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Министерство науки и высшего образования Российской Федерации  
ФГБОУ ВО «Тверской государственный университет»

Утверждаю:  
Руководитель ООП  
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«28» мая 2025 г.



Рабочая программа дисциплины (с аннотацией)

## **Иностранный язык**

Специальность

**37.05.01 Клиническая психология**

Направленность (профиль)

**Патопсихологическая диагностика и психотерапия**

Для студентов 1 и 2 курса очной формы обучения

Составитель: *Н.В. Копылова*

Тверь, 2025

# **I. Аннотация**

## **1. Цель и задачи дисциплины**

Целью освоения дисциплины является: повышение исходного уровня владения английским языком, достигнутого на предыдущей ступени образования, для активного применения английского языка при деловом общении в сфере профессиональной коммуникации.

Основное назначение английского языка как общеобразовательной области знаний состоит в овладении студентами коммуникативными навыками на английском языке, т.е. в формировании коммуникативных умений говорения, понимания на слух, чтения и письма.

Задачами освоения дисциплины являются:

1. формирование способности адекватного использования профессиональной терминологии и языковых профессиональных конструкций на английском языке;
2. формирование способности формулировать мысль в устной и письменной форме на английском языке (деловая беседа, деловые переговоры, деловая переписка, презентация);
3. формирование способности адекватно переводить тексты профессионального содержания;
4. формирование навыков общения с зарубежными партнерами в профессиональной области на английском языке.

## **2. Место дисциплины в структуре ООП**

Дисциплина «Иностранный язык» входит в Блок 1, в обязательную часть учебного плана образовательной программы по специальности 37.05.01 Клиническая психология.

Преподавание дисциплины «Иностранный язык» строится исходя из требуемого уровня базовой подготовки специалистов по специальности 37.05.01 Клиническая психология, профиль «Патопсихологическая диагностика и психотерапия».

Содержание дисциплины является логическим продолжением содержания дисциплин «Русский язык и культура речи», «История психологии» и служит основой для освоения дисциплины «Информационные технологии в психологии».

## **3. Объем дисциплины: 9 зачетных единиц, 324 академических часа, в том числе:**

**контактная аудиторная работа:** практические занятия 174 часов;

**контактная внеаудиторная работа:** контроль самостоятельной работы 26;

**самостоятельная работа:** 97 часов, контроль 27 часов.

## **4. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы**

Планируемые результаты освоения образовательной программы (формируемые компетенции)	Планируемые результаты обучения по дисциплине
УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.	УК-4.1 Устанавливает контакты и организует общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии.
	УК-4.3 Составляет типовую деловую документацию для академических и профессиональных целей на иностранном языке.
	УК-4.4 Создает различные академические или профессиональные тексты на иностранном языке.
	УК-4.6 Представляет результаты исследовательской и проектной деятельности на различных публичных мероприятиях, участвует в академических и профессиональных дискуссиях на иностранном языке.
УК-5 Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия.	УК-5.2 Выстраивает социальное и профессиональное взаимодействие с учетом особенностей деловой и общей культуры представителей других этносов и конфессий, различных социальных групп.
	УК-5.3 Обеспечивает создание недискриминационной среды для участников межкультурного взаимодействия при личном общении и при выполнении профессиональных задач.

**5. Форма промежуточной аттестации и семестр прохождения:** зачет (1, 2, 3 семестры), экзамен (4 семестр).

**6. Язык преподавания** русский.

**7. РПД адаптирована** для обучения инвалидов и лиц с ОВЗ, имеющих нарушения зрения, с учетом особенностей их психофизического развития, индивидуальных возможностей.

**II. Содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий**

Учебная программа – наименование разделов и тем	Всего (час.)	Контактная работа (час.)				Самостоятельная работа, в том числе Контроль (час.)	
		Лекции		Практические занятия			Контроль самостоятельной работы
		всего	в т.ч. практическая подготовка	всего	в т.ч. практическая подготовка		
<b>1 семестр</b>							
<b>Unit 1</b> Introducing yourself	16			11			5
<b>Unit 2.</b> What is psychology?	17			11		1	5
<b>Unit 3</b> Careers in psychology	16			11			5
<b>Unit: 4</b> You and your friends	17			11		1	5
<b>Unit 5</b> Family problems	16			10		1	5
<b>Units 6</b> My University	16			10		1	5
<b>2 семестр</b>							
Unit 1 Cambridge University Department of Psychology	12			6		1	5
Unit 2 The Russian Federation	12			6		1	5
Unit 3 The UK	12			6		1	5
Unit 4 Freud’s house in London	12			6		1	5
Unit 5 The USA	16			10		1	5
Unit 6 Australia	12			6		1	5
<b>2 семестр</b>							
Unit 1 What type of psychologist would you like to be	12			6		1	5
Unit 2 Psychoanalysis as a theory and a therapy	12			6		1	5
Unit: 3 Biography of S. Freud	12			6		1	5
Unit 4 History of behaviorism	12			6		1	5

Unit 5. Cognitive approach	12			6		1	5
Unit 6 Humanistic approach	10			4		1	5
<b>4 семестр</b>							
Unit1 Psychology of Carl Rogers	12			6		1	5
Unit 2 Maslow's hierarchy of needs	13			6		2	5
Unit3 Stereotypes	14			6		2	6
Unit 4 Classification of mental disorders	13			6		1	6
Unit5 Clinical psychology	14			6		2	6
Unit 6 Stress	14			6		2	6
ИТОГО	324			174		26	124

### III. Образовательные технологии

#### 1 семестр

Учебная программа – наименование разделов и тем	Вид занятия	Образовательные технологии
<b>Unit 1</b> Introducing yourself	Практические занятия	Дискуссионные технологии
<b>Unit 2.</b> What is psychology?	Практические занятия	Технологии развития критического мышления
<b>Unit 3</b> Careers in psychology	Практические занятия	Дискуссионные технологии
<b>Unit: 4</b> You and your friends	Практические занятия	Технологии развития критического мышления
<b>Unit 5</b> Family problems	Практические занятия	Дискуссионные технологии
<b>Units 6</b> My University	Практические занятия	Метод case-study

#### 2 семестр

Учебная программа – наименование разделов и тем	Вид занятия	Образовательные технологии
<b>Unit 1</b> Cambridge University Department of Psychology	Практические занятия	Технологии развития критического мышления
<b>Unit 2</b> The Russian Federation	Практические занятия	Занятия с применением затрудняющих условий
<b>Unit 3</b> The UK	Практические занятия	Игровые технологии
<b>Unit: 4</b> Freud's house in London	Практические занятия	Дискуссионные технологии
<b>Unit 5</b> The USA	Практические занятия	Проектная технология
<b>Unit 6</b> Australia	Практические занятия	Дискуссионные технологии

### 3 семестр

Учебная программа – наименование разделов и тем	Вид занятия	Образовательные технологии
<b>Unit 1</b> What type of psychologist would you like to be	Практические занятия	Дискуссионные технологии
<b>Unit 2</b> Psychoanalysis as a theory and a therapy	Практические занятия	Технологии развития критического мышления
<b>Unit: 3</b> Biography of S. Freud	Практические занятия	Игровые технологии
<b>Unit 4</b> History of behaviorism	Практические занятия	Занятия с применением затрудняющих условий
<b>Unit 5.</b> Cognitive approach	Практические занятия	Дискуссионные технологии
<b>Unit 6</b> Humanistic approach	Практические занятия	Метод case-study

### 4 семестр

Учебная программа – наименование разделов и тем	Вид занятия	Образовательные технологии
<b>Unit1</b> Psychology of Carl Rogers	Практические занятия	Технологии развития критического мышления
<b>Unit 2</b> Maslow's hierarchy of needs	Практические занятия	
<b>Unit3</b> Stereotypes	Практические занятия	Дискуссионные технологии
<b>Unit 4</b> Classification of mental disorders	Практические занятия	Метод case-study
<b>Unit5</b> Clinical psychology	Практические занятия	Игровые технологии
<b>Unit 6</b> Stress	Практические занятия	Дискуссионные технологии

#### IV. Оценочные материалы для проведения текущей и промежуточной аттестации

Оценочные материалы для оценки уровня сформированности компетенций.

УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия.

УК-5 Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия.

Семестр формирования компетенций	Типовые контрольные задания для оценки уровня сформированности компетенций	Показатели и критерии оценивания компетенции, шкала оценивания
1 семестр	<p><b>I. Выберите правильный ответ:</b></p> <p>1. What are you doing? a. It doesn't touch you      b. It's none of your business c. You don't enter at all      d. Look after your own affairs</p> <p>2. When the court was in session, the judge would not permit entrance    by ____. a. no one      b. anyone c. someone      d. none</p> <p>3. I never met Joe Louis, but he was a great boxer ____. a. by all accounts      b. on account c. in the account      d. according to the accounts</p> <p>4. The film ____ several scenes that might upset young children. a. admits      b. involves      c. contains      d. displays</p> <p>5. It's a very nice drink; I'm sure you would like it if you ____ it. a. tested      b. proved      c. tried      d. surveyed</p> <p>6. I had to be up early the next morning, so I ____ myself and left the party. a. refused      b. thanked      c. excused      d. apologized</p> <p>7. In Britain home ownership has ____ rapidly since 1960. a. enlarged      b. raised      c. grown      d. heightened</p> <p>8. Everyone in the department was ____ with the sack unless they worked harder. a. promised      b. warned      c. bribed      d. threatened</p> <p>9. The judge gave him a 4- year- prison ____ for his crime. a. time      b. punishment      c. sentence      d. period</p> <p>10. He works more ____ than anyone else I know. a. hardly      b. hard      c. steadily      d. steady</p> <p><b>II. Поставьте глагол в скобках в нужную форму:</b></p> <p>1. He suggests that prominent people (ask) ____ to contribute. 2. Why you (walk) ____ so fast today? I (hurry) ____ because I (meet) ____ my mother at 4 o'clock and she doesn't like</p>	<p><i>Правильно выбран вариант ответа – 1 балл</i></p> <p>Правильно определена логическая связь-2 балла</p>

	<p>(keep waiting).</p> <p>3. Hard work is the key to (pass) ____ examinations.</p> <p>4. By the end of the month 5,000 people (see) ____ this exhibition.</p> <p>5. Only then we all (realize) ____ what a lucky escape we (have) ____.</p> <p>6. If this exercise (be) ____ difficult, not everyone would get the correct answers.</p> <p>7. I probably (come) ____ to London some time next month. I (give) ____ you a ring nearer the time and tell you when I (come).</p> <p>8. Would you mind (write) ____ your address on the back of the cheque and (show) ____ us some proof of your identity.</p> <p>9. I (look out) ____ before I (go) ____ to bed and (see) ____ a man watching our house. When I (get up) ____ the following morning he (be) ____ still there, and I (wonder) ____ whether he (stay) ____ there all night or if he (go away) ____ and (come back).</p> <p>10. I prefer (drive) ____ to (be driven) ____.</p>	
	<p><b>1. Прочтите текст и ответьте на следующие за ним вопросы.</b></p> <p>William Lyon Mackenzie King was a Canadian statesman and leader of the Liberal Party who held the office of prime minister for a total of twenty-one years, longer than any public servant in the history of Canada. His father was a prominent judge, and his mother the daughter of William Lyon Mackenzie, leader of the rebellion of 1837 in Upper Canada. Greatly influenced by his famous grandfather King was determined to serve his country in the role of reformer. After graduation from the University of Toronto with a degree in economics, he studied sociology and labor relations at Harvard and Chicago Universities. He served his fellow Canadians in many appointed and elected offices, including among <u>them</u> a seat in the parliament, before being elected prime minister in 1921. His three terms of office were marked by compromise, and he was often criticized for procrastination. Nevertheless, he earned the respect of most Canadians for his political astuteness and what one biographer, John Moir of the University of Toronto, has called his "essential Canadianness." According to Moir, King's methods may have been frustrating to some, but he was able to maintain unity and extend Canadian <u>autonomy</u> while acting within a difficult federal system.</p> <p>1. What is the author's main point?</p> <p>(A) King made a valuable contribution to Canada.</p> <p>(B) King's methods were frustrating to many Canadians.</p> <p>(C) King came from a prominent Canadian family.</p> <p>(D) King held many positions in government.</p>	<p>Правильно определена логическая связь-2 балла</p>



	<p>2. According to biographer John Moir, why was King admired?</p> <p>(A) For his procrastination  (B) For his willingness to compromise  (C) For his ability to deal with frustration  (D) For his Canadian personality</p> <p>3. The author mentions all of the following universities as institutions where King studied EXCEPT</p> <p>(A) Harvard University  (B) University of Upper Canada  (C) Chicago University  (D) University of Toronto</p> <p>4. The word “autonomy” could best be replaced by</p> <p>(A) independence  (B) culture  (C) friendship  (C) conscientiousness</p> <p>5. The word "them" refers to</p> <p>(A) terms  (B) Canadians  (C) relations  (D) offices</p> <p><b>Прочтите текст и ответьте на следующие за ним вопросы</b></p> <p>Ogden Nash was a poet, storyteller, humorist, and philosopher. Born in Rye, New York, and raised in Savannah, Georgia, he tried but failed to adapt himself to the academic and later the business world. After attending Harvard University briefly, he became a mail clerk on Wall Street, later advancing to bond salesman. His first job as a writer was to produce advertising copy for streetcar cards. Then, in 1925, he joined the advertising department of Doubleday Page and Company, one of the largest publishing houses in New York. Later, as a member of the editorial Staff of <i>The New Yorker</i> magazine, he began writing short poems.</p> <p>His verses are filled with humor and wry wit as well as the unexpected or improbable rhymes that have come to characterize <u>them</u>. One of his most famous poems is a two-line verse titled "Reflections on Ice-Breaking" in which he offers the following advice to young lovers: "Candy is dandy, but liquor is quicker." Beginning in 1931, and extending over the next four decades, Nash produced nineteen books of poetry. During the same time period, he was a favorite contributor to many <u>leading</u> magazines, and his name became a household word.</p>	<p>Правильно определена логическая связь-2 балла</p>
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	<ol style="list-style-type: none"> <li>Nash's first job was a             <ol style="list-style-type: none"> <li>mail clerk</li> <li>bond salesman</li> <li>writer of advertising copy</li> <li>magazine writer</li> </ol> </li> <li>Nash is described as all of the following EXCEPT             <ol style="list-style-type: none"> <li>a humorist</li> <li>a popular poet</li> <li>a prolific writer</li> <li>an alcoholic</li> </ol> </li> <li>The word "leading" could best be replaced by which of the following?             <ol style="list-style-type: none"> <li>witty</li> <li>contemporary</li> <li>prominent</li> <li>extravagant</li> </ol> </li> <li>The word "them" refers to             <ol style="list-style-type: none"> <li>rhymes</li> <li>verses</li> <li>editorial</li> <li>publishing houses</li> </ol> </li> <li>In the second paragraph, what does Nash mean by "liquor is quicker"?             <ol style="list-style-type: none"> <li>Young people should be warned against drinking alcohol.</li> <li>It is quicker to make alcohol than it is to make candy.</li> <li>Eating candy lasts longer than drinking alcohol.</li> <li>Alcohol promotes romantic feelings faster than candy does.</li> </ol> </li> </ol>	
	<p><b>Take part in a telephone survey. You have to answer six questions. Give full answers to the questions.</b></p> <p><b>Electronic assistant:</b> Hello! It's the electronic assistant of the Dolphin Sports Club. We kindly ask you to take part in our survey. We need to find out how people feel about doing sports in our region. Please answer six questions. The survey is anonymous – you don't have to give your name. So, let's get started.</p> <p><b>Electronic assistant:</b> How old are you?</p> <p><b>Student:</b> _____</p> <p><b>Electronic assistant:</b> How many times a week do you do sports?</p> <p><b>Student:</b> _____</p> <p><b>Electronic assistant:</b> What sport is the most popular with teenagers in your region?</p>	<p>Ответ характеризуется:</p> <p>композиционной цельностью            речевых и лексико-грамматических            ошибок нет – 3 балла            есть нарушения последовательности,            большое количество неоправданных            пауз – 1 балл            Не прослеживается логика, мысль не            развивается – 0 баллов</p>

	<p><b>Student:</b> _____</p> <p><b>Electronic assistant:</b> What sports facilities are available in the place where you live?</p> <p><b>Student:</b> _____</p> <p><b>Electronic assistant:</b> Why do you think it is important to keep fit?</p> <p><b>Student:</b> _____</p> <p><b>Electronic assistant:</b> What would you advise a person who wants to keep fit?</p> <p><b>Student:</b> _____</p> <p><b>Electronic assistant:</b> This is the end of the survey. Thank you very much for your cooperation.</p> <p>2. Подготовьте монолог по одной из следующих тем:  Sport in my life  My hobby  Travelling</p>	<p>Раскрыта проблема с корректным использованием лексики грамматики в контексте ответа – 2 балла;  Представлена аргументированная собственная точка зрения (позиции, отношения) – 2 балла;  Представлена собственная точка зрения, но не аргументирована – 1 балл;  внутреннее смысловое единство, соответствие теме – 2 балла;  соблюдены правила стилистической культуры – 1 балл;  соблюдены требования к объёму – 1 балл.</p>
<b>2 семестр</b>	<p>1. Раскройте скобки, употребив глаголы в нужном времени:  <b>BARBARA CARTLAND</b>  Barbara Cartland is a famous love-story writer. According to the Guinness Book of Records she (be) one of the best-selling author in the world.  Barbara Cartland (be born) WHS Bom at the beginning of the century. She (write) _____ her first book when she (be) _____ twenty-one and it (sell out) _____ as soon as it (reach) _____ the shops.  Since then she (write) _____ over 450 books, and all of them (be) _____ about love.  This is what Barbara says about herself: "I (be) _____ very organised. I (have) _____ 5 secretaries. I (lie) _____ on my sofa, (shut) _____ my eyes and just (tell) _____ the story. I (make) _____ very few corrections,</p>	<p>Правильно определена логическая связь-2 балла</p> <p>Правильно выбран вариант ответа – 1 балл</p>

	<p>actually. I only (cut) _____ the paragraphs if they (be) _____ too long . When I (want) _____ a plot, I (say) _____ a prayer."</p> <p>At the moment Barbara Cartland (hold) _____ the world record for the amount of books she (sell) _____.</p> <p>plot — сюжет prayer — молитва</p> <p>2. Из четырех вариантов (A), (B), (C), (D) выберите единственно правильный:</p> <p>1. Mount Everest is _____ mountain in the world. (A) high (C) the higher (B) highest (D) the highest</p> <p>2. Many people go to Egypt _____. (A) in order see pyramids (C) so to see pyramids (B) to see pyramids (D) seeing pyramids</p> <p>3. She wants to be a doctor _____. (A) when she will leave school (B) when she leaves school (C) when she is leaving school (D) when she left school</p> <p>4. Ann is interested _____ foreign languages. (A) for (C) in (B) about (D) on</p> <p>5. I know Nora Norman. I _____ her at a party a couple of weeks ago. (A) met (C) had met (B) have met (D) was met</p> <p>6. You have never been to Spain, _____? (A) isn't it (C) haven't you (B) is it (D) have you</p> <p>7. The earliest known manuscript of Beowulf _____ in the British Museum. (A) keeps (C) is keeping (B) kept (D) is kept</p>	
	<p><b>Задание 1. Выберите из четырех предложенных вариантов единственно правильный:</b></p> <p>1 _____ drive on the left-hand side in their country. a) The British b) British c) A British</p>	<p>Правильно выбран вариант ответа – 1 балл</p>

	<p>d) Britishes</p> <p>2. Sarah _____ that Ann lived at number 10.</p> <p>a) told b) said c) spoke d) talked</p> <p>3. We have not decided yet when we _____ into the new flat.</p> <p>a) move b) moved c) shall move d) would moved</p> <p>4. Ancient people didn't know that the Earth _____ around the Sun.</p> <p>a) has gone b) had gone c) goes d) is going</p> <p>5. I can't _ to these high-heeled shoes.</p> <p>a) use b) get used c) used d) be used</p> <p>2. Прочитайте тексты и установите соответствие между текстами и их заголовками:</p> <p><b>1. Architectural heritage</b>  <b>2. Similar yet different</b>  <b>3. The mystery of the name</b>  <b>4. Literary landmarks</b>  <b>5. The district of crafts</b>  <b>6. A fashionable place to live in</b>  <b>7. The souvenir street</b>  <b>8. An open-air studio</b></p> <p><b>A.</b> Arbat Street is one of the most famous pedestrian streets in the historic centre of Moscow. In the 17th century the area was popular with carpenters, silversmiths, bakers and skilled people of other trades. They lived there and ran their businesses - there were lots of workshops and small stores on the ground floors of the houses. Nowadays, the Arbat's side streets show evidence of their past with names that describe various trades or products.</p>	<p>Правильно определена логическая связь-2 балла</p>
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	<p><b>B.</b> In the 18th century the Arbat became popular with Moscow's upper class, who enjoyed walking there and visiting the local cafés. There were hardly any workshops there then. The Arbat became a popular residential area that attracted Moscow nobility. The whole street was built up with private residences of wealthy Russian families – the Dolgorukiys, the Golitsins, the Tolstoys, the Sheremetyevs and others. It became the most stylish and desirable place to live.</p> <p><b>C.</b> Famous poets, thinkers, musicians and actors contributed to the Arbat's charm. Alexander Pushkin and his wife lived there, in house number 53. Later the mansion was turned into a museum. One of the houses on the adjoining lane belonged to Leo Tolstoy. Over a century later, Bulat Okudzhava, the famous poet and bard, lived in house number 43. Today his statue stands on the corner of the side street.</p> <p><b>D.</b> The name Arbat does not sound like a Russian word and actually the original meaning of the place name is unknown. There are several hypotheses. Some linguists state that the name comes from the Arabic word meaning 'suburb' or 'outskirts'. Another hypothesis links the word <i>Arbat</i> with the Tatar word <i>arba</i>, i.e. "cart". However, both theories are disputed.</p> <p><b>E.</b> Until the middle of the 20th century, the Arbat remained a part of the main road from the Moscow Kremlin westwards. In the 1960s, a parallel road, the <i>New Arbat</i> was built, and the traffic was rerouted. The New Arbat, with its wide sidewalks, has no side streets, which was more convenient for drivers and safer for pedestrians. Two decades later, the <i>New Arbat</i> took all the traffic and the Arbat was made into the first pedestrian zone in Moscow. In order to avoid confusion with the New Arbat, people began to refer to the Arbat as the <i>Old Arbat</i>.</p> <p><b>F.</b> To tourists, the area of the Arbat is a nice combination of cosy little side streets with the buildings representing different epochs. There, one can find an unusual looking house in the shape of two interlocking cylinders with more than 60 six-sided windows. It was built as an experimental house by the Soviet architect Konstantin Melnikov, a famous representative of Constructivism.</p> <p><b>G.</b> At both ends of the street, you'll often see artists sketching portraits. There's no need to go into a workshop – just choose an artist and take a seat. The artists have all they need at hand. Anyone can have a charcoal portrait of themselves or a caricature drawn. There's no fixed price for the work - you can bargain.</p>	
	<p><b>Владеть</b> Comment on the following statement.  <i>Some students believe that homework should be optional.</i>  <b>What is your opinion? Do you agree with this point of view?</b></p>	<p>Раскрыта проблема с корректным использованием лексики грамматики в контексте ответа – 2 балла;</p>

	<p>Write <b>200–250 words</b>.          Use the following plan:  <input type="checkbox"/> <input type="checkbox"/> make an introduction ( state the problem);  <input type="checkbox"/> <input type="checkbox"/> express your personal opinion and give 2–3 reasons for your opinion;  <input type="checkbox"/> <input type="checkbox"/> express an opposing opinion and give 1–2 reasons for this opposing opinion;  <input type="checkbox"/> <input type="checkbox"/> express why you don't agree with the opposing opinion;  <input type="checkbox"/> <input type="checkbox"/> make a conclusion restating your position.</p>	<p>Представлена аргументированная собственная точка зрения (позиции, отношения) – 2 балла;          Представлена собственная точка зрения, но не аргументирована – 1 балл;          внутреннее смысловое единство, соответствие теме – 2 балла;          соблюдены правила стилистической культуры – 1 балл;          соблюдены требования к объёму – 1 балл.</p>
<b>3 семестр</b>	<p>Из четырех вариантов (A), (B), (C), (D) выберите единственно правильный:</p> <p><b>1. You've got ....</b>          a) very long hair    b) very long hairs    c) a very long hair    d) hair very long</p> <p><b>2. It isn't very warm today. It was much ... yesterday.</b>          a) more warm    b) warmer    c) warm    d) warmest</p> <p><b>3. She speaks ... English.</b>          a) a good    b) good    c) well    d) a well</p> <p><b>4. - Why are you running? - There isn't... time left.</b>          a) many    b) much    c) some    d) a lot</p> <p><b>5. Where... ?</b>          a) he is working    b) he works    c) is he work    d) does he work</p> <p><b>6. - I'm going to party tonight - Who... ?</b>          a) did you invited    b) did invite you    c) invited you    d) had you invited</p> <p><b>7. Oh, look!... is something under the table.</b>          a) It    b) They    c) That    d) There</p> <p><b>8. I'm going to a concert tonight The concert... at 7.30.</b>          a) is starting    b) start    c) starts    d) will be start</p> <p><b>9. - What did he say? -I don't know. I....</b>          a) wasn't listen    b) wasn't listening    c) didn't listened    d) didn't listening</p> <p><b>10. I can't understand why ... this mistake again.</b>          a) make you    b) you make    c) you do    d) you have made</p> <p>2. Прочитайте текст, ответьте на следующие за ним вопросы  <b>By Heart</b>          Some plays are so successful that they run for years on end. In many ways, this is unfortunate for the poor actors who are required to go on repeating the same lines night after night. One would expect them to know their parts by heart and never</p>	<p>Правильно выбран вариант ответа – 1 балл</p> <p>Правильно определена логическая связь – 2 балла</p>

have cause to falter. Yet this is not always the case.

A famous actor in a highly successful play was once cast in the role of an aristocrat who had been imprisoned in the Bastille for twenty years. In the last act, a gaoler would always come on to the stage with a letter which he would hand to the prisoner. Even though the noble was expected to read the letter at each performance, he always insisted that it should be written out in full.

One night, the gaoler decided to play a joke on his colleague to find out if, after so many performances, he had managed to learn the contents of the letter by heart. The curtain went up on the final act of the play and revealed the aristocrat sitting alone behind bars in his dark cell. Just then, the gaoler appeared with the precious letter in his hands. He entered the cell and presented the letter to the aristocrat. But the copy he gave him had not been written out in full as usual. It was simply a blank sheet of paper. The gaoler looked on eagerly, anxious to see if his fellow-actor had at last learnt his lines. The noble stared at the blank sheet of paper for a few seconds. Then, squinting his eyes, he said: "The light is dim. Read the letter to me." And he promptly handed the sheet of paper to the gaoler. Finding that he could not remember a word of the letter either, the gaoler replied: "The light is indeed dim, sire. I must get my glasses." With this, he hurried off the stage. Much to the aristocrat's amusement, the gaoler returned a few moments later with a pair of glasses and the usual copy of the letter which he proceeded to read to the prisoner.

1. WHY ARE ACTORS IN SUCCESSFUL PLAYS IN MANY WAYS UNHAPPY?

- A. They are afraid to act.
- B. They always have cause to falter.
- C. They have to learn much by heart.
- D. They have to repeat the same words.

2. WHAT DID THE ARISTOCRAT ALWAYS EXPECT TO RECEIVE FROM THE GAOLER?

- A. A blank sheet of paper.
- B. The full copy of the letter.
- C. A letter not written in full.
- D. A letter written in short.

3. WHY DID THE GAOLER DECIDE TO PLAY A JOKE ON THE ARISTOCRAT?

- A. To teach him a lesson.
- B. To see if he knew the contents of the letter very well.
- C. To revenge.



	<p><b>D.</b> To see if he was a good actor.</p> <p>4. WHY DIDN'T THE ARISTOCRAT READ THE LETTER?</p> <p><b>A.</b> The light was dim.</p> <p><b>B.</b> He didn't know it by heart.</p> <p><b>C.</b> He didn't want to do it.</p> <p><b>D.</b> He wasn't obliged to do it.</p> <p>5. WHICH OF THE FOLLOWING IS TRUE?</p> <p><b>A.</b> The gaoler could not read without glasses.</p> <p><b>B.</b> It was the gaoler's first-night performance.</p> <p><b>C.</b> The gaoler didn't know the contents of the letter by heart.</p> <p><b>D.</b> The gaoler was supposed to know the contents of the letter by heart.</p>	
	<p>Выберите из четырех предложенных вариантов единственно правильный:</p> <p>1. British families ____ at least one pet</p> <p>a) are saying to have</p> <p>b) use to have</p> <p>c) are said to have</p> <p>d) are said having</p> <p>2. _____ here in winter.</p> <p>a) There isn't snowing</p> <p>b) It isn't snowing</p> <p>c) It doesn't snow</p> <p>d) It isn't snow</p> <p>3 You had a busy day yesterday, _____?</p> <p>a) did you</p> <p>b) had you</p> <p>c) didn't you</p> <p>d) hadn't you</p> <p>4. Pedestrians are required ____ the road at the zebra crossing</p> <p>a) crossing</p> <p>b) cross</p> <p>c) to cross</p> <p>d) to be crossed</p> <p>5 I'm thirsty, I'd like some cola, but we haven't got _____.</p> <p>a) some</p> <p>b) any</p> <p>c) something</p> <p>d) nothing</p>	<p>Правильно определена логическая связь-2 балла</p>

	<p><b><i>Прочтите текст и ответьте на вопросы, основываясь на его содержании</i></b></p> <p><b>Careers in Psychology</b></p> <p>There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behaviour, and practice, through which that knowledge is applied in helping people to solve problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultants, diagnose and treat people, and teach future psychologists and other types of students. They test intelligence and personality. As scientists, psychologists use scientific methods of observation, experimentation and analysis. But psychologists also need to be creative in the way they apply scientific findings.</p> <p>Psychologists are frequently innovators, inventing new approaches to people and societies. They develop theories and test them in their research. As they collect new information, these findings can be used by practitioners in their work with clients and patients.</p> <p>As practitioners psychologists work in laboratories, hospitals, courtrooms, schools and universities, prisons and corporate offices. They work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and cooperate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event. Involved in all aspects of our world, psychologists must keep up with what is happening around us. When you are a psychologist, your education never ends. Most psychologists say they love their work. They say that they have a variety of daily tasks and the flexibility of their schedules.</p> <p>The study of psychology is a good preparation for many other professions. Many employers are interested in the skills of collecting, analyzing and interpreting data, and their experience with statistics and experimental design.</p> <p>Psychology is a very diverse field with hundreds of career paths. We all know about caring for people with mental and emotional disorders. Some other jobs like helping with the design of computer systems are less well-known. What all psychologists have in common is an interest in the minds of both humans and animals.</p> <ul style="list-style-type: none"> <li>• What does the field of psychology include?</li> <li>• What innovations do psychologists make?</li> <li>• Where do psychologists work?</li> <li>• Who do psychologists work with?</li> </ul>	<p>Правильно определена логическая связь-2 балла</p>
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	<ul style="list-style-type: none"> <li>• Do most psychologists like their work?</li> <li>• What skills are many employers interested in?</li> <li>• What do all psychologists have in common?</li> </ul> <p><b>Выразите собственное мнение (не менее 15 предложений).</b></p> <ul style="list-style-type: none"> <li>• What sort of career in psychology would you prefer? Why?</li> </ul>	
4 семестр	<p>Complete the sentences</p> <p><b>1. He can't do it alone. You should give him a ....</b> A) hand B) lift C) advice D) advices</p> <p><b>2. I'm in a hurry. Can you give me a ... ?</b> A) help B) lift C) tour D) signal</p> <p><b>3. You shouldn't be so naive and take everything ....</b> A) away B) apart C) home D) for granted</p> <p><b>4. The pupils must learn the poems ....</b> A) by heart B) for sure C) by head D) by memory</p> <p><b>5. He took ... of the good weather to paint the shed.</b> A) hand B) disadvantage C) advantage D) part</p> <p><b>6. He is fond of playing ... on people.</b> A) fun B) smile C) jokes D) games</p> <p><b>7. The teacher advised Ann to pay more ... to her progress at school.</b> A) attitude B) attention C) approach D) anxiety</p> <p><b>8. The contest takes ... every four years.</b> A) place B) stage C) seat D) space</p> <p><b>9. He was seriously ill and ... behind his class.</b> A) fell B) took C) was D) get</p> <p><b>10. The man wanted to ... revenge on his companion.</b> A) pay B) give C) bring D) get</p>	Правильно определена логическая связь- 2 балла
	<p>Преобразуйте слова так, чтобы они лексически и грамматически соответствовали содержанию текста</p> <p>Queen Victoria</p> <p>Queen Victoria, the longest reigning monarch in British history, is well-known for many things, among which is her happy marriage to Prince Albert and their family life. Prince Albert was just three months _____ than <b>YOUNG</b> Victoria, but he was mature for his age and was considered an appropriate husband. In the space of 17 years the royal couple had nine _____, four sons and five daughters. <b>CHILD</b></p> <p>It is no surprise that Albert's sudden death from typhoid was a shock from which</p>	Правильно определена логическая связь-2 балла

	<p>Victoria _____ recover for <b>NOT CAN</b> a long time.</p> <p><i>Прочитайте текст и заполните пропуски A–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя.</i></p> <p><b>The Slave Trade</b></p> <p>In August 1619, the first twenty black slaves arrived on a small Dutch ship to Jamestown, Virginia – the first British colony in the New World. Thus began the long history of slavery in the USA. But this was not the first time that the African slave trade had taken place. The Afro-European slave trade began in around 1440, A _____, to feed Europe’s growing demand for sugar. And even that was not the real beginning.</p> <p>Slavery was already part of Africa’s tribal economy and society – more so than land ownership – B _____. For example, women and children whose menfolk had been killed in battle were usually enslaved, becoming part of a tribal ruler’s extended family. The East</p> <p>Africa slave trade was also well established, C _____ by Arab and Ottoman slave traders. Even though African chiefs did not want the Europeans to settle on their</p> <p>lands, they were often involved in providing the Europeans with slaves D_____.</p> <p>Captured men, women and children were then packed on ships bound for South, Central and North America. From the 16th–19th centuries 54,000 such trade voyages were recorded. This peaked in the 1780s at 78,000 slaves a year, E_____.. The slave trade was finally abolished in England in 1807, F _____. A string of legislation then followed in other countries, with slavery abolished in the US in 1865, Cuba in 1886, Brazil in 1888, Sierre Leone in 1927 and the Gold Coast in 1928.</p> <ol style="list-style-type: none"> <li>1. before the arrival of the European traders</li> <li>2. with half of them carried on British ships</li> <li>3. when Portuguese traders began to ship captured Africans to work on plantations</li> <li>4. after years of campaigning by anti-slavery groups</li> <li>5. who were the leading anti-slavery protesters in England</li> <li>6. in exchange for goods, such as guns or alcohol</li> <li>7. with captured slaves transported into Arabia, the Middle East and India</li> </ol>	<p>Верно определена логическая связь между суждениями– 3 балла</p>
	<p><i>Напишите эссе (объёмом 180-250 слов) на следующую тему.</i></p> <ol style="list-style-type: none"> <li>1. Some young people believe that while at school we should concentrate on studying, others think that working part-time has many advantages.</li> <li>2. Some people prefer to eat out. However many people still like to cook meals at home.</li> </ol>	<p>Допущена одна речевая или лексико-грамматическая ошибка – 2 балла.</p> <p>Допущено несколько речевых ошибок, не мешающих пониманию смысла или грамматических ошибок элементарного</p>

	<p>3. Some of my friends say there's nothing better than reading a good book while others would rather watch its film version.</p> <p>4. Both newspapers and television news programmes can be good sources of information about current events.</p>	<p>уровня – 1 балл.</p> <p>Допущены многочисленные речевые ошибки, затрудняющие понимание смысла сказанного – 0 баллов.</p> <p>Раскрыта проблема с корректным использованием лексики грамматики в контексте ответа – 2 балла;</p> <p>Представлена аргументированная собственная точка зрения (позиции, отношения) – 2 балла;</p> <p>Представлена собственная точка зрения, но не аргументирована – 1 балл;</p> <p>внутреннее смысловое единство, соответствие теме – 2 балла;</p> <p>соблюдены правила стилистической культуры – 1 балл;</p> <p>соблюдены требования к объёму – 1 балл.</p>
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## **V. Учебно-методическое и информационное обеспечение дисциплины**

### **1) Рекомендуемая литература**

#### **а) Основная литература:**

1. Английский язык для гуманитариев [Электронный ресурс]: учебник для студентов вузов, обучающихся по гуманитарно-социальным специальностям/ М.В. Золотова [и др.].— Электрон. текстовые данные.— М.: ЮНИТИ-ДАНА, 2015.— 368 с.— Режим доступа: <http://www.iprbookshop.ru/52608>
2. Попов Е.Б. Профессиональный иностранный язык. Английский язык [Электронный ресурс]: учебное пособие.— Электрон. текстовые данные.— Саратов: Вузовское образование, 2016.— Режим доступа: <http://www.iprbookshop.ru/50622>

#### **б) Дополнительная литература:**

1. Гришаева Е. Б. Деловой иностранный язык: учебное пособие / Е.Б. Гришаева, И.А. Машукова; Министерство образования и науки Российской Федерации, Сибирский Федеральный университет. - Красноярск: Сибирский федеральный университет, 2015. - 192 с.: табл. - Библиогр. в кн. - ISBN 978-5-7638-3296-9. - [Электронный ресурс]. - Режим доступа: <http://biblioclub.ru/index.php?page=book&id=435604>
2. Спасибухова А. Н. Деловой английский язык: для самостоятельной работы студентов: учебное пособие / А.Н. Спасибухова, И.Н. Раптанова, К.В. Буркеева; - Оренбург: ОГУ, 2013. - 163 с.: табл. - Библиогр.: с. 80. - [Электронный ресурс]. - Режим доступа: <http://biblioclub.ru/index.php?page=book&id=270303>
3. Шевелёва С. А. Деловой английский: учебное пособие / С.А. Шевелёва. - 2-е изд., перераб. и доп. - М.: Юнити-Дана, 2015. - 382 с. - ISBN 978-5-238-01128- [Электронный ресурс]. - Режим доступа: <http://biblioclub.ru/index.php?page=book&id=436816>

### **2) Программное обеспечение**

#### **а) Лицензионное программное обеспечение**

- Kaspersky Endpoint Security 10 для Windows - Акт на передачу прав № ПК545 от 16.12.2022.

#### **б) Свободно распространяемое программное обеспечение**

- Многофункциональный редактор ONLYOFFICE
- ОС Linux Ubuntu
- Google Chrome
- Adobe Reader XI
- Debut Video Capture
- 7-Zip
- iTALC
- и др.

### **3) Современные профессиональные базы данных и информационные справочные системы:**

1. ЭБС «Университетская библиотека онлайн» - Договор № 02-06/2023 от 02.08.2023г. <https://biblioclub.ru/>
2. «Образовательная платформа ЮРАЙТ» - Договор № 05-е/23 от 02.08.2023г.

<https://urait.ru/>

3. ЭБС «Лань» - Договор № 04-е/23 от 02.08.2023г. <https://e.lanbook.com/>
4. ЭБС ZNANIUM.COM - Договор № 1106 ЭБС от 02.08.2023г. <https://znanium.com/>
5. Цифровой образовательный ресурс IPRsmart - Договор № 03-5/23К от 02.08.2023г. <http://www.iprbookshop.ru/>
6. Электронно-библиотечная система ТвГУ <http://megapro.tversu.ru/megapro/Web>
7. Научная электронная библиотека eLIBRARY.RU (подписка на журналы) [https://elibrary.ru/projects/subscription/rus\\_titles\\_open.asp?;](https://elibrary.ru/projects/subscription/rus_titles_open.asp?;)
8. Репозиторий ТвГУ <http://eprints.tversu.ru>,
9. Wiley Online Library <https://onlinelibrary.wiley.com/>
10. БД Scopus <https://www.scopus.com/search/form.uri?display=basic>
11. БД Web of Science [http://apps.webofknowledge.com/WOS\\_GeneralSearch\\_input.do?product=WOS&search\\_mode=GeneralSearch&SID=F5lxbbgjnOdTHHnpOs&preferencesSaved=](http://apps.webofknowledge.com/WOS_GeneralSearch_input.do?product=WOS&search_mode=GeneralSearch&SID=F5lxbbgjnOdTHHnpOs&preferencesSaved=)
12. Архивы журналов издательства Sage Publication <http://archive.neicon.ru/xmlui/>
13. Архивы журналов издательства The Institute of Physics <http://archive.neicon.ru/xmlui/> ,
14. СПС КонсультантПлюс (в сети ТвГУ);
15. ИПС «Законодательство России» <http://pravo.gov.ru/ips/>
16. Сводные каталоги фондов российских библиотек АРБИКОН, МАРС <http://arbicon.ru/>; КОРБИС <http://corbis.tverlib.ru/catalog/>; ЭКБСОН <http://www.vlibrary.ru>

4) Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины

**Онлайн-переводчики и словари:**

**Translate.Yandex.ru** - онлайн-переводчик и словарь от «Яндекс». Переводит отдельные слова и тексты. Есть возможность выбора разных языковых пар, направления перевода. При переводе отдельных слов показывает не только словарную статью с основными значениями слова, но и дает возможность прослушать произношение искомого слова.

**ABBY Lingvo** - онлайн-версия замечательного электронного словаря.

**Lingvo DA** - дополнительные бесплатные словари для ABBYY Lingvo. На сайте представлены словари, созданные пользователями электронного словаря ABBYY Lingvo. Любой из этих словарей вы можете скачать и подключить к установленной у вас программе Lingvo.

**Мультиатлан** - англо-русский и русско-английский словарь онлайн.

**Abbreviations.com** - расшифровка английских аббревиатур (англо-английский словарь).

**Macmillan Dictionary** - онлайн-словарь (англо-английский) и тезаурус (позволяет выявить смысл посредством соотнесения слова с другими понятиями).

**Merriam Webster** - онлайн-словарь (англо-английский) и тезаурус.

**Longman English Dictionary Online** - толковый словарь английского языка.

**Thesaurus.com** - тезаурусы, особенно в электронном формате, являются одним из действенных инструментов для описания отдельных предметных областей; в отличие от толкового словаря, тезаурус позволяет выявить смысл не только с помощью определения, но и посредством соотнесения слова с другими понятиями и их группами.

**Urban Dictionary** - американский словарь сленга.

**Idioms - The Free Dictionary** - словарь идиоматических выражений английского языка.

**Free Online Collocations Dictionary** - словарь сочетаемости слов английского языка.

**Bab.la** - многоязычный словарь с возможностью перевода разговорных оборотов и региональных выражений, технической лексики. В русско-английский словарь включены специальные опции: синонимы, произношение, примеры. Также на сайте размещен разговорник с примерами употребления слов и фраз.

**Телевидение на английском языке онлайн**

**BBC WORLD NEWS (британский английский) - мировые новости**

**House of Commons Live (британский английский) - заседания Палаты общин британского Парламента в прямом эфире**

**House of Lords Live (британский английский) - заседания Палаты лордов британского Парламента в прямом эфире**

**i24 NEWS (UK) Live (британский английский) - международные новости в прямом эфире**

**NASA HD-TV (американский английский) - все о космонавтике**

**CNBC (американский деловой английский) - экономика и бизнес**

**CNN INTERNATIONAL (американский английский) - международные новости в прямом эфире**

**FOX NEWS LIVE >>>>>**

**FOX 5 NEWS >>>>>**

**EURONEWS LIVE (международный английский) - международные новости в прямом эфире**

**RUSSIA TODAY (международный английский) - международные новости и аналитические программы**

**Учебные материалы для изучающих английский язык**

**Correct English** - Изложение теоретических аспектов английского языка. Практические задания для закрепления навыков. Справочник устойчивых выражений.

**Eng Grammar** - Учебник грамматики английского языка. Для начального уровня владения языком.

**Home English** - Уроки, словари и переводчики, сказки, двуязычные книги, коллекция идиом.

**Language Guide** - Тематические подборки английской лексики с озвученными картинками

**Native English** - Грамматика, описание методик изучения, литература и учебные пособия.

**Speak English** - Очень полезные подборки английских фраз, выражений и лексики по наиболее распространенным темам. Все фразы и большая часть лексики озвучены: надо просто кликнуть на фразу или слово.



**Study-English.info** - Материалы для изучающих английский язык: грамматика, лексика по темам.

**Study.ru** - Подборка материалов для изучающих язык

**Useful English** - Грамматика, фонетика, фразы, идиомы, правописание, тесты для проверки знаний. Песни с переводом и комментариями.

## **VI. Методические материалы для обучающихся по освоению дисциплины**

### **1. МАТЕРИАЛЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ**

#### **TEST 1**

1. *Раскройте скобки, употребив глаголы в нужном времени:*

#### **BARBARA CARTLAND**

Barbara Cartland is a famous love-story writer. According to the Guinness Book of Records she (be) one of the best-selling author in the world.

Barbara Cartland (be born) WHS Bom at the beginning of the century. She (write) \_\_\_\_\_ her first book when she (be) \_\_\_\_\_ twenty-one and it (sell out) \_\_\_\_\_ as soon as it (reach) \_\_\_\_\_ the shops.

Since then she (write) \_\_\_\_\_ over 450 books, and all of them (be) \_\_\_\_\_ about love.

This is what Barbara says about herself: "I (be) \_\_\_\_\_ very organised. I (have) \_\_\_\_\_ 5 secretaries. I (lie) \_\_\_\_\_ on my sofa, (shut) \_\_\_\_\_ my eyes and just (tell) \_\_\_\_\_ the story. I (make) \_\_\_\_\_ very few corrections, actually. I only (cut) \_\_\_\_\_ the paragraphs if they (be) \_\_\_\_\_ too long . When I (want) \_\_\_\_\_ a plot, I (say) \_\_\_\_\_ a prayer."

At the moment Barbara Cartland (hold) \_\_\_\_\_ the world record for the amount of books she (sell) \_\_\_\_\_.

plot — сюжет

prayer — молитва

2. *Из четырех вариантов (A), (B), (C), (D) выберите единственно правильный:*

1. Mount Everest is \_\_\_\_\_ mountain in the world.

(A) high (C) the higher

(B) highest (D) the highest

2. Many people go to Egypt \_\_\_\_\_.

(A) in order see pyramids (C) so to see pyramids

(B) to see pyramids (D) seeing pyramids

3. She wants to be a doctor \_\_\_\_\_.

(A) when she will leave school

(B) when she leaves school

(C) when she is leaving school

(D) when she left school

4. Ann is interested \_\_\_\_\_ foreign languages.

(A) for (C) in

(B) about (D) on

5. I know Nora Norman. I \_\_\_\_\_ her at a party a couple of weeks ago.

(A) met (C) had met

(B) have met (D) was met

6. You have never been to Spain, \_\_\_\_\_?  
 (A) isn't it (C) haven't you  
 (B) is it (D) have you
7. The earliest known manuscript of Beowulf \_\_\_\_\_ in the British Museum.  
 (A) keeps (C) is keeping  
 (B) kept (D) is kept
8. I don't know \_\_\_\_\_.  
 (A) where is the phone-book (C) where the phone-book is  
 (B) the phone-book where is (D) the phone-book is where
9. The four great deserts of central Australia \_\_\_\_\_ 2,000,000 square kilometres.  
 (A) covers (C) covering  
 (B) cover (D) are covering
10. When I arrived, my sister \_\_\_\_\_.  
 (A) had dinner (C) was having dinner  
 (B) has had dinner (D) is having dinner
11. \_\_\_\_\_ Beethoven was completely deaf.  
 (A) In his latest years (C) In his lasting years  
 (B) In his last years (D) In his lasted years
12. Tom said that he \_\_\_\_\_.  
 (A) had never been to Disneyland  
 (B) has never been to Disneyland  
 (C) was never in Disneyland  
 (D) was never been to Disneyland
13. Perhaps no greaf artist of the past had \_\_\_\_\_ many pupils and helpers as Rubens.  
 (A) such (C) such as  
 (B) so (D) so as
14. I \_\_\_\_\_ two tickets for The Marriage of Figaro.  
 (A) just bought (C) just buy  
 (B) bought just (D) have just bought
15. What do you want \_\_\_\_\_?  
 (A) that I do (C) me do  
 (B) me to do (D) what I do

3. *Переведите следующие предложения на английский язык:*

1. Я. еще не видел этого фильма. — Я тоже.
2. Погода вчера была плохая, и нам пришлось остаться дома.
3. Перестаньте разговаривать! Я ничего не слышу.
4. У меня много английских книг. Ты можешь взять любую.
5. Будущей весной здесь построят новую больницу.
6. Том спросил меня, где я проведу свои летние каникулы.
7. Интересно, сколько в Москве театров?
8. Сколько вам требуется времени, чтобы добраться до центра? — Около часа.
9. Эта книга интереснее той.
10. Никто из нас не хотел смотреть этот фильм.

## TEST 2

1. Раскройте скобки, употребив глаголы в нужном времени:

### CONVERSATION

Ann: Do you like travelling?

Bill: Yes, I (like)\_\_\_\_\_ travelling very much. It (be) \_\_\_\_ my hobby. I always (take)\_\_\_\_\_ my camera with me and (take) \_\_\_\_\_ pictures of everything that (interest) \_\_\_\_\_ me: the ruins of ancient buildings, the sights of cities, views of mountains, lakes, valleys, waterfalls and even animals and birds.

Ann: What countries (visit, you) \_\_\_\_\_?

Bill: "Well, I (be) \_\_\_\_\_ to Italy, Greece, Russia and India. Some day I (go) \_\_\_\_\_ to the United States. My cousin (live) \_\_\_\_\_ there. She (invite) \_\_\_\_\_ me several times already. When I (have) \_\_\_\_\_ enough money, I (go) \_\_\_\_\_ to the States.

Ann: I (be, never) \_\_\_\_\_ to any of these countries. When (be, you) \_\_\_\_\_ in Russia?

Bill: Two years ago.

Ann: Did you go there alone?

Bill: No, I (go) \_\_\_\_\_ there with my father. We (visit) \_\_\_\_\_ Moscow and St Petersburg, the most beautiful cities of Russia.

Ann: I (want, always) \_\_\_\_\_ to travel to other countries, but I (have, not) \_\_\_\_\_ the opportunity. I (go) \_\_\_\_\_ to Germany in my childhood, but I (be, not) \_\_\_\_\_ anywhere since then.

2. Из четырех вариантов (A), (B), (C), (D) выберите правильный:

1. In \_\_\_\_\_, there are a lot of car accidents in the streets of big cities.

A) a rainy weather (C) the rainy weather

B) rainy weather (D) rainy weathers

2. Our English lessons at school were very boring. We \_\_\_\_\_ long excersises and learned a lot of grammar rules by heart.

A) must to write (C) had to write

B) must write (D) to write

3. Alice said that her parents \_\_\_\_\_ in a week.

A) will come back (C) would come back

B) Comes back (D) had come back

4. Who \_\_\_\_\_ to take part in our concert?

(A) does want (C) want

(B) do want (D) wants

5. The policeman asked me if I \_\_\_\_\_ the car accident.

(A) have seen (C) had seen

(B) Saw (D) had been seen

6. What \_\_\_\_\_ places of interest in St.Petersburg have you visited?

(A) another (C) else

(B) other (D) others

7. You had to stay at home yesterday, \_\_\_\_\_?

(A) isn't it (C) hadn't you

(B) had you (D) didn't you

8. I haven't seen the film yet and \_\_\_\_\_.

(A) neither has my brother (C) neither saw my brother

(B) my brother has neither (D) neither my brother

9. Mary has been shopping since morning, but she hasn't bought \_\_\_\_\_.

(A) any (C) nothing

(B) something (D) anything

10. Isaac Newton is \_\_\_\_\_ men in the history of science.

(A) one of the greatest (C) the greatest one

(B) one of greatest (D) the one greatest

11. For breakfast they usually have cornflakes with \_\_\_\_\_.

(A) the milk and the sugar (C) milks and sugars

(B) a milk and a sugar (D) milk and sugar

12. Mrs Black told us \_\_\_\_\_.

(A) clear up the table (C) that we clear up the table

(B) to clear up the table (D) we must to clear up the table

13. There are a lot of legends about the English king William I, who is known \_\_\_\_\_ William the Conqueror.

(A) for (C) like

(B) as (D) to

14. By the time he was 25 Alexander the Great \_\_\_\_\_ the whole East from the

Mediterranean Sea to the Indus River.

(A) was conquered (C) conquered

(B) had been conquered (D) had conquered

15. Parents want their children \_\_\_\_\_.

(A) to be happy (C) happy

(B) be happy (D) being happy

## 2. ПРАКТИКУМ ПО АНГЛИЙСКОМУ ЯЗЫКУ

### PART I

ПРОЧИТАЙТЕ ТЕКСТ, ОТВЕТЬТЕ НА СЛЕДУЮЩИЕ ЗА НИМ ВОПРОСЫ ИЛИ ПРОДОЛЖИТЕ НЕЗАВЕРШЕННЫЕ ПРЕДЛОЖЕНИЯ.

#### Text 1

Greenville was a small town in the middle of England. Most of it was full of houses and shops, but in the middle of the town there was a small park, which contained, among other things, a playground for small children. The park had always been closed at six every evening, and this had meant that the playground closed at that time too, but now the town council was discussing whether, in the summer, the playground should be left open till later.

There was a lot of discussion about this among the members of the town council. A few of them thought that children should not be encouraged to stay out late in the evenings; others said that it was healthy for children to have a change from television, to get some fresh air, and to be able to play in the playground instead of perhaps doing things that were either dangerous or harmful.

"I'm ashamed to say, - said one man, that bored children often don't behave themselves. Some of them go about doing damage, or they fight and get into trouble. They break windows and paint rude signs on walls? And perhaps start taking drugs. It's

much better for them to be given swings and slides and other things that interest them in a healthy way, isn't it?"

Then another of the members spoke. "Have any of you ever gone to the playground on a summer evening? she asked. - If you had, you would have seen that there are groups of children playing there after six every evening." "But the playground isn't open then!" a man said. "I know, the woman answered, - but it's no mystery that there are plenty of small holes in the fence round the playground through which the children can climb. And when they have to get in that way, they're much more eager to do so than if the gates are open. It's much more exciting for them to do things they think are forbidden, you see, and it does no harm, does it? "

The other members of the town council laughed, and they all agreed that the gates should continue to be closed at six for the children's sake, so as not to spoil their fun.

1. THE TOWN COUNCIL DISCUSSED WHETHER IN SUMMER...

- A. ...more playgrounds for children should be arranged.
- B. ...there should be more TV programmes for children.
- C. ...the playground should be open before 6.
- D. ...the park should close after 6.

2. SOME COUNCIL MEMBERS THINK THAT THE PLAYGROUND WAS HEALTHY FOR CHILDREN BECAUSE ...

- A. ...it encouraged them to stay out late.
- B. ...they could get some fresh air instead of watching TV.
- C. ...they could play football there.
- D. ...they could not buy drugs there.

3. IN THE OPINION OF ANOTHER COUNCIL MEMBER, BORED CHILDREN OFTEN ...

- A. ...take swings and slides because they like them.
- B. ...paint pictures on walls.
- C. ...go to discotheque to have a good time.
- D. ...often do wrong and even harmful things.

4. HOW DID CHILDREN GET IN THE PLAYGROUND AFTER 6?

- A. By going before 6.
- B. Over the fence.
- C. Through the fence.
- D. Trough the gate.

5. COUNCIL MEMBERS AGREED THAT THE GATE SHOULD BE CLOSED AT 6 BECAUSE...

- A. ...they wanted to spoil children's fun.
- B. ...they thought that children would stay at home safe.
- C. ...they wanted to make children happy.
- D. ...they thought the playground did a lot of harm to children.

## Text 2

The whole number of cars in Britain is about 11,000,000. Traffic goes on increasing and the roads of most big cities are almost all the time blocked by a slow moving procession of cars. Complicated systems of one-way streets and the use of traffic lights have not solved the problem. Driving in crowded towns is far from being a pleasure.

Some time ago, one of my friends who works in a part of the city I do not know very well, invited me to come and see him. It took me hours to get there and I drove round and round looking for a place to park my car. At last I found a small place in a back street. I was already three quarters of an hour late. I parked my car quickly and hurried off on foot. I must say it is much easier to walk than to drive nowadays.

At noon as I was just leaving my friend's office, the question struck me: "Where did I park my car?" I could not go up to a policeman and tell him: "I lost a small green car somewhere." I had to look for it myself walking down street after street, I examined each car closely and at last I was happy to see a small green car just behind a big truck. But in a moment I discovered that though the car was exactly like my own, it belonged to someone else. Feeling quite tired I gave up looking for my car and went off for lunch. Some time later I left the restaurant and walked down the street. Suddenly I nearly jumped for joy: my car was right in front of me - there was no mistake this time. When I came near I saw a small ticket on the wind-screen. I could guess what that meant: a policeman visited my car during my absence. To add to it all, I was now guilty of a traffic offence.

**1. WHY IS THE TRAFFIC CONGESTION IN BRITAIN GETTING WORSE AND WORSE?**

- A.** There are too many cars and the road system can't cope with the traffic.
- B.** The number of cars is about 11,000,000.
- C.** The roads in Britain are far from being perfect.
- D.** Most of the streets are one-way.

**2. WHAT PREVENTED THE AUTHOR FROM COMING TO HIS FRIEND'S PLACE IN TIME?**

- A.** There was something wrong with his car.
- B.** It was the very first time when he visited the district and he didn't know it well enough.
- C.** It took him too much time to get there and find a suitable parking place.
- D.** He lost his way after he had left his car in a back street .

**3. WHY DID THE AUTHOR FAIL TO FIND HIS CAR AT ONCE?**

- A.** The policeman didn't help him.
- B.** His car was too small and it was too difficult to find it among other cars.
- C.** All back streets in the district looked alike.
- D.** The author was in a hurry and didn't take care to remember the name of the street where he had parked his car.

**4. WHY DID THE AUTHOR STOP LOOKING FOR HIS CAR?**

- A.** He was hungry and went to a cafe.
- B.** He was unable to continue his search because he was too exhausted.
- C.** He made up his mind to go to the police-station and ask for help.
- D.** He realized that he wouldn't be able to find it without anybody's help.

**5. WHAT KIND OF TRAFFIC OFFENCE WAS THE AUTHOR FINED FOR?**

- A.** Parking in the wrong place.
- B.** He exceeded the time of parking.
- C.** He didn't pay the parking.
- D.** It is not clearly mentioned in the text.

Winter was coming, and Soapy, one of the many thousands of New York pickpockets, felt uneasy. He knew that the time had come for him to look for shelter. Soapy's desires were not great. Three months in prison was what he wanted. There he was sure of a little food and a bed, safe from winter wind and the cold. For years prison had been his shelter during the winter. Now the time had come again.

Having decided to go to prison Soapy at once set about fulfilling his desire. There were many easy ways of doing this. The pleasantest was to dine well at some expensive restaurant, and then, after saying that he could not pay, be quietly arrested by a policeman and sent to prison by the judge. But just as Soapy entered the restaurant door, the head waiter's eyes fell upon his shabby trousers and boots. Strong hands turned him round and pushed him into the sidewalk.

Soapy turned off Broadway. He had to think of another way of getting to prison. At a corner of Sixth Avenue he saw a brightly lit shop window. Soapy took a cobble stone and threw it at the glass and broke it. People came running around the corner, a policeman at their head. Soapy stood still, with his hands in his pockets, and smiling when he saw the policeman's blue coat. "Where is the man that has done it?" shouted the policeman. "Do you think I have done it," said Soapy in friendly way. The policeman didn't understand Soapy's hint. Men who break windows do not usually remain to speak to policemen. They run away. Just then the policeman saw a man hurrying to catch a car. Club in hand, he rushed after that man. Soapy had failed again.

At last he reached a street where there was little traffic and few pedestrians. At a quiet corner he suddenly stopped. There was an old church in front of him. Through the window a soft light shone, and he heard the sweet music of the organ which made him approach the iron fence. The moon was above, cold and beautiful, and the music made Soapy suddenly remember those days, when his life contained such things as mothers and roses, and collars. Soapy listened to the music and murmured to himself. "There is time yet. I will reform. I will become an honest man." Soapy felt a hand on his arm. He looked quickly around into the broad face of a policeman. "Then come along," said the policeman. "Thinking of robbing the church, eh?" "Three month's imprisonment," said the judge in the Police Court next morning.

**1. WHY DID SOAPY FEEL UNEASY WHEN WINTER CAME?**

- A.** He felt that he was a lost man and his time was up.
- B.** He had no hopes for better life.
- C.** He was homeless and needed a place to stay in winter.
- D.** His pickpocketing business wasn't good in winter.

**2. WHY DID SOAPY BREAK THE SHOP WINDOW?**

- A.** He wanted to be imprisoned for a minor offense.
- B.** He was drunk and couldn't realize what he was doing.
- C.** It was his act of protest against his miserable life.
- D.** Neither of these reasons is right.

**3. WHY DID SOAPY FAIL IN HIS SECOND ATTEMPT TO BE ARRESTED?**

- A.** The policeman felt sorry for Soapy.
- B.** The policeman's attention was distracted by the man, running after a bus.
- C.** The policeman was deceived by Soapy's behaviour.
- D.** All criminals always speak to the policemen in a friendly way.

**4. WHAT MADE SOAPY STOP IN FRONT OF THE OLD CHURCH?**

- A.** The music was very loud.

- B.** He was bewildered by the beauty of the old church.
- C.** The romantic atmosphere arose sweet memories in his heart.
- D.** He was thinking of robbing the church.

#### **Text 4** **By Heart**

Some plays are so successful that they run for years on end. In many ways, this is unfortunate for the poor actors who are required to go on repeating the same lines night after night. One would expect them to know their parts by heart and never have cause to falter. Yet this is not always the case.

A famous actor in a highly successful play was once cast in the role of an aristocrat who had been imprisoned in the Bastille for twenty years. In the last act, a gaoler would always come on to the stage with a letter which he would hand to the prisoner. Even though the noble was expected to read the letter at each performance, he always insisted that it should be written out in full.

One night, the gaoler decided to play a joke on his colleague to find out if, after so many performances, he had managed to learn the contents of the letter by heart. The curtain went up on the final act of the play and revealed the aristocrat sitting alone behind bars in his dark cell. Just then, the gaoler appeared with the precious letter in his hands. He entered the cell and presented the letter to the aristocrat. But the copy he gave him had not been written out in full as usual. It was simply a blank sheet of paper. The gaoler looked on eagerly, anxious to see if his fellow-actor had at last learnt his lines. The noble stared at the blank sheet of paper for a few seconds. Then, squinting his eyes, he said: "The light is dim. Read the letter to me." And he promptly handed the sheet of paper to the gaoler. Finding that he could not remember a word of the letter either, the gaoler replied: "The light is indeed dim, sire. I must get my glasses." With this, he hurried off the stage. Much to the aristocrat's amusement, the gaoler returned a few moments later with a pair of glasses and the usual copy of the letter which he proceeded to read to the prisoner.

**1. WHY ARE ACTORS IN SUCCESSFUL PLAYS IN MANY WAYS UNHAPPY?**

- A.** They are afraid to act.
- B.** They always have cause to falter.
- C.** They have to learn much by heart.
- D.** They have to repeat the same words.

**2. WHAT DID THE ARISTOCRAT ALWAYS EXPECT TO RECEIVE FROM THE GAOLER?**

- A.** A blank sheet of paper.
- B.** The full copy of the letter.
- C.** A letter not written in full.
- D.** A letter written in short.

**3. WHY DID THE GAOLER DECIDE TO PLAY A JOKE ON THE ARISTOCRAT?**

- A.** To teach him a lesson.
- B.** To see if he knew the contents of the letter very well.
- C.** To revenge.
- D.** To see if he was a good actor.

**4. WHY DIDN'T THE ARISTOCRAT READ THE LETTER?**



- A. The light was dim.
- B. He didn't know it by heart.
- C. He didn't want to do it.
- D. He wasn't obliged to do it.

5. WHICH OF THE FOLLOWING IS TRUE?

- A. The gaoler could not read without glasses.
- B. It was the gaoler's first-night performance.
- C. The gaoler didn't know the contents of the letter by heart.
- D. The gaoler was supposed to know the contents of the letter by heart.

### **Text 5**

#### **One Man's Meat is Another Man's Poison**

People become quite illogical when they try to decide what can be eaten and what cannot be eaten. If you lived in the Mediterranean, for instance, you would consider octopus a great delicacy. You wouldn't be able to understand why some people find it repulsive. On the other hand, your stomach would turn at the idea of frying potatoes in animal fat - the normally accepted practice in many northern countries. The sad truth is that most of us have been brought up to eat certain foods and we stick to them all our lives.

No creature has received more praise and abuse than the common garden snail. Cooked in wine, snails are a great luxury in various parts of the world. There are countless people, who ever since their early years, have learned to associate snails with food. My friend, Robert, lives in a country where snails are despised. As his flat is in a large town, he has no garden of his own. For years he has been asking me to collect snails from my garden and take them to him. The idea never appealed to me very much, but one day, after a heavy shower, I happened to be walking in my garden when I noticed a huge number of snails taking a stroll on some of my prize plants. Acting on a sudden impulse, I collected several dozen, put them in a paper bag and took them to Robert. Robert was delighted to see me and equally pleased with my little gift. I left the bag in the hall and Robert and I went into the living-room where we talked for a couple of hours. I had forgotten all about the snails when Robert suddenly said that I must stay to dinner. Snails would, of course, be the main dish. I did not fancy the idea and I reluctantly followed Robert out of the room. To our dismay, we saw that there were snails everywhere: they had escaped from the paper bag and had taken complete possession of the hall! I have never been able to look at a snail since then.

1. WHAT IS THE TEXT ABOUT?

- A. People like delicious food.
- B. People have to eat certain foods.
- C. People's tastes differ.
- D. Eating is healthy.

2. WHY DID ROBERT FIND IT DIFFICULT TO OBTAIN SNAILS?

- A. He lived in the country.
- B. He lived in a country where people didn't eat snails.
- C. His flat was in a small town.
- D. He had a big garden.

3. WHY DID THE WRITER PUT THE SNAILS IN A PAPER BAG?

- A. He wanted to throw them away.

- B. He decided to cook them himself.
- C. He wanted to make Robert happy.
- D. He wanted to play a joke on Robert.

4. WHICH OF THE FOLLOWING WASN'T MENTIONED IN THE TEXT?

- A. Where Robert lived.
- B. Why Robert asked his friend to collect snails for him.
- C. If Robert considered octopus a great delicacy.
- D. That snails were a great luxury in the world.

5. WHY HAVE GARDEN SNAILS RECEIVED MORE PRAISE THAN OTHER CREATURES?

- A. Because they can be cooked only in wine.
- B. There are a lot of them in all the gardens.
- C. They are considered to be great delicacy.
- D. Few people associate them with food.

### Text 6

George had stolen some money, but the police had caught him and he had been put in prison. Now his trial was about to begin, and he felt sure that he would be found guilty and sent to prison for a long time. Then he discovered that an old friend of his was one of the members of the jury at his trial. Of course, he did not tell anybody, but he managed to see his friend secretly one day. He said to him: "Jim, I know that the jury will find me guilty of having stolen the money. I cannot hope to be found not guilty of taking it - that would be too much to expect. But I should be grateful to you for the rest of my life if you could persuade the other members of the jury to soften the punishment."

"Well, George, answered Jim, I shall certainly try to do what I can for you as an old friend, but of course I cannot promise anything. The other eleven people on the jury look terribly strong-minded to me."

George said that he would quite understand if Jim was not able to do anything for him, and thanked him warmly for agreeing to help. The trial went on, and at last the time came for the jury to decide whether George was guilty or not. It took them five hours, but in the end they found George guilty, with a strong recommendation to soften the punishment.

"Well, George, said Jim, as I thought, those eleven men were very difficult to persuade, but I managed it in the end by tiring them out. Do you know those fools had all wanted to find you not guilty."

1. WHICH OF THE FOLLOWING BEST DESCRIBES THE MAIN IDEA OF THE STORY?

- A. A friend in need is a friend indeed.
- B. Any crime should be punished.
- C. Good intention often has the opposite effect.
- D. It is always easy to persuade the members of the jury.

2. WHY DID GEORGE ASK HIS FRIEND TO DO HIM A FAVOUR?

- A. His friend Jim knew the legislation.
- B. Jim could see his friend secretly as he worked in prison.
- C. Jim was the member of Parliament.
- D. Jim was one of those who was to decide if George was guilty.

3. GEORGE SAID THAT HE WOULD BE GRATEFUL TO JIM FOR THE REST OF HIS LIFE IF...
- A. Jim could persuade the jury to find him not guilty.
  - B. Jim could persuade the jury to pardon him.
  - C. Jim could persuade the jury to make his punishment less severe.
  - D. Jim could persuade the jury to fine him.
4. HOW DID JIM MANAGE TO MEET GEORGE REQUEST?
- A. He said that George had not stolen the money.
  - B. The members of the jury were tired and they agreed.
  - C. He had worked in prison for a long time and knew everybody there.
  - D. He was an experienced lawyer.
5. WHICH OF THE FOLLOWING WASN'T MENTIONED IN THE TEXT?
- A. Why George had been put in prison.
  - B. What George asked his friend about.
  - C. How many members there were in the jury.
  - D. George's reaction to the news.

### Text 7

For thousands of years people have been interested in comets. Why? Often because they have been afraid of them; they have thought they were signs of terrible things to come, and they were afraid they might hit the earth. In fact, small pieces of comets do from time to time fall on our earth in the form of meteors, some of which are quite large pieces of solid material. One can see examples of these in some museums.

What is a comet? It is a body that goes round our sun, not in a circle like the planets, but in a kind of egg shape that takes it round our solar system, or in some cases perhaps even outside it, and then back in again. The shortest orbit is three years, and the longest is likely to be something like a million years. There are thought to be about 120,000 comets in our solar system.

A comet has a head and one or more long tails. What are they made of? Most scientists believe they are frozen gases and dust, but recently there has been another idea, which is that the head is made of organic material in one or more solid pieces.

Why are comets of scientific interest? Because it is likely that they have changed little is at all since they were first formed, so that they could give us interesting information about the beginnings of our solar system including our earth. If they are made up of organic material, they could also give us valuable information about the beginnings of life on our earth, especially if, as some scientists now think, the small pieces that fall on our earth can lead to organic changes in it.

Two famous scientists have thought for some time that comets bring living things to earth which are the causes of diseases that have started suddenly among people and animals and that have not been able to be explained before.

1. WHY HAVE PEOPLE BEEN AFRAID OF COMETS FOR THOUSANDS OF YEARS?

- A. Comets might destroy the Earth.
  - B. They saw examples of them in some museums.
  - C. They thought comets meant that terrible things had happened.
  - D. They thought comets meant that terrible things were going to happen.
2. DO ALL COMETS STAY INSIDE OUR SOLAR SYSTEM?

**A.** Yes. **B.** No. **C.** We are not sure. **D.** Most of them do not.

3. ARE THERE ANY DIFFERENCES BETWEEN THE ORBITS OF DIFFERENT COMETS?

**A.** No, there are not.

**C.** Yes, there are very big ones.

**B.** Yes, there are small ones.

**D.** We are not sure.

4. WHAT COULD WE FIND OUT FROM COMETS IF THEY ARE MADE OF ORGANIC MATERIAL?

**A.** How they have changed since they were first formed.

**B.** How life on our Earth began.

**C.** How our Earth began.

**D.** The beginnings of our solar system.

6. WHAT COULD BE THE CAUSE OF SOME DISEASES THAT STARTED SUDDENLY ON OUR EARTH?

**A.** Organic material from comets.

**B.** People and animals.

**C.** Some bacteria from the Earth.

**D.** The Sun's radiation.

### **Text 8**

Sally had been studying at an art college for a year and, like most students, she did not have much money. It was going to be her mother's birthday soon, and she wondered what she could buy as a present that would be nice and useful but not too expensive.

Sally's college was in London, but she had been living in the country for many years, so every day she had an hour's journey by train in the morning, and the same in the evening.

At lunch time one day, a week before her mother's birthday, she decided to have a quick sandwich and a cup of coffee instead of her usual meal in the college hall, and then go shopping near her college to try to find her mother a nice present. When she had been looking for half an hour, she came across a shop that was selling cheap umbrellas and decided that one of those would solve her problem, since her mother had lost hers the month before.

'Now which colour shall I choose?' she thought. 'Well, I think a black one would be the most useful. You can carry that when you are wearing clothes of any colour, can't you?' So, having made up her mind, she bought a lovely black umbrella and took it back to the college with her until her classes had finished.

On her way back home in the train that evening she felt hungry so she went to the buffet car for another sandwich and a cup of coffee. She had left the black umbrella above her seat in the compartment, but when she got back, it had gone! When she had left the compartment, there had been no other passengers in it, but now there were three.

Sally burst into tears when she saw that the umbrella was no longer there. The other passengers felt very sorry for her and asked what the matter was. When she explained that the black umbrella she had bought for her mother had disappeared, and that she had to get out at the next station, the three other passengers asked her for her mother's address, in order to be able to send the umbrella on to her in case someone had removed it by mistake and not on purpose, and brought it back after Sally had got out of the train.

The next week, Sally heard from her mother: 'Thank you very much for your lovely presents, but why did you send me three black umbrellas?'

1. WHY DID SALLY THINK THAT AN UMBRELLA WOULD BE A GOOD PRESENT FOR HER MOTHER?

A. She was short of money and couldn't afford to buy anything but a cheap umbrella.

B. Her mother had asked her to buy a good umbrella as she had lost hers.

C. Her idea of a good present was something useful at a reasonable price.

D. There was nothing else to buy in the shop where she had come.

2. WHAT INFLUENCED HER DECISION TO CHOOSE A BLACK UMBRELLA?

A. It matched any clothes.

B. Her mother's favourite colour was black.

C. It was a very practical colour and you could not see dirt on it.

D. There were no other colours available in the shop.

3. WHAT HAPPENED TO SALLY'S UMBRELLA?

A. It had been stolen by someone.

B. We can't say anything for sure.

C. It had been taken by someone by mistake.

D. The conductor might have found it and given it to the Lost Property Office.

4. WHY WERE SALLY'S FELLOW-PASSANGERS EAGER TO KNOW HER MOTHER'S ADDRESS?

A. They liked Sally and promised to send her an umbrella instead of the missing one.

B. It was just a display of politeness.

C. They wanted to send it to Sally's mother in case it was found.

D. They decided to pay Sally's mother a visit and congratulate her on her birthday.

4. WHAT INFORMATION IS MISSING FROM THE TEXT?

A. Sally's occupation.

B. The names of the senders of three umbrellas.

C. The food Sally had eaten in the buffet car.

D. The place where Sally had purchased her umbrella.

### Text 9

When I was a small boy in Greece, I loved playing on railway trucks which were no longer used. Then when I was sent to school in England, I used to travel by train from London to Solonica in Greece and back once a year for my summer holidays with my two younger brothers. We used to go third class, sitting on hard wooden seats for three days and three nights. Sleep was always a problem, when we nodded off, our heads dropped and we woke with a jump. We solved that problem by tying our scarves to the luggage rack above our heads and putting them under our chins. The only problem was that people coming into our compartments at stations used to think that we had hanged ourselves, having lost all hope of finishing our journey.

Once I got older, I found that I could do the journey by going through Germany, second class, in considerable comfort having a sleeper at night only. At that time the Germans offered a sixty per cent discount on journeys through their country. I used to

love those journeys through beautiful scenery without any worries or problems, changing trains in Munich and having a good lunch there.

Since then I have done many journeys by car, ship and plane, but car journeys make me tired, and one has to put up with the often foolish and dangerous things that other drivers do; in a ship I sometimes get sick, and it is difficult to get away from the other passengers, and in a plane one sees nothing of the scenery, and passengers are pushed around like cattle at the airports.

No, give me the train where I speed smoothly through beautiful country with no effort on my part; where I can go along and have an enjoyable meal in the dining car whenever I feel like it and without having to hurry, and where I can sleep like in a comfortable bed while the train rushes on through the dark, whistling in a strangely sad and beautiful way with a mysterious rhythm that I never seem to grow tired of.

1. WHY DID WRITER TRAVEL BY TRAIN FROM LONDON TO GREECE ONCE A YEAR?

- A. For his annual vacation.
- B. He was fond of travelling by train.
- C. He loved playing on old railway trucks.
- D. He wanted to come back to Greece as he hated London.

2. FOR THE WRITER AND HIS BROTHERS SLEEP WAS ALWAYS A PROBLEM ON THE TRAIN BECAUSE...

- A. ...they were young and wanted to enjoy themselves all night long.
- B. ...they wanted to make as many friends as possible.
- C. ...their seats were uncomfortable.
- D. ...other people coming into their compartment disturbed them.

3. WHEN THE WRITER GOT OLDER, HE STARTED DOING THE JOURNEY THROUGH GERMANY BY RAIL BECAUSE...

- A. ...he wanted to learn German.
- B. ...it was much cheaper than by plane.
- C. ...he could have a good lunch in the dining car.
- D. ...he could travel second class in better conditions.

4. SINCE THEN THE WRITER HAS DONE MANY JOURNEYS BY CAR, SHIP AND PLANE HE UNDERSTOOD THAT...

- A. ...car journey made him sick.
- B. ...he felt lonely in a ship.
- C. ...everywhere passengers were pushed around like cattle.
- D. ...there was nothing better than trains.

5. DID YOU UNDERSTAND FROM THE LAST PARAGRAPH THAT...

- A. ...the writer wanted to be given a train as a present?
- B. ...the writer sleeps well on a train?
- C. ...the writer had nowhere to live and he tried to stay on the train as long as possible?
- D. ...the writer was very tired and wanted to sleep in a comfortable bed?

### Text 10

Peter had always wanted a car, so when he was old enough, he started to beg his mother to give him driving lessons. Usually children are very bad about learning from their parents, so they would rather be taught by someone else but Peter's wages were not

high enough to pay a driving instructor, so he was patient when his mother corrected him.

They went out in the evenings and at weekends because Peter's mother had a job which kept her busy the rest of the time. After a time Peter passed his driving test, and his mother bought him a small second-hand car for his birthday. She made him pay for the licence, insurance, petrol and so on, because she said that would make him careful about driving economically.

'Insurance companies would rather not trust young drivers much,' she said to Peter laughingly, 'and as a matter of fact they're often right, so do drive carefully; and you'd better learn everything about your engine so that you can do something about it if necessary.'

Peter promised to do as his mother said. He used his car every day to drive to work and back, and he tried to be as careful as possible, but he did not learn much about the engine of the car, because he found it too difficult to understand the detailed instructions in the book he had.

Then one weekend he said to himself: 'I should be learning about the engine of my car, but I'd rather go for a drive in the country'. The sun was shining, it was spring, and the fields and woods were beautiful. He was driving along quietly between green fields when suddenly a red light came on in the car and it slowly came to a stop. Peter tried to start it again, but in vain. He got out, opened the bonnet of the car and checked the petrol supply. It seemed all right.

Then suddenly he heard a cough very near his left ear. He turned and saw an old horse looking at him over the fence. 'You'd better have a look at the sparking plugs,' the horse said, and then went off to eat grass again.

Peter was so surprised that he ran to a farm a few hundred meters down the road, saw the farmer at the gate and told him what had happened.

'Was it an old horse with a white nose?' the farmer asked. "Yes! Yes!" said Peter excitedly. 'Ah, well,' answered the farmer, you'd better not listen to him. He doesn't know much about cars.'

1. PETER STARTED TO TAKE LESSONS FROM HIS MOTHER AS...

- A. ...she was a professional instructor.
- B. ...parents are usually the best teachers for their own children.
- C. ...he couldn't afford a driving instructor.
- D. ...his mother had always been patient in teaching him.

2. MOTHER MADE PATER PAY ALL THE EXPENSES AS...

- A. ...she was too economical and practical.
- B. ...she wanted to encourage him to drive slowly.
- C. ...Peter's wages were high enough to pay all these things.
- D. ...she wanted to encourage him not to waste too much money on his car.

3. THE CAR SLOWLY CAME TO A STOP BECAUSE OF...

- A. ...a shortage of petrol.
- B. ...sparkling plugs.
- C. ...a horse, standing on the road.
- D. There is no information in the text.

4. PETER RAN TO THE FARM AS HE WAS...

- A. astonished B. frightened C. excited D. embarrassed.

5. WHY DID PEPERT LEARN LITTLE ABOUT THE ENGINE OF THE

CAR?

- A. He didn't think it was important.
- B. He wasn't technically minded.
- C. He had a personal mechanic.
- D. He didn't have any instructions about the engine.

### Text 11

Mrs. Grey lived in the country, but she worked in London, the capital of England. She always drove to the railway station in her car every morning, and left it in the station car park until she arrived back in the train in the evening. She was a careful driver, but one morning she was rather late, so she was going rather faster than usual when she had an accident in a narrow road not far from her home.

What happened was that another car was coming in the opposite direction, and either that one or Mrs. Grey's car was too far in the middle of the road, or perhaps both of them were. They ran into each other and were both damaged, although not enough to stop them being driven. Both Mrs. Grey and the other driver, who was a young man whom she had seen in the district but had met, got out of their cars, and Mrs. Grey said: "I'm afraid I haven't got time to waste on an accident this morning, as I have a very important appointment in town at nine, and I suppose you're a busy man too."

"Yes, I am," the young man said, "but we'll have to call the police for insurance purposes, won't we? They won't pay for the damage unless we have reported the accident to the police and they have come and seen what happened."

"Yes, certainly," Mrs. Grey answered, but I have something to suggest. We won't be committing a crime if we go away now in our cars, and then come back to the scene of the accident, say, at six this evening, and put them in exactly the same positions as they are in now. Then we can call the police. They won't know what time the accident happened, and the insurance companies won't care either as long as we can send them a police report of the accident." "What a good idea!" the young man said happily. "So I'll be waiting here at six o'clock this evening. I won't be late!"

When Mrs. Grey arrived at the station from London at a quarter to six that evening, she got into her car, drove to the place where the accident had happened, and found the young man waiting there in his car. They put both cars in exactly the same positions as they had been in after the accident, and then Mrs. Grey called the police, using the telephone in her car, as if the accident had just happened.

1. WHY DID Mrs. GREY DRIVE TO THE RAILWAY STATION EACH MORNING?

- A. She lived in the country and worked at the railway station.
- B. She had to take a train to London.
- C. She worked in London and the way there was through the railway station.
- D. It was cheaper.

2. WHY DID Mrs. GREY AND THE OTHER DRIVER AGREE TO COME BACK TO THE PLACE OF THE ACCIDENT AT 6 O'CLOCK IN THE EVENING?

- A. They couldn't pay for the damage in the morning.
- B. They had important appointments in London.
- C. They had no time to report the accident to the police in the morning.
- D. They knew the police will come quicker in the evening than in the morning when there are more accidents.

3. WHAT WAS NOT IN THE TEXT?



- A. Mrs. Grey damaged her car because she was driving fast.
- B. Mrs. Grey had seen the driver in the district before they had this accident.
- C. Mrs. Grey arrived at the place of accident later than the young man.
- D. The young man arrived at a quarter to 6.
- 4. THE DRIVERS HAD TO CALL THE POLICE IN ORDER TO ...
  - A. ...make Mrs. Grey pay for the damage to the other car.
  - B. ...prove that Mrs. Grey was driving too fast.
  - C. ...get insurance company to pay for the damage of the cars.
  - D. ...get insurance company to inspect the cause of the accident.
- 5. IT CAN BE UNDERSTOOD FROM THE PASSAGE THAT...
  - A. ...the young man didn't like the idea of leaving the place of accident and not bothering to call the police.
  - B. ...Mrs. Grey knew that she was committing a crime by going away from the scene of accident.
  - C. ...both drivers agreed to report the accident at 6 clock in the evening as if it had happened at that time.
  - D. ...both drivers called the police using their car phones not to waste time waiting on the road.

## Text 12

I met Richards ten or more years ago when I first went down to Cuba. He introduced himself to me on the boat and I was surprised to find that Panamerica Steel was sending us both to the same job. Richard was naturally likeable and I liked him a lot.

The firm had a contract for the construction of a private rail road. For Richards and me it was mostly an easy job of inspections and routine paper work. At least it was easy for me. It was harder for Richards. When he asked me to check his figures I found his calculations awful. So when I had time I checked his figures for him.

In January several directors from the Headquarters of the company came down to us on business, but mostly for pleasure. Richards and I were to accompany them around the place. One of the directors, Mr. Prosset, was asking a number of questions. I knew the job well enough to answer the sort of question that a trained engineer would be likely to ask. Mr. Prosset was not an engineer and some of his questions put me at a loss. For the third time I was obliged to say: "I'm afraid I don't know, sir". Then suddenly Richard spoke up.

Richard knew everything. All the way up Mr. Prosset fired questions on him and he fired answers right back. When we reached the office, a car was waiting for Mr. Prosset. He nodded absent-mindedly to me, shook hands with Richards. "Very interesting," he said. "Good bye, Mr. Richards and thank you."

As soon as the car moved off, I exploded. "A little honest bluff doesn't hurt, but some of your figures..." "He doesn't want to know these figures. He won't remember them", said Richards firmly. "He is going to remember that Panamerica Steel has a bright young man named Richards who could tell him everything he wanted, not like that other fellow who took no interest in his work, couldn't answer the simplest question".

It is true. I am still doing a little work for the construction line. And Richards? I happened to read in a newspaper a few weeks ago that Richards had been made a vice-president of Panamerica Steel.

1. WHEN THE AUTHOR FIRST MET RICHARDS HE WAS SURPRISED BECAUSE ...
  - A. ...Richards was stupid.
  - B. ...Richards failed to make his calculations properly.
  - C. ...Richards was young and inexperienced.
  - D. ...there were two people for one job.
2. HOW DID THE YOUNG MEN FIND THEMSELVES IN THE COMPANY OF Mr. PROSSET?
  - A. They were asked to escort Mr. Prosset everywhere.
  - B. Mr. Prosset was the head of their department.
  - C. Mr. Prosset was Richards' business partner and came down to them on business.
  - D. They wanted to enjoy themselves and get some pleasure.
3. WHY WAS THE AUTHOR UNABLE TO ANSWER SOME OF Mr. PROSSETS' QUESTIONS?
  - A. The author didn't know the work very well.
  - B. Mr. Prosset's questions were too difficult for the author.
  - C. The author didn't want to answer Mr. Prosset's questions.
  - D. Mr. Prosset's questions were not connected with the author's work.
4. WHY DID Mr. PROSSET PREFER RICHARDS TO THE AUTHOR?
  - A. He was very angry with the author.
  - B. Richards was curious and asked him a lot of questions.
  - C. Richards responded to all his questions immediately.
  - D. Richards was considered the most promising engineer in the company.
5. WHY DID THE AUTHOR EXPLODE?
  - A. Richards had told a lie.
  - B. Richards was made a vice-president of the company.
  - C. The author was a quick tempered man and always had difficulty in controlling his emotions.
  - D. Richards took no interest in his work and could not answer the simplest questions.

### **Text 13**

#### **The Reading Public**

"Wish to look about the store?" said the manager of one of the biggest bookstores in New York. He called to his assistant: "Just show this gentleman our ancient classics." With this he dismissed me from his mind. In other words he had guessed at a glance that I was a professor. The manager of the biggest book store cannot be deceived in a customer.

A fashionably dressed woman was standing at the counter and Mr. Sellyer was showing a book to her.

"You are quite sure it's his latest?" was the lady saying to Mr. Sellyer.

Oh, yes," answered the manager. This is Mr. Slush's latest book. It's having a wonderful sale. People bury themselves in the book. It's an extremely powerful thing and perhaps the most powerful book of the season. "I fixed my eyes on the title, the name of the book was 'Golden Dreams'. Another lady entered the book-shop. She was in deep mourning and looked like a widow.

"Something new in fiction", repeated the manager, "yes, Madam, here's a charming thing, 'Golden Dreams' a very sweet story. It's a love story, my wife was reading it aloud only last night. She was crying all the time while she was reading it.

A dim recollection of something pleasant helped the lady to buy 'Golden Dreams'.

"Have you any good light reading for vacation time?" asked the next customer.

"'Golden Dreams', that is the most humorous book of the season. My wife was laughing all the time while reading it."

And every customer who entered the shop went away with 'Golden Dreams'. To one lady the manager sold 'Golden Dreams' as the reading for a holiday, to another as the book to read after the holiday, another bought it to read on a rainy day and a fourth as the right book for a fine day.

When I was leaving the bookshop I deliberately went to the manager and asked him: "Do you like the book yourself?"

"Dear me!" said the manager. "I've no idea of the book, I've no time to read every book I'm selling."

"And did your wife really like the book?"

"I am not married, sir," answered the manager smiling.

1. WHAT DID THE MANAGER DO WHEN HE GUESSED WHO THE CUSTOMER WAS?

- A. He showed the customer around the bookstore.
- B. He neglected this customer completely.
- C. He offered the customer some ancient classics.
- D. He told one of the staff to serve the customer.

2. WHAT DID Mr. SELLYER'S 'WIFE' SAY ABOUT THE BOOK?

- A. She didn't find it worth reading.
- B. She enjoyed reading it.
- C. She looked forward to reading another book of that writer.
- D. She advised everyone to read it.

3. WHICH OF THE FOLLOWING WASN'T MENTIONED IN THE TEXT?

- A. The manager didn't have a wife.
- B. All the customers bought 'Golden Dreams' that day.
- C. The professor bought a book of ancient classics.
- D. The manager didn't know the contents of all the books he sold.

5. CAN WE GUESS FROM THE TEXT THAT 'GOLDEN DREAMS' WAS...

- A. ...a book of poetry.
- B. ...collected stories of one writer.
- B. ...a universal reading for all age groups and all types of people.
- C. We can't say anything for sure.

6. 'GOLDEN DREAMS' SOLD WELL BECAUSE ...

- A. ...it was Mr. Slush's latest book.
- B. ...it was the most popular book of the season.
- C. ... it was the most humorous book of the season.
- D. ... the manager who was really skilful in his business persuaded them to buy it.

Helen was a very successful businesswoman. She had always liked nice clothes, and when she had left school she had gone and worked in a shop which sold them, not far from her home. After a few experiments she showed that she was very successful at designing the sorts of things that women want to buy. So after a few years the owner of the shop, who was an oldish lady, offered to make her a partner. 'It's something I should have done long ago,' she told Helen with a smile.

Helen was very pleased, of course, and when the old lady retired, Helen bought her share and became the sole owner of the shop. Now she had her independence.

Ever since she had started in the shop she had had to travel around to see what attractive things her rivals in the clothes trade were producing, to attend fashion shows and so on. She had always stayed at small cheap hotels, because she dared not spend too much money when she was saving up to buy a shop of her own.

But when she at last became the owner of the shop, and it was making good profits, she found that she had plenty of money, and she felt she should now stay in the best hotels whenever she travelled. 'Then the people who buy good clothes can see that your business is successful,' she said to herself, 'and therefore more of them think they should buy the clothes you make.'

So when she had to go to the next fashion show, which was in Rome, she stayed at a very good hotel. She had a nice big room with beautiful furniture in which she could entertain customers, and there were also fine public rooms where she could, to her great pride, hold small fashion shows of her own. The room service was excellent, and so was the dining-room, which had a band every evening for dancing. Helen had never before dared to stay in such a splendid place. She could see from the bills she signed for everything that the prices in the hotel were high, but she was rather surprised when, just before she left, she was given a bill of several pages, written on beautiful paper.

**1. WHY DID THE LADY WHO OWNED THE SHOP WHERE HELEN WORKED OFFER TO MAKE HER A PARTNER?**

- A.** It was something she should have done long before.
- B.** She was too old and needed a partner.
- C.** Helen was a clever businesswoman.
- D.** Helen was a very successful designer.

**2. HELEN HAD TO TRAVEL AROUND...**

- A.** ...to hold fashion shows of her own.
- B.** ...to find out what her competitors were doing.
- C.** ...to look for new customers.
- D.** ...to make new contracts.

**3. WHY DID HELEN START STAYING IN THE BEST HOTELS? BECAUSE ...**

- A.** ... she was a famous fashion designer.
- B.** ... she liked comfort and pleasure.
- C.** To attend fashion shows.
- D.** To attract rich customers.

**4. IN WHAT OTHER WAYS DID A BIG HOTEL HELP HER BUSINESS?**

- A.** She could sell her clothes there.
- B.** She could show rich customers that her clothes were fashionable.
- C.** People could see her collection of clothes.
- D.** She could have meals in the room and dance every evening.

**5. WHAT SURPRISED HELEN WHEN SHE WAS GIVEN A BILL?**

- A.** The high prices. **B.** The cheap paper.  
**C.** The length of her bill. **D.** The hotel service.

**Text 15**

George Robinson was ambitious but not very clever when he was at school, and he left when he was sixteen. At first he did not know what to do, but then he tried selling cheap toys in the street, and it quickly became clear that he was a clever businessman. Soon, without much struggle, he had a shop of his own, and it was not long before he owned three big shops in his town, in which he employed over sixty people. Before he was thirty he also had quite a big factory for making toys, and had succeeded in making a considerable fortune.

George had always been interested in local politics. He was elected to the town council when he was thirty-two, and was such a busy and useful member of it that he rapidly became mayor.

Although he was very successful in international industry as well as in local government, George was still not a very well-educated man. As he was also a very busy one, he began to have the speeches he had to make written for him by a special speechwriter. Usually he did not have much time to go through a speech before giving it, but the speechwriter was good at thinking up clever things for George to say. So, George never had any difficulty with him and got used to trusting him. In the end he did not trouble even to look at what he was given until it was time to make the speech.

Then one day George had to make an important speech at a formal official ceremony marking the opening of a library which he had persuaded the other distinguished businessmen in the town to help him pay for. He had been on urgent business for a week before this occasion, so he had had no time to read through his speech at all.

When it was his turn to speak to the audience, he stood up on the stage, took his speech out of his pocket and began to read it. He enjoyed jokes and always asked his speechwriter to put a few good ones in each speech, he wrote for him, to put his audience in a good temper. This time, sure enough, he came to the words 'and that reminds me of one of my favourite stories'. George had actually never heard that story before, when he looked at it before reading it aloud. He burst out laughing and laughed so much that he fell off the platform on which he was standing and broke his arm.

**1. GEORGE SUCCEEDED IN MAKING A CONSIDERABLE FORTUNE BECAUSE HE...**

- A.** ...got inheritance. **C.** ...was a born businessman.  
**B.** ...was good at gambling. **D.** ...was a mayor.

**2. DID GEORGE DO BUSINESS IN HIS OWN COUNTRY OR IN FOREIGN ONES?**

- A.** In both.  
**B.** Only in foreign ones.  
**C.** Only in his own country.  
**D.** Neither in his own country nor in foreign ones.

**3. GEORGE ASKED HIS SPEECHWRITER TO PUT SOME JOKES IN EACH SPEECH BECAUSE...**

- A. ...he didn't know what to speak about.
- B. ...he wanted to make the audience happy and cheerful.
- C. ...he wanted to distract the attention of the audience from urgent problems.
- D. ...he wanted to become more popular.

4. WHY DIDN'T GEORGE CHECK WHAT THE SPEECHWRITER WROTE FOR HIM?

- A. He didn't find it necessary.
- B. He took no interest.
- C. He didn't want to waste time on that.
- D. He knew that the writer did his work well.

5. WHY DID GEORGE FALL OFF THE PLATFORM? BECAUSE

- A. ... he broke his arm.
- B. ... the joke made him laugh so much.
- C. ... he slipped.
- D. ... he was reading his speech loudly.

### Text 16

Most countries in the world now welcome tourists because of the money they bring in. Many countries make great efforts to encourage tourism, and many also depend on what they earn from it to keep their economies going.

One of the big problems for a nation wishing to attract a lot of tourists is the cost of building hotels for them. Building big hotels swallows up a lot of money, and many of the countries that need the tourists are poor. What they spend on building has to be borrowed from foreign banks. And sometimes the money they can afford to borrow produces only chains of ugly hotels wherever they are beauty spots that are supposed to attract the tourists.

Another problem is that more and more big international companies are building hotels all over the world, so that the profits from a hotel often do not stay in the country in which it has been built.

And there is also the question of training staff, teaching them foreign languages, how to cook the kind of food that foreign tourists expect, and so on. In many countries special colleges and courses have been set up for this.

Crime can also be a problem. Seeing tourists who seem to be much richer than themselves, the local inhabitants are often tempted to steal from them. Sometimes tourists resist and get killed, and then other tourists refuse to come to the country.

But an even greater problem in many countries is the effect that the sight of foreigners has on the local population. A man who lives in a very small house, owns almost nothing, works very hard for his living and has very strong rules about modesty in dress and not drinking alcohol sees foreign tourists rejoicing in what to him is great luxury, owning radios, wearing very few clothes and drinking a lot of beer. These tourists may be ordinary workers back home, but to the poor inhabitant they seem to be very rich. And of course, he either feels envy for them or thinks them shameless.

Tourists, too, often feel shocked by the different customs and habits that they see around them. They refuse the local food. And insist on having only what they eat back home.

1. WHAT COULD HAPPEN TO SOME COUNTRIES IF TOURISM STOPPED?

- A. Their economies would be ruined.
  - B. It would keep their economies going.
  - C. It would narrow the mind.
  - D. It would decrease the crime rate.
2. WHY DO COUNTRIES SOMETIMES SPOIL THEIR BEAUTY SPOTS?
- A. They want to attract tourists.
  - B. They are too poor to build beautiful hotels on them.
  - C. They have to sell them to borrow money from foreign banks.
  - D. They want to pay their debts.
3. WHY ARE TOURISTS SOMETIMES KILLED?
- A. When they break the law.
  - B. When they steal from the local people.
  - C. When they are much richer than the inhabitants.
  - D. When they try to defend themselves from being robbed.
4. WHY DO LOCAL PEOPLE OFTEN ENVY TOURISTS?
- A. Tourists are ordinary people.
  - B. Tourists wear very few expensive clothes and drink a lot.
  - C. Tourists own radios.
  - D. Tourists seem rich to local people.
5. WHERE DO THE PROFITS FROM SOME BIG HOTELS GO?
- A. Abroad.
  - B. Into the country in which they have been built.
  - C. To train off.
  - D. To the local inhabitants.

### Text 17

"My uncle, said Mr. Brown - an old man dressed in a worn out coat, was a very rich man. And he left me all his money, every penny. It was like this", he said after a pause. "He was my uncle and he had a weakness for writing. But there was little sense in what he wrote, you know. My mother was his only relative in the wide world, except a cousin. And I was my mother's only son. The cousin had one son too, but the child was rather an annoying boy. So, when my uncle saw him he lost his temper with him very soon and cried out loudly to take the boy away. So the boy lost his chance. And my mother settled the business in her own mind long before my uncle died. From fourteen up to twenty three my mother usually took me twice a week to visit the uncle and listen to what he had to say. And I had to sit according to her instructions and look nice and intelligent, and pretend that I was greatly interested. He often gave me his books, with funny headlines. A week before his death he gave me a book.

"My last book, Ted," he said. "It's my last word to the world. Take the book and read it. I've left all my money to you, use it better than I have done.," and he handed the book to me. He was in bed the next time I came. He was weak. "Have you read it?" he asked.

"I sat up all night reading it," I said in his ear to please him. "It's the last, but it's the best," I added.

He smiled a little, and then lay still. I looked at his face, and his eyes were closed, but he was still smiling. It's strange he lay dead there, an absolute failure, with the smile of success on his face. That was the end of my uncle. You imagine that me and my mother organized a rich funeral. Then, of course, came the search of the will.

We asked the housekeeper and found that she had witnessed a will - it was written on an ordinary sheet of paper a month ago. We looked for it everywhere but without success.

At last a lawyer brought us a will that had been made by my uncle years ago during some quarrel with my mother, and it left every penny my uncle had to that young son of his cousin. The other fellow got the money and spent it before he was thirty, and at last I heard of him - prison. Three years ago.

Well, I had a hard life, because all my plans were connected with my uncle's inheritance. Just now I have hardly enough money to live on. The other day I was searching around my room to find something to sell, and the piles of all those books, which I had received from uncle, got on my nerves because nobody cared for them. I kicked them with my boot. One of them opened and out of it fell - you know what? It was the will. He had given it to me in that very last book."

He shook his head slowly: "I had never opened the book. Imagine, hiding it there. Eh? In such a place! It wasn't his trick. He had really thought I was going home to read that book. But I never did."

## **Text 18**

### **John Rossister's Wife**

The most fascinating place in the United States today, I consider, is Palm Beach and the most interesting spot in it is 'Whitney's'. It is a restaurant and a gambling place, and sooner or later everybody who comes to Palm Beach visits 'Whitney's'. It is far more interesting and better conducted than Monte Carlo. Once I had an opportunity to meet Mr. Whitney himself. Mr. Whitney seemed to be very excited by something.

"I had a rather strange experience the other day," he said as soon as I introduced myself. "I was sitting in my office one morning when a lady wanted to see me". "Mrs. Rossister", the manager told me. I have been acquainted to Mr. Rossister. I've known him well enough only to say 'Hello', but not much more intimately than that. So I wondered what she wanted and told the manager to show her in.

Before she said a word she began to cry. Her husband has been gambling, she told me, at 'Whitney's' on Wednesday, the day before, and had lost 30 000 dollars. Mrs. Rossister explained that the great problem of her life had been her husband's gambling. The 30 000 dollars he had lost on Monday, it meant - oh, I've forgotten what she told me exactly: selling the house - it was mortgaged already, she said, taking the two girls out of school... It was a long story! I told her that I didn't like the idea of anybody coming here and loosing everything. The result of it all was that I agreed to give her back the money that her husband had lost, but on one condition. I made that point very clear: John Rossister was never to enter my place again. She promised it to me with the tears running down her cheeks, and I gave her the money. I didn't think anything more about the affair until the very next afternoon. My manager came to me and said that John Rossister had just come in, had gone to the gambling room and was playing at one of the tables. I went straight up and said: "May I speak to you for a minute? Your wife came to see me yesterday morning and told me about your troubles and about your losing 30 000 dollars here on Wednesday, and I gave her the money you'd lost". Rossister looked at me for a moment. Then he said: "Why, Mr. Whitney, there must be some mistake. I'm not married".

1. 'WHITNEY'S' IS...



- A. ...a bar.                      B. ...a place where you can eat and play cards.  
C. ...a beach.                D. ... a fast food restaurant.

2. WHY DID Mr. WHITNEY TELL THE MANAGER TO SHOW Mrs. ROSSISTER IN?

- A. He knew her very well.  
B. She was his regular customer.  
C. He knew her husband very well.  
D. He was surprised and decided to find out what she wanted.

3. WHAT DID Mr. WHITNEY LEARN ABOUT JOHN ROSSISTER'S FAMILY?

- A. His two daughters had been expelled from school.  
B. They had sold their house.  
C. His gambling made his wife unhappy.  
D. They were not rich people.

4. HOW MUCH MONEY DID Mr. WHITNEY GIVE TO Mrs. ROSSISTER?

- A. Nearly half a million dollars.  
B. Less than half a million dollars.  
C. More than half a million dollars.  
D. It is not clear from the text.

5. WHY DID Mr. WHITNEY GIVE Mrs. ROSSISTER BACK THE MONEY THAT HER HUSBAND HAD LOST?

- A. She promised not to come to his place again.  
B. She persuaded him to lend her money.  
C. His refusal to give her money made her cry.  
D. She made it clear that Mr. Whitney would never see her husband again.

### **Text 19**

He built a hut on a piece of rough land near a rock fall. In the wet season there was a plentiful stream, and over the years he encouraged the dry forest to surround him with a thick screen. The greener it became the easier it was to forget the outside. In time Melio (not without some terrible mistakes) learnt how to live in spite of the difficulties up on that mountain shelf.

His only neighbours were a family group of Parakana Indians who, for reasons known only to themselves, took a liking to Melio. Their chief never looked closely at Melio and said to himself that this white man was as mad as a snake that chews off its own tail. The Parakanas taught Melio to catch fish with the help of a wild plant which made them senseless in the stream. It gave off a powerful drug when shaken violently through the water. They showed him how to hunt by laying traps and digging. In time Melio's piece of land became a regular farm. He had wild birds, fat long-legged ones and thin nearly featherless chickens, and his corn and salted fish was enough to keep him stocked up through the wet season.

The Parakanas were always around him. He'd never admit it but he could feel that the trees were like the bars of a prison; they were watching him. It was as if he was there by courtesy of the Chief. When they came to him, the Indians never entered his house, with its steeply sloping roof of dried grass and leaves. They had a delicate way of behaving. They showed themselves by standing in the shade of the trees at the clearing's edge. He was expected to cross the chicken strip towards them. Then they had

a curious but charming habit of taking a pace back from him, just one odd step backwards into their green corridors. Melio could never persuade them to come any closer.

The group guessed at Melio's hatred for his civilized brothers in the towns far away. They knew Melio would never invite any more white men up here. This pleased the Parakanas. It meant that traders looking for rubber and jewels would never reach them. Their Melio would see to that. They were safe with this man and his hatred.

1. MELIO WANTED THE FOREST AROUND HIM TO BECOME THICK BECAUSE THE DENSE LEAVES...

- A. ...reminded him of his home.
- B. ...prevented the Parakanas from watching him.
- C. ...helped him forget the world he hated.
- D. ...protected him from the rain.

2. MELIO KEPT HIMSELF ALIVE DURING THE RAINY SEASON BY...

- A. ... eating what he had in store.
- B. ... catching wild animals in traps.
- C. ... growing corn on his farm.
- D. ... fattening his chickens.

3. MELIO FELT LIKE A PRISONER BECAUSE...

- A. ... he couldn't avoid being watched.
- B. ...his house was very dark.
- C. ... the Chief wouldn't allow him to leave.
- D. ... he had no company.

4. MELIO KNEW WHEN THE PARAKANAS WANTED TO SEE HIM BY THE WAY THEY...

- A. ... surrounded him.
- B. ... crossed the chicken strip.
- C. ... waited at the edge of the clearing.
- D. ... stepped back into the forest.

5. THE PARAKANAS THOUGHT MELIO LIVED THERE BECAUSE HE...

- A. ... was looking for rubber and jewels.
- B. ... had quarreled with his family.
- C. ... had escaped from prison.
- D. ... hated the white men in the town.

## Text 20

There was one thing I found rather strange on my first day at Monk's House. The floors in the house were very thin. The bathroom was directly above the kitchen and when Mrs. Woolf was having her bath before breakfast, I could hear her talking to herself. On and on she went, talk, talk, talk, asking questions and giving herself the answers. I thought there must be two or three people up there with her. When Mr. Woolf saw that I looked surprised he told me that Mrs. Woolf always said the sentences out loud that she had written during the night. She needed to know if they sounded right, and the bath was a good place for trying them out.

I was not allowed to make coffee at Monk's House. Mr. And Mrs. Woolf were very particular about coffee and always made it themselves. So Mr. Woolf came into the

kitchen at eight o'clock every morning to make it. When we carried the breakfast trays to Mrs. Woolf's room I noticed she had always been working during the night. There were pencils and paper beside her bed so that when she woke up she could work. Sometimes it seemed as though she had had very little sleep.

Mrs. Woolf's bedroom was outside the house in the garden. I used to think how inconvenient it must be to have to go out in the rain to go to bed. Her bedroom had been added on to the back of the house, the door faced the garden and a window at the side opened out on to a field. I remembered that a cow came one night and put its head in through the window. It amused Mrs. Woolf very much, but in case it happened again Mr. Woolf bought the field and added part of it to the garden. Because the writing-room was small, he had a larger one built for her at the end of the garden against the church wall.

Mrs. Woolf wore clothes that suited her well. I pressed them for her and did any sewing that was necessary - she was not able to sew, although sometimes she liked to try. There was one thing in the kitchen that Mrs. Woolf was very good at doing: she could make beautiful bread. I was surprised how complicated it was and how exactly Mrs. Woolf carried it out. She returned three or four times in a morning to work at it. Finally she made it into the shape of a cottage loaf and baked it at just the right temperature.

1. WHEN SHE ARRIVED AT MONK'S HOUSE THE WRITER...

A. ... found everything strange. B. ... had no one to talk to.

C. ... thought the planning of the house was unusual.

D. ... was surprised at Mrs. Woolf's way of checking her work.

2. EACH MORNING Mrs. WOOLF...

A. ... asked her husband to carry in the breakfast.

B. ... did some work as soon as she woke up.

C. ... had breakfast in the kitchen.

D. ... had breakfast brought to her.

3. WHAT SEEMED TO THE WRITER A DISADVANTAGE ABOUT Mrs. WOOLF'S BEDROOM?

A. It let in the rain.

B. You had to go outside to get to it.

C. The cows stood in front of the open window.

D. The door opened out on to the field.

4. WHY DID Mr. WOOLF BUY THE FIELD?

A. So that Mrs. Woolf didn't have to go out in the rain to go to bed.

B. To have more space between his wife's bedroom and the field.

C. To build a writing-room.

D. To build a bedroom.

5. THE WRITER'S DUTIES INCLUDED...

A. ... altering Mrs. Woolf's clothes to make them fashionable.

B. ... seeing that Mrs. Woolf's clothes suited her.

C. ... ironing Mrs. Woolf's clothes.

D. ... making Mrs. Woolf's clothes.

"Oh, you're so lucky living in Bath, it's such a wonderful, lovely, historic place," people say enthusiastically, and all you can think of is the awful parking, the tourist crowding, the expensive shops, the narrow-minded council, and the terrible traffic...

Luckily I don't live in Bath but nearly ten miles away in a village called Limpley Stoke in the Avon Valley. It seems to be normal in the countryside these days for professional people who work in the town to prefer to live in the villages. This makes the housing so expensive that the villagers and agricultural workers have to live in the cheaper accommodation in town, with the result that the farmers commute out to the farm and everyone else commutes in. Certainly, there's nobody in the village who could be called an old-style villager. The people nearest to me include a pilot, an accountant, a British Rail manager, a retired French teacher... not a farm worker amongst them. But I don't think there is anything wrong with that - it's just that the nature of villages is changing and there is still quite a strong sense of community there.

A lot of this sense of community comes from the Post Office, which is a centre for all the gossip and information. I find out what is going on while I am there, pretending to control my two-year-old son. He enjoys anything he can touch at the lowest level of the shop, which consists mainly of an enormous rack of cards saying "Congratulations on your 9<sup>th</sup> Birthday" and a collecting tin for the "Save the Children' charity", which he always picks up and tries to run away with. My feeling is that if my son took the money collected for the children it would go directly where it was needed, but they don't see it like that.

Working at home, I tend to wander round the village at times when other people are out at the office, which has given me a reputation for being incredibly lazy or unbelievably rich. But I still don't get enough time to look after the garden we bought. My wife had a good idea for the first year. "Let's just leave it and see what comes up". We did. There were some nice plants among the weeds. She had a good idea for the second year as well. "Why don't we leave it and see if it all comes up again?" We did, and that is why we need to hire a full-time gardener this year.

1. WHAT IS THE AUTHOR'S ATTITUDE TO BATH?
  - A. It is a wonderful place to live in.
  - B. It has far too many disadvantages.
  - C. He feels fortunate to live there.
  - D. It has many good shops.
2. THE PEOPLE WHO LIVE IN THE VILLAGE...
  - A. ... tend to work on the farms.
  - B. ... are mostly professionals who work in the town.
  - C. ... are unable to afford houses in the town.
  - D. ... don't like the old-style villagers.
3. IT WOULD APPEAR FROM THE TEXT THAT THE POST OFFICE...
  - A. ... sells a wide range of cards.
  - B. ... is where most of the charity work is organized.
  - C. ... is a place where villagers can talk to each other.
  - D. ... sells a range of tinned food as well as stamps.
4. THE AUTHOR HAS A REPUTATION FOR BEING "RICH OR LAZY" BECAUSE HE ...
  - A. ... only works during the mornings.
  - B. ... spends a lot of time shopping with his son.
  - C. ... likes to walk around the village.

- D. ... seems to be free when other people are working.
- 5. THE GARDEN IS NOT IN VERY GOOD CONDITION BECAUSE...
- A. ... the author is too lazy to look after it.
- B. ... the author has not been able to find a gardener.
- C. ... the author's wife is not interested in it.
- D. ... nobody has worked on it for two years.

## Text 22

In the morning Ken and Chloe went to Ragat. They didn't particularly want to go to Ragat, but it was necessary to go somewhere, and they had heard accidentally that Ragat was worth a visit. When they got there, they didn't know what to see, so they looked at the boringly modern-looking palace, and wondered at the vast numbers of local sightseers, until they bought a paper and discovered that there was some day of national holiday. They sat in a French cafe and looked at the paper and wondered where to have a lunch. There was an expensive restaurant named after something called the Tower, so they went there to have a lunch. Ken thought that it was a good idea to try semolina, which turned out to be horrible however cooked. After that they wondered what to do next and Chloe said: "Well, let's go and see the Tower". "Do you really want to go and see the Tower?" he asked impatiently. "You know what it'll be like, just some old brickwork, with a lot of guides and postcard sellers and pickpockets. And there is a festival too. It'll be even more horrid than usual."

"It might be nice," she said. "You never know, it might be nice".

"It won't be nice," he said, "and anyway we'll never find it."

"It must be on the map," she said, and produced from her handbag the little chart which the hotel had given her, on which all the streets were misnamed, and which was so badly drawn that it was impossible to follow. And it was not on the map. "Oh Lord," she said, "if we just drive around a little we're sure to see it. I mean to say, it must be important, or it wouldn't have restaurants named after it." "What do you expect me to do, then?" he asked. "Just get in the car and drive around until I see something that might look like the Tower. Eh?"

1. WHY DID KEN AND CHLOE GO TO RAGAT?
  - A. They were keen to visit the palace.
  - B. They had nothing better to do.
  - C. It was part of their holiday plans.
  - D. They had been told to go there.
2. WHAT DID THEY DISCOVER IN THE NEWSPAPER THEY BOUGHT?
  - A. Why there were so many people there.
  - B. The reason why that day was a national holiday.
  - C. A good place to have dinner.
  - D. The sights that would be worth seeing.
3. WHAT DO WE FIND OUT ABOUT KEN'S LUNCH?
  - A. He ordered semolina, thinking it would be good to eat.
  - B. He refused the semolina because it was horrible.
  - C. He decided not to eat since all cooking was horrible.
  - D. He couldn't decide what to eat.
4. WHY DIDN'T KEN WANT TO GO TO THE TOWER?

- A. He thought they wouldn't be able to find it on the map.
- B. There was a festival which he didn't like.
- C. It might have fallen down.
- D. He thought there would be too many people.

5. CHLOE WANTED KEN TO ...

- A. ... follow the chart until they found the Tower.
- B. ... drive round looking for restaurants named after the Tower.
- C. ... drive in any direction while looking for the Tower.
- D. ... drive to where she was sure to see the Tower.

### Text 23

Once I was travelling out to Rome for a consultation. I might have saved time and fatigue if I had gone by air, but it was early in the year and I had decided against it because of the high winds and rain. Instead, I booked a sleeper in the first-class wagon-lit and left Paris on the midday train. The journey was a normal one as far as Dijon, and a little way beyond. But as the darkness fell and the railway line began to climb up into the Jura mountains the train went slower and slower, with frequent stops for the apparent reason. It was that difficult hour in a railway train, between tea and dinner, when one is tired of reading. And faces a long dull evening, having no appetite at all to face another meal. It was raining a little, in the dusk the countryside seemed grey and depressing. The fact that the train was obviously becoming very late did not improve the situation.

Presently we stopped again, and this time for a quarter of an hour. Then we began to move, but in the reverse direction. We ran backwards down the line at a slow speed, for perhaps a couple of miles, and drew into a little station in the woods that we had passed through some time previously. Here we stopped again, this time for a long time.

I was annoyed, and went out into the corridor to see if I could find out what was happening. There was a man there, a very tall, lean man, perhaps thirty-five or thirty-six years old. He was leaning out of the window. From his appearance I guessed he was an Englishman, so I touched him on the shoulder and said: "Do you know what's holding us up?" Without turning he said: "Wait a minute."

There was a good deal of shouting in French going on outside between the engine-driver, the guard, the head waiter of the restaurant car and the various station officials. I speak French moderately, but I could understand nothing. My companion understood, however, for he drew back into the corridor and said: "They're saying up there that a goods train ran off the lines between here and Frasn . We may have to stay here till the morning."

1. WHY DIDN'T THE AUTHOR TRAVEL BY AIR?
  - A. It made him feel tired.
  - B. He wanted to save time.
  - C. The weather prevented him.
  - D. He liked travelling by train.
2. WHAT MADE THE JOURNEY NO LONGER NORMAL?
  - A. The mountain slowed the train down.
  - B. Something was wrong with the line.
  - C. There was a problem at Dijon.
  - D. The train kept stopping.
3. THEY RECOGNIZED THE STATION BECAUSE...
  - A. ... they had stopped near it.

- B. ... they had reserved through it
- C. ... it was close to the woods.
- D. ... they had seen it earlier.
- 4. WHY DID THE WRITER TALK TO THE TALL MAN?
  - A. He heard him talking to the officials.
  - B. The writer couldn't speak French.
  - C. They shared the same language.
  - D. The writer knew something.
- 5. WHY HAD THE WRITER'S TRAIN STOPPED?
  - A. The railway line was damaged by the storm.
  - B. There had been an accident.
  - C. There was trouble in Frasne.
  - D. A passenger train had overturned.

#### **Text 24**

In the year 400 BC the ancient Romans had only a small area of land in the centre of Italy, but during the next 700 years or so they conquered and spread over a great territory. Then the Roman Empire declined and fell. There has been much argument about what this could have been caused by.

The most popular idea used to be that the Romans, who had been strong, very moral and full of courage, became soft, lazy, immoral and degenerate because they had slaves and foreigners to do all the work and fighting for them while they lived a life of comfort and pleasure.

However, modern studies suggest that the Romans must have been so much weakened by disease that they no longer had the strength or the numbers to resist their enemies abroad. In AD 165, soldiers who had been fighting in Mesopotamia brought a new illness, almost certainly smallpox, back home. The Romans had no natural immunity to it, and it killed as many as one third of the inhabitants in parts of the homeland in Italy.

So long as humans were still nomadic (кочевой), they would not have been attacked by many diseases, because they never stayed in one place long enough to allow parasites to spread. But when people began to settle and to cultivate crops, parasites must have been allowed to spread in the dirty water that the people used again and again. However, when a population is large enough for some people to live through an epidemic, things get better, because those who remain alive have immunity to the disease, so the disease cannot spread any more and it dies out.

In Rome, the result of these diseases was a big fall in the population, especially on the borders of the Empire. The Roman citizens were forced to allow foreigners to live on land that had become empty, or nearly empty, as a result of deaths from disease, in exchange for military service, to defend the borders of the Empire from attack.

But these foreigners proved to be either unwilling or unable to defend the Roman Empire as strong as it would have been defended before, so that its enemies outside were able to come in and destroy it, bringing civilization in Europe to an end for hundreds of years, until it was brought in again from Asia and Africa.

#### **1. THE ROMAN EMPIRE DECLINED AND FELL BECAUSE...**

- A. ...slaves and foreigners became soft, lazy and immoral.
- B. ...the Romans' enemies were very strong.
- C. ...the Romans couldn't resist epidemics.

- D. ...the borders were poorly guarded.
2. EPIDEMICS WERE RARE AMONG NOMADIC PEOPLE BECAUSE...
- A. ...they had natural immunity to epidemics.
- B. ...bacteria (microbes) need time and water to spread.
- C. ...they used fresh drinking water.
- D. ...they knew a lot about medicine.

3. HOW DO PEOPLE GET IMMUNITY TO A DISEASE?

- A. When the disease cannot spread.
- B. By getting it and not dying.
- C. When the disease dies out.
- D. By taking drugs.

4. THE ROMANS LET FOREIGNERS LIVE ON THEIR BORDERS BECAUSE...

- A. ...so many Romans had been killed by disease.
- B. ...the Romans preferred to live a life of comfort and pleasure in the centre of Italy.
- C. ...they had no strength to resist their enemies.
- D. ...in return foreigners couldn't do fighting for them.

5. WHAT WAS THE RESULT OF THE FALL OF THE ROMAN EMPIRE?

- A. European civilization stopped existing for a long time.
- B. People were brought into Rome from Asia and Africa.
- C. European civilization was brought into Asia and Africa.
- D. There was a big fall in a population.

### Text 25

According to a study conducted by the Centre of Sociological Research of the Lomonosov Moscow State University, among 1,000 adults in Moscow and 3,000 in the rest of Russia:

- 43,3% of adults consider themselves Russian Orthodox (66,1% in Moscow),
- 50,5% of adults consider themselves Christian believers,
- 7,1% say that they attend church monthly (20,3% in Moscow),
- 3,9% say that they attend church weekly. (This compares to about 40% for Americans, 20% for Canadians and less than 10% for most of the other industrialized nations. The actual percentage of attendees is about half the stated amount.)

On the topic of special privileges for the Russian Orthodox Church, Muscovites were 46% opposed; 32% in favour; 19% felt it was difficult to say, 3% no opinion.

Protestants in Russia are well represented by Baptists, Jehovah's Witnesses, Lutherans, Mormons, Pentecostals, Presbyterians, Seventh Day Adventists, and others. Eastern Rite denominations, such as the Ukrainian Orthodox Church, other Orthodox churches, the Old Believers (who split from the Russian Orthodox Church in the 17<sup>th</sup> century) are active.

The Roman Catholic Church is also well established, the number of Russian Catholics estimated at 800,000.

Other world religions have had a lengthy and significant presence in Russia: particularly Buddhism, Islam and Judaism. Native Neopaganism is experiencing a resurgence in some areas.



There are many New Religious Movements (NRMs) in the country, including the Vissarion Community in Siberia (4,000 members), Hare Krishnas (2,500 to 3,000 members), Unification Church (500 members and in decline) and The Family (about 70 members). As in other countries, the rate of defection of NRM members is high. One source indicates that between 1994 and 1997, at least 70% of those who had joined UC (Unification Church) eventually left it.

A general consensus among NRM researchers (not including those of the Anti-Cult and Counter-Cult Movements) is that there have always been fewer than 300,000 NRM members and adherents in Russia. Although there has never been a conviction of any NRM for criminal activities, there is a wide-spread fear in the country that these groups are dangerous cults of extreme danger to youth and to society in general.

1. MOST PEOPLE ARE CONSIDERED CHRISTIAN BELIEVERS BECAUSE

- A. ... about 50% of adults consider themselves Russian Orthodox adherents.
- B. ... according to a study more than 50% of adults are Christian believers in Russia.

- C. ...40% of Americans and 20% of Canadians attend church weekly.
- D. It is not mentioned in the text.

2. WHO CAN RUSSIAN PROTESTANTS BE REPRESENTED BY?

- A. Baptists, Jehovah's Witnesses, Lutherans, Mormons, Pentecostals and some other confessions.

- B. Neopaganists and Buddhists.

- C. Unification Church.

- D. The Vissarion Community in Siberia.

3. WHAT DENOMINATIONS HAVE ALSO HAD A LONG AND CONSIDERABLE EXISTANCE IN RUSSIA?

- A. Hare Krishna, the Family.

- B. Buddhism, Islam and Judaism.

- C. Presbyterians and Seventh Day Adventists.

- D. Counter-cult movements.

4. THE CATHOLIC CHURCH IS...

- A. ... poorly represented.

- B. ... well represented.

- C. ... well established and represented by less than 1 million people.

- D. ... not represented in Russia.

5. THE RATE OF FORSAKING NEW RELIGIOUS MOVEMENTS ...

- A. ... is about 1997 members a year.

- B. ... equals 70% for each movement.

- C. ...indicates their decline.

- D. ...is high.

## PART II

ВЫБЕРИТЕ 10 ИЗ 15 ПОДХОДЯЩИХ ПО СМЫСЛУ СЛОВ, КОТОРЫМИ  
МОЖНО ЗАПОЛНИТЬ ПРОПУСКИ.

### Text 1

Economists have long thought of the environment as an \_\_\_\_ source of resources. They have thought that the atmosphere, forests, rivers and seas are capable of \_\_\_\_ all

the rubbish the economy throws into them. In fact, the economy and the environment are \_\_\_\_ related. The environment supplies the economy with all its resources, such as water, timber, minerals and oil. The environment has \_\_\_\_ all its waste products.

Nevertheless, some economists have always argued that pollution \_\_\_\_ the resources. For example, pumping waste gases from a power station does not get rid of them. The waste gases cause acid rains; this leads to \_\_\_\_ damage and therefore reduces the resources of forestry industry.

There are many consequences of \_\_\_\_ the environment. One of them is acid rain. Another one is water shortage \_\_\_\_ from abuse of arable lands in agriculture. The third one is destroying the ozone layer of the Earth through pollution from factories and plants. The fourth problem is damage to water and soils. The fifth one is damage to wildlife: \_\_\_\_ species of animals and plants can disappear. Lastly, the \_\_\_\_ serious danger arising from damaging the environment is the result of the above-mentioned consequences. This is the danger for the life and health of a man.

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to develop, forest, damaging, damages, results, numerous, most, protecting, far, absorbing, closely, resulting, unlimited, slightly, to absorb.

### Text 2

They say, Disney seldom praised \_\_\_\_ and he didn't like to show his feelings. But once when he saw a \_\_\_\_ episodes from Bambi and turned to the animators there were tears in his eyes. This was how Disney approved of the their work but it happened only \_\_\_\_ in thirty nine years.

Disney respected people who \_\_\_\_ make something with their hands. He especially respected the carpenter \_\_\_\_ in the studio. Although everyone called Disney Walt and he called everybody by their first name, the carpenter was an exception to the rule.

When Walt Disney was making a film, he always thought not only about children but \_\_\_\_ about grown-ups. That's why he tried to touch upon the subjects of nature and life, he wanted to make people \_\_\_\_ about life, love, justice, about good and evil \_\_\_\_\_. There were episodes in Disney's films that didn't leave a dry eye in the cinema. At the same time all Disney's films are full of optimism and have a happy ending. A great number of people were brought up on Walt Disney's films and they are grateful to him for these unforgettable moments in their childhood.

It may seem \_\_\_\_ that after the success in animation, Disney directed his energies to a new field - \_\_\_\_ Disneyland. Everybody thought it was impossible to realize this idea but Disney saw it as a continuation of what he had been doing all his life.

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constructing, surprisingly, also, majority, could, few, to care, strange, anybody, think, powers, nobody, working, twice, both.

### Text 3

One of the chief \_\_\_\_ of the English history is the struggle between the king and the people. This is a struggle \_\_\_\_ which of them is supreme. One of the most important moments in this long struggle came in the seventeenth century.

During this period the political parties as we know them began \_\_\_\_\_. Charles I was on the throne. He hated the Parliament. He thought that its only function was to

vote for his laws. At last people realized that they had to resist him by \_\_\_\_ . In 1642 the Civil War broke out.

Most rich men and noblemen of the country supported Charles. They were called Royalists. They were well \_\_\_\_ and had skilful leaders. People who supported the Parliament, the Parliamentarians, were Puritans. Puritans wanted a simple religion. But their courage and religion was not \_\_\_\_ to win battles. They needed training and a good leader. It was Oliver Cromwell who became their leader.

Cromwell was a country gentleman. He got his education at a grammar school. He became a member of the Parliament and was famous there as a rough man. He was also \_\_\_\_ for his strength of character and sincerity. Cromwell \_\_\_\_ soldiers in the eastern part of England and trained his men. He wanted them to fight for freedom, Parliament and religion. Then, when they were ready, he led them into battle. Several battles were \_\_\_\_ by the Parliamentarians. In 1645 at Naseby the king's army was defeated.

Cromwell was now leader of the whole Parliamentary forces. In 1649 the King gave himself up and was put into prison. Finally he was brought to trial in London for being an \_\_\_\_ to his country. He was found guilty and beheaded. In the same month a Parliamentary government came to power. Cromwell became the ruler of England, not as King, but as Protector of the Commonwealth.

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to know, mentioned, religion, force, to form, tendencies, to decide, trained, enough, known, friend, guilty, enemy, gathered, won.

#### Text 4

No one discovers \_\_\_\_ by chance. A truly \_\_\_\_ searcher for art treasures must have patience, and above all, the ability \_\_\_\_ the worth of something when he sees it. \_\_\_\_ this, he must be at least as knowledgeable as the dealer. Like a scientists bent on making a discovery, he must cherish the hope that one day he will be amply rewarded.

My old friend Frank is just \_\_\_\_ a person. One day he visited an antique shop. As he had never been there before, he found a great deal to interest him. Time passed rapidly and Frank was about to leave when he noticed a large packing-case \_\_\_\_ on the floor. The dealer told him that it has just come in, but that he could not be bothered to open it. Frank begged him to do so and the dealer reluctantly did it. The contents were \_\_\_\_ . Apart from an interesting-looking carved dagger, the box was full of crockery, \_\_\_\_ of it broken. Frank gently lifted the crockery out of the box and suddenly noticed a miniature painting at the bottom of the packing-case. As its composition and line reminded him of an Italian painting he knew ell, he decided to buy it. \_\_\_\_ at it briefly, the dealer told him that it was worth \$5. Frank could \_\_\_\_ conceal his excitement, for he knew that he had made a discovery. The tiny painting proved to be an unknown masterpiece by Correggio and was worth thousands of dollars.

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disappointed, much, rubbish, disappointing, looking, hardly, dedicating, such, to recognize, a rarity, to sell, to do, many, lying, dedicated.

#### Text 5

Abraham Lincoln is the \_\_\_\_ famous example of the "American dream". Many Americans think that in their country a man \_\_\_\_ rise from the lowest to the highest position in their land. That was exactly what Lincoln did.

He was born in 1809 in a small farm in Kentucky. When Abraham was quite young, the family moved to the wild forest land of Indiana. He hardly had any \_\_\_\_; he only learned to read and write and do simple arithmetic. In 1830 Abraham left his father's farm and went to Springfield, Illinois. There he became a clerk in a store and worked \_\_\_\_ to improve his education. In 1836 he became a lawyer.

He entered politics too, and in 1834 became a candidate to the Parliament of Illinois. He soon became a force in the political life. In 1847 he went as a Congressman to the National Assembly.

Slavery was then becoming a burning question in American politics. Many people in the Northern states wanted \_\_\_\_ it; the Southern states \_\_\_\_ the abolition. The Southerners said that it would mean economic ruin for them. The reason was that the prosperity of the South was \_\_\_\_ on cotton-cropping, and only Negroes worked there. The Southerners threatened that if the North didn't cease its fight against slavery, the Southern states would leave the Union. They wanted \_\_\_\_ an independent "Confederacy".

In 1860 Lincoln was elected President of the USA. In 1862 the American Civil War between the North and the South began/ At first the war went badly for the North. The Southerners headed by General Robert Lee and Colonel Jackson won brilliant \_\_\_\_\_. But Lincoln did not lose courage. On April, 9 General Lee surrendered. The Civil War was over. Lincoln tried to convince \_\_\_\_ enemies that they should live in peace.

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became, based, hard, former, to educate, opposition, to form, to abolish, education, victories, opposed, most, more, to leave, may.

### Text 6

Some years ago the Julian calendar recorded the beginning of the 21<sup>st</sup> century. It is \_\_\_\_ more than a chronological event, for the meaning and importance of chronological time is \_\_\_\_ vital now than ever before in history. Time began for man more than a million years ago and until today it was the mover and shaker of man's destiny. However, the slow \_\_\_\_ of nature has been augmented by the incredible speed of the \_\_\_\_ technology since the last third of the 20<sup>th</sup> century. The technological innovations are revolutionizing our lives more than \_\_\_\_ else. Events, inventions, moralities - all slide and change so \_\_\_\_ that we seem to be rushing at tomorrow and our future has already arrived.

The increasing sophistication of the rocketry, for example, prognosticates a \_\_\_\_ assault on space.

In truth, the 21<sup>st</sup> century will probably be a new age of exploration, as men ask the questions they have always asked, but to which they have never before had the means of \_\_\_\_ the answers. The 21<sup>st</sup> century will surely provide those means. Already the laser, the computer and atomic energy have found their \_\_\_\_ into our lives and are already being used for the tasks of today. These \_\_\_\_ tools will be applied to new tasks of the 21<sup>st</sup> century, tasks we cannot even conceive of today.

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seeking, development, some, nothing, far, ways, pace, anything, slowly, less, same, swiftly, little, developing, continued.

### Text 7

In 776 BC the first Olympic Games were held at Olympia in the south of Greece to honour the Greek chief God Zeus. The Greeks emphasized physical \_\_\_ and strength in their education of youth. Therefore contests in running, jumping, discus throwing, boxing and horse racing were held in individual cities, and the winners \_\_\_ every four years at Olympia. Winners were \_\_\_ honoured by having olive wreaths placed on their heads and having poems sung about their deeds. Originally these were held as games of \_\_\_, and any wars in progress were halted to allow the games take place.

Renewal of the Games came in 1896. The first Olympiad was held in Athens and followed the pattern set by the ancient Olympic Games. Some events, \_\_\_ marathon race, have been added, and the inclusion of women, and also the series of winter sports.

In 1896 the international Olympic Committee was set up. It is the central policy-making body of the Olympic movement, \_\_\_ by the representatives of participant countries.

Much importance is attached to \_\_\_ ceremony. At the opening of the Games the International Olympic Committee appears as host. The national anthem of the host country is played, and all the participants march past the Lodge of Honour. The Head of the host country \_\_\_ the Games open, then the Olympic flag is raised and the Olympic hymn is sung. Then the Olympic flame is lit that will burn till the end of the Games. The Olympic flag has five coloured interlaced rings. \_\_\_ the five parts of the world, on a white background.

The importance of the Olympic Games was well expressed by Coubertin: The most important thing in the Olympic Games is not to win, but to take \_\_\_, just as the most important thing in life is not the triumph but the struggle.

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great, representing, included, fitness, made, competed, like, fir, part, formed, friendship, declares, greatly, training, opening.

### Text 8

In the USA many sports and sports activities attract millions of active \_\_\_. One reason of popularity of sport in America may be the variety and size of America, \_\_\_ Americans a large choice of summer and winter sports. In addition, public sports facilities have always been available in great number for participants. Another reason might be that Americans like competition, by \_\_\_ or as individuals, or as individuals, of any type. Others point out that American schools and colleges \_\_\_ the tradition of all English-speaking societies in using sports activities as a way of teaching social values.

In the USA \_\_\_ attention is given to organized sports. Hockey, football, baseball, basketball and volleyball are the five major sports.

Football is the most popular spectator sport. What makes football in the USA \_\_\_ different from its European cousins, rugby and soccer, is not just the size, speed and strength of its players. Rather, it is the most scientific of all outdoor team sports. Specific rules state what each player in each position may and may not do, and when.

Baseball and football have the reputation of \_\_\_ typically American team sports. This is ironic because the two most popular participant sports in the world today are indeed American in origin - basketball and volleyball. Both games were invented and first played at a YMCA in Massachusetts. Basketball was invented as a game that would fill empty \_\_\_ between the football season. Today, of course, \_\_\_ basketball and volleyball are played everywhere by men and women of all ages. They are \_\_\_ popular

as school sports. Professional and collegiate basketball games in the USA attract large numbers of fans. Most of the important games are televised live.

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would, go, follow, both, so, seriously, especially, much, teams, period, many, giving, being, such, participants.

### **Text 9**

#### **Esperanto, a World Language**

What would the world be like if everyone spoke the same language? Would we understand each other better? It's not talking about everyone \_\_\_\_ the same first language, but sharing the same second language, and not English, but Esperanto.

What are the facts about this \_\_\_\_ language? Well, it was invented in 1887 by a Polish doctor Ludwig Zamenhof. The \_\_\_\_ comes mainly from Western European languages, and the grammar is \_\_\_\_ to Slavic Languages. It \_\_\_\_ like Italian from the learner's point of view. It has the \_\_\_\_ that there are no exceptions to rules. It is \_\_\_\_ all over the world by about eight million people, and there are many who would like Esperanto to be the \_\_\_\_ second language of the world. Hasn't the world got enough natural languages, so why make an artificial one? Professor Desmond Nesbit of the University of Edinburgh says that Esperanto \_\_\_\_ "hopeful", and it was Zamenhof's hope that a \_\_\_\_ language would promote a friendship and an understanding among all people of the world.

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common, official, officer, means, artificial, sharing, advantage, similar, popular, sounds, grounds, spoken, vocabulary, burglary.

### **Text 10**

For most of us, work is something we have to do to stay alive and pay the bills. It is not something we particularly enjoy, unless you are one of the lucky \_\_\_\_ who manage to make a living out of a hobby.

David Crook used \_\_\_\_ for a firm of accountants in the City of London. He gave up his six figure \_\_\_\_ to come to live and work in the tiny village of the Little Hampton. This is what he told the reporter: "My wife and I had always wanted to live in the country but we had \_\_\_\_ some job, we didn't have enough money to give up work entirely.

Then one weekend we were driving home after visiting friends and saw this beautiful windmill for \_\_\_\_\_. The building itself was in good \_\_\_\_\_, but the machinery was either broken or \_\_\_\_\_. You see, I've always enjoyed \_\_\_\_\_ with engines and motors, taking them to pieces and mending them. So we decided to buy the mill, repair the machinery and make enough money from \_\_\_\_\_ to pay the bills. It was \_\_\_\_\_ difficult to get all the parts I needed, but we finally got the mill working last year. And we don't regret coming here".

---

to find, millions, found, condition, milling, terribly, sale, few, playing, fall, missing, roundabout, joy, to work, salary.

### **Text 11**

#### **Fireplaces**

In English homes the fireplace has always been, until recent times, the natural centre of interest in a room. People may sit at a window on a summer day, but for many months of the year they prefer to sit round the fire and watch the \_\_\_ flames.

In the Middle Ages the fireplaces were, in the halls of large castles, very wide. \_\_\_ wood was bunt, and large logs were carted in from the forests, and supported, as they burnt, on metal bars. Such wide fireplaces may still be seen in old inns, and in some of them there are even seats inside the fireplace.

Elizabethan fireplaces often had \_\_\_ stone or woodwork over the fireplace, reaching to the ceiling. There were sometimes columns on each side of the fireplace. In the 18<sup>th</sup> century \_\_\_ was often provided over the fireplace for a painting or \_\_\_.

When coal fires became \_\_\_, fireplaces became much \_\_\_. Grates (metal frames like baskets) were used \_\_\_ the coal. Above the fireplace there was usually a shelf, on which there was often a clock, and perhaps \_\_\_ photographs.

Today, in houses where gas and electric fires are used, the fireplace is losing its importance. In houses where central heating of shut-in stoves are preferred, there \_\_\_ be no fireplace at all.

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less, carved, brightly, framed, walls, need, common, only, mirror, dancing, smaller, to hold, space, enjoying, using.

## **Text 12**

### **Christmas Cards**

Christmas cards are now \_\_\_ essential a part of the Christmas \_\_\_ that they can hardly be omitted from any list of established customs. Nevertheless, they are little \_\_\_ than a hundred years old, and were unknown before Victorian times. In the late eighteenth and early nineteenth centuries, it was a pleasant, though by no means universal, custom \_\_\_ complimentary verses, often of the sender's own composition to particular friends at Christmas, or on \_\_\_ great occasions. For this purpose, specially \_\_\_ sheets of paper, with engraved headings and ornamental borders, were frequently used. Similar but \_\_\_ elaborate sheets were used by schoolboys for the "Christmas pieces" \_\_\_ to their parents at the end of the winter term. These consisted of two or three sentences, very \_\_\_ written which served both as a greeting and as a proof of progress in the art of writing, the latter, no doubt, being the more important from the schoolmaster's point of view. Ornamental stationery for these two purposes was sold in considerable quantities in the first half of last century, and from it the true Christmas card, with its printed \_\_\_ and pictorial decoration, seems to have developed.

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prepared, the other, more, many, carefully, such, so, preparation, festivities, message, purposes, less, given, to send, other.

## **Text 13**

It is a small town, \_\_\_ 73 km away from Moscow. This place was deeply involved in the spiritual and cultural life of Russia's Middle Ages, that is why it is now considered a part of the Golden \_\_\_ Tour.

The chronicles of 1340 tell the story about a \_\_\_ Sergius who founded a small temple in the wild, thick \_\_\_. In 1380 Sergius of Radonezh blessed Dimitry, the \_\_\_ of Moscow, for his struggle with the Golden Horde.

Sergius played a \_\_\_\_ role in consolidating separated lands of Rus under the leadership of Dimitry Donskoy. In 1392 St. Sergius died and was \_\_\_\_ in 1422. The image of St Sergius was the basis that supported Russian spiritually, he is regarded as the founder of the Russian national \_\_\_\_.

As for the temple, it turned into one of the greatest and biggest Russian monasteries and made the town Sergiev Posad \_\_\_\_ as the capital of the Russian Orthodox Church, the "Russian Vatican." Today it is called the Holy Trinity-St. Segius Lavra. "Lavra" is translated from Greek as "the main and the most important \_\_\_\_". St. Trinity Cathedral in Lavra is famous for keeping the relics of St. Sergius and for many years his tomb has been the place of pilgrimage for orthodox believers.

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Ring, sitting, situated, officer, to honour, monk, royal, forest, prince, major, canonized, character, famous, monastery, place.

## **2. ТРЕБОВАНИЯ К РЕЙТИНГ-КОНТРОЛЮ**

Качество усвоения студентом в семестре учебной дисциплины оценивается по 100-бальной шкале.

Интегральная рейтинговая оценка (балл) по каждому модулю складывается из оценки текущей работы студентов на семинарских, практических и лабораторных занятиях, выполнения индивидуальных творческих заданий и др. и оценки за выполнение студентом учебного задания при рейтинговом контроле. При этом доля баллов для оценки текущей учебной работы студента (семинарских, лабораторных и практических занятий) должна не менее 50% общей суммы баллов, выделенных на данный модуль.

Изучение учебной дисциплины Иностранный язык заканчивается экзаменом.

Для дисциплин, заканчивающихся экзаменом, 60 рейтинговых баллов составляет максимальная оценка учебной работы студента в течение семестра, 40 рейтинговых баллов – максимальная оценка на курсовом экзамене.

Максимальная сумма рейтинговых баллов по учебной дисциплине, заканчивающейся экзаменом, по итогам семестра составляет 60.

Ответ студента на экзамене оценивается суммой до 40 рейтинговых баллов. Итоговая оценка складывается из суммы баллов, полученных за семестр и баллов, полученных на экзамене. Студенту, который сдает экзамен, премиальные баллы не начисляются.

Максимальная сумма баллов по учебной дисциплине, заканчивающейся зачетом, составляет 100 баллов. Студенту, набравшему 40 баллов и выше по итогам работы в семестре, в экзаменационной ведомости и зачетной книжке выставляется оценка «зачтено».

Студент, набравший менее 40 баллов сдает зачет в последнюю неделю семестра по данной дисциплине. Баллы, полученные на зачете, проставляются в ведомости.

В ведомости итоговая оценка проставляется в рейтинговых баллах и в виде оценки.

## **VII. Материально-техническое обеспечение**



Аудитория, оснащенная мультимедийной техникой (стационарной или мобильной) для воспроизведения аудио и видео материалов, для визуальной и аудиальной поддержки излагаемого учебного материала.

### **VIII. Специальные условия освоения дисциплины обучающимися с инвалидностью и ограниченными возможностями здоровья**

В процессе преподавания дисциплины обеспечивается соблюдение *специальных условий*, таких как наличие возможности использовать индивидуальные устройства, позволяющее компенсировать нарушение зрения, а также возможности использовать индивидуальные устройства и средства, позволяющие обеспечить реализацию эргономических принципов и комфортное пребывание на месте в течение всего периода учёбы.

В процессе преподавания дисциплины используются *адаптационные и вспомогательные технологии*, такие как:

а) технологии здоровьесбережения: обеспечиваются соблюдением ортопедического режима, профилактикой утомляемости, соблюдением эргономического режима и обеспечением архитектурной доступности среды (окружающее пространство, расположение учебного инвентаря и оборудования аудиторий обеспечивают возможность доступа в помещении и комфортного нахождения в нём).

б) Использование возможностей электронной информационно образовательной среды Университета:

в) технологии индивидуализации обучения: обеспечиваются возможностью применения индивидуальных устройств и средств, учётом темпов работы и утомляемости, предоставлением дополнительных консультаций.

*Учебно-методические материалы* для обучающихся из числа инвалидов и лиц с нарушениями зрения предоставляются в формах, адаптированных к ограничениям их здоровья и восприятия информации:

- в печатной форме увеличенным шрифтом,
- в форме электронного документа,
- в форме аудиофайла,
- в печатной форме на языке Брайля.

Для инвалидов и лиц с ограниченными возможностями здоровья освоение дисциплины может быть по просьбе студента частично осуществлено с использованием дистанционных образовательных технологий (Moodle).

В освоении дисциплины инвалидами и лицами с ограниченными возможностями здоровья широко используется индивидуальная работа. Под индивидуальной работой подразумевается две формы взаимодействия с преподавателем: индивидуальная учебная работа (консультации), т.е. дополнительное разъяснение учебного материала и углубленное изучение материала с теми обучающимися, которые в этом заинтересованы, и индивидуальная воспитательная работа.

Индивидуальные консультации направлены на индивидуализацию обучения и установлению воспитательного контакта между преподавателем и обучающимся инвалидом или обучающимся с ограниченными возможностями здоровья.

**При проведении процедуры текущего контроля результатов обучения** по дисциплине обеспечивается выполнение следующих дополнительных требований в зависимости от индивидуальных особенностей, обучающихся:

а) инструкция по порядку проведения процедуры оценивания предоставляется в доступной форме (устно, в печатной форме укрупненным шрифтом);

б) доступная форма предоставления заданий оценочных средств (в печатной форме, в электронной форме, в аудио формате);

в) доступная форма предоставления ответов на задания (набор ответов на компьютере, устно).

**В ходе проведения промежуточной аттестации** предусмотрено:

– предъявление обучающимся печатных и (или) электронных материалов в формах, адаптированных к ограничениям их здоровья;

– возможность пользоваться индивидуальными устройствами и средствами, позволяющими адаптировать материалы, осуществлять приём и передачу информации с учетом их индивидуальных особенностей;

– увеличение продолжительности проведения аттестации;

– возможность присутствия ассистента и оказания им необходимой помощи (занять рабочее место, передвигаться, прочитать и оформить задание, общаться с преподавателем).

## **IX. Сведения об обновлении рабочей программы дисциплины**

<b>№п.п.</b>	<b>Обновленный раздел рабочей программы дисциплины</b>	<b>Описание внесенных изменений</b>	<b>Реквизиты документа, утвердившего изменения</b>