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КАФЕДРА РОМАНО-ГЕРМАНСКИХ ЯЗЫКОВ

«Утверждаю»
Зав. кафедры романо-германских языков
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«31» августа 2020 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ**

ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ ВТОРОГО ИНОСТРАННОГО ЯЗЫКА

наименование дисциплины / практики

45.05.01 "Перевод и переводоведение"

шифр и наименование специальности

"Лингвистическое обеспечение межгосударственных отношений"

наименование специализации

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Фонд оценочных средств рассмотрен и одобрен на заседании кафедры романо-германских языков, протокол № 1 от «28» августа 2020 г.

Заведующий кафедрой  _____ Казиахмедова С.Х.

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1. Паспорт фонда оценочных средств
по дисциплине Практикум по культуре речевого общения второго иностранного языка

Таблица 1.

№ п/п	Контролируемые разделы (темы), дисциплины	Коды компетенций	Оценочные средства – наименование.	
			текущий контроль	промежуточная аттестация
1.	Раздел 1. Отдых и путешествия.	ОПК-3, ПК-2, 5, 6	Дискуссия, круглый стол	
2.	Раздел 2. Образование и наука.	ОПК-3, ПК-2, 5, 6	Дискуссия, мультимедийный проект	Зачет с оценкой
3.	Раздел 3. Экология и окружающая среда. Здоровый образ жизни.	ОПК-3, ПК-2, 5, 6	Дискуссия	Зачет с оценкой
4.	Раздел 4. Человек в эпоху глобализации и научно-технического прогресса.	ОПК-3, ПК-2, 5, 6	Дискуссия	Экзамен
5.	Раздел 5. Межкультурное взаимодействие в современном мире.	ОПК-3, ПК-2, 5, 6	Дискуссия	
6.	Раздел 6. Человек, общество и природа.	ОПК-3, ПК-2, 5, 6	Дискуссия	
7.	Раздел 7. Человек и культура в современном мире.	ОПК-3, ПК-2, 5, 6	Дискуссия	Экзамен

Таблица 2. Перечень компетенций:

Код компетенции	Наименование результата обучения
ОПК-3	Владеет способностью применять знание двух иностранных языков для решения профессиональных задач
ПК-2	Владеет способностью воспринимать на слух аутентичную речь в естественном для носителей языка темпе, независимо от особенностей произношения и канала речи (от живого голоса до аудио- и видеозаписи)
ПК-5	Владеет способностью владеть всеми регистрами общения: официальным, неофициальным, нейтральным
ПК-6	Владеет способностью распознавать лингвистические маркеры социальных отношений и адекватно их использовать (формулы приветствия, прощания, эмоциональное восклицание), распознавать маркеры речевой характеристики человека на всех уровнях языка

2. Перечень оценочных средств¹

Таблица 3.

№	Наименование оценочного средства	Характеристика оценочного средства	Представление оценочного средства в ФОС
1	Деловая/ролевая игра	Совместная деятельность группы обучающихся и преподавателя под управлением преподавателя с целью решения учебных и профессионально-ориентированных задач путем игрового моделирования реальной проблемной ситуации. Позволяет оценивать умение анализировать и решать типичные профессиональные задачи.	Тема (проблема) «Развитие возобновляемых источников энергии для сохранения экосистемы и окружающей среды». Концепция: Заседание Совета Безопасности ООН по проблеме развития возобновляемых источников энергии для сохранения экосистемы и окружающей среды. Дискуссия, выдвижение проектов резолюций. Обсуждение проектов, голосование за выбранный проект. Роли: Выступления участников в ролях постоянных и временных членов Совета Безопасности. Ожидаемый результат по игре: Реализация компетенции ОПК-3 «Владеет способностью применять знание двух иностранных языков для решения профессиональных задач», Компетенции ПК-5 «Владеет способностью владеть всеми регистрами общения: официальным, неофициальным, нейтральным».
2	Проект	Конечный продукт, получаемый в результате планирования и выполнения комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения практических задач и проблем, ориентироваться в информационном пространстве и уровень сформированности аналитических, исследовательских навыков, навыков практического и творческого мышления. Может выполняться в индивидуальном порядке или группой обучающихся.	Вопросы для дискуссии при докладе материалов проектов: 1. Деловые переговоры (по тематике раздела). 2. Устройство на работу. Интервью. 3. Разработка программы пребывания студентов-иностранцев в России. 4. Выбор фильма на продюсирование. 5. Кадровое агентство, выбор сотрудника 6. Лучшая школа для изучения английского языка за рубежом.

¹ Указываются оценочные средства, применяемые в ходе реализации рабочей программы данной дисциплины.

			3.
3	Эссе	Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.	<p>Темы эссе:</p> <ol style="list-style-type: none"> 1. Образование в современном мире. Проблемы и тенденции. 2. Проблемы мегаполисов. 3. Сравнение судебной система Великобритании и России. 4. Биография великого путешественника (по выбору) 5. Сопровождающие письмо и резюме 6. Написание доклада по тематике раздела 7. написание формального письма. 8. Написание электронных писем. 9. Описание процесса (по тематике раздела) 10. Описание текущих тенденций в различных сферах жизни (по тематике раздела)
9	Тест	Средство, позволяющее оценить уровень знаний обучающегося путем выбора им одного из нескольких вариантов ответов на поставленный вопрос. Возможно использование тестовых вопросов, предусматривающих ввод обучающимся короткого и однозначного ответа на поставленный вопрос.	Тестовые задания

3. Описание показателей и критериев оценивания результатов обучения на различных этапах формирования компетенций

Таблица 4.

Код компетенции	Уровень освоения компетенции	Показатели достижения компетенции	Критерии оценивания результатов обучения
		Знает	
<p style="text-align: center;"><i>ОПК-3</i> Владеет способностью применять знание двух иностранных языков для решения профессиональных задач</p>	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	<i>Знает основную лексику языка и специфику ее применения</i>	Оценка "неудовлетворительно" выставляется студенту, обнаружившему пробелы в знаниях основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий. Как правило, оценка "неудовлетворительно" ставится студентам, которые не могут продолжить обучение или приступить к профессиональной деятельности по окончании вуза без дополнительных занятий по соответствующей дисциплине.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>Знает основную лексику языка и специфику ее применения</i>	Оценки "удовлетворительно" заслуживает студент, обнаруживший знания основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справляющийся с выполнением заданий, предусмотренных программой, знакомый с основной литературой, рекомендованной программой. Как правило, оценка "удовлетворительно" выставляется студентам, допустившим погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя.
	Средний уровень Оценка «зачтено», «хорошо»	<i>Знает основную лексику языка и специфику ее применения</i>	Оценки "хорошо" заслуживает студент обнаруживший полное знание учебно-программного материала, успешно выполняющий предусмотренные в программе задания, усвоивший основную литературу, рекомендованную в программе. Как правило, оценка "хорошо" выставляется студентам, показавшим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.
	Высокий уровень Оценка «зачтено», «отлично»	<i>Знает основную лексику языка и специфику ее применения</i>	Оценки "отлично" заслуживает студент, обнаруживший всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной программой. Как правило, оценка "отлично" выставляется студентам, усвоившим взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявившим творческие

		способности в понимании, изложении и использовании учебно-программного материала.
	Умеет	
Базовый уровень	<i>Применять основную лексику языка</i>	Оценка " удовлетворительно " выставляется студенту, обнаружившему пробелы в умении применять основную лексику иностранного языка, допустившему несколько грубых ошибок в выполнении предусмотренных программой заданий.
Средний уровень	<i>Применять основную лексику языка</i>	Оценка " хорошо " выставляется студенту, обнаружившему незначительные пробелы в применении основной лексики иностранного языка, допустившему незначительное количество ошибок в выполнении предусмотренных программой заданий.
Высокий уровень	<i>Применять основную лексику языка</i>	Оценка " отлично " выставляется студенту, полностью отработанные умения применения основной лексики иностранного языка, не допустившему ошибок в выполнении предусмотренных программой заданий.
	Владеет	
Базовый уровень	<i>Владеет всеми регистрами общения на иностранном языке</i>	Оценка « удовлетворительно » выставляется студенту, обнаружившему владение основными регистрами общения на иностранном языке, однако недостаточно быстро переключающегося с официально-делового регистра общения на обыденный
Средний уровень	<i>Владеет всеми регистрами общения на иностранном языке</i>	Оценка « хорошо » выставляется студенту, обнаружившему владение всеми регистрами общения на иностранном языке, однако недостаточно быстро реагирующего на юмор, сарказм, эмоционально окрашенную лексику
Высокий уровень	<i>Владеет всеми регистрами общения на иностранном языке</i>	Оценка « отлично » выставляется студенту, обнаружившему владение всеми регистрами общения на иностранном языке, владеющего идиоматическими выражениями на иностранном языке, быстро реагирующего на юмор, сарказм, эмоционально окрашенную лексику

Код компетенции	Уровень освоения компетенции	Показатели достижения компетенции	Критерии оценивания результатов обучения
		Знает	
ПК-2 <i>способностью воспринимать на слух аутентичную речь в естественном для носителей языка темпе, независимо от особенностей произношения и канала речи (от живого голоса до аудио- и видеозаписи)</i>	Недостаточный уровень Оценка «не зачтено», «неудовлетворительно»	структуру коммуникативной ситуации, специфику речевых стратегий и тактик в разных ситуациях общения, приемы формирования коммуникативного контекста.	Не знает, либо не имеет четкого представления о структуре коммуникативной ситуации, специфике речевых стратегий и тактиках в разных ситуациях общения, приемах формирования коммуникативного контекста.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»		Знает структуру коммуникативной ситуации, основные речевые стратегии и тактики, не применяет на практике.
	Средний уровень Оценка «зачтено», «хорошо»		Знает структуру коммуникативной ситуации, знает специфику речевых стратегий и тактик, применяет их с допущением незначительных ошибок.
	Высокий уровень Оценка «зачтено», «отлично»		Студент знает и легко применяет на практике структуру коммуникативной ситуации, специфику речевых стратегий и тактик в разных ситуациях общения, приемы формирования коммуникативного контекста.
		Умеет	
	Базовый уровень	моделировать социальные ситуации и осуществлять речевое взаимодействие в типичных социальных ситуациях.	Студент умеет моделировать основные социальные ситуации.
	Средний уровень		Студент умеет моделировать основные социальные ситуации и осуществлять речевое взаимодействие в типичных социальных ситуациях с допущением незначительных ошибок.
	Высокий уровень		Студент свободно умеет моделировать различные социальные ситуации и осуществлять речевое взаимодействие в типичных социальных ситуациях без

			затруднений.
		Владеет	
Базовый уровень	системой лингвистических знаний, включающих в себя знание основных фонетических, лексических, грамматических и словообразовательных явлений.		Студент владеет системой лингвистических знаний, но не применяет их на практике.
Средний уровень			Студент владеет системой лингвистических знаний, включающих в себя знание основных фонетических, лексических, грамматических и словообразовательных явлений, применяет с допущением несущественных ошибок.
Высокий уровень			Студент свободно владеет системой лингвистических знаний, включающих в себя знание фонетических, лексических, грамматических и словообразовательных явлений и без ошибок применяет их на практике.

Код компетенции	Уровень освоения компетенции	Показатели достижения компетенции	Критерии оценивания результатов обучения
Знает			
ПК-5 <i>способность владеть всеми регистрами общения: официальным, неофициальным, нейтральным</i>	Недостаточный уровень Оценка «не зачтено», «неудовлетворительно»	языковые средства (фонетические, лексические, грамматические, словообразовательные), используемые в текстах для достижения определенных коммуникативных задач; знает основы логической структуры текста.	Не знает, либо не имеет четкого представления о языковых средствах (фонетических, лексических, грамматических, словообразовательных), используемых в текстах для достижения определенных коммуникативных задач; не знает основы логической структуры текста.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»		Студент знает об основных языковых средствах (фонетических, лексических, грамматических, словообразовательных), используемых в текстах для достижения определенных коммуникативных задач, испытывает трудности при применении знаний на практике.
	Средний уровень Оценка «зачтено», «хорошо»		Студент знает языковые средства (фонетические, лексические, грамматические, словообразовательные), используемые в текстах для достижения определенных коммуникативных задач, применяет знания на практике, но допуская ряд незначительных ошибок.
	Высокий уровень Оценка «зачтено», «отлично»		Студент знает и имеет четкое представление о языковых средствах (фонетических, лексических, грамматических, словообразовательных), используемых в текстах для достижения определенных коммуникативных задач; хорошо знает основы логической структуры текста, свободно

			применяет знания на практике.
Умеет			
Базовый уровень	различать официальный, неофициальный и нейтральный регистры общения в русском и изучаемых иностранных языках.		Студент умеет различать основные регистры общения в русском языке.
Средний уровень			Студент умеет различать официальный, неофициальный и нейтральный регистры общения в русском и изучаемых иностранных языках, но иногда допускает ошибки.
Высокий уровень			Студент умеет свободно различать официальный, неофициальный и нейтральный регистры общения в русском и изучаемых иностранных языках.
Владеет			
Базовый уровень	основными методами и приемами анализа различных типов устной и письменной коммуникации.		Студент владеет основными методами и приемами анализа различных типов устной и письменной коммуникации, но не применяет на практике.
Средний уровень			Студент владеет методами и приемами анализа различных типов устной и письменной коммуникации, часто применяет на практике, но с незначительными ошибками.
Высокий уровень			Студент свободно владеет методами и приемами анализа различных типов устной и письменной коммуникации, которые свободно применяет на практике.

Код компетенции	Уровень освоения компетенции	Показатели достижения компетенции	Критерии оценивания результатов обучения
ПК-6. <i>Способность распознавать лингвистические маркеры социальных отношений и адекватно их использовать (формулы приветствия, прощания, эмоциональное восклицание), распознавать маркеры речевой характеристики человека на всех уровнях языка</i>	Недостаточный уровень Оценка «не зачтено», «неудовлетворительно»	Знает основные различия в стилях речи и особенности их функционального использования	Не имеет четкого представления об основных различиях стилей речи и особенностях их функционального использования
	Базовый уровень Оценка, «зачтено», «удовлетворительно»		Знает основные различия в стилях речи, но затрудняется в особенностях их функционального использования
	Средний уровень Оценка «зачтено», «хорошо»	Понимает основные различия в стилях речи, но имеет несущественные затруднения в особенностях их функционального использования	
	Высокий уровень Оценка «зачтено», «отлично»	Имеет четкое представление об основных различиях стилей речи и особенностях их функционального использования	
	Базовый уровень	Умеет распознавать лингвистические маркеры социальных отношений и адекватно их использовать (формулы приветствия, прощания, эмоциональное восклицание), распознавать маркеры речевой характеристики человека на всех уровнях языка	Умеет распознавать лингвистические маркеры социальных отношений, но имеет затруднения в использовании формул приветствий, прощаний и эмоциональных восклицаний

			социальных отношений и адекватно использует формулы приветствия, прощания, эмоциональные восклицания; но не может распознавать маркеры речевой характеристики человека на всех уровнях языка
	Высокий уровень		Умеет распознавать лингвистические маркеры социальных отношений и адекватно использовать формулы приветствия, прощания, эмоциональные восклицания; распознавать маркеры речевой характеристики человека на всех уровнях языка
Владеет			
	Базовый уровень	системой лексических средств выражения для достижения различных коммуникативных целей, обладать навыком анализа лексических явлений внутри словосочетания, предложения, текста	Студент владеет основной базой систем лексических средств выражения для достижения различных коммуникативных целей
	Средний уровень		Владеет системой лексических средств выражения для достижения различных коммуникативных целей, обладает

			основным навыком анализа лексических явлений внутри словосочетания, предложения и текста
	Высокий уровень		Владеет системой лексических средств выражения для достижения различных коммуникативн ых целей, обладает навыком анализа лексических явлений внутри словосочетания, предложения и текста

4. Методические материалы, определяющие процедуры оценивания результатов обучения

По видам заданий приводится описание того, каким образом необходимо выполнить данное задание, способы и механизмы его выполнения, выбор номера варианта и др. Примеры методических материалов, определяющих процедуру оценивания результатов обучения, характеризующих этапы формирования компетенций:

- Кейсовые технологии как средство формирования компетенций
- Методические указания по разработке оценочных средств
- Разработка и применение деловых игр
- Формирование портфолио обучающегося как современная оценочная технология
- Иные методические материалы, определяющие процедуры оценивания результатов обучения в ходе реализации рабочей программы дисциплины

5. Материалы для проведения текущего контроля и промежуточной аттестации

Задания в форме деловой игры:

Деловая (ролевая) игра

1 Тема (проблема) «Заседание Совета Безопасности ООН по проблеме развития возобновляемых источников энергии для сохранения экосистемы и окружающей среды.»

2 Концепция игры : Заседание, на котором участники Совета Безопасности ООН делают доклады, предлагают варианты решения проблемы, принимают резолюцию

3 Роли: Председатель Совета Безопасности ООН, 15 членов Совета Безопасности ООН

Контролируемые компетенции: ОПК-3, ПК-2, ПК-5, ПК-6

Материалы деловой/ролевой игры.

Тема: «Заседание Совета Безопасности ООН по проблеме развития возобновляемых источников энергии для сохранения экосистемы и окружающей среды.»

а) Доклады членов Совета Безопасности ООН по проблеме развития возобновляемых источников энергии.

б) Проекты резолюций для голосования.

Доклад представителя ЮАР – председателя Совета Безопасности ООН.

Honorary Security Council members, Ladies and Gentlemen, good morning.

Today we begin discussion at the request of the United Kingdom. Our topic is renewable energy. The situation in the Persian Gulf is becoming very unstable. The Strait of Hormuz is completely blocked, and the oil shipment from Kuwait, Iran and Iraq has virtually stopped. As a result the world price of oil reached 150 dollars a barrel. Some oil experts predict the rise of world oil price to 200 dollars a barrel in two weeks time, 500 dollars a barrel in a month time. This sudden increase of the oil price resulted in the world energy crises which is much more severe than 1973 energy crisis. The Security Council today is expected to pass the resolution on the possible solution of the world energy crises. It is possible to solve the energy problems using renewable energy sources. In South Africa renewable energy is obtained from renewable resources, those which naturally replenish themselves, such as; sunlight, wind, tides, waves, rain, biomass, and geothermal heat. Of all of the renewable energies in South Africa, solar power holds the most potential. Because of the country's geographic location, it receives large amounts of radiative energy which is useful in the solar electricity sector. Another renewable energy in South Africa with high potential is wind energy. Due to the high wind velocity on the coast of the country, Cape Town has implemented multiple wind farms which are successful in generating significant amounts of electricity for residents. South Africa first introduced the Renewable Energy Independent Power Producers Procurement Programme in 2011. The program includes an initiative to install 17.8GW of renewable energy in South Africa before 2030. The goal of the REI4P is to reduce greenhouse gas emissions while minimizing the country's reliance on non-renewable energy sources such as nuclear and coal. Solar power production in South Africa is supposed to reach 8400 MW by the year 2030. South Africa implemented a solar park in the Northern Cape region which is set to deliver 180,000MWh of

annual solar energy to the country. It is estimated that only 3000 km² of land used for solar electricity is required to meet South Africa's demand. Wind power is the use of wind turbines to mechanically power the generation of electric power. The wind turns the 50-metre-long blades which are attached to the 80-metre-high hub/shaft that generate the electric energy. In 2014 the first major wind farm became operational. There are currently 19 wind energy developments in South Africa with more than 600 wind turbines. South Africa currently has only 7 hydroelectric power stations, dispersed across the country, all owned by Eskom company. The country's hydroelectricity potential is limited due to the low annual rainfall rate of 500mm. South Africa experiences seasonal flows and frequent droughts which are obstacles to the success of hydropower within the country. With 42 million hectares of natural woodlands and 1.35 million hectares of plantation; there is a large potential for biomass production in South Africa. The South African government has an objective called the Working for Energy Programme which is aimed at processing biomass energy for various applications. South Africa is one of the most popular countries for investment in renewable energy. In 2014, the country received US\$5.5 billion towards renewable energy projects. Renewable energy in South Africa has the potential to increase access to electricity in rural areas because of its suitability for off-grid and small-scale solutions. The barriers of renewable energy in the country include lack of political stability, corruption, and environmental degradation. A financial barrier exists in the renewable energy sector in South Africa. Investors choose to invest in large-scale non-renewable resource companies, such as Eskom, rather than Independent Power Producers such as BioTherm, Mulilo, and juwi South Africa.

Доклад представителя КНР.

Honorary Chairman of the Council, Honorary members of the Council, Ladies and Gentlemen.

I represent the People's Republic of China (Zhōngguó) It is the world's most populous country. Its population is around 1.404 billion. It is covering approximately 9,600,000 square kilometers. China has 22 provinces, five autonomous regions, four direct-controlled municipalities (Beijing, Tianjin, Shanghai, and Chongqing), and the special administrative regions of Hong Kong, Macau. Since 2010, China has been the world's second-largest economy by nominal GDP and since 2014, the largest economy in the world by purchasing power parity. The People's Republic of China is a permanent member of the United Nations Security Council as it replaced the Taiwan in 1971.

In the speech of the Chinese President given at the UN climate summit on 22 September 2009 in New York, he pledged that China would adopt plans to use 15% of its energy from renewable sources in 2019. China produces 63% of the world's solar photovoltaic. It has emerged as the world's largest manufacturer as of June 2015. By the end of 2018, the People's Republic of China had a total capacity of 728 GW of renewable power, mainly from hydroelectric and wind power. In 2015 renewable sources provided 24% of its electricity generation, with most of the remainder provided by coal power plants. From 2005 to 2014, production of solar cells in China has expanded 100-fold. However, China is not expected to achieve grid parity – when an alternate source of energy is as cheap or cheaper than power purchased from the grid—until 2022. In 2017, investments in renewable energy amounted to US\$279.8 billion worldwide, with China accounting for US\$126.6 billion or 45% of the global investments. China is the world's leading investor in renewable energy. In 2011 alone \$52 billion was invested in. It is a major manufacturer of renewable energy technologies and invests heavily in local-scale renewable energy projects. By 2015, over 24% of China's energy was derived from renewable sources, while most notably from hydroelectric power. A total installed capacity of 197 GW makes China the largest hydroelectric power producer in the world. China also has the largest power capacity of installed solar photovoltaics system and wind power system in the world. In 2011, the Chinese government announced plans to invest four trillion yuan (US\$619 billion) in water infrastructure and desalination projects over a ten-year period, and to complete construction of a flood prevention and anti-drought system by 2020. In 2013, China began a five-year, US\$277 billion effort to reduce air pollution, particularly in the north of the country.

China has the largest wind resources in the world and three-quarters of this natural resource is located at sea. China aims to have 210 GW of wind power capacity by 2020. China encourages foreign companies, especially from the United States, to visit and invest in Chinese wind power generation. By 2009 China had total installed windpower capacity up to 26 GW. China has identified wind power as a key growth component of the country's economy. As of 2010, China has become the world's largest maker of wind turbines, surpassing Denmark, Germany, Spain, and the United States. The initial future target set by the Chinese government was 10 GW by 2010,[22] but the total installed capacity for wind power generation in China had already reached 25.1 GW by the end of 2009. China emerged as the world's third largest producer of ethanol-based bio-fuels (after the U.S and Brazil) at the end of the 10th Five Year Plan Period in 2005 and at present ethanol accounts for 20% of total automotive fuel consumption in China. Geothermal resources in China are abundant and widely distributed throughout the country. There are over 2,700 hot springs occurring at the surface, with temperatures exceeding 250 °C. In 1990, the total flow rate of thermal water for direct uses amounted to over 9,500 kg/s, making China the second direct user of geothermal energy in the world. Recognizing geothermal energy as an alternative and renewable energy resource since the 1970s, China has conducted extensive explorations aiming at identifying high temperature resources for electric generation. Until 2006, 181 geothermal systems had been found on mainland China, with an estimated generation potential of 1,740 MW. However, only seven plants, with a total capacity of 32 MW, had been constructed and were operating in 2006.

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Доклад представителя Польши.

Honorary Chairman of the Council, Ladies and Gentlemen.

I represent the Republic of Poland, covering an area of 312,696 square kilometers. Its population is more than 38.5 million people, and more than 1.7 million Ukrainian citizens worked legally in Poland in 2017. In 2016 there were 1.39 children born to a woman. So the population every year decreases. More than 20mln Poles live abroad. In the US and Canada. More than 1 mln Poles live in Britain. Poland's capital and largest metropolis is Warsaw. Polish cuisine shares many similarities with Russian culinary traditions. For example, The Polish national dishes are called pierogi; kielbasa; kotlet, vodka. Wikipedia said that the world's first written mention of vodka originates from Poland, but it's not true. Russian culinary expert Pohlebkin proved, that vodka was invented in Russia.

In 2015 hydroelectricity generated approximately 1.1% of total electricity in Poland. The electricity generation sector in Poland is largely fossil-fuel-based. In 2008, a net 143 TWh of electricity were produced in coal-based power plants. Bełchatów Power Station is a lignite-fired power station that produces 27–28 TWh of electricity per year, or twenty percent of the total power generation in Poland. It is the largest brown coal power plant in Europe. In 2017, renewable energy was about 10.9% of total electricity production, but the country has a plan to increase it to 15% in 2020. Wind power is estimated to have provided 6.6% of total electricity generation in 2015. In May 2018 state-owned company Polska Grupa Energetyczna, who would have carried out any build, chose not to build nuclear plant, but to invest in offshore wind power instead, targeting the build of 2.5 GW by 2030. Solar power expanded slowly reaching 4.2 MW by 2013. After 2013 installed capacity began to rise more quickly reaching 486.5 MW by 2018.

We don't need renewable energy because Poland is very rich in coal.

Доклад представителя Российской Федерации.

Honorary Chairman of the Council, Honorary members of the Council, Ladies and Gentlemen.

I represent the Russian Federation. Russia is the sixth largest producer of renewable energy in the world. Russia is one of the world's largest producers of energy, most of which it obtains from oil, natural gas and coal. The country's focus on those resources for production and export, which constitute 80% of foreign trade earnings, means it has paid little attention to renewable energy. Out of the 203 GW of electric generation capacity that Russia has, 44 GW comes from hydroelectricity, 307 MW from geothermal, 15 MW from wind and negligible amounts from other renewable sources. In 2009, the Russian energy industry generated a total 992 TWh of electricity, 176 TWh of which was produced by hydroelectric power stations. Renewable energy in Russia mainly consists of hydroelectric energy. 16% of Russia's electricity is generated from hydropower, and less than 1% is generated from all other renewable energy sources combined. The abundance of fossil fuels in the Russian Federation has resulted in little need for the development of renewable energy sources. Hydropower is the most used form of renewable energy in Russia, and there is large potential in Russia for more use of hydropower. Russia has 102 hydropower plants with capacities of over 100 MW, making it fifth in the world for hydropower production. It is also second in the world for hydro potential, yet only 20% of this potential is developed. Russia is home to 9% of the world's hydro resources, mostly in Siberia and the country's far east. At the end of 2005, the generating capacity from hydroelectric sources in Russia was 45,700 MW, and an additional 5,648 MW was under construction. The World Energy Council believes that Russia has much potential for using its hydro resources, with a theoretical potential of about 2,295 TWh/yr, with 852 TWh being economically feasible. The largest dams in Russia are the Sayano-Shushenskaya Dam, which has an installed capacity of 6,400 MW; the Krasnoyarsk Dam (6,000 MW); the Bratsk Dam (4,500 MW); the Ust-Ilimsk Dam (4,320 MW) and the Zeya Dam (1,330 MW), Bureya Dam (2010 MW), Irganai Dam (800 MW). The Boguchany Dam (1920 MW), Zelenchuk Dam (320 MW), Zaramag Dam (352 MW) and Nizhne-Chereksky (60 MW). In October 2010, China Yangtze Power and EuroSibEnergо a Russian energy company, signed a cooperation agreement to export energy to China's northern territories. Geothermal energy is the second most used form of renewable energy in Russia but represents less than 1% of the total energy production. The first geothermal power plant in Russia was built at Pauzhetka, Kamchatka, in 1966, with a capacity of 5 MW. The total geothermal installed capacity in 2005 was 79 MW, with 50 MW coming from a plant at Verkhne-Mutnovsky. Russia is currently developing a 100 MW plant at Mutnovsky and a 50 MW plant in Kaliningrad. Most geothermal resources are currently used for heating settlements in the North Caucasus and Kamchatka. Half of the geothermal production is used to heat homes and industrial buildings, one third is used to heat greenhouses and 13% is used for industrial processes. The first Russian solar plant was opened in Belgorod Oblast in November 2010. Russia has a total theoretical potential of 2,213 TWh/yr for solar energy, with an economically feasible amount of 101 TWh. The southern parts of Russia, especially the North Caucasus, have the greatest potential for solar energy. Russia plans to set up an overall solar capacity of 150 MW by 2020. In 2006, Russia had a total installed wind capacity of 15 MW. Current Russian wind energy projects have a combined capacity of over 1,700 MW. The Russian Wind Energy Association predicts that if Russia achieves its goal of having 4.5% of its energy come from renewable sources by 2020, the country will have a total wind capacity of 7 GW. Kislaya Guba Tidal Power Station is the fourth largest capacity (1.7 MW) among the world's tidal power plants. There are plans for constructing an 800 MW tidal power plant in the Barents Sea and Penzhin Tidal Power Plant with an installed capacity of up to 87 GW and an annual production of 200 TWh.

Honorary Chairman of the Council, Honorary members of the Council, Ladies and Gentlemen.

I represent the United States of America, the third most populous country with a population of over 327 million people, as of July 1, 2018. The United States is the world's third largest country by total area of 9.8 million km². It is a country comprising 50 states, a federal district, five major self-governing territories, and various possessions. The capital is Washington, D.C., and the most populous city is New York City. The U.S. population almost quadrupled during the 20th century, from 76.2 million in 1900 to 281.4 million in 2000. The United States energy market is about 29,000 terawatt hours per year. The United States is the world's largest consumer of petroleum. Energy consumption per capita is 7076 kg of oil equivalent per year, the 10th-highest rate in the world. In 2005, 40% of this energy came from petroleum, 23% from coal, and 22% from natural gas. The remainder 15% was supplied by nuclear power and renewable energy sources. Renewable energy reached a major milestone in the first quarter of 2011, when it contributed 11.7% of total national energy production (2.245 quadrillion BTU of energy), surpassing energy production from nuclear power (2.125 quadrillion BTU). In 2016, renewable energy accounted for 12.2% of total primary energy consumption and 14.94% of the domestically produced electricity in the United States. In 2017, the United States investments in renewable energy amounted to US\$40.5 billion - the second after China. In 2015, Georgetown, Texas with population of 70,685 became one of the first American cities to be powered entirely by renewable energy.

Wind, solar, and hydroelectricity are three renewable sources of energy. The United States was the 4th largest producer of hydroelectric power in the world in 2008 after China, Canada and Brazil. Produced hydroelectricity was 282 TWh. It was 8.6% of the world's total hydropower. The installed capacity was 80 GW in 2015. Hydroelectric power stations in the United States are currently the largest renewable source of energy, but the second for nominal capacity (behind Wind power in the US). Hydroelectric power produced 35% of the total renewable electricity in the U.S. in 2015, and 6.1% of the total U.S. electricity.

In 2016, more than 260,000 Americans were employed in the solar industry. Solar power in the United States includes solar power plants as well as local distributed generation, mostly from rooftop photovoltaics. In 2017, the United States had over 50 gigawatts (GW) of installed photovoltaic capacity. During 2018 total solar generation, including estimated small scale photovoltaic generation, was 96.1 TWh, 2.30% of total U.S. electricity. In terms of total cumulative installed capacity, by year end 2017 the United States ranked 2nd in the world behind China. The oldest solar power plant in the world is the 354-megawatt (MW) SEGS thermal power plant, in California. The Ivanpah Solar Electric Generating System is a solar thermal power project in the California Mojave Desert, 40 miles (64 km) southwest of Las Vegas, with a gross capacity of 392 MW.

By January 2017, the United States generating capacity for wind power was 82,183 megawatts (MW). Texas is the leader in wind power deployment, followed by Iowa and Oklahoma. Solar power provides a growing share of electricity in the country, with over 50 GW of installed capacity generating about 1.3% of the country's total electricity supply in 2017. As of 2016, more than 260,000 people worked in the solar industry. Large photovoltaic power plants in the United States include Mount Signal Solar (600 MW) and Solar Star (579 MW). Since the United States pioneered solar thermal power technology in the 1980s with Solar One, several more such power stations have been built. The largest of these solar thermal power stations are the Ivanpah Solar Power Facility (392 MW), southwest of Las Vegas, and the SEGS group of plants in the Mojave Desert, with a total generating capacity of 354 MW.

Доклад представителя Франции.

Honorary Chairman of the Council, Honorary members of the Council, Ladies and Gentlemen.

I represent France. By the end of 2014, 14.3% of France's total energy requirements came from renewable energy. By 2020 France has a target of producing 23% of its total energy needs from renewable energy. Renewable electricity capacity is planned to grow from 41 GW in 2014 to between 71 and 78 GW by 2023. By 2023, the country aims to have a fleet of 2.4 million rechargeable electric and hybrid vehicles and for 3% of heavy-duty applications to use natural gas vehicles. Hydroelectric power is the largest single source of renewable electricity in France accounting for 12.2% of total domestic power consumption in 2016. In 2014 France was the world's tenth-largest producer of hydroelectricity, and Europe's second-largest after Norway, producing 69 TWh. According to industry sources in 2014 there were around 2,600 hydroelectric plants of widely varying capacity accounting for 25,400 MW of installed capacity, 436 of these plants were run by EDF (Électricité de France) a French-based utility company largely owned by the state) and accounted for around 19,900 MW of the total capacity. Hydroelectric power is already well developed in France but is targeted to grow 500–750 MW by 2023. France has the second-largest wind potential in Europe. Wind power capacity grew from 3,577 MW in 2008 to 10,358 MW by 2015 as France continues to develop this potential. As of year end 2015 all wind power in France is onshore, total onshore capacity is planned to more than double by 2023. By 2023 France could have up to 11 GW of offshore wind and marine energy. 500 MW of offshore wind power is expected to be grid-connected by 2018. Onshore wind power is set to grow from around 9 GW in 2014 to between approximately 22 and 26 GW by 2023. Offshore wind power is targeted to grow from zero capacity in 2014 to between 3.5 GW and 9 GW by 2023, and up to an additional 2 GW of marine energy.

Solar PV power is projected to grow from around 5.3 GW in 2014 to between 18.2 GW and 20.2 GW by 2023. Solar photovoltaic (PV) power grew from 104 MW capacity in 2008 to 6,549 MW by year end 2015 at which time France had the seventh-largest solar PV installed capacity in the world. In 2018 France had plans to invest up to €25 billion in PV power generation, and introduce green electricity tariffs. France opened Rance Tidal Power Station, the world's first tidal power station, in 1966. It remained the world's largest tidal station until 2011. Its 24 turbines reach a peak output of 240 MW with an annual output of around 500 GWh. The dam traverses the estuary of the Rance River in Brittany, connecting the tourist towns of Dinard and Saint Malo. The Thassalia marine geothermal plant is located in Marseille and uses marine thermal energy to provide heating and cooling to buildings connected to its network. The first phase of the network was inaugurated in October 2016 and covered 150,000 square metres. The network is planned to be expanded to cover around 500,000 square metres of Marseille. The plant pumps seawater from the port of Marseille and extracts the natural heat from the water using large-scale heat pumps to provide heating for the town. The process can be reversed to provide cooling during the hot Mediterranean summer. The project is regarded as a flagship example and it is hoped more will follow, including a much-larger geothermal marine project on the island of La Réunion to supply air conditioning utilizing seawater piped from 1,100 metres. During 2016 renewable electricity accounted for 19.6% of France's total domestic power consumption, of which 12.2% was provided by hydroelectricity, 4.3% by wind power, 1.7% by solar power and 1.4% by bio energy. The target for 2023 includes a high and low scenario to take into account external factors such as cost and consultations that may affect future deployment. The sources that are planned to grow fastest are wind and solar photovoltaic (PV) power.

Доклад представителя Бельгии.

Honorary Chairman of the Council, Honorary members of the Council, Ladies and Gentlemen.

I represent the Kingdom of Belgium, which covers an area of 30,688 square km and has a population of more than 11.4 million. The capital and largest city of the country is Brussels. Belgium has one of the oldest populations in the world, with the average age of 41.5 years. More than 1,350,000 people came to Belgium from non-Western countries, most of them from Morocco, Turkey, and Congo. Belgium has three official languages: Dutch, French and German. Belgium is famous for beer, chocolate, waffles and french fries with mayonnaise. Contrary to their name, french fries are claimed to have originated in Belgium, although their exact place of origin is uncertain. The national dishes are "steak and fries with salad", and "mussels with fries".

There are no rivers in Belgium where hydroelectric power can be generated on a large scale. A combined capacity of hydroelectric stations is about 100 MW, contributing only 0.3% of gross domestic electricity production in 2010. Belgium has two nuclear power plants. Nuclear power typically contributes between 50% and 60% of the produced electricity. By law the nuclear power plants are to be phased-out by 2025. Natural gas power plants produce 33% of electricity. At the start of 2012, there were 498 operational wind turbines in Belgium, with a capacity of 1080 MW. The amount of electricity generated from wind energy has surpassed 2 TWh per year. On Sunday 6 February 2011, due to high winds and lower electricity consumption, 12% of the country's consumed electricity was generated by wind turbines. There are seven large-scale offshore wind farm projects. The exploitation of Solar power is on the rise in Belgium. In 2014 the installed capacity expanded to almost 3 GWp. Belgium's 2953 MWp of photovoltaics produced an estimated 2752 GWh of electricity in 2014.

In 2009, biomass and biogas were used to generate 3.5 TWh or 3.8% of gross domestic electricity production. In 2010 5.07 million tonnes of waste was produced in Belgium, of which 1.75 Mt was incinerated. Nearly always (99.8% of the time) energy was recovered during incineration. Non renewable waste was used for producing 1.4% of the gross domestic electricity production. 1.9 Mt was recycled and 1 Mt was composted or fermented; only 0.062 Mt was dumped. Ten years earlier this was only 0%.

Доклад представителя Германии.

Honorary Chairman of the Council, Honorary members of the Council, Ladies and Gentlemen. I represent Germany .

Germany covers an area of more than 357,000 square kilometers. With 83 million inhabitants, it is the second most populous state of Europe after Russia. The share of renewable electricity in Germany rose from just 3.4% of gross electricity consumption in 1990 to 36.2% of consumption in 2017. As of 2016, Germany, had the world's third photovoltaic installed capacity with 40 GW. It is also the world's third country by installed wind power capacity, at 50 GW, and second for offshore wind, with over 4 GW. More than 23,000 wind turbines and 1.4 million solar PV systems are distributed all over the country. According to official figures, around 370,000 people were employed in the renewable energy sector in 2010, particularly in small and medium-sized companies. In Germany, as of 2013, almost half of renewable power capacity was citizen-owned and about 20 million Germans lived in so-called 100% renewable energy regions.

After the 2013 elections, the new government continued the energy transition, with only minor modifications of its targets. These targets for 2030 include more than 50% of renewable energy in the share of gross electricity consumption. As of 2017, renewable sources account for 38% of the German net electricity production. Compared to the same period of 2016, energy production from renewable energy sources increased from 182 TWh to 210 TWh. It marks the first year where solar and wind are the biggest

source of energy. Power production from nuclear power plants decreased by 10%. In July 2019, figures published by the Fraunhofer Institute for Solar Energy Systems (ISE) report that renewable energy is for the first time providing more electricity than coal and nuclear power combined in Germany. Solar, wind, biomass and hydroelectric power generates nearly half of the country's output. The total installed hydroelectric capacity in Germany at the end of 2006 was 4.7 GW. Hydropower meets 3.5% of the electricity demand. Latest estimates show, in Germany in 2007, about 9,400 people were employed in the hydropower sector which generated a total turnover of €1.23 billion.

In 2013, wind power generated a total of 53.4 TWh of electricity and more than 3.2 GW of new capacity was added to the grid. In 2011, the country's installed capacity of wind power reached 29,075 megawatts (MW), about 8% of the overall capacity. According to EWEA, in a normal wind year, installed wind capacity in Germany will meet 10.6% at end 2011 and 9.3% at end 2010 of the German electricity needs. More than 21,607 wind turbines are located in the German federal area and the country has plans to build more. As of 2011, Germany's federal government is working on a new plan for increasing renewable energy commercialization, with a particular focus on offshore wind farms. A major challenge is the development of sufficient network capacities for transmitting the power generated in the North Sea to the large industrial consumers in southern Germany. In 2016, Germany decided to replace feed-in tariffs with auctions from 2017. In July 2012, a cumulative installed total solar PV power of 29.7 GW was in place. Solar PV provided 18 TW·h in 2011, 3% of the total electricity demand. As solar power installations rise quickly, in first half of 2012, about 5.3% of the total electricity demand was covered by solar power. May 25, 2012, solar power broke a new record high, feeding 22 GW into the power grid, or as much as 20 nuclear power stations. This jump above the 20 GW level was due to increased capacity and excellent weather conditions countrywide, and made up for half of the nation's electricity demand at midday. Germany was also the biggest expanding market for solar PV 2012, with 7.6 GW of newly connected systems.

Доклад представителя Доминиканской

Республики.

Honorary Chairman of the Security Council, Honorary members of the Council, Ladies and Gentlemen

I represent The Dominican Republic - a country located on the island of Hispaniola in the Caribbean region. The island has an average temperature of 26 °C. That's why the Dominican Republic is the most visited destination in the Caribbean by tourists. Every year we have about 0.5mln tourists mostly from the USA. The country's national flower is the Bayahibe Rose, and the national bird is Palmchat. Dominicana territory is at 48,671 square kilometers. There live more than 10,6mln people. Approximately three million live in the capital city Santo Domingo. Spanish is the official language. The Dominican Republic's population is 70% of racially mixed origin, 16% Black, and 14% White. There are also communities of Lebanese, Syrians, Palestinians and Chinese. Dominican cuisine is predominantly Spanish, Taíno, and African. The typical cuisine is quite similar to what can be found in other Latin American countries. Chicharrón mixto, common dish in the country is derived from Andalusia in southern Spain. Many dishes are made with sofrito, which is a mix of local herbs.

There are electricity supply crisis in Dominican Republic. Many consumers use alternative self-generation units such as small diesel generators. It is estimated that self-generation accounts for 38% of total installed generating capacity. Electricity generation in the Dominican Republic is dominated by thermal units fired mostly by imported oil, gas or liquefied natural gas. More than 86% of electricity generation in the Dominican Republic comes from thermal sources. Only 14% is hydroelectric. In 2012, three hydropower plants were built with a combined capacity of 240MW: - Pinalito with 50 MW

on the Rio Tiro and the Rio Blanco, - Palomino with 99 MW at the confluence of the rivers Yaque Del Sur and Blanco, - Las Placetas with 87 MW.

In March 2016, the 33.4 MW Monte Plata solar plant was built. The farm consists of 132,000 photovoltaic panels. In August 2018, the 57.98 MW solar park Montecristi Solar started to work. It is the largest solar farm in the Caribbean with 214,000 photovoltaic panels. A second phase is planned to double the capacity to 116 MW and becoming the largest photovoltaic power plant in the Caribbean and Central America.

Доклад представителя Индонезии

Honorary Chairman of the Security Council, Honorary members of the Council, Ladies and Gentleman

I represent Indonesia, the world's largest island country, with more than seventeen thousand islands, and 1,904,569 square kilometers territory. With over 261 million people, it is the world's 4th most populous country as well as the most populous Muslim-majority country. Jakarta, the country's capital, is the second-most populous urban area in the world. Indonesian cuisine varies greatly by region and has many different influences. Sumatran cuisine, for example, often has Middle Eastern and Indian influences, featuring curried meat and vegetables such as gulai and curry, while Javanese cuisine is mostly indigenous, with some hint of Chinese influence. The official national dish of Indonesia however, is tumpeng, chosen in 2014 by Indonesian Ministry of Tourism and Creative Economy as the dish that binds the diversity of Indonesia's various culinary traditions. However, later in 2018, the same ministry has chosen 5 national dish of Indonesia; they are soto, rendang, satay, nasi goreng, and gado-gado.

Palm oil and coal briquettes are the main exports, with petroleum gas, crude petroleum, rubber and cars making up the majority of other exports. Imports mostly consist of refined and crude petroleum, with telephones, petroleum gas, vehicle parts and wheat covering the majority of additional imports. In 2016, Indonesia was the world's 9th largest energy producer with 16.8 quadrillions BTU, and the 15th largest energy consumer, with 7.5 quadrillions BTU. The country has substantial energy resources, including 22 billion barrels of conventional oil and gas reserves (of which about 4 billion are recoverable), 8 billion barrels of oil-equivalent of coal-based methane (CBM) resources, and 28 billion tonnes of recoverable coal. As of 2015, Indonesia's total national installed power generation capacity stands at 55,528.51 MW. While reliance on domestic coal and imported oil have increased, Indonesia has seen progress in renewable energy with hydropower being the most abundant source. The country's largest dam, Jatiluhur, has several purposes including the provision of hydroelectric power generation, water supply, flood control, irrigation and aquaculture. The earth-fill dam is 105 m high and withholds a reservoir of 3,000,000,000 m³. It helps to supply water to Jakarta and to irrigate 240,000 ha of rice fields and has an installed capacity of 186.5 MW which feeds into the Java grid managed by the State Electricity Company. Indonesia has set a target of 2 GW installed capacity in hydroelectricity, including 0.43 GW micro hydro, by 2025.

The country has the potential for geothermal, solar, wind, biomass and ocean energy. Indonesia has set out to achieve 23% use of renewable energy by 2025 and 31% by 2050. With an achievement of 1,924.5 MW it put Indonesia in second place in the world after the United States in utilizing geothermal power, shifting second position previously occupied by the Philippines. In 2007, geothermal energy represented 1.9% of the country's total energy supply and 3.7% of its electric power. At the 2010 World

Geothermal Congress in Bali, Indonesia President announced a plan to build 44 new geothermal plants by 2014, more than tripling capacity to 4,000 MW. By 2025, Indonesia aims to produce more than 9,000 MW of geothermal power, becoming the world's leading geothermal energy producer. This would account for 5% of Indonesia's total energy needs. Kamojang, popularly known as Kawah Kamojang or (the Kamojang crater), is a geothermal field and tourist spot in West Java, Indonesia. The first geothermal wells in Indonesia were drilled at Kamojang in 1926 by the Dutch colonial government. The current geothermal field is on the slopes of Mt Guntur, about 7 km to the west of the peak of the mountain. There are five operating geothermal generating units with a capacity of 200 MW. The fourth unit began operation in January 2013. A fifth unit with a planned capacity of 35 MW was constructed in July 2015.

Доклад представителя Республики Кот д Ивуар

Honorable chairman of the Security Council, Honorary members of the Council, Ladies and gentleman. I represent the Republic of Côte d'Ivoire

Côte d'Ivoire is located on the south coast of West Africa. Its area is more than 322.400 square km. Ivory Coast's capital is Yamoussoukro in the centre of the country. Its largest city is the port city of Abidjan (4.3mln people). The population of the country is estimated to be more than 25mln people. French is the official language. An estimated 70 languages are spoken in Ivory Coast. The country is the world's largest exporter of cocoa beans, The country produces more than 630,000 metric tons of cocoa beans every year, cocoa paste, Brazilian nuts and cashew nuts. The Ivory Coast also has 100,000 natural rubber producing farmers who earned a total of \$105 million in 2012. The traditional cuisine of Ivory Coast has such dishes as Attiéké, Mafé, Kedjenou.

Côte d'Ivoire's installed electrical generation capacity is estimated at 2,200 megawatts (MW). Energy is a top priority as it is essential to maintain Côte d'Ivoire's high rate of economic growth. The Ivoirian government adopted a National Development Plan that calls for investing \$20 billion and producing 4000 megawatts by 2030. So far, the government has been able to keep up with that plan through extensions of existing thermal power plants. According to the 2030 National Development Plan, in 2030 42% of the produced electricity will be the renewable energy (24% hydroelectric energy). The Ivoirian government is giving priority to hydroelectric projects to increase generation of renewable and less expensive energy. There are seven hydroelectric power plants in Côte d'Ivoire. The biggest hydroelectric power plant was built in 2017 with the help of China. It is called Soubré The cost of the project was €504 million. 85% of the construction was financed by China through a loan from China Eximbank. The four-kilometer-long Soubre dam was constructed in 2013-2017. The hydroelectric power plant has an installed capacity of 275 Megawatt. It was built by the Chinese Corporation Sinohydro. The Soubre hydroelectric power plant is the biggest in West Africa. The government announced that it will privatize the distribution of electricity by 2020. In 2018, the government awarded a competitive tender to a company using U.S. equipment to develop a solar plant with a power of 25 Megawatt in the North of the country, The new power plant will be built in Banguébo, 570 km North of Abidjan. The project cost is \$40 million. The solar plant started operating in 2018. In 2019, some parts of the public lighting system and traffic lights in Abidjan are sourced from solar energy. The government is also promoting the development of biomass energy using discarded cocoa shells.

Доклад представителя Кувейта.

Honorary Chairmen of the Council, Ladies and Gentlemen

I represent the State of Kuwait - a very small state in the Persian Gulf. Its territory is 17,818 square km, which is about one half of Taiwan Island. Kuwait has a population of 4.6 million people: 1.4 million are Kuwaitis and 3.2 million are foreigners from Arab countries and Asia. Kuwait has large communities of people from India, and many Filipinos. Kuwait's official language is Modern Standard Arabic. A prominent dish in Kuwaiti cuisine is machboos, a rice-based specialty usually prepared with basmati rice seasoned with spices, and chicken or mutton (pork is highly restricted due to religious reasons). Kuwait has the world's sixth largest oil reserves, that is why its economy is based on petroleum export. Electricity Production in Kuwait reached 3,811 GWh in Dec 2017. The price of electricity in Kuwait is less than 1 cent per kw/h. Compare it to the price in Texas where kw/h costs are around 5 cents. Kuwait has come to embody the difficulties facing the region's electricity networks. Rapid demand growth causing rolling blackouts at times of peak energy demand. Slow implementation of development plans rooted in the political infighting between the Emir and the National Assembly, as well as a lack of natural gas feedstock. It has created chronic shortages in electricity supply during the hot summer months. Formerly having one of the largest reserve margins in the region, Kuwait is perpetually in a state of electricity supply shortage and experiences frequent blackouts and brownouts each summer. In the past decade, the development of Kuwait's electricity sector has stalled because of political factors and lack of investment, despite average annual demand growth of 6 percent. Only one power plant was commissioned during 2000-2010, bringing a comfortable reserve margin to a shortage beginning in 2006. According to the World Bank, Kuwait was the world's third largest electricity consumer on a per capita basis in 2010. Renewable energy consumption (% of total final energy consumption) in Kuwait was 0% in the period of 1997-2014. Renewable energy highest value over the past 24 years was 0.354 in 1991.

Kuwait has a stated national goal of 15% renewable energy generation by 2030, and to that end has established the Shagaya Renewable Energy Park in the desert about 100 km west of Kuwait City. Phase 1 of Shagaya is now complete, with demonstration-scale 10-MW photovoltaic (PV) solar and 10-MW wind plants that were commissioned in May 2017, and a 50-MW concentrated solar power (CSP) plant that was commissioned in December 2018. The official Grand Opening for the Shagaya Renewable Energy Park was held in February 2019. Phase 2 of Shagaya will include a 1500-MW PV solar plant, which will be the second-largest PV plant in the world. Construction of this 1500-MW al-Dibdibah PV plant at Shagaya is planned to begin late in 2019 or in 2020, with completion expected in 2023.

Kuwait doesn't need renewable energy, because it is very expensive and it's only a vogue in the USA.

Доклад представителя Соединенного Королевства.

Honorary Chairman, Honorary UN Security Council members, ladies and gentlemen.

I represent the United Kingdom. In 2017, UK renewable production generated 27.9% of total electricity, 7.7% of total heat energy, 4.6% of total transport energy. As of 2012, hydroelectric power stations in the United Kingdom accounted for 1.67 GW of installed electrical generating capacity, being 1.9% of the UK's total generating capacity and 14% of UK's renewable energy generating capacity. Annual electricity production from such schemes is approximately 5,700 GWh, being about 1.5% of the UK's total electricity production. At the end of 2011, there were 230,000 solar power projects in the United Kingdom,[44] with a total installed generating capacity of 750 megawatts (MW). By February 2012 the installed capacity had reached 1,000 MW.[46] Solar power use has increased very rapidly in recent years, albeit from a small base, as a result of reductions in the cost of photovoltaic (PV) panels, and the introduction of a Feed-in tariff (FIT) subsidy in April 2010. In 2012, the government said that 4 million homes across the UK will be powered by the sun within eight years, representing 22,000 MW of installed solar power capacity by 2020. Wind power delivers a growing fraction of the energy in the

United Kingdom and at the beginning of January 2015, wind power in the United Kingdom consisted of 6,546 wind turbines with a total installed capacity of just under 12 gigawatts: 7,950 megawatts of onshore capacity and 4,049 megawatts of offshore capacity. The United Kingdom is ranked as the world's sixth largest producer of wind power, having overtaken France and Italy in 2012.

Honorary Chairman, I propose the UN Security Council draft resolution.

UNITED NATIONS SECURITY COUNCIL RESOLUTION

#№№№№№№

(draft prepared by the UK)

Oil price dramatically increased because of the conflict in the Persian Gulf and the blockade of Hormuz Strait where 40% of oil go to the World market. Rapidly rising oil price initiated the World energy crisis. Unstable situation in the Greater Middle East makes it inevitable for oil price to rise further. There will be no cheap oil in distant future. United Nations Security Council adopts a resolution to solve the energy crisis.

Article 1

The UN member States refrain from providing any form of support to States and non-State actors that block Hormuz Strait.

Article 2

The UN member states adopt and enforce appropriate effective laws which help the States and non-State actors to manufacture, develop, acquire, transport, transfer and use renewable energy.

Article 3

The UN member states take and enforce effective measures to help manufacture and proliferation of solar power panels, lithium batteries and wind power turbines.

Article 4

The UN member states allow Democratic nations to enforce a no fly zone in the Persian Gulf to prevent the rise of World oil price. The UN member states allow Democratic nations to arrange regime change in the totalitarian State that does not allow International corporations to have free access to huge lithium resources on its territory which is essential for the start of cheap lithium batteries production.

Доклад представителя Экваториальной Гвинеи.

Honorary Chairman, Honorary UN Security Council members, Ladies and Gentleman, I represent Equatorial Guinea and Zambia.

The Republic of Equatorial Guinea is located on the west coast of Central Africa, with an area of 28,000 square kilometers. As of 2015, the country had an estimated population of 1.22mln. Spanish is the official language. It is subsequently the richest country per capita in Africa. As of 2003, electricity generation capacity stood at 15.4 MW, of which 20% was hydroelectric and 80% conventional thermal. Production in 2002 was estimated at 30 GWh. Small gasoline and diesel-powered generators are used as backup power sources. In October 2012 the Djibloho Dam was inaugurated, which added 120 MW to the

the total installed generating capacity of estimated 200 MW. In 1995, off shore oil discoveries were made in the Gulf of Guinea and proven oil reserves were put at 1.28 billion barrel. Oil production is estimated at 420,000 barrels per day. Equatorial Guinea doesn't need renewable sources of energy, because it has big oil reserves.

The Republic of Zambia, is a country in South-Central Africa with an area of . 752,618 square km. As of 2016 Zambian population is estimated at 16,6mln. The official language of Zambia is English. Zambian cuisine is heavily centered around nshima, which is a food prepared from pounded white maize. Nshima is part of nearly every Zambian meal. In addition to nshima, Zambian cuisine includes various types of stew, cooked vegetables and different types of beer. Dried fish and insects are also eaten. Of the total installed Electricity Generation Capacity of Zambia of 2,347 MW, hydropower is the most important energy source in the country with 2,259 MW (96%), followed by diesel contributing about 4% to the national energy supply. In 2009, Zambia generated 10.3 TWh of electricity and has been rated high in use of both Solar power and Hydroelectricity. In September 2019, African Green Resources (AGR) announced that it would invest \$150 million in 50 megawatt (MW) solar farm. Zambia has an average of 2,000-3,000 hours of sunshine per year but solar power (photovoltaic energy) penetration has remained relatively low due to high initial cost. The solar power or photovoltaic (PV) market remains dominated by Government, NGO and donor funded projects, with the World Bank (WB) being the largest financing agency in the sector. There currently is only one small geothermal generation plant in Zambia, the Kapisya hot springs, which was installed following an initiative from the Italian Government in the mid 1980s and 2 x 120 KW turbines were installed in 1987. Zambia has plans to develop renewable energy.

Honorary Chairman, I propose a draft resolution prepared by the group of 20 nations (G-20) which has the strategy of developing renewable energy.

UNITED NATIONS SECURITY COUNCIL RESOLUTION #№№№№№

(draft prepared by the Republic of Equatorial Guinea)

Oil price dramatically increased because of the conflict in the Persian Gulf and the blockade of Hormuz Strait where 40% of oil go to the World market. Rapidly rising oil price initiated the World energy crisis. Unstable situation in the Greater Middle East makes it inevitable for oil price to rise further. There will be no cheap oil in distant future. United Nations Security Council adopts a resolution to solve the energy crisis.

Article 1

The UN member States refrain from providing any form of support to States and non-State actors that block Hormuz Strait.

Article 2

The UN member states adopt and enforce appropriate effective laws which help the States and non-State actors to manufacture, develop, acquire, transport, transfer and use renewable energy.

Article 3

The UN member states take and enforce effective measures to help manufacture and proliferation of solar power panels, lithium batteries and wind power turbines.

Honorary Chairman, Honorary UN Security Council members, Ladies and Gentlemen,

I represent the Republic of Peru. It's a country in western South America with a population of 32 million, which includes Amerindians, Europeans, Africans and Asians. The main spoken language is Spanish. Peru's varied climate allows the growth of diverse plants and animals good for cooking. Modern Peruvian cuisine blends Amerindian and Spanish food with strong influences from Chinese, African, Arab, Italian, and Japanese cooking. Common dishes include anticuchos, ceviche, and pachamanca. In 2006, Peru had 6.7 GW of installed capacity, 52% being thermal and 48% hydroelectric. In 2006, 72% of Peru's total electricity generation came from hydroelectric plants. The largest hydroelectric facility in the country is the 900 MW Mantaro Complex in southern Peru. The first new 140 MW gas-fired power plant in Tumbes started operations in 2007. The 525 MW Cerro del Águila was inaugurated in 2016. In 2014 three large wind farms were inaugurated: the 32MW Marcona Wind Farm in the Ica region, the 83MW Cupisnique Wind Farm in Pacasmayo and the 30MW Talara Wind Farm in the Piura region. Peru has the plan to develop hydroelectric power and to build many dams.

I propose a draft resolution

UNITED NATIONS SECURITY COUNCIL RESOLUTION #№№№№№

(draft prepared by the Republic of Peru)

Rapidly rising oil price initiated the World energy crisis. To stabilize the oil price situation the United Nations Security Council adopts a resolution to solve the energy crisis.

Article 1

The UN member states adopt and enforce appropriate effective laws which help the States and non-State actors to manufacture, develop, acquire, transport, transfer and use renewable energy.

Article 2

The UN member states adopt and enforce appropriate effective laws which help the States to ban by 20130 the production and usage of cars, lorries and trucks with gasoline engines, develop and produce the vehicles with electric engines.

Article 3

The UN member states take and enforce effective measures to help manufacture and proliferation of solar power panels, lithium batteries and wind power turbines.

Article 4

The UN member states by January 1, 2019 set up the UN Financial Fund totaling 100.000.000 US dollars to build infrastructure in Bolivia and by September 1, 2020 to start 1500 kg monthly lithium production for the massive production of cheap lithium batteries.

Выступление представителя ЮАР – председателя Совета

Безопасности ООН.

I ask the members of the UN Security Council to vote for one of the three draft resolutions.

Thank you. The resolution is passed.

Оценка компетенций осуществляется в соответствии с Таблицей 4.

Критерии оценивания:

- Оценки **"отлично"** заслуживает студент, обнаруживший всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной программой. Как правило, оценка "отлично" выставляется студентам, усвоившим взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявившим творческие способности в понимании, изложении и использовании учебно-программного материала.

Оценки **"хорошо"** заслуживает студент обнаруживший полное знание учебно-программного материала, успешно выполняющий предусмотренные в программе задания, усвоивший основную литературу, рекомендованную в программе. Как правило, оценка "хорошо" выставляется студентам, показавшим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценки **"удовлетворительно"** заслуживает студент, обнаруживший знания основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справляющийся с выполнением заданий, предусмотренных программой, знакомый с основной литературой, рекомендованной программой. Как правило, оценка "удовлетворительно" выставляется студентам, допустившим погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя.

Оценка **"неудовлетворительно"** выставляется студенту, обнаружившему пробелы в знаниях основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий.

Тестовые задания

Результаты входного тестирования

00-20 Below Elementary

21-35 Elementary

36-60 Pre-intermediate

61-85 Intermediate

86-100 Upper Intermediate

Part A 1 c / 2 b / 3 c / 4 b / 5 c / 6 c / 7 a / 8 a / 9 b / 10 c 11 b / 12 c / 13 a / 14 a / 15 b / 16 c / 17 c / 18 a / 19 b / 20 a 21 c / 22 c / 23 a / 24 c / 25 a / 26 b / 27 c / 28 c / 29 c / 30 a 31 b / 32 b / 33 c / 34 a / 35 c / 36 b / 37 b / 38 c / 39 c / 40 a 41 c / 42 c / 43 a / 44 c / 45 c / 46 a / 47 c / 48 c / 49 b / 50 c Part B 51 a / 52 d / 53 b / 54 c / 55 c / 56 a / 57 d / 58 c / 59 a / 60 d 61 c / 62 a / 63 b / 64 b / 65 a / 66 d / 67 c / 68 c / 69 b / 70 c 71 c / 72 c / 73 a / 74 c / 75 c / 76 d / 77 a / 78 d / 79 b / 80 c 81 d / 82 c / 83 a / 84 b / 85 a / 86 c / 87 b / 88 c / 89 b / 90 d 91 a / 92 d / 93 d / 94 b / 95 a / 96 d / 97 c / 98 d / 99 a / 100 b

Part A Choose the best answer. If you do not know the answer, leave it blank.

1. _____ name is Robert.

a) Me b) I c) My

2. They _____ from Spain.

a) is b) are c) do

3. _____ are you from?

a) What b) Who c) Where

4. What do you do? I'm _____ student.

a) the b) a c) --

5. Peter _____ at seven o'clock.

a) goes up b) gets c) gets up

6. _____ you like this DVD?

a) Are b) Have c) Do

7. We _____ live in a flat.

a) don't b) hasn't c) doesn't

8. Wednesday, Thursday, Friday, _____

a) Saturday b) Tuesday c) Monday

9. _____ he play tennis?

a) Where b) Does c) Do

10. Have you _____ a car?

a) any b) have c) got

11. We don't have _____ butter.

a) a b) any c) got

12. _____ some money here.

a) There're b) There c) There's

13. We _____ got a garage.

a) haven't b) hasn't c) don't

14. Those shoes are very _____ .

a) expensive b) a lot c) cost

15. Have you got a pen? Yes, I _____ .

a) am b) have c) got

16. It is a busy, _____ city.

a) traffic b) quite c) noisy

17. They _____ at home yesterday.

a) was b) are c) were

18. I _____ there for a long time.

a) lived b) living c) live

- 19. He didn't _____ glasses.
- a) put b) wear c) take
- 20. The restaurant was _____ busy.
- a) very b) a lot c) many
- 21. Do you like the red _____ ?
- a) it b) that c) one
- 22. He _____ to Brazil on business.
- a) go b) goed c) went
- 23. Yesterday was the _____ of April.
- a) third b) three c) day three
- 24. She's got _____ hair.
- a) dark long b) long and dark c) long dark
- 25. I _____ play football at the weekend.
- a) usually b) use c) usual
- 26. I _____ in an armchair at the moment.
- a) sitting b) 'm sitting c) sit
- 27. My brother is older _____ me.
- a) then b) that c) than
- 28. Their car is _____ biggest on the road.
- a) than b) this c) the
- 29. It's the _____ interesting of his films.
- a) more b) much c) most
- 30. The phone's ringing: _____ answer it.
- a) I'll b) I c) will
- 31. Do you _____ classical or rock music?
- a) rather b) prefer c) more
- 32. He has _____ breakfast.
- a) ate b) eaten c) eat
- 33. The _____ have seen it before.
- a) childs b) child c) children
- 34. I've never met an actor _____ .
- a) before b) already c) after
- 35. _____ is very good exercise.
- a) Swim b) To swim c) Swimming
- 36. Have you _____ been on a winter sports holiday?
- a) always b) ever c) soon
- 37. I can't _____ another language.
- a) speaking b) speak c) to speak
- 38. They _____ pay for the tickets.

- a) haven't to b) don't have c) don't have to
- 39. _____ old is their car?
- a) What b) When c) How
- 40. Are you _____ for one or two weeks?
- a) staying b) stayed c) stay
- 41. Stephen _____ to visit his parents.
- a) will b) going c) is going
- 42. I don't _____ getting up early.
- a) not like b) want c) enjoy
- 43. We _____ like to see the mountains.
- a) would b) will c) are
- 44. They _____ ever check their emails.
- a) hard b) harder c) hardly
- 45. They won't come, _____ they?
- a) won't b) come c) will
- 46. He _____ know how to spell it.
- a) doesn't b) hasn't c) don't
- 47. Carla _____ to the radio all morning.
- a) listening b) heard c) listened
- 48. They _____ come to the cinema with us.
- a) doesn't b) not c) didn't
- 49. I like this song. _____ do I.
- a) Either b) So c) Neither
- 50. We _____ them at eight o'clock.
- a) meet b) 're meet c) 're meeting

• **PART B**

• **Choose the best answer. If you do not know the answer, leave it blank.**

- 51. They are going _____ in America next month.
- a) to be b) will be c) be d) being
- 52. This is the cinema _____ we saw the film.
- a) when b) which c) that d) where
- 53. Have you ever _____ in a jazz band?
- a) seen b) played c) listened d) wanted
- 54. I'm _____ when I'm with you.
- a) happier b) happier than c) happier d) the happy
- 55. This is _____ than I thought.
- a) bad b) badder c) worse d) worst

- 56. Can you tell me the way _____ ?
- a) to the bank b) is the bank c) where is bank d) of the bank
- 57. Do you know what _____ ?
- a) time is it b) time is c) time is now d) time it is
- 58. Were you _____ to open the door?
- a) could b) can c) able d) possible
- 59. Everybody _____ wear a seat belt in the car.
- a) must b) mustn't c) don't have to d) doesn't have to
- 60. Tom has lived in this town _____ three years.
- a) since b) from c) after d) for
- 61. We _____ work in that factory.
- a) use to b) was c) used to d) then
- 62. I think it _____ be sunny tomorrow.
- a) will probably b) probably c) can d) will to
- 63. He _____ like his brother.
- a) look b) isn't c) isn't look d) can look
- 64. _____ does your boyfriend look like?
- a) How b) What c) Why d) Which
- 65. I've got _____ many problems.
- a) too b) a c) enough d) really
- 66. If we get up in time, _____ catch the train.
- a) we catch b) we caught c) we had caught d) we'll catch
- 67. They _____ to go to France for a year.
- a) decide b) deciding c) decided d) to decide
- 68. I'm working _____ to pass my exam.
- a) hardly b) much c) hard d) good
- 69. I'm writing _____ ask you to explain.
- a) for b) in order to c) because d) because of
- 70. He said that most problems _____ by teenagers.
- a) cause b) caused c) were caused d) were causing
- 71. What _____ to do at the weekend?
- a) have you like b) are you liking c) do you like d) is you like
- 72. Football _____ in most countries.
- a) plays b) players c) is played d) is playing
- 73. Who was _____ the door?
- a) at b) on c) in d) of
- 74. We _____ lunch when you telephoned.
- a) was having b) had c) were having d) are having
- 75. Your work is _____ better.

- a) being b) doing c) getting d) falling
- 76. She could play the piano _____ she could walk.
- a) during b) while c) as well d) before
- 77. The train was cancelled, so we _____ .
- a) couldn't go b) wasn't go c) didn't went d) mustn't go
- 78. The problem was _____ solved
- a) easy b) easy to c) an easy d) easily
- 79. It was a difficult journey, but I _____ get home.
- a) could b) managed to c) at last d) was
- 80. We had not _____ heard the news.
- a) already b) always c) yet d) today
- 81. We arrived at the station, but the bus _____ earlier.
- a) has left b) had leave c) has leave d) had left
- 82. We can _____ walk or go by car.
- a) both b) rather c) either d) neither
- 83. If I _____ enough money, I'd buy a new car.
- a) had b) would c) did d) shall
- 84. It _____ correctly.
- a) hasn't done b) hasn't been done c) hasn't been do d) not been done
- 85. The accident wouldn't have happened, if you had been more _____ .
- a) careful b) carefully c) careless d) caring
- 86. It _____ be possible some time in the future.
- a) can b) hope c) may d) is
- 87. Schools then _____ having more children in the class.
- a) was used to b) were used to c) was use to d) were use to
- 88. We _____ to go to work at six in the morning.
- a) must b) would c) had d) did
- 89. They _____ an old photograph of the place.
- a) came up b) came across c) came into d) came after
- 90. I _____ I had been able to meet her.
- a) hope b) want c) think d) wish
- 91. We'll have taken our exams _____ this time next month.
- a) by b) on c) during d) for
- 92. I will do badly in my work, _____ try harder.
- a) if I'm not b) if I wasn't c) if I haven't d) if I don't
- 93. I _____ wasted my time when I was at university.
- a) regret b) shouldn't c) ought not to d) shouldn't have
- 94. This is going to be my chance to _____ any difficulties.
- a) repair b) sort out c) solve d) improve

- 95. It was difficult at first, but I soon got _____ it.
- a) got used to b) get used to c) changed to d) used to
- 96. How did you manage to cook _____ a good meal?
- a) so b) that c) absolutely d) such
- 97. The solution had been found, _____ we hadn't realised it.
- a) however b) therefore c) although d) even
- 98. She _____ what I had been doing for all that time.
- a) asked to me b) asked for me c) asked with me d) asked me
- 99. They _____ heard us coming, we were making a lot of noise.
- a) must have b) must c) might d) could
- 100. He _____ to help me with the decorating.
- a) suggested b) offered c) invited d) told

Текущий контроль – опрос; тестирование; контрольные работы.

Пример задания:

1 Use the sentences below to write adjectives that describe Naomi and Sylvina. The first two letters of each personality adjective is given for you.

NAOMI	SYLVINA
0) She loves to try new things. 2) She rarely gets angry. 4) She loves giving presents. 6) She's very relaxed about things. 8) She's always ready to accept new ideas. 10) You can trust that she will get things done.	1) She wants to be the manager of the company. 3) She is always pushing her ideas. 5) She always tells people what to do. 7) Some days she's happy, others angry. 9) She always has lots of new ideas.

0 *adventurous* _____

1 am _____

2 ev _____

3 as _____

4 ge _____

5 bo _____

6 ea _____

7 mo _____

8 op _____

9 cr _____

10 re _____

2 Correct the questions. Use the answers to help you.

0 Are you like Italian food?
do.

A: Yes I

Do you like Italian food?

1 Do you have finished the exams? A: Yes, I have.

2 Why is the best company to work for? A: The Purple Group.

3 Do they discuss the issue at the moment? A: Yes. They are.

4 Who did see the accident? A: That man did.

5 How often are they being in the office? A: Every Monday.

6 Were you go to the exhibition? A: No, not yet.

7 Which car do you choose? A: I chose the black one.

8 Have you seen David on the TV last week? A: Yes, I did.

/ 8

3 Find the odd one out. Then write the prefix that two words share.

0 lingual cycle define bi

1 comfort rail like _____

2 boss rated use _____

3 define do social _____

4 behave player understand _____

5 circle perform run _____

6 confident shadowed behave _____

/ 6

4 Make sentences or questions from the prompts using present simple or present continuous.

0 They / live / in Paris.

They live in Paris.

1 This summer / people / buy / lots of sun cream.

2 He / look / like / a very thoughtful person.

3 Our sales people / usually / not come / to the office.

4 More and more people / believe / in personality tests?

5 In the background / two women / dance.

6 I / not see / the connection.

7 They / go / to Canberra twice a month? Yes, they do. Every month.

8 The publication of new books / decline / every year.

/ 8

5 Complete the dialogue adding one or two words in the gaps.

A: ⁰I *suggest* you have a talk to Evelyn. She's very upset.

B: What did I do?

A: Come ¹_____ Shirley! You were really rude to her.

B: Telling her the dress looked terrible? Well, ²_____ true!

A: I don't ³_____. It looks really nice. Anyway you didn't have to say it! Do you know why she was wearing it?

B: I ⁴_____ know. Does it matter?

B: Yes it does. It was a birthday present from her mother and her mother is coming to the office today. I ⁵_____ she's really upset now.

A: Oh. What can I do? How ⁶_____ asking her out for lunch?

B: Didn't you listen to me? Her mother's coming to the office.

A: Oh. Why ⁷ _____ I buy her a little present and a card saying sorry.

B: Now that's a great ⁸ _____!

/ 8

TOTAL / 40

КЛЮЧИ К ТЕСТУ 1A

- 1 1 ambitious / 2 even-tempered / 3 assertive / 4 generous / 5 bossy / 6 easy-going / 7 moody / 8 open-minded / 9 creative / 10 reliable
- 2 1 Have you finished the exams? / 2 What/Which is the best company to work for? / 3 Are they discussing the issue at the moment? / 4 Who saw the accident? / 5 How often are they in the office? / 6 Have you been/Did you go to the exhibition? / 7 Which car did you choose? / 8 Did you see David on the TV last week?
- 3 1 rail/dis / 2 boss/under / 3 social/re / 4 player/mis / 5 circle/out / 6 behave/over
- 4 1 This summer people are buying lots of sun cream. / 2 He looks like a very thoughtful person. / 3 Our sales people usually don't come to the office. / 4 Do more and more people believe in personality tests? / 5 In the background two women are dancing. / 6 I don't see the connection. / 7 Do they go to Canberra twice a month? Yes, they do. Every month. / 8 The publication of new books is declining every year.
- 5 1 on / 2 it's/that's / 3 think so/agree / 4 don't / 5 think/know/understand/m'sure / 6 about / 7 don't / 8 idea/plan

- Промежуточная аттестация – тестирование; контрольные вопросы

Пример контрольной работы:

Progress Test A – Units 1-3

1 Underline the odd word or phrase.

- | | | | | |
|---|-----------|-----------------|-------------|-------------|
| 0 | stressful | <i>generous</i> | repetitive | satisfying |
| 1 | get back | see sights | set out | stop off |
| 2 | assertive | bossy | outperform | sensible |
| 3 | rewarding | misbehave | underrated | dislike |
| 4 | abroad | travel | destination | workstation |
| 5 | carry on | ex-boss | outrun | discomfort |

1. Complete the dialogue with the correct form of the verb in brackets. There may be more than one possible answer.

A: Good afternoon. ⁰ *Have* _____ you *come* _____ (come) far?

B: No, for the last two weeks, I ¹ _____ (live) with my friend ten minutes away.

A: That's lucky. Alright, a question we like to ask all our candidates is 'Why ² _____ you _____ (want) this job?

B: That's a very good question. I ³ _____ (take) many courses on writing software at university and really ⁴ _____ (love) it. When I finished university, I ⁵ _____ (not find) a job in software. Since then I ⁶ _____ (write) thirteen programmes. In fact you ⁷ _____ (buy) all of them. I ⁸ _____ (think) you like my work.

A: That's true. In fact I, ⁹ _____ just _____ (look) at your programmes and we ¹⁰ _____ (think) for a long time that you would work well here. One final question. Last week our best designer ¹¹ _____ (go) on a one-year holiday and we have to finish a programme quickly. When can you start?

B: I ¹² _____ (meet) the owner of my house today but I can start tomorrow.

/ 12

3 Complete the text with the correct prepositions.

Sorry I didn't ring you with my answer last night. I had to stop ⁰ *off* on my way home to see Asli. She's just arrived in England and depends ¹ _____ me to help her get used to living here. She needs to improve her knowledge ² _____ English. She has little fluency ³ _____ the language and without this, she has few prospects ⁴ _____ finding a job. She's my sister's best friend so I feel responsible ⁵ _____ her. Anyway I'm spending a lot of time right now looking ⁶ _____ a job for Asli so I will get ⁷ _____ to you when I can.

/ 7

4 Complete the text by putting the sentences (a-g) in the correct place.

- a) They think it also helps you to be more successful in meetings and negotiations.
- b) In meetings, if you know the other person is cautious, you probably don't want to be too assertive or too much of a risk-taker.
- c) She created a list of questions.
- d) It has been translated into more than thirty languages.
- e) For this reason, every year new companies are training their staff about MBTI.
- f) Today, if you want to make a psychological test you have to depend on lots of tests and research. Mothers and daughters can not just tests things with their children.
- g) In 1923 she read a book by the famous psychoanalyst, Carl Jung and started thinking about testing people's personalities.

The Myers-Briggs Indicator

Introduction

Companies all over the world today use the Myers Briggs Type Indicator (MBTI) to train the managers of the future. Many companies believe that Myers Briggs helps managers to understand their workers. ⁰ *a* _____

A mother-daughter team:

Katherine Cook Briggs was always interested in how people were different. Her early work was studying biographies but this led to an interest in personality differences between people. ¹ _____. She tried to sell Jung's ideas in the United States but was not successful.

In 1941, Isabel Briggs Myers, Katherine's daughter and originally a writer of novels, also became interested in using Jung's ideas. She wanted to help people find the best job for their character. She had no knowledge of how to make something like this so, helped by her mother, Isabel taught herself how to make a way to measure people. ² _____. You could find out your type of personality by answering these questions. Isabel's children took these questions to school and tested them on their friends. ³ _____.

There are now more than 100 books on MBTI training and regular training workshops to teach people how to use it. ⁴ _____. It is also used by many companies in Australia, Britain, Canada, Korea, New Zealand, South Africa and elsewhere.

What does this mean for companies?

If you are sensitive then you probably don't want to be in a stressful job. If you are ambitious, you will want a challenging job. ⁵ _____. Companies believe that the MBTI helps people find out if they are right for a job and also prepare well for meetings. Many managers around the world talk about how they changed their style and won a contract thanks to MBTI. ⁶ _____.

Although there are many arguments for and against the MBTI, many companies still believe it can make the difference between success and failure. Try it, maybe it will tell you something about yourself.

5 Listen to the dialogue and correct the sentences.

Track 1

0 She's had three cups of coffee this morning.

She's had two cups of coffee this morning.

1 Her train will leave at 11.30 tomorrow morning.

2 She's done a lot of charity work.

3 She's been to the Alps six times.

4 Last year she worked as a personal assistant.

5 She went on two expeditions last year.

КЛЮЧИ PROGRESS TEST A UNITS 1-3

1 1 see sights / 2 outperform / 3 rewarding / 4 workstation / 5 carry on

2 1 have been living / 2 do (you) want / 3 took / 4 loved / 5 couldn't find / 6 have written / 7 bought/have bought / 8 think / 9 was (just) looking/have (just) been looking / 10 have thought/have been thinking / 11 went / 12 am meeting

3 1 on / 2 of / 3 in / 4 for/of / 5 for / 6 for / 7 back

4 1g / 2c / 3f / 4d / 5b / 6e

5 1 Her train will leave at 11.30 today. / 2 She has never done any charity work. / 3 She's been to the Himalayas six times. / 4 Last year she worked as a consultant. / 5 She has been on two expeditions this year.

Образец тестирования

Part A

Choose the best answer. If you do not know the answer, leave it blank.

_____ name is Robert.

a) Me b) I c) My

2. They _____ from Spain.

a) is b) are c) do

3. _____ are you from?

a) What b) Who c) Where

4. What do you do? I'm _____ student.

a) the b) a c) --

5. Peter _____ at seven o'clock.

a) goes up b) gets c) gets up

6. _____ you like this DVD?

a) Are b) Have c) Do

7. We _____ live in a flat.

a) don't b) hasn't c) doesn't

8. Wednesday, Thursday, Friday, _____

a) Saturday b) Tuesday c) Monday

9. _____ he play tennis?

a) Where b) Does c) Do

10. Have you _____ a car?

a) any b) have c) got

11. We don't have _____ butter.

a) a b) any c) got

12. _____ some money here.
a) There're b) There c) There's
13. We _____ got a garage.
a) haven't b) hasn't c) don't
14. Those shoes are very _____ .
a) expensive b) a lot c) cost
15. Have you got a pen? Yes, I _____ .
a) am b) have c) got
16. It is a busy, _____ city.
a) traffic b) quite c) noisy
17. They _____ at home yesterday.
a) was b) are c) were
18. I _____ there for a long time.
a) lived b) living c) live
19. He didn't _____ glasses.
a) put b) wear c) take
20. The restaurant was _____ busy.
a) very b) a lot c) many
21. Do you like the red _____ ?
a) it b) that c) one
22. He _____ to Brazil on business.
a) go b) goed c) went
23. Yesterday was the _____ of April.
a) third b) three c) day three
24. She's got _____ hair.
a) dark long b) long and dark c) long dark
25. I _____ play football at the weekend.
a) usually b) use c) usual
26. I _____ in an armchair at the moment.
a) sitting b) 'm sitting c) sit
27. My brother is older _____ me.
a) then b) that c) than
28. Their car is _____ biggest on the road.
a) than b) this c) the
29. It's the _____ interesting of his films.
a) more b) much c) most
30. The phone's ringing: _____ answer it.
a) I'll b) I c) will
31. Do you _____ classical or rock music?
a) rather b) prefer c) more
32. He has _____ breakfast.
a) ate b) eaten c) eat
33. The _____ have seen it before.
a) childs b) child c) children
34. I've never met an actor _____ .
a) before b) already c) after
35. _____ is very good exercise.
a) Swim b) To swim c) Swimming
36. Have you _____ been on a winter sports holiday?
a) always b) ever c) soon
37. I can't _____ another language.
a) speaking b) speak c) to speak
38. They _____ pay for the tickets.
a) haven't to b) don't have c) don't have to

39. _____ old is their car?
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42. I don't _____ getting up early.
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43. We _____ like to see the mountains.
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 a) hard b) harder c) hardly
45. They won't come, _____ they?
 a) won't b) come c) will
46. He _____ know how to spell it.
 a) doesn't b) hasn't c) don't
47. Carla _____ to the radio all morning.
 a) listening b) heard c) listened
48. They _____ come to the cinema with us.
 a) doesn't b) not c) didn't
49. I like this song. _____ do I.
 a) Either b) So c) Neither
50. We _____ them at eight o'clock.
 a) meet b) 're meet c) 're meeting

Part B

Choose the best answer. If you do not know the answer, leave it blank.

51. They are going _____ in America next month.
 a) to be b) will be c) be d) being
52. This is the cinema _____ we saw the film.
 a) when b) which c) that d) where
53. Have you ever _____ in a jazz band?
 a) seen b) played c) listened d) wanted
54. I'm _____ when I'm with you.
 a) happier b) happier than c) happier d) the happy
55. This is _____ than I thought.
 a) bad b) badder c) worse d) worst
56. Can you tell me the way _____ ?
 a) to the bank b) is the bank c) where is bank d) of the bank
57. Do you know what _____ ?
 a) time is it b) time is c) time is now d) time it is
58. Were you _____ to open the door?
 a) could b) can c) able d) possible
59. Everybody _____ wear a seat belt in the car.
 a) must b) mustn't c) don't have to d) doesn't have to
60. Tom has lived in this town _____ three years.
 a) since b) from c) after d) for
61. We _____ work in that factory.
 a) use to b) was c) used to d) then
62. I think it _____ be sunny tomorrow.
 a) will probably b) probably c) can d) will to
63. He _____ like his brother.
 a) look b) isn't c) isn't look d) can look
64. _____ does your boyfriend look like?

- a) How b) What c) Why d) Which
65. I've got _____ many problems.
a) too b) a c) enough d) really
66. If we get up in time, _____ catch the train.
a) we catch b) we caught c) we had caught d) we'll catch
67. They _____ to go to France for a year.
a) decide b) deciding c) decided d) to decide
68. I'm working _____ to pass my exam.
a) hardly b) much c) hard d) good
69. I'm writing _____ ask you to explain.
a) for b) in order to c) because d) because of
70. He said that most problems _____ by teenagers.
a) cause b) caused c) were caused d) were causing
71. What _____ to do at the weekend?
a) have you like b) are you liking c) do you like d) is you like
72. Football _____ in most countries.
a) plays b) players c) is played d) is playing
73. Who was _____ the door?
a) at b) on c) in d) of
74. We _____ lunch when you telephoned.
a) was having b) had c) were having d) are having
75. Your work is _____ better.
a) being b) doing c) getting d) falling
76. She could play the piano _____ she could walk.
a) during b) while c) as well d) before
77. The train was cancelled, so we _____ .
a) couldn't go b) wasn't go c) didn't went d) mustn't go
78. The problem was _____ solved
a) easy b) easy to c) an easy d) easily
79. It was a difficult journey, but I _____ get home.
a) could b) managed to c) at last d) was
80. We had not _____ heard the news.
a) already b) always c) yet d) today
81. We arrived at the station, but the bus _____ earlier.
a) has left b) had leave c) has leave d) had left
82. We can _____ walk or go by car.
a) both b) rather c) either d) neither
83. If I _____ enough money, I'd buy a new car.
a) had b) would c) did d) shall
84. It _____ correctly.
a) hasn't done b) hasn't been done c) hasn't been do d) not been done
85. The accident wouldn't have happened, if you had been more _____ .
a) careful b) carefully c) careless d) caring
86. It _____ be possible sometime in the future.
a) can b) hope c) may d) is
87. Schools then _____ having more children in the class.
a) was used to b) were used to c) was use to d) were use to
88. We _____ to go to work at six in the morning.
a) must b) would c) had d) did
89. They _____ an old photograph of the place.
a) came up b) came across c) came into d) came after
90. I _____ I had been able to meet her.
a) hope b) want c) think d) wish
91. We'll have taken our exams _____ this time next month.

- a) by b) on c) during d) for
92. I will do badly in my work, _____ try harder.
 a) if I'm not b) if I wasn't c) if I haven't d) if I don't
93. I _____ wasted my time when I was at university.
 a) regret b) shouldn't c) ought not to d) shouldn't have
94. This is going to be my chance to _____ any difficulties.
 a) repair b) sort out c) solve d) improve
95. It was difficult at first, but I soon got _____ it.
 a) got used to b) get used to c) changed to d) used to
96. How did you manage to cook _____ a good meal?
 a) so b) that c) absolutely d) such
97. The solution had been found, _____ we hadn't realised it.
 a) however b) therefore c) although d) even
98. She _____ what I had been doing for all that time.
 a) asked to me b) asked for me c) asked with me d) asked me
99. They _____ heard us coming, we were making a lot of noise.
 a) must have b) must c) might d) could
100. He _____ to help me with the decorating.
 a) suggested b) offered c) invited d) told

Результаты входного тестирования

00-20 Below Elementary

21-35 Elementary

36-60 Pre-intermediate

61-85 Intermediate

86-100 Upper Intermediate

PART A

1 c / 2 b / 3 c / 4 b / 5 c / 6 c / 7 a / 8 a / 9 b / 10 c

11 b / 12 c / 13 a / 14 a / 15 b / 16 c / 17 c / 18 a / 19 b / 20 a

21 c / 22 c / 23 a / 24 c / 25 a / 26 b / 27 c / 28 c / 29 c / 30 a

31 b / 32 b / 33 c / 34 a / 35 c / 36 b / 37 b / 38 c / 39 c / 40 a

41 c / 42 c / 43 a / 44 c / 45 c / 46 a / 47 c / 48 c / 49 b / 50 c

PART B

51 a / 52 d / 53 b / 54 c / 55 c / 56 a / 57 d / 58 c / 59 a / 60 d

61 c / 62 a / 63 b / 64 b / 65 a / 66 d / 67 c / 68 c / 69 b / 70 c

71 c / 72 c / 73 a / 74 c / 75 c / 76 d / 77 a / 78 d / 79 b / 80 c

81 d / 82 c / 83 a / 84 b / 85 a / 86 c / 87 b / 88 c / 89 b / 90 d

91 a / 92 d / 93 d / 94 b / 95 a / 96 d / 97 c / 98 d / 99 a / 100 b

Промежуточная аттестация – тестирование; контрольные вопросы

Пример контрольной работы:

Progress Test A – Units 1-3

2 Underline the odd word or phrase.

0	stressful	<u>generous</u>	repetitive	satisfying
1	get back	see sights	set out	stop off
2	assertive	bossy	outperform	sensible
3	rewarding	misbehave	underrated	dislike
4	abroad	travel	destination	workstation
5	carry on	ex-boss	outrun	discomfort

/ 5

2 Complete the dialogue with the correct form of the verb in brackets. There may be more than one possible answer.A: Good afternoon. ⁰ *Have* _____ you *come* _____ (come) far?B: No, for the last two weeks, I ¹ _____ (live) with my friend ten minutes away.A: That's lucky. Alright, a question we like to ask all our candidates is 'Why ² _____ you _____ (want) this job?'B: That's a very good question. I ³ _____ (take) many courses on writing software at university and really ⁴ _____ (love) it. When I finished university, I ⁵ _____ (not find) a job in software. Since then I ⁶ _____ (write) thirteen programmes. In fact you ⁷ _____ (buy) all of them. I ⁸ _____ (think) you like my work.A: That's true. In fact I, ⁹ _____ just _____ (look) at your programmes and we ¹⁰ _____ (think) for a long time that you would work well here. One final question. Last week our best designer ¹¹ _____ (go) on a one-year holiday and we have to finish a programme quickly. When can you start?B: I ¹² _____ (meet) the owner of my house today but I can start tomorrow.

/ 12

3 Complete the text with the correct prepositions.

Sorry I didn't ring you with my answer last night. I had to stop ⁰ off on my way home to see Asli. She's just arrived in England and depends ¹ _____ me to help her get used to living here. She needs to improve her knowledge ² _____ English. She has little fluency ³ _____ the language and without this, she has few prospects ⁴ _____ finding a job. She's my sister's best friend so I feel responsible ⁵ _____ her. Anyway I'm spending a lot of time right now looking ⁶ _____ a job for Asli so I will get ⁷ _____ to you when I can.

/ 7

4 Complete the text by putting the sentences (a-g) in the correct place.

- a) They think it also helps you to be more successful in meetings and negotiations.
- b) In meetings, if you know the other person is cautious, you probably don't want to be too assertive or too much of a risk-taker.
- c) She created a list of questions.
- d) It has been translated into more than thirty languages.
- e) For this reason, every year new companies are training their staff about MBTI.
- f) Today, if you want to make a psychological test you have to depend on lots of tests and research. Mothers and daughters can not just tests things with their children.
- g) In 1923 she read a book by the famous psychoanalyst, Carl Jung and started thinking about testing people's personalities.

The Myers-Briggs Indicator

Introduction

Companies all over the world today use the Myers Briggs Type Indicator (MBTI) to train the managers of the future. Many companies believe that Myers Briggs helps managers to understand their workers.

⁰ a _____

A mother-daughter team:

Katherine Cook Briggs was always interested in how people were different. Her early work was studying biographies but this led to an interest in personality differences between people. ¹ _____. She tried to sell Jung's ideas in the United States but was not successful.

In 1941, Isabel Briggs Myers, Katherine's daughter and originally a writer of novels, also became interested in using Jung's ideas. She wanted to help people find the best job for their character. She had no knowledge of how to make something like this so, helped by her mother, Isabel taught herself how to make a way to measure people. ² _____. You could find out your type of personality by answering these questions. Isabel's children took these questions to school and tested them on their friends. ³ _____.

There are now more than 100 books on MBTI training and regular training workshops to teach people how to use it. ⁴ _____. It is also used by many companies in Australia, Britain, Canada, Korea, New

Zealand, South Africa and elsewhere.

What does this mean for companies?

If you are sensitive then you probably don't want to be in a stressful job. If you are ambitious, you will want a challenging job. ⁵ _____.

Companies believe that the MBTI helps people find out if they are right for a job and also prepare well for meetings. Many managers around the world talk about how they changed their style and won a contract thanks to MBTI. ⁶ _____.

Although there are many arguments for and against the MBTI, many companies still believe it can make the difference between success and failure. Try it, maybe it will tell you something about yourself.

/ 6

5 Listen to the dialogue and correct the sentences.

Track 1

0 She's had three cups of coffee this morning.

She's had two cups of coffee this morning.

1 Her train will leave at 11.30 tomorrow morning.

2 She's done a lot of charity work.

3 She's been to the Alps six times.

4 Last year she worked as a personal assistant.

5 She went on two expeditions last year.

КЛЮЧИ PROGRESS TEST A UNITS 1-3

1 1 see sights / **2** outperform / **3** rewarding / **4** workstation / **5** carry on

2 1 have been living / **2** do (you) want / **3** took / **4** loved / **5** couldn't find / **6** have written / **7** bought/have bought / **8** think / **9** was (just) looking/have (just) been looking / **10** have thought/have been thinking / **11** went / **12** am meeting

3 1 on / **2** of / **3** in / **4** for/of / **5** for / **6** for / **7** back

4 1g / 2c / 3f / 4d / 5b / 6e

5 1 Her train will leave at 11.30 today. / 2 She has never done any charity work. / 3 She's been to the Himalayas six times. / 4 Last year she worked as a consultant. / 5 She has been on two expeditions this year.

Текущий контроль

Текущий контроль – опрос; тестирование; контрольные работы.

Пример задания:

1 Use the sentences below to write adjectives that describe Naomi and Sylvina. The first two letters of each personality adjective is given for you.

NAOMI	SYLVINA
0) She loves to try new things. 2) She rarely gets angry. 4) She loves giving presents. 6) She's very relaxed about things. 8) She's always ready to accept new ideas. 10) You can trust that she will get things done.	1) She wants to be the manager of the company. 3) She is always pushing her ideas. 5) She always tells people what to do. 7) Some days she's happy, others angry. 9) She always has lots of new ideas.

0 adventurous

1 am

2 ev

3 as

4 ge

5 bo

6 ea

7 mo

8 op

9 cr

10 re

/ 10

2 Correct the questions. Use the answers to help you.

0 Are you like Italian food?
do.

A: Yes I

Do you like Italian food?

- 9 Do you have finished the exams? A: Yes, I have.

- 10 Why is the best company to work for? A: The Purple Group.

- 11 Do they discuss the issue at the moment? A: Yes. They are.

- 12 Who did see the accident? A: That man did.

- 13 How often are they being in the office? A: Every Monday.

- 14 Were you go to the exhibition? A: No, not yet.

- 15 Which car do you choose? A: I chose the black one.

- 16 Have you seen David on the TV last week? A: Yes, I did.

/ 8

4 Find the odd one out. Then write the prefix that two words share.

- 0 lingual cycle define bi
- 1 comfort rail like _____
- 2 boss rated use _____
- 3 define do social _____
- 4 behave player understand _____
- 5 circle perform run _____
- 6 confident shadowed behave _____

/ 6

4 Make sentences or questions from the prompts using present simple or present continuous.

- 0 They / live / in Paris.

They live in Paris.

1 This summer / people / buy / lots of sun cream.

2 He / look / like / a very thoughtful person.

3 Our sales people / usually / not come / to the office.

4 More and more people / believe / in personality tests?

5 In the background / two women / dance.

6 I / not see / the connection.

7 They / go / to Canberra twice a month? Yes, they do. Every month.

8 The publication of new books / decline / every year.

/ 8

5 Complete the dialogue adding one or two words in the gaps.

A: ⁰I *suggest* you have a talk to Evelyn. She's very upset.

B: What did I do?

A: Come ¹_____ Shirley! You were really rude to her.

B: Telling her the dress looked terrible? Well, ²_____ true!

A: I don't ³_____. It looks really nice. Anyway you didn't have to say it! Do you know why she was wearing it?

B: I ⁴_____ know. Does it matter?

B: Yes it does. It was a birthday present from her mother and her mother is coming to the office today. I ⁵_____ she's really upset now.

A: Oh. What can I do? How ⁶_____ asking her out for lunch?

B: Didn't you listen to me? Her mother's coming to the office.

A: Oh. Why ⁷_____ I buy her a little present and a card saying sorry.

B: Now that's a great ⁸_____!

КЛЮЧИ К ТЕСТУ 1А

- 1** 1 ambitious / 2 even-tempered / 3 assertive / 4 generous / 5 bossy / 6 easy-going / 7 moody / 8 open-minded / 9 creative / 10 reliable
- 2** 1 Have you finished the exams? / 2 What/Which is the best company to work for? / 3 Are they discussing the issue at the moment? / 4 Who saw the accident? / 5 How often are they in the office? / 6 Have you been/Did you go to the exhibition? / 7 Which car did you choose? / 8 Did you see David on the TV last week?
- 3** 1 rail/dis / 2 boss/under / 3 social/re / 4 player/mis / 5 circle/out / 6 behave/over
- 4** 1 This summer people are buying lots of sun cream. / 2 He looks like a very thoughtful person. / 3 Our sales people usually don't come to the office. / 4 Do more and more people believe in personality tests? / 5 In the background two women are dancing. / 6 I don't see the connection. / 7 Do they go to Canberra twice a month? Yes, they do. Every month. / 8 The publication of new books is declining every year.
- 5** 1 on / 2 it's/that's / 3 think so/agree / 4 don't / 5 think/know/understand/m'sure / 6 about / 7 don't / 8 idea/plan

Контролируемые компетенции: ОПК-3, ПК-2, ПК-5, ПК-6

Оценка компетенций осуществляется в соответствии с Таблицей 4.

Критерии оценивания²:

Оценки "отлично" заслуживает студент, обнаруживший всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной программой. Как правило, оценка "отлично" выставляется студентам, усвоившим взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявившим творческие способности в понимании, изложении и использовании учебно-программного материала.

Оценки "хорошо" заслуживает студент обнаруживший полное знание учебно-программного материала, успешно выполняющий предусмотренные в программе задания, усвоивший основную литературу, рекомендованную в программе. Как правило, оценка "хорошо" выставляется студентам, показавшим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценки "удовлетворительно" заслуживает студент, обнаруживший знания основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справляющийся с выполнением заданий, предусмотренных программой, знакомый

² Приводятся, если используются критерии оценивания результатов обучения, не описанные в табл.4/ отличающиеся от описанных в табл. 4

с основной литературой, рекомендованной программой. Как правило, оценка "удовлетворительно" выставляется студентам, допустившим погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя.

Оценка "неудовлетворительно" выставляется студенту, обнаружившему пробелы в знаниях основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий. Как правило, оценка "неудовлетворительно" ставится студентам, которые не могут продолжить обучение или приступить к профессиональной деятельности по окончании вуза без дополнительных занятий по соответствующей дисциплине.

Вопросы для дискуссии при докладе материалов проектов.

Conversation Questions Conflict

1. What is conflict?
2. When you see the word "conflict", what do you think of?
3. What causes conflict?
4. Is conflict inevitable?
5. Is conflict always negative?
6. How can conflicts be resolved?
7. What would you consider to be a constructive approach to conflict?
8. What would you consider to be a destructive approach to conflict?
9. Does there have to be a winner and a loser of a conflict?
10. What happens to people who are involved in conflicts?
11. What conflicts are going on around the world?
12. What conflicts exist in your life?
13. How do you deal with conflicts?
14. Can violent conflicts be solved with violence?
15. How can the world be peaceful when other countries are not trying to bring peace?
16. Can conflicts at work place affect the efficiency of one's work?
17. Is it possible to avoid conflicts?
18. Does it solve anything?
19. Have you ever used third-party mediation?
 - a. If so, did you use a professional, or a friend?
20. What was the experience like?
21. Did it help resolve the conflict?
22. Would you recommend this approach to others?
23. Are there any kind of conflicts in the family?
24. What kind of conflicts occur in a family?
25. Is there any conflict in your family?
26. Did you experience any kind of conflict in your family?
27. How can conflicts in the family be solved?
28. What strategies do you know to solve conflicts in the family?
29. What kind of conflicts appear at school?
 - a. Why are there conflicts at school?
30. What should teachers, parents and pupils do to avoid and solve such conflicts?
31. What conflicts could happen in a neighborhood?
32. Why are there conflicts among neighbors?
33. What should neighbors do to avoid and solve conflicts?

34. Should a conflict be solved straightaway or when we calm down?

Conversation Questions Marriage

1. About how many guests attended your wedding?
 - a. How many guests would you invite to your wedding?
2. At what age do most people in your country get married?
3. At what age do you want to get married?
 - a. At what age did you get married?
4. Do women usually work after getting married in your country?
5. Do you get along with your in-laws?
6. Do you know anyone who has had an arranged marriage?
7. Do you know someone who has gotten a divorce?
8. Do you know the difference between love and like?
 - a. Can you still love your partner and not like him/her?
9. Do you think a boy should pay for everything on a date?
10. Do you think arranged marriages are a good idea? Why or why not?
 - a. What is your opinion of arranged marriages?
11. Do you think getting married means giving up freedom?
12. Do you think if you get married that you will change?
13. Do you think it is better to be single or to be married?
14. Do you think it is good to get married?
15. Do you think it is okay for a couple to live together before getting married? Why or Why not?
16. Do you think it is okay to marry someone of a different race?
17. Do you think it is okay to marry someone with a different religion?
18. Do you think it's OK for a man to have two wives?
19. Do you think it's OK for a wife to have two husbands?
20. Do you think it's okay for a man to have a mistress?
21. Do you think it's okay for a man to hit his wife?
22. Do you think love is necessary to have a good marriage?
23. Do you think marriage is necessary?
24. Do you think marriages based on love are more successful than arranged marriages?
25. Do you think marriage is very stressful for women? How about for men?
26. Do you think people change after getting married?
27. Do you think religion influences marriage? If so, in what ways?
28. Do you think that all adults should be married?
29. Do you think that you can you find eternal love through the Internet?
30. Do you want a husband or wife who is older, younger or the same age as you?
31. Do you want to have children?
 - a. If so, how many?
32. How long do you think couples should know each other before they get married?
33. How many children would you like to have?
34. How old were your parents when they got married?
35. If your husband or wife has an affair what would you do?
36. If your parents did not approve of a person you loved and wanted to marry, would that be a difficult situation for you? Why/Why not?
37. If you had to marry either a poor man whom you really loved, or a rich man whom you did not love, which would you choose?
38. What advice would you give to someone whose partner hates their best friend?
39. What age do you think is best for getting married?
40. What are some dating and marriage customs in your country?
41. What are some of the main reasons people get divorced?
42. What are some qualities that you think are important in a spouse or partner?

43. What do you think of people who get divorced?
 - a. Would you ever consider getting divorced?
 - b. What do you think of people who get divorced?
44. What do you think of same-sex marriages?
45. What do you think of single mothers?
46. What is a wedding ceremony like in your country?
47. What is the best way to keep your spouse happy in the marriage?
48. What kind of man do you want as a husband?
49. What kind of person do you want to get married to?
50. What kind of woman do you want as a wife?
51. What makes a good husband/wife?
52. What makes a happy marriage?
 - a. What do you think are some things that contribute to a successful marriage?
53. What qualities in a partner are important to you?
54. What would you do if your soon to be mother-in-law seems to hate you?
55. What would your parents think if you don't get married?
56. When did your parents get married?
57. Where do you want to go for your honeymoon?
 - a. Where did you go for your honeymoon?
58. Which is more important for you, your job or your marriage?
59. Why do people break up with their partners?
60. Will you continue working after you get married?
61. Would you date someone you really liked if your parents did not like him or her?
62. Would you ever marry someone who has been divorced twice?
63. Would you introduce your date to your family?
64. Would you live with your parents after you get married?
65. Would you marry someone from another country?
66. Would you marry someone ten years older than you? How about ten years younger than you?
67. Would you marry someone that your parents didn't like?
68. Would you marry someone who couldn't speak the same language as you speak?
69. Do you know a happily married couple?
70. Can you name a famous happily married couple?
71. What do you think is the most important ingredient in a good marriage?
72. How long is the marriage ceremony in your country?
73. Do you think its possible to wait for the man or woman you love while he or she is in jail?
74. What is the best season to get married?
75. Do you know anybody who has two families at the same time and supports them both?
76. How many families can you have in your country?
77. Do you know of any superstitions connected with weddings?
78. Would it be important for you to have a "white wedding"?
79. Why do you think the bride's maids wear white.
80. In your opinion is marriage for life?
81. What is your worse fears to face during marriage?
82. Do you think it is OK if married people go out alone?
83. If you were married would you like to have an open relationship?
84. Is it better to marry someone who loves you rather than someone whom you love?
85. In a marriage, do you think one person should handle the finances, or both?
 - a. Do you think when people get married it is really until death?
 - b. What is the ideal age to get married? Is it the same for men and women?

International Marriage

86. Would you marry someone of another nationality?
87. Are your parents of the same nationality?

88. What are some advantages of an international marriage?
89. What are some disadvantages?
90. Do you want to have an international marriage?
91. Do you know anyone who married someone from a different country? If yes, what is their experience like?
92. Do you think it is more difficult to marry someone from a different country?
93. How would your parents feel if you married someone from a different country?
94. Do you think that it is good for children to have parents from two different countries? Why or why not?
95. What is the ideal age to get married? Is it the same for men and women?

Conversation Questions **Can You Tell me About...?**

1. Can you tell about something you love?
2. Can you tell about something you hate?
3. Can you tell about something you really care about?
4. Can you tell about someone you dislike?
5. Can you tell about a dream you've had?
6. Can you tell about a goal you have?
7. Can you tell about yourself?
8. Can you tell about your childhood?
9. Can you tell about your family?
10. Can you tell about your your parents?
11. Can you tell about your boyfriend?
12. Can you tell about your girlfriend?
13. Can you tell about your pet?
14. Can you tell about something you believe in?
15. Can you tell about a place you've visited?
16. Can you tell about an accident you've seen?
17. Can you tell about a time when you were happy?
18. Can you tell about a time when you were sad?
19. Can you tell about a time when you were excited?
20. Can you tell about a time when you were frightened?
21. Can you tell about your favorite pastime?
22. Can you tell about chocolate?
23. Can you tell about rainy days?
24. Can you tell about something beautiful?
25. Can you tell about something ugly?
26. Can you tell about something delicious?
27. Can you tell about something pleasant?
28. Can you tell about something boring?
29. Can you tell about something with four legs?
30. Can you tell about something with a tail?
31. Can you tell about something spicy?
32. Can you tell about your education?
33. Can you tell me about your work?
34. Can you tell me about a teacher you had?
35. Can you tell me about a boss you had?
36. Can you tell me about the hardest thing you ever had to do?
37. Can you tell me about a time you lied?
38. Can you tell me about something you regret?
39. Can you tell me about a mistake you made?
40. Can you tell me about someone in your family?

41. Can you tell me about your favorite book?
42. Can you tell me about someone you envy?
43. Can you tell me about something you've achieved?
44. Can you tell me about the worst punishment you had when you were a child?
45. Can you tell me about your first kiss (if it is possible)?
46. Can you tell me about someone you admire?
47. Can you tell me about the last book you've read / movie you've watched?
48. Can you tell me about a country or place you would like to visit and why?
49. Can you tell me about your favorite music / song / band?
50. Can you tell me about something you would happily do again?
51. Can you tell me about your worst vacation?
52. Can you tell me about a problem you have now?
53. Can you tell me about gambling?
54. Can you tell me about a collection you have?
55. Can you tell me about your first boyfriend/girlfriend?
56. Can you tell me about your first kiss?
57. Can you tell me about a prize you won?
58. Can you tell me about your favorite restaurant?
59. Can you tell me about your favorite movie?
60. Can you tell me about your dreams?
61. Can you tell me about your dream car?
62. Can you tell me about your country?
63. Can you tell me about your fears?
64. Can you tell me about your hopes?
65. Can you tell me about love?
66. Can you tell me about the most important lesson you've learnt in life so far?
67. Can you tell me about your home town?
68. Can you tell me about your computer system?
69. Can you tell me about something you would never do, if you have chance to come back life again?
70. Can you tell me about a time in your life when you were very, very busy?
71. Can you tell me about what your God is like?
72. Can you tell me about your past relationships?
73. Can you tell me about something that scares you?
74. Can you tell me about one of your grandparents?
75. Can you tell me about the hardest decision you have ever made?
76. Can you tell me about a recent embarrassing moment you've had lately?
77. Can you tell me about a time you felt really proud?
78. Can you tell me about a famous historical person (living or dead) who if you had the opportunity, you'd like to interview?
79. Can you tell me about your hometown?
80. Can you tell me about your job / school?
81. Can you tell me about your friends?
82. Can you tell me about your family?
83. Can you tell me about what you enjoy doing most in your free time?

Conversation Questions Time

1. Are you on time?
2. If you are late, what message does this send to the person who is waiting for you?
3. Do you prefer to show up late or early?
4. What is your busiest day of the week?
5. Do you like to be busy, or do you like to have an easy schedule?
6. What takes up most of your time?

7. Do you think you manage your time wisely?
8. Do you manage time, or does time manage you?
9. What do you do if you show up too early for something?
10. What do you do if you show up too late for something?
11. What do you do if you forget an appointment?
12. Do you spend a lot of time when preparing for something?
13. How much time do you spend sleeping?
14. Do you wish you could sleep more?
15. Does waiting for something bother you?
16. Do you get bored easily?
17. Do you schedule out what you have to do every week? Do you make a schedule for every day?
18. Are you good at getting things done on time?
19. Do you think time moves slowly or quickly?
20. What would you do if you had a few extra hours in a day?
21. Would you rather have more time or more money?
22. In your culture, is it polite to always show up on time, or to show up a little late?
23. How important is time in your culture?
24. Do you think people in America are too concerned with time?
25. What time do you get up in the morning?
26. What time do you go to bed?
27. What time does school start?
28. What time is it?
29. What time do you go to work?
30. What time does your work begin?
31. What time does your work end?
32. What time do you take a bath in the evening?
33. When do you do your homework?
34. What time do you like to get up?
35. What time do you like to go to bed at night?
36. What time do you think high school students should go to bed?
37. What's the most significant time of your life? (Significant for any reason: because you liked it or hated it; because of your profession; because of a relationship; or because it was a turning point in your life)
38. What's your perception of time now? Does it go by slowly or quickly? What does this depend on?
39. Can you do without a watch or a clock? For how long?
40. If you could stop time, what would you do and why?
41. Do you show up early or late for work? Class? Meeting a friend for lunch? English conversation class?
42. Are you a "night owl" or an "early bird"?
43. Which time of day do you feel you are most productive in your work or study?
44. If you are a punctual person and your mate is not, how do you resolve conflicts that arise?
45. If you had the power to stop and restart time, when would you use it?
46. Do you show up early or late in your home country versus in the United States?

Time and World History

1. If time travel were possible, which period of world history would you like to return to? Why?
2. How far into the future would you like to travel? What do you hope to see?
3. On your time travels, you can take five objects to show people what life is like towards the end of the 20th century. What five objects would you take? Why?
4. Which famous person from the past would you most like to meet? Why?
5. What would you ask this person?
6. How would you spend the time with this person?

Conversation Questions

Feelings

1. Are you annoyed when your partner, husband, or wife flirts with someone else ?
2. Do bad mannered people upset you?
3. Do you get angry when politicians make promises they can't keep?
4. Do you get angry when you watch the news on TV and see all the terrible things happening in the world?
5. Does it annoy you when shop assistants try to sell you things you don't need?
6. Does it annoy you when someone interrupts you when you are speaking?
7. Does it annoy you when someone knows everything better than you and says so?
8. Does it annoy you when you are waiting in a long queue and someone pushes in front of you?
9. Does it annoy you when your teacher speaks too quickly?
10. Does it drive you crazy to always see the same faces and read about the same celebrities in the gossip columns?
11. Does it drive you crazy when waiters ignore you?
12. Does it drive you crazy when you have invited people to dinner and they come late and the meal is spoiled?
13. Does it make you angry when motorists drive too closely behind you?
14. Does it make you angry when people make nasty comments about you ?
15. Does it make you angry when you have made an appointment to see the doctor at a certain time and he/she keeps you waiting for ages ?
16. Does it upset or annoy you when a beggar asks you for money?
17. Does it upset you when have to say "No" when someone asks you for help?
18. Does it upset you when you see homeless people?
19. Does it upset you when you see people hitting children or animals?
20. Does it upset you when you see pictures of famines in India, Africa or other countries?

Games & sports

1. What's your favourite sport?
2. What games do you usually play?
3. Mention all the games and sports you can think of.
4. What's the so called 'sport king'?
5. What sport do people practise, or go in for, in your country?
6. Mention the games that the English play.
7. « « « « Americans play.
8. Do you do any sport?
9. Are you good at any games or sports?
10. Which do you think is the hardest sport?
11. Which do you think is the most dangerous?
12. Which do you think is the laziest?
13. Do you think sport is good for the health?
14. Can you mention some benefits sport provides?
15. Is there any harm that sport may do to you?
16. What do you think of running?
17. What are the advantages of running?
18. What are the disadvantages?
19. What do you think of running marathons?
20. What do you think of competing in triathlons?
21. What is the difference between professional and amateur sport?
22. What do you think of professional sport?
23. Do you think professional sport should be paid?
24. Do you know any names of professional sportsmen?

25. Mention some names of professional players or sportsmen.
26. What about sports women? do you know any?
27. Do you know how many hours professionals train?
28. Would you like to be a professional sportstman/woman?
29. Would you like to go to the Olympic Games?
30. Do you watch them on TV?
- 31 .Which sports do you like to watch most?
32. What do you think of football on TV?
33. Do you like watching the World Cup?
34. Do you know which team won the last championship?
35. Where did the championship take place?
36. Have any Olympic Games taken place in your country?
37. Would you like to help in the stadium?
38. What would you like to do?
39. Have you ever been a referee? what do you think of them?
40. Do referees make mistakes? Should a match be repeated?

Family

1. What's your first name?
2. What's your surname (family name)?
3. What's your mother's name?
4. Do you have any brothers or sisters?
5. What are their names?
6. What's your father's name?
7. Do you have a grandfather or grandmother?
8. How old are they?
9. Do you have any uncles or aunts?
10. How many cousins have you got?
- 11 .What are their names?
12. Are they older than you?
13. How old are they?
14. Are they boys or girls?
15. Where do your cousins live?
16. Where do your grandparents live?
17. What does your father do?
18. Where does your mother work?
19. Does your father have a car?
20. What kind of car is it?
21. Do you know the make?
22. What does your brother do?
23. What about your sisters? What do they do?
24. Do you live in a house or in a flat?
25. Do you have your own room?
26. Does your brother or sister have his/her own room?
27. What do you have in your room?
28. Can you describe your house or flat?
29. Do you have a garden or a balcony?
30. Have you got a pet?
- 31 .What kind of pet have you got?
- 32.What's its name?
33. How old is it?
34. Does your mother let you have a pet in the house?
35. How do you get on with your brother/sister?
36. Do you quarrel or argue with him/her?

37. Do you go to the same school as your brother/sister?
38. Do your grandparents live with you?
39. Do you have a great-grandfather/grandmother?
40. Do your grandparents give you any pocket money?

Holidays / Vacations

1. Where do you usually spend your holidays?
2. Do you go with your family?
3. Where did you go when you were younger?
4. Do you prefer to swim in the sea or in a swimming-pool?
5. What do you think of places like Benidorm?
6. What do you think of spending a holiday in your grandfather's village?
7. Are there people of your age there?
8. What do you do in the mornings?
9. What about the afternoons?
10. What do you do in the evenings?
11. Do you spend a lot of money during your holidays?
12. How much pocket money do you get on holidays?
13. Do you spend more than at home?
14. How do you feel when your holidays are over?
15. Would you like to spend your holidays cruising in the Mediterranean?
16. Which do you prefer winter or summer holidays?
17. What do you think about taking all your holidays at the same time?
18. Do you think it's better to take holidays in parts?
19. What is better to spend holidays with the family or with friends?
20. Have you ever been camping? if so, where?
21. What do you think of camping?
22. What are the advantages and disadvantages of camping?
23. Have you ever been to a medieval banquet?
24. What are they like?
25. If you could, what sort of holiday would you like to have?
26. Do you take any school books to revise?
27. What about reading? do you read during your holidays?
28. Do you meet any English-speaking people during your holidays?
29. Do you practise any other languages?
30. What do you think of spending your holidays learning languages?
31. What do you think of working camps abroad?
32. Have you ever been to one? what are the benefits or advantages?
33. What are the disadvantages of working camps?
34. Have you ever considered spending your holidays helping people in the third world?
35. What do you think of working during your holidays?
36. Would you like to work as a waiter or waitress?
37. What do you think of people who work in summer?
38. Have you ever had to stay at home because you had examinations in September?
39. Are holidays short or long? How long should they be?
40. Should holidays be a time for reading?

Shopping

1. Do you ever go shopping?
2. What do you think of the small grocer's at the corner?
3. What's a department store?
4. What's a hypermarket?
5. What's a supermarket?
6. Where are the hypermarkets placed?

7. What's the difference between them?
8. What do you think of shopping on a Saturday afternoon in the hypermarket?
9. What are the advantages and disadvantages of them?
10. Do you save money in the large supermarkets?
11. Do you enjoy buying clothes or things for yourself?
12. Do you like buying presents for other people?
13. What do you think of shopping by mail?
14. Do you receive any catalogues regularly?
15. What are the advantages of this kind of shopping?
16. What are the disadvantages?
17. What do you think of street markets?
18. Do you visit them on Saturday or Sunday morning?
19. Do you think it is cheaper to buy there?
20. What sort of things are cheaper there?
21. What about the quality in the street markets?
22. Have you visited a street antique market?
23. Is there a famous one in your country?
24. Have you heard about «Petticoat Lane» in London?
25. Have you ever been to an auction?
26. What do you think of that system of buying things?
27. What are the advantages of an auction?
28. What are the disadvantages?
29. What do you think of men doing the shopping?
30. Do you look at the prices when you go shopping?
31. Are you a spendthrift?
32. What's the difference between men and women when shopping?
33. Are men careful with money?
34. What things do men like to buy?
35. What things do women enjoy buying?
36. What is the best day of the week for shopping?
37. At what time do you usually go to the supermarket?
38. Have you ever checked a supermarket bill? why?/why not?
39. How do you think the Queen of England does her shopping?
40. What sort of things does she buy?

Темы мультимедийных проектов:

1. Разработайте программу пребывания студентов-иностранцев в России. Представьте и защитите свой проект.
2. Лучшая школа для изучения английского языка за рубежом. Представьте и защитите свой проект.
3. Конкурс на лучшую рекламу продукта. Представьте и защитите свой проект.
4. Выбор фильма на продюсирование. Представьте и защитите свой проект.

Темы творческих заданий/ролевых игр:

1. Кадровое агентство, выбор подходящего сотрудника
2. Устройство на работу. Интервью.
3. Выбор лучшей школы для изучения английского языка за рубежом. Дискуссия.
4. Деловые переговоры (по тематике раздела).
5. Круглый стол. Обсуждение дизайнерских проектов.

Темы эссе/письменных работ:

1. Эссе-сравнение по тематике раздела
2. Биография великого путешественника (по выбору)

3. Сопровождающие письмо и резюме
4. Написание доклада по тематике раздела
5. Формальное письмо
6. Написание электронных писем.
7. Описание процесса (по тематике раздела)
8. Описание текущих тенденций в различных сферах жизни (по тематике раздела)

Тематика проблемных заданий:

1. Образование в современном мире. Проблемы и тенденции. Дискуссия.
2. Проблемы мегаполисов. Дискуссия.
3. Судебная система Соединенного Королевства и России. Сравнение, дискуссия.

Вопросы к зачету

1. Формирование и использование Present Simple & Present Continuous
2. Сделайте сообщение по теме: Carl Jung
3. Сделайте сообщение по теме: Charisma
4. Формирование и использование Past Simple
5. Сделайте сообщение по теме: Travel & tourism
6. Сделайте сообщение по теме: Famous explorers
7. Формирование и использование Present Perfect Continuous
8. Сделайте сообщение по теме: Homeworking
9. Сделайте сообщение по теме: Job hunting
10. Формирование и использование Future forms
11. Формирование и использование First conditional
12. Сделайте сообщение по теме: Language learning
13. Сделайте сообщение по теме: Dying languages
14. Формирование и использование Second conditional
15. Сделайте сообщение по теме: Advertising
16. Формирование и использование Past Continuous
17. Формирование и использование Past Perfect
18. Сделайте сообщение по теме: Business icons

Вопросы к экзамену

1. Сделайте сообщение по теме: Communication.
2. Формирование и использование The continuous/perfect aspect. State verbs.
3. Сделайте сообщение по теме: Environment
4. Формирование и использование Present Perfect Simple and continuous
5. Формирование и использование Indirect questions
6. Сделайте сообщение по теме: Sport
7. Формирование и использование Quantifiers Definite and Zero articles
8. Сделайте сообщение по теме: Medicine.
9. Формирование и использование Plans and arrangements. Future tenses.
10. Сделайте сообщение по теме: Transport.
11. Формирование и использование Modal verbs (future, past)
12. Сделайте сообщение по теме: Literature.
13. Формирование и использование Narrative tenses. Used to/would

Образец оформления
зачётных материалов и экзаменационных билетов
МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ
ГУМАНИТАРНО-ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ

Специальность: Перевод и переводоведение

Дисциплина: Практикум по культуре речевого общения второго иностранного языка

курс семестр

Экзаменационный билет № 1

1. Speak on the suggested topic (Приложение №1)
2. Act as an interviewer

Вопросы к зачету

1. Формирование и использование Present Simple & Present Continuous
2. Сделайте сообщение по теме: Carl Jung
3. Сделайте сообщение по теме: Charisma
4. Формирование и использование Past Simple
5. Сделайте сообщение по теме: Travel & tourism
6. Сделайте сообщение по теме: Famous explorers
7. Формирование и использование Present Perfect Continuous
8. Сделайте сообщение по теме: Homeworking
9. Сделайте сообщение по теме: Job hunting
10. Формирование и использование Future forms
11. Формирование и использование First conditional
12. Сделайте сообщение по теме: Language learning
13. Сделайте сообщение по теме: Dying languages
14. Формирование и использование Second conditional
15. Сделайте сообщение по теме: Advertising
16. Формирование и использование Past Continuous
17. Формирование и использование Past Perfect
18. Сделайте сообщение по теме: Business icons

Требования к зачету:

Оценки **"отлично"** заслуживает студент, обнаруживший всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной программой. Как правило, оценка "отлично" выставляется студентам, усвоившим взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявившим творческие способности в понимании, изложении и использовании учебно-программного материала.

Оценки **"хорошо"** заслуживает студент обнаруживший полное знание учебно-программного

материала, успешно выполняющий предусмотренные в программе задания, усвоивший основную литературу, рекомендованную в программе. Как правило, оценка "хорошо" выставляется студентам, показавшим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценки **"удовлетворительно"** заслуживает студент, обнаруживший знания основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справляющийся с выполнением заданий, предусмотренных программой, знакомый с основной литературой, рекомендованной программой. Как правило, оценка "удовлетворительно" выставляется студентам, допустившим погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя.

Оценка **"неудовлетворительно"** выставляется студенту, обнаружившему пробелы в знаниях основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий. Как правило, оценка "неудовлетворительно" ставится студентам, которые не могут продолжить обучение или приступить к профессиональной деятельности по окончании вуза без дополнительных занятий по соответствующей дисциплине.

Требования к экзамену:

Оценка **"отлично"** выставляется студенту, обнаружившему всестороннее, систематическое и глубокое знание учебно-программного материала, умение свободно выполнять задания, предусмотренные программой, усвоивший основную и знакомый с дополнительной литературой, рекомендованной программой. Как правило, оценка "отлично" выставляется студентам, усвоившим взаимосвязь основных понятий дисциплины в их значении для приобретаемой профессии, проявившим творческие способности в понимании, изложении и использовании учебно-программного материала.

Оценка **"хорошо"** ставится студенту, обнаружившему полное знание учебно-программного материала, успешно выполняющему предусмотренные в программе задания, усвоившему основную литературу, рекомендованную в программе. Как правило, оценка "хорошо" выставляется студентам, показавшим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности.

Оценку **"удовлетворительно"** получает студент, обнаруживший знания основного учебно-программного материала в объеме, необходимом для дальнейшей учебы и предстоящей работы по специальности, справляющийся с выполнением заданий, предусмотренных программой, знакомый с основной литературой, рекомендованной программой. Как правило, оценка "удовлетворительно" выставляется студентам, допустившим погрешности в ответе на экзамене и при выполнении экзаменационных заданий, но обладающим необходимыми знаниями для их устранения под руководством преподавателя.

Оценка **"неудовлетворительно"** выставляется студенту, обнаружившему пробелы в знаниях основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий. Как правило, оценка "неудовлетворительно" ставится студентам, которые не могут продолжить обучение или приступить к профессиональной деятельности по окончании вуза без дополнительных занятий по соответствующей дисциплине.

Критерии оценки: при выставлении оценки учитывается уровень владения языковой компетенцией (языковая корректность, лексическое и структурное разнообразие, фонетическое оформление речи), речевой компетенцией (владение различными видами дискурса, композицией

речи, степень связности); социолингвистической и социокультурной компетенцией (адекватность выбора языкового и речевого материала с учетом всех компонентов культурно-маркированной ситуации, знание культурных реалий родной страны и страны изучаемого языка.

«отлично» – свободно владеет лексическим материалом, предусмотренным программой, включающим определенный набор межъязыковых стандартных соответствий (термины, клише, фразеологизмы, устойчивые словосочетания и т.п.), пригодных для использования в типовых контекстах; использует различные синтаксические конструкции; интонирование соответствует литературной норме; допускаются 1-3 незначительные ошибки, самостоятельно исправленные;

– свободно владеет различными видами дискурса, речь отличается четкой структурой; адекватно извлекает не только эксплицитную, но и имплицитную информацию из текста оригинала с целью ее передачи средствами другого языка; демонстрирует умение устанавливать логические связи;

– в устном и письменном переводе соблюдает нормы, обнаруживает достаточные знания реалий иноязычной культуры;

«хорошо» – в целом владеет словарным запасом программных тем, но допускает неточности в употреблении лексических единиц; использует разнообразные синтаксические конструкции, но не в полном объеме; речь в целом грамотна, но иногда встречаются негрубые грамматические ошибки (артикли, неправильное грамматическое оформление идиоматических выражений) – не более 5; небольшие отклонения от произносительных норм;

– владеет основными видами дискурса, предусмотренными программой, но допускает нарушения в построении композиции высказывания; имеются отдельные недостатки в использовании средств логической связи;

«удовлетворительно» – демонстрирует ограниченный запас слов, в некоторых случаях недостаточный для выполнения поставленной задачи; в речи допускает ошибки, в целом не препятствующие пониманию,

– испытывает некоторые затруднения в построении композиции устного / письменного высказывания, имеются отдельные недостатки в использовании средств логической связи;

"неудовлетворительно" выставляется студенту, обнаружившему пробелы в знаниях основного учебно-программного материала, допустившему принципиальные ошибки в выполнении предусмотренных программой заданий.

Контролируемые компетенции ОПК-3, ПК-2, ПК-5, ПК-6

Оценка выставляется в соответствие с требованиями Таблицы 4.