

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение  
высшего образования  
"Казанский (Приволжский) федеральный университет"  
Отделение педагогики



подписано электронно-цифровой подписью

**Программа дисциплины**  
Иностранный язык Б1.Б.1

Направление подготовки: 44.03.02 - Психолого-педагогическое образование

Профиль подготовки: Психология и социальная педагогика

Квалификация выпускника: бакалавр

Форма обучения: заочное

Язык обучения: английский

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Регистрационный No 8012201419

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Программу дисциплины разработал(а)(и) старший преподаватель, б/с Кадырова А.А. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , Alina.Kadyrova@kpfu.ru ; доцент, к.н. Николаева О.А. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , OlgANikolaeva@kpfu.ru

### 1. Цели освоения дисциплины

Целями освоения дисциплины 'Иностранный язык' являются: повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладения студентами необходимым и достаточным уровнем иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнёрами, а также для дальнейшего самообразования. Изучение иностранного языка призвано также обеспечить:

Повышение уровня учебной автономии, способности к самообразованию;

Развитие когнитивных и исследовательских умений;

Развитие информационной культуры;

Расширение кругозора и повышение общей культуры студентов;

Воспитание толерантности и уважения к духовным и культурным ценностям разных стран и народов.

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

Данная учебная дисциплина включена в раздел "Б1.Б.1 Дисциплины (модули)" основной образовательной программы 44.03.02 Психолого-педагогическое образование и относится к базовой (общеобразовательной) части. Осваивается на 1, 2 курсах, 1, 2, 3, 4 семестры.

Дисциплина 'Иностранный язык' входит в Базовую (обязательную) часть 'Гуманитарного, социального и экономического цикла' - Б.1 в соответствии с требованиями Государственного образовательного стандарта высшего профессионального образования (ФГОС ВПО) при реализации основных образовательных программ бакалавриата по направлению подготовки 050100 Педагогическое образование.

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-5 (общекультурные компетенции)	способность к коммуникации в устной и письменной формах на русском и иностранном языке для решения задач профессионального общения, межличностного и межкультурного взаимодействия (ОК-5)
ОК-6 (общекультурные компетенции)	готов использовать знания иностранного языка для общения и понимания специальных текстов (ОК-6);

В результате освоения дисциплины студент:

1. должен знать:

Специфику артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке; основные особенности полного стиля произношения, характерные для сферы профессиональной коммуникации; чтение транскрипции.

Лексический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера.

Понятие дифференциации лексики по сферам применения (бытовая, терминологическая, общенаучная, официальная и другая).

Понятие о свободных и устойчивых словосочетаниях, фразеологических единицах.

Понятие об основных способах словообразования.

Понятие об обиходно-литературном, официально-деловом, научном стилях, стиле художественной литературы. Основные особенности научного стиля.

Культуру и традиции стран изучаемого языка, правила речевого этикета.

## 2. должен уметь:

Уметь: воспринимать на слух и понимать основное содержание несложных аутентичных общественно-политических, публицистических (медийных) и прагматических текстов, относящихся к различным типам речи (сообщение, рассказ), а также выделять в них значимую/запрашиваемую информацию.

- в области чтения:

Уметь: понимать основное содержание несложных аутентичных общественно-политических, публицистических и прагматических текстов (информационных буклетов, брошюр, проспектов), научно-популярных и научных текстов, блогов/веб-сайтов; детально понимать общественно-политические, публицистические (медийные) тексты, а также письма личного характера; выделять значимую/запрашиваемую информацию из прагматических текстов справочно-информационного и рекламного характера.

- в области говорения:

Уметь: начинать, вести, поддерживать и заканчивать диалог-расспрос об увиденном, прочитанном, диалог-обмен мнениями и диалог-интервью/собеседование при приеме на работу; расспрашивать собеседника, задавать вопросы и отвечать на них, высказывать свое мнение, просьбу, отвечать на предложение собеседника (принятие предложения или отказ); делать сообщения и выстраивать монолог-описание, монолог-повествование и монолог-рассуждение.

- в области письма:

Уметь: заполнять формуляры и бланки прагматического характера; вести запись основных мыслей и фактов (из аудиотекстов и текстов для чтения), а также запись тезисов устного выступления/письменного доклада по изучаемой проблематике; поддерживать контакты при помощи электронной почты (писать электронные письма личного характера); оформлять Curriculum Vitae/Resume и сопроводительное письмо, необходимые при приеме на работу, выполнять письменные проектные задания (письменное оформление презентаций, информационных буклетов, рекламных листовок, коллажей, постеров, стенных газет и т.д.).

- в профессиональной области:

Уметь: определять последовательность в выполняемой работе, контролировать и оценивать не только результат, но и процесс своей деятельности, прогнозировать результат, корректировать действия, рассчитывать время выполнения заданий; ставить цели и находить оптимальный путь для их достижения, принимать решения (регулятивная компетенция). Выстраивать стратегию общения: управлять диалогом, слушать и слышать собеседника, отстаивать свою точку зрения, конструктивно критиковать, управлять конфликтом (коммуникативная компетенция). Находить нужную информацию в различных источниках, преобразовывать ее с использованием рациональных приемов анализа учебной информации в содержание обучения, хранить и передавать (информационная компетенция). Создавать благоприятный микроклимат в коллективе, организовать индивидуальную, групповую и коллективную работу, руководить и подчиняться; формировать субъектные отношения; тактично регулировать отношения; быстро оценивать внешние изменившиеся условия и перестраивать свое поведение (организаторская компетенция). Проектировать собственную деятельность с учетом постоянно изменяющихся условий и учитывать индивидуально-личностные особенности участников образовательного процесса при выборе варианта решения профессионально-педагогической задачи (личностная компетенция).

### 3. должен владеть:

Диалогической и монологической речью с использованием наиболее употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения. Основам и публичной речи (устное сообщение, доклад).

### 4. должен демонстрировать способность и готовность:

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

#### A1+

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

#### A2

- понимать отдельные предложения и часто встречающиеся выражения связанные с основными сферами жизни (например, основные сведения о себе и членах своей семьи, покупках, устройстве на работу и т.п.); уметь выполнить задачи, связанные с простым обменом информацией на знакомые или бытовые темы. В простых выражениях способен рассказать о себе, своих родных и близких, описать основные аспекты повседневной жизни;
- способен понимать отдельные фразы и наиболее употребительные слова в высказываниях, касающихся важных для обучающегося тем (например, основную информацию о себе и своей семье, о покупках, о месте, где живет, о работе); понимать, о чем идет речь в простых, четко произнесенных и небольших по объему сообщениях и объявлениях;

- воспринимать очень короткие простые тексты; уметь найти конкретную, легко предсказуемую информацию в простых текстах повседневного общения: в рекламах, проспектах, меню, расписаниях; в простых письмах личного характера;
- уметь общаться в простых типичных ситуациях, требующих непосредственного обмена информацией в рамках знакомых тем и видов деятельности; способен поддерживать предельно краткий разговор на бытовые темы, но недостаточно, чтобы самостоятельно вести беседу;
- уметь, используя простые фразы и предложения, рассказать о своей семье и других людях, условиях жизни, учебе, настоящей или прежней работе;
- уметь писать простые короткие записки и сообщения; написать несложное письмо личного характера (например, выразить кому-либо свою благодарность за что-либо).

## B1

- понимать основные идеи четких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учебе, досуге и т.д. Уметь общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка; составить связное сообщение на известные или особо интересующие его темы; описать впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее;
- понимать основные положения четко произнесенных высказываний в пределах литературной нормы на известные темы, с которыми обучающемуся приходится иметь дело на работе, в школе, на отдыхе и т.д. Он понимает, о чем идет речь в большинстве радио- и телепрограмм о текущих событиях, а также передач, связанных с личными или профессиональными интересами (речь говорящих должна быть при этом четкой и относительно медленной);
- понимать тексты, построенные на частотном языковом материале повседневного и профессионального общения; описания событий, чувств, намерений в письмах личного характера;
- уметь общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Обучающийся способен без предварительной подготовки участвовать в диалогах на знакомую или интересующую его тему (например, 'семья', 'хобби', 'работа', 'путешествие', 'текущие события');
- уметь строить простые связные высказывания о своих личных впечатлениях, событиях, рассказывать о своих мечтах, надеждах и желаниях. Он может кратко обосновать и объяснить свои взгляды и намерения; рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение;
- уметь писать простые связные тексты на знакомые или интересующие меня темы. Я умею писать письма личного характера, сообщая в них о своих личных переживаниях и впечатлениях

## B2

- понимать общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты.
- уметь говорить быстро и спонтанно, чтобы постоянно общаться с носителями языка без особых затруднений для любой из сторон; делать четкие, подробные сообщения на различные темы и изложить свой взгляд на основную проблему, показать преимущество и недостатки разных мнений;
- понимать развернутые доклады и лекции и содержащуюся в них даже сложную аргументацию, если тематика этих выступлений достаточно знакома. Обучающийся понимает почти все новости и репортажи о текущих событиях; содержание большинства фильмов, если их герои говорят на литературном языке;

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

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

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

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

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

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

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

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

#### 4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

##### Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабораторные работы	
1.	Тема 1. Family and friends	1	1-5	0	7	0	Устный опрос Письменная работа
2.	Тема 2. Shops	1	6-11	0	7	0	Устный опрос Письменная работа
3.	Тема 3. Eating	2	12-17	0	8	0	Устный опрос 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	
4.	Тема 4. Jobs	2	1-5	0	8	0	Контрольная работа Письменная работа Устный опрос
5.	Тема 5. Relax	3	6-11	0	7	0	Устный опрос Письменная работа
6.	Тема 6. Home	3	12-17	0	7	0	Устный опрос Письменная работа
7.	Тема 7. Mind and body	4	1-5	0	7	0	Устный опрос Письменная работа
8.	Тема 8. Getting there	4	6-11	0	7	0	Контрольная работа Устный опрос Письменная работа
.	Тема . Итоговая форма контроля	2		0	0	0	Зачет
.	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
	Итого			0	58	0	

## 4.2 Содержание дисциплины

### Тема 1. Family and friends

#### **практическое занятие (7 часа(ов)):**

OBJECTIVES - ask common questions about people; respond to questions in a natural way; describe people you know; recognize collocations - words that go together; talk about how often you do things. GRAMMAR - question formation; the present simple; similarities and contrasts  
VOCABULARY - people you know; character and habits READING - living well around the world  
LISTENING - A friend of mine. Our genes or our childhood? DEVELOPING CONVERSATION - responding naturally

### Тема 2. Shops

#### **практическое занятие (7 часа(ов)):**

OBJECTIVES - talk about places you shop in and things you buy; make - and respond to ? compliments; make offers - and check it's OK to do things; understand newspaper headlines better  
GRAMMAR - the past simple; comparatives; passives VOCABULARY - describing shops and things you bought READING - newspaper stories about shopping LISTENING - Did you buy anything nice? Five conversations in a department store. Anti-shopper podcast DEVELOPING CONVERSATION ? complimenting ; making offers and checking



### **Тема 3. Eating**

#### ***практическое занятие (8 часа(ов)):***

OBJECTIVES - describe restaurants and meals; make and respond to suggestions; talk about different kinds of food; understand menus, order and pay in restaurants GRAMMAR - the present perfect simple; too / not... enough; offers, requests, permission, suggestions VOCABULARY ? restaurants; describing food READING - Breakfast around the world LISTENING - Deciding where to eat in a restaurant DEVELOPING CONVERSATION - suggestions

### **Тема 4. Jobs**

#### ***практическое занятие (8 часа(ов)):***

OBJECTIVES - ask - and answer - common questions about jobs; describe what different jobs involve; talk about what you're doing at work at the moment; form common nouns from verbs; tell stories about your experiences GRAMMAR - present continuous and simple; future plans and wishes; past continuous and past simple VOCABULARY - talking about jobs; activities at work; forming words READING - extract from ?An Office and a Gentleman? LISTENING - So what do you do? Unpaid work DEVELOPING CONVERSATION - questions about jobs

### **Тема 5. Relax**

#### ***практическое занятие (7 часа(ов)):***

OBJECTIVES - introduce negative comments; make plans and arrange what to do; talk about watching and doing different sports; form common nouns from adjectives GRAMMAR - might, present continuous, be going to + verb; superlatives VOCABULARY - activities, places and equipment; sports and games verbs; forming words READING - sports around the world LISTENING - Plans for the weekend. The reasons for football's popularity. Having a nap DEVELOPING CONVERSATION - introducing negative comments

### **Тема 6. Home**

#### ***практическое занятие (7 часа(ов)):***

OBJECTIVES - explain where you are from; describe your hometown and area; ask useful questions when staying with people; ask for permission to do things GRAMMAR - have to, don't have to, can, will /won't VOCABULARY - cities and areas; staying with people READING - Five things you should know before leaving home LISTENING - Where are you from? My first place of my own. Staying with a host family DEVELOPING CONVERSATION - explaining where places are; asking for permission

### **Тема 7. Mind and body**

#### ***практическое занятие (7 часа(ов)):***

-OBJECTIVES - describe common illnesses and their symptoms; give advice and; understand medical advice; ask and answer common questions about illness; give instructions; understand instructions on medicines GRAMMAR - giving advice (should, ought to, why don't you); imperatives VOCABULARY - Illnesses and health problems; forming words; parts of the body READING - Not just all in the mind LISTENING - I'm not very well. Dealing with health problems DEVELOPING CONVERSATION - common questions about illness

### **Тема 8. Getting there**

#### ***практическое занятие (7 часа(ов)):***

OBJECTIVES - talk about well-known buildings and places; ask for - and give ? directions; ask questions in a more polite way; talk about different ways of travelling GRAMMAR - articles (a, an and the); quantifiers with uncountable nouns VOCABULARY - places in town; means of transport READING - The Two Travellers and the Farmer LISTENING - Do you know if this is the right way? The travel news DEVELOPING CONVERSATION - giving directions

## **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. Family and friends	1	1-5	подготовка к письменной работе	38	Письменная работа
				подготовка к устному опросу	45	Устный опрос
2.	Тема 2. Shops	1	6-11	подготовка к письменной работе	38	Письменная работа
				подготовка к устному опросу	45	Устный опрос

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
3.	Тема 3. Eating	2	12-17	подготовка к письменной работе	40	Письменная работа
				подготовка к устному опросу	58	Устный опрос
4.	Тема 4. Jobs	2	1-5	подготовка к контрольной работе	38	Контрольная работа
				подготовка к письменной работе	30	Письменная работа
				подготовка к устному опросу	30	Устный опрос

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
5.	Тема 5. Relax	3	6-11	подготовка к письменной работе	10	Письменная работа
				подготовка к устному опросу	19	Устный опрос
6.	Тема 6. Home	3	12-17	подготовка к письменной работе	10	Письменная работа
				подготовка к устному опросу	19	Устный опрос

N	Раздел дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
7.	Тема 7. Mind and body	4	1-5	подготовка к письменной работе	20	Письменная работа
				подготовка к устному опросу	22	Устный опрос
8.	Тема 8. Getting there	4	6-11	подготовка к контрольной работе	13	Контрольная работа
				подготовка к письменной работе	15	Письменная работа
				подготовка к устному опросу	15	Устный опрос
	Итого				505	

### 5. Образовательные технологии, включая интерактивные формы обучения

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

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

### **Тема 1. Family and friends**

Письменная работа , примерные вопросы:

An email- a character reference Holly is a teacher at a secondary school. One of her students is going to study in France, and wants to stay with a family. Fill the gaps with words or phrases from the box to complete the email. Also Dear Thank you for In her spare time I am sure any more information A 1..... Madame Baton, B 2 .. your letter, asking me about Sue Brown. I am Sue's French teacher and I have known her for three years. Sue studies hard and her French is good. She wants to go to France because she is keen to practise the language and learn more about life in France. C Sue is outgoing and makes friends easily. She is 3..... kind and caring and popular with her classmates. In fact, she is never mean or selfish. D 4 ..... she plays tennis, and when she's at home, she likes reading books and watching films. Her mother tells me she helps around the house although she doesn't like cooking much! 5?. you will find her a pleasant and helpful guest. E Please write back to me if you need 6.... . or have any questions. F Yours sincerely, Holly Dibble Match the paragraphs in the email to the descriptions. 1 Introduce yourself and talk about your student and why they want to visit the country. 2 Close the letter. 3 Tell the reader about the person's character. 4 Say hello to the reader. 5 Talk about what the student likes. 6 Offer more help. You are a teacher. Your student is studying Polish. He is going to study in Poland for a month and wants to stay with a family. Write an email about him to Mrs Majewski.

Устный опрос , примерные вопросы:

Read the text below. Then discuss the questions in groups. What makes us the people we are? Where do we get our characteristics and habits? It is one of the oldest debates in science. Some say it is our experiences in childhood - the way our parents treat us, our experiences, our friends and our education; others say it's all the result of biology, it's just the genes we get from our parents. 1 How much do you think the following things are caused by genes? How much by childhood experiences? How much by other factors such as where you live? Say a percentage for each one. a poor sight e good grades at school b confidence f the colour of your hair c how creative you are g heart disease d how fit you are h criminal behaviour 2 What other causes could there be? In pairs, ask questions to find things you share with your partner. How many similarities can you find in five minutes? Join another pair of students and explain your similarities and differences. Use both (of us) / neither of us and whereas. Now explain to the class what things your group of four have in common. Use all and none or no-one. In groups, tell each other about your family. In what ways are you similar to and different from your grandparents, parents, brothers and sisters? Who are you most / least similar to? Talk about your character, your habits and your looks. Work in groups. Discuss these questions. -Which part of your country - or of the world - do you think is the best place: -to be a child? Why? -to be a teenager? Why? -to start a family? Why? -to get old? Why? Do you like the place you grew up in? What was good/ bad about it? Read the article and answer these questions. 1 What four reasons are given to explain why the Netherlands is so good for children? 2 What four reasons does Goro Taniguchi give to explain his long life? Cover the text. Complete the collocations Look back at the bold words in the article to check. 1 a report 2 pressure on someone 3 parents 4 arguments 5 time with someone 6 a life 7 fish 8 swimming In pairs, discuss these questions. -What do you think is the main reason for the Netherlands' success? Why? -What do you think is the main reason for Mr Taniguchi's long life? Why?

### **Тема 2. Shops**

Письменная работа , примерные вопросы:

An email- informal writing Read the email and answer the questions. 1 Are Elena and Enrique: a colleagues? b , uncle and niece? c friends? 2 Why Is Elena writing to Enrique? 3 What did Elena do this morning? 4 What are Elena and Enrique's plans for next month Hi Enrique How are you? Thanks for your card and present. I'm wearing top, and the card is standing on my desk as I write. On my birthday, some friends and I 1?? (go) out dancing, and the DJ at the club 2..... (play) a lot of Latin music. I 3 ??(think) of you in Argentina, and 4 ?? (wish) you were here! In Italy, we don't dance in cafeterias like you do over there, but we have some great clubs. You'll see when you come next month. My uncle 5 ?? (give) me some money for my birthday, so 6 ?? (decide) to go shopping this morning. There is a new shop in the centre that sells discount clothes and equipment for outdoor sports. It's a lot cheaper than other sports shops in Milan. I 7 ?? . (buy) a new sleeping bag for our camping trip, some shorts, a T-shirt and some climbing gloves and only 8 . ..... (pay) 60 euros! Have you got everything ready for our trip? Remember to bring your climbing shoes! See you very soon now! Take care, Elena Write the past simple of the verbs in brackets to complete the email above. Underline the eight phrases that we can use when we write to a friend. Imagine you are Enrique. Write a reply to Elena. Use the plan below to help you. Paragraph 1: Thank her for her email, and say something about her birthday. Paragraph 2: Comment on her shopping news, and say something about things you have bought for the camping trip. Paragraph 3: Ask her some questions about your plans for the trip.

Устный опрос , примерные вопросы:

Label the pictures below with the words in the box. mobile shirt T-shirt top suit coat skirt camera laptop watch hat tie Work in pairs. Discuss these questions. - Do you like the different clothes and things in then pictures? Why? / Why not? - Have you bought any of these things recently? - Where from? Are you happy w i t h them? Use the extra information in 1-12 to guess the meanings of the words in bold. Translate the sentences into your language. Then check in the Vocabulary Builder. 1 Their shoes are good quality. They're very well made. They really last. I've had these ones for three years. 2 Go to World PC. They're very reliable. If you have any problems, they're always quick to solve them. 3 I usually go to Davy's for food. They've got a really wide selection. You can get whatever you want there. 4 They're open on Sundays. In fact, I think the only day they're shut is Christmas Day! 5 I bought this nice thick coat for the winter. It'll keep me warm in the cold weather. 6 They're nice shoes. They look cool, but they're a bit small for me. They're a bit uncomfortable to walk in. 7 What lovely flowers! They're so bright and colourful. 8 It's complicated to use and the instructions don't make things any easier. They're really hard to follow. 9 I think their clothes are really good value. They're very fashionable, but not very expensive. 10 I bought a smart pair of trousers and a couple of shirts for work. We can't wear jeans or T-shirts. 11 Yellow doesn't really suit me. I look better in darker colours like blue or black. 12 I got a really neat laptop. It's very light and it's got all the latest software. It looks cool too. Work in groups. Discuss the following. - Use words to describe things you have. - When was the last time you went shopping? Did you buy anything? What? Where from? ? Work in groups. Discuss these questions. - What polite things do you usually do or say? - What was the last kind thing you did for someone? - What was the last present you bought? Who for? What was the occasion? Did you wrap it? Did they like it? - When was the last time you took something back to a shop? What was wrong with it? What happened? - Did your parents ever make you wear something you didn't like when you were a child? - Did you have favourite clothes? What were they? Work in groups. Discuss these questions. - Do you know any similar shops to Primark? - Do you shop at them? Why? / Why not? - Have you heard or read any similar reports about how clothes are made? - Do you worry about where things are made or issues like this? In pairs, explain the following headlines. Discuss what you think each story is probably about. 1 MAN ARRESTED AFTER STEALING 10 KILOS OF RANANAS 2 SHOP PAYS \$20,000 TO WOMAN INJURED IN CHANGING ROOMS 3 WOMAN FINED AFTER CALLING AMRULANCE TO HELP HER HOME WITH SHOPPING

### Тема 3. Eating

Письменная работа , примерные вопросы:

A review: A restaurant Holly writes a food and eating blog for her local newspaper's website. Read Holly's reviews of two restaurants below. 1 Which restaurant did she think was good? 2 Which restaurant did she think was poor? Read the reviews again. What does Holly say about ... 1 the quality of the food (A) ..... (B)..... 2 the service (A)????(B) ..... 3 the design of the restaurant (A)..... (B)?????..... 4 the price (A)????? (B)?????.. Here are my views on two more restaurants: A I had a lovely meal at the Flying Fish restaurant in Wade Street last week! The food was delicious. I had grilled squid which was soft and juicy. Cooked perfectly. The service was also good, and the staff were extremely helpful. The only disappointment was the interior design. The room was too dark, and we couldn't see what we were eating. Apart from that it was an enjoyable evening. The prices were reasonable, too! Overall, it was really good value for money. B The Taj Mahal restaurant in Park Road had a pleasant atmosphere and was nicely decorated. The food was tasty and well-prepared. I had a chicken vindaloo that was really spicy, and full of flavor! Unfortunately, the service wasn't as good. The staff were rather unfriendly and never smiled, and our waiter was too slow. We waited for twenty minutes before he came to take our order, and another half an hour before he served our food!The restaurant wasn't even busy! It was very expensive, too. Indian restaurants are usually reasonable, so I found this one very disappointing! Plan a review of a restaurant. Think about what you liked and didn't like. Choose the words and phrases you want to use to describe each part of your experience.

Устный опрос , примерные вопросы:

Work in groups. Discuss these questions. - Look at the different kinds of restaurants in the box below. - Which do you have in your town / city? - Can you describe where each restaurant is? - Which of the different kinds of food below do you like? Which don't you like? Why? - Can you cook any of these different kinds of food? You are going to hear some people who are eating out in The Globe Restaurant. First, read the restaurant menu below. Put a tick next to the dishes that look good to you, a cross next to any dishes that don't look good and a question mark ? next to any dishes you don't understand. Compare your ideas in groups. - Try and explain some of the dishes to the others. - What would you order in this restaurant? Why? Below are ten questions asked in the restaurant. Put them into the order you think you will hear them in. 1 Could I just have a coffee, please? 2 Would you like to see the dessert menu? 3 Does it contain any meat at all? 4 Shall we leave a tip? 5 Could we get some water as well, please? 6 Are you ready to order? 7 Have you booked? 8 Would you like a high chair for the little girl? 9 Could we have the bill, please? 10 Could you get us a cloth, please? Compare your ideas with a partner. Who do you think would ask each one - a waiter /waitress or a customer? Work in groups. Discuss these questions. - What's the most important meal of the day for you - breakfast, lunch or dinner? Why? - Where do you usually have each meal? - What do you usually have? - Do you eat anything between meals? What? Work in pairs. Discuss these questions. - Have you had any of the foods in the pictures recently? When? What with? - Are there any things in the pictures that you've never tried? - In which countries do you think these foods might be popular for breakfast? Read the text and answer these questions. 1 In which countries are the 12 foods from exercise A popular for breakfast? 2 What else do people often have for breakfast in each country? 3 Which breakfasts do you think sound: healthy? fattening? filling? spicy? 4 What are each of the things below? kimchi kiselomlyako gallopinto plantain aquaduke foul medammes Work in pairs. Discuss these questions. - Which of the five breakfasts would you most / least like to have? Why? - Do any of the breakfasts contain anything you can't eat? Why can't you eat them? - Have you ever had breakfast abroad? What was it like? Work in groups. Discuss these questions. - Do you agree that companies which don't pay young workers are exploiting them? Why? / Why not? - Is voluntary work common in your country? What kind is most common? - Do you know anyone who has ever done voluntary work? Would you like to? If yes, what kind? - Do you think the government should pay housewives for their role in building a nation? Why? / Why not? Work in pairs. Discuss these questions. - Have you ever negotiated anything? What? Who with? - Have you ever attended a training course? What did you learn? - Have you ever done any training? What did you teach people to do? - Have you ever organised anything big? What? Was it OK? - Do you know anyone who does research? What on? Spend three minutes thinking about the following. Then discuss your ideas in groups. - Say three things that people in your family are planning to do. - Say two things connected to your work/ studies that you are hoping to do sometime soon. - Say one thing you've decided you're NOT going to do any more in the future. Explain why. - Say two things you're thinking of doing in the next few days. - Say three things you'd like to do - or that you'd like to happen - sometime in the future.



## Тема 4. Jobs

Контрольная работа , примерные вопросы:

LISTENING Listen to four people describing different places Match places a-e to speakers 1-4. There is one place you do not need. a a department store b a restaurant c a supermarket d an office e their home Listen again and match items a-e to speakers 1-4. There is one item that you do not need. In the place they talk about: a it is it hard to concentrate. b there are lots of things to choose from. c they always go there to buy things, eat or work. d it is good to go in hot weather. e there's plenty of space to work. GRAMMAR Put the verbs in brackets into the correct tense. 1 I see my cousin quite a lot. He ??to our house after school twice a week, because both my aunt and uncle late on those days, (come / work) 2 I usually have a tennis class at the weekends but I ???at the moment, because I'm injured, (not play) 3 You should see the f i lm The House Keeper. It's great. I ??? . it about six time snow. (see) 4 ??? anywhere last week? (you go) 5 The police arrested him after he ?????trying to steal a car. (be caught) 6 I'm sorry, what did he say? I ?????..(not listen) 7 I can't tell you anything about t h e class. I because I w a s doing t h e evening shift at work last week, (not go) 8 A: How long???? married? B:Ten years this year. (they be) 9 My son ?????to go travelling next year after he finishes school. (plan) 10 What ?????of doing this weekend? (you think) LANGUAGE PATTERNS Complete the sentences w i t h one word i n each gap. 1 She's an old friend ?????university. 2 I crashed my car the ?????..day and now it's being repaired. 3 I'm sorry. There are no tables available. Do you mind ?????.for 15 minutes? You can have a drink first. 4 You decide on the restaurant. I don't mind ?????.we go. 5 I'm working part-time ?????..a waiter in a cafe in t own . PREPOSITIONS Choose the correct preposition i n each sentence. 1 They accused me to / of charging them too much, but the bill was right. 2 He paid to /for everything. It w a s very generous of him. 3 The workers went on/of strike. 4 The workers were protesting about / for their bad income. 5 According to / of a recent report, they earn much less than other people who do similar jobs. 6 I belong to / with a gym. 7 I'm working on / in a new project at the moment. 8 I'm afraid we don't have any coats of that size on / in stock. 9 I'm thinking on / of changing jobs. ADJECTIVES Match the underlined adjectives i n 1-8 to their opposites i n a - h . 1 a pretty girl a simple to use 2 a delicious meal b hard cheese 3 a low proportion c a stupid comment 4 complicated software d an ugly building 5 soft fruit e taste disgusting 6 a mild taste f taste bitter 7 sweet tea g a high percentage 8 a clever idea h strong cheese VOCABULARY Complete the words i n the story. The first letters are given. My sister doesn't like t h e word 'no'. If she decides she wants something, she keeps on until she 1suc??. For example, when she was younger, she wanted a PlayStation or something similar. It was expensive and my parents didn't want to buy it. She screamed and 2 sh??? about it, but my parents still said no. They said she could do jobs and earn the money to buy it. She started doing cleaning for my family and for our neighbours. It was funny, because she's not very 3 n???? . or tidy herself I It took several months and she finally had enough money. When she went to t h e shop there was a 4 s???? and the PlayStation had a 30% 5dis?? , so she also bought two games. You see my sister is a very lucky person as well as being very 6det??.. !

Письменная работа , примерные вопросы:

A formal email ? asking for information Read the advert. Does the job interest you? Are you a science student, or someone who cares about the oceans? Perhaps you are plan ning to become a marine biologist. If so, would you like to get some useful work experience? The National Marine Aquarium is looking for volunteer hosts to give educational talks and answer visitors' questions. Working days and hours can be arranged to suit you. sdunn@nationa/?aquarium.com Read Chad's email. What does he ask for? Dear Ms Dunn, A) I saw your advertisement for volunteer hosts on the National Marine Aquarium's website, and I am writing to ask for further information about the position. B) At present, I am studying Marine Biology at Southampton University, and am in my third year. I visited the Aquarium last month and saw your amazing shark population. I am planning to specialise in the study of sharks in my future career, and am hoping to gain work experience in this area. C) I am very interested in the post. Could you send me more information about the job and an application form, please? D) I look forward to hearing from you. Yours sincerely, Chad Duffy Match the paragraphs (A-D) in the email to the descriptions (1-4) below. 1 give Information about yourself 2 ask for information 3 say politely that you expect a reply 4 explain why you are writing Write a formal email applying for this job. Use the advert and the notes below. Write about 120 words.

Устный опрос , примерные вопросы:

In pairs, make a list of all the different kinds of work people do for no money. Compare your list with another pair. Then discuss these questions in groups. - Why do you think people do these different kinds of work? - Do you know anyone who does / has done any unpaid work? - Do you think people should be paid to do any of these different kinds of work? Why? / Why not? Listen and answer the questions below. 1 What kind of work does each person do? 2 Why do they do this work? 3 How do they feel about working for no money? 4 What are their plans for the future? Work in pairs. Can you remember which of the three speakers said each of the things below - and why? 1 going on strike 2 it's a competitive area 3 got bored 4 pay us a pension 5 have a really positive attitude 6 making coffee 7 building the nation 8 my contract ends 9 the company is exploiting me

### Тема 5. Relax

Письменная работа , примерные вопросы:

A blog: your favourite game An online games magazine has invited readers to send a description of their favourite game or sport to their weekly blog. They want to know how and why they started the game, if they play with others, when and where, and what future plans they have for this game. Read one reader's blog entry. 1 What's the name of his favourite game? 2 How did he start playing the game? 3 How long has he been a club member? 4 What's he going to do in the future? Match the headings with the paragraphs. 1 Where, when and who I play with ?? 2 Future plans for the game ?? 3 How I started playing the game ?? Write your own entry for the blog. Use the notes below to help you, and write three paragraphs, like the model above.

Устный опрос , примерные вопросы:

Put the words in 1-3 a and b in to the correct order to make questions. 1 We're having a picnic on Sunday, if you're interested, a else who going is? b going are where it to you have? 2 I might go to watch Halifax play on Saturday, a are who playing they? b of when tickets thinking are you getting the? 3 My friend Jane's going to come and visit, a long how she stay going is to? b you are while of what doing she's thinking here? In pairs, have the conversations. Read the texts about three different sports and match each one to one of the pictures in a-f Of the three sports, 1 which is the most popular? 2 which is the oldest? 3 which is the newest? 4 which was the most dangerous? 5 which is the most dangerous now? Match the words in bold in the text with the meanings below. Then check your answers in the Vocabulary Builder. a how fast you do something b the result of something c people who watch a sports event d try e made illegal by the government f try to win money by guessing who will win Work in groups. Discuss the questions and explain your choices. Which of the sports you read about do you think: - is the most fun to do? - is the best to watch? - needs the most skill to do? - requires the most fitness? - needs the most strength? Read the dictionary definition of nap. Then discuss the questions below with a partner. - Do you know any countries where napping is common? - Do you ever have a nap? Where? When? For how long? - Which of the things below do you think are the results of napping? Why? - people can go out and enjoy their social lives more - people feel happier and more creative - people get lazier and lazier - people are less productive and do less work - people lose concentration and make more mistakes - new business opportunities are created - people are more likely to have heart attacks Work in pairs. Discuss these questions. - Do you think 'National Nap at Work' week is a good idea? Why? / Why not? - Does tiredness ever affect your work? How? - Do you like either of the business ideas? Metronaps or the Ready Bed? Why? / Why not? - What percentage of your time is not spent working, studying or sleeping? What do you do during that time Read the Fact File and put an exclamation mark ! next to any facts that surprise you. In pairs, compare the things that surprised you. Check you understand the words and expressions in bold below. Then discuss the questions in groups. - How many hours a night do you usually sleep? - What time do you usually go to bed? - And what time do you usually get up? - Do you ever have trouble sleeping? - Have you ever fallen asleep in class / on the bus / on a train? What happened? - What's the latest you've ever been to bed? Why? - Do you usually remember your dreams? - Do you ever have nightmares? What about?

### Тема 6. Home

Письменная работа , примерные вопросы:

A letter: describing where you live Look at the letter quickly. Is it: a an informal letter to parents? b an informal formal letter to a company or an institution? c a letter to a friend? Match the descriptions of the paragraphs (1-4) with the paragraphs (A-D). 1 Talks about the family and house rules 2 Asks his friend to write back to him. 3 Gives information about where his room is. 4 Describes his room. Read the letter and answer these questions. 1 Why is Ibrahim writing to his friend? 2 Where is he living? 3 What does he like about the location? 4 What furniture does he have in his room? 5 What is missing from the room? 6 Why does Ibrahim have to be quiet in the evenings? 7 What other house rules are there? 8 What is the best thing about the room? Read the statements. Decide whether they are true (T) or false (F). 1 Ibrahim is living in Manchester. 2 His room is in a big house. 3 The house he is staying in is similar to houses at home. 4 He can study more because there's no TV in his room. 5 Ibrahim doesn't like the family. 6 Because the rent isn't expensive, he has more money. Now write a letter. Describe your new home. Use the four paragraphs in Ibrahim's letter to help you. Include the following: - Put the address and date at the top. - Begin 'Dear, .. .' - Give a reason for writing: 'I'm writing to ..', or 'I'm writing because .. .' - Describe the building and the location and say what you like about it. - Describe the room and its furniture. - Talk about the people that you live with and any rules that you have to follow. - Ask the other person to write to you with news. - Sign off with 'Best wishes'.

Устный опрос , примерные вопросы:

Decide which word is the odd one out i n each of the groups 1-10 and explain your decision. 1 dry / climate / warm / cold / buildings 2 industrial / a forest / steel / factories / a car plant 3 green / parks / trees / dirty / countryside 4 churches / traffic / bars / 24-hour culture 6 agriculture / fields / squares / farms / rural 7 coast / desert / fishing / port / ocean / beach 8 museum / old / historic / city wall / modern 9 crime / lovely / dangerous / murder / steal 10 river / bridge / financial / boat / bank I n groups, try to think of places that fit these descriptions. Discuss what you know about each place. Have you ever been to any of the places? - A place on the coast with a warm climate where old people often retire. - An industrial city with a big steel factory or car plant. - A town or city with a good transport system. - A city which is quite dirty but that's surrounded by nice countryside. - A very exciting city with a 24-hour culture. - A rural area with a lot of farms and agriculture. - A town by the sea with a fishing industry. - A historic city which has a wall round part of it. - A place which is quite dangerous with a lot of crime. - A town with a river going through it. Write three more descriptions of places in your country using words. Can your partner guess the places? Match the questions 1-6 to the responses a-f. 1 Do you mind if I open the window? 2 Do you mind if I use your computer? 3 Do you mind if I borrow your phone for a minute? 4 Is it OK if I leave class early today? 5 Is it OK if I close t h e window? 6 Is it OK if I stay a few more days? a No, of course not. It is quite hot, isn't it? b I'd rather you didn't. My mother is visiting tomorrow, you see. c No, of course not. One minute. I'll just log off. d Yes, of course. It is quite cold, isn't it? e Yes, of course. Just make sure you remember to do your homework, f Well, actually, I'd rather you didn't. I don't have much credit. Work in pairs. Write three questions people might ask when staying in someone else's house. Use Do you mind if I/Is it OK if I. Work in pairs. Discuss these questions. - How well do you know your country? - Which places have you visited / lived in? - Do you have any f a m i l y or friends in other parts of the country? - Do you know anyone who has lived abroad? Where did they live? Why? You are going to read a n article about things you should know before you leave home. What advice do you think the writer might give about the following subjects? money food housework flat-sharing loneliness Which of the five subjects above do you think each of the words below is connected to? Why? Read the article and find out which subjects the words connect to. What does the writer say about each thing? Work in pairs. Discuss these questions. - Which piece of advice do you think is best? Why? - Have you ever had any problems with any of t h e things mentioned? When? What happened? Work in groups. Discuss these questions. - When was the last time you went to someone's house for dinner? What was the occasion? What did you have? - When was t h e last t i m e you stayed at someone's house? How long did you stay? Where did you sleep? - Which of the things below do you think it's normal to do when you visit - or stay in - someone's house? - take off your shoes before you go in - bring flowers and/or chocolate for the host(s) - bring a bottle of something for the hosts - offer to help with the cooking - do the washing-up after dinner - sleep on the sofa or the floor - ask for a spare set of keys - offer to pay something to help with food, etc. - Have you stayed with a host family in another country? Has anyone else you know? Where was it? What was it like?

## Тема 7. Mind and body

Письменная работа , примерные вопросы:

A webpage: fundraising Read the fundraising webpage and answer the questions. 1 Who is Marianna going to raise money for? 2 Why is she raising money for this charity? 3 What is she going to do? 4 How much money is she hoping to raise? Match the headings (1-6) to the parts of the webpage (a-f).  
1 What I am going to do 2 How much money I'm hoping to raise 3 Why I'm interested in helping this charity. 4 Thanks 5 Information about the health problem 6 How much money I've raised until now  
Raoul has decided to do something to raise money for the charity Speakability. He is going to write a fundraising webpage, and has written some notes. Read Raoul's notes and write a webpage like Marianna's above.

Устный опрос , примерные вопросы:

Match each of the questions to two possible answers. 1 Are you OK? 2 Have you been to the doctor's about it? 3 Are you taking anything for it? a Yes. The doctor gave me some tablets the other day. b No, not really. I've got a terrible headache, c No, not yet, but I've got an appointment this afternoon. d No, not really. I'm just drinking lots of water. That's all. e Yes, I went yesterday. He just told me to go home and take it easy, f No, not really. I've got a bit of a cold. Work in pairs. Think of two more possible answers to each of the three questions. Listen to three short conversations and decide whether each one takes place: a at the dentist's, b in a hospital, c in a restaurant, d in someone's house, e in a chemist's. Listen again and answer these questions. Conversation 1 1 What problem does she have? 2 What did she do to cure the problem? Conversation 2 3 Which problem does the customer have: diarrhoea, indigestion or vomiting? 4 What instructions is she given? Conversation 3 5 What two problems does the man have? 6 How did each one happen? Check your answers in pairs. Then act or draw what happened in conversations 1 and Work in pairs. Discuss these questions. - Which of the illnesses / health problems in the box above do you think is the most / least serious? Why? - Do you know anyone who suffers from hay fever, asthma or an allergy? How does it affect them? - Can you remember the last time you had any of the other illnesses / health problems in the box? In the article you read, it said people - especially men - try not to show emotion in public. Do you agree? Discuss these questions in groups to discover your own attitudes. 1 Do you cry easily? Have you ever cried: - while watching a film? - when you won or lost a game? - when you saw some news on TV or in the paper? ? because of something someone said to you? 2 What do you do if you're feeling upset? 3 What kind of things make you laugh? 4 Are you good at telling jokes? 5 Do you find this joke funny? Work in groups. Discuss these questions. - What's your cure for hiccups? For indigestion? - Do you ever ask pharmacists for advice? Are they helpful? - Are prescriptions expensive where you live? - What did you get last time you were in a chemist's? - Are the hospitals good in your country? - Have you ever been to hospital? Did you have to wait long? What was the service like?

## Тема 8. Getting there

Контрольная работа , примерные вопросы:

**LISTENING** Listen to four people talking about things connected with travel. Match travel activities a-e to speakers 1-4. There is one activity you do not need. a going somewhere by car b going somewhere by plane c walking somewhere d going places by bicycle e going somewhere by bus Listen again and match items a-e to speakers 1-4. There is one item that you do not need. a slept too much b was ill c missed catching something d borrowed something e almost had an accident **GRAMMAR** Find the eight mistakes in words in italics. Correct them. A: What are you doing on Saturday. B: I'm not sure. 1 I'm going to play tennis with a friend in the morning. It depends if he's free. What about you? B: We 2 will have a barbecue. Would you like to come? A: Yeah, why not? How do I get to your place? B: Well you 3 don't have to park round here, so don't drive. It's not that far to walk, but 4 t/ie most easy way for you is to take the 67 bus. It stops just outside my house and you 5 can get it from the end of your road. B: OK, great. 6 I'm bringing you something for dessert, if you like. A: Are you sure? You "don't have to. B: No, I'd like to. A: OK. Thanks. That'd be great. "We're going to eat about two o'clock. B: Fine ? 9 I'm seeing you at around half one then. A Exactly. Who else 10 is there? A: I'm not sure exactly, but I know Javed and Keira "come for sure, so you 12 won't be on your own. B: That's great. Complete the short description with the words in the box. There isn't 1 ?? green space in my town ? in fact there aren't 2 ?? parks. Not one! There aren't 3 ?? trees either! We only have a 4 ?? playgrounds where kids can play, and two or three squares where people meet. One of the squares is at the end of my road . 5 . ?.of people go there because it's quite big and there are 6 ?? shops and 7 ?? . cafe. I often go to 8 ?? cafe to have a coffee in the morning. **PREPOSITIONS** Choose the correct preposition. 1 The quickest way to get to the station is to walk through /for the park. 2 There's a nice path in /along the banks of the river. 3 A: Is there a bank near hear? B: Yes, if you turn left at /on the lights you'll see one just next to a vegetable shop. 4 At/on average, it takes me an hour to get to work. 5 We're going in /on a trip to the mountains at the weekend. 6 She's going to stay at home. She's still recovering from / of her operation. 7 I really rely for / on my car to get around, so it's expensive with the price of petrol increasing. 8 It's a port in / on the south coast. There are some lovely beaches nearby too. **FORMING WORDS** Complete the sentences with the correct forms of the words in bold. 1 The virus only causes mild. ILL 2 Our flat is very so I just get round on foot. CENTRE 3 Frankfurt is a major centre in Europe. FINANCE 4 I actually lost at one point. I thought I was going to die. CONSCIOUS 5 If you're taking these tablets, it's not to drive. ADVISE 6 He suffered from for years, but now he's completely recovered. DEPRESSED 7 When the ambulance arrived, she was given emergency TREAT 8 London has an economy which is in size to Norway's. COMPARE

Письменная работа , примерные вопросы:

An email giving directions Read the email and answer these questions 1 What has Peter invited Raj to? 2 What's the best way of getting to Peter's home? 3 What is the route from Scott's Park tube station to Peter's home? Draw it on the map. 4 What is Peter's address? S What should Raj do when he gets to the house? 6 What should Raj do if he has a problem? Hi Raj, I'm pleased to hear that you can come round for dinner on Saturday. We are only five minutes' walk away from Scott's Park station, so It?s probably best to come by tube. When you come out of the station, turn left and go down the road until you come to the traffic lights. Then, turn right, go past the town hall and take the first turning on the left. This is Avenue Road and we are at number 23, opposite the church. When you get to the house. ring the top bell, marked P. Sainsbury. Give me a call on 0736727887 if you have any problems. Look forward to seeing you at about 8.00 00 Saturday. Best wishes. You live at 15 High Street, opposite the cinema. Invite a friend called Martine Kovacs to lunch at 1.00 on Friday and use the map to give her directions from the tube station to your house. Include the following: - From, Subject, Date. To - A greeting (e.g. Hi Martine, or Dear Martine,) - A short sentence to introduce the email - The directions - Information about your address and the time of the lunch - Say what to do if there's a problem - Closing (e.g. Best wishes. Love from, etc.)

Устный опрос , примерные вопросы:

You are going to hear the travel news in the middle of a radio programme. Next, they are going to interview a round-the-world sailor called Ellen McArthur. Before you listen, work in groups. Think of as many reasons as possible for the following to happen: a flight is cancelled a rail service is delayed an underground station is closed one lane of a motorway is shut there's a traffic jam in a city the police remove some cars Listen to the news and find out how many different pieces of travel information there are. How many give good travel news? Work in groups. Tell each other about two situations in exercise A that you have experienced. Explain what happened. Think of places you have been to using six of the different forms of transport. Work in pairs. Have conversation like this: A: We went to X last year. B: Oh really? How did you get there? A: Well, we drove to Y and then we sailed to the island by boat. B: How long did it take you? A: About six hours. Work in pairs. Discuss these questions. - What are the most famous landmarks and buildings where you live? Do you ever visit them? - How would you give directions to each of these famous places? Work in groups. Discuss the questions below. Use vocabulary and grammar from these pages. - What's the traffic like where you live? Is there much pollution? Could the situation be improved - how? - What's the parking like where you live? Is it easy to park in the town centre? Does it cost anything? - Are there plans for any high-speed rail lines where you live? Do you think they're a good idea? Why? /Why not? - Are there any areas where you live where cars are banned? Do you agree with the policy? Why? / Why not? - Is public transport reliable where you are? How could it be better? - What are taxis like where you live? Do you ever take them? Do you give drivers tips? - Is it safe to walk, cycle or ride a motorbike in your town? Why? / Why not? - Are there any kinds of transport you've never used? Why not? - Have you ever had any problems taking a plane or train? What happened? Read the quotes about travel below. Discuss with a partner whether you agree with each one or not. Explain why. - It's better to travel than to arrive. If you go only once around the room, you are wiser than the person who stands still. - When you travel, it's good to remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable. - People travel to faraway places and then spend their time watching the kind of people they ignore at home! - Travel makes wise people better and stupid people worse. - The main reason why people are unhappy is because they are unable to stay quietly in their own room.

### **Итоговая форма контроля**

зачет (в 2 семестре)

### **Итоговая форма контроля**

экзамен (в 4 семестре)

Примерные вопросы к итоговой форме контроля

Примерный билет на зачет

1. Подготовьте развернутый ответ на вопросы.
2. Переведите следующие предложения.
3. Прослушайте и ответьте на вопросы.

1. Вопросы для развернутого ответа на зачет.

1. What time do you usually get up at the weekend?
2. Where's the nicest place you've been walking, running or swimming?
3. Are you good at sport or any games? Which ones? Have you ever won anything?
4. Have you ever had an accident playing sport?
5. Does tiredness ever affect your work? How?
6. What percentage of your time is not spent working, studying or sleeping? What do you do during that time?
7. Have you ever fallen asleep in class / on the bus / on a train? What happened?
8. Do you ever have trouble sleeping? Do you ever have nightmares? What about?
9. How well do you know your country? Which places have you visited / lived in?
10. Which do you think is the best place to move into when you leave home? Why?
11. When was the last time you went to someone's house for dinner? What was the occasion? What did you have?

12. What is a good present from your country to give a host family?
13. What mental illnesses can you think of? Do you know what treatments can be used to deal with these illnesses?
14. Can you think of any diseases that can't be cured?
15. Have you heard of anyone who has recovered from a very serious disease?
16. Do you think men are less emotional? Why?/Why not?
17. Do you know any famous people who have had a mental illness?
18. What do you do if you're feeling upset?
19. Are the hospitals good in your country? Have you ever been to hospital? Did you have to wait long? What was the service like?
20. What's the traffic like where you live? Is there much pollution? Could the situation be improved - how? Are there any areas where you live where cars are banned? Do you agree with the policy? Why? / Why not?

## 2. Примерные предложения для перевода.

1. Его советы всегда бывают такими убедительными (convincing). Почему ты никогда им не следуешь?
2. Какая ненастная (nasty) погода! В такую дождливую погоду лучше сидеть дома.
3. Она делает хорошие успехи в английском,
4. Я удивлен (be surprised), что она поверила этим странным новостям. Боюсь, они недостоверны. Кто их ей сообщил?
5. Мне кажется, эти весы сломаны.
6. Вчера я положил сюда деньги. Где они? Я не могу их найти.
7. Я считаю, что помещение для нашего магазина вполне подходящее.
8. Мне не нравятся эти джинсы. Мне кажется, та пара джинсов лучше.
9. Экипаж был готов выполнить (fulfill) приказ капитана.
10. Критерии часто меняются,
11. Ваши товары сделаны очень плохо.
12. Нику необходимо сшить (sew) новые брюки. У меня есть хорошая синяя материя.
13. Он купил буханку хлеба, пакет молока, кусок мыла и тюбик зубной пасты.
14. Информация о ценах очень интересна.
15. Здесь нет светофора, и перекресток очень опасное место.
16. Виды этих растений (plant) неизвестны.
17. Вдруг позади себя я услышал громкий смех.
18. Его знания по математике лучше моих,
19. Ты взял бинокль? - Нет, он нам не понадобится. Наши места во втором ряду (row).
20. Улики были важными, и он чувствовал, что суд присяжных был против него.
21. В Англии зарплата рабочим выплачивается каждую неделю.
22. Актеров встретили аплодисментами.
23. Мои часы отстают.
24. Морковь богата витаминами.
25. Она считает, что современная одежда красива и удобна (convenient).

## 3. Примерный текст на аудирование и задания к нему

### The Cunning of an Astrologer

An astrologer once foretold something unpleasant to the King. The next day the King sent for the astrologer. He came to the palace. The King turned to his servants and ordered them to throw the astrologer out of the window at his signal. Then the King turned to the astrologer and said; "You are such a wise man and know so perfectly the fate of others. What will your own fate be? How long will you live? " The astrologer was afraid of the King but answered with great presence of mind; "I know my fate. I will die three days before your Majesty!" Now the King didn't want to throw the astrologer out of the window. He took good care for him.

### 1. Choose the correct answer to the questions.

- 1) What did an astrologer once foretell to the King?
  - a) Something pleasant.
  - b) Something bad.
  - c) Something interesting.
  - d) Something stupid.
- 2) Where did the astrologer come?
  - a) To a strange place.
  - b) To the house with many windows.
  - c) To the palace.
  - d) To the servant's house.

3) When will the astrologer die?

- a) In three days.
- b) Three days before the King.
- c) He will never die.
- d) Three days after the King.

4) Did the King want to die three days after the astrologer?

- a) Yes, he did. And he ordered to throw the astrologer out of the window.
- b) No, he didn't. He took good care of the astrologer.
- c) No, he didn't. He gave the astrologer much money.
- d) Yes, he did. He sent astrologer to prison.

2. Mark the following statements "True" (T) or "False" (F).

1 The King didn't like the astrologer's prediction.

2 The King was a wise man.

3 The astrologer knew his fate.

4 The astrologer died three days before the King.

3. Match the words with their descriptions. There is one variant you don't need to use.

1) An astrologer

2) A King

3) A servant

4) A window

5) A fate

a) One of the people who were to throw the astrologer out of the window.

b) A person who didn't like the astrologer's prediction.

c) The development of events beyond a person's control.

d) A wise man who knew the fate of others.

4. Write short answers to the questions.

1. Who foretold something unpleasant to the King?

2. What did the king order his servants to do?

3. Was the astrologer afraid of the King?

4. Who did the King take good care for?

Контрольная работа.

1. Translate from Russian into English using the vocabulary of the lesson.

1. На твоём месте я бы не ела этот торт. Мне кажется он не свежий.

2. Мы ничего не имели против провести предстоящие каникулы на море.

3. Будь она мудрее, она бы не сказала этого.

4. Она так пристально смотрела на воду, как будто хотела найти ответы на свои вопросы.

5. Я с нетерпением жду своего отпуска.

6. Послушай, почему бы нам не сходить в кино?

7. На её лице появилось выражение тревоги.

8. Он совершенно не похож на человека, которого я ожидала увидеть.

9. Для меня не имеет никакого значения, согласится он или нет.

10. Эта крыша держится на волоске.

11. Вчера я купила самые удобные туфли на свете.

12. Он удобно устроился в мягком кресле и стал пить кофе.

13. Никогда бы не подумала, что я могу случайно увидеть Машу в супермаркете.



14. Тебе понравился фильм?- Как сказать.
15. Она не могла ему помочь и поэтому чувствовала себя беспомощной.
16. Тетя Маши попросила приглядывать за ней.
17. Надежда покинула эти края....
18. Мне кажется, я тебя не правильно поняла.
19. Уже не важно согласишься ты или нет.
20. Она так и не смогла справиться со всеми проблемами ,которые на нее свалились.

2. Fill in the preposition if necessary.

1. Mr. Dick waited ? David to return ? abroad.
2. They chose him ? their leader.
3. Connect these points ? a line.
4. Won't you join ? me ? a walk?
5. Please, call ? ? the chemist's.
6. If she asks me ? any favour I'll never refuse ? her.
7. Well, only ? condition that you follow all my instructions, it is possible to keep him ? home.
8. Has he been laid ? ? scarlet fever?
9. They have gone ? an interesting trip ? Siberia.
10. In some years his pictures will be ? great value.

Примерный билет на экзамен.

1. Read and translate the text. Answer the questions. Tell what you have read about.
2. Listen and answer the questions.
3. Translate the sentences.

1.Приметный текст для чтения

Three young men were playing with a gun in a street in a quiet area of the town after dark when one of them fired it by mistake without aiming it at anything. The bullet broke a window in an old lady's house.

The young men made off at once when they saw the damage they had done, but the old lady looked out of a window when she heard the explosion, and she recognized one of them as the son of a man and a woman who lived not far from her.

The old lady complained to the police, and a detective came to her house. The old lady gave him a detailed account of everything that had happened, and then the detective asked her if she knew where the young man lived. The old lady told him that too, so the detective went to the young man's house. He and his companions tried to hide, but the detective found them and the gun and took them to the police station.

There his chief officer questioned the young men to find out which of them owned the gun, but none of them was willing to say. The young man who owned the gun did not dare to admit that he did, because he did not have a license for it.

At last the chief officer decided to put an end to the conversation, so he turned to the detective and demanded to know whether he had got an officer's permission to take the gun away from the young man who owned it.

The detective felt anxious when he heard this question. "No, sir" he answered nervously, "I didn't get it."

"In that case," the officer declared angrily, "you were quite wrong to take it away from him. You'd better return it immediately, or there'll be trouble!"

This made the young men smile happily at each other, and as soon as the detective held the gun out and said, "Here you are," one of them put his hand out in order to get it back. -

That is how the officer finally discovered whom the gun belonged to.

1. Where were the three young men playing with a gun?

2. Why was the old lady able to recognize one of the young men?
3. Why was the owner of the gun afraid to admit it?
4. How did the owner of the gun give himself finally away?

#### 2.Приметный текст для аудирования

Patrick Reilly was the manager of a company that made washing powders, among other things. The company employed several scientists, whose job was to find new and better kinds of products, including washing powders.

Patrick did not know very much about science himself, but he used to meet his scientists regularly. He always enjoyed it and took a great interest in what they were doing.

One day one of them was in Patrick's office, talking about plans for the future, when he said to Patrick, "I suppose you know Sir James White. He was my professor at the university where I studied, and now he's one of the world's greatest and most honoured biologists."

"Oh, yes, I know," Patrick answered, "but I've never actually met him. What about him?"

"Well," said the scientist, "he's discovered some new type of system that might be very useful to us for improving our manufacture of soap powders. I read an article about it yesterday in one of the scientific journals I take every month. You ought to meet him."

"I'd like to," Patrick answered. "What do you think of inviting him to dinner one evening and suggesting that we might be able to offer him a job as an adviser?"

"I agree," the scientist replied. "That would be an excellent decision."

Patrick got his secretary to ring Professor White's office at the university to give him the invitation, and they managed to find a date on which they would both be free for dinner.

"It'll be a small family affair," Patrick said. "I propose to invite two of my scientific staff with their wives. One of them was a student of yours. And I hope Lady White will be able to come too."

"Thank you," the professor answered, "I'm sure she'll be delighted to."

Patrick had a son of sixteen, who had finished his O-level examinations and was studying for his A-levels. While everybody was having a drink before dinner, the boy chatted to the professor. "What do you do?" the boy asked.

"I study biology," the professor answered.

"Oh?" the boy answered proudly. "Well, I finished biology last July."

1. What did Patrick's company produce among other things?
2. Why did Patrick's company employ scientists?
3. Why did the scientist tell Patrick about Sir James White?
4. How was Patrick Reilly planning to meet Professor White?

#### 3. Примерные предложения на перевод.

1. Его советы всегда бывают такими убедительными (convincing). Почему ты никогда им не следуешь? 2. Какая ненастная (nasty) погода! В такую дождливую погоду лучше сидеть дома. 3. Она делает хорошие успехи в английском, 4. Я удивлен (be surprised), что она поверила этим странным новостям. Боюсь, они недостоверны. Кто их ей сообщил? 5. Мне кажется, эти весы сломаны. 6. Вчера я положил сюда деньги. Где они? Я не могу их найти. 7. Я считаю, что помещение для нашего магазина вполне подходящее. 8. Мне не нравятся эти джинсы. Мне кажется, та пара джинсов лучше. 9. Экипаж был готов выполнить (fulfil) приказ капитана. 10. Критерии часто меняются, 11. Ваши товары сделаны очень плохо. 12. Нику необходимо сшить (sew) новые брюки. У меня есть хорошая синяя материя. 13. Он купил буханку хлеба, пакет молока, кусок мыла и тюбик зубной пасты. 14. Информация о ценах очень интересна. 15. Здесь нет светофора, и перекресток очень опасное место. 16. Виды этих растений (plant) неизвестны. 17. Вдруг позади себя я услышал громкий смех. 18. Его знания по математике лучше моих, 19. Ты взял бинокль? - Нет, он нам не понадобится. Наши места во втором ряду (row). 20. Улики были важными, и он чувствовал, что суд присяжных был против него. 21. В Англии зарплата рабочим выплачивается каждую неделю. 22. Актеров встретили аплодисментами. 23. Мои часы отстают. 24. Морковь богата витаминами. 25. Она считает, что современная одежда красива и удобна (convenient)

### **7.1. Основная литература:**

- Курс эффективной грамматики английского языка: Учебное пособие / Афанасьев А.В. - М.:Форум, НИЦ ИНФРА-М, 2015. - 88 с.: 70x100 1/16 ISBN 978-5-00091-030-6 - <http://znanium.com/bookread2.php?book=498984>
- BUILD UP YOUR ENGLISH: From Word to Sentence: Учебное пособие / Косоногова О.В., Малащенко М.В., Чернухина Т.Б. - Рн/Д:Южный федеральный университет, 2016. - 116 с.: ISBN 978-5-9275-2032-9 - Режим доступа: <http://znanium.com/catalog/product/991891>
- Времена английского глагола. Система, правила, упражнения, тесты : учеб. пособие / А.А. Караванов. ?М. : ИНФРА-М, 2019. ? 212 с. ? (Высшее образование: Бакалавриат). - Режим доступа: <http://znanium.com/catalog/product/1005673>
- Гальчук Л.М. 5D English Grammar in Charts, Exercises, Film-based Tasks, Texts and Tests ? Грамматика английского языка: коммуникативный курс: учеб. Пособие / Л.М. Гальчук. ? М.: Вузовский учебник: ИНФРА-М, 2017. ? 439 с. <http://znanium.com/bookread2.php?book=559505>

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

- English. Неправильные глаголы в упражнениях / Чазова А.А. - М.:ЮНИТИ-ДАНА, 2015. - 143 с.: ISBN 5-238-00671-3 - Режим доступа: <http://znanium.com/catalog/product/883984>
- English. Расширяем словарный запас / Чазова А.А. - М.:ЮНИТИ-ДАНА, 2015. - 384 с.: ISBN 5-238-00672-1 - Режим доступа: <http://znanium.com/catalog/product/884003>

### **7.3. Интернет-ресурсы:**

- Advice on handling questions - <http://www.presentationdynamics.net/tag/handling-questions/>
- Advice on how to make a poster - <http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm>
- Classic Psychology Journal Articles - <https://www.all-about-psychology.com/psychology-journal-articles.html>
- Creating Effective Poster Presentations - <http://www.ncsu.edu/project/posters/NewSite/index.html>
- Designing Effective Oral Presentations - [http://riceowl.rice.edu/guidance.cfm?doc\\_id=11775](http://riceowl.rice.edu/guidance.cfm?doc_id=11775)

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

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

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

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

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

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

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

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

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "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.

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Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 44.03.02 "Психолого-педагогическое образование" и профилю подготовки Психология и социальная педагогика .

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