to create and boost communication among individuals (Barton & Hall, 2000).

Letters link the private and public dimensions together with mobility—they had to cross borders and many other hardships to arrive at their destiny (Franklin, 2020).

Letters will be used in this research in their multi-dimensional aspect. They connect past, present, and may add new views towards the future. They bring intimacy in evidence—they are moving texts. They have a historical aspect, but as living history, they can be brought into life again.

The aim of this study is to highlight the importance of letter studies and to use three examples to showcase how letters can be used in interdisciplinary studies. The method used in this research is named “organic” upon Bergson’s intuitive method (Fell, 2012). This method of reading letters compounds a system that is multi-dimensional and expansive by creating multiple interactions between past, present, and future making it possible to have multiple perspectives upon past letters.

What is being looked at are not the differences between the present and the past, but what links and connects both—intimacy as the possibility of being empathic. Nevertheless, it is not knowledge that connects present and past, but feelings that connect us to them. Although

intuition and intellect are separate skills in our civilization, by reading them organically, it is possible to reunite them.

The letters showcased here present how their topics seem actual, and intuition and sympathy connect us to them.

In *Time and Free Will*, Bergson (1910) deals with the self as a totality of two components: 1) One is the superficial self that is limited by the conceptual language, habits, and rules of the society (social side). 2) However, another is the fundamental self that transcends the structures of social life and enables us to be aware of the reality of dynamic life (conscious life). This free side moves us away from the domination of social life towards the inner free life. A life that may lead to continuity and that puts us in dialogue with these authors from the past (Westmoreland & Karas, 2016).

Bergson's notion of intuition as a concept and method is applied as a way to create knowledge, and this preposition has not been deeply explored in research. Intuition is a non-intellectual way of knowing reality (Bergson, 1946). His particular method does not take only historical aspects, linguistic ones, metrics, relationships among authors, but how these contents have lasted so far.

All three authors (Emily Dickinson, Lord Byron, Lady Montagu) made use of letter writing extensively and with multiple purposes (VanHaitsma, 2014) following intuition; this research takes an independent front-line. This way, we grasp the knowledge of the object in itself by experiencing it (Olkowski, 2020)..

These letters were randomly selected, but in all of them, there are feelings being fully expressed. Thus, they were selected because they deeply expressed themselves in letters. The authors' voices are there—a voice that was addressed to someone specifically in the past, but at the same time, it is the voice of the self that demonstrates intimacy.

## **2.11. Ознакомительное и изучающее чтение**

Read the article and answer the questions.

### *Dieting Ups and Downs*

Most dieters fall victim to the yoyo syndrome. Rapid weight loss followed by rapid weight regain – the yoyo syndrome – is the modus operandi of most dieters.

But these weight fluctuations are more than inconvenient or discouraging aspects of a dieter's dilemma; they have a lasting and fundamental impact on the body's system, altering its makeup, its ability to function and the efficiency with which it burns kilojoules.

In their efforts to lose weight as fast as possible, most dieters simply do not take into account that the critical issue is not how many kilograms they must take off, but what kind of kilograms. Weight loss can take the form of fat loss, water loss or something the dieter cannot afford to lose in excess – valuable body protein in the form of muscle tissue or lean body mass.

Very low-kilojoule diets can accelerate the rate of muscle loss by increasing loss of body cell mass along with fat loss. Since the loss of lean body mass occurs as soon as dieting begins, every down phase of the yoyo syndrome will waste away vital body cells.

The ability to repair loss of lean body mass decreases with each decade of life, so that weight fluctuations have more serious consequences as a person gets older.

Your goal as a dieter should be to achieve the right balance between the amount of lean body mass and percentage of body fat – yoyo dieting can throw that balance out of whack.

Clearly, the dieter should avoid the yoyo syndrome. But is that possible? Yes, but dieting alone is not sufficient for keeping weight off for life. Dieting should also include medical counselling, if appropriate, and regular exercise.

1. What is a yoyo syndrome?

2. What different “losses” are mentioned in the article?
3. Which of these might be dangerous and devastating for your body?
4. What advice would you give to your patient to effectively keep to a diet and lose weight?

## 2.12. Перевод аутентичных текстов различных жанров

### 2.12.1. Перевод аутентичного художественного текста и его лексико-стилистический анализ.

Translate the passage from *The Magus* by John Fowles into Russian paying special attention to the degree of equivalence of grammatical constructions, lexical collocations, and stylistic devices.

*It was a girl of about my age, carrying a heavy suitcase, with a small rucksack on her shoulders. She was wearing a white mackintosh, creased and travel-weary, and she had the sort of tan that only weeks in hot sun can give. Her long hair was not quite blonde, but bleached almost to that colour. It looked odd, because the urchin cut was the fashion: girls like boys, not girls like girls; and there was something German, Danish, about her – waif-like. Her smile was very thin, very insincere, and very curt. She had candid grey eyes, the only innocent things in a corrupt face, as if circumstances, not nature, had forced her to be hard.*

*She was bizarre, a king of human oxymoron. Small, innocent-corrupt, coarse-fine, an expert-novice.*

### 2.12.2. Перевод аутентичного текста СМИ.

Translate the article into Russian, adapting it to the Russian reader. Pay attention to the ways of rendering sounds and phonetic properties, examples and ways to transcribe the sounds.

*'Th' sound to vanish from English language by 2066 because of multiculturalism, say linguists*  
*Sarah Knapton, SCIENCE EDITOR*

Visitors expecting to hear the Queen’s English spoken on the streets of London in 50 years may need to “fink” again.

By 2066, linguists are predicting that the “th” sound will vanish completely in the capital because there are so many foreigners who struggle to pronounce interdental consonants - the term for a sound created by pushing the tongue against the upper teeth.

Already Estuary English – a hybrid of Cockney and received pronunciation (RP) which is prevalent in the South East – is being replaced by Multicultural London English (MLE) which is heavily influenced by Caribbean, West African and Asian Communities.

But within the next few decades immigration will have fundamentally altered the language, according to experts at the University of York.

The “th” sound – also called the voiced dental nonsibilant fricative – is likely to change to be replaced an “f”, “d”, or “v” meaning “mother” will be pronounced “muvver” and “thick” will be voiced as “fick”.

However the ‘h’ that fell silent in Cockney dialect is set to return allowing ‘ere’ to become ‘here’ once more.

Dr Dominic Watt, a sociolinguistics expert from the University of York, said: “Given the status of London as the linguistically most influential city in the English-speaking world, we can expect to see significant changes between now and the middle of the century.

“The major changes in the way we speak over the next 50 years will involve a simplification of the sound structure of words, they’ll become shorter probably

“By looking at how English has changed over the last 50 years we can identify patterns that seem to repeat. British accents seem to be less based on class these days.

“Languages also change when they come into contact with one another. English has borrowed thousands of words from other languages: mainly French, Latin and Greek, but there are ‘loan words’ from dozens of other languages in the mix.”

The Sounds of The Future report was produced from a study involving analysis of recordings from the last 50 years as well as social media language use.

Other changes likely to become widespread by 2066 include a habit known as "yod dropping" in which the "u" sound is replaced with an "oo". It means that "duke" becomes "dook", "news" is pronounced "nooze" and "beauty" changes to "booty".

Consonant "smushing" is also predicted where two sounds collapse together completely so that "wed" and "red" will soon be indistinguishable.

Likewise the "l" at the end of words will be dropped so that the words "Paul", "paw" and "pool" all sound the same. Similarly, "text" will lose the final "t" to become "tex".

And, the glottal stop pronunciation of "t" – a brief catch in the throat when the tongue tip closed against the roof of the mouth – will be the default pronunciation.

Brendan Gunn, a voice coach who is currently working with Pierce Brosnan on his new US series said: "The younger generation always wants to be different from the older generation and that process will continue throughout history.

"Text speak which is a form of shortening will become ordinary speak, so you may end up saying 'tagLOL' or 'toteschill' which means hashtag laugh out loud or totally chilled.

"Even in the Royal family it is probable that Prince George will speak much differently to the Queen. In London I think we will see the 'th' becoming an 'f' all the time."

Technology will also change the way people speak, and the experts predict that as artificial intelligence emerges the, computers could begin to invent new words.

Dr Watt added: "It is conceivable that some of the words that will come into English in the next 50 years will have been invented by computers because as computers become more intelligent it may be they start creating words of their own and feeding the, back to us.

"Already we're seeing text words phrases coming into respected dictionaries. As time goes on we're going to see more and more of that kind of thing.

"The traditional dialects will die out and others will morph into the speech of large urban centres."

The Sounds of the Future report was commissioned by HSBC to coincide with the launch of its new voice ID, which is currently being rolled out to 15 million users.

## **2.13. Дискуссия**

### **2.13.1. Дискуссия "Make it again".**

Study material on the topic "Remakes" in the textbook (V.D. Arakin, Practical Course in English for 3-year students). Work out arguments for and against remakes. Arrange a discussion in 'Mad Debate' format.

### **2.13.2. Дискуссия "Our Land is Your Land!"**

Dwell on famous immigrants. Do you know why they emigrated?

Dwell on the notion of American dream. Why does it attract people from other countries?

Read about Ellis Island. Why is it a symbol of the American dream?

Dwell on the problem of national stereotypes. Are they always true?

(See New Headway Advanced by Liz and John Soars, Unit 1).

## **2.14. Монологическое высказывание.**

### **2.14.1. Монологическое высказывание. Topic: "Environment".**

Make a monologue *Garbage* where you have to express your opinion on the present-day problem of ineffective dealing with garbage. Discuss the known garbage disposal schemes, their pros and cons. Suggest your own ways to cope with the "mounting piles of garbage" at national and individual levels.

### **2.14.2. Монологическое высказывание. Topic: "Painting".**

Visit a local picture gallery. Describe a picture you've seen using topical vocabulary from the textbook. Advise tour fellow-students which pictures they should see and explain why.

## 2.15. Тематика эссе

- The place I have been to and would like to return to.
- Vocational vs. academic education
- How to teach children to eat in a healthy way
- A great painting enriches our life just as a great poem does
- Is the ability to perform an inborn gift or an acquired skill?
- Antisocial behaviour on the part of young "music addicts"
- Punishment is not an end in itself, but a means of restoring social justice. It is a tool for reeducation
- Law is developing: it has no impunity in the course of time.

## 2.16. Контрольная работа

### Контрольная работа по теме: "Higher education in the USA"

#### 1. Give English equivalents:

- |                      |                     |
|----------------------|---------------------|
| - первокурсник       | - магистратура      |
| - читательский билет | - приемная комиссия |
| - абитуриент         | - плата за обучение |

#### 2. Give Russian equivalents:

- |                    |                       |
|--------------------|-----------------------|
| - faculty          | - M.A.                |
| - a pass-fail test | - deadline            |
| - to refund        | - associate professor |

#### 3. Complete the following phrases:

- |                       |                          |
|-----------------------|--------------------------|
| - stellar _____       | - _____ job              |
| - _____ Subject tests | - (non) refundable _____ |
| - alumni _____        | - _____ aid              |
| - _____ competition   | - ad hoc _____           |

#### 4. Give a definition:

- |                       |                 |
|-----------------------|-----------------|
| - open university     | - telemarketing |
| - residential college | - sophomore     |
| - public university   | - tenure        |

#### 5. Translate into English:

1. Пройти национальное стандартизированное тестирование необходимо всем одиннадцатиклассникам, собирающимся поступать в вуз.
2. Учебный год в вузах, так же как и в школах, начинается в сентябре.
3. Даже у учащихся с низким доходом есть шанс попасть в Гарвард благодаря новой политике финансовой помощи.

#### 6. Decipher the abbreviations:

SAT, PSAT, GPA, ACT, BA

## 2.17. Индивидуальное домашнее чтение

Индивидуальное домашнее чтение является обязательным компонентом самостоятельной работы студента, предполагающим выполнение в письменной форме ряда заданий. Аккуратно оформленный дневник должен включать:

1. Краткие сведения об авторах прочитанных произведений.
  2. Перечисление основных персонажей и краткая характеристика главных действующих лиц.
  3. Словарь с транскрипцией трудных слов и указанием страницы произведения, откуда выписано слово.
  4. Основная тема произведения, особенности и структура сюжета.
- При устном ответе студент должен:

1. Устно изложить сведения об авторе произведения.
2. Изложить сюжет романа/ пересказать рассказ, эпизод.
3. Ответить на вопросы по содержанию книги.
4. Знать выписанные слова и выражения (150 слов/выражений – 1-й семестр, 200 – 2-й семестр и далее).

Студентам предлагаются следующие произведения по домашнему чтению:

**2 семестр: 2 books**

- Jerome K. Jerome. *Three Men in a Boat*.
- Mark Twain. *The Adventures of Tom Sawyer*.
- Mark Twain. *The Adventures of Huckleberry Finn*.
- George Orwell. *Animal Farm*.
- Charles Dickens. *A Christmas Carol*.

**3 семестр: 2 books**

- William Golding. *Lord of the Flies*
- F. Scott Fitzgerald. *The Great Gatsby*.
- J.D. Salinger. *The Catcher in the Rye*.
- John Fowles. *The Collector*.
- Oscar Wilde. *The Picture of Dorian Gray*.

**4 семестр: 2 books**

- Aldous Huxley. *Brave New World*
- Douglas Adams. *The Hitchhiker's Guide to the Galaxy*
- Ken Kesey. *One Flew Over the Cuckoo's Nest*
- Antony Burgess. *A Clockwork Orange*
- Ray Bradbury. *Fahrenheit 451*

**5 семестр: 2 books**

- W.S. Maugham “Theatre”
- Oscar Wilde “The Importance of Being Earnest”
- Katherine Mansfield. “Selected Short Stories”
- John Galsworthy “To Let”
- D.H. Lawrence “Selected Short Stories”

**6 семестр: 2 books**

- Ernest Hemingway “A Farewell to Arms”
- Harper Lee “To Kill a Mocking-bird”
- Sherwood Anderson “Winesburg, Ohio”
- F.S. Fitzgerald “Tales of the Jazz Age”
- Ambrose Bierce “Tales of Soldiers and Civilians”

**7 семестр: 2 books**

- Ernest Hemingway “For whom the bell tolls”
- Sherwood Anderson “Death in the woods”
- Margaret Atwood “The Blind Assassin”
- Iris Murdoch “The Sandcastle”

**8 семестр: 2 books**

- George Saunders “Tenth of December”
- James Thurber “Further Fables for Our Time”
- Neil Gaiman “American Gods”
- Edward Talbot “Liberty”

### Вопросы и задания к экзаменам и зачетам

#### Пример материалов экзамена 1 семестра

1. Expand on the following (give the translation, definition, your associations, ideas or examples).

Inferiority complex  
Mail-order  
Fashionable accessories  
Out-of-town shopping  
Bargain hunting

2. Make a short monologue to answer the question:  
How do you understand the phrase “Shop till you drop”?
3. Read and translate the passage (in the bold font) and give a short summary of the whole passage.

**One of the features of London is the number of big stores, most of which are to be found in or near the West End. These stores are a mixture of tradition and modernity. They developed in the nineteenth century; they maintain the dignity of that century, yet they are always ready to follow new trends. The big stores of London are vast buildings, many storeys high, equipped with speedy lifts and escalators, with well-planned lighting, ventilation and heating. Departments are carefully named; “Budget Dresses” are really cheap dresses – but no customer likes to be thought of as a “cheap” shopper. The same applies to “Ready-to-wear”; it used to be used for the garments that were not made-to-measure, though now off-the-reg clothes are the rule rather than the exception. “Mother-to-be” or “Lady-in-Wait-ing” will often be found instead of the conventional “Maternity Wear”. Then there are newer words for the new trends in fashion – “Mix-and-Match”, “Unisex”. Another feature of London’s shopping life is the chain-stores, in which the goods are displayed on open counters. A wide variety of goods is offered – chiefly foodstuffs, household goods, clothing and stationery. These chain-stores have branches in most British towns of importance.**

#### Пример материалов зачета 2 семестра

1. Define the following notions. Give their translation. What are the problems connected with them?

- nuclear family
- block of flats
- generation gap
- arranged marriage
- condominium
- wiring

2. Develop the problem (question) into a monologue.

Alcoholism and children

3. Read and translate the part of the passage (in the bold font) and give a short summary of the whole passage.

**For most couples with children, a divorce does not mean the end of a family. Instead, it means the family must restructure the way it handles household chores, family finances, parenting roles, and relationships with extended family and friends. This reorganization can create much stress. Tasks such as cleaning, cooking, and shopping must be managed. Each parent may have to assume tasks formerly shared by two adults, a situation that may feel overwhelming.** Financial arrangements often must be reworked, adding considerably more stress and tension between parents. Finances may become a leading source of anger. If one parent is the main wage earner and the other the main caretaker, each may have to cover both roles after a divorce. Parents must answer various child care questions: Who will stay home with a sick child? Who will leave work early to take a child to the dentist?

4. Answer the teacher’s questions.

#### Пример материалов зачета 3 семестра

1. Define the following notions. Give their translation.

- funicular railway
- ferry
- rickshaw
- extreme sport
- amateur sport

2. Develop the problem (question) into a monologue:

Individual vs. package tours. Dwell on their advantages and disadvantages.

3. Read and translate the part of the passage (in the bold font) and give a short summary of the whole passage.

If you dream of adventures, you probably picture to yourself desert islands, wrecks of sunken ships and old chests filled with jewellery and coins. For some people these dreams have come true. It is because they really know where to look for treasure.

**One of the best places for treasure hunting is the Atlantic Ocean near the eastern coast of Florida. This place is called "Treasure Coast". Between the 16<sup>th</sup> and 18<sup>th</sup> century many Spanish ships sank near the coast and their wrecks were buried in the sand among the coral reefs. These ships sailed from Mexico to Spain and carried gold, silver and precious stones. They also transported Spanish soldiers and governors who were coming back home from the colonies with their own gold.**

Most ships sank not very far from the coast. There was only one narrow channel, which ran between the massive and dangerous coral reefs. Besides, tropical storms or hurricanes were very common in late summer or early autumn and the ships often broke into pieces.

The exploration of the sea near the coast has begun in the twentieth century when records of shipwrecks were found in the Spanish archives. First, there came scuba divers with metal detectors. Then, with the discovery of the first Spanish ship in the early 1970s, many people started treasure hunting. They were looking for anchors, captains' diaries and obviously for gold, silver and coins.

Today, the treasure hunting is an expensive game, which requires professional equipment and expert divers. It is exhausting and quite dangerous. It takes divers long hours to search for a ship under water but if they are lucky, they feel excited.

5. Answer the teacher's questions.

#### **Пример материалов экзамена 4 семестра**

1. Define the following notions. Give their translation. What are the problems connected with them?

- Dietician
- Holistic
- Premature death
- Iron deficiency
- Blood circulation
- Pulses

2. Develop the problems (questions) into a monologue.

Are home remedies more efficient in fighting a disease than traditional pills?

How what we eat can influence how we feel?

3. Read and translate the passage in the bold font and give a short summary of the whole text.

**Rapid weight loss followed by rapid weight regain – the yoyo syndrome – is the modus operandi of most dieters. But these weight fluctuations are more than inconvenient or discouraging aspects of a dieter's dilemma; they have a lasting and fundamental impact on the body's system, altering its makeup, its ability to function and the efficiency with which it burns kilojoules. In their efforts to lose weight as fast as possible, most dieters simply do not take into account that the critical issue is not how many kilograms they must take off, but what kind of kilograms. Weight loss can take the form of fat loss, water loss or something the dieter cannot afford to lose in excess – valuable body protein in the form of muscle tissue or lean body mass.**

Very low-kilojoule diets can accelerate the rate of muscle loss by increasing loss of body cell mass along with fat loss. Since the loss of lean body mass occurs as soon as dieting begins, every down phase of the yoyo syndrome will waste away vital body cells.

The ability to repair loss of lean body mass decreases with each decade of life, so that weight fluctuations have more serious consequences as a person gets older. Your goal as a dieter should be to achieve the right balance between the amount of lean body mass and percentage of bodyfat — yoyo dieting can throw that balance out of whack.

Clearly, the dieter should avoid the yoyo syndrome. But is that possible? Yes, but dieting alone is not sufficient for keeping weight off for life. Dieting should also include medical counselling, if appropriate, and regular exercise.

4. Answer the teacher's questions.

### Пример материалов зачета 5 семестра

1. Define the following notions. Give their translation. What are the problems connected with them?

- instrumental music
- electronic music
- soloist
- percussion
- authentic music
- spiritual

2. Develop the situation into a dialogue:

One of you is a painter sitting on the Embankment painting a landscape in front of him/her. The other is a passer-by walking past the painter. The passer-by stops and looks at the picture. He/she doesn't understand what it is, it doesn't look like the landscape in front of them; so he/she asks the painter for explanations.

3. Develop the question into a monologue:

What impact can visiting art galleries have on people? At what age should children be first taken to an art gallery?

4. Read the article (2000-2500 characters) and summarize it. Explain the meaning of the highlighted words and word combinations.

#### *The Classical Brit Awards – an insult to the public*

Classical Brit Awards tonight at the Albert Hall - and no, I won't be going because I know what to expect: they'll be the same as they were last year, and the year before, and have in fact been for the past decade: two hours of tosh, embarrassment and drivel. They have no worth, no integrity, no class. And in a real sense they're a fraud on the public.

They promote the idea to an innocent audience that the **crossover artistes** (it has to be with an 'e') they celebrate year after year are in some way the cream of **classical music**. This is not so, not in any shape or form. Katherine Jenkins, Andrea Boccelli, Blake, Il Divo...what do any of these people have to do with classical music? Very little. They're a bunch of spangled crooners, some of whom have the audacity to call themselves 'opera singers' but who couldn't **hold the stage** for half an hour at **Covent Garden**, let alone the five hours of a **Wagner night**.

Look down the list for tonight's **awards nominations** and you'll see exactly what I'm talking about. Album of the Year: Andrea Boccelli – something or other sung off the note as usual; The Best of Hayley Westenra – a **compilation disc**, no comment; Katherine Jenkins – but of course; Jonathan Ansell: Tenor at the Movies – a pretty boy who can just about sing; The Band of the Royal Scots Dragoon Guards – er, is this some kind of joke?

And try Composer of the Year: Steve Reich – OK, Steve Reich is real, but then comes...; Howard Goodall – why? Nigel Hess – another TV/film guy: why?

Has no one among the Classical Brits judges heard of George Benjamin whose new opera *Into the Little Hill* has been one of the great **success stories** of classical music in the past year? Have they not come across Tom Ades, Julian Anderson, Harrison Birtwistle, Richard Rodney

Bennett, David & Colin Matthews... real composers who are not inactive in producing major work? Or maybe John Tavener who's been ill but had a significant premiere with his *Requiem* for the Liverpool Culture Year?

Reading their website you're told that 'over the past ten years the Classical Brit Awards have been synonymous for celebrating notable achievement in classical music'. Overlooking the fact that this is syntactical nonsense, it's a lie.

5. Answer the teacher's questions.

### Пример материалов зачета 6 семестра

1. Define the following notions. Give their translation. What are the problems connected with them?

- dress-circle
- amateur theatre
- repertory theatre
- a mute/sound film
- the cast
- computer literacy
- cybercrime

2. Develop the situation into a dialogue:

You are two friends discussing what film you'd like to watch at the local cinema. You prefer films of different genres. Discuss advantages and disadvantages of the films that are on at the moment and make your choice.

3. Develop the question into a monologue:

How do informational technologies change workplaces?

4. Read an extract from the story "Acme" by J. Galsworthy (2500-3000 characters). Retell it. Analyze stylistic devices used by the author. Formulate the message of the extract. Dwell on the problems of the cinema touched upon in the story. Translate the passage in bold type.

**The year of which I write had been to my friend Bruce the devil, monetarily speaking. With his passion for writing that for which his Age had no taste - what could he expect? His last book had been a complete frost. He had undergone, too, an operation which had cost him much money and left him very weak. When I went to see him that October, I found him stretched out on two chairs, smoking the Brazilian cigarettes which he affected - and which always affected me, so black and strong they were, in their yellow maize leaf coverings. He had a writing-pad on his knee, arid sheets of paper scattered all around. The room had a very meagre look.**

"Hallo!" he said; "I went into a thing they call a cinema last night. Have you ever been?"

"Ever been? Do you know how long the cinema has been going? Since about 1900."

"Well! What a thing! I'm writing a skit on it!"

"How - a skit?"

"Parody - wildest yarn you ever read."

He took up a sheet of paper and began chuckling to himself.

"My heroine," he said, "is an Octoroon. Her eyes swim, and her lovely bosom heaves. Everybody wants her, and she's more virtuous than words can say. The situations she doesn't succumb to would freeze your blood; they'd roast your marrow. She has a perfect devil of a brother, with whom she was brought up, who knows her deep dark secret and wants to trade her off to a millionaire who also has a deep dark secret. Altogether there are four deep dark secrets in my yarn. It's a corker."

"What a waste of your time!" I said.

"My time!" he answered fiercely. "What's the use of my time? Nobody buys my books."

"Who's attending you?"

"Doctors! They take your money, that's all. I've got no money. Don't talk about me!" Again he took up a sheet of manuscript and chuckled.

"Last night - at that place - they had - good God! - a race between a train and a motor-car. Well, I've got one between a train, a motor-car, a flying machine, and a horse."

I sat up.

"May I have a look at your skit," I said, "when you've finished it?"

"It is finished. Wrote it straight off. D'you think I could stop and then go on again with a thing like that?" He gathered the sheets and held them out to me. "Take the thing - it's amused me to do it. The heroine's secret is that she isn't an Octoroon at all; she's a De La Casse - purest Creole blood of the South; and her villainous brother isn't her brother; and the bad millionaire isn't a millionaire; and her penniless lover is. It's rich, I tell you!"

"Thanks," I said dryly, and took the sheets.

I went away concerned about my friend, his illness, and his poverty, especially his poverty, for I saw no end to it.

### Пример материалов экзамена 7 семестра

1. Define the following notions. Give their translation. What are the problems connected with them?

- boarding school
- pass/fail test
- public school
- job interview
- job placement rate
- vacancy
- promotion

2. Develop the problems (questions) into a monologue.

If you were a school principal and found that three quarters of your students had engaged in 'serious cheating', what would you do to change things?

3. Read and translate the part of the passage (in the bold font) and give a short summary of the whole passage. Explain the meaning of the words in bold type.

It is a taste of the good life for the iPhone generation. It even has a catchy name, wwoofing. Record numbers of **environmentally conscious young people** are volunteering through the organisation Worldwide Opportunities on Organic Farms (Wwoof).

In the UK alone, **volunteer** numbers have doubled in the past three years; providing a stream of **free labour** that is proving a godsend for some of Britain's **struggling organic farmers**. At the moment 400 of the UK's 5,000 organic farms participate in the scheme – under which more than 3,000 volunteers work for up to 30 hours a week, weeding, planting and fruit picking in exchange for board and lodging. But the organisation says more farms are needed.

"We have the young **gap-year types**," she added. "And those who use it as a life-changing step. It is a fantastic way to learn about growing, and a good way to learn an alternative lifestyle."

**Bethany Wells, 25, a student from London, chose wwoofing as a way of seeing Scandinavia on the cheap, but said it has left more of a lasting impression than most holidays. "I worked on the farm for more than two weeks, and it was good to get out of the centre of places and into the middle of nowhere," she said. "It is a great way of meeting people and I'm still in touch with one of the friends I made there. I got completely eaten by mosquitoes but the food was good, the company was good, and there was a lake and a wood-fired sauna we'd spend our evenings in."**

The trend bears testimony to people's faith in the hard-hit organic sector, which saw sales fall by 12.9 per cent in 2009 as consumers become more price-conscious during the crises. There was also a damaging Food Standards Agency report that found organic food offered no extra

health benefits. And, just last week, researchers at the University of Leeds questioned the idea that organic farms are better for wildlife, finding that birds such as skylarks and lapwings are actually less likely to be found in organic fields.

4. Answer the teacher's questions.

### Пример материалов зачета 8 семестра

1. Define the following notions. Give their translation. What are the problems connected with them?

- a full-dress summit
- EU enlargement
- strategic partnership
- homicide
- extenuating circumstances
- DNA exoneration

2. Dwell on the following:

- Explain the difference between a sentence and a verdict?
- Explain the terms: homicide, petty offence, the dock, plaintiff, probation, bigamy.
- Give examples of felony (4-5) and misdemeanor (4-5). What penalties can be imposed for committing them?
- What are the major differences in the US and Russian types of government?

3. Read the article (2000-2500 characters) and summarize it. Explain the meaning of the highlighted words and word combinations.

Stacks of books are organized meticulously by genre amid the chaos of a maximum security prison. A makeshift desk made from cardboard is placed over a sink in a cramped **cell**. A chalkboard is filled with Chinese symbols in a room filled with eager students in green jumpsuits. Late night studying.

This isn't the picture most Americans have of prison. More often than not, violence, isolation and anger are what come to mind. But these scenes from a PBS documentary show viewers a different kind of prison life – the rigorous pursuit of higher education.

"College Behind Bars" follows students in the Bard Prison Initiative, a privately funded college program that began in 2001 in New York state prisons. For now, the roughly 300 students taking classes free of charge at the **elite college** are the exception. Most *incarcerated individuals* cannot afford a college education – and all are banned from applying for federal **grants**. After the passage of the 1994 Crime Bill, Pell Grants were banned for those who are incarcerated. Last month, Congress introduced bills that would reinstate Pell Grant **eligibility** for those incarcerated as part of wider college affordability legislation. For formerly incarcerated individuals, and educational experts, it's about time. They argue that **post-secondary education** behind bars will lower the likelihood that an individual returns to prison and that it will benefit society as whole.

Incarcerated at 17, Jule Hall spent more than 20 years in prison and is one of the main figures in the PBS documentary. The film trails Hall, a 2011 Bard Prison Initiative graduate who earned **a bachelor's degree** in German studies, as he navigates **the parole process**, is released from prison and enters the workforce. Hall works at the Ford Foundation analyzing the impact of social justice grants.

BPI students are **felons** serving long sentences for serious crimes. The filmmakers challenge viewers to rethink their views of felons by not immediately revealing the BPI students' crimes, unlike most other films and books on the subject of college in prison.

In the program, the **inmates** memorize the opening section of "Moby Dick," participate in classroom discussion on the ethics of stem cells and vigorously weigh the benefits of NATO as part of a viral debate team. To earn their bachelor's degree, students must write a lengthy research paper that is comparable to graduate-level coursework. This high standard of education

– BPI is taught at the same level as Bard College in New York – is crucial to Hall's hope of Pell Grant expansion.

"When you provide education that's high quality, it's not just a benefit for the individual, but it's a benefit for society," Hall said.

3. Answer the questions:

1. How do you understand the title of the film?
2. What is the Bard Prison Initiative?
3. Who is meant by *incarcerated individuals*?
4. What opportunities did the graduates of the program have?