

**ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ
ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ (МОДУЛЮ)**

1. Общие сведения

| | | |
|----|--------------------------|---------------------------|
| 1. | Кафедра | Иностранных языков |
| 2. | Направление подготовки | 45.03.02 Лингвистика |
| 3. | Направленность (профиль) | Перевод и переводоведение |
| 4. | Дисциплина (модуль) | Устная практика |
| 5. | Форма обучения | очная |
| 6. | Год набора | 2022 |

2. Перечень компетенций

УК-4 - Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

УК-6 - Способен управлять своим временем, выстраивать и реализовывать траекторию саморазвития на основе принципов образования в течение всей жизни.

ОПК-1 - Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях.

ОПК-2 - Способен применять в практической деятельности знание психолого-педагогических основ и методики обучения иностранным языкам и культурам.

ОПК-3 - Способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной и неофициальной сферах общения.

3. Критерии и показатели оценивания компетенций на различных этапах их формирования

| Этап формирования компетенции (разделы, темы дисциплины) | Формируемая компетенция | Критерии и показатели оценивания компетенций | | | Формы контроля сформированности компетенций |
|--|---------------------------------------|--|--|---|--|
| | | Знать: | Уметь: | Владеть: | |
| 1 семестр | УК-4, УК-6, ОПК-1, ОПК-2, ОПК-3 | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 1. Фонетический коррекционный курс. Вводные сведения о фонетике и грамматике иностранного (английского) языка, необходимые для освоения основной программы курса | | | | | |
| 2. Family Life. Character and Appearance. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 3. Dwelling. Domestic Chores. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 2 семестр | | | | | |
| 4. Daily Routine. College life. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 5. Shopping for Food. Shopping for Consumer Goods. Meals and Cooking. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 3 семестр | УК-4, УК-6, ОПК-1, ОПК-2, ОПК-3 | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, | Тест, устное высказывание по теме, презентация |
| 1. Impressions. Events. Self-image. | | | | умениями (аудирование, | |

| | | | | | |
|--|---------------------------------|--|--|---|--|
| | | | | говорение, чтение, письмо) на английском языке | |
| 2. Generations. School exchanges. Relationships. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 3. Gold. Money. Making money. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 4. Sport. Challenge. Healthy lifestyle. Health and medicine. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 4 семестр | | | | | |
| 5. Escape. Holidays. Travel. | УК-4, УК-6, ОПК-1, ОПК-2, ОПК-3 | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 6. Attraction. Cosmetic surgery. Dating. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 7. Genius. Architecture. Ancient ruins. Art. Inventions. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, | Тест, устное высказывание по теме, презентация |

| | | | | | |
|--|--|--|--|---|--|
| | | | | чтение, письмо) на английском языке | |
| 8. Sell. Advertising. The media. Cinema. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика), а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |
| 9. Student. Education. Future plans. Student life. | | содержание теоретического материала темы | применять полученные знания в различных ситуациях устного и письменного общения. | языковыми и речевыми навыками (фонетика, лексика, грамматика, а также речевыми умениями (аудирование, говорение, чтение, письмо) на английском языке | Тест, устное высказывание по теме, презентация |

Шкала оценивания в рамках балльно-рейтинговой системы

«неудовлетворительно» – 60 баллов и менее;

«удовлетворительно» – 61-80 баллов;

«хорошо» – 81-90 баллов;

«отлично» – 91-100 баллов

4. Критерии и шкалы оценивания

Тест

| | | | |
|------------------------------------|-------|-------|--------|
| Процент правильных ответов | До 60 | 61-80 | 81-100 |
| Количество баллов за решенный тест | 5 | 10 | 15 |

Презентация (критерии оценки презентации)

| Структура презентации | Максимальное количество баллов |
|---|--------------------------------|
| Содержание | |
| • Сформулирована цель работы | 0,5 |
| • Понятны задачи и ход работы | 0,5 |
| • Информация изложена полно и четко | 0,5 |
| • Иллюстрации усиливают эффект восприятия текстовой части информации | 0,5 |
| • Сделаны выводы | 0,5 |
| Оформление презентации | |
| • Единый стиль оформления | 0,5 |
| • Текст легко читается, фон сочетается с текстом и графикой | 0,5 |
| • Все параметры шрифта хорошо подобраны, размер шрифта оптимальный и одинаковый на всех слайдах | 0,5 |
| • Ключевые слова в тексте выделены | 0,5 |
| Эффект презентации | |
| • Общее впечатление от просмотра презентации | 0,5 |
| Мах количество баллов | 5 |

Критерии оценки устного высказывания студентов

| Баллы | Характеристики ответа студента |
|-------|--|
| 5 | - студент глубоко и всесторонне усвоил проблему; - уверенно, логично, последовательно и грамотно его излагает; - опираясь на знания основной и дополнительной литературы, тесно привязывает усвоенные научные положения с практической деятельностью; - умело обосновывает и аргументирует выдвигаемые им идеи; - делает выводы и обобщения; - свободно владеет понятиями |
| 3 | - студент твердо усвоил тему, грамотно и по существу излагает ее, опираясь на знания основной литературы; - не допускает существенных неточностей; - увязывает усвоенные знания с практической деятельностью; - аргументирует научные положения; - делает выводы и обобщения; - владеет системой основных понятий |
| 2 | - тема раскрыта недостаточно четко и полно, то есть студент освоил проблему, по существу излагает ее, опираясь на знания только основной литературы; - допускает несущественные ошибки и неточности; - испытывает затруднения в практическом применении знаний; - слабо аргументирует научные положения; - затрудняется в формулировании выводов и обобщений; - частично владеет системой понятий |
| 0 | - студент не усвоил значительной части проблемы; - допускает существенные ошибки и неточности при рассмотрении ее; - испытывает трудности в практическом применении знаний; - не может аргументировать научные положения; - не формулирует выводов и обобщений; - не владеет понятийным аппаратом |

5. Типовые контрольные задания и методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.

5.1. Типовое тестовое задание

1-2 семестры

I. Listening

Listen to the recording and answer the following questions:

- Where did the described incident take place?
- Did the narrator mean to steal a chocolate bar?
- What was he afraid of afterwards?
- What was the reason for his leaving home?
- What did he do with the Mars Bar?
- Why were the police searching for him?

II. Word order

Arrange the words underlined so they are in the correct order.

1. My neighbour has invited me round to his house on Saturday. He's going show / his new computer / me/ to.
2. Sorry, but I don't know coming back / is / James / when. Can I take a message?
3. It's strange how every time we go out we enough / have / money/ never to take a taxi home!
4. Perhaps it's none of my business, but were / talking/ to / who/ you when I came in?
5. A lot of people don't trust Carlo, but I think he's a / man/ pleasant / quite / young really.
6. Denise early / home / enough / usually / is to see her favourite soap opera on TV.

III. Vocabulary: prefixes and suffixes.

Use a prefix to make a word which fits the definition.

For example:

To understand something incorrectly (v) mis understand

1. Not paid enough for the work you do (adj) paid
2. Food that is cooked before it is sold (adj) cooked
3. Against the government (adj)- government
4. To write something again (v)write
5. Involving people or ideas from many different cultures (adj)cultural
6. A person who was your wife, but isn't any more (n)-wife
7. To sleep for longer than you wanted to (v)sleep

IV. Vocabulary: prepositions

Complete the gaps in the following sentences with the correct word (on, away, around etc.)

1. After drivingthe motorway for an hour, we realized we were going in the wrong direction.
2. Stephanie looks so worried: she must have somethingher mind.
3. E-mail can now be sent all the world in just a few seconds.
4. Sorry we've late. We've been driving for ages looking for a parking space!
5. It's been a lovely evening , but I think we'd better be now.
6. Somehow Heidi manages to have a full-time job and cope three children.
7. He can't make his mind whether to go to the party or not.
8. Now stop shouting everybody, and try to calm
9. Benita walkedwithout saying goodbye. She was clearly very angry.
10. It took Thomas a long time to accept that his love affair with Alice was

V. Vocabulary: word building

Complete each sentence with the correct form of the word in capitals.

For example:

What do you think has been the most important scientific discovery of the last ten years?
SCIENCE.

1. James soon got over the physical effects of the accident, but theeffects lasted much longer.
PSYCHOLOGY.
2. There was all over the country when the national team lost the final on penalties.
DISAPPOINT.
3. Watson is one of our mostemployees. He always finishes his work on time.
DEPEND.
4. The campaign aims to raise people'sof the dangers of smoking. AWARE.
5. My husband isn't verywhen he eats out. He always orders the same thing!
ADVENTURE.
6. Children have a great sense of About the world around them. CURIOUS.
7. When I pointed out his mistake, his face went red with EMBARRASS.
8. It is important to deal with problems of this kind with a great deal of SENSITIVE.

VI. Verb forms

Choose the correct form of the verb in the following sentences.

1. Waiting ages for a bus makes me *feel/feeling/to feel* so frustrated!
2. As I went to bed, I could hear the people next door *have/having/to have* a row.
3. Okay, I'd better *get back/getting back/to get back* to work now.
4. Sorry *disturb/disturbing/to disturb* you.
5. You can receive your e-mail by *click/clicking/to click* on the "Mail" icon on your computer screen.
6. Try *not to worry/not worry/not worrying* too much!
7. There's no point in *revise/revising/to revise* for your exams now: just get some rest!
8. You must *be joking/joke/to joke*!
9. Would you mind *lend/lending/to lend* me your umbrella?
I really hate being *followed/following/to follow* by a police car!

VII. Active or passive?

Put the verb in brackets in the correct active or passive form. Make sure that you use the correct tense.

1. Stonehenge, the famous stone circle in the south-west of England, (*build*) about 5,000 years ago. Some of the stones (*weigh*) as much as fifty tonnes. Although visitors (*not/allow*) to approach the stones themselves since the 1980s, the historic site(*visit*) by thousands of tourists every year.
2. Director Marty Elmore's latest film "The Midnight Road"(release) next month. The film (feature) new Hollywood sensation Courtney McCray and (shoot) entirely on location in Mexico. It (describe) by its director last week as "a romantic comedy with car chases".
3. Motorists(experience) delays of up to an hour on the capital's roads this week. Traffic jams are particularly heavy at the moment while the city's new underground system(build). Work on the new system should (complete) by May next year. In the meantime, drivers(advise) to leave their cars at home and use public transport.

VIII. Phrases

Complete the following phrases with **a, an, the, or nothing**.

1. Things are getting better in long term.
2. Oh, for goodness' sake! Don't be so stupid!
3. That's shame!

4. They left overhour ago.
5. Carol is suffering from stress.
6. next thing is to switch on the camera.

IX. Translation

Translate into English making use of the active vocabulary:

1. Предприимчивым людям часто приходится рисковать.
2. Депрессия усиливает чувство тревоги, враждебности и вины.
3. Должно быть, он не в своём уме. Не стоит из-за него расстраиваться.
4. В странах, где люди не столь законопослушны, как, например, в Дании, полицейские позволяют себе кричать на людей, обыскивать и сажать в камеру без очевидной причины.
5. Позволяя себе время от времени маленькие излишества, мы способствуем своей мозговой активности.
6. Он такой скучный человек, что я начинаю чувствовать себя раздражённой.
7. Чтобы изменить фигуру лучше сесть на диету и держать себя в форме, а не делать пластические операции.

5.2. Типовое тестовое задание

3-4 семестры

1. Reading

Read the text and choose the best words to complete the sentences.

- 1) Not many people _____.
a) were kidnapped in Cambodia b) escaped from the jungle c) escaped from the Khmer Rouge
- 2) Chris _____ after he stepped on a landmine.
a) didn't want to live b) was lucky to survive c) lost both legs
- 3) Chris survived his landmine injuries because _____.
a) he was determined to live b) he got prosthetic limbs c) he was fit
- 4) Chris has achieved a lot in his lifetime _____.
a) because of his disability b) despite being disabled c) because he has done a lot of marathons
- 5) Chris's _____ inspires audiences all over the world.
a) bad fortune b) positive thinking c) physical disability

Chris Moon is an extraordinary man. In 1993 this former Army officer, while voluntarily clearing mines in the jungle in Cambodia, was captured by the Khmer Rouge. Against the odds, Chris managed to escape. In fact, he is one of very few people to survive kidnap by the Khmer Rouge.

Two years later Chris was clearing landmines in Mozambique when he stepped on a mine. He lost his lower right leg, and his right arm. He lost a lot of blood and could have died, but survived through sheer determination and the will to live. Chris was fitted with prosthetic limbs, but refused to let his disability hold him back. Incredibly, within a year of leaving hospital, he ran the London Marathon. Since then he's completed more than fifteen other marathons, including the 250-km Great Sahara Run, a race across the Sahara desert, which has been described as 'the toughest footrace on earth' and a gruelling 135-mile race through Death Valley in the USA.

Chris' determination to overcome his disability has resulted in achievements most of us never manage in a lifetime. As well as completing some of the world's toughest races and raising thousands of pounds for charity, he has climbed Mount Kilimanjaro, written an autobiography 'One Step Beyond' and appeared on TV.

These days, as well as raising money for charity, Chris earns a living as a motivational speaker. Chris is someone who, through the power of positive thinking, has overcome incredible bad fortune, and refuses to be limited by his physical disability. He gives presentations to audiences around the world on motivation and leadership, and has inspired many people with his passion and determination. Indeed, he is an inspiration to us all.

(5 points)

2. Listening

Listen to Nigel and Lynn. Are the sentences true (T) or false (F)?

- Nigel thinks he hasn't really done anything very challenging. _____
- Lynn had done a lot of running before she gave up smoking. _____
- When Lynn took up running, she felt she didn't want to stop. _____
- Nigel would like to run a marathon, but he isn't very fit. _____
- Lynn is doing the New York marathon to raise money for charity. _____

(5 points)

3. Grammar

I. Complete the sentences with the past simple, past continuous, past perfect simple and past perfect continuous form of the verbs.

Dear Mum,

Well, here I am on my cycling holiday, and I (1) _____ (finally arrive) in Wales after six hours. When I got to the campsite, Liz and Jack (2) _____ (already arrive) because they (3) _____ (take) the train. When we all got to the campsite it was raining hard, and the ground was like a river because it (4) _____ (rain) for two weeks. Then, while I (5) _____ (try) to put up the tent, it (6) _____ (blow) away into a tree. I finally (7) _____ (get) it down, but it was torn and so I (8) _____ (spend) a very uncomfortable night in Liz and Jack's tiny tent with them. I (9) _____ (not sleep) at all. I (10) _____ (decide) that I don't really like camping. I can't wait to get home.

Love,

Ben

(10 points)

II. Complete with the gerund or infinitive form of the verb in brackets.

1. Did you remember _____ (turn) off the oven when you left?
2. I'm sure we've been to this café. I remember _____ (stop) here before.
3. He never forgets _____ (send) me a card at Christmas.
4. Have you ever tried _____ (take) the train to Europe? It's great!
5. I enjoy _____ (go) shopping, as long as it's for shopping!

(5 points)

III. Complete the responses with *so* or *neither* and the correct verb form.

1. I love living here.
_____ I. It's such a lively city.
2. I can't stand Michael.
_____ we. He's so annoying.
3. Paula hasn't brought her tennis racket.
_____ Kerry. We'll ask if they can borrow some.
4. We went to the theatre last night.
_____ we! What did you see?
5. They're very interested in travelling up to Scotland this summer.
_____ I! Shall we go together?

(5 points)

4. Vocabulary

I. Complete the sentences with the correct form of *have, make, or take*.

1. I think you should _____ his advice on this matter.
2. While my best friend was _____ a fortune in banking, I was working for a charity.
3. Hey! Come and _____ a look at this spider I found in the grapes.
4. Last year the business _____ a huge loss and went bankrupt.
5. Do you want to _____ a go on my new exercise machine?

(5 points)

II. Complete the words:

1. Can we r_____ge this meeting for Thursday?
2. I think Bryony shows a real a_____e for language.
3. Why does the professor always wear such sc_____ clothes? He's a mess!
4. I'm not surprised that watch is broken already. You paid p_____s for it.
5. Have you got a cold? Your voice sounds a bit h_____y.
6. Polar bears h_____e in winter.
7. His e_____r and achievement have emotional significance for the rest of us.
8. His first expedition to the South Pole was quite s_____c.
9. Do you really think it's f_____e? I'm not sure we can do it.
10. Carbohydrates are c_____l for keeping energy level up when you are training for a marathon.

(10 points)

III. Choose the correct words:

Yesterday Robert's parents had a phone call from the headteacher to (1) **inform / advise / announce** them that Robert was in trouble – yet again. Just last month Robert had been caught copying answers to an exam paper from his classmate. On that occasion, Robert had (2) **confirmed / admitted / explained** copying. He had (3) **announced / suggested / explained** that he had been absent for a lot of the coursework, and he had (4) **explained / confirmed / assured** his parents that it wouldn't happen again. However, Robert (5) **might / must / can't** have forgotten his promise, because now he was in trouble for cheating again.

(5 points)

IV. Complete the conversation with the words in the box. There are two extra words.

| | | | | | | |
|-------|-------|---------|---------|------|--------|---------|
| awful | blame | hurting | killing | poor | serves | twisted |
|-------|-------|---------|---------|------|--------|---------|

Judy: What's wrong? You're limping.

Mark: I've done something to my knee. It's (1) _____ me.

Judy: Oh dear, you (2) _____ thing. Let me see.

Mark: Yes, when I turn it like that ... ow! It really hurts.

Judy: Oh, that must be (3) _____. It looks really swollen. When did it start?

Mark: Well, it started after I'd been skateboarding for a few hours.

Judy: Oh well, it (4) _____ you right then, doesn't it?

Mark: What?

Judy: Skateboarding at your age! What do you expect? You've only got yourself to (5) _____ !

Mark: Thanks for the sympathy!

(5 points)

Ключ к заданиям:

1. Reading

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| c | b | a | b | b |

2. Listening

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| T | F | T | F | T |

3. Grammar

№ 1.

1. have finally arrived
2. had already arrived
3. took/ had taken
4. had been raining
5. was trying
6. blew
7. got
8. spent
9. didn't sleep
10. have decided

№ 2.

| | | | | |
|---------|----------|---------|--------|-------|
| 1 | 2 | 3 | 4 | 5 |
| to turn | stopping | to send | taking | going |

№ 3.

| | | | | |
|---------|-----------------|-----------------|--------|-------|
| 1 | 2 | 3 | 4 | 5 |
| So do I | Neither/Nor can | Neither/Nor has | So did | So am |

4. Vocabulary

№ 1.

| | | | | |
|------|--------|------|------|------|
| 1 | 2 | 3 | 4 | 5 |
| take | making | take | made | have |

№ 2.

| | | | | | | | | | |
|-----------|----------|---------|---------|-------|-----------|-----------|-----------|----------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| rearrange | aptitude | scruffy | peanuts | husky | hibernate | endeavour | shambolic | feasible | crucial |

№ 3.

| | | | | |
|--------|----------|-----------|---------|------|
| 1 | 2 | 3 | 4 | 5 |
| inform | admitted | explained | assured | must |

№ 4.

| | | | | |
|----------|------|-------|--------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| killling | poor | awful | serves | skilling blame |

5.3 Типовые темы презентаций

1. My family relations.
2. Family life in Great Britain.
3. Sibling rivalry.
4. Compare the typical British house and the typical house the Russians live in.
Which is healthier
5. The place/building which made a great impression on you.
6. The person which impressed you greatly.
7. One of unusual persons.

5.4. Вопросы к экзамену**1 семестр**

8. My family/my family album.
9. My family relations.
10. Family life in Great Britain.
11. Nuclear and extended families: advantages and disadvantages
12. Family life in Great Britain and Russia: what is it changing for?
13. The problems of divorces.
14. Arranged marriage (advantages, disadvantages).
15. An only child is a spoiled child. How do you think?
16. Sibling rivalry.
10. When I have a family of my own I would like to have ___ children.
11. Large families are happy families. Do you agree?
12. What qualities do you look for in your ideal partner?
13. Appearances are deceptive. Do you agree?
14. What do you think people's bad and good characteristics are?
15. Describe your self-portrait (appearance, character).
16. Describe one of the members of your family (appearance, character).
17. What kind of people do you get on with best?
18. Describe your first meeting with someone who later became your close friend. Do you think your best friend is an ideal friend?
19. Describe the member of the family you think you resemble most. Prove that you really do.
20. Why do some friendships last the whole life while others die?
21. "God gives your family, fortunately you can choose your own friends" Do you agree with this statement?
22. What traits of character do you expect to see in a devoted friend? What traits of character are absolutely unacceptable?
23. Describe your house (flat, room).
24. Describe the house you'd like to live in.
25. Compare the typical British house and the typical house the Russians live in.
26. Advantages and disadvantages of living
 - in the country and in towns;
 - in the suburbs and in the centre of the town;
 - in a block of flats and in a cottage.
27. Unusual dwellings/Houses of the future.

2 семестр

1. Where do you prefer to buy clothes – in a large department store, a boutique or the supermarket? What are the advantages and disadvantages of each place?
2. Is a supermarket your favourite place of shopping for food? Why? Why not?
3. Describe your visit to a supermarket.
4. What is your style of shopping for consumer goods? What kind of shopper are you? Can shopping be relaxing or annoying?
5. Describe your visit to a department store.
6. What things do you look for when you shop? What factors are important for you when you go shopping?
7. Do you often buy things in sales? What are the pros and cons? What can happen to a thing bought at the market? How can you solve the problem?
8. Why are shopping centers and malls becoming more and more popular? What other new ways of shopping have appeared today?
9. Is buying presents a pleasure or a must for you? What advice can you give to make present choosing and present giving a success?
10. Do you have a strict daily routine? What do you usually do every day?
11. Which is healthier: to be an early bird or a night owl?
12. Do you think that people working shifts are healthy and happy?
13. What is your busiest day? What do you usually do? What activities do you enjoy?
14. What takes most of your time? Is your daily routine always the same? What do you usually do after classes?
15. What is time-keeping? How do you organize your time?
16. Have you ever thrown a party? What was it like?
17. What is your favourite holiday or festival? What do you know about its history?
18. What was your first day at university like? What did you think about your groupmates and lecturers?
19. Do you have any problems with distractions? What tactics do you choose to get yourself organized and sit down to work?
20. What advice would you give to a friend of yours if he or she had to deal with the problem of distraction?
21. What can you say about education reforms? To be or not to be?
22. Can you imagine an exemplary student? Speak about exemplary students and ordinary ones.
23. What is your college life like? What type of student are you? How do you prefer to learn?

3 семестр

1. Speak about the place/building which made a great impression on you.
2. Speak about the person which impressed you greatly.
3. Do you have a cult figure? Who is he/she?
4. What book impressed you greatly?
5. Which events have been the most important in your own life? Explain your choice.
6. Speak about one of unusual persons.
7. Speak about the most memorable events that have been important in the history of our country. Explain your choice.
8. You never get a second chance to make a first impression. Do you agree with the proverb? Why?
9. Do clothes and fashion matter to you? What do your personal style says about you?
10. How is clothing important for career? What styles of dress are suitable for different professions?
11. Madonna is an exceptionally talented singer. What has contributed to her success?
12. Who is your favourite male/female singer or band? Why? What kind of impressions do they make on people?
13. What image do some of the people in the public eye try to achieve? Why?
14. Do you get on well with your parents? What do you do for that? Describe the relationships in your family.
15. Which of hobbies or actions can spoil the relationship between parents and their teenage children?

16. Give the comparison of different generations (music, reading preferences, lifestyle and so on).
17. What do you know about the practice of au pair? Would you like to go abroad as an au pair? What problems could you face there?
18. Which is the best stage in life to learn foreign languages? Why? What ways to learn foreign languages do you know? What are their advantages?
19. What are the advantages and disadvantages of school exchanges or study trips abroad? What rules should students and their hosts observe? Would you like to take part in such programs?
20. What stages in a human life can you name? What important events are associated with each stage in life?
21. What's the longest period you've ever been away from home? What were the circumstances? How did you feel about it?
22. What do parents consider important in their children's future partners? Have you ever discussed it with your parents? What can make a bad impression on them?
23. Have you stayed in somebody's home? Describe your impressions. If not speak about possible problems.
24. What are the most common reasons for young people to leave home and have an independent life? How do you think what the best age for it is?
25. What English proverbs and sayings about family relationship do you know? Comment on some of them.
26. Do you know any examples of self-made millionaires? What do you know about the richest persons in Russia in different spheres (industry, show-business, art etc.)
27. Give the information about a person (persons) who became so rich using unusual, creative way.
28. Tell the story using English proverbs (sayings) connecting with richness and money.
29. What are advantages and disadvantages of using credit/cash cards to your opinion?
30. Describe the most treasured possession for you.
31. Imagine and describe one of your days as a very rich person.
32. It's impossible to have too much money. Do you agree?
33. Are you a spendthrift or a tight-fisted person? Can you splash out on anything? When was the last time? Do you ever feel guilty about spending money?
34. How can people come to get a large sum of money? What would you like to spend money on if you got 5 million dollars?
35. Do you buy lottery tickets? Have you or anyone you know ever won in a lottery? How would you spend money if you won a lottery? What is your attitude to lotteries and gambling in general?
36. Who were the forty-niners? What kind of people were they? How did the Gold fever change the life of Americans?
37. Were you given or did you earn pocket money as a child? What was the first thing you saved up for and bought yourself?
38. Would you prefer fame or fortune?
39. If you could buy yourself a skill or a talent, what would it be?
40. What can and can't money buy?
41. How do you think are people who married without love (according to money) happy?
42. Should a husband or a wife be the breadwinner in the family?
43. Do you know any person who raised money for a good course? What can you personally do to help people who are in trouble?
44. Give some pieces of advice for those who really want to help people in trouble?
45. Could you sell your life as Ian Usher did? What makes people do such things in your opinion?
46. Describe one of your visits to a doctor.
47. Describe symptoms and ways of treatment one of the diseases.

4 семестр

1. Describe one of your visits to a doctor.
2. Describe symptoms and ways of treatment one of the diseases.
3. What determines the effectiveness of various treatment techniques?

4. Give your own “self-help” advice list for those who are feeling stressed.
5. Why do people experience stress? Ways of dealing with it. Your own experience.
6. How reliable are horoscopes and palmistry? Do you believe in forecasting the future?
7. What do you know about the history of Olympic Games?
8. Tell us about one of the winter Olympic sport/game. Do you know the results of winter Olympics - 2014?
9. Why are the British often described as a sporting nation? Give as many reasons as you can.
10. Do you think that winning a medal is worth all sacrifices?
11. What way of holiday-making do you prefer? Describe one of your holiday.
12. Tell us about ways of holidaying which are preferable in Britain.
13. Describe a family holiday you went on as a child.
14. What are advantages and disadvantages of different ways of holiday-making in Britain (a boarding house, a private house, a caravan, a self-catering accommodation, camping, hostels and hotels).
15. What do you know about exotic way of holiday-making, for example, eco-tourism?
16. What way of holiday-making do students in your country prefer?
17. If you had an opportunity to visit any part of the world, what place would you spend your holiday? Why?
18. Imagine your work for the tourist office. Give some recommendations for visitors to your city/country.
19. Who do you consider to be a genius? Try to name somebody who is/was a genius to your mind.
20. Tell us about the greatest investigations in a human history.
21. Give the information about Stonehenge or some other mysterious place.
22. What do you know about Leonardo da Vinci? Do you consider he was a genius?
23. Give a short story which ends with the following sentence: “ It’s hard to believe that anyone could have been so stupid”.
24. Give a list of qualities that make a good teacher/ a good student.
25. Tell us about your favourite or least favourite teacher at school.
26. How to do well in a job interview? Give the list of advises. Do you have an experience of it?
27. Write a letter of application for a job, which connected with your future profession. Use an appropriate style.
28. Give the information about the student life in our country. What factors are the most important in choosing the career and job?
29. What do you know about the system of education in Russia?
30. What do you know about the system of education in Great Britain?