

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



УТВЕРЖДАЮ

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

_____ 20__ г.

Программа дисциплины

Иностранный язык Б1.Б.1

Направление подготовки: 58.03.01 - Востоковедение и африканистика

Профиль подготовки: Языки и литературы стран Азии и Африки (китайский язык)

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

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

Регистрационный No

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

1. Цели освоения дисциплины

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

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

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

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

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

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

В результате освоения дисциплины формируются следующие компетенции:

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

В результате освоения дисциплины студент:

1. должен знать:

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

2. должен уметь:

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

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

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

3. должен владеть:

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

4. должен продемонстрировать способность и готовность:

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

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

4. Структура и содержание дисциплины/ модуля

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

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

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

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

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

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

4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабора- торные работы	
1.	Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	1-5	0	27	0	Устный опрос
2.	Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	1	6-10	0	27	0	Устный опрос
3.	Тема 3. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	1	11-15	0	27	0	Устный опрос
4.	Тема 4. Infinitive. Gerund. Participles.	1	16-18	0	27	0	Контрольная работа
5.	Тема 5. Modal verbs .	2	1-5	0	27	0	Устный опрос
6.	Тема 6. Adjectives. Adverbs. Comparisons.	2	6-10	0	27	0	Устный опрос
7.	Тема 7. Demonstratives. Pronouns. Possessives. Quantifiers.	2	11-15	0	27	0	Устный опрос
8.	Тема 8. Prepositions.	2	16-18	0	27	0	Контрольная работа

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабора- торные работы	
9.	Тема 9. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	3	1-5	0	27	0	Устный опрос
10.	Тема 10. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	3	6-10	0	27	0	Устный опрос
11.	Тема 11. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	3	11-15	0	27	0	Устный опрос
12.	Тема 12. Passives, causatives and get	3	16-18	0	27	0	Контрольная работа
13.	Тема 13. Confusing verbs	4	1-5	0	40	0	Устный опрос
14.	Тема 14. Nouns and noun phrases, Possessives and compound nouns	4	6-10	0	40	0	Устный опрос
15.	Тема 15. reported speech	4	11-15	0	28	0	Проверка практических навыков
16.	Тема 16. pronouns	4	16-18	0	0	0	Контрольная работа
.	Тема . Итоговая форма контроля	1		0	0	0	Зачет
.	Тема . Итоговая форма контроля	2		0	0	0	Экзамен
.	Тема . Итоговая форма контроля	3		0	0	0	Зачет
.	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
	Итого			0	432	0	

4.2 Содержание дисциплины

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

практическое занятие (27 часа(ов)):

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

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

практическое занятие (27 часа(ов)):

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

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

практическое занятие (27 часа(ов)):

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

Тема 4. Infinitive. Gerund. Participles.

практическое занятие (27 часа(ов)):

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

Тема 5. Modal verbs .

практическое занятие (27 часа(ов)):

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

Тема 6. Adjectives. Adverbs. Comparisons.

практическое занятие (27 часа(ов)):

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

Тема 7. Demonstratives. Pronouns. Possessives. Quantifiers.

практическое занятие (27 часа(ов)):

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

Тема 8. Prepositions.

практическое занятие (27 часа(ов)):

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

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

практическое занятие (27 часа(ов)):

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

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

практическое занятие (27 часа(ов)):

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

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

практическое занятие (27 часа(ов)):

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

Тема 12. Passives, causatives and get

практическое занятие (27 часа(ов)):

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

Тема 13. Confusing verbs

практическое занятие (40 часа(ов)):

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

Тема 14. Nouns and noun phrases, Possessives and compound nouns

практическое занятие (40 часа(ов)):

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

Тема 15. reported speech

практическое занятие (28 часа(ов)):

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

Тема 16. pronouns

4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	1-5	подготовка к устному опросу	14	Устный опрос
2.	Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	1	6-10	подготовка к устному опросу	14	Устный опрос
3.	Тема 3. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	1	11-15	подготовка к устному опросу	14	Устный опрос
4.	Тема 4. Infinitive. Gerund. Participles.	1	16-18	подготовка к контрольной работе	12	Контрольная работа
5.	Тема 5. Modal verbs .	2	1-5	подготовка к устному опросу	5	Устный опрос
6.	Тема 6. Adjectives. Adverbs. Comparisons.	2	6-10	подготовка к устному опросу	5	Устный опрос
7.	Тема 7. Demonstratives. Pronouns. Possessives. Quantifiers.	2	11-15	подготовка к устному опросу	4	Устный опрос
8.	Тема 8. Prepositions.	2	16-18	подготовка к контрольной работе	4	Контрольная работа

№	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
9.	Тема 9. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	3	1-5	подготовка к устному опросу	5	Устный опрос
10.	Тема 10. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	3	6-10	подготовка к устному опросу	5	Устный опрос
11.	Тема 11. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	3	11-15	подготовка к устному опросу	4	Устный опрос
12.	Тема 12. Passives, causatives and get	3	16-18	подготовка к контрольной работе	4	Контрольная работа
	Итого				90	

5. Образовательные технологии, включая интерактивные формы обучения

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

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

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

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

Устный опрос , примерные вопросы:

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

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

Устный опрос , примерные вопросы:

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

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

Устный опрос , примерные вопросы:

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

Тема 4. Infinitive. Gerund. Participles.

Контрольная работа , примерные вопросы:

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

Тема 5. 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 6. Adjectives. Adverbs. Comparisons.

Устный опрос , примерные вопросы:

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

Тема 7. Demonstratives. Pronouns. Possessives. Quantifiers.

Устный опрос , примерные вопросы:

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

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

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

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

Тема 8. Prepositions.

Контрольная работа , примерные вопросы:

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

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

Устный опрос , примерные вопросы:

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

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

Устный опрос , примерные вопросы:

Complete the following sentences with the correct form (Past Simple or Past Continuous). 1. A: What (you, do) _____ when you heard that noise? B: I (try) _____ to change a light bulb that had burnt out. 2. After I (find) _____ the wallet full of money, I (go, immediately) _____ to the police and (turn) _____ it in. 3. The doctor (say) _____ that Brian (be) _____ too weak to go to work and that he (need) _____ to stay at home for a couple of days. 4. My best friend (arrive) _____ at my house a little before 9:00 pm, but I (be, not) _____ there. I (study) _____ at the library for my final examination in Italian. 5. John is in the living room working on his computer. At this time yesterday, he (work, also) _____ on his computer. That's all he ever does! 6. I (call) _____ you last night after dinner, but you (be, not) _____ there. Where were you? B: I (work) _____ out at the gym. 7. When I (walk) _____ into the busy office, the secretaries (talk) _____ on the phone with customers, a clerk (work, busily) _____ at his desk, and two managers (discuss, quietly) _____ methods to improve customer service. 8. I (watch) _____ a thriller on T.V. when the electricity went out. Now I am never going to find out how the film ends. 9. Samantha (be) _____ in the room when Bob (tell) _____ me what happened, but she didn't hear anything because she (be, listen) _____ to music. 10. It's strange that you (call) _____ because I (think, just) _____ about you.

Read the story and answer the following questions. A DISASTROUS DINNER Last Friday, Mrs. Anderson planned to have a delicious dinner. She bought a T-bone steak and some cream and apples for an apple pie. When she came home from the shops she put her shopping on the table. While she was setting the table, her two pets sat underneath it and watched her. Then she went to the kitchen to make the pastry for the pie. She was a little forgetful so she didn't realize the steak, cream and apples were still on the table. While she was making the pastry, the dog jumped on a chair and looked longingly at the steak. At last it took the steak in its mouth and jumped off the chair, just as Mrs. Anderson was coming back into the dining room. Mrs. Anderson screamed, but the dog ran into the garden. She ran after the dog. While she was chasing the dog, the cat jumped on the table and started drinking the cream. Mrs. Anderson didn't manage to catch the dog, and she came back into the dining room. When she saw the cat, she shrieked, and the cat got such a fright that it jumped a meter into the air, and leapt out the window. Mrs. Anderson threw her broom at the cat, but she missed, and broke the window. At the same time she overbalanced and put her hand in the cream, spilling it all over the tablecloth. Poor Mrs. Anderson - she had no dinner, only a dirty tablecloth and a broken window. Answer these questions about the story. Answer in complete sentences. 1. What did Mrs. Anderson plan? 2. Why did she buy cream and apples? 3. When did her pets watch her? 4. Where did she leave the steak? 5. When did the dog jump on the chair? 6. How did the dog look at the steak? 7. When did the dog jump off the chair? 8. Where did the dog go? 9. What was she doing when the cat jumped on the table? 10. What did Mrs. Anderson do when she saw the cat?

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

Устный опрос , примерные вопросы:

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

Тема 12. Passives, causatives and get

Контрольная работа , примерные вопросы:

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

Тема 13. Confusing verbs

Тема 14. Nouns and noun phrases, Possessives and compound nouns

Тема 15. reported speech

Тема 16. pronouns

Итоговая форма контроля

зачет (в 1 семестре)

Итоговая форма контроля

экзамен (в 2 семестре)

Итоговая форма контроля

зачет (в 3 семестре)

Итоговая форма контроля

экзамен (в 4 семестре)

Примерные вопросы к итоговой форме контроля

Формы контроля успеваемости

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

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

Экзамен - в конце 2,4,6 семестров

Итоговый зачет - по окончании курса (8 семестр)

Требования к зачету:

А) Базовый блок

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

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

3) Беседа по темам, изученным в семестре.

Б) Профессионально-ориентированный блок

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

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

3) Беседа по темам специальности, изученным в семестре.

Итоговый контроль - финальный экзамен/зачет.

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

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

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

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

Look at these examples. The correct answers are underlined.

- a) In warm climates people like / likes / are liking sitting outside in the sun.
- b) If it is very hot, they sit at / in / under the shade.

Now the test will begin. Underline the correct answer. (For each correct answer 1 point)

- 1) Water is to boil / is boiling / boils at a temperature of 100-C. 1
 - 2) In some countries there is / is / it is very hot all the time. 2
 - 3) In cold countries people wear thick clothes for keeping / to keep / for to keep warm. 3
 - 4) In England people are always talking about a weather / the weather / weather. 4
 - 5) In some places it rains / there rains / it raining almost every day. 5
 - 6) In deserts there isn't the / some / any grass. 6
 - 7) Places near the Equator have a warm / the warm / warm weather even in the cold season. 7
 - 8) In England coldest / the coldest / colder time of year is usually from December to February. 8
 - 9) The most / Most of / Most people don't know what it's like in other countries. 9
 - 10) Very less / little / few people can travel abroad. 10
 - 11) Mohammed Ali has won / won / is winning his first world title fight in 1960. 11
 - 12) After he had won / have won / was winning an Olympic gold medal he became a professional boxer. 12
 - 13) His religious beliefs have made him / made him to / made him change his name when he became champion. 13
 - 14) If he has / would have / had lost his first fight with Sonny Liston, no one would have been surprised. 14
 - 15) He has travelled a lot both / and / or as a boxer and as a world-famous personality. 15
 - 16) He is very well known all in / all over / in all the world. 16
 - 17) Many people is believing / are believing / believe he was the greatest boxer of all time. 17
 - 18) To be the best from / in / of the world is not easy. 18
 - 19) Like any top sportsman Ali had to / must / should train very hard. 19
 - 20) Even tough he has now lost his title, people would / will / did always remember him as a champion. 20
- subtotal page 1 /20
page 2/5
- 21) The history of aeroplane / the aeroplane / an aeroplane is 21
 - 22) quite a / a quite / quite short one. For many centuries men 22
 - 23) are trying / try / had tried to fly, but with 23
 - 24) little / few / a little success. In the 19
th
century a few people 24

- 25) succeeded to fly / in flying / into flying in balloons. But it wasn't until 25
26) the beginning of this / next / that century that anybody 26
27) were / is / was able to fly in a machine 27
28) who / which / what was heavier than air, in other words, in 28
29) who / which / what we now call a 'plane'. The first people to achieve 29
30) 'powered flight' were the Wright brothers. His / Their / Theirs was the machine which was the 30
31) forerunner of the Jumbo jets and supersonic airliners that are such / such a / so common 31
32) sight today. They could / should / couldn't hardly have imagined that in 1969 32
33) not much / not many / no much more than half a century later, 33
34) a man will be / had been / would be landed on the moon. 34
35) Already a man / man / the man is taking the first steps towards the stars. 35
36) Although space satellites have existed since / during / for less 36
37) than forty years, we are now dependent from / of / on them for all 37
38) kinds of informations / information / an information. Not only 38
39) are they / they are / there are being used for scientific research in 39
40) space, but also to see what kind of weather is coming / comes / coming. 40
41) By 1998 there would / must / will have been satellites in space for forty 41
42) years and the 'space superpowers' are planning to have / make / let 42
43) massive space stations built. When these will be / are / will have been 43
44) completed it will be the first time when / where / that astronauts will be 44
45) able to work in space in large numbers. Apart / For / Except all that, 45
46) in many ways the most remarkable flight of / above / at all was 46
47) it / that / that one of the flying bicycle, which the world saw on television, 47
48) flying / to fly / fly across the Channel from England to France, with nothing 48
49) apart / but / than a man to power it. As the bicycle-flyer said, 49
50) "It's the first time I realize / I've realized / I am realizing what hard work it is to be a bird!" 50
subtotal page 2 /30

page 3/5

- 51) Many teachers say to / say / tell their students should learn a foreign language. 51
52) Learning a second language is not the same as / like / than learning a first language. 52
53) It takes long time / long / a long time to learn any language. 53
54) It is said that Chinese is the world's harder / hardest / more hard language to master. 54
55) English is quite difficult because of all the exceptions who / which / what have to be learnt. 55
56) You can learn the basic structures of a language quite quickly, but only if you
are wanting / will to / are willing to make an effort. 56
57) A lot of people aren't used to the study / to study / to studying grammar in their own language. 57
58) Many adult students wish they would start / would have started / had started their language
studies
earlier. 58
59) In some countries students have to spend a lot of time working on / by / in their own. 59
60) There aren't no / any / some easy ways of learning a foreign language in your own country. 60
61) Some people try to improve their English by hearing / listening / listening to the BBC World
Service. 61
62) Live / Life / Living with a foreign family can be a good way to learn a language. 62
63) It's no use to try / trying / in trying to learn a language just by studying a dictionary. 63
64) Many students would rather not / would rather prefer not / would rather not to take tests. 64
65) Some people think it's time we all learn / should learn / learnt a single international language. 65

- 66) Charles Walker is a teacher at a school in Norwich. He has joined / joined / joins 66
67) the staff of the school in 1988 and has been working / worked / works there ever since. 67
68) Before move / to move / moving to Norwich, he taught in Italy and in Wales, and before that 68
69) he has been / was / was being a student at Cambridge University. 69
70) So far he isn't / wasn't / hasn't been in Norwich for as long as he was in Wales, 70
71) but he likes the city a lot and should / would / could like to stay there for at least 71
72) another two years, or, how / which / as he puts it, until his two children 72
73) have / will have / will be grown up a bit. He met his wife, Kate, in 1982 73
74) while he was to live / was living / had been living abroad for a while, and they got married 74
75) in 1986. Their two children, Mark and Susan, are / were / have been both born in Norwich. 75
76) Mark, who / which / he is four, has just started 76
77) at nursery school, but his / their / her sister 77
78) shall stay / stays / will be staying at home for another couple of years, 78
79) because she is nearly two years younger / more young / the younger than him. 79
80) Charles and Kate are used / use / used to live in the country, 80

subtotal page 3 /30

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SUBTOTAL /100

- 81) but now they have children, they have moved / move / moved into the city. 81
82) Charles wanted a house next / near / close the school 82
83) in order / for / to get to work easily. Unfortunately 83
84) the / a / that one the two of them really wanted was too expensive, 84
85) so they must / should / had to buy one a bit further away. By the time the children 85
86) go / will go / wil have gone to secondary school, 86
87) that / which / what Charles and Kate hope will be in Norwich, 87
88) the Walkers will have been / have been / will be living there for a least fifteen years. 88
89) They can't be sure if they stay / do stay / will stay, but if they 89
90) don't / didn't / won't, their friends won't be too surprised. 90

Look at the following examples of question tags in English.

The correct form of the tag is underlined.

- a) He's getting the 9.15 train, isn't he / hasn't he / wasn't he ?
b) She works in a library, isn't she / doesn't she / doesn't he ?
c) Tom didn't tell you, hasn't he / didn't he / did he ?
d) Someone's forgotten to switch off the gas, didn't one / didn't they / haven't they ?
Now underline the correct question tags in the following 10 items. (For each correct answer 1 point)

- 91) John's coming to see you, hasn't he / wasn't he / isn't he ? 91
92) It's been a long time since you've seen him, hasn't it / isn't it / haven't you ? 92
93) He's due to arrive tomorrow, won't he / isn't he / will he ? 93
94) He won't be getting in till about 10.30, isn't he / is he / will he ? 94
95) You met him while you were on holiday, didn't you / weren't you / haven't you ? 95
96) I think I'm expected to pick him up, aren't I / don't I / are you ? 96
97) No doubt you'd rather he stayed in England now, didn't you / wouldn't you / shouldn't you ? 97
98) Nobody else has been told he's coming, is he / has he / have they ? 98
99) We'd better not stay up too late tonight, didn't we / have we / had we ? 99
100) I suppose it's time we called it a day, didn't we / isn't it / don't I ? 100

7.1. Основная литература:

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. 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>
7. 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>
8. 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>
9. 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 Christie '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>
5. 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
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6. Теоретическая грамматика английского языка : учебник для студ. ин-тов и фак-ов ин. яз. / А. А. Худяков .? М. : Академия, 2005 .? 256 с 101 экз
7. 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:

- электронные учебники, тексты, упражнения - www.longman-elt.com
- электронные учебники, тексты, упражнения - www.longman.com/totalenglish
- электронные учебники, тексты, упражнения - www.rahul.net
- электронные учебники, тексты, упражнения - www.macmillantnglish.com
- электронные учебники, тексты, упражнения - www.academiaisla.com
- электронные учебники, тексты, упражнения - www.newsweek.com

8. Материально-техническое обеспечение дисциплины(модуля)

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

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

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

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

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

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

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

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