

Задания, направленные на развитие письменной речи (английский язык).

Задание 1. A VISUAL COMMENTARY ON WILLIAM SHAKESPEARE'S SONNET

For the commentary, you may choose **any of the sonnets in your reading list**. You may work **individually** or as a team of **two people at the most**. If you work as a team, **the grade you receive will be the same for all the participants**.

This project gives you a chance to interact personally with the text, by reflecting on and writing about your understanding of the material which you are reading, via the so-called double-entry (two-column) response format. Your commentary (visuals + text) on the sonnet should go line by line, but at the same time make sense as a whole. Every part should consist of:

1. The left column which presents your visual commentary (image, drawing etc.) on the line;	2. The right column with two brief paragraphs which present: a. Your interpretation of the line and / or its diction (2-3 sentences); b. A brief explanation of the picture chosen to accompany the line (1-2 sentences).
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Format: For better understanding, **see SAMPLE**.

Pay attention to detail:

Key terms and phrases: the speaker, the addressee, the quatrain, the couplet (+ other phrases in red, **see SAMPLE**).

The addressee: What group does the sonnet belong to? Your commentary (visuals + text) should not contradict it.

Visual commentary:

- You can use artwork, drawings, images, and photos from magazines or online sources.
- Try to find images that look more or less authentic or neutral. Avoid those with modern associations (costumes, cars etc.).
- If possible, avoid images with watermarks.

You can create a paper collage, print your electronic version, or send it to your instructor via email. It is up to you to decide, but in any case **please try to make it beautiful and meaningful!**

SAMPLE: A visual commentary on William Shakespeare's *Sonnet 18*

Created by: Name Surname (group X), Name Surname (group X)

Shall I compare thee to a summer's day?



The speaker opens the poem by asking the famous complimentary question. He speaks to his addressee directly and intimately (“thee”), and the question itself is quite flattering. However, this is only an attempt at a comparison (“Shall I do it?”), and due to the rhythmic structure the focus is on the speaker himself, not his addressee (“I” is stressed whereas “thee” is not).

What’s “a summer’s day”? Summer is often associated with perfection, beauty and all things positive, as it is the time when nature is in bloom. The picture illustrates this idea, showing a peaceful and pleasant meadow filled with sunshine and flowers.

Thou art more lovely and more temperate:



However, according to the speaker, the beauty of his addressee exceeds that of summer, as the latter has some imperfections – it is less “lovely” and less “temperate” (that is, “gentle, restrained”).

Though the gender and the physical features of the speaker’s love are not explicitly described, this sonnet is one of those addressed to the unnamed young man – the Fair Youth. Therefore, **the picture shows** a handsome young man in a Renaissance costume. He is also quite calm and composed (“temperate”).

Rough winds do shake the darling buds of May,



Summer – as May was considered an early summer month in Shakespeare’s time – has its downsides, which the speaker begins to describe in line three. “Rough winds” (the opposite of “temperate”, an unpleasant extreme) are the first flaw; because of them the beauty of “a summer’s day” can become quite fragile.

Thus, **in the picture**, one can see the much beloved (“darling”) buds of a cherry tree flying in the wind, as the sky is getting darker, which **symbolizes** the imperfection described.

And summer's lease hath all too short a date:



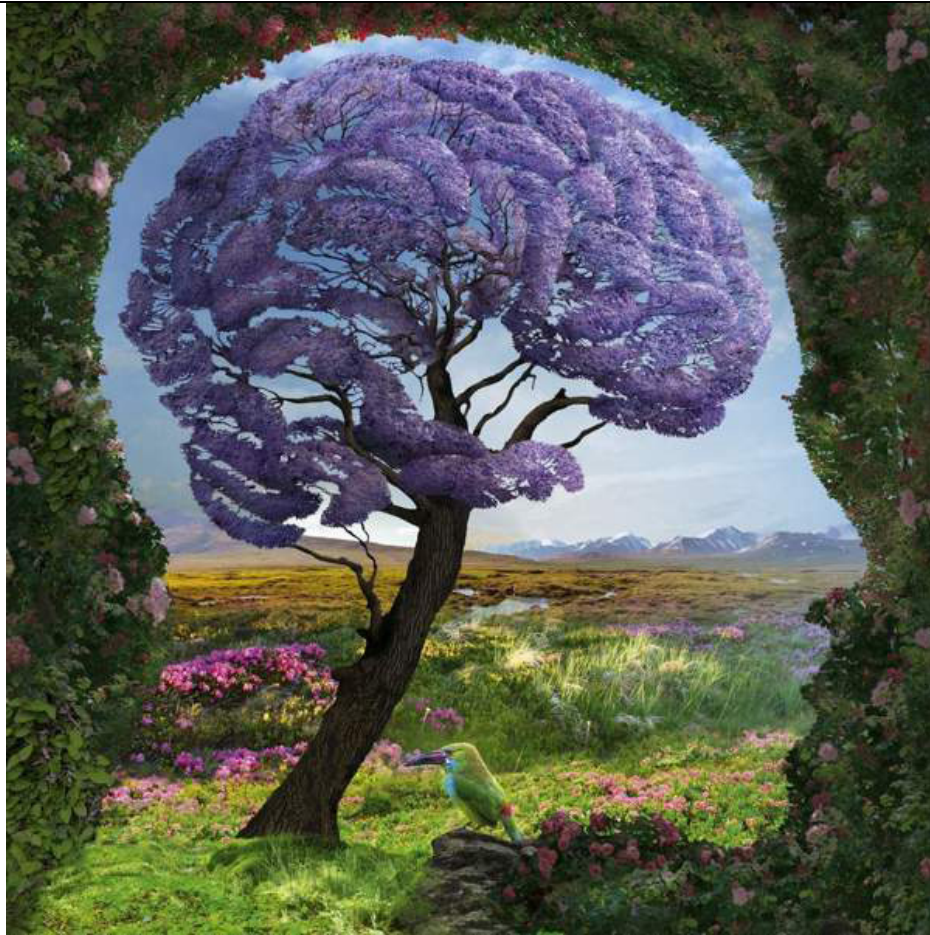
Another imperfection of the beauty of summer is its short duration. The speaker uses legal terminology (“lease”) to emphasize that everything beautiful remains so for a limited time only (“all too short a date”).

The accompanying illustration develops this theme of time and mortality. It shows a twelve-hour clock dial, as mechanical clocks became widespread during the Renaissance.

<...>

You are to comment on every line of the sonnet you choose, but in this sample some of the lines have been left out.

But thy eternal summer shall not fade



The beginning of the third **quatrain** clearly demonstrates that the idea which the speaker has been toying with in the first line is wrong: there can be no comparison between “a summer’s day” and the Fair Youth, as his beauty is timeless and constant. The word “but” signals this change.

The picture shows the Fair Youth who embodies summer (“thy ... summer”) and, therefore, becomes a force of nature himself.

Scoring rubric for visual commentary

Points	0	1	2	3
Visual commentary Images and / or drawings.	Few significant images represent one's understanding and are not presented as a connected or integrated whole. Images are not clear or well-chosen. No attention has been paid to detail. Images and text are not coherent and are only loosely connected; they make no sense as a whole and almost no sense as a line-by-line commentary.	Some significant images occasionally represent one's understanding and are somewhat integrated as a conceptual whole. Images are clear, though the student has not been paying much attention to detail. Images and text are only somewhat coherent: they make sense as a line-by-line commentary, but not as a whole.	Significant images mostly represent one's understanding and are integrated as a conceptual whole. Images are clear and well-chosen, though in several instances the student has not been paying much attention to detail. They evoke a tone and mood that support and enhance the text. They usually make sense as a line-by-line commentary and as a whole.	Significant images represent one's understanding fully and are integrated as a conceptual whole, in a highly creative manner. Images have been chosen with attention to detail. The student has obviously taken time to find them. Images and text are effectively and creatively working together: they make sense as a line-by-line commentary and as a whole.
Text Interpretation and explanation given, general coherence and logic.	Demonstrates limited understanding and superficial handling of the material with many errors and gaps. Unclear and disorganized information. Parts of the commentary are not connected; therefore, incoherent. Transitions between sentences and sections awkward.	Demonstrates some understanding of the material with occasional errors and / or gaps. Argument not always clear. Weak organization. Parts of the commentary are only loosely connected; therefore, only minimally coherent. Transitions between sentences and sections weak.	Demonstrates clear thinking and understanding of the material with only minor gaps and / or irrelevant details. Mostly organized and logical. The text is used effectively to support the visual commentary. Transitions between sentences and sections usually coordinated.	Demonstrates clear, consistent, detailed, reflective thinking and understanding of the material with a clear focus. Consistently well organized and logical. The text is used effectively and creatively to support the visual commentary. Transitions between sentences and sections smooth and coordinated.
Accuracy Vocabulary and grammar.	Only basic vocabulary which may be used repetitively or which may be inappropriate for the task. Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, word choice, punctuation, and / or spelling that interfere with understanding and severely distort the message.	A limited range of vocabulary, minimally adequate for the task. The writing lacks variety. Most sentences are well constructed, but they have a similar structure and / or length. Several errors in grammar, word choice, punctuation, and / or spelling that interfere with understanding.	An adequate range of vocabulary for the task. The choice and placement of words is inaccurate at times and / or seems overdone. Most sentences are well constructed and have varied structure and length. A few errors in grammar, word choice, and / or spelling, but they do not interfere with understanding.	A wide range of vocabulary used fluently and flexibly. The choice and placement of words seem accurate, natural, and not forced. All sentences are well constructed and have varied structure and length. Rare minor errors occur only as 'slips.'
Format 2 columns per line / extract (see TASK), 2 paragraphs in the 2 nd column with 2-3 / 1-2 sentences.	Fails to follow directions.	Follows all directions. It appears the student spent a lot of effort getting things just right.		

Задание 2. BIO-POEMS OF *KING LEAR* CHARACTERS

You are to prepare **a set of three bio-poems**. For the poems, you may choose any of the characters in the play. You may work **individually** or as a team of **two people at the most**. If you work as a team, **the grade you receive will be the same for all the participants**.

Writing bio-poems is a method which is particularly effective for seeing the personal dimensions of characters studied in our course.

Requirements:

- Try to follow the formula (**see SAMPLE**) as closely as you can.
- Focus on the character under consideration.
- Make sure that you do use words that are descriptive, colorful and lively.
- You can include some words from the play, but not whole lines.
- Your writing should flow smoothly and rhythmically. If possible, try writing blank verse. It is not necessary to make it rhymed.

SAMPLE: A bio-poem of Kitty Fane from W.S. Maugham's *The Painted Veil*

Created by: Name Surname (group X), Name Surname (group X)

FORMULA	SAMPLE
Line 1: First name	Kitty.
Line 2: Four traits that describe character	Brave and honest, conscious and young,
Line 3: Relative of (brother of, sister of, and so on)	Widow of Walter, sister of Doris, daughter of Mr. and Mrs. Garstin,
Line 4: Lover of (list three things or people)	Lover of things that are bigger than cheating and useless revenge,
Line 5: Who feels (three items)	Who feels there is no one who needs her, though life is about to change,
Line 6: Who needs (three items)	Who needs some time to recover and raise her baby in peace,
Line 7: Who fears (three items)	[line missing due to rhyme]
Line 8: Who gives (three items)	Who gives what she gets to her lover, and to her father – release,
Line 9: Who would like to (three items)	Who'd like to start it all over, with ghosts of the past far away,
Line 10: Resident of ...	Who lives in places from China to gleaming Caribbean bay,
Line 11: Last name	Fane.

Scoring rubric for bio-poems

Points	0	1	2	3
Content Knowledge and understanding of the character as reflected through word choice.	Character is not reflected in the poem. Limited understanding and superficial handling of the material with many errors. Very little to no knowledge of the character is evident. No creativity shown. Words do not appear to be carefully selected; rather, they appear merely to complete the assignment. <u>* If one uses whole lines from the original, their grade will be further reduced by one point (for example, 8 → 7).</u>	Character is partially reflected in the poem. Some understanding of the material with occasional errors. Some knowledge of the character is evident. Some creativity is apparent. Words selected often, but not always, provide insights about the character.	Character is reflected in the poem. Clear thinking and understanding of the material with only minor irrelevant details. Knowledge of the character is evident. Some creativity is apparent. Words are carefully selected and provide insights about the character.	Character is thoroughly reflected in the poem. Clear, consistent, detailed, reflective thinking and understanding of the material with a clear focus. Demonstrates a strong knowledge of the character. High level of creativity is apparent. Words are carefully selected, creating vivid images and insights about the character.
Accuracy Vocabulary and grammar.	Only basic vocabulary which may be used repetitively or which may be inappropriate for the task. Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, word choice, punctuation, and / or spelling that interfere with understanding and severely distort the message.	A limited range of vocabulary, minimally adequate for the task. The writing lacks variety. Most sentences are well constructed, but they have a similar structure and / or length. Several errors in grammar, word choice, punctuation, and / or spelling that interfere with understanding.	An adequate range of vocabulary for the task. The choice and placement of words is inaccurate at times and / or seems overdone. Most sentences are well constructed and have varied structure and length. A few errors in grammar, word choice, and / or spelling, but they do not interfere with understanding.	A wide range of vocabulary used fluently and flexibly. The choice and placement of words seem accurate, natural, and not forced. All sentences are well constructed and have varied structure and length. Rare minor errors occur only as 'slips.'
Flow Rhythm and its effect.	Writing is choppy and awkward. Does not flow smoothly.	Writing flows fairly smoothly, although some lines may seem rhythmically awkward.	Writing flows mostly smoothly and rhythmically.	Writing flows smoothly and rhythmically throughout the whole poem.
Format 11 lines following the formula (see SAMPLE)	Fails to follow suggested formula in more than five lines.	Mostly follows suggested formula. Deviations are due to the need to communicate ideas creatively. It appears the student spent a lot of effort getting things just right.		

Задание 3. CREATIVE WRITING

You may work **individually** or as a team of **two people at the most**. If you work as a team, **the grade you receive will be the same for all the participants**.

FORMATTING REQUIREMENTS

- **Type your paper on a computer and print it out** on standard white A4 paper.
- In the upper left-hand corner of the first page, list your name and group number.
- Center the title.
- Set the margins of your document to 1 inch (2.5 cm) on all four sides.
- Indent the first line of paragraphs one-half inch (1.25 cm) from the left margin. Do not leave white spaces between paragraphs.
- Double-space (двойной межстрочный интервал) the text of your paper, and use Times New Roman font. The font size should be 12 pt.

LOST PAGES FROM ROBINSON CRUSOE'S DIARY

“Become” Robinson Crusoe and write several entries that could have been part of his diary (**length: from 2.5 to 4 A4 page**). Connect them with some events and characters from the novel. Write in the voice of the character (using words and allusions Crusoe would use and saying things he would say.)

GREAT EXPECTATIONS, AND WHAT HAPPENED AFTER

Write an epilogue to *Great Expectations* presented from the perspective of within the novel (**length: from 2.5 to 4 A4 page**). Connect it to the events and characters from the novel. It can occur at any period of time after the main plot has ended (5, 10, 20 etc. years later). Write in the voice of the narrator.

AN INTERVIEW WITH VIRGINIA WOOLF

Write an imagined dialogue (**length: from 2 to 2.5 A4 page**) in which you interview Virginia Woolf or otherwise engage her in arguments (as the dialogue is imagined, it can be presented as taking place either when the author was alive or even after her death). You have to ask the author **tough questions connected with her ideas expressed in Mrs. Dalloway** and then have to role-play the author in answering the questions, adopting Woolf's values, beliefs, and world view. You can also play devil's advocate by arguing, as an interviewer, against the author's position.

A DIALOGUE BETWEEN FELLOW DYSTOPIANS

In 1949, a few months after the publication of *Nineteen Eighty-Four*, George Orwell received a letter from his fellow author Aldous Huxley (who also briefly taught Orwell French at Eton in 1917). In his brief letter (which you may read [here](#)), Huxley argues that his version of the future is more likely to come to pass. Suppose the authors had had a chance to discuss their visions of the future gone wrong in more detail?

Write an imaginary “meeting of the mind” dialogue (**length: from 2 to 2.5 A4 page**) between the two authors. They should discuss their opposing views on ONE of the aspects of human life (human memory, history, information and language, love and relationships), asking each other **tough questions connected with their ideas**, defending their own position and arguing against that of their opponent. You are expected to role-play the authors in answering the questions, adopting their values, beliefs, and world view.

Scoring rubric for creative writing (“lost pages / chapters”, dialogues, interviews etc.)

Points	0	1	2	3
<p>Content Adopting the author’s / character’s ideas, values, beliefs, and world view; general coherence and logic.</p>	<p>Demonstrates limited understanding and superficial handling of the material with many errors and gaps. Very little to no knowledge of the author / character is evident. Unclear and disorganized information. Transitions between sentences and sections awkward.</p>	<p>Demonstrates some understanding of the material with occasional errors and / or gaps. Some knowledge of the author/ character is evident. Argument not always clear. Weak organization. Transitions between sentences and sections weak.</p>	<p>Demonstrates clear thinking and understanding of the material with only minor gaps and / or irrelevant details. Knowledge of the author / character is evident. Mostly organized and logical. Transitions between sentences and sections usually coordinated.</p>	<p>Demonstrates clear, consistent, detailed, reflective thinking and understanding of the material with a clear focus. Excellent knowledge of the author / character. Consistently well organized and logical. Transitions between sentences and sections smooth and coordinated.</p>
<p>Creativity Adopting the author’s style, emulating their tone and language use.</p>	<p>No creativity shown. Words do not appear to be carefully selected; rather, they appear merely to complete the assignment. No awareness of the author’s style. Little use of concrete language, literary devices or sensory detail. cursory response.</p>	<p>Some creativity is apparent. Words selected often, but not always, demonstrate some awareness of the author’s style. Some use of concrete language, literary devices, and / or sensory detail. Sentimental, predictable, or cliché. Borrows ideas or images in an unreflective way.</p>	<p>Quite creative. Words are carefully selected and demonstrate growing awareness of the author’s style. Good use of concrete language, literary devices, and / or sensory detail. Some startling images combined with lesser, more ordinary images and comparisons. Inconsistent.</p>	<p>High level of creativity is apparent. Words are carefully selected, creating vivid images and demonstrating excellent grasp of the author’s style. Creative and precise use of concrete language, literary devices and rich sensory detail. Excellent use of imagery.</p>
<p>Accuracy Vocabulary and grammar.</p>	<p>Only basic vocabulary which may be used repetitively or which may be inappropriate for the task. Sentences sound awkward, are distractingly repetitive, or are difficult to understand. Numerous errors in grammar, word choice, punctuation, and / or spelling that interfere with understanding and severely distort the message.</p>	<p>A limited range of vocabulary, minimally adequate for the task. The writing lacks variety. Most sentences are well constructed, but they have a similar structure and / or length. Several errors in grammar, word choice, punctuation, and / or spelling that interfere with understanding.</p>	<p>An adequate range of vocabulary for the task. The choice and placement of words is inaccurate at times and / or seems overdone. Most sentences are well constructed and have varied structure and length. A few errors in grammar, word choice, and / or spelling, but they do not interfere with understanding.</p>	<p>A wide range of vocabulary used fluently and flexibly. The choice and placement of words seem accurate, natural, and not forced. All sentences are well constructed and have varied structure and length. Rare minor errors occur only as ‘slips.’</p>
<p>Formatting requirements (see TASK)</p>	<p>Fails to follow directions.</p>	<p>Follows all directions. It appears the student spent a lot of effort getting things just right.</p>		

Задание 4. Glossary

This Glossary is part of your Home Assignments. The task aims at deepening your understanding of terms and notions that are associated with the UK and may not have equivalents in your native language. During this task you'll work with various sources of information (both primary and secondary), learn to read them critically, analyze and synthesize the information given in order to produce a clear and profound definition of the terms. You'll learn such crucial academic skills as deciding on more important and less important information/arguments, paraphrasing, citing sources, using academic vocabulary in written speech and, in general, making difficult notions easier to understand. While being engaged in the task, you'll broaden your vocabulary, get a better understanding of writing short argumentative texts and will definitely learn more about the country

You **work individually**. In order **to get 10 points** for this task **you should define 10 words/notions**. They may be from one category or from different categories. It's you who chooses the terms. For every definition you may get 5 points (see the scoring rubrics). The maximum is 50. The HSE % scale will be applied to calculate your grade.

The rules are the following:

- You chose a word / notion and provide an in-depth definition.
- All words / notions given here are connected with the British Studies course, so, please, refrain from providing overgeneralized definitions or the ones that have nothing to do with the course.
- You must cite the sources you use.
- You shouldn't copy-paste, or lift sentences from the sources, or plagiarize, but try to paraphrase them as much as possible.
- You work in the Google chart and you must not overwrite or erase the definitions provided by your peers (Google allows us to keep track of that).
- You must not change the shape, colour or settings of cells.
- You must not alter the cells that are not for you to edit.
- If you do either of two previous points, you'll be taken one point off.
- and yes, don't forget to put your name and your group number next to your definitions.

Examples of the terms:

Coastal regions, colonial control, commuter land, the Black country, the north-south divide, a semi-detached house, a terraced house, the Big Issue, amateurism, Englishness vs Britishness, high culture, island mentality, inverted snobbery, stiff upper lip, the bulldog spirit, the 'peace wall', Fidei Defensor, dissolution of monasteries, freeloaders, frontbenchers, backbenchers, royal assent, canvassing, tellers, Secretary of State, shadow cabinet, spin doctoring, broadside ballads, minstrels, miracle plays, mystery cycles, philistine, whodunnit, etc.

Scoring rubric for Glossary

Category and Score		Sophisticated (Above Average)	Highly Competent	Meets Expectations	Fairly Competent	Needs Work	Fail
		5 points	4 points	3 points	2 points	1 point	0 points
Content	<i>Task achievement</i>	The question is thoroughly answered; all aspects are addressed.	Between 3 and 5	The answer doesn't address some aspects of the question.	Between 1 and 3	The answer doesn't cover the majority of aspects mentioned in the question OR does not address the question.	The answer NEITHER covers any aspect mentioned in the question NOR addresses the question to the fullest. Information is irrelevant to the topic. The definition is not related to the term AND/OR no major points are addressed AND/OR the definition is plagiarized from a source. No examples of the term usage are provided OR the examples are not adequate. There is no structure AND no organization along with the absence of logic in the definition. The size is insufficient. Language is EITHER incomprehensible OR primitive INCLUDING basic grammar mistakes in the unclear structure. The sources are not quoted OR no sources are mentioned.
	<i>Quality of information (facts, dates, data, etc)</i>	No plagiarism; extended knowledge on the subject; information is reliable; the definition is well-articulated and supported with press/books/illustrations/other non-Wiki sources citations.		Information is reliable and understandable, though there are instances of plagiarism; a copy-pasted definition (i.e. non-Wiki source).		Information is scanty OR irrelevant to the topic discussed. The definition doesn't adequately respond to the term AND/OR the major points are excluded from the definition. AND/OR a copy-pasted definition from a Wiki-source.	
	<i>A student's personal input in the definition</i>	The answer is supported by 5-6 a student's own examples of use of the term in a context relevant to the issue.		The answer is supported by 2-3 a student's own examples of use of the term in a context relevant to the issue.		The answer is supported by a student's own example of use of the term in a context relevant to the issue AND/OR the examples are not relevant to the issue.	
Organization	<i>Structure and logic</i>	The definition is clearly written and easy to follow. The information is presented in a cohesive and coherent way. The size is 70-100 words.	The organization of the answer as a whole is logical and apparent, but not all parts of the answer are effectively integrated. The size is 50-70 words.	Organizational structure is unclear OR as a whole illogical or discernable. The size is less than 20 words.			
Language used	<i>Vocabulary, terminology, grammar</i>	Excellent language and clear use of words throughout; proficient use of terminology; appropriate grammar throughout.	Adequate use of language but circumlocution is frequent instead of the use of corresponding terms; additionally, there is a significant number of grammatical errors.	Language is largely incomprehensible due to the number of vocabulary and grammatical errors OR wording is imprecise or ambiguous, while sentence structure is consistently confusing.			
Reference material	<i>Sources of information</i>	All the sources used are quoted in the definition AND all the sources used are given	Not all the sources used are quoted in the definition AND/OR not all the sources used are given	The sources used are NOT quoted in the definition AND/OR the sources used are NOT given			

Задания, направленные на развитие устной речи (английский язык).

Задание 1. CURRENT NEWS

The Current News project is aimed at broadening your knowledge in the sphere of current state of affairs in the UK. You'll be working with primary and secondary sources of information, learn to read them critically, comprehend, analyze, and produce clear, informed, independent opinions and judgments on the issue under discussion. You'll then present your opinion on the issue in class, using terminology connected with the topic under discussion. You'll learn to work in a group, distribute the responsibility for the work done, and present the results of the work in front of the audience. While being engaged in the task, you'll definitely learn to acknowledge and respect cultural diversity of the UK.

The Rules of the project

- You work as a team of **five people at the most** putting yourselves in the shoes of the mass media reporters.
- **The grade you receive is the same for all the participants.**
- The task is to give an oral overview of the issue in **2-3 minutes**.
- **Every member** of the Group **must** make a short talk during the Course pretending that s/he is an anchor of the news program. *
- The **written text** of the talk should be handed in to the instructor on the day of the assignment **
- The written text of the talk should be either **neatly handwritten or typed**, and follow basic academic style conventions and formatting rules (otherwise, it is not accepted and the Group loses 50% of the grade).
- The **sources** of the information must be given in the Reference section (Wikipedia is not considered to be a trustworthy source of information and thus must not be used and/or cited).
- The task is evaluated according to **Plus / Plus-Minus / Minus scale** (see the scoring rubric).

Pay attention to the following:

- * If your Group has to miss the class, find a replacement (a student from another group who will agree to give the talk in your place). Otherwise, the Group will get a Minus (= 0) regardless of any excuses.
- ** In case your Group assignment is 1-2 days late, the Group loses 50% of the grade. In case your Group assignment is 3 or more days late, it is not accepted or assessed – the Group grade is a zero.

Examples of current news topics:

- Attitude towards identity in the south of England.
- The UK: internal migration (Who? Where? When? How many?...)
- Countries of the Commonwealth: current attitude towards monarchy.
- The UK and the World: British Foreign Policy in the 21st century through the Foreign Secretary statements in the House of Commons.
- Brexit news: will UK economy grow faster after leaving EU?
- BAFTA awards
- What's on in the West End?

Scoring rubric for current news reports

Plus	the talk meets the expectations for engagement, competence, and timing. The written text has been turned in in time. The sources used are credited.
Plus-Minus	the talk is too superficial or too short or significantly exceeds the allotted time. The written text has not been turned in in time. The sources used are not credited.
Minus	the talk does not cover the issue or is prepared on another topic and/or has not been given and the assignment has not been turned in.

Задание 2. The Card Game

You are going to play the Card Game. You need a dice and some pieces. Roll the dice, move your piece and answer the question you land on. Keep the card, it wins you a point. If you can't give a full answer, you may ask your peers for help. However, if your peer gives the correct answer, s/he will keep the card and get a point and you, in your turn, will lose your card and, therefore, the point, too. The winner is the one who gets the most cards. Good luck!

Разрезанные карточки с вопросами переворачиваются и выкладываются на столе в произвольном порядке, при этом карточки Silly question и Relax должны чередоваться с основными вопросами, т.е. они выкладываются после каждых 4-5 карточек. Далее все происходит по сценарию обычной настольной игры: участникам раздаются фишки и кубик, движение начинается со «старта» (свободное пространство перед первой карточкой) и происходит в любом заданном направлении, как выложены карточки, т.к. они и представляют собой игровое поле. Попав на тот или иной вопрос, игрок отвечает на него. Если ответ полный и правильный, карточка остается у игрока и засчитывается ему. Если ответ полный и верный, то игрок получает 2 балла. Если ответ неверный или игрок не в состоянии ответить на предложенный вопрос, то право ответа переходит к любому желающему, поднявшему руку первым. В этом случае правильный ответ засчитывается ему, и карточка также достается этому игроку. Финиш – пустое пространство после последней карточки. Но его может и не быть. В зависимости от количества игроков, цель игры может состоять в получении наибольшего балла, то есть победитель тот, у кого больше карточек, а не тот, кто первым добрался до финиша. В этом случае, пройдя первый круг вопросов, участники могут возвращаться в игру через «старт» снова и снова, пока не будут собраны все карточки.

Requirements:

- Try to answer the question on the card as fully as you can.
- Focus on the issue under consideration and if necessary provide examples to prove your point of view.
- Make sure that you do use terms that are appropriate for the question.

Examples of the Card Game questions:

- Share with the class as many facts as you know about the House of Lords. Don't forget to mention the 2 kinds of peers.
- What is particular about the seating arrangement in the House of Commons?
- Give some evidence for the legal authority of the Queen.
- England is one of the most densely populated countries in Europe. Why don't Britons seize on the obvious solution and build upwards?
- 'The bobbies', 'the fuzz', 'the pigs': who are they?
- Private and public industry: how can you explain the tendency towards denationalization of state-owned companies?
- What is the British attitude towards work? How does it compare with that in Russia?
- Silly question: Who is the British Prime Minister now?
- Relax: No questions for you! Take a break and remember the best time of your life.

Scoring rubric for the Card Game

Category and Score		Sophisticated (Above Average)	Meets Expectations	Needs Work
		2 points	1 points	0 point
Content	<i>Task achievement</i>	The answer thoroughly covers all aspects mentioned in the question and explores the implications of arguments or facts on life of British people today.	The answer doesn't address some aspects of the question AND/OR completely misses 2 required elements	The answer doesn't cover the majority of aspects mentioned in the question OR does not address the question.
	<i>Quality of information (facts, dates, data, etc)</i>	Information is reliable and understandable. Facts are well chosen, and the connection between them and the issue is clearly articulated in all cases.	Information is reliable and understandable. Facts are well chosen, though the connection between them and the issue is not clearly articulated in all cases.	Information is scanty OR irrelevant to the topic discussed. Many major points are excluded, and too many trivial facts / points are included.
	<i>Analytical and critical thinking skills; integration of arguments from other areas of the British Studies Course</i>	The answer integrates the knowledge acquired during the course. The answer reflects analytical and critical thinking skills and, if needed, incorporates arguments from other areas of the British Studies Course.	The answer demonstrates a good grasp of knowledge within the issue, but does not go beyond when necessary.	The answer is inconsistent: i.e. it comprises of a cursory list of facts and/or personal opinion which have not been analyzed at all.
Organization	<i>Structure and logic</i>	The answer is clear and easy to follow.	The organization of the answer as a whole is logical and apparent, but not all parts of the answer are effectively integrated.	Organizational structure is unclear OR as a whole illogical or discernable.
Language used	<i>Vocabulary, terminology, grammar</i>	Excellent language and clear use of words throughout; proficient use of terminology; appropriate grammar throughout	Adequate use of language but circumlocution is frequent instead of the use of corresponding terms; additionally, there is a significant number of lexical and grammatical errors	Language is largely incomprehensible due to the number of vocabulary and grammatical errors.

Sample cards

<p>England is one of the most densely populated countries in Europe. Why don't Britons seize on the obvious solution and build upwards?</p>	<p>What is a typical British house from inside?</p>	<p>What is the difference between a 'house' and 'home'?</p>
<p>What are the main problems of the welfare state in modern Britain?</p>	<p>Name other services (direct or indirect) which government provide looking after people's welfare.</p>	<p>What is the NHS and how does it work? What is its main aim?</p>
<p>Relax.</p> <p>No questions for you! Take a break and remember the best time of you life.</p>	<p>Silly question</p> <p>An informal title of the 'London Metro' is ...</p>	<p>Silly question</p> <p>What is a 'double-decker'?</p>
<p>What enabled BBC to achieve its dominant position? How does it maintain it?</p>	<p>What is the relationship between papers and politics in Britain?</p>	<p>Why is the press often regarded as 'the forth estate'?</p>
<p>What is the difference between a 'solicitor' and a 'judge'?</p>	<p>Name 5 types of a verdict. Is there any difference among them? Are they possible across the whole country?</p>	<p>A 'Magistrate court': what is it?</p>
<p>What is the British attitude towards work? How does it compare with that in Russia?</p>	<p>How can you describe labour relations in Britain?</p>	<p>What types of jobs are of a great demand today? Why?</p>