

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
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**Программа дисциплины**  
Иностранный язык Б1.Б.1

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### 1. Цели освоения дисциплины

Целью освоения дисциплины "Иностранный язык" является развитие языковой коммуникативной компетенции студентов, состоящей из следующих компонентов:

- лингвистического - это владение знанием о системе языка, о правилах функционирования единиц языка в речи и способность с помощью этой системы понимать чужие мысли и выражать собственные суждения в устной и письменной форме;
- социолингвистического, что означает знание способов формирования и формулирования мыслей с помощью языка, а также способность пользоваться языком в речи;
- социокультурного, который подразумевает знание учащимися национально-культурных особенностей социального и речевого поведения носителей языка: их обычаев, этикета, социальных стереотипов, истории и культур, а также способов пользоваться этими знаниями в процессе общения;
- стратегического - это компетенция, с помощью которой учащийся может восполнить пробелы в знании языка, а также речевом и социальном опыте общения в иноязычной среде;
- социального, который проявляется в желании и умении вступать в коммуникацию с другими людьми, в способности ориентироваться в ситуации общения и строить высказывание в соответствии с коммуникативным намерением говорящего и ситуацией;
- дискурсивного, который предполагает навыки и умения организовывать речь, логически, последовательно и убедительно ее выстраивать, ставить задачи и добиваться поставленной цели, а также владение различными приемами получения и передачи информации как в устном, так и в письменном общении;
- межкультурного, подразумевающего действия в рамках культурных норм, принятых в культуре изучаемого иностранного языка и умений, позволяющих представлять культуру родного языка средствами иностранного.

### 2. Место дисциплины в структуре основной образовательной программы высшего профессионального образования

Данная учебная дисциплина включена в раздел " Б1.Б.1 Дисциплины (модули)" основной образовательной программы 58.03.01 Востоковедение и африканистика и относится к базовой (общепрофессиональной) части. Осваивается на 1, 2 курсах, 1, 2, 3, 4 семестры.

Данная дисциплина является обязательной составляющей базового цикла всех направлений подготовки бакалавра. Иностранный язык является важнейшим инструментом успешной межкультурной коммуникации и необходимым средством обмена информацией в глобальном масштабе, что делает его неотъемлемой частью подготовки конкурентоспособного специалиста любого профиля

### 3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-5 (общекультурные компетенции)	способностью к коммуникациям в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
ОК-7 (общекультурные компетенции)	способностью к самоорганизации и самообразованию

Шифр компетенции	Расшифровка приобретаемой компетенции
ПК-10 (профессиональные компетенции)	способность использовать понимание роли традиционных и современных факторов в формировании политической культуры и менталитета народов Афро-Азиатского мира
ПК-14 (профессиональные компетенции)	способность пользоваться знаниями по актуальным проблемам развития Афро-Азиатского мира, решение которых способствует укреплению дипломатических позиций, повышению экономической безопасности и конкурентоспособности Российской Федерации
ПК-8 (профессиональные компетенции)	способностью использовать знание принципов составления научно-аналитических отчетов, обзоров, презентаций, информационных справок и пояснительных записок

В результате освоения дисциплины студент:

1. должен знать:

- понимать и уметь употребить в речи знакомые фразы и выражения, необходимые для выполнения конкретных задач; уметь представиться/ представить других, задавать/ отвечать на вопросы о месте жительства, знакомых, имуществе; участвовать в несложном разговоре, если собеседник говорит медленно и отчетливо и готов оказать помощь в ситуациях повседневного общения, когда говорят о нем, его семье и ближайшем окружении;
- понимать знакомые имена, слова, а также очень простые предложения в объявлениях, на плакатах или каталогах; принимать участие в диалоге, если собеседник повторяет по его просьбе в замедленном темпе свое высказывание или перефразирует его, а также помогает сформулировать то, что обучающийся пытается сказать; уметь задавать простые вопросы и отвечать на них в рамках известных или интересующих его тем;
- уметь, используя простые фразы и предложения, рассказать о месте, где живет, и людях, которых он знает;
- уметь писать простые открытки (например, поздравление с праздником), заполнять формуляры, вносить свою фамилию, национальность, адрес в регистрационный листок в гостинице.

2. должен уметь:

- понимать основные идеи четких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учебе, досуге и т.д. Уметь общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка; составить связное сообщение на известные или особо интересующие его темы; описать впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее;
- понимать основные положения четко произнесенных высказываний в пределах литературной нормы на известные темы, с которыми обучающемуся приходится иметь дело на работе, в школе, на отдыхе и т.д. Он понимает, о чем идет речь в большинстве радио- и телепрограмм о текущих событиях, а также передач, связанных с личными или профессиональными интересами (речь говорящих должна быть при этом четкой и относительно медленной);
- понимать тексты, построенные на частотном языковом материале повседневного и профессионального общения; описания событий, чувств, намерений в письмах личного характера;
- уметь общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Обучающийся способен без предварительной подготовки участвовать в диалогах на знакомую или интересующую его тему (например, "семья", "хобби", "работа", "путешествие", "текущие события");

- уметь строить простые связные высказывания о своих личных впечатлениях, событиях, рассказывать о своих мечтах, надеждах и желаниях. Он может кратко обосновать и объяснить свои взгляды и намерения; рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение;
- уметь писать простые связные тексты на знакомые или интересующие меня темы. Я умею писать письма личного характера, сообщая в них о своих личных переживаниях и впечатлениях

## B2

- понимать общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты.
- уметь говорить быстро и спонтанно, чтобы постоянно общаться с носителями языка без особых затруднений для любой из сторон; делать четкие, подробные сообщения на различные темы и изложить свой взгляд на основную проблему, показать преимущество и недостатки разных мнений;
- понимать развернутые доклады и лекции и содержащуюся в них даже сложную аргументацию, если тематика этих выступлений достаточно знакома. Обучающийся понимает почти все новости и репортажи о текущих событиях; содержание большинства фильмов, если их герои говорят на литературном языке;
- понимать статьи и сообщения по современной проблематике, авторы которых занимают особую позицию или высказывают особую точку зрения;
- уметь без подготовки довольно свободно участвовать в диалогах с носителями изучаемого языка; принимать активное участие в дискуссии по знакомой проблеме, обосновывать и отстаивать свою точку зрения;
- уметь понятно и обстоятельно высказываться по широкому кругу вопросов; объяснить свою точку зрения по актуальной проблеме, высказывая все аргументы "за" и "против";
- уметь писать понятные подробные сообщения по широкому кругу вопросов;
- владеть техникой написания эссе или докладов, освещая вопросы или аргументируя точку зрения "за" или "против"; писем, выделяя те события и впечатления, которые являются для обучающегося особо важными.

### 3. должен владеть:

- владеть идиоматически ограниченной речью, а также освоить стиль нейтрального научного изложения;
- владеть навыками разговорно-бытовой речи (нормативным произношением и ритмом речи) и применять их для повседневного общения;
- понимать устную (монологическую и диалогическую) речь на бытовые и специальные темы; - активно владеть наиболее употребительной (базовой) грамматикой и основными грамматическими явлениями, характерными для профессиональной речи;
- знать базовую лексику общего языка, лексику, представляющую нейтральный научный стиль, а также основную терминологию своей широкой и узкой специальности;

### 4. должен демонстрировать способность и готовность:

- уметь без подготовки довольно свободно участвовать в диалогах с носителями изучаемого языка; принимать активное участие в дискуссии по знакомой проблеме, обосновывать и отстаивать свою точку зрения;
- уметь понятно и обстоятельно высказываться по широкому кругу вопросов; объяснить свою точку зрения по актуальной проблеме, высказывая все аргументы "за" и "против";
- уметь писать понятные подробные сообщения по широкому кругу вопросов;

- владеть техникой написания эссе или докладов, освещая вопросы или аргументируя точку зрения "за" или "против"; писем, выделяя те события и впечатления, которые являются для обучающегося особо важными.

#### 4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 16 зачетных(ые) единиц(ы) 576 часа(ов).

Форма промежуточного контроля дисциплины зачет в 1 семестре; экзамен во 2 семестре; зачет в 3 семестре; экзамен в 4 семестре.

Суммарно по дисциплине можно получить 100 баллов, из них текущая работа оценивается в 50 баллов, итоговая форма контроля - в 50 баллов. Минимальное количество для допуска к зачету 28 баллов.

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

55-70 баллов - "удовлетворительно" (удов.);

54 балла и менее - "неудовлетворительно" (неуд.).

#### 4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

##### Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
1.	Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	1-5	0	27	0	Устный опрос
2.	Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	1	6-10	0	27	0	Устный опрос
3.	Тема 3. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	1	11-14	0	27	0	Устный опрос
4.	Тема 4. Infinitive. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get	1	15-18	0	27	0	Контрольная работа
5.	Тема 5. Modal verbs.	2	1-4	0	43	0	Устный опрос
6.	Тема 6. Passive Voice. Adjectives. Adverbs. Comparisons.	2	5-9	0	22	0	Устный опрос

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
7.	Тема 7. Demonstratives. Pronouns. Possessives. Quantifiers.	2	10-13	0	22	0	Устный опрос
8.	Тема 8. Prepositions.	2	14-18	0	21	0	Контрольная работа
9.	Тема 9. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	3	1-5	0	21	0	Устный опрос
10.	Тема 10. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	3	6-10	0	27	0	Устный опрос
11.	Тема 11. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	3	11-14	0	30	0	Устный опрос
12.	Тема 12. Passives, causatives and get	3	15-18	0	30	0	Контрольная работа
13.	Тема 13. Nouns and noun phrases, Possessives and compound nouns	4	1-5	0	27	0	Контрольная работа
14.	Тема 14. Reported Speech.	4	6-10	0	27	0	Контрольная работа
15.	Тема 15. Pronouns	4	11-14	0	27	0	Устный опрос
16.	Тема 16. Aspects of cohesion, Features of discourse	4	15-18	0	27	0	Устный опрос
·	Тема . Итоговая форма контроля	1		0	0	0	Зачет
·	Тема . Итоговая форма контроля	2		0	0	0	Экзамен
·	Тема . Итоговая форма контроля	3		0	0	0	Зачет
·	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
	Итого			0	432	0	

#### 4.2 Содержание дисциплины

**Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).**

***практическое занятие (27 часа(ов)):***

Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).

**Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).**

***практическое занятие (27 часа(ов)):***

Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous. Conditionals. Wishes

**Тема 3. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).**

***практическое занятие (27 часа(ов)):***

Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous). Conditionals. Wishes

**Тема 4. Infinitive. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get**

***практическое занятие (27 часа(ов)):***

Infinitive. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get

**Тема 5. Modal verbs.**

***практическое занятие (43 часа(ов)):***

Modal verbs (can, must, should, have to etc.)

**Тема 6. Passive Voice. Adjectives. Adverbs. Comparisons.**

***практическое занятие (22 часа(ов)):***

Passive Voice. Adjectives. Adverbs. Comparisons.

**Тема 7. Demonstratives. Pronouns. Possessives. Quantifiers.**

***практическое занятие (22 часа(ов)):***

Demonstratives. Pronouns. Possessives. Quantifiers.

**Тема 8. Prepositions.**

***практическое занятие (21 часа(ов)):***

Prepositions (on, in, at, into etc.)

**Тема 9. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).**

***практическое занятие (21 часа(ов)):***

Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).

**Тема 10. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).**

***практическое занятие (27 часа(ов)):***

Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).

**Тема 11. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).**

***практическое занятие (30 часа(ов)):***

Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).

**Тема 12. Passives, causatives and get**

***практическое занятие (30 часа(ов)):***

Passives, causatives and get

**Тема 13. Nouns and noun phrases, Possessives and compound nouns**

***практическое занятие (27 часа(ов)):***



Nouns and noun phrases, Possessives and compound nouns

**Тема 14. Reported Speech.**

*практическое занятие (27 часа(ов)):*

Reported Speech.

**Тема 15. Pronouns**

*практическое занятие (27 часа(ов)):*

Types of pronouns, usage, positionn of the pronouns in the sentehce.

**Тема 16. Aspects of cohesion, Features of discourse**

*практическое занятие (27 часа(ов)):*

Aspects of cohesion, Features of discourse

**4.3 Структура и содержание самостоятельной работы дисциплины (модуля)**

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	1-5	подготовка к устному опросу	14	Устный опрос
2.	Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	1	6-10	подготовка к устному опросу	14	Устный опрос
3.	Тема 3. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	1	11-14	подготовка к устному опросу	13	Устный опрос
4.	Тема 4. nfiniteve. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get	1	15-18	подготовка к контрольной работе	13	Контрольная работа
5.	Тема 5. Modal verbs.	2	1-4	подготовка к устному опросу	4	Устный опрос
6.	Тема 6. Passive Voice. Adjectives. Adverbs. Comparisons.	2	5-9	подготовка к устному опросу	7	Устный опрос
7.	Тема 7. Demonstratives. Pronouns. Possessives. Quantifiers.	2	10-13	подготовка к устному опросу	4	Устный опрос
8.	Тема 8. Prepositions.	2	14-18	подготовка к контрольной работе	3	Контрольная работа

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
9.	Тема 9. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	3	1-5	подготовка к устному опросу	3	Устный опрос
10.	Тема 10. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	3	6-10	подготовка к устному опросу	5	Устный опрос
11.	Тема 11. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	3	11-14	подготовка к устному опросу	5	Устный опрос
12.	Тема 12. Passives, causatives and get	3	15-18	подготовка к контрольной работе	5	Контрольная работа
	Итого				90	

### 5. Образовательные технологии, включая интерактивные формы обучения

Специфика дисциплины 'Иностранный язык' не предусматривает активного использования лекционных и семинарских форм обучения. В основе учебного процесса - практические занятия.

В процессе обучения иностранному языку используются разнообразные формы проведения занятий: индивидуальная, парная, групповая и командная работа, компьютерные симуляции, устные и письменные работы по различной тематике, соревнования, конкурсы. При этом широко используются разнообразные мультимедийные средства обучения

### 6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов

#### Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).

Устный опрос , примерные вопросы:

Устный опрос , примерные вопросы: Fill in the correct form. 1. You can't see Tom now. He \_\_\_\_\_ a bath. (have) 2. He usually \_\_\_\_\_ coffee, but today he \_\_\_\_\_ tea.(drink, drink) 3. I won't go out now because it \_\_\_\_\_ and I \_\_\_\_\_ an umbrella.(rain, not have) 4. In Spain women usually \_\_\_\_\_ hats.(not wear) 5. Who \_\_\_\_\_ that terrible noise? It is John. He \_\_\_\_\_ his nose.(make, blow) 6. My dentist always keeps \_\_\_\_\_ me to clean my teeth. I hate that. (tell) 7. He never \_\_\_\_\_ to the theatre. (go) 8. I \_\_\_\_\_ this weekend in Eastbourne. I \_\_\_\_\_ there nearly every week. (spend, go) 9. My wife always keeps \_\_\_\_\_ for more money at the end of the week.(ask) 10. Who \_\_\_\_\_ to on the phone? (you speak) 11. Anne \_\_\_\_\_ all her clothes. At the moment she \_\_\_\_\_ a dress for herself. (make, make) 12. What's that smell? Something \_\_\_\_\_ in the kitchen. (burn) 13. I \_\_\_\_\_ overtime this month because I \_\_\_\_\_ up to buy a new car. (work, save) 14. He \_\_\_\_\_ thirty cigarettes a day but at the moment he \_\_\_\_\_ very hard to stop. (smoke, try) 15. The sun \_\_\_\_\_ in the east and \_\_\_\_\_ in the west. (rise, set) 16. She usually \_\_\_\_\_ languages very fast but she \_\_\_\_\_ problems with Chinese at the moment. (learn, have) 17. He never \_\_\_\_\_ to the theatre. (go) 18. Do \_\_\_\_\_ television every night? (you watch) 19. He always \_\_\_\_\_ his bills on time. (pay) 20. My father usually \_\_\_\_\_ his breakfast at eight. (eat) 21. How long \_\_\_\_\_ to get to the office? It \_\_\_\_\_ me half an hour. (it take, take) 22. The boat \_\_\_\_\_ Victoria Station at 9. (leave) 23. \_\_\_\_\_ how old I am? (you know) 24. Jane's husband \_\_\_\_\_ . (not smoke) 25. It \_\_\_\_\_ in Egypt. (not often rain) 26. Florence \_\_\_\_\_ on the river Arno. (lie) 27. He usually \_\_\_\_\_ so quickly that I \_\_\_\_\_ him. (speak, not understand) 28. How \_\_\_\_\_ to work? ? I usually \_\_\_\_\_ by car but tomorrow I \_\_\_\_\_ in Tom's car. (you get, go, go) 29. Why \_\_\_\_\_ on your raincoat? ? I \_\_\_\_\_ for a walk. ? \_\_\_\_\_ to come with me? (you put, go, you want) 30. I always \_\_\_\_\_ lottery tickets but I never \_\_\_\_\_.(buy, win) 31. \_\_\_\_\_ him? ? I \_\_\_\_\_ him, but I \_\_\_\_\_ him. (you love, like, not love) 32. \_\_\_\_\_ him tonight? ? Yes, I always \_\_\_\_\_ to him on his birthday. \_\_\_\_\_ to send him a message? (you write, write, you want) 33. That car \_\_\_\_\_ a very strange noise. \_\_\_\_\_ it's all right? ? Oh yes, that noise \_\_\_\_\_. It always \_\_\_\_\_ a noise like that. (make, you think, not matter, make) 34. The plane that you \_\_\_\_\_ at now \_\_\_\_\_ for Paris. (look, take off) 35. What \_\_\_\_\_ to his car now? ? I think he \_\_\_\_\_ it. (he do, polish)

## Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).

Устный опрос , примерные вопросы:

Устный опрос , примерные вопросы: Past Simple, Past Perfect или Past Perfect Continuous ( тема 2)

1. Their faces were smeared with purple juice. They ... blackberries. a) ate; b) had been eating; c) have eaten.
2. His hair was damp. He ... again. a) had been swimming; b) has been swimming; c) have been swimming.
3. They ran to meet me shouting and laughing. The long expected telegram .... a) came; b) had been coming; c) had come.
4. The answer was brief. Jack ... the hotel. a) had left; b) had been leaving; c) has left.
5. One look at Mother's face was enough. She ... our hiding place. a) had found; b) had finded; c) had been finding.
6. She looked pale and listless. She ... and needed a rest. a) had worked; b) had been working; c) had been working.
7. One look at his face was enough?he ... the job. a) had got; b) had gotten; c) had been getting.
8. I could not wear my raincoat. The children ... it as a tent. a) have been using; b) had been using; c) had been used.
9. She dances better now. Her brother ... her probably. a) has been teaching; b) had taught; c) had been teaching.
10. When I got there, she ... all night. a) has been working; b) has worked; c) had been working.
11. They didn't like the house, even though they ... there for years. a) had live; b) had been living; c) have lived.
12. There were books everywhere, she ... for hours. a) had been reading; b) has been reading; c) has read.
13. I wanted to be the first to tell them the news, but I was too late. Someone ... them. a) has already told; b) had already told; c) already told.
14. I couldn't open the office door because someone ... it. a) had locked; b) has locked; c) hadn't locked.
15. We ... for about four hours when I realized that something was wrong with one of the tyres. a) have been working; b) had been working; c) were working.
16. There was nobody at the office. Mr Bennet ... the staff to go home. a) had told; b) has told; c) has been telling.
17. I wanted to help with the washing-up, but they ... it. a) had did; b) have been done; c) had done.
18. I had a pleasant surprise when I got to my room: someone ... some flowers there for me. a) had put; b) had putted; c) had been putting.
19. He ... the pen for some time when he realized that there was no ink in it. a) has been using; b) had been using; c) has used.
20. We ... in the sunshine for about twenty five minutes when I suddenly felt sick. a) have been sitting; b) have sat; c) had been sitting.
21. I couldn't get into the car, because the children ... the car key. a) had hide; b) have hidden; c) had hidden.
22. Why were you so wet? What... ? a) have you been doing; b) had you been doing; c) were you doing.
23. It was 1 a.m., and the dog from the next door ... for two hours. a) had been barked; b) has been barking; c) had been barking.
24. Since the beginning of the play Dan ... a dark girl sitting in front of him. He ... her at once. a) was watching; had noticed; b) had been watching; had noticed; c) had been watching; noticed.
25. I ... the letter. I ... to write it for weeks. a) have written; tried; b) wrote; have tried; c) wrote; had tried.
26. They ... much too fast and I... out of breath. a) had been walking; was; b) had walked; was; c) walked; was.

### **Тема 3. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).**

Устный опрос , примерные вопросы:

Устный опрос , примерные вопросы: 1) \_\_. you \_\_\_\_\_ the report by tomorrow? 2) Bob's going on a world tour next year. By December, he \_\_ six countries. 3) I'm going on a diet. By this time next month, I \_\_ five kilograms. 4) When you come to class next week, \_\_you \_\_ this grammar? 5) The movie starts at six o'clock. It \_\_\_ by eight 6) At lunchtime tomorrow, I won't be at home. I will \_\_\_ in the library. 7) You don't need to make dinner tomorrow. When I get home, I will ??? already \_\_\_ 8) Make sure you're quiet when you get up tomorrow. The kids will still \_\_\_\_\_ 9) If you get home after midnight tonight, I will \_\_\_\_\_? to bed. 10) What will you \_\_\_\_\_ at 9 pm tonight?

### **Тема 4. nfinite. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get**

Контрольная работа , примерные вопросы:

Устный опрос , примерные вопросы: Read the following text and underline all gerunds and infinitives. Then identify the function of each one (subject, subject complement, noun complement, adjective complement, direct object, or object of preposition). (1) Alan Loy McGinnis in his book *Bringing Out the Best in People* (Augsburg Publishing House, Minneapolis, 1985) describes 12 important principles or rules for helping people to perform to the best of their ability. (2) The first rule is to expect the best from the people you lead. (3) A true leader needs to drop the role of "watch-dog" and to display a positive attitude toward everyone who works under him or her. (4) The second principle is to make a thorough study of the other person's needs. (5) Walking a mile in another person's shoes will allow a leader to truly understand someone he or she is working with. (6) The third rule is to establish high standards of excellence. (7) Many people have never learned the pleasure of setting high standards and living up to them. (8) The fourth rule is to create an environment where failure is not fatal. (9) People who expect to succeed all of the time often cannot rise from a failure. (10) An effective motivator needs to know how to help people deal with their failure. (11) "Climbing on other people's bandwagons" is the fifth principle that McGinnis suggests. (12) A good leader needs to identify the beliefs and causes of the people that he or she works with. (13) By using these good ideas, he or she can encourage them to pursue as many of these goals as possible. (14) Employing models to encourage success is the sixth rule. (15) Everyone loves hearing about true success stories of others to build confidence and motivation. Recognizing and applauding achievement is the seventh rule. (16) A good leader tries to look for strengths in people and catch them "doing something right" so that he or she can compliment them. (17) The eighth rule is to employ a mixture of positive and negative reinforcement. (18) Using praise is only one of many methods used to motivate. (19) Sometimes a person does his or her best because he or she is afraid to be punished. (20) The ninth and tenth rules relate to appealing sparingly to the competitive urge and placing a premium on collaboration. (21) Some competition is good; however, the decision to work with other people creates good morale and allows the job to be completed more efficiently. (22) The eleventh principle is to learn how to deal with troublemakers in a group. (23) A leader who does not learn how to handle a problematic person will never learn how to stay in difficult situations and solve them. (24) Finally, the twelfth rule is to find ways to keep the motivation of the leader, himself or herself, high. (25) Renewing oneself through sports, reading, going to a restful spot, etc. are all necessary for the good leader to become energized and to successfully perform the other eleven principles.

### **Тема 5. Modal verbs.**

Устный опрос , примерные вопросы:

Устный опрос , примерные вопросы: Fill in the blanks using MUST, CAN?T, MAY, MIGHT, COULD, SHOULD, SHOULDN?T and the PAST FORMS of them ! 1. Sally looks worried . She \_\_\_\_\_ a problem with something (HAVE). 2. Bob \_\_\_\_\_ at school because I haven?t seen him all day (BE). 3. I \_\_\_\_\_ you the money. Why didn?t you ask me (LEND) 4. Mr Travis hasn?t come to work yet. He has never been late for work. He \_\_\_\_\_ the bus (MISS). 5. She knew everything about our plans. She \_\_\_\_\_ to our conversation (LISTEN) 6. A: Will you come to my birthday party tomorrow afternoon ? B : I?m sorry but I \_\_\_\_\_ because I have to look after my sister. (COME) 7. Timmy is a very good boy. He isn?t naughty, so he \_\_\_\_\_ that window. Somebody else \_\_\_\_\_ it (BREAK 2X) 8. The street is wet this morning . I?m not sure but it \_\_\_\_\_ last night (RAIN). 9. She \_\_\_\_\_ like an angel when she was a child (SING) 10. A : I talked to your science teacher yesterday. B : You \_\_\_\_\_ to her because she wasn?t at school yesterday. (TALK) 11. Mrs White bought a new fur coat ! - She \_\_\_\_\_ the lottery (WIN). 12. He came home alone yesterday. You \_\_\_\_\_ him do that ; he \_\_\_\_\_ lost. (LET, GET) 13. He read the message but he \_\_\_\_\_ it (UNDERSTAND) 14. The singer has got a sore throat so she \_\_\_\_\_ at the concert (SING) 15. It \_\_\_\_\_ Jack I saw in the park yesterday, but I?m not sure about it (BE). 16. We can?t wait any longer. Something \_\_\_\_\_ at once (DO). 17. Everyone shouted in fear. They \_\_\_\_\_ very afraid (BE). 18. A : I?m afraid Ted is watching TV again. B : He \_\_\_\_\_ TV because his room is completely silent and dark. He \_\_\_\_\_ . (WATCH, SLEEP) 19. I can?t find my book . I \_\_\_\_\_ on the bus (LEAVE) 20. She \_\_\_\_\_ stupid. She teaches maths at the university (BE) 21. She \_\_\_\_\_ to school. It?s Saturday (GO). 22. You were stupid to go skiing here. You \_\_\_\_\_ a leg (BREAK) 23. He looked so tired when I saw him. He \_\_\_\_\_ so hard (WORK) 24. Tom \_\_\_\_\_ this because it is in French and Tom doesn?t know French. (WRITE)

### Тема 6. Passive Voice. Adjectives. Adverbs. Comparisons.

Устный опрос , примерные вопросы:

Устный опрос , примерные вопросы: 1. My classmate is a \_\_\_\_\_ person. [ nice / nicely ] 2. I can speak Spanish very \_\_\_\_\_. [ good / well ] 3. Katrina took a painting class, so she can paint \_\_\_\_\_ pictures. [ beautiful / beautifully ] 4. Mr. Smith looked \_\_\_\_\_ at me when I arrived late. [ angry / angrily ] 5. Of course, I was \_\_\_\_\_ when I got an A+ on the exam. [ happy / happily ] 6. The music is too \_\_\_\_\_. Please turn it down! [ loud / loudly ] 7. My friends all tell me that I sing \_\_\_\_\_. [ bad / badly ] 8. The thief \_\_\_\_\_ took the money and walked out the door. [ quiet / quietly ] 9. The cat waited \_\_\_\_\_ for the mouse to come out of the hole. [ silent / silently ] 10. My cousin always walks very \_\_\_\_\_. [ quick / quickly ] 11. The work that my boss gave me was \_\_\_\_\_. [ easy / easily ] 12. Thomas is very \_\_\_\_\_. He always helps me. [ kind / kindly ] 13. The little boy \_\_\_\_\_ kept the cookie for himself. [ selfish / selfishly ] 14. The man \_\_\_\_\_ opened the door and looked inside. [ nervous / nervously ] 15. The fireman \_\_\_\_\_ rescued the people from the burning house. [ brave / bravely ] 16. I \_\_\_\_\_ offered to help my friend study for his exam. [ happy / happily ] 17. She is the most \_\_\_\_\_ person I know. [ polite / politely ] 18. It was midnight, and I heard a \_\_\_\_\_ noise outside. [ strange / strangely ]

### Тема 7. Demonstratives. Pronouns. Possessives. Quantifiers.

Устный опрос , примерные вопросы:

Exercise 1 Use a subject pronoun as the subject of each sentence based on the word(s) in parentheses. 1. \_\_\_\_\_ works at National Bank. (Mary) 2. \_\_\_\_\_ are in the cupboard. (the cups) 3. \_\_\_\_\_ lives in Oakland, California. (Derek) 4. \_\_\_\_\_ enjoy watching movies on Friday evenings. (My brother and I) 5. \_\_\_\_\_ is on the table. (the magazine) 6. \_\_\_\_\_ is working at the moment. (Mary) 7. \_\_\_\_\_ study French at university. (Peter, Anne and Frank) 8. \_\_\_\_\_ are good friends. (Tom and I) 9. \_\_\_\_\_ went to school yesterday. (Anna) 10. \_\_\_\_\_ think this exercise is difficult. (the students)

Exercise 2 Use an object pronoun as the object in each sentence based on the word(s) in parentheses. 1. Please give \_\_\_\_\_ the book. (Peter) 2. I bought \_\_\_\_\_ last week. (the car) 3. Angela visited \_\_\_\_\_ two months ago. (Mary) 4. I enjoyed listening to \_\_\_\_\_ last week. (the song) 5. Alexander asked \_\_\_\_\_ to give the book to him. (I) 6. She ate \_\_\_\_\_ quickly and left for work. (breakfast) 7. I picked \_\_\_\_\_ up at seven o'clock. (Peter and Jane) 8. I like reading \_\_\_\_\_ before I go to sleep. (magazines) 9. It's very difficult to memorize \_\_\_\_\_. (the new vocabulary words) 10. Tom gave \_\_\_\_\_ some advice. (my wife and I)

Exercise 3 Use a possessive adjective in the gap in each sentence based on the word(s) in parentheses. 1. That's \_\_\_\_\_ book on the table. (I) 2. Peter asked \_\_\_\_\_ sister to the dance. (Jane) 3. We bought \_\_\_\_\_ book last week. (Alex Smith) 4. \_\_\_\_\_ color is red. (The car) 5. Would you like to buy \_\_\_\_\_ cookies? (My friends and I) 6. Peter picked up \_\_\_\_\_ lunch and left for school. (Peter) 7. Alison asked \_\_\_\_\_ questions because they couldn't come. (Mary and Frank) 8. I think \_\_\_\_\_ idea is crazy! (You) 9. I'd like to hear \_\_\_\_\_ opinion. (Susan) 10. She works for \_\_\_\_\_ company. (John)

Exercise 4 Use a possessive pronoun in the gap in each sentence based on the word(s) in parentheses. 1. The book is \_\_\_\_\_. (John) 2. I think we should go in \_\_\_\_\_. (The boy's car) 3. That house is \_\_\_\_\_. (Kathy) 4. Do you hear the telephone? I think it's \_\_\_\_\_. (my telephone) 5. I'm sure it's \_\_\_\_\_. (the computer that belongs to my sister and me) 6. Look at that car. It's \_\_\_\_\_. (Mary and Peter) 7. That dog over there is \_\_\_\_\_. (Henry) 8. Those bicycles are \_\_\_\_\_. (Jack and Peter) 9. No, that one is \_\_\_\_\_. (you) 10. Yes, that one is \_\_\_\_\_. (I)

### Тема 8. Prepositions.

Контрольная работа , примерные вопросы:

Контрольная работа , примерные вопросы: (A) Place or Position or Direction 1. Do you live (at, on) Bay Street (in, on) Newport? 2. I hung the picture (above, on) the fireplace. 3. She walked (in, into) the kitchen and put her packages (on, over) the table. 4. Is Jane (at, in) home? No, she is (on, at) the library. 5. Mary is sitting (in, on) the sofa (at, in) the living room. 6. Michigan is situated (in, between) Lake Michigan and Lake Huron. 7. While waiting for my train, I took a walk (around, across) the station. 8. A formation of twelve airplanes flew (over, on top of) our house. 9. The artist spends many hours (in, on) his studio (on, at) 50 Charles Street. 10. John found a note pinned (in, on) his door which said: ?Meet me (at, in) the corner of Pine and Fifth Streets.? 11. The Blake family lives (at, on) Third Street (in, on) Cleveland, Ohio. 12. Don't forget to put your return address (in, on) the envelope. 13. He sat (near, against) the camp fire. 14. Mr. Flanagan, who is (from, of) Ireland, is staying (at, to) his sister's home in Boston. 15. Someone has spilled ink (in, on) this rug and has burned a hole (in, on) that one. 16. The door was locked; so I shoved the letter (under, around) the door. 17. He piled the books (above, on top of) the table. 18. He arrived (in, at) Switzerland last week. 19. You are ahead of me. Your name is (above, at the top of) the list. 20. Your score on the examination is well (above, over) average.

### Тема 9. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).

Устный опрос , примерные вопросы:

Complete the following sentences with the correct form (Past Simple or Past Continuous). 1. A: What (you, do) \_\_\_\_\_ when you heard that noise? B: I (try) \_\_\_\_\_ to change a light bulb that had burnt out. 2. After I (find) \_\_\_\_\_ the wallet full of money, I (go, immediately) \_\_\_\_\_ to the police and (turn) \_\_\_\_\_ it in. 3. The doctor (say) \_\_\_\_\_ that Brian (be) \_\_\_\_\_ too weak to go to work and that he (need) \_\_\_\_\_ to stay at home for a couple of days. 4. My best friend (arrive) \_\_\_\_\_ at my house a little before 9:00 pm, but I (be, not) \_\_\_\_\_ there. I (study) \_\_\_\_\_ at the library for my final examination in Italian. 5. John is in the living room working on his computer. At this time yesterday, he (work, also) \_\_\_\_\_ on his computer. That's all he ever does! 6. I (call) \_\_\_\_\_ you last night after dinner, but you (be, not) \_\_\_\_\_ there. Where were you? B: I (work) \_\_\_\_\_ out at the gym. 7. When I (walk) \_\_\_\_\_ into the busy office, the secretaries (talk) \_\_\_\_\_ on the phone with customers, a clerk (work, busily) \_\_\_\_\_ at his desk, and two managers (discuss, quietly) \_\_\_\_\_ methods to improve customer service. 8. I (watch) \_\_\_\_\_ a thriller on T.V. when the electricity went out. Now I am never going to find out how the film ends. 9. Samantha (be) \_\_\_\_\_ in the room when Bob (tell) \_\_\_\_\_ me what happened, but she didn't hear anything because she (be, listen) \_\_\_\_\_ to music. 10. It's strange that you (call) \_\_\_\_\_ because I (think, just) \_\_\_\_\_ about you. Read the story and answer the following questions. A DISASTROUS DINNER Last Friday, Mrs. Anderson planned to have a delicious dinner. She bought a T-bone steak and some cream and apples for an apple pie. When she came home from the shops she put her shopping on the table. While she was setting the table, her two pets sat underneath it and watched her. Then she went to the kitchen to make the pastry for the pie. She was a little forgetful so she didn't realize the steak, cream and apples were still on the table. While she was making the pastry, the dog jumped on a chair and looked longingly at the steak. At last it took the steak in its mouth and jumped off the chair, just as Mrs. Anderson was coming back into the dining room. Mrs. Anderson screamed, but the dog ran into the garden. She ran after the dog. While she was chasing the dog, the cat jumped on the table and started drinking the cream. Mrs. Anderson didn't manage to catch the dog, and she came back into the dining room. When she saw the cat, she shrieked, and the cat got such a fright that it jumped a meter into the air, and leapt out the window. Mrs. Anderson threw her broom at the cat, but she missed, and broke the window. At the same time she overbalanced and put her hand in the cream, spilling it all over the tablecloth. Poor Mrs. Anderson - she had no dinner, only a dirty tablecloth and a broken window. Answer these questions about the story. Answer in complete sentences. 1. What did Mrs. Anderson plan? 2. Why did she buy cream and apples? 3. When did her pets watch her? 4. Where did she leave the steak? 5. When did the dog jump on the chair? 6. How did the dog look at the steak? 7. When did the dog jump off the chair? 8. Where did the dog go? 9. What was she doing when the cat jumped on the table? 10. What did Mrs. Anderson do when she saw the cat?

### **Тема 10. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).**

Устный опрос , примерные вопросы:



Устный опрос , примерные вопросы: 1. I \_\_\_\_\_ (not / do) the housework yet. 2. They \_\_\_\_\_ (study) very hard recently. 3. She \_\_\_\_\_ (promise) to help many times. 4. He \_\_\_\_\_ (clean) the kitchen. Everything is sparkling clean. 5. She \_\_\_\_\_ (write) her essay and \_\_\_\_\_ (send) it to her professor. 6. He \_\_\_\_\_ (see) the film "The King's Speech" about six times. 7. We \_\_\_\_\_ (paint) our living room. I think it looks a lot better. 8. She \_\_\_\_\_ (take) French lessons lately. 9. It \_\_\_\_\_ (not / rain) for three hours! Only about one hour. 10. Lucy \_\_\_\_\_ (already / leave). 11. How many times \_\_\_\_\_ (you / visit) Scotland? 12. I \_\_\_\_\_ (call) John for hours and hours and he hasn't answered. I'm really angry with him! 13. I \_\_\_\_\_ (be) in London for three years. 14. We \_\_\_\_\_ (know) James for ages. 15. It's really smelly in here. \_\_\_\_\_ (somebody / smoke)? 16. How much petrol \_\_\_\_\_ (she / buy)? 17. She \_\_\_\_\_ (eat) chocolate all morning, so she feels sick. 18. I \_\_\_\_\_ (paint) my house all day, but it's not finished yet. 19. Julie \_\_\_\_\_ (be) at the office since 6 am. 20. The writer \_\_\_\_\_ (deserve) this award for a long time.

### Тема 11. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).

Устный опрос , примерные вопросы:

Устный опрос , примерные вопросы: 1 Choose the correct ending a or b for each sentence. 1 By 2020 the world's population will ? a have reached eight billion. b be reaching eight billion. 2 In the next twenty years people will ? a have talked to their houses. b be talking to their houses. 3 By 2020 scientists will ? a have invented glasses on which we watch videos. b be inventing glasses on which we watch videos. 4 By 2020 some things won't ? a have changed. b be changing. 5 Before the end of the twenty-first century we will ? a have found life on other planets. b be finding life on other planets. 6 In 2020 we will ? a have worn the same clothes. b be wearing the same clothes. 2 Complete each sentence with the correct form of the verbs in brackets. Remember to add be or have. 1 By this time next year, I'll (go) to college. 2 By 2020 scientists will (invent) fridges which read the use-by date on milk. 3 In 2020 we will all (drive) electric cars. 4 By 2020 doctors will (find) cures to most diseases. 5 Within the next twenty years we'll all (work) from home. 6 But will we (create) a better life?

### Тема 12. Passives, causatives and get

Контрольная работа , примерные вопросы:

Контрольная работа , примерные вопросы: Select the correct answer from the two choices given: 1 I do a lot of miles each year, so I'm looking for an \_\_\_\_\_ car with good fuel consumption. economic economical 2 \_\_\_\_\_ me that I have to go to work early on Monday. There's a breakfast meeting. Remind Remember 3 \_\_\_\_\_ though she studied a lot, she didn't pass the exam. Even Also 4 Don't forget to \_\_\_\_\_ your homework to the next lesson! take bring 5 My husband is a \_\_\_\_\_ in a hotel restaurant. cooker cook 6 If you want to know the \_\_\_\_\_ news, look on our Internet site. last latest 7 My father is going to a school \_\_\_\_\_ and will meet up with people he hasn't seen for 40 years! reunion meeting 8 I don't like pop or jazz much. Actually, I prefer \_\_\_\_\_ composers, like Beethoven and Bach. classic classical 9 We had a \_\_\_\_\_ discussion about the uses of DNA testing. fascinating charming 10 Can you give me some \_\_\_\_\_ on how to improve my English? advice advise 11 It's better not to mention the divorce. It's still a \_\_\_\_\_ subject for him. sensitive sensible 12 Sorry I'm late! I \_\_\_\_\_ the bus again! lost missed

### Тема 13. Nouns and noun phrases, Possessives and compound nouns

зачет и экзамен

### Тема 14. Reported Speech.

зачет и экзамен

### Тема 15. Pronouns

зачет и экзамен

### Тема 16. Aspects of cohesion, Features of discourse

зачет и экзамен

### Итоговая форма контроля

зачет и экзамен

### **Итоговая форма контроля**

зачет и экзамен

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зачет и экзамен

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зачет и экзамен

Примерные вопросы к :

Формы контроля успеваемости

Контрольная работа - две каждый семестр (1 - лексическая, 1 - грамматическая)

Промежуточный зачет - в конце 1,3,5, семестров (7,8)

Экзамен - в конце 2,4,6 семестров

Итоговый зачет - по окончании курса (8 семестр)

Требования к зачету:

#### **А) Базовый блок**

1) Аудирование: 2 отрывка от 2 до 4 минут звучания (в зависимости от уровня подготовки студентов) с последующим письменным ответом на вопросы - 15 минут;

2) Коммуникативное чтение: текст общебытового характера не более 1200 п.з. на поисковое чтение (с последующим письменным ответом на вопросы) или на устное реферирование - 15 минут;

3) Беседа по темам, изученным в семестре.

#### **Б) Профессионально-ориентированный блок**

1) Аудирование: 2 отрывка от 2 до 4 минут звучания (в зависимости от уровня подготовки студентов и специальности) с последующим письменным ответом на вопросы - 15 минут;

2) Коммуникативное чтение: текст научного характера не более 1200 п.з. на поисковое чтение с последующим письменным ответом на вопросы или на устное реферирование - 15 минут

3) Беседа по темам специальности, изученным в семестре.

Итоговый контроль - финальный экзамен/зачет.

1. Аудирование: 2 отрывка от 2 до 4 минут звучания (в зависимости от уровня подготовки студентов и специальности) с последующим письменным ответом на вопросы - 15 минут;

2. Коммуникативное чтение: текст научного характера не более 1200 п.з. на поисковое чтение (с последующим письменным ответом на вопросы) или на устное реферирование - 15 минут

3. Беседа по темам специальности, изученным в семестре.

4. Письменный перевод текста научно-исследовательского характера (1800-2000 п.з., 50-60 минут) со словарем.

1. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов.

6.1 Примеры заданий для проведения текущего контроля и промежуточной аттестации по дисциплине, а также для контроля самостоятельной работы обучающегося по отдельным разделам дисциплины.

### **БАЗОВЫЙ БЛОК**

**B1**

Reading

You are going to read an article about a woman who owns a circus. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

A It was there that she learned the skill of haute йcole - making a horse perform on its back legs.

B The tent can only hold a maximum of 250 people, so the atmosphere is close and intimate.

C Entering the ring for the first time as a performer was a fantastic thrill.

D We feel we are putting something back into these communities that has been missing for some time.

E We always look for the best of new and traditional circus, but the problem is that many of the best acts go abroad.

There were very few signs that this fairly traditional upbringing would lead a rather shy young girl to a career in the circus.

G But winter is also a busy time, and is in fact when Nell is at her most frantic, researching, designing and preparing the next show.

H There are no wild animals, but horses play a leading role in the performances, and Nell herself is an expert rider.

Life in the big top with Giffords Circus

Nell Gifford lives a childhood fantasy - as a ringmaster.

The drum rolls, the curtains open, and a horse rears into the spotlight. Nell Gifford, a statuesque 27-year-old, is riding the horse. The crowd cheers and, with a thumping heart, she begins: 'Ladies and gentlemen, boys and girls welcome to Giffords Circus'. The ringmistress, Nell Gifford, is the only female circus owner in Europe. She and her husband Toti started the business just a few years ago. Since then, they have created one of the most successful shows in the country. Their performances are always sold out, and they recently so impressed their colleagues that they were awarded the prestigious Jerwood circus award.

If the word 'circus' conjures up images of aggressive clowns and sick-looking lions, think again. 1 \_\_\_\_\_ The other acts are a mixture of theatre, dance and traditional circus skills such as juggling and acrobatics, all accompanied by a circus band.

The show is based on old circuses from the 1930s and much of its appeal comes from its size. 2 \_\_\_\_\_ The ring is also fairly small, and the audience can almost reach out and touch the performers as they move around. This creates a real feeling of belonging; as Nell points out 'There are no tricks, no hiding behind lights. It's all pretty raw.'

From May to September, the circus travels around the countryside, stopping in small villages all over the south of England. 'Villages today need live entertainment,' says Nell 'and a good circus in a village provides a focal point for everyone. 3 \_\_\_\_\_ And we know from people's reactions that villagers really appreciate what we are trying to do.

Nell's route into the business was an unusual one. She had an idyllic childhood in the English countryside, growing up with horses and ponies. Later she went to Oxford University, where she studied English Literature. 4 \_\_\_\_\_

That all changed when she went to America at the age of 18 and joined Circus Flora, which was owned by a distant relative. 'I went there for no other reason than the promise of adventure in the USA,' says Nell 'but from day one, there was no question that this was what I wanted to do. 5 \_\_\_\_\_ It felt as if the rest of my life had just started.'

From then on she spent all her free time working in circuses, learning as much as she could about the business. When she was back in Europe, she joined the acclaimed Circus Roncalli to develop her riding skills even more. 6 \_\_\_\_\_ Her fiancée Toti frequently visited and became entranced by the lifestyle, and it was then that they began to make plans to set up a circus of their own.

For Nell and Toti, the success of their circus is a dream come true, but it also involves a great deal of work. Summer is filled with the challenges of keeping the show on the road, moving every few days, keeping the performers happy, and managing the day-to-day aspects of the business. 7 \_\_\_\_\_

There are no definite plans for the future, but why should there be, as life on the road is only just beginning? Giffords Circus is going from strength to strength, and promises many exciting summers for years to come.

B1

Use of English

For questions 1-10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

PlayStation? thumb

A 13-year-old girl from Durban has become the 1

YOUNG

person to have had a 2 accepted by the

CONTRIBUTE

3 respected South African Medical Journal.

INTERNATIONAL

Safura Karim 4 did her research into 'PlayStation? Thumb' ORIGIN

as part of a school project. It gives details of the injuries that many

of her schoolmates 5 suffer from, and which are REGULAR

caused by the 6 use of computer games for hours and hours. INTERRUPT

Safura thinks that computer games are 7 and does not own POINT

a PlayStation herself.

She said that she was 8 to hear that her article had been DELIGHT

accepted by the journal. She comes from a 9 family - her SCIENCE

parents are both 10 , and she is hoping to become a doctor. RESEARCH

B2

Use of English

For questions 1-12, read the text below and decide which word best fits each gap

The Black Sea

Arriving in the Black Sea port of Batumi was a dream 1 \_\_\_\_\_ true for me. For years I had longed to 2 \_\_\_\_\_ slowly along the promenade 3 \_\_\_\_\_ out over this landlocked sea, so as I headed to the coast, I felt both excited and strangely nervous. According 4 \_\_\_\_\_ my guidebook, the Black Sea is more like a lake than a sea. It has no tides, and, thanks to modern 5 \_\_\_\_\_, we now know that below a certain depth it is too poisonous to sustain life. But its calm surface gives a false 6 \_\_\_\_\_; on stormy days, the churning waters can have a 7 \_\_\_\_\_ effect on shipping.

My travelling companion and I had bought cheap tickets on the overnight train from Tbilisi, the capital of Georgia. By the time we arrived in Batumi, we were so tired and hungry that we virtually 8 \_\_\_\_\_ off the train. We had a few 9 \_\_\_\_\_ to eat from the previous night's meal, but nothing appetising. We had a very 10 \_\_\_\_\_ time that first evening though, excited 11 \_\_\_\_\_ the thought of being by the sea where once, 12 \_\_\_\_\_ the sudden storms, Ancient Greeks traded and Byzantine ships patrolled the shores.

A2

Reading

Passage 1 has nine paragraphs A-I. Choose the most suitable headings for each paragraph from the list of headings given.

Island legends

Resources for exchange

Competition for fishing rights

The low cost of equipment

Agatti's favourable location

Rising income levels

The social nature of reef occupations

Resources for islanders' own use  
High levels of expertise  
Alternative sources of employment  
Resources for earning money  
Social rights and obligations  
The coral reefs of Agatti Island

A Agatti is one of the Lakshadweep Islands off the south-west coast of India. These islands are surrounded by lagoons and coral reefs which are in turn surrounded by the open ocean. Coral reefs, which are formed from the skeletons of minute sea creatures, give shelter to a variety of plants and animals, and therefore have the potential to provide a stream of diverse benefits to the inhabitants of Agatti Island.

B In the first place, the reefs provide food and other products for consumption by the islanders themselves. Foods include different types of fish, octopus and molluscs, and in the case of poorer families these constitute as much as 90% of the protein they consume. Reef resources are also used for medicinal purposes. For example, the money cowrie, a shell known locally as Vallakavadi, is commonly made into a paste and used as a home remedy to treat cysts in the eye.

C In addition, the reef contributes to income generation. According to a recent survey, 20% of the households on Agatti report lagoon fishing, or shingle, mollusc, octopus and cowrie collection as their main occupation (Hoon et al, 2002). For poor households, the direct contribution of the reef to their financial resources is significant: 12% of poor households are completely dependent on the reef for their household income, while 59% of poor households rely on the reef for 70% of their household income, and the remaining 29% for 50% of their household income.

D Bartering of reef resources also commonly takes place, both between islanders and between islands. For example, Agatti Island is known for its abundance of octopus, and this is often used to obtain products from nearby Androth Island. Locally, reef products may be given by islanders in return for favours, such as help in constructing a house or net mending, or for other products such as rice, coconuts or fish.

E The investment required to exploit the reefs is minimal. It involves simple, locally available tools and equipment, some of which can be used without a boat, such as the fishing practice known as Kat moodsal. This is carried out in the shallow eastern lagoon of Agatti by children and adults, close to shore at low tide, throughout the year. A small cast net, a leaf bag, and plastic slippers are all that are required, and the activity can yield 10-12 small fish (approximately 1 kg) for household consumption. Cast nets are not expensive, and all the households in Agatti own at least one. Even the boats, which operate in the lagoon and near-shore reef, are constructed locally and have low running costs. They are either small, non-mechanical, traditional wooden rowing boats, known as Thonis, or rafts, known as Tharappam.

F During more than 400 years of occupation and survival, the Agatti islanders have developed an intimate knowledge of the reefs. They have knowledge of numerous different types of fish and where they can be found according to the tide or lunar cycle. They have also developed a local naming system or folk taxonomy, naming fish according to their shape. Sometimes the same species is given different names depending on its size and age. For example, a full grown Emperor fish is called Metti and a juvenile is called Killokam. The abundance of each species at different fishing grounds is also well known. Along with this knowledge of reef resources, the islanders have developed a wide range of skills and techniques for exploiting them. A multitude of different fishing techniques are still used by the islanders, each targeting different areas of the reef and particular species.

G The reef plays an important role in the social lives of the islanders too, being an integral part of traditions and rituals. Most of the island's folklore revolves around the reef and sea. There is hardly any tale or song which does not mention the traditional sailing crafts, known as Odams, the journeys of enterprising 'heroes', the adventures of sea fishing and encounters with sea creatures. Songs that women sing recollect women looking for returning Odams, and requesting the waves to be gentler and the breeze just right for the sails. There are stories of the benevolent sea ghost baluvam, whose coming to shore is considered a harbinger of prosperity for that year, bringing more coconuts, more fish and general well-being.

H The reef is regarded by the islanders as common property, and all the islanders are entitled to use the lagoon and reef resources. In the past, fishing groups would obtain permission from the Amin (island head person) and go fishing in the grounds allotted by him. On their return, the Amin would be given a share of the catch, normally one of the best or biggest fish. This practice no longer exists, but there is still a code of conduct or etiquette for exploiting the reef, and common respect for this is an effective way of avoiding conflict or disputes.

I Exploitation of such vast and diverse resources as the reefs and lagoon surrounding the island has encouraged collaborative efforts, mainly for purposes of safety, but also as a necessity in the operation of many fishing techniques. For example, an indigenous gear and operation known as Bala fadal involves 25-30 men. Reef gleaning for cowrie collection by groups of 6-10 women is also a common activity, and even today, although its economic significance is marginal, it continues as a recreational activity.

A2

Reading

Choose the correct answer, A, B, C, or D.

What does the author say in paragraph 1 about the date July 4, 1845?

A Thoreau possibly decided to move on that day because it was Independence Day.

B Thoreau was not able to move on that date because it was a national holiday.

C Thoreau began to construct his cabin near Walden Pond on that day.

D Thoreau agreed to buy land on Walden Pond from Emerson on that date.

On Walden Pond

1 During his lifetime, Henry David Thoreau wrote over twenty books?travel books, books of poetry, and collections of essays?but none has had such a lasting influence as Walden, an account of the time he spent in a tiny house on the shore of Walden Pond near Concord, Massachusetts. Born in 1817 in Concord, Thoreau graduated from Harvard University in nearby Cambridge, Massachusetts. When he returned to Concord, he worked for his father, who manufactured pencils, and tutored the children of writer Ralph W. Emerson, Thoreau's friend and mentor. Thoreau then decided to move to a relatively isolated one-room cabin in the woods just outside of Concord on land owned by Emerson. Thoreau began clearing the land and building the cabin in the spring of 1845 and, perhaps significantly, he chose to move in on July 4 of that year on the holiday celebrating the independence of the United States in 1776. He lived on the pond for two years, but in Walden, he compresses that time into a single year.

2 Thoreau wrote in Walden, "I went to the woods because I wished to live deliberately . . . and not, when I came to die, discover that I had not lived." Essentially, Walden is Thoreau's description of an experiment in self-reliance and in living the simple life. He believed that owning anything beyond the basic necessities of life was an obstacle to a happy life rather than an advantage. He wrote, "I see young men . . . whose misfortune it is to have inherited farms, houses, barns, cattle, and farming tools; for these are more easily acquired than got rid of." He built his own house for a mere \$28.13 (about \$300.00 in today's dollars). He grew beans and other vegetables, which he sold for a modest profit. In Walden, he includes a rather lengthy, detailed reckoning of how much he spent and how much he earned, information which some readers find tedious. He spent the rest of his time at the pond walking in the woods, reading, and writing a book about a canoe trip with his brother, A Week on the Concord and Merrimack Rivers.

3 Although Thoreau valued solitude and spent much time alone, he was not completely cut off from society. His cabin was close to the road to Concord and he often walked to town to do business and have dinner with family or friends. He entertained visitors at his cabin and his mother sometimes brought him meals. Richard Zachs, a contemporary critic, says that it was like "suburban boys going to their tree house in the backyard and pretending they're camping in the heart of the jungle."

4 Thoreau had an ambivalent attitude towards technology. He invented a method of making pencils from low-grade clay for use in his father's factory. But he was suspicious of the greatest technological innovations of his time, the telegraph and the railroad. He pointed out in Walden that the nation was hastily building a telegraph system that would soon link the country from Maine to Texas, but Thoreau said "Maine and Texas, it may be, have nothing important to communicate." He believed that trains gave people an illusion of freedom, but in fact represented a new servitude, because it meant obeying fixed train schedules and routes. He also wrote that he found a "train" of clouds moving across the sunrise of much more interest than a train of railroad cars going to Boston.

5 Thoreau was a dedicated student of nature. Walden is filled with minute observations of animals, plants, and weather. He wrote, "For years I was a self-appointed inspector of snowstorms and rainstorms." When writing about animals, he would relate their behavior to that of humans, as in his fascinating account of war between red and black ants. His writings about the "interconnectedness" of nature anticipate the environmental movement by about 125 years.

6 Like his fellow New Englander, twentieth-century poet Robert Frost, Thoreau wrote in a style that seems folksy on the surface, but it contains wit and symbolism. Thoreau sprinkled his prose with classical allusions as well as with word play and puns, some of which are difficult for today's readers to comprehend. Thoreau can be poetic too, as when he beautifully describes ice on the pond. But despite the clarity of his writing, Walden is not an easy book, especially for first time readers. It has no plot line, no real characters outside of Thoreau himself, and even the most enthusiastic Thoreau admirer would probably agree that some of his descriptions of ponds, woods and storms go on too long. But it is an important book, and definitely worth the effort.

### 7.1. Основная литература:

1. Комаров, А. С. Practical Grammar Exercises of English for Students. Практическая грамматика английского языка для студентов [Электронный ресурс]: сб. упражнений / А. С. Комаров. - 2-е изд. - М.: Флинта, 2012. - 256 с.- URL: <http://znanium.com/bookread.php?book=455230>
2. Краткий справочник по грамматике английского языка: Методические указания / Г.К. Кушникова. - 5-е изд. - М.: Флинта: Наука, 2009. - 72 с.- URL: <http://znanium.com/bookread.php?book=195798>
3. Writing Practice. Учебное пособие по развитию навыков письменной речи [Электронный ресурс] / Казарова Е.И. - М.: ФЛИНТА, 2014.- URL: <http://www.studentlibrary.ru/book/ISBN9785976520042.html>
4. Английский для аспирантов: Учебное пособие / Е.И. Беякова. - М.: Вузовский учебник: НИЦ ИНФРА-М, 2014. - 188 с. - URL: <http://znanium.com/bookread2.php?book=403683>
5. Learn to read and discuss politics. Учитесь читать и обсуждать прессу на английском языке [Электронный ресурс] / Данилина А. Е. - М. : Дашков и К, 2017. - URL: <http://www.studentlibrary.ru/book/ISBN9785394028717.html>

### 7.2. Дополнительная литература:

1. Данчевская, О. Е. English for Cross-Cultural and Professional Communication. Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб.пособие / О.Е. Данчевская, А.В. Малёв. - 2-е изд., стер. - М. : ФЛИНТА : Наука, 2013. - 192 с.- URL: <http://znanium.com/bookread2.php?book=454058>

2. Think Big [Текст: электронный ресурс] : учебное пособие по английскому языку для студентов философского факультета / Казан. федер. ун-т, Ин-т яз., Каф. англ. яз. ; авт.-сост. О. К. Мельникова, Д. В. Тябина, Г. А. Арсланова, Г. И. Сосновская .? Электронные данные (1 файл: 1,18 Мб) .? (Казань : Казанский федеральный университет, 2012) .? Загл. с экрана .? Режим доступа: открытый .? URL:[http://libweb.kpfu.ru/ebooks/17-loL/17\\_001\\_2012\\_000162.pdf](http://libweb.kpfu.ru/ebooks/17-loL/17_001_2012_000162.pdf)
3. Антонова, Н.В. Window on Europe : [учебное пособие / Н. В. Антонова, Л. Л. Григорьева ; Казан. федер. ун-т] .? Казань : [Казанский университет], 2013 .? ; 21. Pt. 1 .? 2013 .? 122 с.91 экз.

### 7.3. Интернет-ресурсы:

- электронные учебники, тексты, упражнения - [www.longman-elt.com](http://www.longman-elt.com)  
электронные учебники, тексты, упражнения - [www.longman.com/totalenglish](http://www.longman.com/totalenglish)  
электронные учебники, тексты, упражнения - [www.rahul.net](http://www.rahul.net)  
электронные учебники, тексты, упражнения - [www.macmillantnglish.com](http://www.macmillantnglish.com)  
электронные учебники, тексты, упражнения - [www.academiaisla.com](http://www.academiaisla.com)  
электронные учебники, тексты, упражнения - [www.newsweek.com](http://www.newsweek.com)

### 8. Материально-техническое обеспечение дисциплины(модуля)

Освоение дисциплины "Иностранный язык" предполагает использование следующего материально-технического обеспечения:

Мультимедийная аудитория, вместимостью более 60 человек. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB, audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение.

Компьютерный класс, представляющий собой рабочее место преподавателя и не менее 15 рабочих мест студентов, включающих компьютерный стол, стул, персональный компьютер, лицензионное программное обеспечение. Каждый компьютер имеет широкополосный доступ в сеть Интернет. Все компьютеры подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.



Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен студентам. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, УМК, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВПО) нового поколения.

(Указывается материально-техническое обеспечение данной дисциплины (модуля).

Институт располагает тремя мультимедийными классами, лабораторией ТСО и двумя методическими кабинетами с оборудованием, необходимым для проведения занятий по иностранным языкам.

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 58.03.01 "Востоковедение и африканистика" и профилю подготовки Языки и литературы стран Азии и Африки (язык суахили) .

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