

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



УТВЕРЖДАЮ

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

_____ 20__ г.

Программа дисциплины

Иностранный язык Б1.Б.1

Направление подготовки: 58.03.01 - Востоковедение и африканистика

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Содержание

1. Цели освоения дисциплины
2. Место дисциплины в структуре основной образовательной программы
3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля
4. Структура и содержание дисциплины/ модуля
5. Образовательные технологии, включая интерактивные формы обучения
6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов
7. Литература
8. Интернет-ресурсы
9. Материально-техническое обеспечение дисциплины/модуля согласно утвержденному учебному плану

Программу дисциплины разработал(а)(и) доцент, к.н. Гиниятуллина А.Ю. Кафедра иностранных языков в сфере международных отношений отделение Высшая школа иностранных языков и перевода , AJGiniyatullina@kpfu.ru ; доцент, к.н. (доцент) Мотыгуллина З.А. Кафедра иностранных языков в сфере международных отношений отделение Высшая школа иностранных языков и перевода , ZAMotygullina@kpfu.ru ; доцент, к.н. Муллағалиев Н.К. Кафедра иностранных языков в сфере международных отношений отделение Высшая школа иностранных языков и перевода , NKMullagaliev@kpfu.ru ; доцент, к.н. (доцент) Нурғалиева Л.А. Кафедра иностранных языков в сфере международных отношений отделение Высшая школа иностранных языков и перевода , LANurgalieva@kpfu.ru ; доцент, к.н. (доцент) Хабибуллина Э.А. Кафедра иностранных языков в сфере международных отношений отделение Высшая школа иностранных языков и перевода , EASajdasheva@kpfu.ru

1. Цели освоения дисциплины

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

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

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

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

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

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-5 (общекультурные компетенции)	способностью к коммуникациям в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
ОК-7 (общекультурные компетенции)	способностью к самоорганизации и самообразованию
ПК-10 (профессиональные компетенции)	способностью использовать понимание роли традиционных и современных факторов в формировании политической культуры и менталитета народов Афро-Азиатского мира
ПК-14 (профессиональные компетенции)	способностью пользоваться знаниями по актуальным проблемам развития Афро-Азиатского мира, решение которых способствует укреплению дипломатических позиций, повышению экономической безопасности и конкурентоспособности Российской Федерации
ПК-8 (профессиональные компетенции)	способностью использовать знание принципов составления научно-аналитических отчетов, обзоров, презентаций, информационных справок и пояснительных записок

В результате освоения дисциплины студент:

1. должен знать:

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

2. должен уметь:

- понимать основные идеи четких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учебе, досуге и т.д. Уметь общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка; составить связное сообщение на известные или особо интересующие его темы; описать впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее;
- понимать основные положения четко произнесенных высказываний в пределах литературной нормы на известные темы, с которыми обучающемуся приходится иметь дело на работе, в школе, на отдыхе и т.д. Он понимает, о чем идет речь в большинстве радио- и телепрограмм о текущих событиях, а также передач, связанных с личными или профессиональными интересами (речь говорящих должна быть при этом четкой и относительно медленной);

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

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

3. должен владеть:

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

4. должен демонстрировать способность и готовность:

- уметь без подготовки довольно свободно участвовать в диалогах с носителями изучаемого языка; принимать активное участие в дискуссии по знакомой проблеме, обосновывать и отстаивать свою точку зрения;
- уметь понятно и обстоятельно высказываться по широкому кругу вопросов; объяснить свою точку зрения по актуальной проблеме, высказывая все аргументы "за" и "против";
- уметь писать понятные подробные сообщения по широкому кругу вопросов;
- владеть техникой написания эссе или докладов, освещая вопросы или аргументируя точку зрения "за" или "против"; писем, выделяя те события и впечатления, которые являются для обучающегося особо важными.

4. Структура и содержание дисциплины/ модуля

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

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

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

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

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

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

4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабора- торные работы	
1.	Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	1-3	0	12	0	Устный опрос
2.	Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	1	4-6	0	12	0	Устный опрос
3.	Тема 3. Past to present tenses	1	7-8	0	12	0	Устный опрос
4.	Тема 4. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	1	9-10	0	12	0	Контрольная работа
5.	Тема 5. Passives, causatives and get passives, causatives and get	1	11-12	0	12	0	Устный опрос

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабо- ра- торные работы	
6.	Тема 6. reorted speech	1	13-14	0	12	0	Устный опрос
7.	Тема 7. "Death on the Nile" chapters 1-4	1	15-16	0	9	0	Устный опрос
8.	Тема 8. "Death on the Nile" chapters 5-8	1	17-18	0	9	0	Контрольная работа
9.	Тема 9. "Death on the Nile" chapters 13-15	1	1-3	0	9	0	Устный опрос
10.	Тема 10. "Death on the Nile" chapters 9-12	1	4-6	0	9	0	Устный опрос
11.	Тема 11. Conditionals.	2	7-9	0	10	0	Устный опрос
12.	Тема 12. The subjunctive and unreal uses of the past forms	2	10-12	0	10	0	Контрольная работа
13.	Тема 13. ing forms and infinitives	2	13-15	0	10	0	Устный опрос
14.	Тема 14. Participle and infinitives phrases	2	16-17	0	10	0	Устный опрос
15.	Тема 15. Modal verbs 1	2	18-19	0	10	0	Контрольная работа
16.	Тема 16. Modal verbs 2	2	1-3	0	10	0	Устный опрос
17.	Тема 17. Modal verbs 3	2	4-6	0	12	0	Устный опрос
18.	Тема 18. "Death on the Nile" chapters 16-18	2	7-9	0	9	0	Устный опрос
19.	Тема 19. "Death on the Nile" chapters 19-24	2	10-12	0	9	0	Контрольная работа
20.	Тема 20. "Death on the Nile" chapters 25-27	2	13-14	0	9	0	Устный опрос
21.	Тема 21. "Death on the Nile" chapters 28-31	2	15-16	0	9	0	Устный опрос
22.	Тема 22. Confusing verbs	3	17	0	10	0	Устный опрос
23.	Тема 23. Adjectives	3	18	0	10	0	Контрольная работа
24.	Тема 24. Comparison	3	1-3	0	8	0	Устный опрос
25.	Тема 25. Gradable and ungradable adjectives	3	4-6	0	8	0	Устный опрос

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабора- торные работы	
26.	Тема 26. Adverbs	3	7-9	0	16	0	Устный опрос
27.	Тема 27. Nouns and noun phrases	3	10-12	0	16	0	Контрольная работа
28.	Тема 28. Rebecca chapters 1-4	3	13-15	0	4	0	Устный опрос
29.	Тема 29. Rebecca chapters 5-6	3	16-17	0	4	0	Устный опрос
30.	Тема 30. Rebecca chapters 7-10	3	18	0	4	0	Контрольная работа
31.	Тема 31. Rebecca chapters 11-14	3	1-3	0	4	0	Устный опрос
32.	Тема 32. Rebecca chapters 15 - 17	3	4-6	0	6	0	Устный опрос
33.	Тема 33. Rebecca chapters 18 - 20	3	7-9	0	6	0	Устный опрос
34.	Тема 34. Rebecca chapters 21 - 23	3	10-12	0	6	0	Контрольная работа
35.	Тема 35. Rebecca chapters 24 - 27	3	13-14	0	6	0	Устный опрос
36.	Тема 36. Possessives and compound nouns	4	15-16	0	6	0	
37.	Тема 37. Pronouns Determiners	4	18-20	0	6	0	
38.	Тема 38. Relative clauses	4	20-21	0	6	0	
39.	Тема 39. Aspects of cohesion	4	22	0	6	0	
40.	Тема 40. Features of discourse	4	23	0	10	0	
41.	Тема 41. Theatre chapters 1 - 5	4	10	0	0	0	
42.	Тема 42. Theatre chapters 6- 9	4	10	0	10	0	
43.	Тема 43. Theatre chapters 10 -12	4	10	0	10	0	
44.	Тема 44. Theatre chapters 13 - 15	4	10	0	10	0	
45.	Тема 45. Theatre chapters 16 - 18	4	10	0	10	0	
46.	Тема 46. Theatre chapters 19 - 21	4	10	0	10	0	
47.	Тема 47. Theatre chapters 22- 24	4	10	0	10	0	
48.	Тема 48. Theatre chapters 25- 26	4	7	0	7	0	
49.	Тема 49. Theatre chapters 27 - 28	4	7	0	7	0	
.	Тема . Итоговая форма контроля	1		0	0	0	Зачет
.	Тема . Итоговая форма контроля	2		0	0	0	Экзамен
.	Тема . Итоговая форма контроля	3		0	0	0	Зачет

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабора- торные работы	
.	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
	Итого			0	432	0	

4.2 Содержание дисциплины

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

практическое занятие (12 часа(ов)):

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

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

практическое занятие (12 часа(ов)):

Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous. Conditionals. Wishes

Тема 3. Past to present tenses

практическое занятие (12 часа(ов)):

Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).Conditionals. Wishes

Тема 4. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).

практическое занятие (12 часа(ов)):

Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).Passive Voice.

Тема 5. Passives, causatives and get passives, causatives and get

практическое занятие (12 часа(ов)):

Passive forms. Causative form (Having something done).

Тема 6. reorted speech

практическое занятие (12 часа(ов)):

Reported Speech.

Тема 7. "Death on the Nile" chapters 1-4

практическое занятие (9 часа(ов)):

Answer the questions on the chapter the students read

Тема 8. "Death on the Nile" chapters 5-8

практическое занятие (9 часа(ов)):

Discuss the actual problems of the chapter

Тема 9. "Death on the Nile" chapters 13-15

практическое занятие (9 часа(ов)):

Answer the questions on the chapter the students read

Тема 10. "Death on the Nile" chapters 9-12

практическое занятие (9 часа(ов)):

Discuss the actual problems of the chapter

Тема 11. Conditionals.

практическое занятие (10 часа(ов)):

Types of conditionals. Mixed conditionals.

Тема 12. The subjunctive and unreal uses of the past forms

практическое занятие (10 часа(ов)):

Adjectives. Adverbs. Comparisons. Adjectives. Adverbs. Comparisons. Контрольная работа

Тема 13. ing forms and infinitives

практическое занятие (10 часа(ов)):

ing forms and infinitives

Тема 14. Participle and infinitives phrases

практическое занятие (10 часа(ов)):

Participle and infinitives phrases

Тема 15. Modal verbs 1

практическое занятие (10 часа(ов)):

Modal verbs 1 (can, could, may, must)

Тема 16. Modal verbs 2

практическое занятие (10 часа(ов)):

Modal verbs 2 (have to, shall, should, ought to, will, would)

Тема 17. Modal verbs 3

практическое занятие (12 часа(ов)):

Modal verbs 3 (might, be to)

Тема 18. "Death on the Nile" chapters 16-18

практическое занятие (9 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 19. "Death on the Nile" chapters 19-24

практическое занятие (9 часа(ов)):

Answer the questions on the chapter the students read Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 20. "Death on the Nile" chapters 25-27

практическое занятие (9 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 21. "Death on the Nile" chapters 28-31

практическое занятие (9 часа(ов)):

Answer the questions on the chapter the students read Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 22. Confusing verbs

практическое занятие (10 часа(ов)):

Confusing verbs Phrasal verbs. Translating verbs.

Тема 23. Adjectives

практическое занятие (10 часа(ов)):

Adjectives Types of adjectives. The usage of adjectives in a sentence. ANOSASCOMP

Тема 24. Comparison

практическое занятие (8 часа(ов)):

Reported Speech. Reported questions. Reported negation. Reported requests and suggestions. Reported commands.

Тема 25. Gradable and ungradable adjectives

практическое занятие (8 часа(ов)):

Types of adjectives. Gradable adjectives. Comparative degree. Superlative degree. Ungradable adjectives.

Тема 26. Adverbs

практическое занятие (16 часа(ов)):

Types of adverbs. Grades of adverbs. Gradable and ungradable adverbs.

Тема 27. Nouns and noun phrases

практическое занятие (16 часа(ов)):

Nouns. Articles. Noun phrases.

Тема 28. Rebecca chapters 1-4

практическое занятие (4 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 29. Rebecca chapters 5-6

практическое занятие (4 часа(ов)):

Answer the questions on the chapter the students read Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 30. Rebecca chapters 7-10

практическое занятие (4 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 31. Rebecca chapters 11-14

практическое занятие (4 часа(ов)):

Answer the questions on the chapter the students read Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 32. Rebecca chapters 15 - 17

практическое занятие (6 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 33. Rebecca chapters 18 - 20

практическое занятие (6 часа(ов)):

Answer the questions on the chapter the students read Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 34. Rebecca chapters 21 - 23

практическое занятие (6 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 35. Rebecca chapters 24 - 27

практическое занятие (6 часа(ов)):

Answer the questions on the chapter the students read Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 36. Possessives and compound nouns

практическое занятие (6 часа(ов)):

Different types of organising possessives Compound nouns.

Тема 37. Pronouns Determiners

практическое занятие (6 часа(ов)):

Types of pronouns Personal pronouns Possessive pronouns Reciprocal pronouns Other types of pronouns

Тема 38. Relative clauses

практическое занятие (6 часа(ов)):

Types of relative clauses Main and subordinate clauses Subject clause Object clause Predicative clause Adverbial clause

Тема 39. Aspects of cohesion

практическое занятие (6 часа(ов)):

Cohesion Making up sentences The basic structures of the English language

Тема 40. Features of discourse

практическое занятие (10 часа(ов)):

Discourse Register Formal register Informal register

Тема 41. Theatre chapters 1 - 5

Тема 42. Theatre chapters 6- 9

практическое занятие (10 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 43. Theatre chapters 10 -12

практическое занятие (10 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 44. Theatre chapters 13 - 15

практическое занятие (10 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 45. Theatre chapters 16 - 18

практическое занятие (10 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 46. Theatre chapters 19 - 21

практическое занятие (10 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 47. Theatre chapters 22- 24

практическое занятие (10 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 48. Theatre chapters 25- 26

практическое занятие (7 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

Тема 49. Theatre chapters 27 - 28

практическое занятие (7 часа(ов)):

Discuss the actual problems of the chapter Describe the main characters of the unit Copy out the words and phrases of the unit and memorise

4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел дисциплины	Се-местр	Неде-ля семес-тра	Виды самостоятельной работы студентов	Трудо-емкость (в часах)	Формы контроля самосто-ятельной работы
1.	Тема 1. 1. Present forms (Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous).	1	1-3	подготовка к устному опросу	3	Устный опрос
				подготовка к устному опросу	3	устный опрос
2.	Тема 2. Past forms (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous).	1	4-6	подготовка к устному опросу	3	Устный опрос
				подготовка к устному опросу	3	устный опрос
3.	Тема 3. Past to present tenses	1	7-8	подготовка к устному опросу	3	Устный опрос
				подготовка к устному опросу	3	устный опрос
4.	Тема 4. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).	1	9-10	подготовка к контрольной работе	3	Контроль-ная работа
				подготовка к контрольной работе	3	контроль-ная работа
5.	Тема 5. Passives, causatives and get passives, causatives and get	1	11-12	подготовка к устному опросу	3	Устный опрос
				подготовка к устному опросу	3	устный опрос
6.	Тема 6. reorted speech	1	13-14	подготовка к устному опросу	3	Устный опрос
				подготовка к устному опросу	3	устный опрос

N	Раздел дисциплины	Се-местр	Неде-ля семе-стра	Виды самостоятельной работы студентов	Трудо-емкость (в часах)	Формы контроля самосто-ятельной работы
7.	Тема 7. "Death on the Nile" chapters 1-4	1	15-16	подготовка к устному опросу	3	Устный опрос
				подготовка к устному опросу	3	устный опрос
8.	Тема 8. "Death on the Nile" chapters 5-8	1	17-18	подготовка к контрольной работе	4	Контроль-ная работа
9.	Тема 9. "Death on the Nile" chapters 13-15	1	1-3	подготовка к устному опросу	2	Устный опрос
				подготовка к устному опросу	2	устный опрос
10.	Тема 10. "Death on the Nile" chapters 9-12	1	4-6	подготовка к устному опросу	4	Устный опрос
11.	Тема 11. Conditionals.	2	7-9	подготовка к устному опросу	1	устный опрос
12.	Тема 12. The subjunctive and unreal uses of the past forms	2	10-12	подготовка к контрольной работе	1	Контроль-ная работа
13.	Тема 13. ing forms and infinitives	2	13-15	подготовка к устному опросу	1	Устный опрос
14.	Тема 14. Participle and infinitives phrases	2	16-17	подготовка к устному опросу	1	Устный опрос
15.	Тема 15. Modal verbs 1	2	18-19	подготовка к контрольной работе	2	Контроль-ная работа
16.	Тема 16. Modal verbs 2	2	1-3	подготовка к устному опросу	2	Устный опрос
17.	Тема 17. Modal verbs 3	2	4-6	подготовка к устному опросу	2	Устный опрос
18.	Тема 18. "Death on the Nile" chapters 16-18	2	7-9	подготовка к устному опросу	2	Устный опрос
19.	Тема 19. "Death on the Nile" chapters 19-24	2	10-12	подготовка к контрольной работе	2	Контроль-ная работа

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
20.	Тема 20. "Death on the Nile" chapters 25-27	2	13-14	подготовка к устному опросу	2	Устный опрос
21.	Тема 21. "Death on the Nile" chapters 28-31	2	15-16	подготовка к устному опросу	2	Устный опрос
22.	Тема 22. Confusing verbs	3	17	подготовка к устному опросу	2	Устный опрос
23.	Тема 23. Adjectives	3	18	подготовка к контрольной работе	2	Контрольная работа
24.	Тема 24. Comparison	3	1-3	подготовка к устному опросу	1	Устный опрос
25.	Тема 25. Gradable and ungradable adjectives	3	4-6	подготовка к устному опросу	1	Устный опрос
26.	Тема 26. Adverbs	3	7-9	подготовка к устному опросу	1	Устный опрос
27.	Тема 27. Nouns and noun phrases	3	10-12	подготовка к контрольной работе	1	Контрольная работа
28.	Тема 28. Rebecca chapters 1-4	3	13-15	подготовка к устному опросу	1	Устный опрос
29.	Тема 29. Rebecca chapters 5-6	3	16-17	подготовка к устному опросу	1	Устный опрос
30.	Тема 30. Rebecca chapters 7-10	3	18	подготовка к контрольной работе	1	Контрольная работа
31.	Тема 31. Rebecca chapters 11-14	3	1-3	подготовка к устному опросу	1	Устный опрос
32.	Тема 32. Rebecca chapters 15 - 17	3	4-6	подготовка к устному опросу	1	Устный опрос
33.	Тема 33. Rebecca chapters 18 - 20	3	7-9	подготовка к устному опросу	1	Устный опрос
34.	Тема 34. Rebecca chapters 21 - 23	3	10-12	подготовка к контрольной работе	2	Контрольная работа
35.	Тема 35. Rebecca chapters 24 - 27	3	13-14	подготовка к устному опросу	2	Устный опрос
	Итого				90	

5. Образовательные технологии, включая интерактивные формы обучения

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

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

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

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

Устный опрос , примерные вопросы:

Test 1. ? Do you know who I am? ? Yes, I do. We _____ once before. a. meet b. met c. have met d. have been meeting 2. My friend has sent me three letters but neither of them _____. a. have arrived b. arrives c. arriving d. has arrived 3. My father is a seaman. And what _____ to earn money? a. has your father done b. is your father doing c. your father did d. does your father do 4. For many years agriculture and science _____ financial subventions. a. are receiving b. have been receiving c. receive d. have received 5. Mary is very busy now. She _____ at a new project concerning settlements improvement a. is working b. works c. has worked d. worked 6. Mary says she _____ from her aunt since New Year congratulations letter a. do not hear b. has not hear c. have not hear d. has not heard 7. My wife has own car but she _____ it rarely a. uses b. is using c. has used d. use 8. Wait a minute! I reject to believe any word you _____ here now. a. have been telling b. told c. are telling d. have told 9. John is a great pianist. Does anyone know since when _____ the piano? a. he has played b. has been played c. he is playing d. he plays 10. Do you know where my glasses are? I _____ them since weekends. a. didn?t see b. haven?t seen c. am not seeing d. don?t see

устный опрос , примерные вопросы:

Translate: 1) Мистер Джонсон занят сегодня, но он сможет принять вас завтра. 2) Не может быть, чтобы она отказалась помочь вам. Это на нее не похоже. 3) Вы могли бы уже уложить вещи. Мы можем опоздать на поезд. 4) Она, возможно, забыла или перепутала даты. 5) Она, должно быть, не знает, что вы здесь. 6) Он очень богат. Ему не приходится зарабатывать на жизнь.

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

Устный опрос , примерные вопросы:

1. I was exhausted at the end of the exam. I (write) for over two hours. 2. When thieves stole my favourite leather jacket, I was really upset. I (have) it for over ten years. 3. Please step out of the car, Mr. Jones. Do you realise you (drive) at over 90mph? 4. We didn't really want to go and see the musical again. We (already see) it twice - so we said "no" and we went to a restaurant instead! 5. I arrived over an hour late to the office and everyone was working. Actually, they (work) for over two hours on the new project and I felt really guilty. 6. The kitchen was full of steam when we arrived. Joan was in the kitchen and she (cook) a huge meal for everyone at the party. 7. It was a bit embarrassing to arrive at their house and find Mary looking so sad. I think she (cry) before we got there. 8. No-one even noticed when I got home. They (all watch) the big game on TV.

устный опрос , примерные вопросы:

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

Тема 3. Past to present tenses

Устный опрос , примерные вопросы:

Вопрос ♦1 They _____ a new car and now they have to be very economical. bought have bought had bought would have bought Вопрос ♦2 You _____ the whole picture ? look! have spoiled spoiled had spoiled spoil Вопрос ♦3 He _____ often been to Madrid. had has was is Вопрос ♦4 We _____ ten countries this year. visited has visited had visited have visited Вопрос ♦5 - Do you know Tom? - Yes, he is a very honest man and he _____ a lot in his difficult life. did has done have done have been done Вопрос ♦6 I _____ Sam for ages. did not see has not seen had not seen have not seen Вопрос ♦7 We still _____ life on other planets. did not discovered had not discovered was not discovered have not discovered Вопрос ♦8 They _____ an astronaut to Saturn yet. have not sent did not send has not sent had not sent Вопрос ♦9 She will boo at the bus stickle minute. She _____ never _____ late for the bus. has been had been have been is Вопрос ♦10 Where were you? I _____ for you for an hour! was waiting have been waiting had been waiting was waiting

устный опрос , примерные вопросы:

3- The weather _____ unbearably hot lately, so we _____ to buy an air conditioning unit. A) was/are deciding B) will be/had decided C) had been/were deciding D) is/will have decided E) has been/have decided

Тема 4. Future forms (Future Simple, Future Continuous, Future Perfect Simple, Future Perfect Continuous).

Контрольная работа , примерные вопросы:

Future Tenses Exercise The train _____ (to arrive) at 12:30. We _____ (to have) dinner at a seaside restaurant on Sunday. It _____ (to snow) in Brighton tomorrow evening. On Friday at 8 o'clock I _____ (to meet) my friend. Paul _____ (to fly) to London on Monday morning. Wait! I _____ (to drive) you to the station. The English lesson _____ (to start) at 8:45. Are you still writing your essay? If you _____ (to finish) by 4pm, we can go for a walk. I _____ (to see) my mother in April. Look at the clouds ? it _____ (to rain) in a few minutes.

контрольная работа , примерные вопросы:

Define the form and the function of the infinitive in the sentence: 1. He advised us to spend a night in the basement. 2. You can leave any time. 3. We began to work on the problem. 4. The tourists made a fire to warm up the kettle. 5. It is great fun to swim with dolphins. 6. The police asked us to tell what we saw. 7. The two lovers went out so as to listen to nightingales. 8. I am too old to make such journeys. 9. To walk every day is good for health. 10. We are so happy to visit him on weekends.

Тема 5. Passives, causatives and get passives, causatives and get

Устный опрос , примерные вопросы:

Each of the sentences below is in the PASSIVE VOICE. Write the correct form of each verb in brackets: 1. Tom was many times to stop talking in class. (tell) 2. He was by the movie. (disappoint) 3. He was by his brother to go to the beach. (convince) 4. The present was to her by her co-worker. (give) 5. The thief was by the police. (catch) 6. This book is being by all the students. (read) 7. "Jitterbug Perfume" was by Tom Robbins. (write) 8. A new shopping mall is going to be in Pasadena. (build) 9. Many mistakes were by the students. (make) 10. The meeting was in the conference room. (hold)

устный опрос , примерные вопросы:

. Underline the correct modal verb: 1. Ted's flight from Amsterdam took more than 11 hours. He (had better, must, can) be exhausted after such a long flight. 2. The book is optional. My professor said we could read it if we needed extra credit. But we (don't have to, cannot, must not) read it if we don't want to. 3. Susan (might not, can't, couldn't) hear the speaker because the crowd was cheering so loudly. 4. The television isn't working. It (must have been, must be, must) damaged during the move. 5. Kate: (Can you, Are you able to, Might you) hold your breath for more than a minute? Jack: No, I can't. 6. You (don't have to, shouldn't, can't) be rich to be a success. Some of the most successful people I know haven't got a penny to their name. 7. I've redone this math problem at least twenty times, but my answer is wrong according to the answer key. The answer in the book (should, must, have to) be wrong! 8. You (couldn't, can't, won't be able to) do the job if you didn't speak Japanese fluently. 9. You (don't have to, can't shouldn't) worry so much. It doesn't do you any good. Either you get the job, or you don't. If you don't, just apply for another one. Eventually, you will find work. 10. You (have to, ought to, should) be kidding! That can't be true. 11. You (would, may, might) leave the table once you have finished your meal and politely excused yourself. 12. Jenny's engagement ring is enormous! It (must be costing, must cost, must have cost) a fortune. 13. (Will, Must, Shall) we move into the living room? It's more comfortable in there and there's a beautiful view of the lake. 14. If I had gone white water rafting with my friends, I (would float, would be floating, would have float) down the Colorado River right now. 15. At first, my boss didn't want to hire Sam. But, because I had previously worked with Sam, I told my boss that he (has to, must, ought to) take another look at his resume and reconsider him for the position.

Тема 6. reorted speech

Устный опрос , примерные вопросы:

1. 'Mr Black has passed away,' his widow said with tears in her eyes. His widow said that Mr Black passed away with tears in her eyes. His widow said that Mr Black had passed away with tears in her eyes. His widow said with tears in her eyes that Mr Black had passed away. His widow said with tears in her eyes that Mr Black passed away. His widow said that Mr Black had passed away. 2. 'When we arrived home, our son was studying,' Mrs Brown said. 'He always gets top marks at school.' Mrs Brown said that when they arrived home, their son had been studying, and that he always gets top marks at school. Mrs Brown said that when they arrived home, their son had been studying, and that he always got top marks at school. Mrs Brown said that when they had arrived home, their son had been studying, and that he always gets top marks at school. Mrs Brown said that when they had arrived home, their son had been studying, and that he always got top marks at school. Mrs Brown said that when they arrived home, their son was studying, and that he always got top marks at school. 3. "Come here, will you?" he said. "I can't carry this parcel alone." He asked me to come there because he can't carry that parcel alone. He asked me to come there because he could not carry the parcel alone. He asked me to go there because he could not carry the parcel alone. He asked me that I should come there because he can't carry that parcel alone. He invited me to come there because he could not carry the parcel alone. 4. 'I used to drink like a fish, but now drinking does not agree with me.' she said. She said that she had used to drink like a fish, but that then drinking did not agree with her. She said that she used to drink like a fish, but that now drinking does not agree with her. She said that she had used to drink like a fish, but that now drinking does not agree with her. She said that she used to drank like a fish, but that then drinking did not agree with her. She said that although drinking did not agree with her, she used to drink like a fish. 5. 'Have you got a sheet of paper?' he said. 'I forgot my notebook at home.' He asked if I had had a sheet of paper, since he had forgotten his notebook at home. He wanted to know who had a sheet of paper. He had forgotten his notebook at home. He asked me if I had a sheet of paper because he forgot his notebook at home. He asked me if I had got a sheet of paper because he forgot his notebook at home. He asked me if I had a sheet of paper, since he had forgotten his notebook at home. 6. "What's the time?" she said. "I am in a hurry. I have to pick up my son at the airport." She asked me what was the time, and added that she was in a hurry because she had to pick up her son a the airport. She said what was the time, and added that she was in a hurry because she had to pick up her son a the airport. She told me what was the time, and added that she was in a hurry because she had to pick up her son a the airport. She asked me the time, and added that she was in a hurry because she had to pick up her son at the airport. She asked me the time, and that she was in a hurry because she had to pick up her son at the airport.

устный опрос , примерные вопросы:

4. The answer was brief. Jack ... the hotel. a) had left; b) had been leaving; c) has left. 5. One look at Mother's face was enough. She ... our hiding place. a) had found; b) had finded; c) had been finding. 6. She looked pale and listless. She ... and needed a rest. a) had worked; b) had been working; c) had been working. 7. One look at his face was enough?he ... the job. a) had got; b) had gotten; c) had been getting. 8. I could not wear my raincoat. The children ... it as a tent. a) have been using; b) had been using; c) had been used. 9. She dances better now. Her brother ... her probably. a) has been teaching; b) had taught; c) had been teaching. 10. When I got there, she ... all night. a) has been working; b) has worked; c) had been working. 11. They didn't like the house, even though they ... there for years. a) had live; b) had been living; c) have lived. 12. There were books everywhere, she ... for hours. a) had been reading; b) has been reading; c) has read. 13. I wanted to be the first to tell them the news, but I was too late. Someone ... them. a) has already told; b) had already told; c) already told. 14. I couldn't open the office door because someone ... it. a) had locked; b) has locked; c) hadn't locked. 15. We ... for about four hours when I realized that something was wrong with one of the tyres. a) have been working; b) had been working; c) were working. 16. There was nobody at the office. Mr Bennet ... the staff to go home. a) had told; b) has told; c) has been telling. 17. I wanted to help with the washing-up, but they ... it. a) had did; b) have been done; c) had done. 18. I had a pleasant surprise when I got to my room: someone ... some flowers there for me. a) had put; b) had putted; c) had been putting. 19. He ... the pen for some time when he realized that there was no ink in it. a) has been using; b) had been using; c) has used. 20. We ... in the sunshine for about twenty five minutes when I suddenly felt sick. a) have been sitting; b) have sat; c) had been sitting. 21. I couldn't get into the car, because the children ... the car key.

Тема 7. "Death on the Nile" chapters 1-4

Устный опрос , примерные вопросы:

In groups, students make a list of Joanne's actions in Chapter 1 and choose an adjective to describe her personality based on those actions. Groups share their lists and ideas about her and write a paragraph describing her. The following statements are made in this chapter. Do you agree with them? Write numbers 1-5 next to them. 1 means you fully agree and 5 means you completely disagree. Groups report their conclusions and the other students discuss their ideas and justify them. ? ?A great force of emotion is always frightening.? (page 24). ? ?Mothers are particularly dangerous when their children are in trouble.? (page 24). ? ?Motives for murder are not always grand.? (page 25). On page 33 we see Pennington lying to Poirot. What is his lie? Why do you think he tells a lie to a detective? Do you think there may be a connection between this lie and Poirot's question to Simon about his wife's age on page 22? If so, what may that connection be?

устный опрос , примерные вопросы:

Remind students of the motives for crimes that Poirot lists when he speaks with Mrs Allerton (page 25). Have them discuss which they think may have been the motive for Linnet's murder and which they think is out of the question and why. 36 Write: Tell students to imagine that after they were interviewed by Poirot and Race, all passengers went to the lounge. Students write a short scene describing what each did or said as he/she arrived in the lounge. 37 Pair work: Tell students: Imagine that somebody found the pistol, got frightened and got rid of it. Decide who this person was and how she or he made the pistol disappear. The class votes for the most original idea. 38 Read carefully, pair work: Students read carefully Mrs Otterbourne's ideas about the crime and create a story in which jealousy and sex are the motives for the crime. Pairs narrate their stories to the class, who vote for the most original. 39 Artwork: Tell students that the journalist on the ship (activities 13 and 26) manages to get to the crime scene and makes a drawing of what she sees for her magazine. In groups, students make her drawing. 40 Discuss: Tell students: Mr Ferguson thinks that nobody, no matter how rich one is, should live a life that contributes nothing to the world.

Тема 8. "Death on the Nile" chapters 5-8

Контрольная работа , примерные вопросы:

More people are going to die before the case is solved. Who do you think they are? Is there anybody you would like not to die and to be innocent? Who? Why?

Тема 9. "Death on the Nile" chapters 13-15

Устный опрос , примерные вопросы:

On page 79 we read how Poirot solved the mystery of the pearls. How do you think he found that the pearls were in the rosary and the copy had come in a book? Do you think Poirot's reasoning and ?discovery? is believable? Then, on page 81, Race finds who the violent political leader is because he knows a secret code that the reader does not. Do you think that, in a mystery novel, it is ?fair to the reader? that the detectives have information that the reader does not?

устный опрос , примерные вопросы:

In Chapter 13, Zorba demonstrates his dedication to what? Why does Zorba begin to feel restless and depressed while in Candia? How does Lola refer to Zorba? What message does the narrator tell Madame Hortense that Zorba has sent from Candia? Why does Pavli commit suicide? Whose death is sought after to avenge Pavli's death? How does Zorba describe proposal and marriage? Who publicly defends the accused and attempts to break up the mob which seeks justice for Pavli's death? What gift does Mimiko deliver from the accused in Pavli's death? What does the narrator come across while walking on the mountain path? When the narrator meets an old man on the trail, where does the man ask if he's headed? What supposedly happens to the Martyred Virgin once every year? The narrator disagrees with the way the old man on the mountain trail does what? What is the narrator's topic of conversation with the Mother Superior?

Тема 10. "Death on the Nile" chapters 9-12

Устный опрос , примерные вопросы:

What happens at the mine in Chapter 9? About what does Zorba confront the miners? What does the narrator do when Zorba displays frustration with the miners? Why does Zorba watch the widow's home? What happens to Zorba that he believes to be a terrible omen? What makes the narrator want the widow even more? With what does the narrator compare his lustful feelings for the widow to? What does Zorba tell the narrator that God would rather him do? With whom do the narrator and Zorba enjoy Christmas Eve dinner? What incident on the beach mellows the narrator's restlessness? What reason does the narrator give in his argument that Zorba should not pressure him to visit the widow? In Chapter 11, what does the narrator do when he sees the widow? What painting does Zorba present to Madame Hortense? What does Zorba's gift prompt Madame Hortense to do? Who does Zorba blame for Madame Hortense's promiscuity? How does Zorba treat women for the most part? How does the narrator depict Madame Hortense? 91. What does the narrator decide about the poetry he has always loved? With what does the narrator begin to equate Buddha? What does the narrator's manuscript become for him? . Why does Zorba travel to town in Chapter 12? . Who does the narrator receive letters from in Chapter 12? . While Zorba is away, who invites the narrator to visit Africa? . In a letter to the narrator, Zorba indicates that he has a devil living inside of him who is like Zorba in every way except what? Who does Zorba meet while in Candia? What does the narrator request of Zorba when he remains in Candia for longer than expected?

Тема 11. Conditionals.

устный опрос , примерные вопросы:

We ... lots of troubles ... would have ... but for you would have ... if you had helped us would have had ... but for your help would have had ... if you had helped us Question 2 It ... very nice of you if you ... me with the washing-up. would be ... help will be ... help would be ... would help is ... help Question 3 If you ... Kate, could you inform me? could meet met would meet should meet Question 4 Drink a coffee if it ... you feel better. will make would make make made Question 5 If I ... a little stronger, I ... that competition. was ... would win had been ... would have won were ... would have won had been ... would won Question 6 If my mum ... us yesterday, we ... hurry now. had packed ... wouldn't have to had packed ... won't have to packed ... wouldn't have to had packed ... wouldn't have had to Question 7 If the weather ... bad, we ... at home. is ... will always stay was ... always stayed was ... would always stay had been ... would stay

Тема 12. The subjunctive and unreal uses of the past forms

Контрольная работа , примерные вопросы:

If I ? my finger, I wouldn't hurt for weeks. will cut; b) cut; c) would cut; d) had cut If my train were late, I ? a taxi. will take; b) take; c) would take; d) had taken I would go there if I ? you. am; b) be; c) was; d) were I ? to see you if I had enough time. a) would come; b) will come; c) come; d) came If I ? a receptionist, I would welcome holidaymakers. will be; b) was; c) were; d) am I wish it ? winter now. will be; b) was; c) is; d) were I wish we ? go to the Crimea. will be able to; b) can; c) could; d) would be able to I wish she ? at home now. were b) is; c) was; d) would be I wish you ? your best. will do; b) have done; c) do; d) did I wish my parents ? a new computer. bought ; b) will buy; c) would buy; d) buy If only he ? a journalist. were; b) is; c) are; d) will be If only he ? the competition will win; b) won; c) would win; d) had won If only we ? at home today. stayed; b) will stay; c) would stay; d) stay If only I ? the language of birds. have known; b) know; c) would know; d) knew If only he ? a treasure of gold. found; b) find; c) will find; d) would find

Тема 13. ing forms and infinitives

Устный опрос , примерные вопросы:

Decide whether to use Infinitive (with/without to) or Gerund. What can we do a healthy life? In our society, people spend more and more time . So we often don't bother healthy meals. In order time, we tend fast food. At fast food restaurants, we can quite a lot without a fortune. And children enjoy chips and burgers and lemonade and cola. That's a problem because eating habits are hard The high amount of carbonhydrates in fast food and sugary drinks is blamed for the body's regulation of appetite. So we keep on more. Bad eating habits result in people obese. Obese people risk from heart diseases. We can such diseases by healthy food. Be careful though. Some people are convinced something for their health by on energy bars or cornflakes. And this is what the advertising for these products wants us . In reality, however, these foods are often heavily sugared them flavour. But sugar is not mentioned as clearly as the low fat - that's why experts warn against on the ads. To live a healthy life, we ought our food wisely. We should regular meals and ways of more.

Тема 14. Participle and infinitives phrases

Устный опрос , примерные вопросы:

1. Last night she entered her room I saw the tears ... down her face. This morning after ... a glass of milk, she left home ... again, and has not come back yet. to cry, roll, to take, to cry to cry, to roll, to take, to cry crying, rolling, taking, crying to cry, roll, taking, cry crying, to roll, taking, crying 2. I remember ... for long walks in the woods with her when we were teenagers. I'm glad ... that she's well. Please remember ... her my regards. going, seeing, giving going, to see, giving to go, to see, to give going, to see, to give to go, to see, giving 3. I can't understand people's ... for the same political party no matter what they do. Corrupt politicians deserve ... severely. We cannot afford ... governed by them. voting, punishing, being voting, punishing, to be to vote, to punish, to be to vote, punishing, to be to vote, punishing, being 4. This knife is used ... cured ham only. I suggest ... the ham with a bottle of red wine, and some olives. Yes, that's a good idea. We mustn't forget ... some bread too. for cutting, accompanying, to bring to cut, accompanying, to bring to cut, to accompany, to bring for cutting, accompanying, bringing to cut, to accompany, bringing 5. I advise ... there until it clears up. I also recommend you ... a fire. But they don't allow ... fires. to wait, to light, to light waiting, to light, lighting waiting, lighting, lighting to wait, lighting, to light to wait, to light, lighting 6. We caught them ... into our house, and now they deny ... broken into our house. In addition, the neighbours saw them to break, to have, to flee to break, to have, flee breaking, having, fleeing breaking, to have, fleeing to break, having, fleeing 7. Yes, I fancy ... on holiday next week, but I must have my sister ... my dog. to go, feed to go, to feed going, to feed going, feeding going, feed

Тема 15. Modal verbs 1

Контрольная работа , примерные вопросы:

Grammar test ?Modal verbs? I. Выбери правильный модальный глагол: 1. The weather . . . change tomorrow. a) may b) must c) should 2. She ... to finish school in a year. a) may b) has c) is 3. The water is cold, you . . . swim. a) can b) can't c) must 4. I ... to cover the whole distance on foot. a) can b) have c) must 5. ... you help me? a) could b) should c) must 6. I'm afraid the weather . . . change for the worse. a) must b) may c) should 7. He ... speak three foreign languages. a) can b) may c) must 8. You . . . work hard at your English if you want to know it. a) can b) may c) must 9. You . . . not go out, the lesson is not over yet. a) can b) may c) have 10. He ... be in this room, a) must b) is c) has 11. You feel bad, you . . . see a doctor. a) needn't b) should c) can 12. I ... walk, there is a bus going there. a) needn't b) mustn't c) can't 13. The sky is dark. It ... rain soon. a) may b) should c) has to 14. The lights are on. They ... be at home. a) may b) must c) are to 15. You ... to come here again. a) must b) should c) have II. Переведи на английский язык 1. Я умею плавать очень хорошо. 2. Можно войти? 3. Он умеет говорить по-английски? 4. Вам следует говорить по-английски. 5. Мы не должны приходить домой поздно. 7. Нам нужна ваша помощь. 8. Я смогу сделать это завтра. 9. Они должны были купить эту книгу вчера. 10. Мы должны будем навестить его на следующей неделе. III. Поставьте вместо точек нужный по смыслу английский модальный глагол: 1. Let's ask mother. She . . . know his address. 2. You . . . drink cold water if you don't want to fall ill. 3. ... you help me? - I am afraid not. 4. You . . . interrupt me when I am speaking. 5. Pupils ... talk during the lesson. 6. It ... rain, take your raincoat. 7. My father ... be at his office now as it is 8 o'clock already. 8. ... I switch on the radio? - Yes, you . . . 9. ... I smoke here? - No, you . . . 10. You . . . take my pencil for a moment. . 11. I ... finish this work today. I am tired.

Тема 16. Modal verbs 2

Устный опрос , примерные вопросы:

1) Aynur drink milk everyday. She is very thin. 2) Students leave the classroom before the ring bells. 3) You brush your teeth after breakfast. 4) Your father stop smoking. 5) you pass my pencil to me?

Тема 17. Modal verbs 3

Устный опрос , примерные вопросы:

6) You talk aloud in the library. 7) You .smoke cigarette in hospital. 8) We visit our grandparents more often. 9) You .touch burning items. 10) You drive too fast in the city.

Тема 18. "Death on the Nile" chapters 16-18

Устный опрос , примерные вопросы:

In Chapter 16, what type of power does the narrator attempt to describe? On what activity does the narrator try to instruct Zorba in Chapter 16? Upon his return from Candia, what does Zorba encourage the narrator to quickly get started on? From whom must Zorba and the narrator rent land for the timber rail project? Who do Zorba and the narrator meet as they climb the mountain? What is the statue of Our Lady of Revenge notorious for? What does Demetrios want to show Zorba and the narrator? How does Zorba say that he gets rid of intense longings? Who does Zorba say is having a sexual relationship with his student? How do the negotiations over land between Zorba and the abbot begin? For what action is Zorba trying to make up for by his actions in Chapter 18? What startles the narrator from his sleep at the monastery? How does the narrator respond to the bishop's theories on religion? Who mocks the bishop's theories? What happens to Gavril in the night at the monastery?

Тема 19. "Death on the Nile" chapters 19-24

Контрольная работа , примерные вопросы:

What does Madame Hortense want from Zorba in Chapter 19? What gift does Madame Hortense present to Zorba when he returns from the monastery? Why does Zorba refuse to sleep with Madame Hortense in Chapter 19? In pleasing Madame Hortense, to whom does Zorba compare himself? How does Zorba compare to Hortense's former lovers in her eyes? What does the narrator say about Hortense becoming a bride? Before going to bed the night before beginning work on the railway, what does the narrator ask Zorba if he's ever done? What does Zorba say prompted him to quit the army? After rescuing Zorba from being captured, what happens to the widow in his war story? What good omen marks the narrator and Zorba's morning on the day work is to begin on the railway? For what do the villagers gather to watch in Chapter 20? In his story, what does Zorba's grandfather tell the old soldier about the piece of wood he gives him? What do the narrator and Zorba do on Easter Sunday? Who does the narrator see as he is walking toward the village on Easter? For what action does Zorba grow proud of the narrator? Why does the narrator call a doctor on Easter? Why does the narrator feel like he can forget about the Enlightened One? After sleeping with the widow, what does the narrator realize? What causes the Easter celebration to abruptly stop? Who claims the right to pronounce judgment on the widow regarding Pavli's death? Who fights the mob leader in an attempt to save the widow? 154. Who kills the widow and how is it done? 155. Which character reveals that he had a son who died at the age of three? 156. Who challenges Zorba to a knife fight near the widow's garden? 157. What does Zorba learn when he awakens from a dream in Chapter 23? 158. Who waits outside for Hortense to die in order to loot her belongings? 159. When she dies, who brings the officials to inventory Madame Hortense's belongings? 160. Who does Zorba adopt when Hortense dies? Who closes Hortense's eyes when she dies? Who attempts to cheer Zorba up following the death of Hortense?

Тема 20. "Death on the Nile" chapters 25-27

Устный опрос , примерные вопросы:

What language does Zorba teach the narrator in chapter 25? 173. After receiving a letter from his friend in Chapter 25, who does the narrator warn when he feels a sense of danger? 174. When the narrator loses everything, what does he find? 175. What does the narrator promise to binge on so that he no longer desires it? 176. What does the narrator tell Zorba that they will one day build? 177. When he arrives in Candia, what news does the narrator receive? 178. What does Zorba invite his old boss to come and see in Chapter 26? 179. What does the narrator inherit from Zorba? 180. What does Zorba suggest the narrator will need to become completely free?

Тема 21. "Death on the Nile" chapters 28-31

Устный опрос , примерные вопросы:

What language does Zorba teach the narrator in chapter 25? 173. After receiving a letter from his friend in Chapter 25, who does the narrator warn when he feels a sense of danger? 174. When the narrator loses everything, what does he find? 175. What does the narrator promise to binge on so that he no longer desires it? 176. What does the narrator tell Zorba that they will one day build? 177. When he arrives in Candia, what news does the narrator receive? 178. What does Zorba invite his old boss to come and see in Chapter 26? 179. What does the narrator inherit from Zorba? 180. What does Zorba suggest the narrator will need to become completely free?

Тема 22. Confusing verbs

Устный опрос , примерные вопросы:

The government are VAT (value added tax) to 20% next year. 2. An unexpected problem has and so we have had to cancel the meeting. 3. Suddenly the mist that had hidden the canyon and we had a most spectacular view. 4. Prices have again due to the recent increase in inflation. 5. Are there any matters from the minutes (written record) of the last meeting? 6. My parents are farmers and chickens and pigs. 7. I was born and on a farm, so I know all about animals. 8. She from her chair and went over to the window. 9. I would love to work in Africa should the opportunity . 10. University entry requirements have sharply over the last decade. 11. The directors have announced they are employee salaries across the board. 12. After a cold morning temperatures should in the afternoon.

Тема 23. Adjectives

Контрольная работа , примерные вопросы:

1. Oliver Twist is a well-known _____ character from British literature. fictitious mythological fictional
2. The man was accused of getting a credit card using a(n) _____ name. imaginary fictitious fictional
3. The little girl played house with her _____ friend. imaginary fictitious legendary
4. The phoenix is a(n) _____ bird that rose from ashes again and again. mythological imaginary fictional
5. Paul Bunyan is a(n) _____ lumberjack in American folklore. imaginary fictitious legendary
6. We need a(n) _____ person to judge the children's science fair entries. uninterested disinterested fascinating
7. I didn't finish the book because I was _____ in the subject. disinterested involved uninterested

Тема 24. Comparison

Устный опрос , примерные вопросы:

1. The _____ you study for these exams, the _____ you will do. hard - better harder - more successfully much - better more - good
2. She doesn't really like vodka, so the _____ a bottle you find, the _____ it will be for us! small - cheaper smaller - cheap smaller - good smaller - cheaper
3. My neighbor is driving me mad! It seems that the _____ it is at night, the _____ he plays his music! later - more loud late - louder later - louder more late - loud
4. He spent a year in India and loves spicy food. The _____ the food is, the _____ he likes it. hotter - more hot - much hotter - much hot - more
5. Of course you can come to the party! The _____ the _____ . more - merrier more - good many - better
6. She will be really angry about that vase being broken! The _____ she knows about it, the _____ . more - better less - better worse - worse worse - better

Тема 25. Gradable and ungradable adjectives

Устный опрос , примерные вопросы:

1. Let's stay in tonight; it's _ freezing outside. absolutely very
2. I was _ devastated when I heard the news. very absolutely
3. This work of art is _ unique. totally a bit
4. It's _ important to have good friends. totally very
5. Her new dress is _ unusual. slightly really
6. Peter is _ angry with Sarah today. extremely absolutely

Тема 26. Adverbs

Устный опрос , примерные вопросы:

- 1.a.-He only ate a bit of bread. b.-Only he ate a bit of bread. He couldn't get more than that
- 2.a.-Honestly, do you think he will get it? b.-Do you think he will get it honestly? Do you think he'll be honest
- 3.a.-Frankly, she doesn't want to talk about that. b.-She doesn't want to talk about that frankly. I think she is lying
- 4.a.-We have often told them not to do that . b.-We have told them not to do that often . We have insisted they shouldn't
- 5.a.-Mary only promised to write once a month. b.- Only Mary promised to write once a month. She didn't say she was phoning or coming
- 6.a.-I don't really like his parents. b.-I really don't like his parents. I am not sure about what I think about them

Тема 27. Nouns and noun phrases

Контрольная работа , примерные вопросы:

Identify the noun clauses in the following sentences. 1. I hope to win the first prize. 2. I tried to solve the puzzle. 3. Did you enjoy reading this book? 4. The boy wants to go home. 5. Horses prefer living in dark stables. 6. The accused refused to answer the question. 7. The boy denied stealing the money. 8. To write such rubbish is disgraceful. 9. I dislike having to punish my kids. 10. I will hate to do such a thing.

Тема 28. Rebecca chapters 1-4

Устный опрос , примерные вопросы:

Active vocabulary: reluctantly to get over tranquility to employ artificial to alter relentlessly a reduction Who or what in the chapter: ? Dreamt that went to Manderley again? ? Was wagging his tail when he heard his master's footsteps? ? Couldn't get over his wife's death? ? Had been a snob? ? Had decided to be a model of politeness? ? Woke with a sore throat and temperature? ? Had a desire to share with that man her family secrets? ? Was neither sarcastic, nor snobbish. ? Felt that wanted some possessions of his? ? Was drowned in the bay near Manderley?

Тема 29. Rebecca chapters 5-6

Устный опрос , примерные вопросы:

Active vocabulary: to be drowned to put off bewildered miscellaneous to flatter courtesy to make up with smth a reproach Who or what in the chapter: ? Felt a little sick every time the waiter came near their table? ? Had not said anything about being in love? ? Was forbidden, prompted by demons? ? Took out her nail scissors and cut out the page, looking over her shoulder like a criminal? ? Was standing by the window, smoking a cigarette, her ridiculous hat perched sideways on her head? ? Was tall and thin, dressed in deep black with big hollow eyes on a white, skeleton face. ? Thought how little she knew of Maxim's life at Manderley? ? Tried to stress that the room was second-rate for a second-rate person? ? Was impressed by the magnificence of the breakfast offered to them? ? Looked more like a museum?

Тема 30. Rebecca chapters 7-10

Контрольная работа , примерные вопросы:

Active vocabulary: to precede to look deserted to feel for fastidious to be devoted heady scent to set off disgraceful Who or what in the chapter: ? Came with the heroine as though she were a guard and the heroine was a prisoner? ? Was met at once with a sea of faces and a general silence? ? Was tall, broad-shouldered, very handsome, very much like Maxim about the eyes, but not as snobbish as I expected? ? Always expected people to come without invitation? ? Was the heart of Manderley? ? Was smiling at the heroine, showing his toothless gums? ? Had opened up a road into the past again? ? Went up to Edgcombe to identify the body? ? Was the most beautiful creature Frank had ever seen in his life?

Тема 31. Rebecca chapters 11-14

Устный опрос , примерные вопросы:

Active vocabulary: asylum precaution to exaggerate to conceal sinister malicious to resist loose living Who or what in the chapter: ? Felt like a guest at Manderley, waiting for the return of the hostess? ? Were out of place in that delicate room? ? Glanced hurriedly at the door, like a guilty child? ? Had hot, blue eyes usually associated with heavy drinking and loose living? ? Shall never forget the expression on her (Mrs Danvers?) face? ? Used to sit in the library and there was cigarette ash all around in the morning? ? Lay on the bed and closed her eyes feeling deadly sick? Active vocabulary: to prevent from elaborate to go with clumsily to restrain to come across to do in for banister to be enchanted Who or what in the chapter: ? Must have cried when she slept, for when she woke up the pillow was damp? ? Was nearly blind? ? Had a strong resemblance to Maxim? ? Was leaving Eton and going to Oxford? ? Used to rock with laughter at whatever Rebecca said? ? Had an amazing gift of being attractive to everybody? ? Began to wear a new air? ? Looked quite attractive, quite different all together? ? Realized for the first time how beautiful the house was looking? ? Were like performers in a play, but were not acting with one another?

Тема 32. Rebecca chapters 15 - 17

Устный опрос , примерные вопросы:

Active vocabulary: to diverse a circumstance urgent to pick up to torture right away to be in the way to lose touch with remorse Who or what in the chapter: ? We not suited to one another? ? Broke off and began to cry noisily with an open mouth and dry eyes? ? Wanted to come up to see Mr de Winter? ? Knew what would happen, knew she would win in the end? ? Thought he should go mad? ? Was incapable of love, of tenderness, was not even normal? ? Was lying on the divan with an ash tray full of cigarette stubs beside her?

Тема 33. Rebecca chapters 18 - 20

Устный опрос , примерные вопросы:

Active vocabulary: to lose consciousness to beat about the bush for the present to regain consciousness to get to the point to fade Who or what in the chapter: □ Didn't want to listen to Maxim's evidence? □ Looked very tired and old. □ Looked much the same as before but a little more untidy? □ Was not going to give way to blackmail? □ Had an engagement diary in her room? □ Was standing trial there for his life? □ Evidently saw Baker, whoever he was? □ Was a very well known woman specialist?

Тема 34. Rebecca chapters 21 - 23

Контрольная работа , примерные вопросы:

Active vocabulary: to suspect a long-distance call to stand smth to verify a strain astonished Who or what in the chapter: □ Didn't know what they should find in the end of their journey? □ Was pale, and there were shadows under his eyes? □ Looked amazed at the sight of so many of us? □ Was medium height, with a long face and a keen chin? □ Would have been under morphia in three or four months? □ Was going to be very different in the future? □ Was hot with crimson, like a splash of blood?

Тема 35. Rebecca chapters 24 - 27

Устный опрос , примерные вопросы:

Interpret the meaning of the following lines from the text: □ No matter what tears were shed, the peace of Manderley could not be broken or its beauty destroyed. □ It seemed so long since I had used it, and yet it was only four month ago. □ The face in the glass stared at me and laughed. □ It twisted like a snake, and he took hold of it with both his hands and smiled at Rebecca and put it round his neck. □ And the ashes blew towards us with the salt wind from the sea.

Тема 36. Possessives and compound nouns

Тема 37. Pronouns Determiners

Тема 38. Relative clauses

Тема 39. Aspects of cohesion

Тема 40. Features of discourse

Тема 41. Theatre chapters 1 - 5

Тема 42. Theatre chapters 6- 9

Тема 43. Theatre chapters 10 -12

Тема 44. Theatre chapters 13 - 15

Тема 45. Theatre chapters 16 - 18

Тема 46. Theatre chapters 19 - 21

Тема 47. Theatre chapters 22- 24

Тема 48. Theatre chapters 25- 26

Тема 49. Theatre chapters 27 - 28

Итоговая форма контроля

зачет (в 1 семестре)

Итоговая форма контроля

экзамен (в 2 семестре)

Итоговая форма контроля

зачет (в 3 семестре)

Итоговая форма контроля

экзамен (в 4 семестре)

Примерные вопросы к итоговой форме контроля

Формы контроля успеваемости

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

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

Экзамен - в конце 2,4,6 семестров

Итоговый зачет - по окончании курса (8 семестр)

Требования к зачету:

А) Базовый блок

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

Б) Профессионально-ориентированный блок

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

Итоговый контроль - финальный экзамен/зачет.

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

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

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

БАЗОВЫЙ БЛОК

B1

Reading

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

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

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

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

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

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

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

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

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

Life in the big top with Giffords Circus

Nell Gifford lives a childhood fantasy - as a ringmaster.

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

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

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

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

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

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

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

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

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

B1

Use of English

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

PlayStation? thumb

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

YOUNG

person to have had a 2 accepted by the

CONTRIBUTE

3 respected South African Medical Journal.

INTERNATIONAL

Safura Karim 4 did her research into 'PlayStation? Thumb' ORIGIN as part of a school project. It gives details of the injuries that many of her schoolmates 5 suffer from, and which are REGULAR caused by the 6 use of computer games for hours and hours. INTERRUPT Safura thinks that computer games are 7 and does not own POINT a PlayStation herself.

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

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

The Black Sea

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

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

A2
Reading

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

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

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

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

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

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

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

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

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

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

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

A2

Reading

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

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

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

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

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

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

On Walden Pond

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

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

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

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

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

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

7.1. Основная литература:

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2. Данчевская, О. Е. English for Cross-Cultural and Professional Communication. Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В. Малёв. - 2-е изд., стер. - М. : ФЛИНТА : Наука, 2013. - 192 с Режим доступа: <http://znanium.com/bookread2.php?book=454058>
3. Карневская Е.Б. Английский язык. Стратегии понимания текста. Ч. 1 / Карневская Е.Б., Бенедиктович А.В., Павлович Н.А., - 3-е изд. - Мн.:Вышэйшая школа, 2013. - 320 с.: ISBN 978-985-06-2168-9 - Режим доступа: <http://znanium.com/catalog/product/508647>
4. Карневская Е.Б. Английский язык. Стратегии понимания текста. Ч. 2 / Карневская Е.Б., Федосеева В.М., Курочкина З.Д., - 3-е изд. - Мн.:Вышэйшая школа, 2013. - 255 с.: ISBN 978-985-06-2169-6 - Режим доступа: <http://znanium.com/catalog/product/508667>
5. Комаров, А. С. Practical Grammar Exercises of English for Students. Практическая грамматика английского языка для студентов [Электронный ресурс] : сб. упражнений / А. С. Комаров. - 2-е изд. - М.: Флинта, 2012. - 256 с. - ISBN 978-5-89349-849-3 - Режим доступа: <http://znanium.com/catalog/product/455230>
6. Курашкина, Н. А. Основы фонетики английского языка. The Essentials of English phonetics [Электронный ресурс] : учеб. пособие / Н. А. Курашкина. ? М. : ФЛИНТА, 2013. ? 140 с. - ISBN 978-5-9765-1611-3 - Режим доступа: <http://znanium.com/catalog/product/462806>
7. Обвинцева Н.В. Verbal Relations in English Grammar: Учебное пособие / Обвинцева Н.В., - 2-е изд., стер. - М.:Флинта, Изд-во Урал. ун-та, 2017. - 84 с. ISBN 978-5-9765- Режим доступа: <http://znanium.com/catalog/product/951037>
8. Поленова А.Ю. A Complete Guide to Modern Writing Forms. Современные форматы письма в английском языке: Учебник / А.Ю. Поленова, А.С. Числова. - М.: ИНФРА-М: Академцентр, 2012. - 160 с Режим доступа: <http://znanium.com/bookread2.php?book=235606>
9. Хомутский, К.И. Английский для востоковедов. English for Asian Studies Coursebook [Электронный ресурс] : учебное пособие / Хомутский К. И., Бурова М. А.; Нац. исслед. ун-т 'Высшая школа экономики'. ? 2-е изд. (эл.). ? Электрон, текстовые дан. (1 файл pdf: 151 с). ? М.: Изд. дом Высшей школы экономики, 2018. ? Систем, требования: Adobe Reader XI либо Adobe Digital Editions 4.5 ; экран 10'. - ISBN 978-5-7598-1606-5. - Режим доступа: <http://znanium.com/catalog/product/1018964>
10. Чазова А.А. English. Расширяем словарный запас / Чазова А.А. - М.:ЮНИТИ-ДАНА, 2015. - 384 с.: ISBN 5-238-00672-1 - Режим доступа: <http://znanium.com/catalog/product/884003>
11. Шевелева С.А. Английский для гуманитариев: Учебное пособие для вузов / Шевелева С.А., - 2-е изд., перераб. и доп. - М.: ЮНИТИ-ДАНА, 2015. - 397 с.: 60x90 1/16 ISBN 978-5-238-01303-9 - Режим доступа: <http://znanium.com/catalog/product/872423>

7.2. Дополнительная литература:

- 1.Round-up 5 : English grammar practice / V. Evans ; Ill. by P. Vasakas .? Harlow : Longman, 2001 17 экз

- Reading English Literature. Part I: Agatha Christie 'Death on the Nile' : метод. разраб. по домаш. чтению для студентов I-II курсов яз. фак. / Н. З. Шамсутдинова ; Казан. гос. ун-т, Ин-т яз. ? Казань : КГУ, 2006 . - 382 экз
2. Theatre : [a novel] / W. Somerset Maugham ; [коммент. М. В. Дьячкова] .? Москва : Менеджер, [2004] 24 экз
3. Рушинская, И. С. The English Verbals and Modals [Электронный ресурс] : практикум / И. С. Рушинская. - 2-е изд., стер. - М.: Флинта, 2012. - 48 с. - ISBN 978-89349-446-4. Режим доступа: <http://znanium.com/bookread2.php?book=490146>
4. Сиполс, О. В. Develop Your Reading Skills: Comprehension and Translation Practice. Обучение чтению и переводу (английский язык) [Электронный ресурс] : учеб. пособие / О. В. Сиполс. - 2-е изд., стереотип. - М. : Флинта : Наука, 2011. - 376 с. - ISBN 978-5-89349-953-7 (Флинта), ISBN 978-5-02-034696-3 (Наука). <http://znanium.com/bookread2.php?book=409896>
5. A Complete Guide to Modern Writing Forms. Современные форматы письма в английском языке: Учебник / А.Ю. Поленова, А.С. Числова. - М.: ИНФРА-М: Академцентр, 2012. - 160 с Режим доступа: <http://znanium.com/bookread2.php?book=235606>
6. Теоретическая грамматика английского языка. Сравнительная типология английского и русского языков : Учеб. пособие / В.В.Гуревич .? 2-е изд. ? М. : Флинта : Наука, 2004 .? 168с. 66 экз
- Гуревич, В. В. Теоретическая грамматика английского языка. Сравнительная типология английского и русского языков [Электронный ресурс] : учеб. пособие / В. В. Гуревич. - 7-е изд., стер. - М.: ФЛИНТА, 2012. - 168 с Режим доступа: <http://znanium.com/bookread2.php?book=490125>
7. Теоретическая грамматика английского языка : учебник для студ. ин-тов и фак-ов ин. яз. / А. А. Худяков .? М. : Академия, 2005 .? 256 с 101 экз
8. Данчевская, О. Е. English for Cross-Cultural and Professional Communication. Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / О.Е. Данчевская, А.В. Малёв. - 2-е изд., стер. - М. : ФЛИНТА : Наука, 2013. - 192 с. - ISBN 978-5-9765-1284-9 (ФЛИНТА), ISBN 978-5-02-037820-7 (Наука) <http://znanium.com/bookread2.php?book=454058>
9. Шевелёва, С. А. Английский для гуманитариев [Электронный ресурс] : учеб. пособие для вузов / С. А. Шевелёва. - 2-е изд., перераб. и доп. - М. : ЮНИТИ-ДАНА, 2012. - 397 с. : ил. - ISBN 978-5-238-01303-9. <http://znanium.com/bookread2.php?book=390185>
10. Learning to read and discuss fiction: Учебное пособие / Ивицкая Н.Д. - М.:Прометей, 2011. - 188 с <http://znanium.com/bookread2.php?book=557158>

7.3. Интернет-ресурсы:

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

8. Материально-техническое обеспечение дисциплины(модуля)

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

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

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

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

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

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.

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

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

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