

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
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"Казанский (Приволжский) федеральный университет"
Отделение педагогики



УТВЕРЖДАЮ

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ДО КФУ)

» 20__ г.

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Программа дисциплины

Иностранный язык Б1.Б.1

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Программу дисциплины разработал(а)(и) старший преподаватель, б/с Мефодьева М.А. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , Marina.Mefodeva@kpfu.ru ; доцент, к.н. Николаева О.А. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , OlgaNikolaeva@kpfu.ru ; Мефодьева Марина Анатольевна

1. Цели освоения дисциплины

Программа разработана на основе Унифицированной рабочей программы (английский, немецкий, французский) - см. http://www.kpfu.ru/main_page?p_sub=14465 Настоящая программа носит интегративный характер и предназначена для студентов неязыковых специальностей университета, продолжающих изучать иностранный язык в вузе, и предполагает поуровневое обучение в соответствии с международными стандартами, утвержденными Советом Европы (A1+, A2, B1, B2). Распределение студентов по уровням осуществляется на основании результатов входного тестирования. . 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 44.03.03 Специальное (дефектологическое) образование 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)	готовностью совершенствовать свою речевую культуру
ОК-5 (общекультурные компетенции)	способностью к коммуникации в письменной и устной формах на русском и иностранном языке для решения задач профессионального общения, межличностного и межкультурного взаимодействия
ПК-8 (профессиональные компетенции)	способностью к реализации дефектологических, педагогических, психологических, лингвистических, медико-биологических знаний для постановки и решения исследовательских задач в профессиональной деятельности

В результате освоения дисциплины студент:

1. должен знать:

- Знать основы грамматической системы иностранного языка
- Знать лексический минимум, необходимый для работы с англоязычными текстами в процессе профессиональной деятельности

2. должен уметь:

- Уметь вести диалог/полилог в рамках повседневного общения
- Уметь читать англоязычную литературу с целью поиска информации из зарубежных источников

3. должен владеть:

- Владеть языком на уровне, достаточном для межличностного общения и базовой профессиональной деятельности

4. должен демонстрировать способность и готовность:

В зависимости от уровня владения языком (A1+, A2, B1, B2) студент должен: уровень A1+ - 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.

уровень A2 - понимать отдельные предложения и часто встречающиеся выражения связанные с основными сферами жизни (например, основные сведения о себе и членах своей семьи, покупках, устройстве на работу и т.п.); уметь выполнить задачи, связанные с простым обменом информации на знакомые или бытовые темы. В простых выражениях способен рассказать о себе, своих родных и близких, описать основные аспекты повседневной жизни; - способен понимать отдельные фразы и наиболее употребительные слова в высказываниях, касающихся важных для обучающегося тем (например, основную информацию о себе и своей семье, о покупках, о месте, где живет, о работе); понимать, о чем идет речь в простых, четко произнесенных и небольших по объему сообщениях и объявлениях; - воспринимать очень короткие простые тексты; уметь найти конкретную, легко предсказуемую информацию в простых текстах повседневного общения: в рекламах, проспектах, меню, расписаниях; в простых письмах личного характера; - уметь общаться в простых типичных ситуациях, требующих непосредственного обмена информацией в рамках знакомых тем и видов деятельности; способен поддерживать предельно краткий разговор на бытовые темы, но недостаточно, чтобы самостоятельно вести беседу; - уметь, используя простые фразы и предложения, рассказать о своей семье и других людях, условиях жизни, учебе, настоящей или прежней работе; - уметь писать простые короткие записки и сообщения; написать несложное письмо личного характера (например, выразить кому-либо свою благодарность за что-либо).

уровень B1 - 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

уровень В2 - 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.

4. Структура и содержание дисциплины/ модуля

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

Форма промежуточного контроля дисциплины отсутствует в 1 семестре; зачет во 2 семестре; отсутствует 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. Family and friends	1		0	26	0	Письменная работа Дискуссия Устный опрос
2.	Тема 2. Shops	1		0	26	0	Письменная работа Дискуссия 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	
3.	Тема 3. Eating	1		0	26	0	Письменная работа Дискуссия Устный опрос
4.	Тема 4. Jobs	1		0	26	0	Контрольная работа Письменная работа Дискуссия Устный опрос
5.	Тема 5. The foundations of scychology	1		0	4	0	Письменная работа Устный опрос
6.	Тема 6. Relax	2		0	26	0	Письменная работа Устный опрос
7.	Тема 7. Home	2		0	26	0	Письменная работа Дискуссия Устный опрос
8.	Тема 8. Mind and body	2		0	26	0	Письменная работа Дискуссия Устный опрос
9.	Тема 9. Getting there	2		0	26	0	Контрольная работа Письменная работа Дискуссия Устный опрос
10.	Тема 10. Sensation: studying the gateways of experience	2		0	4	0	Письменная работа Устный опрос
11.	Тема 11. Science and nature	3		0	26	0	Письменная работа Дискуссия 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	
12.	Тема 12. School and university	3		0	26	0	Письменная работа Дискуссия Устный опрос
13.	Тема 13. Places to stay	3		0	26	0	Письменная работа Дискуссия Устный опрос
14.	Тема 14. Culture	3		0	26	0	Контрольная работа Письменная работа Дискуссия Устный опрос
15.	Тема 15. Perception: why do things look the way they do?	3		0	4	0	Тестирование Письменная работа Устный опрос
16.	Тема 16. My first class	4		0	26	0	
17.	Тема 17. Feelings	4		0	26	0	
18.	Тема 18. Time off	4		0	26	0	
19.	Тема 19. Interests	4		0	26	0	
20.	Тема 20. Thinking: exploring mental life	4		0	4	0	
	Тема . Итоговая форма контроля	2		0	0	0	Зачет
	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
	Итого			0	432	0	

4.2 Содержание дисциплины

Тема 1. Family and friends

практическое занятие (26 часа(ов)):

OBJECTIVES - ask common questions about people; respond to questions in a natural way; describe people you know; recognize collocations - words that go together; talk about how often you do things. GRAMMAR - question formation; the present simple; similarities and contrasts VOCABULARY - people you know; character and habits READING - living well around the world LISTENING - A friend of mine. Our genes or our childhood? DEVELOPING CONVERSATION - responding naturally

Тема 2. Shops

практическое занятие (26 часа(ов)):

OBJECTIVES - talk about places you shop in and things you buy; make - and respond to ?
compliments; make offers - and check it's OK to do things; understand newspaper headlines better
GRAMMAR - the past simple; comparatives; passives VOCABULARY - describing shops and things
you bought READING - newspaper stories about shopping LISTENING - Did you buy anything nice?
Five conversations in a department store. Anti-shopper podcast DEVELOPING CONVERSATION ?
complimenting ; making offers and checking

Тема 3. Eating

практическое занятие (26 часа(ов)):

OBJECTIVES - talk about places you shop in and things you buy; make - and respond to ?
compliments; make offers - and check it's OK to do things; understand newspaper headlines better
GRAMMAR - the past simple; comparatives; passives VOCABULARY - describing shops and things
you bought READING - newspaper stories about shopping LISTENING - Did you buy anything nice?
Five conversations in a department store. Anti-shopper podcast DEVELOPING CONVERSATION ?
complimenting ; making offers and checking

Тема 4. Jobs

практическое занятие (26 часа(ов)):

OBJECTIVES - ask - and answer - common questions about jobs; describe what different jobs
involve; talk about what you're doing at work at the moment; form common nouns from verbs; tell
stories about your experiences GRAMMAR - present continuous and simple; future plans and
wishes; past continuous and past simple VOCABULARY - talking about jobs; activities at work;
forming words READING - extract from ?An Office and a Gentleman? LISTENING - So what do you
do? Unpaid work DEVELOPING CONVERSATION - questions about jobs

Тема 5. The foundations of psychology

практическое занятие (4 часа(ов)):

OBJECTIVES - define psychology; state the goals of scientific psychology; identify the five classical
school of psychologies and their founders; name and describe seven important fields of psychology.

Тема 6. Relax

практическое занятие (26 часа(ов)):

OBJECTIVES - introduce negative comments; make plans and arrange what to do; talk about
watching and doing different sports; form common nouns from adjectives GRAMMAR - might,
present continuous, be going to + verb; superlatives VOCABULARY - activities, places and
equipment; sports and games verbs; forming words READING - sports around the world LISTENING
- Plans for the weekend. The reasons for football's popularity. Having a nap DEVELOPING
CONVERSATION - introducing negative comments

Тема 7. Home

практическое занятие (26 часа(ов)):

OBJECTIVES - explain where you are from; describe your hometown and area; ask useful questions
when staying with people; ask for permission to do things GRAMMAR - have to, don't have to, can,
will /won't VOCABULARY - cities and areas; staying with people READING - Five things you should
know before leaving home LISTENING - Where are you from? My first place of my own. Staying with
a host family DEVELOPING CONVERSATION - explaining where places are; asking for permission

Тема 8. Mind and body

практическое занятие (26 часа(ов)):

OBJECTIVES - describe common illnesses and their symptoms; give advice and; understand
medical advice; ask and answer common questions about illness; give instructions; understand
instructions on medicines GRAMMAR - giving advice (should, ought to, why don't you); imperatives
VOCABULARY - Illnesses and health problems; forming words; parts of the body READING - Not
just all in the mind LISTENING - I'm not very well. Dealing with health problems DEVELOPING
CONVERSATION - common questions about illness

Тема 9. Getting there

практическое занятие (26 часа(ов)):

OBJECTIVES - talk about well-known buildings and places; ask for - and give ? directions; ask questions in a more polite way; talk about different ways of travelling GRAMMAR - articles (a, an and the); quantifiers with uncountable nouns VOCABULARY - places in town; means of transport READING - The Two Travellers and the Farmer LISTENING - Do you know if this is the right way? The travel news DEVELOPING CONVERSATION - giving directions

Тема 10. Sensation: studying the gateways of experience

практическое занятие (4 часа(ов)):

OBJECTIVES - differentiate among sensation, perception, and cognition; describe key aspects of the visual process; explain the trichromatic theory of color perception; describe key aspects of the hearing process; identify principal features of the processes associated with taste, the skin senses, smell, kinesthesia, and the vestibular sense.

Тема 11. Science and nature

практическое занятие (26 часа(ов)):

OBJECTIVES - talk about the weather; talk about animals and pets ; talk about scientists and research; discuss and respond to news stories; report what people said GRAMMAR - the past perfect simple; reporting speech VOCABULARY - science and nature; animals READING - man's best friends; the Milgram experiment LISTENING - science and nature in the news. The Milgram experiment DEVELOPING CONVERSATION - responding to news and comments

Тема 12. School and university

практическое занятие (26 часа(ов)):

OBJECTIVES - describe your academic experiences; talk about future plans respond with surprise to negative sentences; explain what you use computers for; talk about the school system in your country GRAMMAR - first conditionals; had to / could VOCABULARY - school and university; computers and the Internet; students and teachers READING - A web of lies? LISTENING - School and university. School in t w o different countries DEVELOPING CONVERSATION - No?

Тема 13. Places to stay

практическое занятие (26 часа(ов)):

OBJECTIVES - describe and get information about places to stay; give bad news in a polite way; talk about past habits; explain and deal w i t h problems in hotels GRAMMAR - second conditionals; used to VOCABULARY - hotel problems READING - Happy campers LISTENING - Phoning a hotel. Calling room service DEVELOPING CONVERSATION - Giving bad news

Тема 14. Culture

практическое занятие (26 часа(ов)):

OBJECTIVES - describe different kinds of films; explain what you have heard about things; talk about feelings; talk about your favourite things GRAMMAR - -ed/-ing adjectives; the present perfect continuous VOCABULARY - films; music, art and books; compound nouns READING - Welcome to Nollywood! LISTENING - Deciding what to go and see at the cinema. My favourite DEVELOPING CONVERSATION - supposed to

Тема 15. Perception: why do things look the way they do?

практическое занятие (4 часа(ов)):

OBJECTIVES - state the Gestalt laws of perception; describe the role that learning plays in perception; explain what illusions teach us about perception; explain how both binocular vision and monocular cues play a role in depth perception; discuss some of issues associated with the topic of extrasensory perception.

Тема 16. My first class

практическое занятие (26 часа(ов)):

OBJECTIVES - ask and answer common questions; maintain a conversation; talk about language learning experiences; tell stories. GRAMMAR ? questions formation; narrative tenses; other uses of the past continuous. VOCABULARY - learning languages; language words. READING - "Language policy a disaster?" says a head teacher LISTENING ? getting to know people; explaining why you were late. DEVELOPING CONVERSATION ? asking follow-up questions; John was telling me?

Тема 17. Feelings

практическое занятие (26 часа(ов)):

OBJECTIVES - talk about how you feel ? and why; give responses to news; Use stress and intonation more effectively; ask double questions. GRAMMAR - be, look, seem etc.:- ing/ -ed adjectives; the present continuous/ simple questions VOCABULARY - feelings; adjective collocations READING ? It only takes Juan Mann to save the world! LISTENING ? How?s it going? How?s it going at work? DEVELOPING CONVERSATION ? response expressions; making excuses

Тема 18. Time off

практическое занятие (26 часа(ов)):

OBJECTIVES - describe interesting places; ask for and make recommendations; talk about problems; talk about the weather. GRAMMAR - present perfect questions; the future. VOCABULARY - places of interest; holiday problems; weather. READING ? Workers can?t bank on holidays LISTENING ? deciding where to go sightseeing; talking about your holiday plans DEVELOPING CONVERSATION - recommendations

Тема 19. Interests

практическое занятие (26 часа(ов)):

OBJECTIVES - talk about free-time activities; talk about sports; talk about music; pronounce, and understanding, group of words. GRAMMAR - frequency (present and past); duration (past simple and present perfect continuous) VOCABULARY - evening and weekend activities; problems and sports; music. READING ? the playlist of your life LISTENING ? Did you have a good weekend? A martial art. DEVELOPING CONVERSATION - Are you any good? Music, films and books

Тема 20. Thinking: exploring mental life

практическое занятие (4 часа(ов)):

OBJECTIVES - define thinking; specify three basic kinds of mental concepts; describe various strategies for solving problems; explain how mental sets can present obstacles to solving problems; distinguish between logical thinking and logical errors; state the core feature of the creative process.

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. Family and friends	1		подготовка к дискуссии	3	Дискуссия
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	3	Устный опрос
2.	Тема 2. Shops	1		подготовка к дискуссии	3	Дискуссия
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	3	Устный опрос
3.	Тема 3. Eating	1		подготовка к дискуссии	3	Дискуссия
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	3	Устный опрос

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
4.	Тема 4. Jobs	1		подготовка к дискуссии	2	Дискуссия
				подготовка к контрольной работе	2	Контрольная работа
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	2	Устный опрос
5.	Тема 5. The foundations of psychology	1		подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	2	Устный опрос
6.	Тема 6. Relax	2		подготовка к письменной работе	4	Письменная работа
				подготовка к устному опросу	4	Устный опрос
7.	Тема 7. Home	2		подготовка к дискуссии	3	Дискуссия
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	3	Устный опрос
8.	Тема 8. Mind and body	2		подготовка к дискуссии	3	Дискуссия
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	3	Устный опрос
9.	Тема 9. Getting there	2		подготовка к дискуссии	2	Дискуссия
				подготовка к контрольной работе	2	Контрольная работа
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	2	Устный опрос
10.	Тема 10. Sensation: studying the gateways of experience	2		подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	2	Устный опрос

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
11.	Тема 11. Science and nature	3		подготовка к дискуссии	3	Дискуссия
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	3	Устный опрос
12.	Тема 12. School and university	3		подготовка к дискуссии	3	Дискуссия
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	3	Устный опрос
13.	Тема 13. Places to stay	3		подготовка к дискуссии	3	Дискуссия
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	3	Устный опрос
14.	Тема 14. Culture	3		подготовка к дискуссии	2	Дискуссия
				подготовка к контрольной работе	2	Контрольная работа
				подготовка к письменной работе	2	Письменная работа
				подготовка к устному опросу	2	Устный опрос
15.	Тема 15. Perception: why do things look the way they do?	3		подготовка к письменной работе	1	Письменная работа
				подготовка к тестированию	1	Тестирование
				подготовка к устному опросу	2	Устный опрос
	Итого				108	

5. Образовательные технологии, включая интерактивные формы обучения

Освоение дисциплины 'Иностранный язык' предполагает использование как традиционных (практические занятия с использованием методических материалов), так и инновационных образовательных технологий с использованием в учебном процессе активных и интерактивных форм проведения занятий: выполнение ряда практических заданий с использованием

профессиональных программных средств создания и ведения электронных баз данных; мультимедийных программ, включающих подготовку и выступления студентов на семинарских занятиях с фото-, аудио- и видеоматериалами по предложенной тематике.ЭОРы, SANAKO

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

Тема 1. Family and friends

Дискуссия , примерные вопросы:

? Work in groups. Discuss these questions. ? Which part of your country - or of the world - do you think is the best place: ? to be a child? Why? ? to be a teenager? Why? ? to start a family? Why? ? to get old? Why? ? Do you like the place you grew up in? What was good/ bad about it? ? Read the article and answer these questions. 1 What four reasons are given to explain why the Netherlands is so good for children? 2 What four reasons does Goro Taniguchi give to explain his long life? ? Cover the text. Complete the collocations Look back at the bold words in the article to check. 1 a report 2 pressure on someone 3 parents 4 arguments 5 time with someone 6 a life 7 fish 8 swimming ? In pairs, discuss these questions. ? What do you think is t h e main reason for the Netherlands' success? Why? ? What do you think is t h e main reason for Mr Taniguchi's long life? Why?

Письменная работа , примерные вопросы:

An email- a character reference ? Holly is a teacher at a secondary school. One of her students is going to study in France, and wants to stay with a family. Fill the gaps with words or phrases from the box to complete the email. Also Dear Thank you for In her spare time I am sure any more information A 1..... Madame Baton, B 2 .. your letter, asking me about Sue Brown. I am Sue's French teacher and I have known her for three years. Sue studies hard and her French is good. She wants to go to France because she is keen to practise the language and learn more about life in France. C Sue is outgoing and makes friends easily. She is 3..... kind and caring and popular with her classmates. In fact, she is never mean or selfish. D 4 she plays tennis, and when she's at home, she likes reading books and watching films. Her mother tells me she helps around the house although she doesn't like cooking much! 5?. you will find her a pleasant and helpful guest. E Please write back to me if you need 6.... . or have any questions. F Yours sincerely, Holly Dibble ? Match the paragraphs in the email to the descriptions. 1 Introduce yourself and talk about your student and why they want to visit the country. 2 Close the letter. 3 Tell the reader about the person's character. 4 Say hello to the reader. 5 Talk about what the student likes. 6 Offer more help. ? You are a teacher. Your student is studying Polish. He is going to study in Poland for a month and wants to stay with a family. Write an email about him to Mrs Majewski.

Устный опрос , примерные вопросы:

? Read the text below. Then discuss the questions in groups. What makes us the people we are? Where do we get our characteristics and habits? It is one of the oldest debates in science. Some say it is our experiences in childhood - the way our parents treat us, our experiences, our friends and our education; others say it's all the result of biology, it's just the genes we get from our parents. 1 How much do you think the following things are caused by genes? How much by childhood experiences? How much by other factors such as w here you live? Say a percentage for each one. a poor sight e good grades at school b confidence f the colour of your hair c how creative you are g heart disease d how fit you are h criminal behaviour 2 What other causes could there be? ? In pairs, ask questions to find things y o u share with your partner. How many similarities can you find in five minutes? ? Join another pair of students and explain your similarities and differences. Use both (of us) / neither of us and whereas. ? Now explain to the class what things your group of four have in common. Use all and none or no-one. ? In groups, tell each other about your family. In what ways are you similar to and different from your grandparents, parents, brothers and sisters? Who are you most / least similar to? Talk about your character, your habits and your looks.

Тема 2. Shops

Дискуссия , примерные вопросы:

? Work in groups. Discuss these questions. ? What polite things do you usually do or say? ? What was the last kind thing you did for someone? ? What was the last present you bought? Who for? What was the occasion? Did you wrap it? Did they like it? ? When was the last time you took something back to a shop? What was wrong with it? What happened? ? Did your parents ever make you wear something you didn't like when you were a child? ? Did you have favourite clothes? What were they? ? Work in groups. Discuss these questions. ? Do you know any similar shops to Primark? ? Do you shop at them? Why? / Why not? ? Have you heard or read any similar reports about how clothes are made? ? Do you worry about where things are made or issues like this? ? In pairs, explain the following headlines. Discuss what you think each story is probably about. 1 MAN ARRESTED AFTER STEALING 10 KILOS OF BANANAS 2 SHOP PAYS \$20,000 TO WOMAN INJURED IN CHANGING ROOMS 3 WOMAN FINED AFTER CALLING AMBULANCE TO HELP HER HOME WITH SHOPPING

Письменная работа , примерные вопросы:

An email- informal writing ? Read the email and answer the questions. 1 Are Elena and Enrique: a colleagues? b , uncle and niece? c friends? 2 Why is Elena writing to Enrique? 3 What did Elena do this morning? 4 What are Elena and Enrique's plans for next month Hi Enrique How are you? Thanks for your card and present. I'm wearing top, and the card is standing on my desk as I write. On my birthday, some friends and I 1?? (go) out dancing, and the DJ at the club 2..... (play) a lot of Latin music. I 3 ??(think) of you in Argentina, and 4 ?? (wish) you were here! In Italy, we don't dance in cafeterias like you do over there, but we have some great clubs. You'll see when you come next month. My uncle 5 ?? (give) me some money for my birthday, so 6 ?? (decide) to go shopping this morning. There is a new shop in the centre that sells discount clothes and equipment for outdoor sports. It's a lot cheaper than other sports shops in Milan. I 7 ?? . (buy) a new sleeping bag for our camping trip, some shorts, a T-shirt and some climbing gloves and only 8 (pay) 60 euros! Have you got everything ready for our trip? Remember to bring your climbing shoes! See you very soon now! Take care, Elena ? Write the past simple of the verbs in brackets to complete the email above. ? Underline the eight phrases that we can use when we write to a friend. ? Imagine you are Enrique. Write a reply to Elena. Use the plan below to help you. Paragraph 1: Thank her for her email, and say something about her birthday. Paragraph 2: Comment on her shopping news, and say something about things you have bought for the camping trip. Paragraph 3: Ask her some questions about your plans for the trip.

Устный опрос , примерные вопросы:

? Label the pictures below with the words in the box. mobile shirt T-shirt top suit coat skirt camera laptop watch hat tie ? Work in pairs. Discuss these questions. - Do you like the different clothes and things in the pictures? Why? / Why not? - Have you bought any of these things recently? - Where from? Are you happy with them? ? Use the extra information in 1-12 to guess the meanings of the words in bold. Translate the sentences into your language. Then check in the Vocabulary Builder. 1 Their shoes are good quality. They're very well made. They really last. I've had these ones for three years. 2 Go to World PC. They're very reliable. If you have any problems, they're always quick to solve them. 3 I usually go to Davy's for food. They've got a really wide selection. You can get whatever you want there. 4 They're open on Sundays. In fact, I think the only day they're shut is Christmas Day! 5 I bought this nice thick coat for the winter. It'll keep me warm in the cold weather. 6 They're nice shoes. They look cool, but they're a bit small for me. They're a bit uncomfortable to walk in. 7 What lovely flowers! They're so bright and colourful. 8 It's complicated to use and the instructions don't make things any easier. They're really hard to follow. 9 I think their clothes are really good value. They're very fashionable, but not very expensive. 10 I bought a smart pair of trousers and a couple of shirts for work. We can't wear jeans or T-shirts. 11 Yellow doesn't really suit me. I look better in darker colours like blue or black. 12 I got a really neat laptop. It's very light and it's got all the latest software. It looks cool too. ? Work in groups. Discuss the following. - Use words to describe things you have. - When was the last time you went shopping? Did you buy anything? What? Where from?

Тема 3. Eating

Дискуссия , примерные вопросы:

? Work in groups. Discuss these questions. ? What's the most important meal of the day for you - breakfast, lunch or dinner? Why? ? Where do you usually have each meal? ? What do you usually have? ? Do you eat anything between meals? What? ? Work in pairs. Discuss these questions. ? Have you had any of the foods in the pictures recently? When? What with? ? Are there any things in the pictures that you've never tried? ? In which countries do you think these foods might be popular for breakfast? ? Read the text and answer these questions. 1 In which countries are the 12 foods from exercise A popular for breakfast? 2 What else do people often have for breakfast in each country? 3 Which breakfasts do you think sound: healthy? fattening? filling? spicy? 4 What are each of the things below? kimchi kiselo mlyako gallo pinto plantain aqua duke foul medammes ? Work in pairs. Discuss these questions. ? Which of the five breakfasts would you most / least like to have? Why? ? Do any of the breakfasts contain anything you can't eat? Why can't you eat them ? ? Have you ever had breakfast abroad? What was it like?

Письменная работа , примерные вопросы:

A review ? a restaurant ? Holly writes a food and eating blog for her local newspaper's website. Read Holly's reviews of two restaurants below. 1 Which restaurant did she think was good? 2 Which restaurant did she think was poor? ? Read the reviews again. What does Holly say about ... 1 the quality of the food (A) (B)..... 2 the service (A)?????(B) 3 the design of the restaurant (A)..... (B)?????..... 4 the price (A)????? (B)?????.. Here are my views on two more restaurants: A I had a lovely meal at the Flying Fish restaurant in Wade Street last week! The food was delicious. I had grilled squid which was soft and juicy. Cooked perfectly. The service was also good, and the staff were extremely helpful. The only disappointment was the interior design. The room was too dark, and we couldn't see what we were eating. Apart from that it was an enjoyable evening. The prices were reasonable, too! Overall, it was really good value for money. B The Taj Mahal restaurant in Park Road had a pleasant atmosphere and was nicely decorated. The food was tasty and well-prepared. I had a chicken vindaloo that was really spicy, and full of flavor! Unfortunately, the service wasn't as good. The staff were rather unfriendly and never smiled, and our waiter was too slow. We waited for twenty minutes before he came to take our order, and another half an hour before he served our food!The restaurant wasn't even busy! It was very expensive, too. Indian restaurants are usually reasonable, so I found this one very disappointing! ? Plan a review of a restaurant. Think about what you liked and didn't like. Choose the words and phrases you want to use to describe each part of your experience.

Устный опрос , примерные вопросы:

? Work in groups. Discuss these questions. - Look at the different kinds of restaurants in the box below. - Which do you have in your town / city? - Can you describe where each restaurant is? - Which of the different kinds of food below do you like? Which don't you like? Why? - Can you cook any of these different kinds of food? ? You are going to hear some people who are eating out in The Globe Restaurant. First, read the restaurant menu below. Put a tick next to the dishes that look good to you, a cross next to any dishes that don't look good and a question mark ? next to any dishes you don't understand. ? Compare your ideas in groups. - Try and explain some of the dishes to the others. - What would you order in this restaurant? Why? ? Below are ten questions asked in the restaurant. Put them into the order you think you will hear them in. 1 Could I just have a coffee, please? 2 Would you like to see the dessert menu? 3 Does it contain any meat at all? 4 Shall we leave a tip? 5 Could we get some water as well, please? 6 Are you ready to order? 7 Have you booked? 8 Would you like a high chair for the little girl? 9 Could we have the bill, please? 10 Could you get us a cloth, please? ? Compare your ideas with a partner. Who do you think would ask each one - a waiter /waitress or a customer?

Тема 4. Jobs

Дискуссия , примерные вопросы:

? Work in groups. Discuss these questions. - Do you agree t h a t companies which don't pay young workers are exploiting them? Why? / Why not? - Is voluntary work common in your country? What kind is most common? - Do you know anyone who has ever done voluntary work? Would you like to? If yes, what kind? - Do you think the government should pay housewives for their role in building a nation? Why? / Why not? ? Work in pairs. Discuss these questions. - Have you ever negotiated anything? What? Who with? - Have you ever attended a training course? What did you learn? - Have you ever done any training? What did you teach people to do? - Have you ever organised anything big? What? Was it OK? - Do you know anyone who does research? What on? ? Spend three minutes thinking about the following. Then discuss your ideas in groups. - Say three things that people in your family are planning to do. - Say two things connected to your work/ studies t h a t you are hoping to do sometime soon. - Say one thing you've decided you're NOT going to do any more in t h e future. Explain why. - Say two things you're thinking of doing in the next few days. - Say three things you'd like to do - or that you'd like to happen - sometime in the future.

Контрольная работа , примерные вопросы:

LISTENING ? Listen to four people describing different places Match places a-e to speakers 1-4. There is one place you do not need. a a department store b a restaurant c a supermarket d an office e their home ? Listen again and match items a-e to speakers 1-4. There is one item that you do not need. In the place they talk about: a it is it hard to concentrate. b there are lots of things to choose from. c they always go there to buy things, eat or work. d it is good to go in hot weather. e there's plenty of space to work. GRAMMAR ? Put the verbs in brackets into the correct tense. 1 I see my cousin quite a lot. He ??to our house after school twice a week, because both my aunt and uncle late on those days, (come / work) 2 I usually have a tennis class at the weekends but I ???at the moment, because I'm injured, (not play) 3 You should see the f i lm The House Keeper. It's great. I ????. it about six time snow. (see) 4 ??? anywhere last week? (you go) 5 The police arrested him after he ???trying to steal a car. (be caught) 6 I'm sorry, what did he say? I ????.(not listen) 7 I can't tell you anything about t h e class. I because I w a s doing t h e evening shift at work last week, (not go) 8 A: How long????. married? B:Ten years this year. (they be) 9 My son ???to go travelling next year after he finishes school. (plan) 10 What ???of doing this weekend? (you think) LANGUAGE PATTERNS ? Complete the sentences w i t h one word i n each gap. 1 She's an old friend ???university. 2 I crashed my car the ????.day and now it's being repaired. 3 I'm sorry. There are no tables available. Do you mind ????.for 15 minutes? You can have a drink first. 4 You decide on the restaurant. I don't mind ????.we go. 5 I'm working part-time ????.a waiter in a cafe in t own . PREPOSITIONS ? Choose the correct preposition i n each sentence. 1 They accused me to / of charging them too much, but the bill was right. 2 He paid to /for everything. It w a s very generous of him. 3 The workers went on/of strike. 4 The workers were protesting about / for their bad income. 5 According to / of a recent report, they earn much less than other people who do similar jobs. 6 I belong to / with a gym. 7 I'm working on / in a new project at the moment. 8 I'm afraid we don't have any coats of that size on / in stock. 9 I'm thinking on / of changing jobs. ADJECTIVES ? Match the underlined adjectives i n 1-8 to their opposites i n a - h . 1 a pretty girl a simple to use 2 a delicious meal b hard cheese 3 a low proportion c a stupid comment 4 complicated software d an ugly building 5 soft fruit e taste disgusting 6 a mild taste f taste bitter 7 sweet tea g a high percentage 8 a clever idea h strong cheese VOCABULARY ? Complete the words i n the story. The first letters are given. My sister doesn't like t h e word 'no'. If she decides she wants something, she keeps on until she 1suc??. For example, when she was younger, she wanted a PlayStation or something similar. It was expensive and my parents didn't want to buy it. She screamed and 2 sh??? about it, but my parents still said no. They said she could do jobs and earn the money to buy it. She started doing cleaning for my family and for our neighbours. It was funny, because she's not very 3 n????. or tidy herself I It took several months and she finally had enough money. When she went to t h e shop there was a 4 s???? and the PlayStation had a 30% 5dis?? , so she also bought two games. You see my sister is a very lucky person as well as being very 6det??. !

Письменная работа , примерные вопросы:

A formal email ? asking for information ? Read the advert. Does the job interest you? Are you a science student, or someone who cares about the oceans? Perhaps you are planning to become a marine biologist. If so, would you like to get some useful work experience? The National Marine Aquarium is looking for volunteer hosts to give educational talks and answer visitors' questions. Working days and hours can be arranged to suit you. sdunn@nationalmarinaquarium.com ? Read Chad's email. What does he ask for? Dear Ms Dunn, A) I saw your advertisement for volunteer hosts on the National Marine Aquarium's website, and I am writing to ask for further information about the position. B) At present, I am studying Marine Biology at Southampton University, and am in my third year. I visited the Aquarium last month and saw your amazing shark population. I am planning to specialise in the study of sharks in my future career, and am hoping to gain work experience in this area. C) I am very interested in the post. Could you send me more information about the job and an application form, please? D) I look forward to hearing from you. Yours sincerely, Chad Duffy ? Match the paragraphs (A- D) in the email to the descriptions (1-4) below. 1 give Information about yourself 2 ask for information 3 say politely that you expect a reply 4 explain why you are writing ? Write a formal email applying for this job. Use the advert and the notes below. Write about 120 words. .

Устный опрос , примерные вопросы:

? In pairs, make a list of all the different kinds of work people do for no money. ? Compare your list with another pair. Then discuss these questions in groups. - Why do you think people do these different kinds of work? - Do you know anyone who does / has done any unpaid work? - Do you think people should be paid to do any of these different kinds of work? Why? / Why not? ? Listen and answer the questions below. 1 What kind of work does each person do? 2 Why do they do this work? 3 How do they feel about working for no money? 4 What are their plans for the future? ? Work in pairs. Can you remember which of the three speakers said each of the things below - and why? 1 going on strike 2 it's a competitive area 3 got bored 4 pay us a pension 5 have a really positive attitude 6 making coffee 7 building the nation 8 my contract ends 9 the company is exploiting me

Тема 5. The foundations of psychology

Письменная работа , примерные вопросы:

Give Russian equivalents to the following words and expressions from the text. Cognitive process; emotional state; emotional action; ancient meanings; human being; mental life; scientific discipline; psychological laboratory; historical perspective; physiology of the sense organs; simple / visual sensations; stimulus; starting date of the school; perception of motion; stationary stimuli; important concept; emotional suffering; principal focus of psychology; mental health. Give English equivalents to the following Russian words and expressions from the text. Область психологии; данные; согласно; психическое расстройство; поведение человека; исследование; научный подход; восприятие; следовательно; человеческое сознание; в конце концов; основная цель психологии; значимость изучения; основатель; сложно определяемое понятие; несколько лет; различные методы и техники; квалифицированный психолог. Find the synonyms to the given words. 1. concept a) think 2. suggest b) primary 3. principal c) definite 4. threat d) goal 5. view e) focus 6. believe f) opinion 7. explore g) propose 8. emphasis h) investigate 9. purpose i) danger 10. explicit j) idea Combine the words in column A with those in B to make word combinations and use them in the sentences of your own. A B 1. cast a) to the conclusion 2. become b) forth 3. place c) evident 4. trace d) a light 5. pay/give e) emphasis on 6. have f) in the context of 7. come g) an interest in 8. set h) attention to 9. take i) place 10. arise j) back Match the terms with their definitions. 1. behaviorism a) the process of —looking inward and examining one's self and one's own actions in order to gain insight. 2. structuralism b) the form of psychodynamic therapy which concentrates on bringing forward repressed unconscious thoughts. 3. gestaltism c) a theory of mind and brain which studies how people integrate and organize perceptual information into meaningful wholes. The phrase "The whole is greater than the sum of the parts" is often used when explaining this theory. 4. introspection d) the school of thought that stresses the need for psychology to be a science based on observable (and only observable) events, not the unconscious or conscious mind.

Устный опрос , примерные вопросы:

The word psychology has had several different meanings from ancient to modern times. Here is its present definition: Psychology is the science that studies the behavior of organisms. Three words in the definition merit special attention: (1) science, (2) behavior, and (3) organisms. Modern psychology is considered a science because it bases its conclusions on data, information obtained by systematic observations. Behavior has three aspects: (1) cognitive processes, (2) emotional states, and (3) actions. Cognitive processes refer to what an individual thinks. Emotional states refer to what an individual feels. Actions refer to what an individual does. An organism is any living creature. Consequently, the behavior of dogs, rats, pigeons, and monkeys can be legitimately included in the study of psychology. Such organisms have indeed been subjects in psychology experiments. However, traditionally the principal focus of psychology has been humans. When animals are used in experiments, the implicit goal is often to explore how such basic processes as learning and motivation, as studied in animals, can cast a light on our understanding of human behavior. Although you now know the modern definition of psychology, it is important to realize that the word psychology has its roots in ancient meanings associated with philosophy. The Greek word psyche means soul. Consequently, to philosophers living 400 to 300 B.C., psychology was the —study of the soul. This was the meaning given by Socrates, Plato, and Aristotle. In view of the fact that these thinkers, particularly Socrates and Plato, did not believe that animals have souls, it becomes evident why for many centuries psychology's main attention has been given to human beings. The ancient philosophers asserted that the soul is the seat of consciousness. It is consciousness that makes mental life possible.

1. What is the subject of psychology?
2. Why is psychology considered a science?
3. What is the immediate goal of psychology?
4. What is the etymology of the word psychology?
5. How did the ancient philosophers treat psychology?
6. What is the contemporary approach to psychology?

Render the text into English. Что такое психология На протяжении веков человек является предметом изучения многих и многих поколений ученых. Человечество познает собственную историю, происхождение, биологическую природу, языки и обычаи, и в этом познании психологии принадлежит особое место. Что же представляет собой психология как наука? Чтобы ответить на этот вопрос, необходимо обратиться к истории психологической науки, к вопросу о том, как на каждом этапе ее развития трансформировалось представление о предмете научного знания в психологии. Само название предмета в переводе с древнегреческого означает, что психология ? наука о душе. Слово ?психология? многозначно. В быденном языке слово ?психология? используется для характеристики психологического склада личности, особенностей того или иного человека, группы людей. Другое значение слова ?психология?, которое зафиксировано в его этимологии: психология ? учение о психике. Отечественный психолог М.С.Роговин утверждал, что можно выделить три этапа становления психологии как науки. Это этапы донаучной психологии, философской психологии и, наконец, научной психологии. Донаучная психология ? это познание другого человека и самого себя непосредственно в процессах деятельности и взаимного общения людей. Здесь деятельность и знание слиты воедино, обусловленные необходимостью понимать другого человека и предвидеть его поступки. Make a brief report on one of the following topics: a) The Origins of Psychology. b) The Classical Schools of Psychology. c) Fields of Psychology.

Тема 6. Relax

Письменная работа , примерные вопросы:

A blog ? your favourite game An online games magazine has invited readers to send a description of their favourite game or sport to their weekly blog. They want to know how and why they started the game, if they play with others, when and where, and what future plans they have for this game. ? Read one reader's blog entry.

- 1 What's the name of his favourite game?
- 2 How did he start playing the game?
- 3 How long has he been a club member?
- 4 What's he going to do in the future?

? Match the headings with the paragraphs.

- 1 Where, when and who I play with ??
- 2 Future plans for the game ??
- 3 How I started playing the game ??

? Write your own entry for the blog. Use the notes below to help you, and write three paragraphs, like the model above.

Устный опрос , примерные вопросы:

? Put the words in 1-3 a and b in to the correct order to make questions. 1 We're having a picnic on Sunday, if you're interested, a else who going is? b going are where it to you have? 2 I might go to watch Halifax play on Saturday, a are who playing they? b of when tickets thinking are you getting the? 3 My friend Jane's going to come and visit, a long how she stay going is to? b you are while of what doing she's thinking here? ? In pairs, have the conversations. ? Read the texts about three different sports and match each one to one of t h e pictures i n a-f ? Of t h e three sports, 1 which is the most popular? 2 which is the oldest? 3 which is the newest? 4 which was the most dangerous? 5 which is the most dangerous now? ? Match the words i n bold i n the text with the meanings below. Then check your answers in the Vocabulary Builder. a how fast you do something b the result of something c people who watch a sports event d try e made illegal by the government f try to win money by guessing who will win ? Work in groups. Discuss the questions and explain your choices. Which of the sports you read about do you think: - is the most fun to do? - is the best to watch? - needs the most skill to do? - requires the most fitness? - needs the most strength?

Тема 7. Home

Дискуссия , примерные вопросы:

? Work in pairs. Discuss these questions. - How well do you know your country? - Which places have you visited / lived in? - Do you have any f a m i l y or friends in other parts of the country? - Do you know anyone who has lived abroad? Where did they live? Why? ? You are going to read a n article about things you should know before you leave home. What advice do you think the writer might give about the following subjects? money food housework flat-sharing loneliness ? Which of the five subjects above do you think each of the words below is connected to? Why? ? Read the article and find out which subjects the words connect to. What does the writer say about each thing? ? Work in pairs. Discuss these questions. - Which piece of advice do you think is best? Why? - Have you ever had any problems with any of t h e things mentioned? When? What happened? ? Work in groups. Discuss these questions. ? When was the last time you went to someone's house for dinner? What was the occasion? What did you have? ? When was t h e last t i m e you stayed at someone's house? How long did you stay? Where did you sleep? ? Which of the things below do you think it's normal to do when you visit - or stay in - someone's house? - take off your shoes before you go in - bring flowers and/or chocolate for the host(s) - bring a bottle of something for the hosts - offer to help with the cooking - do the washing-up after dinner - sleep on the sofa or the floor - ask for a spare set of keys - offer to pay something to help with food, etc. ? Have you stayed with a host family in another country? Has anyone else you know? Where was it? What was it like?

Письменная работа , примерные вопросы:

A letter ? describing where you live ? Look at the letter quickly. Is it: a an informal letter to parents? b an informal formal letter to a company or an institution? c a letter to a friend? ? Match the descriptions of the paragraphs (1-4) with the paragraphs (A-D). 1 Talks about the family and house rules 2 Asks his friend to write back to him. 3 Gives information about where his room is. 4 Describes his room. ? Read the letter and answer these questions. 1 Why is Ibrahim writing to his friend? 2 Where is he living? 3 What does he like about the location? 4 What furniture does he have in his room? 5 What is missing from the room? 6 Why does Ibrahim have to be quiet in the evenings? 7 What other house rules are there? 8 What is the best thing about the room? ? Read the statements. Decide whether they are true (T) or false (F). 1 Ibrahim is living in Manchester. 2 His room is in a big house. 3 The house he is staying in is similar to houses at home. 4 He can study more because there's no TV in his room. 5 Ibrahim doesn't like the family. 6 Because the rent isn't expensive, he has more money. ? Now write a letter. Describe your new home. Use the four paragraphs in Ibrahim's letter to help you. Include the following: - Put the address and date at the top. - Begin 'Dear, .. .' - Give a reason for writing: 'I'm writing to .. .', or 'I'm writing because .. .' - Describe the building and the location and say what you like about it. - Describe the room and its furniture. - Talk about the people that you live with and any rules that you have to follow. - Ask the other person to write to you with news. - Sign off with 'Best wishes'.

Устный опрос , примерные вопросы:

? Decide which word is the odd one out in each of the groups 1-10 and explain your decision. 1 dry / climate / warm / cold / buildings 2 industrial / a forest / steel / factories / a car plant 3 green / parks / trees / dirty / countryside 4 churches / traffic / bars / 24-hour culture 6 agriculture / fields / squares / farms / rural 7 coast / desert / fishing / port / ocean / beach 8 museum / old / historic / city wall / modern 9 crime / lovely / dangerous / murder / steal 10 river / bridge / financial / boat / bank ? In groups, try to think of places that fit these descriptions. Discuss what you know about each place. Have you ever been to any of the places? - A place on the coast with a warm climate where old people often retire. - An industrial city with a big steel factory or car plant. - A town or city with a good transport system. - A city which is quite dirty but that's surrounded by nice countryside. - A very exciting city with a 24-hour culture. - A rural area with a lot of farms and agriculture. - A town by the sea with a fishing industry. - A historic city which has a wall round part of it. - A place which is quite dangerous with a lot of crime. - A town with a river going through it. ? Write three more descriptions of places in your country using words. Can your partner guess the places? ? Match the questions 1-6 to the responses a-f. 1 Do you mind if I open the window? 2 Do you mind if I use your computer? 3 Do you mind if I borrow your phone for a minute? 4 Is it OK if I leave class early today? 5 Is it OK if I close the window? 6 Is it OK if I stay a few more days? a No, of course not. It is quite hot, isn't it? b I'd rather you didn't. My mother is visiting tomorrow, you see. c No, of course not. One minute. I'll just log off. d Yes, of course. It is quite cold, isn't it? e Yes, of course. Just make sure you remember to do your homework, f Well, actually, I'd rather you didn't. I don't have much credit. ? Work in pairs. Write three questions people might ask when staying in someone else's house. Use Do you mind if I/Is it OK if I.

Тема 8. Mind and body

Дискуссия , примерные вопросы:

? Work in pairs. Discuss these questions. - Which of the illnesses / health problems in the box above do you think is the most / least serious? Why? - Do you know anyone who suffers from hay fever, asthma or an allergy? How does it affect them? - Can you remember the last time you had any of the other illnesses / health problems in the box? ? In the article you read, it said people - especially men - try not to show emotion in public. Do you agree? Discuss these questions in groups to discover your own attitudes. 1 Do you cry easily? Have you ever cried: ? while watching a film? ? when you won or lost a game? ? when you saw some news on TV or in the paper? ? because of something someone said to you? 2 What do you do if you're feeling upset? 3 What kind of things make you laugh? 4 Are you good at telling jokes? 5 Do you find this joke funny? ? Work in groups. Discuss these questions. - What's your cure for hiccups? For indigestion? - Do you ever ask pharmacists for advice? Are they helpful? - Are prescriptions expensive where you live? - What did you get last time you were in a chemist's? - Are the hospitals good in your country? - Have you ever been to hospital? Did you have to wait long? What was the service like?

Письменная работа , примерные вопросы:

A webpage ? fundraising ? Read the fundraising webpage and answer the questions. 1 Who is Marianna going to raise money for? 2 Why is she raising money for this charity? 3 What is she going to do? 4 How much money is she hoping to raise? ? Match the headings (1-6) to the parts of the webpage (a-f). 1 What I am going to do 2 How much money I'm hoping to raise 3 Why I'm interested in helping this charity. 4 Thanks 5 Information about the health problem 6 How much money I've raised until now ? Raoul has decided to do something to raise money for the charity Speakability. He is going to write a fundraising webpage, and has written some notes. Read Raoul's notes and write a webpage like Marianna's above.

Устный опрос , примерные вопросы:

? Match each of the questions to two possible answers. 1 Are you OK? 2 Have you been to the doctor's about it? 3 Are you taking anything for it? a Yes. The doctor gave me some tablets the other day. b No, not really. I've got a terrible headache, c No, not yet, but I've got an appointment this afternoon. d No, not really. I'm just drinking lots of water. That's all. e Yes, I went yesterday. He just told me to go home and take it easy, f No, not really. I've got a bit of a cold. ? Work in pairs. Think of two more possible answers to each of the three questions. ? Listen to three short conversations and decide whether each one takes place: a at the dentist's, b in a hospital, c in a restaurant, d in someone's house, e in a chemist's. ? Listen again and answer these questions. Conversation 1 1 What problem does she have? 2 What did she do to cure the problem? Conversation 2 3 Which problem does the customer have: diarrhoea, indigestion or vomiting? 4 What instructions is she given? Conversation 3 5 What two problems does the man have? 6 How did each one happen? ? Check your answers in pairs. Then act or draw what happened in conversations 1 and 3.

Тема 9. Getting there

Дискуссия , примерные вопросы:

? Work in pairs. Discuss these questions. - What are the most famous landmarks and buildings where you live? Do you ever visit them? - How would you give directions to each of these famous places? ? Work in groups. Discuss the questions below. Use vocabulary and grammar from these pages. - What's the traffic like where you live? Is there much pollution? Could the situation be improved - how? - What's the parking like where you live? Is it easy to park in the town centre? Does it cost anything? - Are there plans for any high-speed rail lines where you live? Do you think they're a good idea? Why? /Why not? - Are there any areas where you live where cars are banned? Do you agree with the policy? Why? / Why not? - Is public transport reliable where you are? How could it be better? - What are taxis like where you live? Do you ever take them? Do you give drivers tips? - Is it safe to walk, cycle or ride a motorbike in your town? Why? / Why not? - Are there any kinds of transport you've never used? Why not? - Have you ever had any problems taking a plane or train? What happened? ? Read the quotes about travel below. Discuss with a partner whether you agree with each one or not. Explain why. - It's better to travel than to arrive. If you go only once around the room, you are wiser than the person who stands still. - When you travel, it's good to remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable. - People travel to faraway places and then spend their time watching the kind of people they ignore at home! - Travel makes wise people better and stupid people worse. - The main reason why people are unhappy is because they are unable to stay quietly in their own room.

Контрольная работа , примерные вопросы:

LISTENING ? Listen to four people talking about things connected with travel. Match travel activities a-e to speakers 1-4. There is one activity you do not need. a going somewhere by car b going somewhere by plane c walking somewhere d going places by bicycle e going somewhere by bus ? Listen again and match items a-e to speakers 1-4. There is one item that you do not need. a slept too much b was ill c missed catching something d borrowed something e almost had an accident

GRAMMAR ? Find the eight mistakes i n words i n italics. Correct them. A: What are you doing on Saturday. B: I'm not sure.1 I'm going to play tennis with a friend in the morning. It depends if he's free. What about you? B: We 2 will have a barbecue. Would you like to come? A: Yeah, why not? How do I get to your place? B: Well you 3don't have to park round here, so don't drive. It's not that far to walk, but 4 t/ie most easy way for you is to take the 67 bus. It stops just outside my house and you 5can get it from the end of your road. B: OK, great.6 I'm bringing you something for dessert, if you like. A: Are you sure? You "don't have to. B: No, I'd like to. A: OK. Thanks. That'd be great. "We're going to eat about two o'clock. B: Fine ? 9 I'm seeing you at around half one then. A Exactly. Who else 10 is there? A: I'm not sure exactly, but I know Javed and Keira "come for sure, so you 12 won't be on your own. B: That's great. ? Complete the short description with the words in the box. There isn't 1 ?? green space in my town ? in fact there aren't 2 ?? parks. Not one! There aren't 3 ?? trees either! We only have a 4 ?? playgrounds where kids can play, and two or three squares where people meet. One of the squares is at the end of my road . 5 . ?.of people go there because it's quite big and there are 6 ?? shops and 7 ??. cafe. I often go to 8 ?? cafe to have a coffee in the morning.

PREPOSITIONS ? Choose the correct preposition. 1 The quickest way to get to the station is to walk through /for the park. 2 There's a nice path in /along the banks of the river. 3 A: Is there a bank near hear? B: Yes, if you turn left at /on the lights you'll see one just next to a vegetable shop. 4 At/on average, it takes me an hour to get to work. 5 We're going in /on a trip to the mountains at the weekend. 6 She's going to stay at home. She's still recovering from / of her operation. 7 I really rely for / on my car to get around, so it's expensive with the price of petrol increasing. 8 It's a port in / on the south coast. There are some lovely beaches nearby too.

VERBS ? Choose the correct verb (a, b or c) below for each gap. My brothers and I love sport. When w e w e r e young, we were really competitive. We spent hours throwing and 1 ? a ball or kicking a football against a wall. The first person to 2 ? the ball or miss the wall lost the game. We played Monopoly every Sunday until our parents 3 ? us from playing because my eldest brother often 4 ? and the game nearly always ended in an argument. My cousins lived near us and they were keen cyclists. We often 5 ? each other to a village a few miles away or we timed ourselves to see who got there the fastest . My cousin's record was 22 minutes, but my middle brother a l m o s t b it one day. Unfortunately, he was 7 ? by some cows that were 8 ? the road from another field! The only thing we don't compete at is watching football! We all 9 ? Liverpool and go to see their home games together. 1 a removing b catching c taking 2 a fall b drop c remove 3 a cancelled b overcame c banned 4 a trusted b prevented c cheated 5 a raced b bet c cycled 6 a won b beat c time 7 a reduced b delayed c avoided 8 a spreading b riding c crossing 9 a support b attract c recognize

Письменная работа , примерные вопросы:

An email ? giving directions ? Read the email and answer these questions 1 What has Peter invited Raj to? 2 What's the best way of getting to Peter's home? 3 What is the route from Scott's Park tube station to Peter's home? Draw it on the map. 4 What is Peter's address? 5 What should Raj do when he gets to the house? 6 What should Raj do if he has a problem? Hi Raj, I'm pleased to hear that you can come round for dinner on Saturday. We are only five minutes' walk away from Scott's Park station, so It's probably best to come by tube. When you come out of the station, turn left and go down the road until you come to the traffic lights. Then, turn right, go past the town hall and take the first turning on the left. This is Avenue Road and we are at number 23, opposite the church. When you get to the house. ring the top bell, marked P. Sainsbury. Give me a call on 0736727887 if you have any problems. Look forward to seeing you at about 8.00 00 Saturday. Best wishes. ? You live at 15 High Street, opposite the cinema. Invite a friend called Martine Kovacs to lunch at 1.00 on Friday and use the map to give her directions from the tube station to your house. Include the following: - From, Subject, Date. To - A greeting (e.g. Hi Martine, or Dear Martine,) - A short sentence to introduce the email - The directions - Information about your address and the time of the lunch - Say what to do if there's a problem - Closing (e.g. Best wishes. Love from, etc.)

Устный опрос , примерные вопросы:

? You are going to hear the travel news in the middle of a radio programme. Next, they are going to interview a round-the-world sailor called Ellen McArthur. Before you listen, work in groups. Think of as many reasons as possible for the following to happen: a flight is cancelled a rail service is delayed an underground station is closed one lane of a motorway is shut there's a traffic jam in a city the police remove some cars ? Listen to the news and find out how many different pieces of travel information there are. How many give good travel news? ? Work in groups. Tell each other about two situations in exercise A that you have experienced. Explain what happened. ? Think of places you have been to using six of the different forms of transport. Work in pairs. Have conversation like this: A: We went to X last year. B: Oh really? How did you get there? A: Well, we drove to Y and then we sailed to the island by boat. B: How long did it take you? A: About six hours.

Тема 10. Sensation: studying the gateways of experience

Письменная работа, примерные вопросы:

Give Russian equivalents to the following words and expressions from the text. Experience; to overestimate; so forth; convert light waves; convex shape; to converge; lens; fovea; color vision; target; wavelength; firing; simultaneous; flaw; brightness; hearing; medium; vocal cords; red ? green blind; frequency; intensity; motion; cochlea; pitch; basilar membrane; produce flavors; cluster; the surface of the skin; to induce; to conduct; tissue damage; cutaneous pain; to wear a perfume; high in the nose; joint; passageway. Give English equivalents to the following words and expressions from the text. Ощущение; одиночное заключение; основное чувство; электромагнитные волны; достаточный; неврологический; роговая оболочка глаза; направлять световые волны; перевернутый; сетчатка глаза; острота зрения; конус; чувствительный к свету; в честь ученых; теория трех цветов; оттенок; насыщенность; чтение по губам; преодолевать; барабанная перепонка; измерять; быть равным; передавать; способность слышать (видеть и т.п.); тембр; вкус; расположенный на языке; осязание; вызывать боль; обоняние; обнаруживать присутствие; химические вещества; кинестезия; чувство баланса; полукруглый; передаваться в мозг. Combine the words in column A with those in B to make word combinations and use them in the sentences of your own. A B 1. associate a) on kinesthesia 2. refer b) attention to the stimulus 3. consist c) from the source 4. arrive d) with cognition 5. involve e) for vision 6. soak f) at the retina 7. emanate g) to experience 8. rely h) of the waves 9. responsible i) in the physiology 10. give j) into an object Match each word or word combination on the left with the relative explanation on the right. 1. sensation a) the capacity to know the position in space of various parts of your body. 2. saturation b) a skin sense induced by tissue damage. 3. hertz c) the sense of smell that allows to detect the presence of some, but not all, airborne chemical substances. 4. pitch d) clusters of neurons located on the tongue that make taste possible. 5. taste buds e) a small antechamber or passageway. 6. light touch f) the raw data of experience. 7. pain g) the ability to hear sounds ranging from low to high. 8. olfaction h) a skin sense that can be induced by placing very little pressure on the surface of the skin or by slowly stroking the skin. 9. kinesthesia i) one of the basic vision sensations which indicates that we can see how richly or deeply a color seems to soak into an object. 10. vestibule j) a unit the frequency of a sound wave is measured with. Summarize the key ideas of the text in English.

Основным источником наших знаний о внешнем мире и о собственном теле являются ощущения. Они составляют основные каналы, по которым информация о явлениях внешнего мира и состоянии организма доходит до мозга, давая человеку возможность ориентироваться в окружающей среде и в своем теле. Если бы эти каналы были закрыты и органы чувств не приносили нужной информации, никакая сознательная жизнь не была бы возможной.

Известны факты, говорящие о том, что человек, лишенный постоянного притока информации, впадает в сонное состояние. Такие случаи имеют место, когда человек внезапно лишается зрения, слуха, обоняния и когда осязательные ощущения его ограничиваются каким-либо патологическим процессом. Ощущения обладают широким спектром модальности: бывают зрительные, слуховые, вибрационные, кожно-осязательные, температурные, болевые, мышечно-суставные, ощущения равновесия и ускорения, обонятельные, вкусовые, общеорганические ощущения. Каждая форма ощущений отражает через единичные общие свойства данной формы и вида движения материи, например электромагнитные, звуковые колебания, химическое воздействие и т.д.

Устный опрос, примерные вопросы:

1. What are the three ascending steps of conscious experience? 2. What does sensation refer to? 3. What is a unique property of an electromagnetic wave? 4. What is the retina? 5. What are the two kinds of photoreceptors in the retina? 6. What is a leading theory of color vision? What does it hypothesize? 7. When is white light sensed according to the trichromatic theory? 8. What are the three basic sensations associated with vision? Read the text and formulate the general idea. Make the following statements true or false. Change the sentences so they are true. 1. The frequency of a sound wave is measured with the hertz (Hz). 2. The intensity of a sound wave is measured with the hertz. 3. One decibel is equal to one cycle per second. 4. The greater the decibel level, the louder the sound. 5. The eardrum is also known as the basilar membrane. 6. The retina plays a role in hearing similar to the role that the basilar membrane plays in vision. 7. The auditory nerve conveys the basilar membrane's activity pattern to the brain. 8. There are four basic sensations associated with hearing. 9. Pitch is associated with the magnitude of a sound. 10. Timbre refers to the quality of a tone. If you enjoy hearing music, you appreciate the importance of the sense of hearing. Also, a moment's reflection helps us to realize that hearing is the primary way in which we overcome social isolation. It is by talking to each other, a behavior that requires hearing, that we visit with family and friends. If one cannot hear, it is important to learn skills such as lip reading and signing. The sense of hearing can be better understood by studying the stimulus that makes it possible. This stimulus is the sound wave. A sound wave requires a medium such as air or water. Let's give our attention to a sound wave that uses air as its medium. First, there must be a vibrating source in order to get a sound wave going. An example of such a source is a guitar string. Another example is a human vocal cord. The vibrations emanating from the source set up a traveling wave of compressions, alternating with partial vacuums, in the air. The compressions strike the eardrum somewhat like a series of hammer blows. The frequency of a sound wave is measured with a unit called the hertz (Hz). One hertz is equal to one cycle per second. The greater the number of cycles per second, the higher the experienced pitch. The intensity of a sound wave is measured with a unit called the decibel (dB). The greater the decibel level, the louder the sound. In order to experience the sensation of sound, it is necessary to have a functioning ear. These are the principal structures and functions of the ear. The eardrum, already mentioned, is also known as the tympanic membrane. Its vibrations induce a series of events. The motion of the tympanic membrane is conveyed to a structure called the oval window. The conveyance of the motion is made possible by the motion of three linked bones called the malleus (—hammer), the incus (—anvil), and the stapes (—stirrup). Vibrations of the oval window in turn set up vibrations within a fluid contained in the cochlea, a bony structure reminiscent of a snail shell. A nervous system structure within the cochlea called the basilar membrane plays a role in hearing similar to the role that the retina plays in vision. The auditory nerve conveys the basilar membrane's activity pattern to the brain. Make a brief report on one of the following topics: a) The key aspects of the visual process. b) The sense of hearing. c) The Key Processes of Sensation.

Тема 11. Science and nature

Дискуссия , примерные вопросы:

? You are going to read about one of the most famous experiments of the 20th century. Work in pairs. Discuss the following questions. - Have you heard of this experiment - or any others like it - before? If yes, what did you hear? - Would you participate in an experiment like this? Why? / Why not? - What do you think happened during the experiment? - What percentage of people do you think gave the maximum electric shock? Why? ? In groups, discuss these questions. - How do you feel about the experiment now? Do you agree with the findings? - Do you think the results would be the same if the experiment was done today? Why? / Why not? - What effects do you think the experiment had on the participants? Think about both the short-term and the long-term effects. ? Work in groups. Discuss these questions. - Which science subjects do / did you study at school? Are / were you good at them? - What are / were your science teachers like? - What experiments were you asked to do at school? How did they work? What were they for? - Have you ever taken part in any kind of research (scientific research, market research, etc.)? What did you do? - Who are the most famous scientists from your country? Why? What do / did they do? - Do you know anything about any of the scientists below? Where were they from? What did they do research on? What did they discover?

Письменная работа , примерные вопросы:

An email ? expressing opinion ? Anagele is a Kenyan student at a college in Brighton. Below is an email he wrote yesterday to his friend at home. Read the email and match the headings below (1-5) to each paragraph (a-e). 1 The weather 4 Opening 2 Closing 5 The town 3 His flatmate ? We use the words in the box below to connect our ideas. Use them to complete the email. a) Hi, Kitunzi! How are things? I've been in Brighton for two weeks now, and I want to tell you how I'm getting on. b) The town's really nice, I like it because it is that it's a holiday town, so there are lots of tourists. This makes it lively. 2....., there are some great bars and restaurants to go to in the evenings, 3 they're rather expensive. We usually eat at home, and then just go out for a drink. c) My flatmate is an Italian guy, called Fabio. He's crazy, but great fun. When we go out, he talks to everyone, so we've already met lots of people. 4 thing I like is my college. The teachers are really enthusiastic, and I'm enjoying the course - except for the homework! d) The English weather is not so good! Grey skies every day! I haven't seen the sun since I got here! 5 ??, the buildings are comfortable and very warm inside, 6..... the dark atmosphere outside sometimes makes me miserable. I really miss the African sun. In general, though, I like it here. e) Write and tell me how you're getting on, Bye for now, Anagele ? Write an email to a friend in another country. Describe your town, and say what the weather is like there. Think of two things you like, and something that you don't like. Use the words to connect your ideas

Устный опрос , примерные вопросы:

? Work in groups. Tell each other about when you last experienced each of the different kinds of weather in exercise A. Say something about at least two of the following things in each case: how you felt about the weather what temperature it was how strong the wind was how long the storm / rain / snow, etc. lasted how much rain / snow fell if you suffered because of the sun / rain / heat / snow, etc. ? Write a response to each of the sentences below. 1 They've opened a new park near my house. 2 Really? That's awful. 3 We should have a party to celebrate. 4 That's fantastic news. 5 They should do something about it. 6 They're doing an experiment to investigate how the Big Bang worked. 7 It's going to be freezing tonight. 8 They should ban it. ? In pairs, take turns saying 1-8 above. Your partner should say their own response. ? Match 1-8 with a-h to make complete sentences. 1 The ground was wet 2 We found a cat which had been abandoned 3 They took him to court 4 There was a long line of traffic 5 I had to wait outside home until my mum got back 6 I was very nervous 7 I was really shocked 8 My dog was going crazy when I got home a because I'd forgotten my keys. b because it had rained the night before. c because I hadn't made a speech in public before. d because there were roadworks. e because he hadn't paid his bills. f because I hadn't taken him for a walk all day. g so we took it home and looked after it. h when I saw the rat in the kitchen! ? Check your answers with a partner and discuss why the past simple or past perfect is used in a-h.

Тема 12. School and university

Дискуссия , примерные вопросы:

? Work in groups. Discuss these questions. - Do you know anyone who is at primary school / secondary school / university at the moment? - What year are they in? Are they enjoying it? - What are their plans for the future? - Do you know anyone who's doing - or who has done - a Master's or a PhD? In what subject? ? Work in groups. Discuss these questions. - Is it better to study what your parents want you to study or what you want to study? Why? - What are the advantages and disadvantages of NOT going to university? ? The article talked about how the Internet helps students cheat when doing homework. Discuss these questions about cheating in groups. - How do people cheat in the areas of life below? - Do you think it is acceptable to cheat in any of these situations? Why? / Why not? - What do you think are suitable punishments for each different kind of cheating? ? Work in groups. Discuss the questionnaire about school below. Decide who was the best student. ? Do you know anyone who would answer the questions very differently to you? Tell a new partner.

Письменная работа , примерные вопросы:

? Use the information to fill the gaps in the report below. You have made good progress in 1? 2of your Economics course. Although your exam mark of 2? was a little disappointing, you have worked hard and your 3? has been excellent. However, your 4? in class have been poor. If you speak 5? you will do much better next year. ? Use the information to complete the report for Anna Gadja. Use the model above and change the information as appropriate.

Устный опрос , примерные вопросы:

? Work in pairs. Student A: you are an optimist. Student B: you are a pessimist. Take turns completing each of the sentences below using will / won't + verb. 1 My dad said that if I do well in my exams this year,.... 2 If I study Physics at university, ,.... 3 If I have any problems with the course,.... 4 If my parents can't afford to support me while I'm studying,.... 5 If I fail my finals, ?? 6 If I can't find a good job when I graduate,.... 7 If I spend a few months living in England, ?? 8 If I do a PhD, ?? ? Match the verbs with the best endings. 1 chat a chat rooms 2 listen b with friends on Messenger 3 visit c a blog 4 organise d to music 5 write e your finances ? Do the same. 6 play f for information 7 upload g clothes online 8 make h online games with people 9 buy i PowerPoint presentations 10 search j photos onto the Internet ? Work in pairs. Discuss which of the ten things above you do on your computer. Say as much about each activity as you can. ? Work in groups. Discuss these questions. - How many hours a day do you spend on the computer? - Which websites do you visit the most? Why? - Do / Did you use computers at school? In which classes? What do / did you use them for? - What are some good / bad things about using computers for schoolwork?

Тема 13. Places to stay

Дискуссия , примерные вопросы:

? Work in groups. Discuss these questions. - Are you a city person or do you prefer the country? Why? - Do you prefer hotels or camping? Why? - Have you ever stayed up late at night looking at the stars or sitting round a fire with friends? Where? When? - What do you know about the Girl Guides / the Boy Scouts? ? Complete the sentences with the pairs of words. available + booking fixed + low bill + overcharged main road + noisy boiling + air conditioning toiletries + room service filthy + insects wake-up call + missed 1 Our room was next to the so there was lots of traffic and it was really 2 I didn't get my and so I overslept and I my flight! 3 My room was absolutely -and there was no ! 4 I couldn't understand why it was so expensive. Then I checked the and found they'd us by 100 euro! 5 The room was absolutely! There were all over the walls and the bathroom. It was disgusting. 6 There were no in my room. I tried ringing, but there was no answer. 7 They told me that the room wasn't and that they didn't have any record of my 8 The shower really wasn't designed for tall people. It was to the wall - and the water pressure was so that hardly any water came out! ? Work in pairs. Discuss these questions. - Which of the problems above is the worst? Why? - Can you think of three more problems people might have in hotels? ? Work in pairs. Look at the eight problems in Vocabulary. Discuss what you would do in each situation. Try to continue each conversation. For example: A: If my hotel room was next to a noisy main road, I'd just wear earplugs. B: Really? I wouldn't. I'd ask to change rooms. A: What if they wouldn't let you or if they didn't have any other rooms?

Письменная работа , примерные вопросы:

An online booking form ? Read the hotel online booking form and answer the questions. 1 Who is making the booking enquiry? 2 Where do they want to go? 3 How many people are going? 4 When do they want to go? 5 How long do they want to stay? , , 6 Are they having a celebration? If so, for which occasion? 7 Will they get any discount? If so, what for? 8 Can they take their dog? ? Match the words (1- 8) with their definitions (a-h). 1 guest house a how many nights you want to stay 2 nights b kind of accommodation: bed and breakfast, 3 rooms or bed and two meals, etc. 4 type c we do not accept animals in the hotel 5 board d how many rooms you want to book 6 your details e special services offered when you book 7 booking information f kind of room you want: single, double or family room 8 pets not allowed g small hotel with usually no more than 10 rooms h the customer's personal information ? You want to stay at the Willowmere Guest House with your family for the first two weeks of July. Complete the form below

Устный опрос , примерные вопросы:

? How important are the following things when you are deciding where to stay on holiday? Give each a mark from 0 (= not important at all) to 5 (= very important). - low price - comfort - Wi-Fi or Internet access - cooking facilities - parking - air conditioning - views from the building - a convenient location - a good breakfast - a babysitting service - a swimming pool or gym - organised activities or entertainment - a good restaurant ? Where was the last hotel, apartment, hostel or camping site you stayed at? What facilities did it have? Would you recommend it? Why? / Why not ? Work in pairs. Take turns asking the questions 1-8. Your partner should reply with I'm afraid so or I'm afraid not. 1 Is Internet access free? 2 Do I need to pay a cancellation fee? 3 You haven't got a room at the back, away from the noise, have you? 4 Are you closing already? 5 Did it reject my credit card again? 6 Are there any tickets left for tonight's performance? 7 Is it going to rain again tomorrow? 8 Can't you do something about it? ? Work in groups. You have three minutes to write as many things as you can that a hotel employee might say to guests using I'm afraid. For example: I'm afraid we're full. I'm afraid the air conditioning is broken. ? Which group thought of the most sentences? Which group had the funniest ones?

Тема 14. Culture

Дискуссия , примерные вопросы:

? Work in groups. Discuss these questions. What was the last film you saw? Did you see it at the cinema or on DVD? What kind of film was it? Who was in it? What was it like? ? Work in pairs. Think of an example of each of the kinds of film below. Can you think of any different kinds of film? a horror movie a science-fiction film a martial arts movie a historical drama a romantic comedy a war movie a thriller an action movie a musical a comedy ? Discuss which of the kinds of films above might: -have amazing special effects - have a happy ending - have complicated plots - have car chases and explosions - have amazing costumes - be set in space - be really scary - be quite violent - be quite predictable - be really boring. ? In pairs, choose one set of questions and discuss them. 1 Have you heard of El Sistema before? Do you think it would be good in your country? What entertainment is there for young people where you live? What do you think is the best way to help kids avoid drugs and crime? 2 Do you watch the Eurovision Song Contest or any other similar competitions? Why? / Why not? What do you think is the longest-running TV show in your country? Why is it so popular? Do you watch it? Why? / Why not? What competitions has your country won? How did you feel about it? Did you do anything to celebrate?

Контрольная работа , примерные вопросы:

LISTENING ? Listen to four people talking about things they do at work. Match jobs a-e to speakers 1-4. There is one job you do not need. a a tour operator b a help-desk support worker c a teacher d a politician e a scientist ? Listen again and match items a-e to speakers 1-4. There is one item that you do not need. Which speaker: a describes a lucky accident? b recently visited an airport? c mentions the disadvantages of a job? d deals with the financial side of a job? e was involved with research in the countryside? **GRAMMAR ?** Put the verbs in brackets into the correct tense. 1 My cat was really hungry when I got home because I ?? to leave any food for her. (forget) 2 I ?? you later this afternoon if I have time. (call) 3 I ?? already?? this film twice. (see) 4 I'm not really sure. I ?? yet. (not / decide) 5 He said he ?? me last week, but he didn't. (email) 6 I ?? about it if I were you. (not / worry) 7 ?? it still ?? outside? (rain) 8 He's not here at the moment. He ?? just ?? to the bank, (go) ? Complete the sentences with one word in each gap. 1 Sorry I couldn't come last night. I ?? to work late. 2 He ?? me if I wanted to go out with him. 3 I ordered it a month ago, but I'm ?? waiting for it. 4 I just couldn't believe it! I ?? never seen anything like it before. 5 I'd help you if I ?? but I'm afraid I can't. 6 Have you decided what you want ?? ? 7 I've ?? come back from holiday, actually. I arrived back at nine this morning. 8 I ?? do it later this afternoon, if I don't forget ? Find the four mistakes and correct them. 1 If I would have enough money, I would buy one. 2 In my last job, we could to start work anytime between seven and ten. 3 I was lucky at my secondary school because we hadn't to wear uniforms. 4 He told me he's going to go to Spain next month. 5 I never used to like spicy food, but now I love it. 6 Maria asked me to say you she's going to be late. **PREPOSITIONS ?** Choose the correct preposition. 1 I'm sorry. I'm afraid she's away / off sick today. 2 Have you heard the forecast/or / about the weekend? 3 You can't always protect kids from / with harm. 4 I'm not very good in /at Physics. 5 It can be really hard to say no to people from / in authority. 6 I'm just going to put you on / in hold for a minute. 7 I'd like to do a Master's in / about Law. 8 There has been a huge increase of/ in plagiarism over the last few years. 9 I work in /from home two days a week. **VERBS ?** Choose the correct verb (a, b or c) below for each gap. Police are 1 ? the death of three cyclists on one of the city's busiest roads last week. The head of the police force has 2 ? claims that too little is being done to 3 ? cyclists and has promised that all witnesses will be ? in the next few days. Meanwhile, cyclists have 5 ? a new campaign designed to 6 ? more people to start cycling to work or school. They are asking the city council to 7 ? more cycle lanes and introduce a new tax on cars that enter the city centre. 'We believe this would 8 ? the amount of traffic in town, which would then 9 ? the number of people who are happy to cycle,' a spokesman said. 1 a searching b detecting c investigating 2 a rejected b received c refunded 3 a access b protect c predict 4 a asked b questioned c investigated 5 a launched b appeared c aimed 6 a insist b persuade c let 7 a buy b pay c fund 8 a drop b beat c reduce 9 a boost b emphasise c grow

Письменная работа , примерные вопросы:

Blog entry ? a book review ? Carla reads a lot of online book reviews. The books blog of a local newspaper has asked readers to choose their favourite book of this year. Read Carla's entry below, and complete it with the correct adjective form of the verbs in brackets (1- 3). ? Match the headings (1-3) With the paragraphs in Carla's entry (a-c). 1 opinion of the book 2 name of my chosen book 3 description of the plot a I have chosen The Secret Scripture by Sebastian Barry as my favourite book of the year. I found it very 1 ?? (move) and read it in one day. b The heroine, Roseanne, is nearly 100 years old, and has been living in a mental hospital for 60 years. Her psychiatrist, Dr Grene, is 2 ?? (interest) in her, and wants to learn about how she came to be there. The story is told through the journals of these two characters. Through Roseanne's memories, the writer allows us to gradually see pieces of the truth, and her story is a 3 ?? (surprise) one. c The story develops in a clever way and Sebastian Barry's beautiful prose touches the reader's heart. Definitely worth reading! ? The underlined phrases in the text can be used to express your opinion about a book or a film. The phrase beautiful prose can become wonderful screenplay / script for a film. Write a similar blog entry for your own favourite book or film. Try to use some of the underlined phrases and descriptive adjectives to help you.

Устный опрос , примерные вопросы:

? Match 1-6 with a-f to make complete sentences. 1 I've never been to Hawaii, 2 I haven't seen Mad Dog 3, 3 I've never tried Indonesian food, 4 I've never heard The Boredoms, 5 I've never seen him play tennis, 6 I haven't been to the new shopping centre yet, a but he's supposed to be really good at it. b but it's supposed to be a violent film. c but they're supposed to be quite strange. d but it's supposed to be a beautiful place. e but it's supposed to have a great selection of stuff. f but it's supposed to be quite spicy. ? Think of one example of each of the following things - and think of what each one is supposed to be like. ? a very famous film that you've never seen ? a new film that you haven't seen yet ? a famous book you've never read ? a group, singer or CD you haven't heard ? a country you've never been to ? a kind of food you've never tried ? Work in pairs. Share your ideas. ? Write how long questions to ask about sentences 1-8. Use the verbs in brackets in the present perfect continuous or simple. For example: 1 I'm a member of a gym. (go there) How long have you been going there? 2 They have their dance class on Tuesdays, (do) 3 She speaks English well, (learn) 4 I'm a drummer in a band, (play) 5 I'm running in a marathon next week, (train) 6 Peter's my oldest friend, (know) 7 Franco is Violetta's boyfriend, (go out) 8 It's our wedding anniversary today, (be married) ? Work in pairs. Take turns asking the how long questions you wrote. Student A: reply using/or. Student B: reply using since. ? Change partners. In pairs, ask each other the questions below. If your partner answers positively, ask a follow-up how long question. Your partner answers. For example: A: Do you belong to any clubs? B: Yes, I'm in the Boy Scouts. A: Really? How long have you been going there? B: Since I was ten. - Do you belong to any clubs? - Do you go to any classes outside school or work? - What languages do you know? - Do you play any musical instruments? - Who's your oldest friend? - Are you married - or do you have a girlfriend / boyfriend

Тема 15. Perception: why do things look the way they do?

Письменная работа, примерные вопросы:

Give Russian equivalents to the following words and expressions from the text. Raw data of experience; degree of confidence; innate tendency; closure; sensory level; disconnected tones; sharpening of perception; neurons fire; cell assembly; cognitive hypothesis; consciousness; delusion; idiosyncratic fashion; depth perception; three-dimensional; retinal disparity; to deprive; linear perspective; interposition; concave; motion parallax; illumination gradient; conventional sense; precognition; telepathic power. Give English equivalents to the following words and expressions from the text. Отдаленный; определять поведение; законы Гештальт-психологии; близость; иметь общее; незнакомый; кора головного мозга; внешний образ; ложное восприятие; галлюцинация; невидимый; ненормальный; выполнять; бинокулярное зрение; монокулярный признак; воспринимать; единый образ; сходиться; тени; выпуклый; градиент текстуры; двигаться дальше / вперед; увеличивать; ясновидение; мысленно видеть; убеждать. Find the synonyms to the given words. 1. innate a) clear seeing 2. cue b) help 3. monocular c) inborn 4. binocular d) with one eye 5. extrasensory e) signal 6. clairvoyance f) with two eyes 7. assistance g) external Combine the words in columns to make word combinations and use them in the sentences of your own. 1. have a) off chain reactions 2. make b) forward rapidly 3. set c) of vision 4. associate d) with information 5. be deprived e) mental messages 6. move f) clear 7. receive g) into a class 8. combine h) with a particular sense 9. provide i) in common Study the text and give its short summary in English. Любой предмет обладает множеством самых разнообразных сторон и свойств. Возьмем, например, кусок сахара: он твердый, белый, сладкий, имеет определенную форму, объем и вес. Все эти свойства объединены в одном предмете. И мы воспринимаем и осмысливаем их не порознь, а как единое целое ? кусок сахара. Следовательно, объективной основой восприятия образа как целостного является единство и вместе с тем множественность различных сторон и свойств предмета. Целостный образ, отражающий непосредственно воздействующие на органы чувств предметы, их свойства и отношения, называется восприятием. Восприятие человека включает в себя осознание, осмысливание предметов, их свойств и отношений, основанное на вовлечении каждый раз вновь получаемого впечатления в систему уже имеющихся знаний. Важнейшее значение в процессе восприятия имеет выделение из всей совокупности ощущений определенной группы их, относящейся к данному объекту. Я смотрю из окна на улицу и замечаю в толпе, идущей по тротуару, своего знакомого. Я начинаю следить за ним. Тогда фигура моего знакомого становится объектом восприятия, а всё остальное, что я вижу на улице: дома, мостовая, движущаяся толпа, едущие машины, образует фон, из которого выделяется этот объект. В фойе театра я веду с кем-нибудь разговор. На фоне множества голосов, шума шагов сотен людей и других звуков речь моего собеседника выделяется для меня как объект восприятия.

Тестирование , примерные вопросы:

For questions 1-8 choose the answer a-d which you think fits best according to the texts you studied:

1. According to Koffka, the actual world —out there,|| the world as defined by physics is a. the phenomenal world b. the geographical world c. the psychological world d. the subjective world 2. One of the following is not a Gestalt law. a. Proximity b. Similarity c. The cognitive hypothesis d. Closure 3. What hypothesis states that we not only perceive, but also know what we are perceiving? a. The cognitive hypothesis b. The sensory hypothesis c. The motor-neuron hypothesis d. The Wertheimer-Koffka hypothesis 4. An illusion is a. a false belief b. a kind of hallucination c. the same thing as a delusion d. a false perception 5. The Moon illusion a. is caused by large changes in the Moon's distance from the Earth b. provides a good example of size constancy c. provides a case in which size constancy breaks down d. violates figure-ground perception 6. The principal depth perception cue associated with binocular vision is a. linear perspective b. texture gradient c. motion parallax d. retinal disparity 7. One of the following is not a kind of extrasensory perception. a. Psychokinesis b. Precognition c. Telepathy d. Clairvoyance 8. What is the status of psi powers in psychology as a science? a. Psi powers are proven facts b. No one has done experiments on psi powers c. The reality of psi powers is still open to question d. Telepathy is real, but clairvoyance is not

Устный опрос , примерные вопросы:

- Discuss the following questions as a group. 1. What is perception? 2. What distinction in the study of perception was made by Koffka? 3. What organizing tendency refers to the nearness of the elements that make up a perception? 4. What organizing tendency refers to characteristics that elements of perception have in common? 5. How is the tendency to fill in gaps in information and make a perceptual object into a complete whole called? 6. When does common fate exist? Kurt Koffka (1886?1941), one of the founders of Gestalt psychology, said that the great question of perception is: —Why do things look the way they do?|| At first the question seems almost silly. We are tempted to answer, —Because things are they way they are.|| It would seem that tall things look tall because they are tall. And distant things look distant because they are distant. On the other hand, why does the Moon look larger just above the horizon than it does when it's overhead? It hasn't gotten any bigger, or any closer. Koffka's question does not have to be limited to the sense of vision. The same question could be adapted to the other senses. Sensation is the raw data of experience. Perception, on the other hand, is the organization and the meaning we give to primitive information. It can be said with some that we use sensory information to create a psychological world. Returning to Koffka, he said that there is a distinction between the geographical world and the psychological world. The geographical world is the actual world —out there,|| the world as defined and described by physics. The psychological world is the world —in here,|| the world as experienced by the subject. Although common sense usually says it's the so-called —real world|| or physical world that determines our behavior, it can be argued that common sense isn't sufficiently analytical. Reflection suggests that we behave in terms of what we perceive to be true, not necessarily in terms of what is actually true. Max Wertheimer, the father of Gestalt psychology, proposed a set of supplemental inborn organizing tendencies, or Gestalt laws. (The Gestalt laws are also traditionally called innate tendencies, which simply means —inborn.|| The words innate and inborn can be used interchangeably.)

Тема 16. My first class

зачет и экзамен

Тема 17. Feelings

зачет и экзамен

Тема 18. Time off

зачет и экзамен

Тема 19. Interests

зачет и экзамен

Тема 20. Thinking: exploring mental life

зачет и экзамен

Итоговая форма контроля

зачет и экзамен

Итоговая форма контроля

зачет и экзамен

Примерные вопросы к :

- Talk about the statement. Give reasons.

1. How can pets boost your health?
2. Which science subjects do / did you study at school? Are / were you good at them?
3. Have you ever taken part in any kind of research (scientific research, market research, etc.)? What did you do?
4. Who are the most famous scientists from your country? Why? What do / did they do?
5. Is it better to study what your parents want you to study or what you want to study? Why?
6. What are the advantages and disadvantages of NOT going to university?
7. How many hours a day do you spend on the computer? Which websites do you visit the most? Why?
8. What are some good / bad things about using computers for schoolwork?
9. Do you think parents and teachers are right to worry about how students use the Web? Why? / Why not?
10. Where was the last hotel, apartment, hostel or camping site you stayed at? What facilities did it have? Would you recommend it? Why? / Why not?
11. Are you a city person or do you prefer the country? Why?
12. Do you prefer hotels or camping? Why?
13. Have you ever stayed up late at night looking at the stars or sitting round a fire with friends? Where? When?
14. Do you like art / reading / listening to music? Who's your favourite singer / composer / artist / author?
15. What kind of films are most popular in your country? Why do you think this is?
16. Who is the most famous director from your country? Do you like his / her work? Why? / Why not?
17. Is there any censorship of films? In what way?

- Read the text and give a summary.

Increasingly, these days, people lead busy professional lives in which they have little time for lunch, let alone time to meet the next possible Mr or Ms Right. The emphasis in our lives is on using time we have left outside of work well, spending 'quality time' with our family and friends. So, it's no surprise that speed dating has become so popular. An activity in which busy men and women go to an organized event, have three-minute chats with more eligible members of the opposite sex than they would normally meet in a year, and then decide who might or might not be a potential partner, is a great example of perfect time management. Speed dating is a relatively new phenomenon. Its first event was staged at Pete's Cafe in Beverly Hills California in 1998, and organized by a group of Jewish students who wanted to meet other singles of the same religion. They were sure it was a good idea and expected that large numbers of people would enjoy it, but not immediately. Within a very short time, however, it had spread everywhere, and its popularity was confirmed when a speed dating story line appeared in the hit American comedy series Sex and the City. It hasn't taken sociologists very long to take an interest, either. An American study, carried out in 2005, discovered that it took hardly any time at all for men and women to choose who they would like to meet again in the future. Just seconds, in fact. This study would appear to completely undermine the argument of all those romantics who wonder how three minutes can possibly be enough to decide whether somebody might be 'the one'. It seems that we know instantly. Interestingly, women have a greater instinct for this than men. In a 2006 study, carried out by a Scottish university, over 40 per cent of women, which was twice the percentage figure for men, had made their minds up about the person they were chatting to within thirty seconds.

7.1. Основная литература:

- English. Расширяем словарный запас / Чазова А.А. - М.:ЮНИТИ-ДАНА, 2015. - 384 с.
<http://znanium.com/bookread2.php?book=884003>
- English. Неправильные глаголы в упражнениях / Чазова А.А. - М.:ЮНИТИ-ДАНА, 2015. - 143 с.
<http://znanium.com/bookread2.php?book=883984>
- Курс эффективной грамматики английского языка: Учебное пособие / А.В. Афанасьев. - М.: Форум: НИЦ ИНФРА-М, 2015. - 88 с. <http://znanium.com/bookread2.php?book=498984>

7.2. Дополнительная литература:

- Першина. Е. Ю. Английский язык для начинающих [Электронный ресурс] : учеб. пособие / Е. Ю. Першина. - 2-е изд., стер. - М.: Флинта, 2012. - 86 с.
<http://znanium.com/bookread2.php?book=455566>
- 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. <http://znanium.com/bookread2.php?book=455230>
- Кузнецова, А. Ю. Грамматика английского языка: от теории к практике [Электронный ресурс] : учеб. пособие / А. Ю. Кузнецова. - 2-е изд., стер. - М.: Флинта, 2012. - 152 с.
<http://znanium.com/bookread2.php?book=455240>
- Английский язык: Учебное пособие / Н.М. Дюканова. - 2-е изд., перераб. и доп. - М.: НИЦ ИНФРА-М, 2013. - 319 с. <http://znanium.com/bookread2.php?book=368907>
- Бондарчук, Г. Г. Основные различия между британским и американским английским [Электронный ресурс] : учеб. пособие. / Г. Г. Бондарчук, Е. А. Бурая. - 3-е изд., стер. - М.: ФЛИНТА, 2013. - 135 с. <http://znanium.com/bookread2.php?book=457835>

7.3. Интернет-ресурсы:

- Kickstart Your Career: Getting Ahead at University - -
<https://www.futurelearn.com/courses/kickstart-your-career>
- Learn English: Intermediate Grammar - -
<https://www.coursera.org/specializations/intermediate-grammar>
- Learning Online: Learning and Collaborating - -
<https://www.futurelearn.com/courses/learning-and-collaborating>
- Learning Online: Managing Your Identity - - <https://www.futurelearn.com/courses/online-identity>
- Learning Online: Reflecting and Sharing - -
<https://www.futurelearn.com/courses/reflecting-and-sharing>

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.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе Издательства "Лань", доступ к которой предоставлен студентам. ЭБС Издательства "Лань" включает в себя электронные версии книг издательства "Лань" и других ведущих издательств учебной литературы, а также электронные версии периодических изданий по естественным, техническим и гуманитарным наукам. ЭБС Издательства "Лань" обеспечивает доступ к научной, учебной литературе и научным периодическим изданиям по максимальному количеству профильных направлений с соблюдением всех авторских и смежных прав.

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