

Частное учреждение образования
«Институт современных знаний имени А. М. Широкова»

Факультет гуманитарный
Кафедра межкультурной коммуникации

СОГЛАСОВАНО
Заведующий кафедрой
Рубанюк Э. В.

19.11.2021 г.

СОГЛАСОВАНО
Декан факультета
Кадира В. Н.

19.11.2021 г.

ПЕРВЫЙ ИНОСТРАННЫЙ ЯЗЫК: ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ

*Электронный учебно-методический комплекс
для студентов 2-го курса специальности 1-23 01 02 Лингвистическое
обеспечение межкультурных коммуникаций (по направлениям)*

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Рассмотрено и утверждено
на заседании Совета Института
протокол № 5 от 28.12.2021 г.

УДК 811.111 (075.8)
ББК 81.2я73

Р е ц е н з е н т ы:

кафедра иноязычной коммуникации учреждения образования «Институт управленческих кадров Академии управления при Президенте Республики Беларусь» (протокол № 9 от 16.11.2021 г.);

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Рассмотрено и рекомендовано к утверждению
кафедрой межкультурной коммуникации
(протокол № 3 от 22.10.2021 г.)

П26 Романова, Т. А. Первый иностранный язык : практика устной и письменной речи : учеб.-метод. комплекс для студентов 2-го курса специальности 1-23 01 02 Лингвистическое обеспечение межкультурных коммуникаций (по направлениям) [Электронный ресурс] / Сост. Т. А. Романова. – Электрон. дан. (3,6 Мб). – Минск : Институт современных знаний имени А. М. Широкова, 2021. – 80 с. – 1 электрон. опт. диск (CD).

Систем. требования (миним.) : Intel Pentium (или аналогичный процессор других производителей) 1 ГГц ; 512 Мб оперативной памяти ; 500 Мб свободного дискового пространства ; привод DVD ; операционная система Microsoft Windows 2000 SP 4 / XP SP 2 / Vista (32 бит) или более поздние версии ; Adobe Reader 7.0 (или аналогичный продукт для чтения файлов формата pdf).

Номер гос. регистрации в НИРУП «Институт прикладных программных систем» 1162127204 от 15.12.2021 г.

Учебно-методический комплекс представляет собой совокупность учебно-методических материалов, способствующих эффективному формированию компетенций в рамках изучения дисциплины «Первый иностранный язык: практика устной и письменной речи».

Для студентов вузов.

ISBN 978-985-547-388-7

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ВВЕДЕНИЕ

Практическое изучение иностранного языка заключается в формировании у студентов иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Это достигается посредством взаимосвязанного обучения активным видам речевой деятельности, а также овладения технологиями языкового самообразования. В устной речи необходимо ознакомить студентов с правилами общения в социально-бытовых и социально-культурных ситуациях, с условиями и принципами речевого общения, основными типами монологического и диалогического высказываний, семантико-синтаксическими особенностями словарного состава языка, социокультурными реалиями и основными особенностями межкультурного общения. Также будущий специалист должен быть знаком с особенностями словарного состава и синтаксической организации письменного текста, основами коммуникативно-ситуативной и жанрово-стилистической вариативности письменной продуктивной речи, уметь выражать мысли в устной и письменной формах, структурно и стилистически правильно строить устные и письменные высказывания.

Электронный учебно-методический комплекс по учебной дисциплине «Первый иностранный язык. Практика устной и письменной речи» способствует решению поставленной задачи и предназначен для студентов 2 курса по направлению специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

Данный комплекс разработан в соответствии с Положением об учебно-методическом комплексе по учебной дисциплине частного учреждения образования «Институт современных знаний имени А. М. Широкова» от 17.02.2020 № 31 и состоит из трех разделов: практического, контроля знаний и вспомогательного.

Практический раздел содержит задания по темам, предусмотренным программой дисциплины, а также практические задания для закрепления знаний,

формирования умений и навыков. Раздел контроля знаний содержит перечень вопросов для подготовки к зачету и экзамену, лексические тесты для промежуточного и итогового контроля знаний студентов, образец билета для приема экзамена, критерии оценки знаний студентов. Вспомогательный раздел представлен учебной программой дисциплины, включающей пояснительную записку, содержание учебного материала, учебно-методическую карту и список основной и дополнительной литературы.

1. ПРАКТИЧЕСКИЙ РАЗДЕЛ

Unit 1. THE WORLD OF WORK

LISTENING 1

1

1. Listen to the first part of a conversation between two friends, Melissa and Richard. Answer the questions.

1. How is Richard feeling about his job? Why?
2. What does his job mostly seem to involve?
3. What are his plans for the future?
4. What does Melissa say to cheer Richard up?



2

2. Listen to the second part of the conversation. What do Richard and Melissa say about the following?

- | | |
|-------------------|---------------|
| 1) training; | 5) clients; |
| 2) business trip; | 6) firm; |
| 3) presentation; | 7) college; |
| 4) employee; | 8) promotion. |

3. Work in pairs. Discuss the questions.

- What advice would you give Richard? Why?
- Do you know anyone whose job is going really well at the moment? In what way?
- What do you see yourself doing in five years' time?

3

LISTENING 2

1. Listen to Jasmina, from Morocco, talk about a recent job interview. Answer the questions.

1. What was the job she was interviewed for?
2. Why wasn't the interview what she had expected?
3. Which of these adjectives *didn't* she use to describe herself?



creative flexible reliable strong-minded well-organized

4. Why does Jasmina say she was so honest during the interview?

2. Listen again. Match the phrases to the sentences.

- | | |
|----------------------------|-------------------------------|
| 1. She's good at; | a) solving problems; |
| 2. She really loves; | b) overcoming difficulties; |
| 3. She likes; | c) working under pressure; |
| 4. She's not very good at; | d) communicating with people; |
| 5. She hates. | E) making decisions. |

3. Complete the questionnaire. Rank your answers 1= NO 5= YES

JOB PERSONALITY QUESTIONNAIRE.

Are you... well- organized? flexible?..... determined?..... creative?..... efficient?..... reliable?..... independent?..... humorous?..... Are you.... motivated by results?..... easy to get along with?..... a team player?.....	Are you good at ... communicating with people? coping with stress?..... overcoming difficulties?..... solving problems?..... working under pressure?..... making decisions?..... taking responsibility?..... What is your biggest weakness?
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4. Exchange questionnaires with a partner. Look at the information and ask more questions. Discuss what kind of job your partner would be good at.

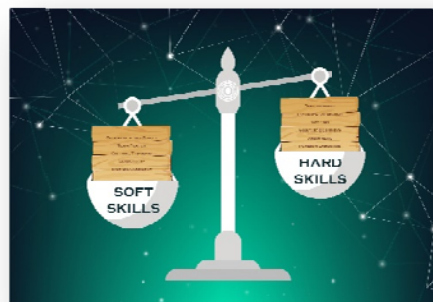
I think you would be good at marketing because

Maybe you'd be a good doctor because

LISTENING 3

CULTURE NOTE

The term 'soft skills' is relatively new. It is used to describe the positive personal characteristics and habits which employers often look for in people (as opposed to 'hard skills' like qualifications and practical professional skills). Soft skills include qualities like confidence, honesty, flexibility, optimism, politeness, punctuality, friendliness and the ability to see things from other people's point of view. People with good soft skills can communicate clearly, think creatively, solve problems, teach other people, and learn from other people or from their own mistakes. They can follow instructions, but can also use their initiative and take action without being told what to do.



4

1. Think of five reasons why an employer might not offer a candidate a job.

2. Listen to the beginning of a radio interview. Answer the question.

– What one quality does Nancy believe all employers are looking for at a job interview?

3. Listen again and complete each sentence with one or two words.

People with likeability can _____ with other people.

Nancy believes likeability is more important than other abilities in the first _____ of a new job.

She advises job hunters to spend time with _____

Nancy encourages people to apply for jobs even if they don't have the right _____

During an interview, it's important to _____ the interviewers by showing that you're friendly, positive and can communicate well.

5

LISTENING 4

1. Listen to five speakers. Do they agree that being likeable is more important than other skills? Write A (agree) or D (disagree).

Speaker 1 ____ Speaker 2 ____ Speaker 3 ____ Speaker 4 ____ Speaker 5 ____

2. Listen again and answer the questions.

- According to Speaker 1, why don't people know that likeability is important?
- According to Speaker 2, what's the advantage of developing your 'soft skills'?
- How does Speaker 3 behave towards his patients?
- What problem does Speaker 4 have with 'soft skills'?
- According to Speaker 5, what are the most important things you can offer an organization?

3. Discuss the questions.

- 1 Which do you think is more important when getting a new job – likeability or good qualifications? Why? Think of different kinds of jobs.
- 2 Do you think schools and colleges should help students develop 'soft skills'? How could they do this?

6

LISTENING 5

1. Listen to a news report about the way a particular job is done. Answer the questions.

1. What job is discussed? Why?
2. What changes are happening to the way the job is being done?
3. What three factors have contributed to the changes?
4. Why does Bud Keynes from the Milwaukee Herald newspaper think the changes are bad?

2. Work in pairs. Discuss the questions.

1. Can you think of any other jobs where either the people who do them or the way they are done has changed over time?
2. What caused the change? Is it a good thing?

7

LISTENING 6

1. Listen to a conversation between two work colleagues. What are they both worried about?



2. Complete these sentences with the correct forms of the phrasal verbs from the audio script.

1. The government needs to the level of inflation urgently.
2. We have three candidates for the new job to see you this afternoon.
3. We've decided toour usual Tuesday staff meeting until Friday because so many people are off sick.
4. Steve finallynearly twenty minutes after the presentation had started.
5. We really muston travel expenses. From now on, all junior managers must fly economy class.
6. Our local big supermarket has into selling designer jeans and T-shirts.
7. Why does she want to leave? We only ...her ...in March.
8. Who do you think will as manager when Sue goes on maternity leave?
9. You know you can always Jamie in a crisis.
10. Apparently, due to falling demand EngCom haveanother 300 workers.

8

LISTENING 7

- 1. Have you ever had a formal interview, eg. for a job, course, etc.? If so, what was it like? How did you feel? Discuss with other students.**
- 2. Listen to an extract from a radio programme. Which of these do they talk about?**

1. The increasing number of candidates for jobs.
2. Typical modern-day salaries.
3. How to respond to strange interview tasks.
4. The increasing importance of qualifications.
5. Strange experiences of interviewees.

3. Listen again and answer the questions.

1. What two factors mean that applying for and getting jobs is harder now than previously?
2. What are companies doing these days to try to identify the best people for jobs?
3. What kind of job was Peter being interviewed for?
4. Why might interviewers ask strange questions?
5. How does Mark think candidates should react to this kind of questioning?

9

LISTENING 8

1. Listen to Ricardo and Cath talking about a job interview. Do you think Cath will get the job?

2. Listen again and write *true* or *false*.

1. Cath thinks the interview went well.
2. They asked why Cath wanted to work for them.
3. They asked about Cath's language abilities.
4. They said the salary was \$ 30,000 a year.



3. Role- play the interview.

10

LISTENING 9

1. Listen to a conversation between two colleagues. Answer the questions.

1. Why is Ian calling Claudia?
2. What does he suggest?
3. How does Claudia respond?
4. What arrangements do they end up making?

11

2. Now listen to a second conversation between a client and a customer services operator. Complete the note below as you do so.

Order No	
Date placed	
Client's name	
Email address	
Action	

VIDEO

1. Personal assistant

1. Match the verbs to the nouns.

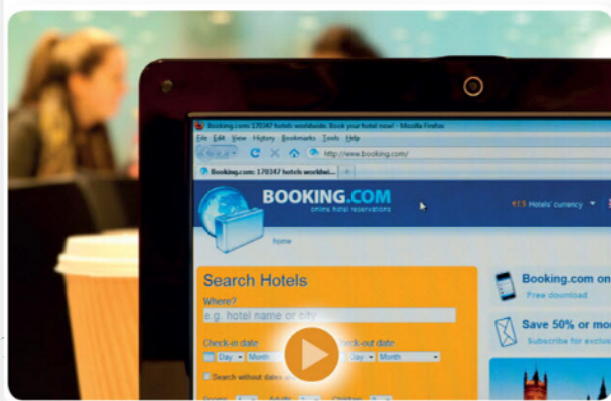
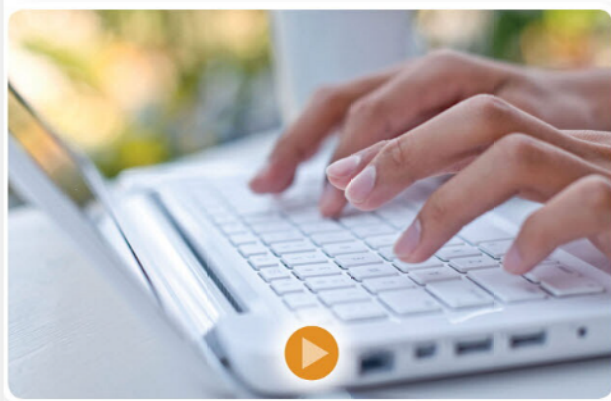
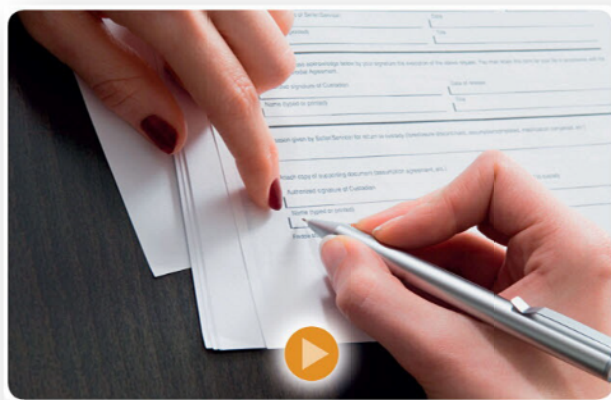
book make set up sign

a hotel reservation a meeting a document
a flight

2. Look at the photos. What tasks do you think Liz Conibere, a personal assistant (PA) to the director of a school of management, does in her job? Name as many as you can.

3. Watch the video and answer the questions.

- What are Liz Conibere's two jobs?
- What does she like about her jobs? Name one thing.
- What does she not like about her job? Name one thing.



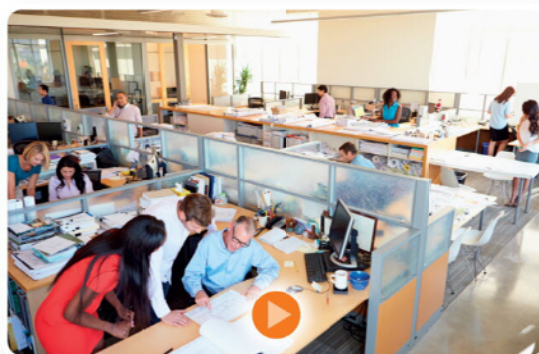
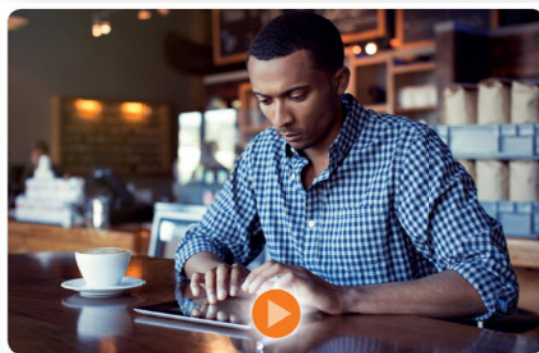
4. Watch again. Decide if the sentences are true (T), false (F), or if Liz doesn't say (DS).

1. She organizes different parts of her boss's travel.
2. Her boss travels every week.
3. She has no contact with students at the university.
4. She usually checks emails first thing in the morning.
5. She meets her boss every morning to discuss the day.
6. Her colleagues are very friendly and helpful.
7. She sometimes has to get many people to sign a document.

5. Work with a partner, A and B. Read the situation.

A You are the director of international study at a university. You must plan the end-of-the-year event for the international students. There are a total of 400 international students. You have a budget for a one-day event, including food and entertainment.

B You are A's PA. It is Monday and you are having a meeting.



2. The future of work.

1. Look at the photos. Which one is closest to the environment you expect to work in one day? What are the advantages and disadvantages of each place?

agile working work environment

workforce working hours working practices

- a) the group of people who work for an organization;

- b) the way that work is usually done in an organization;
 - c) everything that forms part of the employees' relationship with work- colleagues, light and space, company rules, etc.;
 - d) flexibility in when and where you work;
 - e) how long you work and at what times of day.
2. **With a partner, discuss how you think people's work environment, working hours and working practices have changed in recent years, or may change in the future.**
 3. **Watch the video and compare what the speaker says with your ideas.**
 4. **Watch again. Complete each statement with the correct topic from the box.**

careers	creative environments	social media
technology	writing in code	

1. _____ has affected some industries negatively, but made others better and more profitable.
2. _____ is something that more people can do nowadays.
3. Younger people are more used to _____.
4. Now that many businesses use _____, there is a concern that workers may take advantage of this.
5. Young people starting _____ need to find jobs they enjoy.
6. **Work in small groups. Read the following description of a work environment. Make a list of possible good and bad points and discuss your reasons.**

The team is made up of people in several different countries, including some on the other side of the world. We meet daily online and describe what we have been doing which is stopping us progressing. There is no need to go into an office, as we can work anywhere.

3. TED Talk Video. Why Work Does not Happen at Work.

Key vocabulary

- Non- profit companies\ charities
- Perfectly reasonable
- Cuisinart
- Uninterrupted time
- Long stretches
- To stick around
- Phase-based



- To cite
- Involuntary
- To remedy
- Casual Friday
- To think about laying off a little bit
- It'll all pay off in the end

1. Watch the video and answer the following questions.

- a. What is the main idea of the Talk?
- b. Name the three places people say where they go to get work done.
- c. What is the main reason work doesn't happen at a regular workplace?
- d. Name the two reasons why managers say working at home is bad. What's the counter argument?
- e. What is the reference to 'M&M'?
- f. What is the problem with a ten-person meeting?
- g. Do you agree that work doesn't happen at a workplace? Would you personally work better at home?
- h. Do you agree with the speaker's reasons? What are the important points for working in an office?
- i. Do you feel more comfortable working alone or in a group (be part of a team)?

Unit 2. GOING PLACES

LISTENING 1

1. Decide if the sentences express positive or negative views about places, or if they could be either.

1. The whole place was really muddy and everything got filthy.
2. We had a stunning view from our room.
3. The service was really efficient.
4. The weather was just unbearably hot.
5. It overlooked a building site.
6. People were so welcoming, it was quite overwhelming.
7. The place was a bit of a dump, to be honest.
8. The facilities were absolutely incredible.
9. It was quite isolated – basi-



cally, in the middle of nowhere.

10. The beach was deserted so we had the whole place to ourselves.

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2. Listen to two conversations about places that people have stayed in. Answer the questions.

- Where did they stay?
- In what ways did they have a good time?
- What problems did they have?

3. Listen again. Complete the phrases with three words in each space.

- It ____ this island in the middle of the Danube.
- It ____ while we were there.
- They ____ for a couple of nights.
- We had a great time ____ the weather.
- In August? ____ a bit hot?
- Look _____. That's stunning!
- It was a bit annoying, but ____ the place was, you couldn't complain.
- It was a bit of a struggle climbing back up, but it was _____.

4. Work in pairs. Discuss the questions.

- Have you ever been to a music festival? If yes, which one? What was it like?
- In not, would you like to go to one? Why\ why not?
- Has anyone ever put you up? When? Where? What's the best sunset you've seen? Where? What were you doing?

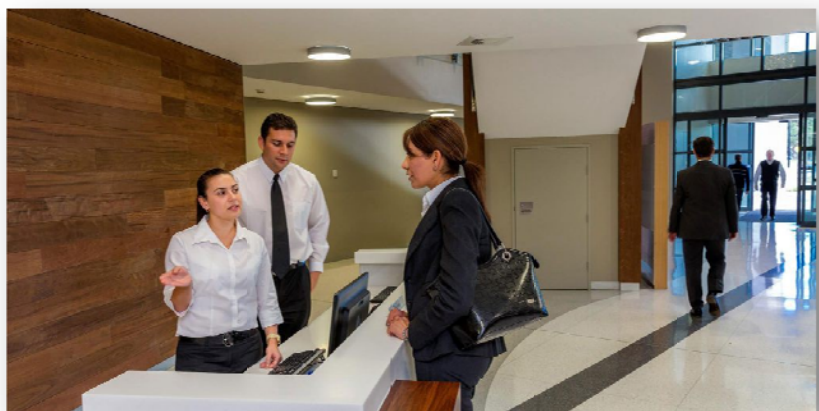
LISTENING 2

1. Work in pairs.

Think of three common problems that people have in each of the following situations.

What is the worst problem? Why?

- staying in a hotel;
- renting a flat or a house;
- sharing a flat or a house.



2. Listen to four conversations about accommodation. Decide what kind of place is discussed in each conversation and what the main problem is.

3. Listen again. Match two statements with each conversation.

1. Someone didn't know what was supposed to happen.
2. The place is dirty.
3. There's no way to change the temperature in the room.
4. Someone is sarcastic at the end of the conversation.
5. The heating system was dangerous.
6. Someone is refusing to pay money.
7. The person repeats their complaint in stronger language.
8. Someone was paid to sort out a problem.

4. Discuss what you would do in each situation.

A: **What would you do** in the first conversation?

B: **I'd ask** to see the manager.

A: **How would that help?**

LISTENING 3

1. Complete the sentences with the nouns from the box.

tyre	traffic lights	platform	security	take-off	car-
		riage			
bend	line	harbor	crossing	deck	check-in desk

1. I was waiting on the wrong ____ and so I ended up missing my train!
2. The sea was really rough. It was pouring with rain and very windy, so we couldn't go out on ____.
3. We got a flat _____ on the motorway and had to stop and change it.
4. I hate flying. I get really anxious- especially during _____ and landing.
5. Last time we came over it was quite rough, but this time we had a very smooth _____. It was lovely.
6. There'd been a terrible storm and there were trees on the _____, so the train was delayed for ages.
7. I got stopped going through _____ and they confiscated a little penknife that I'd forgotten to take out of my bag.

8. It was terrifying. The taxi driver overtook another car on quite a tight _____. You couldn't see if anyone was coming in the opposite direction.

2. Listen to two conversations about journeys and answer the questions.

1. How did the people in each conversation travel?
 2. What three problems did each have?
 3. Can you remember what these adjectives were used to describe?



Conversation 1: huge bumpy
terrifying

Conversation 2: slippery wrong stupid hurt

LISTENING 4

1. Listen to four conversations about things going wrong on holiday. Match each conversation (1-4) to one of the problems below. There are two problems you do not need.

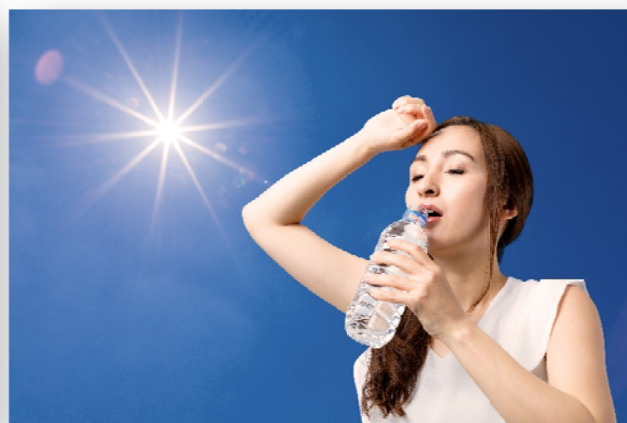
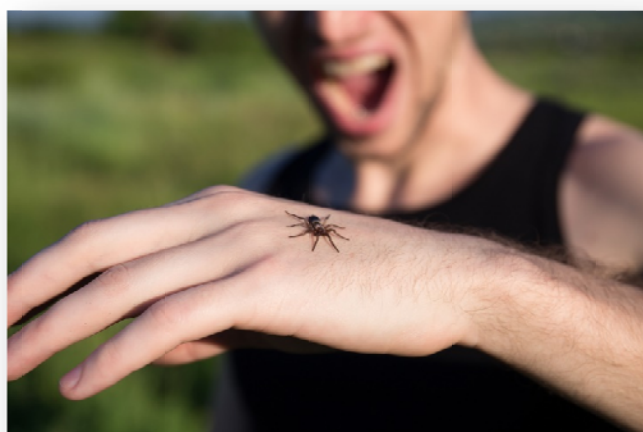
- a. There was a problem going through security.
 b. They had a problem with the heat.
 c. There was a problem at check-in.
 d. They had a problem with the accommodation.
 e. There was a problem with what they packed.
 f. They got a rash on their skin from insect bites.



2. Match these verbs to the nouns they were used with in the conversation.

check	choose	go	have	pay	put on
stay	weigh				

1. ____ the forecast
2. ____ an amazing time
3. ____ in a little place
4. ____ the first cheap place we came across
5. ____ purple
6. ____ some sun cream
7. ____ your bags
8. ____ an excess baggage charge



LISTENING 5

1. Complete the sentences with the collocations in the box.

babysitting service provided meals basic furniture put up the tent
 including breakfast share a room shower block free wi-fi
 heated pool real fire reduced rate low season

1. It only cost \$ 200 to rent for the week because it was still the ____.
2. It was \$ 50 a night for a double room ____.
3. It normally costs \$25 a night with electricity, but there was a _____ for groups.
4. They had a __, so we left the kids and went out on our own a couple of nights.
5. It was difficult to__ because the ground was so hard.
6. There was a kitchen the guests could use, but they also ____.
7. It had a ____ in the living room, which was nice.

8. We didn't have to ___ with lots of other people. They had some smaller family rooms.
9. There was a ___ which was shared by the whole block.
10. You had to walk a long way to get to the toilet and ___, but at least there was plenty of hot water.
11. It had quite_, but the kitchen was OK and it was all very clean.
12. They charged a lot for internet access in the room, but there was ___ in the reception area.

2. Match each sentence in Exercise 1 to one of these places.

an apartment a campsite a hostel a hotel

3. Work in groups. Can you think of:
 1. two other things you can share in a hostel?
 2. two other kinds of room in a hotel?
 3. two other services a hotel or hostel provides?
 4. two other things that can be included in the price?
 5. two reasons you get a reduced rate?
 6. the opposite of putting up a tent?
 7. when the low and high season is in your country?

16

3. **Listen to a phone conversation. David is phoning a hotel for a friend who wants to visit Dublin with his wife and small child. Look at the questions David wants to ask. Then listen and note down the information.**

Triple rooms?
How much for everyone?
With breakfast?

Dates: Prefer 12th - 17th August

Car hire cheaper from hotel?

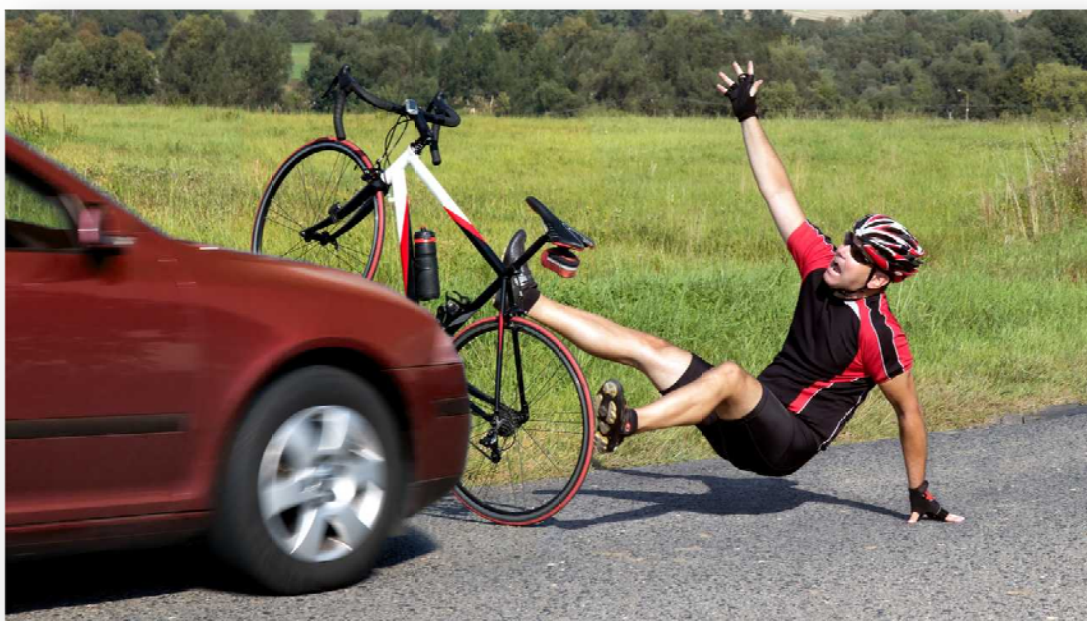
Parking available?

Deposit?

Dates: Prefer 12th - 17th August

Car hire cheaper from hotel?

LISTENING 6



17

1. Listen to Anna talking to her colleague Dan about his holiday. Answer the questions.

1. What kind of holiday was it?
2. How did the accident happen?
3. What did they think was wrong with James?
4. How did they get him to a hospital?
5. What did the doctors tell him?

2. Put the events from the story into the correct order.

1. He had quite a few cuts and bruises.
2. It spoiled his holiday.
3. James went off the road into some bushes and fell off.
4. He had to have a few stitches in the cuts.
5. She took him to hospital, which was really kind of her.
6. We were going back to the hotel down a steep road.
7. He found out his bike frame was broken.
8. A woman came past in her car a minute or two later.

3. Work in pairs. Discuss the questions.

1. Do you like cycling? Have you ever been on a cycling holiday? When? Where?
2. When was the last time someone was very kind to you? What did they do?
3. When was the last time you were kind to someone else? What did you do?
4. Did Dan's story about James remind you of any other stories you have heard?

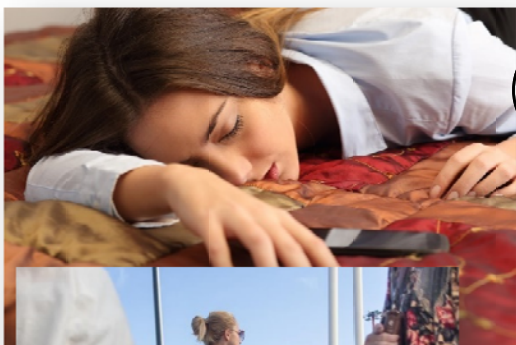
LISTENING 7

1. Think of some problems that may happen when travelling by plane.
2. Listen to a woman talk about a terrible journey by plane. Put the pictures in the correct order.

LISTENING 8

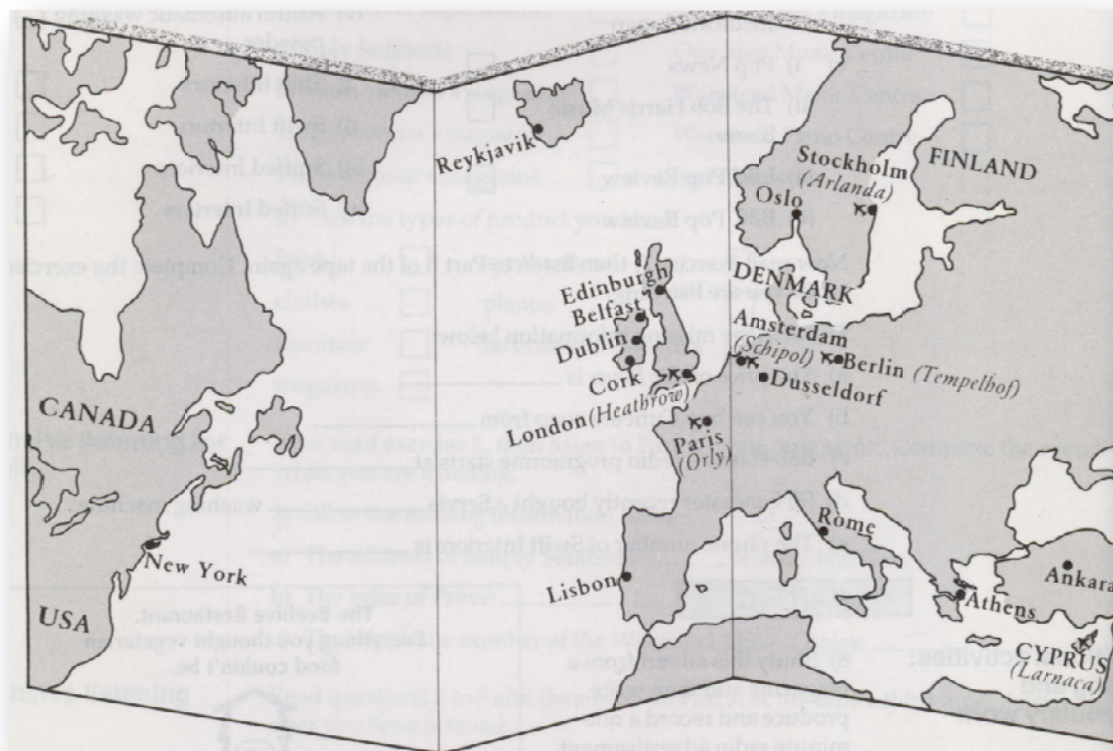
1. A

19
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nounce-
ments.
Even
when
you
can
hear
the m
it's
not
al-
ways easy to understand them.



- Write a list of about 10-15 adjectives which describe your opinion of air travel.
- Have you ever flown first or business class? What are the differences between first class and tourist class?
- How do you feel about airports? Are they generally exciting, sad, stressful, beautiful, intimate, dangerous, hot, welcoming . . .?
- What features should the ideal airport have?

2. Study the map. Then listen to the recording.



3. Underline the names of all the places you hear.

4. Match the symbols with the correct words:

checking in

boarding

closing



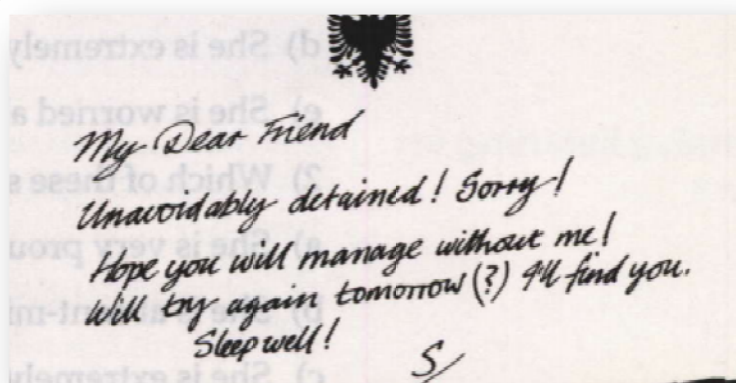
5. Fill in the missing information. Do the exercise while you are listening.

Destination	Flight No.	Gate No.	Flight information
Edinburgh	Super Shuttle		Boarding
	BA 838		Checking in
Dublin		6	
Athens			

6. Fill in the missing information about the passengers:

Title	Forename	Surname	Travel information
Mr	Ian	Jackman	recently arrived from _____
Dr	Raymond		from _____
Ms	Yvonne	Simpson	from _____
		Waring	meeting _____
Capt.	Jay	Brock	from _____
Mr		Sandberg	
	Margaret	Murphy	in transit from _____ to _____

7. You have just arrived at the international airport in Tirana, the capital of Albania, in the Balkans. It is around midnight. when you get through passport control and customs you discover that the person who was going to meet you is nowhere in sight. In fact, the airport is deserted. After a few minutes a young and woman approaches you, gives you this note and disappears:



Explain the note to a partner. What has happened? Who is 'S'? What will you do now? Why did you fly to Tirana? What do you do for a living? Where did you fly from? Be imaginative!

LISTENING 9

1. Listen to some in-flight announcements and match them to pictures A-D. What information or instructions are the passengers being given?



2. Listen again. What word or phrase do the flight attendants use to mean....?

- 1) small bags and cases;
- 2) the cupboards above your seat;
- 3) put on your seat belt;
- 4) phones, tablets, etc.;
- 5) the doors where you can get out of the plane quickly if there is a problem;
- 6) the thing you have to put on if the plane is going to land on the sea;
- 7) to blow air inside something.

LISTENING 10

1. listen to a tourist talking to a tourist information officer. Which form of transport does he take and why?
2. Listen to the dialogue again and complete the table.

	Heathrow Ex- press	Heathrow Con- nect	London Under- ground
How often do the trains go?			
How long does it take?			
How much does it cost?			

22

LISTENING 11

1. You are going to listen to four people talking about the type of holiday accommodation they prefer. Listen and match two of the speakers with the photos A and B. Write the type of accommodation the other two speakers mention.

Speaker 1.....

Speaker 3.....

Speaker 2.....

Speaker 4.....

**A- a hostel
block**



**B - an apartment
block**



2. Listen again and complete the sentences with phrases that you hear.

1. Speaker 1 says the In his type of accommodation helps him to relax.
2. He also likes having so that he can keep in touch with the office if necessary.

3. Speaker 2 likes the freedom from a so that she can get up when she wants.
4. She also likes going on holiday in the, as it's quieter.
5. Speaker 3 likes to know how many people she will with before she goes to her type of accommodation.
6. She also checks before deciding where to go.
7. Speaker 4 likes having facilities such as a where he goes, because he has children.
8. He also likes the fact that the place and so he doesn't always have to cook.

23

LISTENING 12

1. **You are going to listen to three conversations with a hotel receptionist, about a guest's problem. Match the problem with the correct conversation.**

- 1) a door that won't open;
- 2) the need to buy a present;
- 3) faulty air conditioning.

2. **Listen again and answer the questions.**

1. In which conversation does the receptionist give the guest some advice?
2. In which conversation does the receptionist give the guest some instructions?
3. Which problem is not solved?



3. **Complete the sentences.**

1. In conversation 1, the receptionist tells Mr. Wiseman to The air conditioning.
2. Mr. Wiseman says he can't the switch.
3. He couldn't see it because he'd
4. In conversation 2, the problem is urgent because Mr. Arnold is at a charity dinner.
5. In conversation 3, the man is celebrating his.....
6. The receptionist suggest he buys his wife

Unit 3. TIME OUT



24

LISTENING 1

1. Listen to three conversations about free-time activities. Answer the following questions for each conversation.

1. What's the second speaker going to do?
2. How long have they been doing this activity?
3. How did they first get interested in it?
4. Is the other person interested in doing the activity?

2. Listen again. Choose the correct option.

1. What are you *up to* \ *on to* later?
2. You've got a lovely *figure* \ *fixture*.
3. It took me about ten minutes to get my *breath* \ *bread* back!
4. It's like a *master* \ *faster* class with this top Russian fencer.
5. I'm going to have a wander round the *free* \ *flea* market.
6. I'm going to have a *lie-in* \ *light in*.
7. *Fair enough* \ *very tough*. Just the thought of doing that kind of exercise makes me sweat!

8. I took *that top* \ *it up* because I was giving up smoking.
9. She said it'd give me something to *fit well* \ *fiddle with*.
10. *Is it* \ *isn't it* just full of old women, this group?

25

LISTENING 2

Listen to three people talking about professional sport and tick the criticisms made by the speakers.

- a. The best players retire from sport too early.
- b. Local football teams lose their best players to top clubs.
- c. There's too much sport on TV.
- d. Ticket prices for football matches are too high.
- e. There's a lot of drug taking in sport.
- f. The top games aren't shown on free TV stations.
- g. There's too much pressure on young sports people.

26

LISTENING 3

1. **Listen to a conversation between three people – Chloe, Molly and Kyle. They talk about Molly's uncle, a health and fitness fanatic. Find out which of the activities he has done.**

2. **Decide if the sentences about Molly's uncle are true (T) or false (F).**

1. He taught Cloe and Kyle how to do hand-stands at his home.
2. He stopped ice-skating after an hour because Molly and Kyle were bored.
3. He used to go hang-gliding three or four times a month.
4. He gave up hang-gliding because he badly injured his neck.
5. He's only taken up windsurfing recently.
6. He lives by the sea now.



7. He drinks lemon juice every day because he thinks it's good for him.
8. Kyle admits Molly's uncle can be fun – but only for very short periods of time.

3. Discuss these questions with your partner.

- a. Does Molly's uncle sound mad to you? Why\ why not?
- b. Do you know anyone who is unusual for their age? In what way?
- c. Do you know anyone who's OK in small doses? Why?
- d. Do you know anyone who had a lucky escape? What happened?

LISTENING 4

1. Look at the photograph. What do you know about this sport? Would you like to do it? Why (not)?



27

2. You will hear a documentary about a martial art. Listen and decide if each sentence is True or False. What is the speaker's intention?

1. Kendo is not as old as other martial arts.
2. It was created by a famous Japanese swordsman.
3. A Kendo fighting arena is always the same size.
4. Kendo can be a noisy activity.

3. Listen again and complete the gaps 1-10 with an appropriate word.

Kendo is quite 1 _____ compared to other martial arts. It is believed that the exact origins of Kendo are 2 _____. Japanese swordsmen realized that they needed to guard against injury when 3 _____. Wooden 4 _____ replaced dangerous swords when practicing. Each sword is made from strips of 5 _____ tied together. The practice swords were still dangerous and could inflict 6 _____ or break bones. The safety equipment in Kendo has been modernized and is now made from 7 _____. The rules of Kendo are that you receive 8 _____ by hitting certain parts of the body. To someone who has not seen Kendo before, it can appear aggressive and 9 _____. Jim believes that a person

can unwind and do well in Kendo if they clear their minds of 10 _____ by meditating.



LISTENING 5

1. Look at the saying. Then discuss the questions with other students.

‘It’s not the winning, it is the taking part that counts’

28

- What do you think the saying means?
- Do you agree with it? Why\ why not?

2. Listen to the extract from a radio program and answer these questions.

1. What is the Scottish Football Association proposing?
2. Is each of the three members of the panel for or against the proposals?

3. Listen again and complete the sentences.

1. The name of the program is _____.
2. The Scottish Football Association is suggesting changes to the football matches which are played by children in _____.

3. One idea is to change the score back to 0-0 if one team is ahead by more than five goals at _____.
 4. Another proposal is that a side which is losing badly should be able to add _____ to their team.
 5. They also want to stop winning teams receiving _____ at tournaments.
 6. Terry's main objection is that these ideas do not reflect the _____.
 7. Sarah points out that it is important that children get used to coping with _____ from an early age.
 8. She also suggests that these changes could be quite _____ for children who take their sport seriously.
 9. Arnold actually thinks the proposals could lead to matches being more _____.
 10. He is in favor of _____ of trophies for teams that win tournaments.
- 4. Discuss these questions with other students.**

- What do you think of the proposals in the program? Are you for or against them? Why?
- Did you play much sport as a child? Did you enjoy it? Why\ why not?

VIDEO

4. Sports scholarship in the USA

- 1. Match the words in the box to their definitions 1-4**

**college tuition fee spectator
scholarship**

1. A person who watches at a show, game, or other event.
2. Money offered to talented students for their education.
3. Money that students pay for lessons at university.
4. The American word for a university.

- 2. Look at the photos. What sports do you see? What type of institution has all these sports?**
- 3. Watch the video and answer the questions.**

- a. What do the three top athletes have in common?
- b. Why are sports scholarships important for students at US universities?
- c. Why is sporting success important for US universities?

4. Watch again. Match the two halves of the sentences.

- a. The Arizona State Sun Devils have some of;
- b. Arizona State University has attracted top athletes because of;
- c. Around 83% of the students receive some kind of;
- d. The university spends a lot of money on;
- e. Winning in sports is a great advertisement for.

1. facilities and equipment.
2. financial assistance.
3. its sports scholarships.
4. the best sports teams in the country.
5. the university.

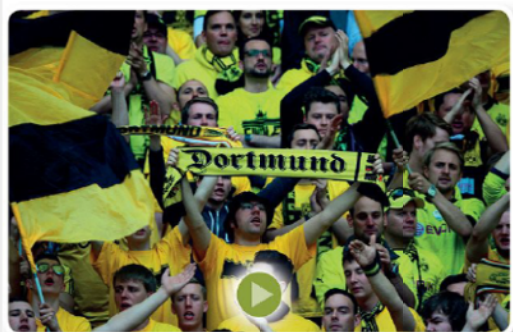
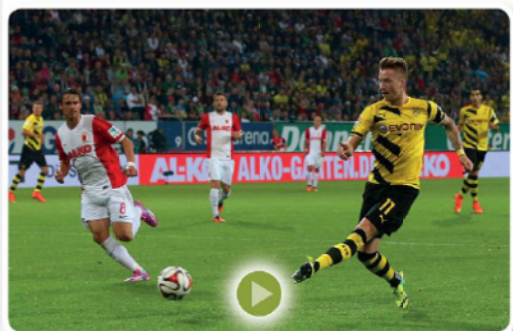
5. Borussia Dortmund.

- 1. look at the phrases in the box and choose which you would not connect with international football.**

affordable tickets	big business
loyal fans	wealthy investors

- 2. Watch the video. Complete the information about modern football.**

countries	decisions	fans	investors
matches	people	players	projects
teams	tickets		



There is one big difference between ¹_____ in the German football league and football clubs in most other ²_____ around the world. Instead of being controlled by rich ³_____, it is the ⁴_____ who own most of the club. As a result, ⁵_____ are taken that help the club rather than making its investors even wealthier.

Borussia Dortmund is one example of an extremely rich club. It has some top-level ⁶_____, and it is very successful. But ⁷_____ for ⁸_____ are not terribly expensive. The club is involved in many community ⁹_____, and the ¹⁰_____ of Dortmund are very proud of their local team.

- 3 billion
- 16–76
- 1909

3. Watch again. What do these numbers refer to?

- 500
- 2011 and 2012
- 100
- 4
- 80,000

6. British Sports

1. Work in pairs. Answer the questions.

- a. What are your favorite sports?
- b. Can you explain the rules?
- c. What sports are popular in Britain?

2. Watch the DVD clip. Choose the correct answer.

1. In which sport can players use their hands and feet to control a ball?
a. football b. rugby c. basketball
2. Which sport has the oldest rules?
a. football b. rugby c. cricket
3. Which sport is played in the Ashes tournament?
a. football b. rugby c. cricket

3. Watch again. Choose the correct words to describe what you see.

- a. A girl kicking\ catching an orange football;
- b. A man in white kicking\ running with a rugby ball;
- c. Girls in dark blue playing hockey\ tennis\ a team in yellow playing football\ rugby;
- d. A man in red playing\ refereeing a rugby match;
- e. A cricket\ rugby stadium in Australia.

4. Watch again. Complete the sentences with the correct words.

1. Two hundred years ago, _____ games were popular in private schools in Britain.
2. The sport of _____ officially began in 1871.
3. In cricket, each team has _____ players.
4. In August 1882, _____ beat England in a cricket match.
5. There are _____ matches in an Ashes tournament.
6. _____ has won the Ashes 31 times.

5. Work in groups. Answer the question.

Have you ever played cricket? Would you like to? Why? \ Why not?

Unit 4. ASK THE DOCTOR

Listening 1

1. Work in pairs. Discuss the questions.

1. Do you know anyone who has an allergy? What reaction do they have?
2. Do you know anyone who has stress-related health problems? Why? What happened?
3. What do you usually do if you have a cold? \ the flu? \ an upset stomach?
4. Have you ever missed something important or nice because of illness or an accident? What happened?

29

2. Listen to two telephone conversations. Answer the questions.

1. Why are the people phoning?
2. What health problems have the speakers' partners had?

3. Listen again. Are the sentences true or false?



Conversation 1.

1. Joop's girlfriend, Kaatje, fainted earlier.
2. She's been suffering from insomnia.
3. Kaatje has an appointment to see someone in a few days.
4. Michelle gives Joop some advice.

Conversation 2.

1. They're still not completely sure what caused Lachlan's problem.
2. They had to call an ambulance.
3. He'll be in hospital for two nights.
4. Nina is annoyed they'll miss the concert.

4. Discuss the questions.

1. Which problem sounds worse to you- Kaatje's or Lachlan's? Why?
2. What advice would you give each of them?

Listening 2

30

1. How often do you visit the doctor? How easy is it to make an appointment in your country?
2. Three patients are visiting the doctor or the chemist. Listen to their conversations and complete the table.

	Pa- tient 1	Pa- tient 2	Pa- tient 3
symptoms			
diagnosis			
treatment\ sugges- tions			



3. Listen to Patient 1 again and write the complete sentences.

D= doctor, B= Benjamin

- D: Hello, Benjamin. So what/matter today?
B: Well, I/ cold/temperature/throat/really hurts.
D: Mmm, let's\ look. Open wide. Say 'aah'. Mmm, it\ sore.
Right-here\ prescription for\ course\ antibiotics.
B: Can I\ school? Important test.
D: No/better stay/ home\ next three days. I/ write/ note/ your teacher.

4. Listen to Patients 2 and 3 again and complete the sentences.

1. So, what _____?
2. Well, _____ my ankle.
3. _____ a look at it.
4. MMM, yes. It _____ very swollen.
5. Well, I don't think it's broken but _____ have an X-ray.
6. _____
7. Well, _____ stomach ache and I _____ sick.
8. _____ like gastric flue.
9. You _____ see a doctor.
10. _____ this three times a day.
11. But if you don't feel better in two days, you _____ definitely see the doctor.

Listening 3

1. Look at the photos. What do you know about these therapies? Discuss with a partner.

31

2. Listen and check your ideas, and put the therapies in the order you hear them.

Hypnosis

Hydrotherapy

Acupuncture

Yoga

Herbal medicine



**3. Work in groups.
Discuss the questions.**

1. Why are alternative therapies popular?

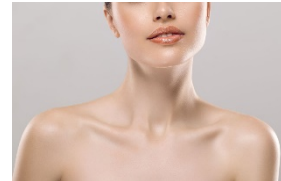
2. Do you believe that alternative therapies work? Why?/ Why not?
3. What scientific evidence is there to support your view?

Listening 4

You are going to hear four short conversations. Listen and choose the correct answer to the questions a, b or c

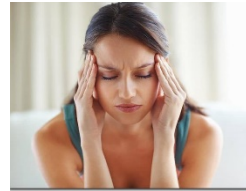
- a. Where has the woman hurt herself?

32



- b. What two symptoms does the woman have?

33



- c. What treatment does the man advise?



35

- d. What is the man allergic to?



36

Listening 5

1. Listen to three short conversations and decide whether each one takes place:

a at the dentist's, b in a hospital, c in a restaurant, d in someone's house, e
in a chemist's.

37

2. Listen again and answer these questions.

Conversation 1

- 1 What problem does she have?
- 2 What did she do to cure the problem?

38

Conversation 2

- 3 Which problem does the customer have: diarrhoea, indigestion or vomiting?
- 4 What instructions is she given?

Conversation 3

- 5 What two problems does the man have?
- 6 How did each one happen?

3. Work in groups. Discuss these questions.

What's your cure for hiccups? For indigestion?
Do you ever ask pharmacists for advice? Are they helpful?
Are prescriptions expensive where you live?
What did you get last time you were in a chemist's?
Are the hospitals good in your country?
Have you ever been to hospital? Did you have to wait long? What was the service like?

Listening 6

You are going to hear 2 conversations in a hospital. Work in pairs. Look at the questions asked in each conversation and discuss what you think is wrong with the patients.

Conversation 1

1. Can you put any weight on it at all?
2. How did you do it?

39

3. How long will I have to wait for the X-ray?
4. Are you on any medication?
5. Have you ever had any adverse reactions to any painkillers?

Conversation 2

1. What seems to be the problem?
2. How long have you been like this?
3. Any diarrhoea?
4. Has he been able to drink anything?
5. Does it hurt? And here?

Listening 7

You are going to hear someone giving advice on how to reduce stress. Listen and say where you might hear this dialogue. How do the speakers sound? Why? Write Yes| No for each statement 1-7.

40

1. The woman is suffering from stress.
2. She often goes out with her friends.
3. She thinks her work is causing her stress.
4. The man suggests that she find another job.
5. The woman can work fewer hours.
6. The man suggests she take some medicine.

41

Listening 8

Listen to the dialogue and fill in the questions. Who is Tina speaking to?

A: Good morning. Meadows Surgery.

B: Oh, yes, I'd like to make an appointment with Doctor Michaels, please.

A: I'm afraid Dr Machaels is on holiday at the moment.

_____?

B: Erm..... yes, right. That would be fine.

A: Right. The first available appointment is on Thursday at 10 o'clock. _____?

B: Yes, that should be OK.



A: Good. _____?

D: Tina, Tina Wilcox.

A: _____?

B: I've been having trouble sleeping lately.

A: Right then, we'll see you on Thursday at 10 o'clock.

B: Thank you. Goodbye.

42

Listening 9

You will hear five short dialogues about people's health. Listen and circle the correct item.

1. What happened to the girl?

A. She crashed her bike. B. She crashed her car. C. She crashed her mom's car

2. What is wrong with the man?

A. He's got food poisoning B. He's allergic to seafood. C. He ate too much

3. What has the man been doing?

A. fighting B. dressing his children C. jogging

4. What is the doctor's advice?

A. to exercise more B. To exercise less C. To do some weightlifting

5. How did the woman hurt her hand?

A. she burnt it B. She trapped it in the kitchen door. C. The man hurt it.

VIDEO

7. The Science of Stress

1. **Match the words to the meanings.**

1) physiological a) a small quantity of something to show what it is like

2) treadmill b) having to do with the mind and thoughts

3) sample c) having to do with how the body works physically

4) release d) let out, free

5) psychological e) slim, but strong and healthy

6) lean f) an exercise machine on which you run



2. Watch the DVD and decide if these statements are true or false, write T for true and F for false.

1. Kathy Matt and her research team are proving that stress is just in our mind.
2. Stress from rush hour traffic shows up as a chemical in the blood.
3. Adrenaline helps our body react quickly and with more force.
4. Cortisol gives us the energy for that quick physical push.
5. Fortunately, the body can tell the difference between the two types of stress.
6. All stress is bad.

3. Complete the summary of the DVD below using these words.

effect lifestyle longevity minimal negative physical series stress

Without at least a(n) (1) _____ amount of stress to give us energy, we could not get through the day. However, a very stressful (2) _____ can have a negative _____ (3) on our bodies. Dr. Kath Matt and her colleagues are investigating what stress does to a body, and proving that stress is not just psychological but also physiological. When our body experiences (4) _____ stress, it produces two hormones that give us energy: adrenaline and cortisol. It also produces them in cases of psychological (5) _____. Dr. Matt and her team have put together a(n) (6) _____ of tests to show the effects of stress on the body.

While running on a treadmill, the woman's body releases a lot of stress hormones, but she's also using up every bit of energy they create. However, when she is stressed psychologically instead of physically, the same hormones are created, but no physical energy is used.

Too much cortisol weakens the bones and makes them more likely to break. This could create problems that have an impact on (7) _____, perhaps taking years off a person's life. Therefore, it is important to exercise regularly. Putting the body through the stress of exercise is one way to get rid of psychological stress and in that way preventing its (8) _____ effects.

4. Discuss these questions with a partner.

1. What causes you physical stress?
2. What causes you psychological stress?
3. What do you do to help relieve stress?

Unit 5. FOUR NATIONS



Listening 1

Listen to Alice talking about her life in Gladwell. Find at least two advantages and two disadvantages of living there that she mentions.

43

1. Listen again and answer the questions.

1. Why did the village shop have to close?
2. What other facility in the village might close?
3. Does Alice think that everyone in the village is friendly?
4. What time does the last bus leave from the village?
5. How many buses are there on Sundays?

44

Listening 2
Great Britain.



45

Listening 3
Edinburgh
VIDEO 8



STONEHENGE



This is an authentic extract from a television news programme. Don't try to understand every word you hear. Watch and listen for specific information by completing these tasks.

1 Work in pairs. Complete the facts about Stonehenge with the words from the box.

although

such as

that

when

where

who

1. The summer solstice is the day of the year _____ the sun is above the horizon for the longest amount of time.

2 Stonehenge is a prehistoric monument _____ consists of large standing stones placed in a circular shape. No one knows why.

3 Some people say it was created by the wizard Merlin _____ appeared in the legend of King Arthur.

4 Others believe it was built by the Greeks or Druids, or that it was a place _____ aliens landed their spaceships.

5 We do know that it is linked to many astronomical events _____ the alignment of the sun on the summer solstice.

6 Visitors can't enter the circle or touch the stones _____ English Heritage does allow access during the summer solstice.

2. Which of the theories about Stonehenge do you believe? Complete the sentences.

1. It might have been ...
2. It can't have been ...
3. It must have something to do with ...

3. Watch the video and answer the questions.

1. How many people spent the summer solstice at Stonehenge?
2. Was the celebration a success?
3. What was the weather like?

4. Watch the video again and answer the questions.

1. What time is it at the beginning of the video?
2. What did the police restrict to ensure the solstice was celebrated peacefully?
3. What can you see the people doing during the celebration?
4. What did the people leave behind?
5. Who or what was 'the star of the show'?
6. Why did some people miss the event?

5. Rearrange the words to make quotes from the video.

1. a great solstice it's celebration been.
2. having had gone away experience a great they've all .
3. to went plan according everything.
4. very cycles important for people to move of nature with the it's.
5. moment exodus with the began passed, the mass.

6. Watch the video again to check your answers to exercises 4 and 5.

7. Work in pairs. Discuss the questions.

1. Why do you think visitors can't usually enter the circle at Stonehenge or touch the stones?
2. Do you know of any other monuments that need similar protection?
3. What other mysterious and magical places do you know? Write five facts about one of the places in the same style as in exercise 1.

2. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

2.1. Лексико-грамматические тесты

для промежуточного и итогового контроля

Test 1

Time Out

1. Tick the words which are both a noun and a verb.

1. cheat 2 sprain 3 stamina 4 sack 5 tactics 6 tackle

2. Complete the sentence with a negative form of the correct adjective.

able coordinated conscious complete

1. I'm _____ to sleep because I'm so worried.
2. 2 The building work was still _____.
3. 3 He suffered a blow to the head which left him _____.
4. 4 I don't play sports. I'm very _____.

3. Match the two halves of the collocations. Look up the nouns a–h if you need help.

- | | |
|-------------|------------------|
| 1. short of | a) consciousness |
| 2. lose | b) strength |
| 3. sheer | c) boredom |
| 4. brute | d) breath |

4. Choose the correct word to complete the phrasal verb.

1. We wandered *off* / *round* the town
2. You've always looked down *on* / *off* me
3. He was knocked *out* / *by* in a football collision.
4. He couldn't keep up *on* / *with* us.
5. This class is too difficult. I can't keep *in* / *up*

5. Choose the correct words.

1. I've got terrible coordination\ flexibility. I can't hit a tennis ball.
2. I'm so self- conscious\ reluctant. I always go red when I meet people.
3. Kids can end up in trouble because of boredom\ disappointments.

Test 2

The World of Work

1. Complete the sentences with the correct preposition.

1. Are you finding it hard to cope ____ the workload?
2. He rose to the rank ____ captain in the navy.
3. They greeted each other ____ the conventional way.
4. She brought the coffee to us ____ a tray.
5. I'll never get the hang ____ this!

2. Choose the correct preposition.

1. The consultant gave a brief overview at\ of the problem.
2. I take my lunch break at\on twelve.
3. I'm deeply skeptical about\ for the whole plan.
4. The garden was well stocked in\ with plants.
5. We've kept in touch since\ before we left school.
6. The excuse he made up\ out was completely unconvincing.
7. Let's move up\on to the next topic.
8. It is important to sum over\up your argument at the end.
9. You shouldn't have to settle for\up this.
10. We spent the whole day digging up\in vegetables in the garden.
11. A petition was handed in\ out to the council.

3. Complete the expressions with the correct form of the word in bold.

- | | |
|--|---------------------------|
| 1. an emotional draining experience | feel completely _____ |
| 2. made redundant | haunted by fears of _____ |
| 3. a stimulation experience | mental _____ |
| 4. stop interfering ! | too much _____ |
| 5. promotion at work | a well- earned _____ |
| 6. the novelty wore off | a _____ approach |

4. Complete the sentences with the correct words from the words in brackets.

1. It was a really _____ experience. (reward).
2. You should talk to your _____ about it. (management)

3. We've had _____ applications for this role. (count)
4. He _____ the responsibility to me. (delegation)
5. Try to ignore his _____! (interfere)
6. He was _____ pacing up and down. (restless)

5. Complete the collocations with the verbs in the box.

Get	outline	sum up	hand	carry out	make up
-----	---------	--------	------	-----------	---------

1. the hang of (something)
2. in your notice
3. a lecture
4. market research
5. the proposal
6. an excuse

6. Complete the sentences with the correct noun from the box.

rise	touch	overview	row	training	spirit
------	-------	----------	-----	----------	--------

1. My boss has arranged in-house _____ for everyone.
2. unions are calling for a 50% pay _____.
3. He gave a broad _____ of the plan.
4. We've kept in _____ for the past twenty years.
5. They had a blazing _____ about money last night.
6. She has a restless _____ and never stays in a job for long.

Test 3

Going Places

1. Complete the sentences with the correct preposition.

1. There was a dent _____ the passenger door.
2. He kept a herd _____ sheep.
3. We set off _____ home at six.
4. She's going to appeal _____ the court.
5. It was inconsiderate _____ him to leave so soon.

6. I got a blister _____ my heel from my new shoes.

2. Complete the expressions with the correct form of the word in bold.

1. a **bumpy** journey lots of _____ in the road
2. a **dent** in the door it was _____ in an accident
3. a **stiff** lock The door opened _____
4. a cause for **concern** it's a very _____ issue
5. a **remarkable** achievement do _____ well
6. I **dread** to think the _____ news

3. Complete the sentences with nouns formed from the verbs given below.

indicate maintain impose leak

1. They opposed the _____ of import controls.
2. I think your car's _____ might be broken.
3. We all had to go home because of a dangerous chemical _____.
4. Regular _____ of your car will save you a lot of money long term.

4. Complete the sentences with the adjectives given below.

endless flat different fast ever-increasing cracked

1. We stopped by the side of the road to change a _____ tyre.
2. It's dangerous to drive with a _____ windscreen.
3. They reached an _____ expanse of desert.
4. She enjoyed the _____ pace of life in the city.
5. Travelling gives you a _____ perspective on life.
6. The _____ quantity of floodwater was horrifying!

5. Complete the sentences with the correct form of the verbs given below.

Develop lodge hire fall uncover read

1. Make sure you _____ the **small print**.
2. Archaeologists _____ the **remains** of three 12th century monks.
3. They plan to _____ an **appeal** against the judgement.
4. We _____ a strong **bond**.
5. The house _____ has into **disrepair**.
6. It was raining so we _____ a **cab**.

6. Choose the correct word to complete the phrasal verb.

1. They set *up/off* on a two week trip.
2. It turned *out/on* to be a mistake.
3. Someone cut me *out/up* on the motorway.
4. You need to come *down/off* the motorway at junction 7.
5. A car pulled *on/out* without warning.
6. I leapt *up/by* in excitement.

Test 4

Ask the Doctor

1. Complete the sentences with the correct preposition.

1. Many people suffer _____ **asthma**.
2. There's a **dispute** _____ this piece of land.
3. He ran out of the room _____ a **panic**.
4. I woke up _____ a **stiff** neck.
5. I'll be walking _____ **crutches** for a while.
6. He was **healed** _____ the latest medical treatment.

2. Complete the expressions with the correct form of the word in bold.

1. a **chronic** condition She's _____ ill.

- | | |
|---------------------------------|--------------------------------|
| 2. My lips started to | a _____ ankle swell up. |
| 3. effective pain relief | try to _____ stress |
| 4. emergency surgery | a _____ procedure |
| 5. a chest infection | a _____ cough |
| 6. a major dispute | a _____ territory |

3. **Complete the sentences with the correct words from the words in brackets.**

1. These plants have _____ properties. (heal)
2. The _____ of the tumour was a difficult procedure. (remove)
3. We discussed the benefits of _____. (outsource)
4. His grandfather was a well-known _____. (gamble)
5. The move was welcomed by the president's many _____. (detract)
6. He's got all the necessary _____. (qualify)

4. **Which of the verbs do NOT form a collocation with the word in bold?**

1. I think you might have *broken/collapsed/sprained* your **wrist**.
2. It was his responsibility to *keep/maintain/manage* a **record** of everything.
3. We'll test the theory by *conducting/carrying out/making* an **experiment**.
4. The rules must be **rigorously** *applied/enforced/practised*.
5. You **stand to** *lose/keep/make* a lot of money.

5. **Match the adjectives to the nouns. Look up the nouns (a–f) if you need help.**

- | | |
|---------------|----------------|
| 1. blind | a) beneficiary |
| 2. toxic | b) panic |
| 3. emergency | c) fumes |
| 4. the main | d) surgery |
| 5. a dazzling | e) phenomenon |

6. a recent

f) array

6. Which words that are both verbs and nouns can complete these sentences?

1. That's a deep cut, you might need a ____ or two.

He had to go to hospital so they could ____ the cuts.

2. Her leg was so badly broken they had to ____ the bones together.

After the accident, he had an operation to put a ____ in his elbow.

3. He's on the waiting list for a heart _____ operation.

They're going to ____ the kidney from an anonymous donor.

4. My leg has been in _____ for two weeks.

We had to _____ and paint the new wall in the kitchen.

7. Complete the verbs and nouns that begin with RE.

1. She had a serious operation to re_____ the tumour.

2. He is finally re_____ his health after a long illness.

3. The survey re_____ that patients benefited from the treatment.

4. The re_____ after the operation took a few weeks.

5. Take some aspirin to help with pain re_____.

8. Choose the correct words.

1. Fumes\ wards usually make my asthma worse.

2. He can't play tennis since he tore a ligament \ crutch in his leg.

3. I have an allergy to peanuts- they make my throat swell \ throw up.

4. Her eczema makes her skin really itchy\ stiff all over.

5. If he gets a panic\ chronic attack, he can't breathe.

6. Some jobs in hospitals are not outsourced\ transplanted to private companies.

9. What object \ treatment do these people need?

1. She is in terrible pain.

2. I've sprained my ankle and it's really hard to walk.

3. I broke my leg in two places.

4. They found she has a tumour on her kidney.

Test 5.

FOUR NATIONS

1. Complete the text with the words below.

a) awkward controversial emotion stereotype

A different view of the British.

Visitors to Britain often say the food is terrible, it rains all the time and the British people never show _____. But this is a ___ that many foreign people who live in Britain don't agree with. While British people may seem _____ or shy at first, once they become friends, they can be warm and friendly. And don't worry, you can talk about more than the weather, as British people enjoy talking about more _____ topics like politics and religion with their friends.

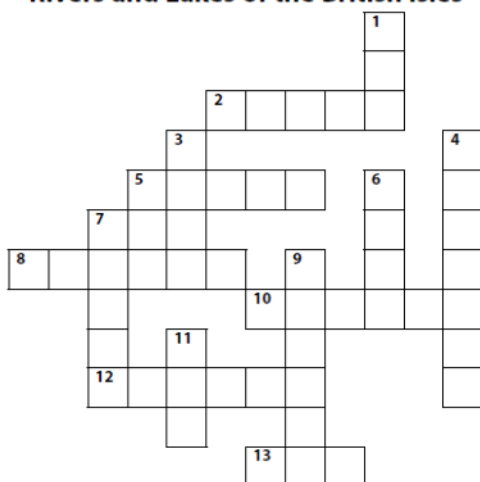
b) moorland plant remote scenery

Rannoch Moor

Rannoch Moor is a large area of _____ in the highlands of Scotland. It is a _____ area; the nearest town is Glencoe, over two hours away by car. But with mountains, lakes and forests nearby, the _____ is spectacular and there is plenty to see. Purple heather grows everywhere on the hills, and in August, tourists can come and see the beautiful flowers of this famous Scottish _____.

2. Do the crossword.

Rivers and Lakes of the British Isles



Across:

2. Scotland's most important river that rises in the Southern Uplands of the country.

5. River rising in the hills to the east of Loch Lomond.
8. Wide bays on the coastline of GB.
10. This river rises on Plinlimmon Mt. in Wales.
12. This river rises in the Cotswolds Hills.
13. One of the two longest rivers in Wales, rising near Aberystwyth.

Down:

1. This river forms part of the boundary between Wales and England.
3. A “lake” in Gaelic ...
4. The longest river of the British Isles, not the UK.
6. One of the two rivers that empty into the River Humber.
7. The third longest river of the UK that also empties into the River Humber.
9. This river rises in Pennine Hills.
11. The largest river in Scotland, carrying more water than any other river of the UK.

3. Give Russian equivalents to the following English sayings and proverbs.

1. To save for a rainy day.
2. It never rains but it pours.
3. Fairweather friend.
4. Rain or shine.
5. Never rely on love or weather.
6. Woman is a weathercock.
7. After rain comes fair weather.

4. Match the columns to make jokes about British weather.

Questions	Answers
1. What do you call it when it rains chickens and ducks?	a. One is reined up and the other rains down.
2. How did you find the weather on your vacation?	b. Hail!
3. What is a tornado's favorite game?	c. I just went outside and there it was.
4. What's the difference between a horse and the weather?	d. Foul (fowl) weather.
5. What is a king's favorite kind of precipitation?	e. Twister!

2.2. Содержание зачетно-экзаменационной сессии

Вопросы к зачету по дисциплине «Практика устной и письменной речи 1-го иностранного языка (английский)», 2 курс

1. Sport has played an important part in our lives for many centuries. Why is sport important to the individual?
2. Stress is a perfectly natural part of living. How do you deal with it? What are the most common symptoms of stress? Suggest your own personal ‘cures’ or techniques.
3. Do you often miss your classes because of sickness? Were you on sick-leave? Describe the illness and symptoms you had.
4. Bearing in mind its climate and general character, which part of Britain would you choose to live in or visit for a holiday?
5. To many people smoking is an addiction. Do you believe it can be stopped? What can be done to quit smoking and stay smoke-free? What other social maladies have we inherited from the XXth century?
6. You are an exchange student in Great Britain. Share your impressions about the people in the country. Compare the English and the Belarusian characters.
7. Imagine that you have just returned from Scotland. Recall the places you visited. Share your impressions about the landscape. Describe the magnificent scenery of the Highlands.
8. You are interested in art and music. You have visited the Edinburgh and Eisteddfod Arts Festivals. Speak on the most spectacular events of the festivals.
9. You live in Stratford-upon-Avon. Invite your friend to spend his holiday at your place.
10. There's so much to see in London that it is well worth planning your day carefully before you set off. The tour departs from Piccadilly Circus. What are the most obvious landmarks in the heart of London?

11. A friend of yours has been offered a job in the USA. He/she knows you have been to America, that's why he/she asks you about the American lifestyle and American national character. What would you tell him/her?

12. Some people are terribly afraid of dentists. Are you brave enough? Share your own experiences. Speak about your teeth and the treatment.

13. You want to get a full medical check-up before you get a driving licence. Make up a list of tests. What do you think you'll have to do and what doctors you'll have to fix appointments with?

14. London is packed with fine museums and galleries. Which of them would you recommend to visit? Why?

15. Cathedral, the Houses of Parliament, Buckingham Palace. You are a guide. What would you tell the tourists?

16. The Lake District- the most beautiful corner of England. What enthralls the visitors to this peaceful and pastoral region?

17. Imagine that you have just returned from Wales. Recall the things you saw and learned about the country, its history and people. Explain why Wales is often called the 'Land of Song'.

**Вопросы к экзамену по дисциплине «Первый иностранный язык.
Практика устной и письменной речи», 2 курс**

1. Work and employment.
2. Qualities of “the perfect boss”.
3. Your idea of a good job.
4. The job interview.
5. Your views on career prospects for language students.
6. Advantages and disadvantages of living in a big city.
7. Transport system in London.
8. Review of a play.
9. Review of a film.
10. Travelling by plane. At the airport.
11. Travelling by train.
12. Travelling by sea.
13. Your idea of a good holiday.
14. Exotic places you’d like to visit.
15. The ideal hotel.

Образец билета для приема экзамена

ЧАСТНОЕ УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«ИНСТИТУТ СОВРЕМЕННЫХ ЗНАНИЙ ИМЕНИ А.М. ШИРОКОВА»
зимняя, летняя экзаменационная сессия 2020/2021 учебного года

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

по дисциплине «**ПЕРВЫЙ ИНОСТРАННЫЙ ЯЗЫК, ПРАКТИКА УСТНОЙ
И ПИСЬМЕННОЙ РЕЧИ**
(1-й иностранный язык)»

для студентов 2 курса специальности «Лингвистическое обеспечение межкуль-
турных коммуникаций»
очная (дневная), заочная форма получения высшего образования

1. Do card 2.
2. Speak on topic 17.

Преподаватель _____
Дата утверждения

Завкафедрой _____

2.3. Критерии оценки знаний и практических навыков студентов по 10-балльной шкале

Балл	Требования к знаниям и умениям студента
10	<ul style="list-style-type: none">– систематизированные, глубокие и полные знания по всем разделам учебной программы, а также по основным вопросам, выходящим за ее пределы;– точное использование научной терминологии (в том числе на иностранном языке), стилистически грамотное, логически правильное изложение ответа на вопросы;– безупречное владение инструментарием учебной дисциплины, умение его эффективно использовать в постановке и решении научных и профессиональных задач;– выраженная способность самостоятельно и творчески решать сложные проблемы в нестандартной ситуации;– полное и глубокое усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины;

- умение ориентироваться в теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку, использовать научные достижения других дисциплин;
- творческая самостоятельная работа на практических, лабораторных занятиях, активное участие в групповых обсуждениях, высокий уровень культуры исполнения заданий;

9

- систематизированные, глубокие и полные знания по всем разделам учебной программы;
- точное использование научной терминологии (в том числе на иностранном языке), стилистически грамотное, логически правильное изложение ответа на вопросы;
- владение инструментарием учебной дисциплины, умение его эффективно использовать в постановке и решении научных и профессиональных задач;
- способность самостоятельно и творчески решать сложные проблемы в нестандартной ситуации в рамках учебной программы;
- полное усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины;
- умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку;
- самостоятельная работа на практических, лабораторных занятиях, творческое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий;

8

- систематизированные, глубокие и полные знания по всем поставленным вопросам в объеме учебной программы;
- использование научной терминологии, стилистически грамотное и логически правильное изложение ответа на вопросы, умение делать обоснованные выводы;
- владение инструментарием учебной дисциплины, умение его использовать в постановке и решении научных и профессиональных задач;
- способность самостоятельно решать сложные проблемы в рамках учебной программы;
- усвоение основной и дополнительной литературы, рекомендованной учебной программой дисциплины;
- умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку с позиций государственной идеологии (по дисциплинам социально-гуманитарного цикла);

- активная самостоятельная работа на практических, лабораторных занятиях, систематическое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий;

7

- систематизированные, глубокие и полные знания по всем разделам учебной программы;
- использование научной терминологии (в том числе на иностранном языке), лингвистически и логически правильное изложение ответа на вопросы, умение делать обоснованные выводы;
- владение инструментарием учебной дисциплины, умение его использовать в постановке и решении научных и профессиональных задач;
- усвоение основной и дополнительной литературы рекомендованной учебной программой дисциплины;
- умение ориентироваться в основных теориях, концепциях и направлениях по изучаемой дисциплине и давать им критическую оценку;
- самостоятельная работа на практических, лабораторных занятиях, участие в групповых обсуждениях, высокий уровень культуры исполнения заданий;

6

- достаточно полные и систематизированные знания в объеме учебной программы;
- грамотное, логически правильное изложение ответа на вопросы, умение делать обзор учебной дисциплины, обоснованные выводы;
- владение инструментарием в решении учебных и профессиональных задач;
- способность самостоятельно применять типовые решения в рамках учебной программы;
- усвоение основной литературы, рекомендованной учебной программой дисциплины;
- умение ориентироваться в базовых теориях, концепциях и направлениях по изучаемой дисциплине и давать им сравнительную оценку;
- активная самостоятельная работа на практических, лабораторных занятиях, периодическое участие в групповых обсуждениях, высокий уровень культуры исполнения заданий;

5

- достаточные знания в объеме учебной программы;
- использование научной терминологии, стилистически грамотное, логически правильное изложение ответа на вопросы, умение делать выводы;

- владение инструментарием учебной дисциплины, умение его использовать в решении учебных и профессиональных задач;
- способность самостоятельно применять типовые решения в рамках учебной программы;
- усвоение основной литературы, рекомендованной учебной программой дисциплины;
- умение ориентироваться в базовых теориях, концепциях и направлениях по изучаемой дисциплине и давать им сравнительную оценку;
- самостоятельная работа на практических, лабораторных занятиях, участие в групповых обсуждениях, высокий уровень культуры исполнения заданий;

4

(ЗАЧТЕНО)

- достаточный объем знаний в рамках образовательного стандарта;
- усвоение основной литературы, рекомендованной учебной программой дисциплины;
- использование научной терминологии, стилистическое и логическое изложение ответа на вопросы, умение делать выводы без существенных ошибок;
- владение инструментарием учебной дисциплины, умение его использовать в решении стандартных (типовых) задач;
- умение под руководством преподавателя решать стандартные (типовые) задачи;
- знание основных базовых теорий, концепций и направлений по изучаемой дисциплине и умение давать им оценку;

3

(НЕ ЗАЧТЕНО)

- недостаточно полный объем знаний в рамках образовательного стандарта;
- знание части основной литературы, рекомендованной учебной программой дисциплины;
- использование научной терминологии, изложение ответа на вопросы с существенными лингвистическими и логическими ошибками;
- слабое владение инструментарием учебной дисциплины, некомпетентность в решении стандартных (типовых) задач;
- неумение ориентироваться в основных теориях, концепциях и направлениях изучаемой дисциплины;
- пассивность на практических и лабораторных занятиях, низкий уровень культуры исполнения заданий;

2

(НЕ ЗАЧТЕНО)

- фрагментарные знания в рамках образовательного стандарта;

- знания отдельных литературных источников, рекомендованных учебной программой дисциплины;
- неумение использовать научную терминологию дисциплины, наличие в ответе грубых стилистических и логических ошибок;
- пассивность на практических и лабораторных занятиях, низкий уровень культуры исполнения заданий;

1

(НЕ ЗАЧТЕНО)

- отсутствие знаний и компетенций в рамках образовательного стандарта или отказ от ответа.____

3. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

3.1. Учебная программа

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Цель курса – совершенствование умений и навыков иноязычного общения в рамках типовых ситуаций бытовой, социально-культурной и профессиональной сфер, развитие социокультурной личности, формирование коммуникативной компетенции студента.

В результате изучения курса студенты должны овладеть базовой лексикой, знать ее русские соответствия, синонимические и антонимические ряды, основные лексико-грамматические структуры, уметь реализовывать коммуникативное намерение в диалогической и монологической речи (подготовленной, условно-подготовленной и неподготовленной) в различных ситуациях по следующей тематике:

- «Спорт и здоровый образ жизни»;
- «Здоровы и счастливы»;
- «Картина мира»;
- «Выбор профессии»;
- «Жизнь в большом городе»;
- «Путешествие по миру».

Задачи дисциплины:

- научить студентов коммуникативному общению в рамках типовых ситуаций с использованием функциональных типов диалогических и монологических высказываний: односторонний и двусторонний диалог-расспрос, диалог-обмен мнениями, диалог-высказывание, ритуальный диалог в ситуации соци-

ального контекста, полилог в дискуссии, споре, тематической беседе, а также сообщение, описание, повествование и рассуждение;

- создавать образцы письменной речи на основе изученного материала;

- использовать оригинальные произведения различных жанрово-стилистических разновидностей в процессе изучающего, ознакомительного, просмотрового и поискового чтения аутентичных текстов для получения актуальной информации, расширения культурологических, страноведческих и профессиональных знаний и совершенствования иноязычной коммуникативной компетентности;

- анализировать смысловое содержание текста с целью понимания прочитанного, его адекватного воспроизведения для развития продуктивных видов речевой деятельности – разговорной речи и письма;

- строить собственное вербальное и невербальное поведение в соответствии с нормами иноязычной культуры;

- самостоятельно преодолевать трудности, возникающие в процессе овладения иностранным языком.

В результате изучения дисциплины студент должен:

знать:

- условия и принципы речевого общения в различных сферах коммуникации;

- основы коммуникативно-ситуативной и жанрово-стилистической вариативности устной и письменной продуктивной речи;

- основные функциональные типы монологического и диалогического высказывания и их структуру;

- социокультурные реалии;

- основные речевые и неречевые особенности межкультурного общения;

– стереотипы речевого поведения, характерные для определенных социальных и коммуникативных ролей в заданных сферах общения в рамках изучаемой тематики;

уметь:

– использовать иностранный язык в коммуникативной, когнитивной, экспрессивной и других функциях;

– воспринимать на слух аутентичную речь различных коммуникативно-ситуативных и модально-прагматических разновидностей;

– оценивать и интерпретировать текстовую информацию, представленную в устной и письменной форме;

– порождать устные и письменные высказывания в соответствии с системой, нормой и узусом изучаемого иностранного языка;

– вычленять тему и основную идею текста при первом прочтении (просмотровое чтение);

– осуществлять анализ смыслового содержания и логико-коммуникативной организации текста для полного понимания текста;

– использовать иностранный язык в качестве инструмента профессиональной деятельности;

владеть:

– навыками и умениями устного и письменного общения в различных ситуациях общения на иностранном языке;

– стратегиями различных видов чтения и навыками восприятия речи на слух;

– средствами и приемами межкультурного взаимодействия в различных ситуациях общения на иностранном языке;

– компенсаторными стратегиями.

Освоение дисциплины обеспечивает формирование **академических, социально-личностных и профессиональных компетенций** специалиста.

Требования к академическим компетенциям специалиста

Специалист должен:

- АК-4. Уметь работать самостоятельно;
- АК-7. Иметь навыки, связанные с использованием технических устройств, управлением информацией и работой с компьютером;
- АК-8. Обладать навыками устной и письменной коммуникации.

Требования к социально-личностным компетенциям специалиста

Специалист должен:

- СЛК-6. Уметь работать в команде;
- СЛК-8. Уметь реализовывать сценарии поведения в типичных ситуациях.
-

Требования к профессиональным компетенциям специалиста

Специалист должен быть способен:

- ПК-2. Обладать знанием культурных норм и ограничений в общении, обычаях, традиций и этикета;
- ПК-3. Следовать поведенческим стандартам, ориентироваться в коммуникативных средствах, присущих национальному менталитету с учетом словной и иной вариативности;
- ПК-16. Готовить доклады, материалы к презентациям и пользоваться глобальными информационными ресурсами;
- ПК-21. Эффективно взаимодействовать в мультикультурном коллективе;
- ПК-26. Уметь использовать интерактивные методики взаимодействия.

Форма получения высшего образования – очная.

Курс рассчитан на 378 часов, из них 140 часов аудиторных (практических) занятий, 72 часа – в 3-м семестре, 68 часов – в 4-м семестре, на самостоятельную работу отведено 238 часов.

Текущий контроль – работа на практических занятиях.

Итоговый контроль: в 3-м семестре – дифференцированный зачет, в 4-м семестре – экзамен.

В ходе обучения активно используются парная и групповая работа, ролевые игры, творческие задания. Особое внимание уделяется интенсификации аудиторных занятий.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

Раздел I. Спорт

Тема 1. Значение спорта в жизни человека

Популярные виды спорта, игры (игры на открытом воздухе и в спортзале). Спортивные площадки. Спорт в Великобритании и Беларуси. Виды спортивных соревнований. Спортивное оборудование. Система подсчета очков. Любимый спортсмен.

Раздел II. Здоровы и счастливы

Тема 2. Болезни и их лечение

Болезни и недомогания. Описание болезней и их причины. Симптомы болезней. Состояние здоровья и проявление сочувствия.

Тема 3. Визит к врачу

Специализация и направление врачей. Медицинские препараты. Запись на прием к врачу. Осмотр врача. Предписания врача. Советы, как преодолеть недомогание. Посещение аптеки.

Тема 4. У стоматолога

На приеме у стоматолога. Различные болезни зубов и их лечение.

Тема 5. В больнице

Прохождение курса лечения в больнице. Различные процедуры в больнице.

Тема 6. Социальные болезни

Профилактика сердечно-сосудистых заболеваний. Вред курения. Пьянство. Наркомания. Стрессы. Причины и следствия социальных болезней.

Раздел III. Картина мира

Тема 7. Национальные стереотипы

Типичный американец. Английский характер. Характер белорусов.

Тема 8. Открытие Великобритании

Великобритания: Англия, Шотландия, Уэльс, Северная Ирландия – краткое описание достопримечательностей. Знаменитые фестивали в Эдинбурге (Шотландия) и Уэльсе. Лондон: история, описание основных достопримечательностей.

Тема 9. Беларусь

Географическое положение, исторический экскурс, туристическая привлекательность. Минск: достопримечательности столицы.

Раздел IV. Выбор профессии

Тема 10. Профессиональная деятельность человека

Профессионально-трудовая деятельность человека в современном обществе. Виды профессий. Развитие профессиональных качеств.

Тема 11. Поиск работы

Составление резюме. Собеседование при приеме на работу.

Тема 12. Направления профессионального развития

Возможности карьерного развития студентов лингвистических специальностей. Карьерный рост.

Раздел V. Путешествия

Тема 17. Способы путешествий

Различные способы путешествий. Путешествие самолетом: заказ авиабилета, прохождение всех формальностей в аэропорту, приземление. Путешествие поездом: заказ билета, на ж/д вокзале, в поезде. Путешествие на корабле: на борту судна.

Тема 18. Туристическая поездка

Планирование и способы проведения отпуска. Заказ путевки в туристическом агентстве. Подготовка к путешествию. Проблемы во время путешествия. Бронирование номера в отеле. Виды отелей и номеров. Посещение экзотических мест. Мое незабываемое путешествие.

ТРЕБОВАНИЯ К ВЫПОЛНЕНИЮ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

№ п/п	Название раздела, темы	Кол-во часов на СРС	Задание	Форма вы- полнения	Цель и за- дача СРС
1.	Спорт Значение спорта в жизни человека. Виды спорта. Спорт в Великобритании. Спорт в Беларуси.	22	Работа со словарем, чтение текстов, составление планов текстов, изучение дополнительной литературы. Подготовить презентацию о различных видах спорта	Подготовка и выполнение практических заданий	Обучение основам самостоятельного планирования и организации собственного учебного труда
2.	Здоровы и счастливы Болезни и недомогания. Визит к врачу. У стоматолога. В больнице. Социальные болезни. Причины и следствия социальных болезней.	28	Работа со словарем, чтение текстов, составление планов текстов, изучение дополнительной литературы. Опишите методы борьбы со стрессом в повседневной жизни человека	Подготовка и выполнение практических заданий	Развитие познавательных способностей и освоение приемов процесса познания
3	Картина мира Национальные стереотипы. Типичный американец. Английский характер.	64	Работа со словарем, чтение текстов, составление планов текстов, изучение дополнительной литературы	Подготовка и выполнение практических заданий	Углубление и расширение профессиональных знаний по изучаемой дисциплине

	<p>Характер белорусов.</p> <p>Открытие Великобритании.</p> <p>Англия.</p> <p>Шотландия.</p> <p>Уэльс.</p> <p>Северная Ирландия.</p> <p>Лондон.</p> <p>История Лондона.</p> <p>Основные достопримечательности.</p> <p>Беларусь.</p> <p>Минск.</p>		Подготовить обзор культурной программы Минска.		
4.	<p>Выбор профессии</p> <p>Профессиональная деятельность человека.</p> <p>Виды профессий.</p> <p>Развитие профессиональных качеств.</p> <p>Поиск работы.</p> <p>Направления профессионального развития</p>	36	<p>Работа со словарем, составление глоссария по теме, изучение дополнительной литературы.</p> <p>Напишите эссе о востребованных профессиях через 5–10 лет.</p>	Подготовка и выполнение практических заданий	Углубление и расширение профессиональных знаний по изучаемой дисциплине

5	<p>Путешествия</p> <p>Способы путешествий.</p> <p>Путешествие самолетом.</p> <p>Прохождение всех формальностей в аэропорту.</p> <p>Путешествие поездом.</p> <p>На ж/д вокзале.</p> <p>Путешествие по морю.</p> <p>На борту судна.</p> <p>Туристическая поездка.</p> <p>Планирование путешествия.</p> <p>В гостинице.</p> <p>Посещение экзотических мест.</p>	52	<p>Работа со словарем, чтение текстов, составление планов текстов, изучение дополнительной литературы.</p> <p>Представить сопоставительный анализ различных способов путешествий</p>	<p>Подготовка и выполнение практических заданий</p>	<p>Формирование интереса к учебно-познавательной деятельности</p>
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УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов					Литература	Формы Контроля знаний
		лекции	семинарские занятия	практические занятия	лабораторные занятия	самостоятельная работа студента		
1	2	3	4	5	6	7	9	10
I	Спорт	–	–	14	–	22		
1.	Значение спорта в жизни человека.			4		4	Осн.:	Устный опрос.
1.1	Виды спорта.			4			[1]	Словарный диктант. Лексический тест.
1.2	Спорт в Великобритании.			4			Доп.:	
1.3	Спорт в Беларуси			2			[1]	
II	Здоровы и счастливы	–	–	22	–	28		
2.	Болезни и недомогания.			4			Осн.:	Устный опрос.
3.	Визит к врачу.			4			[1]	Дискуссия.
4.	У стоматолога.			4			Доп.:	Лексический тест.
5.	В больнице.			4			[1]	
6.	Социальные болезни.			4				
6.1	Причины и следствия социальных болезней.			2				
III	Картина мира	–	–	36	–	64		

7.	Национальные стереотипы.			2			Осн.:	Устный опрос.
7.1	Типичный американец.			2			[1]	Контрольный перевод. Творческая работа.
7.2	Английский характер.			2			Доп.:	
7.3	Характер белорусов.			2			[1]	
8.	Открытие Великобритании.			4				
8.1	Англия.			2				
8.2	Шотландия.			2				
8.3	Уэльс.			2				
8.4	Северная Ирландия.			2				
8.5	Лондон.			2				
8.6	История Лондона.			4				
8.7	Основные достопримечательности.			4				
9.	Беларусь.			4				
9.1	Минск.			4				
IV	Выбор профессии	–	–	26	–	36		
10.	Профессиональная деятельность человека.			6			Осн.:	Устный опрос.
10.1	Виды профессий.			6			[1]	Дискуссия.
10.2	Развитие профессиональных качеств.			6				Лексический тест.
11.	Поиск работы.			4				
12.	Направления профессионального развития.			4				
V	Путешествия	–	–	42	–	52		

17.	Способы путеше- ствий.			4			Осн.:	Устный опрос.
17.1	Путешествие са- молетом.			4			[1]	Контрольный
17.2	Прохождение всех формальностей в аэропорту.			4			Доп.:	перевод. Лек- сический тест.
17.3	Путешествие по- ездом.			4			[1]	Творческая ра- бота.
17.4	На ж/д вокзале.			4			Доп.:	
17.5	Путешествие по морю.			4			[2]	
17.6	На борту судна.			4				
18.	Туристическая по- ездка.			4				
18.1	Планирование пу- тешествия.			4				
18.2	В гостинице.			4				
18.3	Посещение экзотических мест			2				
	Подготовка к эк- замену					36		
	Итого: 378			140		23 8		

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Учебное электронное издание

Составитель
Романова Татьяна Александровна

ПЕРВЫЙ ИНОСТРАННЫЙ ЯЗЫК: ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ

*Электронный учебно-методический комплекс
для студентов 2-го курса специальности 1-23 01 02 Лингвистическое
обеспечение межкультурных коммуникаций (по направлениям)*

[Электронный ресурс]

Редактор *Е. Д. Нежинец*
Технический редактор *Ю. В. Хадьков*

Подписано в печать 30.12.2021.
Гарнитура Times Roman. Объем 3,6 Мб

Частное учреждение образования
«Институт современных знаний имени А. М. Широкова»
Свидетельство о регистрации издателя №1/29 от 19.08.2013
220114, г. Минск, ул. Филимонова, 69.

ISBN 978-985-547-388-7

