


УТВЕРЖДАЮ  
 Ректор \_\_\_\_\_ О.И. Чиркова  
 (приказ № \_\_\_\_\_ от «\_\_\_» \_\_\_\_\_ 2022 г.)  
 Одобрено Ученым советом  
 (протокол № 8 от «20» апреля 2022 г.)



## Иностранный язык (английский)

### рабочая программа дисциплины

Закреплена за кафедрой	<b>Экономики, управления и финансов</b>
Учебный план	38.03.04 ГМУ 2022 очно-заочная 38.03.04 Государственное и муниципальное управление Направленность (профиль) «Региональное управление»
Квалификация	<b>бакалавр</b>
Форма обучения	<b>очно-заочная</b>
Общая трудоемкость	<b>7 ЗЕТ</b>

Часов по учебному плану	252	Виды контроля в семестрах: экзамены 3 зачеты 1, 2
в том числе:		
аудиторные занятия	28	
самостоятельная работа	206	
часов на контроль	18	

**Распределение часов дисциплины по семестрам**

Семестр («Курс», «Семестр на курсе»)	1 (1.1)		2 (1.2)		3 (2.1)		Итого	
	УП	РП	УП	РП	УП	РП		
Неделя	18		18		17			
Вид занятий	УП	РП	УП	РП	УП	РП	УП	РП
Практические	8	8	8	8	12	12	28	28
В том числе инт.					6	6	6	6
Итого ауд.	8	8	8	8	12	12	28	28
Контактная работа	8	8	8	8	12	12	28	28
Сам. работа	64	64	64	64	78	78	206	206
Часы на контроль					18	18	18	18
<b>Итого</b>	<b>72</b>	<b>72</b>	<b>72</b>	<b>72</b>	<b>108</b>	<b>108</b>	<b>252</b>	<b>252</b>

Рецензент(ы):

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Рабочая программа дисциплины

**Иностранный язык (английский)**

разработана в соответствии с ФГОС ВО:

Федеральный государственный образовательный стандарт высшего образования - бакалавриат по направлению подготовки 38.03.04 Государственное и муниципальное управление (приказ Минобрнауки России от 13.08.2020 г. № 1016)

Рабочая программа утверждена на заседании кафедры Экономики, управления и финансов

Протокол от «11» апреля 2022 г., протокол № 4

Срок действия программы: 2022-2027 уч.г.

<b>1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ</b>	
1.1	<b>Образовательная:</b> знание лексических, грамматических и фонетических единиц, а также навыки и умения их использования при порождении и восприятии иноязычных высказываний; развитие способности к деловой коммуникации в устной и письменной формах на иностранном языке для решения задач межличностного и межкультурного взаимодействия.
1.2	<b>Развивающая:</b> развитие способности построения целостных, связных и логичных высказываний (дискурсов) разных функциональных стилей в устной и письменной профессионально значимой коммуникации на основе понимания различных видов текстов при чтении и аудировании; развитие способности использовать вербальные и невербальные стратегии для компенсации пробелов, связанных с недостаточным владением языком; способности использовать и преобразовывать языковые формы в соответствии с социальными и культурными параметрами взаимодействия в сфере профессиональной коммуникации; развитие личности, создание условий для самоопределения и социализации обучающихся на основе социокультурных, духовно-нравственных ценностей и принятых правил и норм поведения в интересах человека, семьи, общества и государства; развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации.
1.3	<b>Воспитательная:</b> реализация целей, задач, мероприятий в соответствии с рабочей программой воспитания обучающихся.

<b>2. МЕСТО ДИСЦИПЛИНЫ (МОДУЛЯ) В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ</b>	
Цикл (раздел) ОП:	Б1.О.03
<b>2.1 Требования к предварительной подготовке обучающегося:</b>	
2.1.1	Современный русский язык
2.1.2	Этика и культура государственной и муниципальной службы
<b>2.2 Дисциплины (модули) и практики, для которых освоение данной дисциплины (модуля) необходимо как предшествующее:</b>	
2.2.1	Иностраннный язык в профессиональной сфере

<b>3. КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ И ИНДИКАТОРЫ ИХ ДОСТИЖЕНИЯ</b>	
<b>УК-4: Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</b>	
<b>УК 4.1 Знать:</b>	
- принципы построения устного и письменного высказывания на русском и иностранном языках;	
- особенности деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации – русском языке;	
- особенности деловой коммуникации в устной и письменной формах иностранном(ых) языке(ах).	
Уровень 1	слабо знать принципы построения устного и письменного высказывания и особенности деловой коммуникации в устной и письменной формах на изучаемом иностранном языке.
Уровень 2	знать с незначительными затруднениями принципы построения устного и письменного высказывания и особенности деловой коммуникации в устной и письменной формах на изучаемом иностранном языке.
Уровень 3	знать с требуемой степенью полноты и точности принципы построения устного и письменного высказывания и особенности деловой коммуникации в устной и письменной формах на изучаемом иностранном языке.
<b>УК 4.2 Уметь:</b>	
- осуществлять деловую коммуникацию в устной и письменной формах на государственном языке РФ;	
- осуществлять деловую коммуникацию на иностранном(ых) языке(ах).	
Уровень 1	слабо уметь осуществлять деловую коммуникацию в устной и письменной формах на изучаемом иностранном языке.
Уровень 2	уметь с незначительными затруднениями осуществлять деловую коммуникацию в устной и письменной формах на изучаемом иностранном языке.
Уровень 3	уметь осуществлять деловую коммуникацию в устной и письменной формах на изучаемом иностранном языке.
<b>УК 4.3 Владеть:</b>	
- способностью осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).	
Уровень 1	слабо владеть способностью осуществлять деловую коммуникацию в устной и письменной формах на изучаемом иностранном языке.
Уровень 2	владеть с незначительными затруднениями способностью осуществлять деловую коммуникацию в устной и письменной формах на изучаемом иностранном языке.
Уровень 3	свободно владеть способностью осуществлять деловую коммуникацию в устной и письменной формах на изучаемом иностранном языке.

**В результате освоения дисциплины (модуля) обучающийся должен**

<b>3.1 Знать:</b>	
3.1.1	лексические, грамматические и фонетические единицы при порождении и восприятии иноязычных высказываний; принципы построения устного и письменного высказывания и особенности деловой коммуникации в устной и письменной формах на изучаемом иностранном языке.
<b>3.2 Уметь:</b>	
3.2.1	осуществлять построение целостных, связных и логичных высказываний (дискурсов) разных функциональных стилей в устной и письменной профессионально значимой коммуникации на основе понимания различных видов текстов при чтении и аудировании; использовать вербальные и невербальные стратегии для компенсации

	пробелов, связанных с недостаточным владением языком; уметь выходить из положения в условиях дефицита языковых средств при получении и передаче информации
<b>3.3 Владеть:</b>	
3.3.1	способностью осуществлять деловую коммуникацию в устной и письменной формах на изучаемом иностранном языке.

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ						
Код занятия	Наименование разделов и тем /видзанятия/	Семестр / Курс	Часов	Компетенции	Интегракт.	Примечание
	<b>Unit 1. The geography of Britain. The United Kingdom of Great Britain. The British Isles.</b>					
1.1	The geography of Britain. The United Kingdom of Great Britain /Пр/	1	1	УК-4.1 УК-4.2 УК-4.3	0	Topic content: Country and people. Geography. Politics. The country of four nations. Identifying symbols of the four nations (flag, plant, color and patron saint). The Union Jack. Grammar: Indefinite article. Definite article. Zero article.
1.2	The British Isles /Ср/	1	16	УК-4.1 УК-4.2 УК-4.3	0	Topic content: The country of four nations. The dominant of England. Grammar: Auxiliary verbs.
	<b>Unit 2. The labor market. Career. My future profession.</b>					
2.1	The labour market. Career in civil service /Пр/	1	1	УК-4.1 УК-4.2 УК-4.3	0	Topic content: work and jobs. Ways of working. Work idioms. The career ladder in the civil service. Dying out professions. Blogging as a modern phenomenon in the field of employment. Grammar: Past Tenses. Plural nouns. Collective nouns.
2.2	My future profession in the sphere of public administration. /Ср/	1	16	УК-4.1 УК-4.2 УК-4.3	0	Topic content: the history of the civil service in Russia. Hierarchy of ranks in the civil service in Russia. Grammar: Present Tenses. State verbs. Time expressions.
	<b>Unit 3. Writing formal letters.</b>					
3.1	Types of formal letters. /Пр/	1	2	УК-4.1 УК-4.2 УК-4.3	0	Topic content: the CV, Letters of Application, Follow-up Letters, Letters of Reference and Recommendation. Grammar: Future Tenses.
3.2	Writing of formal letters. /Ср/	1	16	УК-4.1 УК-4.2 УК-4.3	0	Topic content: Letters Declining a Job Offer, Letters Rejecting a Job Applicant, Letters of Resignation, Letters of Introduction. Grammar: Other ways of talking about future. Will vsgoing to.
	<b>Unit 4. London. Myths about London.</b>					
4.1	London sights. /Пр/	1	2	УК-4.1 УК-4.2 УК-4.3	0	Topic content: Sightseeing in London. London travel myths that are not true. Grammar: Conditional sentences. Types 0,1,2 and 3. Mixed conditionals.
4.2	History of London. /Ср/	1	16	УК-4.1 УК-4.2 УК-4.3	0	Topic content: The main historical events. Grammar: Grammar: infinitive or gerund.
4.3	Зачет /Пр/	1	2	УК-4.1 УК-4.2 УК-4.3	0	Промежуточная аттестация
	<b>Unit 5. The USA. The flag of the USA</b>					
5.1	The USA: Geography. The political system /Пр/	2	1	УК-4.1 УК-4.2 УК-4.3	0	Topic content: geography, political system and immigration. Grammar: Modal verbs. Obligation and necessity (must, have to, need); suggestions, advice (should, ought to, could); expressing ability (can, be able to).
5.2	The USA: brief history /Ср/	2	18	УК-4.1 УК-4.2 УК-4.3	0	Topic content: brief history, political system and immigration. Grammar: Modal verbs. Obligation and necessity (must, have to, need); suggestions, advice (should, ought to, could); expressing ability (can, be able to).
	<b>Unit 6. Metropolitan cities. Washington, New York, San Francisco</b>					

6.1	Washington and New York /Пр/	2	1	УК-4.1 УК-4.2 УК-4.3	0	Topic content: metropolitan cities, interesting facts, population, main attractions. Grammar: comparative and superlative adjectives and adverbs.
6.2	San Francisco /Ср/	2	18	УК-4.1 УК-4.2 УК-4.3	0	Topic content: metropolitan cities, interesting facts, population, main attractions. Grammar: Grammar: types of questions. General questions. Special/WH questions. Tag questions. Choice questions.
<b>Unit 7. Life in the 21st century. Stress and technostress.</b>						
7.1	Technostress. /Пр/	2	2	УК-4.1 УК-4.2 УК-4.3	0	Topic content: technological revolution, the impact of the Internet and social networks on human health. Grammar: Prepositions of time, place. Phrasal verbs.
7.2	Stress. /Ср/	2	18	УК-4.1 УК-4.2 УК-4.3	0	Topic content: technological revolution, the impact of the Internet and social networks on human health. Grammar: Grammar: Past Simple vs Present Perfect. Used to + infinitive.
<b>Unit 8. Science and technology. Silicon Valley.</b>						
8.1	Science and technology. /Пр/	2	2	УК-4.1 УК-4.2 УК-4.3	0	Topic content: genetic revolution, cloning, artificial intelligence. Grammar: passive voice.
8.2	Silicon Valley. /Ср/	2	18	УК-4.1 УК-4.2 УК-4.3	0	Topic content: where the silicon valley is located and what is famous for. Grammar: passive voice.
8.3	Зачет /Пр/	2	2	УК-4.1 УК-4.2 УК-4.3	0	Промежуточная аттестация
<b>Unit 9. Ecological problems.</b>						
9.1	The main ecological problems. /Пр/	3	4	УК-4.1 УК-4.2 УК-4.3	4	Topic content: Air and water pollution. Ozone depletion. Climate change. Global warming. Grammar: Real or unreal time. Wishes and regrets.
9.2	Recycling. /Ср/	3	18	УК-4.1 УК-4.2 УК-4.3	0	Topic content: Genetically modified food. Recycling scheme. Grammar: Present and past wishes. Expressions of regret.
<b>Unit 10. Sport and healthy life style.</b>						
10.1	Modern sport. /Пр/	3	4	УК-4.1 УК-4.2 УК-4.3	2	Topic content: Diets. Doing sport. Bad habits. The problem of obesity in the USA. Grammar: Defining and non-defining relative clauses.
10.2	Being healthy. /Ср/	3	18	УК-4.1 УК-4.2 УК-4.3	0	Topic content: Food habits. Healthy food. The importance of sleep. Grammar: Defining and non-defining relative clauses.
10.3	Healthy life style. /Ср/	3	18	УК-4.1 УК-4.2 УК-4.3	0	Healthy life style Grammar: Defining and non-defining relative clauses.
<b>Unit 11. Holidays in the UK and the USA.</b>						
11.1	Holidays in the UK. /Пр/	3	4	УК-4.1 УК-4.2 УК-4.3	0	Topic content: Catholic and Orthodox holidays. Grammar: Complex Object. Revision Test.
11.2	Holidays in the USA /Ср/	3	16	УК-4.1 УК-4.2 УК-4.3	0	Topic content: Catholic and Orthodox holidays. Grammar: Complex Subject.
11.3	/Экзамен/	3	18	УК-4.1 УК-4.2 УК-4.3	0	Промежуточная аттестация

## 5. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

### 5.1. Контрольные вопросы и задания

**Контрольные вопросы для зачета, экзамена:**

**Вопросы для проведения промежуточной аттестации (зачета) (1 семестр):**

*Unit 1. The geography of Britain. The United Kingdom of Great Britain. The British Isles.*

1. Where geographically is the United Kingdom situated?

2. What islands does the UK consist of?
3. How many countries does the UK consist of? Name all of them.
4. What are the symbols of England, Wales, Scotland and Northern Ireland?
5. What water bodies is the country washed by?
6. What Channel separates Britain from France?
7. What islands are self-governing in the UK?
8. Who inhabited the British Isles before the Roman invasion?
9. Who invaded Britain during its history?
10. When and by whom was Christianity introduced?
11. What happened in 1066?
12. Where did William the Conqueror come from?
13. What mountain range is called the "backbone of England"?
14. What are the highest peaks in the British Isles?
15. How can you describe the climate of the UK?
16. What does the word "Britain" mean in everyday speech?
17. What is the flag of the United Kingdom made up of?
18. What do three lions in the Royal Arms symbolize?
19. What does the unicorn symbolize?
20. Explain the differences between these expressions: Great Britain and the United Kingdom.

*Unit 2. The labor market. Career. My future profession.*

1. What are the top 10 careers in the UK?
2. Which professions are in demand in the USA?
3. What professions are dying and why?
4. What jobs will never go away?
5. Is being a blogger a real job?
6. What exactly does a blogger do?
7. What is your dream profession?
8. What does it mean to commute for a job?
9. What are the advantages and disadvantages of part time jobs?

*Unit 3. Writing formal letters.*

1. Main aspects of writing the resume (data sheet/ vita).
2. What things should be included in a resume?
3. What should not be included in a resume?
4. What are the common mistakes of a resume?
5. What personal data should be included in a resume?
6. How to write letters of application?
7. Main characteristics of follow-up letters.
8. Letters of reference and recommendation.
9. Letters declining a job offer.
10. Letters rejecting a job applicant.
11. Letters of resignation.
12. Letters of introduction.

*Unit 4. London. Myths about London.*

1. When was the city founded?
2. How many parts does London consist of and what are they?
3. What places of interest are there in the city centre?
4. Why are the Houses of Parliament famous?
5. What is Buckingham Palace famous for?
6. What art galleries and museums are there in the city?
7. Why can London be called a cultural and educational center?
8. What is Piccadilly Circus and what story is connected with it?
9. What myths have you heard about London? Do you believe in them?

*Unit 5. USA. The flag of the USA.*

1. What does the word 'America' mean?
2. Who discovered America?
3. When was America discovered?
4. When did the Civil War happen?
5. When did the Great Depression happen?
6. How do people often call the American flag?
7. What are the colours of the American flag?
8. How many stripes has the flag got?
9. What is the national emblem?
10. Where is the statue of Liberty placed?
11. Which country gifted the Statue of Liberty to the USA?

*Unit 6. Metropolitan cities. Washington, New York, San Francisco.*

1. Where is New York situated?
2. What is the most popular nickname of the city?

3. Who founded New York?
4. How many boroughs are there in New York?
5. What are the main places of interest in New York?
6. What is Broadway famous for?
7. What can one find in the Metropolitan Museum? Where does San Francisco lie?
8. What is the population of this city?
9. Most people enjoy the climate in San Francisco, don't they?
10. How many small cities are there in San Francisco?
11. What is San Francisco famous for?
12. Where is Washington situated?
13. To which state does the city of Washington belong?
14. Who was the first President of the USA?
15. Is Washington the largest city in the USA?
16. What is the population of Washington?
17. What industries are situated in the city?
18. Why are there no sky-scrapers in Washington?
19. Where is the President's residence?
20. When was the White House built?
21. In whose memory was the Jefferson Memorial built?
22. Who is the author of the Declaration of Independence?
23. Which document gave freedom to Negro slaves in America?

*Unit 7. Life in the 21st century. Stress and technostress.*

1. Why do many people feel stressed at work?
2. What kind of situation can be called stressful?
3. How do many people cope with stress? What mistakes do they usually make?
4. Why is stress dangerous not only to our health but to the health of those around us?
5. Why do people react to stress in different ways?
6. How can we avoid or minimize stress?
7. Why are anti-anxiety medications and anti-depressants dangerous to our health?
8. Do you know any effective ways to cope with stress? Say a few words about them.

*Unit 8. Science and technology. Silicon Valley.*

1. What does the word "science" mean?
2. Do you agree with the statement that "Science is more important than religion in today's world"?
3. Have computers changed society for the better or for the worse?
4. What do you think are the main dangers of scientific advances?
5. Which invention would you most like to have invented?
6. What is Silicon Valley mean?
7. Where is Silicon Valley located?
8. What is the capital of Silicon Valley?
9. What is Silicon Valley famous for?
10. What companies are in Silicon Valley?
11. Why do companies go to Silicon Valley?

*Unit 9. Ecological problems.*

1. What are the 5 major environmental problems?
2. What is the importance of environmental protection?
3. What are the initial steps in this direction?
4. Why is global warming considered to be a global problem?
5. How does it affect nature?
6. What is global warming?
7. What is greenhouse effect?
8. What can prevent the developing of greenhouse effect?
9. Why are water circulation patterns changing?
10. What might cause disappearing of large areas of coastal land?
11. Why is plastic harmful to the ocean?
12. What are long term effects of plastic pollution in the oceans?
13. What can we do to stop plastic pollution in the ocean?

*Unit 10. Sport and healthy life style.*

1. Why are more and more people concerned about their health?
2. Why does sport play an important role in our life?
3. What kinds of sport are popular in the USA and England?
4. Do you go in for sport regularly?
5. What can you tell about diets? Are they a good way to keep fit?
6. What kind of sport are you fond of?
7. What makes a great sportsman? Tell about the sportsman who inspires you and why.

*Unit 11. Holidays in the UK and the USA.*

1. What does Christmas celebrate?
2. Where does the name «Christmas» come from?

3. How do people in the US and England celebrate Christmas?
4. What do the children do on Christmas?
5. What is the main symbol of Christmas?
6. What does a traditional Christmas dinner consist of?
7. What is Easter and main idea of its celebration?
8. What do people do during the holiday of Easter?
9. What is the most important part of Easter celebration?
10. What are the origins of Easter?

### 5.2. Темы письменных работ

#### Перечень тем для эссе:

1. Sport is no longer just sport.
2. Sport, crime and money.
3. The English stereotype.
4. Future of the English language.
5. Addicted to social networks.
6. What is the true future of television.
7. The career in the civil service of the Russian Federation.
8. Contemporary forms of government.
9. Cultural places of London.
10. «Veni, vidi, vici». Julius Caesar and how he saw Britain.
11. The history of St.Valentine's Day.
12. Virtual reality.
13. "Alien" holidays in Russia: pros and cons.
14. A good CV is a key to success.
15. The main sights of London.
16. Shopping at Harrods.
17. Who governs Britain?
18. The history of the flag of the USA.
19. They claim red meat is bad for you. But I never saw a sick-looking tiger (c.) Express your opinion concerning vegetarian diet.
20. The mysteries of Scotland.
21. William Shakespeare: plays, quotes and poems.
22. How can I cope with stress?
23. Environmental problems in our region.
24. A tourist's destination - Chernobyl.
25. We should all grow fat and be happy.

Вопросы и задания для контрольной работы представлены в методических рекомендациях по выполнению контрольной работы

### 5.3. Фонд оценочных средств

#### Exercise 1

*Open the brackets. Use the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous.*

1. Andy, you (hear) me? I (talk) to you for a minute already.
2. I want to see how much the place (change) since I was there last time.
3. We (not/see) them ever since.
4. I don't want to take a cure at all. I am perfectly happy. All my life I (be) perfectly happy.
5. Here's my key. I (leave).
6. I (go) to the shops, (not/begin) cutting the material until I (come) back.
7. Wait till you (see) Moose and (talk) to him.
8. The children (live) with their aunt since their mother (be) ill.
9. I must not let my eyes get all red and puffy, or Henry'll know I (cry).
10. The train (not/arrive) yet but a lot of people (stand) on the platform.
11. I (know) him very well. We (know) each other since I came to live in the house.
12. He says he (listen) to the same tunes for fifteen years.
13. Earthquakes (rock) the surface in different parts of the world from time to time.
14. What are you going to say to the President, if he (ask).
15. 'Dear little Hans,' cried Rotten, 'I'm in great trouble. My little boy (fall off) a ladder and (hurt) himself.'
16. 'You (hear) that Walter (ask) Mary to marry him?' - 'Again? He (ask) her three times so far. And she obstinately (refuse) him all this time. She (accept) at last?'

#### Exercise 2.

##### 2.1 Read and translate the text:

If the Union flag is flying on Buckingham Palace, it means that the monarch is at home.

Stand outside Buckingham palace for two minutes and you're sure to hear a tourist make this claim. The reverse is true. A fluttering Union flag indicates that the monarchy is not currently in residence. A Royal Standard is the flag to look out for. This is the red, yellow and blue affair that unites the excessively stretched lions of England, a rampant lion to present Scotland, and an Irish harp of lewd profile (take a close look). This flag, technically a banner of arms, flies over any building lucky enough to accommodate the Queen, so long as it has a flagpole.

The death of Diana, Princess of Wales in 1997 started this particular confusion. Before that time, the Royal Standard was the only flag commonly raised and lowered above the palace. It was a simple matter to determine whether the Queen was at home: flag=yes, no flag=no.

In the days following the tragedy, the Royal Household found itself in a bit of a quandary. Public feeling demanded that a flag be



flown at half mast in respect. The Royal Standard, by tradition and the logic of inheritance, cannot be flown at half mast because the sovereign never dies\*. The Queen, who was absent from the palace at the time of Diana's death, decided to break with tradition and fly the Union flag at half mast. This protocol now applies for any royal death or period of national mourning. The red-white-and-blue is now also flown at full mast whenever the monarch is away from Buckingham Palace, meaning that the flagpole is never bare.

2.2. Answer the following questions:

1. What does a fluttering Union Jack flag indicate?
2. What is represented on the Royal Standard?
3. When did Diana, Princess of Wales, die?
4. What does it mean when the Union flag is flown at half mast?

2.3. Match the words from the text with their contextual translations.

Bare flagpole lewd half-mast flagharp quandary mourning rampant reverse

приспущенный флагтраур арфа грозный, свирепыйпустой противоположное затруднительное положение флагштог непристойный

**Exercise 3. Write the plural form of the following nouns:**

entrepreneur, enterprise, risk, business, return, profit, worker, product, service, wage, work, process, market, source, supply, case, owner, people, key, company, information, firm, manufacturer, quantity, wholesaler, competitor, rival, area, exporter, country.

Exercise 4. Put the verb in brackets into the Present Simple and the Present Perfect.

1. Look! They \_\_\_\_\_ (stop).
2. I \_\_\_\_\_ (want) to see you. I \_\_\_\_\_ (not/see) you for ages!
3. "What \_\_\_\_\_ (be) your name?" – "My name \_\_\_\_\_ (be) always Cole."
4. "You \_\_\_\_\_ (read) this book?" – "Yes." – "What you \_\_\_\_\_ (think) of it?"
5. I \_\_\_\_\_ (not/be) to a zoo before. It \_\_\_\_\_ (be) a nice feeling to go somewhere you never \_\_\_\_\_ (be) before.
6. "You \_\_\_\_\_ (know) Nick?" – "Yes." – "How long you \_\_\_\_\_ (know) him?" – "I \_\_\_\_\_ (know) him for 10 years."
7. There \_\_\_\_\_ (be) a lot of things I \_\_\_\_\_ (want) to do for a long time and I \_\_\_\_\_ (not/do) them.
8. You \_\_\_\_\_ (realize) we \_\_\_\_\_ (know) each other for quite a period of time now? And this \_\_\_\_\_ (be) the first occasion you \_\_\_\_\_ (ask) me to come with you.
9. "You \_\_\_\_\_ (know) the girl who just \_\_\_\_\_ (leave) the shop?" – "Yes, that \_\_\_\_\_ (be) Bella York." – "She \_\_\_\_\_ (be) a customer of yours?" – "Not, exactly. She \_\_\_\_\_ (be) here several times, but she never \_\_\_\_\_ (buy) anything."
10. Come in, I \_\_\_\_\_ (be) awake since sun-up.
11. I \_\_\_\_\_ (not/see) your pictures for a long time. Can I look around?
12. It'll be good to see him again. How long he \_\_\_\_\_ (be) away? It \_\_\_\_\_ (seem) ages.
13. I \_\_\_\_\_ (know) you nearly all my life, but I never \_\_\_\_\_ (see) you so excited about anything.

**Exercise 5.**

5.1. Read and translate the text.

#### Stress and How to Cope Well With It!

Nowadays many people say that they are tired of their hectic lifestyle. They work too much and stop taking breaks. They forget about everything striving for their goals and they constantly raise the bar. Very often they don't find personal satisfaction in their work and don't love what they do. They have no sense of personal accomplishment and self-satisfaction. Some people don't feel content even when they achieve their goal. One the contrary, they feel disillusioned and dissatisfied. Having climbed the ladder of success they find nothing worthwhile on the top. Constant fatigue, physical and moral exhaustion, monotony and impossible pressure at work and at home can cause stress.

Stress is the emotional and physical strain caused by people's response to pressure from the outside world. Stress causes tension, irritability, anxiety, alarm, loss of concentration, sensations of fear and panic as well as headaches and a fast heartbeat. It can result in a real breakdown of health. Stress can even cause heart disease and cancer.

There are a lot of stressful events in our lives, such as divorce, losing a job or having difficulties at home or at work. But changes

for the better can also cause stress, like a new baby, a wedding, and a new house. Pupils and students often face stress from problems at school, poor relationships with peers, strict and demanding teachers, exams and many other problems.

Feeling stressed many people try to find some distraction and to escape their problems. They begin overeating, smoking, drinking, and even taking drugs. But junk food, cigarettes, sleeping pills and alcohol don't help. On the contrary, they make things much worse and more difficult to patch up.

Stress can have a negative influence not only on our physical and mental health, but on the lives of those around us. It often makes us lose control and shout at our spouses, relatives, friends or colleagues. Taking stress out on our nearest and dearest is the easiest way to hurt their feelings and to make them feel depressed too.

People react to stress in different ways. Some of us are more vulnerable to stress than others. People who are always angry, impatient and mistrustful may have more stress-related physical problems.

It is very important to try to avoid stress or at least to minimize it. That's why it is essential to notice early signs of stress and to remove some of its causes. If you catch the trouble early, the problem may be easy to fix.

One of the best ways to cope with stress is to keep a sense of humor in difficult situations. Wise people say that laughter is the best medicine for all diseases. It increases blood flow and it may reduce the risk of heart disease. Besides, laughter makes the body release pleasure chemicals.

Regular leisure activities and relaxing hobbies are also very important in reducing stress. If you feel depressed, yoga, swimming, bicycling, painting or gardening can help you relax, calm down and get a new lease on life. Anti-anxiety medications and anti-depressants can be useful for dealing with short periods of acute stress. But the side effects of such medications can be rather dangerous, that's why they must never be taken as often as vitamins. Besides, anti-anxiety medications and anti-depressants cause

addiction and may lead to suicides.

Forget about your problems. Take a day off work, domestic chores and family. Work regular hours and don't forget to take breaks and holidays. Don't expect too much of yourself and don't try to aim higher than your capacity. Have a balance in life. Walk away from stressful situations and be positive and enthusiastic. In other words 'don't worry, be happy.'

5.2 Complete each sentence (A-H) with one of the endings (1-8):

- 1 Stress is the emotional and physical strain caused by
- 2 Stress causes
- 3 Feeling stressed many people try to find
- 4 Stress often makes us
- 5 People who are always angry, impatient and mistrustful
- 6 One of the best ways to cope with stress is
- 7 Regular leisure activities and relaxing hobbies
- 8 Anti-anxiety medications and anti-depressants can be useful for

- A. some distraction and to escape their problems.
- B. to keep a sense of humor in difficult situations.
- C. tension, irritability, anxiety, alarm, loss of concentration, sensations of fear and panic as well as headaches and a fast heartbeat.
- D. are also very important in reducing stress.
- E. people's response to pressure from the outside world.
- F. lose control and shout at our spouses, relatives, friends or colleagues.
- G. dealing with short periods of acute stress.
- H. may have more stress-related physical problems.

5.3. Match the words from the text with their contextual translations. ladder of success

hectic acute stress

a new lease on life for vulnerable

nearest and dearest

domestic chores возвращение к жизни острый стресс

домашняя рутина уязвимый

самые близкие люди суматошный добиваться

путь к успеху

### Exercise 6. Complete each of these idioms.

We had a difficult day at work today. We were all (1) \_\_\_\_\_ under because we are having some important visitors next week and management has decided to pull out all the (2) \_\_\_\_\_ to impress them. We are going to have our work (3) \_\_\_\_\_ out to get everything done in time. Long-term tasks have been put on (4) \_\_\_\_\_ so that everything is ready for our visitors. Anyone who objects has been told that they will (5) \_\_\_\_\_ the sack and everyone who wants to (6) \_\_\_\_\_ the career ladder will have their (7) \_\_\_\_\_ full until the week is over. The visitors would be horrified if they knew what was going on (8) \_\_\_\_\_ the scenes.

### Exercise 7. Put the verb in brackets into the Present Simple and the Present Continuous.

1. These things \_\_\_\_\_ (not/belong) to my parents.
2. Look! He \_\_\_\_\_ (come). I (want) to speak to him.
3. This stream \_\_\_\_\_ (flow) to the lake at the bottom of the valley.
4. Today the river \_\_\_\_\_ (flow) much faster than usual.
5. \_\_\_\_\_ (it/ever/rain) on Madeira?
6. They usually \_\_\_\_\_ (grow) vegetables in their garden but this year they \_\_\_\_\_ (not/grow) any.
7. - Can you ride a bicycle?  
- No, but I \_\_\_\_\_ (learn). My brother \_\_\_\_\_ (teach) me.
8. You can borrow my dictionary. I \_\_\_\_\_ (not/need) it at the moment.
9. I usually \_\_\_\_\_ (enjoy) music but I \_\_\_\_\_ (not/enjoy) this record very much.
10. I \_\_\_\_\_ (not/believe) this man's story.
11. My brother \_\_\_\_\_ (live) in Cardiff. He has always lived in Wales. Where \_\_\_\_\_ (your/sister/live)?
12. Mike is in England now. He \_\_\_\_\_ (stay) with some friends.
13. She \_\_\_\_\_ (look for) a new flat at the moment.
14. - What \_\_\_\_\_ (your husband/do)?
15. He's a broker but he \_\_\_\_\_ (not/work) at the moment.

### Exercise 8.

Complete each of these idioms with one word.

1. The job looks good on \_\_\_\_\_, but the reality is quite different.
2. I'd hate to work in a run-of-the-\_\_\_\_\_ job.
3. Tara has been up to \_\_\_\_\_ eyes in work all day.
4. When John retires, his son will \_\_\_\_\_ into his shoes.
5. My cousin's an up-and-\_\_\_\_\_ musician.
6. I must try to get out of a \_\_\_\_\_ at work.
7. I've been on the \_\_\_\_\_ all day.
8. Why did Kristy's boss give her the \_\_\_\_\_?
9. I wish you wouldn't talk \_\_\_\_\_ all the time!

10. Rosie was very thrilled to be \_\_\_\_\_hunted for her new job.Exercise 9. Match idioms with their meaning.

- A. bottom of the career ladder
- B. a dead-end job
- C. run-of-the-mill
- D. to get out of a rut
- E. to pull out all the stops
- F. to get the sack
- G. to step into smb shoes
- H. to rush off smb feet
- I. to have work cut out
- J. up-and-coming
- K. to be headhunted
- L. to climb to the top of the career ladder

- 1. becoming more and more successful
- 2. escape from a monotonous, boring situation
- 3. made a great effort to do something well
- 4. in a low position in a work organization
- 5. get to a top position in a work organization
- 6. to be invited to join a new workplace which had noticed your talents
- 7. to have something very difficult to do
- 8. to be dismissed from job
- 9. boring, routine
- 10. job without a good future
- 11. take over smb's place/job
- 12. very busy

**Exercise 10. Put the verb into the gerund or the infinitive:**

- 1.She delayed \_\_\_\_\_(get) out of bed.
- 2.He demanded \_\_\_\_\_(speak) to the manager.
- 3.I offered \_\_\_\_\_(help).
- 4.I miss \_\_\_\_\_(go) to the beach
- 5.We postponed \_\_\_\_\_(do).
- 6.I'd hate \_\_\_\_\_(arrive) too late.
- 7. She admitted \_\_\_\_\_(steal) the money.
- 8. I chose \_\_\_\_\_(work) here.
- 9.She waited \_\_\_\_\_(buy) a drink.
- 10.I really appreciate \_\_\_\_\_(be) on holiday.
- 11.I couldn't help \_\_\_\_\_(laugh).
- 12.It seems \_\_\_\_\_(be) raining.
- 13.I considered \_\_\_\_\_(move) to Spain.
- 14.They practiced \_\_\_\_\_(speak).
- 15. Finally I managed \_\_\_\_\_(finish) the work.
- 16. I really can't stand \_\_\_\_\_(wait) for the bus.
- 17. Unfortunately, we can't afford \_\_\_\_\_(buy) a new car this year.
- 18.She risked \_\_\_\_\_(be) late.
- 19. I'd love \_\_\_\_\_(come) with you.
- 20. I prepared \_\_\_\_\_(go) on holiday.

**Exercise 11. Fill in the table.**

CAPITAL	SYMBOL	FLAG
England		
	Scotland	
	Wales	
	Northern Ireland	
		приспущенный флаг

**5.4. Перечень видов оценочных средств**

- 1. Вопросы и задания по текущему контролю
- 2. Вопросы к промежуточной аттестации

**6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

**6.1. Рекомендуемая литература**

**6.1.1. Основная литература**

	Авторы	Заглавие	Издательство, год	Эл. адрес
Л1.1	Брель Н.М., Пославская Н.А.	Английский язык. Базовый курс : учебник	Москва : КноРус, 2021	<a href="https://book.ru/book/938467">https://book.ru/book/938467</a>
Л1.2	Анюшенкова О.Н., Щекочихина С.В.	Английский язык в сфере государственного и муниципального управления : учебное пособие	Москва : КноРус, 2021	<a href="https://book.ru/book/938433">https://book.ru/book/938433</a>
Л1.3	Мельничук М.В., под ред., Белогаш М.А.	Economics. Finance. Management = Английский язык в сфере экономики, финансов и менеджмента : учебник	Москва : КноРус, 2021	<a href="https://book.ru/book/936549">https://book.ru/book/936549</a>

<b>6.1.2. Дополнительная литература</b>				
	Авторы	Заглавие	Издательство, год	Эл. адрес
Л2.1	Васильева Е.А.	English grammar: 100 main rules (Английская грамматика: 100 основных правил) : справочник	Москва : Проспект, 2015	<a href="https://book.ru/book/916416">https://book.ru/book/916416</a>
Л2.2	Еныгин Д.В., Мидова В.О.	English for Masters. Management. Part 1 : учебное пособие	Москва : Русайнс, 2021	<a href="https://book.ru/book/942049">https://book.ru/book/942049</a>
Л2.3	Мезенцева А.И., Бурлай Н.В.	Foreign language for scientific and research work=Иностранный язык для научно-исследовательской работы : учебно-методическое пособие	Москва : Русайнс, 2021	<a href="https://book.ru/book/940214">https://book.ru/book/940214</a>
<b>6.3.1 Перечень программного обеспечения</b>				
6.3.1.1	Программное обеспечение WinSL 8.1 RUS OLP NL AcdmcLegalization, 4HR-00399			
6.3.1.2	Программное обеспечение WinPro 8.1 RUS OLP NL Acdmc, FQC-08171			
6.3.1.3	Программное обеспечение Microsoft Office Professional Plus 2013 Russian OLP NL AcademicEdition, 79P-04728			
6.3.1.4	Программное обеспечение Линко V 8.0			
6.3.1.5	AdobeAcrobatReader (свободно распространяемая)			
6.3.1.6	MozillaFirefox (свободно распространяемая)			
<b>6.3.2 Перечень современных профессиональных баз данных и информационных справочных систем</b>				
6.3.2.1	Всемирный атлас языковых структур: типологическая база данных : [сайт]. – URL: <a href="https://wals.info">https://wals.info</a>			
6.3.2.2	Научная электронная библиотека : [сайт]. – URL: <a href="http://elibrary.ru">http://elibrary.ru</a>			
6.3.2.3	Единое окно доступа к образовательным ресурсам : [сайт]. – URL : <a href="http://window.edu.ru">http://window.edu.ru</a>			
6.3.2.4	Российская государственная библиотека : [сайт]. – URL: <a href="http://rsl.ru">http://rsl.ru</a>			
6.3.2.5	Россия: университетская информационная система : [сайт]. – URL: <a href="https://uisrussia.msu.ru">https://uisrussia.msu.ru</a>			
6.3.2.6	Book.ru: Электронно-библиотечная система : [сайт]. — URL: ( <a href="https://www.book.ru">https://www.book.ru</a> )			

<b>7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ</b>	
7.1	Учебные аудитории для проведения занятий семинарского типа (практических занятий), укомплектованные специализированной мебелью и техническими средствами обучения: компьютерной техникой с возможностью выхода в «Интернет».
7.2	Учебные аудитории для групповых и индивидуальных консультаций, укомплектованные специализированной мебелью и техническими средствами обучения: компьютерной техникой с возможностью выхода в «Интернет».
7.3	Учебные аудитории для текущего контроля успеваемости и промежуточной аттестации, укомплектованные специализированной мебелью и техническими средствами обучения: компьютерной техникой с возможностью выхода в «Интернет».
7.4	Помещения для самостоятельной работы обучающихся, оснащенные компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду Университета.
7.5	Помещения для хранения и профилактического обслуживания учебного оборудования.

<b>8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ</b>
<p>В дисциплине «Иностранный язык (Английский)» практические занятия требуют от студента интенсивной работы во время практических занятий.</p> <p>На практические занятия выносятся ключевые темы курса или наиболее сложные проблемы, которые требуют дополнительной проработки. Цель практических занятий - закрепление и углубление знаний, развитие умений самостоятельной работы с учебной и научной литературой, навыков устной коммуникации; развитие навыков анализа языкового материала и решения частных лингвистических проблем.</p> <p>Подготовка к практическому занятию включает:</p> <ul style="list-style-type: none"> <li>- изучение соответствующих лекций и разделов рекомендуемых учебников и дополнительной литературы;</li> <li>- выполнение конспекта первоисточников;</li> <li>- подготовку устных и письменных сообщений, докладов по избранной теме.</li> </ul> <p>Участие в практическом занятии включает:</p> <ul style="list-style-type: none"> <li>- активное участие студентов в обсуждении вопросов по плану занятия, в дискуссиях;</li> <li>- аргументирование собственной точки зрения по тому или иному вопросу;</li> <li>- обобщение языковых фактов;</li> <li>- формулирование выводов по теоретической проблеме;</li> <li>- самостоятельное решение конкретных лингвистических задач;</li> <li>- фиксирование наиболее сложных положений и обсуждаемых проблем.</li> </ul> <p>Самостоятельная работа завершает задачи всех видов учебной работы. Самостоятельная работа способствует:</p> <ul style="list-style-type: none"> <li>- углублению и расширению знаний;</li> <li>- формированию интереса к познавательной деятельности;</li> <li>- овладению приемами процесса познания;</li> <li>- развитию познавательных способностей.</li> </ul> <p>Проведение учебных занятий в интерактивной форме обеспечивает развитие у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств.</p>

