

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



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

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подписано электронно-цифровой подписью

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

Направление подготовки: 44.03.05 - Педагогическое образование (с двумя профилями подготовки)

Профиль подготовки: Начальное образование и иностранный (английский) язык

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

**Автор(ы):**

Николаева О.А.

**Рецензент(ы):**

Сагитова Р.Р.

**СОГЛАСОВАНО:**

Заведующий(ая) кафедрой: Фахрутдинова А. В.

Протокол заседания кафедры No \_\_\_\_\_ от "\_\_\_\_" \_\_\_\_\_ 201\_\_ г

Учебно-методическая комиссия Института психологии и образования (отделения педагогики):

Протокол заседания УМК No \_\_\_\_\_ от "\_\_\_\_" \_\_\_\_\_ 201\_\_ г

Регистрационный No 8012155419

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Программу дисциплины разработал(а)(и) Николаева О.А.

### 1. Цели освоения дисциплины

- специфику артикуляции звуков, интонации;
- правила чтения транскрипции;
- дифференциацию лексики по сферам применения;
- свободные и устойчивые словосочетания, фразеологические единицы;
- основные способы словообразования;
- основные грамматические явления, характерные для профессиональной речи;
- культуру и традиции страны изучаемого языка, правила речевого этикета.

### 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 44.03.05 Педагогическое образование (с двумя профилями подготовки) и относится к базовой (общепрофессиональной) части. Осваивается на 1, 2 курсах, 1, 2, 3, 4 семестры.

- вести диалогическую и монологическую речь с использованием наиболее употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения;
- писать частные письма, деловые письма;
- составлять аннотацию к тексту, писать реферат, составлять резюме.

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

В результате освоения дисциплины студент:

1. должен знать:

- специфику артикуляции звуков, интонации;
- правила чтения транскрипции;
- дифференциацию лексики по сферам применения;
- свободные и устойчивые словосочетания, фразеологические единицы;
- основные способы словообразования;
- основные грамматические явления, характерные для профессиональной речи;
- культуру и традиции страны изучаемого языка, правила речевого этикета.

2. должен уметь:

- вести диалогическую и монологическую речь с использованием наиболее употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения;

- писать частные письма, деловые письма;
- составлять аннотацию к тексту, писать реферат, составлять резюме.

### 3. должен владеть:

- минимум 4000 лексическими единицами лексики общего и терминологического характера;
- грамматическими навыками, обеспечивающими коммуникацию общего характера без искажения смысла при письменном и устном общении;
- иностранным языком в объеме, необходимом для возможности получения информации из зарубежных источников;
- способностью к деловым коммуникациям в профессиональной сфере.

### 4. должен демонстрировать способность и готовность:

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

#### уровень A1+

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

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

## уровень В1

- понимать основные идеи четких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учебе, досуге и т.д. Уметь общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка; составить 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

## уровень В2

- 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	Лабора- торные работы	
1.	Тема 1. Family and friends	1		0	36	0	Устный опрос
2.	Тема 2. Shops	1		0	36	0	Дискуссия
3.	Тема 3. Eating	1		0	36	0	Ситуационная задача
4.	Тема 4. Jobs	2		0	36	0	Письменная работа
5.	Тема 5. Relax	2		0	36	0	Контрольная работа
6.	Тема 6. Home	2		0	36	0	Устный опрос
7.	Тема 7. Mind and body	3		0	36	0	Дискуссия
8.	Тема 8. Getting there	3		0	36	0	Ситуационная задача
9.	Тема 9. Science and nature	3		0	36	0	Письменная работа
10.	Тема 10. School and university	4		0	36	0	Контрольная работа
11.	Тема 11. Places to stay	4		0	36	0	Устный опрос
12.	Тема 12. Culture	4		0	36	0	Дискуссия



N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практи- ческие занятия	Лабора- торные работы	
.	Тема . Итоговая форма контроля	2		0	0	0	Зачет
.	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
	Итого			0	432	0	

## 4.2 Содержание дисциплины

### Тема 1. Family and friends

#### **практическое занятие (36 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 (36 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 (36 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 (36 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 (36 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 (36 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 (36 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 (36 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

## **Тема 9. Science and nature**

### ***практическое занятие (36 часа(ов)):***

OBJECTIVES - talk about the weather; talk about animals and pets ; talk about scientists and research; discuss and respond to news stories; report what people said GRAMMAR - the past perfect simple; reporting speech VOCABULARY - science and nature; animals READING - man's best friends; the Milgram experiment LISTENING - science and nature in the news. The Milgram experiment DEVELOPING CONVERSATION - responding to news and comments

## **Тема 10. School and university**

### ***практическое занятие (36 часа(ов)):***

OBJECTIVES - describe your academic experiences; talk about future plans respond with surprise to negative sentences; explain what you use computers for; talk about the school system in your country GRAMMAR - first conditionals; had to / could VOCABULARY - school and university; computers and the Internet; students and teachers READING - A web of lies? LISTENING - School and university. School in t w o different countries DEVELOPING CONVERSATION - No?

## **Тема 11. Places to stay**

### ***практическое занятие (36 часа(ов)):***

OBJECTIVES - describe and get information about places to stay; give bad news in a polite way; talk about past habits; explain and deal w i t h problems in hotels GRAMMAR - second conditionals; used to VOCABULARY - hotel problems READING - Happy campers LISTENING - Phoning a hotel. Calling room service DEVELOPING CONVERSATION - Giving bad news

## **Тема 12. Culture**

### ***практическое занятие (36 часа(ов)):***

OBJECTIVES - describe different kinds of films; explain what you have heard about things; talk about feelings; talk about your favourite things GRAMMAR - -ed/-ing adjectives; the present perfect continuous VOCABULARY - films; music, art and books; compound nouns READING - Welcome to Nollywood! LISTENING - Deciding what to go and see at the cinema. My favourite DEVELOPING CONVERSATION - supposed to

## **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		подготовка к устному опросу	12	Устный опрос
2.	Тема 2. Shops	1		подготовка к дискуссии	12	Дискуссия
3.	Тема 3. Eating	1		-	12	Ситуационная задача
4.	Тема 4. Jobs	2		подготовка к письменной работе	12	Письменная работа
5.	Тема 5. Relax	2		подготовка к контрольной работе	12	Контрольная работа
6.	Тема 6. Home	2		подготовка к устному опросу	12	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	3		подготовка к дискуссии	12	Дискуссия
8.	Тема 8. Getting there	3	-		12	Ситуационная задача
9.	Тема 9. Science and nature	3		подготовка к письменной работе	12	Письменная работа
	Итого				108	

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

Практические занятия, проекты, презентации, активные и интерактивные формы обучения - тренинги. Ситуативно-ролевые и деловые игры по темам: 'Служба знакомств', 'Туристическое агентство', 'Встреча с российскими студентами', 'Последний звонок', 'Урок математики в американской школе', 'Международная научная конференция', 'Беседа с философом/психологом', 'Всемирный конгресс татар', 'Музыкальный фестиваль', 'Я учитель. Мой первый урок' и т.д. Проектирование педагогической деятельности и педагогического общения: появление и закрепление той или иной профессиональной установки; определенная устойчивая и стабильная линия поведения в той или иной педагогической ситуации: ученик опоздал на урок; весь класс не готов к уроку; на перемене обидели девочку; шум во время урока и т.д

### 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

Устный опрос , примерные вопросы:

**Тема 1. Family and friends**

1. 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 Mr Taniguchi's long life? Why? You are going to have similar conversations to the one you heard in Listening. Think of three people you know. One should be a friend, one a member of your family, and one you decide. Either draw simple pictures of the three people or, if you have photos of them on a mobile phone, use those. Show the pictures to your partner. Your partner should start by asking: Who's that? And should continue the conversation by asking at least four more questions about each of the three people.

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

## **Тема 2. Shops**

Дискус- сия , примерные вопросы:

**Тема 2. Shops** 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 i n 1-12 to guess the meanings of the words i n 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 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 Work in pairs. Have a conversation that starts: A: Did you do anything at the weekend? B: Yeah, I went shopping. A: Really? Did you buy anything nice? ? Try to continue the conversation for as long as you can. Talk to some other students. Compliment them on things they are wearing - or have. Use the sentence starters below. Continue each conversation for as long as y o u can. / like your... That's a nice... Those... are really nice Work in groups. Think of two examples of each of the following for where you live: a supermarket a department store a bookshop a clothes shop an electronics shop a shoe shop Then think of two different makes of: computer mobile phone car Individually, spend two minutes deciding which one of e a c h of t h e shops or makes y o u prefer. Make a list of reasons, u s i n g comparatives and your own experiences (using the past simple). For example: Of the supermarkets, I prefer Fullers. It's a bit more expensive, but the food is better quality. It's fresher and there's a wider selection of things. I don't like Costsave because it's quite dirty. The other day, I went there and there was rubbish on the floor and it was messy. In groups, discuss which shops and makes you prefer.

### **Тема 3. Eating**

Ситуаци- онная задача , примерные вопросы:

**Тема 3. Eating 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? 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?

#### **Тема 4. Jobs**

Письменная работа , примерные вопросы:

**Тема 4. Jobs** 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 Work in groups. - 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. Either think about your own job or occupation or choose your parents' job or one from the list on page 161. Spend two minutes planning how to answer the questions from Developing conversations. Include at least one example of the present continuous in your answers. Then have conversations with some other students. Start like this: So what do you do? You haven't told me... Choose ONE of the experiences below and write a short story explaining what happened - and when. - a mistake that you made - a famous person you met / saw once - the first time you met a special person in your life - a funny thing that happened at work or school Now tell your story to other people in your class.

#### **Тема 5. Relax**

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 a n d 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 i n words i n 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 3don'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 5can 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.

### **Тема 6. Home**

Устный опрос , примерные вопросы:



**Тема 6. Home** Decide which word is the odd one out in 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 In 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 the 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 family 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 an 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? 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 the 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 the last time 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**

Дискус- сия , примеры вопросы:

**Тема 7. Mind and body** 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 3. 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**

Ситуаци- онная задача , примерные вопросы:

**Тема 8. Getting there** Work in pairs. Say what you think about: - 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. 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? / W h y 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.

## **Тема 9. Science and nature**

Письменная работа , примерные вопросы:

**Тема 9. Science and nature** An email expressing opinion Anagele is a Kenyan student at a college in Brighton. Below is an email he wrote yesterday to his friend at home. Read the email and match the headings below (1-5) to each paragraph (a-e). 1 The weather 4 Opening 2 Closing 5 The town 3 His flatmate ? We use the words in the box below to connect our ideas. Use them to complete the email.

a) Hi, Kitunzi! How are things? I've been in Brighton for two weeks now, and I want to tell you how I'm getting on. b) The town's really nice, I like it because it's a holiday town, so there are lots of tourists. This makes it lively. 2....., there are some great bars and restaurants to go to in the evenings, 3 ..... they're rather expensive. We usually eat at home, and then just go out for a drink. c) My flatmate is an Italian guy, called Fabio. He's crazy, but great fun. When we go out, he talks to everyone, so we've already met lots of people. 4 ..... thing I like is my college. The teachers are really enthusiastic, and I'm enjoying the course - except for the homework! d) The English weather is not so good! Grey skies every day! I haven't seen the sun since I got here! 5 ??, the buildings are comfortable and very warm inside, 6..... the dark atmosphere outside sometimes makes me miserable. I really miss the African sun. In general, though, I like it here. e) Write and tell me how you're getting on, Bye for now, Anagele Write an email to a friend in another country. Describe your town, and say what the weather is like there. Think of two things you like, and something that you don't like. Use the words to connect your ideas Put the verbs in brackets into the correct tense. 1 My cat was really hungry when I got home because I ... to leave any food for her. (forget) 2 I ... you later this afternoon if I have time. (call) 3 I ... already this film twice. (see) 4 I'm not really sure. I ... yet. (not / decide) 5 He said he ... me last week, but he didn't. (email) 6 I ... about it if I were you. (not / worry) 7 ... it still ... outside? (rain) 8 He's not here at the moment. He ?? just ?? to the bank, (go) Complete the sentences with one word in each gap. 1 Sorry I couldn't come last night. I ?? to work late. 2 He ... me if I wanted to go out with him. 3 I ordered it a month ago, but I'm ?? waiting for it. 4 I just couldn't believe it! I ?? never seen anything like it before. 5 I'd help you if I ?? but I'm afraid I can't. 6 Have you decided what you want ... ? 7 I've ... come back from holiday, actually. I arrived back at nine this morning. 8 I ... do it later this afternoon, if I don't forget Find the four mistakes and correct them. 1 If I would have enough money, I would buy one. 2 In my last job, we could to start work anytime between seven and ten. 3 I was lucky at my secondary school because we hadn't to wear uniforms. 4 He told me he's going to go to Spain next month. 5 I never used to like spicy food, but now I love it. 6 Maria asked me to say you she's going to be late.

### **Тема 10. School and university**

### **Тема 11. Places to stay**

### **Тема 12. Culture**

### **Итоговая форма контроля**

зачет (в 2 семестре)

### **Итоговая форма контроля**

экзамен (в 4 семестре)

Примерные вопросы к итоговой форме контроля

Вопросы к зачету:

Talk about the statement. Give reasons.

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

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

Вопросы к экзамену:

Talk about the statement. Give reasons.

1. How can pets boost your health?
2. Which science subjects do / did you study at school? Are / were you good at them?
3. Have you ever taken part in any kind of research (scientific research, market research, etc.)? What did you do?
4. Who are the most famous scientists from your country? Why? What do / did they do?
5. Is it better to study what your parents want you to study or what you want to study? Why?
6. What are the advantages and disadvantages of NOT going to university?
7. How many hours a day do you spend on the computer?
8. Which websites do you visit the most? Why?
9. What are some good / bad things about using computers for schoolwork?
10. Do you think parents and teachers are right to worry about how students use the Web? Why? / Why not?
11. Where was the last hotel, apartment, hostel or camping site you stayed at?
12. What facilities did the last hotel, apartment you stayed at have? Would you recommend it? Why? / Why not?
13. Are you a city person or do you prefer the country? Why?
14. Do you prefer hotels or camping? Why?
15. Have you ever stayed up late at night looking at the stars or sitting round a fire with friends? Where? When?
16. Do you like art / reading / listening to music?
17. Who's your favourite singer / composer / artist / author?
18. What kind of films are most popular in your country? Why do you think this is?
19. Who is the most famous director from your country? Do you like his / her work? Why? / Why not?
20. Is there any censorship of films? In what way?

Read the text and give a summary.



Increasingly, these days, people lead busy professional lives in which they have little time for lunch, let alone time to meet the next possible Mr or Ms Right. The emphasis in our lives is on using time we have left outside of work well, spending "quality time" with our family and friends. So, it's no surprise that speed dating has become so popular. An activity in which busy men and women go to an organized event, have three-minute chats with more eligible members of the opposite sex than they would normally meet in a year, and then decide who might or might not be a potential partner, is a great example of perfect time management. Speed dating is a relatively new phenomenon. Its first event was staged at Pete's Cafe in Beverly Hills California in 1998, and organized by a group of Jewish students who wanted to meet other singles of the same religion. They were sure it was a good idea and expected that large numbers of people would enjoy it, but not immediately. Within a very short time, however, it had spread everywhere, and its popularity was confirmed when a speed dating story line appeared in the hit American comedy series Sex and the City. It hasn't taken sociologists very long to take an interest, either. An American study, carried out in 2005, discovered that it took hardly any time at all for men and women to choose who they would like to meet again in the future. Just seconds, in fact. This study would appear to completely undermine the argument of all those romantics who wonder how three minutes can possibly be enough to decide whether somebody might be "the one". It seems that we know instantly. Interestingly, women have a greater instinct for this than men. In a 2006 study, carried out by a Scottish university, over 40 per cent of women, which was twice the percentage figure for men, had made their minds up about the person they were chatting to within thirty seconds.

### 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. - Режим доступа: <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>

### 7.2. Дополнительная литература:

- Практический курс английского языка. 2 курс [Электронный ресурс]: учеб. для студентов вузов / В.Д. Аракин и др. ; под ред. В.Д. Аракина. - 7-е изд., доп. и испр. - М. : ВЛАДОС, 2008. - (Учебник для вузов)' - <http://www.studentlibrary.ru/book/ISBN9785691014468.html>
- Христофорова, Г. А. Английский язык [Электронный ресурс] : Задания для выполнения тестов и контрольных работ. Для студентов дистанционной формы обучения / Г. А. Христофорова, И. А. Черниченко. - М. : МГАВТ, 2009. - 76 с. <http://znanium.com/bookread2.php?book=401497>
- Першина. Е. Ю. Английский язык для начинающих [Электронный ресурс]: учеб. пособие / Е. Ю. Першина. - 2-е изд., стер. - М.: Флинта, 2012. - 86 с. <http://znanium.com/bookread2.php?book=455566>

### 7.3. Интернет-ресурсы:

- Basic English 1: Elementary - - <https://www.futurelearn.com/courses/basic-english-elementary>
- Basic English 2: Pre-Intermediate - - <https://www.futurelearn.com/courses/basic-english-pre-intermediate>
- British Council - I - <http://learnenglish.britishcouncil.org/en/>
- Learn English: Intermediate Grammar - - <https://www.coursera.org/specializations/intermediate-grammar>
- Linguahouse - - <https://www.linguahouse.com>

Multitran - <https://www.multitran.ru>

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

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

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

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

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

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



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

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

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

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

Аудитория с мультимедиа-проектором, ноутбуком с выходом в интернет и интерактивной доской. Лингафонный кабинет. Доступ студентов к компьютеру с Mircsft Office или аналогичным программным обеспечением, таблицы, схемы и т.п.

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Автор(ы):

Николаева О.А. \_\_\_\_\_

"\_\_" \_\_\_\_\_ 201\_\_ г.

Рецензент(ы):

Сагитова Р.Р. \_\_\_\_\_

"\_\_" \_\_\_\_\_ 201\_\_ г.