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АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ



МАУП

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
до виконання контрольних завдань
з дисципліни

“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА МОВА)”
(для бакалаврів нефілологічних спеціальностей)

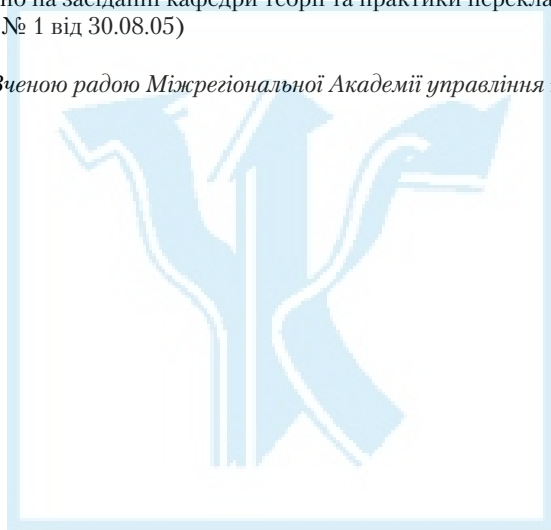
МАУП

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Підготовлено доцентом кафедри теорії та практики перекладу
І. С. Баховим

Затверджено на засіданні кафедри теорії та практики перекладу
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Схвалено Вченою радою Міжрегіональної Академії управління персоналом



Бахов І. С. Методичні рекомендації до виконання контрольних завдань з дисципліни “Іноземна мова (англійська мова)” (для бакалаврів нефілологічних спеціальностей). – К.: МАУП, 2006. – 32 с.

Методична розробка містить методичні рекомендації до виконання і оформлення контрольних робіт для студентів заочної форми навчання, контрольні завдання, а також список рекомендованої літератури.

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2006

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИКОНАННЯ І ОФОРМЛЕННЯ КОНТРОЛЬНИХ РОБІТ ДЛЯ СТУДЕНТІВ ЗАОЧНОЇ ФОРМИ НАВЧАННЯ

Методичні рекомендації і контрольні завдання до навчальної програми дисципліни “Іноземна мова (англійська мова)” розраховані на студентів освітньо-кваліфікаційного рівня “бакалавр” (крім філологічного напрямку) заочної форми навчання.

Заочна форма навчання передбачає набуття студентами навичок самостійної роботи, що включає виконання домашніх завдань як у період сесій, так і під час підготовки до сесій (читання, переклад і переказ тексту, лексико-граматичні вправи, письмовий переклад, позалекційне читання, підготовка повідомлень тощо); виконання контрольних робіт; індивідуальне прослуховування аудіокасет.

Основою методичної розробки є контрольні завдання та методичні рекомендації до виконання контрольних завдань, які студенти заочної форми навчання виконують згідно з навчальним планом і програмою курсу навчання.

Контроль проводиться з *метою*:

- оцінювання засвоєння студентами матеріалу, передбаченого програмою;
- забезпечення якості процесу навчання;
- заохочення та мотивації студентів.

Результати контролю слугують показниками успішності студентів в оволодінні іноземною мовою.

Поточний контроль здійснюється під час виконання студентами поточних тестів, письмових контрольних робіт.

Мета *підсумкового* контролю — визначити рівень засвоєння студентами навчального матеріалу наприкінці навчального семестру або року.

Підсумковий контроль проводиться у формі заліків чи іспитів відповідно до навчальних планів з дисципліни “Іноземна мова (англійська мова)”.

Виконанню контрольних робіт передуює робота студентів під керівництвом викладача та самостійна робота над системою англійської мови. Самостійна робота складається з теоретичного засвоєння основних розділів граматики англійської мови, практичних занять з виконання граматичних вправ.

Теоретичний граматичний матеріал і комплекс вправ до нього сприятимуть виробленню та закріпленню навичок практичного вживання граматичних структур у процесі читання й мовлення.

Закріплення граматичного матеріалу передбачає обов'язкове використання рекомендованих наприкінці даних “Рекомендацій і завдань” підручників і посібників з граматики англійської мови.

Опанування іноземною мовою включає вивчення лексики, створення й поповнення активного та пасивного лексичного запасу (іншомовних слів і словосполучень) за допомогою систематичного використання одно- і двомовних словників.

Основним видом роботи, спрямованої на засвоєння лексики та її запам'ятовування, на розвиток навичок її використання є індивідуальне читання різноманітних англійських джерел, як адаптованих, так і оригінальних, з подальшим підвищенням складності текстового матеріалу, коротке викладення змісту прочитаного,

Важливою складовою комплексного процесу засвоєння іноземної мови є переклад з іноземної на рідну мову й навпаки. Тому цьому виду роботи приділяється особлива увага в навчально-методичній розробці.

Контрольна робота містить п'ять завдань.

У *першому* завданні студенту пропонується: прочитати текст, перекласти текст письмово українською мовою за допомогою словника; поставити п'ять запитань до тексту, які б охоплювали зміст усього тексту; підготувати усне повідомлення за змістом прочитаного обсягом 10–15 речень. Студент виписує з тексту незнайомі слова з перекладом у словник і надає викладачеві під час заліково-екзаменаційної сесії.

Друге завдання передбачає підготовку однієї з тем, що наводяться у програмі дисципліни “Іноземна мова (англійська мова)” в усній або письмовій формі (твору, есе). Обсяг — 15–20 речень.

Третє й *четверте* завдання — граматичні і лексичні водночас, і за формою є традиційними тестами британських і американських навчальних видань з іноземних мов.

Грамматичні вправи включають основні розділи граматики англійської мови. Це вживання часів (в активному та пасивному стані), узгодження часів, неособові форми: дієслова (прислівник, герундій, інфінітив), умовний спосіб, модальні дієслова, речення та типи підрядних речень тощо. У списку літератури наприкінці “Методичних

рекомендацій і контрольних завдань” зазначено основні підручники й посібники з граматики англійської мови, рекомендовані для засвоєння розділів граматики.

П'яте завдання включає переклад речень з української мови на англійську. Рекомендується використання українсько-англійського словника.

Контрольна робота виконується студентами самостійно. Її треба викласти логічно і технічно правильно оформити. Роботу пишуть чітким і розбірливим почерком, допускається також друкований або комп'ютерний її варіант. На кожній сторінці треба залишати поля, а сторінки — пронумерувати. В кінці роботи студент ставить підпис і дату виконання.

Виконана робота повинна бути відправлена до Академії, її інститутів чи деканатів не пізніше ніж за 1 місяць до початку сесії. Контрольна робота рецензується викладачем і оцінюється ним, як правило, за п'ятибальною шкалою. У разі негативної оцінки робота разом з рецензією повертається студентові на доопрацювання, після чого з урахуванням зауважень передається для повторної перевірки разом з рецензією. Якщо контрольну роботу виконано без дотримання рекомендацій або не повністю, вона повертається студенту без перевірки на доопрацювання.

Зразок оформлення титульної сторінки контрольної роботи

Інститут _____
Індекс групи _____
Прізвище, ім'я, по батькові студента _____
Домашня адреса _____
Найменування організації, посада _____

Контрольна робота з дисципліни: “Іноземна мова (англійська мова)”

Прізвище та ініціали викладача _____

Київ 200_

КОНТРОЛЬНІ ЗАВДАННЯ

Варіант 1

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

Environment Problems. The Challenges We Face

In Johannesburg, leaders will debate what to do about threats to our health, food, water, climate and biodiversity

For starters, let's be clear about what we mean by "saving the earth". The globe doesn't need to be saved by us, and we couldn't kill it if we tried. What we do need to save — and what we have done a fair job of bollixing up so far — is the earth as we like it, with its climate, air, water and biomass all in that destructible balance that best supports life as we have come to know it. Muck that up, and the planet will simply shake us off, as it's shaken off countless species before us. In the end, then, it's us we're trying to save — and while the job is doable, it won't be easy.

The 1992 Earth Summit in Rio de Janeiro was the last time world leaders assembled to look at how to heal the ailing environment. Now, 10 years later, Presidents and Prime Ministers are convening at the World Summit on Sustainable Development in Johannesburg next week to reassess the planet's condition and talk about where to go from here. In many ways, things haven't changed: the air is just as grimy in many places, the oceans just as stressed, and most treaties designed to do something about it lie in incomplete states of ratification or implementation. Yet we're oddly smarter than we were in Rio. If years of environmental false starts have taught us anything, it's that it's time to quit seeing the job of cleaning up the world as a zero-sum game between industrial progress on the one hand and a healthy planet on the other. The fact is, it's development — well-planned, well-executed sustainable development — that may be what saves our bacon before it's too late.

As the summiteers gather in Johannesburg, TIME is looking ahead to what the unfolding century — a green century — could be like. In this special report, we will examine several avenues to a healthier future, including green industry, green architecture, green energy, green transportation and even a greener approach to wilderness preservation. All of them have been explored before, but never so urgently as now.

What gives such endeavors their new credibility is the hope and notion of sustainable development, a concept that can be hard to implement but wonderfully simple to understand.

2. Підготуйте усне повідомлення на тему: “Люди та їхні гроші” – багаті і бідні в наш час.

3. Вставте дієслово в дужках у правильній часовій формі.

Supply the correct form of the verb:

1. The panel discussion on teenage problems would have been more interesting if a psychiatrist (*to invite*).
2. If the competition (*to get*) tough they'll start business elsewhere.
3. We are not sure if the repairs (*to complete*) in two weeks.

4. Вставте прийменники там, де це необхідно:

1. It was difficult to get rid ... these items. They didn't seem to be popular ... the customers.
2. The buyers were accused ... violating maintenance instructions.

5. Перекладіть англійською мовою.

1. Він був здатний швидко приймати рішення.
2. Нам би дуже хотілося, щоб ви отримали задоволення від перебування в нашій країні.
3. Я чув, як Мері домовлялася про свою подорож.
4. Наш бос — сувора людина, але я ніколи не чув, щоб він сказав щось несправедливе.
5. Ми намагаємося встановити ділові контакти з університетом з минулого року.
6. На мою думку, вам потрібно отримати консультацію в юриста.
7. Ми мали підписати угоду ще тиждень тому. Але ми досі не можемо узгодити окремі положення.
8. Ти будеш користуватися великим словником сьогодні?
— Ні, можеш його взяти.
9. Не знаючи думки наших партнерів, ми вирішили не давати остаточної відповіді.
10. Мені було б дуже зручно, якби ви погодилися перенести зустріч на наступний вівторок.

Варіант 2

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

While America slept. How the U. S. Missed the Clues

Last summer the White House suspected that a terrorist attack was coming. But four key mistakes kept the U. S. from knowing what to do. An inside look at what went wrong and what must be fixed

None of this is pretty. In the immediate aftermath of the Sept. 11 attacks, members of the American political establishment stood together, determined to fight the war against terrorism, supporting those in military uniform and the buttoned-down bureaucrats whose job it was to make sure that something so awful would not happen again. Everyone — inside the Bush Administration as well as outside it — knew there had been massive failures of intelligence in the period before the attacks. But after Sept. 11, the Administration earned a reputation for steely-eyed competence, and its political opponents couched their legitimate criticism in language politer than that to which Washington is accustomed.

That was then. In the past month, a series of disclosures have cast doubt on the most basic abilities of the national-security establishment. The Administration has looked alternately shifty and defensive; Democrats — some of them presidential candidates-in-waiting — have postured on motor mouth TV. And the nation has been forced into a period of painful second-guessing, asking whether Sept. 11 could have been prevented. In August, it turns out, the President was briefed by the CIA on the possibility that al-Qaeda, the terrorist network headed by Osama bin Laden, might use hijacked airliners to win concessions from the U. S. Sources tell Time that the briefing, which was first reported by CBS News, was in response to a request by Bush for detailed information on the kind of threat posed by al-Qaeda, not to American interests overseas — which had long preoccupied the spooks — but at home.

During the period in which the brief was prepared, says a senior intelligence official, the CIA came to the conclusion that “al-Qaeda was determined to attack the U. S.” After the strike came, White House sources concede, the Administration made a conscious decision not to disclose the August briefing, hoping that it would be discussed “in context” — and months later — when congressional investigations into the attacks eventually got under way.

2. Зробіть усне повідомлення на тему: "Найважливіші події XX ст."

3. Виберіть правильну форму дієслова.

Choose the correct tense form of the verb.

1. It's time you _____ up your mind about what you're going to do with your life.
A. have made B. made C. make D. had made
2. Suppose I didn't have enough money, _____ me some?
A. would you lend B. do you lend C. have you lent
D. did you lend
3. She was heard _____ that she was planning to move to Swansea.
A. to saying B. say C. to say D. said
4. I'd prefer to see him personally _____ write him a letter.
A. from B. to C. rather than D. rather
5. I'd rather he _____ me to my face rather than behind my back.
A. criticized B. criticizing C. has criticized D. to criticize
6. Sandra works _____ a computer programmer for IBM.
A. like B. as C. as if D. for
7. He was stabbed _____ a knife.
A. by B. from C. with D. of
8. _____ she nor her husband will have an animal in the house.
A. Neither B. Or C. Either D. Nor
9. I'd better _____ slowly in this icy weather.
A. drive B. have driven C. drove D. to drive
10. I prefer watching TV _____ listening to music.
A. than B. rather than C. to buy D. from
11. He collects not only stamps _____ old coins.
A. while B. though C. whereas D. but also
12. Few people like him because he has _____ bad manners.
A. so B. that C. such D. such a

4. Виберіть правильний варіант перекладу.

1. Тренуйтеся розмовляти англійською мовою.

- A. Practice in speaking English.
- B. Practice on speaking English.
- C. Practice speaking English.
- D. Practice to speak English.

2. Вони грали у футбол у дощ.
A. They played football under the train.
B. They played football in the train.
C. They played football at the train.
3. Мені знадобиться час, щоб зробити це.
A. It will take me an hour to do that.
B. I shall need an hour to do that.
C. I shall spend an hour to do that.
4. Чекаю на вашу відповідь.
A. I am waiting for your reply.
B. I am awaiting your reply.
C. I am waiting your reply.
D. I am waiting on your reply.
5. Я напишу йому завтра.
A. I shall write him tomorrow.
B. I shall write to him tomorrow.
C. I shall write for him tomorrow.

Варіант 3

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

Globalization & American Culture

American culture is everywhere. But are Uncle Sam's exports opening doors for the worlds' consumers, or closing them?

The reach of American culture has extended far and wide across the world. Disney now runs theme parks on three continents; McDonalds, having opened restaurants to sell hamburgers and fries nearly everywhere, has recently expanded into the hotel business in Switzerland; the Marlboro man sells cigarettes throughout Europe, Latin America and Asia; surveys routinely find that American sports (Michael Jordan), music (Madonna), and movie (Julia Roberts) stars are the most recognized people in the world; American TV shows such as "Friends", "ER", and "The Simpsons" are dubbed into dozen of languages and rebroadcast; and American staples such as blue jeans and Nike shoes have become staples everywhere else as well.

American cultural domination has grown ever stronger over the past fifty years, and today American culture can be found in almost every

country. However, many question the value of this dominance. Is the United States opening opportunities to people around the world, or destroying local cultures and customs? Do American cultural exports offer people more choices or fewer choices? Are we heading toward a global uniformity, or can we retain regional and cultural differences? And what caused American culture to be so dominant anyway?

It is important to recognize that American culture has spread primarily as a result of trade – Executives at McDonalds, Nike and Coca-Cola export their products around the globe not out of a sense of moral obligation, nor as part of a crafty plan to subvert the world’s population; they export their products, and with them American culture, in an attempt to make a profit.

The past 40 years have seen the biggest and longest economic boom in history, resulting in rising standards of living for people around the globe, and massive profits for the international corporations, which have benefited from global trade opportunities.

This expansion in trade is largely due to reductions in the trade barriers between countries. Where most governments once tried to protect and isolate their country’s economy from the global marketplace, there is now a rush to participate in global trading. Today companies regularly merge across national lines to form multinational corporations, and relocation of manufacturing sites to countries with cheaper labor costs is normal.

This global trade has both advantages and disadvantages. Supporters of trade argue that it creates jobs, as the large global market needs more workers to produce more goods. It has also been credited with aiding economic growth. For example, countries such as Hong Kong and Taiwan have dramatically increased their average incomes per person by trading globally. And some have even suggested that globalization has contributed to the spread of democracy and an increased respect for human rights. This seems logical – as individuals gain more economic power, they seek more rights politically as well.

2. Зробіть усне повідомлення на тему: “Відомі особистості. Що відрізняє Королеву Єлизавету від інших відомих особистостей?”

3. Із запропонованих варіантів виберіть правильний варіант відповіді.

Choose the correct variant.

1. ‘_____?’ ‘No, she’s on holiday’.
A. Does Sue work B. Is working Sue
C. Is Sue working D. Does work Sue

2. 'Where. _____?' 'In a village near London'.
A. lives your uncle / B. does your uncle live /
C. your uncle lives / D. does live your uncle
3. I speak Italian but. _____ French.
A. I speak not B. I'm not speaking
C. I doesn't speak D. I don't speak
4. 'Where's Tom?' ' _____ a shower at the moment.'
A. He's having B. He have
C. He has D. He has had
5. Why. _____ . angry with me yesterday?
A. were you B. was you
C. you were D. have you been
6. My favourite film is Cleo's Dream. _____ it four times.
A. I'm seeing B. I see.
C I saw D. I've seen
7. I _____ out last night. I was too tired.
A. don't go B. didn't went
C. didn't go D. haven't gone
8. Liz is from Edinburgh. She. _____ there all her life.
A. is living B. has lived
C. lives D. lived
9. My friend _____ for me when I arrived.
A. waited B. has waited
C. was waiting D. has been waiting
10. 'How long. _____ English?' 'Six months.'
A. do you learn B. are you learning
C. you are learning D. have you been learning

4. Виберіть правильний варіант перекладу.

1. Він був злий і розірвав листа.
A. He was angry and tore the letter.
B. He was angry and tore up the letter.
C. He was angry and tore down the letter.
2. Він також не прийшов.
A. He has not come either.
B. He has not come too.
C. He has not come also.

3. Він дав мені дуже слушні поради.
A. He gave me some good advice.
B. He gave me some good advices.
C. He gave me some good soviets.
D. He gave me some good councils.
4. Він провалився на екзамені.
A. He failed from the exam.
B. He failed the exam.
C. He failed on the exam.
D. He failed in the exam.
5. Будь ласка, нагадай мені, щоб я повернув це.
A. Please remember me to give it back.
B. Please remind me to give it back.
C. Please recall me to give it back.

Варіант 4

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

The Royal College of Physicians has issued a report warning against the dangerous side effects of slimming pills. You would think, given what we know of these drags, that women would be mad to take them anyway.

Slim chance. As long as there are pills, which advertise themselves as a quick path to happiness, we women will take them. This is because in the modern world nothing – not hunger, not illness, not death even – is adjudged more terrible than personal unhappiness.

If the American Declaration of Independence enshrined “the pursuit of happiness”, the late 20 century has dispensed with the proviso. Happiness itself has become a right – one no less inalienable, say, than that to universal benefits.

We are living in what amounts to a Happiness Dependency Culture in which more and more people can be diagnosed as HDC-positive. It is a culture that inspires whole industries, including the medical and the pseudo-medical.

It even governs our political life – Susie Orbach, the Hampstead happiness guru, recently blamed the Tories for having caused mass “sorrow”.

People today are no longer expected to earn their living but to yearn it – governed by imagined hurts, shallow passions and transient desires.

The unrestrained pursuit of the self – whether it leads to pill popping or to the assumption that gay couples are “entitled” to have children – has done irreparable damage to the fabric of British society.

In a world in which we are conditioned to believe that personal happiness supersedes the traditional requirements of the social contract, it is no wonder that not many of us find it.

What is wrong, in any case, with a dose of unhappiness? It should be seen as a necessary seasoning to life; a spur to achievement. Happy people are often lazy people. Was Alexander the Great a happy man? His drunkenness and his rages suggest that he was not. Darwin was given to melancholy, so was Marx.

Suffering may not be fulfilment but it can inspire it. On the other hand, as the physicians’ report on slimming pills illustrates, people who think only of their happiness are bound to come to grief.

The Express, 1997

2. Зробіть усне повідомлення на тему: “Міграція людей. Причини, що спонукають людей змінювати місце проживання і роботи”.

3. Виберіть правильну відповідь.

Choose the correct answer:

- _____ to the radio or can I turn it off?
A. Do you listen B. Are you listening
C. You are listening D. You listen
- What _____ will happen?
A. are you thinking B. do you think C. you think
- What _____ at the weekend?
A. did-you do B. you did do C. did you
- While I was working in the garden, _____ my back.
A. was hurting B. have hurt C. hurt
- Jane is back home from holiday now. _____ to Italy.
A. She has gone B. She has been C. She is been
- It’s the first time he _____ a car.
A. has driven B. drove C. drives
- Where have you been? I _____ for you for the last half an hour.
A. ‘m looking B. ‘ve been looking
C. ‘ve looked
- It’s ages _____ to the cinema.
A. that we don’t go / B. that we haven’t gone /
C. that we didn’t go / D. since we went

9. Mr Clark _____ in a bank for 15 years. Then he gave it up.
A. has been working B. has worked C. worked
10. I can't meet you tomorrow afternoon. I _____ tennis.
A. 'll play B. 'm playing C. play

4. Виберіть правильний варіант перекладу.

1. Тепер він знайшов роботу в банку.
A. He now found a work at the bank.
B. He now found work at the bank.
C. He now found work in a bank.
2. Він говорить так, ніби все знає.
A. He talks as if he is knowing everything.
B. He talks as if he is knows everything.
C. He talks as if he is knew everything.
D. He talks as if he is known everything.
3. Скаржаться на спеку.
A. They complain for the heat.
B. They complain to the heat.
C. They complain at the heat.
D. They complain on the heat.
E. They complain of the heat.
4. Він сховався за дерево.
A. He hid against a tree.
B. He hid behind a tree.
C. He hid behind of a tree.
5. Я вирішив, що він поїде.
A. My mind is made up: he will go.
B. My mind is made up: he shall go.
C. My mind is made up: he is going.

Варіант 5

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

That night, as Churchill lay in bed at the White House, it was so hot that he decided to open the bedroom window. The next morning he told his doctor that the window "was so stiff that he had had to use considerable force to open it". As he was opening it, he suddenly felt out of breath and

noticed a dull pain over his heart. The pain went down his left arm. "It didn't last very long, but it has never happened before. What is it? Is my heart all right?" Churchill asked.

Sir Charles Wilson examined Churchill and later that day wrote in his diary:

"There was not much to be found when I examined his heart. Indeed, the time I spent listening to his chest was given to some quick thinking. I knew that when I took the stethoscope out of my ears he would ask me pointed questions, and I had no doubt that whether the electro-cardiograph showed evidence of a coronary thrombosis or not, his symptoms were those of coronary insufficiency.

The textbook treatment for this is at least six weeks in bed. That would mean publishing to the world – and the American newspapers would see to this – that the Prime Minister was an invalid with a crippled heart and a doubtful future. And this at a moment when America has just come into the war, and there is no one but Winston to take her by the hand.

I felt that the effect of announcing that the Prime Minister had had a heart attack could only be disastrous. I knew, too, the consequences of one of his imaginative temperament of the feeling that his heart was affected. His work would suffer. On the other hand, if I did nothing and he had another and severer attack – perhaps a fatal seizure – the world would undoubtedly say that I had killed him through not insisting on rest. These thoughts went racing through my head while I was listening to his heart. I took my stethoscope out of my ears. Then I replaced it and listened again. Right or wrong, it seemed plain that I must sit tight on what had happened, whatever the consequences.

'Well', he asked, looking full at me, 'is my heart all right?'

'There is nothing serious', I answered. 'You have been overdoing things'.

'Now Charles, you're not going to tell me to rest. I can't. I won't. Nobody else can do this job. I must. What actually happened when I opened the window?' he demanded. 'My idea is that I strained one of my chest muscles. I used great force. I don't believe it was my heart at all'.

He waited for me to answer.

'Your circulation was a bit sluggish. It is nothing serious. You needn't rest in the sense of lying up, but you mustn't do more than you can help in the way of exertion for a little while'.

There was a knock at the door. It was Harry Hopkins. I slipped away. I went and sat in a corner of the secretaries' room, picking up a newspaper,

so that they would not talk to me. I began to think things out more deliberately. I did not like it, but I determined to tell no one”.

*Source: Diary entry for 26 December 1941:
Lord Moran, Winston Churchill, The Struggle for Survival, 1940–1965.*

2. Зробіть усне повідомлення на тему: “Час і інформація – найголовніші ознаки сучасного суспільства”.

3. Виберіть правильну відповідь.

Choose the correct form

- I'd be grateful if you _____ me the secret of making perfect pastry.
A. say B. speak C. talk D. tell
- If only I _____ a motorcycle instead of a car. I wouldn't have to spend so much on petrol.
A. had bought B. buy C. have bought D. bought
- Even though he objected to violence, he was made _____ in the army.
A. serving B. serve C. to serve D. had served
- I won't telephone you _____ I know for sure.
A. by the time B. when C. until D. by
- Even if I _____ all night, I still wouldn't be properly prepared for tomorrow.
A. will study B. have studied C. would study D. studied
- He didn't want to wash the family car but his father made him _____ it.
A. doing B. have done C. did D. do
- He arrives _____ punctually you can set your watch by him.
A. such B. so C. very D. too
- These letters haven't been typed. Have the typist _____ them right away!
A. do B. to do C. doing D. to doing
- She didn't forgive him _____ all this apologies.
A. even though B. despite C. in spite D. although
- Make sure you know the answer in case they _____ you.
A. will ask B. asks C. would ask D. has asked
- Will you get my husband _____ me as soon as he arrives at work?
A. ring B. ringing C. have rung D. to ring
- _____ tasteful furniture you have bought!
A. What a B. What C. So D. How

4. Виберіть правильний варіант перекладу.

1. Я думаю поїхати до Лондона.
A. I think of going to London.
B. I think to go to London.
C. I think to go in London.
D. I think of going in London.
2. Він говорив, що приїде завтра.
A. He said that he would come tomorrow.
B. He said that he will come tomorrow.
C. He said that he shall come tomorrow.
3. Він впевнений в успіху.
A. He is sure for success.
B. He is sure at success.
C. He is sure of success.
D. He is sure in success.
4. Годинник пробив.
A. The clock has struck.
B. The clock struck.
C. The clock is struck.
5. Ми їдемо з Лондона.
A. We are leaving out of London.
B. We are leaving London.
C. We are leaving from London.
D. We are leaving of London.

Варіант 6

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

This article is a personal account and is limited to the perspective of the author. The information should not be generalised to reflect the diverse culture or societal values of China today. An invitation is extended to other writers and travellers who can confirm add to or substantiate the information contained in this article.

I am a foreign oral English teacher in Jiangsu Province, the People's Republic of China. The following story is my own reflection on an oral English lesson I gave to a class of twenty primary school children from grade 1 or grade 2 regarding "The Family".

On the surface the lesson plan was straightforward and comprised of asking the students to draw a large tree that had a thick trunk with its branches covered in green foliage. The objective was to have each child write the family titles (not personal names) of each member of their family. To simplify the drawing, the family tree would only branch out to include the child's mother/father, uncles/aunts, other siblings and grandparents.

I drew my family tree on the blackboard and gave a simple explanation of my family of origin. To the amazement of the class my tree was very large and cluttered with smiling stick faces representing my grandparents, my parents and my three brothers and one sister, and one uncle. I could see the expression of wonder and surprise being projected by their dark eyes. To them I was old enough to be their Grandfather and they were puzzled to see me draw such a large tree with twelve smiling faces to their seven.

The interaction with these young Grade 1 and 2 students gave me a different perspective to the meaning of China's one child policy and the style of parenting. I then ask myself what is the social structure of their families and did these young children accept as normal in their culture. My inquisitiveness uncovered the following results.

It was normal to have no brothers or sisters. In the majority of cases it was normal to have only one surviving grandmother or grandfather. Uncles and Aunts were rarely mentioned but some did have one cousin.

Here I was looking into the some of the most innocent, beautiful faces I have ever seen; listening to their tiny voices struggling with oral English, and then it hit me like a lightning bolt that all these twenty children will be without a close living family relative, that is brother, sister when their parents become elderly and face eventual death. I found it difficult to image my life without the mutual and collective support of my brothers and sister throughout my lifespan.

2. Зробіть усне повідомлення на тему: “За чим би ви сумували, якби вам довелось покинути свою країну і жити закордоном?”.

3. Виберіть правильну відповідь.

Underline the correct verb form A, B, C, or D to fill the spaces in the following sentences.

1. About 200 people _____ outside the theatre for tickets when we got there.
- | | |
|-----------------|-----------|
| A. were queuing | B. queued |
| C. have queued | D. queue |

2. This time last week I _____ to Berlin.
A. have driven B. have drove
C. was driving D. have been driving
3. By the time the teacher arrived, the classroom was empty: the students _____.
A. left B. had left
C. were leaving D. have left
4. The witness claimed he _____ the accused before.
A. did not see B. hasn't seen
C. wasn't seeing D. hadn't seen
5. I _____ a shower when the telephone rang.
A. had B. was having
C. have had D. have
6. She's changed a lot _____ she left school.
A. for B. since
C. during D. after
7. I've been waiting in the rain _____ hours!
A. during B. since
C. for D. from
8. _____ I was coming home I met my old English teacher.
A. During B. While
C. Before D. Since
9. She was born twenty five years _____ in a small town in Scotland.
A. before B. since
C. over D. ago
10. I've _____ seen the film and I don't want to see it again.
A. yet B. still
C. already D. before

4. Виберіть правильний варіант перекладу.

1. Ти повинен був приїхати вчора.
A. You ought to come yesterday.
B. You was to come yesterday.
C. You ought to have come yesterday.
D. You must to come yesterday.
2. Це протирічить нашим інтересам.
A. It is adverse in our interests.
B. It is adverse to our interests.
C. It is adverse for our interests.
D. It is adverse of our interests.

3. Книга містить п'ять глав.
A. The book comprises in five chapters.
B. The book comprises five chapters.
C. The book comprises of five chapters.
4. Нью Йорк знаходиться далі від Лондона.
A. New York is more distant than London.
B. New York is further than London.
C. New York is farther than London.
D. New York is farer than London.
5. Ми не змогли умовити його пограти.
A. We could not persuade him to play.
B. We could not convince him to play.
C. We could not persuade him play.
D. We could not convince him play.

Варіант 7

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

Since that day I have become aware of the noticeable absence of family groups (mother, father and child) in parks and in public. What I see in the street are very young children being cared for by aging grandparents. If I catch a bus at a time when school is finished I see young children being escorted by a grandparent. I vividly remember getting on to an overcrowded bus (which by the way is the norm in China) to see this gentle, small framed Chinese elder wearing his young grand-daughter's brightly coloured school bag on his back standing and protecting her from being trampled by towering adults and jostling newcomers onto the bus. This petite child appeared so happy to be hovered over by her guardian with his arms around her as he was trying to find space on nearby supporting hand rail to keep him from falling over. The two appeared to have little friendly conversations and with lots of smiling exchanges. I could only guess what the conversation was about after I caught her attention. "Why does that man look different?"

If I am walking past a school entrance more often than not I see only elderly people waiting to escort children home. I am trying very hard, without success, to recall a time when I saw a young child in the company of a person who could be reasonably assumed to be their older brother or sister. When I do see two or three children walking together it is obvious

to any observer that their age differences are indistinguishable and there are no apparent telltale signs that they are siblings.

When I ask the children in my class who they go on holidays with, or who takes them to the park, in the majority of cases it was their Grandma or Grandpa.

After completing their drawing I would sit alongside each student to kindly and slowly ask them to describe their sketch. To help overcome the difficulty of communicating the meaning behind my questions I would call upon the help of a Chinese English teacher to translate for me. It became evident that the student's parents seem to be always at work six out of seven days a week and did not take holidays from work during the year.

Another finding was to be told that apart from doing homework the next popular pastime for out of school hours was watching TV or playing computer games. In addition, the girls did more reading than the boys.

2. Зробіть усне повідомлення на тему: "Три найважливіші події XX ст."

3. Виберіть правильну відповідь.

Choose the correct form of the verbs.

1. If I miss / I'll miss the bus this morning, I'll get a taxi instead.
2. We'll have to go without Pete is *he doesn't arrive* / *won't arrive* soon.
3. They *won't refund* / *didn't refund* your money if you haven't kept your receipt.
4. Will you send me a postcard when *you reach* / *you'll reach* Mexico?
5. If I make some coffee, *do you cut* / *will you cut* the cake?
6. *Did you work* / *would you work* harder if you were better paid?
7. If you *don't complain* / *didn't complain* so much, you might be more popular.
8. Please don't sign any contracts before *I'm checking* / *I have checked* them.
9. *Weren't my friends* / *wouldn't my friends* be envious if they could only see me now!

4. Виберіть правильний варіант перекладу.

1. Поздоровте мене з підвищенням.
A. Congratulate me for my promotion.
B. Congratulate me with my promotion.
C. Congratulate me on my promotion.
D. Congratulate me at my promotion.

2. Працюй без розмов.
 - A. Do not work without to speak.
 - B. Do not work without to talk.
 - C. Do not work without speaking.
 - D. Do not work without talk.
3. Я показав йому кілька своїх марок.
 - A. I showed some of my stamps to him.
 - B. I showed some of my stamps for him.
 - C. I showed to him some of my stamps.
4. Мер головував на раді.
 - A. The mayor presided in the council.
 - B. The mayor presided over the council.
 - C. The mayor presided on council.
5. Як це називається англійською мовою?
 - A. What do you call this in English?
 - B. How do you call this in English?
 - C. How do you spell this in English?

Варіант 8

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

So what started out as a basic oral English class about “families” extended into the realm of the social structure of parenting in China and my own contemplation over what will the future hold for the students in my class if China persists with its existing family planning policy of restricting married couples to having only one child. Another point I need to mention is that the ratio to male and female primary school students at my school is approximately 5:1. For those readers who want to further investigate the policies and regulations of China’s Family Planning please visit the website shown.

The reader will be left gasping at the enormous scale of socio-economic issues China is attempting to resolve. However, some of the policies and penalties for regulating and controlling family planning make for startling reading. Based on the new laws prohibiting retaliation against those couples who, in the past, did mistakenly have a second pregnancy, I can only guess what cruelty, shame and stress that became the unbearable burden of a man and woman who simply made a misjudgement regarding

a woman's fertility cycle. Another law that has to be introduced was to prevent the abortion of unborn children once the parents had tests and found out that it was not the preferred sex. However, when you read into the Family Planning Law there are obvious "loop-holes" to allow such an abortion.

Another point I would like to raise briefly is child behavioural problems, in particular aggressive and potential violent misdemeanours amongst primary school children at the Chinese school where I teach. I can see signs of aggression present in kindergarten children who are left to board at the school Monday – Friday. They are virtually confined to the classrooms and dormitory and have no contact with their parents unless they become sick or injured. The amount of unprovoked punching, hitting and verbal attacks is starting to be more noticeable the more times I spend with the children and as the school term progresses.

On a more serious level one senior student was expelled for threatening to kill another foreign teacher at the school. The teacher took action after discovering that he carried a pocket knife as did other students.

I suggest the reader take the time to digest the following article: Moral education for millions of minors highlighted as priority in China – "Widespread moral problems facing China's 367 million minors under 18, including growing crimes involving juveniles, has become a focal point for Chinese society and political leaders".

The material in the above article could become the research basis for further investigation. A posting of the findings as they relate to ESL teachers in China would be of special interest to this forum.

www.unescap.org/

2. Зробіть усне повідомлення на тему: "Що можуть дати комп'ютери людям у найближчому майбутньому?"

3. Виберіть правильну відповідь.

Choose the correct form of the verbs.

1. You *must be / can be* very proud of your son winning so many prizes.
2. We thought our cousins would visit us when they were in town last week, but they didn't even phone. I suppose they *must be / must have been* too busy.
3. The film has been such a big success I guess it *must be / can't be* easy to get tickets to see it.
4. I'm sure you could mend this if you really tried. You *must be / can't be* using the right tools.

5. I've just rung the garage to check whether they've fixed my car, but I can't get an answer. I suppose they *might have / may be having* a tea break out in the yard.
6. I don't know why you wanted to stay at the party. You *might have enjoyed / can't have enjoyed* talking to all those boring people.
7. I can't go out this morning. We're getting a new sofa and the store *may be delivering / must be delivering* it today.
8. You'll have to check these figures again. There are not accurate. You *might have been concentrating / can't have been concentrating* when you added them up.
9. You *must be / must have been* thirsty after carrying those heavy boxes. Shall I make some tea?

4. Виберіть правильний варіант перекладу.

1. Вони впали й забились.
A. They fell and hurt themselves.
B. They fell and hurt.
C. They fell and hurt themselves.
2. Він сидить у кріслі.
A. He sits on armchair.
B. He sits in an armchair.
C. He sits an armchair.
D. He sits at an chair.
3. Ми підемо туди пішки?
A. Shall we go there on feet?
B. Shall we go there foot?
C. Shall we go there with the feet?
4. Вона зникла з дому.
A. She was disappeared from the house.
B. She disappeared from the house.
C. She has disappeared from the house.
D. She has been disappeared from the house.
5. Якщо він попросить мене, я залишусь.
A. If he asks me, I stay.
B. If he asks me, I shall stay.
C. If he is asking me, I stay.

Варіант 9

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

Don't mess with the Russians

A German company was involved in negotiations in Moscow trying to sell some 100 million dollars worth of manufacturing equipment to a Russian State corporation. Negotiations went smoothly but differences remained. So Martin Bayer himself, the CEO of the German Company, decided to come to Moscow to head the talks. Besides caring about his business, the CEO wanted to go to Russia to hunt bears.

Martin Bayer was one of the greatest hunters of our time (and the Russians knew about it). He went to safari more than hundred times and hunted lions, rhinos, crocodiles, he hunted polar bears in the North Pole and tigers in the rain forests of India. But he had never hunted Russian bears.

So the Russians decided to organize a bear hunt for Mr. Bayer to sweeten the talks. This wasn't a simple task. Some people in the west still believe that bears may be found and seen everywhere in Russian cities just like squirrels may be seen in our back yards. This is not true. The closest place one may find bears in the wild is maybe 2,500 miles away from Moscow. Nonetheless, a solution was quickly found. The Russian businessmen went to Moscow Circus and for \$2,000 bought a very old bear. This bear used to amuse and amaze audiences in many countries for 30 years, but got old and looked too old, had bald spots, and was retired.

"Be careful, the Russian bears are very aggressive, ferocious, and strong", they told to Mr. Bayer. "If compared to the Russian bears, your African lions are nothing more than harmless cats". The bear was brought to a conservation forest 50 miles from Moscow and was left there. Mr. Bayer was told that bears were plentiful in that forest and that many cattle and even people had been eaten in the surrounding villages.

Meanwhile, an 18-year old female drove through the forest on a motorcycle and suddenly saw a bear (no bears had been seen in those places for 200 years). She was frightened, fell, left her helmet and her motorcycle and ran away.

Mr. Bayer was excited and ready to hunt. This could become the pinnacle of his extraordinary hunting experience. The next moment

Mr. Bayer saw a bear in a helmet driving on a motorcycle through the forest in front of him. The bear had a happy expression on his face, as he was doing something he had been doing in the circus for 30 years: circling on a motorcycle...

Mr. Bayer lives in a private mental institution near Hamburg happily ever after. The manufacturing equipment was never sold to Russia. It was sold to Iraq instead.

2. Зробіть усне повідомлення на тему: “Як падіння Берлінської стіни вплинуло на події у Східній Європі?”

3. Знайдіть помилку в реченнях і виправте їх. Якщо немає помилки – напишіть слово *right*.

Most of these sentences contain one mistake. Correct each one, or if there is no mistake, write right.

1. The coffee is smelling wonderful. _____
2. Last year we visited the States. _____
3. The shop sank because the engineer wasn't calling for help until it was already thinking. _____
4. The reason I get fat is that I am always tasting things while I am cooking. _____
5. How is Jennifer? Does her health improve? _____
6. You're quite right, I'm completely agreeing with you. _____
7. What did you do after you left school? _____
8. Now I understand what you're trying to say! _____
9. I can't imagine why you were believing all those rumors. _____
10. Joseph looked forward to a peaceful weekend, when his brother arrived with all his friends from the football club. _____
11. Philippa heard the results of the election as she was driving to work, so she phoned me when she got there. _____
12. Oh, I'm sorry, I've spilt some tea. Where are you keeping the paper towels? _____

4. Виберіть правильний варіант перекладу.

1. Я знаю все, що він сказав.
A. I know all he said.
B. I know everything which he said.
C. I know all what he said.

2. Він повернувся до школи.
 - A. He has returned back to school.
 - B. He has returned to school.
 - C. He returned back to school.
 - D. He returned back to school.
3. Хто стукає у двері?
 - A. Who is knocking in the door?
 - B. Who is knocking the door?
 - C. Who is knocking at the door?
 - D. Who is knocking on the door?
4. Він вистругав свисток з прута.
 - A. He whittled a twig into a whistle.
 - B. He whittled a whistle out of a twig.
 - C. He whittled a whistle from a twig.
 - D. He whittled a twig to a whistle.
5. Чи можеш ти навести приклад?
 - A. Can you give an example?
 - B. Can you make an example?
 - C. Can you bring an example?

Варіант 10

1. Прочитайте текст. Перекладіть текст письмово українською мовою. Поставте п'ять запитань до тексту, які б охопили зміст усього тексту. Підготуйте усне повідомлення про зміст прочитаного.

The Beast of the Nature (Asia)

by Paul A Hodge

“It’s the nature of the beast”. Some readers may have heard this expression used to attribute both good and bad behaviour. How does this saying translate to being an ESL teacher in China? There are a number of perspectives that help to explain and understand the complexity of human behaviour. There are the sciences of psychology, sociology, philosophy, theology even mythology. All are attempts to reach the apex of human knowledge in all domains imaginable.

However, one keyword that gives insight and predictability to human behaviour is CULTURE. This article will elaborate on two opposing cultures and give insight to what foreign teachers will experience when they arrive and attempt to adapt and recover from their “culture shock”

of Asia. NB Asia in the context of this article only refers to Japan, Korea and China.

The approach taken in this article is based on the research into “Cross-Cultural Psychology” (CCP): A branch of mainstream psychology that specifically examines culture and social behaviour. In other words CCP attempts to study the subjective aspects of individual and collective behaviours and the interaction of belief systems, attitudes, values and the perceptions that steer the human behaviour of people who have been born into, or cultivated by a society that is significantly unique from any other. This form of socialisation is also referred to the process called enculturation.

This article will focus on China, Korea and Japan hereafter referred to as a “Collectivistic Society” (CS) and a number of Western societies (U. S. A, Canada, Australia, and England to name a few) are grouped together under “Individualistic Society” (IS). This comparative review of Asian cultures with the groups of countries mentioned is chosen because in the majority of advertisements for teaching vacancies in Asia it is these English native speaking nationalities that are preferred by recruiters acting on the behalf of educational institutions. This article will not address the objective aspects of Asia culture such as food, clothing, rituals, festivals and religions. Key words and their definition have been cited from Matsumoto (2000) publication entitled “Culture and Psychology: People Around the World” (pp. 41–42).

Individualism-Collectivism (IC) refers to the extent to which a culture encourages, cultivates, and assists in meeting the needs and values of an autonomous and unique self (individual) over those of the group (collective). Lets look at (IC) in a practical context.

Individualism: In the United States of America and Australia the individual perceives themselves as having autonomy over their choices of lifestyle, career path, relationships and just about any behaviour that is within the constraints of the law enforcement of their country. The most important consideration is given to the fulfillment of the individual’s desires and they themselves construct their unique self-identity. This behaviour is not to be synonymous with greed, self-centeredness or acting selfishly. No man is an island and even in an individualistic society there is the overpowering need to form meaningful relationships with others or form “in-groups” for support and security.

2. Зробіть усне повідомлення на тему: "Через труднощі до успіху — це ваш життєвий принцип?"

3. Заповніть пропуски правильною формою дієслова в дужках.

Complete the following conversations by putting the verbs in the right tense.

John is watching television when his sister Paola comes into the room.

John: What are you doing in your dressing gown? It's only eight o'clock.

Paola: I don't feel very well. (1) _____ (I / have) an early night.

John: Oh, dear. I hope (2) _____ (you / feel) better in the morning.

Paola: So do I. (3) _____ (I / meet) my new boss at ten o'clock.

John: I think (4) _____ (I / make) some tea when the news (5) _____ (finish). (6) _____ (I / bring) you a cup?

Paola: No, don't bother. (7) _____ (I / try) and go straight to sleep. Thanks anyway.

John: OK. Sleep well.

4. Виберіть правильний варіант перекладу.

1. Маленька дитина ледве ходить.

A. The baby walks hard.

B. The baby can hardly walk.

C. The baby walks hardly.

2. За давніх часів.

A. In older times.

B. In olden times.

C. In old times.

3. Я прочитав перші дві глави.

A. I have read the first two chapters.

B. I have read the first head chapters.

C. I have read the two first chapters.

4. Ви маєте родинні стосунки з цією сім'єю?

A. Are you related this family?

B. Are you related over this family?

C. Are you related with this family?

D. Are you related to this family?

5. Ви пішли всупереч закону.
A. You ran discrepant with the law.
B. You ran afoul to the law.
C. You ran discrepant to the law.
D. You ran afoul of the law.

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