



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение высшего образования  
**«Дальневосточный федеральный университет»**  
(ДВФУ)

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(подпись) (ФИО)  
« \_\_\_\_ » \_\_\_\_\_ 2016г.

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« \_\_\_\_ » \_\_\_\_\_ 2016г.

**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ**

Профессионально-ориентированный перевод

**Направление подготовки 23.03.01 Технология транспортных процессов**  
профиль «Организация перевозок и управление на автомобильном транспорте»

**Форма подготовки очная**

курс 3 семестр 5-6  
лекции 0 час  
практические занятия 72 час.  
лабораторные работы 0 час.  
в том числе с использованием МАО лек. 0/пр. 72/лаб. 0 час.  
в том числе в электронной форме лек. 0/пр. 0 /лаб. 0 час.  
всего часов аудиторной нагрузки 72 час.  
в том числе с использованием МАО 72 час.  
в том числе в электронной форме 0 час.  
самостоятельная работа 216 час.  
в том числе на подготовку к экзамену 27 час.  
курсовая работа / курсовой проект не предусмотрены  
зачет 5 семестр  
экзамен 6 семестр

Рабочая программа составлена в соответствии с требованиями образовательного стандарта ОС-23.03.01-98/1-2016, самостоятельно устанавливаемого ДВФУ, утвержденного приказом ректора от 19.04.2016 №12-13-718.

Рабочая программа обсуждена на заседании кафедры профессионально-ориентированных иностранных языков ВИ-ШРМИ, протокол № \_\_\_\_ от « \_\_\_\_ » \_\_\_\_\_ 20 \_\_\_\_ г.

Заведующая кафедрой профессионально-ориентированных иностранных языков ВИ-ШРМИ

Составитель:  
старший преподаватель кафедры профессионально-ориентированных иностранных языков ВИ-ШРМИ, Глушко Н.А.

**Оборотная сторона титульного листа РПУД**

**I. Рабочая программа пересмотрена на заседании кафедры:**

Протокол от «\_\_\_\_\_» \_\_\_\_\_ 20\_\_ г. № \_\_\_\_\_

Заведующий кафедрой \_\_\_\_\_  
(подпись) (И.О. Фамилия)

**II. Рабочая программа пересмотрена на заседании кафедры:**

Протокол от «\_\_\_\_\_» \_\_\_\_\_ 20\_\_ г. № \_\_\_\_\_

Заведующий кафедрой \_\_\_\_\_  
(подпись) (И.О. Фамилия)

## **Аннотация к рабочей программе дисциплины «Профессионально-ориентированный перевод»**

Дисциплина «Профессионально-ориентированный перевод» разработана для студентов, обучающихся по направлению подготовки 23.03.01 «Технология транспортных процессов» профиль «Организация перевозок и управление на автомобильном транспорте», и относится к обязательным дисциплинам вариативной части (согласно учебному плану – Б1.В.ОД.1).

Общая трудоемкость составляет 8 з. е. (288 часов). Учебным планом предусмотрены практические занятия (72 часа) и самостоятельная работа студентов (216 часов). Дисциплина реализуется на 3 курсе в 5 и 6 семестрах. Форма аттестации – зачет (5 семестр), экзамен (6 семестр).

Дисциплина «Профессионально-ориентированный перевод» логически связана с дисциплиной «Иностранный язык».

**Цель** изучения дисциплины заключается в формировании у студентов коммуникативной компетенции, позволяющей им интегрироваться в международную профессиональную среду и использовать профессиональный английский язык как средство межкультурного и профессионального общения.

**Задачи** дисциплины «Профессионально-ориентированный перевод»:

- формирование иноязычного терминологического аппарата обучающихся (академическая среда);
- сформировать умение уверенно пользоваться языковыми средствами в основных видах речевой деятельности: говорении, восприятии на слух (аудировании), чтении и письме в процессе профессиональной иноязычной коммуникации;
- обеспечить практическое владение профессионально-направленной терминологией;
- развить умения работы с аутентичными профессионально-ориентированными текстами и содержащимися в них смысловыми конструкциями;
- сформировать умение самостоятельно работать со специализированной литературой на английском языке для получения профессиональной информации.

Для успешного изучения дисциплины «Профессионально-ориентированный перевод» у обучающихся должны быть сформированы следующие предварительные компетенции:

- знание основных норм иностранного языка в области устной и письменной речи;
- умение ориентироваться в письменном и аудио тексте на английском языке;
- способность обобщать информацию, выделять ее из различных источников;

- способность поддерживать разговор на иностранном языке в рамках изученных тем;

- использовать современный справочно-библиографический аппарат, словари, учебную литературу, размещенные как на традиционных, так и на электронных носителях информации;

В результате изучения данной дисциплины у обучающихся формируются следующие общекультурные компетенции (элементы компетенций):

Код и формулировка компетенции	Этапы формирования компетенции	
ОК-7 владением иностранным языком в устной и письменной форме для осуществления межкультурной и иноязычной коммуникации	Знает	<ul style="list-style-type: none"> <li>– структурные типы построения простого и сложного предложения, используемые в специализированной профессиональной литературе;</li> <li>– универсальные грамматические категории и явления, отсутствующие в родном языке (видовременные формы глагола, средства выражения модальности, согласование времен, инфинитивные и причастные обороты, герундий);</li> </ul>
	Умеет	<ul style="list-style-type: none"> <li>– использовать лексико-грамматические единицы в соответствии с правилами орфографии английского языка;</li> <li>– употреблять формулы речевого этикета в зависимости от социально-культурного контекста общения;</li> </ul>
	Владеет	<ul style="list-style-type: none"> <li>– навыками лексически правильно и грамотно, логично и последовательно порождать устные и письменные высказывания в ситуациях межкультурного профессионального общения;</li> <li>– навыками употребления изученных стратегии и технологии, необходимых в различных областях иноязычной коммуникации;</li> <li>– навыками определения обобщенных значений слов на основе анализа контекста и словообразовательных элементов текста по знакомой тематике без словаря;</li> </ul>
ОК-12 способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач	Знает	<ul style="list-style-type: none"> <li>– общенаучные термины в объеме достаточном для работы с оригинальными научными текстами и текстами профессионального характера;</li> <li>– особенности иноязычного научного и профессионального дискурса, исходя из ситуации профессионального общения;</li> </ul>

межличностного и межкультурного взаимодействия	Умеет	<ul style="list-style-type: none"> <li>– пользоваться языковыми средствами в основных видах речевой деятельности: говорении, восприятии на слух (аудировании), чтении, переводе и письме;</li> <li>– делать выводы, обобщения, систематизировать языковые знания на основе анализа полученной информации для аннотирования и реферирования специализированных текстов;</li> <li>– делать устное сообщение, доклад по профессиональной тематике;</li> </ul>
	Владеет	<ul style="list-style-type: none"> <li>– навыками продуктивной подготовленной и неподготовленной устной и письменной речи в ситуациях; межкультурного профессионального общения в пределах изученного языкового материала;</li> <li>– алгоритмом обработки информации с использованием различных стратегий чтения: ознакомительного, просмотрового, поискового, изучающего.</li> </ul>

Для формирования вышеуказанных компетенций в рамках дисциплины «Профессионально-ориентированный перевод» применяются следующие методы активного/ интерактивного обучения: дебаты, дискуссии, «мозговой» штурм (Brainstorming), метод «круглого стола», блиц-опрос, парная и командная формы работы.

## **I. СТРУКТУРА И СОДЕРЖАНИЕ ТЕОРЕТИЧЕСКОЙ ЧАСТИ КУРСА (0 час. лекций, из них MAO – 0 час.)**

Теоретическая часть не предусмотрена учебным планом.

## **II. СТРУКТУРА И СОДЕРЖАНИЕ ПРАКТИЧЕСКОЙ ЧАСТИ КУРСА**

### **Практические занятия (72/72час. из них MAO)**

#### **Занятие 1. Globalization (2/2 час.)**

1. Работа в командах: Globalization vocabulary - picture gap fill
2. The globalization of food production
3. Energy use in food production

#### **Занятие 2. Globalization (2/2час.)**

1. Globalization and environment
2. Making inferences from the text
3. Essay types and structure

#### **Занятие 3. Globalization (2/2 час.)**

1. Understanding and use of pie charts
2. Academic alternatives to phrasal verbs

3. Круглый стол на тему: Advantages and disadvantages of Globalization impacts

#### **Занятие 4. Globalization (2/2 час.)**

1. Understanding line graphs
2. Мозговой штурм: Miracles of a modern life
3. Topic review and checkpoints

#### **Занятие 5. Education (2/2 час.)**

1. Работа в парах: Education vocabulary – changing a story
2. Words for academic activities
3. A career advice: giving advice and suggestions
4. Analyzing an essay question

#### **Занятие 6. Education (2/2 час.)**

1. Adjectives to describe professions
2. Comparison and contrast language
3. Дискуссия: Distance or face-to-face learning - what's the difference

#### **Занятия 7. Education (2/2 час.)**

1. Academic and vocational subjects
2. Engineer's Traits and Education
3. Topic review and checkpoints

#### **Занятие 8. Medicine (2/2 час.)**

1. Работа в командах: Medical vocabulary – running dictation
2. Мозговой штурм: professional ethics
3. Language of concession: statements in favor or against
4. Introduction of an essay

#### **Занятие 9. Risk (2/2 час.)**

1. Работа в парах: Language of freedom – defining parts of speech and speech patterns
2. Блиц-опрос: Risk-taking vs risk-adverse
3. Governmental duties to protect its citizens from personal, professional and financial risks

#### **Занятие 10. Risk (2/2 час.)**

1. Adjectives to describe risk
2. Conditional language for cause and effect
3. Risk assessment: apply risk evaluation

#### **Занятие 11. Risk (2/2 час.)**

1. Expressing certainty about future events
2. Работа в командах: Safety regulations
3. Structure “for and against” arguments in essays

#### **Занятие 12. Risk (2/2 час.)**

1. Работа в парах: Vocabulary for scientific research – Jigsaw puzzle
2. Дискуссия: Contemporary engineering researches
3. Topic review and checkpoints

#### **Занятие 13. Manufacturing (2/2 час.)**

1. History of clothes manufacturing

2. Работа в парах: Academic vocabulary for production and processes - Jigsaw puzzle

3. Adding details to the writing

**Занятие 14. Manufacturing (2/2 час.)**

1. Brief history of silk

2. Academic verb synonyms

3. Nominalization

**Занятие 15. Manufacturing (2/2 час.)**

1. Tour to a car manufacturing plant

2. Modals of necessity and obligation

3. Работа в команде: Use dependency diagrams – creating and explaining

**Занятие 16. Manufacturing (2/2 час.)**

1. Работа в парах: How paper is manufactured – making a story

2. The passive and sequencing

3. Explaining the order steps in a process

**Занятие 17. Manufacturing (2/2 час.)**

1. Ways to improve efficiency of waste treatment plants

2. Topic sentences in body paragraphs

3. Small-scale production

**Занятие 18. Manufacturing (2/2 час.)**

1. Variability and intermittency of developments

2. Nanotechnologies and Nano-materials

3. Дискуссия: Innovations in Engineering

4. Topic review and checkpoints

**Занятие 19. Environment (2/2 час.)**

1. Environmental change

2. Работа в парах: Disaster vocabulary – alphabet game

3. Paragraph structure in essays

**Занятие 20. Environment (2/2 час.)**

1. Combating drought in rural areas

2. Expressing solutions using “it”

3. Работа в командах: creating a diagram analyzing strategies in terms of cost and time

**Занятие 21. Environment (2/2 час.)**

1. Мозговой штурм: Disaster mitigation

2. Complex prepositions: explaining a problem and offering solution

3. Organizing a presentation

**Занятие 22. Environment (2/2 час.)**

1. Prioritizing, negotiating and making decisions

2. Дебаты: Engineering and environment

3. Topic review and checkpoints

**Занятие 23. Architecture (2/2 час.)**

1. Работа в парах: Academic word families for architecture and planning – creating clouds

2. Property developers

3. Register in academic writing

#### **Занятие 24. Architecture (2/2 час.)**

1. Evaluating and analyzing arguments
2. Academic vocabulary for transformation
3. Дискуссия: Housing problems - location or size

#### **Занятие 25. Architecture (2/2 час.)**

1. A green building planning
2. Verbs with future meaning
3. Дискуссия: Importance when designing building: beauty or function

#### **Занятие 26. Architecture (2/2 час.)**

1. Understanding bar charts
2. Expression of contrasting opinion
3. Topic review and checkpoints

#### **Занятие 27. Energy (2/2 час.)**

1. Работа в командах: Vocabulary for networks and systems – snowball game
2. Water power
3. Formal and informal academic verbs

#### **Занятие 28. Energy (2/2 час.)**

1. Energy collocation
2. Relative clauses
3. Connecting ideas between sentences: phrases for identifying pros and cons

#### **Занятие 29. Energy (2/2 час.)**

1. Running out of resources
2. Energy saving
3. Групповые презентации: Alternative energy

#### **Занятие 30. Energy (2/2 час.)**

1. Analyzing and applying data: interpreting graphs and charts
2. Writing with coherence
3. Topic review and checkpoints

#### **Занятие 31. Art and design (2/2 час.)**

1. Работа в парах: describing art – context gap fill
2. Art for art's sake
3. Quotation and reporting information

#### **Занятие 32. Art and design (2/2 час.)**

1. Работа в командах: Analyzing academic vocabulary related to art and design
2. Public art: graffiti and sculpture
3. Дебаты: The art of photography

#### **Занятие 33. Art and design (2/2 час.)**

1. Art and design of Leonardo da Vinci
2. Understanding of supporting and challenging statements
3. Topic review and checkpoints

#### **Занятие 34. Ageing (2/2 час.)**

1. Reference data in presentations
2. Substitutions and ellipses for writing



3. Essay with quotations

### **Занятие 35. Ageing (2/2 час.)**

1. Social and economic impact of ageing

2. Работа в командах: Academic collocations with preposition for describing ageing – game “Which is better”

3. Language of prediction

### **Занятие 36. Ageing (2/2 час.)**

1. Ageing in different countries

2. Круглый стол: Effects of a young population on a society

3. Topic review and checkpoints

### **Лабораторные работы (0/0 час. из них МАО)**

Лабораторные работы не предусмотрены учебным планом.

## **III. УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ**

Учебно-методическое обеспечение самостоятельной работы обучающихся по дисциплине «Профессионально-ориентированный перевод» представлено в Приложении 1 и включает в себя:

- план-график выполнения самостоятельной работы по дисциплине, в том числе примерные нормы времени на выполнение по каждому заданию;
- характеристику заданий для самостоятельной работы обучающихся и методические рекомендации по их выполнению;
- требования к представлению и оформлению результатов самостоятельной работы;
- критерии оценки выполнения самостоятельной работы.

## **IV. КОНТРОЛЬ ДОСТИЖЕНИЯ ЦЕЛЕЙ КУРСА**

№ п/п	Контролируемые разделы / темы дисциплины	Оценочные средства	
		текущий контроль	промежуточная аттестация
1	Globalization	ПР-1 ПР-3 УО-4	Задание к зачету 1-5
2	Education	ПР-1 ПР-3 УО-4	
3	Medicine	ПР-3	
4	Risk	ПР-1 ПР-3 УО-4	
5	Manufacturing	ПР-1	

		ПР-3 УО-4	
6	Environment	ПР-1 ПР-3 УО-4	Задания к экзамену 1-5
7	Architecture	ПР-1 УО-4 УО-4	
8	Energy	ПР-1 УО-3	
9	Art and design	ПР-1 УО-4	
10	Ageing	ПР-1 ПР-3 УО-4	

Типовые контрольные задания, методические материалы, определяющие процедуры оценивания знаний, умений и навыков и (или) опыта деятельности, а также критерии и показатели, необходимые для оценки знаний, умений, навыков и характеризующие этапы формирования компетенций в процессе освоения образовательной программы, представлены в Приложении 2.

## **V. СПИСОК УЧЕБНОЙ ЛИТЕРАТУРЫ И ИНФОРМАЦИОННО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

### **Основная литература**

*(электронные и печатные издания)*

1. Unlock 4: Listening & speaking skills / Lewis Lansford [Cambridge]: Cambridge University Press, 2014. – 224 p.

НБ ДВФУ <https://lib.dvfu.ru:8443/lib/item?id=chamo:792483&theme=FEFU>

2. Unlock 4: Reading & writing skills / Chris Sowton [Cambridge]: Cambridge University Press, 2014. – 208 p.

НБ ДВФУ <https://lib.dvfu.ru:8443/lib/item?id=chamo:792463&theme=FEFU>

3. Английский язык для инженеров [Электронный ресурс]: учебное пособие для технических направлений и специальностей вузов / О. П. Гаврилова; Дальневосточный федеральный университет, 2014. – 87 с.

НБ ДВФУ <https://lib.dvfu.ru:8443/lib/item?id=chamo:756348&theme=FEFU>

### **Дополнительная литература**

*(печатные и электронные издания)*

1. Unlock 4: reading & writing skills: teacher's book / Johanna Stirling. [Cambridge]: Cambridge University Press, 2014. – 135 p.

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<https://lib.dvfu.ru:8443/lib/item?aid=FozdCCBcOIKGDANRzX7HpFGtsfW0qbAtWxO82uNdfQk%3D%3BXGVFYobKDkuRAAkoPQqExw%3D%3D%3BP1izDbMRnWRE4wwVhlNI2CLzzA%2B2sqaUgA4KoE1DEH74bLTTaTVARmxMqff%2BwSTvCqxZnSd8XG3pZ8Fkxjpbz4aF4om8xTS%2Bjw3NZHGyqcA%3D&id=chamo:792283>

2. Unlock 4: listening & speaking skills: teacher's book / Jeremy Day [Cambridge]: Cambridge University Press, 2014. – 127 p.

НБ ДВФУ

<https://lib.dvfu.ru:8443/lib/item?aid=gRnnlaqQCtTK0fvDXXaDWlqNQAYSaO2Rb2TMWgMu05w%3D%3By88n3sJmxETXl3eKZLK2iQ%3D%3D%3BHJbW5/i1tjpbY/HSEBvH47vRInioYIQbspisozhNJ26fzCcVZB8LzcYuk2LRwKsG2l%2BZyp1FjFjIuStG59FskkR082KP2aXC6Ht6vQ2S1dQ%3D&id=chamo:792303>

3. Гунина Н.А. Технический перевод [Электронный ресурс]: Тамбов: Тамбовский государственный технический университет, ЭБС АСВ, 2013. – 81 с. Режим доступа ЭБС «IPRbooks»: <http://www.iprbookshop.ru/64591.html>.

НБ ДВФУ

<https://lib.dvfu.ru:8443/lib/item?id=IPRbooks:IPRbooks-64591&theme=FEFU>

4. Дроздова Т.Ю. English Grammar. Reference & Practice with a separate key volume – СПб.: Антология, 2007. – 464 с.

НБ ДВФУ <https://lib.dvfu.ru:8443/lib/item?id=chamo:259168&theme=FEFU>

### **Перечень ресурсов информационно-телекоммуникационной сети «Интернет»**

1. Multitran - Многоязычный электронный словарь с переводом на русский язык <https://www.multitran.ru/>

2. Merriam-Webster Dictionary - одноязычный онлайн словарь и тезаурус <http://www.merriam-webster.com/>

3. Longman Dictionary of Contemporary English - многоязычный онлайн словарь <http://www.ldoceonline.com/>

4. Oxford Dictionaries – многоязычный онлайн словарь <http://www.oxforddictionaries.com/>

5. TED Talks - частный некоммерческий фонд в США, известный ежегодными конференциями <http://www.ted.com/>

6. CNN World News - тематические статьи по избранной тематике <http://www.cnn.com/WORLD>

7. The Guardian - тематические статьи по избранной тематике <http://www.guardian.co.uk/>

8. The New York Times - тематические статьи по избранной тематике <http://www.nytimes.com>

9. The Washington Times - тематические статьи по избранной тематике <http://www.washtimes.com/>

10. Cambridge University Press - сайт для изучающих английский язык <http://www.cambridgeenglish.org/>

11. Деловой английский - материалы для изучения делового английского языка: учебники, образцы писем, разговорные фразы, примеры резюме, словари: <http://www.delo-angl.ru>

12. Study English - сайт для изучающих английский язык, студентов, преподавателей вузов и переводчиков: <http://study-english.info>

13. Grammar.htm - английская грамматика на HomeEnglish.ru: <http://www.homeenglish.ru>

14. MyStudy - английская грамматика на: <http://www.mystudy.ru>

### **Перечень информационных технологий и программного обеспечения**

- Операционная система Windows – пакет Microsoft Office (Word, Excel, PowerPoint).
- Acrobat Reader компании Adobe.

## **VI. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ**

Структура изучения курса «Профессионально-ориентированный перевод» является практикоориентированной. Основной формой работы при изучении иностранного языка являются практические занятия.

При организации учебной деятельности на практических занятиях широко используются как традиционные, так и современные электронные носители информации, а также современные коммуникативные образовательных техники и технологий.

Использование дополнительных материалов с электронных источников позволяет учитывать уровень учебной готовности каждого обучающегося, отрабатывать трудности, которые могут возникнуть при выполнении аудиторной и внеаудиторной учебной деятельности, обеспечить возможность эффективного контроля и самоконтроля.

В системе подготовки студентов практические занятия позволяют приобретать и совершенствовать общекультурные компетенции. Цели практических занятий:

- создать условия для углубления и систематизации знаний по иностранному языку в профессиональной сфере;
- научить студентов использовать иностранный язык для решения задач профессионального характера;
- формировать учебные компетенции и познавательную мотивацию, лежащие в основе самообразования, саморазвития и самоконтроля.

Практические занятия проводятся в учебной группе. Для выполнения разнообразных учебных задач создаются условия аутентичного речевого общения. Работа с оригинальными текстами направлена на подготовку и проведение дискуссий, круглых столов, дебатов, а так же обсуждений и работе в парах и командах.

Для выполнения заданий ситуативного характера используются групповая и парная виды работ. По изученным темам подготавливаются доклады и сообщения с презентациями и без.

Со стороны преподавателя студентам оказывается помощь в формировании навыков чтения специализированных иноязычных текстов, их анализа, правильной подготовки презентации; в овладении умениями написания эссе как вида академического письма.

Следует учитывать, что основной объем информации студент должен усвоить в ходе систематической самостоятельной работы с информацией на иностранном языке, размещенной как на электронных, так и на традиционных носителях.

Целью работы с грамматикой является структурирование, систематизация и углубление знаний по иностранному языку, возможность анализа и понимания профессиональных иноязычных материалов и, на этой основе, развитие умений результативной работы с профильными текстами и формирование коммуникативной компетентности студентов по пройденным темам.

Формами текущего контроля результатов работы студентов по дисциплине «Профессионально-ориентированный перевод» являются письменные тесты, написание эссе, выступление с докладами, участие в дискуссиях, дебатах и круглых столах по материалам изучаемой тематики.

Итоговый контроль по дисциплине осуществляется в форме зачета в конце 5 семестра и экзамена в конце 6 семестра.

## **VII. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

1. Основная и дополнительная литература.
  2. Материалы, представленные на кафедре профессионально ориентированных иностранных языков.
  3. Видеоматериалы, представленные на кафедре профессионально-ориентированных иностранных языков.
  4. Фонды ВИ-ШРМИ.
  5. Интернет-материалы.
  6. Мультимедийные аудитории, оснащенные проектором Mitsubishi EW330U и проекционным экраном Screen Line Trim White Ice., а так же подсистемой видеоисточников документ-камерой CP355AF Avervision, и подсистемами видеокоммутации, аудиокоммутации, звукоусиления и интерактивного управления.
- 690922, Приморский край, г. Владивосток, о. Русский, п. Аякс, 10, Корпус Е



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение высшего образования  
**«Дальневосточный федеральный университет»**  
(ДВФУ)

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**ИНЖЕНЕРНАЯ ШКОЛА**

**УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ  
РАБОТЫ ОБУЧАЮЩИХСЯ**

**по дисциплине «Профессионально-ориентированный перевод»**  
**Направление подготовки 23.03.01 Технология транспортных процессов**  
**профиль «Организация перевозок и управление на автомобильном**  
**транспорте»**

**Форма подготовки очная**

**Владивосток**  
**2016**

## План-график выполнения самостоятельной работы по дисциплине

№ п/п	Дата/сроки выполнения	Вид самостоятельной работы	Примерные нормы времени на выполнение	Форма контроля
1	1-2 недели 5 семестра	Подготовка письменного задания по теме Essay types and structure	6 часов	текущий контроль ПР-3
2	2-3 недели 5 семестра	Подготовка сообщения для участия в круглом столе на тему Advantages and disadvantages of Globalization impacts	8 часов	текущий контроль УО-4
3	1-4 недели 5 семестра	Подготовка к проверочному тесту по пройденному материалу	11 часов	текущий контроль ПР-1
4	5 неделя 5 семестра	Подготовка письменного задания по теме Analyzing an essay question	6 часов	текущий контроль ПР-3
5	5-6 недели 5 семестра	Подготовка сообщения для участия в дискуссии на тему Distance or face-to-face learning - what's the difference	8 часов	текущий контроль УО-4
6	5-7 недели 5 семестра	Подготовка к проверочному тесту по пройденному материалу	11 часов	текущий контроль ПР-1
7	6-7 неделя 5 семестра	Подготовка письменного задания по теме Introduction of an essay	6 часов	текущий контроль ПР-3
8	11 неделя 5 семестра	Подготовка письменного задания по теме Structure "for and against" arguments in essays	6 часов	текущий контроль ПР-3
9	11-12 недели 5 семестра	Подготовка сообщения для участия в дискуссии	8 часов	текущий контроль УО-4

		на тему Contemporary engineering researches		
10	9-12 недели 5 семестра	Подготовка к проверочному тесты по пройденному материалу	12 часов	текущий контроль ПР-1
11	17 неделя 5 семестра	Подготовка письменного задания по теме Topic sentences in body paragraphs	6 часов	текущий контроль ПР-3
12	13-18 недели 5 семестра	Подготовка сообщения для участия в дискуссии по теме Innovations in Engineering	8 часов	текущий контроль УО-4
13	13-18 неделя 5 семестра	Подготовка к проверочному тесты по пройденному материалу	12 часов	текущий контроль ПР-1
Итого 5 семестр			108 часов	
14	1 неделя 6 семестра	Paragraph structure in essays	2 часа	текущий контроль ПР-3
15	1-4 недели 6 семестра	Подготовка сообщения для участия в дебатах по теме Engineering and environment	4 часа	текущий контроль УО-4
16	1-4 недели 6 семестра	Подготовка к проверочному тесты по пройденному материалу	8 часов	текущий контроль ПР-1
17	5-6 недели 6 семестра	Подготовка сообщения для участия в дискуссии на тему Housing problems - location or size	6 часов	текущий контроль УО-4
18	6-7 недели 6 семестра	Подготовка сообщения для участия в дискуссии на тему Importance when designing building: beauty or function	6 часов	текущий контроль УО-4
19	5-8 недели 6 семестра	Подготовка к проверочному тесты по пройденному материалу	8 часов	текущий контроль ПР-1



20	9-11 недели 6 семестра	Подготовка групповой презентации на тему Alternative energy	5 часов	текущий контроль УО-3
21	9-12 недели 6 семестра	Подготовка к проверочному тесту по пройденному материалу	8 часов	текущий контроль ПР-1
22	13-14 недели 6 семестра	Подготовка сообщения для участия в дебатах на тему The art of photography	4 часа	текущий контроль УО-4
23	13-15 недели 6 семестра	Подготовка к проверочному тесту по пройденному материалу	8 часов	текущий контроль ПР-1
24	16 неделя 6 семестра	Подготовка письменного задания по теме Essay with quotations	4 часов	текущий контроль ПР-3
25	16-18 недели 6 семестра	Подготовка сообщения для участия в круглом столе на тему Effects of a young population on a society	6 часов	текущий контроль УО-4
26	16-18 недели 6 семестра	Подготовка к проверочному тесту по пройденному материалу	12 часов	текущий контроль ПР-1
Итого 6 семестр			81 час	
Подготовка к экзамену (6 семестр)			27 часов	

### **Рекомендации по самостоятельной работе студентов**

Самостоятельная работа студентов является неотъемлемой частью образовательного процесса и рассматривается как организационная форма обучения. Целями СРС являются овладение фундаментальными знаниями, общекультурными компетенциями, формирование у студентов способности и навыков непрерывного самообразования и профессионального совершенствования.

Самостоятельная работа по дисциплине «Профессионально-ориентированный перевод» осуществляется в виде аудиторных и внеаудиторных форм познавательной деятельности. Самостоятельная работа студентов включает в себя:

- Подготовка к аудиторным практическим занятиям;
- Чтение дополнительной литературы;
- Составление плана и тезисов ответов;
- Выполнение переводов;

- Выполнение тестов;
- Подготовку устных сообщений;
- Подготовку докладов;
- Подготовку презентаций;
- Написание эссе или его частей.

Текущая подготовка к практическим занятиям подразумевает работу над текстами уроков. Это самостоятельная отработка чтения, перевод текста, ответы на вопросы после текстов или продумывание предполагаемых ответов на возможные вопросы преподавателя. Заучивание новых лексических единиц, тренировка грамматических конструкций.

### **Методические указания к тестовым заданиям**

**Тест (ПР-1).** Предлагаемые тестовые задания разработаны в соответствии с Программой по дисциплине «Профессионально-ориентированный перевод». Данные тесты могут использоваться:

- преподавателями для проверки знаний в качестве формы промежуточного контроля;
- для проверки остаточных знаний студентов, изучивших данный курс;
- студентами при подготовке к зачету в форме самопроверки знаний.

Тестовые задания рассчитаны на самостоятельную работу без использования вспомогательных материалов.

Все тесты состоят из аудио и письменного заданий.

Для выполнения аудио задания, прежде всего, следует внимательно прочитать указанное задание. После ознакомления с заданием следует как можно быстрее приступать к прочтению указанной информации, необходимой для прослушивания и понимания ответа.

В письменных и аудио заданиях с уже предложенными вариантами ответов необходимо прочитать всю информацию и в качестве ответа выбрать лишь один индекс (цифровое или буквенное обозначение), соответствующий правильному ответу.

Все тестовые задания составлены таким образом, что в каждом из них правильным является лишь один из вариантов. Выбор должен быть сделан в пользу наиболее правильного ответа.

На выполнение теста отводится ограниченное время. Оно может варьироваться в зависимости от уровня тестируемых, сложности и объема теста. Как правило, время выполнения одного теста определяется из расчета 30-40 минут.

Критерии оценки выполненных студентами тестов определяются автоматически в соответствии с пакетом рекомендованных учебных материалов. Но вне зависимости от количества баллов, выделенных в рекомендованных источниках на тест, все полученные оценки конвертируются в бальную-рейтинговую систему, принятую в ДВФУ:

- 90% – 100% правильных ответов – «отлично»;
- 89% – 75% правильных ответов – «хорошо»;

- 74% – 61% правильных ответов – «удовлетворительно»;
- менее 60% правильных ответов – «неудовлетворительно».

### Методические указания к эссе

**Эссе (ПР-3).** Написание эссе – это вид внеаудиторной самостоятельной работы по написанию сочинения небольшого объема и свободной композиции на частную тему, трактуемую субъективно и обычно неполно.

Эссе пишется в формальном (деловом) стиле. В эссе обучающему требуется выразить свою точку зрения на заданную тему, а так же привести противоположные точки зрения и объяснить, почему он с ними не согласен.

Обучающиеся должны подкрепить свое мнение примерами или доказательствами. В эссе должны активно использоваться конструкции типа «in my opinion», «I think». Необходимо использование вводных слов и конструкций типа “on the one hand, on the other hand, слов - связок (nevertheless, moreover, despite). Запрещается использование сокращения, типа “I’m”, “they’re” “don’t”. Эссе состоит из четырех абзацев: вступление, основная часть (абзац 1 и абзац 2) и заключение.

Оценка	Содержание	Организация текста	Лексика	Грамматика
<b>100-86</b> <b>«отлично»</b> <b>«зачтено»</b>	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно	Высказывание логично; средства логической связи использованы правильно; текст правильно разделен на абзацы; формат высказывания выбран правильно.	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.
<b>85-76</b> <b>«хорошо»</b> <b>«зачтено»</b>	Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилового оформления речи	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.
<b>75-61</b> <b>«удовлетворительно»</b> <b>«зачтено»</b>	Задание выполнено не полностью: содержание отражает не все	Высказывание не всегда логично; имеются многочисленные	Использован неоправданно ограниченный словарный	Либо часто встречаются ошибки элементарного

	аспекты, указанные в задании; нарушения стилового оформления речи встречаются достаточно часто	ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания	запас; часто встречаются нарушения в использовании лексики, либо некоторые из них могут затруднить понимание текста.	уровня, либо ошибки немногочисленны, но затрудняют понимание текста.
<b>Менее 60 «неудовлетворительно» / «незачет»</b>	Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании или не соответствует требуемому объему	Отсутствует логика в построении высказывания; формат высказывания не соблюдается.	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.

### **Методические указания к подготовке сообщения, доклада или презентации**

**Подготовка сообщения, доклада или презентации, в том числе для участия в дискуссии, круглом столе, дебатах (УО-3, УО-4).** Подготовка сообщения, доклада или презентации (далее – Сообщение) на английском языке является важной формой работы, которая расширяет общий кругозор студента за счет использования дополнительных англоязычных источников; учит планировать длительное высказывание на английском языке с логическими переходами от одной мысли к другой, расширяет словарный запас. При подготовке сообщения, доклада или презентации необходимо учитывать следующее:

#### 1. Выбор темы и информации.

Следует предпочесть тему и материал, которые являются наиболее интересными и актуальными в текущий промежуток времени. Тема должна быть достаточно широко представлена в англоязычной прессе и Интернете качественными и доступными материалами;

#### 2. Регламент выступления и объем сообщения.

Как правило, длительность звучания устной презентации составляет около 5 минут при следующих параметрах напечатанного текста: текст в объеме 1800 знаков, т.е. одной печатной страницы А4 с использованием шрифта Times New Roman, кегль 14 пт и интервала 1,5.

Для подготовки устных сообщений или презентаций желательны иллюстративные (фото- и видео-) материалы, статистические диаграммы и таблицы.

Общие требования к презентации:

- презентация не должна быть меньше 10 слайдов;

- первый слайд– это титульный слайд, на котором обязательно должны быть представлены: название проекта; фамилия, имя, отчество автора.

Для оформления презентации обязательным требованием является использование фирменного стиля университета.

<b>Баллы</b>	<b>Содержание</b>	<b>Представление</b>
<b>100-86</b> «отлично» «зачтено»	Заявленная тема раскрыта полностью; все идеи ясно изложены и структурированы, аргументы представлены в логической последовательности	Отсутствуют/практически отсутствуют языковые ошибки; демонстрирует свободное владение материалом; четко следует регламенту выступления
<b>85-76</b> «хорошо» «зачтено»	Заявленная тема раскрыта практически полностью; основные идеи изложены и структурированы, аргументы представлены в логической последовательности	Допущено незначительное количество языковых ошибок, которые не препятствуют пониманию сообщения; демонстрирует практически свободное владение материалом
<b>75-61</b> «удовлетворительно» «зачтено»	Заявленная тема раскрыта частично; допускает нарушение логической последовательности аргументов	Допускает языковые ошибки, которые не препятствуют общему пониманию сообщения; сообщение представлено с опорой на текст
<b>Менее 60</b> «неудовлетворительно» / «незачет»	Заявленная тема не раскрыта, информация не полная	Допущено большое количество языковых ошибок

### Критерии оценки выполнения самостоятельной работы

<b>Оценка</b>	<b>50-60 баллов</b> неудовлетворительно	<b>61-75 баллов</b> удовлетворительно	<b>76-85 баллов</b> хорошо	<b>86-100 баллов</b> отлично
	<b>Критерии</b>	<b>Содержание критериев</b>		
<b>Раскрытие проблемы</b>	Проблема не раскрыта. Отсутствуют выводы	Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны и/или обоснованы	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы обоснованы

<b>Представление</b>	Представляемая информация логически не связана. Не использованы профессиональные термины	Представляемая информация не систематизирована и/или не последовательна. Использовано 1-2 профессиональных термина	Представляемая информация не систематизирована и последовательна. Использовано более 2 профессиональных терминов	Представляемая информация систематизирована, последовательна и логически связана. Использовано более 5 профессиональных терминов
<b>Оформление</b>	Не использованы технологии Power Point. Больше 4 ошибок в представляемой информации	Использованы технологии Power Point частично. 3-4 ошибки в представляемой информации	Использованы технологии Power Point. Не более 2 ошибок в представляемой информации	Широко использованы технологии (Power Point и др.). Отсутствуют ошибки в представляемой информации
<b>Ответы на вопросы</b>	Нет ответов на вопросы	Только ответы на элементарные вопросы	Ответы на вопросы полные и/или частично полные	Ответы на вопросы полные, с приведением примеров и/или пояснений

### Задания для самостоятельного выполнения

1. Самостоятельный поиск источников информации по изучаемым темам.
2. Анализ научной, периодической литературы, публицистической, социологической информации по изучаемой дисциплине. По проработанному материалу должен быть подготовлен доклад, сообщение/презентация.

### Задания для самоконтроля:

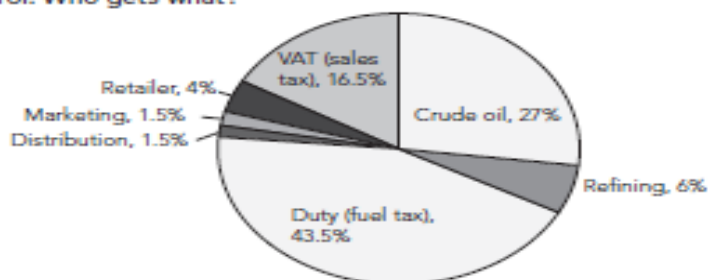
#### Задание для самоконтроля 1

You are going to give a two-minute presentation on the following question:  
When we buy petrol for our cars, where does the money go?

1 Look at the pie chart. It shows a percentage breakdown of the price of petrol in a European country.

Think about possible causes and effects of the different figures in the chart.

The price of petrol: Who gets what?



**2** Work alone to prepare your presentation. Put the most important points in your presentation first and support them with data. Write notes and a conclusion to help you organize your presentation.

**3** Work with a partner. Give your presentation.

### Задание для самоконтроля 2

You are going to participate in a group discussion on the following question: What is the best course for someone who wants to be an astronaut?

**1** Work alone. Arturo wants to become an astronaut. He has chosen five possible university courses to study. Read the notes and give each course a mark out of 10 for how useful you think it will be for becoming an astronaut.

Courses for becoming an astronaut

Mechanical and electrical engineering	Useful for understanding how a spacecraft works, and fixing broken machines. _____
International relations	Because space travel involves people from many different countries; useful for learning other languages. _____
Biology	Useful for doing experiments and understanding how people's bodies function in space. _____
Astrophysics	Gives a deep theoretical understanding of how space works. _____
Maths	To show that I'm really intelligent; also good for gaining experience of working with computers. _____

**2** Work in a group. Discuss the usefulness of each course in turn. Be ready to disagree with other people's opinions. Try to reach an agreement on the best course for Arturo.

### Задание для самоконтроля 3

You are going to take part in a debate on the following statement: Governments should force people to lead healthier lives.

**1** Work in two groups.

Group A: You work for a pharmaceutical company. You agree with the above statement.

Group B: You work for a human rights organization. You disagree with the above statement.

**2** In your groups, prepare and practice an opening statement for the debate. Think about your opponents' views and make notes about what they might say in response to your statement.

**3** Have the debate. After the debate, discuss the way the arguments were presented and try to agree which group won the debate.

#### Задание для самоконтроля 4

You are going to complete a risk assessment and try to think of ways to reduce the risks of the incidents in the following table occurring:

annual incidents report (accident, illness or injury): jungle adventure tours		
incident	total number of cases	% of total number of incidents
1 insect bites	34	19%
2 snake bites	5	2%
3 heatstroke	31	17%
4 minor cuts	44	24%
5 slipping/tripping and falling	67	37%
total number of incidents	181	100%
total visitors last year	754	

**1** Work in small groups. Analyze the statistics in the table. For each type of incident, discuss the risk level (from very low to very high) and try to think of ways to reduce the risks of each incident occurring.

**2** Report back to the class. Did each group have similar ideas about how to reduce the risks of the incidents occurring? Why / Why not?

#### Задание для самоконтроля 5

You are going to explain a process to a partner.

Choose an object that you know well that contains several parts, e.g. a mobile phone, a bicycle, a chair, etc. Describe the process of recycling it.

**1** Work alone. Draw a dependency diagram for recycling your object. There should be at least six stages. If you don't know how to recycle it, use your imagination, or ask your teacher for help with vocabulary.

**2** Describe your recycling process to a partner. While you are listening you should make notes on the process your partner is describing.

**3** Describe your recycling processes back to each other. Did you get your partner's process right? If not, what was different?

#### Задание для самоконтроля 6

You are going to give a problem and solution presentation on the following topic.  
The Antarctic environment



## Antarctica

Antarctic Continent: Approximately 3,661,000 km<sup>2</sup>. 1/12 of the world's entire land area. Contains 90% of the world's ice (about 70% of the world's fresh water).

Treaties:

- Antarctic Treaty (1959): International community agreed to work to maintain and protect region and co-operate on scientific research
- Madrid Protocol (1991): Confirmed Antarctica as an area devoted to world peace and science. Prohibited exploitation of area's natural resources (coal, natural gas, etc.)

Wildlife:

- Plants: mainly small plants and mosses
- Land animals: mostly microscopic creatures (mites, lice, etc.)
- Marine animals: penguins, blue whales, killer whales, seals, fish etc.

Current examples of human impact in Antarctic:

- Melting ice and other changes caused by global warming
- Over-fishing in Antarctic area

Earlier examples of human impact in Antarctic, now prohibited under Madrid Treaty:

- Hunting animals for economic benefit
- Killing and disturbing endangered species
- Soil contamination as a result of mining
- Sea pollution and waste materials from ships

**1** Work in groups to plan a presentation. Use the model language to help you.

**2** Work different groups to give your presentation. Were the presentations in your group similar? Why/why not?

## Задание для самоконтроля 7

You are going to discuss a problem and possible solution for the following topic in a group.

A university plans to open a new languages department as soon as possible. The department needs four lecture halls, each for 100+ people, at least ten classrooms with room for up to 20 people and other facilities to make it attractive to students. It has €1.4 million to spend on the building.

**1** Work in two pairs. One pair are the project developers. The second pair are university representatives. In your pairs, look at the problem and the proposed solution.

**Proposed solution:**

Build a new building on the outskirts of the city, 20km from the rest of the university. The cost would be around €1.6 million for a building with six large lecture halls and fifteen classrooms, plus a sports room, library and social rooms. The building could be ready in two years.

**Project developers:** You will present the positive aspects of your solution to the university representatives. What problems might the client identify with your solution? How could you respond?

**University representatives:** You will listen to a presentation from the project developers. Ask questions about any information they don't mention in their solution, or anything you aren't sure about. What problems can you identify in their solution?

**2** Discuss the problem and solution as a group. Could you come to an agreement about what to do?

### **Задание для самоконтроля 8**

You are going to participate in a chaired discussion on the following topic:  
How can we make our city/country energy independent?

**1** Work in groups of three or four. Look at the agenda. Each student will be chair for one numbered item on the agenda.

#### **AGENDA:**

- 1 Current level of energy consumption
- 2 Possible sources of producing energy
- 3 Ways of reducing consumption
- 4 Summary and conclusions

**2** Work alone to plan what to say for your agenda point. Think of two or three ideas to raise and make notes on the language you might use.

**3** Have the discussion. Make sure you keep your part of the discussion on topic. Did you come to any conclusions at the end of the discussion? Why / Why not?

### **Задание для самоконтроля 9**

You are going to participate in an informal debate on the following topic:  
Some of the senior staff at your university/college would like to stage a high profile art exhibition. They are deciding on whether to go ahead with the exhibition, as there is some opposition to it.

**1** Work in groups of three students. Decide if your group is for or against holding the exhibition, and why. Think of two statements to use in the debate, then predict how other speakers might respond to your statements. Practise your presentation as a group.

**2** Work with two people from different groups. Have the debate. Could you come to any decisions or make any next steps in your debate?

### **Задание для самоконтроля 10**

You are going to give a presentation to a seminar group on the following topic:  
Give a presentation on employment levels for people in Country A over 60 and the impact this is likely to have on its society in the future.

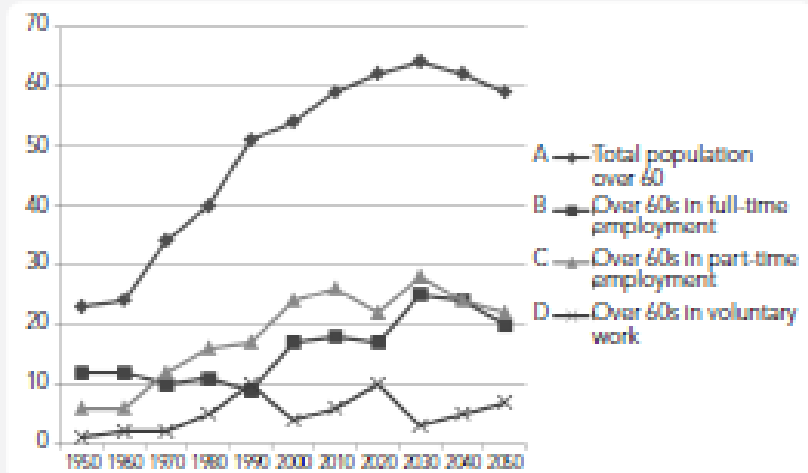
**1** Work in groups. Look at the graph showing the employment statistics for the over 60s in a small country between 1950 and 2050. All numbers are in thousands. Choose one line on the graph (A, B, C or D) to describe.

## FACT FILE

Life expectancy rose from 59 in 1950 to 75 in 2010 as a result of continuing health improvements.

In 1997, the official retirement age rose from 64 to 67, followed by another rise to 70 in the mid-2020s.

The population of the whole country grew dramatically in the 20th century, but has stabilized and is now falling slowly.



**2** Write notes on the following areas: Presenting your data; Talking about the causes and effects of your data; Comparing your data to that of the other lines on the graph. Practice your presentation in your group.

**3** Form a new group with people who have looked at the other lines on the graph. Perform your presentation to your new group. Were your presentations similar? Why/ Why not?



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение высшего образования  
**«Дальневосточный федеральный университет»**  
(ДВФУ)

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**ИНЖЕНЕРНАЯ ШКОЛА**

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**  
**по дисциплине «Профессионально-ориентированный перевод»**  
**Направление подготовки 23.03.01 Технология транспортных процессов**  
**профиль «Организация перевозок и управление на автомобильном**  
**транспорте»**  
**Форма подготовки очная**

**Владивосток**  
**2016**

## Паспорт ФОС

Код и формулировка компетенции	Этапы формирования компетенции	
<p>ОК-7 владением иностранным языком в устной и письменной форме для осуществления межкультурной и иноязычной коммуникации</p>	Знает	<ul style="list-style-type: none"> <li>– структурные типы построения простого и сложного предложения, используемые в специализированной профессиональной литературе;</li> <li>– универсальные грамматические категории и явления, отсутствующие в родном языке (видовременные формы глагола, средства выражения модальности, согласование времен, инфинитивные и причастные обороты, герундий);</li> </ul>
	Умеет	<ul style="list-style-type: none"> <li>– использовать лексико-грамматические единицы в соответствии с правилами орфографии английского языка;</li> <li>– употреблять формулы речевого этикета в зависимости от социально-культурного контекста общения;</li> </ul>
	Владеет	<ul style="list-style-type: none"> <li>– навыками лексически правильно и грамотно, логично и последовательно порождать устные и письменные высказывания в ситуациях межкультурного профессионального общения;</li> <li>– навыками употребления изученных стратегии и технологии, необходимых в различных областях иноязычной коммуникации;</li> <li>– навыками определения обобщенных значений слов на основе анализа контекста и словообразовательных элементов текста по знакомой тематике без словаря;</li> </ul>
<p>ОК-12 способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия</p>	Знает	<ul style="list-style-type: none"> <li>– общенаучные термины в объеме достаточном для работы с оригинальными научными текстами и текстами профессионального характера;</li> <li>– особенности иноязычного научного и профессионального дискурса, исходя из ситуации профессионального общения;</li> </ul>
	Умеет	<ul style="list-style-type: none"> <li>– пользоваться языковыми средствами в основных видах речевой деятельности: говорении, восприятии на слух (аудировании), чтении, переводе и письме;</li> <li>– делать выводы, обобщения, систематизировать языковые знания на основе анализа полученной информации для аннотирования и реферирования специализированных текстов;</li> <li>– делать устное сообщение, доклад по профессиональной тематике;</li> </ul>
	Владеет	<ul style="list-style-type: none"> <li>– навыками продуктивной подготовленной и</li> </ul>

		<p>неподготовленной устной и письменной речи в ситуациях; межкультурного профессионального общения в пределах изученного языкового материала;</p> <p>– алгоритмом обработки информации с использованием различных стратегий чтения: ознакомительного, просмотрового, поискового, изучающего.</p>
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### Контроль достижений целей курса

№ п/п	Контролируемые разделы / темы дисциплины	Оценочные средства	
		текущий контроль	промежуточная аттестация
1	Globalization	ПР-1 ПР-3 УО-4	Задание к зачету 1-5
2	Education	ПР-1 ПР-3 УО-4	
3	Medicine	ПР-3	
4	Risk	ПР-1 ПР-3 УО-4	
5	Manufacturing	ПР-1 ПР-3 УО-4	
6	Environment	ПР-1 ПР-3 УО-4	Задания к экзамену 1-5
7	Architecture	ПР-1 УО-4 УО-4	
8	Energy	ПР-1 УО-3	
9	Art and design	ПР-1 УО-4	
10	Ageing	ПР-1 ПР-3 УО-4	

## Шкала оценивания уровня сформированности компетенций

Код и формулировка компетенции	Этапы формирования компетенции		критерии	показатели	оценочные средства
<p>ОК-7 владение иностранным языком в устной и письменной форме для осуществления межкультурной и иноязычной коммуникации</p>	<p>Знает (пороговый уровень)</p>	<p>- знает структурные типы построения простого и сложного предложений, используемые в специализированной профессиональной литературе; - знает универсальные грамматические категории и явления, отсутствующие в родном языке (видовременные формы глагола, средства выражения модальности, согласование времен, инфинитивные и причастные обороты, герундий);</p>	<p>- знание структурных типов построения простого и сложного предложений, используемых в специализированной профессиональной литературе; - знание универсальных грамматических категорий и явлений, отсутствующих в родном языке (видовременные формы глагола, средства выражения модальности, согласование времен, инфинитивные и причастные обороты, герундий);</p>	<p>- способность распознавать и использовать структурные типы построения простого и сложного предложений, встречающиеся в специализированной профессиональной литературе; - способность распознавать и использовать универсальные грамматические категории и явления, отсутствующие в родном языке (видовременные формы глагола, средства выражения модальности, согласование времен, инфинитивные и причастные обороты, герундий);</p>	<p>ПР-1 ПР-3 УО-3</p>
	<p>Умеет (продвинутый уровень)</p>	<p>- использовать лексико-грамматические единицы в соответствии с правилами орфографии английского языка; - употреблять формулы речевого этикета в зависимости от социально-</p>	<p>- умение использовать лексико-грамматические единицы в соответствии с правилами орфографии английского языка; - умение употреблять формулы</p>	<p>- способность использовать лексико-грамматические единицы в соответствии с правилами орфографии английского языка; - способность употреблять формулы</p>	<p>ПР-1 ПР-3 УО-3 УО-4</p>

		культурного контекста общения;	речевого этикета в зависимости от социально-культурного контекста общения;	речевого этикета в зависимости от социально-культурного контекста общения;	
	Владеет (высокий уровень)	<p>- навыками лексически правильно и грамотно, логично и последовательно порождать устные и письменные высказывания в ситуациях межкультурного профессионального общения;</p> <p>- навыками употреблять изученные стратегии и технологии, необходимые в различных областях иноязычной коммуникации;</p> <p>- навыками определять обобщенные значения слов на основе анализа контекста и словообразовательных элементов текста по знакомой тематике без словаря;</p>	<p>- владение навыками лексически правильно и грамотно, логично и последовательно порождать устные и письменные высказывания в ситуациях межкультурного профессионального общения;</p> <p>- владение навыками употребления изученных стратегий и технологий, необходимых в различных областях иноязычной коммуникации;</p> <p>- владение навыками определения обобщенных значений слов на основе анализа контекста и словообразовательных элементов текста по знакомой тематике без словаря;</p>	<p>- способность лексически правильно и грамотно, логично и последовательно порождать устные и письменные высказывания в ситуациях межкультурного профессионального общения;</p> <p>- способность употреблять изученные стратегии и технологии, необходимые в различных областях иноязычной коммуникации;</p> <p>- способность определять обобщенные значения слов на основе анализа контекста и словообразовательных элементов текста по знакомой тематике без словаря;</p>	<p>ПР-1 ПР-3 УО-3 УО-4</p>



<p>ОК-12 способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия</p>	<p>Знает (пороговый уровень)</p>	<ul style="list-style-type: none"> <li>- общенаучные термины в объеме достаточном для работы с оригинальными научными текстами и текстами профессионального характера;</li> <li>- особенности иноязычного научного и профессионального дискурса, исходя из ситуации профессионального общения;</li> </ul>	<ul style="list-style-type: none"> <li>- знание общенаучных терминов в объеме достаточном для работы с оригинальными научными текстами и текстами профессионального характера;</li> <li>- знание особенностей иноязычного научного и профессионального дискурса, исходя из ситуации профессионального общения;</li> </ul>	<ul style="list-style-type: none"> <li>- способность использовать общенаучные термины в объеме достаточном для работы с оригинальным и научными текстами и текстами профессионального характера;</li> <li>- способность распознавать и использовать особенности иноязычного научного и профессионального дискурса, исходя из ситуации профессионального общения;</li> </ul>	<p>ПР-1 ПР-3 УО-3</p>
	<p>Умеет (продвинутый уровень)</p>	<ul style="list-style-type: none"> <li>- пользоваться языковыми средствами в основных видах речевой деятельности: говорении, восприятии на слух (аудировании), чтении, переводе и письме;</li> <li>- делать выводы, обобщения, систематизировать языковые знания на основе анализа полученной информации для аннотирования и реферирования специализированных текстов;</li> <li>- делать устное сообщение, доклад по профессиональной тематике;</li> </ul>	<ul style="list-style-type: none"> <li>- умение пользоваться языковыми средствами в основных видах речевой деятельности: говорении, восприятии на слух (аудировании), чтении, переводе и письме;</li> <li>- умение делать выводы, обобщения, систематизировать языковые знания на основе анализа полученной информации для аннотирования и реферирования специализированных текстов;</li> </ul>	<ul style="list-style-type: none"> <li>- способность пользоваться языковыми средствами в основных видах речевой деятельности: говорении, восприятии на слух (аудировании), чтении, переводе и письме;</li> <li>- способность делать выводы, обобщения, систематизировать языковые знания на основе анализа полученной информации для аннотирования и реферирования специализированных текстов;</li> <li>- способность делать устное сообщение,</li> </ul>	<p>ПР-1 ПР-3 УО-3 УО-4</p>

			<p>ванных текстов; - умение делать устное сообщение, доклад по профессиональной тематике;</p>	<p>доклад по профессиональной тематике;</p>	
	<p>Владеет (высокий уровень)</p>	<p>- навыками продуктивной подготовленной и неподготовленной устной и письменной речи в ситуациях межкультурного профессионального общения в пределах изученного языкового материала; - алгоритмом обработки информации с использованием различных стратегий чтения: ознакомительного, просмотрового, поискового, изучающего.</p>	<p>- владение навыками продуктивного использования подготовленной и неподготовленной устной и письменной речи в ситуациях межкультурного профессионального общения в пределах изученного языкового материала; - владение навыками использования алгоритма обработки информации с применением различных стратегий чтения: ознакомительного, просмотрового, поискового, изучающего.</p>	<p>- способность продуктивно использовать подготовленную устную и письменную речь в ситуациях межкультурного профессионального общения в пределах изученного языкового материала; - способность использовать алгоритм обработки информации с использованием различных стратегий чтения: ознакомительного, просмотрового, поискового, изучающего.</p>	<p>ПР-1 ПР-3 УО-3 УО-4</p>

## Методические рекомендации, определяющие процедуры оценивания результатов освоения дисциплины

### Оценочные средства для текущей аттестации

Текущая аттестация студентов по дисциплине «Профессионально-ориентированный перевод» проводится в соответствии с локальными нормативными актами ДВФУ и является обязательной.

Текущая аттестация по дисциплине «Профессионально-ориентированный перевод» проводится в форме контрольных мероприятий (тестирования, эссе, устных выступлений и участия в круглых столах, дискуссиях, дебатах) и осуществляется ведущим преподавателем. При этом рейтинговая система позволяет студентам получить зачет и оценку за экзамен по итогам текущих контрольных мероприятий.

Объектами оценивания выступают:

- учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине);
- степень усвоения теоретических знаний;
- уровень овладения практическими умениями и навыками по всем видам учебной работы;
- результаты самостоятельной работы.

### Критерии оценки тестовых заданий (ПР-1)

- 90% – 100% правильных ответов – «отлично»;
- 89% – 75% правильных ответов – «хорошо»;
- 74% – 61% правильных ответов – «удовлетворительно»;
- менее 60% правильных ответов – «неудовлетворительно».

Темы обобщающих тестовых заданий (в соответствии с изучаемым материалом): Globalization; Education; Risk; Manufacturing; Environment; Architecture; Energy; Art and design; Ageing.

### Критерии оценки эссе (ПР-3)

Оценка	Содержание	Организация текста	Лексика	Грамматика
<b>100-86</b> «отлично» «зачтено»	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно	Высказывание логично; средства логической связи использованы правильно; текст правильно разделен на абзацы; формат высказывания	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки.

		выбран правильно.		
<b>85-76</b> «хорошо» «зачтено»	Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилового оформления речи	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.
<b>75-61</b> «удовлетворительно» «зачтено»	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; нарушения стилового оформления речи встречаются достаточно часто	Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, либо некоторые из них могут затруднить понимание текста.	Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста.
<b>Менее 60</b> «неудовлетворительно» / «незачет»	Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании или не соответствует требуемому объему	Отсутствует логика в построении высказывания; формат высказывания не соблюдается.	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.

Общие темы эссе (в соответствии с изучаемым материалом):  
Globalization; Education; Medicine; Risk; Manufacturing; Environment; Ageing.

**Критерии оценки сообщения, доклада или презентации, в том числе при участии в дискуссии, круглом столе, дебатах (УО-3, УО-4)**

Баллы	Содержание	Представление
<b>100-86</b> «отлично»	Заявленная тема раскрыта полностью; все идеи ясно изложены и	Отсутствуют/практически отсутствуют языковые ошибки; демонстрирует

«зачтено»	структурированы, аргументы представлены в логической последовательности	свободное владение материалом; четко следует регламенту выступления
85-76 «хорошо» «зачтено»	Заявленная тема раскрыта практически полностью; основные идеи изложены и структурированы, аргументы представлены в логической последовательности	Допущено незначительное количество языковых ошибок, которые не препятствуют пониманию сообщения; демонстрирует практически свободное владение материалом
75-61 «удовлетворительно» «зачтено»	Заявленная тема раскрыта частично; допускает нарушение логической последовательности аргументов	Допускает языковые ошибки, которые не препятствуют общему пониманию сообщения; сообщение представлено с опорой на текст
Менее 60 «неудовлетворительно» / «незачет»	Заявленная тема не раскрыта, информация не полная	Допущено большое количество языковых ошибок

Общие темы устных сообщений, докладов или презентаций, в том числе при участии в дискуссии, круглом столе, дебатах (в соответствии с изучаемым материалом): Advantages and disadvantages of Globalization impacts; Distance or face-to-face learning - what's the difference; Contemporary engineering researches; Housing problems - location or size; Importance when designing building: beauty or function; Alternative energy; The art of photography; Effects of a young population on a society.

### Критерии оценки выполнения самостоятельной работы

Оценка	50-60 баллов неудовлетворительно	61-75 баллов удовлетворительно	76-85 баллов хорошо	86-100 баллов отлично
Критерии	Содержание критериев			
Раскрытие проблемы	Проблема не раскрыта. Отсутствуют выводы	Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны и/или обоснованы	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы обоснованы
Представление	Представляемая информация логически не связана. Не использованы профессиональные термины	Представляемая информация не систематизирована и/или не последовательна. Использовано 1-2 профессиональных термина	Представляемая информация не систематизирована и последовательна. Использовано более 2 профессиональных терминов	Представляемая информация систематизирована, последовательна и логически связана. Использовано более 5 профессиональных терминов

<b>Оформление</b>	Не использованы технологии Power Point. Больше 4 ошибок в представляемой информации	Использованы технологии Power Point частично. 3-4 ошибки в представляемой информации	Использованы технологии Power Point. Не более 2 ошибок в представляемой информации	Широко использованы технологии (Power Point и др.). Отсутствуют ошибки в представляемой информации
<b>Ответы на вопросы</b>	Нет ответов на вопросы	Только ответы на элементарные вопросы	Ответы на вопросы полные и/или частично полные	Ответы на вопросы полные, с приведением примеров и/или пояснений

Промежуточная аттестация студентов по дисциплине «Профессиональный иностранный язык» проводится в соответствии с локальными нормативными актами ДВФУ и является обязательной. Для студентов, не аттестованных по результатам рейтинговой системы, предлагается перечень вопросов и заданий к зачету и экзамену.

### **Критерии выставления оценки студенту на зачете/ экзамену по дисциплине «Профессионально-ориентированный перевод»**

<b>Баллы (рейтинговой оценки)</b>	<b>Оценка экзамена/зачета (стандартная)</b>	<b>Требования к сформированным компетенциям</b>
86-100	«отлично»/ «зачтено»	Оценка «отлично»/ «зачтено» выставляется студенту, если он глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал монографической литературы, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач.
76-85	«хорошо»/ «зачтено»	Оценка «хорошо»/ «зачтено» выставляется студенту, если он твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения.
61-75	«удовлетворительно»/ «зачтено»	Оценка «удовлетворительно»/ «зачтено» выставляется студенту, если он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ.

<i>менее 61</i>	<i>«неудовлетворительно»/ «не зачтено»</i>	Оценка «неудовлетворительно»/ «не зачтено» выставляется студенту, который не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы. Как правило, оценка «неудовлетворительно» ставится студентам, которые не могут продолжить обучение без дополнительных занятий по соответствующей дисциплине.
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**Задания к зачету:  
Задание к зачету 1**

**READING**

**1 Read the article about English-language signs around the world. Match the descriptions (1–5) to the correct paragraph (A–E).**

- 1 The signs sometimes use incorrect English. \_\_\_\_\_
- 2 An explanation of why English is on signs everywhere. \_\_\_\_\_
- 3 These signs are not for tourists. \_\_\_\_\_
- 4 English is not taking over other languages. \_\_\_\_\_
- 5 Introducing the topic. \_\_\_\_\_

**A** English is one of the most well-known languages in the world. You can see it on signs everywhere, not only in English-speaking countries such as the UK. If you look around the streets of Tokyo, for example, you will find that Japanese is the most common language on signs. However, the second-most visible language is English. According to some studies, around 20% of signs in Tokyo are in English. Of course, there is no large native- English population in Tokyo, but other studies have found similar patterns all over the world. So who are these signs for?

**B** Most people agree that English signs in other countries are not for the benefit of tourists. In Dubai, for example, English is visible in cafés, shops and on adverts. However, only a very small number of foreigners in Dubai are from English-speaking countries, compared with people from countries like India or Sri Lanka.

**C** Many researchers now believe that English signs are not intended for English speakers. In fact, they are ‘speaking’ to the local population. In Tokyo, for example, an English-language sign may include mistakes or may use English in a strange way. However, this is not important, because these signs are ‘speaking’ to a Japanese audience.

**D** One possible reason for this is that English is currently exotic and fashionable for many people. If English stops being fashionable, then these signs will probably disappear very quickly. In the same way, if you walk around London, you will find many cafés with Italian-language signs. These signs may not make sense to an Italian person, but that is not important. The signs are ‘speaking’ to people in London who think that Italian is something fashionable.

**E** At the same time, many researchers believe that English is not replacing other languages culturally. For example, if there are a large number of English-language signs in a place like Tokyo, this does not mean that British or American

culture is replacing Japanese. On the contrary, it shows that the Japanese language is strong, and the Japanese can allow another language to be publically visible at the same time as their own.

**2 Read the article again. Are the statements below true (T) or false (F)?**

1 The most visible language in Tokyo is English. \_\_\_\_\_

2 According to the article, these English-language signs are for the local population. \_\_\_\_\_

3 Some English-language signs in Tokyo contain language which might confuse English people. \_\_\_\_\_

4 In London, many people have a positive attitude to Italian-language signs.

\_\_\_\_\_ 5 The Japanese language is quickly dying out in Tokyo. \_\_\_\_\_

**VOCABULARY**

**3 Complete the text with the words in the list:** *authentic; food miles; perfectionist; freshness; farms; situated; insist; discount; selling point; consumption.*

A big social question at the moment is: Is it OK to eat something which was grown in a faraway country? People often talk about 1 \_\_\_\_\_ – how far fruit or meat has travelled before we buy it. Most people will 2 \_\_\_\_\_ that the more food has travelled, the worse it is. Not only is it bad for the environment, but by the time it gets to us, it will have lost all its 3 \_\_\_\_\_. Many also argue that eating only local food is more 4 \_\_\_\_\_, as this is how we naturally should eat. A true local food 5 \_\_\_\_\_ will tell you that eating exotic fruit in winter is just wrong. The problem is, of course, that our 6 \_\_\_\_\_ habits have changed. We are used to eating what we want, when we want it. Many of us like to eat foreign food. The main 7 \_\_\_\_\_ of a beautiful piece of French cheese is that it was made in France – not in a factory 8 \_\_\_\_\_ 20 miles away. Another argument is that eating food from distant lands may actually be better for the environment. Yes, flying lamb from New Zealand is expensive and isn't great for the environment. However, the reason we buy lamb from 9 \_\_\_\_\_ in New Zealand is because it's cheaper to raise sheep in that country. That's why lamb from New Zealand is often sold at a bigger 10 \_\_\_\_\_ than local meat.

**LANGUAGE DEVELOPMENT**

**4 Choose the correct verb in each sentence. Use the phrasal verbs in brackets to help you.**

1 The number of people going abroad to find work has continued / increased in recent years. (go up)

2 When the new government came into power, they removed / excluded many of the old street signs and put up new ones. (take away)

3 My parents both speak different languages. I'm bilingual, but when I speak to them, I sometimes confuse / separate one word with another. (mix up)



4 Some people predict that oil supplies will be refused / exhausted in a few decades. (use up)

5 We cannot exclude / separate the possibility that Chinese will become the world's number one language. (leave out)

**5 Complete the gaps with the words in the list. You will not need to use all the words:** *obesity; diet; monopoly; outlets; supermarkets; consumption; poverty; multinational*

1 Becoming overweight is often a consequence of a \_\_\_\_\_ which is too high in fat.

2 \_\_\_\_\_ is a growing health problem for many people in richer countries.

3 Many retail \_\_\_\_\_ have closed down recently because of the economic crisis.

4 In this country, there is only one train company, so it has a \_\_\_\_\_ in the travel business.

5 We must do something to help the millions of people who are living in \_\_\_\_\_.

### GRAMMAR FOR WRITING

**6 Complete the noun phrases in the sentences below with the head nouns in the list. There are four nouns you do not need:** *products; transport; site; figure; change; people; city; life; cuisine.*

1 There are a range of \_\_\_\_\_ in supermarkets now which our grandparents could not buy.

2 The internet has become a part of modern \_\_\_\_\_.

3 I only use one social-networking \_\_\_\_\_ – I haven't got time to use all of them.

4 Tokyo is a major world \_\_\_\_\_ and its population is set to grow in the next few decades.

5 A recent \_\_\_\_\_ is the amount of people who use a car to travel to work.

**7 Five of the sentences below contain a mistake. Find the mistakes and correct them.**

1 Around ago ten years, I was living in Tokyo.

2 There are more supermarkets in the city center these days.

3 At present time, the economy seems to be doing well.

4 Historic, Canada has always been a multilingual country.

5 More and more people have travelled abroad in recently years.

6 Nowadays, it is common to learn a second language.

7 Thai food is currently becoming very popular around the world.

8 International communication was very slow in a past, before the internet.

### ACADEMIC WRITING SKILLS

**8 Read sentences 1–4 from different essay introductions and match them to types of essay (a–d).**

1 I will discuss the issue of growing poverty in our country. I will also go on to recommend ways in which we can deal with this situation. \_\_\_\_\_

2 I will explore the popularity of ready meals, and try to explain how they became so common. \_\_\_\_\_

3 Fast food is not, as many people claim, an unhealthy product. This essay will argue that fast food, if eaten as part of a balanced diet, has no negative effects on children. \_\_\_\_\_

4 I will first outline the advantages of a vegetarian diet, then discuss its disadvantages. \_\_\_\_\_

a Defending an argument b For and against  
c Problem – solution d Cause and effect

**9 Match the sentences (1–6) to the parts of an essay in which they would be found (a–c).**

1 This essay explores the changing consumer habits of people in London.  
\_\_\_\_\_

2 To summarize, this is not a recent problem, and there is no easy solution.  
\_\_\_\_\_

3 Another reason, which I will now discuss, is that people are not educated about healthy foods. \_\_\_\_\_

4 I would like to conclude this essay by mentioning a recent development in consumer habits. \_\_\_\_\_

5 In this essay, I will discuss the growing problem of obesity in this country.  
\_\_\_\_\_

6 I will now turn to the ways that advertising has affected people's attitudes.  
\_\_\_\_\_

a Introduction b Body paragraph c Conclusion

**Задание к зачету 2**

**READING**

**1 Read the article about the value of education. Match the descriptions (1–5) to the correct paragraph (A–E).**

1 an example of how university education is not necessary for success \_\_\_\_\_

2 an overview of the main topics being discussed \_\_\_\_\_

3 the important personal qualities needed in a job \_\_\_\_\_

4 a general summary and conclusion \_\_\_\_\_

5 the benefits of education \_\_\_\_\_

**A** Do schools really prepare young people for real life? There are many examples of successful people who never went to university. Similarly, are employers these days really looking for people with qualifications in subjects like History or Literature? Research seems to indicate that what employers really want are people with experience which isn't traditionally part of a school or university curriculum.

**B** To illustrate one side of the argument, we can look at the example of an entrepreneur from London who is the director of a large electronics company. He left school at the age of 16, after having failed his exams and his first job was helping out with his parents' small cleaning business. After a few weeks, he had saved £100. With this, he started to buy small electrical goods, which he then sold at a profit at the local market. He now has an estimated fortune of £70 million, which he made entirely by himself.

**C** Examples like this show us that there are many valuable skills which we can learn outside the classroom. The ability to work hard and be self-disciplined is arguably more important than learning facts or memorizing poems. Regardless of whether or not you have a degree, companies increasingly want employees with good communication skills, or 'soft skills', as well as qualifications. Of course, these are qualities which can be learnt through experience in the real world.

**D** However, schools do have an important role in preparing students for the world. As children spend time with other people in school, they learn how to interact in society and to respect rules and authority. As we progress into higher education, we learn how to manage our time and how to deal with deadlines. We learn how to become independent and critical thinkers, how to express our opinion, and how to deal with complicated ideas. In summary, education is not only about facts and figures – it's also about developing important personal qualities.

**E** In short, we should remember that few of us will become millionaires by selling electronics without an education. Therefore, it is probable that schools do prepare us for the 'real world', because they give the majority of us the necessary tools to fit into society, and allow more people to achieve success without relying on luck.

**2 Read the article again. Are the statements below true (T), false (F) or the article does not say (DNS)?**

1 The London entrepreneur couldn't go to university. \_\_\_\_\_

2 We can learn many important life skills outside of school or university.

\_\_\_\_\_ 3 Employers do not want to hire people with qualifications any more. \_\_\_\_\_

4 'Soft skills' are personal qualities which enable someone to work well with other people. \_\_\_\_\_

5 Most millionaires do not go to university. \_\_\_\_\_

**VOCABULARY**

**3 Complete the texts below with the words and phrases in the list:** *academic; lecture; vocational; tuition; face-to-face modules; distance learning; scholarships; tutorials; virtual.*

Many people, especially those who already work or have children, are choosing to take 1 \_\_\_\_\_ courses. These can be taken anywhere, as long as you have access to a computer with an internet connection. Students taking these courses do not have 2 \_\_\_\_\_ seminars, which means that they don't personally meet their lecturers or fellow students. Instead, they have access to a 3 \_\_\_\_\_

university which exists almost entirely online. Because 4 \_\_\_\_\_ fees are rising, it is important to make the most of your time at university. Don't be afraid to arrange time to have 5 \_\_\_\_\_ where you can discuss any problems or questions you have with your tutors. Make sure you go to every 6 \_\_\_\_\_ – even ones which take place early in the morning – and take notes. Finally, make sure you choose the right 7 \_\_\_\_\_. There is nothing worse than being on a course that you are not really interested in. This college has a range of courses, from traditional 8 \_\_\_\_\_ subjects such as History to 9 \_\_\_\_\_ courses where you can get practical experience of hairdressing or professional cookery. If you need help with funding, there are many 10 \_\_\_\_\_ you can apply for.

## LANGUAGE DEVELOPMENT

### 4 Choose the correct verb in each sentence.

1 In this first module, you will have two assignments/dissertations of 1,000 words which you have to hand in before 31 May.

2 When you join our university, you will have access to a wide range of academic plagiarism/journals online.

3 There will be an oral aspect/examination at the end of the course, and you will need to get a score of over 65% to pass.

4 The student was found guilty of plagiarism/examination when it was found that most of his work was copied from others.

5 There are two journals/semesters: one in the spring and one in the autumn. You will complete three modules in each one.

6 It is important to keep up your motivation/assignment when you are doing a distance-learning course – it is easy to get tired or lazy.

7 Meeting other students is an enjoyable component/aspect of being at university.

8 In the last part of your Master's course, you will have to write a dissertation/journal of between 15,000–20,000 words.

9 The taught examination/components of this course include weekly lectures and seminars.

10 On this course, there are three examination/core modules which you must take, and three optional modules which you can choose from.

## GRAMMAR FOR WRITING

5 Complete the sentences below with the comparison and contrast language in the list: *similarly; the same way; conversely; unlike; similarity; whereas; like; contrast; difference; different in that.*

1 My brother did a PhD in microbiology. In \_\_\_\_\_, I left school and started work when I was 18.

2 The main \_\_\_\_\_ between face-to-face courses and online courses is the amount of interaction you have with other people.

3 I have to spend a lot of time in lectures. \_\_\_\_\_, I have a lot of seminars every week.

4 \_\_\_\_\_ lectures, you are allowed to ask questions and discuss things in a seminar.

5 I'm studying Mathematics, \_\_\_\_\_ my friend is studying Literature.

6 \_\_\_\_\_ my last examination, my assignment made me feel very stressed, especially near the deadline. I hated both of them.

7 Journals and books are \_\_\_\_\_ journals are collections of articles by several people and are published several times a year.

8 The main \_\_\_\_\_ between dissertations and assignments is that they are both examples of your own written work.

9 I hated examinations when I was a student. In \_\_\_\_\_, I try to avoid any kind of test now that I'm older.

10 University was free when I was a student. \_\_\_\_\_, students nowadays have to pay high tuition fees.

## ACADEMIC WRITING SKILLS

### 6 Put the sentences (a–e) in order to make an essay introduction.

a However this essay will describe the benefits of distance learning as well as why it may actually be more effective than face-to-face learning. \_\_\_\_\_

b Finally, I will outline my view that face-to-face learning develops many important skills, such as independence and self-motivation. \_\_\_\_\_

c It is often believed that online distance learning is not as effective as face-to-face study. \_\_\_\_\_

d For example, distance learning mostly involves working at home alone, whereas face-to-face learning provides a great deal of interaction with teachers and other students. \_\_\_\_\_

e Firstly, I will report on some research which has been done on students who take online courses, before going on to discuss the advantages and disadvantages of this mode of study. \_\_\_\_\_

### 7 Look at the essay task below. Then match the introduction sentences (1–5) to problems (a–e).

Discuss the differences between distance learning and face-to-face learning. In what ways may one of these modes of learning be better than the other?

1 In this essay, I will discuss the differences between distance learning and face-to-face learning, and I will say how one of these modes of learning may be better. \_\_\_\_\_

2 In this essay, I will discuss distance learning, which has been increasing recently, and I will explain why it is so successful. \_\_\_\_\_

3 In this essay, I will describe a distance-learning course I took last year, and why I found it to be a very difficult experience. \_\_\_\_\_

4 In this essay, I will describe why so many people are taking university courses, and which subjects are the most popular. \_\_\_\_\_

5 Distance learning can be difficult for many people, compared to face-to-face learning. \_\_\_\_\_

a This is too personal.

b This not in the writer's own words.

- c This is not focused on the essay question.
- d This does not address all the parts of the essay question.
- e This does not give the aim of the essay.

### Задание к зачету 3

#### READING

**1 Read the news article about the use of antibiotics. Match the descriptions (1–5) to the correct paragraph (A–E).**

- 1 explaining the cause of the problem \_\_\_\_\_
- 2 defining antibiotics \_\_\_\_\_
- 3 a possible future situation \_\_\_\_\_
- 4 explaining the consequences of the problem \_\_\_\_\_
- 5 introducing the problem \_\_\_\_\_

**A** According to a recent government report, one of the biggest dangers currently facing the world is neither war nor food shortages. It is in fact the growth in drug-resistant bacteria caused by the overuse of antibiotics, which according to many researchers, could become a catastrophic global threat in the near future.

**B** Antibiotics are a medicine that destroys harmful bacteria in the body. Alexander Fleming was the first scientist to conduct research into antibiotics when he discovered penicillin in 1929. Since 1945, antibiotics have been widely used in the fight against potentially fatal infections, and this medicine has helped countless people around the world.

**C** However, according to many researchers, antibiotics are now being overused. Doctors often prescribe them to patients, whether or not they really need them. In addition, farmers routinely mix antibiotics with animal food in the belief that this keeps their livestock healthy, and maximizes profits. These antibiotics eventually find their way into the human food supply as well.

**D** The problem is that every time a patient takes antibiotics or humans eat meat from animals that have been given food containing them, some bacteria are destroyed, but some also remain. These surviving bacteria can quickly grow and multiply. As many types of bacteria are now overexposed to antibiotics, they become stronger. In other words, the more we use antibiotics, the more bacteria evolve and become resistant to modern drugs.

**E** New forms of tuberculosis and E-coli infections have recently been observed by doctors in the UK. They warn that highly dangerous forms of these bacterial diseases are becoming increasingly common and that soon they may be much more difficult, or even impossible to treat. According to some scientists, drug-resistant bacteria could become an even bigger problem for mankind than climate change, unless we stop overusing antibiotics.

**2 Read the article again. Choose the best answer (a–c) to complete each sentence.**

- 1 Drug-resistant bacteria refers to bacteria which  
a are not affected by medicine.

b are destroying medicine.

c cannot fight medicine.

2 Antibiotics have the ability to

a fight medicine.

b harm the body.

c save lives.

3 Antibiotics are

a not only consumed by patients.

b used by doctors only when necessary.

c helping doctors become rich.

4 The overuse of antibiotics is helping

a to destroy bacteria.

b bacteria to change and become stronger.

c patients to become healthier.

5 It is possible that

a bacteria could cause climate change.

b doctors will now stop looking for new diseases.

c diseases will be impossible to treat in the future.

## VOCABULARY

### 3 Choose the best word to complete each sentence.

1 Alternative/Conventional medicine, such as acupuncture, can be used instead of clinical drugs.

2 Not all doctors believe the government should fund/debate homeopathic treatments.

3 The patient/doctor was prescribed antibiotics after the infection got worse.

4 I am not a critic/proponent of homeopathy – I think it is dangerous if someone is seriously ill.

5 It might be true that we are overusing antibiotics – but we need to see belief/evidence of this.

6 After Abigail was given consultation/treatment for her illness, she got better quickly.

7 If you have a headache, the best medication/remedy is to lie down and close your eyes.

8 Doctor Singh has been a practitioner/professional of alternative medicine for 20 years.

9 She has been going to therapy/illness every week since the accident.

10 Natural/Synthetic medicines are usually made from herbs and other plants.

## LANGUAGE DEVELOPMENT

4 Complete the sentences with words in the list: *cosmetic; drug; sedentary; preventable; epidemic.*

1 An \_\_\_\_\_ is a disease which spreads to a huge number of people in a very short time.

2 The likelihood of obesity is increased if you have a \_\_\_\_\_ lifestyle. It is important to make exercise part of your daily routine.

3 A \_\_\_\_\_ illness is one which can be avoided by making changes to your lifestyle.

4 Some people choose to undergo \_\_\_\_\_ surgery to improve the way they look.

5 Addiction to sleeping pills is a type of \_\_\_\_\_ dependency.

### 5 Choose the best word (a–c) to complete each sentence.

1 Surgeons need to work with great \_\_\_\_\_ during an operation.

2 If you want to work in the \_\_\_\_\_ profession, you will need to train for several years.

3 The government has banned this drug – it is now \_\_\_\_\_.

4 Nurses often have to work in \_\_\_\_\_ conditions – in overcrowded hospitals.

5 People in this country do not have access to \_\_\_\_\_ health care.

1 a patients b precision c profession

2 a medicine b medication c medical

3 a alternative b illegal c adverse

4 a adverse b adequate c adversity

5 a adequate b complex c physical

## GRAMMAR FOR WRITING

### 6 Add the missing article (a, an or the) to each sentence.

1 I went to the pharmacy to pick up antibiotics which my doctor had prescribed me.

2 One of biggest problems with doctors is that they are often far too busy.

3 I have appointment at the clinic next week – I hope it will be OK.

4 I am having surgery on my foot tomorrow – after that, I will have short holiday from work.

5 Most governments recognize that obesity is growing problem.

### 7 Complete the sentences with language of concession from the list: *despite; despite the; spite; nevertheless; even though*.

1 \_\_\_\_\_ fact that smoking is very unhealthy, many people find it difficult to give up.

2 I started running three times a week. \_\_\_\_\_, I am still finding it difficult to lose weight.

3 Some doctors are still prescribing this drug, in \_\_\_\_\_ of the risks.

4 \_\_\_\_\_ the government's warning, people are still taking too many antibiotics.

5 \_\_\_\_\_ I eat healthy food and exercise regularly, I still get colds a few times a year.

## ACADEMIC WRITING SKILLS



**8 Read the essay question. Then look at the sentences and mark the three which do not belong in an introduction to the essay with a cross.**

‘Alternative medicine is becoming more widely used. However, many people argue that it should not be used to treat serious illnesses.’ Do you agree?

1 The phrase ‘alternative’ is used because it does not use conventional drugs to treat people.

2 In conclusion, this essay has argued that homeopathy should not be used in place of conventional medicine.

3 It has been used for thousands of years, but has only recently grown in popularity in the West.

4 I would agree that alternative medicines should not be used to treat very serious illnesses.

5 In this section, I will discuss the advantages of alternative medicine.

6 This essay will discuss the advantages and disadvantages of alternative medicine.

7 For this essay, I conducted interviews with several practitioners of alternative medicine, as well as patients. My findings will be presented, along with my own personal opinion.

8 I will first give a brief history of alternative medicine. I will then go on to discuss the possible advantages, before listing some of the many disadvantages.

9 Alternative medicine has recently become more and more fashionable, with people experimenting with homeopathy and acupuncture as new forms of treatment.

10 I will now go on to discuss the results of my research.

**9 Match the seven correct sentences in the essay introduction to the features (a–g) below.**

a a general introduction \_\_\_\_\_

b the main aim of the essay \_\_\_\_\_

c limited background information about the subject \_\_\_\_\_

d an initial response to the question \_\_\_\_\_

e the definition of the topic \_\_\_\_\_

f the methods and results of research \_\_\_\_\_

g the organization of the essay \_\_\_\_\_

#### **Задание к зачету 4**

### **READING**

**1 Read the article about why people take risks. Tick the five questions answered in the article.**

1 What did Felix Baumgartner achieve?

2 How did Felix Baumgartner prepare for his jump?

3 What do some risk-takers want to prove to other people?

4 What are some of the rewards that risk-takers get?

5 Do men take more risks than women?

6 Why do some people take risks, even though no-one is watching them?

- 7 What are some of the bad things that happen when risk-taking goes wrong?
- 8 What happens inside our bodies when we take risks?

In October 2012, the skydiver Felix Baumgartner set a new world record. After sitting inside a tiny capsule at the edge of space, he jumped out when he was 39 kilometers above the Earth. Falling to the ground, he reached a speed of 1,357 kph and broke the sound barrier. This ten-minute jump was extremely well-prepared. Nevertheless, it was a very risky thing to do, and raises the question: Why are some people attracted to dangerous activities?

One reason may be to get attention – Felix Baumgartner's jump was watched by around 8 million people on YouTube. Some people feel a need to show that they are the fastest or the best at something, and taking public risks is one way to do this. For some competitive individuals (especially in the worlds of sport and business), the financial rewards of taking a risk and achieving what you want can be enormous. Furthermore, if you have taken a risk and won through, then your achievements may be remembered for a very long time. The more thrilling the risk, the bigger the win. Everybody knows who the first person to walk on the Moon or the first team to climb Mount Everest was – but few people know the fifth or ninth people to do so. However, there are many occasions when people take risks without an audience, for example, in high-risk sports, such as cave diving or mountain climbing. It is clear, then, that there must be other rewards for not playing it safe. One might be the 'adrenaline rush' that people get when they do something dangerous. In frightening situations, the chemical adrenaline is released into our bodies. This makes our hearts beat faster, and helps our bodies if we have to fight or run away. It is possible that this level of excitement might be a reason some people continuously try out exhilarating activities.

In summary, it seems that many people take risks because they dream of success. Of course, there is always the possibility of terrible failure too. At the same time, if everything goes well in a risky activity, then the rewards can be great.

**2 Read the article again. Are the statements true (T), false (F) or the article does not say (DNS)?**

- 1 It's possible to get a lot of money if you take a risk and succeed. \_\_\_\_\_
- 2 People don't always remember that something can be dangerous. \_\_\_\_\_
- 3 People rarely take risks when they are alone. \_\_\_\_\_
- 4 Adrenaline makes people want to avoid risk. \_\_\_\_\_
- 5 Risk-takers take bigger and more dangerous risks each time they do something. \_\_\_\_\_

**VOCABULARY**

**3 Choose the best word in each sentence.**

- 1 In most countries, it is compulsory/responsibility to wear a seatbelt when you are driving.

2 Some people want to action/prohibit the cars in the city centre to make it safer for children.

3 My company has many health and safety regulations/responsibilities. For example, you must not pick up heavy boxes by yourself.

4 If you take a risk, then you are liable/play it safe if anything goes wrong.

5 When you become a parent, you have a lot of responsibility/legislation for your child's happiness.

6 The government is considering new ban/legislation to lower the age that you can start driving.

7 We must take action/liable to stop the problem before it gets worse.

8 It's better to trial and error/play it safe rather than take a risk.

9 After her accident, she was banned/trial and error from driving for two years.

10 I didn't know how to solve the problem – it was just a process of trial and error/play it safe.

## LANGUAGE DEVELOPMENT

**4 Put the words in the correct part of the table, according to their meaning:** *authorize; limit; permit; prohibit; legalize; restrict; criminalize.*

allow	curb	ban
authorize	limit	

**5 Match the academic nouns (1–5) to their synonyms (a–e).**

1 reduction	a chaos
2 legislation	b unhappiness
3 confusion	c law
4 dissatisfaction	d fall
5 regulation	e rule

## GRAMMAR FOR WRITING

**6 Complete the sentences with the correct cause and effect language. You will not need to use all the language in the list:** *because of; results; consequently; a result of; means; leads.*

1 It is possible that cars will be banned from the city center next year. This \_\_\_\_\_ that people will have to park outside the center and use public transport more.

2 Research shows that we get an adrenaline rush when we are afraid or stressed. \_\_\_\_\_ this, the heart begins to beat faster and we are more prepared to fight or run away.

3 He took a risk, but unfortunately it went wrong and he had an accident. \_\_\_\_\_, he spent two weeks in hospital, and says he will never do anything dangerous again.

4 I took a big risk when I decided to leave my job but as \_\_\_\_\_ this, I am now working for a better company and earning more money.

**7 Rewrite the sentences starting with the word given and using the words in brackets.**

1 It is acceptable to take risks if you are well prepared.  
Provided \_\_\_\_\_ . (that)

2 Most risks are fine if you don't put other people in danger.  
As \_\_\_\_\_ . (long as)

3 You can use the car if you bring it back safely.  
You \_\_\_\_\_ . (on the condition that)

**ACADEMIC WRITING SKILLS**

**8 Look at the paragraphs in the essay below. Match the topics (1–5) to each paragraph (A–E).**

- 1 the writer's conclusion \_\_\_\_\_
- 2 why exposing children to risk can be harmful \_\_\_\_\_
- 3 why exposing children to risk can be positive \_\_\_\_\_
- 4 some general characteristics of children \_\_\_\_\_
- 5 introducing the essay \_\_\_\_\_

**A** \_\_\_\_\_ I will first give reasons why some parents might let their children experience risk, and what the advantages may be. I will then go on to discuss some of the disadvantages. Finally, I will summarize the arguments and give my own opinion.

**B** \_\_\_\_\_ This allows them to experiment and learn things which are useful in later life. For example, if a young child is playing on a sofa and falls off, then they learn the important rule that playing on a sofa is dangerous. This may help them realize how to be careful, and how to realize what is safe and what is not.

**C** \_\_\_\_\_ Too much risk is obviously a bad thing if a child becomes hurt or frightened. This can lead to the child developing a phobia or being unable to cope with certain situations. For example, if a child has a bad experience with an aggressive dog when they are young, then this might teach them to be afraid of animals in later life.

**D** \_\_\_\_\_ As they develop, they will therefore learn what is dangerous and what is not. Most young children do not really understand the idea of risk and are happy to get into trouble. This means that children are probably natural risk-takers, and this may actually be a valuable way to learn about the world and to experiment.

**E** \_\_\_\_\_ After all, one of the roles of the parent is to help and teach their children, so supervised risk is probably very useful for them as they learn the consequences of their actions. Of course, children should not be put in very dangerous situations, but they should certainly be encouraged to try things out. If things sometimes go wrong, for example if they hit their heads, then this could actually be a useful life lesson.

**9 Complete the essay with the correct topic sentence number (1–5).**

- 1 Almost all children have a natural curiosity. \_\_\_\_\_
- 2 This essay will discuss whether children should be exposed to risk. \_\_\_\_\_
- 3 My own opinion is that children should be allowed to experience some risk, but only with the supervision of adults. \_\_\_\_\_
- 4 There are certainly some advantages of letting children experience risk. \_\_\_\_\_
- 5 There are also disadvantages to letting children be exposed to risk. \_\_\_\_\_

### Задание к зачету 5

#### READING

**1 Read the article about tea production. Match the headings (1–5) to the correct paragraph (A–E).**

- 1 The finished product \_\_\_\_\_
- 2 Collecting the tea \_\_\_\_\_
- 3 The tea plant \_\_\_\_\_
- 4 A much-loved drink \_\_\_\_\_
- 5 Creating two forms of tea \_\_\_\_\_

**A** Tea, which is mostly grown in China, India, Sri Lanka and Japan, is popular all over the world. Although most people are aware of where their tea comes from, few understand how it is made.

**B** The tea bush (*Carmellia sinensis*) is much smaller than a tree, at just over one meter high. It is cultivated mainly in subtropical climates at altitudes of over 1,000 meters. Each bush grows for up to 15 years before the leaves are ready to harvest. Even then, only the top leaves are actually used in tea production. Therefore, a lot of bushes are needed to make even a small quantity of tea, and it is not surprising that tea plantations can cover hundreds of kilometers.

**C** The tea leaves are always hand-picked to ensure that only the best-quality leaves are taken to the factory. There, they are dried for up to a day. What happens after this process determines the color of the tea. Perhaps the most well-known forms of the drink are black and green varieties. In fact, there is no difference in the tea leaves at the time they are picked.

**D** Black tea is made by allowing the dried leaves to come into contact with the air for another three or four hours. The oxygen reacts with the tea leaves and makes them turn a dark brown. The process is different for making green tea. After drying, the leaves are heated to stop them reacting with oxygen in the air, so that the original green color does not change. During this process, special ingredients (such as jasmine flowers) might also be added to enhance the flavor of the tea.

**E** After this process, most tea is blended (or mixed) with other teas to create the best possible taste. It is then stored or placed in tea bags, ready to be distributed over hundreds or perhaps thousands of kilometers to the person who will eventually add the tea to boiled water.

**2 Read the article again. Are the statements below true (T), false (F) or the article does not say (DNS)?**

- 1 China is one of the biggest tea-drinking nations in the world. \_\_\_\_\_
- 2 Most of the tea plant is not used. \_\_\_\_\_
- 3 All tea is black when it is picked. \_\_\_\_\_
- 4 Green tea is healthier than black tea. \_\_\_\_\_
- 5 Most of the tea we drink is from lots of different tea plants. \_\_\_\_\_

### VOCABULARY (10 marks)

**3 Complete the sentences with the words in the list:** *dry; harvest; mould; products; package; grind; shell; melt; manufacturer; roast.*

- 1 I drink coffee, but I don't have it with milk. I can't have dairy \_\_\_\_\_ .
- 2 After the tea leaves have been picked, you need to \_\_\_\_\_ them for several hours until there is no more water left in them.
- 3 You \_\_\_\_\_ the meat by cooking it in an oven for an hour.
- 4 The liquid chocolate was poured into the \_\_\_\_\_ and when it became cool and hard, the chocolate was in the shape of a heart.
- 5 Eggs, nuts and seeds all have a \_\_\_\_\_, which you break to get the food inside.
- 6 We had a good \_\_\_\_\_ this year. The weather was fine, which meant that we were able to grow a lot of food.
- 7 Chocolate will \_\_\_\_\_ in a warm place. So don't leave it in your trouser pocket!
- 8 Chocolates usually come in an attractive \_\_\_\_\_, such as a large box.
- 9 You need to \_\_\_\_\_ the coffee beans into a powder, and then they are ready to add to water.
- 10 Cadbury's is a famous chocolate \_\_\_\_\_ which started selling tea, coffee and chocolate in the UK in 1824.

### LANGUAGE DEVELOPMENT

**4 Write an academic synonym for the verbs in bold. Use the words in the list:** *consult with; distributing; extracted; cultivated; emerged.*

- 1 Tea is **grown** in the mountains of Sri Lanka and India. \_\_\_\_\_
- 2 I had to **talk to** my manager before I was able to make any decision. \_\_\_\_\_
- 3 The café was **giving out** free small samples of coffee on the street in an attempt to attract customers. \_\_\_\_\_
- 4 New findings about the positive health effects of coffee have **appeared** in the last few years. \_\_\_\_\_
- 5 Caffeine can be **removed** from coffee to make a decaffeinated version of the drink. \_\_\_\_\_

**5 Choose the best word (a–c) to complete each sentence.**

- 1 Tea \_\_\_\_\_ was developed by the Chinese thousands of years ago.
- 2 The \_\_\_\_\_ design was not a great success – most people preferred the original.
- 3 Temperature changes were monitored during the \_\_\_\_\_ the coffee to France.

4 We are hoping to improve our product \_\_\_\_\_, so that the customer receives the items more quickly.

5 Coffee \_\_\_\_\_ is something people can do at home, if they have the right equipment.

1 a cultivated b cultivation c cultivate

2 a alter b altered c alteration

3 a transport b transportation c transportation of

4 a distribution b distribution of c distribute

5 a grinding b grind c ground

## GRAMMAR FOR WRITING

**6 Join the sentences together starting with the words given. Use passive structures in each sentence.**

1 The machine cuts the paper to the correct length. It is sold on rolls.  
Before \_\_\_\_\_ by a machine.

2 Make sure the chocolate is cool. Take it out of the mould.  
Before \_\_\_\_\_ completely cool.

3 Grind the coffee. Use it immediately.  
After \_\_\_\_\_ immediately.

4 The product is checked very carefully. It is distributed.  
Before \_\_\_\_\_ very carefully.

5 The tea leaves are picked. Then someone takes them to the factory.  
After \_\_\_\_\_ the factory.

## ACADEMIC WRITING SKILLS

**7 Look at the sentences below. Match the underlined details (1–5) to the descriptions (a–e).**

1 Tea, which is mostly grown in China, India, Sri Lanka and Japan, is popular all over the world. \_\_\_\_\_

2 Tea is cultivated in subtropical climates at altitudes of over 1,000 meters.  
\_\_\_\_\_

3 Each bush grows for up to 15 years before it is ready for harvesting. \_\_\_\_\_

4 After drying, the leaves are heated to stop them reacting with oxygen in the air. \_\_\_\_\_

5 The tea is hand-picked to ensure that only the best quality leaves are taken to the factory. \_\_\_\_\_

a explaining where something happens

b saying what happens next

c explaining why something happens

d giving an extra detail

e saying what happened earlier

**8 Complete the sentences (1–5) with the extra details (a–e).**

1 Coffee is grown in many areas \_\_\_\_\_.

2 Coffee trees, \_\_\_\_\_, take four years to grow.

- 3 Then, \_\_\_\_\_, they are ready to pick.
- 4 Next, \_\_\_\_\_, they are picked by hand.
- 5 The beans are picked by hand \_\_\_\_\_.

- a before the beans are processed
- b including Central America, the Caribbean and Africa.
- c to make sure only the best ones are selected.
- d which are actually fruit trees
- e after the coffee beans turn red

**Задания к экзамену:  
Задание к экзамену 1**

**READING**

**1 Read the article about an idea for predicting a tsunami. Match descriptions (1–5) to the correct paragraph (A–E).**

- 1 A more complicated disaster. \_\_\_\_\_
- 2 Considering a new early warning system. \_\_\_\_\_
- 3 Animals seemed to be aware of what was going to happen. \_\_\_\_\_
- 4 No proof is available. \_\_\_\_\_
- 5 Animals may have an ability which we cannot yet understand. \_\_\_\_\_

**A** When a devastating tsunami hit the island of Sri Lanka in December 2005, it caught people by surprise. An earthquake had struck underneath the Indian Ocean, and no-one was able to predict the catastrophe in time. However, according to many witnesses, animals somehow knew what was happening a long time before humans did. Elephants were seen running away from the sea, and birds such as flamingos were noticeably upset. And at Yala National Park on the southern Sri Lankan coast, very few dead animals were found, despite the park being home to leopards, elephants, bears and hundreds of other large animals.

**B** This has led some people to ask whether animals have some kind of sixth-sense – an ability to understand what is happening without using the traditional senses of sound, sight and so on. It has also led some people to wonder whether animals might be able to provide humans with an early warning that disasters are about to strike.

**C** Another catastrophic tsunami struck Japan in 2011. It, too, was also an unpredictable event, but its large-scale devastation also forced the country to deal with a major environmental disaster, when the Fukushima nuclear plant was hit.

**D** Although there were no reports of animals running away from the sea before this tsunami, the Japanese city of Susaki has debated whether or not to try out an early-warning system which involves animals. According to various reports, birds such as chickens have been seen getting excited just before large earthquakes. Cats and dogs have also been observed behaving unusually before such events. The mayor of Susaki has thought about asking residents to prepare themselves if they notice animals suddenly behaving in a strange way.



**E** However, as yet, there is no reliable scientific evidence that animals really can sense a disaster is about to strike. Because of this, the Japanese government cannot base important decisions on the way some animals might behave.

**2 Find the words below (1–5) in the interview. Match them to the ideas they refer to (a–h). You will not need to use all the ideas.**

1 it \_\_\_\_\_

4 they \_\_\_\_\_

2 this \_\_\_\_\_

5 Because of this \_\_\_\_\_

3 its \_\_\_\_\_

a It has not been proven that animals know when a tsunami is coming.

b The park is home to many large animals.

c a 2005 tsunami which caused a lot of damage

d residents of Susaki

e Japan.

f a second major tsunami

g Many animals seemed to have known the tsunami was about to occur.

h People were caught by surprise.

## VOCABULARY

**3 Complete the texts with words from the list:** a) *large-scale; severe; major; disaster; barriers; dams.*

The River Danube is one of Europe's 1 \_\_\_\_\_ rivers, and travels through ten different countries. Floods are common along this river, but the flooding of June 2013 was especially 2 \_\_\_\_\_. After a long period of heavy rain, the river rose by up to two meters and caused 3 \_\_\_\_\_ damage to several towns. The center of Passau in Germany was completely underwater for several days, and the flooding destroyed several 4 \_\_\_\_\_ along the way. Luckily, capital cities such as Vienna, Bratislava and Budapest were safe from 5 \_\_\_\_\_, because of effective flood 6 built over 100 years ago.

b) *seasonal; hurricanes; long-term; devastating.*

Strong, violent winds known as 7 \_\_\_\_\_ are common near the Atlantic Ocean. They are 8 \_\_\_\_\_ and tend to occur between June and November. In October 2012, a 9 \_\_\_\_\_ storm struck the US, including cities such as New York City and Washington in its path. Several parts of New York were flooded, and the New York Stock Exchange closed for two days. The disaster caused 10 \_\_\_\_\_ damage to New York State, as more than 100,000 homes were destroyed. In total, the storm created an estimated US \$68 billion in damage.

## LANGUAGE DEVELOPMENT

**4 Complete the table by writing the verb phrases as noun phrases.**

1 a report written by the government	_____
2 mitigating a disaster	_____
3 reducing risk	_____
4 protecting against floods	_____
5 manufacturing products	_____

**5 Choose the best word (a–c) to complete the collocations.**

1 The 2011 Japanese tsunami was a \_\_\_\_\_ disaster which affected millions of people.

2 Passau, in Germany, experienced \_\_\_\_\_ flooding when the River Danube burst its banks in 2013.

3 The new dam is \_\_\_\_\_ project which involves engineers from four different countries.

4 \_\_\_\_\_ drought has meant that this region has been unable to grow enough food this year.

1 a major b long-term c seasonal

2 a severe b natural c ambitious

3 a a severe b a terrible c an ambitious

4 a Natural b Prolonged c Major

**GRAMMAR FOR WRITING****6 Complete each sentence using the prompts.**

1 important / prepare / natural disasters

It \_\_\_\_\_.

2 surprising / more people didn't know / about the tsunami

It \_\_\_\_\_.

3 worth / remember / earthquakes can happen at any time

It \_\_\_\_\_.

4 good idea / prepare for emergencies

It \_\_\_\_\_.

5 sad fact / many homes were destroyed in the hurricane

It \_\_\_\_\_.

**ACADEMIC WRITING SKILLS****7 Put the sentences (a–e) in order to make a paragraph.**

a It was caused by an undersea earthquake approximately 70 km out to sea.

b In March 2011, Eastern Japan was hit by a major tsunami. \_\_\_\_\_

c All in all, it was one of the worst disasters ever to hit the country. \_\_\_\_\_

d This was the fifth-most powerful earthquake ever recorded. \_\_\_\_\_

e The earthquake caused waves of up to 40 meters to travel 10 km inland and caused large-scale damage. \_\_\_\_\_

**8 Match the functions 1–5 to the sentences (a–e) above.**

1 final summary sentence \_\_\_\_\_

2 topic sentence – introducing what happened \_\_\_\_\_

3 illustrating what happened with examples \_\_\_\_\_

- 4 explanation of why it happened \_\_\_\_\_  
5 further details of the explanation \_\_\_\_\_

## Задание к экзамену 2

### READING

**1 Skim read the article about preserving old buildings. Tick the five opinions mentioned in the article.**

- 1 Modern Dubai looks nothing like it did in the past. \_\_\_\_\_  
2 Some tourists enjoy visiting famous skyscrapers. \_\_\_\_\_  
3 Most Japanese people do not like old styles of architecture. \_\_\_\_\_  
4 Prague spends a lot of money preserving its architecture. \_\_\_\_\_  
5 There needs to be more shopping malls in the Italian capital of Rome.  
\_\_\_\_\_  
6 The old buildings of Rome have great historical significance. \_\_\_\_\_  
7 We need to build more skyscrapers for future generations to live in. \_\_\_\_\_  
8 The Eiffel Tower was not supported by everyone when it was first built.  
\_\_\_\_\_

Throughout history, cities have always changed and grown. As the human population expands, cities need to get bigger, and often taller. Some of the most famous buildings in the world are also the tallest: the 830-metre-high Burj Khalifa in Dubai or the twin Petronas Towers in Kuala Lumpur. However, this rapid development comes at a price. Many old buildings in cities like Kuala Lumpur, Singapore or Shanghai have disappeared, to be replaced by new shopping malls, luxury hotels and skyscrapers. Some places like Dubai have changed out of all recognition in the last 20 years.

However, is this a bad thing? After all, beautiful new skyscrapers and shopping malls do attract tourists. Also, for residents, it is not always safe to live alongside old buildings. In places like Tokyo, there are few very old buildings, most having been destroyed by fires or large earthquakes. In addition, older buildings tend to be small and inconvenient for large cities where overcrowding is already a problem. The cost of maintaining old buildings can also often be huge, especially in cities such as Prague which have extensive old town centers.

On the other hand, some old buildings do have enormous cultural importance. There are few people who would suggest tearing down the ancient buildings of Ancient Rome to build a new shopping mall. Its buildings are simply too precious. They are not only beautiful, but tell us a great deal about how past generations lived. We have to take responsibility for conserving important buildings for future generations to enjoy and learn from.

In conclusion, it is difficult to argue that we should forbid the creation of new buildings. Cities do change and evolve over time. Of course, there are those who don't appreciate modern architecture, but it's worth bearing in mind that when the famous Eiffel Tower of Paris was opened in 1889, it was widely criticized as being 'useless and monstrous'. Each generation creates its own architectural styles, and

we should continue that. In short, we need to be able to expand our cities in a way that respects architecture from the past but looks to the future.

## 2 Match the sentences (1–5) from the article to the paraphrases (a–e).

1 However, this rapid development comes at a price. \_\_\_\_\_

2 Also, for residents, it is not always safe to live alongside old buildings.  
\_\_\_\_\_

3 On the other hand, some old buildings do have enormous cultural importance. \_\_\_\_\_

4 We have to take responsibility for conserving important buildings for future generations to enjoy and learn from. \_\_\_\_\_

5 In short, we need to be able to expand our cities in a way that respects architecture from the past but looks to the future. \_\_\_\_\_

a Tourists may appreciate old buildings, but that doesn't mean they are suitable for citizens.

b Modernization does have its disadvantages.

c We need to find a compromise between preserving existing architecture and developing cities.

d It is our role to preserve old buildings for our children and grandchildren to appreciate.

e Architecture is a significant part of a nation's identity.

## VOCABULARY

3 Complete the sentences with words from the list: *tower; tomb; skyscrapers; straw; affordable; efficient; install; green; compromise; durable.*

1 Buildings in places where there are hurricanes need to be built of very \_\_\_\_\_ materials.

2 I work in an office \_\_\_\_\_ in the city center.

3 More people would be willing to \_\_\_\_\_ solar panels on buildings if the cost was lower.

4 It is often more \_\_\_\_\_ to rent a home than to buy one, especially if you live in a city.

5 The \_\_\_\_\_ in which he was buried is located in northern Egypt.

6 Originally \_\_\_\_\_ were buildings which were more than 10 stories high.

7 There are many advantages to living in a \_\_\_\_\_ building – energy costs are much lower.

8 This building is not energy \_\_\_\_\_. It loses a lot of heat through its windows.

9 After much discussion, we reached a \_\_\_\_\_ on the cost of the new building.

10 Before the use of stone and bricks, many houses were built with mud and \_\_\_\_\_.

## LANGUAGE DEVELOPMENT

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

1 We need to care more about the \_\_\_\_\_ of our cities. (environment)

2 The building is very \_\_\_\_\_ – it wasn't designed to be attractive. (function)

3 I work more \_\_\_\_\_ when I am at home. (efficient)

4 This building is really ugly and seems to \_\_\_\_\_ everyone who works in it.  
(depress)

5 If we want to construct skyscrapers, then we should do so \_\_\_\_\_.  
(responsible)

6 Lecce in Italy has beautiful baroque-style \_\_\_\_\_. (architect)

### 5 Choose the best word (a–c) to complete each sentence.

1 The \_\_\_\_\_ of old buildings for future generations is very important.

2 The government should have a \_\_\_\_\_ around the city to prevent urban sprawl.

3 The factory is on the \_\_\_\_\_ of the city – it takes an hour to get there from the center.

4 The hotel only has basic \_\_\_\_\_, such as a 24-hour coffee machine.

1 a compromise b responsibility c conservation

2 a green belt b green c environmentalism

3 a affordable b outskirts c urban sprawl

4 a amenities b architecture c functionalism

### GRAMMAR FOR WRITING

6 Write an academic synonym for the words and phrases in bold. Use the words in the list: *calculate; justified; fundamentally; approximately; of no benefit to; considerable; have a positive impact on; critical; undoubtedly; a great deal.*

1 It is **really important** that we plan for population increases in our city.

\_\_\_\_\_ 2 We urgently need to **figure out** how much it will cost to renovate this building. \_\_\_\_\_

3 There is, **for sure**, a competition to see who can build the tallest skyscraper.

\_\_\_\_\_ 4 It seems there are **loads** of people who want to preserve, historical buildings. \_\_\_\_\_

5 **Basically**, the problem is that there are not enough places to live. \_\_\_\_\_

6 It is not clear that the costs of installing solar panels to a building are **worth it**. \_\_\_\_\_

7 There are **something like** 13 million people living in Tokyo. \_\_\_\_\_

8 A new skyscraper can **be really good for** the image of a city. \_\_\_\_\_

9 Destroying old buildings is a **really bad idea** for our national culture. \_\_\_\_\_

10 You need to invest a **really big** amount of money to create any kind of large building. \_\_\_\_\_

### ACADEMIC WRITING SKILLS

7 Complete the sentences with a word or phrase from the list: *That is why; For these; In spite of this; These; This.*

1 Dubai has undergone an extensive construction program over the last two decades. \_\_\_\_\_, parts of the old city remain unchanged.

2 As well as large earthquakes, Tokyo is also prone to typhoons. \_\_\_\_\_ reasons, skyscrapers in this city are specially designed to withstand great shocks.

3 The Eiffel Tower in Paris is one of the world's popular tourist attractions. \_\_\_\_\_ means that there are often very long queues to visit it.

4 The Great Pyramid of Giza was built of very heavy stone. \_\_\_\_\_ it has survived for several thousand years.

5 Some people believe that we can preserve anything we want through photos or film. \_\_\_\_\_ people see no problem in replacing old architecture with new buildings.

**8 Match sentences (1–5) with the most appropriate follow-up sentence, (a–j). You will not need to use all the follow-up sentences.**

1 Some cities have very large populations. \_\_\_\_\_

2 Skyscrapers should be designed with high safety standards in mind. \_\_\_\_\_

3 Some cities expand upwards, and some expand outwards. \_\_\_\_\_

4 We need to reduce the amount of cars in our cities. \_\_\_\_\_

5 It is better to spend more money on preserving old buildings than creating new ones. \_\_\_\_\_

a This is because historical buildings are important for our culture.

b This can lead to overcrowding if there are not enough places to live.

c Natural disasters can be a problem if skyscrapers are built in areas where they are common.

d People can enjoy old buildings more.

e Urban sprawl can therefore be a problem.

f This is especially important in places where natural disasters are common.

g The latter can result in urban sprawl if construction continues without limit.

h Pollution from traffic is destroying our buildings.

### Задание к экзамену 3

#### READING

**1 Read the article. Match the descriptions (1–4) to the correct paragraph (A–D).**

1 Explaining the idea \_\_\_\_\_

2 Well-known sources of energy \_\_\_\_\_

3 Using the technology in a real-life situation \_\_\_\_\_

4 How much power could we create? \_\_\_\_\_

**A** Most people are aware that fossil fuels are problematic. Not only are we running out of these resources, they also contribute to global pollution. Equally, most of us are familiar with alternative, renewable power sources, which aim to capture energy from the sun, the wind or even the sea. However, here is one unusual idea you may not have heard of.

**B** There are well over seven billion people living in the world, and most of us move a lot each day. Scientists have known for a long time that electricity can be produced whenever pressure is applied to an object, for example with a footstep. If

buildings or streets were equipped with sensitive floors, then a large amount of energy could be produced from people's footsteps. This is called piezoelectricity (piezo comes from the Greek word for 'press').

**C** One footstep alone cannot generate a great deal of power. According to research, a single footstep produces enough energy to keep a small light bulb working for just one second. However, around 28,500 footsteps would be enough to operate an electric train for one second. If we consider that over three million passengers walk through Shinjuku train station in Tokyo each day, then it is clear that a large amount of power could be generated this way.

**D** This idea may seem unusual, but some nightclubs in the Netherlands and the UK have already introduced motion-sensitive dance rooms. Each floor contains crystals which produce electricity when they are pressed. As you can imagine, the large number of people dancing in these places results in a lot of piezoelectricity, which is then fed to nearby batteries to power the nightclub. Although these 'eco-discos' are not powered completely by alternative means, they have significantly reduced their energy bills.

## 2 Find the words below in the article. Use the context to match them to the meanings (a–f).

- 1 pressure \_\_\_\_\_
- 2 sensitive \_\_\_\_\_
- 3 generate \_\_\_\_\_
- 4 footstep \_\_\_\_\_
- 5 operate \_\_\_\_\_
- 6 motion \_\_\_\_\_

a create

b movement

c the force produced when one object pushes against another

d the action of a person's foot touching the ground

e easily changed or affected by something

f to make something work

## VOCABULARY

### 3 Match the words (1–10) to the definitions (a–j).

- |                           |                              |
|---------------------------|------------------------------|
| 1 biofuel _____           | 6 solar energy _____         |
| 2 geothermal energy _____ | 7 wind turbine _____         |
| 3 fossil fuels _____      | 8 carbon neutral _____       |
| 4 carbon footprint _____  | 9 pollution _____            |
| 5 hydroelectricity _____  | 10 motorized transport _____ |

a The use of the power of the sun to create electricity

b A measurement of how much carbon dioxide someone produces in their everyday life (for example, by driving, heating their home, etc.)

c Vehicles such as cars, planes, etc.

d Coal, gas or oil, formed underground and made from ancient plants or animals

- e Power created from natural heat sources below the ground
- f A large machine that creates electricity from moving air
- g Power taken from moving water sources, such as rivers
- h Fuel made from living things or their waste
- i Doing things to reduce your carbon dioxide output by the same amount as you produce it (e.g. by planting trees)
- j Damage caused to the air, water, etc. by harmful substances

## LANGUAGE DEVELOPMENT

### 4 Choose the best word (a–c) to complete the collocations.

- 1 Industrial \_\_\_\_\_ is one of the leading causes of global warming.
  - 2 Oil \_\_\_\_\_ is set to decline in the next 50 years.
  - 3 We need to find renewable \_\_\_\_\_ of energy in order to reduce our dependence on oil and coal.
  - 4 It is possible for cars to run on alternative \_\_\_\_\_ such as solar energy or natural gas.
  - 5 A nuclear accident would be a major environmental \_\_\_\_\_ .
- 1 a energy b pollution c fuel  
 2 a production b fuel c energy  
 3 a fuels b problems c sources  
 4 a production b fuels c problem  
 5 a problem b source c pollution

### 5 Write an academic synonym for the verbs in bold. Use the words in the list: *contesting; utilizes; consulting; instigate; diminishing.*

- 1 Oil and coal reserves are **decreasing** rapidly. \_\_\_\_\_
- 2 There is a need to **start** a plan to reduce our carbon footprint. \_\_\_\_\_
- 3 Fewer people are **disagreeing** with the evidence for climate change. \_\_\_\_\_
- 4 After **looking at** the report, we agreed with its findings. \_\_\_\_\_
- 5 This vehicle **uses** 50% petrol and 50% biofuel. \_\_\_\_\_

## GRAMMAR FOR WRITING

### 6 Choose the correct relative pronoun.

- 1 As far as I'm aware, there are few people who/which can live without electricity.
- 2 It wasn't Tokyo, but Sendai which/where was hit by the tsunami.
- 3 I studied Environmental Science which/when I was at university.
- 4 It is not desirable to build wind turbines in areas where/which large amounts of people live.
- 5 Several thousand people, whose/who homes were near the new dam, had to be relocated.

### 7 Complete the phrases to introduce advantages and disadvantages in the texts.



The most 1 o \_ \_ i \_ \_ \_ advantage of nuclear power is that it is relatively clean. One other 2 i \_ \_ e \_ \_ \_ advantage is that after building a power station, it provides quite cheap energy. Of course, the most 3 s \_ \_ i \_ \_ \_ disadvantage is the risk of nuclear pollution if anything goes wrong.

The 4 d \_ \_ t \_ \_ \_ \_ disadvantage of solar power is that you need to invest in a lot of solar panels before you even begin to collect any energy. One other 5 a \_ \_ a \_ \_ \_ \_ disadvantage is that you need to live in a sunny climate for the panels to work successfully.

## ACADEMIC WRITING SKILLS

### 8 Find the mistakes with spelling or a preposition in the sentences and correct them.

- 1 Most government are committed to reducing their carbon footprint.
- 2 One the most serious problems we face today is the risk of climate change.
- 3 We need to protect our environment for our children.
- 4 The problem our dependence on oil is that eventually it will run out.
- 5 Most people nowadays believe that we should not rely so much on fossil fuels.

### 9 Find the mistakes with countable and uncountable nouns in five sentences and correct them.

- 1 We need to book accommodations for our holiday next month.
  - 2 This office doesn't have much furniture, does it?
  - 3 More researches have to be conducted before we can make a decision.
  - 4 I lost my luggage at the airport.
  - 5 This computer had a lot of softwares installed.
- 6 How many equipment do we need to take with us?  
7 I really appreciate all the feedbacks you gave me.  
8 It's difficult to imagine where all this stuff came from.

## Задание к экзамену 4

### READING

#### 1 Read the essay. Match the headings (1–4) to the correct paragraph (A–D).

- 1 Critics of graffiti \_\_\_\_\_
- 2 An old art form \_\_\_\_\_
- 3 Summarizing the arguments \_\_\_\_\_
- 4 In support of graffiti \_\_\_\_\_

**A** Graffiti is present in almost every city in the world. The word itself comes from the Italian *graffiato* which means 'scratched'. Indeed, some of the earliest forms of graffiti can be found in ancient Roman sites. The ruins of Pompeii, in southern Italy, contain a large amount of 2000-year-old graffiti which is of great historical significance. However, in the modern world, graffiti has become something negative, and governments spend a great deal of time and money trying

to clean it off town and city streets. The question remains: Should graffiti be considered an art form?

**B** There are some who argue that graffiti is artistic, as it requires as much skill and technique, as any other art form. It may not appeal to everybody, but no one can ever agree on what is beautiful. Graffiti is usually the work of someone trying to express their feelings and personality, and in addition, it usually tries to send a message to other people. This is why some graffiti artists become famous. Indeed, the well-known French graffiti artist, Blek le Rat, has said that he prefers to show his work on the streets, because there it can be seen by as many people as possible.

**C** There is, of course, an opposing point of view. Perhaps the most important argument against graffiti is that it appears without anyone's permission. In other words, even though nobody asks for graffiti to appear, it does. Art should be about creation, not destruction. However, graffiti may in fact destroy the appearance of a beautiful building, and make whole towns and cities look uglier.

**D** In conclusion, there seems to be one main question regarding graffiti, and that concerns the artist. Does this person have the right to express his or her feelings in public? On the one hand, yes, artists should be free to express themselves. However, art should not destroy what is already beautiful. In this sense, modern graffiti is not art. It is illegal vandalism, and is no more creative than breaking windows or destroying public phone boxes.

## **2 Read the essay again. In which paragraphs (A–D) are the ideas below discussed?**

- 1 Graffiti artists do not respect private property. \_\_\_\_\_
- 2 You need talent to create graffiti. \_\_\_\_\_
- 3 Graffiti can tell us a lot about life in the past. \_\_\_\_\_
- 4 Graffiti artists often want to communicate something. \_\_\_\_\_
- 5 Graffiti is a crime. \_\_\_\_\_
- 6 Graffiti can reduce the overall attractiveness of a city. \_\_\_\_\_

## **VOCABULARY**

**3 Complete the text using words in the list:** *sculptures; calligraphy; banal; cynical; mechanical; fine; creative; acknowledge; aesthetic; photography.*

The 1 \_\_\_\_\_ arts are often thought of as paintings or 2 \_\_\_\_\_ which are admired for their beauty, and have no practical use. In other words, we buy this kind of art because of its 3 \_\_\_\_\_ value, and not because it has any functional use. We 4 \_\_\_\_\_ the 5 \_\_\_\_\_ energy and skill which has gone into making it.

However, can other things be considered as 'art'? What about 6 \_\_\_\_\_, for example – the art of producing beautiful writing? Many ancient Japanese and Chinese texts originally had a functional purpose, but are now considered highly prized works of art. Or 7 \_\_\_\_\_ – can work which relies on a 8 \_\_\_\_\_ device such as a camera really be called 'art'?

Of course, it is common to disagree about what 'art' is. If we think of Marcel Duchamp's Bicycle Wheel (which is simply a bicycle wheel placed on a chair) it is easy to be 9 \_\_\_\_\_ and say that the work is simply an ordinary, 10 \_\_\_\_\_ object.

It's just a bicycle wheel, and therefore not really art. But then again, the artist has used an ordinary bicycle wheel to make us think about what art is. If this happens, he or she has done their job well.

## LANGUAGE DEVELOPMENT

**4 Paraphrase the quotes using the words in the list:** *argued; insisted; denied; suggested.*

1 "The Mona Lisa may have been started in 1503 but it probably wasn't finished until 1517."

He \_\_\_\_\_ that the Mona Lisa may have taken 14 years to finish.

2 "You absolutely must buy this painting – it's beautiful!"

She \_\_\_\_\_ that I buy the painting.

3 "No, I didn't break that vase – I wasn't even in the room!"

He \_\_\_\_\_ breaking the vase.

4 "Although some people think that graffiti is ugly, my view is that it can be beautiful and exciting to look at."

She \_\_\_\_\_ that graffiti could be considered art.

**5 Write an adjective to describe the words and phrases in bold. Use the words in the list:** *lifelike; moving; avant-garde; monumental; abstract; expressive.*

1 I'm sorry, but these paintings are too **modern and original** for my taste – I prefer something a bit more traditional. \_\_\_\_\_

2 Michelangelo's David is a **very big** work of art – the five-meter-high statue can be seen in Florence in Italy. \_\_\_\_\_

3 The paintings of Gustave Courbet are often very **realistic** – they show real people in ordinary situations doing normal activities. \_\_\_\_\_

4 I don't understand why **representing ideas and feelings, not real objects** art such as Mark Rothko or Jackson Pollock paintings can be sold for such high prices. \_\_\_\_\_

5 The film was very **emotional for me** – I don't usually cry in the cinema, but this one left me in tears several times. \_\_\_\_\_

6 Just look at the child in this painting – she has a really **showing what she thinks and feels** face. \_\_\_\_\_

## GRAMMAR FOR WRITING (10 marks)

**6 Match the sentence halves (1–5) with the best ending (a–j). You will not need to use all the endings.**

1 Although many people do not like graffiti, \_\_\_\_\_

2 Michelangelo's sculpture David is five meters tall and \_\_\_\_\_

3 Pablo Picasso was born in Spain in 1881 and \_\_\_\_\_

4 Calligraphy is the art of writing and \_\_\_\_\_

5 Henri Cartier-Bresson was a famous photographer, \_\_\_\_\_

a people not liking graffiti does not make it a crime.

b Picasso's most famous painting is probably Guernica.

c this does not make it a crime.

d Michelangelo's David can be seen in Florence, Italy.  
e whose pictures of 20th-century Paris are very well-known.  
f this art of writing is popular in many Asian and Arab countries.  
g his most famous work is probably Guernica.  
h can be seen in Florence, Italy.  
i is popular in many Asian and Arab countries.  
j Henri and Cartier-Bresson's photographs of 20th-century Paris are very well-known.

**7 Complete the sentences using the best phrases in the list. You will not need to use all the phrases:** *was rich and famous; this; it; some graffiti being sold for a lot of money; the Mona Lisa; doesn't like abstract art; was; not; not easy to understand; doesn't.*

1 Some art is easy to understand, but a lot is \_\_\_\_\_.

2 I like abstract art, but my wife \_\_\_\_\_.

3 Many artists were not rich or famous in their own lifetimes, but Picasso \_\_\_\_\_.

4 The Mona Lisa was stolen in 1911, but \_\_\_\_\_ was returned two years later.

5 Some graffiti art is sold for a lot of money. I know that a lot of people don't agree with \_\_\_\_\_.

### ACADEMIC WRITING SKILLS

**8 Complete the paragraph with words in the list:** *these; although; their own; the majority; this; such labels; for example; that's why; items; In contrast.*

I would like to discuss whether fashion can be considered 'art'. Firstly, I believe that the luxury designer products that you can buy in expensive stores should not be called art. 1 \_\_\_\_\_ products simply encourage people to buy exactly the same things and show how rich they are. 2 \_\_\_\_\_, these 3 \_\_\_\_\_ usually come with a logo (often the designer's name) on them, and people who wear clothes with 4 \_\_\_\_\_ are not expressing 5 \_\_\_\_\_ personality. They are just copying everyone else.

6 \_\_\_\_\_, I think that fashion can be artistic if you dress in a style which reflects your unique personality. 7 \_\_\_\_\_ can be simply having a hairstyle or wearing a combination of clothes which is different to everyone else's.

8 \_\_\_\_\_ most people would like to be truly fashionable, I would say that 9 \_\_\_\_\_ are afraid to look too different from everyone else. 10 \_\_\_\_\_ in most cases, what people wear is not 'art'.

### Задание к экзамену 5

#### READING

**1 Read the article about the ageing population of Japan. Tick the five questions answered in the article.**

1 What are some of the recent demographic changes in Japan? \_\_\_\_\_

2 What social activities do the Japanese enjoy? \_\_\_\_\_

- 3 What percentage of Japan's population can be categorized as elderly? \_\_\_\_\_
- 4 Why does Japan currently have such a large elderly population? \_\_\_\_\_
- 5 Do the Japanese have large pensions when they retire? \_\_\_\_\_
- 6 Does Japan have a large workforce? \_\_\_\_\_
- 7 In what ways is an ageing population a good sign for a country? \_\_\_\_\_
- 8 What are some of the consequences of an ageing population? \_\_\_\_\_

The population of Japan has increased significantly since the beginning of the 20th century. From a relatively small population of 51 million in 1910, it reached a total of 72 million by 1945. The latter half of the 20th century saw a huge population boom as the country became fully industrialized. By 1970, the population had surpassed 100 million, and it went on to grow by a further 28 million by 2010.

In 2012, however, research showed that the overall Japanese population had started to decrease. Apart from during the year 1945, this was the first time in recent history that this had happened. In 2012, there were one million fewer people living in the country than two years previously.

A closer look at the statistics reveals that Japanese society is clearly ageing, and at a much faster rate than ever before. In 2012, the amount of elderly people (over the age of 65) rose above 30 million for the first time. This meant that elderly people comprised roughly one quarter of the whole population, whereas only 13% were under the age of 14. In this year, Japan officially became one of the 'greyest' countries in the world.

The reasons for this trend are due to Japan's success as a fully developed society. After 1945, as with many countries, there was a 'baby boom', when an increased number of babies were born in a short period due to a more stable and economically favourable environment. By 2010, these 'baby boomers' had begun to leave the workforce, and were officially elderly.

An ageing society can, in theory, be a positive sign. The standard of living tends to be higher in countries which can support an elderly population. In addition, poverty and crime rates tend to be lower. On the other hand, it can cause serious social problems. A large elderly section of society means that more people need health care and there is a smaller section of the population paying taxes to cover the costs of this. This means that over time all governments, including the Japanese government, will increasingly struggle to afford an ageing society.

## **2 Complete each sentence about the article with a number.**

- 1 Between 1910 and \_\_\_\_\_, the Japanese population doubled.
- 2 In 2012, Japan's population was approximately \_\_\_\_\_ million.
- 3 In 2012, the elderly population was around \_\_\_\_\_%.
- 4 Children under 14 comprised \_\_\_\_\_% of the population.
- 5 Many people reached retirement age around \_\_\_\_\_.

## **VOCABULARY**

### **3 Choose the best word to complete the collocations in each sentence.**

1 One of the most important demographic activities/changes facing the world today is that the number of people aged 65 or over is increasing faster than at any point in history.

2 Because of the ageing population/impact, the government is considering increasing the retirement age from 65 to 70.

3 Japan and Switzerland have the highest average life expectancy/population, in the world.

4 The economic expectancy/impact of ageing populations will be enormous – the government will be able to collect fewer taxes and will have to spend more on health care.

5 It's important that older people are engaged in social changes/activities where they socialize with other people, such as joining clubs or taking part in voluntary work.

**4 Complete the sentences with the words in the list:** *elderly; shortage; maintain; workforce; decline.*

1 More than one million people make up the \_\_\_\_\_ of the British National Health Service. About 150,000 of these are doctors.

2 In many countries, it is common for people to look after their \_\_\_\_\_ parents at home when they become unable to look after themselves.

3 Many people are worried that there will be a \_\_\_\_\_ of qualified professionals able to look after old people.

4 In most developed countries, there has recently been a \_\_\_\_\_ in the number of babies being born – there are fewer than 30 or 40 years ago.

5 We should try to \_\_\_\_\_ a good standard of living for everyone, young or old.

## LANGUAGE DEVELOPMENT

**5 Choose the correct word or phrase (a–c) to complete the collocations in each sentence.**

1 There is a compulsory \_\_\_\_\_ age in this country of 65.

2 After working all her life, my grandmother now \_\_\_\_\_ a pension every month.

3 Despite being 91, my grandfather is in \_\_\_\_\_ health.

4 Examples of age- \_\_\_\_\_ diseases include arthritis and Type-2 diabetes.

5 My mother remembers what happened 30 years ago, but her \_\_\_\_\_ memory is poor.

1 a retirement b pension c old

2 a contributes to b brings back c draws

3 a happy b perfect c advanced

4 a coming b related c problem

5 a loss b later c short-term

**6 Complete the sentences with the correct preposition.**

1 The ageing population could, \_\_\_\_\_ theory, create a crisis in many developed countries.

2 In this essay, I would like to focus \_\_\_\_\_ some of the reasons why life expectancy has improved in the last 50 years.

3 Many young people find it difficult to identify \_\_\_\_\_ the problems of elderly people.

4 There are a range \_\_\_\_\_ theories as to why the population has started to decrease.

5 To sum \_\_\_\_\_, I would like to discuss the benefits of an older society.

## GRAMMAR FOR WRITING

### 7 Complete the numerical words in each sentence.

1 A large p\_ \_ p\_ \_ t\_ \_ n of families have more than one child.

2 Only a small m\_ \_ \_ r\_ \_ y of people will live to be over 100 years old.

3 The overwhelming m\_ \_ \_ r\_ \_ t\_ of countries are increasing in population.

4 The population has t\_ i\_ \_ \_ d in the last 60 years.

5 The number of elderly people needing special care has d\_ \_ \_ l\_ \_ d.

### 8 Complete the sentences with the correct language of prediction from the list:

*are set to rise; are unlikely to be; are expected to be; may well decrease; is projected to rise.*

1 The latest figures are looking very positive: unemployment \_\_\_\_\_ in the next two years, which means fewer people will be without a job.

2 Salaries \_\_\_\_\_ next year, but only by 1.5%, which does not match rises in living costs.

3 The global population \_\_\_\_\_ from 7 to 8 billion by the year 2050.

4 There \_\_\_\_\_ so many university students next year, now that education fees have risen.

5 There \_\_\_\_\_ more elderly people in the next 20 years – in fact 35% of the population will probably be over 65, far more than now.

## ACADEMIC WRITING SKILLS

### 9 Complete the diagram description with the words in the list: *shows; steadily; consequences; analysis; diagram; impact.*

A This 1 \_\_\_\_\_ 2 \_\_\_\_\_ the population of Japan from the late 1800s to the present day. It also shows the projected demographic changes until the year 2100.

B Upon close 3 \_\_\_\_\_, it can be seen that, apart from a small dip in the 1940s, the population rose 4 \_\_\_\_\_ until it reached a peak of 128 million in 2010.

C If the population of Japan does decrease as predicted, then this will have great 5 \_\_\_\_\_ for its society, especially if the proportion of elderly people increases.

D In summary, the Japanese population may well reach a level which is similar to that of more than 100 years ago. This would have a great 6 \_\_\_\_\_ on society.

**10 Match the topics (1–4) to the paragraphs (A–D) of the description.**

- 1 Main implications of the data \_\_\_\_\_
- 2 Description and main trends of the data \_\_\_\_\_
- 3 Introduction \_\_\_\_\_
- 4 General overview \_\_\_\_\_