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Институт естествознания
Кафедра зарубежной филологии и прикладной лингвистики

УТВЕРЖДАЮ:
Директор института



Е. В. Скрипникова
«05» июля 2021 г.

РАБОЧАЯ ПРОГРАММА

по дисциплине Б1.О.1 Иностранный язык

Направление подготовки/специальность: 05.03.06 - Экология и природопользование

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СОДЕРЖАНИЕ

1. Цели и задачи дисциплины.....	4
2. Место дисциплины в структуре ОП бакалавра.....	4
3. Объем и содержание дисциплины.....	4
4. Контроль знаний обучающихся и типовые оценочные средства.....	30
5. Методические указания для обучающихся по освоению дисциплины (модуля).....	109
6. Учебно-методическое и информационное обеспечение дисциплины.....	111
7. Материально-техническое обеспечение дисциплины, программное обеспечение, профессиональные базы данных и информационные справочные системы.....	111

1. Цели и задачи дисциплины

1.1 Цель дисциплины – формирование компетенций:

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

1.2 Типы задач профессиональной деятельности, к которым готовятся обучающиеся в рамках освоения дисциплины:

- научно-исследовательский

1.3 Дисциплина ориентирована на подготовку обучающихся к профессиональной деятельности в сфере: 40 Сквозные виды профессиональной деятельности в промышленности (в сферах: экологической безопасности в промышленности; обращения с отходами; охраны природы; предотвращения и ликвидации загрязнений, рационального природопользования, мониторинга и прогнозирования состояния окружающей среды)

1.4 В результате освоения дисциплины у обучающихся должны быть сформированы:

Обобщенные трудовые функции / трудовые функции / трудовые или профессиональные действия (при наличии профстандарта)	Код и наименование компетенции ФГОС ВО, необходимой для формирования трудового или профессионального действия	Индикаторы достижения компетенций
	УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	Выполняет перевод профессиональных текстов с иностранного языка на государственный

1.5 Согласование междисциплинарных связей дисциплин, обеспечивающих освоение компетенций:

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

№ п/п	Наименование дисциплин, определяющих междисциплинарные связи	Форма обучения
		Очная (семестр)
		1
1	Язык эффективной коммуникации	+

2. Место дисциплины в структуре ОП бакалавриата:

Дисциплина «Иностранный язык» относится к обязательной части учебного плана ОП по направлению подготовки 05.03.06 - Экология и природопользование.

Дисциплина «Иностранный язык» изучается в 1, 2, 3, 4 семестрах.

3.Объем и содержание дисциплины

3.1.Объем дисциплины: 8 з.е.

Очная: 8 з.е.

Вид учебной работы	Очная (всего часов)
Общая трудоёмкость дисциплины	288
Контактная работа	224
Лабораторные (Лаб. раб.)	224
Самостоятельная работа (СР)	28
Экзамен	36
Зачет	-

3.2.Содержание курса:

№ темы	Название раздела/темы	Вид учебной работы, час.		Формы текущего контроля
		Лаб · раб.	СР	
		О	О	
1 семестр				
1	CONNECT (upper-intermediate)	12	2	Опрос; Дискуссия; Тестирование
2	EXPLORE(upper-in termediate)	12	2	Опрос; Дискуссия; Тестирование
3	OLD AND NEW (upper-intermediate	12	2	Опрос; Дикуссия; Тестирование
4	WORK(upper-inter mediate)	14	1	Опрос; Дискуссия; Тестирование
5	RISK(upper-interme diate)	14	1	Опрос; Дискуссия; Тестирование
2 семестр				
6	THE PAST (upper-intermediate)	12	2	Опрос; Дискуссия; Тестирование
7	EXCESS(upper-inte rmediate)	12	2	Опрос; Дискуссия; Тестирование
8	SUCCESS(upper-in termediate)	12	2	Опрос; Дискуссия; Тестирование
9	CRIME(upper-inter mediate)	14	1	Опрос; Дискуссия; Тестирование
10	MIND(upper-interm ediate)	14	1	Опрос; Дискуссия; Тестирование
3 семестр				
11	CHALLENGES(ad vanced)	12	2	Опрос; Дискуссия; Тестирование
12	COMMUNITIES(ad vanced)	12	2	Опрос; Дискуссия; Тестирование
13	TALES (advanced)	12	1	Опрос; Дискуссия; Тестирование
14	PROGRESS (advanced)	14	2	Опрос; Дискуссия; Тестирование

15	FORTUNES(advanced)	14	1	Опрос; Дискуссия; Тестирование
4 семестр				
16	INTRODUCTIONS (Business English)	2	-	Опрос
17	GETTING TO KNOW COLLEAGUES (Business English)	2	-	Опрос
18	DELEGATING TASKS (Business English)	2	-	Опрос
19	WRITING A REPORT (Business English)	2	1	Опрос
20	MAKING APOLOGIES (Business English)	2	-	Опрос
21	MAKING PLANS BY EMAIL (Business English)	2	1	Опрос
22	KEEPING CLIENTS INFORMED (Business English)	2	1	Опрос
23	INFORMAL COMMUNICATIO N	2	-	Опрос; Тестирование
24	ADVICE AND SUGGESTIONS (Business English)	2	-	Опрос
25	TALKING ABOUT ABILITIES (Business English)	2	-	Опрос
26	COMPARING AND CONTRASTING (Business English)	2	-	Опрос
27	CHECKING INFORMATION (Business English)	2	-	Опрос
28	JOB DESCRIPTIONS (Business English)	2	-	Опрос
29	APPLYING FOR A JOB (Business English)	2	-	Опрос
30	JOB INTERVIEWS (Business English)	2	-	Опрос
31	STRUCTURING A PRESENTATION (Business English)	2	1	Опрос; Тестирование

Тема 1. CONNECT (upper-intermediate) (УК-4)

Лабораторные работы.

1. First Impressions
2. Family ties
3. Mobile connections
4. Progress test 1

Grammar

1 the present and future

Complete the sentences with a suitable form of the verbs in the box.

come get make recognise research take

2 the past

Underline the correct words in italics.

3 obligation and ability

Look at the underlined phrases and rewrite them using modal verbs.

Vocabulary

4 family/relationships

Complete the sentences using one word in each gap.

5 ways of speaking

Complete the words.

6 adjectives/nouns

Complete the sentences with the correct form of the words in brackets.

7 phrasal verbs (relationships)

Replace the underlined phrases with a suitable phrasal verb.

Pronunciation

8 connected speech

Listen. Do you hear the weak or strong form of the underlined words? Write S (strong) or W (weak).

How to...

9 make a good first impression

Put the words in the correct order to make sentences.

Reading

10 Read the article and complete the gaps (1–5) with the sentences (A–F).

We recently asked our readers to tell us about their experiences growing up, whether as one of several siblings or as only children. (0) We were inundated with entries and will be publishing a selection over the next couple of weeks. Thank you all for sharing your childhood memories with us.

Only is lonely – or is it?

by Sally MacFarlane

I was brought up as an only child, the daughter of two intellectual, emotionally absent parents who believed that children should be seen and not heard. On the surface perhaps not the best start in life, but there were many advantages to this rather isolated upbringing.

(1) _____ They were both successful writers who worked long hours and then often had to travel abroad to attend conferences and give talks. As a consequence I was left in the capable hands of an endless stream of nannies.

Once I started going to primary school, however, the focus of my world changed and I found that I enjoyed being challenged, learning new things every day. (2) _____ If I could show them the progress I was making, we had some point of contact. They weren't really interested in my social development, more my academic skills.

At first I was shy and introverted, although I think I probably came across as rather arrogant. It's just that I was not accustomed to spending so many hours every day in the company of others and I'd grown to depend on myself for my own entertainment. I spent hours creating stories for all my imaginary friends to star in.

(3) _____ How could you be lonely when you had all this?

Most of my friends had brothers and sisters and I could see that they sometimes felt sorry that I was often alone. I, on the other hand, felt sorry for them in a way as they had to compete with one another for attention and possessions. (4) _____

The years passed and I continued to do well at school. I passed all my exams and went on to university and strangely enough followed in my parents' footsteps. (5) _____ It is now, as an adult with children of my own, I look back and wish I'd had brothers and sisters.

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 2. EXPLORE(upper-intermediate) (УК-4)

Лабораторные работы.

1. The jungle bug
2. Amagiv kingdom
3. On the move
4. Progress test 2

Grammar

1 Present Perfect Simple and Continuous

Complete the sentences with a suitable form of the verbs in the box.

drive eat finish know see teach

2 questions

Rewrite the questions.

3 modifying comparatives

Underline the correct words in italics.

Vocabulary

4 describing situations and feelings

Use the correct adjective form of the verbs in the box. Use each verb only once.

annoy challenge disgust fascinate petrify worry

5 weather

Complete the words.

6 verb phrases about moving/travelling

Complete the sentences using phrases from the box in the correct form. There are two extra phrases.

emigrate live abroad move house leave home be off
~~roam around~~ ~~set off~~ ~~see someone off~~

7 expressions with go

Correct the underlined word in each sentence.

Pronunciation

8 connected speech: linking sounds

Which sound can you hear between the linked words in each sentence: /w/, /j/ or /r/?

How to...

9 describe two things which change together

Match the two parts of the sentences.

Reading

10 Read the email. Are the statements true (T), false (F) or not given (NG)?

Hi Anna

How are things? I hope you managed to get yourself a decent last-minute flight. I know how tired you must be after the house move, and a break somewhere out of the way is probably just what you need.

I can't believe that I was at home this time last week and now I'm on the other side of the world. It's been an amazing few days. Well, you of all people know how it is when you travel. I must say I've forgotten how many times I've had emails from you from some internet café or other! And now it's my turn. To be honest, I was a bit nervous at first as I found the idea of travelling on my own quite daunting but once I'd checked in and gone through security to the departure lounge I could feel the excitement rising. It was a long flight but, would you believe, I got an upgrade so ended up travelling in business class! How the other half lives. Beginner's luck I guess. There was plenty of room so I even managed to sleep for a while.

We landed in Seattle in the early evening and I felt quite overwhelmed by all the signs and security. You wouldn't think we all spoke the same language, but finally I was through, picked up my luggage and took the airport shuttle to my hotel. I'd taken your advice and booked accommodation for the first night. It was fine – clean and functional. I didn't really sleep very much at all due to jetlag and the usual noises you get in hotels so I got up early and headed into town.

There's something about cities that are built by the sea. Do you think it's the sense of space perhaps? You just feel you can breathe more easily. Anyway, I took the bus down town to the waterfront and spent the whole day breathing in all the sights and sounds of the bustling market. In fact, it was quite exhausting – sensory overload. And by the end of the day I was looking forward to the next stage of the journey especially as it had started drizzling and was quite chilly. Surprisingly, given I'm a Brit, I didn't have an umbrella with me!

Day Two and the ferry over to Orcas Island. had to take a bus to the ferry port and then it was a couple of hours on the ferry. Orcas is one of the few San Juan Islands that is inhabited. I'd heard about these islands from a friend of mine and had decided to head out there and do some island-hopping away from the bustle of the big city. Since getting off the mainland, I haven't made any firm plans at all, so will take each day as it comes and will write to you again when I have internet connection – it's quite difficult here to find places with decent reception.

Take care and write back soon.

Love,

Sam xx

Задания для самостоятельной работы.

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2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 3. OLD AND NEW (upper-intermediate (УК-4))

Лабораторные работы.

1. Heroes
2. Land of invention
3. The good old days?
4. Progress test 3

Grammar

1 Past Perfect Simple and Continuous

Complete the sentences with the correct form of the verbs in the box.

finish — have — learn — live — meet — wait

2 articles

Complete the sentences with a, an, the or – (no article).

3 adjectives and adverbs

Put the words in the correct order to make sentences.

Vocabulary

4 time expressions

Underline the correct words in italics.

5 materials

Complete the words.

6 verb phrases with take

Correct the underlined word.

7 making nouns

Complete the sentences with the noun form of the words in brackets.

Pronunciation

8 speech units

Listen and write // in the places you hear a pause.

How to...

9 reach an agreement

Underline the correct words in italics.

Reading

10 Read the posting on a web forum and answer the questions.

School days are the happiest days of your lives

St Anthony's School is celebrating its centenary this year so we are inviting all of our former students to write in with memories of their time with us. We look forward to hearing what you have to say.

Philip

I vividly remember my first day at school. I walked through the main doors and felt so small. I'd been at a village school before starting at St Anthony's so it was quite a shock to the system. Everyone seemed so much older than me and everyone seemed to know what they were doing and where they were going. Whenever I start something new, I'm reminded of that awful sinking feeling. I don't suppose it'll ever go away.

Marianne

My favourite subject was English because I really liked our teacher. She was so passionate about literature so we all just got caught up in her enthusiasm. At the start of every lesson she would read us a short extract from whatever it was that she was reading at the time. She also encouraged us to write for ourselves and I can honestly say that I wouldn't be a teacher myself if it hadn't been for her influence and encouragement.

Luke

To be honest, I don't have happy memories of my time at the school. I was a very introverted child and had always found it hard to make friends. Everyone seemed so sporty and competitive and I just didn't fit in. Looking back, I wish I'd told my parents how unhappy I was instead of staying put. The one saving grace, as far as I'm concerned, was the library. Whenever we had a break I just went there and studied.

Graham

I'm not really academic so I don't see the point of learning all about physics and history and all that kind of stuff. From my point of view it would have been far better if we'd done a few vocational subjects something that's actually useful if you want to go out and get a job. I dropped out when I was 16 and got myself an apprenticeship with a local building company. I don't think the teachers were particularly interested in anyone who didn't want to go to university but I still see some of my classmates from time to time.

Kate

One of my best memories is our trip to Berlin. We'd been studying German for four years. There were fifteen of us so it was a good number. A couple of parents came along as well and we all stayed in a small hostel in the city centre. It was so good to be able to practise what we'd spent so long learning in the classroom. And amazingly people actually understood us!

Задания для самостоятельной работы.

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 2. конспектирование материалов, работа со справочной литературой;
 3. подготовка к опросу, дискуссии, тестированию;
- составление тематического глоссария.

Тема 4. WORK(upper-intermediate) (УК-4)

Лабораторные работы.

1. The daily grind
 2. A work of art
 3. Dressed for business
 4. Progress test 4
- Grammar

1 futures (1)

Choose the correct answer (a, b or c).

2 Future Perfect and Future Continuous

Complete the sentences with the correct form of the verbs in the box.

check die finish have make travel

3 verb patterns: -ing forms and infinitives

Underline the correct words in italics.

Vocabulary

4 personality traits for jobs

Choose the correct answer (a, b or c).

5 work

Complete the words.

6 verb phrases about time

Complete the sentences with a suitable verb from the box. Use each verb only once.

make run out of save spend take waste

7 collocations with prepositions

Complete the sentences with the correct preposition.

8 Collocations with prepositions (2)

Complete the words

How to...

9 talk about future plans

Put the words in the correct order to make sentences.

Reading

10 Read the article and complete the gaps (1–5) with the sentences (A–E).

Think carefully before you choose.

The world of work has changed so much over the past couple of decades that it can often be quite challenging to decide which career path to follow. (0) Some people are very lucky and have a vocation. They know exactly what they want to do and have always done so. For others, however, the choices can be far harder to make. When you consider that you might well be spending fifty years in the workplace, as the retirement age rises, you will realise just how important it is to spend some time thinking about what it is you really want to do.

Of course, we are not all lucky enough to have the ‘perfect’ job. How many people do you know who can honestly say they wake up every morning excited about the day ahead with all its demands and challenges?

(1) _____ It’s more a case of ‘well it’s almost the weekend’.

Most people would say that they just ‘fell’ into the line of work they’re doing. They knew someone who knew someone or they just happened to be in the right place at the right time. After that, there’s a natural progression. (2) _____

Increasingly, however, in this age of technology, people are choosing to work from home rather than going out to work. (3) _____ It is an environment which needs to function, the only difference being that there you are likely to be working on your own, which in itself can be problematic if isolation does not suit your temperament.

(4) _____ You need to have a clear division between home as a place to relax and home as a place to work, ideally with a separate office so that you can shut the door at the end of the working day. This existence is not for everyone and is something that should be considered very carefully.

It is hard to predict how working patterns will change over the next twenty years as unemployment levels rise, but I imagine that the workplace as we know it will disappear as more and more people find new ways to work. (5) _____ Only time will tell.

Задания для самостоятельной работы.

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2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;

4. составление тематического глоссария.

Тема 5. RISK(upper-intermediate) (УК-4)**Лабораторные работы.**

1. Going solo
2. At your own risk
3. Million-dollar risk
4. Progress test 5

Grammar

- 1 conditional structures (1)

Make conditional sentences using the verbs in brackets.

- 2 advice and permission

Rewrite the sentences using the words in brackets.

- 3 emphasis

Put the words in the correct order to make sentences.

Vocabulary

- 4 verb phrases about challenge

Choose the correct answer (a, b or c).

- 5 sport

Complete the words.

- 6 phrasal verbs with out

Complete the sentences with a suitable verb in the correct tense.

- 7 distances and dimensions

Complete the sentences using the correct form of the adjectives in brackets.

Pronunciation

- 8 stress: emphasis (1)

Listen and underline the stressed words or syllables in the sentences.

How to...

- 9 talk about which film to watch

Match the two halves of the sentences.

Reading

- 10 Read the article and complete the gaps (1–5) with the sentences (A–E).

You only get one chance

0 One thing in common

Look on the Internet and you will find thousands of websites dedicated to extreme sports, from mountain boarding to barefoot waterskiing, sky surfing to white-water kayaking. Although these sports are all very different, they do all have one thing in common and that is a high level of inherent danger.

1

Whether on land, water, or in the air, these sports involve speed, height, a high level of physical exertion and spectacular stunts. One of the most extreme of these extreme sports is base jumping. BASE stands for Buildings, Aerials, Spans (bridges) and Earth, so basically anything that is tall enough to allow someone to jump off. There are people risking life and limb all over the world and they have been doing so since the 1990s when the sport really started to take off.

2

Dan 'the Man' Witchalls is Britain's premier base jumper, a veteran with ten years' experience. He is a roofer by profession, an appropriate line of work for someone addicted to heights. 'I can't drive past a new building or crane without thinking, maybe, maybe ...' he says. His business card shows him in his trademark jade-and-white jumpsuit, leaping from the Petronas Twin Towers in Kuala Lumpur. It reads: 'Extreme Roofing'.

3

While for many sportsmen, base jumping is like an act of personal rebellion, to Witchalls it is not. He claims that he does it because it's fun. At his house there are two places dedicated to base: a room filled with photographs of his most impressive jumps with every building named and dated, and the room where he keeps his equipment.

4

The room full of photos, while highlighting Witchalls' triumphs, also serves as a sad reminder of just how dangerous this sport can be. There are six orders of service from the funerals of jumpers he has known, including Angus 'Gus' Hutchison-Brown, a popular British jumper who died in Switzerland in 2009. Over 150 people have died over the years and the list of near-fatal injuries is quite horrific yet the sport goes on with people always looking for greater challenges.

5

So, how do you go about becoming an officially-recognised base jumper? You can apply for an official number when you've carried out all four genres of jumps successfully (building, aerial, span and earth). At the moment about 1,400 base numbers have been allocated, but none to women. I wonder if this means anything?!

Задания для самостоятельной работы.

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2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 6. THE PAST (upper-intermediate) (УК-4)

Лабораторные работы.

1. Life changes
2. Lasting memories
3. Memory box
4. Progress test 6

Grammar

- 1 used to, be used to, get used to, would

Complete the sentences.

2 wishes and regrets

be go leave like listen take

Complete the sentences with a suitable form of the verbs in the box.

3 preparatory it

Rewrite the sentences.

Vocabulary

4 memory

Complete the words.

5 appearance

Choose the correct answer (a, b or c).

6 feelings

Complete the sentences with the adjectives from the box. There are five extra words.

uninterested confused suspicious sceptical optimistic uneasy
curious annoyed excited relieved

7 idioms to describe people

Underline the correct words in italics.

Pronunciation

8 consonant clusters (1)

Listen and write down the words you hear.

How to...

9 reminisce about the past

Complete the sentences using the correct form of the verbs in the box. There is one extra word.

be bring feel make picture remember remind

Reading

10 Read the email and choose the correct answers.

Hi Marcelo

How are you? How are the children? I hope everything's going well and you've managed to take some time off. It's so hard when you work for yourself, isn't it?

You must have wondered what on earth had happened to me as I haven't been in touch for so long! We used to write to one another so regularly, didn't we? I guess life just gets in the way sometimes. So much has happened in the last few months that I don't know quite where to begin. I've wanted to write so often but thought it more sensible to wait until I was a little more settled.

The biggest news is that I finally left my job. I know, I know, you probably thought I'd stay there until I retired. In fact I think almost everyone I know was surprised when I told them I'd quit. I guess I was good at hiding the fact that I'd been very unhappy for quite a while. After I didn't get the promotion I'd applied for, I couldn't really muster up much enthusiasm. I didn't get on with my new boss who was a cold fish to put it mildly. It was very obvious that she would do anything she could to get to the top and I found myself getting more and more stressed. One day she accused me of not having done something she'd asked me to and I just saw red. Something snapped inside and I heard myself say 'That's it, I quit.' It was worth it just to see the look on her face! My immediate feelings were of elation and relief, and then of course reality kicked in and I started to wonder what on earth I'd done.

That was three months ago. And it triggered something within me. I started to look at my life and the things I wasn't happy about. I made lists – the things I wish I'd done versus the things I wanted to do. Simple! So simple that I wonder what on earth took me so long. As they say, the journey of a thousand miles begins with the first step.

And my first step was to do the travelling I never did when I was younger. There was so much pressure in those days to get a job, get on to the career ladder and settle down. Now that I'm older I can see that I was just doing what everyone else thought was the right thing to do and it never occurred to me to question whether it was the right thing for me.

I can't tell you how alive I feel now. Every day is an adventure. I'm meeting all kinds of interesting people and I'm not making any plans or following any schedule. Perhaps it's so exciting because it's still so new but I can tell you I feel years younger. I'm in Australia at the moment as I got a round-the-world ticket so who knows, I might just come to Argentina and knock on your door one of these days.

Look after yourself and write back soon.

Love

Dana

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 7. EXCESS(upper-intermediate) (УК-4)

Лабораторные работы.

1. Food for thought
2. Buy, buy, buy
3. It's a dog's life
4. Progress test 7

Grammar

1 quantifiers

Underline the correct words in italics.

2 passives

Complete the sentences using the correct form of the verbs in the box.

announce build deliver reheat sendwitness

3 have/get something done

Rewrite the sentences.

Vocabulary

4 food and cooking

Underline the odd one out.

5 verb phrases about shopping

Complete the sentences with one word.

6 excess

Complete the words.

7 prefixes

Complete the sentences with the correct prefixes.

Pronunciation

8 intonation: questions

Listen. Does the voice go up (ä) or down (æ) at the end of each question?

How to...

9 give and check instructions

Complete the sentences using the words in the box. There are three extra words.

because careful finallyfirst important meansounds sure then

Reading

10 Read the email. Are the statements true (T), false (F) or not given (NG)?

Hi Hannah

I just had to write to you as soon as I got in. I've just had the most extravagant evening ever and I have a funny feeling you might have had something to do with it. You recommended The Green Duck to Paul, didn't you? He must have made a reservation ages ago as I know it's always booked up months in advance. And you've known all this time! I don't know how you managed to keep quiet when you heard me going on about how I thought Paul had forgotten our anniversary.

Of course I had no idea where we were going. Paul had just told me to dress up so I decided to treat myself to a new dress and I must confess it ended up being a bit of a spending spree as I also got some new shoes, a bag and some perfume. I just can't resist a bargain and the shoes were in the sale so I thought, why not. I know, I know, I'm meant to be saving up but ... well, you're just as bad!

Anyway, a taxi pulled up at 7 and at 7:30 we were standing outside the restaurant. A charming waiter showed us to our table and, once we were comfortable, he handed us a menu and explained the specials of the day. Each dish seemed more exotic than the last but finally, I went for a goat's cheese starter followed by duck with seasonal vegetables. As you know, Paul isn't particularly adventurous when it comes to food but he decided to go for things he'd never tried before – fish soup and steak tartare (far too rich for me).

I must say the restaurant is rather over-the-top. I would never say anything to Paul of course, because I know it must have cost a lot, but to be honest, I'd have been just as happy, if not more so, at the local Indian restaurant. I didn't feel I could really relax because the waiters were a little bit too attentive. As soon as you moved, they were there at the table asking if everything was all right.

Mind you, when they came along with the dessert menu, even though I was full I just couldn't resist. You know my weakness for chocolate! I had the most delicious chocolate mousse you could ever imagine – three kinds of chocolate with fresh raspberries.

I dread to think what the bill came to but I accepted graciously, as I know Paul wanted to spoil me. Perhaps next time he asks you, you could suggest something a little more affordable, and then I wouldn't feel so bad about having spent money on myself!

Hope to see you soon.

Love

Nancy xx

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 8. SUCCESS(upper-intermediate) (УК-4)

Лабораторные работы.

1. Lead or follow?
2. Winners
3. Tot.com
4. Progress test 8

Grammar

1 It's time/I'd rather/I'd better

Choose the correct answer (a, b or c).

2 reported speech

Rewrite the sentences.

3 reporting verbs

Complete the sentences using a suitable verb from the box. Use no more than five words. There are five extra verbs.

admit ask claim confirm deny remind say suggest tell warn

Vocabulary

4 success

Complete the sentences using the verbs in brackets.

5 describing personality

Complete the words.

6 adjectives and intensifiers

Underline the correct words in italics.

7 phrasal verbs with three parts

Correct the underlined word in each sentence.

Pronunciation

8 stress on phrasal verbs

Listen and underline the main stress in the phrasal verbs.

How to...

9 introduce general and specific points

Put the words in the correct order to make sentences.

Reading

10 Read Mark's blog 'mumbling and musing'. Choose the correct answers.

I've been thinking about success a lot recently. I was at a party the other day, an old school friend of mine was celebrating his thirtieth birthday. I hadn't seen him for ages so I wondered why he'd invited me – could it be that he wanted to show off, boast about all that he had achieved (that's what the cynic in me thought)? He always was very ambitious and competitive at school. He was the student of whom teachers would say 'he's bound to go far'. So even at a young age he was marked out for success, a high-achiever.

I confess I was curious, so I accepted the invitation and went along to the party. And, yes, in material terms he has certainly succeeded. He lives in a huge house, drives a fast sports car and has surrounded himself with beautiful objects. But where was he? I honestly didn't recognise him. He looked at least ten years older than all of us, and seemed to be on the verge of a nervous breakdown. Was that really James? He came over and shook my hand, slapped me on the back as if we were old buddies, but there was something in his behaviour that made me think he wasn't happy. It was sad to see and yet, it was clear that a lot of people there looked up to him because of his money. I suppose it's easy to buy friends like that, but I came away feeling quite upset, and as I say, it got me thinking about what success really means.

To my mind, success comes in many different packages. A successful person is someone who has achieved what they set out to do, be it climbing Mount Everest or raising balanced, happy children. In my opinion, it has nothing to do with how much money you make. I'm not denying that money is useful because obviously it is, but I don't think it should be a motivating factor in the work you decide to do. One of the most successful (and happiest) people I know is my neighbour Alison who works as a teaching assistant in a primary school. She helps children who have learning difficulties. She loves the children and they obviously adore her. She has a really good work-life balance and fills her free time with all kinds of hobbies. Every year she makes it her goal to learn a new skill. At the moment I think it's playing the guitar.

As Albert Einstein said: 'Try not to become a man of success. Rather become a man of value'. What do you think?

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;

2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 9. CRIME(upper-intermediate) (УК-4)

Лабораторные работы.

1. Legal madness
2. It's a mystery!
3. The real Sherlock?
4. Progress test 9

Grammar

1 participle clauses for sequencing

Complete the sentences using an appropriate form of the verbs in the box.

finish get leave walk waste witness

2 deduction: present and past

Complete the sentences using a suitable modal and the correct form of the verbs in brackets.

3 relative clauses

Underline the relative pronouns which can be omitted.

Vocabulary

4 crime

Complete the sentences with one word.

5 law and insurance

Choose the correct answer (a, b or c).

6 compound adjectives

Correct the underlined words.

7 news headlines

Underline the correct words in italics.

Pronunciation

8 stress: compound adjectives

Listen and underline the stressed syllable in the compound adjectives.

How to...

9 start, move on and finish a discussion

Complete the sentences with a suitable word.

Reading

10 Read the web forum on local crime. Answer the questions.

Pat

I went to the bus stop as usual this morning only to discover that all the glass had been smashed and there was graffiti all over the shelter. The local council had only just recently cleaned it all up. It's the sheer pointlessness of such acts that really annoys me. What do these kids hope to achieve? Do they really wreck things just because they're bored? That's what they say, at least, when they're asked.

Lynda

I think we need to take action ourselves if we want things to change. I'm a member of a local scheme which the police have set up, and we're looking for more people to join. Basically we just keep an eye on our neighbours, especially if they're elderly or on their own, and we report anything suspicious or unusual. There are regular meetings and updates by email and to be honest it doesn't take up much time at all. Everyone who participates has a sticker in their window so would-be burglars know that the residents are watchful.

Frank

Yes, I agree, we all need to take responsibility for our local environment but within reason. I mean, there's no point being a hero. There has been a spate of burglaries in our street over the last few weeks. The burglars strike during the day when most people are at work. They break in through the back of the houses. I suppose they must climb over the garden fence and get in that way. They go mainly for laptops and jewellery so they can get away quickly without drawing attention to themselves. Mind you, I heard a case recently where the thieves came along in broad daylight with a removal van and they totally emptied the house. No one thought to question them because it all looked so official. So, yes that's another good reason to keep an eye on the neighbours. If they'd all been friendly with one another, someone would have known what was going on.

Susie

There was a fire at the local school last week. It was on a Saturday so there wasn't anyone around. The police have been called in to see whether the fire was deliberate. They're appealing for witnesses but I think they already have a long list of suspects. It could have been any one of a number of people really, couldn't it? After all, there have been quite a few problems at the school over the last few months.

Mel

I know this isn't a local issue, but then again I suppose it might be. I discovered that quite a lot of money had been taken out of my bank account recently. It would appear that it was a case of identity fraud, so I've had to stop all my bank cards and credit cards. Luckily I discovered it before too much damage had been done, but I'm wondering how it could have happened. So, some advice for you all ... make sure you shred any papers which have your personal details on them before you throw them away. I can only think that someone must have been through my rubbish and found my name and bank details. It's given me quite a shock I can tell you.

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 10. MIND(upper-intermediate) (УК-4)

Лабораторные работы.

1. Head games
2. Persuasion
3. My digital memory
4. Progress test 10

Grammar

1 reflexive pronouns

Complete the sentences.

2 conditional structures (2): with conjunctions

Underline the correct words in italics.

3 futures (2)

Complete the sentences with a suitable form of the verbs in the box.

apply be determine go have visit

Vocabulary**4 the power of the mind**

Complete the words.

5 advertising

Underline the correct words in italics.

6 verb phrases with mind

Complete the sentences with a suitable verb.

7 commonly misspelt words

Find the spelling mistake in each sentence and write the correct word.

Pronunciation**8 stress: reflexive pronouns**

Listen and underline the stressed syllable in the reflexive pronouns.

How to...**9 talk about beliefs and opinions**

Complete the words.

Reading**10 Read the article. Complete the gaps (1–5) with the sentences (A–F).**

There is one extra sentence.

The power of the mind

I've always been fascinated by the way people behave: how they think and how they communicate, from body language to speech. My shelves are stacked with books on every aspect of self-help and self-improvement. I've attended any number of workshops and seminars but I can honestly say that one of the best courses I've ever done was a course in NLP.

(0)NLP (Neuro Linguistic Programming) is an extraordinary tool, and one which I would recommend to everyone. Taking a course will improve your communication skills in every way, whether you are a salesperson wishing to improve your targets, or a teacher wishing to motivate your students.

There are many key suppositions that form the basis of NLP including the following:

The map is not the territory: our senses take in raw data from our environment and that data has absolutely no meaning other than the meaning we choose to give it. We generalise, delete and distort, analysing situations based on what we have been told or what we have experienced, which is why no two people will assess something in the same way. (1) _____

Every behaviour is useful in some context: no behaviour is wrong in itself. It is perhaps just not the most appropriate behaviour for the context. (2) _____

The person with the most flexibility and choices of behaviour will rule the system: in order to get different results, you need to keep doing different things. (3) _____

Clearly if you're not happy with the way things are, you need to change your behaviour.

If one human has done it, that means it's humanly possible: and if it is humanly possible, any human can learn to do it. This is my personal favourite as it reminds me that we so often give up, either because other people tell us that we're being silly, or because we're not focused enough. There are so many stories of people who wouldn't take 'no' for an answer. (4) _____

So, if you feel as though you need to make changes, I would heartily recommend a course in NLP. (5)

_____ You will be amazed at how quickly these changes occur if you are mindful of your thought processes and your behaviours.

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 11. CHALLENGES(advanced) (УК-4)

Лабораторные работы.

1. My community
2. It's a wiki wiki world
3. Destination paradise
4. Progress test 2

1 complete the sentences with the correct form of verbs from the box (infinitive or –ing form). You may need to add a preposition.

2 complete each sentence with one word.

3 complete the text with words \phrases from the box.

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 12. COMMUNITIES(advanced) (УК-4)

Лабораторные работы.

Лабораторные занятия.

1. My community
2. It's a wiki wiki world
3. Destination paradise
4. Progress test 2

1 complete the sentences with the correct form of verbs from the box (infinitive or –ing form). You may need to add a preposition.

2 complete each sentence with one word.

3 complete the text with words \phrases from the box.

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 13. TALES (advanced) (УК-4)

Лабораторные работы.

1. Famous hoaxes
2. A good read
3. Jokers
4. Progress test 3

1 find 7 mistakes with narrative tenses in the article and correct them.

2 rewrite the sentences so that they have the same meaning. Use participle clauses with the correct form of the verb in brackets.

3 put the underlined letters in order.

4 complete the dialogues by adding one word.

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 14. PROGRESS (advanced) (УК-4)

Лабораторные работы.

1. Superpowers
2. Thinking ahead
3. Great expectations
4. Progress test 4

1 rewrite the sentences in three different ways with the words in brackets. There may be more than one answer.

2 choose the most appropriate word in *italics*.

3 choose the correct option – a, b or c.

4 complete the text with suitable words.

5 complete the sentences with the prompts in brackets and phrases from the box.

6 complete the text with suitable words.

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 15. FORTUNES(advanced) (УК-4)

Лабораторные работы.

1. A new leaf
2. Rags and riches
3. In good company
4. Progress test 5

brackets Rewrite the sentences with the correct form of the words in brackets. There may be more than one possible answer.

2 complete sentence with the correct clauses. There are two possible answers for each sentence.

3 rewrite the sentences to be more emphatic using the words in brackets.

4 rewrite the underlined word correctly.

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу, дискуссии, тестированию;
4. составление тематического глоссария.

Тема 16. INTRODUCTIONS (Business English) (УК-4)

Лабораторные работы.

1. New language Present simple and continuous
2. Vocabulary Etiquette for introductions
3. New skill Introducing yourself and others

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 17. GETTING TO KNOW COLLEAGUES (Business English) (УК-4)

Лабораторные работы.

1. New language Past simple and past continuous
2. Vocabulary Sharing past experiences
3. New skill Talking about past experiences
4. Vocabulary Departments and roles

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 18. DELEGATING TASKS (Business English) (УК-4)

Лабораторные работы.

1. New language Modal verbs for obligation
2. Vocabulary Delegation and politeness
3. New skill Delegating tasks to colleagues

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 19. WRITING A REPORT (Business English) (УК-4)

Лабораторные работы.

1. New language Past perfect and past simple
2. Vocabulary Formal business English
3. New skill Writing reports
4. Vocabulary Money and finance

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 20. MAKING APOLOGIES (Business English) (УК-4)

Лабораторные работы.

1. New language Present perfect continuous
2. Vocabulary Apologies
3. New skill Apologizing on the telephone

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 21. MAKING PLANS BY EMAIL (Business English) (УК-4)

Лабораторные работы.

1. Vocabulary Communication technology
2. New language Email language
3. Vocabulary Meetings and workshops
4. New skill Making plans

Задания для самостоятельной работы.

1. Vocabulary Communication technology
2. New language Email language
3. Vocabulary Meetings and workshops
4. New skill Making plans

Тема 22. KEEPING CLIENTS INFORMED (Business English) (УК-4)

Лабораторные работы.

1. New language Continuous tenses
2. Vocabulary Arrangements and schedules
3. New skill Keeping clients informed

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 23. INFORMAL COMMUNICATION (УК-4)

Лабораторные работы.

1. New language Phrasal verbs
2. Vocabulary Arrangements and plans
3. New skill Keeping co-workers informed
4. Контрольное тестирование по пройденным темам

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 24. ADVICE AND SUGGESTIONS (Business English) (УК-4)

Лабораторные работы.

1. New language Modal verbs for advice
2. Vocabulary Workplace pressures
3. New skill Giving advice

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 25. TALKING ABOUT ABILITIES (Business English) (УК-4)

Лабораторные работы.

1. Vocabulary Management, leadership, and skills
2. New language Modal verbs for abilities
3. Vocabulary Workplace skills

4. New skill Describing abilities

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 26. COMPARING AND CONTRASTING (Business English) (УК-4)

Лабораторные работы.

1. New language Discourse markers
2. Vocabulary Teamwork and team building
3. New skill Expressing your ideas

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 27. CHECKING INFORMATION (Business English) (УК-4)

Лабораторные работы.

1. New language Subject questions, question tags
2. Vocabulary Polite checks and echo questions
3. New skill Checking information

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 28. JOB DESCRIPTIONS (Business English) (УК-4)

Лабораторные работы.

1. Vocabulary Industries and professional attributes
2. New language Articles
3. Vocabulary Job descriptions and applications
4. New skill Describing a job

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 29. APPLYING FOR A JOB (Business English) (УК-4)

Лабораторные работы.

1. New language Dependent prepositions
2. Vocabulary Cover-letter vocabulary
3. New skill Writing a cover letter

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;

2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 30. JOB INTERVIEWS (Business English) (УК-4)

Лабораторные работы.

1. New language Relative clauses
2. Vocabulary Job interviews
3. New skill Describing your achievements in detail

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

Тема 31. STRUCTURING A PRESENTATION (Business English) (УК-4)

Лабораторные работы.

1. Vocabulary Office and presentation equipment
2. New language Signposting language
3. Vocabulary Presentation equipment
4. New skill Structuring a presentation
5. Контрольное тестирование по пройденным темам

Задания для самостоятельной работы.

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к опросу.

4. Контроль знаний обучающихся и типовые оценочные средства

4.1. Распределение баллов:

1 семестр

- посещаемость – 5 баллов
- текущий контроль – 75 баллов
- контрольные срезы – 2 среза по 10 баллов каждый
- премиальные баллы – 5 баллов

Распределение баллов по заданиям:

№ темы	Название темы / вид учебной работы	Формы текущего контроля / срезы	Мак. кол-во баллов	Методика проведения занятия и оценки
1.	CONNECT (upper-intermediate)	Опрос	5	3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.

		Дискуссия	8	<p>8 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>3-6 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>
		Тестирование	10	<p>10 баллов – студент правильно отвечает на 75-100% вопросов в тесте</p> <p>7 баллов – студент правильно отвечает на 50-74% вопросов в тесте</p> <p>4 балла – студент правильно отвечает на 25-50% вопросов в тесте.</p> <p>Менее 25% правильных ответов баллов не дает</p>
		Опрос	4	<p>3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе.</p> <p>1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе.</p> <p>Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.</p>
2.	EXPLORE(upper-intermediate)	Дискуссия	6	<p>6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>
		Тестирование	10	<p>10 баллов – студент правильно отвечает на 75-100% вопросов в тесте</p> <p>7 баллов – студент правильно отвечает на 50-74% вопросов в тесте</p> <p>4 балла – студент правильно отвечает на 25-50% вопросов в тесте.</p> <p>Менее 25% правильных ответов баллов не дает</p>

3.	OLD AND NEW (upper-intermediate)	Опрос	4	<p>2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе.</p> <p>1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе.</p> <p>Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.</p>
		Дискуссия	7	<p>6-7 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>
		Тестирование(контрольный срез)	10	<p>10 баллов – студент правильно отвечает на 75-100% вопросов в тесте</p> <p>7 баллов – студент правильно отвечает на 50-74% вопросов в тесте</p> <p>4 балла – студент правильно отвечает на 25-50% вопросов в тесте.</p> <p>Менее 25% правильных ответов баллов не дает</p>
4.	WORK(upper-intermediate)	Опрос	2	<p>2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе.</p> <p>1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе.</p> <p>Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.</p>
		Дискуссия	6	<p>6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>

		Тестирование	5	5 баллов – студент правильно отвечает на 90-100% вопросов в тесте. 4 балла - студент правильно отвечает на 75-89% вопросов в тесте. 3 балла - студент правильно отвечает на 60-74% вопросов в тесте. 2 балла – студент правильно отвечает на 40-59% вопросов в тесте. 1 балл - студент правильно отвечает на 25-39% вопросов в тесте.. Баллы не начисляются, если в тесте менее 25% правильных ответов.
5.	RISK(upper-intermediate)	Опрос	2	2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
		Дискуссия	6	6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера. 4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер. 1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии. Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.
		Тестирование(контрольный срез)	10	10 баллов – студент правильно отвечает на 75-100% вопросов в тесте 7 баллов – студент правильно отвечает на 50-74% вопросов в тесте 4 балла – студент правильно отвечает на 25-50% вопросов в тесте. Менее 25% правильных ответов баллов не дает
6.	Посещаемость		5	5 баллов – студент посетил 100% занятий. 4 балла – студент посетил не менее 80% занятий. 3 балла – студент посетил не менее 50% занятий. 1-2 балла – студент посетил не менее 25% занятий. Если студент посетил менее 25% занятий, баллы не начисляются.
7.	Премияльные баллы		5	Прохождение онлайн-курса – 5 баллов.
8.	Итого за семестр		100	

2 семестр

- посещаемость – 5 баллов
- текущий контроль – 75 баллов
- контрольные срезы – 2 среза по 10 баллов каждый
- премияльные баллы – 5 баллов

Распределение баллов по заданиям:

№ те мы	Название темы / вид учебной работы	Формы текущего контроля / срезы	Мах. кол-во баллов	Методика проведения занятия и оценки
1.	THE PAST (upper-intermediate)	Опрос	4	3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балла – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
		Дискуссия	5	5 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера. 4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер. 1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии. Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.
		Тестирование	10	10 баллов – студент правильно отвечает на 75-100% вопросов в тесте 7 баллов – студент правильно отвечает на 50-74% вопросов в тесте 4 балла – студент правильно отвечает на 25-50% вопросов в тесте. Менее 25% правильных ответов баллов не дает
2.	EXCESS(upper-intermediate)	Опрос	4	3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балла – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
		Дискуссия	5	5 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера. 3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер. 2 балла – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии. Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.

		Тестирование	10	10 баллов – студент правильно отвечает на 75-100% вопросов в тесте 7 баллов – студент правильно отвечает на 50-74% вопросов в тесте 4 балла – студент правильно отвечает на 25-50% вопросов в тесте. Менее 25% правильных ответов баллов не дает
3.	SUCCESS(upper-intermediate)	Опрос	4	3-4 балла – студент предоставляет развернутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
		Дискуссия	5	5 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомленность в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера. 3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершенный характер. 2 балла – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии. Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.
		Тестирование(контрольный срез)	10	10 баллов – студент правильно отвечает на 75-100% вопросов в тесте 7 баллов – студент правильно отвечает на 50-74% вопросов в тесте 4 балла – студент правильно отвечает на 25-50% вопросов в тесте. Менее 25% правильных ответов баллов не дает
4.	CRIME(upper-intermediate)	Опрос	4	3-4 балла – студент предоставляет развернутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.

		Дискусси я	5	<p>5 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>2 балла – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>
		Тестиров ание	10	<p>10 баллов – студент правильно отвечает на 75-100% вопросов в тесте</p> <p>7 баллов – студент правильно отвечает на 50-74% вопросов в тесте</p> <p>4 балла – студент правильно отвечает на 25-50% вопросов в тесте.</p> <p>Менее 25% правильных ответов баллов не дает</p>
5.	MIND(upper-intermediate)	Опрос	3	<p>3 балла – студент предоставляет развёрнутые ответы при фронтальном опросе.</p> <p>1-2 балла – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе.</p> <p>Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.</p>
		Дискусси я	6	<p>6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>
		Тестиров ание(кон трольный срез)	10	<p>10 баллов – студент правильно отвечает на 75-100% вопросов в тесте</p> <p>7 баллов – студент правильно отвечает на 50-74% вопросов в тесте</p> <p>4 балла – студент правильно отвечает на 25-50% вопросов в тесте.</p> <p>Менее 25% правильных ответов баллов не дает</p>

6.	Посещаемость	5	5 баллов – студент посетил 100% занятий. 4 балла – студент посетил не менее 80% занятий. 3 балла – студент посетил не менее 50% занятий. 1-2 балла – студент посетил не менее 25% занятий. Если студент посетил менее 25% занятий, баллы не начисляются.
7.	Премияльные баллы	5	Прохождение онлайн-курса – 5 баллов.
8.	Итого за семестр	100	

3 семестр

- посещаемость – 5 баллов
- текущий контроль – 75 баллов
- контрольные срезы – 2 среза по 10 баллов каждый
- премияльные баллы – 5 баллов

Распределение баллов по заданиям:

№ те мы	Название темы / вид учебной работы	Формы текущего контроля / срезы	Мах. кол-во баллов	Методика проведения занятия и оценки
1.	CHALLENGES (advanced)	Опрос	4	3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
		Дискуссия	6	6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера. 4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер. 1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии. Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.
		Тестирование	10	10 баллов – студент правильно отвечает на 75-100% вопросов в тесте 7 баллов – студент правильно отвечает на 50-74% вопросов в тесте 4 балла – студент правильно отвечает на 25-50% вопросов в тесте. Менее 25% правильных ответов баллов не дает
2.	COMMUNITIES (advanced)	Опрос	4	3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.

		Дискуссия	6	<p>6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>
		Тестирование	10	<p>10 баллов – студент правильно отвечает на 75-100% вопросов в тесте</p> <p>7 баллов – студент правильно отвечает на 50-74% вопросов в тесте</p> <p>4 балла – студент правильно отвечает на 25-50% вопросов в тесте.</p> <p>Менее 25% правильных ответов баллов не дает</p>
3.	TALES (advanced)	Опрос	4	<p>3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе.</p> <p>1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе.</p> <p>Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.</p>
		Дискуссия	6	<p>6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>
		Тестирование(контрольный срез)	10	<p>10 баллов – студент правильно отвечает на 75-100% вопросов в тесте</p> <p>7 баллов – студент правильно отвечает на 50-74% вопросов в тесте</p> <p>4 балла – студент правильно отвечает на 25-50% вопросов в тесте.</p> <p>Менее 25% правильных ответов баллов не дает</p>

4.	PROGRESS (advanced)	Опрос	4	<p>3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе.</p> <p>1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе.</p> <p>Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.</p>
		Дискуссия	6	<p>6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>4-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1-2 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>
		Тестирование	5	<p>5 баллов – студент правильно отвечает на 90-100% вопросов в тесте.</p> <p>4 балла - студент правильно отвечает на 75-89% вопросов в тесте.</p> <p>3 балла - студент правильно отвечает на 60-74% вопросов в тесте.</p> <p>2 балла – студент правильно отвечает на 40-59% вопросов в тесте.</p> <p>1 балл - студент правильно отвечает на 25-39% вопросов в тесте.</p> <p>Баллы не начисляются, если в тесте менее 25% правильных ответов.</p>
5.	FORTUNES(ad vanced)	Опрос	4	<p>3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе.</p> <p>1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе.</p> <p>Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.</p>
		Дискуссия	6	<p>5-6 баллов – студент активно участвует в дискуссии, показывает разностороннее владение лексическим материалом по теме и глубокую осведомлённость в вопросе, предоставляет полные ответы на вопросы, составлен развернутый тематический глоссарий; или присутствуют некие погрешности лексического, фонетического, грамматического или стилистического характера.</p> <p>2-3 балла – студент мало участвует в дискуссии, допускает неточности в ответах, составленный глоссарий соответствует требованиям, но носит краткий или незавершённый характер.</p> <p>1 балл – студент не участвует в дискуссии, но предоставляет обширный тематический глоссарий; или студент активно участвует в дискуссии, но глоссария нет в наличии.</p> <p>Баллы не начисляются, если студент отказывается принимать участие активно или пассивно в дискуссии, тематический глоссарий составлен с нарушением требований, или он отсутствует.</p>

		Тестирование(контрольный срез)	10	10 баллов – студент правильно отвечает на 75-100% вопросов в тесте 7 баллов – студент правильно отвечает на 50-74% вопросов в тесте 4 балла – студент правильно отвечает на 25-50% вопросов в тесте. Менее 25% правильных ответов баллов не дает
6.	Посещаемость		5	5 баллов – студент посетил 100% занятий. 4 балла – студент посетил не менее 80% занятий. 3 балла – студент посетил не менее 50% занятий. 1-2 балла – студент посетил не менее 25% занятий. Если студент посетил менее 25% занятий, баллы не начисляются.
7.	Премияльные баллы		5	Прохождение онлайн-курса – 5 баллов.
8.	Итого за семестр		100	

4 семестр

- посещаемость – 5 баллов
- текущий контроль – 45 баллов
- контрольные срезы – 2 среза по 10 баллов каждый
- премияльные баллы – 5 баллов
- ответ на экзамене: не более 30 баллов

Распределение баллов по заданиям:

№ темы	Название темы / вид учебной работы	Формы текущего контроля / срезы	Макс. кол-во баллов	Методика проведения занятия и оценки
1.	INTRODUCTIONS (Business English)	Опрос	3	3 балла – студент предоставляет развернутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
2.	GETTING TO KNOW COLLEAGUES (Business English)	Опрос	3	3 балла – студент предоставляет развернутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
3.	DELEGATING TASKS (Business English)	Опрос	3	3 балла – студент предоставляет развернутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
4.	WRITING A REPORT (Business English)	Опрос	3	3 балла – студент предоставляет развернутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.

5.	MAKING APOLOGIES (Business English)	Опрос	3	3 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
6.	MAKING PLANS BY EMAIL (Business English)	Опрос	2	2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
7.	KEEPING CLIENTS INFORMED (Business English)	Опрос	2	2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
8.	INFORMAL COMMUNICATION	Опрос	4	3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
		Тестирование(контрольный срез)	10	10 баллов – студент правильно отвечает на 75-100% вопросов в тесте 7 баллов – студент правильно отвечает на 50-74% вопросов в тесте 4 балла – студент правильно отвечает на 25-50% вопросов в тесте. Менее 25% правильных ответов баллов не дает
9.	ADVICE AND SUGGESTIONS (Business English)	Опрос	3	3 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
10.	TALKING ABOUT ABILITIES (Business English)	Опрос	4	3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
11.	COMPARING AND CONTRASTING (Business English)	Опрос	4	3-4 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.

12.	CHECKING INFORMATION (Business English)	Опрос	3	3 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1-2 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
13.	JOB DESCRIPTIONS (Business English)	Опрос	2	2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
14.	APPLYING FOR A JOB (Business English)	Опрос	2	2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
15.	JOB INTERVIEWS (Business English)	Опрос	2	2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
16.	STRUCTURING A PRESENTATION (Business English)	Опрос	2	2 балла – студент предоставляет развёрнутые ответы при фронтальном опросе. 1 балл – студент допускает неточности в ответах (лексические, фонетические, грамматические или стилистические погрешности) при фронтальном опросе. Баллы не начисляются при невыполнении домашнего задания и уклонения от ответа при фронтальной работе.
		Тестирование(контрольный срез)	10	10 баллов – студент правильно отвечает на 75-100% вопросов в тесте 7 баллов – студент правильно отвечает на 50-74% вопросов в тесте 4 балла – студент правильно отвечает на 25-50% вопросов в тесте. Менее 25% правильных ответов баллов не дает
17.	Посещаемость		5	5 баллов – студент посетил 100% занятий. 4 балла – студент посетил не менее 80% занятий. 3 балла – студент посетил не менее 50% занятий. 1-2 балла – студент посетил не менее 25% занятий. Если студент посетил менее 25% занятий, баллы не начисляются.
18.	Премияльные баллы		5	Прохождение онлайн-курса – 5 баллов.
19.	Ответ на экзамене		30	10-17 баллов – студент раскрыл основные вопросы и задания билета на оценку «удовлетворительно», 18-24 баллов – студент раскрыл основные вопросы и задания билета на оценку «хорошо», 25-30 баллов – студент раскрыл основные вопросы и задания билета на оценку «отлично».
20.	Итого за семестр		100	

Итоговая оценка по экзамену выставляется в 100-балльной шкале и в традиционной четырехбалльной шкале. Перевод 100-балльной рейтинговой оценки по дисциплине в традиционную четырехбалльную осуществляется следующим образом:

100-балльная система	Традиционная система
85 - 100 баллов	Отлично
70 - 84 баллов	Хорошо
50 - 69 баллов	Удовлетворительно
Менее 50	Неудовлетворительно

4.2 Типовые оценочные средства текущего контроля

Дикуссия

Тема 3. OLD AND NEW (upper-intermediate)

Could you tell us please what you do in your free time?

How can you take and leave a simple phone messages?

Дискуссия

Тема 1. CONNECT (upper-intermediate)

Could you say please where people and things are from?

Could you please represent your family?

Could you please tell us about your job?

Тема 2. EXPLORE(upper-intermediate)

Could you describe what you do every day?

Could you describe other's people routines?

Tell me about what you do on holiday.

Тема 4. WORK(upper-intermediate)

Could you tell us about your diet and lifestyle?

Show us please how you can order food in restaurant.

Could you please describe yourself?

Тема 5. RISK(upper-intermediate)

Let's talk about your home.

Could you describe please where do you live?

Let's talk about things you need to furnish a home.

Тема 6. THE PAST (upper-intermediate)

Could you describe please your visit to another city?

Let's talk about past events in your life.

How can you ask what you want?

Тема 7. EXCESS(upper-intermediate)

Could you tell us please a simple story?

How can you respond to an event in writing?

Тема 8. SUCCESS(upper-intermediate)

Let's talk about weather.

What do you wear?

Could you please describe what other people are doing?

Тема 9. CRIME(upper-intermediate)

Let's talk about personal preferences.

Could you please write a short biography?

How can you compare things?

Тема 10. MIND(upper-intermediate)

How can you book a train ticket?

Could you please describe your personal experience?

Тема 11. CHALLENGES(advanced)

Could you tell us about your education?

How can you understand rules? Which one do we have in our country?

How can you give instructions?

Тема 12. COMMUNITIES(advanced)

Let's talk about your intentions, likes and dislikes.

Let's discuss your future plan.

Тема 13. TALES (advanced)

Let's talk about likes and dislikes.

Could you please describe your day and lifestyle?

Could you please describe your learning needs?

Tell some words about yourself and your interests.

Тема 14. PROGRESS (advanced)

Could you describe please personal events in the past?

Let's talk about personal achievement and experiences.

Could you please explain why you like a piece of music?

Тема 15. FORTUNES(advanced)

Let's tell our friend about future plans.

Let's define and describe things to explain what you mean.

Write a message to your friend.

Опрос

Тема 1. CONNECT (upper-intermediate)

Лабораторные занятия.

1.First Impressions

2.Family ties

3.Mobile connections

4Progress test 1

Grammar

1 the present and future

Complete the sentences with a suitable form of the verbs in the box.

come get make recognise research take

2 the past

Underline the correct words in italics.

3 obligation and ability

Look at the underlined phrases and rewrite them using modal verbs.

Vocabulary

4 family/relationships

Complete the sentences using one word in each gap.

5 ways of speaking

Complete the words.

6 adjectives/nouns

Complete the sentences with the correct form of the words in brackets.

7 phrasal verbs (relationships)

Replace the underlined phrases with a suitable phrasal verb.

Pronunciation

8 connected speech

Listen. Do you hear the weak or strong form of the underlined words? Write S (strong) or W (weak).

How to...

9 make a good first impression

Put the words in the correct order to make sentences.

Reading

10 Read the article and complete the gaps (1–5) with the sentences (A–F).

We recently asked our readers to tell us about their experiences growing up, whether as one of several siblings or as only children. (0) We were inundated with entries and will be publishing a selection over the next couple of weeks. Thank you all for sharing your childhood memories with us.

Only is lonely – or is it?

by Sally MacFarlane

I was brought up as an only child, the daughter of two intellectual, emotionally absent parents who believed that children should be seen and not heard. On the surface perhaps not the best start in life, but there were many advantages to this rather isolated upbringing.

(1) _____ They were both successful writers who worked long hours and then often had to travel abroad to attend conferences and give talks. As a consequence I was left in the capable hands of an endless stream of nannies.

Once I started going to primary school, however, the focus of my world changed and I found that I enjoyed being challenged, learning new things every day. (2) _____ If I could show them the progress I was making, we had some point of contact. They weren't really interested in my social development, more my academic skills.

At first I was shy and introverted, although I think I probably came across as rather arrogant. It's just that I was not accustomed to spending so many hours every day in the company of others and I'd grown to depend on myself for my own entertainment. I spent hours creating stories for all my imaginary friends to star in.

(3) _____ How could you be lonely when you had all this?

Most of my friends had brothers and sisters and I could see that they sometimes felt sorry that I was often alone. I, on the other hand, felt sorry for them in a way as they had to compete with one another for attention and possessions. (4) _____

The years passed and I continued to do well at school. I passed all my exams and went on to university and strangely enough followed in my parents' footsteps. (5) _____ It is now, as an adult with children of my own, I look back and wish I'd had brothers and sisters.

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Тема 2. EXPLORE(upper-intermediate)

Лабораторные занятия.

- 1 The jungle bug
2. Amagiv kingdom
3. On the move
4. Progress test 2

Grammar

- 1 Present Perfect Simple and Continuous

Complete the sentences with a suitable form of the verbs in the box.

drive eat finish know see teach

- 2 questions

Rewrite the questions.

- 3 modifying comparatives

Underline the correct words in italics.

Vocabulary

- 4 describing situations and feelings

Use the correct adjective form of the verbs in the box. Use each verb only once.

annoy challenge disgust fascinate petrify worry

- 5 weather

Complete the words.

- 6 verb phrases about moving/travelling

Complete the sentences using phrases from the box in the correct form. There are two extra phrases.

emigrate live abroad move house leave home be off

roam around set off see someone off

- 7 expressions with go

Correct the underlined word in each sentence.

Pronunciation

- 8 connected speech: linking sounds

Which sound can you hear between the linked words in each sentence: /w/, /j/ or /r/?

How to...

- 9 describe two things which change together

Match the two parts of the sentences.

Reading

- 10 Read the email. Are the statements true (T), false (F) or not given (NG)?

Hi Anna

How are things? I hope you managed to get yourself a decent last-minute flight. I know how tired you must be after the house move, and a break somewhere out of the way is probably just what you need.

I can't believe that I was at home this time last week and now I'm on the other side of the world. It's been an amazing few days. Well, you of all people know how it is when you travel. I must say I've forgotten how many times I've had emails from you from some internet café or other! And now it's my turn. To be honest, I was a bit nervous at first as I found the idea of travelling on my own quite daunting but once I'd checked in and gone through security to the departure lounge I could feel the excitement rising. It was a long flight but, would you believe, I got an upgrade so ended up travelling in business class! How the other half lives. Beginner's luck I guess. There was plenty of room so I even managed to sleep for a while.

We landed in Seattle in the early evening and I felt quite overwhelmed by all the signs and security. You wouldn't think we all spoke the same language, but finally I was through, picked up my luggage and took the airport shuttle to my hotel. I'd taken your advice and booked accommodation for the first night. It was fine – clean and functional. I didn't really sleep very much at all due to jetlag and the usual noises you get in hotels so I got up early and headed into town.

There's something about cities that are built by the sea. Do you think it's the sense of space perhaps? You just feel you can breathe more easily. Anyway, I took the bus down town to the waterfront and spent the whole day breathing in all the sights and sounds of the bustling market. In fact, it was quite exhausting – sensory overload. And by the end of the day I was looking forward to the next stage of the journey especially as it had started drizzling and was quite chilly. Surprisingly, given I'm a Brit, I didn't have an umbrella with me!

Day Two and the ferry over to Orcas Island. had to take a bus to the ferry port and then it was a couple of hours on the ferry. Orcas is one of the few San Juan Islands that is inhabited. I'd heard about these islands from a friend of mine and had decided to head out there and do some island-hopping away from the bustle of the big city. Since getting off the mainland, I haven't made any firm plans at all, so will take each day as it comes and will write to you again when I have internet connection – it's quite difficult here to find places with decent reception.

Take care and write back soon.

Love,

Sam xx

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Тема 3. OLD AND NEW (upper-intermediate)

Лабораторные занятия.

1. Heroes
2. Land of invention
3. The good old days?
4. Progress test 3

Grammar

1 Past Perfect Simple and Continuous

Complete the sentences with the correct form of the verbs in the box.

finish have learn live meet wait

2 articles

Complete the sentences with a, an, the or – (no article).

3 adjectives and adverbs

Put the words in the correct order to make sentences.

Vocabulary

4 time expressions

Underline the correct words in italics.

5 materials

Complete the words.

6 verb phrases with take

Correct the underlined word.

7 making nouns

Complete the sentences with the noun form of the words in brackets.

Pronunciation

8 speech units

Listen and write // in the places you hear a pause.

How to...

9 reach an agreement

Underline the correct words in italics.

Reading

10 Read the posting on a web forum and answer the questions.

School days are the happiest days of your lives

St Anthony's School is celebrating its centenary this year so we are inviting all of our former students to write in with memories of their time with us. We look forward to hearing what you have to say.

Philip

I vividly remember my first day at school. I walked through the main doors and felt so small. I'd been at a village school before starting at St Anthony's so it was quite a shock to the system. Everyone seemed so much older than me and everyone seemed to know what they were doing and where they were going. Whenever I start something new, I'm reminded of that awful sinking feeling. I don't suppose it'll ever go away.

Marianne

My favourite subject was English because I really liked our teacher. She was so passionate about literature so we all just got caught up in her enthusiasm. At the start of every lesson she would read us a short extract from whatever it was that she was reading at the time. She also encouraged us to write for ourselves and I can honestly say that I wouldn't be a teacher myself if it hadn't been for her influence and encouragement.

Luke

To be honest, I don't have happy memories of my time at the school. I was a very introverted child and had always found it hard to make friends. Everyone seemed so sporty and competitive and I just didn't fit in. Looking back, I wish I'd told my parents how unhappy I was instead of staying put. The one saving grace, as far as I'm concerned, was the library. Whenever we had a break I just went there and studied.

Graham

I'm not really academic so I don't see the point of learning all about physics and history and all that kind of stuff. From my point of view it would have been far better if we'd done a few vocational subjects something that's actually useful if you want to go out and get a job. I dropped out when I was 16 and got myself an apprenticeship with a local building company. I don't think the teachers were particularly interested in anyone who didn't want to go to university but I still see some of my classmates from time to time.

Kate

One of my best memories is our trip to Berlin. We'd been studying German for four years. There were fifteen of us so it was a good number. A couple of parents came along as well and we all stayed in a small hostel in the city centre. It was so good to be able to practise what we'd spent so long learning in the classroom. And amazingly people actually understood us!

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Тема 4. WORK(upper-intermediate)

Лабораторные занятия.

1. The daily grind
2. A work of art
3. Dressed for business
4. Progress test 4

Grammar

- 1 futures (1)

Choose the correct answer (a, b or c).

- 2 Future Perfect and Future Continuous

Complete the sentences with the correct form of the verbs in the box.

check die finish have make travel

- 3 verb patterns: -ing forms and infinitives

Underline the correct words in italics.

Vocabulary

- 4 personality traits for jobs

Choose the correct answer (a, b or c).

- 5 work

Complete the words.

- 6 verb phrases about time

Complete the sentences with a suitable verb from the box. Use each verb only once.

make run out of save spend take waste

- 7 collocations with prepositions

Complete the sentences with the correct preposition.

- 8 Collocations with prepositions (2)

Complete the words

How to...

- 9 talk about future plans

Put the words in the correct order to make sentences.

Reading

- 10 Read the article and complete the gaps (1–5) with the sentences (A–E).

Think carefully before you choose.

The world of work has changed so much over the past couple of decades that it can often be quite challenging to decide which career path to follow. (0) Some people are very lucky and have a vocation. They know exactly what they want to do and have always done so. For others, however, the choices can be far harder to make. When you consider that you might well be spending fifty years in the workplace, as the retirement age rises, you will realise just how important it is to spend some time thinking about what it is you really want to do.

Of course, we are not all lucky enough to have the 'perfect' job. How many people do you know who can honestly say they wake up every morning excited about the day ahead with all its demands and challenges?

(1) _____ It's more a case of 'well it's almost the weekend'.

Most people would say that they just 'fell' into the line of work they're doing. They knew someone who knew someone or they just happened to be in the right place at the right time. After that, there's a natural progression. (2) _____

Increasingly, however, in this age of technology, people are choosing to work from home rather than going out to work. (3) _____ It is an environment which needs to function, the only difference being that there you are likely to be working on your own, which in itself can be problematic if isolation does not suit your temperament.

(4) _____ You need to have a clear division between home as a place to relax and home as a place to work, ideally with a separate office so that you can shut the door at the end of the working day. This existence is not for everyone and is something that should be considered very carefully.

It is hard to predict how working patterns will change over the next twenty years as unemployment levels rise, but I imagine that the workplace as we know it will disappear as more and more people find new ways to work. (5) _____ Only time will tell.

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Тема 5. RISK (upper-intermediate)

Лабораторные занятия.

1. Going solo
2. At your own risk
3. Million-dollar risk
4. Progress test 5

Grammar

- 1 conditional structures (1)

Make conditional sentences using the verbs in brackets.

- 2 advice and permission

Rewrite the sentences using the words in brackets.

- 3 emphasis

Put the words in the correct order to make sentences.

Vocabulary

- 4 verb phrases about challenge

Choose the correct answer (a, b or c).

- 5 sport

Complete the words.

- 6 phrasal verbs with out

Complete the sentences with a suitable verb in the correct tense.

- 7 distances and dimensions

Complete the sentences using the correct form of the adjectives in brackets.

Pronunciation

- 8 stress: emphasis (1)

Listen and underline the stressed words or syllables in the sentences.

How to...

- 9 talk about which film to watch

Match the two halves of the sentences.

Reading

- 10 Read the article and complete the gaps (1–5) with the sentences (A–E).

You only get one chance

- 0 One thing in common

Look on the Internet and you will find thousands of websites dedicated to extreme sports, from mountain boarding to barefoot waterskiing, sky surfing to white-water kayaking. Although these sports are all very different, they do all have one thing in common and that is a high level of inherent danger.

1 _____

Whether on land, water, or in the air, these sports involve speed, height, a high level of physical exertion and spectacular stunts. One of the most extreme of these extreme sports is base jumping. BASE stands for Buildings, Aerials, Spans (bridges) and Earth, so basically anything that is tall enough to allow someone to jump off. There are people risking life and limb all over the world and they been doing so since the 1990s when the sport really started to take off.

2

Dan 'the Man' Witchalls is Britain's premier base jumper, a veteran with ten years' experience. He is a roofer by profession, an appropriate line of work for someone addicted to heights. 'I can't drive past a new building or crane without thinking, maybe, maybe ...' he says. His business card shows him in his trademark jade-and-white jumpsuit, leaping from the Petronas Twin Towers in Kuala Lumpur. It reads: 'Extreme Roofing'.

3

While for many sportsmen, base jumping is like an act of personal rebellion, to Witchalls it is not. He claims that he does it because it's fun. At his house there are two places dedicated to base: a room filled with photographs of his most impressive jumps with every building named and dated, and the room where he keeps his equipment.

4

The room full of photos, while highlighting Witchalls' triumphs, also serves as a sad reminder of just how dangerous this sport can be. There are six orders of service from the funerals of jumpers he has known, including Angus 'Gus' Hutchison-Brown, a popular British jumper who died in Switzerland in 2009. Over 150 people have died over the years and the list of near-fatal injuries is quite horrific yet the sport goes on with people always looking for greater challenges.

5

So, how do you go about becoming an officially-recognised base jumper? You can apply for an official number when you've carried out all four genres of jumps successfully (building, aerial, span and earth). At the moment about 1,400 base numbers have been allocated, but none to women. I wonder if this means anything?!

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Тема 6. THE PAST (upper-intermediate)

Лабораторные занятия.

1. Life changes
2. Lasting memories
3. Memory box
4. Progress test 6

Grammar

1 used to, be used to, get used to, would

Complete the sentences.

2 wishes and regrets

be go leave like listen take

Complete the sentences with a suitable form of the verbs in the box.

3 preparatory it

Rewrite the sentences.

Vocabulary

4 memory

Complete the words.

5 appearance

Choose the correct answer (a, b or c).

6 feelings

Complete the sentences with the adjectives from the box. There are five extra words.

uninterested confused suspicious sceptical optimistic uneasy
curious annoyed excited relieved

7 idioms to describe people

Underline the correct words in italics.

Pronunciation

8 consonant clusters (1)

Listen and write down the words you hear.

How to...

9 reminisce about the past

Complete the sentences using the correct form of the verbs in the box. There is one extra word.

be bring feel make picture remember remind

Reading

10 Read the email and choose the correct answers.

Hi Marcelo

How are you? How are the children? I hope everything's going well and you've managed to take some time off. It's so hard when you work for yourself, isn't it?

You must have wondered what on earth had happened to me as I haven't been in touch for so long! We used to write to one another so regularly, didn't we? I guess life just gets in the way sometimes. So much has happened in the last few months that I don't know quite where to begin. I've wanted to write so often but thought it more sensible to wait until I was a little more settled.

The biggest news is that I finally left my job. I know, I know, you probably thought I'd stay there until I retired. In fact I think almost everyone I know was surprised when I told them I'd quit. I guess I was good at hiding the fact that I'd been very unhappy for quite a while. After I didn't get the promotion I'd applied for, I couldn't really muster up much enthusiasm. I didn't get on with my new boss who was a cold fish to put it mildly. It was very obvious that she would do anything she could to get to the top and I found myself getting more and more stressed. One day she accused me of not having done something she'd asked me to and I just saw red. Something snapped inside and I heard myself say 'That's it, I quit.' It was worth it just to see the look on her face! My immediate feelings were of elation and relief, and then of course reality kicked in and I started to wonder what on earth I'd done.

That was three months ago. And it triggered something within me. I started to look at my life and the things I wasn't happy about. I made lists – the things I wish I'd done versus the things I wanted to do. Simple! So simple that I wonder what on earth took me so long. As they say, the journey of a thousand miles begins with the first step.

And my first step was to do the travelling I never did when I was younger. There was so much pressure in those days to get a job, get on to the career ladder and settle down. Now that I'm older I can see that I was just doing what everyone else thought was the right thing to do and it never occurred to me to question whether it was the right thing for me.

I can't tell you how alive I feel now. Every day is an adventure. I'm meeting all kinds of interesting people and I'm not making any plans or following any schedule. Perhaps it's so exciting because it's still so new but I can tell you I feel years younger. I'm in Australia at the moment as I got a round-the-world ticket so who knows, I might just come to Argentina and knock on your door one of these days.

Look after yourself and write back soon.

Love

Dana

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4. составление тематического глоссария.

Тема 7. EXCESS(upper-intermediate)

Лабораторные занятия.

1. Food for thought
2. Buy, buy, buy
3. It's a dog's life
4. Progress test 7

Grammar

- 1 quantifiers

Underline the correct words in italics.

- 2 passives

Complete the sentences using the correct form of the verbs in the box.

announce build deliver reheat sendwitness

- 3 have/get something done

Rewrite the sentences.

Vocabulary

- 4 food and cooking

Underline the odd one out.

- 5 verb phrases about shopping

Complete the sentences with one word.

- 6 excess

Complete the words.

- 7 prefixes

Complete the sentences with the correct prefixes.

Pronunciation

- 8 intonation: questions

Listen. Does the voice go up (ä) or down (æ) at the end of each question?

How to...

- 9 give and check instructions

Complete the sentences using the words in the box. There are three extra words.

because careful finallyfirst important meansounds sure then

Reading

- 10 Read the email. Are the statements true (T), false (F) or not given (NG)?

Hi Hannah

I just had to write to you as soon as I got in. I've just had the most extravagant evening ever and I have a funny feeling you might have had something to do with it. You recommended The Green Duck to Paul, didn't you? He must have made a reservation ages ago as I know it's always booked up months in advance. And you've known all this time! I don't know how you managed to keep quiet when you heard me going on about how I thought Paul had forgotten our anniversary.

Of course I had no idea where we were going. Paul had just told me to dress up so I decided to treat myself to a new dress and I must confess it ended up being a bit of a spending spree as I also got some new shoes, a bag and some perfume. I just can't resist a bargain and the shoes were in the sale so I thought, why not. I know, I know, I'm meant to be saving up but ... well, you're just as bad!

Anyway, a taxi pulled up at 7 and at 7:30 we were standing outside the restaurant. A charming waiter showed us to our table and, once we were comfortable, he handed us a menu and explained the specials of the day. Each dish seemed more exotic than the last but finally, I went for a goat's cheese starter followed by duck with seasonal vegetables. As you know, Paul isn't particularly adventurous when it comes to food but he decided to go for things he'd never tried before – fish soup and steak tartare (far too rich for me).

I must say the restaurant is rather over-the-top. I would never say anything to Paul of course, because I know it must have cost a lot, but to be honest, I'd have been just as happy, if not more so, at the local Indian restaurant. I didn't feel I could really relax because the waiters were a little bit too attentive. As soon as you moved, they were there at the table asking if everything was all right.

Mind you, when they came along with the dessert menu, even though I was full I just couldn't resist. You know my weakness for chocolate! I had the most delicious chocolate mousse you could ever imagine – three kinds of chocolate with fresh raspberries.

I dread to think what the bill came to but I accepted graciously, as I know Paul wanted to spoil me. Perhaps next time he asks you, you could suggest something a little more affordable, and then I wouldn't feel so bad about having spent money on myself!

Hope to see you soon.

Love

Nancy xx

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Тема 8. SUCCESS(upper-intermediate)

Лабораторные занятия.

1. Lead or follow?

2. Winners

3. Tot.com

4. Progress test 8

Grammar

1 It's time/I'd rather/I'd better

Choose the correct answer (a, b or c).

2 reported speech

Rewrite the sentences.

3 reporting verbs

Complete the sentences using a suitable verb from the box. Use no more than five words. There are five extra verbs.

admit ask claim confirm deny remind say suggest tell warn

Vocabulary

4 success

Complete the sentences using the verbs in brackets.

5 describing personality

Complete the words.

6 adjectives and intensifiers

Underline the correct words in italics.

7 phrasal verbs with three parts

Correct the underlined word in each sentence.

Pronunciation

8 stress on phrasal verbs

Listen and underline the main stress in the phrasal verbs.

How to...

9 introduce general and specific points

Put the words in the correct order to make sentences.

Reading

10 Read Mark's blog 'mumblin' and musing'. Choose the correct answers.

I've been thinking about success a lot recently. I was at a party the other day, an old school friend of mine was celebrating his thirtieth birthday. I hadn't seen him for ages so I wondered why he'd invited me – could it be that he wanted to show off, boast about all that he had achieved (that's what the cynic in me thought)? He always was very ambitious and competitive at school. He was the student of whom teachers would say 'he's bound to go far'. So even at a young age he was marked out for success, a high-achiever.

I confess I was curious, so I accepted the invitation and went along to the party. And, yes, in material terms he has certainly succeeded. He lives in a huge house, drives a fast sports car and has surrounded himself with beautiful objects. But where was he? I honestly didn't recognise him. He looked at least ten years older than all of us, and seemed to be on the verge of a nervous breakdown. Was that really James? He came over and shook my hand, slapped me on the back as if we were old buddies, but there was something in his behaviour that made me think he wasn't happy. It was sad to see and yet, it was clear that a lot of people there looked up to him because of his money. I suppose it's easy to buy friends like that, but I came away feeling quite upset, and as I say, it got me thinking about what success really means.

To my mind, success comes in many different packages. A successful person is someone who has achieved what they set out to do, be it climbing Mount Everest or raising balanced, happy children. In my opinion, it has nothing to do with how much money you make. I'm not denying that money is useful because obviously it is, but I don't think it should be a motivating factor in the work you decide to do. One of the most successful (and happiest) people I know is my neighbour Alison who works as a teaching assistant in a primary school. She helps children who have learning difficulties. She loves the children and they obviously adore her. She has a really good work-life balance and fills her free time with all kinds of hobbies. Every year she makes it her goal to learn a new skill. At the moment I think it's playing the guitar.

As Albert Einstein said: 'Try not to become a man of success. Rather become a man of value'. What do you think?

Задания для самостоятельной работы:

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Тема 9. CRIME (upper-intermediate)

Лабораторные занятия.

1. Legal madness
2. It's a mystery!
3. The real Sherlock?
4. Progress test 9

Grammar

1 participle clauses for sequencing

Complete the sentences using an appropriate form of the verbs in the box.

finish get leave walk waste witness

2 deduction: present and past

Complete the sentences using a suitable modal and the correct form of the verbs in brackets.

3 relative clauses

Underline the relative pronouns which can be omitted.

Vocabulary

4 crime

Complete the sentences with one word.

5 law and insurance

Choose the correct answer (a, b or c).

6 compound adjectives

Correct the underlined words.

7 news headlines

Underline the correct words in italics.

Pronunciation

8 stress: compound adjectives

Listen and underline the stressed syllable in the compound adjectives.

How to...

9 start, move on and finish a discussion

Complete the sentences with a suitable word.

Reading

10 Read the web forum on local crime. Answer the questions.

Pat

I went to the bus stop as usual this morning only to discover that all the glass had been smashed and there was graffiti all over the shelter. The local council had only just recently cleaned it all up. It's the sheer pointlessness of such acts that really annoys me. What do these kids hope to achieve? Do they really wreck things just because they're bored? That's what they say, at least, when they're asked.

Lynda

I think we need to take action ourselves if we want things to change. I'm a member of a local scheme which the police have set up, and we're looking for more people to join. Basically we just keep an eye on our neighbours, especially if they're elderly or on their own, and we report anything suspicious or unusual. There are regular meetings and updates by email and to be honest it doesn't take up much time at all. Everyone who participates has a sticker in their window so would-be burglars know that the residents are watchful.

Frank

Yes, I agree, we all need to take responsibility for our local environment but within reason. I mean, there's no point being a hero. There has been a spate of burglaries in our street over the last few weeks. The burglars strike during the day when most people are at work. They break in through the back of the houses. I suppose they must climb over the garden fence and get in that way. They go mainly for laptops and jewellery so they can get away quickly without drawing attention to themselves. Mind you, I heard a case recently where the thieves came along in broad daylight with a removal van and they totally emptied the house. No one thought to question them because it all looked so official. So, yes that's another good reason to keep an eye on the neighbours. If they'd all been friendly with one another, someone would have known what was going on.

Susie

There was a fire at the local school last week. It was on a Saturday so there wasn't anyone around. The police have been called in to see whether the fire was deliberate. They're appealing for witnesses but I think they already have a long list of suspects. It could have been any one of a number of people really, couldn't it? After all, there have been quite a few problems at the school over the last few months.

Mel

I know this isn't a local issue, but then again I suppose it might be. I discovered that quite a lot of money had been taken out of my bank account recently. It would appear that it was a case of identity fraud, so I've had to stop all my bank cards and credit cards. Luckily I discovered it before too much damage had been done, but I'm wondering how it could have happened. So, some advice for you all ... make sure you shred any papers which have your personal details on them before you throw them away. I can only think that someone must have been through my rubbish and found my name and bank details. It's given me quite a shock I can tell you.

Задания для самостоятельной работы:

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Тема 10. MIND(upper-intermediate)

Лабораторные занятия.

1. Head games
2. Persuasion
3. My digital memory
4. Progress test 10

Grammar

- 1 reflexive pronouns

Complete the sentences.

- 2 conditional structures (2): with conjunctions

Underline the correct words in italics.

- 3 futures (2)

Complete the sentences with a suitable form of the verbs in the box.

apply be determine go have visit

Vocabulary

- 4 the power of the mind

Complete the words.

- 5 advertising

Underline the correct words in italics.

- 6 verb phrases with mind

Complete the sentences with a suitable verb.

- 7 commonly misspelt words

Find the spelling mistake in each sentence and write the correct word.

Pronunciation

- 8 stress: reflexive pronouns

Listen and underline the stressed syllable in the reflexive pronouns.

How to...

- 9 talk about beliefs and opinions

Complete the words.

Reading

- 10 Read the article. Complete the gaps (1–5) with the sentences (A–F).

There is one extra sentence.

The power of the mind

I've always been fascinated by the way people behave: how they think and how they communicate, from body language to speech. My shelves are stacked with books on every aspect of self-help and self-improvement. I've attended any number of workshops and seminars but I can honestly say that one of the best courses I've ever done was a course in NLP.

(0) NLP (Neuro Linguistic Programming) is an extraordinary tool, and one which I would recommend to everyone. Taking a course will improve your communication skills in every way, whether you are a salesperson wishing to improve your targets, or a teacher wishing to motivate your students.

There are many key suppositions that form the basis of NLP including the following:

The map is not the territory: our senses take in raw data from our environment and that data has absolutely no meaning other than the meaning we choose to give it. We generalise, delete and distort, analysing situations based on what we have been told or what we have experienced, which is why no two people will assess something in the same way. (1) _____

Every behaviour is useful in some context: no behaviour is wrong in itself. It is perhaps just not the most appropriate behaviour for the context. (2) _____

The person with the most flexibility and choices of behaviour will rule the system: in order to get different results, you need to keep doing different things. (3) _____ Clearly if you're not happy with the way things are, you need to change your behaviour.

If one human has done it, that means it's humanly possible: and if it is humanly possible, any human can learn to do it. This is my personal favourite as it reminds me that we so often give up, either because other people tell us that we're being silly, or because we're not focused enough. There are so many stories of people who wouldn't take 'no' for an answer. (4) _____

So, if you feel as though you need to make changes, I would heartily recommend a course in NLP. (5) _____

_____ You will be amazed at how quickly these changes occur if you are mindful of your thought processes and your behaviours.

Задания для самостоятельной работы:

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Тема 11. CHALLENGES(advanced)

Лабораторные занятия.

1. Polyglots
2. Famous firsts
3. Burning ambitions
4. Progress test 1

1 complete the text with the correct words\expressions a, b or c.

2 find the mistake in each sentence and correct it.

3 find the mistakes in nine of the sentences and correct them.

4 write B's replies in the correct order.

Задания для самостоятельной работы:

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Тема 12. COMMUNITIES(advanced)

Лабораторные занятия.

1. My community
2. It's a wiki wiki world
3. Destination paradise
4. Progress test 2

1 complete the sentences with the correct form of verbs from the box (infinitive or –ing form). You may need to add a preposition.

2 complete each sentence with one word.

3 complete the text with words \phrases from the box.

Задания для самостоятельной работы:

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Тема 13. TALES (advanced)

Лабораторные занятия.

1. Famous hoaxes
2. A good read
3. Jokers
4. Progress test 3

1 find 7 mistakes with narrative tenses in the article and correct them.

2 rewrite the sentences so that they have the same meaning. Use participle clauses with the correct form of the verb in brackets.

3 put the underlined letters in order.

4 complete the dialogues by adding one word.

Задания для самостоятельной работы:

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Тема 14. PROGRESS (advanced)

Лабораторные занятия.

1. Superpowers
2. Thinking ahead
3. Great expectations
4. Progress test 4

1 rewrite the sentences in three different ways with the words in brackets. There may be more than one answer.

2 choose the most appropriate word in *italics*.

3 choose the correct option – a, b or c.

4 complete the text with suitable words.

5 complete the sentences with the prompts in brackets and phrases from the box.

6 complete the text with suitable words.

Задания для самостоятельной работы:

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Тема 15. FORTUNES(advanced)

Лабораторные занятия.

1. A new leaf
2. Rags and riches
3. In good company
4. Progress test 5

1 rewrite the sentence with the correct words in brackets. There may be more than one possible answer.

2 complete sentence with the correct clauses. There are two possible answers for each sentence.

3 rewrite the sentences to be more emphatic using the words in brackets.

4 rewrite the underlined word correctly.

Задания для самостоятельной работы:

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Тема 16. INTRODUCTIONS (Business English)

Лабораторное занятие.

1. New language Present simple and continuous

2. Vocabulary Etiquette for introductions
3. New skill Introducing yourself and others

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к вопросу.

Тема 17. GETTING TO KNOW COLLEAGUES (Business English)

Лабораторное занятие.

1. New language Past simple and past continuous
2. Vocabulary Sharing past experiences
3. New skill Talking about past experiences
4. Vocabulary Departments and roles

Задания для самостоятельной работы:

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2. конспектирование материалов, работа со справочной литературой;
3. подготовка к вопросу.

Тема 18. DELEGATING TASKS (Business English)

Лабораторное занятие.

1. New language Modal verbs for obligation
2. Vocabulary Delegation and politeness
3. New skill Delegating tasks to colleagues

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка к вопросу.

Тема 19. WRITING A REPORT (Business English)

Лабораторное занятие.

1. New language Past perfect and past simple
2. Vocabulary Formal business English
3. New skill Writing reports
4. Vocabulary Money and finance

Задания для самостоятельной работы:

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3. подготовка к вопросу.

Тема 20. MAKING APOLOGIES (Business English)

Лабораторное занятие.

1. New language Present perfect continuous
2. Vocabulary Apologies
3. New skill Apologizing on the telephone

Задания для самостоятельной работы:

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3. подготовка копросу.

Тема 21. MAKING PLANS BY EMAIL (Business English)

Лабораторное занятие.

1. Vocabulary Communication technology
2. New language Email language
3. Vocabulary Meetings and workshops
4. New skill Making plans

Задания для самостоятельной работы:

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3. подготовка копросу.

Тема 22. KEEPING CLIENTS INFORMED (Business English)

Лабораторное занятие.

1. New language Continuous tenses
2. Vocabulary Arrangements and schedules
3. New skill Keeping clients informed

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка копросу.

Тема 23. INFORMAL COMMUNICATION

Лабораторное занятие.

1. New language Phrasal verbs
2. Vocabulary Arrangements and plans
3. New skill Keeping co-workers informed
4. Контрольное тестирование по пройденным темам

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка копросу.

Тема 24. ADVICE AND SUGGESTIONS (Business English)

Лабораторное занятие.

1. New language Modal verbs for advice
2. Vocabulary Workplace pressures
3. New skill Giving advice

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;

2. конспектирование материалов, работа со справочной литературой;
3. подготовка копросу.

Тема 25. TALKING ABOUT ABILITIES (Business English)

Лабораторное занятие.

1. Vocabulary Management, leadership, and skills
2. New language Modal verbs for abilities
3. Vocabulary Workplace skills
4. New skill Describing abilities

Задания для самостоятельной работы:

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3. подготовка копросу.

Тема 26. COMPARING AND CONTRASTING (Business English)

Лабораторное занятие.

1. New language Discourse markers
2. Vocabulary Teamwork and team building
3. New skill Expressing your ideas

Задания для самостоятельной работы:

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2. конспектирование материалов, работа со справочной литературой;
3. подготовка копросу.

Тема 27. CHECKING INFORMATION (Business English)

Лабораторное занятие.

1. New language Subject questions, question tags
2. Vocabulary Polite checks and echo questions
3. New skill Checking information

Задания для самостоятельной работы:

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3. подготовка копросу.

Тема 28. JOB DESCRIPTIONS (Business English)

Лабораторное занятие.

1. Vocabulary Industries and professional attributes
2. New language Articles
3. Vocabulary Job descriptions and applications
4. New skill Describing a job

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка копросу.

Тема 29. APPLYING FOR A JOB (Business English)

Лабораторное занятие.

1. New language Dependent prepositions
2. Vocabulary Cover-letter vocabulary
3. New skill Writing a cover letter

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка ко вопросу.

Тема 30. JOB INTERVIEWS (Business English)

Лабораторное занятие.

1. New language Relative clauses
2. Vocabulary Job interviews
3. New skill Describing your achievements in detail

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка ко вопросу.

Тема 31. STRUCTURING A PRESENTATION (Business English)

Лабораторное занятие.

1. Vocabulary Office and presentation equipment
2. New language Signposting language
3. Vocabulary Presentation equipment
4. New skill Structuring a presentation
5. Контрольное тестирование по пройденным темам

Задания для самостоятельной работы:

1. проработка вопросов, вынесенных на самостоятельное изучение основной и дополнительной литературы;
2. конспектирование материалов, работа со справочной литературой;
3. подготовка ко вопросу.

Тестирование

Тема 1. CONNECT (upper-intermediate)

Progress Test 1

Grammar

- 1 the present and future
- 1 am/'m going to get
- 2 is/'s researching
- 3 will/'ll recognise
- 4 will not/won't come
- 5 doesn't make

- 2 the past
- 1 got
- 2 called
- 3 had met
- 4 was cooking
- 5 had never said

- 3 obligation and ability
- 1 can't/mustn't use
- 2 shouldn't have forgotten/should have remembered
- 3 you able to
- 4 should learn
- 5 must be

Vocabulary

- 4 family/relationships
- 1 impression
- 2 come
- 3 colleagues
- 4 Sibling
- 5 acquaintance

- 5 ways of speaking
- 1 greets
- 2 small
- 3 compliment
- 4 mumbles
- 5 stumble

- 6 adjectives/nouns
- 1 responsibility
- 2 artistic
- 3 loneliness
- 4 skilful
- 5 Jealousy

- 7 phrasal verbs (relationships)
- 1 show off
- 2 fallen out
- 3 take after
- 4 brought me up
- 5 get on (well)

Pronunciation

- 8 connected speech
- 1 I don't think we can meet later as I have to go to a meeting. - Weak
- 2 You really should have told me the truth. - Weak

- 3 You say I can't but I tell you I can. - Strong
- 4 Could you help me with my homework? - Weak
- 5 I never could understand what Julia saw in Nick. - Strong

How to...

- 9 make a good first impression
- 1 Nice to meet you too.
- 2 Have you done any Spanish classes before?
- 3 How did you get here today?
- 4 I'm sorry I really must go./I'm really sorry I must go.
- 5 See you again soon.

Reading

10

1 d 2 a 3 e 4 b 5 c

Tema 2. EXPLORE(upper-intermediate)

Progress Test 2

Grammar

1 Present Perfect Simple and Continuous

1 've/have been driving

2 've/have known

3 hasn't been eating

4 has, been teaching

5 's/has, finished

2 questions

1 where you've/have put my sunglasses

2 what time the bank opens

3 if/whether there were any souvenirs for sale at the hotel

4 why Paul left the table so quickly

5 you always disagree with me

3 modifying comparatives

1 quite

2 nearly

3 by far

4 far

5 easily

Vocabulary

4 describing situations and feelings

1 petrifying

2 worried

- 3 disgusting
- 4 annoying
- 5 challenged

- 5 weather
- 1 changeable
- 2 mild
- 3 chilly
- 4 overcast
- 5 scorching

- 6 verb phrases about moving/travelling
- 1 didn't leave home
- 2 will /'ll see you off
- 3 set off
- 4 to emigrate
- 5 moved house

- 7 expressions with go
- 1 saying
- 2 lengths
- 3 make
- 4 on
- 5 back

Pronunciation

- 8 connected speech: linking sounds
- 1 /j/
- 2 /r/
- 3 /j/
- 4 /w/
- 5 /r/

How to...

- 9 describe two things which change together
- 1 d
- 2 c
- 3 e
- 4 b
- 5 a

Reading

- 10
- 1 T 2 F 3 NG 4 F 5 T

Tema 3. OLD AND NEW (upper-intermediate)

Progress Test 3

Grammar

1 Past Perfect Simple and Continuous

1 'd/had been waiting

2 'd/had been having

3 'd/had lived

4 hadn't met

5 had, been learning

2 articles

1 a

2 the

3 -

4 An

5 an

3 adjectives and adverbs

1 You probably won't want to see that film again.

2 It is always interesting to go sightseeing.

3 Pompeii is an amazingly moving place to visit.

4 I think this must have been built a while ago.

5 If we run quickly, we'll get to the cinema in time.

Vocabulary

4 time expressions

1 from

2 after

3 During

4 Throughout

5 At

5 materials

1 porcelain

2 gold

3 silk

4 lycra

5 plastic

6 verb phrases with take

1 off

2 stride

3 to

4 in

5 breath

7 making nouns

1 inventors

2 weakness

3 visibility

4 reduction

5 Motherhood

Pronunciation

8 speech units

1 I went back to the place where I was born recently // and it was quite a shock.

2 Sadly // none of the old shops I remember so well // were there any more.

3 However // I did bump into someone I knew // and what a pleasure that was.

4 We decided // though I didn't really have the time // to go for a coffee.

5 I think it did us both good // and I hope we'll keep in touch // maybe even meet up again.

How to...

9 reach an agreement

1 take

2 again

3 point

4 on

5 decided

Reading

10

1 Luke

2 Kate

3 Philip

4 Marianne

5 Graham

Tema 4. WORK(upper-intermediate)

Progress Test 4

Grammar

1 futures (1)

1 a

2 c

3 a

4 b

5 c

2 Future Perfect and Future Continuous

- 1 will/'ll have finished
- 2 will/'ll be travelling
- 3 will not/won't be checking
- 4 will/'ll have made
- 5 will/'ll be having

3 verb patterns: -ing forms and infinitives

- 1 to organise
- 2 shouting
- 3 telling
- 4 setting
- 5 to talk

Vocabulary

4 personality traits for jobs

- 1 a
- 2 b
- 3 c
- 4 a
- 5 b

5 work

- 1 workaholic
- 2 voluntary
- 3 commuting
- 4 nine-to-five
- 5 flexible

6 verb phrases about time

- 1 make
- 2 save
- 3 take
- 4 ran out of
- 5 spending

7 collocations with prepositions

- 1 about
- 2 on
- 3 for
- 4 of
- 5 at

Pronunciation

8

- 1 pay

- 2 succeeds
- 3 worried
- 4 afraid
- 5 passionate

How to...

- 9 talk about future plans
- 1 Jack's not sure yet but he thinks he'll go travelling.
- 2 I want to change jobs in the next month or so.
- 3 My contract ends in a month's time.
- 4 We're getting married this coming June.
- 5 It depends on whether I can raise the money or not.

Reading

- 10
- 1 D
- 2 A
- 3 E
- 4 B
- 5 C

Tema 5. RISK(upper-intermediate)

Progress Test 5

Grammar

- 1 conditional structures (1)
- 1 'd been wearing, wouldn't have been injured
- 2 wouldn't risk, were
- 3 would have broken, had had
- 4 would be training, hadn't hurt
- 5 had, would move
- 2 advice and permission
- 1 I'm not allowed to use my brother's equipment.
- 2 Could I borrow your helmet and goggles?
- 3 You should have tried on that wetsuit before buying it.
- 4 You can park here, but only for thirty minutes.
- 5 I could train in the local pool when it was closed to the public.
- 3 emphasis
- 1 I do regret never having tried white-water rafting.
- 2 It's the adrenaline rush that I particularly enjoy.
- 3 Ben does have to be the best at everything.
- 4 Extreme sports are just so exhilarating.
- 5 Nathan has taken part in so many marathons this year.

Vocabulary

4 verb phrases about challenge

- 1 c
- 2 a
- 3 b
- 4 c
- 5 b

5 sport

- 1 mouth guard
- 2 wet suit
- 3 competitive
- 4 life jacket
- 5 harness

6 phrasal verbs with out

- 1 has fallen
- 2 turned
- 3 to put
- 4 have/'ve given/handed
- 5 are/'re going to run/will/'ll run

7 distances and dimensions

- 1 breadth
- 2 lengthen
- 3 are/'re widening
- 4 shortened
- 5 lowering

Pronunciation

8 stress: emphasis (1)

- 1 It was such a pleasure to meet you.
- 2 Jacqui sounds so passionate when she talks about sport.
- 3 Paul does go on so about his stupid mountain biking.
- 4 You did say you were keen to try rock climbing.
- 5 I was so exhausted after the trek.

How to...

9 talk about which film to watch

- 1 c
- 2 d
- 3 b
- 4 e
- 5 a

Reading

10

- 1 b

- 2 e
- 3 a
- 4 c
- 5 d

Tema 6. THE PAST (upper-intermediate)

Progress Test 6

Grammar

- 1 used to, be used to, get used to, would
- 1 got used to
- 2 used to
- 3 would
- 4 'll get used to
- 5 'm used to

- 2 wishes and regrets
- 1 hadn't been
- 2 leaving
- 3 'd listened
- 4 didn't go
- 5 would've liked

- 3 preparatory it
- 1 It is worth putting your digital photos all on a memory stick.
- 2 It was great to have heard from Alistair after such a long time.
- 3 It seems that keeping in touch via social networking sites is the way forward.
- 4 It is important to look back on your childhood with affection.
- 5 It is strange that my uncle stopped coming to visit us.

Vocabulary

- 4 memory
- 1 reminiscing
- 2 memorable
- 3 mnemonics
- 4 forgetful
- 5 tongue

- 5 appearance
- 1 b
- 2 c
- 3 a
- 4 c
- 5 b

- 6 feelings
- 1 curious

- 2 optimistic
- 3 confused
- 4 uninterested
- 5 suspicious

7 idioms to describe people

- 1 pain
- 2 place
- 3 loner
- 4 cold
- 5 hard

Pronunciation

8 consonant clusters (1)

- 1 skinny
- 2 straight
- 3 spiky
- 4 smart
- 5 stocky
- 6 scruffy
- 7 square
- 8 sphere
- 9 splendid
- 10 spring

How to...

- 9 reminisce about the past
- 1 bring
- 2 reminds
- 3 picture
- 4 doesn't feel
- 5 remember

Reading

10

- 1 a
- 2 c
- 3 a
- 4 c
- 5 b

Tema 7. EXCESS(upper-intermediate)

Progress Test 7

Grammar

- 1 quantifiers
- 1 little

- 2 deal
- 3 many
- 4 some
- 5 few

- 2 passives
- 1 is being built
- 2 be reheated
- 3 haven't been sent
- 4 is going to be delivered/will be delivered
- 5 will have been announced

- 3 have/get something done
- 1 Sally had her hair cut last week.
- 2 I've just had my car serviced.
- 3 We're going to have some kitchen cupboards made.
- 4 Mark will be having his new website designed soon.
- 5 I have my birthday cake made every year.

Vocabulary

- 4 food and cooking
- 1 raw
- 2 chop
- 3 grill
- 4 a cook
- 5 a peach

- 5 verb phrases about shopping
- 1 discount
- 2 refund
- 3 receipt
- 4 afford
- 5 worth

- 6 excess
- 1 spree
- 2 extravagant
- 3 pamper
- 4 spoils
- 5 extra-large

- 7 prefixes
- 1 ex
- 2 re
- 3 mono
- 4 under
- 5 extra

Pronunciation

8 intonation: questions

- 1 ä
- 2 æ
- 3 æ
- 4 ä
- 5 æ

How to...

9 give and check instructions

- 1 careful
- 2 important
- 3 because
- 4 mean
- 5 sounds

Reading

10

- 1 F
- 2 F
- 3 T
- 4 NG
- 5 T

Tema 8. SUCCESS(upper-intermediate)

Progress Test 8

Grammar

1 It's time/I'd rather/I'd better

- 1 b
- 2 a
- 3 c
- 4 a
- 5 b

2 reported speech

- 1 Ralf asked what the secret of my success was.
- 2 Rebecca said she was applying for a promotion.
- 3 Dan asked why I didn't believe in myself.
- 4 My boss said I was going to have to be more aggressive.
- 5 Sally said her parents hadn't pushed her as a child.

3 reporting verbs

- 1 suggested meeting up
- 2 reminded me to put

- 3 asked me to call
- 4 admitted using
- 5 warned her not to touch

Vocabulary

- 4 success
- 1 don't succeed
- 2 'll manage
- 3 to have
- 4 boasting
- 5 not to give

- 5 describing personality
- 1 manipulative
- 2 witty
- 3 single-minded
- 4 proactive
- 5 introverted

- 6 adjectives and intensifiers
- 1 absolutely
- 2 happy
- 3 really
- 4 a very
- 5 really

- 7 phrasal verbs with three parts
- 1 up
- 2 with
- 3 come
- 4 put
- 5 on

Pronunciation

- 8 stress on phrasal verbs
- 1 We need to cut down on the amount of paper we waste.
- 2 I'd like you all to come up with some new ideas for the next meeting.
- 3 You'll never get away with this.
- 4 I'm really looking forward to the holidays.
- 5 I think we should try to make up for lost time.

How to...

- 9 introduce general and specific points
- 1 On the whole I get on well with my colleagues.
- 2 Generally I just get on with what I have to do.

- 3 As a rule I work well under pressure.
- 4 I actually turned into a workaholic.
- 5 I get quite nervous especially when the boss is around.

Reading

10

1 c 2 b 3 c 4 b 5 c

Tema 9. CRIME(upper-intermediate)

Progress Test 9

Grammar

- 1 participle clauses for sequencing
- 1 witnessed
- 2 finishing
- 3 walking
- 4 wasted
- 5 getting

- 2 deduction: present and past

- 1 must have seen
- 2 might sue
- 3 might have left
- 4 can't have forgotten
- 5 must love

- 3 relative clauses

- 1 The policeman who took my statement was very pleasant.
- 2 The person that I saw in the supermarket was acting very suspiciously.
- 3 The judge, who sentenced my neighbour yesterday, is an old friend of mine.
- 4 The insurance policy which you took out recently seems very expensive.
- 5 The thief, who was known to the police, managed to get away.

Vocabulary

- 4 crime
- 1 fine
- 2 witnesses
- 3 graffiti
- 4 fingerprints
- 5 suspended

- 5 law and insurance

- 1 b
- 2 b
- 3 c
- 4 a
- 5 c

6 compound adjectives

- 1 gift
- 2 tied
- 3 far
- 4 handed
- 5 headed

7 news headlines

- 1 axe
- 2 blaze
- 3 clash
- 4 Plea
- 5 aid

Pronunciation

8 stress: compound adjectives

- 1 pig-headed
- 2 red-handed
- 3 poverty-stricken
- 4 well-dressed
- 5 fire-proof
- 6 tongue-tied
- 7 gift-wrapped
- 8 far-fetched
- 9 clean-shaven
- 10 debt-ridden

How to...

9 start, move on and finish a discussion

- 1 go
- 2 moving
- 3 Let's
- 4 back
- 5 on

Reading

10

- 1 Susie
- 2 Pat
- 3 Mel
- 4 Lynda
- 5 Frank

1 reflexive pronouns

1 yourselves

2 itself

3 themselves

4 myself

5 herself

2 conditional structures (2): with conjunctions

1 as long as

2 even if

3 Supposing

4 providing

5 If

3 futures (2)

1 had

2 'm determined

3 'll apply

4 weren't

5 're visiting

Vocabulary

4 the power of the mind

1 willpower

2 matter

3 intuition

4 sixth

5 feeling

5 advertising

1 advertising

2 slogan

3 trailers

4 hype

5 commercial

6 verb phrases with mind

1 crossed

2 keep

3 change

4 speaks

5 slipped

7 commonly misspelt words

1 accommodation

- 2 necessary
- 3 separate
- 4 changeable
- 5 weird

Pronunciation

- 8 stress: reflexive pronouns
- 1 I myself have no reason to doubt John.
- 2 We taught ourselves to play the piano.
- 3 The trick itself is ridiculously simple.
- 4 My sisters often treat themselves to lunch in town.
- 5 Max always worries himself sick before a performance.

How to...

- 9 talk about beliefs and opinions
- 1 favour
- 2 doubts
- 3 convinced
- 4 suspect
- 5 sceptical

Reading

- 10
- 1 a
- 2 e
- 3 f
- 4 c
- 5 b

Тема 11. CHALLENGES(advanced)

QUESTIONS:

(Choose the best response for each one)

Начало формы

1. When someone "brings something to the table", it means that he/she _____.

has something to offer

has nothing to offer

buy everyone lunch

2. HP is one of Dell's main _____.

computers

competitors

controllers

3. It's pretty hard to _____ against big, established companies.

compete

complete

competition

4. James _____ last year.

changed his jobs

changed jobs

made a change in jobs

5. It's not good to _____ yourself entirely to your career.

denigrate

detonate

dedicate

6. Bill, I need your _____ on this. What do you think of this design?

intake

install

input

7. I thought you _____ at the conference.

did a really good job

really did a job

did really a good job

8. P1: We've got a meeting in 10 minutes. Do I have to _____?

P2: Yes, you do.

atone

attend

attain

9. I'd like you to do a little _____ on investment strategies.

present

presenting

presentation

10. He's away _____ at the moment, but he'll be back in an hour.

from his desk

from a desk

from the desk

11. Let's have lunch on Thursday. = Let's _____ on Thursday.

do lunch

lunch

eat lunch

12. Generally speaking, a good manager _____ a smooth production process.

ensures

makes sure

is sure

13. Good time management skills are _____ (= very important) to maintaining a smooth workflow.

critique

criticized

critical

14. I was _____ with my other tasks to finish the report.

very busy

too busy

excessively busy

15. I'd like to have that by _____ Friday.

end of the day

ending

end of day/ the end of

16. I'm happy to inform you that we've reached another _____ (= significant completion point) with the successful completion of user testing.

milestone

mile

marker

17. After you visualize and plan a project, you have to _____ it.

implement

imply

implode

18. In the modern business world, "assigning multiple resources to a single activity" means:

spending lots of money to do a task

getting one person to do a task

getting two or more people to do a task

19. We need someone who knows how to use offline advertising to _____ (= increase) online sales.

gain

drive

get

20. These issues could _____ (= endanger) the completion of this project.

jeopardy

jeopardize

dangerКонец формы

Тема 12. COMMUNITIES(advanced)

QUESTIONS:

(Choose the best response for each one)

Начало формы

1. P1: When did John start working here? P2: He was _____ about two months ago.

hire

taken

hired

2. I can't go out. My _____ is almost over.

break for lunch

lunch break

food break

3. Many of our employees take their breaks in the _____.

breakfast room

lunch room/lunchroom

criticized

4. In many offices, employees work in little areas called _____.

cubes/cubicles

boxes

rooms

5. You are going to have to _____ your cubicle with two other employees.

divide

coexist in

share

6. Everyone has to leave the office during a fire _____.

drill

alarm

time

7. I can't _____ to my computer.

log in

log out

log

8. You don't have to wear a tie, but you have to wear a _____.

shirt

t-shirt

dress shirt

9. Do you have a dress _____ at your company?

requirement

code

law

10. I'm going on a _____ next month. I'm meeting with one of our clients in Singapore.

business trip

work trip

business travel

11. John isn't a permanent employee; he's a _____.

temp

part-time

hired

12. _____ means that someone gets hired as a temporary employee, and then, in time, has the chance to become a permanent employee.

Temp-to-full

Temp-to-hire

Temp-to-non-temp

13. I can't make it at 2. I have an important meeting _____ (= I have to attend).

I can't get out

I can't get out from

I can't get out of

14. Make sure you _____ with Nancy about what we all discussed this morning.

follow-up

follow

converse

15. He's got a really positive _____. He'll do well at this company.

look

sense

attitude

16. A "micromanager" wants to _____.

let his employees work independently

have total control over everything

bankrupt the company s/he works for

17. You should always wear your name _____. (= a little piece of paper with your name that you wear on your shirt) when you're at work.

tag

paper

patch

18. Tony, can you _____ these documents and see if there's anything in them about the Dell contract?

observe

look through

look

19. P1: Can we meet at 2:00 PM? P2: Let me check my _____.

requirement

schedule

clock

20. Marketing really dropped the _____ on this one. (= really made a big mistake)

balls

bowl

ball

Конец формы

Тема 13. TALES (advanced)

QUESTIONS:

(Choose the best response for each one)

1. I don't think I can take on any more projects right now. I have too much _____ already.

on my platter

on my plate

on my mind

2. The USA is one of the easiest places in the world to _____.

make a business

commence a business

start a business

3. I'm swamped. = I'm _____.

drowning

really busy

confused

4. What's on the _____ today? (= What's the plan for today?/ What do we have to do today?)

agenda

board

notebook

5. I'm a little confused about the timeline. Could you _____ (= explain it to me) again?

walk me through it

walk me through

converse with me

6. What's a "timeline"?

A thin watch

A deadline

A schedule

7. I have a couple of things I'd like to talk about. I'm going to go through them _____ . (= one by one)

in order

by order

orderly

8. Tony is always _____ the meeting by being late.

holding up

keeping up

bringing up

9. I have a terrible boss! He never gives me any positive _____ on the work I do.
(= he never compliments my work)

feed

feedback

opinions

10. A business's "core competency" is something that it can do well, something that sets it apart from its competitors, and is difficult for these competitors to _____. (= copy)

initiate

inform

imitate

11. When you're "bouncing ideas off each other", you're _____.

exchanging ideas

agreeing with someone else's idea

playing basketball

12. Lisa, the marketing rep, and I have been playing _____ this whole week.
(We've been trying to reach each other, but we keep getting each other's voice mail)

phone games

phone tag

phone contact

13. What's "voice mail"?

A messaging service that allows you to leave messages when you call someone

A voice attachment on an email

A package with a CD

14. I think David should do the presentation. Database architecture is his _____.

topic of expertise

area of expertise

field of knowledge

15. Your report is a little short. I think you have to _____ a little more.

learn the topic

research the substance

research the topic

16. Our meetings are always quite informal, but we get _____.

much done

much finished

a lot done

17. Where can I get a pen?

In the supply room

In the lunch room

In the conference room

18. What's a binder?

paper

a notebook cover (often with rings or clamps for holding sheets)

a mean boss

19. I've always wanted to _____ a career in oceanography.

persuade

perhaps

pursue

20. No, I'm sorry I'm not _____ with that service. (= I haven't heard about that service)

familiar

famous

famished

Tema 14. PROGRESS (advanced)

QUESTIONS:

(Choose the best response for each one)

1. A company's _____ is the supply of goods it has for sale.

inventory

invention

inversion

2. A good CEO will make _____ business decisions.

sound

sonic

musical

3. It's not economically _____ (= profitable/worthwhile) for us to pursue this.

fast

worthy

feasible

4. We have to examine the _____ (race, age, income, etc.) of our customer base.

democracy

demographics

demonstrations

5. Our _____ is to provide high quality veterinary service.

statement

mishap

mission

6. This seminar will show you how to _____ (= improve) your sales and marketing campaigns.

vary

variable

variety

7. To make an "informed" choice, means to make a _____ choice.

wise

frivolous

neutral

8. A "white paper" is an _____ report.

authored

authentic

authoritative

9. The manager didn't see any _____ (= real) benefits to his approach.

tangy

tangible

tinged

10. The kids who will receive these computers are the ones who will ultimately _____ of this project.

reap the benefits

reap the benefits

take the benefits

11. Our organization is one of the main _____ in the water initiative program. (= an integral part of the program)

holders

takers

stakeholders

12. Call one of the _____ guys to come fix your computer.

sales support

tech support

technical know-how

13. James and I don't really see _____ on this issue. (= we don't really agree)

face-to-face

eye-to-eye

eyes-to-eyes

14. I'm sorry, he's _____ right now. Can he call you back?

in a meeting

in meeting

with a meeting

15. _____ (= I think), we should concentrate more on customer service.

The way I think

In other words

The way I see things

16. Paul, can we _____ your input on this?

get

receive

take

17. He makes _____.

an excellent point

excellent point

an excellent idea

18. I understand. = I see _____.

what you say

what you think

what you mean

19. I agree with you _____.

up to your point

up to a point

up to a moment

20. What are the _____ on this? = What do we do next?

next steps

next moves

next actions

Tema 15. FORTUNES(advanced)

QUESTIONS:

(Choose the best response for each one)

1. What are you _____? = What are you trying to say?

getting at

getting

making

2. I'm sorry, Lynn, I didn't _____ (= understand/hear) that last figure.

engage

catch/get

grasp

3. Janine has _____ a lot to the development of this company.

constrained

calculated

contributed

4. We're running a little short _____. (= we don't have much time left)

of time

in time

time

5. Bill told me that my issue was _____ of the meeting. (= not part of what the meeting was about)

outside the boundary

out the door

outside the scope

6. Let's _____ (= talk) tomorrow.

touch bases

touch base

touch wood

7. She's really good at _____ (= generating) creative solutions.

coming up with

coming on to

getting on with

8. In business jargon, when something is "on someone's radar":

they are not aware of something

they are aware of something

they are a pilot

9. Let's leave that issue for _____.

other meeting

another meeting

the future

10. It's critical not to _____ of the main point.

see

lose site

lose sight

11. Bill's company has broken its four-quarter streak of declining _____.

revenue

reviews

cash

12. Revenue from license sales _____ 5% during the second quarter of 2013.

down

fell

fell through

13. Because of good business decisions, our company is growing faster than _____.

assumed

expecting

expected

14. We expect _____ growth during the next couple of quarters.

modest

shy

mid-range

15. The CEO announced that the company was taking a new _____.

way

highway

direction

16. The 90's stock market _____ created scores of (= many) dot-com millionaires.

boon

boom

book

17. A _____ company is one that isn't going to last very long. It's here one day, and gone the next.

fly-by-night

night

flighty

18. The company spokesperson _____ to answer any questions.

decided

declined

decried

19. We're a little worried. One of our major _____ is growing at a rapid rate.

competition

competitors

compete

20. Bill was trying to come up with a scheme to steal money from the company, but his boss _____ to this scheme and fired him.

caught

caught up

caught on

Тема 23. INFORMAL COMMUNICATION

QUESTIONS:

(Choose the best response for each one)

1. Their profits increased dramatically. = Their profits went _____.

by the wayside

through the roof

on and on

2. Not many people use this product. = The _____ for this product is weak.

request

use

demand

3. The company is _____ (= being criticized heavily) for some of their policies.

overvalued

under fire

under-funded

4. He didn't write the report himself. He _____ it with his colleague.

co-authored

authorized

cooperated

5. To write and release a public letter = To _____ a public letter

issue

insure

inspect

6. The buyout took him by surprise. = He was _____ by the buyout.

emboldened

unaffected

blindsided

7. They couldn't reach a deal. = They couldn't _____ a deal.

hammer out

put out

come across

8. They rejected his first offer. = They rejected his _____.

initial bid

first bidding

innovative bidding

9. He wasn't sure about the accepting the proposal. = He was _____ about accepting the proposal.

hesitated

hesitant

hesitate

10. The talks are at a _____. = There is no progress being made at the talks.

buyout

bankruptcy

standstill

11. The two candidates have never argued, so there is no _____ between them. (= there is no grudge stemming from previous arguments, disputes, etc.)

bad blood

bad news

bad manners

12. Investors got _____ (= very upset) about the news.

bent out of shape

an earful

blown out of proportion

13. This is not as serious as it seems. It just got _____ (= its importance was exaggerated).

bent out of shape

an earful

blown out of proportion

14. Jim got _____ from his boss. = Jim was reprimanded by his boss.

bent out of shape

an earful

blown out of proportion

15. To affect the stock price = To _____ the stock price

insure

instigate

impact

16. Jim wanted to _____ his house against fire.

insure

impact

instigate

17. They wanted to create a conflict between the two firms. = They wanted to _____ a conflict between the two firms.

instigate

insure

impact

18. He focused in on a good strategy. = He _____ on a good strategy.

called up

pulled up

honed in

19.. Let me explain/clarify. = Let me _____ on this.

shine light

shine some light

shine the light

20. They went bankrupt last year. = They _____ last year.

flooded

folded

fell

Tema 31. STRUCTURING A PRESENTATION (Business English)

QUESTIONS:

(Choose the best response for each one)

1. When did you start your current _____ (= job)?

position

place

work

2. I left my last job because I felt that they didn't recognize my _____.

accomplishments

accommodations

acclimation

3. I've always been a team _____. (= I've always worked well with other people)

play

worker

player

4. I believe I'm a good _____ for this position.

fitness

fit

man

5. Tell me a little about your _____ job (= your last job).

past

finished

previous

6. I developed good communication skills _____ as a customer service representative.

while working

when working

by working

7. What does "rep" stand for?

representative

republican

reprimand

8. You shouldn't discuss salary until the interviewer _____ (= starts talking about it).

brings up

brings it on

brings it up

9. An interviewer might ask you what your "salary _____" are. This is the formal way of asking how much money you require.

needs

requirements

desires

10. Many companies want to hire someone who can _____ well.

take pressure/stress

handle pressure/stress

get pressure/stress

11. I had a good working relationship with my _____ (= boss).

supervisor

superior

superintendent

12. During an interview, you might be asked to describe how you _____ (= resolved) a difficult situation.

dealt

dealt with

went through

13. We need someone who can work under minimum _____.

supervision

supervisor

superior

14. Instead of using the word "difficult" to describe something, you should use a more positive word like:

really hard

challenging

awful

15. Is there an _____ of which you are particularly proud?

action

atonement

achievement

16. An interviewer will ask you about your strengths, but he/she might also ask about your _____.

challenges

week

weaknesses

17. I was _____ for developing the company's intranet.

responsible

made

responsive

18. Some of my _____ included helping customers, filing complaints, and dealing with emergency situations.

jobs

duties/ responsibilities

activities

19. When someone asks you to "outline your experience" they want you to:

forget about your experience

brag about your experience

talk about your experience

20. Things/activities done on your free time (hobbies, etc) are known as " _____ activities".

extracurricular

extra

extraneous

4.3 Промежуточная аттестация по дисциплине проводится в форме зачета, экзамена

Типовые вопросы зачета (УК-4)

1. Complete the sentences with the correct form of the verbs in brackets.
2. Read the restaurant review. Match the headings (1–5) with the paragraphs (A–F).
3. Write complete sentences using the prompts and the Past Continuous or Past Simple.

Типовые задания для зачета (УК-4)

Не предусмотрено

Типовые вопросы экзамена (УК-4)

Не предусмотрено

Типовые задания для экзамена (УК-4)

1. When writing a report, you may need to use different past tenses to show sequences of events. You may also need to use more formal phrasing. Read the report and answer the questions.
2. Use the present continuous to inform clients about current situations and future arrangements. Continuous tenses can also soften questions and requests. Rewrite the present continuous sentences, correcting the errors.
3. When you are presenting to an audience, it is important to structure your talk in a way that is clear and easy to understand. Certain set phrases can help you do this. Rewrite the sentences, putting the words in the correct order.

4.4. Шкала оценивания промежуточной аттестации

Зачет

Оценка	Компетенции	Дескрипторы (уровни) – основные признаки освоения (показатели достижения результата)
--------	-------------	--------------------------------------------------------------------------------------

«зачтено» (50 - 100 баллов)	УК-4	Показал способность пользоваться иностранным языком как средством делового общения. Овладел навыками межкультурной коммуникации в ее языковой, предметной и деятельностной формах.
«не зачтено» (0 - 49 баллов)	УК-4	Не смог показать способность пользоваться иностранным языком как средством делового общения. Не овладел навыками межкультурной коммуникации в ее языковой, предметной и деятельностной формах.

Экзамен

Оценка	Компетенции	Дескрипторы (уровни) – основные признаки освоения (показатели достижения результата)
«отлично» (85 - 100 баллов)	УК-4	Планирует и организывает совещания, деловые беседы, дискуссии по заданной теме; аргументированно и конструктивно отстаивает свою точку зрения, позицию, идею в академических и профессиональных дискуссиях на государственном и иностранном языках.
«хорошо» (70 - 84 баллов)	УК-4	Может участвовать в деловых беседах, дискуссии по заданной теме; может выразить свою точку зрения, позицию, идею в академических и профессиональных дискуссиях на государственном и иностранном языках.
«удовлетворительно» (50 - 69 баллов)	УК-4	Может выразить свою точку зрения в профессиональных дискуссиях на государственном и иностранном языках.
«неудовлетворительно» (менее 50 баллов)	УК-4	Не может аргументированно и конструктивно отстаивать свою точку зрения, позицию, идею в академических и профессиональных дискуссиях на государственном и иностранном языках.

5. Методические указания для обучающихся по освоению дисциплины (модуля)

5.1 Методические указания по организации самостоятельной работы обучающихся:

Приступая к изучению дисциплины, в первую очередь обучающимся необходимо ознакомиться содержанием рабочей программы дисциплины (РПД), которая определяет содержание, объем, а также порядок изучения и преподавания учебной дисциплины, ее раздела, части.

Для самостоятельной работы важное значение имеют разделы «Объем и содержание дисциплины», «Учебно-методическое и информационное обеспечение дисциплины» и «Материально-техническое обеспечение дисциплины, программное обеспечение, профессиональные базы данных и информационные справочные системы».

В разделе «Объем и содержание дисциплины» указываются все разделы и темы изучаемой дисциплины, а также виды занятий и планируемый объем в академических часах.

В разделе «Учебно-методическое и информационное обеспечение дисциплины» указана рекомендуемая основная и дополнительная литература.

В разделе «Материально-техническое обеспечение дисциплины, программное обеспечение, профессиональные базы данных и информационные справочные системы» содержится перечень профессиональных баз данных и информационных справочных систем, необходимых для освоения дисциплины.

5.2 Рекомендации обучающимся по работе с теоретическими материалами по дисциплине

При изучении и проработке теоретического материала необходимо:

- просмотреть еще раз презентацию лекции в системе MOODLe, повторить законспектированный на лекционном занятии материал и дополнить его с учетом рекомендованной дополнительной литературы;
- при самостоятельном изучении теоретической темы сделать конспект, используя рекомендованные в РПД источники, профессиональные базы данных и информационные справочные системы;

- ответить на вопросы для самостоятельной работы, по теме представленные в пункте 3.2 РПД.
- при подготовке к текущему контролю использовать материалы фонда оценочных средств (ФОС).

5.3 Рекомендации по работе с научной и учебной литературой

Работа с основной и дополнительной литературой является главной формой самостоятельной работы и необходима при подготовке к устному опросу на семинарских занятиях, к дебатам, тестированию, экзамену. Она включает проработку лекционного материала и рекомендованных источников и литературы по тематике лекций.

Конспект лекции должен содержать реферативную запись основных вопросов лекции, в том числе с опорой на размещенные в системе MOODLe презентации, основных источников и литературы по темам, выводы по каждому вопросу. Конспект может быть выполнен в рамках распечатки выдачи презентаций лекций или в отдельной тетради по предмету. Он должен быть аккуратным, хорошо читаемым, не содержать не относящуюся к теме информацию или рисунки.

Конспекты научной литературы при самостоятельной подготовке к занятиям должны содержать ответы на каждый поставленный в теме вопрос, иметь ссылку на источник информации с обязательным указанием автора, названия и года издания используемой научной литературы. Конспект может быть опорным (содержать лишь основные ключевые позиции), но при этом позволяющим дать полный ответ по вопросу, может быть подробным. Объем конспекта определяется самим студентом.

В процессе работы с основной и дополнительной литературой студент может:

- делать записи по ходу чтения в виде простого или развернутого плана (создавать перечень основных вопросов, рассмотренных в источнике);
- составлять тезисы (цитирование наиболее важных мест статьи или монографии, короткое изложение основных мыслей автора);
- готовить аннотации (краткое обобщение основных вопросов работы);
- создавать конспекты (развернутые тезисы).

5.4. Рекомендации по подготовке к отдельным заданиям текущего контроля

Собеседование предполагает организацию беседы преподавателя со студентами по вопросам практического занятия с целью более обстоятельного выявления их знаний по определенному разделу, теме, проблеме и т.п. Все члены группы могут участвовать в обсуждении, добавлять информацию, дискутировать, задавать вопросы и т.д.

Устный опрос может применяться в различных формах: фронтальный, индивидуальный, комбинированный. Основные качества устного ответа подлежащего оценке:

- правильность ответа по содержанию;
- полнота и глубина ответа;
- сознательность ответа;
- логика изложения материала;
- рациональность использованных приемов и способов решения поставленной учебной задачи;
- своевременность и эффективность использования наглядных пособий и технических средств при ответе;
- использование дополнительного материала;
- рациональность использования времени, отведенного на задание.

Устный опрос может сопровождаться презентацией, которая подготавливается по одному из вопросов практического занятия. При выступлении с презентацией необходимо обращать внимание на такие моменты как:

- содержание презентации: актуальность темы, полнота ее раскрытия, смысловое содержание, соответствие заявленной темы содержанию, соответствие методическим требованиям (цели, ссылки на ресурсы, соответствие содержания и литературы), практическая направленность, соответствие содержания заявленной форме, адекватность использования технических средств учебным задачам, последовательность и логичность презентуемого материала;

- оформление презентации: объем (оптимальное количество), дизайн (читаемость, наличие и соответствие графики и анимации, звуковое оформление, структурирование информации, соответствие заявленным требованиям), оригинальность оформления, эстетика, использование возможности программной среды, соответствие стандартам оформления;
- личностные качества: ораторские способности. соблюдение регламента, эмоциональность, умение ответить на вопросы, систематизированные, глубокие и полные знания по всем разделам программы:
- содержание выступления: логичность изложения материала, раскрытие темы, доступность изложения, эффективность применения средств ИКТ, способы и условия достижения результативности и эффективности для выполнения задач своей профессиональной или учебной деятельности, доказательность принимаемых решений, умение аргументировать свои заключения, выводы.

6. Учебно-методическое и информационное обеспечение дисциплины

6.1 Основная литература:

1. Бортникова Т.Г., Зими́на Е.И., Кондакова Н.Н., Лычаная С.А. Лексический минимум: английский язык : учеб. пособие. - Тамбов: [Издат. дом ТГУ им. Г.Р. Державина], 2014. - 188 с.
2. Зусман Ю.А. Перевод официально-деловой документации (с английского языка на русский и с русского на английский) : учеб. пособие. - Тамбов: [Издат. дом ТГУ им. Г.Р. Державина], 2014. - 304 с.

6.2 Дополнительная литература:

1. Бонк Н.А., Лукьянова Н.А., Котий Г.А. Учебник английского языка : в 2 частях. - Москва: Товарищество "ДеКонт", 1995
2. Виноградова С.Г. Я изучаю английский язык на начальном этапе : учеб. пособие по англ. яз. как второму иностранному. - 2-е изд., доп.. - Тамбов: [Изд-во ТГУ], 2008. - 116 с.
3. Халилова Л.А. English for students of economics : учебник англ. яз. для студ. экон. спец.. - М.: ФОРУМ, ИНФРА-М, 2005. - 382 с.
4. Мэрфи Р. Практическая грамматика английского языка (Essential Grammar in Use), 1994. - с.
5. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar : Reference & practice : With a separate key volume : Учеб. пособие для старшекл. и студ. неязыковых вузов с углубл. изучением англ. яз.. - 8-е изд., испр. и доп.. - СПб.: Антология, 2003. - 343 с.
6. Murphy (Мерфи) Raymond (Раймонд) English Grammar in Use [Грамматика английского языка] : a self-study reference and practice book for intermediate students of English : with answers. - 2-th ed.. - [Cambridge [etc.]: Cambridge University Press, 2001. - X, 350 p.

6.3 Иные источники:

1. Oxford Dictionaries. Lexico - <https://www.lexico.com>
2. База текстов на английском языке - www.language-to-go.com
3. Электронная библиотека - www.wikipedia.uk/
4. сайт BBC 6-minute English - <http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/>
5. Сайт журнала Экономист on-line - <http://www.economist.com/>
6. Журнал «Экономист» - <http://www.economist.com.ru/>

7. Материально-техническое обеспечение дисциплины, программное обеспечение, профессиональные базы данных и информационные справочные системы

Для проведения занятий по дисциплине необходимо следующее материально-техническое обеспечение: учебные аудитории для проведения занятий лекционного и семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, помещения для самостоятельной работы.

Учебные аудитории и помещения для самостоятельной работы укомплектованы специализированной мебелью и техническими средствами обучения, служащими для представления учебной информации большой аудитории.

Помещения для самостоятельной работы укомплектованы компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду Университета.

Для проведения занятий лекционного типа используются наборы демонстрационного оборудования, обеспечивающие тематические иллюстрации (проектор, ноутбук, экран/ интерактивная доска).

Лицензионное и свободно распространяемое программное обеспечение:

Операционная система "Альт Образование"

LibreOffice

Microsoft Windows 10

Microsoft Office Профессиональный плюс 2007

Профессиональные базы данных и информационные справочные системы:

1. Электронная библиотека ТГУ. – URL: <https://elibrary.tsutmb.ru/>
2. Электронный каталог Фундаментальной библиотеки ТГУ. – URL: <http://biblio.tsutmb.ru/elektronnyij-katalog>
3. Университетская библиотека онлайн: электронно-библиотечная система. – URL: <https://biblioclub.ru>
4. ЭБС «Университетская библиотека онлайн» . – URL: <http://www.biblioclub.ru>
5. Консультант студента. Гуманитарные науки: электронно-библиотечная система. – URL: <https://www.studentlibrary.ru>
6. Научная электронная библиотека eLIBRARY.ru. – URL: <https://elibrary.ru>
7. Российская государственная библиотека. – URL: <https://www.rsl.ru>
8. Российская национальная библиотека. – URL: <http://nlr.ru>
9. Президентская библиотека имени Б.Н. Ельцина. – URL: <https://www.prilib.ru>
10. Научная электронная библиотека Российской академии естествознания. – URL: <https://www.monographies.ru>
11. Электронная библиотека РФФИ. – URL: <https://www.rfbr.ru/rffi/ru/library>

Электронная информационно-образовательная среда

https://auth.tsutmb.ru/authorize?response_type=code&client_id=moodle&state=xyz

Взаимодействие преподавателя и студента в процессе обучения осуществляется посредством мультимедийных, гипертекстовых, сетевых, телекоммуникационных технологий, используемых в электронной информационно-образовательной среде университета.