

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
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"Казанский (Приволжский) федеральный университет"  
Отделение Высшая школа международных отношений и востоковедения



**УТВЕРЖДАЮ**

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**Программа дисциплины**

Практический курс английского языка Б1.Б.13

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## 1. Цели освоения дисциплины

Курс предназначен для студентов, продолжающих изучение английского языка на базе программы средней общеобразовательной школы.

Дисциплина "Практический курс английского языка" носит коммуникативно ориентированный и профессионально направленный характер. Его основной целью является обучение практическому владению языком специальности для активного применения английского языка в профессиональном общении. Практическое владение иностранным языком предполагает умение достаточно свободно пользоваться наиболее употребительными языковыми средствами в 4-х видах речевой деятельности: говорении, аудировании (восприятии на слух), чтении и письме для осуществления деловых контактов с зарубежными коллегами, для ведения корреспонденции, а также для самостоятельной работы со специальной литературой на иностранном языке с целью получения профессиональной информации.

Наряду с практической целью - обучением общению, курс английского языка ставит также общеобразовательные и воспитательные цели.

Общеобразовательные цели обучения направлены на развитие интеллектуальных способностей студентов. Реализация этих целей означает развитие у студентов логического мышления и памяти, устойчивого внимания, привычки регулярно работать; способствует повышению общей культуры, а также культуры речи на родном языке; расширяет кругозор студентов, их знания о культуре и традициях стран изучаемого языка, правил речевого этикета. Общеобразовательные цели призваны сформировать у студентов навыки и умения самостоятельной работы, совместной в группах, а также умения общения друг с другом и в коллективе.

Воспитательные цели предполагают формирование и развитие личности студентов, их нравственно-эстетических качеств, мировоззрения, черт характера. Реализация воспитательных целей проявляется в готовности специалистов, выпускников нашего вуза, содействовать налаживанию профессиональных международных связей, выступать в качестве полноценных деловых партнеров, представлять свою страну на международных конференциях, относиться с уважением к моральным ценностям других стран и народов.

При функционально-коммуникативном подходе к обучению иностранному языку первостепенное внимание уделяется стремлению создать условия естественного общения, участники которого владеют необходимыми речевыми навыками и умеют соотносить языковые средства с конкретными ситуациями, а также с нормами речевого поведения, которых придерживаются носители языка.

Достижение общей цели требует решения частных задач. Приобретение студентами языковой и коммуникативной компетенции с целью успешного использования английского языка в их будущей профессиональной деятельности предполагает развитие в процессе обучения следующих навыков: устной речи на профессиональные темы (сообщение, доклад, дискуссия); чтения специальной литературы с целью поиска необходимой информации, перевода литературы; письма для ведения деловой переписки.

Изучение студентами произносительных норм, грамматических явлений, синтаксических структур, правил словообразования и сочетаемости слов английского языка, а также усвоение лексико-фразеологического материала осуществляются в процессе работы над связными, законченными в смысловом отношении текстами.

Немаловажным моментом в организации обучения являются выбор таких методических приемов, благодаря которым повышается мотивация изучения английского языка, развиваются самостоятельность и творческая активность студентов.

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

Данная учебная дисциплина включена в раздел "Б1.Б.13 Дисциплины (модули)" основной образовательной программы 58.03.01 Востоковедение и африканистика и относится к базовой (общепрофессиональной) части. Осваивается на 1, 2, 3, 4 курсах, 1, 2, 3, 4, 5, 6, 7 семестры.

Данная дисциплина включена в раздел "Б3.В.1. Цикл профессиональных дисциплин" и относится (общепрофессиональной) части. Осваивается на 1, 2, 3, 4 курсах (1, 2, 3, 4, 5, 6, 7 семестры).

Программа призвана обеспечить единство образовательного пространства на территории Российской Федерации в рамках первой ступени высшего профессионального образования (уровень бакалавриата). Программа обеспечивает развитие общей, коммуникативной и профессиональной компетенции студентов, на основе деятельностного подхода к изучению иностранного языка.

Общие компетенции включают эмпирические и академические знания, социокультурные знания, умения самосовершенствования, навыки обработки лингвистического материала, когнитивных и исследовательских умений.

Коммуникативная языковая компетенция включает лингвистический, социолингвистический и прагматический компоненты, каждому из которых соответствуют знания, умения и навыки.

Профессиональная языковая компетенция предполагает владение коммуникативными и общими знаниями и умениями, необходимыми для использования иностранного языка при осуществлении профессиональной деятельности в рамках отдельной специальности/квалификации.

Достижимый уровень владения иностранным языком - С1 (по Европейской шкале уровней владения иностранными языками).

## 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)	- способность логически верно, аргументировано и ясно строить устную и письменную речь
ОК-6 (общекультурные компетенции)	- 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
ПК-1 (профессиональные компетенции)	- 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

В результате освоения дисциплины студент:

1. должен знать:

- все грамматические явления, относящиеся к литературной норме современного английского языка и сферу их употребления, включая их стилистическую и частотную неоднородность, а также основные отличия классического английского и американского вариантов;
- слова и выражения, относящиеся к основной (неспециальной) лексике языка, а также наиболее употребительные слова и выражения, необходимые для профессиональной деятельности студента;
- синтаксические конструкции, характерные для английского языка и его американского варианта; их соотношение с синтаксическими конструкциями, употребляемыми в русском языке;
- основные сведения по истории, культуре, экономике и литературе стран изучаемого языка, что необходимо для формирования его социокультурных компетенций и повышения уровня общей культурной эрудиции выпускника К(П)ФУ.

## 2. должен уметь:

- понимать основную идею звучащего текста достаточно большого объема, произносимого носителем языка в естественном темпе речи, при однократном предъявлении; полностью понимать смысл текста и уметь извлекать необходимую информацию при вторичном предъявлении этого текста;
- понимать большие по объему письменные тексты с минимальным использованием словаря за ограниченный промежуток времени, написанные с использованием лексики основного (неспециального) языка и лексики своей специальности;
- осуществлять эффективный поиск информации в сложных и больших по объему звучащих и письменных текстах за ограниченный промежуток времени;
- формулировать основную идею услышанного или прочитанного, ставить любые вопросы, давать краткий и развернутый ответ на вопросы, подробно реферировать текст или отдельные фрагменты текста, формулировать свое отношение к проблеме, затронутой в тексте;
- задавать вопросы в ходе обсуждения или дискуссии, отвечать на вопросы собеседника, аргументировано отстаивать свою позицию, обобщать услышанное или прочитанное;
- написать краткое изложение услышанного или прочитанного, написать тезисы научного доклада или эссе на заданную тему, подготовить письменный текст для презентации;
- сделать научный доклад по проблемам своей научной работы.

## 3. должен владеть:

- навыками устной и письменной речи в рамках программы курса не ниже уровня С 1 европейского стандарта;
- навыком использования основных грамматических и синтаксических структур в устных и письменных высказываниях;
- навыком свободного использования лексики классического языка в объеме не менее 3500 лексических единиц и лексики специального языка в рамках своей специализации в объеме не менее 1000 единиц;
- приемами ведения дискуссии и полемики по проблемам общественно-политической и экономической жизни стран изучаемого языка и восточных и африканских стран, по мировым глобальным проблемам и по проблемам своей научной специализации;
- приемами построения достаточно большого по объему монологического высказывания;
- базовыми навыками перевода с английского языка на русский письменных текстов общего характера и по проблемам востоковедения, а также устного последовательного перевода текстов такого же содержания;
- базовыми навыками подробного изложения содержания русского текста общего характера и по проблемам востоковедения на английском языке.

4. должен демонстрировать способность и готовность:  
применять полученные знания на практике

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

Общая трудоемкость дисциплины составляет 29 зачетных(ые) единиц(ы) 1044 часа(ов).

Форма промежуточного контроля дисциплины: экзамен в 1 семестре; зачет во 2 семестре; экзамен в 3 семестре; зачет и экзамен в 4 семестре; экзамен в 5 семестре; экзамен в 6 семестре; экзамен в 7 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. Work and money	1	1-7	0	24	0	Устный опрос
2.	Тема 2. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	8-13	0	24	0	Тестирование
3.	Тема 3. Personality, family	1	14-18	0	24	0	Контрольная работа
4.	Тема 4. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	2	1-7	0	24	0	Устный опрос
5.	Тема 5. Books and films	2	8-13	0	24	0	Устный опрос
6.	Тема 6. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous)	2	14-18	0	24	0	Тестирование

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
7.	Тема 7. Language terminology, word building, abstract nouns	3	1-9	0	36	0	Устный опрос
8.	Тема 8. Infinitive. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get	3	10-18	0	36	0	Контрольная работа
9.	Тема 9. Tourism and conservation.	4	1-9	0	36	0	Устный опрос
10.	Тема 10. History and warfare	4	10-18	0	36	0	Презентация
11.	Тема 11. Health and care.	5	1-9	0	45	0	Устный опрос
12.	Тема 12. Immigrants and refugees problems	5	10-18	0	45	0	Устный опрос
13.	Тема 13. Modal verbs	6	1-9	0	45	0	Устный опрос
14.	Тема 14. Adjectives. Adverbs. Comparisons	6	10-18	0	45	0	Контрольная работа
15.	Тема 15. Prepositions.	7	1-18	0	56	0	Контрольная работа
·	Тема . Итоговая форма контроля	1		0	0	0	Экзамен
·	Тема . Итоговая форма контроля	2		0	0	0	Зачет
·	Тема . Итоговая форма контроля	3		0	0	0	Экзамен
·	Тема . Итоговая форма контроля	4		0	0	0	Экзамен Зачет
·	Тема . Итоговая форма контроля	5		0	0	0	Экзамен
·	Тема . Итоговая форма контроля	6		0	0	0	Экзамен
·	Тема . Итоговая форма контроля	7		0	0	0	Экзамен
	Итого			0	524	0	

## 4.2 Содержание дисциплины

### Тема 1. Work and money

**практическое занятие (24 часа(ов)):**



Введение и закрепление лексики по теме (issues in education, idioms, abbreviations), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода. Обсуждение тем ?What makes people happy at work??. ?What?s your personality type??. ?Whose language is it??

## **Тема 2. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).**

### ***практическое занятие (24 часа(ов)):***

Введение и закрепление по теме (Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous). ), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода.

## **Тема 3. Personality, family**

### ***практическое занятие (24 часа(ов)):***

Введение и закрепление лексики по теме (issues in education, idioms, abbreviations), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода. Обсуждение тем ??Breaking the silence? ?First land last lines quiz. Lost in translation? ?Affluenza? ?I wish I had married for money, not love?.

## **Тема 4. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).**

### ***практическое занятие (24 часа(ов)):***

Введение и закрепление по теме (Past forms Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous). , активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода.

## **Тема 5. Books and films**

### ***практическое занятие (24 часа(ов)):***

Введение и закрепление лексики по теме (issues in education, idioms, abbreviations), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода. Обсуждение тем Books and films

## **Тема 6. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous)**

### ***практическое занятие (24 часа(ов)):***

Введение и закрепление лексики по теме (issues in education, idioms, abbreviations), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода. Обсуждение тем ?My 25,000 wonders of the world? ?Pets and owners ?become more alike over time?? an extract from ?The Joly Luck Club?.

## **Тема 7. Language terminology, word building, abstract nouns**

### ***практическое занятие (36 часа(ов)):***

Введение и закрепление лексики по теме (issues in education, idioms, abbreviations), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода. Обсуждение тем My Last Supper? ?Battle of the workouts? ?Famous put-downs, Yes, Minister, and First date?.

## **Тема 8. Infinitive. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get**

### ***практическое занятие (36 часа(ов)):***

Введение и закрепление по теме (nfinitive. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get ), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода.

## **Тема 9. Tourism and conservation.**

### ***практическое занятие (36 часа(ов)):***



Введение и закрепление лексики по теме (travel collocations, multi-word verbs, conservation), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода. Обсуждение тем ?What do I know about tourism??. ?Ways of protecting nature?.

### **Тема 10. History and warfare**

#### **практическое занятие (36 часа(ов)):**

Введение и закрепление лексики по теме ( History goes the movies? The persuaders? ?Are we hooked on addiction?? the diplomatic world), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода.

### **Тема 11. Health and care.**

#### **практическое занятие (45 часа(ов)):**

Введение и закрепление лексики по теме (health collocations, health care, language of emotions), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода. Обсуждение тем ?Talking about health and fitness?, ?Healthcare systems in different countries?, ?Nurses and nursing?

### **Тема 12. Immigrants and refugees problems**

#### **практическое занятие (45 часа(ов)):**

Введение и закрепление лексики по теме (Immigrants and refugees problems) активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода.

### **Тема 13. Modal verbs**

#### **практическое занятие (45 часа(ов)):**

Введение и закрепление по теме (Modal verbs ), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода.

### **Тема 14. Adjectives. Adverbs. Comparisons**

#### **практическое занятие (45 часа(ов)):**

Введение и закрепление по теме (Adjectives. Adverbs. Comparisons), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода.

### **Тема 15. Prepositions.**

#### **практическое занятие (56 часа(ов)):**

Введение и закрепление по теме (Prepositions), активизация лексических единиц в речи (монологическая и диалогическая), развитие навыков аудирования, письма. Практика в чтении и перевода. Обсуждение тем ?The future of the newspapers?, ?The importance of journalism?, ? New channels for media?.

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

<b>N</b>	<b>Раздел Дисциплины</b>	<b>Се-местр</b>	<b>Неде-ля семе-стра</b>	<b>Виды самостоятельной работы студентов</b>	<b>Трудо-емкость (в часах)</b>	<b>Формы контроля самосто-ятельной работы</b>
1.	Тема 1. Work and money	1	1-7	подготовка к устному опросу		



N	Раздел Дисциплины	Се- местр	Неде- ля семе- стра	Виды самостоятельной работы студентов	Трудо- емкость (в часах)	Формы контроля самосто- ятельной работы
2.	Тема 2. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	8-13	подготовка к тестированию	18	Тестирование
3.	Тема 3. Personality, family	1	14-18	подготовка к контрольной работе	18	Контрольная работа
4.	Тема 4. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	2	1-7	подготовка к устному опросу	12	Устный опрос
5.	Тема 5. Books and films	2	8-13	подготовка к устному опросу	12	Устный опрос

N	Раздел Дисциплины	Се- местр	Неде- ля семе- стра	Виды самостоятельной работы студентов	Трудо- емкость (в часах)	Формы контроля самосто- ятельной работы
6.	Тема 6. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous)	2	14-18	подготовка к тестированию	12	Тестирование
7.	Тема 7. Language terminology, word building, abstract nouns	3	1-9	подготовка к устному опросу	9	Устный опрос
8.	Тема 8. Infinitive. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get	3	10-18	подготовка к контрольной работе	9	Контрольная работа
9.	Тема 9. Tourism and conservation.	4	1-9	подготовка к устному опросу	18	Устный опрос
10.	Тема 10. History and warfare	4	10-18	подготовка к презентации	18	Презентация
11.	Тема 11. Health and care.	5	1-9	подготовка к устному опросу	18	Устный опрос
12.	Тема 12. Immigrants and refugees problems	5	10-18	подготовка к устному опросу	18	Устный опрос
13.	Тема 13. Modal verbs	6	1-9	подготовка к устному опросу	27	Устный опрос

N	Раздел Дисциплины	Се- местр	Неде- ля семе- стра	Виды самостоятельной работы студентов	Трудо- емкость (в часах)	Формы контроля самосто- ятельной работы
14.	Тема 14. Adjectives. Adverbs. Comparisons	6	10-18	подготовка к контрольной работе	27	Контрольная работа
15.	Тема 15. Prepositions.	7	1-18	подготовка к контрольной работе	52	Контрольная работа
Итого					286	

## 5. Образовательные технологии, включая интерактивные формы обучения

Освоение дисциплины "Практический курс английского языка" 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 занятиях с фото-, аудио- и видео материалами по предложенной тематике.

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

### **Тема 1. Work and money**

Устный опрос , примерные вопросы:

Answer the following questions: 1. Academic promotion mishandled; how do I respond 2. Licensing for an after school program in rented space? MN edition 3. What do I say in a one on one with the new boss? 4. How to handle (real or trivial) criticism by my manager 5. A job in hand is worth 2 in the bush 6. [Job] Offer I can't refuse? 7. How to decorate my office? 8. Setting Expectations with Bosses 9. Am I way off-base in my reaction to this job interview? 10. I would like to spend a month or two teaching English abroad this summ

### **Тема 2. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).**

Тестирование , примерные вопросы:



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

### Тема 3. Personality, family

Контрольная работа , примеры вопросы:

Answer the following questions: 1. What Your Personality Type Says About Your Career Destiny 2. How would you describe yourself? 3. What is your biggest accomplishment? 4. Who is your personal hero? 5. Personality Types That Can Make or Break Your Meeting 6. Family, Personality, and Adolescent Problem Behaviors 7. When and where were you born? 8. How did your family come to live there? 9. Were there other family members in the area? Who? 10. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones? 11. Were there any special items in the house that you remember?

### Тема 4. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).

Устный опрос , примеры вопросы:

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

### Тема 5. Books and films

Устный опрос , примерные вопросы:

Using the following definitions speak about your favourite film or book 1.an action movie: a film with fast moving scenes, often containing violence 2. to be engrossed in: to be completely focused on one thing 3. bedtime reading: something to read in bed before you go to sleep 4. to be a big reader: someone who reads a lot 5.to be based on: to use as a modal 6.a box office hit: a financially successful film 7. to be heavy-going: difficult to read 8. a blockbuster: a film that is a big commercial success 9. to catch the latest movie: to see a film that has just come out 10. the central character: the main person in a film or book 11. a classic: of the highest quality 12. to come highly recommended: to be praised by another person 13. couldn't put it down: wasn't able to stop reading a book 14. an e-book: a digital book 15. an e-reader: a device for reading e-books

### Тема 6. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous)

Тестирование , примерные вопросы:

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

### Тема 7. Language terminology, word building, abstract nouns

Устный опрос , примерные вопросы:

Form abstract nouns from the following adjectives. 1. Long 2. Strong 3. Wide 4. Young 5. Humble 6. Decent 7. Cruel 8. Bitter 9. Prudent 10. Dark 11. Wise 12. Good 13. Vacant 14. Sweet 2. For each question, fill the space in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful). 1. Herbert has been a(n) member of this company's staff. I don't know what I would do without him! dispense 2. The food at the restaurant was simply delicious. I just didn't think there was enough . vary 3. Even though the actors did quite a poor job of bringing the book to the stage, the was of the highest quality. produce 4. Even though he is only 17, he is a very tennis player who could have a big future in the game. promise 5. The stock market has risen in the last six months and now is a good time to invest. consider 6. The of the printer is often believed to have been one of the most important of the last 500 years. invent 7. My brother chose that university because it does a very well recommended course and that's what he has always wanted to do. journalist 8. Hamish had the to lose his job only three weeks after getting married. But things turned out alright in the end. fortune

### **Тема 8. Infinitive. Gerund. Participles. Infinitive. Gerund. Participles. passives, causatives and get**

Контрольная работа , примерные вопросы:

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

### **Тема 9. Tourism and conservation.**

Устный опрос , примерные вопросы:

**Activity 1 Speaking and listening: journeys (25 minutes)**

1. Tell learners they are going to talk about a journey they have taken that they enjoyed. This could be using any type of transport.
2. Elicit possible questions to ask about the topic e.g. ?wh? plus open questions, e.g.: 3. Why did you enjoy it? How long did it take? Who was with you??
3. Explain that these questions help to keep a conversation going and show interest. They are also necessary for the exam.
4. Note a few on the board of your own, and those of the learners.
5. Put learners in groups of 2 or 3 according to level, and give them a few minutes to think about the journey and to make notes about what they will say.
6. Then each learner tells their group about a journey. Invite learners to ask questions.
7. While learners are speaking, make a note of appropriate grammar, questions and vocabulary e.g. use of comparatives, present simple and continuous, wh questions etc. and share with the whole group as feedback.

**Differentiation/ extension**

1. If learners cannot think of a journey they enjoyed, they could talk about which transport they most enjoy and why or advantages and disadvantages of types of transport.
2. If your learners do not know how to make notes, elicit some ideas and how to write them as notes e.g. if someone says ?I went to London by car? write, London ? car. Ask learners to suggest some possible abbreviations e.g. &, imp. (important), etc.

**Activity 2 ? writing - journeys (20 minutes)**

1. Explain they will be required to write up to 50 words on a subject for the exam.
2. Elicit a few things that you need to remember when writing e.g. use capital letters and full stops, correct word order, using the correct tense, etc.
3. Write some of the notes from 1 of the learners on the board and elicit a few sentences.
4. Elicit an appropriate opening sentence for the writing.
5. With learners still working with their partner (who should be of a similar level), ask them to work together to write a few sentences from their notes. While they are doing this support the weaker learners.
6. Ask 2 or 3 learners to write 2 sentences on the board and get all learners to check for correct use of punctuation, tense, etc.
7. You could write some sentences with typical common mistakes learners have made as well.
8. Elicit conjunctions: and, but, so, because. Write them on the board.
9. Ask learners to link some of the sentences on the board e.g. ?I travelled to Spain by train.? add ?and I liked it.? 10. Continue until all conjunctions have been used. Cross them out as you do this.
11. Ask learners to join some of their sentences together using and, but, etc,

### **Тема 10. Histiry and warfare**

Презентация , примерные вопросы:



Темы для презентации: 1. An Industrial Revolution in England essay is an excellent Industrial Revolution essay. Use this essay to explain some Industrial Revolution effects. Or perhaps give a brief but analytical overview of the Industrial Revolution timeline. 2. Alternatively, you could write an Industrial Revolution in Europe essay. England was the first nation to industrialize. But it wasn't the last. In this Industrial Revolution essay, perhaps discuss differences among European nations in industrialization. (This kind of comparative approach yields an especially fine Industrial Revolution research paper as well.) 3. Or use a markedly different topic by writing a Martin Luther King essay. This key historical figure still shapes how we think about race, social justice, and the power of nonviolent protest. His death was tragic. 4. One way to avoid making your essay a Martin Luther King biography is to focus on a specific event or impact of this man's life. For example, your Martin Luther King essay could be about a specific Martin Luther King speech or quote. (But if you're going to write about King's famous "I Have a Dream" speech, make sure you have something unique to say!) 5. Instead, you could write a broader Civil Rights Movement essay. In this, you must go beyond a basic Civil Rights Movement summary and focus on the meaning of this period over time or some specific change caused by it. (Again, don't let your Civil Rights Movement essay become a Civil Rights Movement research paper.) 6. You could write about another period of dramatic change in a French Revolution essay. This violent revolution filled with imprisonments, trials, and beheadings was caused by immense suffering by the poorest people in France. As such, when writing this essay, provide only a brief French Revolution summary, and focus on the impact and triggers of specific events. 7. Similarly, you could write an American Revolution essay. Both events involved overthrowing a monarch, but unlike a French Revolution essay, an American Revolution essay is effectively about a war, the build up to war, and the recovery from a war. 8. Perhaps your historical essay could focus on a person who was instrumental to the American Revolution. For example, consider Ben Franklin, a famous early American statesman, diplomat, scientist, and inventor. 9. The War of 1812 was the conflict between America and Britain directly following the American Revolutionary War. It's a fine essay topic for those seeking to understand early American history. 10. Wars make notable topics for historical essay, but the aftermath can be even more interesting. The Weimar Republic was the terribly failed German government created after World War I. A critique of this government could be a superb essay subject. 11. In contrast, post-war Vietnam has been a relative success story. The nation reunified following the defeat of South Vietnam. The modern Vietnamese people possess a higher quality of life than citizens of many nearby nations.

### **Тема 11. Health and care.**

Устный опрос , примерные вопросы:

1. You shouldn't drive because this medicine might make you feel life-threatening light-headed malignant 2. The children's \_\_\_\_\_ is located on the fourth floor of the hospital. vein transplant ward 3. Discontinue using this cream immediately if it makes you feel itchy allergy sprain 4. Your blood count is abnormal, so you may have amnesia anaemia dementia 5. The doctor wrote me a \_\_\_\_\_ for a new type of pain reliever. prescription patient radiation 6. \_\_\_\_\_ from this medication include nausea and depression. Side effects Stresses Spasms 7. The \_\_\_\_\_ suggests that your wife is seventeen weeks pregnant. sore therapy ultrasound 8. The patient has asked for some \_\_\_\_\_ while her family is visiting. poison privacy scrub up 9. The physician will be monitoring your \_\_\_\_\_ to make sure it isn't cancerous. pharmacist laboratory growth 10. You couldn't have inherited the disease because it is not feverish allergic genetic

### **Тема 12. Immigrants and refugees problems**

Устный опрос , примерные вопросы:

1. How effective would a border wall be between Mexico and the U.S. in stopping the smuggling of illegal drug substances and illegal migration when every stage of prevention has eventually been overcome? 2. What are the greatest concerns in regards to immigration policies for the upcoming half century? 3. How has immigration policies changed in the United States in the last century? What were the biggest factors leading up to those changes? 4. What effects would deportation of illegal immigrants have on family members living legally within the United States? What options would be available to prevent separation? 5. Why have immigration reform laws been such hot-button issues in the last 12 years in the U.S. Presidential Elections? How have people responded? 6. How have immigration trends in the last 50 years affected communities? population growth and diversity? How do these affect how local policies are written? 7. Are people tolerant of legal immigrants? Are discriminatory acts grounded on legal status or rooted deeply in ethnic intolerance? 8. How have immigration patterns changed in the U.S. over the last 50 years? For instance, why have immigrants mostly come from some areas in certain decades? 9. Many people in the U.S. complain about the increase of immigrants in the country but fail to realize that there are many jobs natives are unwilling to do. Why has this been the case? 10. How do immigrants feel about blending in with American culture rather than holding on to their own culture and reviving it within their new found communities? 11. How have the reasons for immigration by different groups across different decades changed in the U.S.? How has the nation's economy changed? 12. If the path towards legal residence was made easier for immigrants, would there be less people coming to the U.S. illegally? 13. What are the biggest health concerns for communities with high numbers of recent immigrants? Are there enough facilities to care for immigrants? 14. How effective and fair is the system of taxation for immigrants in the U.S.? Are they penalized for not being citizens? 15. What kinds of stress do immigrant families feel in regards to assimilation in new communities in order to experience less discrimination?

### Тема 13. Modal verbs

Устный опрос , примерные вопросы:

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

### Тема 14. Adjectives. Adverbs. Comparisons

Контрольная работа , примерные вопросы:



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

### Тема 15. Prepositions.

Контрольная работа , примерные вопросы:

- (A) Place or Position or Direction 1. Do you live (at, on) Bay Street (in, on) Newport? 2. I hung the  
picture (above, on) the fireplace. 3. She walked (in, into) the kitchen and put her packages (on, over)  
the table. 4. Is Jane (at, in) home? No, she is (on, at) the library. 5. Mary is sitting (in, on) the sofa (at,  
in) the living room. 6. Michigan is situated (in, between) Lake Michigan and Lake Huron. 7. While  
waiting for my train, I took a walk (around, across) the station. 8. A formation of twelve airplanes flew  
(over, on top of) our house. 9. The artist spends many hours (in, on) his studio (on, at) 50 Charles  
Street. 10. John found a note pinned (in, on) his door which said: ?Meet me (at, in) the corner of Pine  
and Fifth Streets.? 11. The Blake family lives (at, on) Third Street (in, on) Cleveland, Ohio. 12. Don?t  
forget to put your return address (in, on) the envelope. 13. He sat (near, against) the camp fire. 14.  
Mr. Flanagan, who is (from, of) Ireland, is staying (at, to) his sister?s home in Boston. 15. Someone  
has spilled ink (in, on) this rug and has burned a hole (in, on) that one. 16. The door was locked; so I  
shoved the letter (under, around) the door. 17. He piled the books (above, on top of) the table. 18. He  
arrived (in, at) Switzerland last week. 19. You are ahead of me. Your name is (above, at the top of)  
the list. 20. Your score on the examination is well (above, over) average.

### Итоговая форма контроля

зачет и экзамен (в 7 семестре)

### Итоговая форма контроля

зачет и экзамен (в 6 семестре)

### Итоговая форма контроля

зачет и экзамен (в 2 семестре)

### Итоговая форма контроля

зачет и экзамен (в 4 семестре)

### Итоговая форма контроля

зачет и экзамен (в 1 семестре)

### Итоговая форма контроля

зачет и экзамен (в 3 семестре)

### Итоговая форма контроля

зачет и экзамен (в 5 семестре)

Примерные вопросы к :

Формы контроля успеваемости

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

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

Экзамен - в конце 1, 3, 4,5,6,7 семестров

Требования к экзамену:

#### А) Базовый блок

- 1) Аудирование: 2 отрывка от 2 до 4 минут звучания (в зависимости от уровня подготовки студентов) с последующим письменным ответом на вопросы - 15 минут;
- 2) Коммуникативное чтение: текст общебытового характера не более 1200 п.з. на поисковое чтение (с последующим письменным ответом на вопросы) или на устное реферирование - 15 минут;
- 3) Беседа по темам, изученным в семестре.

#### Б) Профессионально-ориентированный блок

- 1) Аудирование: 2 отрывка от 2 до 4 минут звучания (в зависимости от уровня подготовки студентов и специальности) с последующим письменным ответом на вопросы - 15 минут;
- 2) Коммуникативное чтение: текст научного характера не более 1200 п.з. на поисковое чтение с последующим письменным ответом на вопросы или на устное реферирование - 15 минут
- 3) Беседа по темам специальности, изученным в семестре.

Итоговый контроль - финальный экзамен/зачет.

1. Аудирование: 2 отрывка от 2 до 4 минут звучания (в зависимости от уровня подготовки студентов и специальности) с последующим письменным ответом на вопросы - 15 минут;
2. Коммуникативное чтение: текст научного характера не более 1200 п.з. на поисковое чтение (с последующим письменным ответом на вопросы) или на устное реферирование - 15 минут
3. Беседа по темам специальности, изученным в семестре.
4. Письменный перевод текста научно-исследовательского характера (1800-2000 п.з., 50-60 минут) со словарем.

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

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

### БАЗОВЫЙ БЛОК

#### В1

#### Reading

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

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

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

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

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

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

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

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

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

Life in the big top with Giffords Circus

Nell Gifford lives a childhood fantasy - as a ringmaster.

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

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

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

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

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

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

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

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

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

B1

Use of English

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

PlayStation? thumb

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

YOUNG

person to have had a 2 accepted by the

CONTRIBUTE

3 respected South African Medical Journal.

INTERNATIONAL

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

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

of her schoolmates 5 suffer from, and which are REGULAR

caused by the 6 use of computer games for hours and hours. INTERRUPT  
Safura thinks that computer games are 7 and does not own POINT  
a PlayStation herself.

She said that she was 8 to hear that her article had been DELIGHT  
accepted by the journal. She comes from a 9 family - her SCIENCE  
parents are both 10 , and she is hoping to become a doctor. RESEARCH

B2  
Use of English  
For questions 1-12, read the text below and decide which word best fits each gap

### The Black Sea

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

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

A2  
Reading

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

- Island legends
- Resources for exchange
- Competition for fishing rights
- The low cost of equipment
- Agatti's favourable location
- Rising income levels
- The social nature of reef occupations
- Resources for islanders' own use
- High levels of expertise
- Alternative sources of employment
- Resources for earning money
- Social rights and obligations
- The coral reefs of Agatti Island

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

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

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

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

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

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

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

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



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

A2

Reading

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

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

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

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

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

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

On Walden Pond

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

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

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

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



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

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

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1. Андриенко А.А. English Tenses: Учебное пособие / Андриенко А.А., Медведева А.А. - Рн/Д: Южный федеральный университет, 2016. - 132 с.: ISBN 978-5-9275-2130-2 - Режим доступа: <http://znanium.com/catalog/product/991946>
2. Данчевская, О. Е. English for Cross-Cultural and Professional Communication. Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В. Малёв. - 2-е изд., стер. - М. : ФЛИНТА : Наука, 2013. - 192 с. Режим доступа: <http://znanium.com/bookread2.php?book=454058>
3. Карневская Е.Б. Английский язык. Стратегии понимания текста. Ч. 1 / Карневская Е.Б., Бенедиктович А.В., Павлович Н.А., - 3-е изд. - Мн.: Вышэйшая школа, 2013. - 320 с.: ISBN 978-985-06-2168-9 - Режим доступа: <http://znanium.com/catalog/product/508647>
4. Карневская Е.Б. Английский язык. Стратегии понимания текста. Ч. 2 / Карневская Е.Б., Федосеева В.М., Курочкина З.Д., - 3-е изд. - Мн.: Вышэйшая школа, 2013. - 255 с.: ISBN 978-985-06-2169-6 - Режим доступа: <http://znanium.com/catalog/product/508667>
5. 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. - ISBN 978-5-89349-849-3 - Режим доступа: <http://znanium.com/catalog/product/455230>
6. 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. - ISBN 978-5-89349-849-3 - Режим доступа: <http://znanium.com/catalog/product/455230>
7. Курашкина, Н. А. Основы фонетики английского языка. The Essentials of English phonetics [Электронный ресурс] : учеб. пособие / Н. А. Курашкина. ? М. : ФЛИНТА, 2013. ? 140 с. - ISBN 978-5-9765-1611-3 - Режим доступа: <http://znanium.com/catalog/product/462806>
8. Курашкина, Н. А. Основы фонетики английского языка. The Essentials of English phonetics [Электронный ресурс] : учеб. пособие / Н. А. Курашкина. ? М. : ФЛИНТА, 2013. ? 140 с. - ISBN 978-5-9765-1611-3 - Режим доступа: <http://znanium.com/catalog/product/462806>
9. Обвинцева Н.В. Verbal Relations in English Grammar: Учебное пособие / Обвинцева Н.В., - 2-е изд., стер. - М.: Флинта, Изд-во Урал. ун-та, 2017. - 84 с. ISBN 978-5-9765- Режим доступа: <http://znanium.com/catalog/product/951037>
10. Обвинцева Н.В. Verbal Relations in English Grammar: Учебное пособие / Обвинцева Н.В., - 2-е изд., стер. - М.: Флинта, Изд-во Урал. ун-та, 2017. - 84 с. ISBN 978-5-9765- Режим доступа: <http://znanium.com/catalog/product/951037>
11. Поленова А.Ю. A Complete Guide to Modern Writing Forms. Современные форматы письма в английском языке: Учебник / А.Ю. Поленова, А.С. Числова. - М.: ИНФРА-М: Академцентр, 2012. - 160 с. Режим доступа: <http://znanium.com/bookread2.php?book=235606>

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13. Хомугский, К.И. Английский для востоковедов. English for Asian Studies Coursebook [Электронный ресурс] : учебное пособие / Хомутский К. И., Бурова М. А.; Нац. исслед. ун-т 'Высшая школа экономики'. ? 2-е изд. (эл.). ? Электрон, текстовые дан. (1 файл pdf: 151 с). ? М.: Изд. дом Высшей школы экономики, 2018. ? Систем, требования: Adobe Reader XI либо Adobe Digital Editions 4.5 ; экран 10'. - ISBN 978-5-7598-1606-5. - Режим доступа: <http://znanium.com/catalog/product/1018964>
14. Чазова А.А. English. Расширяем словарный запас / Чазова А.А. - М.:ЮНИТИ-ДАНА, 2015. - 384 с.: ISBN 5-238-00672-1 - Режим доступа: <http://znanium.com/catalog/product/884003>
15. Шевелева С.А. Английский для гуманитариев: Учебное пособие для вузов / Шевелева С.А., - 2-е изд., перераб. и доп. - М.: ЮНИТИ-ДАНА, 2015. - 397 с.: 60x90 1/16 ISBN 978-5-238-01303-9 - Режим доступа: <http://znanium.com/catalog/product/872423>

## 7.2. Дополнительная литература:

- 1.Round-up 5 : English grammar practice / V. Evans ; Ill. by P. Vasakas .? Harlow : Longman, 2001 17 экз  
Reading English Literature. Part I: Agatha Cristie 'Death on the Nile' : метод. разработ. по домаш. чтению для студентов I-II курсов яз. фак. / Н. З. Шамсутдинова ; Казан. гос. ун-т, Ин-т яз. ? Казань : КГУ, 2006 . - 382 экз
2. Theatre : [a novel] / W. Somerset Maugham ; [коммент. М. В. Дьячкова] .? Москва : Менеджер, [2004] 24 экз
3. Рушинская, И. С. The English Verbals and Modals [Электронный ресурс] : практикум / И. С. Рушинская. - 2-е изд., стер. - М.: Флинта, 2012. - 48 с. - ISBN 978-89349-446-4. Режим доступа: <http://znanium.com/bookread2.php?book=490146>
4. Сиполс, О. В. Develop Your Reading Skills: Comprehension and Translation Practice. Обучение чтению и переводу (английский язык) [Электронный ресурс] : учеб. пособие / О. В. Сиполс. - 2-е изд., стереотип. - М. : Флинта : Наука, 2011. - 376 с. - ISBN 978-5-89349-953-7 (Флинта), ISBN 978-5-02-034696-3 (Наука). <http://znanium.com/bookread2.php?book=409896>
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6. Теоретическая грамматика английского языка. Сравнительная типология английского и русского языков : Учеб. пособие / В.В.Гуревич .? 2-е изд. ? М. : Флинта : Наука, 2004 .? 168с. 66 экз  
Гуревич, В. В. Теоретическая грамматика английского языка. Сравнительная типология английского и русского языков [Электронный ресурс] : учеб. пособие / В. В. Гуревич. - 7-е изд., стер. - М.: ФЛИНТА, 2012. - 168 с Режим доступа: <http://znanium.com/bookread2.php?book=490125>
7. Теоретическая грамматика английского языка : учебник для студ. ин-тов и фак-ов ин. яз. / А. А. Худяков .? М. : Академия, 2005 .? 256 с 101 экз
8. Данчевская, О. Е. English for Cross-Cultural and Professional Communication. Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В. Малёв. - 2-е изд., стер. - М. : ФЛИНТА : Наука, 2013. - 192 с. - ISBN 978-5-9765-1284-9 (ФЛИНТА), ISBN 978-5-02-037820-7 (Наука) <http://znanium.com/bookread2.php?book=454058>
9. Шевелёва, С. А. Английский для гуманитариев [Электронный ресурс] : учеб. пособие для вузов / С. А. Шевелёва. - 2-е изд., перераб. и доп. - М. : ЮНИТИ-ДАНА, 2012. - 397 с. : ил. - ISBN 978-5-238-01303-9. <http://znanium.com/bookread2.php?book=390185>
10. Learning to read and discuss fiction: Учебное пособие / Ивицкая Н.Д. - М.:Прометей, 2011. - 188 с <http://znanium.com/bookread2.php?book=557158>

### 7.3. Интернет-ресурсы:

BBC. Learning English - <http://www.bbc.co.uk/worldservice/learningenglish>  
Encyclopedia Britannica - <http://www.britannica.com/>  
English Language - <http://www.usingenglish.com/>  
English Online. - <http://abc-english-grammar.com/>  
Free Online Dictionary for English Definitions - <http://dictionary.reference.com/>  
Guide to Grammar and Writing. - <http://grammar.ccc.commnet.edu/grammar/>  
Learn English. British Council - <http://learnenglish.britishcouncil.org/en/>  
The Guardian - <http://www.guardian.co.uk/>  
Словарь ABBYY Lingvo - <http://lingvo.abbyyonline.com/ru>  
Словарь Мультилекс - <http://www.multilex.ru/>

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

Освоение дисциплины "Практический курс английского языка" 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.

Лингафонный кабинет, представляющий собой универсальный лингафонно-программный комплекс на базе компьютерного класса, состоящий из рабочего места преподавателя (стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Tutor, головная гарнитура), и не менее 12 рабочих мест студентов (специальный стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Student, головная гарнитура), сетевого коммутатора для структурированной кабельной системы кабинета.

Лингафонный кабинет представляет собой комплекс мультимедийного оборудования и программного обеспечения для обучения иностранным языкам, включающий программное обеспечение управления классом и SANAKO Study 1200, которые дают возможность использования в учебном процессе интерактивные технологии обучения с использованием современных мультимедийных средств, ресурсов Интернета.

Программный комплекс SANAKO Study 1200 дает возможность инновационного ведения учебного процесса, он предлагает широкий спектр видов деятельности (заданий), поддерживающих как практики слушания, так и тренинги речевой активности: практика чтения, прослушивание, следование образцу, обсуждение, круглый стол, использование Интернета, самообучение, тестирование. Преподаватель является центральной фигурой процесса обучения. Ему предоставляются инструменты управления классом. Он также может использовать многочисленные методы оценки достижений учащихся и следить за их динамикой. SANAKO Study 1200 предоставляет учащимся наилучшие возможности для выполнения речевых упражнений и заданий, основанных на текстах, аудио- и видеоматериалах. Вся аудитория может быть разделена на подгруппы. Это позволяет организовать отдельную траекторию обучения для каждой подгруппы. Учащиеся могут работать самостоятельно, в автономном режиме, при этом преподаватель может контролировать их действия. В состав программного комплекса SANAKO Study 1200 также входит модуль Examination Module - модуль создания и управления тестами для проверки конкретных навыков и способностей учащегося. Гибкость данного модуля позволяет преподавателям легко варьировать типы вопросов в тесте и редактировать существующие тесты.

Также в состав программного комплекса SANAKO Study 1200 также входит модуль обратной связи, с помощью которых можно в процессе занятия провести экспресс-опрос аудитории без подготовки большого теста, а также узнать мнение аудитории по какой-либо теме.

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы 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.

лингафонный класс, интернет, интерактивная доска

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