Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение высшего образования
«Северо-Осетинский государственный университет
имени Коста Левановича Хетагурова»

УТВЕРЖДАЮ
Проректор по учебной работе

_____А.М. Дигурова

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Б1.В.ДВ.12.01 «Подготовка к международному тестированию по английскому языку» Направление подготовки 45.03.02 Лингвистика
Профиль "Теория и практика межкультурной коммуникации"

Уровень бакалавриата

Форма обучения
очная

Владикавказ 2019

Программа составлена в соответствии с Федеральным государственным образовательным стандартом высшего образования по направлению подготовки 45.03.02 Лингвистика (уровень бакалавриата), утвержденным приказом Министерства образования и науки Российской Федерации от 07.08.2014 г., № 940, учебным планом подготовки бакалавра по направлению подготовки 45.03.02 Лингвистика, профиль «Теория и практика межкультурной коммуникации», утвержденным Ученым советом ФГБОУ ВО «СОГУ» (протокол № 10 от 28.05.2019 г.).

Составитель: к.п.н., доц. Джерапова Н.Б.

Программа обсуждена и согласована на заседании кафедры английского языка (протокол №10 от «21» июня 2019 г.)

Зав. кафедрой_____ Н.Б.Джерапова

Одобрена советом факультета иностранных языков

(протокол № 16 от «29» июня 2019

Председатель совета факультета _____ Ф.Р.Бирагова

	Очная форма обучения
Курс	3
Семестр	5
Лекции	-
Практические (семинарские) занятия	36
Лабораторные занятия	-
Консультации	-
Итого аудиторных занятий	36
Самостоятельная работа	72
Курсовая работа	-
экзамен	-
Зачет	5
Общее количество часов	108

1. Структура, и общая трудоемкость дисциплины

Общая трудоемкость дисциплины составляет 3 зачетные единицы (108 часов).

2. Цели освоения дисциплины:

Основной целью курса является дальнейшее развитие рецептивных и репродуктивных навыков в области чтения и говорения, формирование профессиональной компетенции будущих специалистов. Курс состоит из двух разделов, из двух модулей — раздел чтения (Reading Module) и раздел говорения (Speaking Module).

3. Место дисциплины в структуре ООП.

Б1.В.ДВ.12.01 Вариативная часть. Дисциплины по выбору Б1.В.ДВ.12

Предварительные компетенции:

Для изучения дисциплины необходимы знания, умения и компетенции, полученные обучающимися по программе подготовки бакалавров по направлению «Лингвистика» в результате освоения дисциплин

- практический курс английского языка;
- литература и культура стран изучаемого языка;
- стилистика современного английского языка.

4. Требования к результатам освоения дисциплины

Процесс изучения дисциплины направлен на формирование следующих компетенций:

- владением системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей (ОПК-3);
- владением основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единствами, предложениями
(ОПК-6);
- способностью свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации (ОПК-7);
- владением методикой подготовки к выполнению перевода, включая поиск информации в справочной, специальной литературе и компьютерных сетях (ПК-8)
- владением необходимыми интеракциональными и контекстными знаниями, позволяющими преодолевать влияние стереотипов и адаптироваться к изменяющимся условиям при контакте с представителями различных культур (ПК-16);

Задачами курса являются:

- дать прочные систематические знания лексики, грамматики
- одновременно развить коммуникативные навыки, позволяющие понимать аутентичную звучащую речь, вести беседу в рамках обозначенного круга тем,
- продуцировать небольшие монологические высказывания,
- понимать несложные письменные тексты разных типов и жанров.

Требования:

В результате освоения дисциплины студент должен:

Знать:

- классификацию видов чтения в зависимости от учебных целей (поисковое, изучающее, с общим охватом содержания);
  формы устной речи в зависимости от поставленной цели (беседа, интервью, докла, обсуждение и т.д.)

Уметь:

- находить в аутентичном тексте нужную информацию в ограниченное время;
- отделять главную информацию от второстепенной;
- давать заголовки;
- выстраивать текст в логической последовательности;
- делать резюме текста;
- аргументировать свой выбор (при работе с заголовками, комментариями и т.д.)
- свободно вести разговор на предложенную тему;
- предложить тему для разговора и инициировать беседу;
- описать(фильм, книгу, событие и т.д.);
- высказать свою точку зрения о …;
- дать оценку;
- свободно пользоваться разговорными клише;
- демонстрировать хорошее произношение и широкий словарный запас;
- размышлять о планах на будущее.

Владеть:

- культурой научного профессионального мышления;
- способами анализа, синтеза, обобщения информации;
- способами определения видов и типов профессиональных задач, структурирования задач различных групп;

- технологией решения задач в различных областях профессиональной деятельности

5. Содержание и учебно-методическая карта дисциплины

№ недели	Наименование тем (вопросов), изучаемых по данной дисциплине	Занятия		Самостоятельная работа студентов		Формы контроля	Количество баллов		литература	перечень компетенций
		л	пр	Содержание	Часы		min	max		
1-2	Практическое занятие. Reading Module Текст “The Undersea World of Sound”..		4	Заголовки и подзаголовки и определение их роли в понимании текста Speaking Module развитие навыков спонтанной диалогической речи по предложенной теме	7	Устный опрос	0	25	[1], [2]	ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
	burning glasses were also used by Mexican Aztecs and the Chinese.									
3-4	Практическое занятие. Reading Module ‘Sifting through the Sands of Time” Speaking Module		4	Выработка умения находить ключевые слова и определять их роль в понимании текста Развитие навыков спонтанной диалогической речи	8	Подготовка сообщений на заданную тему	0	25	[3], [4]	ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
5-6	Практическое занятие. Reading Module Текст “Going Digital” Speaking Module.		4	Определение основной идеи текста и второстепенных деталей. Развитие умения использовать подсказки для получения необходимой информации	8	Устный опрос	0	25	[1], [3]	ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
7-8	Практическое занятие. Reading Module Тексты “Succeeding in Title Role” и“Australia’s First Commercial Wind Farm”. Speaking Module.		4	Выделение основной идеи в каждом конкретном параграфе. Беседа о планах на будущее и найме на работу. Дальнейшее развитие навыков спонтанной речи в пределах установленной преподавателем тематики.	8	Выполнение тестов	0	25	[2], [4]	ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
9	Рейтинговая работа		2				0	25		ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
10	Практическое занятие. Reading Module. Текст “Prehistoric Insects Spawn New Drugs”. Speaking Module.		4	Краткое изложение основного содержания каждого параграфа и текста в целом. Комментарий разницы между родственными понятиями с изложением собственных соображений.	8	Выполнение упражнений	0	25	[5], [4]	ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
11-12	Практическое занятие. Reading Module Текст “Penguins Show Signs of Stress”. Speaking Module.		4	Выработка умения различать тексты, содержащие фактическую информацию; тексты, содержащие спорную информацию или чье-либо мнение. Выработка умения строить логически связную и аргументированную речь.	8	Подготовка сообщений на заданную тему	0	25	[2], [5]	ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
13-14	Практическое занятие. Reading Module Текст “Australia’s Growing Disaster”. Speaking Module.		4	Использование аргументов при анализе текста и определении назначения текста и цели автора. Развитие навыков спонтанной монологической речи, ограниченной определенной лексикой, предложенной преподавателем.	8	Устный опрос	0	25	[1], [5]	ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
15-16	Практическое занятие. Reading Module Текст “Books, Films and Plays”.		4	Выработка умения разграничивать объективную информацию и субъективные точки зрения и утверждения. Развитие навыков	8	Выполнение тестов	0	25	[1], [2]	ОПК-3; ОПК-6;

	Speaking Module.			спонтанной речи в пределах заданной тематики без подсказок со стороны преподавателя.							ОПК-7; ПК-8; ПК-16
17	Практическое занятие. Reading Module Текст “Salty Rice Plant Boosts Harvests”. Speaking Module.		4	Выработка умения комментировать полученную информацию. Развитие навыков спонтанной речи на свободную тему и умения укладываться а заданные преподавателем временные рамки.	7	Выполнение упражнений	0	25	[3], [4]	ОПК-3; ОПК-6; ОПК-7; ПК-8; ПК-16
18	Рейтинговая работа		2				0	25		
	ИТОГО		38		70		0	50		

Образовательные технологии.

Используются интерактивные методы обучения: творческие задания, разработка проектов, исследовательский метод обучения, круглые столы, диспуты, семинары, презентация.

№/п.	Тема	Вид занятия	часы	Активные формы	Интерактивные формы
1	Практическое занятие. Reading Module Текст “The Undersea World of Sound”.	Практическое	4	1.Анализ и разбор конкретных ситуаций 2.Полилог	Презентация
2	Практическое занятие. Reading Module “Sifting through the Sands of Time” Speaking Module	Практическое	6	1.Анализ и разбор конкретных ситуаций 2.Диалог 3.Полилог	Круглый стол
3	Практическое занятие. Reading Module Текст “Going Digital” Speaking Module.	Практическое	4	1.Диалог 2.Полилог	Презентация
4	Практическое занятие. Reading Module Тексты “Succeeding in Title Role” и“Australia’s First Commercial Wind Farm”. Speaking Module.	Практическое	4	1.Диалог 2.Полилог	Проектная разработка
5	Практическое занятие. Reading Module. Текст “Prehistoric Insects Spawn New Drugs”. Speaking Module.	Практическое	6	1.Анализ и разбор конкретных ситуаций 2.Диалог 3.Полилог	Диспут
6	Практическое занятие. Reading Module Текст “Penguins Show Signs of Stress”. Speaking Module.	Практическое	4	1.Обсуждение конкретных ситуаций 2. Полилог	Дискуссия
7	Практическое занятие. Reading Module Текст “Australia’s Growing Disaster”. Speaking Module.	Практическое	4	1.Диалог 2.Полилог	Дискуссия
8	Практическое занятие. Reading Module Текст “Books, Films and Plays”. Speaking Module.	Практическое	4	1. Ответы на вопросы студентов 2. Обмен мнениями	Диспут
9	Практическое занятие. Reading Module Текст “Salty Rice Plant Boosts Harvests”. Speaking Module.		2	1. Анализ и обсуждение конкретных ситуаций 2. Обмен мнениями	Презентация

7. Учебно-методическое обеспечение самостоятельной работы.

Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины.

Самостоятельная работа необходима не только для освоения дисциплины «Подготовка к международному тестированию по английскому языку», но и для формирования навыков самостоятельной работы, как в учебной, так и профессиональной деятельности. Каждый студент учится самостоятельному решению проблем, нахождению оригинальных творческих решений.

Самостоятельная работа выполняется обучающимися с использованием предложенной им методической литературы и необходимых дидактических материалов, что позволяет облегчить работу и совершенствовать ее качество.

Вопросы для самоконтроля

A. To early man, fire was a divine gift randomly delivered in the form of lightning, forest fire or burning lava. unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow-burning logs alight or by carrying charcoal in pots.

B. How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tool-making operations with wood or stone. European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms. This process could be speeded up by wrapping a cord around the drill and pulling on each end.

C. The Ancient Greek used lenses or concave mirrors to concentrate the sun’s rays and burning glasses were also used by Mexican Aztecs and the Chinese.

D. Percussion methods of fire-lightning date back to Paleolithic times, when some Stone Age tool-makers discovered that chipping flints produced sparks. The technique became more efficient after the discovery of iron, about 5 000 years ago.

E. Fire-lightning was revolutionized by the discovery of phosphorus, isolated in 1669 by a German alchemist trying to transmute silver into gold. Impressed by the element’s combustibility, several 17th century chemists used it to manufacture fire-lightning devices, but the results were dangerously inflammable.

F. The quest for a practical match really began after 1781 when a group of French chemists came up with the Phosphoric Candle or Ethereal match, a sealed glass tube containing a twist of paper tipped with phosphorus. When the tube was broken, air rushed in, causing the phosphorus to self-combust. An even more hazardous device, popular in America, was the Instantaneous Light Box – a bottle filled with sulphuric acid into which splints treated with chemicals were dipped.

G. The first matches resembling those used today were made in 1827 by John Walker, an English pharmacist who borrowed the formula from a military rocket-maker called Congreve.

H. Walker never patented his invention, and three years later it was copied by a Samuel Jones, who marked his product as Lucifers. About the same time, a French chemistry student called Charles Sauria produced the first “strike-anywhere” match by substituting white phosphorus for the potassium chlorate in the Walker Formula.

I. That was 62 years after a Swedish chemist called Pasch had discovered non-toxic red or amorphous phosphorus, a development exploited commercially by Pasch’s compatriot J. E. Lundstrom

in 1885.

J. America lagged behind Europe in match technology and safety standards. It wasn't until 1900 that the Diamond Match Company bought a French patent for safety matches – but the formula did not work properly in the different climatic conditions prevailing in America and it was another 11 years before scientists finally adapted the French patent for the US.

Complete the summary below. Choose your answer from the box and write it in box 8.

They tried to … (1) … burning logs or charcoal … (2) … that they could create fire themselves. It is suspected that the first man-made flames were produced by … (3)…

The very first fire=lightning methods involved the creation of … (4) … by, for example, rapidity… (5)… a wooden stick in a round hole. The use of … (6) … or persistent chipping was also widespread in Europe and among other peoples such as the Chinese and … (7)… . European practice of this method continued until the 1850s … (8) … the discovery of phosphorus some years earlier.

Mexicans
+despite
sunlight
percussion

Тема 5

A. To early man, fire was a divine gift randomly delivered in the form of lightning, forest fire or burning lava. unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow-burning logs alight or by carrying charcoal in pots.

B. How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tool-making operations with wood or stone. European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms. This process could be speeded up by wrapping a cord around the drill and pulling on each end.

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F. The quest for a practical match really began after 1781 when a group of French chemists came up with the Phosphoric Candle or Ethereal match, a sealed glass tube containing a twist of paper tipped with phosphorus. When the tube was broken, air rushed in, causing the phosphorus to self-combust. An even more hazardous device, popular in America, was the Instantaneous Light Box – a bottle filled with sulphuric acid into which splints treated with chemicals were dipped.

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Choose the correct variant: To early man fire was:

a great trouble
a burning lava
+a heavenly present
a forest fire

A. To early man, fire was a divine gift randomly delivered in the form of lightning, forest fire or burning lava. unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow-burning logs alight or by carrying charcoal in pots.

B. How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tool-making operations with wood or stone. European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms. This process could be speeded up by wrapping a cord around the drill and pulling on each end.

C. The Ancient Greek used lenses or concave mirrors to concentrate the sun's rays and burning glasses were also used by Mexican Aztecs and the Chinese.

D. Percussion methods of fire-lightning date back to Paleolithic times, when some Stone Age tool-makers discovered that chipping flints produced sparks. The technique became more efficient after the discovery of iron, about 5 000 years ago.

E. Fire-lightning was revolutionized by the discovery of phosphorus, isolated in 1669 by a German alchemist trying to transmute silver into gold. Impressed by the element's combustibility, several 17th century chemists used it to manufacture fire-lightning devices, but the results were dangerously inflammable.

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Choose the correct variant: To concentrate the sun's rays the Ancient Greeks used:

+hollow mirrors
burning glasses
a round hole
a wooden drill

A. To early man, fire was a divine gift randomly delivered in the form of lightning, forest fire or burning lava. unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow-burning logs alight or by carrying charcoal in pots.

B. How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tool-making operations with wood or stone. European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms. This process could be speeded up by wrapping a cord around the drill and pulling on each end.

C. The Ancient Greek used lenses or concave mirrors to concentrate the sun's rays and burning glasses were also used by Mexican Aztecs and the Chinese.

D. Percussion methods of fire-lightning date back to Paleolithic times, when some Stone Age tool-makers discovered that chipping flints produced sparks. The technique became more efficient after the discovery of iron, about 5 000 years ago.

E. Fire-lightning was revolutionized by the discovery of phosphorus, isolated in 1669 by a German alchemist trying to transmute silver into gold. Impressed by the element's combustibility, several 17th century chemists used it to manufacture fire-lightning devices, but the results were dangerously inflammable.

F. The quest for a practical match really began after 1781 when a group of French chemists came up with the Phosphoric Candle or Ethereal match, a sealed glass tube containing a twist of paper tipped with phosphorus. When the tube was broken, air rushed in, causing the phosphorus to self-combust. An even more hazardous device, popular in America, was the Instantaneous Light Box – a bottle filled with sulphuric acid into which splints treated with chemicals were dipped.

G. The first matches resembling those used today were made in 1827 by John Walker, an English pharmacist who borrowed the formula from a military rocket-maker called Congreve.

H. Walker never patented his invention, and three years later it was copied by a Samuel Jones, who marked his product as Lucifers. About the same time, a French chemistry student called Charles Sauria produced the first "strike-anywhere" match by substituting white phosphorus for the potassium chlorate in the Walker Formula.

I. That was 62 years after a Swedish chemist called Pasch had discovered non-toxic red or amorphous phosphorus, a development exploited commercially by Pasch's compatriot J. E. Lundstrom in 1885.

J. America lagged behind Europe in match technology and safety standards. It wasn't until 1900 that the Diamond Match Company bought a French patent for safety matches – but the formula did not work properly in the different climatic conditions prevailing in America and it was another 11 years before scientists finally adapted the French patent for the US.

Choose the correct variant: The earliest methods of making fire was":

wood
stone
a cord
+friction

A. To early man, fire was a divine gift randomly delivered in the form of lightning, forest fire or burning lava. unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow-burning logs alight or by carrying charcoal in pots.

B. How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tool-making operations with wood or stone. European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms. This process could be speeded up by wrapping a cord around the drill and pulling on each end.

C. The Ancient Greek used lenses or concave mirrors to concentrate the sun's rays and burning glasses were also used by Mexican Aztecs and the Chinese.

D. Percussion methods of fire-lightning date back to Paleolithic times, when some Stone Age tool-makers discovered that chipping flints produced sparks. The technique became more efficient after the discovery of iron, about 5 000 years ago.

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Choose the correct variant: Percussion methods appeared:

+in Stone Age
5000 years ago
after the discovery of iron
a few centuries ago

A. To early man, fire was a divine gift randomly delivered in the form of lightning, forest fire or burning lava. unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow-burning logs alight or by carrying charcoal in pots.

B. How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tool-making operations with wood or stone. European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms. This process could be speeded up by wrapping a cord around the drill and pulling on each end.

C. The Ancient Greek used lenses or concave mirrors to concentrate the sun's rays and burning glasses were also used by Mexican Aztecs and the Chinese.

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Choose the correct variant: A slow-burning spark was produced by striking porcelain against bamboo by:
the Europeans
the Americans
the Eskimos
+the Chinese

8. **Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины.**

Фонд оценочных средств кафедр университета, включающий в себя комплекс заданий разного уровня и характера (эссе, тестовые задания, кейсы и др.), позволяющий оценить уровень сформированности компетенций в зависимости от периода обучения студента.

Критерии формирования оценок по устному опросу

По результатам двух промежуточных компьютерных тестов и текущей работы в конце семестра выставляется зачет. В случае, если итоговая оценка составляет менее 56 баллов, проводится письменный зачет.

Вопросы к зачету
по дисциплине
Reading Module
Read the title and sub-heading and say what you expect to read about in it.
What kind of person may be interested in this information?
Read the text and say why anybody should be interested in the text.
Read the following text and say how paragraphing helps you to understand the text.
Read the texts and say how the styles of the articles differ from each other.
Read the text and underline the key words in each paragraph.
Read the text and define what information is easier/harder to find in the text.
Read the text and locate the main and supporting ideas.
Read the text and write its summary.
Read the text and choose the most suitable heading for each paragraph.
Speaking Module
Speak on the following topic and observe time restrictions.
Фонды оценочных средств для проведения текущего контроля успеваемости и промежуточной аттестации

The control of fire was the first and perhaps greatest of humanity's steps towards a life-enhancing technology.

A. To early man, fire was a divine gift randomly delivered in the form of lightning, forest fire or burning lava. unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow-burning logs alight or by carrying charcoal in pots.

B. How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tool-making operations with wood or stone. Studies of primitive societies suggest that the earliest method of making fire was through friction. European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms. This process could be speeded up by wrapping a cord around the drill and pulling on each end.

C. The Ancient Greek used lenses or concave mirrors to concentrate the sun's rays and burning glasses were also used by Mexican Aztecs and the Chinese.

D. Percussion methods of fire-lightning date back to Paleolithic times, when some Stone Age tool-makers discovered that chipping flints produced sparks. The technique became more efficient after the discovery of iron, about 5 000 years ago. In Arctic North America, the Eskimos produced a slow-burning spark by striking quartz against iron pyrites, a compound that contains sulphur. The Chinese lit their fires by striking porcelain with bamboo. In Europe, the combination of steel, flint and tinder remained the main method of fire-lightning until the mid-19th century.

E. Fire-lightning was revolutionized by the discovery of phosphorus, isolated in 1669 by a German alchemist trying to transmute silver into gold. Impressed by the element's combustibility, several 17th century chemists used it to manufacture fire-lightning devices, but the results were dangerously inflammable. With phosphorus costing equivalent of several hundred pounds per ounce, the first matches were expensive.

F. The quest for a practical match really began after 1781 when a group of French chemists came up with the Phosphoric Candle or Ethereal match, a sealed glass tube containing a twist of paper tipped with phosphorus. When the tube was broken, air rushed in, causing the phosphorus to self-combust. An even more hazardous device, popular in America, was the Instantaneous Light Box – a bottle filled with sulphuric acid into which splints treated with chemicals were dipped.

G. The first matches resembling those used today were made in 1827 by John Walker, an English pharmacist who borrowed the formula from a military rocket-maker called Congreve. Costing a shilling a box, Congreves were splints coated with sulphur and tipped with potassium chlorate. To light them, the user drew them quickly through folded glass paper.

H. Walker never patented his invention, and three years later it was copied by a Samuel Jones, who marked his product as Lucifers. About the same time, a French chemistry student called Charles Sauria produced the first "strike-anywhere" match by substituting white phosphorus for the potassium chlorate in the Walker Formula. However, since white phosphorus is a deadly poison, from 1845 match-makers exposed to its fumes succumbed to necrosis, a disease that eats away jaw-bones. It wasn't until 1906 that the substance was eventually banned.

I. That was 62 years after a Swedish chemist called Pasch had discovered non-toxic red or amorphous phosphorus, a development exploited commercially by Pasch's compatriot J. E. Lundstrom in 1885. Lundstrom's safety matches were safe because the red phosphorus was non-toxic; it was painted on to the striking surface instead of the match up, which contained potassium chlorate with a relatively high ignition temperature of 182 degrees centigrade.

J. America lagged behind Europe in match technology and safety standards. It wasn't until 1900 that the Diamond Match Company bought a French patent for safety matches – but the formula did not work properly in the different climatic conditions prevailing in America and it was another 11 years before scientists finally adapted the French patent for the US.

K. The Americans, however, can claim several 'firsts' in match technology and marketing. In 1892 the Diamond Match Company pioneered book matches. The innovation didn't catch on until after 1896, when a brewery had the novel idea of advertising its product in match books. Today book matches are the most widely used type in the US, with 90% handed out free by hotels, restaurants and others.

L. Other American innovations include an anti-afterglow solution to prevent the match from smouldering after it has been blown out; and the waterproof match, which lights after eight hours in water.

Complete the summary below. Choose your answer from the box and write it in box 1.

They tried to … (1) … burning logs or charcoal … (2) … that they could create fire themselves. It is suspected that the first man-made flames were produced by … (3)…

The very first fire=lightning methods involved the creation of … (4) … by, for example, rapidity… (5)… a wooden stick in a round hole. The use of … (6) … or persistent chipping was also widespread in Europe and among other peoples such as the Chinese and … (7)… . European practice of this method continued until the 1850s … (8) … the discovery of phosphorus some years earlier.

Mexicans
despite
sunlight
percussion
unaware
heating
until
random
+preserve

9. Учебно-методическое и информационное обеспечение дисциплины

а) основная литература:

Vanessa Jakeman and Clare McDowell Insight into IELTS. Teacher's Book The Cambridge IELTS Course. Cambridge University Press, 2014

1. Vanessa Jakeman and Clare McDowell Insight into IELTS. Student's Book The Cambridge IELTS Course. Cambridge University Press, 2014
2. Virginia Evans, Jenny Dooley. Enterprise Coursebook. Express Publishing, 2014
3. Virginia Evans, Jenny Dooley. Enterprise Workbook. Express Publishing, 2014
4. Periodicals

в) Интернет-ресурсы

1. http://www.macmillan.ru/eg/
2. http://ielts-test.ru/ielts-online.html
2. http://www.ielts-exam.ru/onlinetest/
4. http://ieltsportal.ru/services/show/60

10. Материально-техническое оснащение дисциплины:

Компьютерный класс, доступ к сети Интернет (во время самостоятельной работы), оргтехника, электронная база данных библиотеки СОГУ; кабинет, оснащенный интерактивной доской, проектором.

Разработчик:

Джерапова Н.Б., кандидат педагогических наук кафедры английского языка факультета иностранных языков

11. Лист обновления/актуализации

Программа обновлена.

Программа рассмотрена и утверждена на заседании кафедры английского языка (протокол №10 от «21» июня 2019 г.)

Программа одобрена на заседании совета факультета иностранных языков от (протокол № 16 от «29» июня 2019 г.)