

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



УТВЕРЖДАЮ
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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

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

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
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
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 информацией 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	7	0	Устный опрос Письменная работа
2.	Тема 2. Shops	1		0	7	0	Устный опрос Письменная работа
3.	Тема 3. Eating	2		0	8	0	Устный опрос Письменная работа

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
4.	Тема 4. Jobs	2		0	8	0	Контрольная работа Устный опрос Письменная работа
5.	Тема 5. Relax	3		0	7	0	Устный опрос Письменная работа
6.	Тема 6. Home	3		0	7	0	Устный опрос Письменная работа
7.	Тема 7. Mind and body	4		0	7	0	Устный опрос Письменная работа
8.	Тема 8. Getting there	4		0	7	0	Контрольная работа Устный опрос Письменная работа
	Тема . Итоговая форма контроля	2		0	0	0	Зачет
	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
	Итого			0	58	0	

4.2 Содержание дисциплины

Тема 1. Family and friends

практическое занятие (7 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 (7 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 (8 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 (8 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. Relax

практическое занятие (7 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 6. Home

практическое занятие (7 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 7. Mind and body

практическое занятие (7 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 8. Getting there

практическое занятие (7 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

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

работе

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
				подготовка к устному опросу	41	Устный опрос
2.	Тема 2. Shops	1		подготовка к письменной работе	42	Письменная работа
				подготовка к устному опросу	41	Устный опрос
3.	Тема 3. Eating	2		подготовка к письменной работе	22	Письменная работа
				подготовка к устному опросу	22	Устный опрос
4.	Тема 4. Jobs	2		подготовка к контрольной работе	14	Контрольная работа
				подготовка к письменной работе	15	Письменная работа
				подготовка к устному опросу	15	Устный опрос
5.	Тема 5. Relax	3		подготовка к письменной работе	15	Письменная работа
				подготовка к устному опросу	14	Устный опрос
6.	Тема 6. Home	3		подготовка к письменной работе	15	Письменная работа
				подготовка к устному опросу	14	Устный опрос
7.	Тема 7. Mind and body	4		подготовка к письменной работе	48	Письменная работа
				подготовка к устному опросу	48	Устный опрос
8.	Тема 8. Getting there	4		подготовка к контрольной работе	37	Контрольная работа
				подготовка к письменной работе	30	Письменная работа
				подготовка к устному опросу	30	Устный опрос
Итого					505	

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

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 where 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 you 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

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 then pictures? Why? / Why not? - Have you bought any of these things recently? - Where from? Are you happy w i t h them? ? Use the extra information i n 1-12 to guess the meanings of the words i n 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

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

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 l m 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 t 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 plan ning 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@nationa/?aquarium.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. 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 the pictures in a-f ? Of the 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 in bold in 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 6. Home

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 7. Mind and body

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 8. Getting there

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? S 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 i n 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 i n exercise A that you have experienced. Explain what happened. ? Think of places y o u have been to u s i n g 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.

Итоговая форма контроля

зачет и экзамен

Итоговая форма контроля

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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. Буряя. - 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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Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 44.03.03 "Специальное (дефектологическое) образование" и профилю подготовки Специальная психология .

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