

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
"Казанский (Приволжский) федеральный университет"
Отделение Высшая школа международных отношений и востоковедения



УТВЕРЖДАЮ

Проректор
по образовательной деятельности КФУ
Проф. Таюрский Д.А.

_____ 20__ г.

Программа дисциплины

Иностранный язык Б1.Б.1

Направление подготовки: 58.03.01 - Востоковедение и африканистика

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Протокол заседания кафедры No ____ от " ____ " _____ 201__ г

Учебно-методическая комиссия Института международных отношений (отделение Высшая школа международных отношений и востоковедения):

Протокол заседания УМК No ____ от " ____ " _____ 201__ г

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Программу дисциплины разработал(а)(и) доцент, к.н. (доцент) Нургалиева Л.А. Кафедра иностранных языков в сфере международных отношений отделение Высшая школа иностранных языков и перевода, LANurgalieva@kpfu.ru

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-2 (общекультурные компетенции)	обладать способностью использовать в познавательной и профессиональной деятельности базовые и профессионально профилированные знания основ филологии, истории, экономики, социологии и культурологии; владеть культурой мышления, знанием его общих законов, способностью в письменной и устной речи правильно (логически) оформить его результаты на родном, западном и восточном языках.
ОК-6 (общекультурные компетенции)	обладать способностью и готовностью к письменной и устной коммуникации на родном и иностранных (западных и восточных) языках.

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

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- 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	1-6	0	22	0	Устный опрос
2.	Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	1	7-10	0	22	0	Устный опрос
3.	Тема 3. Infinitive. Gerund. Participles.	1	11-12	0	22	0	Контрольная работа
4.	Тема 4. Modal verbs.	1	13-18	0	42	0	Устный опрос
5.	Тема 5. Adjectives. Adverbs. Comparisons.	2	1-6	0	21	0	Контрольная работа
6.	Тема 6. Demonstratives. Pronouns. Possessives. Quantifiers.	2	7-10	0	43	0	Устный опрос
7.	Тема 7. Prepositions.	2	11-14	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	
8.	Тема 8. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	2	15-18	0	22	0	Устный опрос
9.	Тема 9. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	3	1-5	0	22	0	Устный опрос
10.	Тема 10. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	3	6-10	0	38	0	Устный опрос
11.	Тема 11. Passives, causatives and get	3	11-14	0	21	0	Контрольная работа
12.	Тема 12. Confusing verbs	3	15-18	0	27	0	Устный опрос
13.	Тема 13. Nouns. Articles. Pronouns	4	1-5	0	38	0	Устный опрос
14.	Тема 14. Reported Speech.	4	6-10	0	40	0	Контрольная работа
15.	Тема 15. Aspects of cohesion, Features of discourse	4	11-18	0	30	0	Контрольная работа
·	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 (22 часа(ов)):

Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Verbs rarely used in the Continuous. The peculiarities and functioning of the Present Tenses in the English language. Comparative usage of Present Perfect and Present Perfect continuous. Future actions organized by Present Simple and Present Continuous.

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

практическое занятие (22 часа(ов)):

Peculiarities and structure of Past Tenses: Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous. Forms denoting past activity: used to/would. Comparative forms of the tenses: Present Perfect - Past Simple, Present Perfect Simple - Present Perfect Continuous. Past tenses functioning in the English language.

Тема 3. Infinitive. Gerund. Participles.

практическое занятие (22 часа(ов)):

Infinitive. Gerund. Participles. Diagnostic tests, -ing forms, infinitives - forms and uses, verbs followed by -ing forms and infinitives, differences in meaning. The peculiarities of using infinitives and participles in the English language. The most problematic matters of using the verb forms within a sentence. Passive and active infinitives and participles.

Тема 4. Modal verbs.

практическое занятие (42 часа(ов)):

Modal verbs (1): can, could, may, might, be able to. The forms and cases of using in the English language. Ability. Possibility, deduction and speculation within a sentence. Arrangements, suggestions, offers, etc. Asking for and giving/refusing permission. Special modal constructions denoting deduction.

Тема 5. Adjectives. Adverbs. Comparisons.

практическое занятие (21 часа(ов)):

Diagnostic tests, Adjective patterns, Participle (-ing or -ed) adjectives, groups of adjectives, adjective order, Comparative and superlative adjectives - form and use, irregular adjectives, adjectives with as, so, too, enough, such. Other types of comparison. Modifying gradable adjectives, modifying ungradable adjectives. Modifying adjectives in informal English, Common adverb + adjective collocations. Правила, упражнения, итоговый тест по теме.

Тема 6. Demonstratives. Pronouns. Possessives. Quantifiers.

практическое занятие (43 часа(ов)):

Demonstratives. Pronouns. Possessives. Quantifiers. The peculiarities of forming clauses and their functioning in the English language. How to form relative clauses Level 2 Relative pronouns Level 2 Subject pronouns or Object pronouns Relative adverbs Defining relative clauses Non-defining relative clauses How to shorten relative clauses within an English sentence.

Тема 7. Prepositions.

практическое занятие (22 часа(ов)):

prepositions of place and time. Diagnostic tests, Pronouns and determiners. Personal pronouns: omission of pronouns, subject and object forms. Reflexive and reciprocal pronouns. Impersonal pronouns. Indefinite pronouns and adverbs. Articles. Demonstratives. quantifiers. Правила, упражнения, итоговый тест по теме. Practising the studied topic.

Тема 8. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).

практическое занятие (22 часа(ов)):

Past to present tenses: the formation and functioning in the English language. Present Perfect Simple, Present Perfect and Past Simple, Present Perfect Continuous, Present and Past tenses review. The cases of using Past and Pat to Present Tenses. Connections between the Past and Present events.

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

практическое занятие (22 часа(ов)):

Diagnostic tests, The subjunctive and unreal uses of past forms, The subjunctive form and use, informal alternatives; fixed expressions. The unreal past - imaginary past, present and future; was or were; what if; etc. wish/if only + past simple; + past perfect; + would/could. Правила, упражнения, ИТОГОВЫЙ ТЕСТ ПО ТЕМЕ.

Тема 10. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).

практическое занятие (38 часа(ов)):

Future Simple, Future Continuous, Future Perfect, Future Perfect Continuous, talking about the future: prediction, decisions and intentions, arrangements and other future meanings. Verbs with future meanings Future in the Past Future Tenses Exercise The cases of using future forms of the Tense System. Prediction, Decisions and intentions, arrangements, other future meanings and expressions with future meanings.

Тема 11. Passives, causatives and get

практическое занятие (21 часа(ов)):

Diagnostic tests, Passive forms and their functioning within the English grammar, Passive -ing forms and infinitives, Causatives, have/get + object + Past Participle, Uses of the passive. Special constructions used for organisng pasive relation to the activity. Правила, упражнения, итоговый тест по теме.

Тема 12. Confusing verbs

практическое занятие (27 часа(ов)):

Confusing verbs A Lot vs. Allot A lot (noun phrase) -many A lot of people came to the party. *"A lot" is always two separate words. "Alot" is not a real word. Allot (verb) - to distribute, give or assign Fifteen minutes were allotted to each of the speakers at the conference. Allusion vs. Illusion Allusion (noun) - an indirect reference The Austin Powers movies often make allusions to the James Bond films. Illusion (noun) - a false idea or conception; belief or opinion not in accord with the facts; an unreal, deceptive, or misleading appearance or image The magician created the illusion that he was levitating. Awhile vs. A While Awhile (adverb) - for a while; for a short time The guests planned to stay awhile. A while (noun) - for a short time; when while is used as the object of the preposition (for a while) then the "a" is separated from the "while" The guests planned to stay for a while. Bad vs. Badly Bad (adjective) - not good Your feet smell bad. Badly (adverb) - not well; in a bad manner; harmfully; incorrectly; wickedly; unpleasantly Charlotte plays tennis very badly. The people involved in the accident were badly hurt.

Тема 13. Nouns. Articles.Pronouns

практическое занятие (38 часа(ов)):

Noun phrases including nouns and pronouns perform eleven main grammatical functions within sentences in the English language. The eleven functions of nouns and noun phrases are: Noun phrase head Subject Subject complement Direct object Object complement Indirect object Prepositional complement Noun phrase modifier Determinative Appositive Adjunct adverbial

Тема 14. Reported Speech.

практическое занятие (40 часа(ов)):

When we report someone's words we can do it in two ways. We can use direct speech with quotation marks (?I work in a bank?), or we can use reported speech (He said he worked in a bank.) In reported speech the tenses, word-order and pronouns may be different from those in the original sentence.

Тема 15. Aspects of cohesion, Features of discourse

практическое занятие (30 часа(ов)):

Aspects of cohesion, Features of discourse Cohesion Making up sentences The basic structures of the English language

4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел Дисциплины	Се-мestr	Неде-ля семестра	Виды самостоятельной работы студентов	Трудо-емкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	1-6	подготовка к устному опросу	12	Устный опрос
2.	Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	1	7-10	подготовка к устному опросу	18	Устный опрос
3.	Тема 3. Infinitive. Gerund. Participles.	1	11-12	подготовка к контрольной работе	12	Контроль-ная работа
4.	Тема 4. Modal verbs.	1	13-18	подготовка к устному опросу	12	Устный опрос
5.	Тема 5. Adjectives. Adverbs. Comparisons.	2	1-6	подготовка к контрольной работе	4	Контроль-ная работа
6.	Тема 6. Demonstratives. Pronouns. Possessives. Quantifiers.	2	7-10	подготовка к устному опросу	4	Устный опрос
7.	Тема 7. Prepositions.	2	11-14	подготовка к устному опросу	6	Устный опрос
8.	Тема 8. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	2	15-18	подготовка к устному опросу	4	Устный опрос
9.	Тема 9. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	3	1-5	подготовка к устному опросу	4	Устный опрос

N	Раздел Дисциплины	Се-местр	Неде-ля семестра	Виды самостоятельной работы студентов	Трудо-емкость (в часах)	Формы контроля самостоятельной работы
10.	Тема 10. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	3	6-10	подготовка к устному опросу	6	Устный опрос
11.	Тема 11. Passives, causatives and get	3	11-14	подготовка к контрольной работе	2	Контроль-ная работа
12.	Тема 12. Confusing verbs	3	15-18	подготовка к устному опросу	6	Устный опрос
	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, ролевые игры, творческие задания, компьютерные симуляции, эссе, устные и письменные презентации 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:

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:

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 found; 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. Infinitive. Gerund. Participles.

Контрольная работа , 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 4. Modal verbs.

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 5. Adjectives. Adverbs. Comparisons.

Контрольная работа , 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 6. 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 7. Prepositions.

Устный опрос , 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 8. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).

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

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 11. Passives, causatives and get

Контрольная работа , примерные вопросы:

Change these examples into the structure ?have + object + past participle? or ?get + object + past participle?. For example: I cleaned my kitchen (have) → I had my kitchen cleaned. 1. I washed my car. (have)

_____	2. I
cut my hair. (get)	_____
_____	3. I
typed the documents. (have)	_____
_____	4. I
fixed my washing machine. (get)	_____
_____	5. I
cut my grass. (have)	_____
_____	6. I
painted my bedroom. (get)	_____
_____	7. I
repaired my fridge. (have)	_____
_____	8. I
tidied my garden. (get)	_____
_____	9. I
edited the article. (have)	_____
_____	10. I
cleaned the carpets. (get) _____	11. I printed the photo. (have)
_____	12. I
checked my teeth. (get)	_____
_____	13. I
cleaned the windows. (have)	_____
_____	14. I
made the necklace. (get)	_____
_____	15. I
delivered the furniture. (have)	_____
_____	16. I
repaired the roof. (get)	_____
_____	17. I
wrote the report. (have)	_____
_____	18. I
dyed my hair. (get)	_____
_____	19. I
sent the money. (have)	_____
_____	20. I
built the shed. (get)	

Тема 12. Confusing verbs

Устный опрос , 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. Articles.Pronouns

Тема 14. Reported Speech.

Тема 15. Aspects of cohesion, Features of discourse

Итоговая форма контроля

зачет и экзамен (в 1 семестре)

Итоговая форма контроля

зачет и экзамен (в 3 семестре)

Итоговая форма контроля

зачет и экзамен (в 4 семестре)

Итоговая форма контроля

зачет и экзамен (в 2 семестре)

Примерные вопросы к :

Формы контроля успеваемости

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

Промежуточный зачет - в конце 1,3, семестров

Экзамен - в конце 2,4, семестров

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

В1

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 fiancé 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.

6 семестр: экзамен

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7.3. Интернет-ресурсы:

электронные учебники, тексты, упражнения - www.longman-elt.com

электронные учебники, тексты, упражнения - www.longman.com/totalenglish

электронные учебники, тексты, упражнения - www.rahul.net

электронные учебники, тексты, упражнения - www.macmillantnglish.com

электронные учебники, тексты, упражнения - www.academiaisla.com

электронные учебники, тексты, упражнения - 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 иностранному языку.

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 (арабский язык) .

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