

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Богдалова Елена Вячеславовна
Должность: Проректор по образовательной деятельности
Дата подписания: 16.09.2025 10:49:54
Уникальный программный ключ:
ec85dd5a839619d48ea76b2d23dba88a9c82091a

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное
учреждение инклюзивного высшего образования
«Московский государственный
гуманитарно-экономический университет»
(ФГБОУ ИВО «МГЭУ»)

УТВЕРЖДАЮ

Проректор по учебно-методической работе

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ОСВОЕНИЮ УЧЕБНОЙ ДИСЦИПЛИНЫ
**Б1.О.22 ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ ПЕРВОГО
ИНОСТРАННОГО ЯЗЫКА**

образовательная программа направления подготовки
44.03.01 Педагогическое образование
шифр, наименование

**Направленность (профиль)
Иностранный язык**

Квалификация (степень) выпускника: бакалавр

Форма обучения: очная

Курс 1, 2 семестр 2, 3, 4

Москва 2023

Методические рекомендации разработаны на основании федерального государственного образовательного стандарта высшего образования направления 44.03.01 «Педагогическое образование» (с изменениями и дополнениями). Редакция с изменениями № 1456 от 26.11.2020 утвержденного приказом Министерства образования и науки Российской Федерации № 121 от 22 февраля 2018 г.

Зарегистрировано в Минюсте России 15 марта 2018 г. Регистрационный № 50362.

Разработчик(и) методических рекомендаций:

канд. филол. наук, доцент кафедры иностранных языков и межкультурной коммуникации
место работы, занимаемая должность


подпись

Устиновская А.А.
Ф.И.О.

24.04 2023 г
Дата

Методические рекомендации утверждены на заседании кафедры иностранных языков и межкультурной коммуникации

(протокол № 14 от «24» апреля 2023 г.)

на заседании Учебно-методического совета МГТЭУ
(протокол № 3 от «26» апреля 2023г.)

СОГЛАСОВАНО:

Начальник учебно-методического управления

«26» апреля 2023 г. И.Г. Дмитриева

Начальник методического отдела

«26» апреля 2023 г. Д.Е. Гапеев

Декан факультета

«24» апреля 2023 г. Л.А. Печищева

Содержание

- 1. АННОТАЦИЯ**
- 2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ**
- 3. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К САМОСТОЯТЕЛЬНОЙ РАБОТЕ**

АННОТАЦИЯ

Настоящие методические рекомендации разработаны для обучающихся 1, 2 курса очной формы обучения с учетом ФГОС ВО и рабочей программы дисциплины «Практика устной и письменной речи первого иностранного языка».

Целью освоения дисциплины является формирование практического владения иностранным языком на основе развития у студентов лингвистической, социокультурной, коммуникативной и лингвострановедческой компетенций. В процессе обучения развиваются навыки устной и письменной речи, техника чтения, умение понимать иноязычный текст, расширяется общекультурный и филологический кругозор учащихся, что способствует возникновению интереса к научному изучению английской филологии. Кроме этого, курс призван развивать логическое мышление студентов, различные виды памяти, умение самостоятельно работать с языком.

Задачи дисциплины:

- формирование основ языковых навыков в области произношения, чтения, письма, правильного грамматического оформления устной и письменной речи;
- формирование навыка восприятия иноязычной речи на слух;
- систематизация и расширение словарного запаса в пределах изучаемой тематики;
- систематизация и закрепление грамматических структур, необходимых для активного владения устной и письменной речью;
- обучение речевым моделям современного английского языка, включая разговорную и эмоционально окрашенную речь;
- развитие навыков диалогической и монологической речи и обучение ведению дискуссий и полемики;
- ознакомление с образцами современной английской и американской художественной литературы;
- обучение основам анализа художественного текста (обсуждение содержания, особенностей языка и стиля автора).

В результате изучения дисциплины студент должен:

знать:

- особенности осуществления иноязычной коммуникации в процессе взаимодействия культур;
- порядка 400 лексических единиц, отобранных в соответствии с программой курса и уметь их применять в соответствующих коммуникативных ситуациях.

уметь:

- понимать иноязычный неадаптированный текст, воспринимаемый зрительно либо на слух, владеет различными стратегиями понимания текста;
- использовать этикетные формулы в устной и письменной коммуникации (приветствие, прощание, поздравление, извинение, просьба) в устной и письменной коммуникации;
- создавать письменные речевые произведения, такие как: письмо (официальное, неформальное), эссе, приглашения, резюме и сопроводительное письмо, статьи, открытки;

- понимать речь преподавателя или другого лица в непосредственном общении в пределах знакомого лексико-грамматического материала;
- задавать вопросы и вести беседу по пройденной тематике или прочитанному тексту в нормальном темпе, соблюдая правила звукового и ритмико-интонационного оформления высказывания;
- отвечать на вопросы (по предложенной тематике) преподавателя и студентов в темпе, близком к нормальному;
- делать сообщения по пройденной тематике, изложить содержание прочитанного;
- моделировать возможные ситуации общения между представителями различных культур и социумов.

владеть:

- вести межкультурный диалог на основе принятых моральных и правовых норм современного общества;
- использовать различные иноязычные ресурсы (интернет-ресурсы, печатные издания) для проведения проектной/ исследовательской работы;
- критически оценить свои достоинства и недостатки, наметить пути и выбрать средства саморазвития к постоянному саморазвитию, повышению своей квалификации и мастерства.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

Темы и задания к практическим занятиям:

Раздел № 1 Personality

Тема 1.1. Personality types. Reading “Carl Yung”.

Exercise 1

Prepare a short report for your mates using the following talking points and answer the questions:

1. What biographical facts could be relevant when speaking about yourself: 1) at your exam, 2) at a party, 3) while applying for a job?
2. When do you think it is necessary to speak only the truth and when to be more inventive?
3. What is easier for you, to speak about your weak or strong points?
4. Have you read any interesting life story? What is it that makes it interesting?

Exercise 2

Read the extracts below illustrating different approaches (humorous, inventive and neutral) to speaking about yourself in the form of autobiography and make a similar story for a book cover:

James Thurber

James Thurber was born in Columbus, Ohio, where so many things happened to him, on December 8, 1894. He was unable to keep anything on his stomach until he was seven years old, but grew to 6 feet 1 inch tall and to weigh a hundred and fifty four lb. fully dressed for winter. Quick to arouse, he is very hard to quiet and people often just go away. At Buckeye Lake, Ohio, in 1923, he won a canary bird throwing baseballs at dolls. He is Sagittarius with the moon in Aries and gets along fine with people born between the 20th and 24th of August.

A story for a book cover

X is a direct descendent of the Russian Royal Family and was selected by NASA to join their space programme. Six months into training it was discovered that he suffered from dizziness. He then spent a number of years working with dolphins. Since the closure of Windsor Safari Park, X has divided his time between race driving and lollipop man duties near a school in Pecham.

Exercise 3

Choose a topic and give your arguments for and against:

1. The more famous a person the fewer facts should be mentioned on a book cover.
2. While speaking about yourself you should always be a bit of an actor.
3. The best way of writing one's life story is fiction based on a lot of imagination.
4. A diary style is the ideal way of dealing with biographical facts.
5. No one treats memoirs seriously, they are written when one has nothing else to do.
6. A diary is an anachronism and a waste of time.

Exercise 4

Group the words below according to vowel sounds to illustrate the general rule and special cases.

[ei] angel, _____

[æ] _____

[eə] _____

[a:] _____

Mean, angel, anger, after, can't, cannot, ceiling, sign, ever, even, heaven, haste, vast, very, era, star, carry, starry, curry, hear, heard, carbon, quarter, bought, board, girdle, turtle, warn, quarry, coast, cost, post, tall, bald, bald, conic, move, dove, young, source, audio, lose, rose, shoe, cut, cushion, Europe, iron, vital, violent, fright, lyric, minus, ring, ring.

Exercise 5

Cross the odd word out (the words are grouped according to a vowel sound).

- 1) Mary, marry, merry, mary, mirror
- 2) heard, hurt, dirt, her, heart
- 3) glow, soul, soldier, shoulder, should
- 4) trains, rays, says, cranes, veins
- 5) food, mood, brood, blood, rude
- 6) few, feud, fruit, abuse, busy

Exercise 6

Spell the words transcribed below (there could be more than one variant).

[si:], [red], [sain], [rəud], [eit], [tu:], [wud], [kə:t], ['ks:tn], ['fæktə], [steə], ['pu:dl], ['padl], [a:nt], [kə:nt], [kə:z], [fəuk], [fə:k]

Exercise 7

Write a paragraph about your favourite author.

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 1.2. Measuring personality.

Exercise 1

Who and **what** as subject and object (A)

Read about the situations and answer each question in a single phrase.

► The morning after his party, Tom was cleaning up. David came along and took away some empty bottles for him. Nick had just woken up after spending the night on Tom's sofa. He watched them for a while.

a) Who helped Tom? *David*

b) Who did Nick help? *no one*

1. Nick wants to marry Rita. She's been out with him a few times, but really she's in love with Tom. Unfortunately he isn't in love with her.
 - a) Who is Nick in love with?
 - b) Who is in love with Tom?
2. Mark met Sarah at the airport. The plane was two hours late. On the way out they passed Mike standing at a bus stop, but they didn't notice him.
 - a) Who met Sarah?
 - b) What was Mike waiting for?
3. There was an accident at the crossroads. A lorry crashed into a van that was waiting at the lights. The van slid forward and crashed into a car. The van driver had to go to hospital.
 - a) What hit the van?
 - b) What did the van hit?

415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>

Тема 1.3. Charisma

Answer the following questions:

1. Is it easy for you to change the opinion of your friends, if they don't support your idea?
2. Would you like to make a public speech?
3. How does the attention of people impact you?
4. Are there any moments when you doubt yourself and your abilities?
5. When talking to a person, can you look him in the eyes for a long time?

Дополнительные источники и литература для подготовки:

Воронцова, Ю. А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов / Ю. А. Воронцова. — Москва : Издательство Юрайт, 2022. — 185 с. — (Высшее образование). — ISBN 978-5-534-15221-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/497120>.

Тема 1.4. Scenario. Personality clash.

Exercise 1

Case study "Choosing a new team member".

Exercise 2

Translate into English using active vocabulary:

1. Карл Юнг оказал значительное влияние на современную психологию.
2. Он выделил (определил) два типа личности, которые он назвал экстравертами и интровертами.
3. Интроверты чаще всего необщительны и осторожны.
4. Они больше интересуются собой, чем другими людьми.
5. Экстраверты напористы, уверены в себе, стремятся (имеют тенденцию) влиять на окружающих (досл. людей вокруг себя).
6. Они разговорчивы, но иногда бывают нетерпеливы, нечутки и любят покомандовать.
7. Хороший психиатр всегда может определить тип личности по внешнему виду человека и его поведению.

Exercise 3

Answer the following questions:

- What is a personality clash?
- Why do personality clashes matter?
- How to deal with personality clashes in the workplace?

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 1.5. Study and writing skills.

Exercise 1

Fill in the gaps with suitable prepositions:

1. You should learn in advance what dress code is accepted in the company to fit ____.
2. He hates when people make fun ____ him.
3. Whom are you so angry ____?
4. She is so indecisive. She is always afraid ____ making mistakes.
5. With time he learnt not to expect too much ____ life.
6. The head of our department never gives us time ____.
7. How are you getting ____ your new boss?
8. The committee consists ____ four members.

Дополнительные источники и литература для подготовки:

Воронцова, Ю. А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов / Ю. А. Воронцова. — Москва : Издательство Юрайт, 2022. — 185 с. — (Высшее образование). — ISBN 978-5-534-15221-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/497120>.

Раздел № 2. Travel

Тема 2.1. Tourism and Travelling.

Exercise 1

Answer the following questions:

1. What is the topic of holidays associated with in your mind? Could you put your ideas into separate words and sort them according to parts of speech? Then make up sentences on the subject using the words from your lists.
2. An academic year is commonly preceded by long summer holidays. What is your idea of an ideal way of spending them? What about winter holidays? What holidays are most popular: a) in our country, b) in the USA, c) in Britain?
3. Which holidays do you like best: a) national, b) family, c) religious, d) just a day-off?
4. Where would you like to have meals: a) during holidays, b) on a special occasion?

Exercise 2

Listen to the text Chicago's restaurants and choose the one best answer to the questions below or the best way to finish a statement.

1. What are Chicago's restaurants known for?
A They are located outside the city centre not to be overcrowded.
B The food is cheap and good.

- C They command a good view.
D They are mostly located on sailboats.
2. Your impression of a good restaurant is not complete unless ...
A you've dined in a room with a good view.
B you've seen perfect pictures on the walls of a dining-room.
C you've been sitting in a restaurant from daytime till night.
D you've got a table with candles and flowers.
3. What view can you not get from The 95th?
A Sailboat-riddled water of the Chicago River.
B The changing face of the evening city.
C Faces of the passers-by.
D Sparkling night lights.
4. What is not true about The 95th?
A There are white-clothed tables.
B There are fresh flowers on the tables.
C There are windows on the ceiling.
D There are crystal chandeliers and flickering candles.

Exercise 3

There are some differences between a travel, a trip, a journey, a tour, a voyage, and a crossing. Study the definitions below and check the correct answer below.

TRAVEL – the activity of travelling; a journey (*air/space travel business travel; travel about the Far East*).

JOURNEY – the act of travelling from one place to another, especially in a vehicle (*I love going on long journeys*).

TOUR – 1. A visit to a place or area, especially one during which you look around the place or area and learn about it (*We went on a guided tour of the cathedral/museum/factory*); 2. A journey made for pleasure, especially as a holiday, visiting several different places in an area (*a cycling tour of Provence*); 3. A planned visit to several places in a country or area made for a special purpose, such as one made by a politician, sports team, or group of performers (*a lecture/concert tour*).

TRIP – a journey in which you go somewhere, usually for a short time, and come back again (*The trip from York to Newcastle takes about an hour by train*).

VOYAGE – a long journey, especially by ship (*He was a young sailor on his first sea voyage*).

CROSSING – a journey across a large area of water, from one side to the other (*It was a really rough crossing – I threw up three times*).

1. A _____ is a long trip for pleasure and sightseeing often consisting of visits to different places.
2. A _____ is a travel made by water - sea or ocean.
3. Our _____ included England, France and Germany.
4. It would be impossible to imagine modern life without _____.
5. In 1912, the Titanic hit an iceberg on its first _____ across the Atlantic, and it sank four hours later.

6. You can _____ by train, by bus, by plane, by ship or in a car, and finally you can go on foot.
7. Unfortunately that _____ ended in a shipwreck, and Robinson Crusoe found himself on a deserted island.
8. Mr. Dower has visited many countries and now he is writing a book about his _____.
9. One day I came back from a few days' _____ made on foot through the island.
10. As far as I am concerned, I prefer _____ by air.

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Тема 2.2. Explorers.

Read the text and discuss the topic of the most famous explorers:

10 Famous Explorers Whose Discoveries Changed the World

From Christopher Columbus to Marco Polo, take a look at these celebrated — and controversial — explorers who made groundbreaking discoveries across the globe.

When Europeans first began sailing across the Atlantic Ocean, they were searching for new routes to China and the East, but what they found was more than they imagined:

Marco Polo

Marco Polo was a Venetian explorer known for the book *The Travels of Marco Polo*, which describes his voyage to and experiences in Asia. Polo traveled extensively with his family, journeying from Europe to Asia from 1271 to 1295, remaining in China for 17 of those years. As the years wore on, Polo rose through the ranks, serving as governor of a Chinese city. Later, Kublai Khan appointed him as an official of the Privy Council. At one point, he was the tax inspector in the city of Yanzhou.

Around 1292, he left China, acting as consort along the way to a Mongol princess who was being sent to Persia. In the centuries since his death, Polo has received the recognition that failed to come his way during his lifetime. So much of what he claimed to have seen has been verified by researchers, academics and other explorers. Even if his accounts came from other travelers he met along the way, Polo's story has inspired countless other adventurers to set off and see the world.

Christopher Columbus

Christopher Columbus was an Italian explorer and navigator. Columbus first went to sea as a teenager, participating in several trading voyages in the Mediterranean and Aegean seas. One such voyage, to the island of Khios, in modern-day Greece, brought him the closest he would ever come to Asia.

In 1492, he sailed across the Atlantic Ocean from Spain in the Santa Maria, with the Pinta and the Niña ships alongside, hoping to find a new route to India.

Between 1492 and 1504, he made a total of four voyages to the Caribbean and South America and has been credited – and blamed – for opening up the Americas to European colonization. Columbus probably died of severe arthritis following an infection on May 20, 1506, still believing he had discovered a shorter route to Asia.

Amerigo Vespucci

America was named after Amerigo Vespucci, a Florentine navigator and explorer who played a prominent role in exploring the New World.

On May 10, 1497, Vespucci embarked on his first voyage, departing from Cadiz with a fleet of Spanish ships. In May 1499, sailing under the Spanish flag, Vespucci embarked on his next expedition, as a navigator under the command of Alonzo de Ojeda. Crossing the equator, they traveled to the coast of what is now Guyana, where it is believed that Vespucci left Ojeda and went on to explore the coast of Brazil. During this journey, Vespucci is said to have discovered the Amazon River and Cape St. Augustine.

On his third and most successful voyage, he discovered present-day Rio de Janeiro and Rio de la Plata. Believing he had discovered a new continent, he called South America the New World. In 1507, America was named after him. He died of malaria in Seville, Spain, on February 22, 1512.

John Cabot

John Cabot was a Venetian explorer and navigator known for his 1497 voyage to North America, where he made a British claim to land in Canada, mistaking it for Asia. The precise location of Cabot's landing is subject to controversy. Some historians believe that Cabot landed at Cape Breton Island or mainland Nova Scotia. Others believe he may have landed at Newfoundland, Labrador or even Maine.

After setting sail in May 1498 for a return voyage to North America, he disappeared and Cabot's final days remain a mystery. It is believed Cabot died sometime in 1499 or 1500, but his fate remains a mystery. In February 1498, Cabot was given permission to make a new voyage to North America; in May of that year, he departed from Bristol, England, with five ships and a crew of 300 men. En route, one ship became disabled and sailed to Ireland, while the other four ships continued on. From this point, there is only speculation as to the fate of the voyage and Cabot.

Ferdinand Magellan

While in the service of Spain, Portuguese explorer Ferdinand Magellan led the first European voyage of discovery to circumnavigate the globe. As a boy, Magellan studied mapmaking and navigation. In 1505, when Magellan was in his mid-20s, he joined a Portuguese fleet that was sailing to East Africa. By 1509, he found himself at the Battle of Diu, in which the Portuguese destroyed Egyptian ships in the Arabian Sea. Two years later, he explored Malacca, located in present-day Malaysia, and participated in the conquest of Malacca's port.

In 1519, with the support of Holy Roman Emperor Charles V, Magellan set out to find a better route to the Spice Islands. In March 1521, Magellan's fleet reached Homonhom Island on the edge of the Philippines with less than 150 of the 270 men who started the expedition. Magellan traded with Rajah Humabon, the island king, and a bond was quickly formed. The Spanish crew soon became involved in a war between Humabon and another rival leader and Magellan was killed in battle on April 27, 1521.

Hernán Cortés

Hernán Cortés was a Spanish conquistador who explored Central America, overthrew Montezuma and his vast Aztec empire and won Mexico for the crown of Spain. He first set sail to the New World at the age of 19. Cortés later joined an expedition to Cuba. In 1518, he set off to explore Mexico.

Cortés became allies with some of the Indigenous peoples he encountered in Mexico, but with others, he used deadly force to conquer Mexico. He fought Tlaxacan and Cholula warriors and then set his sights on taking over the Aztec empire. In their bloody battles for domination over the Aztecs, Cortés and his men are estimated to have killed as many as 100,000 Indigenous peoples. King Charles I of Spain (also known as Holy Roman Emperor Charles V) appointed him the governor of New Spain in 1522.

Sir Francis Drake

English admiral Sir Francis Drake was the second person to circumnavigate the globe and was the most renowned seaman of the Elizabethan era.

In 1577, Drake was chosen as the leader of an expedition intended to pass around South America, through the Strait of Magellan, and explore the coast that lay beyond. Drake successfully completed the journey and was knighted by Queen Elizabeth I upon his triumphant return in 1580. In 1588, Drake saw action in the English defeat of the Spanish Armada, though he died in 1596 from dysentery after undertaking an unsuccessful raiding mission.

Sir Walter Raleigh

Sir Walter Raleigh was an English explorer, soldier and writer. At age 17, he fought with the French Huguenots and later studied at Oxford. He became a favorite of Queen Elizabeth I after serving in her army in Ireland. He was knighted in 1585, and within two years became Captain of the Queen's Guard.

An early supporter of colonizing North America, Raleigh sought to establish a colony, but the queen forbid him to leave her service. Between 1585 and 1588, he invested in a number of expeditions across the Atlantic, attempting to establish a colony near Roanoke, on the coast of what is now North Carolina, and name it "Virginia" in honor of the virgin queen, Elizabeth. Accused of treason by King James I, Raleigh was imprisoned and eventually put to death.

James Cook

James Cook was a naval captain, navigator and explorer. After serving as an apprentice, Cook eventually joined the British Navy and, at age 29, was promoted to ship's master. During the Seven Years War (1756-1763), he commanded a captured ship for the Royal Navy. In 1768, he took command of the first scientific expedition to the Pacific.

In 1770, on his ship the *HMB Endeavour*, Cook charted New Zealand and the Great Barrier Reef of Australia. This area has since been credited as one of the world's most dangerous areas to navigate. He later disproved the existence of Terra Australis, a fabled southern continent. Cook's voyages helped guide generations of explorers and provided the first accurate map of the Pacific.

Francisco Pizarro

In 1513, Spanish explorer and conquistador Francisco Pizarro joined Vasco Núñez de Balboa in his march to the "South Sea," across the Isthmus of Panama. During their journey, Balboa and Pizarro discovered what is now known as the Pacific Ocean, although Balboa allegedly spied it first, and was therefore credited with the ocean's first European discovery.

In 1528, Pizarro went back to Spain and managed to procure a commission from Emperor Charles V. Pizarro was to conquer the southern territory and establish a new Spanish province there. In 1532, accompanied by his brothers, Pizarro overthrew the Inca leader Atahualpa and conquered Peru. Three years later, he founded the new capital city of Lima. Over time, tensions increasingly built up between the conquistadors who had originally conquered Peru and those who arrived later to stake some claim in the new Spanish province. This conflict eventually led to Pizarro's assassination in 1541.

Дополнительные источники и литература для подготовки:

Английский язык для гуманитариев (B1–B2). English for Humanities : учебное пособие для вузов / О. Н. Стогниева, А. В. Бакулев, Г. А. Павловская, Е. М. Муковникова. — Москва : Издательство Юрайт, 2022. — 178 с. — (Высшее образование). — ISBN 978-5-534-14982-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/486279> .

Тема 2.3. The Empty Quarter.

Exercise 1

Are the words in bold in the correct place? Tick (✓) the correct sentences. Correct the incorrect sentences.

- 1 Have you had lunch **yet**? ✓
.....
- 2 I haven't **still** been to that new café.
.....
- 3 I've **already** had pasta today.
.....
- 4 We've **just** taken our final exams.
.....
- 5 The waiter hasn't brought **yet** dessert.
.....
- 6 I **just** have eaten so I'm not hungry, thanks.
.....

Exercise 2

Read the text below.

Wilfred Thesiger

Explorer of the “Empty Quarter”

Wilfred Thesiger was one of the greatest explorers and travel writers of the 20th century. He died in 2003. His books, which describe his journeys in Africa, Asia and the Middle East, have won many literary prizes. His best known book is *Arabian Sands*, which is about two journeys through Arabia. People have praised his description in the book of the “Empty Quarter”, a vast, waterless desert stretching between Saudi Arabia, Yemen and Oman. He spent five years travelling in the “Empty Quarter”, often accompanied by the Bedu, the fierce tribespeople living in the area.

Thesiger fell in love with the desert. He enjoyed the “sense of space, the silence, and the crisp clearness of the sand”. It was a place where he found peace and friendship. He also learned to love the Bedu, and they learned to respect him. He shot lions to protect them, and he became a competent amateur doctor. He chose the “Empty Quarter” for his journeys because it was “one of the very few places where I could satisfy an urge to go where others had not been”.

Exercise 3

Read an extract from *Arabian Sands*. Are these statements true or false?

1. The camels began to rest at sunset.
2. Thesiger was happy because he thought the difficult journey was over.
3. The most difficult journey was the one for the next day.
4. When the travellers stopped the first time, they were near Uruq al Shaiba.
5. The Uruq al Shaiba are bigger and higher than the Himalayas.

To rest the camels we stopped for four hours in the late afternoon on a long gentle slope which stretched down to another salt-flat. There was no vegetation on it and no salt-bushes bordered the plain below us. Al Auf announced that we would go on again at sunset. While we were feeding I said to him cheerfully, “Anyway the worst should be over now that we are across the Uruq al Shaiba”. He looked at me for a moment and then answered, “If we go well tonight we should reach them tomorrow.” I said, “Reach what?” and he replied, “The Uruq al Shaiba. Did you think what we crossed today was the Uruq al Shaiba? That was only a dune. You will see them tomorrow.” For a moment I thought he was joking, and then I realised that he was serious, that the worst of the journey which

I had thought what was behind us was still ahead. It was midnight when at last al Auf said, "Let's stop here. We will get some sleep and give the camels a rest. The Uruq al Shaiba are not far away now." In my dreams that night they towered above us higher than the Himalayas.

Exercise 4

Find words in the texts that mean the following.

- 1.said good things about something (article)
- 2.extremely large (article)
- 3.looking very aggressive or violent (article)
- 4.have a good opinion of (article)
- 5.strong wish (article)
- 6.formed the edge of (extract)
- 7.mountain of sand (extract)

Exercise 5

Would you like to read Arabian Sands?

Дополнительные источники и литература для подготовки:

Воронцова, Ю. А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов / Ю. А. Воронцова. — Москва : Издательство Юрайт, 2022. — 185 с. — (Высшее образование). — ISBN 978-5-534-15221-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/497120>.

Тема 2.4. Scenario. A study trip.

Exercise 1

Read the situation. What kind of things can go wrong on a trip like this, do you think?

Situation

Arcadia is an American university. Two years ago, the History Department organized a ten-day educational trip for students to Poland and the Czech Republic. Because of mistakes made by the organisers, the trip was unsuccessful and was not repeated the following year. This year, however, they will take a similar group of students (aged 18 –21) to the same area, but the organisers plan to avoid the mistakes which they made in the past.

Exercise 2

Read an extract from the report written by one of the organisers. How many of the mistakes mentioned in the report did you discuss in Exercise 1?

The students complained about the following:

- 1.Three visitors to historical sites were set up. The students lost interest because there was not enough information about the sites in English.
- 2.Some students couldn't find their way back to the hotel in the evening after a concert. They returned very late, so a visit next day was cancelled.
- 3.One Saturday night, a group of our students went to a club in Prague. One of our students got involved in a fight and ended up in hospital.
- 4.Students took different amount of money, so some had to borrow from friends and this led to arguments.
- 5.Cameras were stolen from students while they travelled on the underground. One student lost all his documents, and had to spend a day at the embassy.
- 6.Students were unhappy because we changed the programme several times.

7. A visit to a college outside Prague was a disaster. The bus was too small and the seats were uncomfortable. The air conditioning didn't work properly and water dripped onto the passengers. Because of traffic, we arrived three hours late at the college.

8. Students said that on visits to rural areas they couldn't understand the menus in the restaurants as they were not in English.

Exercise 3

Match each problem in the report with one of these categories. You can use each category more than once.

Theft money transport language feedback violence organization

Exercise 4

Listen to a conversation between Ingrid and Harry, two organisers of the previous trip. Which problems from the report do they talk about?

Exercise 5

Listen again. Make notes on the other three problems they talk about. Use these headings.

☐ Relations with students

☐ Hotels

☐ Free time

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 2.5. Study and writing skills.

Exercise 1

Read a biography of Amelia Earhart. Match each paragraph with one of these topics.

a. the end of her life

b. her early life and education

c. her early career

d. publications, awards and prizes

e. her greatest achievement

Amelia Earhart was born in Kansas, USA, in 1897 and moved to Chicago in 1914 when her father was fired from the Rock Island Railroad. After graduating from high school in 1915, she went to Canada where she trained as a nurse's aide. In 1919 she attended Columbia University but gave up after a year to join her parents in California.

In 1920 Earhart went to her first air show and was hooked. She took flying lessons and bought her first plane, which she flew to a height of 14,000 feet in October 1922, a women's world record. In 1925 she moved to Boston and got a job as a social worker. During that time, she also wrote local newspaper columns on flying.

Earhart will be principally remembered for being the first woman to fly solo non-stop across the Atlantic. On May 20, 1932, she took off from New Brunswick. She wanted to fly to Paris, but poor weather conditions and mechanical problems forced her to land in Derry, Northern Ireland.

It was inevitable that Earhart would attempt a round-the-world flight and she left Miami on June 1, 1937. After stopping in South America, Africa, the Indian subcontinent and south-east Asia, she arrived

in New Guinea on June 29. She left on July 27, but while she was crossing the Pacific, contact was lost. The US government spent \$4m looking for her, but she was never found.

Earhart published two books about her flying experiences: 20 Hours 40 Minutes and The Fun of It, but she went missing before her third book was published. She was awarded the Distinguished Flying Cross by Congress and the Cross of Knight of the Legion of Honour by the French government.

Exercise 2

Find verbs in the text that mean the following.

- 1.be dismissed from a job (para.1)
- 2.finish high school or university (para.1)
- 3.learn a particular job (para.1)
- 4.go to (school or university) (para.1)
- 5.stop doing something (para.1)
- 6.go to a new place to live (para.2)
- 7.write and print something for sale (para.5)
- 8.receive a prize, honour or money (para.5)

Exercise 3

Time linkers. Look at the time linkers in the text: before, after, when, during, while. Which structures follow each linker?

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Раздел № 3. Work

Тема 3.1. Jobs. Job description.

Exercise 1

Look at the jobs below and discuss the questions.

Nurse	politician	model	journalist	firefighter	lawyer
professional footballer	teacher	shop assistant	police officer		
TV presenter	personal assistant	sales manager			

1. How important/useful do you think they are?
2. How much status do these jobs have in your country?
3. Approximately how much are people paid for these jobs in your country?
4. Do you think they should be paid more or less money? Why?

Exercise 2

Listen to five people talking about their jobs. Match each speaker to a job from Exercise 1.

Exercise 3

What are the key words which tell you the jobs?

1. shifts, patients, ...

Exercise 4

Listen again. What aspects of their jobs does each person say they like/dislike?

Exercise 5

Match the words with the correct preposition from the box. Check your answers in the adverts.

on to for of in

1. looking
2. responsible
3. report
4. experience
5. knowledge
6. prospects
7. depend
8. fluency

Exercise 6

Which job in the above adverts would you apply for? Why?

Exercise 7

Work with a partner. Write a short job advertisement using some of the word combinations above. Include the job title, salary and details of the positions.

Дополнительные источники и литература для подготовки:

Воронцова, Ю. А. Практический курс разговорной речи на английском языке. English conversation practice : учебное пособие для вузов / Ю. А. Воронцова. — Москва : Издательство Юрайт, 2022. — 185 с. — (Высшее образование). — ISBN 978-5-534-15221-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/497120>.

Тема 3.2. Homeworking.

Exercise 1

Do you work at home or do you know anyone who does? Do you/they enjoy it?

Exercise 2

Homeworking is generally on the increase. Why do you think that is?

Exercise 3

Work with a partner to discuss the following.

1. What are the disadvantages of homeworking from the employer's point of view?
2. Would you like to work from home? What would be the advantages/disadvantages for you?
3. Do you agree with the opinion in the last paragraph of the article?

Дополнительные источники и литература для подготовки:

Английский язык для гуманитариев (B1–B2). English for Humanities : учебное пособие для вузов / О. Н. Стогниева, А. В. Бакулев, Г. А. Павловская, Е. М. Муковникова. — Москва : Издательство Юрайт, 2022. — 178 с. — (Высшее образование). — ISBN 978-5-534-14982-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/486279>.

Тема 3.3. Killer Questions.

Exercise 1

In groups, discuss the following.

1. Do you think it is fair to ask killer questions?
2. Do you think hypothetical questions are useful?
3. How do you react under pressure?

Exercise 2

Work in groups to think of some killer questions. Then work with a partner from another group and ask each other the questions. Did your partner give good answers?

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 3.4. Scenario. Situation vacant.

Discuss the questions in pairs or groups.

- What kind of documents do you usually submit when you apply for a job?
- Is resume the same as CV?
- What facts about your background should your resume contain?
- What information about your work experience will your resume include?
- Is it acceptable practice to write “References: available upon request”?
- Should you fine-tune your resume every time you apply for a new job since it must be updated?

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Тема 3.5. Study and writing skills. CV. Covering letter.

Exercise 1

Complete the first paragraph of an application letter. Then write two more paragraphs, explaining your reasons for applying and describing your skills and qualities.

I am writing to apply for the position of _____, which you advertised in today's Daily Informer. I am very excited by the opportunity you offer and believe that I have the personality and qualifications you are looking for.

Exercise 3

Curriculum Vitae (CV) Work with a partner to discuss the following.

1. What is the purpose of a CV?
2. Is there a standard format for a CV?
3. Should you use the same CV for all job applications?
4. What headings do you normally find in a CV?
5. Should you always tell the truth when writing your CV?

Exercise 4

Listen to six people giving their opinion about writing CVs. Make notes about what they say.

Exercise 5

Discuss what each person said with your partner. Do you agree with them?

Дополнительные источники и литература для подготовки:

Крупченко, А. К. Английский язык для педагогов: academic english (B1–B2) : учебное пособие для вузов / А. К. Крупченко, А. Н. Кузнецов, Е. В. Прилипко ; под общей редакцией А. К. Крупченко. — Москва : Издательство Юрайт, 2022. — 204 с. — (Высшее образование). — ISBN 978-5-534-10843-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/498955>.

Раздел № 4. Language

Тема 4.1. Learning Languages.

Exercise 1

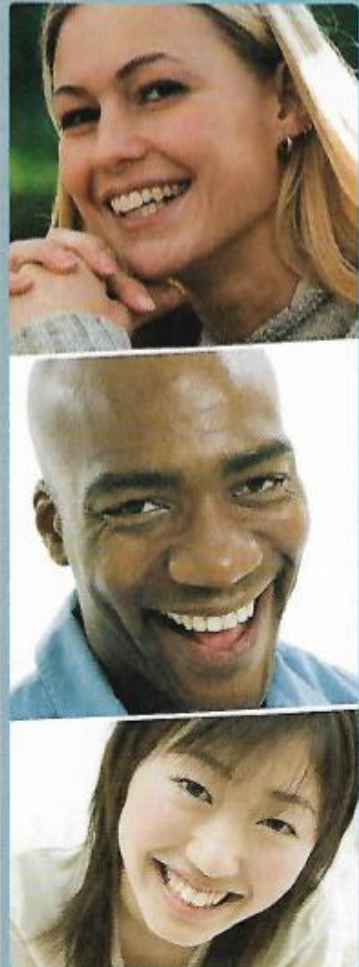
Work with a partner. Discuss how similar you think these activities are to learning a language.

- driving a car
- playing a musical instrument
- playing/doing a dangerous sport
- painting/drawing
- dancing the tango, waltz, etc.
- playing a board game (e.g. backgammon, chess, Monopoly)

Learning to drive is similar because you need to practice a lot.

Exercise 2

Look at the text. Where does it come from? What is its purpose?



Not Only English Spoken Here!

- Do your foreign language skills **let you down** when you travel abroad?
- Are you **falling behind** in your career?
- Would you like to make new friends?
- Do you want to learn about other cultures?

If you answered 'yes' to any of the above, then you need *Learn Fast*, the all-inclusive foreign language course.

At school you may have found foreign language learning confusing, but don't worry – our fully-supported courses will teach you the language you need for every situation. Our accelerated learning system means that we can guarantee that within six weeks you will **pick up** the basics of any language you choose. Pretty soon you will be able to do much more than just **get by**. You will become fluent and able to hold intelligent conversations with native speakers. Soon your language level will really **take off** as you begin to master the language.

All aspects of the language are covered – reading and listening, grammar and vocabulary development and pronunciation work to perfect your accent. An online tutor

and workbook will answer your grammar questions, and there are also regular tests as part of the course.

Slow to **catch on**? Not with our special system which is designed with the non-language learner in mind. We offer a series of online resources and apps for mobile learning, together with a writing skills support package. Extensive notes in English make learning easier and faster.

Now, more than ever is the time to **take up** a new language. It will open up a new world for you and help you **keep up with** the bilingual high flyers. This is an investment which will **pay off** immediately and for the rest of your life.

Don't delay ... Do it today!
Choose from the following: French, Spanish, German, Italian, Portuguese, Polish, Russian, Arabic, Japanese, Chinese.
All levels from beginner to advanced.

LEARN FAST

For more information visit our website at: www.learnfast.edu

Exercise 3

Read the text quickly. Who is it aimed at?
a foreign language speakers
b native English speakers
c people who want to speak English as a foreign language
d business people

Exercise 4

Read the text again. Are these sentences true, false or not given?

- 1 You will receive a certificate at the end of the course.
- 2 There are tests to check your progress during the course.
- 3 English is one of the languages offered.
- 4 You will become fluent in six weeks.
- 5 There are support materials in English.

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 4.2. Language and texting.

Exercise 1

Listen to two friends at university, Henri and Fabio, talking on the phone. What is the reason for the phone call?

Exercise 2

Listen again and complete the sentences. Use the word in brackets to help you.

1. Fabio is going to finish his essay _____. (when!)
2. Henri is going to finish his essay _____. (when?)
3. Fabio is going to the cinema with _____. (who?)
4. Fabio is going to the cinema on _____. (when?)
5. Henri's presentation is on _____. (when?)

Exercise 3

Look at Audio script. Underline all the ways of expressing the future that you can find.

Exercise 4

Look at your underlined examples in the Audio script and find an example of:

1. a prediction about the future
2. a decision made at the time of speaking
3. an intention for the future
4. a fixed arrangement, plan or programme

Дополнительные источники и литература для подготовки:

Крупченко, А. К. Английский язык для педагогов: academic english (B1–B2) : учебное пособие для вузов / А. К. Крупченко, А. Н. Кузнецов, Е. В. Прилипко ; под общей редакцией А. К. Крупченко. — Москва : Издательство Юрайт, 2022. — 204 с. — (Высшее

образование). — ISBN 978-5-534-10843-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/498955>.

Тема 4.3. Disappearing languages.

Exercise 1

Last Words

There are around 6,000 living languages in the world – and at least half of those are in danger. In every part of the world, languages are disappearing. In the past 500 years 4,5 percent of languages have died out. Greek and Latin are among them. 417 languages in the world are spoken by a few people. If very few people speak a language, it will probably die out.

Languages may be lost through migration, as people move from small rural communities to urban centres. Natural disasters can also devastate populations and their language. Governments also play a role in the extinction of languages. The need to establish “official languages”, for a country to educate its children, conduct its political affairs and carry out its business had a disastrous effect on small languages.

As languages are lost, whole ways of life and knowledge may be lost along with them. If you grow up not speaking your language, you won't know who you are.

Exercise 2

Make your own questions to this text.

Exercise 3

Match the beginnings and endings to make conditional sentences.

- 1 If languages die out,
- 2 You will never learn a language well
- 3 If foreign words enter a language,
- 4 Languages will die out
- 5 If I study French more,
- 6 I'll go home
- 7 I'll revise

- a) I might make fewer mistakes.
- b) unless you know its grammar.
- c) unless we protect them.
- d) the world will be less interesting.
- e) when i get home.
- f) as soon as the class finishes.
- g) they will damage it.

Дополнительные источники и литература для подготовки:

Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для вузов / В. А. Гуреев. — Москва : Издательство Юрайт, 2022. — 294 с. — (Высшее образование). — ISBN 978-5-534-07464-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/474588>.

Тема 4.4. Scenario. Language training.

Situation

International Medi-Aid (IMA) is a large independent charity which provides medical aid to over 80 countries, Based in Nice, France, it has a staff of approximately 300, including about 200 volunteers. The volunteers have always been encouraged to use English, so a few months ago IMA decided that English

will now be the working language within the whole organisation. The Human Resources Department of IMA, therefore, must organise English language training for its staff at head office who need to improve their command of the language.

Exercise 1

Read the situation and answer the questions.

1. Why does IMA need an English language program?
2. Which department is responsible for planning the program?

Exercise 2

Read the email opposite from a member of the HR department at IMA. What are the two problems concerning the language program?

Exercise 3

In small groups, discuss and make notes on the advantages and disadvantages of each proposal, from the point of view of both the staff and the agency.

Exercise 4

Listen to three members of the HR department, Sven, Don and Delphine, talking about how to improve the English of some groups in the agency. Do they agree on each point?

Exercise 5

Listen again. What does each member say about these things? Make notes.

1. the English language training of the directors and senior staff
2. the choice of British or American English
3. the language training of the volunteers

Exercise 6

Work in groups of four. You are members of the Human Resources department of IMA and are going to decide on the English language program.

1. Discuss the four options for English language training. Try to persuade the members of your group that your option is the best and that the agency should spend most of the budget on your option.
2. Listen to the suggestions of other members of your group. Accept the suggestions which you like. Reject the other suggestions.
3. Share your suggestions with another group.

Exercise 6

Present your suggestions to the class. Vote on the best.

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 4.5. Study and writing skills. Describing tables and charts; a report.

Exercise 1

Match the percentages and the fractions.

1. 67%
2. 32%

3. 75%
4. 23%
5. 52%
6. 48%
7. 80%
8. 74.5%
- a) just under a quarter

- b) just over two thirds
- c) slightly less than a third
- d) just over half
- e) (exactly) three quarters
- f) more than three quarters
- g) approximately three quarters
- h) almost half

Exercise 2

Look at the table showing results from 100 student questionnaires at a university language centre last year and this year on student satisfaction in two areas: teaching and facilities (buildings, rooms, equipment).

	Teaching		Facilities	
	Last year	This year	Last year	This year
Very satisfied	51	65	32	10
Satisfied	24	24	38	52
Quite satisfied	10	6	20	25
Not satisfied	12	2	8	12
No opinion	3	3	2	1

Look at the results for last year. Are these statements true or false? Correct the false statements.

1. Approximately half the students were very satisfied with the teaching.
2. Ten percent of the students were quite satisfied with the facilities.
3. Just under two thirds of the students were very satisfied with the facilities.
4. Almost a quarter of the students were satisfied with the facilities.
5. The majority was very satisfied or satisfied with teaching and facilities.
6. A small minority had no opinion about teaching and facilities.
7. More than a quarter weren't satisfied with the teaching and facilities.

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Раздел № 5. Advertising

Тема 5.1. What makes a good advert?

Exercise 1

Work with a partner to discuss the following.

1. Think of a memorable advert. Describe it.
2. Have you ever bought something just because of an advert? When?
3. Have any adverts impressed you? Which one(s)? Why?

Exercise 2

Listen to three people talking about different adverts. What type of product is advertised in each one?

Exercise 3

Listen again and answer the questions below about each advert.

1. Which brand was advertised?

2. Did the speaker enjoy the advert?
3. What adjectives did the speaker use to describe the advert?

Exercise 4

Which advert was the most effective? Why?

Exercise 5



Look at all the photos together. Choose one and discuss:

- a) which product you could use it for.
- b) how you would use it for advertising.
- c) what slogan you would choose.

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 5.2. Ways of advertising.

Exercise 1

Work with a partner to discuss the following.

1. What are the most common ways of advertising products and services today?
2. What ways of advertising do you think people used before paper was invented?

Exercise 2

Listen to the conversation between a manufacturer and a marketing consultant. What kind of product are they talking about? Which group of consumers is it aimed at?

Exercise 3

Listen again and complete the sentences.

1. If we ____ a bigger budget, we'd get someone well-known to endorse the product.
2. If I __ you, I'd look for a cheaper way of doing it.
3. If you ran a series of short TV commercials, you __ reach a younger audience ...
4. Yes, if we got the right people, it __ be a lot cheaper than using a film star.
5. If you got a young director to do the films, you __ have to pay them too much.

Exercise 4

Look at the sentences and choose the correct answer.

In the second conditional ...

1. we use the *past simple* / *present simple* in the if-clause, and the *past simple* / *would ('d)* + infinitive without to in the main clause.
2. we can use a modal verb, e.g. could or might, in the *if-clause* / *the main clause*.
3. we talk about *an unreal* / *a real situation* in the present or future.
4. We can say *If I were you* / *If I would you* to give advice.

Exercise 5

In small groups, say which of the media in the box you would use to advertise the products and services below. You can only choose one medium for each product. Give reasons for your choices.

If I wanted to advertise an expensive ring, I'd put it on the Internet.

TV commercials radio spots newspapers
Magazines billboards the Internet leaflets
sides of buses/taxis telephone calls

- an expensive ring
- financial advice
- a new range of computers
- a request for information about a crime
- raising money for a charity
- a household item, e.g. a carpet
- a lost wallet
- a valuable antique chair
- an unwanted new mobile phone

Дополнительные источники и литература для подготовки:

Федоров, С. Е. Английский язык для историков : учебник для бакалавров / С. Е. Федоров, А. В. Шапиро, Л. И. Шульгат. — Москва : Издательство Юрайт, 2019. — 449 с. — (Бакалавр. Академический курс). — ISBN 978-5-9916-3318-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/425919> .

Тема 5.3. Advertising and children.

Exercise 1

What products are most commonly featured in adverts for children? How are they advertised?

Exercise 2

Work with a partner to discuss the following.

1. Do you agree that advertising should be aimed at children? Why / Why not?
2. In the text there are a number of approaches to controlling advertising for children. Which is the best?
3. In your opinion should some products not be advertised? If so, which?

Exercise 3

Look at the table, which has information about four different quad bikes. As a family, compare and discuss the four bikes, talking about small and big differences, and things that are the same. Try to agree on which bike to buy.

Name	Dolphin x100	Barracuda x300	Shark x400	Dirt Monster x700
length	1,100 mm	1,600 mm	1,700 mm	2,300 mm
width	760 mm	900 mm	1,200 mm	1,200 mm
height	740 mm	850 mm	1,200 mm	1,200 mm
engine size	50 cc	125 cc	250 cc	300 cc
top speed	22 kph	28 kph	75 kph	80 kph
minimum age	12	14	16	16
price	€300	€550	€3,000	€3,200
safety rating	*****	*****	****	**

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Тема 5.4. Scenario. B-Kool soft drinks.

Exercise 1

Listen to the Marketing Director, Amy Chen, talking to Larissa Klein, head of an advertising agency. What five points does Amy Chen want the agency to cover in their presentation?

Exercise 2

Work in small groups. Each group represents an advertising agency which will make a presentation to the marketing department of B-Kool.

1. Choose a name for your agency.
2. Discuss the points mentioned in the notes in Exercise 2c. Prepare for your presentation by noting down your ideas for each point.

Exercise 3

Larissa Klein and two colleagues make a presentation to the marketing department of B-Kool. Listen to the beginning of the presentation and complete the gaps.

Beginning a presentation:

1. I'd like to, ____, Emilio Sanchez on my left, and next to him, Carl Reiner.

2. Our ...__ is to present some ideas for your new product.
3. Our presentation ____three parts.
- 4 If you ____, we'll be pleased to answer them at the end of our presentation.

Exercise 4

Listen to the next part of the presentation Complete the phrases Emilio uses to:

1. talk about a different subject: __ to the design of the can.
2. refer to an illustration: Please

Дополнительные источники и литература для подготовки:

Федоров, С. Е. Английский язык для историков : учебник для бакалавров / С. Е. Федоров, А. В. Шапиро, Л. И. Шульгат. — Москва : Издательство Юрайт, 2019. — 449 с. — (Бакалавр. Академический курс). — ISBN 978-5-9916-3318-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/425919> .

Тема 5.5. Study and writing skills. Using your dictionary; a formal letter.

Exercise 1

Read the text about a road safety advertisement published by Transport for London. What is the aim of the writer?

Exercise 2

What do you think the following words mean?

1 hard-hitting

- a) *using difficult language*
- b) *using frightening images*
- c) *using many actors*

2 theme

- a) *main image*
- b) *main commercial*
- c) *main idea*

Exercise 3

Now look up theme in a dictionary. What other information can you find apart from the definition?

Exercise 4

Look at the entry for campaign. Are these statements true or false?

1. The word campaign rhymes with the word foreign.
2. It is a noun and you can make it plural by adding -s.

3. It is always followed by the preposition for.
4. Campaign has more than one meaning.

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Раздел № 6. Design

Тема 6.1. Design is everywhere.

Exercise 1

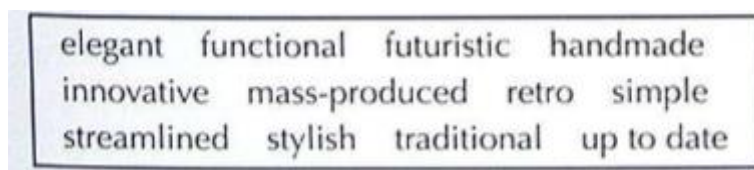
Think about objects in your home. Which are particularly well-designed? Why?

Exercise 2

Word stress Look up the words in the table In a dictionary. Mark any words that have a different stress pattern from the verb or noun they are related to. Listen and check, then repeat the words.

Exercise 3

The following adjectives are often used to describe designs. Work with a partner to check that you understand them all.



Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 6.2. Design through the ages.

Exercise 1

Listen to two designers talking about ideas or a new product and answer the questions.

1. What product do they discuss?
- 2 Who will use the product?
3. What materials do they mention?
4. When do they want to launch the product?

Exercise 2

Work in groups. You are designers, and your company has asked you to come up with some ideas for one of the products below. Choose one product, discuss your ideas and sketch a design. Think about shape, colour, materials, size, appearance, rules and regulations. Try to use modal verbs. piece of sports equipment an item of clothing

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 6.3. Life of Design.

Exercise 1

Match each modal verb with one of these meanings.

1 It can't be true.

a) I think this is possible.

2 It might/could be true.

b) I'm certain that this is true.

3 It must be true.

c) I'm certain that this is not true.

Exercise 2

Look at the modal verbs in Exercise 2. What is the opposite of must be when we are talking about deduction?

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Тема 6.4. Scenario. Martelli Design Competition.

Exercise 1

Listen again and complete the sentences.

1 As you can see, the desk ___ very stylish.

2 It's ___ of solid oak, so it's obviously very durable.

3 There are several ___ I really like.

4 One of the best ___ is that the desks functional.

5 I'd say it's ___ at home computer use.

6 It would __ especially to a business person, working from home.

7 It's excellent __ for money too.

Exercise 2

Listen to one of the judges commenting on a design which won first prize last year. The product was a stylish desk. Answer the questions.

1. What special features does the desk have?
2. What kind of person would buy it?
3. What does the judge say about the price of the desk?

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 6.5. Study and writing skills. Editing and proofreading; a report..

Exercise 1

Listen to the conversation. Note down the points she mentions.

Exercise 2

Listen again and answer the questions.

1 What examples does the teacher give of the following mistakes?

- a) spelling
- b) irregular verbs
- c) prepositions

2 Complete the final piece of advice she gives.

Is my meaning __? Will someone __ my work ... __ what I'm trying to say?

Дополнительные источники и литература для подготовки:

Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для вузов / В. А. Гуреев. — Москва : Издательство Юрайт, 2022. — 294 с. — (Высшее образование). — ISBN 978-5-534-07464-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/474588>.

Раздел № 7. Education

Тема 7.1. Education Issues.

Exercise 1

Work with a partner to discuss the following questions about education in your country. Check that you know all the words in italics.

- 1 What age do children usually start primary (or elementary) school?
- 2 What age do children usually leave secondary school?
- 3 What age does compulsory education start? At what age does it finish? Do you think these are the correct ages?
- 4 Do most people go on to higher education? Why? Why not? Do they have to pay?
- 5 Are exams or continuous assessment more common? Which is the better way of monitoring progress? Why?

Exercise 2

Read the messages in an Internet chat room. Which messages in the chat room are for mixed-sex schools, which are against, and which are neither for nor against?

Exercise 3

Read the messages again and find nouns which mean the following.

1. sets of numbers which represent a fact (Hans)
2. the subjects at a school, college, etc. (Martin)
3. the activity of staying away from school without permission (Martin)
4. upsetting and frightening someone smaller and weaker, especially in a school situation (Emily)

Дополнительные источники и литература для подготовки:

Смольянина, Е. А. Английский язык для историков (B1—B2) : учебник и практикум для вузов / Е. А. Смольянина. — Москва : Издательство Юрайт, 2022. — 286 с. — (Высшее образование). — ISBN 978-5-534-01094-7. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/489789>.

Тема 7.2. Montessori.

Exercise1

Listen to a university student talking about a teacher. Does he say the teacher was good or bad?

Exercise2

Listen again and tick which of the following adjectives he uses to describe the teacher.

friendly	informal	easy-going	strict	punctual	late	formal	well
prepared	interesting						

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 7.3. Is University worth it?

Exercise1

With a partner, make a list of reasons for going to university. Then read the article quickly and check the reasons given. Are they the same as yours?

Exercise2

Read the article again and fill the gaps with these extracts.

- a) As it is, with the current virtually non-existent level of financial support in this country, students already often have to take out loans to pay for general living costs.
- b) many graduates have to accept positions which are not challenging or well-paid.
- c) and most accept that they should pay something towards the benefits they receive from a university education.
- l) but the proposed increase is too much.
- e) The intended increase in university fees has come at the wrong time.

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Тема 7.4. Scenario. Trouble at Lakeside.

Exercise1

Work in small groups. You are members of the board of Governors. Turn to page 168 and each read about one problem. Try to think of some solutions.

Exercise2

As a group, share your ideas and try to agree how to solve each problem. Choose a chair of the board to lead the discussion.

Exercise3

Tell the class about the problems and present our solutions. As a class, decide on the best solutions to each problem.

Дополнительные источники и литература для подготовки:

Федоров, С. Е. Английский язык для историков : учебник для бакалавров / С. Е. Федоров, А. В. Шапиро, Л. И. Шульгат. — Москва : Издательство Юрайт, 2019. — 449 с. — (Бакалавр. Академический курс). — ISBN 978-5-9916-3318-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/425919> .

Тема 7.5. Study and writing skills. Reading Strategies; a formal letter..

Exercise1

Skimming Skim the text and answer the questions.

1. Where could the text come from?
2. What is 'lifelong learning'?
3. Do you think that the text will be interesting?

Exercise 2

Scanning Now scan the text and find the following:

1. three quotes about lifelong learning and teaching.
2. the percentage of adults in Britain following adult education in 2000 and 2004.
3. a reason why lifelong education is increasing in

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Раздел № 8. Engineering

Тема 8.1. From Engines to Engineers.

Exercise 1

Complete the sentences with an appropriate combination from Exercise 5a. The first letter of the noun is given.

- 1 Following the accident engineers had to do a lot of safety tests before the machine could be used again.
- 2 After a long period of failure, they ___ an important b
- 3 They ___ an imaginative s ___ to the problem after working with models in the test lab.
- 4 One part of the engineering process is to ___ a smaller working m before moving on to a full-size or production version.
- 5 It can take a long time to fully ___ a complicated ___ before putting it into practice.
- 6 The whole team had to ___ a lot of careful reasoning into the causes of the problem.
- 7 In the end we were able to ___ the most serious
- 8 On many engineering projects there is great pressure to strict

Exercise 2

Work with a partner to discuss the following.

- 1 What did you find most interesting about the interview with Lindsey Barone?

- 2 Would you like to have her job? Why / Why not?
- 3 Why do you think there are fewer female engineers than male engineers?
- 4 Should there be more women in engineering? Why / Why not?

Exercise 3

VOCABULARY: word combinations

Match the verbs with the most appropriate words and phrases.

- | | |
|---------|----------------------|
| 1 find | a) safety tests |
| 2 solve | b) a breakthrough |
| 3 do | c) a problem |
| 4 build | d) deadlines |
| 5 do | e) a theory |
| 6 make | f) some research |
| 7 test | g) a model/prototype |
| 8 meet | h) a solution |

Дополнительные источники и литература для подготовки:

Смольянина, Е. А. Английский язык для историков (B1—B2) : учебник и практикум для вузов / Е. А. Смольянина. — Москва : Издательство Юрайт, 2022. — 286 с. — (Высшее образование). — ISBN 978-5-534-01094-7. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/489789>.

Тема 8.2. Survival Engineering.

Exercise 1

Which of the statements about asteroids is false?

- 1 A 1km asteroid hits the Earth every 200,000 years.
- 2 A 12km asteroid (the size which killed the dinosaurs) hits the Earth every 100m years.
- 3 Asteroids are mainly rocky bodies that orbit the Earth.
- 4 Some asteroids have moons.
- 5 '1-Ceres' is the largest known asteroid.

Exercise 2

Scan the article. Which of the following do engineers think are possible ways of preventing asteroids hitting the Earth?

- 1 using mirrors

- 2 using balloons in space
- 3 using nuclear power
- 4 using rockets to smash into the asteroids
- 5 covering the asteroid with paint to reflect light
- 6 using electrical currents

Exercise 3

Work with a partner to do a passives quiz. Make passive sentences using the table on page 168. Write as many sentences as you can in ten minutes.

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Тема 8.3. Superstructures.

Exercise 1

Work with a partner to discuss the following.

- 1 What is the largest man-made structure you have ever been in or on?
- 2 How did you feel in/on something so big?
- 3 How would you feel if you were:
 - a) at the top of a very tall building?
 - b) in a tunnel deep in the ground?
 - c) in a building at the bottom of the sea?

Exercise 2

Look at the highlighted words in the text and find examples for each of these rules:

We use a/an ...

- 1 when we mention something (a singular noun) for the first time. a train We use the ...
- 2 when we refer to something that has been mentioned before.
- 3 with the names of some countries.
- 4 with the names of geographical features, e.g. seas, oceans, rivers.
- 5 with superlatives.
- 6 when there is only one of something.

7 when we know which thing the speaker/writer refers to. the sea We don't use an article ...

8 with general plural countable nouns.

9 when we refer to something (a plural noun) for the first time.

10 with the names of towns and cities, and most countries.

Дополнительные источники и литература для подготовки:

Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для вузов / В. А. Гуреев. — Москва : Издательство Юрайт, 2022. — 294 с. — (Высшее образование). — ISBN 978-5-534-07464-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/474588>.

Тема 8.4. Scenario. The Sky-High project.

Exercise 1

Listen to four conversations about a name for the vertical city and complete the gaps.

1 A: What ___ the present name, the Sky-High project? It's easy to remember.

B: I'm not too sure about that. ___ is Tower City. It's short and easy to pronounce.

2 a: I think Hope is a good name for the city. It'll give accommodation for a lot of poor and homeless people.

B: That's ...

3 a: Tower City? Yes, I think that's the best name. Why don't we suggest it to the Minister?

B: Yes, ... It's the best solution, I think.

4 a: We We'll call it Sky-High City.

B: OK, let's put the name in our report to the Minister.

Exercise 2

You are studying at the capital city's biggest university. Susan Lau has sent the university a list of questions about the new project for discussion. In small groups, look at the questions on page 168 and choose Five which interest you. Discuss the questions and make decisions.

Exercise 3

In your groups, tell another group which questions you chose and what your decisions were, with your reasons.

Exercise 4

As a class, decide whether the Sky-High project is good for the country. Is it feasible?

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 8.5. Study and writing skills. Preparing for a talk. Describing a process.

Exercise 1

You are going to listen to Lisa Martin, an expert on communication, giving a presentation on preparing a talk. Work with a partner to discuss what you think will be her main points.

Exercise 2

Listen to part of the talk. Which point does Lisa make that you find particularly interesting or helpful?

Exercise 3

Listen again and complete the statements. Use between one and three words.

- 1 Your talk should match the ___ of your audience.
- 2 A good way to organise a talk is to divide it
- 3 You need to think about the ... ___ you want to make, and have other points that you may use if you have time.
- 4 Most people use ___ and number them to keep them in order.
- 5 For a formal talk, many people use software
- 6 A 'hook' is something you say to of your audience.

Дополнительные источники и литература для подготовки:

Федоров, С. Е. Английский язык для историков : учебник для бакалавров / С. Е. Федоров, А. В. Шапиро, Л. И. Шульгат. — Москва : Издательство Юрайт, 2019. — 449 с. — (Бакалавр. Академический курс). — ISBN 978-5-9916-3318-5. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/425919> .

Раздел № 9. Trends

Тема 9.1. Types of Media.

Exercise 1

Look at the list of trends below and work with a partner to discuss the questions.

1. Which are current trends in your country?
2. Which are trends in other countries?
3. Which could become trends in your country in the future?
4. Which are old-fashioned trends which you think could return?
 - recycling and looking after the environment
 - being concerned about diet and health
 - having cosmetic surgery
 - retiring at 70 years old
 - reality TV shows
 - sunbathing

- getting married later in life
- American-style coffee shops, e.g. Starbucks
- wearing sportswear / training shoes (when not playing sport)
- beauty competitions

Exercise 2

Think of another trend for each of the four categories in Exercise 1.

Дополнительные источники и литература для подготовки:

Крупченко, А. К. Английский язык для педагогов: academic english (B1–B2) : учебное пособие для вузов / А. К. Крупченко, А. Н. Кузнецов, Е. В. Прилипко ; под общей редакцией А. К. Крупченко. — Москва : Издательство Юрайт, 2022. — 204 с. — (Высшее образование). — ISBN 978-5-534-10843-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/498955>.

Тема 9.2. Media recluses in the arts.

Exercise 1

In groups, look at the photos and discuss the questions.

1. Who are these people? Do you recognize any of them?
2. Which films were they in?
3. What trends did they start, do you think?



Exercise 2

Listen to a conversation between the manager of the fashion department of a major upmarket store and a new salesperson, Chloe. Tick (/) the pieces of advice which the manager gives Chloe.

1. Don't talk to the other trainees.
2. Find out about other departments in the store.
3. Always wear the store uniform.
4. Give customers a lot of attention.
5. Pressurise them to buy something.

Exercise 3

Listen to the conversation again and complete the sentences with expressions of quantity.

1. We've got ___ time before my next meeting.
2. I've talked to ___ the trainees and served customers.
3. Not really, ... just customers who were a bit difficult.
4. First of all, ___ trainees think they don't need to know ...
5. We have ___ rules about uniforms.
6. I used to do all the trips on my own with help but last year I took ___ of the assistants ...
7. ... we've got ___ ideas and we'll get ___ information from the organisers soon.

8. ... give customers __ time to make up their minds ...
9. Give them __ attention and advice ...
10. We have __ sales assistants to do the job properly.

Exercise 4

In small groups, discuss the following.

1. Do you like getting advice when buying clothes?
2. What trends in fashion do you know about?
3. What factors affect what we wear?
4. What sort of clothes do you like to wear, or not like to wear?

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 9.3. The life of a foreign correspondent.

Exercise 1

Work with a partner to discuss the following.

1. What is the retirement age in your country?
2. Do you know anyone who has retired?
3. Who is the oldest working person in your family?
4. Does your country have a state pension scheme? If not, do you have a private pension?
5. Would you like to live to 100? Why / Why not?

Exercise 2

Look at the following statements. Indicate how strongly you agree or disagree with each statement (5 = agree strongly, 1 = disagree strongly).

1. People should stop work at 65.
2. It should be compulsory for people to have children if the birth rate is low.
3. Families should always look after their older members.
4. A sign of a civilised society is that it always treats its old people well.
5. Medicine is for treating illness, not for enabling people to live longer.
6. People who are very overweight (or do extreme sports) should pay for their healthcare.

Exercise 5

Work with a partner to discuss the statements.

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Тема 9.4. Scenario. The silver screen.

Exercise 1

Listen to the conversation between the Mayor of Belleview and two members of the town council. What do they say about the following?

- cars
- beaches
- young people

Exercise 2

Which problem or trend is most serious, do you think?

Exercise 3

Listen to a councillor talking to residents about a parking problem and answer the questions.

1. What three complaints do the residents make about parking?
2. What actions does the councillor agree to take?

Exercise 4

Listen again. Complete the phrases.

1. We're here ___ the parking problem.
2. I'm very ___ the present situation.
3. It's not ___ - I'm sure you understand that.
4. I'll ___ the matter.
5. Sorry, ___ say something, please?
6. Yes ..., please make your ___
7. Thank you for your ___
8. To ___ up, ...

Дополнительные источники и литература для подготовки:

Крупченко, А. К. Английский язык для педагогов: academic english (B1–B2) : учебное пособие для вузов / А. К. Крупченко, А. Н. Кузнецов, Е. В. Прилипко ; под общей редакцией А. К. Крупченко. — Москва : Издательство Юрайт, 2022. — 204 с. — (Высшее образование). — ISBN 978-5-534-10843-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/498955>.

Тема 9.5. Study and writing skills. Delivering a talk. A report.

Exercise 1

Complete the extract from a website with the words in the box.

- communicate
- active
- grammar
- read
- vocabulary
- words

Question: How many words are there in English?

Answer: A lot, perhaps as many as one million, and growing all the time! English certainly has a huge ¹____, and while it is sometimes quite easy to ²____ in English, it can be very difficult to say exactly what you mean. This is a problem of vocabulary, not ³____. Students of English often overvalue the importance of learning grammar and undervalue the importance of vocabulary. So, how many ⁴____ do you need to learn? According to the American author Stuart Berg Flexner, an average well-read person has a passive vocabulary of 20,000 words, but an ⁵____ vocabulary which is a lot less. However, don't worry too much – only about 2,500 words make up about 80 percent of everything we ⁶____ or hear.

Exercise 3

Listen to six students talking about how they learn vocabulary. Write the number of the speaker by the method he/she describes.

- a) putting vocabulary into categories
- b) displaying new words on a wall
- c) filling gaps in sentences
- d) hearing and saying words several times
- e) learning groups of words with the same origin
- f) remembering a key word, i.e. something that reminds you of the word

Exercise 5

Will you use or try any of these techniques in the future, do you think?

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Раздел № 10. Arts and Media

Тема 10.1. Types of Media.

Exercise 1

Read the three reviews. Match each one with one of the types of media in Exercise 1. Which words or phrases helped you to decide?

1

NEW SERIES...

This ambitious new series is a breathtaking exploration of the Earth. The fantastic attention to sound, the groundbreaking new filming techniques used, and David Attenborough's superb narration have created a documentary which is surely a masterpiece. Over eight million people in the UK have watched each of the episodes.

2

This is a two-disc set, one with relaxing music for bedtime, the other for playtime. Exposing your child to classical music is an interesting idea. The high cost of the package might make some people think twice, but because we all love Mozart, it might still be worth buying.

3

REVIEW

'I was disappointed with Roller Coaster World'

I have to say I was disappointed with *Roller Coaster World*. The graphics are just about adequate but the instruction menus were impossible to follow. Nothing exciting happens after you have created the roller coaster. I would think long and hard before buying this one.

Exercise 2

Which of the following star ratings do you think the critic gave at the end of each review? Which words or expressions helped you make your choice?

0 TERRIBLE * POOR ** AVERAGE *** GOOD
**** VERY GOOD ***** EXCELLENT

Exercise 3

Listen to three more reviews and match each with one of the types of media in Exercise 1.

Exercise 4

Listen again and give each review a star rating.

Exercise 5

In groups, discuss the following.

1. What type of TV and radio programmes, books, music and films do you like? Can you describe one of your favourites from each field?
2. Have any documentaries recently particularly impressed you? Which one(s)?
- 3 Tell your group about your favourite TV series. Talk about the main characters and the plot and describe your favourite episode.

Exercise 6

Work in three groups to have a debate about the media. Read the situation and your roles.

Your organisation has just been awarded a grant from the Arts Council to set up a museum collection for either films, books or recorded music for entertainment. There is not enough money and resources to have a collection for all three.

Group A: you represent film.

Group B: you represent books.

Group C: you represent recorded music.

Prepare a case for why your media:

1. is important.
2. is better than the other two.
3. should be chosen.

Дополнительные источники и литература для подготовки:

Крупченко, А. К. Английский язык для педагогов: academic english (B1–B2) : учебное пособие для вузов / А. К. Крупченко, А. Н. Кузнецов, Е. В. Прилипко ; под общей редакцией А. К. Крупченко. — Москва : Издательство Юрайт, 2022. — 204 с. — (Высшее образование). — ISBN 978-5-534-10843-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/498955>.

Тема 10.2. Media recluses in the arts.

Exercise 1

What is a recluse? Guess, then find it in the dictionary to check your answer.

A recluse is someone who:

- a) likes media attention.
- b) avoids media attention.
- c) comes back after a period away from media attention.

Exercise 2

Change the direct speech into reported speech.

1. "I am planning to go to Kenya," Sally said.
2. "I take my little sister to school every day," little Anthony said.
3. "You may take my textbook," Nonna said.
4. "They are playing in the gym now," Nick said.
5. "I don't like chocolate," Mary said.
6. "My sister is ready to go" Helen said.
7. "My mother usually goes shopping on Saturday," the girl said.
8. "The birds build their nests among the trees," the teacher said.
9. "I am not married," Jimmy said.
10. "I can't read these books. I don't like them," Petra said.

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 10.3. The life of a foreign correspondent.

Exercise 1

You are going to listen to a journalist, Richard, talking about an interview he attended for a job as a foreign correspondent. Discuss the questions.

1. What does a foreign correspondent do?
2. What questions do you think the interviewer will ask the journalist?

Exercise 2

Listen to the conversation and answer the questions.

1. Why does Richard want to become a foreign correspondent?
2. Does he think he will get the job?

Exercise 3

Listen to the conversation again. Tick (/) the questions that Richard was asked in his interview.

1. Why do you want to be a foreign correspondent?
2. What parts of the world are you interested in?
3. Have you travelled a lot?
4. Do you speak any foreign languages?
5. Where did you go to university?
6. Have you taken any further qualifications?
7. What articles have you written?
8. What qualities does a journalist need to be a foreign correspondent?
9. When can you start work?
10. Are you physically fit?

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Тема 10.4. Scenario. The silver screen.

Exercise 1

Read the situation. What sort of film do you think would be good to invest in?

Gemini Television is a large independent broadcaster. They have had success in television with mini-series and situation comedies. Recently the company has decided to move into film-making in order to both raise its profile and to increase profits. They have received some film proposals or pitches' from directors working in different countries, They are considering investing in one of the projects, which they will sell around the world.

Exercise 2

Listen to two executives from Gemini Television talking about the move into film-making. Do they agree on the direction they want to follow?

Exercise 3

Listen again. Tick (/) the things the executives mention.

1. originality of the idea
2. actors
3. experience of the director

4. locations used
5. how easy it will be to sell around the world
6. the genre of the film
7. the surprise element
8. the cost

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 10.5. Study and writing skills. Delivering a talk. A report.

Exercise 1

Work with a partner to discuss the statements below about delivering a talk. Say whether you agree or disagree, and give your reasons.

1. You should keep eye contact with the audience for at least 80 percent of the time.
2. At the beginning, explain clearly what you are going to talk about.
3. Try to start the talk with a joke or a funny story.
4. Speak in a loud voice during your talk.
5. Speak slowly at first, then speed up.
6. Give a maximum of two examples during the talk.
7. Make sure you have numbered notes.
8. Do not interact with the audience until the end of the talk.
9. Your talk will be much better if you use visual aids (tables, graphs, etc.).
10. Do not encourage too many questions because you may not be able to answer them.

Exercise 2

Read the descriptions below of four common mistakes that people make when giving a talk. Listen to the beginning of four talks by an organizer of a festival and match each with one of the mistakes.

The gobbler

This person talks so quickly that the audience cannot understand what they are saying.

The 'no plan' presenter

This person does not have any plan or outline of the talk to give to the audience.

The mumblor

This person talks too quietly, or not clearly enough for someone to understand them.

The rambler

This person talks in a very confused way, not keeping to the point.

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>.

Методические рекомендации:

Практические занятия, как и семинарские, ориентированы на закрепление изученного теоретического материала и формирование определенных профессиональных умений и навыков. Под руководством и контролем со стороны преподавателя студенты выполняют конкретные задания, упражнения, решают комплексы задач. Одни из них служат иллюстрацией теоретического материала и носят воспроизводящий характер, они выявляют качество понимания студентами теории. Другие представляют собой образцы задач и примеров, разобранных в аудитории. Для самостоятельного выполнения требуется, чтобы студент овладел показанными методами решения. Следующий вид заданий может содержать элементы творчества. Одни из них требуют от студента преобразований, реконструкций, обобщений. Для их выполнения необходимо привлечь ранее приобретенный опыт, устанавливать внутриспредметные и межпредметные связи. Решение других требует дополнительных знаний, которые студент должен приобрести самостоятельно. Третьи предполагают наличие у студента некоторых исследовательских умений. Практические занятия стимулируют мышление, сближают учебную деятельность с научным поиском и, безусловно, готовят к будущей практической деятельности. В этой связи рекомендуется:

1. Посещать все семинарские, лабораторные и другие практические занятия. Это залог успешного освоения программного курса в целом и грамотной организации самостоятельной работы. Любой семинар или практическое занятие воспринимать, как уникальную возможность овладеть знаниями, полезными навыками, необходимой профессиональной техникой.

2. Приучить себя заранее готовиться к занятиям. При подготовке к практическому занятию необходимо:

- проанализировать тему, продумать вопросы, главные проблемы, которые вынесены для коллективного обсуждения;

- особо выделить собственное мнение, которое сложилось в процессе самостоятельной подготовки и аргументы его обосновывающие;

- записать вопросы, возникшие при изучении проблемы и обязательно получить на них ответы во время практического занятия.

3. В процессе работы на занятии важно:

- не отвлекаться, внимательно слушать ответы других студентов, соотносить их со своим мнением, с изученной теорией, с личной практикой;

- активно высказывать свою точку зрения, доказывать ее, подкрепляя научной информацией, фактами;

- быть убедительным, особенно в ситуациях критики других;

- помнить, что критика должна носить конструктивный характер, содержать в себе альтернативное предложение.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К САМОСТОЯТЕЛЬНОЙ РАБОТЕ

Раздел № 1 Personality

Тема 1.1. Personality types. Reading “Carl Yung”.

Exercise 1

Writing

1. Write a paragraph about your favourite author.
2. Write a paragraph about something of interest: 1) yourself (not only when and where you were born and what you usually do during holidays), 2) the department you've chosen.

Exercise 2

Group the words below according to the reading rule (mate-type and pat-type).

Fable, feeble, addle, noble, hobble, bubble, ruble, buckle, bugle, Hebrew, eagle, ogle, zebra, lycra, lucre, hydro, spectre, acre, ogre, secret, nutria, Bible, nimble, nipple, micro, cycle, disciple, sickle, cradle, pebble, saddle, fondle, kettle, cattle, throttle, tackle, meddle, middle, muzzle, juggle, juggle.

Exercise 3

Be able to say: something of interest about:

- a) yourself (not only when and where you were born and what you usually do during holidays), b) the department you've chosen.

Дополнительные источники и литература для подготовки:

Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

Тема 1.2. Measuring personality.

Exercise 1

Match these adjectives to the qualities. Write the *opposite* of each adjective as well.

1. generous
2. easygoing
3. ambitious
4. cheerful
5. hardworking
6. trustworthy
7. impatient
8. optimistic
9. sensitive
10. moody
11. sociable
12. indecisive
13. reserved
14. lazy
15. attentive

Exercise 2

Use a character adjective to fill in the blanks. Search the context of each sentence for clues about which adjectives would make sense.

1. He's the type of person who's always whistling at work. He rarely gets angry or depressed, so I'd say he's a rather _____ person.
2. She's a bit difficult to keep up with. One day she's happy, the next she's depressed. You could say she's a _____ person.
3. Peter sees the good in everybody and everything. He's a very _____ coworker.
4. He's always in a rush and worried he's going to miss something. It's hard to work with him because he's really _____.
5. Jennifer always makes sure that everybody is taken care of. She's very _____ to the needs of others.
6. You can believe anything she says and rely on her to do anything. In fact, she's probably the most _____ person I know.
7. Don't count on any work getting done with him around. He doesn't usually work very hard and can be pretty _____.
8. I'd say she can't be disturbed by anything and she's happy to do whatever you'd like. She's very _____.
9. Be careful about what you say to Jack. He's so _____ that he might start to cry if you made a joke about his strange-looking shirt.
10. I swear she'd give the deed to her house to anyone that needed it. To say she is _____ is an understatement!

Дополнительные источники и литература для подготовки:

Токарева, Н. Д. Английский язык для лингвистов (A2—B2) : учебник для вузов / Н. Д. Токарева, И. М. Богданова. — 5-е изд. — Москва : Издательство Юрайт, 2022. — 415 с. — (Высшее образование). — ISBN 978-5-534-12874-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494386>

Тема 1.3. Charisma

Answer the following questions:

6. When you dislike something, can you say it frankly?
7. When seeing a handsome guy in the crowd, what will you do?
8. Do you set goals for the nearest month or a year?
9. Are you capable of listening to people?
10. What do you think when looking in the mirror?

Тема 1.4. Scenario. Personality clash.

Exercise 1

Find the English equivalents for the following:

1. Настойчивый
2. Чувствительный
3. Разумный, умный, практичный
4. Любящий покомандовать
5. Человек настроения; грустный
6. Осторожный, осмотрительный
7. Надежный
8. Общительный
9. Упрямый, волевой
10. Уравновешенный
11. Уверенный в себе
12. Определять что-либо по (внешнему виду)

13. Интересоваться к-л/ч-л
14. Смеяться над к-л/ч-л
15. Отличаться от к-л/ч-л
16. Управлять ч-л (компанией и т.п.)
17. Концентрироваться на к-л/ч-л
18. Казаться Ты кажешься ...
19. Теория о ч-л
20. Иметь влияние на к-л/ч-л
21. Специализироваться в ч-л
22. Обнаруживать ч-л/определять ч-л
23. Иметь тенденцию / склонность к ч-л
24. С другой стороны
25. Основываться на ч-л

Exercise 2

Answer the following questions:

- What is a personality clash?
- Why do personality clashes matter?
- How to deal with personality clashes in the workplace?

Тема 1.5. Study and writing skills.

Exercise 1

Find the equivalents of the following words and phrases:

1. Состоять из к-л / ч-л
2. Ошибка, вина
3. Ожидать ч-л от к-л / ч-л
4. Персонал, штат
5. Рассердиться на к-л
6. Идти не так, как надо
7. Дать к-л свободное время
8. Подшучивать над к-л
9. Ладить с к-л (фр. гл.)
10. Бояться к-л / ч-л
11. Подходить, соответствовать, вписываться (фр.гл.)
12. Предлатать ч-л

Exercise 2

Write an essay “Are women better drivers than men?”

Раздел № 2. Travel

Тема 2.1. Tourism and Travelling.

Exercise 1

Choose a topic and give your arguments for and against:

1. Now teenagers don't know how to make merry: they simply waste their holidays.
2. There are too few holidays in our life; all religious holidays should be days-off.

3. Gift giving is only for small children.
4. The best way of spending holidays is among your peers.
5. Holidays should be shortened to leave more time for studying.
6. People have become too lazy and business-like to leave place for entertainments other than eating, drinking and dancing.

Exercise 2

Find the synonyms.

1	journey	a	wagon-lit
2	dining car	b	by road
3	by air	c	flight
4	voyage	d	way
5	walking tour	e	trip
6	mean	f	hike
7	sleeping car	j	by plane
8	by car	h	buffet car

Tema 2.2. Explorers.

Exercise 1

Complete the sentences with the past simple or past perfect form of the verbs below.

**arrive be complete decide finish get go lose
not know pass put start take tell**

1. After we eating, we to go to the shops.
2. By the time they at the theatre, the play
3. He only realised he his keys when he to his front door.
4. Jerry delighted because he all his exams.
5. When everyone a chocolate, she the box away.
6. They out for a pizza after they the project.
7. I about the accident because no one me about it.

Tema 2.3. The Empty Quarter.

Exercise 1

Complete the sentences with the past simple or present perfect form of the verbs in brackets.

- 1*Did*..... you*eat*..... (eat) at home yesterday?
- 2 I (not try) Cantonese food yet.
- 3 Joe (live on) junk food when he was a teenager.
- 4 Since I woke up, I (not eat) anything.
- 5 you (always / be) a vegetarian?
- 6 They (wash) the carrots before they cooked them

Exercise 2

Complete the email with the past simple or present perfect form of the verbs in the box.

eat not find have just / announce
lose see (x2) ~~not take off~~ visit

Hi Mum,

I'm sitting on the plane. We 1.....*haven't taken*..... off yet. I 2..... a great time here in Bali these last two weeks. Yesterday the class 3..... an island where we 4..... lots of Komodo dragons and we 5..... fresh lobster from the sea. Yum!

I'm a bit annoyed because I 6..... my headphones two days ago and I still 7..... them. Hopefully they're somewhere in my suitcase. The flight is going to be a bit boring; they're showing three films but I 8..... already them.

Oh well. Got to go now. The pilot 9..... that we're ready to take off.

See you soon!

Тема 2.4. Scenario. A study trip.

Exercise 1

Do you think it is a good idea to give young people a lot of free time when they are on an educational trip? Why / Why not?

Exercise 2

Organising a study trip. You are a member of the organising committee for the next trip to Poland and the Czech Republic. Discuss the advantages and disadvantages of these suggestions for the next trip.

- ☐ the group of students should meet many times before they go on their trip.
- ☐ students should all take the same amount of money.
- ☐ they should keep a diary each day and show it to organisers at the end of each day.
- ☐ an organiser should always accompany the group during the evenings

Exercise 3

Add five suggestions of your own which will make the next trip more successful. Think about the problems in the report and conversation.

Тема 2.5. Study and writing skills.

Exercise 1

What is the difference in use between during and while in the examples in the text?

Exercise 2

Write a biographical profile of a famous person.

Раздел № 3. Work

Тема 3.1. Jobs. Job description.

Exercise 1

Match the words with the correct preposition from the box. Check your answers in the adverts.

on to for of in

1. looking
2. responsible
3. report
4. experience
5. knowledge
6. prospects
7. depend
8. fluency

Exercise 2

Which of the following are important to you in a job?

- long holidays
- friendly colleagues
- travelling time
- competitive salary
- pleasant working environment
- regular bonus
- good pension
- prestigious company
- opportunity for promotion
- flexible hours
- foreign travel
- other perks (e.g. company car)

Exercise 3

What would your dream job be?

Tema 3.2. Homeworking.

Exercise 1

Match the expressions with their meanings.

1. time-consuming
 2. time management
 3. workstation
 4. work-life balance
 5. spend time
- a) organising your time effectively
 - b) taking up a lot of time
 - c) how much time you spend at work and home
 - d) use time doing something
 - e) the place in an office where a person works, especially with a computer

Exercise 3

Complete the text with the words and expressions from Exercise 3.

I've got a full-time job and I'm tired all the time. I don't need to improve my ___ skills as I organize my time efficiently. But I do have to ___ (a lot of)___ commuting to work and it's very ___. One way I could save time would be to look at homeworking. My boss might like that as she could reduce the number of ___. I could stay in touch with the office by email and phone. I'm not a workaholic. What I want is a better ___ so I can be with my family more of the time.

Tema 3.3. Killer Questions.

Exercise 1

Have you ever had an interview? What was it for? How did you feel? What was the result?

Exercise 2

What kind of difficult questions have you been asked at an interview? Rank the following questions in order of difficulty (1 = most difficult).

- a) What are your strengths and weaknesses?
- b) How would your colleagues/friends describe you?
- c) What can you offer our organisation?
- d) Why do you want the job?
- e) Would you ever lie to get what you want?

Tema 3.4. Scenario. Situation vacant.

Exercise 1

Complete the sentences with the present perfect simple or present perfect continuous of the verbs in the box. Use each verb twice.

Watch learn write ask

1. I ___ emails all day.
2. I ___ 20 emails today.
3. He ___ Polish for six months.

4. He __ six new words today.
5. I __ dozens of killer questions over the years.
6. Interviewers __ killer questions for years.
7. Shizuka __ TV all afternoon.
8. Shizuka __ five TV programmes this afternoon.

Тема 3.5. Study and writing skills. CV. Covering letter.

Exercise 1

Imagine you have seen an advertisement for a position in an organisation which interests you.

Think about these questions:

1. Why do you want to apply for the position?
2. What skills and qualities do you have to offer the organisation?

Exercise 2

Shape-Shifters have vacancies in administration, sales, personnel and finance. Apply to their Head Office in London for any position. Write a covering letter and a CV.

Раздел № 4. Language

Тема 4.1. Learning Languages.

Exercise 1

Complete the statements with the words in the box. Which ideas do you agree with?

Bilingual native slang accent second grammar
Dialects false friends pronunciation

1. Organised and logical people find it easy to learn _____ rules.
2. Musical people find it easy to develop accurate _____ and a good _____.
3. Extroverts find it easy to communicate in their _____ language and so often find it easy to learn to speak a _____ language fluently.
4. Flexible people can adapt to different _____. (The way a language is spoken in different areas.)
5. People who are _____ already know two languages so learning one more is very easy.
6. Learners of languages should make an effort to learn informal phrases, everyday expressions and even _____.
7. Words that look the same or familiar in different languages but have different meanings are called _____. This makes learning to use them properly very difficult.

Тема 4.2. Language and texting.

Exercise 1

Which variety of English is more popular in your country, British or American English, or another variety? Which variety of English would you prefer to learn?

Exercise 2

Complete the rules with will, going to or the present continuous.

1. We use to talk about unplanned decisions and promises that we make at the time of speaking, and to make predictions about the future.
2. We use to talk about fixed future arrangements, usually involving other people.
3. We use to talk about plans or intentions (something which you have already decided).

Тема 4.3. Disappearing languages.

Exercise 1

Do you know any disappearing languages? Do you think it is difficult to learn such languages? Why?

Exercise 2

WRITING TASK

Write about reasons for language disappearing. Why should we care about our language?

Tema 4.4. Scenario. Language training.

Exercise 1

DON: Mmm, I don't _____ that, I can see a problem right away, If we send them to England, it _____ a bad effect on our work.

DON: ... who'd run the charity?

SVEN: Yeah, I think _____ right. That would create problems for us. Well, how about this? Why don't we ...?

DON: Yes, I think that _____. Good idea, Sven. What do you think, Delphine?

DELPHINE: Well, I'm afraid I don't _____ the _____

DELPHINE: Well, we could hire two teachers ... one could be British and the other American. I think that would solve the problem.

SVEN: Mmm, _____, Delphine.

DON: Yeah, I like that idea. It's definitely _____.

DON: And we'll need to set up a program very soon.

SVEN: I'm not _____ that, Don.

Tema 4.5. Study and writing skills. Describing tables and charts; a report.

Exercise 1

Answer the questions.

1. Which of the following is a majority?

a) 32% b) 24% c) 77%

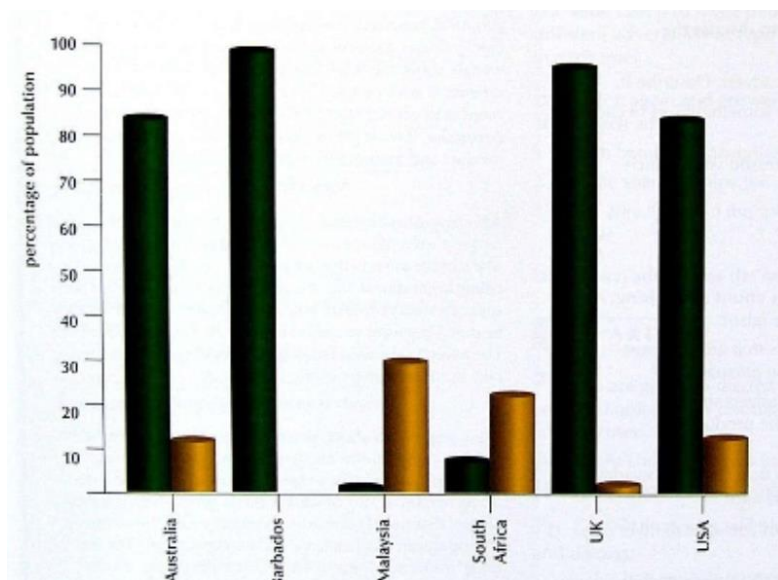
2. Which of the following is a minority?

a) 21% b) 83% c) 91%

Exercise 2

Write a report about the information in the chart

- English as a first language.
- English as a second language.



Раздел № 5. Advertising

Тема 5.1. What makes a good advert?

Exercise 1

Match the words connected with advertising with their meanings.

sponsorship commercial (n) promote
 misleading slogan endorse logo

1. an advert on TV or radio
2. financial support a company gives in order to get publicity for themselves
3. a short phrase that is easy to remember
4. to say publicly that you support or approve of something
5. giving the wrong idea or impression
6. special design/symbol that a company puts on all its products or adverts
7. to try to sell a product, e.g. by special advertising

Exercise 2

You are going to discuss some photos for use in adverts. Look at your photos and describe them.



Тема 5.2. Ways of advertising.

Exercise 1

Complete the sentences in the second conditional, using the verbs in brackets.

1. If I ___ the agency's number, I ___ (know, phone) them.
2. If we ___ the choice, we ___ on the radio. (have, advertise)
3. If you ___ in charge of the advertising campaign, what ___? (be, you do)
4. What ___ if we ___ before 9 p.m.? (happen, advertise)

5. If he ___ for a job in our agency, he probably ___ it. (apply, not get)

Exercise 2

Choose one of the products/services from above and write a brief description of how you would advertise it. Include a slogan if necessary.

Tema 5.3. Advertising and children.

Exercise 1

Complete the sentences so they are true for you.

1. I think advertising managers should ...
2. I think junk food is ...
3. I like / don't like TV commercials that ...
4. Companies should not spend vast sums of money on

Exercise 2

Correct the mistakes in the sentences.

1. Coca-Cola is the most biggest seller of soft drinks the children.
2. Children's teeth are a much more bad than they were ten years ago.
3. This computer game is so expensive as that one.
4. These trainers are much more better than those ones
5. The new ZX radio-controlled car is lot faster that the 2007 version.
6. Coffee is just as tastier as tea.
7. When it comes to children, health is the more important thing in the world.

Tema 5.4. Scenario. B-Kool soft drinks.

Exercise 1

Look at the ways of advertising the new drink. Which two ways does Amy Chen not mention? TV commercials magazines posters the Internet radio spots newspapers special promotions

Exercise 2

Listen again. Complete the notes that Larissa Klein made during the conversation. Use one or two words in each gap.

Points to cover in the presentation:

- Name of drink?
- Slogan?
- Packaging: can or bottle? Design,
1 _____ and 2 _____?
- How to advertise? 3 _____ during
children's television? Children's
magazines? Use the 4 _____? One TV
commercial or 5 _____ for each country?
6 _____ spots? If yes, what time of
day? What sort of programmes
to 7 _____?
- Ideas for promoting the drink,
e.g. 8 _____ in schools or offer 9 _____
with the logo on them?

Тема 5.5. Study and writing skills. Using your dictionary; a formal letter.

Exercise 1

Most dictionaries have a section at the beginning entitled guide to the dictionary. What kind of information do you usually find in the guide?

Exercise 2

Look at the entries from the Longman Active Study Dictionary. Discuss the questions.

- 1 How do you pronounce advertisement and advertising? Use the phonetic symbols to help you.
- 2 What part of speech is advertising?
- 3 What does the abbreviation BrE mean in the entry for advertisement?
- 4 If you found the abbreviation AmE after a word, what do you think it would mean?
- 5 What preposition usually follows the word advertisement? How do we know this?
- 6 How do you know that you cannot add -s to advertising to make it plural? what examples are there to show you how you can use advertising?

Раздел № 6. Design

Тема 6.1. Design is everywhere.

Exercise 1

Answer the following.

- 1 Can you name an inventor? What did he/she invent?
- 2 What is the most famous manufacturing company in your country?

- 3 What are the three products you could not live without?
- 4 Who do you respect more - artists or scientists? Why?
- 5 Are artistic people different from other people?
- 6 What do you think is the best innovation of the 21st century?
- 7 Is the design of a product important to you? Why / Why not?
- 8 What products do you think designers will develop in the next ten years?

Exercise 2

Write some questions of your own to ask other students using words from the table above.

Tema 6.2. Design through the ages.

Exercise 1

Match the abstract nouns with their meanings

- 1 efficiency 3 optimism 5 streamlining
 - 2 modernity 4 consumerism 6 industrialisation
- a) using styles that are different from traditional styles
 - b) the process of becoming an area that has a lot of industry
 - c) working well without wasting time or energy
 - d) the belief that good things will happen
 - e) improving the shape of something so it moves more easily
 - f) the buying and selling of goods and services

Exercise 2

Choose the correct modal verb.

1. This material doesn't have to / mustn't be used as it harms people's health.
2. This material isn't strong enough. It must / could break under pressure.
3. We must / could change the design, but I'm not sure that's the answer.
4. We have a problem with the design but it doesn't have to / shouldn't be difficult to resolve.
5. We must / could be more innovative or we will go out of business.
6. We would / have to change the shape of the model so that it meets government regulations.
7. We can / must hire that designer. She's the best in the business.

Tema 6.3. Life of Design.

Exercise 1

Rewrite the sentences below using must, can't, could or might.

1. Raymond Loewy is definitely one of the most influential designers of all time.
2. I'm sure this design is by Armani.
3. I'm sure this painting is not by Leonardo.
4. Maybe this painting is by Picasso, but I'm not sure.
5. Not many people are attending the exhibition. I'm sure they aren't promoting it very well.
6. This product looks dangerous to me.
7. People are not sure if it is a Loewy design.
8. I'm sure that designer is working very hard. I've seen a lot of her designs.

Exercise 2

If you had the skills, what would you like to design/redesign?

Tema 6.4. Scenario. Martelli Design Competition.

Exercise 1

Describe your product. You may add any other information you wish. Complete the evaluation form for the other three products as you listen to the other judges. Marks are out of ten. Do not evaluate your own product.

Exercise 2

Add up the marks of the three judges for each product and find the winner.

	Design ____	Design ____	Design ____
stylish			
innovative			
functional			
easy to use			
durable			
value for money			
TOTAL			

Tema 6.5. Study and writing skills. Editing and proofreading; a report..

Exercise 1

It is important to make sure that your writing is accurate and your meaning clear. You are going to listen to a teacher giving some tips on checking written work. Work with a partner. What points do you think she will mention?

Exercise 2

What are the main problems you have when you write in English? What mistakes do you often make?

Раздел № 7. Education

Тема 7.1. Education Issues.

Exercise1

Look at the phrases below. Which two nouns in each group are correct? Change wrong combinations, adding the correct verb and/or changing the preposition where necessary get

1. go to school / to a place at university / to college
2. revise for an exam / a subject / a test
3. graduate from university / from primary school / from high school
4. get a degree / a good grade / an exam
5. take/retake homework / an exam / a course
6. pass/fail an exam / a course / a good result
7. hand in an essay / a seminar / an assignment
8. do progress / coursework / your best
9. make mistakes / progress / homework
10. study an exam / a subject / a language

Exercise2

Do you think:

1. that mixed schools are less competitive?
2. that there is proof that single-sex schools are better?
3. that school should be the same as real life?

Тема 7.2. Montessori.

Exercise1

Look at the words from the listening below and use your dictionary to find the meanings of any you do not know.

environment method unique approach pace criticize

Exercise 2

Read the article and correct the mistakes in the summary.

María Montessori pioneered a new teaching method after she graduated as a nurse in 1896 and taught deprived children. She tried to use everyday objects in the class so the children could develop social skills with each other and learn to be competitive. She taught children to experiment and to depend on the teacher.

Tema 7.3. Is University worth it?

Exercise1

Find reasons in the article for not going to university.

Discuss the following in small groups.

Is it worth going to university?

Should almost everyone go to university?

Should you have to pay to go to university?

Exercise2

Look at the highlighted examples of non-defining relative clauses in the article and choose the correct answers in the rules for this type of relative clause. Non-defining relative clauses:

1. have / do not have commas before them, and after them if necessary.
2. do / do not use that.
3. give extra / essential information about the person, thing or idea in the main clause.

Tema 7.4. Scenario. Trouble at Lakeside.

Exercise1

Listen. Put the expressions in the order you hear them.

1. ... the good thing is that it's fair to everyone, but the bad thing is that it wouldn't be very popular.
- 2 Yes, good idea. That's the best solution.
- 3 There are several ways to deal with this.
- 4 So ... the next thing to do is for me to talk to everyone.
- 5 Supposing we let each floor of the hall have one party each semester.
- 6 How about letting the students book a room in the main building ...
- 7 Let's see, what other things can we do?

Tema 7.5. Study and writing skills. Reading Strategies; a formal letter..

Exercise1

You are going to write a reply. Decide in which order you are going to cover the points you noted, and make a paragraph plan.

Exercise 2

Are these statements true or false? Correct the false statements.

1. A formal letter should always have a date.
2. You put the address of the person you are writing to directly under your address.

3. You should begin a formal letter with Dear + first name + surname.
4. If you begin your letter with Dear + name, you should finish it Yours faithfully not Yours sincerely.
5. You should end a formal letter by signing it, then printing your name and position.
6. In formal letters, you can use everyday language and short forms such as I'm and we're.

Раздел № 8. Engineering

Тема 8.1. From Engines to Engineers.

Exercise 1

Discuss the following.

- 1 What did you find most interesting about the interview with Lindsey Barone?
- 2 Would you like to have her job? Why / Why not?
- 3 Why do you think there are fewer female engineers than male engineers?
- 4 Should there be more women in engineering? Why / Why not?

Exercise 2

Write a short paragraph about what you think is the greatest engineering achievement.

Тема 8.2. Survival Engineering.

Exercise 1

Which of the statements about asteroids is false?

- 1 A 1km asteroid hits the Earth every 200,000 years.
- 2 A 12km asteroid (the size which killed the dinosaurs) hits the Earth every 100m years.
- 3 Asteroids are mainly rocky bodies that orbit the Earth.
- 4 Some asteroids have moons.
- 5 '1-Ceres' is the largest known asteroid.

Тема 8.3. Superstructures.

Exercise 1

If money and time were not a problem, what large structure would you like to design and why? Think about size, location, purpose, materials, transportation and safety

Exercise 2

Draw a rough sketch of your design. Show your design and suggest improvements to other designs.

Тема 8.4. Scenario. The Sky-High project.

Exercise 1

Listen to four conversations about a name for the vertical city and complete the gaps.

1 A: What ___ the present name, the Sky-High project? It's easy to remember.

B: I'm not too sure about that. ___ is Tower City. It's short and easy to pronounce.

2 a: I think Hope is a good name for the city. It'll give accommodation for a lot of poor and homeless people.

B: That's ...

3 a: Tower City? Yes, I think that's the best name. Why don't we suggest it to the Minister?

B: Yes, ... It's the best solution, I think.

4 a: We We'll call it Sky-High City.

B: OK, let's put the name in our report to the Minister.

Тема 8.5. Study and writing skills. Preparing for a talk. Describing a process.

Exercise 1

Have you ever given a talk? How did you find the experience? Was it a success? Why / Why not?

Раздел № 9. Trends

Тема 9.1. Types of Media.

Exercise 1

Answer the questions.

1. What trend do you think will be the next to become popular?
2. Do you try to have the same lifestyle and possessions as your friends and neighbours?
3. Why do you think trends become less rapid?
4. Which trends that have disappeared will have a revival, do you think?
5. How do you personally discover which trends are becoming popular?
6. Which trends have become dominant in your country recently?
7. Which newspapers and magazines are the first to notice new trends in your country?
8. Which recent trend are you not going to be influenced by? Why / Why not?

Exercise 2

Write a paragraph about a recent trend in your country.

Тема 9.2. Media recluses in the arts.

Exercise 1

Would you like to work in the fashion industry? Why / Why not?

Exercise 2

Underline the correct quantifiers in the sentences below. In some sentences both are correct.

1. We met *a little* / *a few* Italian designers when we were in Milan.
2. They gave us *some* / *a couple* of advice on how to improve our service.
3. There will *be plenty of* / *a lot of* journalists at the fashion show.
4. We'll have to do *a lot of* / *many* work when we get back from the show.
5. We are looking at *a couple of* / *a few* new designs for the spring collection.

Тема 9.3. The life of a foreign correspondent.

Exercise 1

Say the following figures and phrases. Then listen and repeat.

100 the early 1950s 46.4 40% the year 2000 the year 2010

Exercise 2

Which two verbs in each sentence below are correct?

1. She ___ following a healthy diet.
a) enjoyed b) started c) hoped
2. He ___ seeing his grandchildren.
a) expected b) continued c) enjoyed
3. We ___ to go to the concert.
a) promise b) enjoy c) want
4. They ___ getting a new job.
a) talked about b) succeeded in c) wanted
5. She ___ going to the cinema.
a) suggested b) decided c) hated
6. He ___ learning Spanish.
a) gave up b) started c) taught

Tema 9.4. Scenario. The silver screen.

Exercise 1

Discuss each of the problems below and decide on the best solution for each problem.

- Parking
- fees for beaches
- behaviour of young people
- lack of facilities for older people
- the proposal to sell the aquarium

Tema 9.5. Study and writing skills. Delivering a talk. A report.

Exercise 1

Do you find it easier to learn vocabulary or grammar? Which is more important, do you think?

Exercise 2

Which of the following do you note when you record new vocabulary? Write 1 for always, 2 for sometimes, and 3 for never in the gaps. Compare your answers with a partner.

- write a translation of the word/phrase into your own language
- write an explanation of the word/phrase in English
- record the pronunciation, including stress
- write the part of speech (verb, noun, etc.)
- write synonyms/antonyms (words with the same/opposite meaning)
- write other words in the same family (e.g. trend - noun, trendy - adj, a trendsetter - noun, person)
- record collocations (words often used together, e.g. upward trend, fashion conscious)
- record grammatical patterns (e.g. verb patterns, prepositions etc.)

Раздел № 10. Arts and Media

Tema 10.1. Types of Media.

Exercise 1

Look at the different types of media. How often do you use each of them?

- radio
- newspapers

- magazines
- cinema
- TV
- books
- CDs
- DVDs
- Internet websites
- computer games

Exercise 2

Which of the types of media from Exercise 1 do you prefer for:

1. finding out about news?
2. education?
3. entertainment?
4. research?

Exercise 3

Write a review for a newspaper, website, magazine or radio program. Use the reviews to help you write your own review.

Tema 10.2. Media recluses in the arts.

Exercise 1

Imagine that you saw your doctor yesterday because you had a bad headache. Tell your partner what questions the doctor asked.

Example: Do you sleep well?

— **The doctor asked me if I slept well.**

1. Is anything wrong with you?
2. Do you sometimes have headaches?
3. Are you taking any medicine now?
4. Do you spend much time out- of-doors?
5. Do you do sports?
6. Have you a good appetite?
7. Do you usually go to bed late?
8. Will you follow my advice?

Exercise 2

Think of or make up a rumour about a celebrity. Tells as many people as you can, and then write down as many rumours as you can remember in reported speech.

Did you know that Brad Pitt is going to get married again?

Mehmet said that Brad Pitt was going to get married again.

Tema 10.3. The life of a foreign correspondent.

Exercise 1

You are a reporter. You were interviewed about your job by some university students. Write their questions below in reported speech. Start with They asked me ...

1. Are you good at reporting?
2. Are you able to write notes quickly?
3. What time do you usually start work?
4. Do you enjoy working as a reporter?
5. What do you do when people don't answer your questions?

6. How much time do you spend travelling abroad?
7. Do you ever feel afraid in a crisis?
8. What problems do you have when you are reporting?

Тема 10.4. Scenario. The silver screen.

Exercise 1

You are executive at Gemini Television. It is your job to decide which film Gemini should make. Read the pitches for the films and add any information to the chart that you can.

- Genre
- Locations
- Actors/cast
- Special features
- Ending
- Budget

Тема 10.5. Study and writing skills. Delivering a talk. A report.

Exercise 1

Prepare a short talk (five minutes) about a festival or event you have been to / regularly go to. Work in small groups and deliver your talk to the rest of your group. Answer any questions they may have.

Методические рекомендации:

Организация деятельности во время самостоятельной работы может быть различной. По форме самостоятельная работа может быть аудиторной под руководством преподавателя и внеаудиторной с участием преподавателя и без него. Аудиторная самостоятельная работа, как правило, осуществляется на лекции, практических, лабораторных, семинарских занятиях и представляет собой форму самостоятельной продуктивной в учебном отношении деятельности студентов: совместные рассуждения, расшифровка тезиса, «включение в дискуссию» с обоснованием своей точки зрения, выполнение определенного объема задания, тематические диктанты, контрольные работы и т.п. Внеаудиторная самостоятельная работа предусматривает изучение научной и специальной литературы, подготовку к занятиям, выполнение заданий по темам, вынесенным на самостоятельное изучение. Она обычно корректируется, контролируется и оценивается преподавателем или самим студентом через вопросы для самоконтроля. Практические или творческие задания для самостоятельной работы могут быть направлены как на углубленную проработку теоретического материала, так и на формирование определенных профессиональных умений, профессионально значимых личностных качеств. Задания предлагаются в виде практикума или могут быть даны преподавателем непосредственно на занятии. Каждое задание сопровождается рекомендациями по его выполнению, схемой анализа проделанной работы.

САМОСТОЯТЕЛЬНАЯ РАБОТА С ЛИТЕРАТУРОЙ

Необходимую для учебного процесса и научных исследований информацию вы черпаете из книг, публикаций, периодической печати, специальных информационных изданий и других источников. Успешному поиску и получению необходимой информации содействуют знания основ информатики, источников информации, составов фондов библиотек и их размещения. Умение работать с информацией складывается из умения

быстро найти требуемый источник (книгу, журнал, справочник), а в нем – нужные материалы; из умения разобраться в нем, используя при этом различные способы чтения. Чтение научных книг существенно отличается от чтения художественной литературы. При чтении поэзии, прозы работает в основном воображение; при изучении научно-технических книг требуется определенное напряжение внимания, чтобы глубоко понять смысл прочитанного. Уметь читать книгу и понимать ее – разные вещи. Приступая к изучению содержания книги, необходимо, прежде всего, определить цель работы. Уяснение цели мобилизует мышление на усвоение материала, концентрирует его внимание на главном, определяет способ чтения. В учебной практике цели чтения книг могут быть разными:

- общее ознакомление с содержанием книги (учебника, учебного пособия или монографии);

- поиск дополнительного материала по изучаемому вопросу или углубленное изучение существа вопроса;

- поиск определений, понятий терминов, уяснение их существа; - подбор доказательств и примеров, теоретических установок;

- изучение источника определенных проблем или практических задач; - расширение и углубление знаний по определенной проблеме, вопросу. Возникает вопрос: как читать и писать так, чтобы время, потраченное на это, не пропало впустую. Существуют общепринятые правила грамотного чтения учебной и научной литературы. Изучение литературы должно состоять из двух этапов:

1 этап. Предварительное знакомство с книгой. Работа с книгой начинается с общего ознакомления. Для этого рекомендуется прочитать титульный лист, аннотацию и оглавление, затем внимательно ознакомиться с предисловием, введением и заключением. Прежде всего, читается заглавие, название книги. Общее ознакомление с книгой заканчивается просмотром имеющихся в ней приложений и другого справочного материала, с тем, чтобы можно было легко найти материал, если в нем возникает необходимость. После этого можно приступить к углубленному изучению книги.

2 этап. Чтение текста. Общепринятые правила чтения таковы: - читать внимательно – т.е. возвращаться к непонятным местам. - читать тщательно – т.е. ничего не пропускать. - читать сосредоточенно – т.е. думать о том, что вы читаете. - читать до логического конца – абзаца, параграфа, раздела, главы и т.д. Разные тексты и цели ознакомления с книгой требуют разных способов чтения, т.е. разных способов извлечения информации.

ЛИСТ РЕГИСТРАЦИИ ИЗМЕНЕНИЙ

№ п/п	Содержание изменения	Измененные пункты	Решение учебно-методического совета (номер, дата)

[illegible]