

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение  
высшего образования  
"Казанский (Приволжский) федеральный университет"  
Отделение Высшая школа исторических наук и всемирного культурного наследия



**УТВЕРЖДАЮ**

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

\_\_\_\_\_ 20\_\_ г.

**Программа дисциплины**

Иностранный язык Б1.Б.1

Направление подготовки: 44.03.01 - Педагогическое образование

Профиль подготовки: История

Квалификация выпускника: бакалавр

Форма обучения: заочное

Язык обучения: английский

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Регистрационный No

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Программу дисциплины разработал(а)(и) старший преподаватель, б/с Губайдуллина Р.Н. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , Ramzia.Gubaidullina@kpfu.ru ; доцент, к.н. Гутман Е.В. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , EVGutman@kpfu.ru ; старший преподаватель, б/с Першина Н.О. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , Natalia.Pershina@kpfu.ru

## **1. Цели освоения дисциплины**

Программа разработана на основе Унифицированной рабочей программы (английский, немецкий, французский) - см. [http://www.kpfu.ru/main\\_page?p\\_sub=14465](http://www.kpfu.ru/main_page?p_sub=14465)

Настоящая программа носит интегративный характер и предназначена для студентов неязыковых специальностей университета, продолжающих изучать иностранный язык в вузе, и предполагает поуровневое обучение в соответствии с международными стандартами, утвержденными Советом Европы (A1+, A2, B1, B2). Распределение студентов по уровням осуществляется на основании результатов входного тестирования. Целью освоения дисциплины 'Иностранный язык' является развитие языковой коммуникативной компетенции студентов, состоящей из следующих компонентов: - лингвистического - это владение знанием о системе языка, о правилах функционирования единиц языка в речи и способность с помощью этой системы понимать чужие мысли и выражать собственные суждения в устной и письменной форме;

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

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

Данная учебная дисциплина включена в раздел 'Гуманитарные науки' основной образовательной программы Педагогическое образование (История) заочное бакалавр и относится к базовой (общепрофессиональной) части. Осваивается на 1, 2, 3, 4 курсах, 1-8 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. Общая трудоемкость дисциплины составляет 524 часа(ов). Форма промежуточного контроля дисциплины зачет в 1 семестре; экзамен во 2 семестре; зачет в 3 семестре; экзамен в 4 семестре. зачет в 5 семестре; экзамен во 6 семестре; зачет в 7 семестре; экзамен в 8 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.).

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-4 (общекультурные компетенции)	способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
ОК-5 (общекультурные компетенции)	способность работать в команде, толерантно воспринимать социальные, культурные и личностные различия
ОПК-1 (профессиональные компетенции)	готовность осознавать социальную значимость своей будущей профессии, обладает мотивацией к осуществлению профессиональной деятельности
ПК-7 (профессиональные компетенции)	способность собирать, обрабатывать и интерпретировать данные современных научных исследований, необходимые для формирования выводов по соответствующим научным, профессиональным, социальным и этическим проблемам

В результате освоения дисциплины студент:

1. должен знать:

- Знать основы грамматической системы иностранного языка
- Знать лексический минимум, необходимый для работы с англоязычными текстами в процессе профессиональной деятельности

2. должен уметь:

- Уметь вести диалог/полилог в рамках повседневного общения
- Уметь читать англоязычную литературу с целью поиска информации из зарубежных источников

3. должен владеть:

- Владеть языком на уровне, достаточном для межличностного общения и базовой профессиональной деятельности
- навыками перевода текстов по специальности

#### 4. должен демонстрировать способность и готовность:

- 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; понимать 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; - 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; - понятно и обстоятельно высказываться по широкому кругу вопросов; объяснить свою точку зрения по актуальной проблеме, высказывая все аргументы 'за' и 'против'; - писать понятные подробные сообщения по широкому кругу вопросов; - владеть техникой написания эссе или докладов, освещая вопросы или аргументируя точку зрения 'за' или 'против'.

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

Общая трудоемкость дисциплины составляет 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; зачет в 5 семестре; экзамен в 6 семестре; зачет в 7 семестре; экзамен в 8 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.);

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#### 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. Развитие фонетических навыков	1		0	1	0	Тестирование
2.	Тема 2. Развитие лексических навыков	1		0	3	0	Контрольная работа Письменное домашнее задание
3.	Тема 3. Развитие грамматических навыков	1		0	4	0	Письменное домашнее задание Тестирование

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабо- ра- торные работы	
4.	Тема 4. Развитие навыков аудирования	1		0	2	0	Письменное домашнее задание Тестирование
5.	Тема 5. Развитие навыков говорения	2		0	5	0	Дискуссия Устный опрос
6.	Тема 6. Развитие навыков коммуникативного чтения	2		0	3	0	Письменное домашнее задание Тестирование
7.	Тема 7. Развитие навыков коммуникативного письма	2		0	2	0	Письменная работа Письменное домашнее задание
8.	Тема 8. Развитие навыков экстенсивного чтения по специальности	2		0	2	0	Письменное домашнее задание
9.	Тема 9. Закрепление фонетических навыков	3		0	1	0	Тестирование
10.	Тема 10. Закрепление лексических навыков	3		0	3	0	Письменное домашнее задание Контрольная работа
11.	Тема 11. Закрепление грамматических навыков	3		0	4	0	Письменное домашнее задание Тестирование
12.	Тема 12. Закрепление навыков аудирования	3		0	2	0	Письменное домашнее задание Тестирование
13.	Тема 13. Закрепление навыков говорения	4		0	5	0	Дискуссия Презентация 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	
14.	Тема 14. Закрепление навыков коммуникативного чтения	4		0	3	0	Письменное домашнее задание Тестирование
15.	Тема 15. Закрепление навыков коммуникативного письма	4		0	2	0	Письменное домашнее задание Письменная работа
16.	Тема 16. Закрепление навыков экстенсивного чтения по специальности	4		0	2	0	Письменное домашнее задание
17.	Тема 17. Активизация фонетических навыков	5		0	1	0	Тестирование
18.	Тема 18. Активизация лексических навыков	5		0	2	0	Письменное домашнее задание Контрольная работа
19.	Тема 19. Автоматизация навыков коммуникативного аудирования	5		0	2	0	Тестирование Письменное домашнее задание
20.	Тема 20. Автоматизация навыков говорения	5		0	5	0	Дискуссия Устный опрос Презентация
21.	Тема 21. Автоматизация навыков коммуникативного чтения	6		0	2	0	Письменное домашнее задание
22.	Тема 22. Автоматизация навыков письма	6		0	1	0	Тестирование Письменное домашнее задание
23.	Тема 23. Автоматизация грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.	6		0	3	0	Письменное домашнее задание Письменная работа



N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабора- торные работы	
24.	Тема 24. Автоматизация навыков аудирования по специальности	6		0	1	0	Письменное домашнее задание
25.	Тема 25. Автоматизация навыков говорения по специальности	6		0	3	0	Дискуссия Устный опрос Презентация
26.	Тема 26. Автоматизация навыков чтения текстов по специальности	6		0	2	0	Контрольная работа
27.	Тема 27. Совершенствование фонетических навыков	7		0	1	0	Тестирование
28.	Тема 28. Совершенствование лексических навыков	7		0	2	0	Письменное домашнее задание Тестирование
29.	Тема 29. Совершенствование навыков коммуникативного аудирования	7		0	1	0	Тестирование Письменное домашнее задание
30.	Тема 30. Совершенствование навыков говорения	7		0	4	0	Устный опрос Дискуссия
31.	Тема 31. Совершенствование навыков коммуникативного чтения	7		0	2	0	Письменное домашнее задание Письменная работа
32.	Тема 32. Совершенствование навыков письма	8		0	2	0	Письменное домашнее задание
33.	Тема 33. Совершенствование грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.	8		0	2	0	Письменное домашнее задание Тестирование
34.	Тема 34. Совершенствование навыков аудирования по специальности	8		0	1	0	Контрольная работа
35.	Тема 35. Совершенствование навыков говорения по специальности	8		0	3	0	Научный доклад



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	
36.	Тема 36. Совершенствование навыков чтения текстов по специальности	8		0	2	0	Тестирование
.	Тема . Итоговая форма контроля	1		0	0	0	Зачет
.	Тема . Итоговая форма контроля	2		0	0	0	Экзамен
.	Тема . Итоговая форма контроля	3		0	0	0	Зачет
.	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
.	Тема . Итоговая форма контроля	5		0	0	0	Зачет
.	Тема . Итоговая форма контроля	6		0	0	0	Экзамен
.	Тема . Итоговая форма контроля	7		0	0	0	Зачет
.	Тема . Итоговая форма контроля	8		0	0	0	Экзамен
	Итого			0	86	0	

## 4.2 Содержание дисциплины

### Тема 1. Развитие фонетических навыков

#### **практическое занятие (1 часа(ов)):**

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

### Тема 2. Развитие лексических навыков

#### **практическое занятие (3 часа(ов)):**

Стилистически нейтральная и стилистически окрашенная наиболее употребительная лексика общего языка в рамках изученных тем. Наиболее распространенные формулы-клише (обращение, приветствие, благодарность, извинение и т.п.). Знакомство с основными типами словарей (двуязычными и одноязычными толковыми, фразеологическими, терминологическими и т. д.).

### Тема 3. Развитие грамматических навыков

#### **практическое занятие (4 часа(ов)):**

Артикль. Общее понятие и основные случаи употребления.Имя существительное. Образование множественного числа и притяжательного падежа существительного.Имя прилагательное. Степени сравнения прилагательных.Наречие. Степени сравнения наречий.

### Тема 4. Развитие навыков аудирования

#### **практическое занятие (2 часа(ов)):**

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование:-понимание общего содержания прослушанной информации

### Тема 5. Развитие навыков говорения

#### **практическое занятие (5 часа(ов)):**

Монологическое высказывание в соответствии с предложенной ситуацией и ролью, навыки условно-неподготовленной и неподготовленной речи, дискуссия, беседа, расспрос - объяснение? по пройденной тематике, проблемные беседы (отбор и оценивание характеристик в соответствии с собственной точкой зрения, выражение согласия/несогласия, аргументация) с правильным использованием формул речевого этикета и отбором соответствующих языковых средств для выполнения определенного

#### **Тема 6. Развитие навыков коммуникативного чтения**

##### **практическое занятие (3 часа(ов)):**

(способность понимать и извлекать информацию из текстов): изучающее, ознакомительное, просмотровое, аналитическое чтение текстов НЕВЫСОКОЙ СТЕПЕНИ СЛОЖНОСТИ из общественно-политической, социально-культурной и учебно-профессиональной сфер

#### **Тема 7. Развитие навыков коммуникативного письма**

##### **практическое занятие (2 часа(ов)):**

умение обмениваться информацией в ходе письменного общения. Формы письменного сообщения: официальное и неофициальное письмо, CV, сообщение описательного и повествовательного характера, сообщение-рассуждение;

#### **Тема 8. Развитие навыков экстенсивного чтения по специальности**

##### **практическое занятие (2 часа(ов)):**

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Просмотровое и поисковое чтение текстов по специальности среднего уровня сложности с последующим заданием на говорение.

#### **Тема 9. Закрепление фонетических навыков**

##### **практическое занятие (1 часа(ов)):**

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

#### **Тема 10. Закрепление лексических навыков**

##### **практическое занятие (3 часа(ов)):**

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

#### **Тема 11. Закрепление грамматических навыков**

##### **практическое занятие (4 часа(ов)):**

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

#### **Тема 12. Закрепление навыков аудирования**

##### **практическое занятие (2 часа(ов)):**

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

#### **Тема 13. Закрепление навыков говорения**

##### **практическое занятие (5 часа(ов)):**

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

#### **Тема 14. Закрепление навыков коммуникативного чтения**

##### ***практическое занятие (3 часа(ов)):***

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

#### **Тема 15. Закрепление навыков коммуникативного письма**

##### ***практическое занятие (2 часа(ов)):***

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

#### **Тема 16. Закрепление навыков экстенсивного чтения по специальности**

##### ***практическое занятие (2 часа(ов)):***

Расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Просмотровое и поисковое чтение текстов повышенного уровня сложности по специальности сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту.

#### **Тема 17. Активизация фонетических навыков**

##### ***практическое занятие (1 часа(ов)):***

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

#### **Тема 18. Активизация лексических навыков**

##### ***практическое занятие (2 часа(ов)):***

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

#### **Тема 19. Автоматизация навыков коммуникативного аудирования**

##### ***практическое занятие (2 часа(ов)):***

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

## **Тема 20. Автоматизация навыков говорения**

### **практическое занятие (5 часа(ов)):**

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

## **Тема 21. Автоматизация навыков коммуникативного чтения**

### **практическое занятие (2 часа(ов)):**

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

## **Тема 22. Автоматизация навыков письма**

### **практическое занятие (1 часа(ов)):**

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

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

### **практическое занятие (3 часа(ов)):**

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

## **Тема 24. Автоматизация навыков аудирования по специальности**

### **практическое занятие (1 часа(ов)):**

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

## **Тема 25. Автоматизация навыков говорения по специальности**

### **практическое занятие (3 часа(ов)):**

- умение пользоваться речевыми средствами убеждения в кратком публичном выступлении в непосредственном контакте с аудиторией, - устное реферирование научного текста, - основы публичной речи (доклад, презентация, и пр.).

## **Тема 26. Автоматизация навыков чтения текстов по специальности**

### **практическое занятие (2 часа(ов)):**

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Чтение текстов по специальности соответствующего уровня сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту, подготовкой научного доклада

## **Тема 27. Совершенствование фонетических навыков**

### **практическое занятие (1 часа(ов)):**

интонация и ее роль при выражении собственного отношения к высказыванию.

## **Тема 28. Совершенствование лексических навыков**

### **практическое занятие (2 часа(ов)):**

Дальнейшее расширение словарного запаса за счет активного использования студентами словообразовательных средств иностранного языка (словосложения, аффиксации, конверсии), а также неологизмов и заимствований в целях 1) ознакомления студентов с функциональными стилями языка (пресса, научная проза, публицистика и т.д.) и различными сферами общения (регистрами); 2) обучения использованию адекватных средств воздействия на собеседника (убеждение, агитация и т.д.);

## **Тема 29. Совершенствование навыков коммуникативного аудирования**

### **практическое занятие (1 часа(ов)):**

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

## **Тема 30. Совершенствование навыков говорения**

### **практическое занятие (4 часа(ов)):**

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

## **Тема 31. Совершенствование навыков коммуникативного чтения**

### **практическое занятие (2 часа(ов)):**



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

### **Тема 32. Совершенствование навыков письма**

#### ***практическое занятие (2 часа(ов)):***

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

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

#### ***практическое занятие (2 часа(ов)):***

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

### **Тема 34. Совершенствование навыков аудирования по специальности**

#### ***практическое занятие (1 часа(ов)):***

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

### **Тема 35. Совершенствование навыков говорения по специальности**

#### ***практическое занятие (3 часа(ов)):***

умение пользоваться речевыми средствами убеждения в кратком публичном выступлении в непосредственном контакте с аудиторией, - устное реферирование научного текста, - основы публичной речи (доклад, презентация, курсовая работа и пр.).

### **Тема 36. Совершенствование навыков чтения текстов по специальности**

#### ***практическое занятие (2 часа(ов)):***

Дальнейшее расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Чтение текстов по специальности соответствующего уровня сложности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту, подготовкой научного доклада.

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

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. Развитие фонетических навыков	1		подготовка к тестированию	5	Тестирование
2.	Тема 2. Развитие лексических навыков	1		подготовка домашнего задания	11	Письменное домашнее задание
				подготовка к контрольной работе	8	Контрольная работа
3.	Тема 3. Развитие грамматических навыков	1		подготовка домашнего задания	17	Письменное домашнее задание
				подготовка к тестированию	8	Тестирование
4.	Тема 4. Развитие навыков аудирования	1		подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к тестированию	4	Тестирование
5.	Тема 5. Развитие навыков говорения	2		подготовка к дискуссии	10	Дискуссия
				подготовка к устному опросу	5	Устный опрос
6.	Тема 6. Развитие навыков коммуникативного чтения	2		подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к тестированию	4	Тестирование



N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
7.	Тема 7. Развитие навыков коммуникативного письма	2		подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к письменной работе	6	Письменная работа
8.	Тема 8. Развитие навыков экстенсивного чтения по специальности	2		подготовка домашнего задания	13	Письменное домашнее задание
9.	Тема 9. Закрепление фонетических навыков	3		подготовка к тестированию	5	Тестирование
10.	Тема 10. Закрепление лексических навыков	3		подготовка домашнего задания	10	Письменное домашнее задание
				подготовка к контрольной работе	8	Контрольная работа
11.	Тема 11. Закрепление грамматических навыков	3		подготовка домашнего задания	12	Письменное домашнее задание
				подготовка к тестированию	8	Тестирование
12.	Тема 12. Закрепление навыков аудирования	3		подготовка домашнего задания	8	Письменное домашнее задание
				подготовка к тестированию	5	Тестирование

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
13.	Тема 13. Закрепление навыков говорения	4		подготовка к дискуссии	5	Дискуссия
				подготовка к презентации	5	Презентация
				подготовка к устному опросу	5	Устный опрос
14.	Тема 14. Закрепление навыков коммуникативного чтения	4		подготовка домашнего задания	8	Письменное домашнее задание
				подготовка к тестированию	5	Тестирование
15.	Тема 15. Закрепление навыков коммуникативного письма	4		подготовка домашнего задания	7	Письменное домашнее задание
				подготовка к письменной работе	6	Письменная работа
16.	Тема 16. Закрепление навыков экстенсивного чтения по специальности	4		подготовка домашнего задания	12	Письменное домашнее задание
17.	Тема 17. Активизация фонетических навыков	5		подготовка к тестированию	3	Тестирование
18.	Тема 18. Активизация лексических навыков	5		подготовка домашнего задания	12	Письменное домашнее задание
				подготовка к контрольной работе	8	Контрольная работа

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
19.	Тема 19. Автоматизация навыков коммуникативного аудирования	5		подготовка домашнего задания	10	Письменное домашнее задание
				подготовка к тестированию	6	Тестирование
20.	Тема 20. Автоматизация навыков говорения	5		подготовка к дискуссии	7	Дискуссия
				подготовка к презентации	8	Презентация
				подготовка к устному опросу	5	Устный опрос
21.	Тема 21. Автоматизация навыков коммуникативного чтения	6		подготовка домашнего задания	8	Письменное домашнее задание
22.	Тема 22. Автоматизация навыков письма	6		подготовка домашнего задания	5	Письменное домашнее задание
				подготовка к тестированию	3	Тестирование
23.	Тема 23. Автоматизация грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.	6		подготовка домашнего задания	5	Письменное домашнее задание
				подготовка к письменной работе	4	Письменная работа
24.	Тема 24. Автоматизация навыков аудирования по специальности	6		подготовка домашнего задания	5	Письменное домашнее задание

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
25.	Тема 25. Автоматизация навыков говорения по специальности	6		подготовка к дискуссии	3	Дискуссия
				подготовка к презентации	5	Презентация
				подготовка к устному опросу	2	Устный опрос
26.	Тема 26. Автоматизация навыков чтения текстов по специальности	6		подготовка к контрольной работе	10	Контрольная работа
27.	Тема 27. Совершенствование фонетических навыков	7		подготовка к тестированию	5	Тестирование
28.	Тема 28. Совершенствование лексических навыков	7		подготовка домашнего задания	10	Письменное домашнее задание
				подготовка к тестированию	5	Тестирование
29.	Тема 29. Совершенствование навыков коммуникативного аудирования	7		подготовка домашнего задания	4	Письменное домашнее задание
				подготовка к тестированию	6	Тестирование
30.	Тема 30. Совершенствование навыков говорения	7		подготовка к дискуссии	10	Дискуссия
				подготовка к устному опросу	8	Устный опрос
31.	Тема 31. Совершенствование навыков коммуникативного чтения	7		подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к письменной работе	4	Письменная работа

№	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
32.	Тема 32. Совершенствование навыков письма	8		подготовка домашнего задания	10	Письменное домашнее задание
33.	Тема 33. Совершенствование грамматических навыков. Перевод научно-исследовательских текстов по специальности с английского языка на русский.	8		подготовка домашнего задания	8	Письменное домашнее задание
				подготовка к тестированию	5	Тестирование
34.	Тема 34. Совершенствование навыков аудирования по специальности	8		подготовка к контрольной работе	8	Контрольная работа
35.	Тема 35. Совершенствование навыков говорения по специальности	8		подготовка к научному докладу	12	Научный доклад
36.	Тема 36. Совершенствование навыков чтения текстов по специальности	8		подготовка к тестированию	10	Тестирование
	Итого				438	

## 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. Развитие фонетических навыков

### Тестирование , примерные вопросы:

1. Underline the stressed syllable in these words. 1. famous 2. similar 3. later 4. dramatic 5. photograph 6. garden 7. memorable 8. woman 2. Circle the verb with a different sound 1. [s] - walks, laughs, watches; 2. [z] - lives, does, relaxes; 3. [iz] - leaves, dresses, washes; 4. [s] - runs, starts, thinks; 5. [z] - knows, rains, likes; 6. [iz] - teaches, cooks, misses. II. Translate and transcribe the following sentences. In each sentence state the prevailing sound symbol. For example, Pete eats chiefly meat [?pi:t i:ts ?t i:fli mi:t] - [i:]: 1. Садитесь, пожалуйста [ ]. 2. Нашла коса на камень [ ]. 3. Я рано лягу спать [ ]. 4. Коти ? легко ранимый человек [ ]. 5. Введите, пожалуйста, миссис Лимм [ ]. 6. Это нечестно! [ ]. 7. Выздоровливайте [ ]. 8. Ну и зубрила! [ ]. 9. Пospешишь ? людей насмешешь [ ]. 10. Как жаль, что Марсия так нерешительна [ ]. 2. Group the following words according to the reading rules. boy bee took fine type table clean moon dene seem mine pep yellow weak cup cope jam page she age Spain friend corn Moscow shook end thick ice lead farm lot sing or sky dell came rank find out these III. Put the verbs in brackets in the correct tense form (Present Simple, Present Perfect, Present Continuous). Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school... (to take) ? you the bus to get to school or ... (to walk) you? Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game. Now I am in my class. I ... (to sit) at my desk. I always ... (to sit) at the same desk. IV. Tell about your school to your groupmate, what subjects you liked, disliked and why

### Тема 2. Развитие лексических навыков

#### Контрольная работа , примерные вопросы:

1. Match the phrases. 1. Jammie and Hannah met ... 2. He played ... 3. He asked her ... 4. He invited her ... 5. He took her to ... 6. They saw ... 7. They fell ... a. a French restaurant. b. to dinner c. in love. d. in a club. e. each other every day. f. for her phone number. g. her favourite song. 2. Complete the sentence with AT, IN or ON. 1. Let's meet next Sunday ... 3.00. 2. I hate driving ... night, getting up early ... the morning, and working ... weekends. 3. Our flight is leaving ... Monday at 7.30 ... the evening and arriving ... midday ... Tuesday. 4. We have an exam ... Friday ... afternoon. 5. In most countries, banks and offices are closed ... Christmas Day and New Year's Day. 6. Computers are invented ... the 20th century. 7. Albert Einstein was born ... 14 March 1879 in Germany and he died ... 1955 in the USA. 8. ... Easter we went to Italy and we're going again ... the summer, probably the first two weeks ... August.

#### Письменное домашнее задание , примерные вопросы:

1. Complete the sentence with AT, IN or ON. 1. We'll meet you ... the bus stop. 2. I often listen to music ... my car. 3. ... my room I have a poster ... the wall and the photo of my parents ... the table by my bed. 4. My family are from Zurich but we live ... in Munich. 5. She lives ... the city center. 6. There's some sugar ... the shelf ... in the cupboard. 7. They swam ... the sea and then went for a walk ... the park. 8. There's a Post office 9 ... the end of this road, 10 ... the corner of Old Street. 2. Make adjectives from the nouns and verbs in the list, and complete the sentences. Ambition, boss, cheer, create, glamour, possess, power, rely, self, social. 1 Jack is extremely \_\_\_\_\_. He'd like to be the company director. 2 My colleague is really \_\_\_\_\_. She's always telling me what to do. 3 Dave's girlfriend is very \_\_\_\_\_. She doesn't let him talk to other girls. 4 My sister is always \_\_\_\_\_. She looks happy all the time. 5 Jane's husband is really \_\_\_\_\_. He only ever thinks of himself. 6 My best friend is very \_\_\_\_\_. She's always there when I need her. 7 Mike is really \_\_\_\_\_. He enjoys being with other people. 8 My brother's wife is very \_\_\_\_\_. She looks like an actress! He's very \_\_\_\_\_ businessman. He has a lot of influence over other people. 10 Anna is really \_\_\_\_\_. She's made some wonderful sculptures. Развитие грамматических навыков Circle the correct form of the verb. 1 Be quiet! I try/I'm trying to read. 2 Ben uses/is using sunscreen all year round, not just in the summer. 3 His wife always packs/ packs always his suitcase for him. 4 Pay attention! You don't listen/aren't listening to me. 5 Elizabeth doesn't usually wear/don't usually wear make up on the beach. 6 My boyfriend never is/is never in a hurry. 7 Sam and Richard go/ are going hiking every weekend. 9 My brother speaks/ is speaking good French because he has lived in France. 10 You go/Do you go to the same place on holiday every year?

### Тема 3. Развитие грамматических навыков



Письменное домашнее задание , примерные вопросы:

Complete the questions with do or does. 1. When ... British banks open and close? 2. ... this bus go to the shopping center? 3. ... this shop open on Sundays? 4. ... your sister work in that shoe shop? 5. Which supermarket ... you usually shop at? 6. ... your parents like shopping there? 1. Translate and transcribe the following sentences. In each sentence state the prevailing sound symbol. For example, Pete eats chiefly meat [?pi:t i:ts ?t i:fl i mi:t] - [i:]: 1. Рад познакомиться с вами [ ]. 2. Крайности сходятся [ ]. 3. Да, сер [ ]. 4. Что за взбалмошная девушка эта Урсула! [ ] 5. пусть войдет [ ]. 6. Вили очень умен [ ]. 7. Хорошо сказано [ ]. 8. Мал золотник, да дорог [ ]. 9. Это безнадежное дело [ ]. 10. Ешь вволю, пей в меру [ ]. 2. Group the following words according to the reading rules. men pile set read tiny kind note actor lies doom red shy fang sport wink mice tone bent cap put Jack hip farm steel chest mete theme hay chain look but cube peep shine gym coin pace mile bank town II. Translate and transcribe the following sentences. In each sentence state the prevailing sound symbol. For example, Pete eats chiefly meat [?pi:t i:ts ?t i:fl i mi:t] - [i:]: 1. Садитесь, пожалуйста [ ]. 2. Нашла коса на камень [ ]. 3. Я рано лягу спать [ ]. 4. Кити ? легко ранимый человек [ ]. 5. Введите, пожалуйста, миссис Лимм [ ]. 6. Это нечестно! [ ]. 7. Выздоровливайте [ ]. 8. Ну изубрила! [ ]. 9. Пospешишь ? людей насмешишь [ ]. 10. Как жаль, что Марсия так нерешительна [ ]. 2. Group the following words according to 4 reading rules. boy bee took fine type table clean moon dene seem mine pep yellow weak cup cope jam page she age Spain friend corn Moscow hook end thick ice lead farm lot sing or sky dell came rank find out these III. Put the verbs in brackets in the correct tense form (Present Simple, Present Perfect, Present Continuous). Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school ... (to take) ? you the bus to get to school or ... (to walk) you? Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game. Now I am in my class. I ... (to sit) at my desk. I always ... (to sit) at the same desk.

Тестирование , примерные вопросы:

Circle a, b, or c. 1 My sister \_\_\_\_ fish or seafood. a doesn't like b don't like c doesn't likes 2 I have a quick breakfast because in a hurry. a I usually b I usually am c I'm usually 3 I \_\_\_\_ TV when I'm having a meal. a never watch b don't never watch c am never watching 4 I usually drink a lot of diet Coke, but at the moment \_\_\_\_ to cut down. a I try b I'm trying c I'm triing 5 \_\_\_\_ any brothers or sisters? a Are you having b Are you have c Do you have 6 What \_\_\_\_ when you leave school? a you are going to do b are you going do c are you going to do 7 I can't see you this evening because \_\_\_\_ some friends. a I'm meeting b I meet c I'll meet 8 A Would you like something to drink? B Yes, \_\_\_\_ an orange juice, please. a I have b I'm having c I'll have 9 A I can't open this jar. B \_\_\_\_ help you? a Shall I b Will I c Do I 10 That's a lovely dress. Where \_\_\_\_ it? a have you bought b did you buy c did you bought 11 \_\_\_\_ good at saving money. a I've never been b I haven't never been c I've never 12 I got \$50 for n1y birthday, but I \_\_\_\_\_. a didn't spend it yet b haven't spent it yet c yet I haven't spent it 2. Circle the correct question 1. a. Who did Yoko Ono marry in 1969? b. Who Yoko Ono married in 1969? 2. a. Which Spice Girl did have red hair? b. Which Spice Girl had red hair? 3. a. Who does Madonna live with? b. Who lives Madonna with? 4. a. When broke the Beatles up? b. When did the Beatles break up? 5. a. Which member of Queen was born in Zanzibar? b. Which member of Queen born in Zanzibar? 6. a. Which instrument did Jimi Hendrix play? b. Which instrument played Jimi Hendrix? 2. Write sentences with "when". Use the past simple or past continuous. 1. They/play tennis/start/rain. 2. He/break/his leg/ski. 3. The boys/fight/ their father/come home. 4. A dog/eat/my sandwich/I/sleep/in the park. 5. We/study/in the library/ the fire/start. 3. Write about your school to your groupmate, what subjects you liked, disliked and why

#### Тема 4. Развитие навыков аудирования

Письменное домашнее задание , примерные вопросы:



Listen to a guide in an art gallery talking about "At the Moulin Rouge". Answer the questions. 1. What was the Moulin Rouge famous for? 2. Who did Toulouse-Lautrec include in his paintings and posters? 3. Which person is Toulouse-Lautrec's cousin? 4. Why do some people think he liked painting the dancers? 5. Which person is Toulouse-Lautrec's friend? 6. Which person is Toulouse-Lautrec's friend? 7. Who is La Goulue? 8. Who is Makarona? 9. Who are these three people in front? 10. Who is Jane Avril? 11. What are these people doing at the moment? OK, now the painting we are looking at now is by the French painter Toulouse-Lautrec. The painting is called At The Moulin Rouge. As you probably know The Moulin Rouge is a nightclub in Paris. Maybe some of you remember the film Moulin Rouge? In the 19th century, the nightclub was very famous for its beautiful dancers and singers. Toulouse-Lautrec did a lot of paintings and posters of the Moulin Rouge. He especially loved painting the dancers. And in these paintings he sometimes included his friends too. In the middle of the picture there are 5 people who are sitting at a table having a drink. The woman who's wearing a hat is a dancer - her name is La Macarona - and the man sitting next to her on the left is a friend of Toulouse-Lautrec. He was a photographer. On the right, here, there's a woman with fair hair, blue eyes, and very red lips. Her face looks very white. That's another famous dancer called Jane Avril. At the back of the picture, on the right, there are 2 women who are standing together. One of them is touching her hair. That's La Goulue and she was one of the most famous singers at the Moulin Rouge at that time. Now this is very interesting. If you look carefully to the left of the 2 women, there are 2 men walking out of the nightclub. One of them is very tall and the other one is very short. The very tall man is Toulouse-Lautrec's cousin Gabriel, and the other man is Toulouse-Lautrec himself. Toulouse-Lautrec was only 1 metre 50 centimetres tall. He had very short legs and couldn't walk very well. Some people think that this is why he loved painting the dancers of the Moulin Rouge... because they all had beautiful and long legs.

Тестирование, примерные вопросы:

1. Listen to the story and mark the sentences T (true) or F (false). 1. She was driving to work. 2. It was day time. 3. It was raining. 4. She saw a man in the road asking her to stop. 5. He was sick. 6. The two men drove away in her car. 7. They wanted to ask her for a help. 8. He took her mobile phone. 9. She rang the police on her mobile. 10. Police did not arrive. 2. Listen and circle the correct answer, a, b or c. 1. Where did a woman go on holiday this year? - A Portugal, B Scotland, C Spain. 2. What was the weather like in Italy? - A It rained, B It was hot, C It was sunny. 3. Where did the photographer take the photo of the actor? - A On the stairs, B In reception, C In the street. 4. What was the model doing when he took the photo? - A Talking, B Reading, C Walking on the "catwalk". 5. What year did the pop group make their last album? - A 2001, B 2002, C 2003

### Тема 5. Развитие навыков говорения

Дискуссия, примерные вопросы:

Discuss the following questions: 1. What family are you from? 2. Do you live in a flat or house? 3. What traditions do you have in your family? 4. Who do you take after in your family? 5. Who is the closest person in your family? 6. What is week? 7. What are your hobbies and interests? 8. How do you spend your holidays? 9. What is a typical family in your country? 10. Is your family typical? Why/Why not? 5. Do people judge you by the clothes you wear? 6. Our grandparents were happier. 7. New century, new rules, new opportunities. 8. Women's place is in the kitchen. 6. Men cook better than women. 7. Pets at home are good for children. 8. Bringing up is not difficult. 9. Travelling is the best way to learn languages. 10. Many languages, one world.

Устный опрос, примерные вопросы:

You are going to give a talk about: 1. How my family and friends see me. 2. Music which I listen to. 3. Kazan is the best city of the world. 4. Family conflicts. 5. Traditions of my family. 6. My friends. 7. Hobbies. 8. The Sport I do. 9. Books in my family. 10. I take after my You will have to start in a minute and speak for not more than 2 minutes.

### Тема 6. Развитие навыков коммуникативного чтения

Письменное домашнее задание, примерные вопросы:

Complete the sentences with these words: Computer - A mate - Snack - The evening - A manager - A driver - Your director - An antique shop. 1. ... is a person who gets other people to do all the work 2. ... is a person who is early for work when you are late and late when you're early; 3. ... is somebody who has found a place to park their car; 4. ... are small devices which were invented to make business people work at home on holiday and when they are travelling; 5. ... is a shop where the things for sale are very old and the prices are very modern; 6. ... is the part of the day when we worry about we didn't do in the morning; 7. ... is something that children do between meals but not during them; 8. ... is a person who knows you well, but likes you anyway Read the text and retell a) Read the text quickly and answer the questions. 1 What was Paul Smith's destination? 2 Did he manage to get there? b) Read the text again and choose the correct answers 1 Paul Smith is known as The Twitchhiker? because? a he tweeted about his twitchhiking adventures when he got back b he has accepted help from twitter users to travel c he always tweets when he goes hiking in the country. 2 Paul thought up his plan while? a he was walking around the supermarket b he was paying for his shopping c he was driving home to his wife. 3 Thousands of twitter users knew about Paul's plan because? a he sent a message to everyone he knew b he gave an interview to a national newspaper c he had the support of a famous person. 4 Paul completed the first part of his journey? a by sea b by rail c by road. 5 After Paul had been travelling for a week, he was? a in Europe b in the USA c in New Zealand. 6 When he reached the end of his trip, Paul felt a disappointed that he couldn't get to Campbell Island b worried about how he was going to get home c grateful to the people who had helped him Развитие навыков коммуникативного письма A newspaper is running a story-writing competition. Write about a nightmare holiday you've had, or a difficult situation you've been in (or invent one), to send to the newspaper. Answer the following questions: (140-180 words) ? When and where did it happen? ? Who were you with? Why? ? What went wrong? What happened? ? What happened in the end?

Тестирование , примерные вопросы:

Read the definitions and complete them with these words An antique shop/Your boss/ A friend /Eating / The afternoon /A manager / A pedestrian /Laptop /Head of the department/Cinema 1. ... is a person who gets other people to do all the work; 2. ... is the part of the day when we worry about we didn't do in the morning; 3. ... is somebody who has found a place to park their car; 4. ... are small computers which were invented to make business people work at home on holiday and when they are travelling; 5. ... is a shop where the things for sale are very old and the prices are very modern; 6. ... is a person who is early for work when you are late and late when you're early; 7. ... is something that children do between meals but not during them; 8. ... is a person who knows you well, but likes you anyway 9. ... is who runs the department 10. ... a place where you can see a movie on the screen

## **Тема 7. Развитие навыков коммуникативного письма**

Письменная работа , примерные вопросы:

1. Write a CV; 2. The story behind a photo; An informal letter  
Образец CV Sara Anne Green Address (home): 47 Gerrard Street Manchester, M20 4LZ Telephone: 0121 423170 Email: sara.green@gmail.com A well-organized and outgoing Business Economics student graduating in June 2007 with good communication and analytical skills, looking to develop a career as an economist within an international business environment. Fluent Spanish speaker experienced in the use of spreadsheets, databases, and similar business software. Education and qualifications: September 2004 - June 2007 BA (Hons) in Business Economics City University, Bristol September 1996-June 2003 Manchester School 4 A Levels: Economics (A), Information and Communication Technology (A), English (A), Spanish (B) 9 GCSEs (including A\* grades in Economics, Spanish, English, Mathematics, ICT, and German) Work experience: July-September 2006 Administrative Assistant MKL Smith & Co (Accountants), Manchester Duties included: using spreadsheets to sort and chart financial information assisting PA with routine admin tasks July-September 2005 English Language Teaching Assistant EFL International, Seville, Spain Duties included: assisting teachers in preparing lessons administering student database liaising with local companies to organize student activities July 2003-August 2004 Various jobs (including voluntary and hotel work) and travel in Spain and Latin America, gaining a valuable insight into the culture and spoken language of those countries. Skills: Advanced Certificate in MS Word, MS Excel, and MS Access (evening course, September-July 2006) Full driving licence Interests & extra information: Netball, travel, swimming References: Dr Thomas Clark Senior Lecturer in Business and Management Department of Business Organization and Strategy City University Bristol BS1 2ER Ms Susan Hunter Senior Partner MKL Smith & Co (Accountants) 231 Parker Street Manchester M20 6QR

Письменное домашнее задание , примерные вопросы:

Describing yourself. Write an e-mail about you including four paragraphs: 1. name, nationality, age, family, work/study; 2. physical appearance; 3. personality; 4. hobbies and interests Example Dear Ann! Let me introduce myself, my name is Olga Petrova. I was born in the 19 th of February, 1990 in Kursk, which is the town of Russia. I am sixteen. I am a pupil. I study a Univsity. Our family is big. There are four of us: mother, father, little brother and me. My brother`s name is Anton. He is 11. Anton is nice and funny. My parents are young. My mom is a good-looking woman. She is 39. She has two high educations. She works as economist. My mother likes reading books and magazines and she knows a lot of interesting things. She always helps me with my problems. My father is 41. He is a journalist. He likes his work very much. My father cooks well too. He always makes new dishes and they are very tasty. In the evening all members of our family like to watch TV. Sometimes we go to the theater or concert. We are a friendly family. We are deeply attached to each other, and we get on very well. I study well. My favorite school subjects are English, Russian, Literature and others. I want to learn Spanish and French too. There are many interesting and exciting things to do when you are spending your free time. Each person has his interests and hobbies such as reading books, watching TV, going in for sports. As for me, I have many hobbies: they are ? cooking, dancing, singing, and English language. I also fond of reading books. My favorite books are adventures and horror, love stories. When I am reading book I live the character`s life, suffer, and enjoy with them. My favorite hobby is studying English. I think it is necessary to have a hobby. Your free time is not wasted. Everybody likes music ? some people enjoy classical music, others are fond of popular music. Open-minded, I like all kinds of music. I am a meloman. Some music is happy, and some is sad. Some is serious, and some can make people laugh. I like New Year very much. My mother and I usually decorate a New Year tree with colorful glass balls and toys. I also cook New Year supper, especially salads. At night we have a real feast. In early childhood it does not take children much time to answer the question ?what do you want to be when you grow up??. They mentioned many interesting and exciting professions, the most popular ones are a pilot, a cosmonaut, a businessman. As the years pass, they change their minds. I know there are many interesting and useful professions but most of all I like the profession of an interpreter. Why? Because I like English language. It is necessary to learn foreign languages. That is why pupils have got such subject as a foreign language at school. Everybody knows his own language but it is useful to know foreign languages too. I want to read in original literature. I like to travel, but it is difficult to visit countries, when you do not know the language spoken there. If I know the language of the country which I am going to visit it will be easy to travel there. If I want to ask something, I can do it in English. There are international friendship camps in the world. If you can speak foreign languages, it will be easy for you to visit such camps and speak with people there. I think that English will be my future career because I am good at this language.

## Тема 8. Развитие навыков экстенсивного чтения по специальности

Письменное домашнее задание , примерные вопросы:

Read and translate the text: Ancient Egypt Egyptian religion, like that of Mesopotamia, was polytheistic and each region had its own patron deity. Some of these local or regional gods gained notoriety throughout Egypt. For instance, the god Ptah gained power when the city of Memphis became the capital of Egypt. Later, the god Re of Heliopolis eclipsed that of Ptah. Finally, the god Amon rose to supremacy in Thebes in connection with the political authority of the Thebian pharaoh. As a rule, whenever a new capital was founded, a new supreme god was chosen. Egyptian gods were often represented as animals ? as falcons, vultures, a cobra, dog, cat or crocodile. For the Egyptians, because animals were non- human, they must have possessed religious significance. Other gods, such as Ptah and Amon, were given human representation, but the most important god Re, was not represented at all. The gods created the cosmos ? they created order out of chaos. The Sumerians had a similar belief. But the life of the Sumerian was filled with anxiety and pessimism because the gods themselves were unstable and the idea of an afterlife was unknown. Egyptian religion inspired confidence and optimism in the external order and stability of the world. The gods guided the rhythms of life and death. And what really distinguished Egyptian religion from that of Mesopotamia, was that any man or woman could share in the benefits of an afterlife. As one historian has put it: "death meant a continuation of one's life on earth, a continuation that, with the appropriate precautions of proper burial, prayer, and ritual, would include only the best parts of life on earth ? nothing to fear, but on the other hand, nothing to want to hurry out of this world for." Religion was the unifying agent in ancient Egypt. Pharaoh indicated his concern for his people by worshipping the local deities in public ceremonies. The gods protected the living and guaranteed them an afterlife. The Egyptians believed they were living in a fixed, static or unchanging universe in which life and death were part of a continuous, rhythmic cycle. Certain patterns came to be expected ? grain had to be harvested, irrigation canals had to be built and pyramids had to be built. Just as the sun rose in the east and set in the west, so all human life and death passed through regular and predictable patterns. The first pyramids, built around 2900 B.C., were little more than mudbrick structures built over the burial pits of nobles. These structures protected the body from exposure and also provided a secure place for the personal belongings of the dead noble. By 2600 B.C., mudbrick structures were replaced by the familiar stone pyramid. The pyramids were completely inaccessible structures ? once pharaoh was buried, hallways and passages were sealed and obliterated. In this way, the pyramids would stand eternal, unchanged, and fixed, as they stand today. The pyramid symbolizes much of what we know about ancient Egypt. They reflect the extreme centralization of the Egyptian government as well as rule by pharaoh.

## Тема 9. Закрепление фонетических навыков

Тестирование , примерные вопросы:

1. Underline the stressed syllable in these words meeting - patient - champagne - successful - violin - tomorrow - optimistic - psychoanalyst - understanding. 2. Write a word beginning with the sound in the pictures [j] - 1. a color ...; 2. the day before today ...; 3. twelve months ...; 4. a place people study ...; 5. the opposite of 'old' ... [dʒ] - 6. three months which start with this sound ...; 7. a kind of short coat ...; 8. like trousers ...; 9. the opposite of 'mean' ...; 10. a sport in which two people fight Circle the word with a different sound. [s] ? flip-flops, shoes, socks, sights, cruise, massage, passport, sunset; [z] ? clothes, pyjamas, shorts, towels, razors, phones, liquids, belts. Underline the stressed syllable in the words. Then write them in the correct column in the table. Attend, degree, dissertation, postgraduate, professor, referee, residence, scholarship, seminar, tutorial, undergraduate, vacancy. t each other.

## Тема 10. Закрепление лексических навыков

Контрольная работа , примерные вопросы:



Complete the sentences with these verbs: call - drive - give - pay - take. 1. Mary phoned while you were in the shower. She asked you to ... her back when you can. 2. Can you lend me 10 euros? I'll ... you back tomorrow. 3. We were driving to the beach but it started to rain so we decided to ... back home. 4. A. Do you want to borrow my pen? - B. Yes, please - I'll ... it back to you in a minute. 5. This shirt is the wrong size. I think, I'll ... it back to the shop. 2. Translate into English Теперь деятельность нашей компании не быстро меняется. 2. Джейн отправила Элизабет много разных писем. Но ни одно из них не дошло. 3. Мне очень нравится твой двоюродный брат. Он всегда думает об окружающих. 4. Мать Мэри выглядит очень старо для своего возраста. Никто не верит, что ей сейчас сорок. 5. Сара постоянно катается на коньках этой зимой. Она хочет интенсивнее заниматься катанием на коньках, чтобы усовершенствовать свои навыки. 6. Что ты делал со своим домашним питомцем? Он выглядит таким изможденным. 7. Ее платье выглядит, как новое, хотя она носила его три года. 8. У Джорджа много друзей, но он не пригласил их на свою вечеринку. 9. Сосед Джейн ? руководитель проекта. Его технические советы всегда важны и полезны для его коллег. 10. Элизабет только что заполнила анкету на получение новой работы и ждала соответствующего ответа от той компании. 11. Джейн не видела свою двоюродную сестру с месяц, с тех пор как она начала там работать. 12. Как долго ты уже оказываешь поддержку Саре? ? Но я ее вообще не знаю?

Письменное домашнее задание , примерные вопросы:

1. Circle the correct preposition. 1. Don't forget to write to/at me. 2. The psychoanalyst was talking of/about dreams. 3. Are you listening to/for me? 4. They always argue with/for each other. 5. Think about/of his offer - it's a good one. 6. I was sitting in the office waiting for/to a phone call. 7. I'm sorry, but I don't agree with/to you. 8. I'd like to speak to/at the manager, please. 2. Complete the expressions with these verbs: clean - do - make - spend - take - tidy - use. 1. ... your room, your desk; 2. ... the bed, a noise; 3. the washing up, housework; 4. ... the channel on the TV, your clothes; 5. ... a computer, the Internet; 6. ... out the rubbish, the dog for a walk; 7. ... time, a lot of money; 8. ... the house, the floor

## Тема 11. Закрепление грамматических навыков

Письменное домашнее задание , примерные вопросы:

Write sentences using prompts. Use Shall I/ I'll/ I won't. 1. turn off/ the air-conditioning? 2. not drive/ fast. 3. buy/ another one. 4. call/ the police? 5. have/ the chicken. Complete the sentences with the -ing form of the verbs in brackets. 1. I really hate ... (tidy) my room. 2. I don't enjoy ... (go) to the cinema on my own. 3. Will you please stop ... (make) that noise! 4. They'll go on ... (talk) until you tell them to stop. 5. I love ... (travel) to different places.

Тестирование , примерные вопросы:

1. Complete the dialogues with the correct form of the verbs in brackets. 1. What ... you ... (dream) about last night? 2. I ... (run) along a dark road and I ... (be) very frightened. Then, the next thing I knew, I ... (fly). 3. A. ... you often ... (dream)? B. Yes, I ... (have) dreams all the time - every night! 4. A. ... you ... (do) anything tomorrow? B. No, why? A. I ... (have) a party ... you ... (want) to come? 5. Boys! What ... you ... (do)? B. Sorry, sir. We ... (practise) for the Athletics tomorrow. A. Not in the classroom. 2. Complete the dialogues. 1. A. ... (you/ ever/ wear) a big hat? B. Yes, I ... . A. When ... (you/ wear) it? B. When I ... (go) to a wedding last summer. 2. A. ... (you/ ever/ borrow) your father's clothes? B. Yes, I ... . A. What ... (you/ borrow)? B. A tie, I ... (need) one for an interview. 3. ... (you/ever/ meet) a fashion model? B. No, I ... . 4. A ... (you/ ever/ buy) any second clothes? B. Yes, I ... . I ... (buy) a beautiful white shirt for \$1.50 in a market. 5. ... (you/ ever/ have) an argument about clothes? B. Yes, I ... . My brother ... (take) my best sweater to the beach and ... (ruin) it. 1. Jenny \_\_\_\_\_ tired. be is has have 2. " \_\_\_\_\_ is she?" "She's my friend from London" Who \_\_\_\_\_ Why Which What 3. Today is Wednesday. Yesterday it \_\_\_\_\_ Tuesday. were is be was 4. It's Thursday today. Tomorrow it \_\_\_\_\_ Friday. be was will be will 5. \_\_\_\_\_ lots of animals in the zoo. There There is There are There aren't 6. How many people \_\_\_\_\_ in your family? are there is there there are there 7. "Has Steve got a sister?" "No, he \_\_\_\_\_, but he's got 2 brothers." has hasn't haven't not 8. Where \_\_\_\_\_ Sarah live? are is do does 9. \_\_\_\_\_ to London on the train yesterday? Did Mary went Did Mary go Mary go Mary goes 10. Jack \_\_\_\_\_ English, Spanish and a bit of French. speaks speak speaking is speaking

## Тема 12. Закрепление навыков аудирования

Письменное домашнее задание , примерные вопросы:

Listen to a radio news programme. 1. Where does this news program take place? A. at a shopping center B. at a local school C. in a city market place 2. How does the young girl, Elizabeth, celebrate this holiday with her family? A. They go out to eat at a restaurant. B. They visit close relatives. C. They go to see a movie. 3. What does Johnny and his family eat on this day? A. turkey B. ham C. chicken 4. What sentence best describes Steven's feelings about Christmas? A. It's a time when people exchange gifts with friends, family, and teachers. B. It's a holiday when friends give gifts during an elaborate dinner. C. It's a day when people think of others without waiting for a gift in return. 5. The final young woman says that the best thing about Christmas is: A. receiving presents from classmates. B. having a vacation from school. C. sleeping late every day.

Тестирование , примерные вопросы:

Listen to the interview with a professional football referee. Complete the information with the correct word. Example: The referee thinks it's impossible to choose only one match. The Real Madrid?Barcelona matches were exciting to referee because of the incredible 1 \_\_\_\_\_ in the stadium. The player that Juan Antonio most admires is Mauro Silva, the 2 \_\_\_\_\_ international. Juan Antonio was attacked by players and spectators after a match because the home team 3 \_\_\_\_\_. Winning has become more important in football because of the 4 \_\_\_\_\_ involved. Referees would find it easier to make decisions if players didn't 5 \_\_\_\_\_. The referee thinks it's impossible to choose only one match. Juan Antonio really enjoyed refereeing the Real Madrid ? Barcelona games because of the atmosphere in the 6 \_\_\_\_\_. Mauro Silva is a great 7 \_\_\_\_\_ being. Juan Antonio was once attacked and 8 \_\_\_\_\_ by players and spectators after a match. Referees sometimes make mistakes with penalties when a player 9 \_\_\_\_\_ over in the penalty area. Luckily most players don't cheat, so fair 10 \_\_\_\_\_ still exists in football. 3. Next weekend the weather is going to be ... a. wet and cold; b.sunny but cold; c. warm and sunny. 2. Listen to an interview with a model. Mark the sentences T (true) or F (false). 1. She often wears clothes she doesn't like. 2. she broke her leg during fashion show. 3. She hasn't been to Africa. 4. She went to Argentina two years ago. 5. She would like to go to India again.

### **Тема 13. Закрепление навыков говорения**

Дискуссия , примерные вопросы:

Discuss the following questions: 1. Our food is less healthy than ten years ago. 2. Is Sport without doping possible? 3. Can you live a year without money? 4. Educational reforms: pros and cons. 5. . Everybody has hobbies, and everybody loves talking about them. 6. As people get older, their perceived value of time increases 7. The best city to live in 8. The city I would not like to live 9. Theatres 10 Books in my life

Презентация , примерные вопросы:

1. My favourite sport (history, rules, famous athletes) 2. A tour round Europe 3. A tour round Asia 4. My dream home 5. Kazan is the best city of the world

Устный опрос , примерные вопросы:

You are going to give a talk about: 1. Food habits 2. Money in our life 3. My victories and failures 4. Social nets 5. Traditions and customs in my country 6. Traditions and customs in other countries 7. Traditions and customs in the USA 8. Traditions and customs in Canada 9. Traditions and customs in GB 10. Traditions and customs in Australia You will have to start in a minute and speak for not more than 2 minutes.

### **Тема 14. Закрепление навыков коммуникативного чтения**

Письменное домашнее задание , примерные вопросы:

Read the text. Number the sentences in the right order. 1. Jon wrote his address on the man's business card. 2. The man explained his problem. 3. Jon bought the man a coffee. 4. Jon went into a bar to get a cup of coffee. 5. Jon agreed to help a man. 6. A man came up to him. 7. The man left the bar. 8. They talked about other things for a few minutes. A HARD LESSON my name Jon, and this happened to me when I was on holiday in Seville, in the south of Spain. I was having a coffee in a bar when a man came up to me. He was smartly dressed, and he looked very respectable. Do you speak English? he asked. he definitely wasn't Spanish, but I'm not sure where he was from "I'm very sorry to bother you, but I have a serious problem", he continued. " I'm here on a business trip, and I've lost my briefcase - it had my passport, my wallet, my money, my credit cards, my mobile, my address book, everything. Could you help me? I need to borrow 60 euros to get a train to Madrid - my company has an office there. I'll pay you back, of course. When I get home, I'll send you the money. You can give me your address in England". I wasn't sure, but he didn't seem suspicious, so I agreed. I wrote down my home address on a business card he had, and I gave him 60 euros. I even bought him a coffee. We chatted for a few minutes, and then he looked at his watch and said, "Well, I should get to the station. Thank you very much for your help. You'll have your money back in a couple of weeks, I promise". And he walked out of the bar. So do you think he payed me back? No, you're right, he didn't, and I won't lend money to strangers again!

Тестирование , примерные вопросы:

Read the article and mark the sentences T (true), F (false) or DS (doesn't). EATING OUT IN SF. What food you're looking for - an all-you-ca-eat breakfast, a quick lunch, a romantic dinner - you'll find it in San Francisco. The city is home to over 4500 restaurants and eating places. And they are not only for tourists. On average, San Franciscans eat out 267 times a year. You can eat food from anywhere in the world. With Mexican food, Italian bakenes, hundreds of Thai, Chinese, Vietnamese, and Korean restaurants, and in-and-out Japanese noodle shops, it's possible to eat your way round the world during a single weekend. And you don't find good food only in expensive restaurants. You can try great cooking in any number of small eating places, where prices are low and reservations aren't needed. Portions are often large, but you can ask a restaurant to pack up anything you don't eat so you can take it home. But wherever you eat, if you have waiter service, don't forget to tip. The exact amount you leave is up to you, but 15-20 per cent of the bill is normal. An easy way to calculate your tip is to double the sales tax. 1. SF has the best restaurants in the US. 2. You can probably find food from your country in SF. 3. There are a lot of Asian restaurants. 4. Japanese noodle shops are quick places to eat. 5. It's normal to tip whenever you eat out. 6. You always need to make a reservation to eat in an expensive restaurant. 7. Expensive restaurants have small portions of food. 8. If your meal costs \$100, you should leave a tip of \$ 8.50

### **Тема 15. Закрепление навыков коммуникативного письма**

Письменная работа , примерные вопросы:

Write a description of the place where you live. Write five paragraphs using questions 1. Where do you live? Where is it? How big is it? 2. Describe your home town; 3. What's the weather like? 4. What's it famous for? 5. What's the best thing about it? As they say, ?My house is my castle?. Pronouncing these words we don?t imply something elegant and luxurious. In this case money doesn?t matter. Sometimes you enter a house with golden chandeliers, wooden tables and genuine paintings and feel that something is wrong and something is missing (wanting). And the reason of it is clear. The treasure of any house is its coziness, family hearth and hospitality. Therefore today I would like to tell you a little about the place where I live. My family lives in the suburbs of town and possesses a two-storied house near the river. It?s hard to say whether our house is large or small. But our ground area is big and spacious. We run and play, swing on the swings and make barbecue with my friends there. Recently my father has built a house on the tree. We gather there to have a chat and just discuss important issues far off parents. Our lot itself is hedged in. There are flower beds near the hedge. In addition, we?ve got our own terrace. I can spend my time on the terrace for hours. It?s very nice there ? terrace with a view of sea is always a pacifier. We often receive guests there and arrange get-togethers.

Письменное домашнее задание , примерные вопросы:



1. An informal letter; Describing where you live; 2. A formal e-mail. 3. A newspaper is running a story-writing competition. Write about a nightmare holiday you've had, or a difficult situation you've been in (or invent one), to send to the newspaper. Answer the following questions: (140-180 words) ? When and where did it happen? ? Who were you with? Why? ? What went wrong? What happened? ? What happened? An example If someone told me that holidays can be bad, I wouldn't have believed. Since I've experienced it myself, I know they can. Each year we go somewhere hot for a week or two. My mum thinks that seaside is the necessary component for a good family holiday. That's why we choose to visit southern regions or countries. Last year we went to Egypt. In the description for the hotel I read that this place is the best for snorkeling. We were excited to see the colorful and bright underwater world. None of the travel agents told us about the danger that some Red Sea representatives can cause. The first day when we went to the seaside I've noticed that everyone was wearing some weird rubber shoes. Despite the fact that one of the guests warned us to wear the same footwear, me and my dad fearlessly went to swim. Imagine my reaction when I heard my father scream and call for help. What happened is that he stepped on a sea urchin, which is believed to be dangerous. The rescue team was rather quick. They carried my father to the first aid station, where doctors applied some medicine to his wound. That day he even had fever. Fortunately, his foot got better, but we then learned that there are lots of sea creatures in the Red Sea that can be rather dangerous and even deadly. So, that's why it's safer to wear rubber shoes. Other than that, during this holiday I got some food poisoning. We were offered to try one fruit with peculiar smell, which later caused me nausea. After that I'm rather careful with new and unknown products. Of course, there were some memorable and funny moments of our stay, but on the whole it was a bad holiday.

#### **Тема 16. Закрепление навыков экстенсивного чтения по специальности**

Письменное домашнее задание , примерные вопросы:

Ancient civilizations A pottery vessel discovered at the oldest, best-preserved Neolithic village in eastern Arabia may be evidence of early trade across the Persian Gulf between southern Mesopotamia and an island community off the coast of the United Arab Emirates. Found on the island of Marawah near the UAE capital Abu Dhabi, the 7,000-year-old pottery vessel has a pale-green surface and is painted with black geometric lines and chevrons--characteristics of pottery from Tell Al-Ubaid in southern Iraq, the heart of Mesopotamia. The design is also similar to that found on pottery made in the Susiana region of southern Iran during the fifth millennium B.C. Archaeologists suggest the presence of the pottery indicates trade at a surprisingly early time between peoples on the Gulf. The vessel was discovered in the remains of a four-room building erected in phases between 7000 and 6500 B.C. So far, archaeologists have only excavated one of the rooms, in which they have also unearthed the oldest human remains ever found in the region. The person had been buried just inside the threshold, making it likely the building hadn't been in regular use by the time of the burial--anyone entering would have literally tripped over the remains. In fact, at one point someone may indeed have stumbled over them--the bones were damaged and scattered, the feet found several yards away from the rest of the body. Among the most beautiful artifacts found so far, according to the archaeologists, were delicate buttons made of pearl oyster shells.

#### **Тема 17. Активизация фонетических навыков**

Тестирование , примерные вопросы:

Look at each pair of words. Which word is stressed on the second syllable? Underline the stress. 1. remember - dangerous; 2. promise - reception; 3. question - survive; 4. decide - difficult; 5. pretend - birthday; 6. offer - tomorrow; 7. airport - advice; 8. children - escape. Transcribe the text Let me introduce myself, my name is Olga Petrova. I was born in the 19th of February, 1990 in Moscow, which is the town of Russia. I am sixteen. I am a pupil. I study at University. Our family is big. There are four of us: mother, father, little brother and me. My brother's name is Anton. He is 11. Anton is nice and funny. I study well. My favorite school subjects are English, Russian, Literature and others. I want to learn Spanish and French

#### **Тема 18. Активизация лексических навыков**

Контрольная работа , примерные вопросы:

1. Complete the dialogues between the patients and the doctor. 1. P I've been sick and i've got the diarrhoea. D I think you have f \_\_\_\_ p \_\_\_\_\_. 2. P It hurts when I talk and I can't eat. D You've got a s \_\_\_\_ t \_\_\_\_\_. 3. P I've got a temperature and my body aches. D You probably have f \_\_\_\_\_. 2. Fourteen examples of the word TO are missing from this text. Can you put them back? I'm Bill. I'm 16 and I've decided leave school. I'm going leave next week. I'm hoping get a job with computers because I'm planning make lots of money. I've tried work hard but I'm not a very good student. All the other students understand and learn do things quickly but not me. And I never remember bring my books to class and always forget do my homework. I'd like learn fly because I want be a pilot. But first I need do a course. My mother offered me pay for the course but only if I promised finish school. 2. Order the words to make sentences. 1. can/ pronunciation/ English/ quite/difficult/ be. 2. Japanese/ learning/ isn't/ easy/ very. 3. I/ Hungarian/ think/ complicated/ is/ incredibly. 4. is/ bit/ Czech/ a/ easier. 5. reading/ is/ vocabulary/ a/ to/ way/ really/ useful

Письменное домашнее задание , примерные вопросы:

Complete the sentences with the correct form of PLAY, DO, or GO. 1. I ... rugby for a local team. 2. How often do you ... swimming? 3. My father ... golf every weekend. 4. We often ... cycling at the weekend. 5. My sister ... judo twice a week. 6. I can't ... basketball because I'm too short. New English file: pre-intermediate: workbook by Clive Oxenden, Christina Latham-Koenig, Paul Seligson. Oxford: Oxford University Press. Unit 6 - 50,51,53,56. Пример: Complete the sentences with the correct form of GET and one of these words: e-mails, angry, tickets, worse, on. 1. The pain in my back's ... . 2. I ... 25 ... from my boss yesterday. 3. You shouldn't ... ... with him for breaking the window. He's only three. 4. Can you ... me two ... for Friday's concert? 5. My mum and I are great friends but I don't ... ... with my father very well.

### Тема 19. Автоматизация навыков коммуникативного аудирования

Письменное домашнее задание , примерные вопросы:

Listen to the conversation. Mark the sentences true (T) or false (F). 1. Zeinab wants to write emails to a friend in English. 2 Zeinab wants to visit her friend in Madrid. 3 Rob wants to do a conversation exchange with a Spanish speaker. 4 Rob and Zeinab don't like reading. 5 Zeinab wants to read poetry in Spanish. Listen to the text and answer if the statement is true or false True or False 1 The Dragon King is set in New York. 2 The story of The Dragon King is easy to understand. 3 The film The Dragon King is not as interesting as the book it is based on. 4 The film The Other Side is a horror film. 5 Most of the actors in The Other Side aren't famous

Тестирование , примерные вопросы:

Listen and match the speakers to the place they gave or received first aid. A in the park Speaker \_\_\_\_ B in the mountains Speaker \_\_\_\_ C in a conference hall Speaker \_\_\_\_ Listen to the text and answer the questions 1. Which was NOT mentioned as part of the purpose of the English Language Center? A. to help international students prepare to enter institutions of higher learning B. to teach students how to use English in their daily lives and at work C. to provide work opportunities for graduating students in the community 2. What is one course taught at the English Language Center? A. business English B. US Culture C. TOEFL 3. If the Fall semester begins on August 29th, by what date should one apply to the program? A. May 29th B. June 29th C. July 29th 4. What is the tuition for a full-time student? A. \$2030 B. \$2300 C. \$2013 5. Which one was NOT mentioned as part of the application packet a student must send to the center? A. sponsorship form B. high school transcripts C. application fee

### Тема 20. Автоматизация навыков говорения

Дискуссия , примерные вопросы:

Discuss the following questions: 1. The best inventions of the 20th century 2. How to avoid fears and phobias 3. What kinds of "good stress" do you have in your life? 4. What health stories have you heard about recently? Do you pay much attention to them? Do you believe them? 5. Is giving Advice easy? 6. There are Aliens in other planets 7. People and Animals are friends 8. Appearance is very important 9. Architecture in your home town 10. Your favourite places in your city

Презентация , примерные вопросы:

Make presentations on the topic: 1. My native city. my favourite places 2. How cultural differences can cause problems 3. Why eye contact is important for the communication 4. Why people like travelling

Устный опрос, примерные вопросы:

You are going to give a talk about: 1. Do you know that... 2. My days off You will have to start in a minute and speak for not more than 2 minutes. Tell about 1. The best inventions of the 20th century 2. How to avoid fears and phobias 3. What kinds of "good stress" do you have in your life? 4. What health stories have you heard about recently? Do you pay much attention to them? Do you believe them? 5. Is giving Advice easy? 6. There are Aliens in other planets 7. People and Animals are friends 8. Appearance is very important 9. Architecture in your home town 10. Your favourite places in your city

## **Тема 21. Автоматизация навыков коммуникативного чтения**

Письменное домашнее задание, примерные вопросы:

Derek Bentley was sentenced to death and was subsequently hanged on 28 January 1953. He was 19 years old and had been found guilty of murder. However, many thought that his trial was a great legal tragedy and it served to help end the use of the death penalty in Britain a few years later. So, why was he hanged? It all began on a Sunday in November 1952 when Bentley attempted to carry out a burglary with his friend Christopher Craig. Whose idea the burglary was isn't known for sure, although the personalities of the two men do suggest who might have been the leader. Craig was loud and had a high opinion of himself, whereas Bentley, in contrast, was quiet and reserved, and very much impressed by his younger friend's confidence. Both were armed with knives, but Craig also had a revolver concealed in his jacket, something that Bentley almost certainly knew about. Bentley himself also carried a knuckleduster, a small metal weapon that could seriously hurt someone in a fight. The two were on the roof of a building when the police spotted them. They had earlier been seen breaking into the building by a young girl whose mother had called the police, and now they were trapped. Two policemen chased them, and soon caught Bentley, but Craig decided to try and get away. He fired his gun, hitting a policeman in the shoulder. It was then that Bentley shouted to Craig, 'Let him have it!', words that would become famous as a key piece of evidence in the trial. Moments later, more police arrived and started to chase Craig up some stairs. He turned and fired, killing a policeman before jumping from the roof and breaking his back. He was then arrested. 1 According to the text, it is extremely likely that \_\_\_\_\_. A Bentley planned the burglary B Craig planned the burglary C they planned the burglary together 2 Bentley's character could be described as \_\_\_\_\_. A arrogant B insecure C sociable 3 Craig was armed with \_\_\_\_\_. A a knife and a knuckleduster B a gun and a knife C a knife, a gun, and a knuckleduster 4 When committing the burglary, Bentley and Craig were first seen by \_\_\_\_\_. A a young child B a mother C some policemen 5 In the chase, the police \_\_\_\_\_. A couldn't catch either of the young burglars at first B didn't catch one of the boys until he injured himself C caught the boys after shooting at them 6 At his trial, Craig \_\_\_\_\_. A said he was guilty of the crime B had enough evidence to prove his innocence C probably should have admitted he was guilty

## **Тема 22. Автоматизация навыков письма**

Письменное домашнее задание, примерные вопросы:

1. Writing to a friend; Describing a building/ house/ flat; Giving your opinion An example It's a spacious house with four bedrooms, a living room, a large kitchen, two bathrooms and a store room. There are breathtaking views of the mountains from all the windows. It has a large balcony, which is ideal for eating outside in the summer. The house has wooden floor, a Jacuzzi, cable television, and Internet. It's a quiet, safe neighbourhood and the neighbours are very warm and friendly. The house is walking distance from stores and restaurants in the local town and a short drive from areas with excellent skiing and hiking. In the area around the house you can see amazing wildlife such as bears, wolves, deer, and mountain goats. This house is perfect for families or two couples. It's a no-smoking house and, sorry, no pets. Rent this nice two-bedroom apartment. It's perfectly situated between 43rd Street and 8th Avenue, five minutes from Time Square and most of the theatres, and a fifteen-minute walk from central Park. It's a nice 150-square-metre apartment on the 19th floor of a new building. It has two bedrooms, a nice living room with a huge balcony, a kitchen/dining room and two bathrooms. The flat has very big windows, so during the day it's very light and at night 2. Write an e-mail to Daniel. Use the phrases to help you. Thank him for his e-mail; Answer his questions about your country. Give reasons; Answer his questions about your town. Give reasons.

Тестирование, примерные вопросы:

1. Write a plan of the text. 2. Write out the key words of each part. 3. Write down a summary of the text in English. Religion was integral to Egyptian life. Religious beliefs formed the basis of Egyptian art, medicine, astronomy, literature and government. The great pyramids were burial tombs for the pharaohs who were revered as gods on earth. Magical utterances pervaded medical practices since disease was attributed to the gods. Astronomy evolved to determine the correct time to perform religious rites and sacrifices. The earliest examples of literature dealt almost entirely with religious themes. The pharaoh was a sacrosanct monarch who served as the intermediary between the gods and man. Justice too, was conceived in religious terms, something bestowed upon man by the creator-god. Finally, the Egyptians developed an ethical code which they believed the gods had approved. J. A. Wilson in his "The Intellectual Adventure of Ancient Man, 1943" once remarked that if one were to ask an ancient Egyptian whether the sky was supported by posts or held up by a god, the Egyptian would answer: "Yes, it is supported by posts or held up by a god or it rests on walls, or it is a cow, or it is a goddess whose arms and feet touch the earth". The ancient Egyptian was ready to accept any and all gods and goddesses that seemed appropriate. For instance, if a new area was incorporated into the Egyptian state, its gods and goddesses would be added to the pantheon of those already worshipped. From its earliest beginnings, Egyptian religious cults included animals. It is no accident that sheep, bulls, gazelles and cats have been found carefully buried and preserved in their own graves. As time passed, the figures of Egyptian gods became human (anthropomorphism) although they often retained the animal's head or body. Osiris, the Egyptian god who judged the dead, first emerged as a local deity of the Nile Delta in Lower Egypt. It was Osiris who taught the Egyptian agriculture. Isis was his wife, and animal-headed Seth, his brother and rival. Seth killed Osiris. Isis persuaded the gods to bring him back to life, but thereafter he ruled below. Osiris was identified with the life-giving, fertilizing power of the Nile, and Isis with the fertile earth of Egypt. Horus, the god of the sky, defeated the evil Seth after a long struggle. But Horus was only one kind of sky god. There was also Re, the sun god, later conjoined with Amen, and still later Aten. The moon god was the baboon-headed Thoth, who was the god of wisdom, magic and numbers. In the great temple cities such as Heliopolis ("city of the sun"), priests worked out and wrote down hierarchies of divinities. In the small communities of villages, all the forces of nature were deified and worshipped. One local god was part crocodile, part hippopotamus, and part lion. Despite the ever-increasing number of deities which could be added to this hierarchy of deities, one thing is certain: Egyptian religion, unlike the religion of Mesopotamia, was centralized. In Sumer, the temple was the focus of political, economic and religious organization. Indeed, it was often difficult to know where one aspect began and another ended. By contrast, the function of an Egyptian temple was focused on religion.

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

Письменная работа , примерные вопросы:



Translate the text paying attention to the -ing and infinitive forms: Hebrew Civilization Dwarfed by the great empires of the Sumerians, Akkadians, Babylonians and Egyptians, were the Hebrews. Of all the ancient civilizations, it was the Hebrews who exerted perhaps the greatest influence on western society as well as the western intellectual tradition. The Hebrews, a Semitic-speaking people, first appeared in Mesopotamia. For instance, Abraham's family were native to Sumer. But between 1900 and 1500 B.C., the Hebrews migrated from Mesopotamia to Canaan and then into Egypt. At this time, a tribe of Hebrews who claimed to be the descendants of Abraham began to call themselves Israelites ("soldiers of God"). The Hebrews were enslaved by the Egyptian pharaohs until 1250 B.C. when their leader, Moses, led them on an exodus out of Egypt to the Sinai peninsula. Moses persuaded his followers to become worshippers of Yahweh or Jehovah. The Hebrews who wandered into the Sinai with Moses decided to return to Canaan. The move was not easy and the Hebrews were faced with constant threats from the Philistines who occupied the coastal region. Twelve Hebrew tribes united first under Saul and then his successor, David. By the 10th century, David and his son Solomon had created an Israelite kingdom. Economic progress was made as Israeli people began to trade with neighboring states. New cities were built and one in particular, Jerusalem, was built by David to honor God. In 586, the region of Judah was destroyed and several thousand Hebrews were deported to Babylon. (200 years earlier the northern country of Israel was destroyed by the Assyrians. The 586 destruction completed the destruction of the two regions.) The prophets Isaiah, Ezekiel and Jeremiah declared that the Babylonian captivity was God's punishment. The Hebrews, in other words, had brought upon their own captivity because they had violated God's laws. Despite this calamity, the Hebrews survived as people. In the 4th century, Alexander the Great conquered nearly all of the Near East and Palestine was annexed to Egypt and fell under Greek control. And by the 1st and 2nd centuries B.C., the Hebrews lost near total independence under the Romans. But the Hebrews would never give up their faith or their religion.

Письменное домашнее задание , примерные вопросы:

Read and translate the text using a dictionary if necessary: When the Germanic tribes entered the lands of the Western Roman Empire, they brought many of their customs and traditions with them, among them there were those customs and traditions that comprised their system of justice. The bases of those systems among the various peoples seem to have been much the same. The operative unit of society was the kindred, the clan or extended family. When the member of one kindred harmed the member of another in person or in property, the hurt persons relatives sought retribution in what is now termed a vendetta or feud. Due to the collective nature in which people operated, retribution was not sought specifically from the person at fault, but from him or any member of his kindred. The problem with this system is that retribution betrends upon an equivalence between injury and punishment, and this is not always a simple matter to establish. It is only human for a plaintiff to consider the value of his loss more highly than the defendant assesses his own responsibility. There was always the danger that a kindred would consider that there opponents had been overreaching in their retribution and would seek their own retribution as a means of striking what they might consider a suitable balance. Such games could go on for years with men being killed long after the original basis of complaint had been forgotten...

#### **Тема 24. Автоматизация навыков аудирования по специальности**

Письменное домашнее задание , примерные вопросы:

Listen to the text about Peter the Great. Choose the right answer 1) What is Professor John Merriman sure about? (A) The Russian empire continues, though it continues under a very different way with what became the Soviet empire. (B) The Russian empire stopped existing after the fall of the czarism. (C) The Russian empire started after the end of the Soviet Union in 1991-92. (D) The United States is as powerful as the Soviet empire used to be. 2. What is a theme of Professor John Merriman's course as it is stated in this part of the lecture? (A) The Russian empire (B) The United States as an empire (C) The rise and fall of empires (D) The state of Muscovy 3. Who expanded the territorial size of Russia? (A) the Mongols (B) the Muscovites (C) the Ukrainians (D) Peter the Great 4. According to the information from this part of the lecture, what was more important than the commonwealth of Muscovy at that period of time in Europe? (A) Kiev, Ukraine (B) Mongolia (C) Poland Lithuania (D) Latvia

#### **Тема 25. Автоматизация навыков говорения по специальности**

Дискуссия , примерные вопросы:

1. Discuss the following questions in pairs and then in your group: 1. What is democracy? Give your definition. 2. How does it differ from other political regimes? 3. What is polis? Is it similar to modern cities? 4. How did the first city-states arise? 5. Which city-state was the greatest? 6. Which word in modern English or other languages reveals the importance of the polis in world history? 7. What was the most common form of government in the Greek city-states? 8. What was the architecture? 9. What was the style of life? 10. What was the education system? 2. Work in pairs. Each of you is a habitual orator in the Public Assembly. Elect one another a magistrate and prove your choice. Use the active vocabulary from the text. 3. Discuss the question as a group: Did city-states in your opinion get more

Презентация , примерные вопросы:

Make presentations on the following topics: 1. Feudalism in the Middle Ages. 2. Rome's Greatness and First Crises. 3. European Slavery and Serfdom in the Middle Ages. 4. Jews in the Medieval Economy. 5. European Society in the High Middle Ages. 6. Culture of the Middle Ages. 7. Religion. 8. Education system. 9. Law. 10. Political system.

Устный опрос , примерные вопросы:

1. Discuss the following question as a group: Is it possible to give a solid definition of civilization? Why? Why not? I. Ancient Western Asia. Before Civilization Answer the following questions: 1. What caused the appearance of the first civilizations? When and where did it happen? 2. How did the settled communities differ from the communities of hunter-gatherers? 3. What problems could the settled way of life bring to people? 4. What positive sides did the life in a settled community have? 5. What results did the agricultural revolution bring? 6. How did the changes in agriculture influence economy and religious life? 7. What new image appeared among the rock paintings around 1500 BC? What does it symbolize? 8. What were the main occupations of the people of ancient civilizations? 9. Why would they move from one place to another? 10. What were the first achievements of early civilizations? II. Discuss in pairs the questions and share your ideas with the group: 1. What ancient civilizations do you know? 2. How do the scientists learn about things of the ancient past? 3. What society can we call a civilization? 4. What remains of human culture may help archaeologists learn more about distant past? 5. Which of these remains are better preserved? Choose a topic and make a brief report using the vocabulary from the text: - Life of the hunter-gatherers in the earliest settled communities - The revolution made by agriculture

## **Тема 26. Автоматизация навыков чтения текстов по специальности**

Контрольная работа , примерные вопросы:

1. Make up a plan of the text. 2. Write out the key words of each part. 3. Write down a summary of the text in English. 4. Give a written translation of the text in Russian

Religion was integral to Egyptian life. Religious beliefs formed the basis of Egyptian art, medicine, astronomy, literature and government. The great pyramids were burial tombs for the pharaohs who were revered as gods on earth. Magical utterances pervaded medical practices since disease was attributed to the gods. Astronomy evolved to determine the correct time to perform religious rites and sacrifices. The earliest examples of literature dealt almost entirely with religious themes. The pharaoh was a sacrosanct monarch who served as the intermediary between the gods and man. Justice too, was conceived in religious terms, something bestowed upon man by the creator-god. Finally, the Egyptians developed an ethical code which they believed the gods had approved. J. A. Wilson in his "The Intellectual Adventure of Ancient Man, 1943" once remarked that if one were to ask an ancient Egyptian whether the sky was supported by posts or held up by a god, the Egyptian would answer: "Yes, it is supported by posts or held up by a god or it rests on walls, or it is a cow, or it is a goddess whose arms and feet touch the earth". The ancient Egyptian was ready to accept any and all gods and goddesses that seemed appropriate. For instance, if a new area was incorporated into the Egyptian state, its gods and goddesses would be added to the pantheon of those already worshipped. From its earliest beginnings, Egyptian religious cults included animals. It is no accident that sheep, bulls, gazelles and cats have been found carefully buried and preserved in their own graves. As time passed, the figures of Egyptian gods became human (anthropomorphism) although they often retained the animal's head or body. Osiris, the Egyptian god who judged the dead, first emerged as a local deity of the Nile Delta in Lower Egypt. It was Osiris who taught the Egyptian agriculture. Isis was his wife, and animal-headed Seth, his brother and rival. Seth killed Osiris. Isis persuaded the gods to bring him back to life, but thereafter he ruled below. Osiris was identified with the life-giving, fertilizing power of the Nile, and Isis with the fertile earth of Egypt. Horus, the god of the sky, defeated the evil Seth after a long struggle. But Horus was only one kind of sky god. There was also Re, the sun god, later conjoined with Amen, and still later Aten. The moon god was the baboon-headed Thoth, who was the god of wisdom, magic and numbers. In the great temple cities such as Heliopolis ("city of the sun"), priests worked out and wrote down hierarchies of divinities. In the small communities of villages, all the forces of nature were deified and worshipped. One local god was part crocodile, part hippopotamus, and part lion. Despite the ever-increasing number of deities which could be added to this hierarchy of deities, one thing is certain: Egyptian religion, unlike the religion of Mesopotamia, was centralized. In Sumer, the temple was the focus of political, economic and religious organization. Indeed, it was often difficult to know where one aspect began and another ended. By contrast, the function of an Egyptian temple was focused on religion.

## **Тема 27. Совершенствование фонетических навыков**

Тестирование , примерные вопросы:



Underline the stressed words in each sentence 1 By six I'll have finished work. 2 I'd sooner have tea than coffee. 3 Not once did she smile. 4 He's as strong as an ox. 5 Whatever you said, repeat it. Circle the word with a different sound. 1. u: - loose, hood, suit, shoes 2. i - striped, slippers, swimsuit, linen 3. p - stockings, cotton, short, socks Underline the stressed words in each sentence 1 Whatever you broke, admit it. 2 He's as strong as an ox. 3 I'd sooner have wine than beer. 4 By tomorrow I'll have finished the book. 5 Not once did she smile I. Divide the words into 4 groups according to the rules of reading and transcribe them: pale, forty, plate, name, take, table, made, behave, gate, tale, bat, pan, man, mad, apple, here, severe, sincere, mere, interfere, cattle, bad, fat, arm, alarm, car, pure, cure, endure, mature, secure, demure, caricature, dark, far, hard, art, farther, bare, care, girl, shirt, skirt, birch, fir, first, circle, bird, dirty, dare, ignore, fare, hare, pare, prepare, square, ware, go, no, rose, ice, pine, nine, five, tie, smile, time, fine, rise, drive, blue, use, amuse, accuse, tulip, duke, burn, burst, myrtle, hurt, church, fur, turn, curl, Thursday, purse, purpose, fire, hire, tired, admire, wire, desire, retire, II. Transcribe the words: also, false, salt, alter, bald, almost, already, always, walnut, all, ball, call, fall, gall, tall, wall, balk, calk, chalk, stalk, talk, walk ask, answer, pass, grass, plant, bath, path, father, rather, fasten, can't, after, class, chance child, mild, wild, bind, blind, behind, find, kind, mind old, cold, bold, told, sold, gold, fold, hold, scold, bolt, colt, dolt, molten, host, most, post, poste some, come, comfort, company, stomach, become, compass, none, money, monkey, son, ton, sponge, monk, month, Monday, London, front, won, among, done, tongue, monger, onion, dove, glove, love, above, cover, govern, oven, mother, brother, nothing, other, another. III. Choose the right answer I am writing in connection with the advertisement which appeared / has appeared on 12 April. I originally studied/ have studied chemistry at university. I graduated / have been graduating with a first-class degree. I now completed / have now completed a postgraduate degree in administration. I've been trying / I've tried to find a permanent job for a considerable time. Indeed, I have already worked / I have already been working for several companies on a temporary basis. In my first job, I was / have been responsible for marketing, I've been applying / have applied for several posts this year but I did not manage / have not managed to find what I'm looking for. The last job I applied / have applied for required applicants to speak some Japanese, I started learning / have been learning Spanish a few months ago I did not obtain / have not obtained a qualification in it yet. I did not apply / have not applied for a job with your company before. I hoped / have hoped that you would consider my application favourably. However, I have been waiting/ have waited for a reply for weeks and I still have not received / did not receive any answer.

## Тема 28. Совершенствование лексических навыков

Письменное домашнее задание , примерные вопросы:

Right or wrong? Correct the wrong verbs. 1. If it carries on raining this afternoon, I EXPECT the match will be cancelled. 2. My brother REMEMBERED me about my grandmother's birthday. 3. My boyfriend was STOLEN yesterday. They took his phone and his wallet. 4. Jay often starts work before the sun RISES. 5. I don't believe people who say they never DISCUSS with their partners. 6. You SEEM like your mother. Your face is the same shape

Тестирование , примерные вопросы:

Choose the correct word/expression 1 She's well able to look after herself. She's very single-minded/self-sufficient/level-headed. 2 It's really cheap. It is worth a fortune/costs a fortune/is a bargain. 3 He takes no exercise at all. He's really unfit/overfit/super-fit. 4 I didn't get the job because I came across/turned up/saw to late for the interview. 5 Most people couldn't make it to the party so it was called off/fallen through/tied up. 6 You know she has your best interests at head/face/heart. 7 It's still in its box. It's as good as new/brand new/used. 8 She was really frightened. I've never seen her so indifferent/chuffed/petrified. 9 Are you implying/stressing/assessing that the accident was my fault? 10 The interval/rehearsal/plot between the acts lasted only five minutes.

## Тема 29. Совершенствование навыков коммуникативного аудирования

Письменное домашнее задание , примерные вопросы:

Listen to three people talking about arguments they have had. Which speaker ... 1. A. was accused of doing something they hadn't done? B. accused somebody else of doing something they hadn't really done? C. had an argument because a friend insulted someone? 2. Listen again. Which speaker(s) stayed friends with the person they argued with?

Тестирование , примерные вопросы:

1 Listen to the phone conversation between two friends. Tick (-) A, B, or C. 1 Where is Jane working? A in London B in England C in Milan 2 How does Jane feel now? A bored B tired C homesick 3 What sort of teaching job has Jack been offered? A teaching adults English B teaching children sport C teaching children English 4 How long has Jack been studying at college? A about a year B two years C more than three years 5 What does Jane say about Jack staying at her apartment? A The apartment is large enough for him to stay B It won't only be her decision if he stays or not C It won't be possible 2 Listen to five conversations. Match the people to what they say they would do if they found a wallet. 1 Ben 2 Martin 3 Sally 4 Amanda 5 Tim A ? would leave a note about the wallet somewhere nearby. B ? would not pick it up. C ? would take it and spend the money. D ? would phone the police. E ? would look for contact details in the wallet. F ? would want some money for being honest. G ? would give it to a local shopkeeper.

### **Тема 30. Совершенствование навыков говорения**

Дискуссия, примерные вопросы:

Discuss the following: 1. Our University 2. Advantages to study at University 3. The food we have 4. Healthy food 5. To be a student is ... 6. My student's life 7. Sport in student's life 8. My school 9. My hometown 10. My background 11. Seasons and weather 12. A typical student's day 13. Climate in your region 14. My best holiday 15. My worst holiday 16. A day in the country 17. The day I will remember 18. The hobby I have 19. The city I want to live 20 The city I want to visit

Устный опрос, примерные вопросы:

You are going to give a talk about: 1. Shopping 2. TV of the 21st century 3. My dream work 4. Secrets of long and happy life 5. A woman from Venice, a man from Mars. Do you agree or not? 6. Reality shows, pros and cons 7. Do you believe in signs? 8 My home town 9. The film premiere. 10 My dreams You will have to start in a minute and speak for not more than 2 minutes.

### **Тема 31. Совершенствование навыков коммуникативного чтения**

Письменная работа, примерные вопросы:

1. For each part (1)-(4) choose a title A-D which best fits its meaning: A The origins of the Hurrians B. The mysterious civilization C. The achievements of the Hurrians D. The language of the Hurrians New discoveries in Syria suggest a little-known people fueled the rise of civilization (1) With its vast plaza and impressive stone stairway leading up to a temple complex, Urkesh was designed to last. And for well over a millennium, this city on the dusty plains of what is now northeastern Syria was a spiritual center for a puzzling people called the Hurrians. All but forgotten by history, their origin remains obscure, but excavations led by husband-and-wife UCLA archaeologists Giorgio Buccellati and Marilyn Kelly-Buccellati over the past quarter century reveal that the Hurrians were far more than just another wandering tribe in the fractious Middle East. And during last year's season, they found compelling evidence that the Hurrians not only strongly influenced the language, culture, and religion of later peoples, but also may have been present 1,000 years earlier--just as nearby Mesopotamians began to create the first cities. (2) That idea is at odds with a long-held belief among scholars that the Hurrians arrived much later from the Caucasus or some other distant region to the northeast, drawn to the fringes of civilization after the rise of the great southern Sumerian centers of Ur, Uruk, and Nippur. Scholars long assumed that the Hurrians arrived in the middle of the third millennium B.C., and eventually settled down and adopted cuneiform as a script and built their own cities. That theory is based on linguistic associations with Caucasus' languages and the fact that Hurrian names are absent from the historical record until Akkadian times. (3) But Piotr Michaelowski, an Assyriologist at the University of Michigan, notes that Hurrian, like Sumerian, is a language unrelated to Semitic or Indo-European tongues that dominated the region during and after the third millennium B.C. Perhaps, he suggests, the Hurrians were earlier inhabitants of the region, who, like the Sumerians, had to make room for the Semitic-speaking people who created the world's first empire based at Akkad in central Mesopotamia around 2350 B.C. (4) The discovery of a sophisticated city with monumental architecture, plumbing, stonework, and a large population contradicts the idea that Hurrians were a roving mountain people in a strange land. Far from being yet another rough nomadic tribe, such as the Amorites or Kassites who were latecomers to the Mesopotamian party, the Hurrians and their unique language, music, deities, and rituals may have played a key role in shaping the first cities, empires, and states. The language has died, the music faded, and the rituals are forgotten. But thanks to the sculptors, stone masons, and seal carvers at Urkesh, Hurrian creativity can shine once again.

Письменное домашнее задание , примерные вопросы:

Put the paragraphs into the right order and translate into the Russian: Ancient Egypt A)The first pyramids, built around 2900 B.C., were little more than mudbrick structures built over the burial pits of nobles. These structures protected the body from exposure and also provided a secure place for the personal belongings of the dead noble. By 2600 B.C., mudbrick structures were replaced by the familiar stone pyramid. The pyramids were completely inaccessible structures ? once pharaoh was buried, hallways and passages were sealed and obliterated. In this way, the pyramids would stand eternal, unchanged, and fixed, as they stand today. B)Egyptian gods were often represented as animals ? as falcons, vultures, a cobra, dog, cat or crocodile. For the Egyptians, because animals were non- human, they must have possessed religious significance. Other gods, such as Ptah and Amon, were given human representation, but the most important god Re, was not represented at all. The gods created the cosmos ? they created order out of chaos. The Sumerians had a similar belief. But the life of the Sumerian was filled with anxiety and pessimism because the gods themselves were unstable and the idea of an afterlife was unknown. C)Religion was the unifying agent in ancient Egypt. Pharaoh indicated his concern for his people by worshipping the local deities in public ceremonies. The gods protected the living and guaranteed them an afterlife. The Egyptians believed they were living in a fixed, static or unchanging universe in which life and death were part of a continuous, rhythmic cycle. Certain patterns came to be expected ? grain had to be harvested, irrigation canals had to be built and pyramids had to be built. Just as the sun rose in the east and set in the west, so all human life and death passed through regular and predictable patterns. D)Egyptian religion, like that of Mesopotamia, was polytheistic and each region had its own patron deity. Some of these local or regional gods gained notoriety throughout Egypt. For instance, the god Ptah gained power when the city of Memphis became the capital of Egypt. Later, the god Re of Heliopolis eclipsed that of Ptah. Finally, the god Amon rose to supremacy in Thebes in connection with the political authority of the Theban pharaoh. As a rule, whenever a new capital was founded, a new supreme god was chosen. C)Egyptian religion inspired confidence and optimism in the external order and stability of the world. The gods guided the rhythms of life and death. And what really distinguished Egyptian religion from that of Mesopotamia, was that any man or woman could share in the benefits of an afterlife. As one historian has put it: "death meant a continuation of one's life on earth, a continuation that, with the appropriate precautions of proper burial, prayer, and ritual, would include only the best parts of life on earth ? nothing to fear, but on the other hand, nothing to want to hurry out of this world for."

### Тема 32. Совершенствование навыков письма

Письменное домашнее задание , примерные вопросы:

WRITING Write the story of the funniest travelling experience you have ever had. (140-150 words)  
Travelling is the most exciting thing in the world. First of all, it lets us discover the world and to see different countries, experience their cultures and traditions. Moreover, we enrich our knowledge about life in general and particularly about ourselves. Travelling also gives us an opportunity to meet new interesting people, learn new languages and develop our skills. That's why I'm trying to travel as much as possible. The best trip I've ever had in my life was to France. Although it happened two years ago, but I still recall this wonderful time with a great pleasure. I went there with two of my friends and it was really the right decision, because we travelled by coach and the journey took a long time. We were playing cards on the way, singing songs and joking all the time. As we arrived we checked in a hotel not far from the center. We were exhausted but in a good mood. The first day in Paris was fantastic. It was a bus tour around the city called Open Tour. We got on a bus at the nearest stop. It was amazing that it stopped in front of all sights, so we could get off and walk around the most famous places. We took thousands of photos of Eiffel Tower, the Louvre, Arch of Triumph and other monuments. We were impressed by the number of tourists and the beauty of the places we visited. We spent 4 other days in Paris, but this first time our impressions were thrilling. The next days we visited plenty of museums and had some time for small shopping to buy souvenirs. Last evening we went on a small excursion by boat. It was amazing to be on board and to see all the sights again as if they were saying goodbye to us. Thus, it was fantastic time and I hope to come back to Paris one day to get the same marvelous emotions there. Write the following letters 1. cover letter 2.abstracting of a text 3. an article for a newspaper Write about 1. I am proud of being a student at KFU 2. Why I chose the department of.... 2. Research and present information in a written form about one of ancient civilizations.

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

Письменное домашнее задание , примерные вопросы:

Translate the text and pay attention to the tenses Civilization emerged in Mesopotamia because the soil provided a surplus of food. With this surplus, people could settle down to village life and with these new settlements, towns and cities began to make their appearance, a process known as urbanization. With settlements and a surplus of food came an increase in the population, a well-defined division of labor, organization, cooperation and kingship. The emergence of cities involved interaction between people. Most cities evolved from smaller farming villages and with the practice of irrigation, which was necessary for villages distant from the Tigris and Euphrates, a stable food supply was produced. This, in turn, allowed increases in the number of people who inhabited each settlement. Because the land closest to the river was the most fertile, there was a variation in terms of the wealth of these early farmers, which led to distinct social classes. At the same time, the construction of canals, ditches and dikes essential to irrigation demanded cooperation between different social groups. Decision- making, regulation and control of all food production and herding meant cooperation. And because more food could be produced by less people, some people gave up farming and became craftsmen, laborers, merchants and officials and this too required cooperation. The Mesopotamians built massive temples or ziggurats which housed the priestly class, the human representatives of the gods. The priests controlled the religious life of the community, the economy, land ownership, the employment of workers as well as the management of long distance trade. Mesopotamian villages and towns eventually evolved into independent and nearly self-sufficient city-states. Although largely economically dependent on one another, these city-states were independent political entities and retained very strong isolationist tendencies. This isolationism hindered the unification of the Mesopotamian city-states, which eventually grew to twelve in number. By 3000 B.C., Mesopotamian civilization had made contact with other cultures of the Fertile Crescent (a term first coined by James Breasted in 1916), an extensive trade network connecting Mesopotamia with the rest of Ancient Western Asia. Again, it was the two rivers which served as both trade and transportation routes. The achievements of Mesopotamian civilization were numerous. Agriculture, thanks to the construction of irrigation ditches, became the primary method of subsistence. Farming was further simplified by the introduction of the plow. We also find the use of wheel-made pottery. Between 3000 and 2900 B.C. craft specialization and industries began to emerge (ceramic pottery, metallurgy and textiles). Evidence for this exists in the careful planning and construction of the monumental buildings such as the temples and ziggurats. During this period (roughly 3000 B.C.), cylinder seals became common. These cylindrical stone seals were five inches in height and engraved with images. These images were reproduced by rolling the cylinder over wet clay. The language of these seals remained unknown until to 20th century. But, scholars now agree that the language of these tablets was Sumerian.

Тестирование , примерные вопросы:



Translate the text and pay attention to infinitive, -ing forms. the Gerund and Participle: Homer The best though sometimes unreliable source of Greek civilization in this period is Homer, and in particular, two epic poems usually attributed to him. We don't really know much about Homer. His place of birth is doubtful although Smyrna, Rhodes, Colophon, Salamis, Chios, Argos and Athens have all contended for the honor of having been his birthplace. His date of birth has been assumed to be as far back as 1200 B.C. but, based on the style of his two epic poems, 850-800 B.C. seems more likely. It has been said that Homer was blind, but even that is a matter of conjecture. And lastly, we are not even sure that Homer wrote those two classics of the western literary canon, the Iliad and the Odyssey. The confusion arises from the fact that the world of Homer was a world of oral tradition and oral history. There is evidence to show that Homer's epics were really ballads and were chanted and altered for centuries until they were finally digested into the form we know today 540 B.C. by Pisistratus, a man we shall meet again but in a very different context. We shall assume, as generations before us have done, that Homer was the author of the Iliad and the Odyssey. In twenty-four books of dactylic hexameter verse, the Iliad narrates the events of the last year of the Trojan War, and focuses on the withdrawal of Achilles from the contest and the disastrous effects of this act on the Greek campaign. The Trojan War was fought between Greek invaders and the defenders of Troy, probably near the beginning of the 12th century B.C. Archeological evidence gathered in our own century shows that the war did indeed take place and was based on the struggle for control of important trade routes across the Hellespont, which were dominated by the city of Troy. About this war there grew a body of myth that was recounted by Homer in the Iliad, the Odyssey and a number of now-lost epics. According to the more familiar versions of this complex myth, the cause of the war was the episode of the golden apple which resulted in the abduction by the Trojan prince Paris of Helen, the wife of Menelaus, king of Sparta. Earlier, most of the rulers of Greece had been suitors for the Hand of Helen and her father, Tyndareus, had made them swear to support the one chosen. So, they joined Menelaus and prepared to move against Troy under the leadership of Agamemnon, king of Mycenae....

#### **Тема 34. Совершенствование навыков аудирования по специальности**

Контрольная работа , примерные вопросы:

Listen to the text about Peter the Great. Choose the right answer 1) What is Professor John Merriman sure about? (A) The Russian empire continues, though it continues under a very different way with what became the Soviet empire. (B) The Russian empire stopped existing after the fall of the czarism. (C) The Russian empire started after the end of the Soviet Union in 1991-92. (D) The United States is as powerful as the Soviet empire used to be. 2. Listen to and answer 1. Where is the news reporter, Stan Fielding, in the city? A. at a military facility B. in the suburbs C. in the downtown area 2. How long has the civil war been going on for? A. almost one year B. just over a year C. a year and a half 3. About what time of day is this news report taking place? A. in the early afternoon B. in the late evening C. in the middle of the night 4. What is the main target of the rebels in this latest attack? A. the current location of city leaders B. military stockpiles of ammunition C. the main lines of transportation 5. Which is NOT a major problem as a result of the war so far? A. infectious disease B. lack of drinking water and food C. insufficient housing

#### **Тема 35. Совершенствование навыков говорения по специальности**

Научный доклад , примерные вопросы:

Make presentations on the topics 1.Ancient Civilization 2. Ancient Western Asia 3.Mesopotamian Civilization 4.Ancient Sumer 5.The Code of Hammurabi 6.Egyptian Civilization 7.The Akkadian Kingdom 8.Dark Ages and Greek Renaissance 9.The Athenian Origins of Direct Democracy 10.Laws of Babylon

#### **Тема 36. Совершенствование навыков чтения текстов по специальности**

Тестирование , примерные вопросы:



1. Read and translate the text using a dictionary if necessary: The 14th century was an era of catastrophes. Some of them were manmade evils, as the Hundred Years' War, but some of them were natural disasters as the Great Famine (1315-1317) and the Black Death (1346- 1351). By the beginning of the 14th century the population had grown to such an extent that the land could provide enough resources to support it only under the best of conditions. At the same time, however, the Western European climate was undergoing a slight change, with cooler and wetter summers and earlier autumn storms. Conditions were no longer optimal for agriculture. A wet spring in the year 1315 made it impossible to plough all of the fields that were ready for cultivation, and heavy rains rotted some of the seed grain before it could germinate. The harvest was far smaller than usual, and the food reserves of many families were quickly depleted. People gathered what food they could from the forests: edible roots, plants, grasses, nuts, and bark. The Spring and Summer of 1316 were cold and wet again, however. Peasant families now had less energy with which to cultivate the land needed for a harvest to make up for the previous shortfall and possessed a much smaller food supply in reserve to sustain them until the next harvest. By the spring of 1317, all classes of society were suffering, although the lower classes suffered the most. Draft animals were slaughtered, seed grain was eaten, infants and the younger children were abandoned. Many of the elderly voluntarily starved themselves to death so that the younger members of the family might live to work the fields again. 2. Translate from into English: 1. Автор считает, что одной из причин успеха Римской Империи было то, что римляне считали свою империю целым миром. 2. Со временем наибольшую важность для древних римлян стала приобретать добродетельная жизнь простых граждан. 3. Итогом стараний римлян было то, что они смогли создать свой собственный мир, который они называли Римской Империей. 4. Эпоха Возрождения пыталась оживить идеи классического мира, поэтому гуманисты того времени старались подражать идеалам прошедших веков. 5. Древние тексты нужно было изучать на том языке, на котором они были написаны, поэтому ученые-гуманисты учили классические греческий и латинский языки. 6. Независимо от того, принимаем мы тот факт, что Рим пал в результате внутреннего давления или влияний извне, или из-за обеих причин одновременно, предельно ясно одно: Рим пал, и пал он с оглушительным треском.

**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)

**Итоговая форма контроля**

зачет (в 5 семестре)

**Итоговая форма контроля**

экзамен (в 6 семестре)

**Итоговая форма контроля**

зачет (в 7 семестре)

**Итоговая форма контроля**

экзамен (в 8 семестре)

Примерные вопросы к экзамену:

Промежуточный контроль:

А) 1, 3, 5, и 7 семестры

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.

4) Итоговая семестровая контрольная работа по грамматике

Б) 2, 4, 6 и 8 семестры

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) Итоговая семестровая контрольная работа по грамматике

4) Беседа по темам научным проблемам, которые обсуждались в течение семестра

Итоговый контроль - 8 семестр

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 \составление summary - 15 минут

3. Письменный перевод текста научно-исследовательского характера (1800-2000 п.з., 50-60 минут) со словарем.

4. Итоговая контрольная работа по грамматике

5. Беседа по темам специальности, которые обсуждались в течение семестра

Примерные вопросы к зачету и экзамену:

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 ) или на устное реферирование- 15 минут

3. Беседа по темам специальности, изученным в семестре.

Topics: 1. Home and family; 2. Your last holiday; 3. Your favourite singer or band; 4. Family conflicts; 5. The world's friendliest city; 6. Are you a party animal?; 7. The most exciting sporting event you've seen; 8. Talk about the life of an old person in your family; 9. Talk about why you like/don't like the weekend; 10. Talk about your lifestyle.

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.

Speaking

Talk on the following topics

1. My favourite season
2. Nature and people
3. Travelling on your own or packed holiday
4. My best trip
5. I would like to visit ...
6. To travel by train, bus, plane or car
7. Camping
8. Hiking
9. Active or beach holiday?
10. Each season has its beauty
11. A department store

12. Markets in your city
13. Shopping on-line
14. Sightseeing in your hometown
15. Best Museums
16. Moscow is the most beautiful city in the world
17. A big apple
18. Paris is the city of romantic people
19. Some tips for tourists coming to your country
20. Entertainment

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.

Speaking

talk on topics

1. A Department store
2. Malls: advantages and disadvantages
3. Theatre
4. My favourite performance

5. Best Theatres of the world
6. My first visit to the theater
7. My home is my castle
8. East or west, home is best
9. Far from home
10. My home is where I live
- 11 I like Operas
12. Traditions of my family
13. The music I like
14. The famous composers
15. If I could meet an actor It would be ...
16. The famous composers of our country
17. What should we think of when choosing a career
18. Teenagers nowadays
19. What makes us different from our parents when they were children
20. What makes me happyA2

### 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.

Speaking

1. Have you ever opened a bank account? What kind?
2. Can you think of four different problems people sometimes have with banks and bank accounts?
3. Do you know anyone who has had problems with banks? Which? What happened?
4. Do you know anyone who has won any money? How?
5. Do you earn money? Are you happy with what you make?
6. How good with money are you? In what way?
7. Do you know anyone who runs their own business? What kind of business is it? How long has it been going?
8. Would you like to run your own business?
9. What kind of businesses are doing well at the moment? What kinds are struggling?

10. What do you think are the biggest problems that small business face in your country?
11. Are there any characteristics ? or habits ? that you would expect successful people to have?
12. What does success mean to you personally in terms of your own life?
13. Who are the most famous entrepreneurs in your country/ in the world? Do you know how they achieved their success?
14. Do you know of any wealthy people who have spent money in a socially responsible or environmentally friendly way?
15. Can you think of any wealthy people who have spent money in ways you disapprove of?
16. Do you agree that reality TV is overwhelmingly positive? Why/Why not?
17. Which programmes on TV in your country are educational? Do you watch them? Why/Why not?
18. What satirical shows are on TV at the moment? Do you ever watch them? Why/ Why not?
19. Have you seen any impressionists? Were they any good?
20. Can you do any impressions of famous people? Who?
21. Have you heard any funny ? or crazy ? anecdotes about politics or politicians? What happened?
22. Which elections were significant for you personally/ your country/ the world?
23. What do you think are the pros and cons of coming from a very large family?
24. Do you know anyone you'd describe as a self-made man or woman? How did they build their success?

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.

#### Speaking

1. Would you like to do a course where you choose what you study?
2. Do you think state education is better than private education?
3. What has been your biggest achievement so far?
4. Has anyone been an inspiration to you? How?
5. Do you agree that teachers should be strict?
6. Are you a fussy eater, an unadventurous eater or an adventurous eater?
7. Do you prefer to eat out at a restaurant or at home?
8. What food and eating habits in your country do you think foreigners might find strange?
9. Do you and your family eat out much? Where?
10. What kind of music do you prefer? Why?
11. Have you ever shared a room? How was it?
12. How much do house prices vary in your town?
13. If you could live anywhere you wanted, where would you choose? Why?
14. How often do you go to the cinema/ art exhibitions/ the theatre?
15. What kind of films/ art/ theatre do you like?
16. Can you think of a time you had a last minute change of plan? What happened?
17. Have you ever failed to keep a promise? What happened?
18. Has global warming affected your country? How?
19. As a child, which is the worst: being the oldest, the youngest or in the middle?
20. Do you think Art is for heart?

Критерии оценки устного монологического высказывания:

1. Беглость речи
2. Лексическая грамотность изложения
3. Словарная наполняемость и целесообразность использования языковых средств

4. Полнота раскрытия темы
  5. Структурная организация высказывания
- Критерии оценки устного диалогического высказывания:

1. Беглость речи
2. Лексическая грамотность изложения
3. Словарная наполняемость и целесообразность использования языковых средств
4. Полнота раскрытия темы
5. Структурная организация высказывания
6. Стремление к коммуникативному партнерству

### **7.1. Основная литература:**

1. Английский язык: Учебное пособие / Н.М. Дюканова. - 2-е изд., перераб. и доп. - М.: НИЦ ИНФРА-М, 2013. - 319 с. <http://znanium.com/bookread2.php?book=368907>
2. Бондарчук, Г. Г. Основные различия между британским и американским английским [Электронный ресурс] : учеб. пособие. / Г. Г. Бондарчук, Е. А. Бурая. - 3-е изд., стер. - М. : ФЛИНТА, 2013. - 135 с. <http://znanium.com/bookread2.php?book=457835>
3. Маслова, Ж. Н. A New Highway to English. Быстрый путь к английскому [Электронный ресурс] : учеб. пособие / Ж. Н. Маслова, Л. В. Татару, Т. А. Балашова. - 2-е изд., стер. - М. : Флинта, 2012. - 142 с. <http://znanium.com/bookread2.php?book=455866>
4. Кузнецова, А. Ю. Грамматика английского языка: от теории к практике [Электронный ресурс] : учеб. пособие / А. Ю. Кузнецова. - 2-е изд., стер. - М.: Флинта, 2012. - 152 с. <http://znanium.com/bookread2.php?book=455240>

### **7.2. Дополнительная литература:**

1. Studying Ancient History : учебное пособие для студентов, обучающихся по специальности 'История'- 020700, 'Музеология' - 021000 / Казан. гос. ун-т, Ин-т яз. ; [сост.: А. А. Гильманова и др. ; науч. ред. д.филол.н., проф. Г. А. Багаутдинова] .? Казань : Казанский государственный университет, 2009 .? 103 с. ; 21, 120.
2. Рушинская, И. С. The English Verbals and Modals [Электронный ресурс] : практикум / И. С. Рушинская. - 2-е изд., стер. - М.: Флинта, 2012 - <http://znanium.com/bookread2.php?book=490146>

### **7.3. Интернет-ресурсы:**

News week journal - [www.newsweek.com](http://www.newsweek.com)  
Science журнал - [www.sciencemag.org](http://www.sciencemag.org)  
Why Research Matters - <https://www.futurelearn.com/courses/why-research-matters>  
Znanium - [znanium.com](http://znanium.com)  
BBC - [bbc.com](http://bbc.com)  
сайт издательства New English File - [www.oup.com/elt](http://www.oup.com/elt)

## **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.

Институт располагает мультимедийными классами, кабинетами с оборудованием, необходимым для проведения занятий по иностранным языкам.

Материально-техническое обеспечение дисциплины предусматривает:

Использование современного оборудования:

- ? копировальной техники;
- ? компьютеров;
- ? принтеров;
- ? сканеров;

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 44.03.01 "Педагогическое образование" и профилю подготовки История .



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