

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущей и промежуточной аттестации

по учебной дисциплине

«Иностранный язык»

для направления подготовки 39.03.01 Социология

профиль подготовки: Социология управления

1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Семестр	1	2	3	4	5	6	7	8	9	10
Наименование дисциплины										
ОК 5 Способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия										
Б1.Б3 Иностранный язык	+	+	+	+						
Б1.В.ОД.1 Русский язык и культура речи		+								
Б1.В.ДВ.4.2. Искусство делового общения		+								
Б1.В.ДВ.5.1.Социология молодежи			+							
Этапы формирования компетенций	1	2	3	4						

В качестве этапов формирования компетенций в процессе освоения образовательной программы определены семестры.

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Контроль качества освоения дисциплины включает в себя текущий контроль успеваемости и промежуточную аттестацию. Текущий контроль успеваемости и промежуточная аттестация обучающихся проводятся в целях установления соответствия достижений обучающихся поэтапным требованиям образовательной программы к результатам обучения и формирования компетенций.

2.1 Показатели и критерии оценивания компетенций на различных этапах их формирования (промежуточная аттестация)

Компетенции	Показатели	Критерии в соответствии с уровнем освоения ОП			Оценочное средство или способы оценивания (промежуточная)
		пороговый (удовлетворительно) 55-69 баллов	стандартный (хорошо) 70-84 балла	эталонный (отлично) 85-100 баллов	

ОК-5	Знать	<p>1) знает элементарную, базовую лексику и грамматику изучаемого языка, что позволяет понимать на слух <i>отдельные фразы и наиболее употребительные слова</i> в высказываниях, касающихся общественно-бытовой сферы общения (информацию о себе, семье, покупках, месте жительства, учебе и т.п.) <i>в простых, четко произнесенных и небольших по объему сообщениях;</i></p> <p>2) знает и понимает недостаточно, чтобы самостоятельно вести беседу.</p>	<p>1) знает лексический минимум общественно-бытовой сферы общения (информацию о себе, семье, покупках, месте жительства, учебе и т.п.), а также лексику, касающуюся предметного содержания изучаемых тем, в средних по объему сообщениях;</p> <p>2) знает и понимает достаточно, чтобы самостоятельно вести простую беседу.</p>	<p>1) знает лексику (значительный объем), достаточную для понимания на слух и на письме без словаря высказываний, текстов, касающихся широкого спектра тем (в том числе профессиональной направленности) <i>в сложных и значительных по объему текстах (устных, письменных);</i></p> <p>2) знает и понимает достаточно, чтобы свободно вести беседу по широкому спектру тем.</p>	<p>Чтение и перевод текстов, тренировочные упражнения, тесты, лексические диктанты, устное сообщение и собеседование, презентация, эссе</p>
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	Уметь	<p>1) может понимать при чтении без словаря очень короткие простые тексты общественно-бытовой сферы общения, содержащие самую употребительную лексику;</p> <p>2) может общаться в простых типичных ситуациях, в рамках знакомых тем, но допуская паузы, элементарные ошибки;</p> <p>3) может инициировать или поддерживать предельно краткий разговор на социально-бытовые темы; обмениваться типовыми репликами;</p> <p>4) может понимать на слух только общую мысль, тему, цель разговора, при котором присутствует; понять и извлечь основную информацию из коротких аудиозаписей; умеет в общих чертах следить за основными моментами речи третьих лиц, если говорят медленно и четко;</p> <p>5) может делать короткие подготовленные сообщения, содержание которых заучено и предсказуемо;</p> <p>6) может понимать основное содержание прочитанного текста без словаря.</p>	<p>1) может понимать на слух основные положения и детали четко произнесенных в относительно медленном темпе высказываний в пределах литературной нормы на известные темы, с которыми приходится иметь дело в профессиональной деятельности, учебе, быту и т.п., связанных с профессиональными интересами;</p> <p>2) понимает при чтении без словаря тексты, построенные на частотном языковом материале</p> <p>3) может без затруднений общаться, без предварительной подготовки поддерживать беседу в большинстве ситуаций на знакомую тему (семья, хобби, учеба, работа/профессия, путешествие, разговор по телефону, текущие события и т.п.);</p> <p>4) может понимать на слух детали разговора, при котором присутствует; без затруднений понимает речь в аудиозаписи на изученные темы;</p> <p>5) без затруднений строить простые связанные высказывания о своих личных событиях, впечатлениях, желаниях и т.п.; кратко объяснить свои намерения; рассказать о событии, изложить сюжет прочитанного/увиденного (без предварительной подготовки и зрительной опоры) и выразить к этому свое отношение;</p> <p>6) писать простые связанные тексты на знакомые темы, написать письмо личного характера, сообщая в нем о личных событиях, впечатлениях, переживаниях.</p>	<p>1) может понимать на слух доклады и лекции, следит за сложной аргументацией, если тематика выступлений достаточно знакома;</p> <p>2) может понимать на слух содержание дискуссии на профессиональные темы;</p> <p>3) может понимать без затруднений при чтении без словаря статьи, сообщения, тексты по широкой современной проблематике и профессионально-ориентированные тексты.</p> <p>3) может свободно, спонтанно высказываться по широкой современной проблематике и на профессионально-ориентированные темы.</p> <p>4) без подготовки довольно свободно участвовать в диалогах с носителями языка; принимать активное участие в дискуссии по знакомой проблеме, обосновывать и отстаивать свою точку зрения;</p> <p>5) использовать грамматически правильные формы, сразу исправлять большинство собственных ошибок; писать грамотные, подробные сообщения по широкому кругу вопросов; писать доклады, эссе, освещая вопросы и аргументируя свою точку зрения;</p> <p>6) порождать высказывания в достаточно беглом темпе, без долгих пауз в речи; высказываться по широкому кругу вопросов, развивая отдельные мысли и подкрепляя их дополнительными положениями и примерами.</p>	
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					Чтение и перевод текстов, тренировоч
Владеть	<p>1) способностью использовать ограниченный запас слов и словосочетаний;</p> <p>2) уровнем фонетической и грамматической правильности ниже среднего;</p> <p>3) способностью кратко отвечать на вопросы и реагировать на простые высказывания, но допуская грамматические или фонетические ошибки.</p>	<p>1) способностью общаться без затруднений и без предварительной подготовки в большинстве ситуаций на знакомую тему; словарный запас позволяет объяснить с некоторым количеством пауз по каждодневным или профессиональным темам; допускается незначительное количество грамматических или фонетических ошибок;</p> <p>2) способностью начинать, поддерживать и завершать беседу; повторить предыдущие реплики, демонстрируя тем самым свое понимание.</p>	<p>1) способен высказываться без затруднений и без предварительной подготовки по широкому кругу вопросов, приводя аргументы «за» и «против»;</p> <p>2) способен использовать некоторые сложные синтаксические конструкции, достаточный словарный запас, позволяющий высказываться без явного поиска подходящего слова или выражения;</p> <p>3) способен продемонстрировать достаточно высокий уровень контроля грамматической и фонетической правильности</p>	Чтение и перевод текстов, тренировочные упражнения, тесты, лексические диктанты, устное сообщение и собеседование, презентация, эссе	

2.2. Критерии и шкалы оценивания результатов обучения при проведении текущего контроля успеваемости

Текущий контроль предназначен для проверки хода и качества формирования компетенции, стимулирования учебной работы обучаемых и совершенствования методики освоения новых знаний. Он обеспечивается проведением лабораторных занятий, оцениванием контрольных заданий, проверкой домашних заданий, выполнением индивидуальных и творческих заданий, постоянным опросом обучающихся на занятиях. Контролируемые разделы (темы) дисциплины, компетенции и оценочные средства представлены в таблице.

Модуль	Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	О себе. Моя семья. Распорядок дня. Грамматика: местоимения, артикли, числительные, множественное число существительных, to be.	ОК 5	Диктант (формы глагола to be) -Лексический диктант по теме -Тренировочные упражнения и задания - Устное сообщение по теме - Тест (глагол to be)

2	Моя учеба. Мой университет. Грамматика: there is/are, to have; Порядок слов в английском предложении	ОК 5	-Диктант (формы глагола to have) -Лексический диктант по теме -Тренировочные упражнения и задания - Устное сообщение по теме -Тест (глагол to have)
3	Важность изучения английского языка. Грамматика: степени сравнения прилагательных	ОК 5	-Чтение и перевод текста «Foreign languages in the life of a modern man». -Лексический диктант -Тренировочные упражнения и задания - Устное сообщение (пересказ) -Тест (степени сравнения прилагательных).
4	Система высшего образования в странах изучаемого языка. Грамматика: модальные глаголы	ОК 5	-Чтение и перевод текста «British Universities», «American Universities». -Лексический диктант. -Тренировочные упражнения и задания - Устное сообщение по теме - Тест (модальные глаголы) -Письменная работа (написание личного письма).
5	Знакомство с Великобританией. Грамматика: Present Simple, Past Simple Active Voice	ОК 5	-Чтение и перевод текста «The United Kingdom of Great Britain and Northern Ireland». -Чтение и перевод текста «Freud's House in London» -Лексический диктант. -Тренировочные упражнения и задания - Устное сообщение по теме - Тест Present Simple, Past Simple Active Voice -Письменная работа (эссе по теме изучения).
6	Знакомьтесь – США. Грамматика: Future Simple A.V. to be going to		- Чтение и перевод текста “The United States of America”.

		ОК 5	<ul style="list-style-type: none"> - Чтение и перевод текста “American Values”. -Лексический диктант -Тренировочные упражнения и задания -Тест: Future Simple Active Voice, to be going to - Устное сообщение и собеседование по теме «About America and the Americans» - Видеопрезентация по заявленной теме
7	<p>Знакомство с англоязычными странами. Грамматика: Present, Past, Future Progressive A.V.</p>	ОК 5	<ul style="list-style-type: none"> -Чтение и перевод текстов «Australia», «People of Australia and New Zealand». -Лексический диктант -Тренировочные упражнения и задания - Устное сообщение по тексту -Тест: Present, Past, Future Progressive A.V.- Презентация по теме «Australia». -Презентация по теме «New Zealand».
8	<p>Современные социальные проблемы общества в странах изучаемого языка. Грамматика: Present, Past, Future Perfect Active Voice</p>	ОК 5	<ul style="list-style-type: none"> -Чтение и перевод текста «Our society and its problems». -Лексический диктант -Тренировочные упражнения и задания - Устное сообщение по тексту -Тест: Present, Past, Future Perfect Active Voice -Презентация по теме «Social Pressure».
9	<p>Моя будущая профессия. Грамматика: Present Simple Passive Voice</p>		<ul style="list-style-type: none"> - Чтение и перевод текста “My Future Profession is a Sociologist”. -Лексический диктант -Тренировочные упражнения и задания

		OK-5	-Тест: Past Simple; Present Perfect Active Voice - Устное сообщение и собеседование по теме "My Future Profession". -Монологическое высказывание на тему: «Моя будущая профессия». -Письменная работа (Writing a CV).
10	Понятие, цель и задачи социологии управления, связь с др. науками. Грамматика: Past Simple Passive Voice	OK-5	-Чтение и перевод текстов «Object, subject and methods of sociology of management», «Management sociology, its concept and reasons for its appearance». -Лексический диктант -Тренировочные упражнения и задания - Устное сообщение по тексту -Тест Past Simple Passive Voice -Презентация по теме «General Field of sociology of management».
11	Структура, основные разделы и отрасли социологии управления. Грамматика: Future Simple Passive Voice	OK-5	-Чтение и перевод текста «Problems, functions and principles of sociology of management» -Лексический диктант -Тренировочные упражнения и задания - Устное сообщение по тексту -Тест: Future Simple Passive Voice -Эссе по теме изучения -Презентация по теме "Structure and Specific Fields of sociology of management"
12	Основные категории, понятия и термины, используемые в социологии управления. Грамматика: Present Progressive Passive Voice		-Чтение и перевод текстов « Definitions of the term "management"», « Complementary management approaches ».

		ОК-5	<ul style="list-style-type: none"> -Лексический диктант. -Тренировочные упражнения и задания - Устное сообщение и собеседование по теме модуля. -Тест: Present Progressive Passive Voice -Эссе “по теме изучения -Презентация по теме изучения
13	<p>Актуальные проблемы развития социологии управления. Грамматика: Past Progressive Passive Voice</p>	ОК-5	<ul style="list-style-type: none"> -Чтение и перевод текстов «Personnel Management», «Correct management - the engine of progress». -Лексический диктант. -Тренировочные упражнения и задания - Устное сообщение и собеседование по теме модуля. -Тест: Past Progressive Passive Voice -Эссе “The role of sociologists in modern life” -Презентация по теме “A Famous sociologist”
14	<p>Персоналии. Известные ученые-социологи. Грамматика: Present Perfect Passive Voice</p>	ОК-5	<ul style="list-style-type: none"> -Чтение и перевод текстов «Plato», «Aristotle and Machiavelli». -Лексический диктант. -Тренировочные упражнения и задания - Устное сообщение и собеседование по теме модуля. -Тест: Past Simple, Future Simple Passive Voice. -Эссе “The role of sociologists in modern life” -Презентация по теме “A Famous sociologist”
15	<p>Научные открытия, экспериментальные исследования в сфере социологии управления Грамматика: Past Perfect Passive Voice</p>		<ul style="list-style-type: none"> -Чтение и перевод текстов «School approaches to management ». -Лексический диктант. -Тренировочные

		ОК-5	<p>упражнения и задания</p> <ul style="list-style-type: none"> - Устное сообщение и собеседование по теме модуля. -Тест: Past Perfect Passive Voice -Эссе по теме изучения -Презентация по теме “Questionnaire and Interview Method ”
16	<p>Изучаемая наука в англоязычных странах. Грамматика: Future Perfect Passive Voice</p>	ОК-5	<ul style="list-style-type: none"> -Чтение и перевод текстов « Conflict management ». -Лексический диктант. -Тренировочные упражнения и задания - Устное сообщение и собеседование по теме модуля. -Тест: Future Perfect Passive Voice -Эссе по теме изучения -Презентация по теме “Management sociology in the English-speaking world”.

Критерии и шкала оценивания чтения и перевода текста

<p>Студент демонстрирует слабое чтение. Перевод содержит много фактических ошибок. Нарушена полнота перевода, его эквивалентность и адекватность. В переводе грубо нарушены системно-языковые нормы и стиль языка перевода. Грубые нарушения в форме предъявления перевода.</p>	1 балл
<p>Студент читает с ошибками. Перевод содержит фактические ошибки. Низкая коммуникативность и плохая «читабельность» текста затрудняют его понимание. При переводе терминологического аппарата не соблюден принцип единообразия. В переводе нарушены системно-языковые нормы и стиль языка перевода. Имеются нарушения в форме предъявления перевода.</p>	2 балла
<p>Студент допускает незначительные ошибки в технике чтения при прочтении заданного текста. Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста. Имеются несущественные погрешности в использовании терминологии. Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода. Культурные и функциональные параметры исходного текста в основном адекватно переданы. Допускаются некоторые нарушения в форме</p>	3 балла

предъявления перевода.	
Студент демонстрирует безошибочную технику чтения. Сделана транскрипция трудно читаемых слов. Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно и единообразно. Перевод отвечает системно-языковым нормам и стилю языка перевода. Адекватно переданы культурные и функциональные параметры исходного текста. Допускаются некоторые погрешности в форме предъявления перевода.	4 балла
Максимальный балл	4 балла

Критерии и шкала оценивания лексических диктантов

Оценка за письменную работу выставляется исходя из % правильно выполненных заданий.

Виды работ	Оценка «4»	Оценка «3»	Оценка «2»	Оценка «1»
Лексический диктант	90-100%	70-89%	50-69%	меньше 50%

Критерии оценивания тренировочных упражнений и заданий

При выполнении письменного задания учитывается соответствие задачам, сформулированным в задании.

Оценка «отлично» ставится если задание выполнено студентом в полном объеме, все языковые средства выбраны верно, студент понимает и может объяснить выбор того или иного явления.

Оценка «хорошо» ставится, если задание выполнено обучающимся в полном объеме, однако присутствуют одна-две ошибки, которые студент способен сам исправить с помощью вопросов преподавателя.

Оценка «удовлетворительно» ставится если в выполненном задании присутствуют грубые ошибки, часть из которых студент может исправить с помощью вопросов преподавателя. Больше половины задания выполнено верно.

Оценка «неудовлетворительно» ставится если в выполненном задании присутствуют многочисленные грубые ошибки, которые студент не может исправить.

Критерии и шкала оценивания тестирования (текущего)

Обучающийся ответил менее чем на 50% тестовых заданий	1 балл
Обучающийся правильно ответил на 50% и более тестовых заданий	2 балла
Обучающийся правильно ответил на 70% и более тестовых заданий	3 балла
Обучающийся правильно ответил на 85% и более тестовых заданий	4 балла
Максимальный балл	4 балла

Критерии и шкала оценивания устного сообщения и собеседования по теме модуля

Фонетически грамотная речь	1 балл
Содержательная сторона речи (лексика, грамматика) удовлетворяет изученным лексическим единицам, грамматическим темам	2 балла

Речь свободная, без зрительной опоры на текст	2 балла
Максимальный балл	5 баллов

Критерии оценивания выступления с презентацией

Умение интересно подать материал, презентабельность	1 балл
Логичность, полнота изложения материала, раскрытие темы	1 балл
Грамотность (фонетическая, грамматическая, лексическая) изложения материала	3 балла
Максимальный балл	5 баллов

Критерии оценивания эссе

Баллы	Решение коммуникативной задачи (содержание)	Организация текста	Лексика	Грамматика	Орфография и пунктуация
3	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.	Высказывание логично: средства логической связи выбраны правильно; текст разделен на абзацы; формат высказывания выбран правильно	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики. (1-2 ошибки)	Используются грамматические структуры в соответствии с поставленной задачей. Практически отсутствуют ошибки. (1-2 ошибки)	
2	Задание выполнено: некоторые аспекты, указанные в задании раскрыты не полностью; имеются отдельные нарушения стилового оформления речи; в основном	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы;	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен. Но лексика использована	Имеется ряд грамматических ошибок, не затрудняющих понимание текста (3-7 ошибок)	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением (1-2 ошибки)

	соблюдены принятые в языке нормы вежливости	имеются отдельные нарушения формата высказывания	правильно (3-7 ошибок)		
1	Задание выполнено не полностью: содержание не отражает все аспекты, указанные в задании; часто встречаются нарушения стилового оформления; в основном не соблюдаются принятые в языке нормы вежливости	Высказывание не всегда логично: имеются недостатки или ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы нелогично или отсутствует; имеются многочисленные ошибки в формате высказывания	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из которых могут затруднять понимание текста	Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленные, но затрудняют понимание текста (8-12 ошибок)	Имеется ряд орфографических или пунктуационных ошибок, которые значительно затрудняют понимание текста (3-10 ошибок)
0	Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему (200- 250 слов) Примечание: минимальное количество слов – 180, максимальное 275. Если в сочинении 179 слов – «0» за содержание, если слов более 276, то проверяется только 250 слов от начала.	Отсутствует логика в построении высказывания; формат высказывания не соблюдается	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу (нельзя ставить, если нет «0» за содержание)	Грамматические правила не соблюдаются (более 12 ошибок)	Правила орфографии и пунктуации не соблюдаются Более 10 ошибок
3	Максимальный балл				

2.3. Критерии и шкалы оценивания результатов обучения при проведении промежуточной аттестации

Промежуточная аттестация предназначена для определения уровня освоения всего объема учебной дисциплины. Для оценивания результатов обучения при проведении промежуточной аттестации используется двухбалльная шкала: «зачтено», «не зачтено».

Шкала оценивания	Критерии оценивания	Уровень освоения компетенций
«зачтено»	Обучающийся правильно ответил на 85% и более тестовых заданий. Правильно оформил устное высказывание. Ответил на все дополнительные вопросы	Эталонный
	Обучающийся правильно ответил на 70% и более тестовых заданий. С небольшими неточностями составил устное высказывание. Ответил на большинство дополнительных вопросов	Стандартный
	Обучающийся правильно ответил на 60% и более тестовых заданий. С неточностями воспроизвёл устное высказывание. Допустил много неточностей при ответе на дополнительные вопросы	Пороговый
«не зачтено»	Обучающийся ответил менее, чем на 60% тестовых заданий. Не смог высказаться по проблеме. Не смог ответить на дополнительные вопросы.	Компетенции не сформированы

3. Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

3.1. Оценочные средства текущего контроля успеваемости

МОДУЛЬ 1

Диктант (формы глагола to be)

Вариант 1

Напишите формы глагола to be в Present Simple, Past Simple

Вариант 2

Напишите формы глагола to be в Present Simple, Future Simple

TEST

Глагол to be (вариант 1)

Выберите нужную форму глагола to be:

- a) will have b) have
4. Recently we the acknowledgement of debt.
a) have received b) had received
5. Inflation got out of control.
a) has b) have
6. Do you to travel on business?
a) has b) have
7. He to get up early.
a) has b) have
8. I a holiday last year.
a) haven't b) didn't have
9. The decision to be made by senior management.
a) has b) have
10. This system software to be very reliable.
a) has proved b) have prove

Вариант 2

Выберите нужную форму глагола *to have*:

1.youdinner at home?
a). do.....have b).do....has
2. We a summer cottage.
a) have b). has
3.you (got) time for a game of chess?
a) have b). has
4. My unclea large family.
a) has b) have
5. Heenough money to buy a new suit.
a) has b) have
6. Weenough cups for everybody.
a) don't have b)doesn't have
7. Shemany Russian books, but sheno English books.
a) has b) have
8. Wea good library.

cook.

10. Sam is (a) young; b) younger; c) more younger) than Mark.

IV. Раскройте скобки, записав верную степень сравнения прилагательного.

1. She feels (good) now than two days ago.
2. Mary is not so (practical) as her elder sister.
3. This is one of (funny) films in the festival.
4. You're (curious) person I've ever known.
5. July is (hot) than May.
6. This man has a (pleasant) appearance.
7. Her hair is (long) than her sister's.
8. He is (happy) man in the world!
9. She is (thin) girl in her class.
10. This sentence is (difficult) than the previous one.

Контрольная работа

Вариант 2

I. Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. The more beautiful the picture, the more pleasant it is to look at it.
2. It is so warm and sunny today.
3. This room is the most comfortable in the whole flat.

II. Запишите сравнительную и превосходную степени прилагательных:
nice -; cheap -; lucky -; intelligent -; small -; busy -; hot -; practical -; bright -;
little-; good -.

III. Выберите верную степень сравнения прилагательных из данных:

E.g.: 1. – c.

1. My Granny is the (a) old; b) older; c) oldest) person in the family.
2. Her hair is (a) long; b) longer; c) more long) than mine.
3. Sam is (a) young; b) younger; c) more younger) than Mark.
4. She cooks the (a) tasty; b) tastiest; c) tastiest) cakes of all women in her family.
5. July is (a) hotter; b) hoter; c) more hot) than May.
6. This is the (a) serious; b) more serious; c) most serious) problem I've ever had.
7. This work is (a) better; b) gooder; c) more good) than the previous one.
8. You are so (a) intelligent; b) more intelligent; c) most intelligent).
9. This text is very (a) difficult; b) difficulter; c) most difficult).
10. Your mother is a (a) wonderful; b) more wonderful; c) most wonderful)

cook.

IV. Раскройте скобки, записав верную степень сравнения прилагательного.

1. Jane is (tall) than her younger sister.
2. Your niece is a very (amusing) girl.
3. This is (big) problem I've ever had.
4. These buns are (tasty) than those.
5. This sentence is (difficult) to translate in the text.
6. She has (many) patience than her mother.
7. Susan is (attractive) girl in her group.
8. He is rather (stingy).
9. Nick is (strong) player of all.
10. She is (tall) girl in her family.

Foreign languages in the life of a modern man.

The great German poet Goethe once said: «He, who knows no foreign language, does not know his own». Learning foreign languages is especially important nowadays. Some people learn languages because they need them in their work, others travel abroad, for the third studying languages is a hobby.

Every year thousands of people from Russia go to different countries as tourists or to work. They can't go without knowing the language of the country they are going to. A modern engineer or even a worker cannot work with an imported instrument or a machine if he is not able to read the instruction how to do that.

A scientist, a historian, a diplomat are, as a rule, polyglots, because they need foreign languages in their work. If you want to be a stewardess, a pilot or an air traffic control officer you should learn English, the language of international communication. And how can a shop girl or a cashier in a big department store understand a foreigner, if she does not know a foreign language.

Some years ago a terrible earthquake occurred in Armenia. Several rescue brigades from different countries came to Leninakan to help the victims of this catastrophe. One of the most serious problems they came across was that practically nobody there could understand them. Very few people in Leninakan knew English, German or some other language.

So a mode and cultured person must learn foreign languages.

Словарный диктант по теме модуля:

Иностранные языки, великий немецкий поэт, особенно важно, в наши дни, ездить в разные страны, без знания языка, работать с зарубежным оборудованием, читать инструкцию, ученый, историк, дипломат, полиглот, как правило, стюардесса, пилот, диспетчер авиалиний, изучать английский,

язык международного общения, продавец, кассир, землетрясение, происходить, жертвы катастрофы, одна из самых серьезных проблем.

Модуль 4

Контрольная работа

Вариант 1

I. Вставьте из данных ниже подходящий по смыслу модальный глагол вместо многоточия и переведите предложения на русский язык.

Can, could, may; should, have to, be to, be able to, to manage, must.

1. He said he ... not come.
2. My brother ... read when he was five years old.
3. You ... not sit in the sun for a long time. I am afraid you can get sunstroke.
4. He ... help his parents, it's his duty.
5. ... you ... to meet her in the airport tomorrow?
6. Don't drive so fast! You ... not drive faster than 30 miles an hour here!
7. ... I call you in the evening?
8. He ... to go to the dentist because he has a toothache.
9. ... I ride your bicycle, please, Jane?
10. I don't have classes tomorrow so I (not)... to get up early.
11. We ... to meet at the theatre at 17.30.
12. My friend ... to pass his exam successfully last Monday.
13. You ... be more attentive to your younger sister.
14. ... you open the window, please?
15. ... they ... meet at six p.m. yesterday?

Контрольная работа

Вариант 2

I. Вставьте из данных ниже подходящий по смыслу модальный глагол вместо многоточия и переведите предложения на русский язык.

needn't, should, must, may, can, could, would, be able to, be to, ought to, have to.

1. This hotel is very expensive. You ... not stay here.
2. He ... not find his notebook last evening.
3. Retailers ... give warnings about material that may be unsuitable for children or other consumers.
4. We ... not imagine him without his lap top.
5. Don't argue with her, you ... respect her age.
6. There ... be an interesting concert at 7 p.m. yesterday, but I didn't feel well and ... stay at home.

7. ... they ... meet at six p.m. yesterday?
8. You ... answer the question if you don't want to.
9. ... I use your name as a referee?
10. ... you like to take a break?
11. ... you open the window, please?
12. ... they ... reach the agreement tomorrow?
13. You ... be more attentive to your younger sister.
14. He ... to go to the dentist because he has a toothache.
15. He ... help his parents, it's his duty.

Гусевская Н.Ю., Еремина В.М. English for Science Students: учебное пособие / Забайкал. гос. гум.-пед. ун-т.- Чита, 2011. - 142 с.

Работа с текстом “British Universities”.

- *Чтение и перевод текста.*

- *Словарный диктант*

College of higher education, offer a course, offer a degree course, pass final exams, be awarded a degree, undergraduate, complete the first degree, tutorial, lecturer, professor, do a second course, postgraduate.

- Работа с текстом “American Universities”

- *Чтение и перевод текста.*

- *Словарный диктант:*

Get higher education, four-year institutions, offer a course of study, curriculum, arts and sciences, social sciences, the humanities, major, require courses, elect courses, form of instruction, discussion group, essay, group presentation, related topic.

Тренировочные упражнения и задания 2.12, 2.16 – 2.19, стр. 37-38

Монологическое высказывание на тему «Британские и американские университеты»

Презентация на тему «Higher Education in English-Speaking countries»

МОДУЛЬ 5

Тест 1

(Вариант 1)

Определите форму глаголов, выделенных жирным шрифтом.

1. He is **learning** to ride a bike.
2. When he falls, he **gets** up and tries again.
3. I **tried** to open the door, but it was locked.
4. I'll try **to help** you, but I am not sure that my knowledge will be enough.
5. He is **trying** to give up smoking.

6. Many scientists have already tried to prove this theorem, but none **was** successful.
7. Many people **study** languages now.
8. We **had** a good rest in Sochi.
9. You can't **buy** health and happiness.
10. A penny **saved** is a penny gained.

**Тест 1
(Вариант 2)**

I. Определите форму глаголов, выделенных жирным шрифтом: а) Past Simple б) Past Participle.

1. People **sensed** that they faced terribly difficult problems.
2. I think you have **made** a terrible mistake this time.
3. It **made** her a woman of character and talent.
4. Truth is **tested** by consequences.
5. This is the house **built** several hundred years ago.
6. They **built** this house in the 18th century.
7. He and his wife **complemented** one another.
8. Many changes in family life have been **caused** by new laws.
9. The number of divorces has **increased**.
10. A few years ago a typical British family **had** two or more children

Голованев В. В. Английский для психологов: учеб. пособие. - Минск: Тетера Системс, 2005. - 192с.

Работа с текстом «The United Kingdom of Great Britain and Northern Ireland»

Лексический диктант с.67

Чтение и перевод текста

Тренировочные упражнения и задания 1-4 с.67-68

Работа с текстом «Freud's House in London»

-Чтение и перевод текста

- *Лексический диктант* с. 69

-*Тренировочные упражнения и задания* 4-6 с.69-71

МОДУЛЬ 6

Test 1. Future Simple and To Be Going to

VARIANT 1

Exercise 1. Fill in *will* or *going to*.

I ... (1) spend my holidays in Crete because there is a lot to see. I ... (2) travel there by ferry because I enjoy boat trips. I am not going on my own, my best friend ... (3) come with me and I think my cousin ... (4) come too if I ask her. We ... (5) stay in Hania for two weeks, then we ... (6) go somewhere else. I hope we ... (7) find a hotel easily but if there's any problem, we ... (8) stay at a campsite. We ... (9) swim every day so I... (10) take a lot of suntan oil with me. I think we ... (11) need it. I'm looking forward to this holiday. I'm sure it... (12) be the best holiday ever.

Exercise 2. Choose the correct variant.

- I've got a terrible headache.
— Wait there and I (*will/am going to*) get an aspirin for you.
- Why are you filling that bucket with water?
— I (*will/am going to*) wash the car.
- I've decided to re-paint the room.
— What colour (*will you/are you going to*) paint it?
- Look! There's smoke coming out of the house. It's on fire.
— Oh, I (*will/am going to*) call the fire brigade immediately,
- The ceiling in this house doesn't look very safe, does it?
— No. It looks as if it (*will/is going to*) fall down.
- Are you going shopping?
— Yes. I (*will/am going to*) buy something for dinner.

Exercise 3. Write what David's plans are for next week. Then write about your plans.

Monday	<i>do shopping</i>
Tuesday	<i>correct tests</i>
Wednesday	<i>buy a new shirt</i>
Thursday	<i>go to the swimming pool</i>
Friday	<i>visit Helen</i>
Saturday	<i>have a party</i>
Sunday	<i>watch a football match on TV</i>

VARIANT 2

Exercise 1. Fill in *shall*, *will*, *to be going to*.

1. — What do you want for lunch?
— I think I ... have chicken and some salad.
2. — John has come back from England.
— I know. I ... see him tonight.
3. — I haven't got any money.
— I ... lend you some if you want me to. ;
4. — Ben and I ... married in April.
— My congratulations!
5. — ... we meet on Sunday?
— Sorry, but I... visit my aunt. She is ill.
6. — Is David coming to the party?
— Yes, but he ... probably be late.
7. — Laura is in the hospital.
— Really? I ... send her some flowers.
8. — Have you decided where to go on the holidays?
— Yes, I... travel round Europe.
9. — The plants need watering.
— I know. I ... water them later.

Exercise 2. *Choose the correct variant.*

1. — I don't know how to use this camera.
— It's easy. I (**will/a going to**) show you.
2. — What would you like to drink?
— I (**will/am going to**) **have tea, please.**
3. — Has George decided what to do?
— Oh, yes. He (**will/is going to**) have **a** holiday for a few weeks.
4. — Did you post a letter?
Oh, I'm sorry, I forgot. I (**will/am going to**) do it now.
5. — What shall we have for dinner?
. — I don't know. Maybe we (**will/are going to**) have some fried fish with potatoes.
6. — We need some bread for lunch.
— Oh, I (**will/am going to**) go to the shop and get some. Do you want anything else from the shop?
— No, thanks.

Exercise 3. *Write what Dick's plans are for next week. Then write about your plans.*

Monday	<i>tidy the room</i>
Tuesday	<i>repair a car</i>

Wednesday	<i>meet his friend</i>
Thursday	<i>fly to London</i>
Friday	<i>go sightseeing</i>
Saturday	<i>eat out with friends</i>
Sunday	<i>return back home</i>

Голованев В. В. Английский для психологов: учеб. пособие. - Минск: Тетра Системс, 2005. - 192с.

Работа с текстом «The United States of America»

-Чтение и перевод текста

- Лексический диктант с. 79

-Тренировочные упражнения и задания 1-3 с.80-81

Работа с текстом «American Values»

-Чтение и перевод текста

- Лексический диктант с. 82

-Тренировочные упражнения и задания 2-5 с.83-84

Модуль 7

I. Раскройте скобки, поставив глагол в Continuous (Progressive) Tense, где необходимо.

1. Nick (to have) dinner when his mother came.
2. Your cousin (to watch) television at this time tomorrow, she?
3. Sorry, I (not, to understand) you.
4. ... Ann (to speak) over the phone at the moment?
5. He (to write) a letter at 7 o'clock tomorrow.
6. What ... you (to do) now? – I (to do) my homework.
7. My sister (not, to play) computer games at that time yesterday, she (to be) at school.
8. She (to wait) for a doctor at the moment, her child is ill.
9. They (to discuss) this problem at 9 o'clock yesterday, ... they?
10. This group (to pass) the exam at 9 o'clock tomorrow.

II. Исправьте ошибки в предложениях:

1. Children is going to school at the moment.
2. I am not believing you.
3. John will watching cartoons at 10 a.m. tomorrow.
4. Partners was talking about business at this time yesterday, wasn't they?
5. Who are making a deal at the moment?
6. When I saw him, he will be writing a letter.

III. Постройте четыре типа вопросов к предложениям:

1. Kate is chatting with her friend now.
2. Children were playing in the garden at this time yesterday.
3. She will be travelling to China at this time tomorrow.

IV. Выберите нужную форму глагола в настоящем простом или в настоящем продолженном времени:

1. I sometimes at home because I have a computer.
a) work b) works c) am working
2. He usually financial control over these projects.
a) take b) takes c) is taking
3. Now he in Libya on a fixed-term contract.
a) is working b) works c) work
4. I Can you tell Rosemary I'll see her tomorrow?
a) am leaving b) leave c) leaves
5. His company profit every year but it isn't very big.
a) is making b) make c) makes
6. Nowadays consumers in the industrialized world increasingly concerned with healthy living.
a) are becoming b) becomes c) become
7. It's not an expensive hotel. It much to stay there.
a) doesn't cost b) don't cost c) isn't costing
8. She's got a new job so shethe firm in October.
a) is leaving b) leaves c) leave
9. Our company in high quality coffee.
a) is specializing b) specializes c) specialize
10. 'Can I speak to John?' – 'Sorry, he's out. No, hold on, hedown the corridor'.
a) come b) comes c) is coming

Контрольная работа

Вариант 2

I. Раскройте скобки, поставив глагол в Continuous (Progressive) Tense, где необходимо.

1. Nick (to learn) new English words at this time tomorrow.
2. The teacher (to explain) a new rule now, ... she?

3. Your group mates (to translate) sentences into Russian at this time yesterday.
4. When Ann came home her sister (to write) a composition.
5. What ... you (to do) at 8 o'clock in the evening tomorrow?
6. Sorry, but I (not, to know) the answer.
7. ... she (to water) flowers now? – No, she (not, to water) flowers, she (to dust) the furniture at the moment.
8. They (to have) their English class at this time tomorrow.
9. He (not, to rest) at 7 o'clock yesterday, he (to work) at his report.
10. Who (to talk) on the phone at the moment?

II. Исправьте ошибки в предложениях:

1. I am wanting ice cream.
2. He was listen to music at this time yesterday.
3. Grandparents is setting plants now.
4. Susan willn't be writing a test at this time tomorrow.
5. What was you doing when I phoned you?
6. Will be Susan having an arrangement with a doctor at 9 a.m. tomorrow?

III. Постройте четыре типа вопросов к предложениям:

1. Students are passing the exam now.
2. She was reading a novel at this time yesterday.
3. Ben will be meeting with his friends at this time tomorrow.

IV. Выберите нужную форму глагола в настоящем простом или в настоящем продолженном времени:

1. Our manager in the office all day.
a) stay b) stays c) is staying
2. As a rule I customers in the evening.
a) meet b) meets c) am meeting
3. We usually our work at 6.
a) finishes b) finish c) are finishing
4. He often to London.
a) go b) goes c) is going
5. They customers in different cities.
a) have got b) has got c) are having
6. We don't out at weekends.
1. goes b) go c) are going
7. After lunch the secretary letters to different companies.
a) write b) is writing c) writes
8. I my chief tomorrow.
a) meet b) am meeting c) meets
9. My boss with your enquiry now but you won't get a rapid answer.

- a) is dealing b) deals c) deal
10. The office at 6 p.m. on weekdays.
a) is closing b) closes c) close

Голованев В. В. Английский для психологов: учеб. пособие. - Минск: Тетера Системс, 2005. - 192с.

Работа с текстом «Australia»

- Чтение и перевод текста

- Лексический диктант с. 93

Тренировочные упражнения и задания 1 – 3, стр. 94-95

Голованев В. В. Английский для психологов: учеб. пособие. - Минск: Тетера Системс, 2005. - 192с.

Работа с текстом «People of Australia and New Zealand»

- Чтение и перевод текста

- Лексический диктант с. 96-97

Тренировочные упражнения и задания 1 – 5, стр. 97-98

Монологическое высказывание на тему «English speaking world»

Презентация на тему « English-Speaking countries»

Письмо Фиксация информации при подготовке к устному сообщению.

Модуль 8

Тест Вариант 1

I. Complete the sentences using the Past Perfect tense of the verbs below. (Дополните предложения, используя форму Past Perfect глаголов, приведенных ниже.)

Example/Пример: to learn the poem

— I went to bed after I had learnt the poem.

to have dinner, to do homework, to come , to read the book, to clean the room, to go shopping, to return from Australia, to finish work

1. I went to see my friend after...
2. I watched TV after...
3. They went home after...
4. He phoned me after...
5. She went to dance after...
6. We wrote a composition after...
7. They rebuilt the house after...
8. We went for a walk after...

II. Insert the verbs in the Past Perfect tense. (Вставьте глаголы в Past Perfect.)

1. I ... (to have) breakfast before I went to school.
2. He went to meet his friends after he ... (to do) his homework.
3. By 8 o'clock the rain ... (to stop).
4. Alice was late because she ... (to miss) the bus.
5. She went to the post-office after she ... (to write) the letter.

6. He ... (to work) at the factory before he entered the college.
7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
8. I went to bed after I ... (to finish) reading the book.
9. The child ... (to fall) asleep before the parents came home.
10. They ... (to marry) before they bought this house.

III. Use Past Perfect of the verbs in the box to complete the sentences. (Используйте Past Perfect предложенных глаголов, чтобы дополнить предложения.)

to leave, to go, to die, to see, to live, to fly

1. I didn't read the text in class because I ... my book at home.
2. The children didn't want to go to the cinema because they ... already ... the film.
3. Kate wasn't at home last week because she ... to visit her uncle.
4. Linda never knew her father because he ... before she was born.
5. I was excited when the plane took off because I... never ... before.
6. My grandfather was always afraid of animals because he ... never ... in the country.

Вариант 2

I. Insert the verbs in the Past Perfect tense. (Вставьте глаголы в PastPerfect.)

1. Jill was afraid she _____ (forget) her key at home, but she found it in her handbag.
2. Dad wasn't at home when I came back. He _____ (go) out twenty minutes before.
3. I wasn't hungry because I _____ (just/have) breakfast.
4. Peter saw an urgent message on his table. Somebody _____ (leave) it the day before.
5. I apologized I _____ (not/phone) her.
6. He told me that he _____ (come back) a fortnight before.
7. I knew him at once though I _____ (meet) him many years before.
8. We spent the night in Klin, a town we _____ (often/hear of) but _____ (never/see).
9. They couldn't believe he _____ (give up) his job in the bank. He _____ (make) a good living there.
10. Mr. Jackson said that he _____ (already/buy) everything for lunch.
11. Alice asked her brother where he _____ (arrange) to meet his friends.
12. We had no car at that time because we _____ (sell) our old one.
13. They _____ (finish) painting the ceiling by two o'clock.

II. *Say what action was done before. Combine the two sentences into one. (Определите, какое действие произошло раньше. Объедините два предложения в одно, не меняя части местами. Используйте BEFORE)*

Example/ Пример: I sent a telegram. Then I met my friend.

— I had sent a telegram before I met my friend.

1. The rain stopped. I went for a walk.
2. I did my homework. My mother returned home.
3. We met in the street. We went to the park.
4. They packed their things. Then they started.
5. I had dinner. I switched on the TV set.
6. He returned home. The guests left.
7. We came to the cinema. The film began.
8. I read the book. I saw the play.
9. They lived here. They moved to another place.
10. We played a game of tennis. We went to my place

III. *Connect each pair of sentences with the conjunctions before, as soon as, after. (Объедините два предложения в одно, используя before, as soon as, after.)*

Example/Пример: They had lived in the country. They moved to the city.

— They had lived in the country before they moved to the city.

1. He had finished school. He went to a camp.
2. She had phoned her friend. She went to meet her.
3. I read the book. I had seen the film.
4. I had cleaned my room. I invited my friends home.
5. He entered the university. He had finished school.
6. He told me about his impressions. He had returned from his journey.
7. He was unhappy. He had got bad news.
8. I had finished the text. I handed in my exercise-book.

Our society and its problems

We live in the twenty first century, it is the era of computers, robots and machines which are able to make our life easier. It seems that people of our time should have no problems of any kind at all. Computers do the biggest part of our work, modern gadgets help us at home. However, nowadays we have much more problems than our grandparents had when they were young. Problems of modern society can lead to hard consequences for our lives. They are able to kill everyone and everything in the world.

All the problems can be divided into three groups: problems between countries, between a person and society and between society and nature.

The first group of problems is connected with disagreements between different countries. The main problem is danger of beginning the World War III, in other words, nuclear war. I am sure that this war will be the last in the world. It will put an end to everything. Now practically every country has nuclear bombs.

Unfortunately there is such a possibility that terrorists may have this weapon. Correspondingly, here is another problem - world terrorism. I think all the countries have suffered from it. Common people die because somebody wants to prove something to the government or just to punish it. This kind of war is becoming widely-spread throughout the world. Several times a month we can hear bad news about death of people. Inhabitants of big cities are afraid to appear in public places as they are a great target for terrorists. The other problem is globalization. On the one hand, this phenomenon has a lot of advantages, it helps to get people united. But on the other hand, we forget our culture, traditions and become like others.

The next is the group of problems between society and a person. The most important problem is demographic. The amount of people are becoming less every year, the cause is that nowadays more people die. It happens because we value money and a good job much more than family, children. The average amount of people get married at the age of 30-35. In the modern family there is just one or two children. So we do not have people to replace us in the future. Another problem is unemployment. Many people are unemployed today. To find a job is very difficult for young graduates. In most cases they have to work in another sphere not connected with their education. Right now, there is also a big gap between the low-income people and the high income people and this is becoming a problem. Low-income people are starting to get lower wages and higher income people are starting to get higher wages.

The third group is problems between society and nature, ecological problems. The progress causes pollution. Everything, our society has, leads to destruction of the environment: cars, air conditioners, refrigerators, factories, cans influence the nature badly. Our planet is in serious danger. Global warming, water and air pollution are not all the problems we may have in the future. Most of us do not realize that we can destroy the Earth leaving our children without a place to live. In my opinion, this is the problem which we are able to solve. People need to care about the environment more, not only use it, but also try to help it. We should not only take, but give back, too.

It is said that there is no bad society, there is only bad people. In other words, the problem is in ourselves. Most of problems can be solved. Not only the government, but also all people are in charge. People and the government should get together and try to solve these problems in order to make this planet a safe and good place to live. If these problems are not solved, there might not even be the Earth in the future to live on.

Лексический диктант.

Problems of modern society, to kill everyone and everything in the world, to be connected with disagreements, a danger of beginning the World War III, danger of beginning the World War III, nuclear war, to be the last in the world, terrorists, weapon, world terrorism, a great target for terrorists, to become widely-spread throughout the world.

Модуль 9

Test. Variant 1

Ex. 1 Put the verbs in brackets into the Passive Voice.

1. A modern tune (play) ... when we came into the hall.
2. My piano (repair) ... at the moment.
3. I'm not wearing my black shoes today. They (mend)
4. The damaged buildings (reconstruct) ... now, the reconstruction will have been finished by the end of the year.
5. We were told to wait because the man (question) ... in the room.
6. You can't go in. She (interview) ... for the TV.
7. You can't use the office at the moment, it (redecorate) ...
8. A new metro line (construct) now. One of its stations will be built in our street.
9. Everybody was busy as a welcoming party (prepare) ... in honour of the distinguished visitors.
10. From the clink of dishes one could tell the supper (prepare) ...

Ex. 2

Rewrite the sentences in passive voice.

1. Sheila is drinking a cup of tea.

2. My father is washing the car.

3. Farmer Joe is milking the cows.

4. She is taking a picture of him.

5. I am writing a poem.

6. We are not playing football.

7. He is not wearing a tie.

8. Is she preparing the party?

9. Are they talking about the meeting?

10. Is she watering the flowers?

Ex. 3 Complete each statement or question in the past continuous tense, passive voice. The main verb is in parentheses.

1. Too many children ... by that dog, so the owners got rid of it. (bite)
2. Our mail ... to the wrong address. (deliver)
3. A lot of money ... by that company before the economic crisis. (make)
4. ... they ... the truth? (tell--negative)

5. ... you ... overtime for all those extra hours of work last month? (pay)
6. The building ... with oil before it switched over to natural gas. (heat)
7. Why ... she ... for an illness she didn't have? (treat)
8. The animals ... on that farm. (mistreat)
9. The oil in this car ... regularly before I bought it. (change--negative)
10. The U.S. Capitol ... when we visited Washington. (renovate)

Ex. 4

Introduce correct passive forms of the verb in brackets.

1. I ... (laugh) at when I slipped on a banana skin.
2. The dishes (clear) away when I was resting on the sofa.
3. The plan ... (discuss) all night yesterday.
4. Candidates ... (interview) when I was sitting in the office.
5. Tom ... (operate) on at 8 in the morning yesterday.
6. Our beds ... (make) when we came back to our room.
7. People ... (tell) to beware of thieves on buses and trains these days.
8. Her novel ... (read) by George now.
9. Mary's hair ... (do) by my sister when I entered the room.
10. The amount of fat ... (reduce) in our diets now.

Test.

Variant 2

Ex. 1 Put the verbs in brackets into the Passive Voice.

1. The little girl had been very ill and the doctor says she mustn't go to school, so she (teach) ... at home.
2. I couldn't use my car last week, it (repair) ...
3. The new contract (discuss) ... in the company now.
4. The door (close) ... now.
5. I will have a cup of coffee while my car (clean)...
6. I couldn't drive yesterday at 6 o'clock. My car (service) ...
7. While I was waiting, the room (clean) ...
8. A new big house (build) ... opposite my office.
9. When I last visited my native town, a new bridge (build) ... across the river.
10. I (ask) ... a question when you called me.

Ex. 2 Rewrite the sentences in passive voice.

1. We were talking about Francis.

2. He was playing the guitar.

3. She was watching a film.

4. I was repairing their bikes.

5. They were not eating dinner.

6. We were not painting the gate.

7. You were not driving him home.

8. He was not feeding the dogs.

9. Was she reading these lines?

10. Were they carrying bags?

Ex. 3 Complete each statement or question in the present continuous tense, passive voice. The main verb is in parentheses.

1. The baby ... by his mother. (feed)
2. My videos ... by a lot of people on YouTube. (watch)
3. ... you ... ? (help)
4. I ... by a strange person in the car behind me. (follow)
5. The room ... by the housekeeping staff. (clean)
6. ... she ... at work? (train)
7. This TV show ... around the world. (seen)
8. Those old computers ... very much these days. (use --negative)
9. My tomatoes ... by chipmunks. (eat)
10. ... Jeff ... to Iraq? (send)

Ex. 4 Introduce correct passive forms of the verb in brackets.

1. The drinks ... (still/serve) at 11 in the pub yesterday.
2. When we arrived, the supper ... (eat).
3. Mary's cat ... (feed) when I came to her place.
4. Two young men ... (beat) by some hooligans when I called the police.
5. My new film ... (show) to my friends at 5 yesterday.
6. We ... (teach) English when the bell rang.
7. The car ... (repair) so we have to wait for a while.
8. The contestants of the quiz ... (inform) about the rules when I switched on TV.
9. The story ... (already/repeat) when John returned from the kitchen.
Mike and Bill ... (keep) by their boss at the moment.

Чтение и перевод текстов «The profession of a sociologist», « My Future Profession is a Sociologist».

The profession of a sociologist.

It's not an easy task for a school-leaver to make the right choice of a future career. There are people who enter an institute or university without thinking whether they

like the profession they have chosen or not. But the occupation you want to devote your life has to bring you satisfaction. So it must be something you want and can do. I have asked myself a lot of times: “What do I want to be?” And I’ve decided to become a sociologist and enter the department of sociology. This specialty is rather new in our country, but it seems very interesting and challenging for me. As a sociologist I will work with people, help them to solve their problems. I will have to give them a real help in difficult situations. Our country is going through a difficult period now. There are problems in the economic and social spheres of life. A lot of people are unemployed, so they leave our country. A lot of women have problems when they go abroad. That is why they need someone to take the burden down, to calm and to help them to solve their problems. They need the assistance of the social workers. I realize the difficulties of this profession and I understand that it's a great responsibility. But this specialty is really relevant and significant. I hope I can be helpful to other people.

My Future Profession is a Sociologist.

Generally speaking, it’s not easy for a school-leaver to decide on the future career. There are some frivolous people who enter an institute without thinking whether they like the profession they have chosen or not. But occupation you want to devote your life has to bring you satisfaction. So it should be something you can do and you really want to.

I decided to enter the department of sociology and qualify as a sociologist. This is a rather new profession in our country. And I think it is a very interesting specialty. Sociologists are supposed to work with people, to give them real help in difficult situations.

Our country is experiencing a difficult period now. Economic reforms and restructurisation don’t lead everyone to success. A lot of people are unemployed. There are winners and losers. There are social workers who have to take the burden down and to help them to solve their problems. I realize all the difficulties of this profession. But I believe this specialty is really relevant and I hope I can help people a lot. Isn’t that enough to be satisfied with a job?

Лексический диктант по теме модуля.

социология, выпускник, выбор будущей профессии, занятие, которому вы хотите посвятить жизнь, приносить удовлетворение, решить стать социологом, социологический факультет, специальность, достаточно новая, реальная помощь в трудных ситуациях, проблемы в экономической и социальной сферах жизни, вызов или преграда, которую необходимо преодолеть, снять ношу с плеч, помощь или поддержка, большая ответственность.

***Письмо.* Составление резюме, CV.**

Монологическое высказывание по теме: My Future Profession is a Sociologist

Модуль 10

Контрольная работа

Вариант 1

1. Прочитайте следующий текст и поставьте глаголы в скобках в нужной форме.

Text A

“The Englishman’s Home Is His Castle”

British people more strongly than other nations (to attach) ¹ _ to their country and to their homes. For them there is no place like home, there they feel most comfortable and their privacy (to guarantee) ² _ . Everyone in Britain dreams of living in a detached house (a separate building) with a beautiful garden and a lawn. It (to build) ³ _ usually of brick and slate. A detached house is of “non-classical” shape with a lot of corners, which make the house very cosy. The garden (to hide) ⁴ _ away so it doesn’t spoil the rural feeling.

Every Englishman wants privacy. And a large, detached house not only insures privacy, but it’s also a status symbol. Such a house is a dream for most people of Britain.

Контрольная работа

Вариант 2

Text B

Oxbridge

Oxford and Cambridge are the oldest universities in Great Britain. They (to found) ¹ _ in the medieval period. They (to call) ² _ Oxbridge to denote an elitarian education. The main characteristic feature of these universities is the tutorial (that means the individual tuition).

The administrative body of the University consists of the Chancellor, who (to elect) ³ _ for life, the vice chancellor, who (to appoint) ⁴ _ annually by the Chancellor and two proctors, whose job is to maintain discipline and who (to appoint) ⁵ _ annually.

Чтение и перевод текстов «Management sociology, its concept and reasons for its appearance», « Object, subject and methods of sociology of management».

Management sociology, its concept and reasons for its appearance.

The management sociology is the boundary synthetic science studying *sociological aspect of administrative activity*. This science was generated on a joint of two independent disciplines: sociology and management.

Sociology is a science about a society as complete system and about social institutions, processes, social groups, relations between a person and a society, laws of people mass behavior. It is well-known that the primary goal of sociology

is an objective analysis of social human relations in order to reveal laws of management of a society.

The term "management" has several meanings. Management in all business areas and organizational activities are the acts of getting people together to accomplish desired goals and objectives efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Because organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a prerequisite to attempting to manage others.

Management can also refer to the person or people who perform the acts of management.

The problems studied by sociology of management:

- Control systems as social systems from the point of view of their functioning;
- Selection, arrangement, education of the staff;
- The relations developing between people with administrative functions;
- Statement and realization of the social purposes of management;
- The analysis of social consequences of administrative decisions;
- Research and making system to consider interests and opinions of workers;
- Purposeful influence on operated subsystems and connected with it issues of discipline, responsibility and sense of duty;
- Intragroup regulation and social self-organizing in groups and at the enterprise;
- Interrelation of management and a level of society development.

Object, subject and methods of sociology of management.

Object of sociology of management is the administrative processes which take place in a society and considered here from the point of view of the system approach, as a set constantly co-operating and making influence on each other subsystems (political system, economic system, social system); or processes in the organization which can be considered and interpreted from the point of view of people's interaction, as all people participate in different groups (family, professional, territorial etc.) and are included in diverse processes of rivalry, competition, cooperation and etc.

Subject of sociology of management is the evaluation, studying, perfection of managerial processes in various types of social societies, the social organizations, the social institutes, all society, each of which represents specific system of social interactions of people and their groups.

According to A.V.Sergejchuk's opinion subject of sociology of management is social systems with a hierarchical characteristics of the organization¹. Sociology of management allows us to see management with the eyes of the sociologist. Methods of sociology of management combine approaches not only sociological research, but also campaigns of other sciences. All using methods can be divided into three basic groups.

General scientific **The dialectics** considering processes and the phenomena in their interrelation and development

Sociological Social - philosophical, assuming all-round studying of a society as complete social system;

Structure functional analysis according to it each social structure is understood through the analysis of carried out functions;

Gathering and processing of the information characterizing social interrelations of a society (social polls, supervision, experiments, modeling, the analysis of documents).

Specific Structure organizational (organization knowledge through its structure);

Technical (through requirements of technology of its activity);

Communication (organization studying through system of communications formed between its members);

Innovative (organization knowledge through its development).

Лексический диктант по теме модуля:

Объект исследования социологии управления, предмет исследования социологии управления, методы исследования, общество, рассматривать с точки зрения системного подхода, влияние подсистем друг на друга, взаимодействие людей, социальные институты, взаимодействовать в различных группах, вовлекать в разнообразные процессы, соперничество, соревнование, объединение (кооперация), оценивание, представлять, общенаучный, позволять, увидеть управление глазами социолога.

Лексический диктант по теме модуля:

Социологический аспект административной деятельности, независимые дисциплины, завершенная система, отношения между личностью и обществом, достигать желаемых целей и задач, определяться как деятельность человека, сопровождать, усилия для достижения цели.

Письмо. Фиксация информации при подготовке к устному сообщению.

Модуль 11

Контрольная работа

Вариант 1

1. Выберите правильную форму вспомогательного глагола.

1. The papers ... been just signed by the dean.
a) has b) have c) had
2. The newspaper ... been already looked through by me.
a) has b) have c) will have
3. The growth of comprehensive secondary schools ... been accompanied by the development of middle schools.
a) has b) have c) had
4. A lot of English words ... been learnt by the students by now.
a) has b) have c) had
5. Much ... been learnt by the end of the last term.
a) has b) had c) will have
6. The documents ... been typed by the time you come back.
a) has b) had c) will have
7. This article ... been translated by tomorrow morning.
a) have b) has c) will have
8. On English ways of life many more books... been written by foreigners than by Englishmen.
a) has b) have c) will have

Контрольная работа

Вариант 2

1. Выберите правильную форму глагола для следующих предложений
 1. Many British people ... by Victorian values and make them the principle of their life.
a) are guided b) was guided c) will be guided
 2. A lecture ... at two o'clock the day after tomorrow.
a) is delivered b) was delivered c) will be delivered
 3. Joseph Conrad ... in 1857.
a) is born b) was born c) has been born
 4. A new material ... by the teacher when Jessie came in.
a) was being explained b) is being explained c) are been explained
 5. Eton College-one of England's best known public schools- ... by King Henry VI in 1440.
a) is founded b) was founded c) will be founded
 6. Every college of Oxford University ... by a dean.
a) is governed b) is being governed c) are governed
 7. Schools, colleges and universities ... on Saturdays and Sundays in Great Britain.
a) is closed b) are closed c) was closed
 8. British individualism ... into custom and practice.
a) are built b) is built c) will have been built
 9. The British... to be profoundly conservative by temperament.
a) are known b) is known c) will have been known
 10. Britain ... to be the land of law and order.

a) were supposed

b) are supposed

c) is supposed

Чтение и перевод текста: «Problems, functions and principles of sociology of management»

Problems, functions and principles of sociology of management.

The primary goals of sociology of management are:

1. Studying of the real facts making a live and constantly developing matter of administrative activity where we can see the interactions of the people belonging to different layers of an administrative pyramid.
2. Revealing of the most important, typical and irrational facts, and on this basis detection of tendencies of development of managerial processes depending on changes of conditions.
3. Explanation of appearance of innovations in the system and structure of administrative activity.
4. Working out of the directions and the most probable scenarios of development of administrative activity, forecasting of consequences of its realization either for the managing director or for operated managerial process subsystems.
5. Formulation of the scientific bases of recommendations about control system perfection and increasing of efficiency of administrative activity as a whole.

The basic functions of sociology of management as sciences are:

1. **Informative.** Its main objective consists in studying of features of management as specific sphere of work activity. And also in definition of a role and value of this sphere in development of a society, its subsystems, organizations, groups.
2. **Estimating.** It estimates harmony and correlation between management system and basic tendencies of a society (for example: to social expectations, interests and requirements of the majority of the population). To estimate, whether the system is democratic, totalitarian or authoritative on the basis of a scientific substantiation of socially-ethical, sociopolitical, social and economic criteria, whether management system can develop individuals' initiative or not.
3. **Prognostic.** It is directed to reveal the most probable consequences in administrative activity within short-term, intermediate term and long-term prospects.
4. **Educational.** Spreading of knowledge about the primary goals, functions and mechanisms of management of administrative systems on the basis of definition and an evaluation of the importance of various administrative concepts, tendencies of development of administrative activity.

The main principles of management sociology are following:

1. Systematic – perception of investigated object as systems of the elements, corresponded to each other and forming structure of the whole system;
2. Integrated approach – all-round coverage of the investigated phenomena taking into account tendencies of development and interaction with environment;

3. Objectivity – real display of the investigated phenomena;
4. Concreteness – consideration of investigated processes and the phenomena in a context of a concrete environment;
5. Historicism – object research in dynamics of its development;
6. Unity of the theory and practice – acknowledgement of theoretical positions in practice, as the theory without practice - a hypothesis.

Лексический диктант по теме модуля.

Проблемы, функции и принципы социологии управления, основные задачи, постоянно развивать предмет управленческой деятельности, наблюдать взаимодействие людей, принадлежащих разным слоям управленческой пирамиды, зависеть от изменения состояния, объяснение появления инноваций в системе административной деятельности.

Письмо: Эссе по теме модуля.

Модуль 12
Контрольная работа
Вариант 1

Ex. 1

Open the brackets and put the verbs in the Present Perfect, Passive Voice.

1. His novel just (to publish).
2. The thief (to detain) by the police today.

Ex. 2

Complete each question in the present perfect tense, passive voice. The main verb is in parentheses.

1. ...that part of the world ever ... by people? (visit)
2. ... the mail ... yet? (deliver)
3. ... the students ... their books? (give)
4. ... the problem ... by the city leaders? (address)
5. ... the thieves ... yet? (catch--negative)
6. ... the money ... wisely? (spend)
7. Why ... the laundry ... yet? (do--negative)
8. Where ... the prisoner ... (take)
9. What ... to help the poor in this country? (do)
10. How many opportunities ... you ... (give)

Ex. 3

Write passive sentences in Present Perfect.

1. he postcard / send
 2. the pencils / count
-

3. the door / close
4. the beds / make
5. the mail / write

Ex. 4

Rewrite the sentences in passive voice.

1. I had worn blue shoes.
2. Joe had cleaned the tables.
3. We had lost the key.
4. They had started a fight.
5. I had been reading an article.
6. I had not closed the window.
7. They had not bought the paper.
8. She had not noticed me.
9. Had she solved the problem?
10. Had he recorded that song?

Ex. 5

Complete the sentences (Active or Passive Voice). Use Present Perfect Simple.

1. The car (steal)
2. I (bake) ... a cake.
3. My friends (buy) ... a house.
4. The cup (put) ... on the table.
5. Trees (plant) ... in the street.

Контрольная работа
Вариант 2

Ex. 1

Open the brackets and put the verbs in the Past Perfect, Passive Voice.

1. I was told yesterday that their plan (not to accept). (I was told yesterday that their plan hadn't been accepted.)
2. He told us that his leg (to break).
3. We were glad to hear that our invitation (to accept).

Ex. 2

Complete each statement in the present perfect tense, passive voice. The main verb is in parentheses.

1. The work ... (finish)
2. Pedro ... yet. (pay--negative)

3. The apartment across the street ...by the police twice this week. (visit)
4. She ... many times not to do that anymore. (tell)
5. My car ...yet. (fix--negative)
6. I ... by a few people who want to do business with me. (contact)
7. Wars in that part of the world ... for decades. (fight)
8. That technique ... many times. (try)
9. These hamburgers ...long enough. (cook--negative)
10. Our offer to buy the building ... with some resistance from the city. (meet)

Ex. 3

Write passive sentences in Present Perfect.

1. the trees / plant
2. the money / spend
3. the room / book / not
4. the rent / pay / not
5. the people / inform / not

Ex. 4

Rewrite the sentences in passive voice.

1. Kerrie has paid the bill.
2. I have eaten a hamburger.
3. We have cycled five miles.
4. I have opened the present.
5. They have not read the book.
6. You have not sent the parcel.
7. We have not agreed to this issue.
8. They have not caught the thieves.
9. Has she phoned him?
10. Have they noticed us?

Ex. 5

Complete the sentences (Active or Passive Voice). Use Present Perfect Simple.

1. The boy (fall / not) ... off his bike.
2. I (bite / not) ... by a snake.
3. He (step) ... on my toe.
4. We (walk) ... all the way home.
5. She (pick up / not) ... by a friend.

Definitions of the term “management”.

The verb manage comes from the Italian maneggiare (to handle — especially tools), which in turn derives from the Latin manus (hand). The French word mesnagement (later ménagement) influenced the development in meaning of the English word management in the 17th and 18th centuries.

Organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of clearly defined objectives. Management is often included as a factor of production along with machines, materials, and money.

According to the management guru Peter Drucker (1909–2005), the basic task of a management is twofold: marketing and innovation.

Directors and managers who have the power and responsibility to make decisions to manage an enterprise. As a discipline, management comprises the interlocking functions of formulating corporate policy and organizing, planning, controlling, and directing the firm's resources to achieve the policy's objectives. The size of management can range from one person in a small firm to hundreds or thousands of managers in multinational companies. In large firms the board of directors formulates the policy which is implemented by the chief executive officer.

Business management can be defined as the acquisition, allocation, and utilization of resources through planning, organizing, staffing, leading, and controlling.

Management involves the coordination of human, financial, material, and information resources in order to realize company goals and operate a business efficiently.

Managers are the employees charged with these responsibilities. Managers play a variety of roles in a company, summarized as interpersonal roles, information roles, and decision-making roles. Managing entails five functions: planning, organizing, staffing, leading, and controlling. The day-to-day tasks of management include:

considering problems and making decisions in how to deal with them, implementing

courses of action, and reviewing decisions and actions and making any necessary changes.

Лексика. Лексический диктант по теме модуля.

Определение, происходить от, деятельность организации, включаться как фактор производства, гуру управления, директора и управляющие, иметь власть и ответственность, принимать решения по управлению организацией, включать в себя блокировку функции выработки корпоративной политики; организация, планирование, контроль и управление ресурсами фирмы.

Complementary management approaches.

In addition to the school approaches that dominated much of the 20th century are three other approaches to management theory and application: systems, contingency, and process. They emerged during the mid-1900s, gained widespread

appeal during the latter part of the century, and continued to influence management thought and practice through the 1990s. These approaches differ from most of the schools of management thought in that they are not posited as a wrong or right ideology, but rather are complementary—they can exist and be applied simultaneously depending on the particular internal and external environment of individual organizations.

Лексика. Лексический диктант по теме модуля.

Подходы в управлении, школы управления, американский инженер-рационалист, использовать статистику, логику и подробный анализ, основной вклад в научный подход, использовать современные технологии науки, принципы научного управления, классическое управление, в сущности, сотрудники, управление отношениями людей, поведенческое управление, возникнуть, современники, подчеркнуть важность человеческой души в управлении.

Модуль 13

Контрольная работа

Вариант 1

1. Define the tense forms of the verbs in the following sentences. Change the sentences into interrogative form (use general questions).

Example: A man is known by the company he keeps.

Answer: Is a man known by the company he keeps? (Present Indefinite, Passive)

1. Many new buildings have been built in London.
2. A passenger was shown his seat.
3. A review of the performance will be written after the first night.
4. A new play is being staged at our theatre.
5. The contract will be signed on Tuesday.
6. The contract will have been signed by Tuesday.
7. My dog was stung by bees.
8. He had been introduced to me before I met you.
9. The factory was still being built when we came to that place.
10. Theatres are attended by thousands in our country.
11. After the table had been cleared the children began to sing and dance.
12. His new collection of poems has just been published.
13. I was told yesterday that their plan hadn't been accepted.

Контрольная работа

Вариант 2

2. Define the tense forms of the verbs in the following sentences. Change the sentences into interrogative form (use general questions).

Example: A man is known by the company he keeps.

Answer: Is a man known by the company he keeps? (Present Indefinite, Passive)

1. Many new buildings have been built in London.
2. A passenger was shown his seat.
3. A review of the performance will be written after the first night.
4. A new play is being staged at our theatre.
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12. His new collection of poems has just been published.
13. I was told yesterday that their plan hadn't been accepted.

Personnel Management

Most effective and necessary is considered a technical management level. Of course, as the strategic goals are important, and institutional and managerial levels. But daily human activities and interaction with each other make it possible to engage in the creation of production (t. E. To create added value, according to economic theory). And this is what leads to the production of income.

It reaffirms the need to study such sciences as sociology of management. Topics to be addressed here are endless:

- build organizational hierarchy and system of government, the creation of organizational culture;
- the formation of social groups identified in their statuses and roles between the parties;
- involvement subordinate to industrial development of common solutions, and so on. D.

All of this can significantly increase their ownership and their performance.

Лексический диктант

Управление персоналом, считается, уровень технического управления, стратегические цели, повседневная человеческая деятельность, взаимодействие друг с другом, участвовать в создании производства, согласно экономической теории, приводить к получению дохода, бесконечный, создать организационную иерархию, создать систему управления, создать организационную культуру.

Correct management - the engine of progress

So, sociology and management personnel interested in issues such as interpersonal relationships of employees, the emergence and resolution of

organizational conflict, adaptation, employee satisfaction, social planning and responsibility.

Pursuing structural relationships in the team, this trend can not only track, but also to explain how and why management innovations are constantly emerging. And the ability to transform management practices from one production sector to another is creating new ways to implement them and, to some extent, stimulate the development of technologies.

The management sociology is the boundary synthetic science studying sociological aspect of administrative activity. This science was generated on a joint of two independent disciplines: sociology and management.

Sociology is a science about a society as complete system and about social institutions, processes, social groups, relations between a person and a society, laws of people mass behavior. It is well-known that the primary goal of sociology is an objective analysis of social human relations in order to reveal laws of management of a society.

The term "management" has several meanings. Management in all business areas and organizational activities are the acts of getting people together to accomplish desired goals and objectives efficiently and effectively.

Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Because organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a prerequisite to attempting to manage others.

Management can also refer to the person or people who perform the acts of management.

The problems studied by sociology of management:

- Control systems as social systems from the point of view of their functioning; Selection, arrangement, education of the staff;
- The relations developing between people with administrative functions;
- Statement and realization of the social purposes of management;
- The analysis of social consequences of administrative decisions;
- Research and making system to consider interests and opinions of workers;
- Purposeful influence on operated subsystems and connected with it issues of discipline, responsibility and sense of duty;
- Intragroup regulation and social self-organizing in groups and at the enterprise;
- Interrelation of management and a level of society development.

Лексический диктант

Правильное управление, двигатель прогресса, управленческий персонал, межличностные отношения сотрудников, возникновение и разрешение организационного конфликта, адаптация, удовлетворенность сотрудников, социальное планирование и ответственность, структурные отношения в команде, инновации в области управления, трансформировать методы

Выберите нужную форму глагола в пассивном залоге:

1. Equipment, tools and computers _____ in the manufacturing process.

a) is used; b) are used; c) used.

2. Land, labour and capital _____ to produce goods.

a) are required; b) is required; c) required.

3. A free market _____ by a government.

a) is not controlled; b) are not controlled; c) not controlled.

4. The US steel industry _____ by imports of steel.

a) were being injured; b) was being injured; c) injured.

5. The goods _____ locally.

a) are made and sold; b) was made and sold; c) is made and sold.

6. The money _____ in an account in Hamburg.

a) are lodged; b) were lodged; c) was lodged.

7. All the prices in this shop _____ down by 10 %.

a) have been marked; b) has been marked; c) marked.

8. The price of petrol _____ by market forces.

a) are influenced; b) is influenced; c) influenced.

9. The product _____ throughout Europe.

a) is being marketed; b) are being marketed; c) marketed.

10. The market – place _____ always _____ on Saturdays.

a) is ... crowded; b) were ... crowded; c) are ... crowded.

PLATO

Since ancient times social philosophers have been deeply concerned with economic, social and political inequalities. They have theorized about the naturalness, permanence, and inevitability of such inequalities. They have also asked if these are still leading questions of students of stratification. It will pay, therefore, to survey briefly what thinkers through the ages have said about these and related matters.

For Plato a new society meant not only justice but also social stability and internal discipline. It was with these features in mind that he dreamed of a society ruled by philosopher kings.

Plato's society is explicitly class-structured so that all citizens belong to one of three classes: the Guardians, the Auxiliaries, or the Workers. The Guardians

were divided still again into ruling and non-ruling groups. Each of these major strata had separate and definite functions.

Plato thought that those most suited for ruling – the role of the Guardian class – might be born to parents of the two other classes. Accordingly, he eliminated any possibility of inheritance of class status. He insisted on perfect equality of opportunity for all children, regardless of birth. Each would have an equal chance to manifest his natural qualities. Each would be trained to fulfill his proper role in life. If such a selection and training process could work perfectly, then according to Plato, there would be justification for giving the Guardians absolute power. Thinking of the possible corrupting influence of family sentiments, Plato proposed the abolition of the family within the Guardian group. He insisted that its members must not possess any private property beyond the barest necessities so that they would be able to focus only on communal welfare.

Plato has obviously proposed a highly stratified society. However, in his society total equality of opportunity, total elimination of private property, and single-minded concern for the common welfare are the distinguishing features of the ruling class.

ARISTOTLE AND MACHIAVELLI

Aristotle's "Politics" is a very significant document in the history of ideas about social stratification. We read:

Now in all states there are three elements: one class is very rich, another very poor and a third is mean. It is thought that moderation and the mean are the best, and therefore it will clearly be best to possess property in moderation; for in that condition of life men are most ready to follow rational principle. But he who greatly excels in beauty, strength, birth, or wealth, or on the other hand is very poor, or very weak, finds it difficult to follow rational principle. Of these two the one sort grows into great criminals, the other into petty rascals.

Aristotle was clearly concerned with the consequences of inequality in birth, strength, and wealth for having decent government and the constitution of a wise and moderate population. Modern studies of the relationship of social stratification and politics, such as studies of the voting behavior of different classes, are concerned with similar problems.

Nearly two thousand years separate Aristotle and Machiavelli but the concerns expressed by the former are central in the thinking of the Italian Renaissance genius. Machiavelli asked who is fit to rule and what form of rule will give order, happiness, prosperity, and strength. He saw tension between the elite and the masses as a constant feature of organized society. Such tension is accompanied by fear of the masses among the elite, and envy and fear of tyranny among the masses. But Machiavelli saw more virtue in democratic rule than did many previous philosophers, since he believed that the collective decisions of the people show more wisdom than the decisions of the princes.

Machiavelli also had many doubts about the rationality of the masses. He believed that they tended to behave emotionally and needed long training in

popular rule: selection for ruling positions is most effective if those most naturally suited for such positions have equal opportunities to be discovered, recruited, and trained. Here, in short, Machiavelli announced the notion of an “open society”, commonly advocated today.

Лексика. Лексический диктант по теме модуля.

Социальные группы, социальное неравенство, общественная оценка, иерархические уровни, власть, собственность, исторические и археологические документы, древний Вавилон, Персия, критерий (критерии), обычный, широко распространенная идея, естественный порядок вещей, бедные, богатые, простые, благородные, власть имущие, не имеющие власти, вероятно, характеризовать.

Английский язык для социологов. Учебное пособие /Сост.: Е.Н. Гвоздева, Е.Г. Логинова, Е.А. Вахнина. – Чита, ЗабГГПУ, 2011.- 144 с.

Тренировочные упражнения и задания Ex. 1 -3 , стр. 29-31 Ex. 1-3, стр. 31-33

Монологическое высказывание на тему «Famous Sociologists»

Презентация на тему «A Famous Sociologist »

Модуль 15

1. Convert the following passive sentences to their active forms.

Example: The proposal was supported by everybody.

Answer: Everybody supported the proposal.

1. Chopsticks are used by the Chinese for eating.
2. Ann was brought up by her aunt.
3. Penicillin was discovered by Fleming.
4. The books were published by McGraw-Hill.

2. Indicate if a sentence or question is in the passive voice or the active voice. Circle "Passive" or "Active."

1. A bridge was built so that cars could cross the river. **Passive or Active**
2. The students have been learning how to write better paragraphs. **Passive or Active**
3. Most of these computers are used for surfing the internet. **Passive or Active**
4. A movie is being made in our town. **Passive or Active**
5. Jan hasn't decided which book to read. **Passive or Active**
6. The newspaper is going to be delivered in the morning. **Passive or Active**
7. 7. Has the timer gone off yet? **Passive or Active**
8. 8. How many different countries have you visited in your lifetime? **Passive or Active**
9. These reports can't be completed until we get more information. **Passive or Active**

- Her fingers got burned when she reached into the oven. **Passive or Active**
1. **Convert the following passive sentences to their active forms.**
 2. The Chinese use chopsticks for eating.
 3. Her aunt brought her up.
 4. Fleming discovered penicillin.
 5. McGraw-Hill published the books.
 3. **Indicate if a sentence or question is in the passive voice or the active voice. Circle "Passive" or "Active."**
 1. A bridge was built so that cars could cross the river. **Passive**
 2. The students have been learning how to write better paragraphs. **Active**
 3. Most of these computers are used for surfing the internet. **Passive**
 4. A movie is being made in our town. **Passive**
 5. Jan hasn't decided which book to read. **Active**
 6. The newspaper is going to be delivered in the morning. **Passive**
 7. Has the timer gone off yet? **Active**
 1. 8. How many different countries have you visited in your lifetime? **Active**
 8. These reports can't be completed until we get more information. **Passive**
 9. Her fingers got burned when she reached into the oven. **Passive**

School approaches to management.

The efforts of McCallum and other managers of his era were reflected in the first of five schools of management that emerged during the early and middle 1900s. The first of these schools was scientific management, which dominated management philosophy between the 1890s and the early 1920s. Scientific management concepts were heavily influenced by the ideas of American efficiency engineer Frederick W. Taylor (1856-1915). Taylor believed that organizational efficiency could be achieved by using statistics, logic, and detailed analysis to break jobs and responsibilities down into specific tasks. The chief contribution of scientific management was that it successfully applied modern techniques of science and engineering to the management of resources and organizational systems.

Scientific management principles were displaced during the 1920s by the classical management school of thought. Classical management theory is largely attributable to Henri Fayol, who is also known as the father of management. Classical management emphasized the identification of universal principles of management which, if adhered to, would lead to organizational success. Universal principles encompassed two broad areas. The first was identifying business functions and the second was structuring organizations and managing workers. In essence, classical theory holds that management is a process consisting of several related functions, such as planning and organizing. Thus, by identifying specific business functions—including marketing, finance, production, and subfunctions within those and other major categories—companies can efficiently divide an organization into departments that work as a process. Furthermore, by

carefully structuring chains of authority and responsibility, an entity can successfully facilitate the performance of individuals within departments to achieve company goals.

Importantly, Fayol is credited with identifying five basic management functions: planning, organizing, commanding, coordinating, and controlling. In addition, his principles of management established a framework for management that continues to influence modern management theory. Those principles included: unity of command, meaning a worker should be responsible to only one superior; unity of direction, which implies that each group of activities having a single goal should be unified in a department or work group, or at least under one manager; centralization, or centralized control and decision making; and stability of tenure of personnel, which suggests that, for efficiency reasons, employee turnover should be kept to a minimum even if that means sacrificing quality for long-term loyalty.

The classical school of management remained dominant from the 1920s until the 1940s. It was gradually supplanted, however, by theories that focused on the importance of individual needs and group interaction in organizations. Human relations management arose in the 1930s, largely as a result of studies and experiments (including the classic Hawthorne experiments) conducted by Harvard University psychologist and researcher Elton Mayo (1880-1949) and his contemporaries. To the surprise of classical theorists, Mayo's research demonstrated that mechanistic, efficiently designed processes did not necessarily create more efficient organizations. Instead, the research demonstrated that success could be attained by showing more concern for workers' psychological needs. The human relations school advocated such techniques as employee counseling, feedback, and communication with coworkers, superiors, and subordinates.

Both the classical and human relations management ideologies were eclipsed during the 1950s by the behavioral management school of thought. It also emphasized the importance of the human psyche in management. It differed, however, from the human relations approach in that it stressed behavior over interaction. It sought to rationalize and predict behavior in the workplace through scientific analysis of social interaction, motivation, the use of power and influence, leadership qualities, and other factors. Behaviorists believed that a chief goal of managers should be to increase the effectiveness of workers through motivational techniques, such as empowerment and participation in decisions, and to redesign jobs to take advantage of individuals' strengths and weaknesses.

Demonstrating the gradual transition from mechanistic management theory to a more humanistic approach was the renowned Theory X and Theory Y, which American management theorist Douglas McGregor (1906-1964) posited in the 1950s.

Theory X depicts the old, repressive, pessimistic view of workers. It assumes that people are lazy and have to be coerced to produce through tangible rewards. It also presumes that workers prefer to be directed, want to avoid responsibility, and treasure financial security above all else. In contrast, Theory Y postulates that: humans can learn to accept and seek responsibility; most people possess a high

degree of imagination and problem-solving ability; employees will self-govern, or direct themselves toward goals to which they are committed; and, notably, satisfaction of ego and self-actualization are among the most important needs that organizations should address.

Coinciding with the behavioral management ideology, which gained acceptance throughout the 1950s (and remained relevant into the 1990s), was the fifth school of thought, quantitative management. Quantitative management theorists believe that, while the behavioral dimension of organizations merits attention, scientific and analytical techniques related to process and structure can help organizations be much more efficient. Quantitative management entails the application of statistical analyses, linear programming, and information systems to assist in making decisions, allocating resources, scheduling processes, and tracking money. Specifically, it advocates the substitution of verbal and descriptive analysis with models and symbols, particularly those that are computer-generated. In fact, it is because of advanced electronic information systems that quantitative management techniques were broadly applied in the 1980s and 1990s.

Лексика. Лексический диктант по теме модуля.

Подходы в управлении, школы управления, американский инженер-рационалист, использовать статистику, логику и подробный анализ, основной вклад в научный подход, использовать современные технологии науки, принципы научного управления, классическое управление, в сущности, сотрудники, управление отношениями людей, поведенческое управление, возникнуть, современники, подчеркнуть важность человеческой души в управлении.

Модуль 16

Вариант 1

- 1. Introduce correct passive forms of the verb in Perfect Tenses.**
2. Such bad weather ... (not/expect) so we were all angry.
3. My radio ... (not/repair) yet. It's still broken.
4. Everything we learned ... (forget) by the end of our holiday.
5. The window in my car ... (smash) and it looked terrible.
6. That song ... (already/play) five times! I can't listen to it any more.

Вариант 2

- 2. Introduce correct passive forms of the verb in Perfect Tenses.**
3. The letter ... (open) before Jim came back from work.
4. Not much ... (say) since I joined my friends.
5. All the cash ... (spend) by the end of next week.
6. The noise at the party ... (tolerate) until George broke the window.
7. My street ... (not/sweep) even once since I moved in.

Conflict management.

For any organisation to be effective and efficient in achieving its goals, the people

in the organisation need to have a shared vision of what they are striving to achieve, as well as clear objectives for each team / department and individual. You also need ways of recognising and resolving conflict amongst people, so that conflict does not become so serious that co-operation is impossible. All members of any organisation need to have ways of keeping conflict to a minimum - and of solving problems caused by conflict, before conflict becomes a major obstacle to your work. This could happen to any organisation, whether it is a political party, a business or a government.

Conflict management is the process of planning to avoid conflict where possible and organising to resolve conflict where it does happen, as rapidly and smoothly as possible.

The differences between "competition" and "conflict".

"Competition" usually brings out the best in people, as they strive to be top in their field, whether in sport, community affairs, politics or work. In fact, fair and friendly competition often leads to new sporting achievements, scientific inventions or outstanding effort in solving a community problem. When competition becomes unfriendly or bitter, though, conflict can begin - and this can bring out the worst in people.

Лексика. Лексический диктант по теме модуля.

Управление конфликтами, быть эффективным и действенным, иметь общее видение, четкие (ясные) цели, разрешать конфликты среди людей, быть невозможным, иметь способы сведения конфликтов к минимуму.

3.2. Оценочные средства промежуточной аттестации

TEST 1

1. For each sentence 6-15, mark one letter (A, B, C or D) to fill the gaps.

6. The graph presents the data _____ to teenagers and pocket money.

- A) relating B)related C) are relating D) isrelated

7. When managers at the head office found out what the local manager was _____, they were furious.

- A) do B)done C) doing D)did

8. The essay draws _____ data from the latest sociological surveys.

- A) it's B) his C) their D) its

9. Wilson conclusively establishes a relationship between _____.

- A) two phenomena B) two phenomenon C) the two phenomena D) the two phenomenons

10. we need ____ our analysis to obtain more accurate results.

- A) refining B)to refine C)refine D) to be refined

11. More and more companies have realised that the conventional mass-production model on which consumer marketing _____ no longer works.

A) has based B) is based C) has been based D) had been based

12. We won't be able to do business with you unless you _____ with our ethical policy.

A) comply B) will comply C) will be complied D) complied

13. According to recent research, people with _____ or no educational qualifications are three times more likely to accept training when it is offered.

A) a little B) few C) little D) less

14. All aspects of _____ culture must be seen as involving complex, sometimes contradictory, relations.

A) consumption B) consumer's C) consumer D) consuming

15. The Japanese market accounts _____ 35% of the company's revenue.

A) in B) for C) of D) to

TEST 2

1. *Put the verbs in brackets into the correct form.*

Example They **flew** (fly) to Barcelona last week.

A funny thing happened to me the other day. I (1) _____ (be) in a hurry to get to work and I found that my car wasn't working. I (2) _____ (have to) rush out of the house to catch the bus. While I (3) _____ (walk) along the street, I (4) _____ (notice) a woman of about my age on the opposite side of the road. I looked at her again and I (5) _____ (realize) that we (6) _____ (meet) before. She arrived at the bus stop a couple of seconds after me. 'She must be catching the bus, too,' I thought. We (7) _____ just _____ (miss) the previous bus and we had fifteen minutes to wait before the next one. I looked at the woman behind me again and I was sure that I (8) _____ (know) her. 'Excuse me, have we met before? I'm sure that I (9) _____ (recognize) you,' I said. She looked a bit surprised, but she (10) _____ (tell) me that her name was Angela Barker. 'You (11) _____ (study) history at Liverpool University' I shouted, 'from 1985 to 1988!' 'That's right!' she replied, 'And you're Claire ...?' 'Lewis. Well, my name was Lewis but I (12) _____ (be) married now. What (13) _____ you _____ (do) nowadays?' I asked. 'Well, I (14) _____ (work) in the Central Museum in town and I (15) _____ (live) in this area, in George Street, for about three years,' she replied. 'You're joking! I live round the corner from there. I (16) _____ (not believe) it! We (17) _____ (be) neighbours for three years and we (18) _____ never _____ (see) each other!' I said. 'I know, it's incredible!' she (19) _____ (agree), 'And I'm glad that you spoke to me because I wondered why you (20) _____ (look) at me all the time!'

TEST 3

1. *Make the sentences passive.*

Example Do they still deliver the post at midday?

Is the post still delivered at midday?

1 They have arrested hundreds of burglars over the past six months.

Hundreds of burglars _____

2 India exports a lot of the world's silk. A lot of the world's silk _____

3 Does the factory still make parts for cars? Are parts for cars _____ ?

- 4 They had already given the job to someone else by the time I arrived. The job _____
 5 They damaged my car while I was away on holiday. My car _____
 6 They're cleaning the swimming pool just now. The swimming pool _____
 7 They have interviewed ten people since Friday. Ten people _____
 8 That restaurant serves the best food in town. The best food in town _____
 9 Local people were searching the area at midnight last night. The area _____
 10 They are providing information and help at the main desk. Information and help _____

TEST 4

1. Complete the text with the correct form of the verbs in the box, Present Simple or Present Simple passive. Not all the verbs are used. One example has been given.

be stay import wake up not invite take spend deliver make come read not get up

My idea of perfect happiness **is** being alone on a Sunday morning. I usually (1) _____ at about seven o'clock – that's when my copy of *The SundayTimes* (2) _____. I (3) _____ immediately, because I love staying in bed when I don't have to go to work. After an hour, I have my favourite breakfast – coffee, croissants, and jam. The jam (4) _____ from France and the croissants (5) _____ at the local bakery. I (6) _____ a couple of hours reading the newspaper and then I finally get dressed at about ten o'clock. My friends phone or (7) _____ to the house after midday. I love talking to them or seeing them on Sunday afternoons but they know that people (8) _____ to share my Sunday mornings!

4. Методические материалы, определяющие процедуру оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

4.1. Описание процедур проведения текущего контроля успеваемости студентов

В таблице представлено описание процедур проведения контрольно-оценочных мероприятий текущего контроля успеваемости студентов, в соответствии с рабочей программой дисциплины, и процедур оценивания результатов обучения с помощью запланированных оценочных средств.

Лекс

Наименование оценочного средства	Описания процедуры проведения контрольно-оценочного мероприятия и процедуры оценивания результатов обучения
Лексический диктант	Подготовку к лексическому диктанту по изучаемой теме студент осуществляет во внеурочное время. Обучающийся должен выучить весь объем учебной лексики. На занятии обучающийся под диктовку преподавателя (преподаватель диктует слова на русском языке) записывает лексику по определенным темам (разделам) на контрольном листе. Преподаватель обязан ознакомить студентов с критериями оценивания заранее. Лексический диктант осуществляется в письменной форме.
Тестирование	Тестирование – форма измерения знаний студентов, основанная на применении тестов закрытого/открытого типа, на установление соответствия, упорядочивание последовательности и пр. Может быть организовано как текущее, либо с целью выявления

	результатов усвоения знаний по модулю, дисциплине в целом (итоговое). Преподаватель на предшествующем занятии конкретизирует тематику тестирования. Во время проведения тестирования запрещается пользоваться любыми источниками информации (словари, учебники, тетради для лабораторных занятий, электронные приложения с переводчиками и т.д.)
Устное сообщение, собеседование	Устное сообщение - умение высказаться по изучаемой теме (при этом можно сообщение приготовить дома в виде индивидуального творческого задания). Логично построить свое высказывание, осветить все предложенные аспекты, продемонстрировать владение грамматическими структурами и хорошим словарным запасом в соответствии с поставленной задачей.
Чтение и перевод текста	Текст по изучаемой теме можно брать со студентами на занятии или во внеурочное время (для самостоятельного чтения и перевода, а затем на занятии осуществить контроль над выполненным заданием). Преподаватель должен ознакомить обучающихся с критериями оценивания этого вида работы заранее.
Эссе	Обучающемуся заранее предлагается на лабораторном занятии выбрать тему эссе. А преподаватель заранее знакомит обучающихся с критериями оценивания эссе. Студенты сдают для оценивания преподавателем написанные и оформленные в соответствии с требованиями свои эссе.
Презентация	Презентация (электронная презентация) - это вид работы (особый документ с мультимедийным содержанием), демонстрация которого управляется пользователем. На данный момент это один из самых популярных способов подачи информации, который активно используется во многих дисциплинах.
Монологическое высказывание	Монологическое высказывание - умение высказаться по теме в виде монолога, логично построить свое высказывание, осветить все предложенные аспекты, продемонстрировать владение грамматическими структурами и хорошим словарным запасом в соответствии с поставленной задачей

Методика оценки деятельности студента

Модуль	Процедура оценивания	Оценка	
		<i>min</i>	<i>max</i>
1-4	Написание диктанта	3	5
	Чтение/перевод	3	5
	Говорение	2	5
	Письмо	3	5
	Тестирование	2	5

5-8	Написание диктанта	3	5
	Чтение/перевод	3	5
	Говорение	2	5
	Тестирование	3	5
	Грамматика	3	5
		55	100

4.2. Описание процедур проведения промежуточной аттестации

Зачет (1 семестр)

Экзамен (2 семестр)

Формирование оценки промежуточной аттестации определяется преподавателем и осуществляется с использованием балльно-рейтинговой оценки работы студента.

При определении уровня достижений обучающихся на зачете учитывается:

- знание программного материала дисциплины;
- знания, необходимые для решения типовых заданий, умение выполнять предусмотренные программой типовые задания;
- умение применять теоретические знания в ситуациях повседневного и профессионального характера и при решении творческих заданий, обосновывать свои действия.
- владение навыками в четырёх видах речевой деятельности (говорение, чтение, письмо, аудирование).

Проведение промежуточной аттестации в форме зачета и экзамена позволяет сформировать индивидуальный балл студента по дисциплине по результатам текущего контроля, реализуемого в форме балльно-рейтинговой системы оценивания, т.к. оценочные средства, используемые при текущем контроле, позволяют оценить знания, умения и владения навыками/опытом деятельности обучающихся при освоении дисциплины. Преподаватель высчитывает индивидуальный балл как сумму баллов текущего и итогового контроля.

A	10	94-100	зачтено
A-	9	90-94	
B+	8	85-89	
B	7	80-84	
B-	6	75-79	
C+	5	70-74	
C	4	65-69	
C-	3	60-64	
D	2	55-59	
F	1	50-54	не зачтено
F	0	0-49	

Образец экзаменационного билета для проведения промежуточной аттестации в форме экзамена

1. Работа со специальным текстом.

а) Чтение указанного отрывка текста без предварительной подготовки. Передача общего содержания текста (время подготовки - 15 минут, без словаря).

б) Письменный перевод текста со словарем (время подготовки - 30 минут). Беседа с экзаменатором по содержанию текста.

Темы для монологического высказывания.

1. What is sociology?
2. What do sociologists do?
3. A subject- matter of sociology of management.
4. Methods of management sociology.
5. A famous sociologist and his ideas.
6. Modern discoveries in sociology.
7. Problems, functions and principles of sociology of management.

Если оценка уровня сформированности компетенций обучающегося не соответствует критериям получения зачета и экзамена на основе балльно-рейтинговой системы оценивания, то обучающийся сдает зачет и экзамен, который проводится в форме собеседования по изученным темам, выполнения итогового теста. Перечень тем и типовых тестовых контрольных заданий обучающиеся получают в течение семестра.