МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Забайкальский государственный университет»

(ФГБОУ ВО «ЗабГУ»)

Факультет юридический

Кафедра международного права и международных связей

**УЧЕБНЫЕ МАТЕРИАЛЫ**

**для студентов заочной формы обучения**

*(с полным сроком обучения)*

по дисциплине «Иностранный язык»

наименование дисциплины (модуля)

для направления подготовки (специальности) 42.03.01. Реклама и связи с общественностью

код и наименование направления подготовки (специальности)

Общая трудоемкость дисциплины (модуля) – 2 зачетные единицы.

Форма текущего контроля в семестре – контрольная работа

Курсовая работа (курсовой проект) (КР, КП) –нет.

Форма промежуточного контроля в семестре – экзамен

**Краткое содержание курса**

|  |  |  |
| --- | --- | --- |
| Модуль\* | Номер раздела | Наименование раздела |
|
| ***4 семестр*** | | |
| 4 | 4.1 | Контрольное задание № 4. Grammar:  Неличные формы глагола |
| 4.2 | Translation practice. Перевод профессионально-ориентированных текстов |

**Семестр 4**

Форма текущего контроля

Контрольные работы, предусмотренные рабочей программой

Варианты контрольных работ

Студенты, номера зачетных книжек которых оканчиваются на цифры 0, 1, 2, 3, выполняют вариант №1,

Студенты, номера зачетных книжек которых оканчиваются на цифры 4, 5, 6, выполняют вариант №2,

Студенты номера зачетных книжек которых, оканчиваются на цифры 7, 8, 9, выполняют вариант №3.

**Контрольная работа № 4**

**Вариант 1**

**Task 1. Translate into Russian paying attention to the infinitive:**

1. What I had to do next was get him to think he was not just lucky, but blessed to have me. 2. The surest way to be late is to have plenty of time. 3. Many famous schools are careful not to expand to meet demand. 4. To exercise makes most people feel better. 5. It was unwise to continue the discussion of the subject. 6. A good housewife will always find something to do about the house. 7. We considered this matter to be settled. 8. She kept silent as she had nothing to say. 9. To look quickly through a book is an important study skill. 10. To do away with crime seems an impossible task. 11. To love means never to say «I am sorry», the father said. 12. To tell her the truth was to upset her. 13. To say no was the only way to rid herself of all trouble. 14. To take for granted means not to doubt. 15. To shoplift is considered a serious crime.

**Task 2. Use the necessary form of the infinitive:**

1. I meant (buy) the text-book, but I couldn't (find) it anywhere. 2. I'd rather (come) early than (be) late. 3. He wanted his son (educate) at a public school. 4. We asked the driver (give) us a lift, but he happened(go) to a different place. 5. If you don't want your holiday (spoil), remember (take) an umbrella and a raincoat with you. 6. The horse can (bring) to the water, but it can't (make) (drink) it. 7. This is the end of the street, we seem (miss) the house. 8. It was so kind of them (prepare) everything before our arrival. 9. He is the only one (give) up smoking. 10. She wanted (praise) and (admire).

**Task** **3. Change the sentences using the infinitive as an attribute:**

1. He was the first who broke the silence. 2. There are a lot of things that need repairing. 3. Would you be so kind and lend me your umbrella? 4. He wished he had a younger brother with whom he could play. 5. There was no place where he could sit. 6. I can't go to the party, I have nothing that I can wear. 7. It is convenient that you have a balcony in your flat.

**Task** **4.** **Translate into English using the infinitive:**

1. Раньше мне нужно было 2 часа, чтобы добраться до университета. 2. Я уверен, что он не собирался обижать вас. 3. Когда-то они были близкими друзьями. 4. Она узнала массу новых вещей и научилась делать многое. 5. «Какое прекрасное место, чтобы устроить пикник!» — подумали мы. 6. Ему некогда было ждать, он сказал, что, пожалуй, зайдет еще раз. 7. У нас было много вопросов, которые надо было решать. 8. Девушка притворялась, что читает книгу и не замечает молодого человека. 9. Слишком рано делать выводы. 10. Идея была слишком сложной, чтобы ее можно было выразить в одном предложении.

**Task 5. Change the sentences using the complex object:**

1. I didn't expect that my brother would forget to send her flowers. 2. He knows that my mother is a very kind woman. 3. She expected that her brother would bring her the book. 4.I know that your uncle is an excellent mathematician. 5. People expect that the 21st century will bring peace on the Earth. 6.I know that my friend is just a man. 7. I expect that he will understand your problem and help you to solve it. 8.I expected that she would behave quite differently. 9. A caterpillar was crawling on my arm. I felt it. 10. He slipped and fell. I saw it.

**Task 6. Choose the necessary form of the participle:**

1. I must have the mixer (fixing, fixed). 2. I don't find this story (amusing, amused). 3. My room is a mess: I really must get it (tidying, tidied) up. 4. I would stay at home after such a (tiring, tired) day. 5. Uncle Frank has a gentle old horse (naming, named) Pete on his farm. 6. The method (followed, following) by our scientists was not simple. 7. She was walking slowly (stopping, stopped) sometimes to have a short rest. 8. If (asking, asked ) he will explain you everything.

**Task 7. Use one of the forms of gerund or participle:**

1. I wish (see) the manager. 2. It's no use (wait). 3. I'm looking forward to (see) you. 4. Don't forget (lock) the doorbefore (go) to bed. 5. My mother told me (not, speak) to anyone about it. 6. He tried (explain) but she didn't want (listen). 7. Would you mind (show) me how the lift works? 8. I'm beginning (understand) what you mean. 9. The boys like (play) tennis but hate (do) lessons. 10. He surprised us all by (go) away without (say) "Good-bye". 11. Please, go on (write), I don't mind (wait). 12. The doctor advised him (give up) (smoke). 13. I prefer (drive) to (be driven). 14. I advise you (start) (look) for a flat at once. 15. After (discuss) the matter for an hour the committee left without (reach) any decision. 16. Most people prefer (spend) money to (earn) it. 17. It's not good for children (eat) too many sweets.

**Task 8.** **Read and translate the text:**

Personal Traits of a PR Practitioner

Only a multitalented person can perform well the many activities encompassed by public relations. The PR practitioner today needs to be a researcher, counselor, strategic planner, educator, communicator and cheerleader.

Personal Traits

PR practitioners have to master diverse skills. They must be creative in solving problems and strong enough to withstand the considerable stress involved in working between the institution and its various (and numerous) publics. Solving the problems encountered in public relations often requires teamwork and a tolerance for different views. As a public relations person, you need to gather different views and help hammer them into a solution. At the same time, you must express confidence and hope that a solution can be found. In a crisis, people in an organization tend to turn to the public relations person for answers. Confidence and hope depend on viewing and presenting problems with complete honesty and learning to live with some that seem (at the moment at least) insoluble, while diligently pursuing solutions. It is wrong to think that a PR practitioner just provides a cover-up for problems and difficulties. Here are some personal characteristics needed by the PR practitioner: (1) character and integrity, (2) a sense of judgement and logic, (3) the ability to think creatively and imaginatively, (4) truthfulness and discretion, projectivity, i. e. an ability to foresee changes and future problems, a deep interest in the solution of the problems, (7) a broad cultural background, (8) intellectual curiosity, (9) effective powers of analysis and synthesis, (10) intuition, (11) training in the social sciences and in the mechanics of public relations. As interest in public relations continues to grow both in the United States and abroad, concern about what is being taught and who is teaching it increases. Because many practitioners come into public relations from other fields, and because public relations practice is constantly growing and changing, a practitioner's education can now be divided into two parts: preliminary (pre-practice) education at either the undergraduate or the graduate level, and continuing education which PRSA (Public Relations Society of America, a professional organization of PR practitioners) now requires of its members to maintain their accreditation.

The Job of the PR Practitioner

Both the functions and the values of public relations are still poorly understood. Consequently, PR practitioners must be prepared to correct mistaken ideas and avoid false expectations. Many people wrongly think that public relations means image-making in the sense of creating a false front or cover-up. Here are some functions of public relations in the society. Public relations represents and articulates the desires and interests of various publics to society's sometimes unresponsive institutions. While speaking for publics, it also speaks to them for the institutions. Public relations helps establish smoother relationships between institutions and society by encouraging mutual adjustment. Public relations personnel often stimulate an institution's social conscience. While the basic duties of a PR practitioner have not changed much over the past several decades, the demands on the practitioner and the way the practitioner carries out his or her duties have changed and will continue to change. There's more call for depth and diversity of knowledge for this field now that it is functioning at a global level. Practitioners need more command of a greater array of communication technologies and the job now demands greater sensitivity to multiculturalism.

Answer the following questions:

1. What personal traits does the job of a PR practitioner require?

2. Do you think these qualities are all inborn or they can be acquired?

3. What is intuition? Do you think a PR practitioner should rely on his/her intuition or on formal knowledge?

4. How can we learn to withstand stress?

5. How has globalization changed the demands on a PR practitioner?

6. How do you understand the words "broad cultural background"?

7. What mistaken ideas exist concerning public relations?

8. How do you understand the function of public relations in the society?

9. What changes have taken place recently?

**Контрольная работа 4**

**Вариант 2**

**Task 1. Translate into Russian paying attention to the infinitive:**

1. Ted didn't like his sister to be looked at. 2. I found it hard to concentrate on anything that morning. 3. The old man and woman didn't expect to be interrogated. 4. То tell the truth, I don't think this is the kind of question to be discussed in public. 5. To cut a long story short, we didn't want to be tricked. 6. To begin with, he was afraid to fly, but he had to. 7. To begin from the beginning, the plane on which Frank was flying, got into a heavy storm. 8. To be more exact, he is the only man to have witnessed the accident. 9. It's easy to remember her telephone number. 10. It's so nice of you to have brought the book I need. 11. It was impossible to argue with her. 12. It isn't so easy to find a good job. 13. It took me an hour to get here. 14. It's never late to study. 15. It's quite a problem to find a good baby sitter.

**Task 2. Use the necessary form of the infinitive:**

1.The British Museum is too big (see) in one hour. 2. I hesitated which course (take). 3. He decided (become) a writer not (earn) money, he wanted (read) and (remember). 4. The man pretended (read) a newspaper and not (notice) us. 5. I'm sorry (upset) you. I didn't mean (hurt) you at all. 6. He is too young (appoint) President of the Company. 7. I want you (introduce) to each other. 8. Are you happy (follow) your mother's advice? 9. We stepped aside (let) them (pass). 10. She is smiling all the time.

**Task 3. Change the sentences using the infinitive as an adverbial modifier of purpose:**

1. She went to London. She wanted to find a job there. 2. I'm buying paint. I want to paint my door. 3. They got up very early. They wanted to get to the top of the hill before sunrise. 4. He rang the bell. He wanted to tell us that dinner was ready. 5. I took off my shoes. I didn't want to make any noise. 6. I'm learning Greek. I wish to read Homer. 7. I'm saving money. I want to buy a car.

**Task 4. Translate into English using the infinitive:**

1. С ним трудно иметь дело. 2. Рассказ был слишком увлекательным, чтобы не дочитать до конца. 3. Она очень рада, что ее пригласили на конференцию. 4. Кто последний видел его? 5. Он слишком упрям, чтобы согласиться. 6. Мы попросили, чтобы нам объяснили правила игры. 7. Я хотел, чтобы меня обо всем проинформировали. 8. Ему повезло, что он побывал в такой поездке. 9. Мы рады, что нас встретили в аэропорту. 10. Я не предполагал, что меня прервут.

**Task 5. Change the sentences using the complex object:**

1. I can see the train. It is coming. 2. I heard that she suddenly cried out loudly. 3. I noticed that Henry went up and spoke to the stranger. 4. I saw that he opened the door and left the room. 5. Jane saw her neighbour. He opened the door of his flat and went in. 6. Pete bought some flowers. His friend saw it. 7. Shall we hear it if the telephone rings? 8. She bent and picked up something from the floor. The policeman saw it. 9. She dropped the cup on the floor and broke it. I saw it. 10. She was sleeping peacefully in her bed. Mother watched her.

**Task 6. Choose the necessary form of the participle:**

1. Can you smell something (burning, burned)? 2. He opened the letter with (shaking, shaken) fingers. 3. She had rather a (pleasing, pleased) look on her face. 4. Deeply (shocking, shocked) I left them. 5. When (answering, answered) your question yesterday I forgot this fact. 6. He walked along the road with his collar (turning, turned) up, hands in pockets. 7. (Having found, found) no one at home he went to his neighbours. 8. We came up to the (crying, cried) girl to ask where her mother was.

**Task 7. Use one of the forms of gerund or infinitive:**

1. I'm thinking of (go) to Brazil. 2. You cannot live without (do) such stupid things. 3. He isn't good at (drive) his car. 4. Try to avoid (lose) your temper. 5. He seems (know) everything about it. 6. It's no use (cry) over spilt milk. 7. Would you mind (repeat) your threat? 8. You should practise (say), "Red little lorry, yellow little lorry." 9. It's useless (argue) with him. He won't listen to any reason. 10. They were advised (take) a packed lunch. 11. Do you think it's worth (see) this film? 12. If you want (lose) weight, try (eat) less. 13. It's forbidden (smoke) here. 14. I'm not keen on (work) late. 15. I'm not very fond of (shop). 16. He managed (calm) her by promising to return soon. 17. Mary is crazy about (take) photographs.

**Task 8. Read and translate the text:**

Writing a News Story: an Inverted Pyramid

Writing for a newspaper is exciting. It enables reporters to meet all types of people, to create and to be where the news is happening. Reporters are the eyes and ears of their audiences. When reporters cover a breaking news event, their first stories summarize what happened, to whom, where, when, why and how. More in-depth stories may be written later about people and things touched by the event, but initially, reporters are there to gather the essential facts and write their stories as quickly and as near their deadlines as possible. Some hard news stories usually begin with a summary lead, a terse opening paragraph that provides the gist of the story and invites readers inside. Summary leads are used on news stories because they give the major points of the story immediately. That way, people do not have to guess or wait to find out the news. Most people do not have the time to read a newspaper from start to end. Because they spend so little time with the news and often do not read entire articles, they demand the most important points at the start of the story.

The Inverted Pyramid

A summary lead generally tops a traditional writing form called an inverted pyramid, in which the news is stacked in paragraphs in order of descending significance.The lead summarizes the principal items of a news event. The second paragraph and each succeeding paragraph contain secondary and supporting details in order of decreasing significance. All the paragraphs in the story contain newsworthy information, but each paragraph is less vital than the one before it. This writing form puts the climax of a story at the beginning, in the lead, and so it is different from a form often used for novels, short stories and drama — and for some news features — in which an author begins with background and works n to a climax. Most journalism historians say that this concept was developed during the American Civil War (was fought between the North and the South of the USA. The central issue was the secession of the southern states from the Union, provoked by the abolition of slavery. 1861—1865). Newspaper correspondents in the field sent their dispatches by telegraph. Because they were afraid that the system would malfunction or the enemy would cut the wires, the correspondents squeezed the most important information into the first few sentences. Wire services, which used telegraphers to transmit their stories before computers were introduced in the early 1970s, have continued to use the inverted pyramid as their staple form of reporting. That enables the wire services to move stories quickly in small chunks and their customers to use the stories in whatever lengths they need. Newspapers also adopted the inverted-pyramid form because it capsulizes the news quickly. Readers can grasp the news of the day by simply skimming lead paragraphs. The form allows readers to decide whether they want to continue reading a story or leave it after any one of its paragraphs. An inverted pyramid can also be trimmed from the bottom, which makes it easier to fit it into the tight news holes of a newspaper.

The Five Ws and H

A summary lead, generally in no more than 35 words, tells an audience the most important of the six primary elements of an event, the five Ws and H. They are:

Who the event happened to, or who acted on whom

What happened or will happen

Where the action occurred

When it happened

Why the action took place; the reason behind it

How it happened

Reporters look for these elements whenever they cover a news event. It makes no difference how big or small the story is. Reporters gather the facts to answer who, what, where, when, why and how; they rate the importance of each fact; then they are ready to write a lead and news story.

Answer the following questions:

1. How do news stories usually begin?

2. When and why was this form of writing adopted?

3. What question must a journalist answer in their news

4. How is an inverted pyramid organized?

5. What is the difference in the structure of hard news features?

**Контрольная работа 4**

**Вариант 3**

**Task 1. Translate into Russian paying attention to the infinitive:**

1. She has nothing to lose, to say the least. 2. To tell you frankly, she's the last person to turn to for advice. 3. «There's one small point to settle, to crown it all», said the bride's father. 4. «To sum it up, let's go over the main items again», said the lecturer. 5. She liked her job too much to give it up. to say nothing of the salary. 6. N. is a good politician, but his tactics leave much to be desired. 7. It has nothing to do with the problems in question. 8. We used to know each other very well. 9. The best preparation for tomorrow is to do today's work superbly well. 10. My idea was to slide into the room at the last moment. 11. The objective is not only to identify the problem, but also to solve it. 12. To read aloud is to develop speech skills. 13. My suggestion is to leave everything as it is. 14. At last he came to understand what was happening. 15. All you've got to do is to wait..

**Task 2. Use the necessary form of the infinitive:**

1. She must (read) something funny. 2. Nobody likes (make fun) of. 3. His intention was (elect) for the second term. 4. She has been sitting here for half an hour. Who can she (wait) for? 5. «Your work leaves much (desire)», said the teacher. 6. I should say this was a comfortable house (live) in. 7. What a strange place (choose) for the picnic. 8. I tried to see what there was (excite) in her such a passion. 9. The natives are educated now. They must (treat) differently. 10. The possibility that he could (mistake) never occurred to him.

**Task 3. Change the sentences using the complex subject:**

1. They say that he is one of the best doctors at the hospital. 2. People say this palace will be built in three years. 3. The newspapers report that the President will arrive in Moscow tomorrow. 4 Everybody knows him as a prominent public figure. 5. They say that paper has been invented in China. 6. We expect her to come tomorrow. 7. We know that this' student works much.

**Task 4. Translate into English using the infinitive:**

1. Единственное, что нам остается, — это ждать. 2. Дети любят, когда им читают сказки. 3. Когда-то мы жили по соседству. 4. Я, пожалуй, пойду пешком. 5. Он расстроился оттого, что его не наградили. 6. Она никогда не упустит шанс блеснуть своими способностями. 7. Я сожалею, что меня неправильно поняли. 10. Он счастлив, что его приняли на работу.

**Task 3. Change the sentences using the complex object:**

1. The cat was rubbing itself on my leg. I felt it. 2. The doctor touched the boy's leg. The boy felt it. 3. The girl was singing. I heard her. 4. The little girls were playing on the grass. We watched them. 5. The pupils were writing a test -paper. The teacher watched them. 6. The ship was leaving the port. He stood and looked at it. 7. The wounded hunter felt that the bear touched him, but he didn't move. 8. They heard their father. He was playing piano in the drawing-room. 9. They turned the corner and disappeared. We watched them. 10. They were fishing. We saw it.

**Task 6. Choose the necessary form of the participle:**

1. I didn't enjoy the party because I was (boring, bored) there. 2. Why not throw away the (breaking, broken) umbrella we are not likely to repair it. 3. She didn't pay any attention to the (ringing, rung) telephone. 4. Don't you think your hair needs (cutting, cut)? 5. This is the book so much ( speaking, spoken) about. 6. (Having realized, realized) that she had missed the train the woman began to walk slowly. 7. A letter (lying, lie) on the table must be posted. 8. Here is a telegram (announced, announcing) his death.

**Task 7. Use one of the forms of gerund or infinitive:**

1.Why don't you stop (watch) TV? I don't think it's harmless. 2. Please try (come) a little bit earlier next time. 3. I don't remember (see) Tom. 4. I've forgotten (buy) cheese. Let's go without it. 5. She regrets (tell) you that lie about John. 6. I don't think this work needs (correct). 7. They stopped (discuss) where to go now. 8. If you want to have a lot of money, try (rob) a bank. 9. The boys went on (look for) the money they'd lost. 10. I'll never forget (visit) Paris. 11. After describing the situation in general, he went on (talk) about details. 12. She regrets (say) she won't come to you. 13. Shall I help you (carry) that box? 14. Did you remember (say) good-bye to everybody? 15. He didn't need (be reminded) about his promise. 16. We can't help laughing (look) at them. 17. In Arabia the usual way of (travel) is by camel.

**Task 8. Read and translate the text:**

The Editing Process

A newspaper's effort to get the news to its readers is only partly done when all the reporters have turned in their copy. There remains the editing process, the unglamorous but highly important side of news work. The people on the staff involved in the process are copy editors. It is their job to prepare the copy for the printer, to write the headlines, and to decide where on a given page each story will be placed. The job is vital because if an error has crept into the reporter's copy, it almost certainly will get into the paper unless the copy editor catches it. The copy editor is the last line of defense: what gets past the copy editor gets into the paper. The copy editor must be a master of the style-book. Reporters certainly should know style rules, too, but their job is to get the facts. The copy editor's job is to polish. Copy editors have to know the rules of grammar, of spelling and of punctuation. Every scrap of information, no matter how trivial, that the copy editor can jam into his or her head may come in handy at some point. The editing job requires a person to have a good memory, and an understanding of how to locate information, in standard reference books for example. Copy-editing work is vastly different from reporting; the copy editor has to be content with processing the creative work of others. This is not to say that editing isn't creative. It is, very definitely, but in a way that does not meet the eye as readily as the great lead by a reporter. Copy editors are anonymous; they get no bylines. Copy editors need excellent judgement and the kind of minds that can make fine distinctions in taste and word usage. They must have an ear for rhythm and an understanding of reporting and writing, too, because a copy editor should never change anything in a story unless the change improves it. Slavish adherence to rules — any rules, whether of style or of structure — can lead to editing that harms the copy rather than helps it. If all the millions of words written about the art of copy editing had to be condensed into one sentence, that sentence would be: Make sure it's accurate. Copy editors do many things, but they do nothing more important than watch for mistakes. Mistakes cost us credibility; they make people doubt us. One of the keys to attaining accuracy in your news columns is having a staff of competent copy editors. One of their secrets is knowing which facts to check. Obviously there is not time to check every detail in every story, because you must meet a deadline. So copy editors develop a sense, a suspicion about certain kinds of things.

Answer the following questions:

1. What are the duties of a copy editor?

2. What qualities are needed to be a copy editor?

3. How does the job of a copy editor differ from that of a reporter?

4. Would you prefer to be a reporter or a copy editor? Which job do you think is more creative?

5. Why is it so important to get rid of mistakes?

6. In what way can a copy editor change a reporter's story?

**Форма промежуточного контроля**

**4 семестр**

**Экзамен**

К экзамену должна быть подготовлена и защищена контрольная работа.

Экзамен состоит из 2 вопросов:

1) чтение и перевод профессионально-ориентированного текста

2) письменные лексико-грамматические задания по тексту;

Оформление письменной работы согласно МИ 4.2-5/47-01-2013. Общие требования к построению и оформлению учебной текстовой документации

**Учебно-методическое и информационное обеспечение дисциплины**

**Основная литература**

**Печатные издания:**

1. Английский язык для направления "Реклама и связи с общественностью" = English for Students of Communications : учебник / Салье Татьяна Евгеньевна, Валиева Юлия Мелисовна, Воскресенская Ирина Никитична. - 3-е изд., перераб. - Москва : Академия, 2011. - 512 с. - (Высшее профессиональное образование: Бакалавриат). - ISBN 978-5-7695-8005-5 : 720-50.

2. Английский язык для специальности "Связи с общественностью" : учебник / Салье Татьяна Евгеньевна, Валиева Юлия Мелисовна, Воскресенская Ирина Никитична. - Москва : Академия, 2007. - 512 с. - (Высшее профессиональное образование). - ISBN 978-5-7695-2083-9 : 528-00.

3. World of mass media. Английский язык в рекламе, PR, журналистике : учеб. пособие / Луканина Софья Анатольевна. - 2-е изд. - Москва : Университет, 2009. - 172 с. : ил. - 239-61.

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3. Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для академического бакалавриата / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2017. — 306 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-01126-5. — Режим доступа : www.biblio-online.ru/book/00F5FC4A-34B4-455A-9D05-5C6CAE0734C5.

4. Куряева, Р. И. Английский язык. Видо-временные формы глагола в 2 ч. Часть 1 : учебное пособие для академического бакалавриата / Р. И. Куряева. — 5-е изд., испр. и доп. — М. : Издательство Юрайт, 2017. — 361 с. — (Серия : Бакалавр. Академический курс). — ISBN 978-5-534-04045-6. — Режим доступа : www.biblio-online.ru/book/B06822E5-2563-4E32-A64B-1C6148655CCE.

5. Гаврилов, А. Н. Английский язык. Разговорная речь. Modern american english. Communication gambits : учебник и практикум для вузов / А. Н. Гаврилов, Л. П. Даниленко. — 2-е изд., испр. и доп. — М. : Издательство Юрайт, 2017. — 143 с. — (Серия : Авторский учебник). — ISBN 978-5-534-01586-7. — Режим доступа : www.biblio-online.ru/book/A1AD7FC6-C597-4F24-9240-D868FCC4E815.

**Базы данных, информационно-справочные и поисковые системы**

1. Словари английского языка и другие ресурсы для изучающих английский язык. http://www.study.ru

2. Словари английского языка, тезаурус, система машинного перевода. http://www.dictionary.com

3. Ресурсы и материалы BBC. http://www.bbc.co.uk/home/today/index.shtml

4. Click UK – портал для изучающих культуру Великобритании. http://clickuk.ru

5. English Online – ресурсы для изучения английского языка. http://www.englishonline.co.uk

6. TESOl on-line activities - интерактивные задания для изучающих английский язык (одноязычные и двуязычные, в том числе русско-английские).http://a4esl.org/

7. ESL CAFE – портал для студентов и преподавателей: грамматика, тесты, идиомы, сленг, переписка и т.п.http://www.eslcafe.com

8. English Forum – сайт для изучающих английский язык с разделом делового английского.http://www.englishforum.com

9. Karin's ESL PartyLand - сайт для студентов и преподавателей.http://www.eslpartyland.com

10. Раздел по английскому языку на сайте Эвы Л. Истон. http://eleaston.com

11. Английский язык.ру Тестирование и интерактивные уроки английского.http://www.english.language.ru

12. Hello-online! (электронный журнал для изучающих английский язык и преподавателей).http://www.hello-online.ru

13. Тесты по английскому языку на сайте Каталог образовательных программ. http://kop.ru

14. Энциклопедия «Британника».http://www.britannica.com

15. Ресурсы для учащихся (фонетика, грамматика, лексика, идиомы, аудирование, говорение, письменная речь, чтение, деловой английский язык, международные экзамены TOEFL/TOEIC) и преподавателей (учебные материалы, планы уроков, тесты и др.)http://www.eslgold.com

16. Тестовые, справочные материалы по английскому языку http://www.study.ru/

17. Грамматика английского языка http://www.mystudy.ru

Преподаватель \_\_\_\_\_\_\_\_\_\_\_ Е.Н. Алексеева

подпись

Заведующий кафедрой \_\_\_\_\_\_\_\_\_\_\_ Гусевская Н.Ю.

подпись