

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное учреждение
высшего профессионального образования
"Казанский (Приволжский) федеральный университет"
Инженерный институт



УТВЕРЖДАЮ

Проректор по образовательной деятельности КФУ

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Программа дисциплины
Иностранный язык Б1.Б.1

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Программу дисциплины разработал(а)(и) доцент, к.н. Кочемасова Д.Р. кафедра иностранных языков для естественно-научного направления отделение Высшая школа иностранных языков и перевода, DRKochemasova@kpfu.ru

1. Цели освоения дисциплины

Настоящая программа носит интегративный характер и предназначена для студентов неязыковых специальностей университета, продолжающих изучать иностранный язык в вузе, и предполагает поуровневое обучение в соответствии с международными стандартами, утвержденными Советом Европы (A1+, A2, B1, B2). Распределение студентов по уровням осуществляется на основании результатов входного тестирования.

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

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

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

Данная учебная дисциплина включена в раздел " Б1.Б.1 Дисциплины (модули)" основной образовательной программы 27.03.02 Управление качеством 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. Дисциплина "Иностранный язык" изучается на первом и втором годах обучения. Данная дисциплина относится к циклу гуманитарных дисциплин, обеспечивающих языковую подготовку выпускников в сфере управление качеством.

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-5 (общекультурные)	

компетенции)

способностью к коммуникации в устной и письменной
формах на русском и иностранном языках для решения

задач межличностного и межкультурного взаимодействия

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-6 (общекультурные компетенции)	способностью работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия
ОК-7 (общекультурные компетенции)	особностью к самоорганизации и самообразованию

В результате освоения дисциплины студент:

1. должен знать:

базовую лексику общего языка, лексику, представляющую нейтральный научный стиль, а также основную терминологию своей широкой и узкой специальности;
основные приемы аннотирования, реферирования и перевода литературы по специальности.

2. должен уметь:

понимать устную (монологическую и диалогическую) речь на бытовые и специальные темы; читать и понимать со словарем специальную литературу по широкому и узкому профилю специальности; участвовать в обсуждении тем, связанных со специальностью (задавать вопросы и отвечать на вопросы).

3. должен владеть:

- идиоматически ограниченной речью, а также освоить стиль нейтрального научного изложения;
- навыками разговорно-бытовой речи (нормативным произношением и ритмом речи) и применять их для повседневного общения;
- основами публичной речи - делать сообщения, доклады (с предварительной подготовкой).
- основными навыками письма, необходимыми для подготовки публикации, тезисов и ведения переписки;
- наиболее употребительной (базовой) грамматикой и основными грамматическими явлениями, характерными для профессиональной речи.
- к обобщению, анализу, восприятию информации, постановке цели и выбору путей ее решения, владение культурой мышления;
- логически верно, аргументировано и ясно строить устную и письменную речь;
- к саморазвитию, повышению своей квалификации и мастерства;
- осознавать социальную значимость своей будущей профессии, проявить мотивацию к выполнению профессиональной деятельности;
- пользоваться основными методами, способами и средствами получения, хранения, переработки информации, работать с компьютером как средством управления информацией

4. должен демонстрировать способность и готовность:

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

уровень A1+

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

уровень А2

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

уровень В1

- 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 связанное сообщение на известные или особо интересующие его темы; описать впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее;
- понимать основные положения четко произнесенных высказываний в пределах литературной нормы на известные темы, с которыми обучающемуся приходится иметь дело на работе, в школе, на отдыхе и т.д. Он понимает, о чем идет речь в большинстве радио- и телепрограмм о текущих событиях, а также передач, связанных с личными или профессиональными интересами (речь говорящих должна быть при этом четкой и относительно медленной);
- понимать тексты, построенные на частотном языковом материале повседневного и профессионального общения; описания событий, чувств, намерений в письмах личного характера;

- уметь общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Обучающийся способен без предварительной подготовки участвовать в диалогах на знакомую или интересующую его тему (например, "семья", "хобби", "работа", "путешествие", "текущие события");
- уметь строить простые связные высказывания о своих личных впечатлениях, событиях, рассказывать о своих мечтах, надеждах и желаниях. Он может кратко обосновать и объяснить свои взгляды и намерения; рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение;
- уметь писать простые связные тексты на знакомые или интересующие меня темы. Я умею писать письма личного характера, сообщая в них о своих личных переживаниях и впечатлениях

уровень B2

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

4. Структура и содержание дисциплины/ модуля

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

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

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

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

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

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

4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
1.	Тема 1. Тема 1. РАЗВИТИЕ фонетических навыков	1	1-18	0	4	0	Тестирование Письменное домашнее задание
2.	Тема 2. Тема 2. РАЗВИТИЕ лексических навыков	1	1-18	0	12	0	Письменное домашнее задание Контрольная работа
3.	Тема 3. Тема 3. РАЗВИТИЕ грамматических навыков	1	1-18	0	18	0	Письменное домашнее задание Тестирование
4.	Тема 4. Тема 4. РАЗВИТИЕ навыков аудирования	1	1-18	0	14	0	Письменное домашнее задание Тестирование
5.	Тема 5. Тема 5. РАЗВИТИЕ навыков говорения	1	1-18	0	14	0	Презентация Устный опрос Дискуссия
6.	Тема 6. Тема 6. РАЗВИТИЕ навыков коммуникативного чтения	1	1-18	0	14	0	Письменное домашнее задание Тестирование
7.	Тема 7. Тема 7. РАЗВИТИЕ навыков коммуникативного письма	1	1-18	0	14	0	Письменное домашнее задание Письменная работа
8.	Тема 8. Тема 8. РАЗВИТИЕ навыков экстенсивного чтения по специальности	1	1-18	0	18	0	Письменное домашнее задание
9.	Тема 9. Тема 9. ЗАКРЕПЛЕНИЕ фонетических навыков	2	1-18	0	4	0	Письменное домашнее задание 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	
10.	Тема 10. Тема 10. ЗАКРЕПЛЕНИЕ лексических навыков	2	1-18	0	12	0	Письменное домашнее задание Контрольная работа
11.	Тема 11. Тема 11. ЗАКРЕПЛЕНИЕ грамматических навыков	2	1-18	0	18	0	Письменное домашнее задание Тестирование
12.	Тема 12. Тема 12. ЗАКРЕПЛЕНИЕ навыков аудирования	2	1-18	0	14	0	Письменное домашнее задание Тестирование
13.	Тема 13. Тема 13. ЗАКРЕПЛЕНИЕ навыков говорения	2	1-18	0	14	0	Дискуссия Презентация Устный опрос
14.	Тема 14. Тема 14. ЗАКРЕПЛЕНИЕ навыков коммуникативного чтения	2	1-18	0	14	0	Письменное домашнее задание Тестирование
15.	Тема 15. Тема 15. ЗАКРЕПЛЕНИЕ навыков коммуникативного письма	2	1-18	0	14	0	Письменное домашнее задание Письменная работа
16.	Тема 16. Тема 16. ЗАКРЕПЛЕНИЕ навыков экстенсивного чтения по специальности	2	1-18	0	18	0	Письменное домашнее задание
17.	Тема 17. Тема 17. АВТОМАТИЗАЦИЯ фонетических навыков	3	1-18	0	2	0	Письменное домашнее задание
18.	Тема 18. Тема 18. АВТОМАТИЗАЦИЯ лексических навыков	3	1-18	0	7	0	Письменное домашнее задание Контрольная работа

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
19.	Тема 19. Тема 19. АВТОМАТИЗАЦИЯ навыков коммуникативного аудирования	3	1-18	0	9	0	Тестирование Письменное домашнее задание
20.	Тема 20. Тема 20. АВТОМАТИЗАЦИЯ навыков говорения	3	1-18	0	9	0	Дискуссия Устный опрос Презентация
21.	Тема 21. Тема 21. АВТОМАТИЗАЦИЯ навыков коммуникационного чтения	3	1-18	0	9	0	Тестирование Письменное домашнее задание
22.	Тема 22. Тема 22. АВТОМАТИЗАЦИЯ навыков письма	3	1-18	0	9	0	Письменная работа Письменное домашнее задание
23.	Тема 23. Тема 23. АВТОМАТИЗАЦИЯ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.	3	1-18	0	36	0	Тестирование Письменное домашнее задание
24.	Тема 24. Тема 24. АВТОМАТИЗАЦИЯ навыков аудирования по специальности	3	1-18	0	9	0	Письменное домашнее задание
25.	Тема 25. Тема 25. АВТОМАТИЗАЦИЯ навыков говорения по специальности	3	1-18	0	9	0	Письменное домашнее задание
26.	Тема 26. Тема 26. АВТОМАТИЗАЦИЯ навыков чтения текстов по специальности	3	1-18	0	9	0	Письменное домашнее задание
27.	Тема 27. Тема 27. СОВЕРШЕНСТВОВАНИЕ фонетических навыков	4	1-18	0	2	0	

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
28.	Тема 28. Тема 28. СОВЕРШЕНСТВОВАНИЕ лексических навыков	4	1-18	0	7	0	Контрольная работа Письменное домашнее задание
29.	Тема 29. Тема 29. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного аудирования	4	1-18	0	9	0	Тестирование Письменное домашнее задание
30.	Тема 30. Тема 30 СОВЕРШЕНСТВОВАНИЕ навыков говорения	4	1-18	0	9	0	Презентация Дискуссия Устный опрос
31.	Тема 31. Тема 31. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного чтения	4	1-18	0	9	0	Тестирование Письменное домашнее задание
32.	Тема 32. Тема 32. СОВЕРШЕНСТВОВАНИЕ навыков письма	4	1-18	0	9	0	Письменная работа Письменное домашнее задание
33.	Тема 33. Тема 33. СОВЕРШЕНСТВОВАНИЕ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.	4	1-18	0	36	0	Тестирование Письменное домашнее задание
34.	Тема 34. Тема 34. СОВЕРШЕНСТВОВАНИЕ навыков аудирования по специальности	4	1-18	0	9	0	Письменное домашнее задание
35.	Тема 35. Тема 35. СОВЕРШЕНСТВОВАНИЕ навыков говорения по специальности	4	1-18	0	9	0	Письменное домашнее задание
36.	Тема 36. Тема 36. СОВЕРШЕНСТВОВАНИЕ навыков чтения текстов по специальности	4	1-18	0	9	0	Письменное домашнее задание
.	Тема . Итоговая форма контроля	1		0	0	0	Зачет

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
	Тема . Итоговая форма контроля	2		0	0	0	Зачет
	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. Тема 1. РАЗВИТИЕ фонетических навыков

практическое занятие (4 часа(ов)):

особенности артикуляции изучаемого иностранного языка по сравнению с артикуляцией русского языка. - система гласных и согласных языка.

Тема 2. Тема 2. РАЗВИТИЕ лексических навыков

практическое занятие (12 часа(ов)):

Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. 1. Знакомство. Биография. 2. В магазине. 3. Семья, родственные отношения, семейный бюджет. 3. Профессиональная (учебная) деятельность, род занятий. Поиск работы. 4. Распорядок дня; питание, отдых, праздники, занятия спортом, хобби. Наиболее распространенные формулы-клише (обращение, приветствие, благодарность, извинение и т.п.). Основные речевые модели для передачи основного содержания текста.

Тема 3. Тема 3. РАЗВИТИЕ грамматических навыков

практическое занятие (18 часа(ов)):

Артикль. Общее понятие и основные случаи употребления. Имя существительное. Образование множественного числа и притяжательного падежа существительного. Имя прилагательное. Степени сравнения прилагательных. Наречие. Степени сравнения наречий. Имя числительное. Количественные и порядковые числительные. Местоимения: личные, притяжательные, неопределенные, вопросительные, относительные, указательные. Наиболее употребительные предлоги. Наиболее употребительные сочинительные и подчинительные союзы.

Тема 4. Тема 4. РАЗВИТИЕ навыков аудирования

практическое занятие (14 часа(ов)):

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование материалов СРЕДНЕЙ СТЕПЕНИ СЛОЖНОСТИ в зависимости от уровня владения языком: -понимание общего содержания прослушанной информации -детальное понимание прослушанного, -восстановление полного текста в письменном виде при многократном прослушивании -вычленение и понимание определенной информации, ограниченной коммуникативным заданием -умение, помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

Тема 5. Тема 5. РАЗВИТИЕ навыков говорения

практическое занятие (14 часа(ов)):

Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, ?расспрос - объяснение? по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного коммуникативного задания. Коммуникация должна быть эффективной, т. е. цели должны быть достигнуты, при возникающих трудностях коммуникация должна быть восстановлена. Тематика текстов и ситуаций общения: 1. Знакомство. Биография. 2. В магазине. 3. Семья, родственные отношения, семейный бюджет. 3. Профессиональная (учебная) деятельность, род занятий. Поиск работы. 4. Распорядок дня; питание, отдых, праздники, занятия спортом, хобби. Языковая функциональность: -рекомендация, совет, собственное мнение; - согласие, отказ;- приглашение, отказ от приглашения.

Тема 6. Тема 6. РАЗВИТИЕ навыков коммуникативного чтения

практическое занятие (14 часа(ов)):

(способность понимать и извлекать информацию из текстов): изучающее, ознакомительное, просмотровое, аналитическое чтение текстов СРЕДНЕЙ СТЕПЕНИ СЛОЖНОСТИ в зависимости от уровня владения языком из общественно-политической, социально-культурной и учебно-профессиональной сфер Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией.

Тема 7. Тема 7. РАЗВИТИЕ навыков коммуникативного письма

практическое занятие (14 часа(ов)):

Стратегия порождения письменных сообщений: - планирование - компенсация - мониторинг

Тема 8. Тема 8. РАЗВИТИЕ навыков экстенсивного чтения по специальности

практическое занятие (18 часа(ов)):

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Просмотровое и поисковое чтение текстов по специальности среднего уровня сложности с последующим заданием на говорение. примерные темы текстов: 1. history of quality management, 2.quality management gurus and theories, 3. total quality management (TQM)

Тема 9. Тема 9. ЗАКРЕПЛЕНИЕ фонетических навыков

практическое занятие (4 часа(ов)):

ритмика (ударные и неударные слова в потоке речи); паузация: деление речевого потока на смысловые группы - нейтральная интонация повествования и вопроса.

Тема 10. Тема 10. ЗАКРЕПЛЕНИЕ лексических навыков

практическое занятие (12 часа(ов)):

Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. 1. Описание жилища, работа по дому. Поиск жилья. 2. Времена года; погода. 3. Туризм. Путешествие различными видами транспорта. 4. Географическое положение стран, описание городов. Знакомство с основными типами словарей (двуязычными и одноязычными толковыми, фразеологическими, терминологическими и т. д.). Полисемия. Синонимия. Антонимия.

Тема 11. Тема 11. ЗАКРЕПЛЕНИЕ грамматических навыков

практическое занятие (18 часа(ов)):

Глагол. Личные формы глагола. Употребление глаголов have, be, do, should, would, shall will. Модальные глаголы. Phrasal verbs. Видовременные формы глагола в активном и пассивном залоге. Порядок слов в простом предложении (повествовательном, вопросительном, отрицательном). Сложное предложение. Типы придаточных предложений (изъяснительное, определительное, обстоятельственное времени, образа действия, места, цели, причины и т.д.). Косвенная речь.

Тема 12. Тема 12. ЗАКРЕПЛЕНИЕ навыков аудирования

практическое занятие (14 часа(ов)):

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование материалов **ПОВЫШЕННОЙ СТЕПЕНИ СЛОЖНОСТИ** в зависимости от уровня владения языком: - понимание общего содержания прослушанной информации - детальное понимание прослушанного, - восстановление полного текста в письменном виде при многократном прослушивании - вычленение и понимание определенной информации, ограниченной коммуникативным заданием - умение, помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

Тема 13. Тема 13. ЗАКРЕПЛЕНИЕ навыков говорения

практическое занятие (14 часа(ов)):

Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, расспрос - объяснение по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного коммуникативного задания. Коммуникация должна быть эффективной, т. е. цели должны быть достигнуты, при возникающих трудностях коммуникация должна быть восстановлена. Тематика текстов и ситуаций общения: 1. Описание жилища, работа по дому. Поиск жилья. 2. Времена года; погода. 3. Туризм. Путешествие различными видами транспорта. 4. Географическое положение стран, описание городов. Языковая функциональность: - телефонные переговоры; - критические замечания; - описание, анализ, объяснение.

Тема 14. Тема 14. ЗАКРЕПЛЕНИЕ навыков коммуникативного чтения

практическое занятие (14 часа(ов)):

(способность понимать и извлекать информацию из текстов); изучающее, ознакомительное, просмотровое, аналитическое чтение текстов **ПОВЫШЕННОЙ СТЕПЕНИ СЛОЖНОСТИ** в зависимости от уровня владения языком из общественно-политической, социально-культурной и учебно-профессиональной сфер Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией.

Тема 15. Тема 15. ЗАКРЕПЛЕНИЕ навыков коммуникативного письма

практическое занятие (14 часа(ов)):

Формы письменного сообщения: официальное и неофициальное письмо, CV, план, конспект, резюме текста, изложение его содержания с критической оценкой, реферирование и аннотирование.

Тема 16. Тема 16. ЗАКРЕПЛЕНИЕ навыков экстенсивного чтения по специальности

практическое занятие (18 часа(ов)):

Расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Просмотровое и поисковое чтение текстов повышенного уровня сложности по специальности сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту. примерные темы текстов: 1. processes - understanding processes and methods for process improvement, 2. quality process improvement tools and techniques, 3. developing people and teams

Тема 17. Тема 17. АВТОМАТИЗАЦИЯ фонетических навыков

практическое занятие (2 часа(ов)):

умение читать знакомые и незнакомые тексты вслух, бегло, с правильной интонацией и распределением пауз; - установка и корректировка тех звуков, неправильное произнесение которых ведет к искажению смысла

Тема 18. Тема 18. АВТОМАТИЗАЦИЯ лексических навыков

практическое занятие (7 часа(ов)):

Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. 1. Предметы в быту. Еда. 2. Внешность, характер, поведение и привычки, чувства людей. 3. Мечты, планы, амбиции. 4. Искусство (кино, театр, живопись). Активное использование основных типов словарей (двухязычными и одноязычными толковыми, фразеологическими, терминологическими и т. д.). Полисемия. Синонимия. Антонимия. Основные термины широкой специальности. Знакомство с терминологическими словарями и справочниками. Знакомство с общенаучной лексикой, устойчивые словосочетания, свойственные научному стилю общения

Тема 19. АВТОМАТИЗАЦИЯ навыков коммуникативного аудирования

практическое занятие (9 часа(ов)):

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование материалов **ВЫСОКОЙ СТЕПЕНИ СЛОЖНОСТИ** в зависимости от уровня владения языком: -понимание общего содержания прослушанной информации -детальное понимание прослушанного, -восстановление полного текста в письменном виде при многократном прослушивании -вычленение и понимание определенной информации, ограниченной коммуникативным заданием -умение, помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

Тема 20. АВТОМАТИЗАЦИЯ навыков говорения

практическое занятие (9 часа(ов)):

Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, расспрос - объяснение по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного коммуникативного задания. Коммуникация должна быть эффективной, т. е. цели должны быть достигнуты, при возникающих трудностях коммуникация должна быть восстановлена. Тематика текстов и ситуаций общения: 9. Предметы в быту. Еда. 10. Внешность, характер, поведение и привычки, чувства людей. 11. Мечты, планы, амбиции. 12. Искусство (кино, театр, живопись). Языковая функциональность: - формулирование гипотезы; - убеждение

Тема 21. АВТОМАТИЗАЦИЯ навыков коммуникационного чтения

практическое занятие (9 часа(ов)):

(способность понимать и извлекать информацию из текстов): изучающее, ознакомительное, просмотровое, аналитическое чтение текстов **ВЫСОКОЙ СТЕПЕНИ СЛОЖНОСТИ** в зависимости от уровня владения языком из общественно-политической, социально-культурной и учебно-профессиональной сфер Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией.

Тема 22. АВТОМАТИЗАЦИЯ навыков письма

практическое занятие (9 часа(ов)):

Основы академического письма. Совершенствование умения продуцировать письменное изложение разных видов: доклад, реферат-резюме, реферат-обзор, сочинение-рассуждение, аннотацию и др. в пределах научной тематики. Особое внимание уделяется развитию умения логического построения письменного сообщения, умению выбора адекватных языковых средств.

Тема 23. АВТОМАТИЗАЦИЯ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.

практическое занятие (36 часа(ов)):

Грамматические трудности, свойственные письменной научной речи: Пассивный залог. Инговые формы (сравнительный анализ) и сложные конструкции на их основе. Способы их перевода. Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией. Специфика научного функционального стиля. Проблема адекватности перевода. Полная и неполная адекватность. Тема и рема. Лингвистические и экстралингвистические трудности перевода. Предпереводческий анализ текста. Переводческие трансформации

Тема 24. Тема 24. АВТОМАТИЗАЦИЯ навыков аудирования по специальности
практическое занятие (9 часа(ов)):

понимание диалогической и монологической речи в сфере профессиональной и научной коммуникации; - тренировка восприятия на слух профессионально ориентированных аудиотекстов (доклады, научные дискуссии, презентации, отрывки лекций и пр.) с последующим их обсуждением.

Тема 25. Тема 25. АВТОМАТИЗАЦИЯ навыков говорения по специальности
практическое занятие (9 часа(ов)):

- умение пользоваться речевыми средствами убеждения в кратком публичном выступлении в непосредственном контакте с аудиторией, - устное реферирование научного текста, - основы публичной речи (доклад, презентация, и пр.). Основные темы для обсуждения: 1. leadership tips, 2. the European Quality Management

Тема 26. Тема 26. АВТОМАТИЗАЦИЯ навыков чтения текстов по специальности
практическое занятие (9 часа(ов)):

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Чтение текстов по специальности соответствующего уровня сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту, подготовкой научного доклада. Примерные темы текстов для чтения и работы над лексикой: 1. performance measurement and management, 2. TQM self-assessment and awards using the EFQM? model, 3. TQM benchmarking and questionnaire (readiness for benchmarking) и т.д.

Тема 27. Тема 27. СОВЕРШЕНСТВОВАНИЕ фонетических навыков
практическое занятие (2 часа(ов)):

интонация и ее роль при выражении собственного отношения к высказыванию.

Тема 28. Тема 28. СОВЕРШЕНСТВОВАНИЕ лексических навыков
практическое занятие (7 часа(ов)):

Дальнейшее расширение словарного запаса за счет активного использования студентами словообразовательных средств иностранного языка (словосложения, аффиксации, конверсии), а также неологизмов и заимствований в целях 1) ознакомления студентов с функциональными стилями языка (пресса, научная проза, публицистика и т.д.) и различными сферами общения (регистрами); 2) обучения использованию адекватных средств воздействия на собеседника (убеждение, агитация и т.д.); 3) дальнейшего развития точности высказывания. Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. 1. Особенности национальной кухни. 2. Особенности городской и деревенской жизни. 3. Проблемы экологии. 4. Социальные проблемы (безработица, преступность и др.) 5. Средства массовой информации (радио, ТВ, печать, Интернет). Основные термины широкой специальности. Знакомство с терминологическими словарями и справочниками. Знакомство с общенаучной лексикой, устойчивые словосочетания, свойственные научному стилю общения.

Тема 29. Тема 29. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного аудирования
практическое занятие (9 часа(ов)):

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование материалов ПО УЗКОЙ СПЕЦИАЛЬНОСТИ в зависимости от уровня владения языком: -понимание общего содержания прослушанной информации -детальное понимание прослушанного, -восстановление полного текста в письменном виде при многократном прослушивании -вычленение и понимание определенной информации, ограниченной коммуникативным заданием -умение, помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

Тема 30. Тема 30 СОВЕРШЕНСТВОВАНИЕ навыков говорения

практическое занятие (9 часа(ов)):

Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, расспрос - объяснение по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного коммуникативного задания. Коммуникация должна быть эффективной, т. е. цели должны быть достигнуты, при возникающих трудностях коммуникация должна быть восстановлена. Примерная тематика текстов и ситуаций общения: 1. Особенности национальной кухни. 2. Особенности городской и деревенской жизни. 3. Проблемы экологии. 4. Социальные проблемы (безработица, преступность и др.) 5. Средства массовой информации (радио, ТВ, печать, Интернет). Языковая функциональность:- умение выстроить стратегию общения; - умение работать с аудиторией

Тема 31. Тема 31. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного чтения

практическое занятие (9 часа(ов)):

Способность понимать и извлекать информацию из текстов: изучающее, ознакомительное, просмотровое, аналитическое чтение текстов ПО УЗКОЙ СПЕЦИАЛЬНОСТИ в зависимости от уровня владения языком из общественно-политической, социально-культурной и учебно-профессиональной сфер Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией. Чтение изучающее, просмотровое, поисковое, аналитическое. Усвоению подлежат: - определение основного содержания текста по знакомым опорным словам, интернациональной лексике и с помощью лингвистического анализа (морфологической структуры слова, соотношения членов предложения и т.д.), - распознавание значения слов по контексту, - восприятие смысловой структуры текста, выделение главной и второстепенной информации, - обобщение фактов.

Тема 32. Тема 32. СОВЕРШЕНСТВОВАНИЕ навыков письма

практическое занятие (9 часа(ов)):

Основы академического письма. Совершенствование умения продуцировать письменное изложение разных видов: доклад, реферат-резюме, реферат-обзор, сочинение-рассуждение, аннотацию и др. в пределах научной тематики. Особое внимание уделяется развитию умения логического построения письменного сообщения, умению выбора адекватных языковых средств. Textoобразующие функции порядка слов, расположения, союзов, союзных и соединительных слов (для установления логических связей высказывания). Композиционное оформление текста. Абзац как единица композиционной структуры текста. Пунктуация. Прямая и косвенная речь как микротексты.

Тема 33. Тема 33. СОВЕРШЕНСТВОВАНИЕ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.

практическое занятие (36 часа(ов)):

Инфинитив, формы, функции и сложные обороты. Различные значения глаголов should и would. Условные предложения (1,2,3 и смешанного типа. Бессоюзные условные предложения) Эмфатические и эллиптические конструкции. Типы текста: микротекст, макротекст, диалогическое/монологическое единство, письменный/устный текст. Структурная, смысловая и коммуникативная целостность текста. Организация текста в соответствии с коммуникативной целью высказывания. Соотношение простых и сложных предложений в тексте, определяемое его коммуникативной функцией. Специфика научного функционального стиля. Проблема адекватности перевода. Полная и неполная адекватность. Тема и рема. Лингвистические и экстралингвистические трудности перевода. Переводческие трансформации.

Тема 34. Тема 34. СОВЕРШЕНСТВОВАНИЕ навыков аудирования по специальности
практическое занятие (9 часа(ов)):

понимание диалогической и монологической речи в сфере профессиональной и научной коммуникации; - тренировка восприятия на слух профессионально ориентированных аудиотекстов (доклады, научные дискуссии, презентации, отрывки лекций и пр.) с последующим их обсуждением. Примерные темы для аудирования: 1.quality tools, 2. Pareto theory, 3. Run Charts и т.д.

Тема 35. Тема 35. СОВЕРШЕНСТВОВАНИЕ навыков говорения по специальности
практическое занятие (9 часа(ов)):

- умение пользоваться речевыми средствами убеждения в кратком публичном выступлении в непосредственном контакте с аудиторией, - устное реферирование научного текста, - основы публичной речи (доклад, презентация, курсовая работа и пр.). Основные темы для обсуждения: 1. Maslow's Hierarchy of Needs, 2.Albert Humphrey's TAM model, 3.tuckman forming storming norming performing model и т.д.

Тема 36. Тема 36. СОВЕРШЕНСТВОВАНИЕ навыков чтения текстов по специальности
практическое занятие (9 часа(ов)):

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Чтение текстов по специальности соответствующего уровня сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту, подготовкой научного доклада. Примерные темы текстов для чтения и работы над лексикой: 1. TQM implementation framework and blueprint, 2. People and teamwork, 3. Self-assessment и т.д.

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. Тема 1. РАЗВИТИЕ фонетических навыков	1	1-18	подготовка домашнего задания	3	письменное домашнее задание
				подготовка к тестированию	2	тестирование
2.	Тема 2. Тема 2. РАЗВИТИЕ лексических навыков	1	1-18	подготовка домашнего задания	3	письменное домашнее задание
				подготовка к контрольной работе	3	контрольная работа

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
3.	Тема 3. Тема 3. РАЗВИТИЕ грамматических навыков	1	1-18	подготовка домашнего задания	5	письменное домашнее задание
				подготовка к тестированию	5	тестирование
4.	Тема 4. Тема 4. РАЗВИТИЕ навыков аудирования	1	1-18	подготовка домашнего задания	2	письменное домашнее задание
				подготовка к тестированию	3	тестирование
5.	Тема 5. Тема 5. РАЗВИТИЕ навыков говорения	1	1-18	подготовка к презентации	2	презентация
				подготовка к устному опросу	2	устный опрос
				подготовка к дискуссии	2	дискуссия
6.	Тема 6. Тема 6. РАЗВИТИЕ навыков коммуникативного чтения	1	1-18	подготовка домашнего задания	3	письменное домашнее задание
				подготовка к тестированию	3	тестирование
7.	Тема 7. Тема 7. РАЗВИТИЕ навыков коммуникативного письма	1	1-18	подготовка домашнего задания	3	письменное домашнее задание
				подготовка к письменной работе	3	письменная работа
8.	Тема 8. Тема 8. РАЗВИТИЕ навыков экстенсивного чтения по специальности	1	1-18	подготовка домашнего задания	10	письменное домашнее задание
9.	Тема 9. Тема 9. ЗАКРЕПЛЕНИЕ фонетических навыков	2	1-18	подготовка домашнего задания	0,5	письменное домашнее задание
				подготовка к тестированию	0,5	тестирование
10.	Тема 10. Тема 10. ЗАКРЕПЛЕНИЕ лексических навыков	2	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к контрольной работе	1	контрольная работа
11.	Тема 11. Тема 11. ЗАКРЕПЛЕНИЕ грамматических навыков	2	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	3	тестирование

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
12.	Тема 12. Тема 12. ЗАКРЕПЛЕНИЕ навыков аудирования	2	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	1	тестирование
13.	Тема 13. Тема 13. ЗАКРЕПЛЕНИЕ навыков говорения	2	1-18	подготовка к дискуссии	0,5	дискуссия
				подготовка к презентации	1	презентация
				подготовка к устному опросу	0,5	устный опрос
14.	Тема 14. Тема 14. ЗАКРЕПЛЕНИЕ навыков коммуникативного чтения	2	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	1	тестирование
15.	Тема 15. Тема 15. ЗАКРЕПЛЕНИЕ навыков коммуникативного письма	2	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к письменной работе	1	письменная работа
16.	Тема 16. Тема 16. ЗАКРЕПЛЕНИЕ навыков экстенсивного чтения по специальности	2	1-18	подготовка домашнего задания	3	письменное домашнее задание
18.	Тема 18. Тема 18. АВТОМАТИЗАЦИЯ лексических навыков	3	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к контрольной работе	1	контрольная работа
19.	Тема 19. Тема 19. АВТОМАТИЗАЦИЯ навыков коммуникативного аудирования	3	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	1	тестирование
20.	Тема 20. Тема 20. АВТОМАТИЗАЦИЯ навыков говорения	3	1-18	подготовка к дискуссии	0,5	дискуссия
				подготовка к презентации	1	презентация
				подготовка к устному опросу	0,5	устный опрос
21.	Тема 21. Тема 21. АВТОМАТИЗАЦИЯ навыков коммуникационного чтения	3	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	1	тестирование

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
22.	Тема 22. Тема 22. АВТОМАТИЗАЦИЯ навыков письма	3	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к письменной работе	1	письменная работа
23.	Тема 23. Тема 23. АВТОМАТИЗАЦИЯ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.	3	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	1	тестирование
24.	Тема 24. Тема 24. АВТОМАТИЗАЦИЯ навыков аудирования по специальности	3	1-18	подготовка домашнего задания	2	письменное домашнее задание
25.	Тема 25. Тема 25. АВТОМАТИЗАЦИЯ навыков говорения по специальности	3	1-18	подготовка домашнего задания	2	письменное домашнее задание
26.	Тема 26. Тема 26. АВТОМАТИЗАЦИЯ навыков чтения текстов по специальности	3	1-18	подготовка домашнего задания	2	письменное домашнее задание
28.	Тема 28. Тема 28. СОВЕРШЕНСТВОВАНИЕ лексических навыков	4	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к контрольной работе	1	контрольная работа
29.	Тема 29. Тема 29. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного аудирования	4	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	1	тестирование
30.	Тема 30. Тема 30 СОВЕРШЕНСТВОВАНИЕ навыков говорения	4	1-18	подготовка к дискуссии	0,5	дискуссия
				подготовка к презентации	1	презентация
				подготовка к устному опросу	0,5	устный опрос
31.	Тема 31. Тема 31. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного чтения	4	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	1	тестирование

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
32.	Тема 32. Тема 32. СОВЕРШЕНСТВОВАНИЕ навыков письма	4	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к письменной работе	1	письменная работа
33.	Тема 33. Тема 33. СОВЕРШЕНСТВОВАНИЕ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.	4	1-18	подготовка домашнего задания	1	письменное домашнее задание
				подготовка к тестированию	1	тестирование
34.	Тема 34. Тема 34. СОВЕРШЕНСТВОВАНИЕ навыков аудирования по специальности	4	1-18	подготовка домашнего задания	2	письменное домашнее задание
35.	Тема 35. Тема 35. СОВЕРШЕНСТВОВАНИЕ навыков говорения по специальности	4	1-18	подготовка домашнего задания	2	письменное домашнее задание
36.	Тема 36. Тема 36. СОВЕРШЕНСТВОВАНИЕ навыков чтения текстов по специальности	4	1-18	подготовка домашнего задания	2	письменное домашнее задание
	Итого				112	

5. Образовательные технологии, включая интерактивные формы обучения

Освоение дисциплины "Иностранный язык" предполагает использование как традиционных (практические занятия с использованием методических материалов), так и инновационных образовательных технологий с использованием в учебном процессе активных и интерактивных форм проведения занятий: выполнение ряда практических заданий с использованием профессиональных программных средств создания и ведения электронных баз данных; мультимедийных программ, включающих подготовку и выступления студентов на семинарских занятиях с фото-, аудио- и видеоматериалами по предложенной тематике. ЭОРы, SANAKO

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

Тема 1. Тема 1. РАЗВИТИЕ фонетических навыков

письменное домашнее задание , примерные вопросы:

1. Listen and repeat these pairs of words [i:]- [ɪ]: peach ?pitch; sleep-slip; sheep-ship; beans-bins; cheap-chip; leek-lick 2. Practice reading these sentences aloud, paying attention to the pronunciation of v and w. We never watch television. Why would anyone live in caravan? Wendy very obviously loves her work. Have you travelled all over the world? Twenty of four of our visitors want wine. I?m wondering whether to have a shower. 3. Listen to be in the contracted form: I?m, You?re, He?s, She?s, It?s, We?re, They?re 4. Write these -ed forms in the correct columns in the table below. Created, suffered, laughed, decided, enjoyed, mixed, died, hated, refused, disappeared, introduced, disappointed [t] [d] [ɪd] promised agreed excepted 5. Listen and circle the word you hear a) cot got what b) cot got what c) cot got what d) could good wood e) could good wood f) could good wood g) curl girl whirl h) curl girl whirl i) curl girl whirl 6. Listen to different foreign students making requests. Complete the sentences with Could or Would. If student uses a [g] sound, don?t write anything in the gap. a) _____ you tell me the time? b) _____ you lend me a pen? c) _____ you open the window? d) _____ you lend me 50 p? e) _____ you read this for me? f) _____ you carry my bag for me? 7. Listen and decide whether the words you hear are verbs, nouns or adjectives. Complete the table below. Notice that there is not always a word for each column. e.g. Verb: arrange Adjective: - Noun: arrangement 8. Look at the letters ng in the words below and cross out g if it is not pronounced. Youngest, singer, ingredients, ringing, young, language, longer, finger, banging, England. 9. Look at the verbs below. Seven of them are ?exceptions?. They are not weak forms but h at the beginning of the syllable is not pronounced. Use a dictionary to find the seven words. Check the meaning of any new words. Hole, how, hour, who, whole, vehicle, behind, ghost, childhood, rehearse, dishonest, honest, heir, inherit 10. Listen and circle the word you hear a) Would you like a bet/vet? b) I only want the best/vest. c) Shal we take a boat/vote? d) Hmmm, there is something with your bowels/vowels. e) There are some bats/vats in the cellar. f) Listen this groups of words and circle the one that is not pronounced [ɜ:] g) girl, tired, beard, first h) Worm, worn, world, work i) Advertisement, university, reserved, western j) Nurse, bury, suburb, disturb k) Learn, earn, wear, early 12. Look at the words below. Mark them 1 if they are pronounced with [e] and 2 if they are pronounced with [eɪ]. Cigarette, they, death, anyone, newspaper, chain, leather, days, already, racing.

тестирование , примерные вопросы:

What four mechanisms does speech sound have? a)power, vibrator, resonator, spectrograph b)obstructer, vibrator, resonator, experimental c)power, vibrator, resonator, obstructer d)power, vibrator, resonator, separator 2. Articulatory differences between vowels consonants and sonorants depend on: a)three articulatory criteria b)four articulatory criteria c)any articulatory criteria d)one articulatory criteria 3. English voiceless consonants are a) p, b, k, t, z, h, j, w b) p, k, t, s, f, h c) d, b, z, dz, v, m, d) p, d, k, g, t, b, 4. English voiced consonants are a) d, g, b, z, d , v, m, n, b, w, j b) p, k, t, s, d, v, m, n c) b, g, d, z, d d) p, k, t, s, t, h, f 5. According to the stability of articulation vowels are divided into: a) monophthongs b) diphthongs c) diphtongoids d) compound vowels 6. Which of them are diphthongs? a) ai, oi, ei b) a:, u:, z:, ai, v, ei c) jua, u: d) a:, u:, o: 7. Choose the word which is pronounced with other vowel sound: a) send b) lamp c) end d) mess 8. Choose the word which has transcription [hed]: a) hid b) had c) heard d) head 9. Choose the word where the ending of plural form is pronounced as [ɪz]: a) dentists b) toes c) beds d) prices 10. choose the word which has transcription [hɜ:d]: a) hard b) heart c) hurt d) heard 11. Choose the word where the ending of plural form is pronounced as [s]: a) A)cigarettes b) B)lies c) C)zoos d) D)ones 12. Choose the word with long: a) hot b) watch c) bread d) team 13. Choose the word with long: e) brought f) bad g) bread h) bring 14. Choose the verb where suffix -ed is pronounced as [-ɪd]: a) grabbed b) visited c) rushed d) slipped 15. Find the words with sound [ə]: a) other b) thursday c) warth d) brother

Тема 2. Тема 2. РАЗВИТИЕ лексических навыков

контрольная работа , примерные вопросы:

1. Complete these dialogues with a suitable word or phrase. A: Could you _____ open that window? It's very hot in here. B: Yeah, _____. A: Clive and Sally are here at the moment and we were _____ if you'd like to come over and join us for a meal this evening? B: Yes, I'd _____. A: What _____ we do this evening? B: I don't know really. Any ideas? A: Why _____ go to the cinema? We haven't been for ages. B: Yeah, that's a _____. A: OK. Where _____ we go on Saturday? B: _____ going to the beach if the weather is good? A: Yeah. Or we _____ try that new sports centre just outside town. B: Mmm. I think I'd _____ go to the beach. A: Yeah OK, if you _____. A: What you like to do this weekend? B: I don't _____. You decide. 2. Complete these dialogues in a suitable way. A: I'm _____ sorry. B: That's OK. A: I'm sorry _____ late. I'm afraid I got _____ up. B: That's OK. No _____. A: Sorry to _____ you waiting. B: That's OK. Never _____. A: I'll carry your bags for you. B: Oh, thank you. That's very _____ of you. A: I must _____ for missing the meeting. B: That's OK. It doesn't _____. A: I'm busy right now but I won't be _____. B: _____ mind. I'll come back later. A: I _____ your pardon. B: It's OK. Don't _____. A: I think the boss has got a real problem. B: Yes, but don't worry, he'll _____ it out.

письменное домашнее задание , примерные вопросы:

1. Can you find a general word to describe each group of items below Example: Fruits e.g. apples, oranges and peaches 1. e.g. shoes, a blouse, a jacket. 2. E.g. A sofa, an armchair, a table 3. E.g. A television, a washing machine, a food mixer 4. E.g. Washing powder, soap, milk, toilet paper 5. E.g. teddy bear, plastic gun, lego 6. E.g. Writing paper, envelopes 2. What word or phrase is being defined in these sentences? 1. A shop where you can buy fashionable clothes. 2. A place with many shops, either outside or indoors. 3. A person who works in a shop. 4. The place where you can try on clothes in a shop. 5. The place where you pay for things in a shop. 6. To look round the shops without planning to buy anything. 7. The shop where you buy meat. 8. The shop where you buy medicines, baby products, shampoo etc. 3. Answer the questions about yourself and your country. What's your first name? What's your surname? Is that a common name in your country? Do you have a middle name? Are you an only child? Who is your oldest friend? Do you work? If so, how many of your work colleagues are also your friends? Do you have any ex-boyfriends or ex-girlfriends who speak English very well? Are single-parent families becoming more common in your country? In your country, do more and more people live together without getting married? 4. Draw your own family tree. Are there any relationships you cannot describe in English? Can you also write a short summary of your family background. 5. Read these sentences spoken by university students. What is each person studying? 1. We have to know every bone in a person's body. 2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright. 3. The way we use fertilizers is much more precise than twenty years ago. 4. We're going to concentrate on Freud and Jung this term. 5. I've been reading some books on time management. 6. Expressionism was really a reaction to the work of the Impressionists. 7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems. 8. You must know this case - it's one of the most famous in legal history. 6. Replace the underlined verbs with different verbs that have the same meaning in the context. 1. Who is giving the lecture today? 2. Did she receive a grant for her course? 3. Is it more difficult to obtain a place at university? 4. You have to pass the exams before you can enter university. 5. Tie's studying physics, I think. 6. I think they're carrying out some research into the cause of asthma. 7. I didn't take any notes in the lecture yesterday. 8. The course goes on for three years. 7. Complete these definitions. 1. An architect _____ 2. A university lecturer _____ 3. An accountant _____ 4. A vet _____ 5. A lawyer _____ 6. An engineer _____ 7. A bricklayer _____ 8. A stock broker _____ 9. A mechanic _____ 10. A surgeon _____ 8. Write a list of friends, relatives and neighbours (just choose people who have jobs). Can you write down what each person does? Use a bilingual dictionary to help you if necessary. Example: My uncle Jim is an engineer. 9. Can you write down a vegetable and fruit: beginning with the letter 'p' beginning with the letter 'b' beginning with the letter 'm' beginning with the letter 'c' beginning with the letter 'a' 10. Which is the odd one out in each group, and why? 1. Pork veal salmon beef 2. Salmon shrimp oyster lobster 3. Lettuce aubergin tomato cucumber 4. Peach onion mushroom courgette 5. Chicken lamb beef mussels

Тема 3. Тема 3. РАЗВИТИЕ грамматических навыков

письменное домашнее задание , примерные вопросы:

1. Complete these descriptions with a, an, the, or no article (-) _The_ Channel Islands are _a_ group of islands in (1)___ English Channel near (2)___ north-western coast of (3)___ France. They have belonged to (4)___ Britain since (5)___ Normans arrived in (6)___ 11 th century, although they are not part of (7)___ United Kingdom. Charlie Chaplin was (8)___ English film actor. He was (9)___ also director. He did most of his work in (10)___ USA. Many people consider him (11)___ greatest comic actor of (12)___ silent cinema. He appeared in many films as (13)___ poor man with (14)___ small round hat, (15)___ small moustache and (16)___ trousers and (17)___ shoes that were too big for him, causing him to walk in (18)___ funny way. 2. Add these pronouns to the following sentences Him, his, that, this, they, it, yours 1. Excuse me, Graham. Is this bag _____? 2. I think _____ should cut government spending rather than raise ourtaxes again. 3. We read a story about Winnie the Pooh and a friend of _____ called Cristopher Robin. 4. John volunteered to take Ann and Bill?s mail, so I gave _____ to _____. 5. I know we allowed you to go away for a whole month before and now we?re asking you to take only a fortnight, but _____ was last year and _____ is now. Things have changed.

тестирование , примерные вопросы:

1. Choose the word or phrase that best completes each sentence. 1. A demonstration is an act of showing by giving proof or _____ evidence. A) a B) An C) The D) - 2. What?s in this book? Look at the _____ of page. A) Content B) Contents C) Content?s D) Contents? 3. Dessert is any food eaten at _____ end of a meal. A)a B)An C)The D)- 4. The police have a new _____ in their search for the bank robbers. A) Assistance B) Clue C) Progress D) Information 5. She worked here for a while then _____ afternoon she just quit and left. A)An B)One C)The D)- 6. _____ a phone in here? A) Is B) Is it C) Is it?s D) Is there 7. Billy?s shoes look really dirty. Didn?t he bring clean _____? A)One B)Ones C)Any D)Some 8. You can?t carry all those boxes. I get someone else to _____ for you. A)Do B)Do it C)Do so D)Do these 9. He came with his parents and two friends of _____. A)Them B)Their C)Theirs D)Themselves 10. I asked Meg earlier if she thought it would rain and she said, ?I _____. A)Hope B)Hope it C)Hope not D)Hope so 11. I?m _____ a swimmer as my sister. A)Better B)Good as C)Not as good D)So good 12. Is St Paul?s the oldest cathedral _____ Britain? A)From B)In C)Of D)To 13. When we heard the good news, we were _____. A)Delight B)Delighted C)Delighting D)Delightful 14. I?m waiting up here with Tony, but Sandra has _____ gone. A)Already B)Downstairs C)Once D)Yet 15. I left the book on the table. _____, someone else has borrowed it. A)Perfectly B)Personally C)Presumably D)Properly

Тема 4. Тема 4. РАЗВИТИЕ навыков аудирования

письменное домашнее задание , примерные вопросы:

1. Passengers are discussing a problem with a flight attendant. Listen and circle the correct answer. 1. A) The seat is uncomfortable. B) The seat is too close to the TV screen. C) The seat is too far away from the TV screen. 2. A) There?s nothing in the seat pocket. B) There?s no safety instruction card in the seat pocket. C) There isn?t a magazine in the seat pocket. 3. A) There?s no sound coming through the headphones. B) The sound from the headphones isn?t clear. C) The passenger didn?t get headphones. 4. A) Two passengers have the same seat number. B) The passenger should be in a different seat. C) The passenger wants to move to a window seat.

тестирование , примерные вопросы:

1. Look at the pictures. For each picture you will hear a question and four statements. Choose the statement that best matches the picture 1. Picture 1 (p.98) A) a b) b c) c d) d 2. Picture 2 (p.98) A) a b) b c) c d) d 3. Picture 3 (p.98) A) a b) b c) c d) d 4. Picture 4 (p.98) A) a b) b c) c d) d 5. Picture 5 (p.98) A) a b) b c) c d) d 6. Picture 6 (p.98) A) a b) b c) c d) d 2. Listen to each question. Choose the correct response. 7. A. Oh, I met some friends and we went out for dinner. B. Yes, it's too bad the weekend is over. C. I worked all day on Monday. D. I think I'll stay home and relax 8. E. Yes, I think it was last night. F. I don't really like playing games. G. What time does it start H. No, I fell asleep on the sofa. 9. A. But I love classical music. B. Yes, it's the next station. C. We can take the bus from here. D. I think they already changed it. 10. A. It's a great game. B. It's just not my favorite. C. When I drive the car. D. It makes me want to dance. 11. A. He goes to the gym. B. I think he rented a movie. C. He said it's his last weekend. D. He's moving to a new house. 12. A. Yes, I had a really good time. B. You can bring a friend if you like. C. No, it's not my birthday. D. Sure. What kind of party is it? 3. Listen to the following short conversations and answer the questions below. 13. What did the woman do on Saturday? A) She went bowling with her boyfriend. B) She had a boring weekend at home. C) She met her girlfriends in the evening. D) She stayed home and watched TV. 14. Who is the man? A) A hotel guest. B) A passenger. C) A cyclist. D) A taxi driver. 15. What does the woman say about the food? A) She likes the cheese. B) She made them herself. C) She's never had goat meat before. D) Her mother gave her the recipe.

Тема 5. Тема 5. РАЗВИТИЕ навыков говорения

дискуссия , примерные вопросы:

1. Как правильно распределить время? 2. Востребованные профессии на сегодняшний день. 3. Женщина - добытчик, мужчина - хранитель очага? 4. Друзья познаются в беде. 5. Проблема отцов и детей в современном обществе. 6. Готовим дома или идем в ресторан? 7. Фастфуд. 8. К чему приводит диета? 9. Интроверты и экстраверты. 10. Как вытащить людей из виртуального мира? 11. Современные мультфильмы: можно ли их показывать детям? 12. Легко ли планировать будущее? 13. Поиск работы: с какими трудностями сталкивается выпускник учебного заведения. 14. Новый век. Живем ли мы лучше? 15. Глобальные проблемы.

презентация , примерные вопросы:

1. Известные музеи мира. 2. Работы известных фотографов. 3. Самые красивые уголки нашей страны. 4. Тур по Европе/Азии и т.д., 5. История известных компаний (Zara, Apple, Nissan и т.д.) 6. 7 чудес света. 7. Гиппократ. 8. Талисманы олимпийских игр. 9. Известные композиторы в истории России. 10. Казанский федеральный университет. 11. Известные ученые Великобритании. 12. Русский национальные блюда. 13. Прогулка по Казани. 14. Англоговорящие страны. 15. Экстремальные виды спорта.

устный опрос , примерные вопросы:

1. Я глазами моей семьи и друзей. 2. Музыка, которую я слушаю. 3. Казань - лучший город земли. 4. Семейные конфликты. 5. Мое хобби. 6. Мой любимый писатель/поэт. 7. Моя будущая профессия. 8. Я за здоровое питание. 9. Места, где я был. 10. Здоровый образ жизни. 11. Как готовятся к Новому году в нашей семье. 12. Шопинг -это скучно/весело/приятно. 13. Друзья. 14. Как я представляю свое будущее. 15. Мои достижения.

Тема 6. Тема 6. РАЗВИТИЕ навыков коммуникативного чтения

письменное домашнее задание , примерные вопросы:

a. Read the article and mark the sentences T (true), F (false) or DS (doesn't say). 1. Craig doesn't eat any protein. 2. He eats ten jam sandwiches a day. 3. The only other things he eats are chocolate cereal and cake. 4. When he was a baby he didn't like solid food. 5. His obsession with jam sandwiches started when he was eleven. 6. Craig doesn't want to try any other kinds of food. 7. Doctors have done a lot of tests on Craig. 8. They think Craig's diet will change when he gets older. 9. Craig's family eat out about once a month. 10. 10 Craig also has jam sandwiches when his family eat out. b Guess what the highlighted words and phrases mean. Check with your teacher or a dictionary. Jam today, tomorrow, yesterday... Craig Flatman is every nutritionist's nightmare - a fifteen-year-old who never eats anything except bread and jam but unbelievably, is perfectly healthy! Although his diet contains hardly any protein and is 60% sugar, he is 1,84m tall, weighs 69kg, and his parents say he has never been seriously ill apart from typical childhood illnesses, Craig or 'Jam boy, as his friends have nicknamed him, rejects any form of meat, fish, fresh fruit or vegetables. The only time he doesn't eat bread and jam is for breakfast when he has chocolate cereal, and for tea, when he occasionally has a slice of chocolate cake. He also drinks two pints of semi-skimmed milk a day. Craig's strange diet started when he was four years old. As a baby he had refused to eat solid food, and rejected everything until his fattier gave him a sugar sandwich when he was nine months old. He also ate chocolate spread sandwiches, and this, with milk, was his diet until he was four when he asked to try jam, and started an eleven-year obsession. Craig sometimes craves some variety, but every time he tries something else he gets ill. Doctors believe that his condition may have been caused by choking on solid food when he was a baby. They tell me I'll grow out of it, says Craig 'but I don't know if I'll ever change! Although Craig's parents eat a normal diet, their family meals are made more difficult by the fact that Craig's sister Amy, 13, is a vegetarian. And every time they go out for a meal together, they have to phone in advance - to check they can bring jam sandwiches for Craig!

тестирование , примерные вопросы:

Read the article and tick (/) A, B, or C. 1. Looking for love Looking for Love is an agency that finds partners for single people of any age. Read about Lisa. My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm looking for love. I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I'd like to work on a national newspaper one day. That's because I want to have the opportunity to work abroad. I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies! I'm not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea. I prefer men who are interested in serious issues because I like talking about politics and what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance. Please contact Looking for Love if you think you're the kind of person I'm looking for! 1. In her job, Lisa has to _____. A) travel to other countries B) write about politics C) interview politicians abroad 2. Lisa met all her friends _____. A) at school B) at work C) a long time ago 3. Lisa goes out _____. A) every night B) to quiet places C) with her friends 4. Lisa doesn't like _____. A) politics B) love stories C) Italian food 5. Lisa does exercise _____. A) every weekend B) more than once a week C) rarely 6. Lisa doesn't often have _____. A) vegetables B) red meat C) tea 7. Lisa prefers _____ men. A) good looking B) hard-working C) funny 8. Lisa often has to _____. A) interview politicians in other countries B) talk about politics C) travel abroad 9. Lisa is _____. A) extrovert B) a good cook C) very funny 10. Lisa _____ every week. A) goes to the gym B) goes jogging C) plays sport 11. Lisa often has . A) coffee B) fruit C) red meat

Тема 7. Тема 7. РАЗВИТИЕ навыков коммуникативного письма

письменная работа , примерные вопросы:

1. Неофициальное письмо 2. E-mail другу 3. Биография друга

письменное домашнее задание , примерные вопросы:

1. Imagine you received Stephanie's e-mail asking about a friend of yours. Write an e-mail to answer it. Plan what you're going to write using the paragraph summaries below. Use the Useful language box and Vocabulary Bank p.146 Personality to help you. Paragraph1: age, family, work/study; Paragraph2: personality (good side); Paragraph3: Hobbies and interests; Paragraph4: any negative things. 2. Imagine you have some British friends in the UK, and you stayed with them for a week last month. Write a letter to thank them. Plan what you're going to say. Use 1-7 above and the Useful language box to help you. Check the letter for mistakes (grammar, punctuation and spelling).

Тема 8. Тема 8. РАЗВИТИЕ навыков экстенсивного чтения по специальности

письменное домашнее задание , примерные вопросы:

прочитайте текст и подготовьте ответы на следующие темы: 1) the first country attended to the quality management; 2) topics of first international conference on quality control; 3) what is TQM? 1. history of quality management In 1969 the first international conference on quality control, sponsored by Japan, America and Europe, was held in Tokyo. In a paper given by Feigenbaum, the term "total quality" was used for the first time, and referred to wider issues such as planning, organisation and management responsibility. Ishikawa gave a paper explaining how "total quality control" in Japan was different, it meaning "company wide quality control", and describing how all employees, from top management to the workers, must study and participate in quality control. Company wide quality management was common in Japanese companies by the late 1970's. The quality revolution in the West was slow to follow, and did not begin until the early 1980's, when companies introduced their own quality programmes and initiatives to counter the Japanese success. Total quality management (TQM) became the centre of these drives in most cases. In a Department of Trade & Industry publication in 1982 it was stated that Britain's world trade share was declining and this was having a dramatic effect on the standard of living in the country. There was intense global competition and any country's economic performance and reputation for quality was made up of the reputations and performances of its individual companies and products/services. The British Standard (BS) 5750 for quality systems had been published in 1979, and in 1983 the National Quality Campaign was launched, using BS5750 as its main theme. The aim was to bring to the attention of industry the importance of quality for competitiveness and survival in the world market place. Since then the International Standardisation Organisation (ISO) 9000 has become the internationally recognised standard for quality management systems. It comprises a number of standards that specify the requirements for the documentation, implementation and maintenance of a quality system. TQM is now part of a much wider concept that addresses overall organisational performance and recognises the importance of processes. There is also extensive research evidence that demonstrates the benefits from the approach. As we move into the 21st century, TQM has developed in many countries into holistic frameworks, aimed at helping organisations achieve excellent performance, particularly in customer and business results. In Europe, a widely adopted framework is the so-called "Business Excellence" or "Excellence" Model, promoted by the European Foundation for Quality Management (EFQM), and in the UK by the British Quality Foundation (BQF)."

Тема 9. Тема 9. ЗАКРЕПЛЕНИЕ фонетических навыков

письменное домашнее задание , примерные вопросы:

1. Listen to these two sentences. The words are the same, but A sounds polite and B sounds rude. Can you hear the difference? P: A Could you close the door, please? R: B Could you close the door, please? Listen to some more sentences. Mark them P if they sound polite, and R if they sound rude. Would you mind waiting a moment? Would you mind waiting a moment? Do you think you could possibly help me? Do you think you could possibly help me? Can you bring the manager here, please? Can you bring the manager here, please? Would you mind keeping the noise down? Would you mind keeping the noise down? Could you look after Rose a minute? Could you look after Rose a minute? 2. Here are some more things that Margaret says. Complete the sentences with didn't you? or haven't you? A) You studied computer science at university, _____? B) You finished your degree in 1987, _____? C) You've worked for Banana Computers since then, _____? D) You went to Canada in 1989, _____? E) You've also worked in Australia, _____?

тестирование , примерные вопросы:

1. Circle the word with a different vowel sound. 1. Black want mad had 2. Case lake name care 3. Soap hope sold soup 4. What hot most salt 5. Foot look blood push 6. Leave beach bread clean 7. Rude luck run but 2. Circle the word if one of the consonant letter is not pronounced 8. Lamb label cable cab 9. Recipe repeat receipt rope 10. Lesten winter eaten after 11. Hour hate home hill 12. Old pile half help 13. Cold calm colour film 14. Hurry hairy hungry here 3. Add the consonant sound to the word to make another word. Example: [g]+eight=gate 15. [k]+aim= 16. [k]+ache= 17. [l]+eight= 18. [r]+owes= 19. [s]+eyes= 20. [h]+eye= 21. [b]+air= 22. [b]+earn= 4. Listen and circle the word you hear: 23. Have you got a pan/pin/pen I could borrow? 24. We should clean cut/cat/cot first. 25. You won't be able to fill/feel/fail this. 26. I think that's the west/worst/waist. 27. The cot/coat/court's too small. 28. I don't think it's far/fur/fair, you know. 29. What time did the woman/women arrive? 30. The officer's/office's here. 31. I used to have a bet/vet/pet. 32. I got a good price/prize for it. 33. They didn't suit/shoot him. 34. I think it's in the code/coat/coach. 35. That's a fine/wine/vine colour. 36. His back/bag was broken. 37. You can smell it in the air/hair. 38. You'll have to watch/wash baby. 39. They're singing/sinking. 40. I'll collect/correct/connect it tomorrow. 41. The glass/gas is green. 42. The tooth/ truth is out. 43. I can't sell/smell anything. 44. They need/needed more time. 45. I think they want/wanted to talk. 46. There are thirty/thirteen people in my class. 47. Alice is/was here. 48. The books are/were cheap. 49. I think there are some pears and/or grapes. 50. What does/did she say? 51. That smile/That's a mile. 52. We need more sport/support. 53. It's all in the past/pasta now. 54. Our guests/guest came late.

Тема 10. Тема 10. ЗАКРЕПЛЕНИЕ лексических навыков

контрольная работа , примерные вопросы:

1. Complete the idioms in these sentences. 1. Don't creep up behind me like that! You frightened the... 2. I don't need a doctor, I just feel a bit under... 3. As long as he has his car to work on, he's as happy... 4. Last year, when I won that medal, I really was on... 5. I wasn't expecting such a loud bang; I nearly jumped... 6. I've had nothing since lunch; I could... 7. I feel a bit down this week; last week I felt on top... 2. Fill the gaps with a suitable word. 1 I've got a darkroom in the where I develop films. It's perfect because there are no windows down there. 2 Is there a where I can plug in this radio? 3 You'd better have a under your drink in case you mark that side- table. It's an antique. 4 The waste-bin's full again. I'll empty it. Are there any more ? Where are they? 5 We keep our skis up in the during the summer. They're out of the way up there. 6 You'll find the garden-chairs in the at the bottom of the garden. Bring them up and we'll have a drink on the and watch the sunset. 7 The light-switch for the stairs is on the as you come out of your bedroom. 8 I've moved to a now as I found I couldn't manage the stairs any more at my age.

письменное домашнее задание , примерные вопросы:

1. Fill in the blanks. Most of the words you need can be found opposite. Yesterday John was supposed to take a _____ (1) from London to Paris. He got up very early, put his luggage in the _____ (2) of his car and tried to start the engine. It wouldn't start. John lifted the _____ (3) but he couldn't see what the matter could be. He immediately called his local _____ (4) to ask them to send a _____ (5) at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. "You've _____ (6) of petrol?", he said. John felt very foolish. "Why didn't I _____ (7) everything last night?" he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the _____ (8) to read a newspaper while he waited. Soon he heard an announcement. "Passengers on flight BA 282 to Paris are informed that all flights to and from Paris are _____ (9) sick on the _____ (11) across the Channel, it can be quite pleasant sitting in a (12) on the deck, watching the seagulls and the other because of a heavy snowfall last night." "If only I had decided to go by _____ (10)?", John thought. "It would probably have been quicker in the end and even if I sometimes feel _____ (13). The _____ (14) on a ship seem to produce much better food than those on an aircraft too." 2. Write sentences about a town of your choice, using the following expressions from the text. the second/third/fourth ...est within walking distance of built on the site cater for to overlook well worth a visit / visiting a working market/museum/steam railway/model the main ... area of the town lies in the Victorian/Georgian/Classical/ Baroque/French Gothic style tend to be whether or not it merits those who enjoy on the outskirts to mount an exhibition to appreciate the charm

Тема 11. Тема 11. ЗАКРЕПЛЕНИЕ грамматических навыков

письменное домашнее задание , примерные вопросы:

1. Add one of these verbs to each of the sentences. /does doesn't has have is isn't are aren't was wasn't won't does Example: Excuse me, but [^]this train stop at Croydon? 1 To get an A in every class be easy. 2 Lord of the Flies the name of the book we had to read last year? 3 My new pair of jeans pockets on the side of the legs. 4 What they're doing in Parliament interest me. 5 Being absent from class a lot going to improve his chances of passing. 6 Jan got really angry with us and screamed, "None of you my friends any more!" 7 Never I had to listen to so many boring people! 8 I watched Dances with Wolves, which about dancing at all. 9 Statistics more difficult than Economics? 10 These new sunglasses made of glass or plastic or anything like that. 2. Complete this dialogue with these verbs in the present perfect or past simple. ask be (x2) have make not call not eat not know not seem say tell It's Monday afternoon. Ron is at home, phoning Sue at the office where they both work. Ron: Hi Sue, it's me. Sue: Well, hello! Where (1) _____ you _____ all day? The boss (2) _____ me this morning where you (3) _____, but he (4) _____ to be looking for you or anything. Ron: What (5) _____ you? Sue: I (6) _____ him that I (7) _____. Are you okay? Ron: I'm sorry I (8) _____ you this morning. I (9) _____ the flu since Saturday. I (10) _____ anything for two days and it (11) _____ me feel really weak. But I'll probably be there tomorrow. 3. Rewrite each sentence with the verbs in the passive, where possible 1. Someone saw Erin outside the theatre as she was waiting to go in. She had a new hairstyle. 2. Karen feels sad because they didn't promote her and she has to carry on as if nothing happened. 3. He throws the ball to Evans. Evans tries to go past Jennings, but Jennings stops him. It's a foul.

тестирование , примерные вопросы:

1. Choose the word or phrase that best completes each sentence. 1. He couldn't rest or sleep because _____ too much coffee. A) drinking B) been drinking C) had been drinking D) he had been drinking 2. My brother, together with his friends, always _____ round collecting wood for bonfire night. A) go B) goes C) going D) gone 3. Some of the girls in my group tease me because I don't wear makeup, but I don't _____. A) wear B) care C) do D) like 4. The team all wanted coffee so I made _____. A) it them B) some it C) some them D) them some 5. The director _____ to us that there had been financial problems earlier in the year. A) Concluded B) offered C) revealed D) Told 6. I think Mr Wilson in this school since 1990 or maybe earlier. A) teaches B) is teaching C) has taught D) taught 7. I stopped watching the game before the end, but I thought we . A) had won B) have won C) have been winning D) will have won. 8. That's very sad news. If sooner, I would have tried to help. A) I know B) I'll know C) I knew D) I'd known 9. My sister to me once or twice since she's been living in Athens. A) was writing B) has written C) has been writing D) had written 10. According to the memo, we're the meeting at noon tomorrow. A) having B) have C) going have D) will have 11. You're 18! You're to be able to look after yourself by now. A) have B) ought C) should D) supposed 12. A permit is a document which states that you to do something. A) are allowed B) cannot C) may D) shall 13. He have helped us if he'd really wanted to. A) could B) may C) must D) will 14. My computer be old, but it still works really well. A) Can B) could C) may D) would 15. _____ someone please tell me where the library is? A) Can B) May C) Must D) Should

Тема 12. Тема 12. ЗАКРЕПЛЕНИЕ навыков аудирования

письменное домашнее задание , примерные вопросы:

1. What does each person have? Listen and circle the correct answer. 1. A) baker B) manager 2. A) Manager B) Bellhop 3. A) TV producer B) Chauffeur 4. A) Technician B) Administrative assistant 5. A) Reporter B) Photographer 6. A) Cashier B) server

тестирование , примерные вопросы:

A. Listen to four short dialogues. Listen again and choose the correct answer. 1. Dialogue 1 The boy... A) is surprised to hear about the photographs. B) doesn't believe what the girl says. C) thinks that hunting yetis is wrong. 2. Dialogue 2 Amy is going to ... A) read more about The Lost City of Atlantis. B) meet Jackie for a coffee later in the evening. C) see The Lost City of Atlantis with her other friends. 3. Dialogue 3 The girl doesn't... A) understand the boy's explanation. B) have any idea how these things were built. C) think there's anything mysterious about the buildings. 4. Dialogue 4 When the Marie Celeste was discovered ... A) the food had mysteriously disappeared. B) the crew had left unfinished meals. C) the people were dying of starvation. B. Listen to the dialogue and circle True or False. 5. Simon hasn't heard of the Bermuda Triangle before. A) True B) False 6. The Bermuda Triangle is a group of islands. A) True B) False 7. The mystery is that ships and planes disappear there. A) True B) False 8. Nobody has any idea what causes the mystery. A) True B) False 9. Luke thinks aliens might be the cause. A) True B) False 10. The mysterious events don't happen now. A) True B) False

Тема 13. Тема 13. ЗАКРЕПЛЕНИЕ навыков говорения

дискуссия , примерные вопросы:

Темы: 1. Мы едим менее здоровую пищу сегодня, чем 10 лет назад. 2. Спорт без допинга - возможно ли это? 3. Можно ли прожить целый год без денег? 4. Реформа образования в России, за и против. 5. Возможна ли дружба в современном мире? 6. Полезна ли реклама для общества? 7. Путешествовать за рубежом или по России? 8. Незаменимых нет? 9. Проблема жилья в нашей стране. 10. Найдите работу по душе, и Вам не придется работать ни одного дня. 11. Чем привлекает туристов Казань? 12. Верите ли Вы в судьбу? 13. Идеальное путешествие: какое оно? 14. Три вещи, без которых нельзя жить. 15. Собеседование при трудоустройстве: как показать себя с лучшей стороны?

презентация , примерные вопросы:

1. Мой любимый спорт (история, правила, известные спортсмены) 2. Тур по Европе\Азии\и т.д. 3. Дом моей мечты 4. Казань - лучший город Земли. 5. Самый красивый город мира. 6. Необычные места на нашей планете. 7. Мой родной город. 8. Самые востребованные профессии. 9. Места, где бы я хотел побывать. 10. Виды транспорта в России. 11. Отличие правил дорожного движения в России и за рубежом. 12. Архитектура Казани. 13. Природа России в картинах известных художников. 14. Москва и Санкт-Петербург. 15. Евротур: какие страны обязательно должны быть в этом списке?

устный опрос , примерные вопросы:

1. Мое питание 2. Деньги в нашей жизни 3. Мои успехи и неудачи 4. Социальные Сети. 5. Мои правила жизни. 6. Субкультуры. 7. Критерии поиска работы. 8. Идеальный вид транспорта для путешествия. 9. Театр или кино? 10. Заветная мечта. 11. Почему я выбрал эту профессию? 12. Ваши достоинства, которых оценит работодатель. 13. Городская суета или тихая загородная жизнь. 14. Вредные привычки. 15. Работа за рубежом или в России? Достоинства и недостатки.

Тема 14. Тема 14. ЗАКРЕПЛЕНИЕ навыков коммуникативного чтения

письменное домашнее задание , примерные вопросы:

1. A) Talk to a partner. How often do you get colds? What do you do when you have one? Tick (/) which of these are normal symptoms of a cold. you feel dizzy you sneeze you have a headache you have a blocked nose you cough your nose runs you have a sore throat you feel sick your back aches B) Before you read, do you know the answers to any of these questions? A Are colds caused by being cold? B How do we catch colds? C How often do we get colds? D Why do we sneeze? E What causes colds? F What can you do to relieve the symptoms? G Why do we cough? H Why does our voice deepen when we have a cold? I Will there ever be a cure? J Is there anything we can do when our nose is blocked? C) Read the text quickly. Match questions A-J with the answers. D) Choose four questions that you find interesting. Read the answers in more detail. Underline the words you don't know. Try and guess the meaning from context or check in the glossary. E) Tell a partner which questions you chose and what the answers were. Was there any information you found interesting or difficult to believe? F) Choose five words or phrases to remember from this text. Compare with a partner.

тестирование , примерные вопросы:

1. Read this review and circle the best heading for each paragraph. 1. The Good Guys Always Win is a missed opportunity. Starring John Devon and written by Carol West, all the ingredients were there for a great movie, but, alas, this one proves that the good guys sometimes lose. With their work together in the past, I was looking forward to seeing what they had been working on. The answer is a film that lets them down. A)The wrong title B) A disappointing result C)A good past record 2. The story is the same old plot of boy meets girl, boy loses girl, boy gets girl back. We've seen it a thousand times before. With women playing strong characters on our screens these days, we've had enough of the gentle heroine who just waits for the boy to fall in love with her. Patty LeBelle, who plays Wendy, cries and sighs but does little else, and those who saw her in Climbers will wonder what's happened to her. A)An old-fashioned story B)A fight for love C)A new acting style 3. The dialogue is slow and too much of the film is people pausing and looking at each other. Donna Short, the director, must take most of the blame since it's her job to guide the actors. It's difficult to see exactly why she was given this film when her last two efforts, Catch Me, I'm Falling and The Man Next Door, were so unexciting. Let's hope that John Devon's career can recover. A)A terrible script B)Poor leadership C)Future possibilities 4. I can't imagine being in any other profession. This job is my life. I do a little TV work, but I'm mainly based in the theatre. Every night, Monday to Saturday, and twice on Thursdays. At the moment, I'm in a production of King Lear. I'm playing Cordelia. It's a great role, and I've been lucky to have some very good reviews. The rest of the cast are so supportive - we're like a family - and John, the director, is marvellous. I just can't wait to get on the stage every night. And the audiences are so appreciative, too. We got a standing ovation last night.' A)An actor's life for me B)Luck is so important C)The same every night 5. You actually feel a real sense of achievement once a house is finished. You know, you've seen it grow from just a hole in the ground to somewhere for someone to live in. And you've made it happen. You've dug the foundations, laid the brickwork, put the roof on, put in the windows and the doors. It's actually very creative. Of course, it's hard work too, with all the carrying and lifting you have to do. You have to be prepared to get dirty, and work outside in all weathers, but that's a small price to pay, if you ask me.? A)Low cost housing B)Building a building C)I'd rather be inside

Тема 15. Тема 15. ЗАКРЕПЛЕНИЕ навыков коммуникативного письма

письменная работа , примерные вопросы:

1. Write your CV and a covering letter to apply for a job in the Olympics. Plan what you're going to write. Use the Useful language box and Vocabulary Bank Work p.152 to help you Check the letter for mistakes (grammar, punctuation and spelling).

письменное домашнее задание , примерные вопросы:

1. Imagine you have some British friends in the UK, and you stayed with them for a week last month. Write a letter to thank them. Plan what you're going to say. Use 1-7 above and the Useful language box to help you. (p. 49, NEF intermediate). Check the letter for mistakes (grammar, punctuation and spelling). 2. Write a film review about a film you would recommend people to buy on DVD. Plan what you're going to write in the four paragraphs: Paragraph 1: The plot Paragraph 2: The name of the film, the director, the stars and any prizes it won Paragraph 3: Why you recommend this film Paragraph 4:Where and when it was set

Тема 16. Тема 16. ЗАКРЕПЛЕНИЕ навыков экстенсивного чтения по специальности

письменное домашнее задание , примерные вопросы:

Прочитайте текст и подготовьте ответы на следующие темы: 1. Six sigma; 2. Balanced Scorecard; 3. Team-building Process Understanding & Improvement Introduction Processes are the fundamental building blocks of all organisations, and both process understanding and process improvement form the lifeblood of total quality organisations. Processes transform inputs, which can include actions, methods and operations, into outputs. They are the steps by which we add value, and it should be the aim of customer focused, total quality organisations, for these outputs to satisfy or exceed the needs and expectations of their customers. Everything we do is a process, whether it is documented or not, and in each area or function of an organisation there are many processes taking place. These processes interact with other processes throughout an organisation, as outputs from one process form the inputs to another. As shown in the diagram below, each process is therefore part of a larger process and organisations large and small can be seen as complex networks of interconnecting processes, the highest level being the organisation itself. The key roles of process management Effective process management requires 4 key roles: - The process sponsor - The process owner - The process manager - The process worker The Process Sponsor is the person who provides direction and ensures that there is sufficient resource available to improve a process. He or she is normally at a senior level in an organisation. The Process Owner usually sits outside the process, and is directly and personally accountable for the end-to-end process. He or she is the final arbiter for the process and should drive any process improvement initiatives and activities. The Process Manager works inside the process and is responsible for discrete parts of it. He or she ensures day-to-day production performance, directly manages process workers and supplier relationships and provides the process owner with metrics, reports and improvement ideas. The Process Worker works inside the process with responsibility for specific delivery to agreed standards. He or she may manage small teams of less experienced workers and provide the process manager with metrics, reports and improvement ideas. The elements of a process There are many elements to a process and it helps if these can be defined to aid clarity around the process, so that a common understanding may be obtained. The elements that are defined are the process': - Title - Purpose - Scope - Inputs - Outputs - Controls - Resources The Process Title should be simple and comprise a verb and a noun, e.g, design new product. The Process Purpose should always begin with "Is to....", e.g, Is to bring a new product to market based on the latest innovative thinking, within an agreed timescale. The Process Scope defines precisely where the process starts and ends, and what is specifically included and explicitly excluded, e.g, the process starts with writing a project plan and ends when the customer accepts the final product; all manufacturing is included, but all packaging design is excluded.

Тема 17. Тема 17. АВТОМАТИЗАЦИЯ фонетических навыков

Тема 18. Тема 18. АВТОМАТИЗАЦИЯ лексических навыков

контрольная работа , примерные вопросы:

1. Read and translate next cognate words: 1. muscle, muscular, musculature, musculation; 2. to close, to enclose, close, closely, closed, closing; 3. to contract, contracted, contracting, contractile, contraction; 4. to vary, variant, various, variable, variation, variety; 5. to connect, connecting, connection, connective 2. Translate next word combinations: 1. On the one side, on the other side, on the opposite side; 2. Due to, in due time, with due respect; 3. According to the rule. 3. Find the synonyms: substance, to supply, to nourish, because of, because, minute, tiny, to provide, to obtain, due to, fine, as, matter, to feed 4. Translate the words below: blood circulation, one-way valve, cone-shaped organ, striated muscle tissue, smooth muscle cells, heart valves action, heart beat rate, tissue oxygen supply, heart blood output 5. Make the sentences with the words from ex.4 6. Translate nest family of words: 1. to respire, respiration, expiration, inspiration, respiratory, inspiratory; 2. to produce, product, production, productive, producing; 3. to inhale, inhalation, to exhale, exhaled, exhaling; 4. breath, to breathe, breathing, breathless, breathlessness; 5. to pass, passage, passing, passage-way. 7. Form the pair of antonyms by using prefix -ex and translate them to inhale, inspiration, to include

письменное домашнее задание , примерные вопросы:

Translate the next derived words 1. bone, bony, backbone, breastbone; 2. to divide into, division, to subdivide, subdivision, divisible; 3. to include, to exclude, to conclude, included, exclusively, conclusion; 4. a joint, to join, joined, jointly; 5. to place, to replace, replacement, to be placed; 6. firm, firmly, to reaffirm; 7. frame, framework, frameless 2. Find the synonyms: vertebral column, injury, cage, damage, harm, box, backbone 3. Find English equivalents of the Latin words: Mandible, limb, extremity, lower jaw, maxillar, collar-bone, clavicle, upper jaw 4. Find the antonyms: to include, inside, immovable, in front of, lower, behind, invertebrate, to exclude, movable, vertebrate, outside, upper, higher

Тема 19. Тема 19. АВТОМАТИЗАЦИЯ навыков коммуникативного аудирования

письменное домашнее задание , примерные вопросы:

Домашнее задание, примерные вопросы: 1. You're going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true) or F (false). His office wasn't at risk, but his flat was. He took his wife and child to his parents' house. He went back to the flat because he was excited by the situation. Martin went to a place near his flat to watch the water level rising. 6 He looked out of the window and saw that his car park was starting to flood. He was the last person to leave his block of flats. Ah of the roads he tried were flooded now. He decided to follow another car through the water. Martin's car broke down as he drove through the water. 10 Ah the flats in his building were seriously damaged. Listen again. Then in pairs, correct the false sentences. What do you think you would have done in Martin's 2. You will hear five people talking about teenage crime. Match each speaker with the people A-F. There is one person you don't need. A a journalist D a police officer B a lawyer E a teacher C a parent Fa victim of teenage crime 3. You will hear part of an interview with two mountain climbers. Write D next to what Dan says, M next to what Marion says, and N next to what neither of them says. 1. Climbing is safer than driving. 2. I try to control the element of risk when I climb. 3. Avalanches are a climber's worst enemy. 4. Climbing helps me do my job better. 5. My job is quite boring. 6. My partner is not happy that I go climbing. 7. People with young children shouldn't go climbing. 8. Accidents are usually a climber's own fault.

тестирование , примерные вопросы:

Listen to two friends talking about a class they are going to join. Circle the correct answer. 1. Jack feels his photography skills are beginner / intermediate / advanced level. 2 Emma says she is comfortable with / unsure about / interested in cooking simple dishes. 3 Emma says that she's not good at dancing / she'd prefer to go to a dance class with friends / she'd rather not take a dance class. 4 Emma thinks she would prefer painting places / objects / people. 5 Jack offers to lend Emma money for the class / send Emma information about the class / take Emma to the class. Listen to a young business man talking about job interviews. Underline the correct answer. 6. For Graeme the hardest thing about the interview was finding examples of his successes / finding ways to keep his answers short / finding time to get ready. 7. Graeme says the people who interviewed him were serious / friendly / clever. 8. Graeme thinks he answered a few / most / all of the questions well. 9. After the interview, Graeme thought someone with a different background / better qualifications / more experience would be chosen. 10. According to Graeme, on the day of the interview the most important thing is to be on time / as you usually are / well-dressed. Listen to an interview with a snowboarder. Underline the correct answer. 11. Helen started snowboarding because she wanted to join a local team / keep up with other family members / have an opportunity to excel in a sport. 12. To learn new snowboarding tricks, Helen recommends consulting an expert / watching video clips on the internet / making variations to moves you already know. 13. The aspect of snowboarding Helen particularly likes is perfecting a new move / putting in the physical effort required / pushing herself to a higher level. 14. What does Helen say about the course she went on? She did it as part of a special local project. / She was offered it while doing a holiday job at a nearby resort. / She was promised a job assisting the instructors if she completed it. 15. In the immediate future, Helen plans to pursue both academic study and professional snowboarding / focus on snowboarding at an international level / keep up her snowboarding by instructing others.

Тема 20. Тема 20. АВТОМАТИЗАЦИЯ навыков говорения

дискуссия , примерные вопросы:

1. How much do you know about first aid? 2. The dangers of stress. 3. What does the future hold? 4. National stereotypes: truth or myth? 5. Generation gap. 6. How conquer the fears. 7. Climate change. 8. How ow music can affect the way we feel? 9. Your taste in music can reveal a lot about you. 10. Problems of big cities. 11. How advertisers win our hearts and minds? 12. The cost of brand. 13. Do we see ourselves as we really are? 14. Teenagers and bad habits. 15. Early marriage.

презентация , примерные вопросы:

1. Horoscopes. 2. How the fashion of clothes was changing from 1900 till 2015. 3. How your nationality dresses 4. Different countries - different weather. 5. Red List of Threatened Species. 6. The icons of pop / rock music. 7. Suffering for science (scientists who have risked their health and their lives in their search for the truth). 8. Great Cities. 9. Hero cities of our country. 10. True heroes of World War II. 11. Great inventors. 12. History of Art in Russia. 13. Medical myths. 14. Music festivals. 15. Worthless inventions.

устный опрос , примерные вопросы:

1. Good travelling companion. 2. The most important event in your life. 3. A few days ago the weather was..., and I feel...and it has affected... 4. Are you sportsmanlike? 5. What would you do if you found yourself in jungle? 6. Certain characters in certain situation. 7. The music in my life. 8. Healthy sleep. 9. An interesting person in your family. 10. Are you a creative thinker? 11. Things that really annoy you. 12. Learning to drive. 13. The hidden dangers of rock music. 14. Big city life. 15. Everyone makes mistakes.

Тема 21. АВТОМАТИЗАЦИЯ навыков коммуникационного чтения

письменное домашнее задание , примерные вопросы:

1. A) What symptoms do people have when they feel stressed? B) Which three of these things do you think are the most stressful? Number them 1-3 (1 = the most stressful) and compare with a partner. Packing for a trip at the last minute. Being stuck in a traffic jam when you have an appointment Writing a report for your boss when you don't have much time to finish it. Running for a bus or train. Looking after a family member who has a chronic illness. Shopping in your lunch break. Programming a DVD player using the instruction manual. C) Read the article once quite quickly and then tick () the activities that are bad for your health. What does the article say about the others? D) Read the article again more slowly. Circle the correct main idea for each paragraph. 1. a Being in traffic jams is bad for our health. b Some people think that not all kinds of stress are bad for us. c Doctors don't agree how we can reduce our levels of stress. 2. a Young people suffer more from stress than older people. b Alzheimer's is one of the illnesses many old people suffer from, c Good stress stops us from getting ill. 3. a Situations which produce good stress are always short term, b Some stress can make our cells stronger. c Too much protein can make us ill. 4. a We need some stress to exercise our cells' self-repair mechanism, b Doing physical exercise makes us feel less stressed. c Packing your suitcase in a hurry is an example of good stress.

тестирование , примерные вопросы:

1. Read the article. For questions 1-5, choose the correct answer (A, B, C, or D). A Step In The Right Direction It was once famously said that some things in life ? like paying taxes and death ? are inevitable. And leaving education trying to find employment is something that young people everywhere have to face. But despite the large amount of research that has been undertaken on young people in the job market, relatively little is known about what happens once young people start their first job. A team of researchers from Leeds Metropolitan University looked into this aspect. The survey focused on 30 people and 39 employers, and addressed a range of issues in relation to recruitment, employment, and particularly young people into the workplace. It is clear from the interviews with young people that, for the vast majority, the idea of a 'job for life' no longer exists. While some had clear career ambitions, the majority appeared to be unclear on what they wanted to do. One consequence of this is that many young people saw their early work experiences as temporary ? a 'stop gap' until their ideas on what they wanted to do had developed, or simply a way of earning money to pursue other ambitions such as travel. This tendency has also been noted by many employers, and is particularly disappointing to smaller businesses looking for long-term loyalty in their staff. However, some employers ? for example in areas such as financial services and call centres ? had adjusted to the new situation, and appeared to accept that they cannot expect young people to be loyal and see a long-term future with one employer. 1 The survey revealed that, in general, young people ... A do not value the early work experience they gain in any way. B are unconvinced they will do the same job until they retire. C would prefer to have a gap year before starting higher education. D are unsure about which jobs they want to do when they leave school. 2 What do employers think about formal qualifications? A They are less important than behavioural qualities. B They are more important than behavioural qualities. C They are equally as important as behavioural qualities. D They are more important than behavioural qualities for certain jobs only.

Тема 22. Тема 22. АВТОМАТИЗАЦИЯ навыков письма

письменная работа , примерные вопросы:

1. You have been asked to write a report on either entertainment or sports facilities in your town for an English language magazine. With a partner, decide what kind of information would be most useful for visitors to your town. PLAN the content. Decide which report you are going to write. Decide what headings you can use to divide up your report. Decide what information to include under each heading. WRITE 120-180 words, organized in three or four paragraphs with a heading. Use a neutral style (no contractions or colloquial expressions). CHECK your report for mistakes (grammar, punctuation , and spelling). Useful language Talking in general Most / _____ (cinemas in my town...) (paragraph 1) (Cinemas) are usually / _____ to be (quite cheap.) (2) In general / _____ (2) Almost always / _____ (3)

письменное домашнее задание , примерные вопросы:

1. You're going to write a composition titled There is nothing that we as individuals can do to prevent climate change. Look at the Useful language expressions and make sure you know how to use them. Useful language Ways of giving your opinion (Personally) I think / I believe... In my opinion... Ways of giving examples There are several things we can do, for example / for instance / such as... Another thing we can do is... We can also... PLAN the content. Think about the introduction. This should state what the current situation is and why it is important. Decide what the effects of climate change are now in the world and in your country. Decide whether you agree or disagree with the title. Try to think of at least two or three good reasons to support your opinion, including examples of why you think the alternative point of view is wrong. Think of how to express your conclusion (a summary of your opinion). This should follow logically from the examples you have given. WRITE 120-180 words, organized in four or five paragraphs (introduction, reasons, and conclusion). Use a formal style (no contractions or colloquial expressions). Use the phrases in b and in Useful Language. (p. 49, NEF Upper-Intermediate) CHECK your composition for mistakes (grammar, punctuation, and spelling).

Тема 23. Тема 23. АВТОМАТИЗАЦИЯ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.

письменное домашнее задание , примерные вопросы:

Choose the correct alternatives: 1. As soon as/ if you arrive, will you call me? 2. As soon as/Unless you work harder, you won't pass the exam. 3. If/Unless you eat better food, you won't get sick.

тестирование , примерные вопросы:

1. Choose the word or phrase that best completes each sentence. 1. He couldn't rest or sleep because _____ too much coffee. a drinking b been drinking c had been drinking d he had been drinking 2. My brother, together with his friends, always _____ round collecting wood for bonfire night. a go b goes c going d gone 3. Some of the girls in my group tease me because I don't wear makeup, but I don't _____. a wear b care c do d like 4. The team all wanted coffee so I made _____. a it them b some it c some them d them some 5. The director _____ to us that there had been financial problems earlier in the year. a concluded b offered c revealed d told 6. We were told to put it where it was usually _____. a belonged b fit c had d stored 7. It wasn't the first time they had been _____ how it worked. a taught b reported c explained d described 8. DNA tests _____ accepted in court cases. a are known b were used c have been d will have 9. Something _____ happened or they would be here by now. a must b must be c must have d must have been 10. There _____ to be serious flaws in the design. a claimed b reported c were said d were told 11. You know they don't allow _____ in here. a eat and drink b you eat and drink c to eat and drink d eating and drinking 12. He never _____ doing that. a agreed b concentrated c mentioned d persuaded 13. Flights kept _____ because of bad weather. a delaying b being delayed c having delayed d having been delayed 14. In my dream, Brad Pitt offered me a ride on his motorbike and I told him I'd rather _____. a walk b walking c walked d to walk 15. Mrs Jacobson reminded us of the importance _____ our passports in a safe place. a keep b keeping c to keep d of keeping

Тема 24. Тема 24. АВТОМАТИЗАЦИЯ навыков аудирования по специальности

письменное домашнее задание , примерные вопросы:

1. improving process, 2. TQM theories, 3. organizational excellence.

Тема 25. Тема 25. АВТОМАТИЗАЦИЯ навыков говорения по специальности

письменное домашнее задание , примерные вопросы:

1. leadership tips, 2. the European Quality Management Model, 3. quality management systems

Тема 26. Тема 26. АВТОМАТИЗАЦИЯ навыков чтения текстов по специальности

письменное домашнее задание , примерные вопросы:

Прочитайте текст и подготовьте следующие темы: 1. traditional performance measurements 2. simple performance measurements 3. priority quality problems Performance Measurement Introduction Performance measurement is a fundamental building block of TQM and a total quality organisation. Historically, organisations have always measured performance in some way through the financial performance, be this success by profit or failure through liquidation. However, traditional performance measures, based on cost accounting information, provide little to support organisations on their quality journey, because they do not map process performance and improvements seen by the customer. In a successful total quality organisation, performance will be measured by the improvements seen by the customer as well as by the results delivered to other stakeholders, such as the shareholders. This section covers why measuring performance is important. This is followed by a description of cost of quality measurement, which has been used for many years to drive improvement activities and raise awareness of the effect of quality problems in an organisation. A simple performance measurement framework is outlined, which includes more than just measuring, but also defining and understanding metrics, collecting and analysing data, then prioritising and taking improvement actions. A description of the balanced scorecard approach is also covered. Why measure performance? 'When you can measure what you are speaking about and express it in numbers, you know something about it'. Kelvin 'You cannot manage what you cannot measure'. Anon These are two often-quoted statements that demonstrate why measurement is important. Yet it is surprising that organisations find the area of measurement so difficult to manage. In the cycle of never-ending improvement, performance measurement plays an important role in: - Identifying and tracking progress against organisational goals - Identifying opportunities for improvement - Comparing performance against both internal and external standards Reviewing the performance of an organisation is also an important step when formulating the direction of the strategic activities. It is important to know where the strengths and weaknesses of the organisation lie, and as part of the 'Plan -Do - Check - Act' cycle, measurement plays a key role in quality and productivity improvement activities. The main reasons it is needed are: - To ensure customer requirements have been met - To be able to set sensible objectives and comply with them - To provide standards for establishing comparisons - To provide visibility and a "scoreboard" for people to monitor their own performance level - To highlight quality problems and determine areas for priority attention - To provide feedback for driving the improvement effort It is also important to understand the impact of TQM on improvements in business performance, on sustaining current performance and reducing any possible decline in performance.

Тема 27. Тема 27. СОВЕРШЕНСТВОВАНИЕ фонетических навыков

Тема 28. Тема 28. СОВЕРШЕНСТВОВАНИЕ лексических навыков

контрольная работа , примерные вопросы:

1. Now rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same. I'll ring him this evening. I diet if I put on weight. It was very hot, so we rested for a while after lunch. I braked but I still couldn't stop in time. He pushed me. Did you look in the paper? 2. Take one word (the first part or the second part) from each compound and create a new compound. Use a dictionary to help you if necessary. Examples: brother-in-law - mother in law table tennis - table leg. dining room traffic lights film star sunglasses credit card post office toothpaste hairdryer Now mark the main stress on each of the compound nouns you have created. 3. Fill the gaps with suitable words. 1. I have never _____ the law and _____ a crime. 2. In Britain it is _____ the law to drive a car without insurance. 3. If you park illegally you will have to pay a _____. 4. The police were fairly sure the man committed the crime, but they knew it would be 5. difficult to _____ it in court. 6. The jury must decide if the accused is innocent or _____. 7. In order to reach their decision, the jury must listen carefully to the _____. 8. If the accused is _____ of murder, the _____ may be at least ten years in 9. prison. 10. He has been in trouble with the police once before, but it was only a minor _____.

письменное домашнее задание , примерные вопросы:

1. Complete the verbs in these sentences. She was here a minute ago, but then she dis_____ I?m afraid I don?t know where she is now. We normally have similar opinions but I dis_____ with him totally on the subject of drugs. My homework was so bad that I?ll have to re_____ it. Apparently her alarm clock didn?t ring and she over_____. She finally managed to un_____ the door and we were able to go inside. I dis_____ the film, but the others enjoyed it. I don?t think I?ll pass the exam, but I can always re_____ it in September. The post office shuts for lunch but it should re_____ at 2.00 p.m. She?s over_____ at the moment. She really needs a holiday and a complete break from her job. My sister wrapped up my present so well that it took me about five minutes to un_____ it. 2. Combine the suffixes on the right with the verbs or adjectives on the left, and then complete the text below. (Remember you may need to make a small spelling change.) Improve -ment -ation -ness -ity -ion Educate Govern Televisе Weak Stupid Elect manage In his first broadcast on_____ since he won the_____ last month, the Prime Minister promised to make health and_____ two of his top priorities. And in a strong attack on the previous_____, he said that the present_____ of the British economy was caused entirely by their_____ and bad_____. He said he would act immediately and he hoped the British people would be able to see clear signs of an_____ in the economy by the end of the year. 3. Organise the words in the box into three groups: crimes, people, and places. Murder, thief, prison, barrister, robbery, burglar, cell, criminal, court, judge, court, prisoner, rape, jury, shoplifting, police station.

Тема 29. Тема 29. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного аудирования

письменное домашнее задание , примерные вопросы:

Clive Oxenden, Christina Latham-Koenig New English File Advanced Unit 1, стр.6, 10, 14; Unit 2, стр.22, 26, 30; Unit 3, стр.37, 47, 55, 58. 1. A) Listen to five people talking about their earliest memory. Match the speakers to the emotion they felt at the time. surprise sadness fear disappointment happiness B) Listen again. How old was each person? What was e their memory? C) Now you?re going to hear about some research which has been done into first memories. Before you listen, discuss the following questions with a partner. How far back in our lives can we usually remember? a To when we were a baby (0-2 years old) b To when we were a toddler (2-4 years) c To when we were a small child (5+) 2. Listen to Julian Treasure, an acoustician, talking on the BBC Radio 4 Today programme about noise pollution. Tick the best summary of what he says. a Companies need to pay attention not only to how they look, but also to how they sound. b Businesses and organizations should stop playing background music. Silence is much more relaxing. c It's more important for restaurants and shops to have the right background noise than it is for offices.

тестирование , примерные вопросы:

1. You are going to listen to an interview with Beverley Johnson, a professional translator working in Spain. Choose a, b, or c. 1. One of the reasons why Beverley decided to become a translator was because... a she thought teaching English was boring, b she really enjoyed the postgraduate course that she did. c she wanted to be self-employed. 2. Most people who translate novels into English... a don?t do any other kind of translation work. b prefer translating authors who are no longer alive, c often only ever translate one particular writer. 3. She mentions the advertising slogan for Coke" as an example of... a how difficult it is to convey humour in another language. b how you cannot always translate something word for word. c how different cultures may not have the same attitude to advertising. 4. The Sound of Musk was translated into German as... a ?All dreaming together? b ?Tears and dreams? c ?My songs, my dreams? 5. Which of these is not mentioned as a problem when translating film scripts? a Having enough room on the screen, b Conveying the personality of the speaker, c Misunderstanding the actors? words. 6. The problem with translating swear words in a film script is that... a they may not have the same strength in both languages. b they may not be translatable, c you can?t use taboo words in some countries. 7. Which of these is mentioned as one of the downsides of being a freelance translator? a A low' salary, b No paid holidays, c Time pressure. 8. Beverley?s advice to would-be translators is to... a specialize. b study abroad, c do a translation course 2. Listen and mark the sentences T (True) or F (False). 9. Tina tries to keep her distance emotionally from her clients. A) True B) False 10. The first piece of advice she gives clients is not to take too many quick decisions. A) True B) False 11. Some clients who give up work feel they don't belong anywhere. A) True B) False 12. The stress of winning causes many couples to break up. A) True B) False 13. Tina remembers a couple who gave all of their winnings away. A) True B) False 14. Tina is not allowed to buy lottery tickets in the UK. A) True B) False

Тема 30. Тема 30 СОВЕРШЕНСТВОВАНИЕ навыков говорения

дискуссия , примерные вопросы:

1. Learning from past mistakes. 2. What makes people happy at work? 3. The great myth of multitasking. 4. Films about historical events. 5. Do psychological books really help to solve the problems? 6. How were people living without mobile phones? 7. Smoking in the street should be banned. 8. Zoos nowadays serve no useful purpose and should be banned. 9. Hunting as a sport should be banned. 10. Pros and cons living in a city which is not your own. 11. People who risk for the sake of selfie. 12. The older, the wiser? 13. Is it good to have a sibling or to be a singleton. 14. Children no longer play games outside because they get a bigger thrill from computer games. 15. Google is my doctor.

презентация , примерные вопросы:

1. Russian idioms and their English equivalents. 2. The games of your childhood. 3. The time bandits. 4. Food and cooking. 5. The most interesting hand made. 6. Alternative medicine. 7. The most famous pets of the world. 8. The recipe of the most delicious food from you. 9. Time and technology. 10. Four famous film festivals. 11. Russian traditions of marriage. 12. Novels that you should definitely read. 13. Dangerous places of the world. 14. New technologies in medicine. 15. Fatal diseases today.

устный опрос , примерные вопросы:

1. What motivates you? 2. A job you would hate to do. 3. What's your personality type? 4. Once upon a time. 5. Are you decisive person? 6. Internet addiction. 7. Shopaholic. 8. My 25 wonders of the world. 9. What kind of traveller are you? 10. Who is the best cook in your family? 11. The most popular comedy serials. 12. Are you good at telling jokes. 13. Learning foreign languages. 14. Changing lifestyle.

Тема 31. Тема 31. СОВЕРШЕНСТВОВАНИЕ навыков коммуникативного чтения

письменное домашнее задание , примерные вопросы:

a Do you think these statements are probably true or false? 1. 40% of the world's population can communicate in English reasonably well. 2. Most conversations in English today are between non-native speakers. 3. In business meetings and international conferences conducted in English, non-native speakers prefer it when there is no native speaker present. b Read the first part of the article *Whose language?* and check your answers to a c Before you read the second part of the article, with a partner correct the mistakes in sentences 1-6 below. Do you ever make any of these mistakes? How important do you think they are? 1. ?I think the film start at 8.00.? 2. ?Is there restaurant in the hotel?? 3. ?I think the women normally talk faster than the men.? 4. ?My friend gave me some very good advices.? 5. ?I phoned to my brother but his mobile was switched off.? 6. ?We discussed about global warming in class yesterday.? d Now read the second part of the article and answer the questions. Which of the mistakes in sentences 1-6 above are mentioned in the text? Does the writer of the article think that grammatical correctness matters a) in written English b) in spoken English? *Whose language?* How many people can speak English? Some experts estimate that 1.5 billion people - around one-quarter of the world's population - can communicate reasonably well in English. Never in recorded history has a language been as widely spoken as English is today. The reason why millions are learning it is simple: it is the language of international business and therefore the key to prosperity. It is not just that multinational companies such as Microsoft, Google, and Vodafone conduct their business in English; it is the language in which the Chinese speak to Brazilians and Germans to Indonesians. David Graddol, the author of *English Next*, says it is tempting to view the story of English simply as a triumph for its native speakers in North America, Britain and Ireland, and Australasia - but that would be a mistake. Global English has entered a more complex phase, changing in ways that the English-speaking countries cannot control and might not like. An important question one might ask is: whose English will it be in the future? Non-native speakers now outnumber native English speakers by three to one. The majority of encounters in English today take place between non-native speakers. According to David Graddol, many business meetings held in English appear to run more smoothly when there are no native English speakers present. This is because native speakers are often poor at ensuring that they are understood in international discussions. They tend to think they need to avoid longer Latin-based words, but in fact comprehension problems are more often caused by their use of colloquial English, especially idioms, metaphors, and phrasal verbs. On one occasion, at an international student conference in Amsterdam, conducted in English, the only British representative was asked to be ?less English? so that the others could understand her.....

тестирование , примерные вопросы:

1. Read the text again and choose a, b, c, or d. Christian Arno: the story of his success It was at the tender age of seven that Christian Arno, founder of the online translation service Lingo24.com, put his first plan for making money into practice. His scheme was to buy penny chews and resell them to his schoolmates at 2p per sweet. However, the venture came to an abrupt end when one of the mothers found out about it and deemed it 'inappropriate'. Arno had to shut down immediately. His next opportunity came during the year he spent abroad as part of his French and Italian course at Oxford. Despite lasting only two weeks as a language assistant in Pavia, northern Italy, Arno was allowed to stay on with full board and lodging. This meant he had a lot of free time on his hands, so he set up a website offering translation services with a friend, Jos Shepherd. Although they didn't make much money, the business gave them both an insight into working online. That same year, Arno became financially more solvent when he sold some shares he had purchased for a huge profit of £15,000. Back in Oxford, Arno finished his degree and decided to have another go at his online translation idea. He asked Shepherd to design a new website in return for a 20% stake in the business and went on to launch Lingo24.com from his own bedroom. The business was not an instant success due to Arno's inexperience in Internet marketing. However, he worked hard and learnt fast, earning himself a reputation for speed and accuracy. After 18 months he had enough business to set up an office in New Zealand so that he could offer clients a proper 24-hour service. Soon after that Arno had another stroke of luck. One of his larger clients started spending hundreds of thousands of pounds on translations, so he was able to invest in more sophisticated technology. This brought in even more business and led to him opening yet more offices in China, Romania, and Panama. Lingo24.com now translates into and out of more than 100 languages, and turnover this year is expected to reach £4 million. It has 100 full-time employees and more than 3,000 freelance translators. The company nowadays is a far cry from the rudimentary website Arno and Shepherd created in Italy, but that experience was invaluable in showing them the potential of their idea. Arno's advice for others is: 'Seek out people you respect, who have done it before and have got experience and give you advice - but go with your instincts.'

1. Arno's first business venture closed down because a his friends couldn't afford his products. b the teachers found out about it. c the parents didn't approve of it. d the chews had passed their expiry date. 2. Arno went to Italy for a year a to fulfil the requirements of his degree, b to set up a translation company, c to learn how to be a teacher, d to do a course at an Italian university.

Тема 32. Тема 32. СОВЕРШЕНСТВОВАНИЕ навыков письма

письменная работа , примерные вопросы:

1. You are going to write the article in approximately 250 words. DRAFT your article, with a brief introduction, which refers to the changes and asks a question. two or three main paragraphs saying what the situation used to be like, and howf it has changed. a conclusion, which refers back to the question in the introduction, and says whether you think the changes are positive or negative. EDIT the article, cutting any irrelevant information and making sure it is the right length. CHECK the article for mistakes in grammar, spelling, punctuation and register.

письменное домашнее задание , примерные вопросы:

1. A student magazine has asked for reviews of recent books and films. You are going to write a complete review. DRAFT your review, using the same paragraph structure as the model. It should be approximately 250 words. Paragraph 1: The title of the book or film, and the author or director. Where and when it is set. Paragraph 2: The plot, including information about the main characters. Paragraph 3: What you liked about the book / film, and any criticisms you may have. Paragraph 4: A summary of your opinion and a recommendation. the review, making sure you've covered all the main points and making sure it is the right length. the review for mistakes in grammar, spelling, punctuation and register. 2. You are going to write the report. It should be approximately 250 words. DRAFT your report, using the headings and suggestions you worked on in the planning stage. EDIT the report, deciding if there is any information that should be left out and making sure the report is the right length. CHECK the report for mistakes in grammar, spelling, punctuation and register.

Тема 33. Тема 33. СОВЕРШЕНСТВОВАНИЕ грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.

письменное домашнее задание , примерные вопросы:

Прочитайте текст. Выпишите все незнакомые слова и ключевые термины и переведите их. Кратко изложите основное содержание текста. Найдите в словарях все возможные словосочетания со словом therapy. Выпишите и переведите их. Переведите текст People Can Consciously Control Mental Activity Using Brain Scans People who can "see" their brain activity can change it, after just one or two neurofeedback sessions, new research shows. People in the study were able to quiet activity in the amygdala ? an almond-shaped brain region that processes emotions such as fear ? after seeing simple visual or auditory cues that corresponded to the activity level there, according to a new study published in the Sept. 15 issue of the journal Biological Psychiatry. The findings reveal the incredible plasticity of the brain, the researchers said. The new technique could one day be used as an inexpensive treatment for people with anxiety, traumatic stress or other mental health conditions, said study co-author Dr. Talma Hendler, a psychiatrist and neuroscientist at the Tel Aviv Center for Brain Functions in Israel. "I see it as a very good tool for children and for people who we don't want to give medication," Hendler told Live Science. Healing the brain Past studies have shown that people have tremendous power to shape their brain activity. For instance, mindfulness meditation, a type of meditation in which people focus on sensations from the body, can help with symptoms of depression, anxiety and even low back pain. And studies show that Buddhist monks who have practiced meditating a lot are much better at "clearing the mind" than the average person. In other words, control over one's own mind can be learned. [Mind Games: 7 Reasons You Should Meditate]..

тестирование , примерные вопросы:

Choose the word or phrase that best completes each sentence. 1. Can you understand _____? a she is saying b what is saying c what she is saying d what is she saying 2. _____ you wait or come back later is up to you. a If b That c When d Whether 3. They will recommend that she _____ soon. a leave b is leaving c left d will leave 4. Elizabeth explained during the meeting that it was a _____ of what should have priority. a belief b fact c possibility d question 5. The regulations _____ that a lawyer always be present during any interrogations. a assure b require c seem d state 6. The house I grew up _____ has been demolished and replaced by an office building. a in b in it c in that d in which 7. Fieldwork is practical work _____ outside the school or office. a doing b done c which do d that does 8. A letterbox is a narrow opening in a door through _____ mail is delivered. a it b that c which d where 9. I didn't recognize the man who she was talking to _____. a him b her c his wife d - 10. Could you ask those _____ outside to make less noise? a wait b waiting c waited d to wait 11. What's a miracle? Well, popcorn's a miracle if you _____ know how it's made. a didn't b don't c won't d wouldn't 12. Some of you may have already completed section one. _____, you can go on to section two. a If so b If you do c If you may d If not 13. In summer, if my dad finished work early, he _____ sometimes take us swimming. a is b was c will d would 14. If you don't mind, I _____ finish my coffee before we leave. a would b would have c would like d would rather 15. If they'd _____ Justin more time, he'd have been able to do a better job. a give b giving c given d gave

Тема 34. Тема 34. СОВЕРШЕНСТВОВАНИЕ навыков аудирования по специальности

письменное домашнее задание , примерные вопросы:

доклады ученых на следующие темы: 1. quality tools, 2. Pareto theory, 3. Run Charts и т.д.

Тема 35. Тема 35. СОВЕРШЕНСТВОВАНИЕ навыков говорения по специальности

письменное домашнее задание , примерные вопросы:

подготовить следующие темы: 1. Maslow's Hierarchy of Needs, 2. Albert Humphrey's TAM model, 3. tuckman forming storming norming performing model и т.д.

Тема 36. Тема 36. СОВЕРШЕНСТВОВАНИЕ навыков чтения текстов по специальности

письменное домашнее задание , примерные вопросы:

Прочитать текст и подготовьте рефераты на следующие темы: (см. ниже пример текста): 1. European Centre for Business Excellence 2. CSF 3. KPI Implement - from Quality to Organisational Excellence Introduction An implementation framework is needed to build on and pull together all of the ideas and concepts covered in this site - TQM, processes, tools and techniques, people development, teamwork, management system, performance measurement, the Excellence Model? and self-assessment. Based on many years of research, education and advisory work in the European Centre for Business Excellence (ECforBE), the framework described in this section provides a practical blueprint for achieving organisational excellence. It starts with the vision, goals, strategies and mission that must be fully thought through, agreed and shared in the business. What follows determines whether or not these are achieved. The building blocks of the mission that are critical to success - the critical success factors (CSF's) - must then be identified, and the measures associated with them - the key performance indicators (KPI's) - indicate whether the CSF's are being achieved. Once the CSF's and KPI's have been identified, so too must the organisation's core processes. If these are not understood, it is difficult to implement the rest of the framework. Process analysis, self-assessment and benchmarking are used to identify what will probably be a very long list of improvement opportunities, which will include people development. These opportunities must be prioritised, to identify those processes in need of continuous improvement, and those in need of re-design. All the selected processes, whether for continuous improvement or re-design, must be subjected to performance measurement, and the results fed back into the benchmarking and strategic planning activities. The following sections cover each of the elements of the framework in turn and provide practical guides for implementation. Vision and mission The organisation's vision is a statement that describes what the organisation wishes to be in the future - an expression of the organisation's aspirations, the touch stone against which all actions, or proposed actions, can be judged, and is long-term. The mission is a statement of what the organisation wants to achieve. The typical content is: - The role or contribution of the business - The definition of the business - Specific, distinctive competencies - Indications of future direction There must be open and spontaneous discussion during the generation of the vision and mission statements, particularly among the senior management team. The outcome must be one clearly understood statement, of, ideally, no more than four sentences. If the mission statement is not right for the organisation, everything that follows will be wrong too. CSF's & KPI's The development of a mission for an organisation, business or unit is not enough to ensure its implementation. It must be developed into its building blocks - the critical success factors (CSF's). The first step in doing this is to brainstorm all the possible impacts on the mission, and from this generate no more than eight CSF's - what the organisation must accomplish to achieve the mission, the must have's or need's, e.g: - We need new products to satisfy market needs - We must have motivated, skilled employees Each CSF should have an "owner", who is a member of the senior management team.

Тема . Итоговая форма контроля

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Тема . Итоговая форма контроля

Тема . Итоговая форма контроля

Примерные вопросы к зачету и экзамену:

Полный перечень экзаменационных билетов и вопросов к зачету в Приложение ♦1.

Промежуточный контроль:

1) 1, 2 и 3 семестры: Контрольная работа ♦ 1, 2, 3 (50 заданий, включает аспекты языка: аудирование, чтение, письмо, лексико-грамматические и фонетические задания;

2) письменный перевод со словарем общенаучного текста (2 сем), текста по специальности (3 сем) или задание на поисковое чтение (с последующим письменным ответом на вопросы), объем 2000-2500 п. зн. 60 минут

3) Устное реферирование общенаучного текста (2 сем), текста по специальности (3 сем), объем 800-1000 п.зн., время подготовки 10-15 минут

4) Беседа по темам, изученным в семестре без подготовки

КОНТРОЛЬНАЯ РАБОТА ♦1 (ВАРИАНТ А) (1 семестр)

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: I've never read (read) a book in English.

- 1 My brother _____ (study) really hard at the moment.
- 2 Let's eat Thai food. I _____ never _____ (try) it.
- 3 We _____ (fly) to Bermuda at 10 o'clock next Saturday.
- 4 When they got to the hotel they _____ (have) a meal.
- 5 I _____ (not be) late tonight. That's a promise.

VOCABULARY

2 Complete the sentences with one word.

Example: Slim is the opposite of fat.

- 1 Students, please work in _____. Tell your partner about a famous photo.
- 2 When we're on holiday we _____ an apartment because we don't like hotels.
- 3 They got married _____ Valentine's Day.
- 4 Why do you always use my dictionary? Give it _____; I need it.
- 5 Did you _____ any souvenirs while you were abroad?

5

READING

3 Read the article and tick (-) A, B, or C.

I have often thought about moving from my country town to a big city like London. Life in a country town is quiet and I've always found the bright lights and crowded streets of a city very exciting. However, after a recent visit to London to do some Christmas shopping and see the Christmas lights, I was very happy to get back home!

There are more people in London than ever before! It was crowded everywhere I went. The streets, the pavements, the shops, the cafes and the Underground. Everyone was trying to get somewhere quickly.

I travelled to London by train and the train was so full that I had to stand for the whole journey. Then I wanted to go on the Underground. That was a big mistake! There were hundreds of people on the platform and when the train arrived it was full! But the people on the platform just pushed and pushed and got into the train! I didn't. I went back into the street and walked to Oxford Street. It was raining and freezing cold but it was better than the crowded Underground.

After an expensive coffee I did my shopping. Well, I tried to do my shopping. There were so many people on the pavements I had to walk in the road and everyone was in a hurry. They were pushing and knocking each other with their bags. No one talked or smiled. Then, of course, it was time to go home! My feet were hurting and it was raining again so I decided not to walk. I got a taxi but it took forty-five minutes because there was so much traffic. I can't remember the train journey home. I slept.

Now I know why I live in the country. Life may not be as exciting or as fast as in the city, but there's more room on our buses and in our shops, and the people talk to you. But the Christmas lights in London were beautiful!

Example: The writer went to London to buy some things for Christmas.

A True - B False C Doesn't say

1 The place she lives in isn't very quiet.

A True B False C Doesn't say

2 She went to London a short time ago.

A True B False C Doesn't say

3 She bought a lot of things.

A True B False C Doesn't say

4 It was busy in London.

A True B False C Doesn't say

5 The people in London were very friendly.

A True B False C Doesn't say

6 She liked the Christmas lights.

A True B False C Doesn't say

3

WRITING

4 Choose a topic. Write 25-35 words.

1 Describe a town or city in your country.

2 What plans or arrangements have you made for next week?

3 Describe an interesting person you have met.

2

PRONUNCIATION

5 Match the words with the same sound.

arm lazy funny cloudy sightseeing boring

Example: page lazy

1 polite _____

2 stomach _____

3 heart _____

4 talkative _____

5 crowded _____

LISTENING

6 Listen to Jim's story. Tick (-) A, B, or C.

1 Jim has been to _____.

A Taiwan B Brazil C Mexico

2 Karen was sitting _____.

A under a tree B in a cafe C at a table with friends

3 Karen was wearing _____.

A a shirt B shoes C sunglasses

4 Jim ordered _____.

A coffee and cake B beer and cake C only coffee

5 At the club, Jim and Karen _____.

A drank B sang C kissed

5

Grammar and Vocabulary, Reading and Writing Pronunciation and Listening total 15

КОНТРОЛЬНАЯ РАБОТА ♦2 (ВАРИАНТ А) (2 семестр)

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: If I had (have) a lot of money, I'd buy a new car.

1 I got to the school at 12.00 but Maria's lesson _____ (not finish yet).

2 This hotel _____ (build) a hundred years ago.

3 He told her he _____ (want) to see her again.

4 If Jack really loved Sue, he _____ (ask) her to marry him.

5 What would you do if you _____ (lose) your mobile phone?

VOCABULARY

2 Complete the sentences with one word.

Example: I woke up very early this morning.

1 The student _____ me he had been in the school for a month.

2 I'm looking _____ Ben. Have you seen him?

3 I get on very _____ with Jackie. She's like a sister to me.

4 I do the same thing every day. It is so _____. I want to do something different and more exciting.

5 I cooked the meal and my wife _____ the washing up.

5

READING

3 Read the article and tick (-) A, B, or C.

Young at heart and in body!

Today people are living a lot longer than they used to and their lives are much healthier, too. Older people used to say that they were 'young at heart' when they looked old but felt young. Now, people want to look as young as they feel and they are prepared to spend a lot of money on surgery. If an operation can give people a younger face or body then they will have it and not worry about the dangers or the cost. People have always looked for eternal youth and maybe they have now found it.

As well as trying to look younger, people can have a lot of other operations. They can become bigger or smaller. They can have a different nose or more hair. They can even become taller or shorter! In fact doctors can probably change any part of the body that you are unhappy with - for the right money! The number of people who have these operations is continuing to go up. Last year in the UK there was an increase of 22%! And it is not only women who want a perfect body. More and more men are choosing to have surgery, too. The most popular operations for men include changing their nose or ears, and fat reduction. It is also worrying that many young people are having surgery. It is becoming so popular and cheap that some eighteen-year-olds are getting operations as presents for their birthdays!

However, these operations can be dangerous and they can also cause a lot of pain. Sometimes the operations go wrong and the person may look worse than before. There are some terrible stories and there have been some frightening programmes on television. Although there are problems, people continue to take the risks.

In the past, only the rich and famous had enough money to pay for these operations but today the prices are much lower. Many more people today have the opportunity to look younger or to look like their favourite celebrity. Although it costs money and is dangerous, millions of men and women still have surgery because they want a perfect body.

Example: People today can change the way they look.

A True - B False C Doesn't say

1 People live much shorter lives today than before.

A True B False C Doesn't say

2 People look younger because their diets have improved.

A True B False C Doesn't say

3 Some operations can make people thinner.

A True B False C Doesn't say

4 More people had surgery last year than ever before.

A True B False C Doesn't say

5 Some men want to change their ears.

A True B False C Doesn't say

6 These operations are extremely expensive.

A True B False C Doesn't say

3

WRITING

4. Choose a topic. Write 25-35 words.

1 Describe your ideal house.

2 What were you frightened of when you were a child?

3 Describe your perfect day.

2

PRONUNCIATION

5 Match the words with the same sound.

turn send discover wear finish forget

Example: remember send

1 promise _____

2 mosquito _____

3 whale _____

4 elephant _____

5 earn _____

LISTENING

6 Listen to the conversation. Tick (-) A, B, or C.

1 Mrs Rogers lives at _____.

A number 23 B number 23A C number 23B

2 Mrs Rogers has lived in her present house for _____.

A four years B five years C six years

3 Mrs Rogers has lived in the area since _____.

A she was born B she got married C she was a girl

4 Mrs Rogers's husband is from _____.

A England B Scotland C Wales

5 Mrs Rogers thinks _____.

A there isn't enough parking B it's too dark at night

C the street isn't clean enough

5

Grammar and Vocabulary, Reading and Writing Pronunciation and Listening total 15

КОНТРОЛЬНАЯ РАБОТА ♦3 (ВАРИАНТ А) (3 семестр)

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: How many cups of tea do you have (have) every day?

1 _____ you _____ (finish) that book already? That was quick!

2 I _____ (finish) lunch and was having coffee when Joe arrived with an enormous cake.

3 Sorry I'm late. _____ you _____ (wait) long?

4 I _____ (not pay) yet at work. Can you lend me some money?

5 _____ we _____ (try) the new Japanese restaurant in town?

VOCABULARY

2 Complete the words in the sentences.

Example: He's very clever. He always knows the answers!

1 I think Chris is on the phone because the line's e_____.

2 My new school has a great new football p_____.

3 When his grandfather died Jeff i_____ his house.

4 I'm so tired. The f_____ back from the USA was ten hours.

5 I don't want to cook tonight. Shall we get a t_____?

5

READING

3 Read the article and tick (-) A, B, or C.

Keep it in the family

Wouldn't it be good to make your own money? Or would it? Well, a family in East London did just that and found out that they had to pay a high price for it! It sounds like a dream - printing millions of £20 and ?50 notes. No need to ever go to a bank again! Unfortunately, for this particular family the dream has ended in prison sentences for all of them.

This illegal operation was the biggest that the police have ever seen in the UK. Over 14 million pounds' worth of fake bank notes have been recovered and they think that this 'family business' was producing over 66% of all fake bank notes in the UK. There could be many, many more. Only the family know how many notes are still out there and they're not going to tell anyone. It was a very large, complicated, and successful business!

The public have become interested in this story because of the family aspect. Four generations of the same family were part of the operation. The ages ranged from 23 to 85 and included grandchildren, parents, grandparents and even a great-grandmother! The great-grandmother, who was 85, lived in special accommodation for older people and the police found £22,000 of notes in a plastic bag on top of her kitchen cupboard, ready to be distributed!

This forgery business was very well organized. It was run like a real business and each person had his / her place. They used very high-tech equipment to print and cut the fake notes and they had 20 different sites to keep the money, such as the great-grandmother's kitchen. The police watched the operation secretly for over four months before they arrested the gang.

At the trial the judge told the public that they shouldn't feel sorry for people like this. They are organized criminals and they are stealing from everyone and hurting the economy. However, a lot of people have a secret admiration for the family. Is this a worrying fact or is it human nature? I wonder.

Example: The family had international connections.

A True B False C Doesn't say -

1 The family is from just outside London.

A True B False C Doesn't say

2 More than half the fake money in the UK was made by this family.

A True B False C Doesn't say

3 The youngest member of the family is a teenager.

A True B False C Doesn't say

4 The money was all hidden in her house.

A True B False C Doesn't say

5 They are all going to prison for the same number of months.

A True B False C Doesn't say

6 The judge felt sorry for the family.

A True B False C Doesn't say

3

WRITING

4 Answer one of the questions and write 75-100 words.

1 Describe an exciting sporting event you have seen or been to.

2 What advice would you give to someone coming to your country on holiday?

3 What is your favourite way of travelling and why?

2

PRONUNCIATION

5 Underline the stressed syllable.

Example: competitive

1 referee

2 circuit

3 independent

4 pedestrian

5 afford

LISTENING

6 Listen to Emily. Tick (-) A or B.

1 Emily has been to Mexico.

A True B False

2 Emily's grandparents only ever went abroad once.

A True B False

3 Emily learnt about planes and pollution while she was watching the news.

A True B False

4 In the opinion of the reporter, fuel prices are too high.

A True B False

5 Emily thinks that the price of flying will go up in the future.

A True B False

5

Grammar and Vocabulary, Reading and Writing Pronunciation and Listening total 15

Письменный перевод со словарем общенаучного текста(2 сем):

D.I. Mendeleev.

Dmitry Ivanovich Mendeleev, the greatest Russian scientist, the father of the Periodic Table of Elements, was born in Tobolsk in 1834 in the family of director of the town gymnasium. He received a secondary education at Tobolsk gymnasium. At the age of 16 he finished school and went to Petersburg where he entered the Pedagogical Institute and graduated from it with gold medal in 1855. After graduation Mendeleev worked as a teacher for two years, first in Simferopol and Odessa gymnasiums. In 1859 Mendeleev received his Master's Degree and went abroad on two-year scientific commission.

In 1860 he took part in the World Chemical Congress in Karlsruhe, Germany. When Mendeleev returned to Russia he was elected professor of the Petersburg University, where he carried on scientific and pedagogical activities, for twenty years. His lectures on chemistry were always interesting and the students of that time listened to them with great interest and attention. Besides lectures Mendeleev made a lot of experiments and later analyzed them.

Mendeleev described more than 60 elements and found that all the elements could be divided into nine groups. Each of these groups may be divided into five rows. The elements of one group possess more or less similar properties. In 1869 Mendeleev published his Periodic Table of Elements which began a new era in chemical thought. Mendeleev paid much attention to many other objects. He was the first to put forward the idea of studying the upper layers of the atmosphere.

Mendeleev always combined theory and practice. He gave a great deal of attention throughout his life to the development of the industry in Russia. He wrote: "Science and industry - there lie my dreams!" In 1893 Mendeleev was appointed director of the Bureau of Weights and Measures. He was elected member of many academies abroad. He died in 1907.

Письменный перевод текста по специальности(3 сем):

Systems of the body.

There are several main systems of the body: the skeletal, the muscular, the nervous, the digestive, the respiratory, the urinary, the endocrine and the reproductive systems.

The skeletal system consists of the bones of the body and ligaments and cartilages, which join them. The chief function of the skeletal system is structural.

The muscular system consists of the skeletal muscles and their associated structures. The main function of this system is to move us about.

The nervous system consists of the brain and spinal cord, nerves, ganglia and receptors. It is a complex information system with all the necessary means for receiving, processing and communicating information.

The circulatory system consists of the heart and blood vessels and the blood, which is pumped through the blood vessels by the heart. Its function is mainly that of transportation system: the nutrients, oxygen, special substances which are required by cells are carried by the blood stream; and the cellular wastes and sometimes other materials produced by the cells are carried away by the blood stream.

The digestive system consists of the alimentary canal and a number of associated glands.

The respiratory system consists of the lungs, the air passages leading to them and associated structures. Its main function is to convey oxygen to the lungs, where it can enter the blood stream and to remove carbon dioxide, which escapes from the blood into the lung spaces.

The urinary system consists of the kidneys which produce urine by removing nitrogenous and other wastes from the blood: the two ureters, which convey the urine away from the kidneys; the urinary bladder, where the urine is stored until it is discharged; and the urethra through which the urine is discharged.

The endocrine system consists of a number of glands throughout the body, which produce regulatory substances called hormones. The endocrine system serves to regulate a large number of activities.

Устное реферирование общенаучного текста(2 сем):

The Red Cross

The International Committee of the Red Cross (also called "ICRC" for short) is an organization that helps people around the world. The roots of the ICRC go back to 1859, when a Swiss businessman named Henry Dunant watched a battle while traveling in Italy. After the battle ended, Mr. Dunant was shocked to see the wounded and dying soldiers left on the battlefield. Almost no one could help the dying soldiers. The suffering was terrible and tragic. Mr. Dunant tried to organize some assistance. He asked the local people to care for the wounded and dying soldiers.

After he returned home to Switzerland, Mr. Dunant wrote to the leaders of Europe. He told them what he had seen in Italy. He urged them to create an organization that could help the wounded in times of war. Mr. Dunant also formed a committee of friends, doctors, and lawyers. They organized a conference in October, 1863. Governments from around Europe sent their representatives to the conference. By the end of it, they all agreed to help provide for better care to those wounded in wars. People who would help the wounded would also be protected. They would wear a white armband with a red cross to clearly show that they were neutral.

In 1864, Mr. Dunant and his committee held another conference. This time, representatives of governments outside of Europe came too. They signed an agreement that listed 10 rules (called "articles"). This guaranteed that all wounded soldiers would be treated with respect and dignity, even in times of war. This list of articles later became known as The Geneva Convention. Eventually, Mr. Dunant's organization became known as The International Committee of the Red Cross. It still exists today and it has helped millions of people around the world.

Устное реферирование текста по специальности (3 сем):

Immunity.

Immunity means resistance to disease. It is provided by certain white blood cells, which release antibodies and antitoxins into the blood plasma. Many causative factors can stimulate white cells to produce antibodies antitoxins; for example, microorganisms; bacterial, plant and animals toxins; foreign bodies; transplants; transfusion of incompatible blood cells. All such factors are called antigens.

When infection occurs, inflammation results, and part of this defensive reaction involves antibodies and antitoxins. They are present in the blood and help overcome the microorganisms concerned. Some of these antibodies and antitoxins can remain in the blood for life and prevent any repetition of the same infection. Such life-long protection is called acquired immunity; but unfortunately it does not occur for every type of microorganism.

However, where immunity is possible it can be reproduced artificially in people who have never been infected by a particular microorganism.

If an infection is too virulent, or the body resistance too weak, the white cells are unable to contain the infection and it can spread throughout the body. Before the discovery of antibiotics, such spread was usually fatal. If the balance between infection and body resistance is equal, a condition of stalemate may supervene, often leading to a persistent state of chronic infection.

During the battle between invading bacteria and white cells in the inflamed area, many casualties occur. These dead white cells and bacteria form the creamy liquid known as pus. A localized collection of pus is called an abscess. Abscesses of the skin are called boils. Sometimes pus formation spreads diffusely instead of forming an abscess. This is called cellulitis. In the absence of infection, pus formation does not occur and any damage done by the causal irritant is repaired.

Итоговый контроль:

- 1) 4 семестр: Контрольная работа ♦ 4, (50 заданий, включает аспекты языка: аудирование, чтение, письмо, лексико-грамматические и фонетические задания);
- 2) письменный перевод со словарем текста по специальности или задание на поисковое чтение (с последующим письменным ответом на вопросы), объем 2000-2500 п. зн. 60 минут
- 3) Устное реферирование текста по специальности, объем 800-1000 п.зн., время подготовки 10-15 минут
- 4) Беседа по темам, изученным в семестре.

КОНТРОЛЬНАЯ РАБОТА ♦4 (ВАРИАНТ А) (4 СЕМЕСТР)

GRAMMAR

1 Complete the sentences. Use the correct form of the verb in brackets.

Example: The house was built (build) in 1906.

- 1 If he _____ (answer) all the questions, he would have passed the exam.
- 2 The teacher told us that the exam results _____ (not arrive) yet.
- 3 She said that she _____ back later (call).
- 5 When we _____ (check in) I'll ask for a window seat.
- 6 Celebrities _____ often _____ (see) at the best London restaurants.

5

VOCABULARY

2 Underline the odd word out.

Example: soundtrack plot special effects comedy

- 1 city centre cottage suburbs village
- 2 luckily fortunately carelessly comfortable
- 3 department store baker's supermarket shopping centre
- 4 full-time permanent part-time retire
- 5 patience fortunate lucky careful

5

READING

3 Read the article and tick (-) A, B, or C.

The new Hollywood?

What is Bollywood?

'Bollywood' is the name of the enormous Hindi-language film industry based in Mumbai, India. The name is a mix of 'Bombay' (now known as Mumbai) and 'Hollywood'. Bollywood's output makes it the largest national film industry in the world in terms both of the number of films produced and the number of tickets sold - though not in terms of profit. In 2006 Bollywood films sold 3.8 billion tickets worldwide and had total revenues (from cinema tickets, DVDs, and television licensing) of \$1.6 billion. In the same year films made in Hollywood sold 2.7 billion tickets but generated \$51 billion.

Bollywood attracts thousands of aspiring actors, all hoping for a lucky break. As in Hollywood, very few succeed. Only a tiny number of non-Indian actors make a mark in Bollywood, though many have tried.

History

The first silent film was made in India in 1913. By the 1930s the industry was producing over 200 films a year. The first film with dialogue, Alam Ara, was a huge hit. At first romantic musicals were the commonest types of film, but in the 1960s action films began to appear, and these became increasingly popular. However, in the early 1990s the trend went back to family-friendly musicals. Bollywood is now a strong part of modern culture not only in India, but also in the rest of south Asia, the Middle East, and parts of Africa. It also has a large audience in the UK, Canada, and the US.

Money and challenges

Bollywood budgets can be low by Hollywood standards, and sets and special effects can be limited by this. As Western films and TV programmes gain popularity in India, however, there is more pressure for Bollywood films to have higher production values. Film crews from Mumbai now often film abroad, as audiences enjoy scenes shot overseas.

The biggest challenges facing Bollywood in India are from satellite TV, television, and foreign films, which are all having a massive impact on the domestic entertainment scene. In the past, most Bollywood films could make money - now fewer do, but it is still a successful and increasingly international industry.

Example: Mumbai used to be known as Bombay.

A True - B False C Doesn't say

1 The name 'Bollywood' is a combination of two words.

A True B False C Doesn't say

2 Bollywood sells more tickets than any other film industry.

A True B False C Doesn't say

3 Bollywood's total revenue was higher in 2006 than in 2005.

A True B False C Doesn't say

4 There are no non-Indian actors in Bollywood.

A True B False C Doesn't say

5 All Bollywood films are set in India.

A True B False C Doesn't say

6 There are more Bollywood fans in the UK than in the US.

A True B False C Doesn't say

3

4 WRITING

Answer one of the questions and write 75-100 words.

1 What did you like or dislike about your first school?

2 What is your favourite television programme and why?

3 Do you usually discuss your problems with friends or family? Why?

2

PRONUNCIATION

5 Underline the stressed syllable.

Example: location

1 electrician

2 temporary

3 qualifications

4 newsagent's

5 residential

LISTENING

1 Listen to Jason. Tick (-) A or B.

1 Fernando and Jason are good friends.

A True B False

2 Fernando drives racing cars for a living.

A True B False

3 Fernando was born in Spain.

A True B False

4 Jason isn't as old as Fernando.

A True B False

5 Fernando is self-confident, and afraid of nothing.

A True B False

Письменный перевод со словарем текста по специальности:

Mouse study shows antibody can soothe raging, nerve-driven poison ivy itch

The team found that by blocking an immune system protein in the skin with an antibody, they could halt the processes that tell the brain the skin is itchy. The research was done in mice and is described in the Nov. 7 Proceedings of the National Academy of Sciences. They hope their model could lead to potential treatments for people who are allergic to poison ivy -- an estimated 80 percent of the population.

For most people, contact with poisonous plants is painful but not life-threatening. Still, there are significant health care costs associated with more than 10 million people in the U.S. affected each year, said senior author Sven-Eric Jordt, Ph.D., associate professor of anesthesiology at Duke.

"Poison ivy rash is the most common allergic reaction in the U.S., and studies have shown that higher levels of carbon dioxide in the atmosphere are creating a proliferation of poison ivy throughout the U.S. -- even in places where it wasn't growing before," Jordt said. "When you consider doctor visits, the costs of the drugs that are prescribed and the lost time at work or at school, the societal costs are quite large."

Some symptoms of the fiery, blistering rash can be alleviated with antihistamines and steroids. But in recent years, scientists have determined that the most severe itching doesn't go away with antihistamines, because it arises from a different source, Jordt said.

Jordt and collaborators determined the itch is triggered by interleukin 33 (IL-33), a protein in the skin involved in immune response.

All people have IL-33 in their skin, but the protein is elevated in people who have eczema and psoriasis, Jordt said. The protein is known for inducing inflammation, but these new experiments show the protein also acts directly on the nerve fibers in the skin, exciting them and telling the brain that the skin is severely itchy.

The researchers used an antibody to block IL-33 and found that it not only reduced inflammation, but also cut down scratching in mice with poison ivy rashes. An antibody that counteracts human IL-33 is currently being evaluated in humans through a Phase 1 clinical trial to determine its safety and potential side effects.

In an additional approach tested in the mouse experiments, the researchers also found they could also alleviate itch by blocking a receptor for IL-33, called ST2.

"There could be translational significance here," Jordt said. "So our next step will be to look at human skin to see if we see the same activity and the same pathways. We will also look at anti-inflammatory drugs that are already approved to see if they have the potential to alleviate itch."

Устное реферирование текста по специальности:

Parkinson's is a disease of the central nervous system. It is a progressive disorder, meaning it gets worse over time. The disease affects a small area of cells in the middle of the brain. This area is called the substantia nigra. The cells slowly lose their ability to produce a chemical called dopamine.

The decrease in the amount of dopamine can result in one or more general signs of Parkinson's disease. These include shaking of the hands, arms and legs. They also include difficulty moving or keeping balanced while walking or standing. Also, there may be emotional changes, like feeling depressed or worried. The symptoms of Parkinson's differ from person to person. They also differ in their intensity.

The disease is named after James Parkinson. He was a British doctor who first described this condition in eighteen seventeen.

During the nineteen sixties, researchers discovered changes in the brains of people with the disease. These discoveries led to medicines to treat the effects of the disease. There is no cure for Parkinson's and no way to prevent it. And doctors still are not sure about the cause.

Parkinson's appears most often in people over the age of fifty. Some researchers believe that almost everyone would develop Parkinson's eventually if they lived long enough.

Список устных тем:

1) Respiratory system 2) Respiratory disorders 3) Digestive system 4) Digestive disorders 5) Circulatory system 6) Coronary heart disorders 7) Jaundice 8) Kidney diseases 9) Viruses and bacteria 10) Nervous system

7.1. Основная литература:

Грамматика английского языка, Бархударов, Леонид Степанович; Штелинг, Донат Альбертович, 2012г.

1. English. Free Conversation [Электронный ресурс] : учеб. пособие / Кушникова Г.К. - изд., стер. - М. : ФЛИНТА, 2012. - <http://www.studentlibrary.ru/book/ISBN9785976506510.html>
2. Modern English in Conversation [Электронный ресурс] : учеб. пособие по современному разговорному английскому языку / Ерофеева Л.А. - 3-е изд., стереотип. - М. : ФЛИНТА, 2016. - <http://www.studentlibrary.ru/book/ISBN9785976511996.html>
3. The English Verbals and Modals [Электронный ресурс] : практикум / Рушинская И.С. - 2-е изд., стер. - М. : ФЛИНТА, 2012. - <http://www.studentlibrary.ru/book/ISBN978893494464.html>

7.2. Дополнительная литература:

1. Данчевская О.Е., Малев А.В. English for cross-cultural and professional communication. Английский для межкультурного и профессионального общения: [Электронный ресурс]: учебное пособие. - М.: Флинта, 2013. - 194с. <http://znanium.com/bookread.php?book=454058>
2. Английский язык. English in Dentistry [Электронный ресурс] : учебник / Под ред. Л.Ю. Берзеговой. - 2-е изд., испр. и доп. - М. : ГЭОТАР-Медиа, 2013. - <http://www.studmedlib.ru/book/ISBN9785970424353.html>
3. 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 <http://znanium.com/catalog.php?bookinfo=455230>

7.3. Интернет-ресурсы:

bbc learning english - <http://www.bbc.co.uk/learningenglish>
online словарь - www.lingvopro.abbyyonline.com/ru
Science.com - <http://www.sciencemag.org/>
Scientific american - <http://www.scientificamerican.com/>
Научная электронная библиотека - <http://elibrary.ru>

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.

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 "БиблиоРоссика", доступ к которой предоставлен студентам. В ЭБС "БиблиоРоссика" представлены коллекции актуальной научной и учебной литературы по гуманитарным наукам, включающие в себя публикации ведущих российских издательств гуманитарной литературы, издания на английском языке ведущих американских и европейских издательств, а также редкие и малотиражные издания российских региональных вузов. ЭБС "БиблиоРоссика" обеспечивает широкий законный доступ к необходимым для образовательного процесса изданиям с использованием инновационных технологий и соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВПО) нового поколения.

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

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "Консультант студента", доступ к которой предоставлен студентам. Электронная библиотечная система "Консультант студента" предоставляет полнотекстовый доступ к современной учебной литературе по основным дисциплинам, изучаемым в медицинских вузах (представлены издания как чисто медицинского профиля, так и по естественным, точным и общественным наукам). ЭБС предоставляет вузу наиболее полные комплекты необходимой литературы в соответствии с требованиями государственных образовательных стандартов с соблюдением авторских и смежных прав.

Материально-техническое обеспечение дисциплины предусматривает:

Использование современного оборудования:

- копировальной техники;
- компьютеров;
- принтеров;
- сканеров;
- CD- и DVD-плееров;
- телевизоров;
- магнитофонов и видеоманитофонов.

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 27.03.02 "Управление качеством" и профилю подготовки не предусмотрено .

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