

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение высшего образования  
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УТВЕРЖДАЮ

Проректор по образовательной деятельности КФУ

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## Программа дисциплины

### Иностранный язык

Направление подготовки: 45.03.02 - Лингвистика

Направленность (профиль) подготовки: Русский язык как иностранный

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

Год начала обучения по образовательной программе: 2025

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Программу дисциплины разработал(а)(и): старший преподаватель, б/с Измайлова Г.А. (кафедра контрастивной лингвистики, Высшая школа зарубежной филологии и межкультурной коммуникации им И А Бодуэна де Куртенэ), GAIZmajlova@kpfu.ru

**1. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения ОПОП ВО**

Обучающийся, освоивший дисциплину (модуль), должен обладать следующими компетенциями:

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)

Обучающийся, освоивший дисциплину (модуль):

Должен знать:

Обучающийся должен знать современную теоретическую концепцию культуры речи, орфоэпические, акцентологические, грамматические, лексические нормы русского литературного языка: коммуникативные методы и технологии на государственном и иностранном языках

Должен уметь:

Обучающийся должен уметь эффективно находить, воспринимать и использовать информацию на государственном и иностранном языках, полученную из печатных и электронных источников для решения стандартных коммуникативных задач в профессиональной деятельности;

использовать государственный и иностранный язык в профессиональной деятельности

Должен владеть:

Обучающийся должен владеть способами критической оценки эффективности различных коммуникативных методов и технологии на государственном и иностранном языках;

техникой деловой речевой коммуникации, опираясь на современное состояние языковой культуры

**2. Место дисциплины (модуля) в структуре ОПОП ВО**

Данная дисциплина (модуль) включена в раздел "Б1.О.01 Дисциплины (модули)" основной профессиональной образовательной программы 45.03.02 "Лингвистика (Русский язык как иностранный)" и относится к обязательной части ОПОП ВО.

Осваивается на 1, 2 курсах в 1, 2, 3, 4 семестрах.

**3. Объем дисциплины (модуля) в зачетных единицах с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся**

Общая трудоемкость дисциплины составляет 17 зачетных(ые) единиц(ы) на 612 часа(ов).

Контактная работа - 434 часа(ов), в том числе лекции - 0 часа(ов), практические занятия - 432 часа(ов), лабораторные работы - 0 часа(ов), контроль самостоятельной работы - 2 часа(ов).

Самостоятельная работа - 142 часа(ов).

Контроль (зачёт / экзамен) - 36 часа(ов).

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

**4. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий**

**4.1 Структура и тематический план контактной и самостоятельной работы по дисциплине (модулю)**

N	Разделы дисциплины / модуля	Се- местр	Виды и часы контактной работы, их трудоемкость (в часах)					Само- стоя- тель- ная ра- бота	
			Лекции, всего	Лекции в эл. форме	Практи- ческие занятия, всего	Практи- ческие в эл. форме	Лабора- торные работы, всего		Лабора- торные в эл. форме
1.	Тема 1. Unit One. Фонетика: согласные [k, g, t, d, n, s, z, θ, ð, p, b, m]; гласные [i, e]. Unit Two. Фонетика: согласные [l, f, v, j]; гласные [ə]. Unit Three. Фонетика: гласные [i; a; u; e;:]. Редукция. Чтение английских гласных. Первый и второй типы слога. Unit Four. Фонетика: согласные [h; ʒ]; гласные [o; æ; e; ai]. Третий тип слога. Правила слогоделения. Повелительные и безличные предложения. Unit Five. Фонетика: согласные [w; ŋ; ʒ]; гласные [ʌ; au]. Чтение гласных в неударном слоге. Text: A Visit. Grammar: Глагол to be в Present Indefinite Tense. Степени сравнения прилагательных. Личные и притяжательные местоимения.	1	0	0	27	0	0	0	10
2.	Тема 2. Unit Six. Согласные [tʃ; dʒ]. Дифтонг [oi]. Text: Betty Smith. Grammar. Притяжательный падеж имен существительных. Глагол To have в Present Indefinite Tense. Неопределенные местоимения some, any, no. Предлоги места. Числительные от 1 до 1000	1	0	0	27	0	0	0	14
3.	Тема 3. Unit Seven. Дифтонги [iə, eə, uə]. Четвертый тип слога. Чтение буквы a перед некоторыми согласными. Texts: 1. Doctor Sandford's family. 2. about Benny's Cousins. Grammar: Предложения с вводными there. Числительные свыше 1000. Предлоги времени	1	0	0	27	0	0	0	15
4.	Тема 4. Unit Eight. Сочетания гласных [aiə, auə]. Чтение букв i и u в IV типе слога. Сводная таблица правил чтения гласных в четырех типах слога. Text : Our English Lesson. Grammar: Модальные глаголы can, may, must	1	0	0	27	0	0	0	15
5.	Тема 5. Unit Nine. Сочетание [we:]. Сводная таблица правил чтения гласных диграфов. Интонация сложносочиненного предложения. Text: Doctor Sandford's House. Grammar: Повествовательное предложение в косвенной речи с глаголом to say. Unit Ten. Ассимилятивные сочетания. Text: Mr. White Comes Again. Grammar: Предлоги времени. The Present Indefinite Tense. Общий вопрос в косвенной речи	2	0	0	27	0	0	0	5

N	Разделы дисциплины / модуля	Се- местр	Виды и часы контактной работы, их трудоемкость (в часах)						Само- стоя- тель- ная рабо- та
			Лекции, всего	Лекции в эл. форме	Практи- ческие занятия, всего	Практи- ческие в эл. форме	Лабора- торные работы, всего	Лабора- торные в эл. форме	
6.	Тема 6. Unit Eleven. Ассимилятивные сочетания. Text: Mr. White Comes Again. Grammar: Предлоги времени. The Present Indefinite Tense. Общий вопрос в косвенной речи Unit Twelve. Интонация сложноподчиненного предложения предложения Text: Dialogue. Grammar: Степени сравнения наречий. Употребление определенного артикля с географическими названиями	2	0	0	27	0	0	0	5
7.	Тема 7. Unit Thirteen. Grammar: The Present Continuous Tense.	2	0	0	27	0	0	0	5
8.	Тема 8. Special Questions and Imperative Sentences in Indirect Speech. Spelling Rules. Texts: 1. Meals. 2. In the Canteen	2	0	0	27	0	0	0	2
9.	Тема 9. Unit Fourteen. Grammar: Present Perfect Tense. Texts: 1. A Student's day. 2. Dialogue Unit Fifteen. Grammar: The Past Indefinite Tense. The Past Continuous Tense. Statements in Indirect Speech. Spelling Rules. Texts: 1. Our University (A Letter). 2. Dialogue	3	0	0	27	0	0	0	9
10.	Тема 10. Unit Sixteen. Grammar: The Future Indefinite Tense. The Future Continuous Tense. To be able and to have in the Future Indefinite Tense. Adverbial Clauses of Time and Condition. Texts: 1. Seasons and Weather. 2. Dialogue	3	0	0	27	0	0	0	9
11.	Тема 11. Unit Seventeen. Grammar: Sequence of Tenses. The Future in the Past. The Past Perfect Tense. Texts: 1. Under the High Trees. 2. At the Seaside. Unit Eighteen. Grammar: The Passive Voice. Texts: 1. A visit to Moscow. 2. Conversation.	3	0	0	27	0	0	0	9
12.	Тема 12. Unit Nineteen. Grammar: The Complex Object. Texts: 1. Carrie Goes to a Department Store. 2. Shopping Unit Twenty. Grammar: Some Verbs and Word Combinations Followed by a Gerund. Texts: 1. Jean's First Visit to the Theatre (after "Shannon's Way" by A. Cronin). 2. Dialogue	3	0	0	27	0	0	0	9
13.	Тема 13. Unit Twenty-One. Grammar: The Present Perfect Continuous Tense. Texts: 1. Home (after W. S. Maugham). 2. Dialogue	4	0	0	10	0	0	0	5
14.	Тема 14. Unit One. I. Text "Anne Meets her Class" from "Fresh from the Country" by Miss Reed II. Topic: Choosing a Career	4	0	0	10	0	0	0	5

N	Разделы дисциплины / модуля	Се- местр	Виды и часы контактной работы, их трудоемкость (в часах)						Само- стоя- тель- ная рабо- та
			Лекции, всего	Лекции в эл. форме	Практи- ческие занятия, всего	Практи- ческие в эл. форме	Лабора- торные работы, всего	Лабора- торные в эл. форме	
15.	Тема 15. Unit Two. I. Text "A Day's Wait" by Ernest Hemingway II. Topic: Illnesses and their Treatment	4	0	0	10	0	0	0	5
16.	Тема 16. Unit Three. I. Text "Introducing London" II. Topic : "City"	4	0	0	10	0	0	0	5
17.	Тема 17. Unit Four. I. Text "How we Kept Mother's Day" by Stephen Leacock Topic: Meals	4	0	0	10	0	0	0	5
18.	Тема 18. Unit Five I. Text "A Freshman's Experience" from "Daddy Long-Legs" by Jean Webster II. Topic: Education	4	0	0	10	0	0	0	5
19.	Тема 19. Unit Six I. Text "A Friend in Need" by Somerset Maugham II. Topic: Sports and Games	4	0	0	10	0	0	0	1
20.	Тема 20. Unit Seven I. Text "The british Isles" from "Essential English for Foreign Students" by C.E. Eckersley II. Topic: Geography	4	0	0	11	0	0	0	1
21.	Тема 21. Unit Eight I. Text "Seeing People Off" by Max Beebohm II. Topic: Travelling	4	0	0	11	0	0	0	1
22.	Тема 22. Unit Nine I. Text "Rose at the Music-Hall" from "They Walk in the City" by J.B. Priestley II. Topic: Theatre	4	0	0	11	0	0	0	2
23.	Тема 23. Revision. Tests.	4	0	0	5	0	0	0	0
	Итого		0	0	432	0	0	0	142

#### 4.2 Содержание дисциплины (модуля)

**Тема 1. Unit One. Фонетика:** согласные [k, g, t, d, n, s, z, θ, ð, p, b, m]; гласные [i, e]. **Unit Two. Фонетика:** согласные [l, f, v, j]; гласные [ə]. **Unit Three. Фонетика:** гласные [i; a; u; ε;:]. Редукция. Чтение английских гласных. Первый и второй типы слога. **Unit Four. Фонетика:** согласные [h; ʃ; ʒ]; гласные [o; æ; e; ai]. Третий тип слога. Правила слогоделения. Повелительные и безличные предложения. **Unit Five. Фонетика:** согласные [w; ɹ; ɹ]; гласные [ʌ; au]. Чтение гласных в неударном слоге. Text: A Visit. Grammar: Глагол to be в Present Indefinite Tense. Степени сравнения прилагательных. Личные и притяжательные местоимения.

The verb be has five forms: is, am, are, was and were. Of these, the forms is, am and are are used in the simple present tense. Use is when the subject is a singular noun or third person singular pronoun (e.g. she, he and it.)

She is my teacher.

It is an elephant. He is an architect.

Use are when the subject is a plural noun. Are is also used with the pronouns we, you and they.

They are my friends.

Ram and Shyam are brothers.

We are Indians.

You are a nice guy.

Use am when the subject is I.

I am a teacher.

Be is usually used to talk about state

**Тема 2. Unit Six. Согласные [ʃ; ʒ]. Дифтонг [oi]. Text: Betty Smith. Grammar. Притяжательный падеж имен существительных. Глагол To have в Present Indefinite Tense. Неопределенные местоимения some, any, no. Предлоги места. Числительные от 1 до 1000**

The basic meaning of the verb have is "to be in the possession of something". It is used in present simple, and it expresses a fact of having something in the present. When it comes to auxiliary verb "have", we use it to form present perfect and present perfect continuous. I have gone to that show already. In this example, "have" is used as an auxiliary verb to form present perfect. Present perfect is a tense that connects past and the present. In this example, the person went to the show sometime in the past, but that is still valid in the present. Auxiliary verb "to have" is used to express that present through its present form. I have skipped breakfast today and now I'm hungry. In this example "have" is again used to form present perfect. Here it expresses a finished action in the past that has a result on the present - because the person in the example didn't eat breakfast in the morning, in the present the person is hungry. To connect the two, present perfect is used and the verb "have" again serves as a signal of the present time by being in the present itself (by form). I have been going to the same cafe for 10 years. Auxiliary verb "to have" is also used to form present perfect continuous. The tense is used to express regularity of some action that started in the past, and continues to happen throughout some amount of time regularly and it is still true in the present. Auxiliary verb helps us to become aware of the present time of the action. I have been watching that show the whole day. In this example have is also used to form present perfect continuous. It expresses an action that started in the past, but was happening the whole time leading up to the present, and continues still. The present form of have reminds us of the present time of the action.

**Тема 3. Unit Seven. Дифтонги [iə,ɛə,uə]. Четвертый тип слога. Чтение буквы а перед некоторыми согласными. Texts: 1. Doctor Sandford's family. 2. about Benny's Cousins. Grammar: Предложения с вводными there. Числительные свыше 1000. Предлоги времени**

In English grammar we use "there is" or "there are" to talk about things we can see and things that exist. We use "there is" for singular and uncountable nouns, and we use "there are" for plural countable nouns.

"There are five people in the office." (plural countable noun)

"There's a television in the living room." (singular countable noun)

or "There's some milk in the fridge." (uncountable noun)

**Тема 4. Unit Eight. Сочетания гласных [aiə,auə]. Чтение букв i и u в IV типе слога. Сводная таблица правил чтения гласных в четырех типах слога. Text : Our English Lesson. Grammar: Модальные глаголы can, may, must**

We use the modal verbs can, may, must in the English language to express various meanings - ability, possibility, permission, attitudes, opinions, etc.

Modal (auxiliary) verb CAN

1. Can is used to describe the ability to do something.

I can swim very well.

Can he can speak English fluently? - No, he can't.

We cannot sing at all!

2. Can expresses the possibility to do something.

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We can go to the seaside at last. Our holidays start next week.

3. We use can to say that something is probable.

It can be John. He has blond hair and he is wearing glasses.

4. Can expresses the permission to do something.

Why not? You can marry her. She is a nice girl.

Modal (auxiliary) verb MAY

1. May is used for permissions.

You may borrow my car. I won't need it.

May I smoke here? - No, you can't, I'm sorry.

2. May is used for expressing probability or prediction.

They may call tomorrow. I hope so.

The main difference between may and can is in style. May is more formal than can. Can is typical of spoken English.

3. The opposite of may is must not or may not.

May I smoke here?

- You mustn't smoke here. (strong prohibition)

- You may not smoke here. (more polite, very formal)

- You can't smoke here. (informal spoken English)

Modal (auxiliary) verb MUST

1. Must is used for strong obligations. It is personal, because it shows the speaker's opinion or will.

I must clean my teeth. I want to be healthy.

You must go there. And do it right now!

2. Must expresses strong recommendation.

You must see it. It's the best film I've ever seen.

3. We use must to express certainty of the speaker.

They must be at school by now. It's already 9 o'clock.

4. The opposite of must is need not.

Mum, must I wash up? - No, you needn't. I've already done it.

Must not has a different meaning. It is used to express prohibition that involves the speaker's will.

We mustn't come late today. Or the teacher will be very angry.

He mustn't enter this room. It is dangerous.

**Тема 5. Unit Nine. Сочетание [wɛ:]. Сводная таблица правил чтения гласных диграфов. Интонация сложносочиненного предложения. Text: Doctor Sandford's House. Grammar: Повествовательное предложение в косвенной речи с глаголом to say. Unit Ten. Ассимилятивные сочетания. Text: Mr. White Comes Again. Grammar: Предлоги времени. The Present Indefinite Tense. Общий вопрос в косвенной речи**

We use Present Simple:

1. repeated actions (every day, always, often, sometimes, never)

My friend often draws nice posters.

I never drink orange juice.

We usually go to the Baltic Sea in summer.

2. things in general

The sun rises in the east.

Cats drink milk.

3. fixed arrangements, scheduled events (e.g. timetable)

The plane flies to London every Monday.

We have English on Tuesdays and Fridays.

4. sequence of actions in the present (first - then, after that)

First I get up, then I have breakfast.

After school I switch on my computer, then I check my emails and after that I play my favourite game.

5. instructions

Open your books at page 34.

Don't shout at me!

6. with special verbs - which are normally not used with the Present Progressive (These verbs express states, possessions, feelings etc.) be, believe, belong, hate, hear, like, love, mean, prefer, remain, realize, see, seem, smell, think, understand, want, wish I understand English.

He doesn't like fish.

She believes in life after death.

Do you prefer tea or coffee?

**Тема 6. Unit Eleven. Ассимилятивные сочетания. Text: Mr. White Comes Again. Grammar: Предлоги времени. The Present Indefinite Tense. Общий вопрос в косвенной речи Unit Twelve. Интонация сложноподчиненного предложения предложения Text: Dialogue. Grammar: Степени сравнения наречий. Употребление определенного артикля с географическими названиями**

The use of articles with geographical names has certain patterns. For example, the name of a river is used with the definite article, and the name of a lake is used without any article. The name of one mountain (or one island) is used without any article, and the name of a mountain chain (or a group of islands) is used with the definite article. Употребление артиклей с географическими названиями имеет определённые модели. Например, название реки

употребляется с определённым артиклем, а название озера без артикля. Название одной горы (или одного острова) без артикля, а название горной гряды (или группы островов) с определённым артиклем.

The meaning may change depending on the presence or absence of the definite article. For example, Mississippi is the state of Mississippi, while the Mississippi is the Mississippi River.

Generally, the definite article "the" in geographical names is not capitalized (the Indian Ocean; the Nile River; the Philippines; the Alps). But the article "the" is capitalized if it is part of a geographical name (The Hague).

Обычно, определённый артикль "the" в географических названиях пишется с маленькой буквы (the Indian Ocean; the Nile River; the Philippines; the Alps). Но артикль "the" пишется с большой буквы, если он является частью географического названия (The Hague).

The words "north, east, south, northern, southern, western, central" and the like are capitalized if they are part of a geographical name (the North Sea; Northern Ireland; Central America) or part of the name of a region regarded as a unit (the West; Western Europe; the East; the Far East; the Eastern Hemisphere).

Слова "north, east, south, northern, southern, western, central" и т.п. пишутся с заглавной буквы, если они часть географического названия (the North Sea; Northern Ireland; Central America) или часть названия региона, рассматриваемого как единое целое (the West; Western Europe; the East; the Far East; the Eastern Hemisphere).

If such words are used for indicating direction or as descriptive terms, they are generally not capitalized: the north; the west; the southeast; the south of France; western Asia; northern Africa; the eastern United States; central Australia.

Если такие слова употреблены для указания направления или как описательные термины, они обычно пишутся с маленькой буквы: the north; the west; the southeast; the south of France; western Asia; northern Africa; the eastern United States; central Australia.

The words "ocean, river, sea, lake, island, mountains, desert, state, city, street" and the like are capitalized if they are part of a geographical name: the Volga River; the Sea of Japan; Lake Baikal; the Great Lakes; the Canary Islands; Ellis Island; the Rocky Mountains; the Sahara Desert; New York State; Mexico City; Wall Street.

Слова "ocean, river, sea, lake, island, mountains, desert, state, city, street" и т.п. пишутся с заглавной буквы, если они часть географического названия: the Volga River; the Sea of Japan; Lake Baikal; the Great Lakes; the Canary Islands; Ellis Island; the Rocky Mountains; the Sahara Desert; New York State; Mexico City; Wall Street.

If such words are not part of a geographical name, they are generally not capitalized: the island of Greenland; the state of California; the city of Boston. Such words are capitalized in titles (A Brief History of the City of New York) and may be capitalized in formal writing.

### **Тема 7. Unit Thirteen. Grammar: The Present Continuous Tense.**

The present progressive is used:

To describe something which is happening at the exact moment of speech.

Example:

Jim is watching television at the moment.

To describe an action that is taking place now but not at the exact moment of speech.

Example:

John is working in London.

To describe an event planned in the future.

Example:

I'm taking my French class on Tuesday. To describe a temporary situation.

Example:

I'm staying with a friend for a few days.

To emphasize the frequency of an action.

Example:

That child is always crying for no good reason.

To describe changing situations.

Example:

Her health is improving by leaps and bounds.

### **Тема 8. Special Questions and Imperative Sentences in Indirect Speech. Spelling Rules. Texts: 1. Meals. 2. In the Canteen**

The present progressive is used:

To describe something which is happening at the exact moment of speech.

Example:

Jim is watching television at the moment.

To describe an action that is taking place now but not at the exact moment of speech.

Example:

John is working in London.

To describe an event planned in the future.

Example:

I'm taking my French class on Tuesday. To describe a temporary situation.

Example:

I'm staying with a friend for a few days.

To emphasize the frequency of an action.

Example:

That child is always crying for no good reason.

To describe changing situations.

Example:

Her health is improving by leaps and bounds.

**Тема 9. Unit Fourteen. Grammar: Present Perfect Tense. Texts: 1. A Student's day. 2. Dialogue Unit Fifteen. Grammar: The Past Indefinite Tense. The Past Continuous Tense. Statements in Indirect Speech. Spelling Rules. Texts: 1. Our University (A Letter). 2. Dialogue**

We use Present Perfect Tense for unfinished and finished actions:

Unfinished Actions

1: We use this tense when we want to talk about unfinished actions or states or habits that started in the past and continue to the present. Usually we use it to say 'how long' and we need 'since' or 'for'. We often use stative verbs.

I've known Karen since 1994. She's lived in London for three years.

I've worked here for six months.

'Since' and 'For'

We use 'since' with a fixed time in the past (2004, April 23rd, last year). The fixed time can be another action, which is in the past simple (since I was at school, since I arrived).

I've known Sam since 1992.

I've liked chocolate since I was a child.

She's been here since 2pm.

We use 'for' with a period of time (2 hours, three years, six months).

I've known Julie for ten years.

I've been hungry for hours.

She's had a cold for a week.

Finished Actions

2: Life experience. These are actions or events that happened sometime during a person's life. We don't say when the experience happened, and the person needs to be alive now. We often use the words 'ever' and 'never' here.

I have been to Tokyo.

They have visited Paris three times.

We have never seen that film.

3: With an unfinished time word (this month, this week, today). The period of time is still continuing.

I haven't seen her this month.

She's drunk three cups of coffee today.

I've already moved house twice this year!

We CAN'T use the present perfect with a finished time word.

NOT: I've seen him yesterday. 4: A finished action with a result in the present (focus on result). We often use the present perfect to talk about

something that happened in the recent past, but that is still true or important now. Sometimes we can use the past simple here, especially in US English.

I've lost my keys (so I can't get into my house).

She's hurt her leg (so she can't play tennis today).

They've missed the bus (so they will be late).

5: We can also use the present perfect to talk about something that happened recently, even if there isn't a clear result in the present. This is common when we want to introduce news and we often use the words 'just / yet / already / recently'. However, the past simple is also correct in these cases, especially in US English.

The Queen has given a speech.

I've just seen Lucy.

The Mayor has announced a new plan for the railway

**Тема 10. Unit Sixteen. Grammar: The Future Indefinite Tense. The Future Continuous Tense. To be able and to have in the Future Indefinite Tense. Adverbial Clauses of Time and Condition. Texts: 1. Seasons and Weather. 2. Dialogue**

The Future Indefinite tense

Formation: The Future Indefinite tense is formed by means of the auxiliary verbs shall for the first person and will for the second and third persons plus the first form of the notional verb. The contracted negative forms are shan't and won't.

Note: In American English the Future Indefinite and all other future tenses are formed by means of the auxiliary verb will for all persons.

Use:

The Future Indefinite is used to denote a customary repeated action in the future.

I'll call you every day.

Я буду звонить тебе каждый день.

The Future Indefinite can be also used to denote a simple action in the future.

I'll help you to do this translation.

Я помогу тебе сделать этот перевод.

Note: In the modern colloquial English the Future Indefinite competes with the expression to be going + to infinitive. To distinguish between them the following rules can be used:

To speak about somebody's plans to be going is used.

We are going to discuss this question on Monday.

Мы собираемся обсудить этот вопрос в понедельник. If an action is previously arranged, it is expressed by to be going.

You are going to have your exam on Friday.

У нас будет экзамен в пятницу.

To express promise the Future Indefinite is used.

I will give you this money.

Я дам тебе эти деньги.

If the decision to perform an action is taken during the talk, the Future Indefinite is used.

Are you cold? I'll switch on the heater.

Ты замерз? Я включу обогреватель.

To express somebody's supposition the Future Indefinite is used, if the speaker doesn't give any grounds for it and to be going if he gives them.

Take your umbrella, I think it will rain.

Возьми зонтик, я думаю, пойдет дождь.

It's very cold today. You are going to get cold in this thin coat.

Сегодня холодно. Ты замерзнешь в этом тонком пальто

**Тема 11. Unit Seventeen. Grammar: Sequence of Tenses. The Future in the Past. The Past Perfect Tense. . Texts: 1. Under the High Trees. 2. At the Seaside. Unit Eighteen. Grammar: The Passive Voice. Texts: 1. A visit to Moscow. 2. Conversation.**

Times Future in the Past used in subordinate clauses, when the main clause predicate expressed by a verb in the past tense. The purpose of the use of Future in the Past - to show that the action in the subordinate clause will happen after the action in the main clause.

Here are some examples Future in the Past:

I thought that you would be late. - I thought you were going to be late. (Future Simple in the Past)

I knew we would be packing next Friday. - I know that we will meet in next Friday. (Future Continuous in the Past)

He said he would have read the book by the time I needed it. - He said he finished reading the book to the time when she needed me. (Future Perfect in the Past)

We said that by the time he picks us up he would have been driving for two hours. - He said that by the time he poberet

us, he will be riding for two hours. (Future Perfect Continuous in the Past)

Thus, times in the Future Past indicate future action with respect to a certain point in the past. As can be seen from the examples, the proposal must contain a verb in the past tense in the main clause, without the use of Future in the Past impossible.

If you have already encountered such a theme as "The time sequence in the English language", you will understand that the time of Future in the Past arose precisely because of the rules of coordination. Interestingly, in the English language grammar manuals times Future in the Past does not stand out as a separate group, and are considered within the rules of tenses and expressions of the future actions described in the past. In addition, on the use would instead will we learn in the study of indirect speech in English, so it is also subject to the rules of tenses:

He says: "I will not buy this car." - He says, "I do not buy this car."

He said he would not buy this car. - He said he did not buy that car.

She hopes she will have finished the courses by the beginning of spring. - It is hoped that the course will finish by early summer.

She hoped she would have finished the courses by the beginning of spring. - It is hoped that the course will finish by early summer.

From these examples it is clear that the time of Future Group have expressed with respect to future action now and the time of the group Future in the Past - future action with respect to the last moment.

Finally, it remains to say that Future in the Past is usually used after verbs of speaking (say, tell) and mental activities (think, know, believe, expect, hope, etc.)

Application times Future Continuous in the Past, Future Perfect in the Past and Future Perfect Continuous in the Past - significantly limited, but the Future Simple in the Past is not uncommon.

Subject times Future in the Past, we have considered separately as it considered domestic benefits, since it is present in textbooks, and students can be difficult. But I believe that these times are not allocated as received English-language grammarians, more logical not to create unnecessary confusion

**Тема 12. Unit Nineteen. Grammar: The Complex Object. Texts: 1. Carrie Goes to a Department Store. 2. Shopping Unit Twenty. Grammar: Some Verbs and Word Combinations Followed by a Gerund. Texts: 1. Jean's First Visit to the Theatre ( after ?Shannon's Way? by A. Cronin). 2. Dialogue**

This structure consisting of a noun in the common case (noun in a common case) or pronouns in the objective case (pronoun in an objective case) and infinitive. Recall look like pronouns in the objective case:

I - me

you - you

he - him she - her

it - it

we - us

they - them

Let us see how, in practice, implemented complex object in the English language by way of example sentences:

We noticed the woman enter the house through the back door. - We noticed a woman entered through the back door.

I saw them walk along the road. - I saw them walking down the road.

I did not hear her say this because she spoke in a soft voice. - I did not hear how she said it because she said quietly.

As is evident from these proposals, complex object in English translates subordinate additional proposals introduced unions "how", "what", "to". Noun or pronoun in this complex supplement related subject and infinitive - the predicate of the subordinate clause.

Complex object in the English language has its own rules for the use, are worth considering. In general, a complex addition to the English language is used after some verbs, which are grouped into certain categories. Thus, complex object in the English language is used with verbs:

Expresses the physical perception and feeling to see - to see, to watch - look, to notice - notice, to observe - to observe, to feel - to feel, to hear - to hear and others.

When we put these verbs the infinitive without the particle to.

I have never heard you sing. - I've never heard you sing.

We saw the postman slip a thick envelope into the box. - We've seen the postman dropped in the mailbox thick envelope.

With verbs of perception may be used in addition to the infinitive and present participle (Participle I). If we in the complex

object in English use the infinitive, we emphasize the one-time actions committed, but if we take the sacrament, that demonstrate the process flow of the action.

I saw her run into the house. - I saw how she ran into the house.

I saw her running along the road. - I saw her running down the road.

In addition, if the verb see and hear used in the sense of "know" and "understand" Accordingly, we are not referring to the complex object in English and take the clause:

I see that you are in low spirits. - I see that you have not in the mood.

I express my motivation, compulsion: (to let - let, to make - make, to have - to dispose, to cause - cause, cause). The infinitive is also without to.

You can not make me do such things. - You can not make me do it. Never let him go. - Never let go of it. They had the man do what they wanted. - They forced this man to do what they wanted.

Expresses the desire and the need (to want - to want, to wish / to desire - wanting, to like - like, should / would like - I would like to).

He wanted his students to note the colours of animals. - He wanted his students have noted color animals.

The inspector would like you to explain everything to him. - The inspector would like you to explain everything to him.

Expresses the assumption (to expect - expect to rely; to suppose - to believe, to believe - to believe to believe; to consider / to find - count).

Parents usually expect their children to be obedient. - Parents typically expect that their children will be obedient.

We believe it to be the best way out of this situation. - We believe that this will be the best solution in this situation.

Expresses the knowledge, awareness, assertion (to know - to know, to think - to think, to state - say, to note - to celebrate, to report - reporting and others).

People knew him to be a great sculptor. - People know that he is a great sculptor.

She thought him to be a qualified specialist. - She thought that he qualified.

Expresses coercion, order, resolution, or a request (to order - ordering, to allow - to authorize, to forbid - prohibit and

### **Тема 13. Unit Twenty-One. Grammar: The Present Perfect Continuous Tense. Texts: 1. Home ( after W. S. Maugham). 2. Dialogue**

The Present Perfect Progressive tense is used to:

Express long actions that started in the past and continue until now

Examples:

I've been living in Ireland for almost 4 years.

I've been studying all day and I'm absolutely exhausted now.

Express recent actions that have clear evidence or results now

Examples: You've lost a lot of weight. Have you been going to the gym?

Her eyes are red because she's been crying all evening.

Typically used for shorter, more temporary situations

Example:

Have they been learning English this week?

Note:

Always use the present perfect simple (not continuous) with the verbs believe, know, understand, like/dislike, belong, own:

Examples:

We've known each other since we were kids.

I've never understood math very well.

He's always liked sports.

### **Тема 14. Unit One. I. Text "Anne Meets her Class" from "Fresh from the Country" by Miss Reed II. Topic: Choosing a Career**

UNIT ONE

SPEECH PATTERNS

1. If I were you, I should keep an eye on that boy.

(If I am well, I shall have a walking holiday.)

If I had time, I should go to the theatre tonight. If we were hungry, we should have a bite.

If you did not work enough, you wouldn't get good marks. If Anne were in Moscow, she would ring me up.

If the weather were fine, we could go for a walk.

2. rather like the idea of having a cup of tea then. I

I dislike the idea of staying at home on such a fine day. The children liked the idea of going for a walk.

All of us liked the idea of spending the day off out of town.

We disliked the idea of staying in town the whole summer.

Why don't you like the idea of having dinner at my place?

#### VOCABULARY NOTES:

1. to look v i/t 1. смотреть, глядеть, е.д. I looked (up, down) at the opposite house, but saw no lights in its windows.

Syn. to stare, to gaze to look means "to use one's eyes, to try to see", e. g. He looked at me, but didn't recognize me.

to stare means "to look steadily, with wide-open eyes, often with curiosity or surprise, or vacantly (бессмысленно, рассеянно)". We may stare at a person or thing, into the water, distance, fire or anything that has depth (пристально смотреть, глазеть, тарашить/пялить глаза), е.д. He stared at me as if I had asked him to do something impossible.

He stared at the fire, deep in thought.

to gaze means "to look at smb. or smth. (or into smb.'s eyes) usu. long and steadily with interest, love, desire, in wonder, admiration, etc.", e.g. He's very fond of this picture, he can gaze at it for hours. The lovers stood with their hands clasped, gazing into each other's eyes.

to look about осматриваться, оглядываться по сторонам, е.д. I looked about, but saw no people anywhere.

Look ahead! Берегись!

to look (a thing) through просматривать что-л., е.г. Look through those documents, please.

to look after заботиться, ухаживать за кем-л., чем-л., е.д. I'll look after the child. Don't forget to look after the flowers when I'm away.

to look for искать кого-л., что-л., е. г. I've been looking for you since the very morning.

to look forward to (smth. or doing smth.) предвкушать что-л., с удовольствием ожидать чего-л., е. д. John looked forward to seeing Mario and his wife. Students always look forward to their holidays. Look here! Послушай! е. г. Look here, wouldn't it be better to stay indoors in such nasty weather?

2. казаться, выглядеть (followed by an adjective, noun or like), е. г. He looks sad. The child looks ill (well). She looks like a real teacher. It looks like rain.

Note: казаться has two English equivalents - to look and to seem; to look means выглядеть, е. г. He looks young for his age. She looks beautiful in this dress. She looks a child; to seem means производить впечатление (it expresses various degrees of doubt), e.g. She seems (to be) clever. This village seems (to be) quite small now. He seems (to be) well educated.

look n 1. взгляд, е. г. There was something strange in his look.

Syn. stare, gaze, е. г. Lanny returned the man's stare, but didn't utter a word. The girl blushed when she noticed the stranger's fixed gaze.

to have a look at взглянуть, е. г. Have a look at this photo, do you recognize the man? Note: The English for взгляд = точка зрения is idea, opinion, (point of) view, е. д. I don't know his point of view on (views on, idea(s) of, opinion of) this subject.

### Тема 15. Unit Two. I. Text "A Day's Wait" by Ernest Hemingway II. Topic: Illnesses and their Treatment UNIT TWO

#### SPEECH PATTERNS

1a. It would have been natural if the boy had gone to sleep.

It would have been natural if you had punished the child for his behaviour yesterday.

It wouldn't have been so cold in the morning if the wind had stopped blowing.

It would have been strange if he hadn't called on me when he was here last summer.

It would have been quite dark in the forest if we hadn't made a good fire.

1b. The father wouldn't have called the doctor if the boy had been quite well.

Grant would have accepted Mario's invitation if he hadn't made up his plans for the summer.

Anne would have taken her spring exams if she hadn't fallen ill.

We shouldn't have made friends with them if we hadn't stayed in the same camp.

We should have finished our work yesterday if you had helped us.

1c. The boy would have behaved in a different way if he were selfish.

They wouldn't have quarrelled if they both were less nervous.

You would have improved your spelling long ago if you were more diligent.

We should have invited him to our party if we knew him better.

She wouldn't have forgiven him if she didn't love him so much. He seemed to know all about influenza.

The children seem to like each other very much. You don't seem to understand me.

She seemed to know grammar much better than we thought.

They didn't seem to have met before.

3. I can't keep from thinking.

Can't you keep from talking all the time?

Try and keep from gossiping about other people. She couldn't keep from scolding the child, though she knew she shouldn't do it.

We can't keep from laughing when we look at him. VOCABULARY NOTES:

1. to shiver vi дрожать, as shiver with cold

Syn. to tremble, to shudder, to start; to tremble is the most general word; shuddering/startling is generally the result of (great) fear or disgust, e. g. He seemed perfectly calm, only a slight trembling of his voice and hands showed he was excited. Keith shuddered at the sight of the dead body. The child was shivering with cold. She started when they came in.

2. ache боль (a continuous, not sharp or sudden, pain).

Usually used in compounds: headache, toothache, stomachache, earache, backache, etc. I had a bad headache yesterday. Some people have (a) bad earache when the plane is losing height. But: to have a sore throat, eye, finger, etc., e.g. I can't speak louder, I have a sore throat.

Syn. pain to feel (have) a bad (sharp, slight) pain in ..., e. g. I feel a sharp pain in my right knee. My leg gives me much pain. painful adj болезненный, тяжелый

Ant. painless, e.g. It was a painful (painless) operation.

to ache болеть (чувствовать боль) - to be in continuous pain,

e. g. My ears ache. After climbing

the

mountain he ached all over.

hurt (v)

причинять боль, e. g. It hurts the eyes to look at the sun. My foot hurts (me) when I walk.

3. medicine

1. лекарство, e. g. What medicine(s)

do you take for your headaches? 2. медицина, e. g. He is fond of medicine, he wants to become a surgeon.

medical adj, e. g. He studies at a Medical Institute. He is a medical student. My medical knowledge leaves much to be desired. You'd better consult your surgeon. 4. condition 1. состояние; to be in (a) good (bad) condition, e. g. After the thunderstorm our garden was in a terrible

condition, quite a number of trees were broken. Every parcel arrived in good condition (nothing was broken or spoiled).;

to be in no condition to do smth., e. g. He is in no condition to travel. The ship was in no condition to leave harbour. He can sing very well, but tonight he is in no condition to do it, he has a sore throat.

**Тема 16. Unit Three. I. Text "Introducing London" II. Topic : "City"**

UNIT THREE

SPEECH PATTERNS

1. You like the way they work.

I like the way the doctor treats the child. Do you like the way she wears her hat? I don't like the way you speak to me.

The teacher didn't like the way the children behaved in class.

2. It is always interesting for tourists to take a trip along the Thames in a boat.

It was difficult for the students to make notes of his lecture.

It will be convenient for you to live in our hostel. It would be useful for him to give up smoking.

It would have been natural for the sick man to fall asleep after the injection.

## VOCABULARY NOTES:

1. historic adj исторический (имеющий историческое значение, вошедший в историю), e. g. historic place, date, speech, event, battle, etc. 1812 was a historic year for Russia and an people.

historical adj исторический (связанный с историей, имеющий отношение к истории), e. d. historical materialism, science, principles, method, approach (to); historical novel, picture, play, film; historical department, museum, etc.

history л история, e. g. the history of our country, the history of the language; a history lesson; the History Museum.

Note 1: In names of academic subjects no article is used, e. g. History of the English language is a difficult subject.

Note 2: The Russian word история has several English equivalents: л) история (ход развития чего-л.) - history, e.д.

This town has an interesting history.; б) рассказ, повествование - story, e.д. I don't like stories of such kind. He told us the story of his whole life.; в) происшествие - event, e. g. Tell us something about this strange event. But: A funny thing happened to him. (С ним произошла забавная история.) There's a pretty kettle of fish! (Вот так история!)

2. worth л ценность, e. д. It's a discovery of great worth. This information is of no worth.

worth adj predic стоящий; worth smth., e. g. This picture is not worth the money you've paid for it. This problem is not worth our attention. This job is not worth the time we've spent on it.; worth doing smth., e. g. This film is worth seeing.

Books of that kind are not worth reading. This problem isn't worth discussing. His illness is hardly worth troubling about.; worth while, e. g. It isn't worth while seeing the film. It isn't worth while sitting here till 5 o'clock. It is worth while trying to

catch the train. I think it's worth while speaking to him about it. C/: This book is worth reading. - It is worth while reading this book.

worthy adj достойный, e.g. She is a very worthy woman.; to be worthy of smth., smb., e.g. His behaviour is worthy of great praise.

unworthy adj недостойный

3. masterpiece л шедевр  
piece л 1. кусок, as a piece of chalk (wood, paper, etc.) Syn. lump, slice. A slice is a thin, flat piece cut off from anything, as a slice of bread (cheese, lemon, ham, etc.). A lump is a small specially shaped or shapeless piece, as a lump of sugar (butter, etc.).

to pieces л на куски, e. g. The cup fell and was broken to pieces,

2. отдельный предмет, часть, e. g. a piece of furniture; a piece of poetry (стихотворение); a piece of painting (картина); a piece of advice (совет); a piece of news (новость);

3. монета, e. g. a two-shilling piece, a gold (silver) piece Syn. coin (used more often than piece)

## Тема 17. Unit Four. I. Text "How we Kept Mother's Day" by Stephen Leacock Topic: Meals

### UNIT FOUR

#### SPEECH PATTERNS

1. Mother is hardly ever able to have a treat like that.

a) They are hardly ever able to go sightseeing.

One is hardly ever able to get tickets for this show. We are hardly ever able to talk to each other alone. He was hardly ever able to catch the 6.30 train home.

b) You'll hardly be able to get to the British Museum to day before the closing hours.

She will hardly be able to get over her fear of heavy traffic.

2. Father was afraid that Mother might take cold if she came.

I thought that she might spoil her complexion if she went on smoking.

He said we might be late if the bus didn't come soon. Edward hoped he might meet the girl again if he came every day to the street she lived in.

The policeman told the boy he might be run over if he was careless when crossing the street. It will never do to underline words in a library book. It will never do to throw cigarette-ends on the floor. Why are you

shouting at the top of your voices? It will never do.

You have treated her very badly. Rudeness will never do.

The boy said it would never do for a young girl to use so much make-up.

4. That kept Mother busy for a little while.

At night I always keep my window open. They never keep their door shut.

Keep your feet warm or you'll catch cold. He kept his room scrupulously clean.

She told the child an interesting story to keep him awake.

Keeping the child warm is not the same thing keeping him healthy.

#### VOCABULARY NOTES:

1. to get (got, gotten) v t / i 1. доставать, добывать; to get smb. smth., to get smth. for smb., e. g. I can get this book for you. (I can get you this book.)

2. получать, e. g. Did you get (= receive) my telegram?

3. покупать, приобретать, e. g. The two girls got new hats.

4. прибывать, добираться,

достигать, e. g. We cannot

get to Moscow tonight. It was very late when he got home. 5. приготовить, подготовить, обеспечить, e. g. It was decided that Mother would stay home and get the dinner (= get it ready).

6. заставить кого-л. что-л. сделать, добиться, чтобы кто-л. что-л. сделал, e. d. We got Mother to arrange the decorations.

7. становиться (as a link-verb), e. g. It was getting dark when we arrived at the station. I got very cold while waiting in the street.

Сyn. to become

to get sm th. done, e. d. I got everything arranged intime. have got = have, e. d. I have got something to tell you. I haven't got the book you're talking about (с/.: I have no books by

this author.). Note: In modern conversational English the word combination have got in the meaning of иметь, обладать is used

much more often than the verb have in the same meaning, especially with a concrete object.

have got to do smth., e. d. I have got to (= must) finish my work in time. It has got to be done.

to get back = to come back, e. g. At what time shall we get back?

to get over a disease (fear, difficulties, grief, etc.), e. g. Don't worry, the child will soon get over his illness.

to get up and down, e. g. Mother had to get up and down

a good bit during the meal fetching things back and forward.

to get on smb.'s nerves, e. g. Don't get up and down every minute, you're getting on my nerves.

2. to turn v t / i 1. вращать(ся), поворачивать(ся), вертеть(ся), e. g. At hearing her voice I turned (turned my head).

The car turned the corner.

2. превращать(ся), изменять(ся) (into smth.), e. g. The water in the pond turned into ice as the night had been frosty.

to turn away (from smb. or smth.) отвернуться (от) to turn back повернуть назад

to turn inside out вывернуть(ся) наизнанку, e. g. My umbrella turned inside out in the wind.

to turn out оказаться, e. g. He turned out a bad actor The day turned out (to be) a fine one. It turned out that there were no vacant seats in the bus.

as it turned out... = as it happened...

to turn over перевернуть(ся), e. g. He turned over a page He turned over in bed

#### **Тема 18. Unit Five I. Text "A Freshman's Experience" from "Daddy Long-Legs" by Jean Webster II. Topic: Education**

#### UNIT FIVE

#### SPEECH PATTERNS

1. I was sure to be put down in class next to the girl. and she would whisper and giggle.

The children always came to see their grandmother on Sundays, and she would give them delicious pastries.

When asked this question, he would smile and say nothing.

When people met him in the street they would turn away and pretend not to know him.

2. Judy said she didn't know that people used to be monkeys.

a) They used to be great friends. There used to be a telephone-booth round the corner. I used to know him. Used you to know him?

b) He used to travel by plane. Use(d)n't he? or Didn't he? (colloq.)

He used to work late at night.

Did he use to work late at night? (colloq.)

Judy's fellow-students used to laugh at her ignorance.

3. I'm not used to receiving presents.

She was not used to being treated unkindly.

It is too bad when a college student is not used to reading books.

The mother was used to doing all the work about the house alone.

Our students are used to working with a cassette-recorder.

4. It was Judy who had to read plain books.

It was shame, not fear, that made her cry.

It was the last course that tasted especially good.

It was the mother who decorated the house and prepared everything for the celebration.

It was my sisters who cooked all the dishes. VOCABULARY NOTES:

1. bright adj 1. яркий, светлый, е. g. The leaves of the trees are bright green in spring. Polished steel is bright.

2. умный, способный, смелый, е. g. There are several bright pupils in her class. The boy had a bright face.

3. остроумный, е. g. Everybody was bright and gay at the party.

bright(ly) adv ярко, ясно, живо, остроумно, е. g. She

stood in the doorway smiling brightly after him. The fire shines bright.

brighten vi/t проясняться; придавать блеск, делать светлее: улучшать, е. g. The sky is brightening. This wallpaper will brighten our room. What can you do to brighten the life of the sick man?

brightness яркость, блеск, живость ума

2. plain adj 1. ясный, очевидный, понятный, е. g. The meaning of the word is quite plain, isn't it? I like her plain speech. She spoke plain English.

Сyn. clear

2. простой, обыкновенный; гладкий, без рисунка (о тканях), е.д. They like what they call plain food. She looked very pretty in her plain white dress. She bought a plain blue material.

Сyn. simple

Note: The difference in the meanings of the synonyms plain - clear and plain - simple is so slight that we may often use one instead of the other, е. g. plain (clear) meaning, plain (simple) food, plain (simple) man Yet, there are some cases when only one of the two synonyms may be used е. g. to speak plain English; to make a clear statement; to live a simple life, to get a simple task.

3. некрасивый, е. g. He liked her plain, but honest face. С/.: ugly некрасивый (безобразный)

3. blank adj пустой, незаполненный, as a blank sheet of paper; a blank page (form, etc.). Also fig., е. g. There was a blank look on her face.

blankly adv, е. g. She looked at me blankly. He sat on the edge of the bed staring blankly before him.

blank л 1. пустое место, пропуск, в. д. Leave a blank after each word. Fill in this blank.; 2. бланк, е. g. She bought two telegraph blanks.

### Тема 19. Unit Six I. Text "A Friend in Need" by Somerset Maugham II. Topic: Sports and Games

#### UNIT SIX

#### SPEECH PATTERNS

1. I needn't have hurried.

Cf. You needn't go there tomorrow. - You needn't have gone there yesterday.

I needn't tell him that; he knows it. - I needn't have told him that; he knew it already.

The teacher needn't explain such simple things; the pupils know them. - The teacher needn't have explained such simple things; the pupils knew them.

You needn't ask this question. - You needn't have asked this question.

2. He'd been talking more than usual.

You've come later than usual.

Our homework today is longer than usual. Yesterday this actress played better than usual. Tomorrow I am to get up earlier than usual.

3. He looked at me with those kind blue eyes of his.

I knew too well that charming smile of hers. You needn't repeat to me those lies of yours. I really don't know what to do with this naughty child of mine.

I don't like that sharp voice of your friend's.

Who said that? Of course, that dear husband of Mary's.

#### VOCABULARY NOTES

1. to curl vt/i. 1. завивать(-ся), закручивать(-ся), e.g. She has curled her hair. The old man was curling his long moustache.

2. виться, клубиться, e. g. Does her hair curl naturally or does she curl it in curlers? The smoke from our camp-fire curled upwards among the trees.

to curl one's lip презрительно кривить рот, e. d. I don't like the way she curls her lip when talking to me.

to curl up свертывать(-ся), e. g. The child curled up in the arm-chair and went to sleep.

curling adj вьющийся (оволосах)

C/, curled adj завитой and curly adj кудрявый, e. g. I

don't like curled hair. But: I liked this plump curly-headed little boy.

curl n 1. локон, завивка; 2. все, что имеет форму завитка, e. d. The girl had long curls over her shoulders. How do

you keep your hair in curl? Soon we saw the curls of

smoke rise upwards.

2. to break (broke, broken)

v t/i 1. ломать(-ся),

разбиваться),

e. g. He fell and broke

his leg. Who broke the

window? Glass breaks easily.

to break (smth.) in two (three, etc.)

разбить(-ся), разломать(-ся), разорвать (-ся) на две (три и т.д.) части, e. d. The mother broke the bread in two and gave each child a piece.

to break to pieces разбить(-ся) вдребезги, e. g. The vase fell and broke to pieces.

2. чувствовать себя разбитым (морально, физически), разорваться, usu. to be broken, e. d. He was completely broken as the result of the failure of his business. She was broken after her husband's death.

3. нарушать, as to break the law, a promise, one's word, an appointment

Ant. to keep, e. g. She broke the appointment. = She did not keep it.

to break with smb. or smth. (old habits, traditions, etc.) порвать с..., покончить с..., e. d. He can't break with his bad habits.

to break off прекратить внезапно

e. g. When

she came in he broke off.

He broke off in the

middle of a sentence.

Note: No object after break off. Cf. in Russian: прекратить разговор.

to break out начинаться внезапно, вспыхнуть (об эпидемии,

пожаре, войне), e. d. A fire broke

out during the night.

to break through (smth.) прорывать (-ся),

e. g. The party

broke through the enemy's line.

to break the record побить рекорд

break n перемена, перерыв (в работе, учебе и т. д.), e. g. I feel tired, let's have a break. We're working since nine o'clock without a break.

**Тема 20. Unit Seven I. Text "The British Isles" from "Essential English for Foreign Students" by C.E. Eckersley II.**

#### Topic: Geography

#### UNIT SEVEN

#### SPEECH PATTERNS

1. There is hardly a country in the world where such a variety of scenery can be found.

There is hardly a book by this author which he has not read.

There was hardly a football match which he missed. There is hardly another team with better opportunities to win. 2. That

would make you think you were in Holland.

The teacher made Jack rub out all the ink marks in his textbook.

They couldn't make William Tell bow before the tyrant's cap.

The slightest noise would make him start.

Make him repeat the rule. (But: He was made to repeat the rule.)

#### VOCABULARY NOTES:

1. vary v t/i 1. менять(ся); изменять(ся); разнообразить, e. g. Market prices often vary. I try to vary my diet.

Syn. change

2. разниться, расходиться, e. g. Our opinions vary. Syn. differ

Note: vary is to change or differ partially.

variant л вариант, e. g. This word has two spelling variants.

various adj (a noun in the singular is never used after it)

1. различный, разный, e. g. There are various reasons for my refusal.

2. разнообразный, e. g. I'll give you various exercises on that rule.

Syn. different, e. g. They are quite different people. varied adj разнообразный (used with nouns both sing. and pl.), e. g. varied climate, scenery, surface, temperature,

opinions, sports, etc., e. g. The novel describes the varied career of an adventurer.

variety n 1. разнообразие, e.g. You must have more variety in your food.

2. разновидность; вид, e. g. I've got some rare varieties of such stamps. There are some rare varieties of leaf-bearing trees in the park.

variety-show варьете, эстрадный концерт

2. scene л1. сцена, явление (в пьесе), e.д. The duel scene in "Hamlet" impressed us greatly. Her acting was wonderful in the last scene.

2. место действия (в пьесе, в книге, в жизни), e.д. In the first act the scene is laid in France. Trafalgar was the scene of a famous battle between the British fleet and the combined French and Spanish fleets.

3. пейзаж, картина, зрелище, e. д. I like the way this

writer describes rural scenes. You could

see awful scenes

after the earthquake. scenery л (uncountable) 1. декорация,

e. g. The scenery

was impressive in the last act. They have almost no scenery in that play.; 2. пейзаж, ландшафт, e. д. I prefer plains to mountain scenery, I looked out of the window enjoying the scenery.

3. shallow adj 1. мелкий, as shallow water, a shallow dish

Ant. deep

2. поверхностный, пустой; несерьезный, as a shallow mind, argument; shallow interests; a shallow man, person

Ant. serious (about a person, book, argument), deep (love, feelings)

Note: the Russian word мелкий has different meanings which are rendered in English by means of different words: 1)

fine - состоящий из мелких частей, as fine sand, buckwheat', 2) small - некрупный (о достоинстве монет), as

small change (uncountable); 3) flat - неглубокий, почти плоский, as a flat pan {plate}.

#### Тема 21. Unit Eight I. Text "Seeing People Off" by Max Beebohm II. Topic: Travelling

#### UNIT EIGHT

#### SPEECH PATTERNS

I. We must prevent him from leaving.

The cold wet weather prevented the Lowood girls from going for long walks.

His rheumatism often prevented Salvatore from doing anything at all.

You'd better keep yourself from taking extreme measures. Various reasons kept Bill from joining the expedition. Eliza tried to keep her little child from crying.

2. You can't act without feeling.

Jolyon started for the Club without having made up his mind.

Frank now felt, without knowing why, that the offer was probably good.

Rose sat there for a long time without unfastening her coat. You can't teach one how to use speech patterns without

giving a good supply of various examples.

They can't have good crops without cultivating soil.

3. His clothes made him hard to recognize. Lots of mistakes made his speech difficult to follow.

There was something in Bosinney's appearance that made him easy to recognize.

Her shallow-mindedness makes her dull to speak to. They found it impossible to supply the factory with raw cotton.

We found it hard to make up our minds about choosing a place for rest.

4. These letters are hardly worth the paper they are written on.

The problem is hardly worth the trouble taken.

The picture is of little value, it is hardly worth the money paid.

The experiment is hardly worth the time you've spent on it. The incident is hardly worth all this excitement.

The soil was hardly worth the toil.

#### VOCABULARY NOTES:

1. serve v t/i. I. служить, e.g. No man can serve two masters. He serves as gardener (no article!). He served three years in the army (navy). These shoes have served me two years. A wooden box served as a table.

2. подавать на стол, e.g. The waiter served the soup. Dinner is served.

3. обслуживать, e.g. There was no one in the shop to serve me.

to serve smb. right, e.g. It serves you right for having disobeyed me.

service л 1. служба, e.g. He was in active service during the war. He has been in the Diplomatic Service for three years.

2. обслуживание, e.g. The meals at this restaurant are good but the service is poor. The train service is good here.

3. услуга, одолжение, e.g. She no longer needs the services of a doctor. My room is at your service.

servant л слуга, прислуга

2. familiar adj 1. знакомый, привычный, as a familiar voice (face, name, scene, handwriting, song, melody, tune, scent, smell, etc.)

to be familiar to smb., to be familiar with smth., e.g. You should be familiar with the facts before you start investigation.

He is familiar with many languages. Her face seems familiar to me.

2. близкий, интимный, e.g. Are you on familiar terms with him? Don't be too familiar with him, he's rather a dishonest man.

3. фамильярный, e.g. Don't you think he is a bit too familiar with her?

familiarity л близкое знакомство, фамильярность 3. impress v t запечатлеть в уме, производить впечатление; to impress smb., e.g. This book did not impress me at

all. I was greatly (deeply) impressed by his acting. What impressed you most in the play?

impression я впечатление; to make (produce) an impression on smb., to leave an impression on smb., e.g. His speech made a strong impression on the audience. Punishment seemed to make little impression on the child. Tell us about your impressions of England. The group left a good (poor, favourable) impression on the examiner.

impressive adj производящий (глубокое) впечатление as an impressive ceremony (sight, scene, person, gesture etc.), e.g. The scene was quite impressive.

4. obey vt/i повиноваться, подчиняться, слушаться, e.g. Soldiers must obey orders. Children must obey grown-up. 1:

But: слушаться совета - to follow one's advice Ant. to disobey

obedience послушание, повиновение, покорность,

e.g. Parents demand obedience from their children.

#### **Тема 22. Unit Nine I. Text "Rose at the Music-Hall" from "They Walk in the City" by J.B. Priestley II. Topic: Theatre**

#### UNIT NINE

#### SPEECH PATTERNS

1. They were about Mrs. Burrow's age, so were the attendants.

"I tell you I was moved. So were you, I dare say."

"I wasn't trying to act. I really felt." "So did I, my boy," said Le Ros.

#### VOCABULARY NOTES:

1. way n 1. путь, дорога, e.g. The way we took lay through the forest. Syn. road, path, track.

2. направление, e.g. Can you show me the way to Trafalgar Square? (Как пройти...?)

Note; way is but seldom used to denote a specially built means of communication between two places, the usual word

for which is road; way is more often used to denote direction, e. d. I can show you the way to the nearest village (i. e. I can tell you what direction you should take in order to get to the village). But: I can show you a very good road to the village.; path denotes a track made by the feet of people who pass along(тропа, тропинка) as a path through the woods. Of the three synonyms abstract usages are most typical of way, e.g. way to knowledge, way to happiness, etc., path is also sometimes used in such combinations, as "The Path of Thunder", dangerous path, etc. to make one's way идти вперед, проходить, e. g. They made their way through the silent streets of the sleeping city. to lead the way вести за собой, идти во главе, e. g. The guide led the way through the forest till we reached a narrow path, This way, please. Пожалуйста, пройдите сюда. on the way по дороге, e. g. Let's discuss it on the way home. to lose one's way заблудиться, e. g. The children lost their way in the forest. by the way кстати, между прочим, e. g. By the way, what was it she told you? to be (stand) in smb.'s way мешать, стоять поперек дороги, e. g. Let me pass, don't stand in my way. They couldn't even talk in private: there was always someone in the way. What was it that stood in the way of her happiness? to be (get) out of smb.'s way не мешать, не препятствовать, уйти с дороги, e. d. Get out of my way! I shall get her out of the way for ten minutes, so that you can have an opportunity to settle the matter. in one's (own) way в своем роде, e.g. The music was unusual but quite beautiful in its own way. to have (get) one's own way настоять на своем, добиться своего, e.д. She likes to have her own way in everything. Have it your own way. way out выход из положения, e.g. That seems to me a very good way out. Proverb: Where there's a will there's a way.

2. attend v t/i 1. посещать, присутствовать, e. g. All children over seven attend school in our country.  
2. прислуживать, обслуживать, e. g. She was tired of attending (upon) rich old ladies who never knew exactly what they wanted.

attendant n служитель (в театре - билетер, капельдинер), e.д. The attendant will show you to your seats.  
attendance л 1. присутствие, посещаемость, e. g. A dance at schools is compulsory. The attendance has fallen off. Your attendance

My friend guessed what mystery they were talking about So did I.  
She was greatly impressed by Laurence Olivier's acting So were they.  
2\* Rose thought him quite funny Christine thought this cheque for twenty guineas rather strange.  
They always found Le Ros magnetic.  
The Trasker girls considered Fabermacher very romantic For the first time in a long while Erik thought himself wonderfully free.

3. She saw his face peering through that mask. Lanny saw Gret Villier sitting at the table motionless as if impersonal.  
When passing a coffee stall Lanny noticed two white men staring at him.  
Jim and his mother heard the blind man approaching the door.  
It was easy to imagine Ida performing as the keeper of second-rate club.  
Dave frowned as he saw Dan leaving.

4, Rose wanted him to stop clowning for them.  
When Erik finished reading the letter, he couldn't take his eyes off the paper.  
Presently Tom picked up a straw and began trying to balance it on his nose.

### Тема 23. Revision. Tests.

I. Rewrite these sentences, using Pattern 1:

1. If the boy is hungry, I'll give him something to eat. 2. If the supper is ready, we'll sit down to table. 3. If I get a good mark for my composition, I'll be happy. 4. If Mary has more free time, she'll read more. 5. If the weather changes, we'll go boating. 6. If I have no opportunity to see him, I'll be very sorry. 7. If it doesn't rain, I shan't have to take my umbrella with me. 8. If she finishes everything on Friday, she won't have to work on Saturday. 9. If you catch a cold, you'll have to stay at home. 10. If the child doesn't do what I tell him, I'll have to punish him.

II. Translate these sentences into English, using the patterns from Units One and Two:

1. Не беспокойся, ребенок не был бы таким веселым, если бы он был серьезно болен, 2. Тебе не пошло бы, если бы ты носил бороду и усы, ты бы выглядел гораздо старше своих лет. 3. Было бы лучше, если бы они не позволяли детям смотреть телевизор так поздно. 4. Было бы естественно, если бы дети спросили меня об их новой

учительнице, но никто не задал этого вопроса. 5. На твоём месте я ела бы поменьше сладкого, ты располнеешь. 6. Было бы естественно, если бы он стал ученым, ему хорошо давались точны\* науки в школе, но он стал актером. 7. Ты бы давно закончила этот перевод, если бы не болтала по телефону. 8. Ты бы не забыла мне позвонить, если бы не была такой рассеянной.

III. Fill in a suitable word or phrase:

a) surprise, astonish, strike, puzzle: 1. I won't be ... if he gets a "five", he is a very bright boy. 2. We were ... by the contrasts between wealth and poverty in

Delhi. 3. His question ... me. I didn't know how to answer it. 4. I was ... to meet him in town, I was sure he had not come back yet. 5. His cruelty ... us. We always thought that he was kind and sympathetic.

b) piece, lamp, slice

1. Pick up the ... of the broken cup and throw them out

2. Give me a ... of paper. I'll show you how to make a boat for the child, 3. I'd like to take one more ... of cake. May I? 4. I never put more than two ... of sugar into my tea. 5. I need a short ... of string to tie the parcel with. 6. I'd like to have a ... of lemon with my tea.

c) historic or historical:

1. Red Square is a ... spot: many ... events took place in it. 2. In his ... novels Walter Scott gave a wonderful description not only of ... events, but of whole ... epochs. 3. The ninth of May is one of our most important ... dates: we celebrate our ... victory in World War II. 4. There are many ... monuments in Moscow.

IV. Fill in prepositions wherever necessary:

Please remember: traffic ... Britain keeps ... the left! Stop when crossing a street look right first then left. If possible cross ... zebra crossings, sometimes indicated ... flashing orange lights ... either side ... the road.

Speed limit ... Britain is 70 mph (= miles per hour); ...

built-up areas 30 mph. Careful riding is essential as there are many narrow and winding roads.

Roads ... fast long-distance driving are called motorways. The best known is the motorway ... London and Leeds.

Road signs are mostly the same as those used ... the continent. The same goes ... traffic lights.

## 5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

Самостоятельная работа обучающихся выполняется по заданию и при методическом руководстве преподавателя, но без его непосредственного участия. Самостоятельная работа подразделяется на самостоятельную работу на аудиторных занятиях и на внеаудиторную самостоятельную работу. Самостоятельная работа обучающихся включает как полностью самостоятельное освоение отдельных тем (разделов) дисциплины, так и проработку тем (разделов), осваиваемых во время аудиторной работы. Во время самостоятельной работы обучающиеся читают и конспектируют учебную, научную и справочную литературу, выполняют задания, направленные на закрепление знаний и отработку умений и навыков, готовятся к текущему и промежуточному контролю по дисциплине.

Организация самостоятельной работы обучающихся регламентируется нормативными документами, учебно-методической литературой и электронными образовательными ресурсами, включая:

Порядок организации и осуществления образовательной деятельности по образовательным программам высшего образования - программам бакалавриата, программам специалитета, программам магистратуры (утвержден приказом Министерства науки и высшего образования Российской Федерации от 6 апреля 2021 года №245)

Письмо Министерства образования Российской Федерации №14-55-99бин/15 от 27 ноября 2002 г. "Об активизации самостоятельной работы студентов высших учебных заведений"

Устав федерального государственного автономного образовательного учреждения "Казанский (Приволжский) федеральный университет"

Правила внутреннего распорядка федерального государственного автономного образовательного учреждения высшего профессионального образования "Казанский (Приволжский) федеральный университет"

Локальные нормативные акты Казанского (Приволжского) федерального университета

## 6. Фонд оценочных средств по дисциплине (модулю)

Фонд оценочных средств по дисциплине (модулю) включает оценочные материалы, направленные на проверку освоения компетенций, в том числе знаний, умений и навыков. Фонд оценочных средств включает оценочные средства текущего контроля и оценочные средства промежуточной аттестации.

В фонде оценочных средств содержится следующая информация:

– соответствие компетенций планируемым результатам обучения по дисциплине (модулю);

- критерии оценивания сформированности компетенций;
- механизм формирования оценки по дисциплине (модулю);
- описание порядка применения и процедуры оценивания для каждого оценочного средства;
- критерии оценивания для каждого оценочного средства;
- содержание оценочных средств, включая требования, предъявляемые к действиям обучающихся, демонстрируемым результатам, задания различных типов.

Фонд оценочных средств по дисциплине находится в Приложении 1 к программе дисциплины (модулю).

### 7. Перечень литературы, необходимой для освоения дисциплины (модуля)

Освоение дисциплины (модуля) предполагает изучение основной и дополнительной учебной литературы. Литература может быть доступна обучающимся в одном из двух вариантов (либо в обоих из них):

- в электронном виде - через электронные библиотечные системы на основании заключенных КФУ договоров с правообладателями;

- в печатном виде - в Научной библиотеке им. Н.И. Лобачевского. Обучающиеся получают учебную литературу на абонементе по читательским билетам в соответствии с правилами пользования Научной библиотекой.

Электронные издания доступны дистанционно из любой точки при введении обучающимся своего логина и пароля от личного кабинета в системе "Электронный университет". При использовании печатных изданий библиотечный фонд должен быть укомплектован ими из расчета не менее 0,5 экземпляра (для обучающихся по ФГОС 3++ - не менее 0,25 экземпляра) каждого из изданий основной литературы и не менее 0,25 экземпляра дополнительной литературы на каждого обучающегося из числа лиц, одновременно осваивающих данную дисциплину.

Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля), находится в Приложении 2 к рабочей программе дисциплины. Он подлежит обновлению при изменении условий договоров КФУ с правообладателями электронных изданий и при изменении комплектования фондов Научной библиотеки КФУ.

### 8. Перечень ресурсов информационно-телекоммуникационной сети "Интернет", необходимых для освоения дисциплины (модуля)

1 - книгафонд - [www.knigafund.ru](http://www.knigafund.ru)

2 - английский язык - [engblog.ru](http://engblog.ru)

3 - английский язык - [Native-English.ru](http://Native-English.ru)

### 9. Методические указания для обучающихся по освоению дисциплины (модуля)

Вид работ	Методические рекомендации
практические занятия	<p>Студентам следует:</p> <ul style="list-style-type: none"> <li>- приносить с собой рекомендованную преподавателем литературу к конкретному занятию;</li> <li>- до очередного практического занятия по рекомендованным литературным источникам проработать теоретический материал, соответствующей темы занятия;</li> <li>- при подготовке к практическим занятиям следует обязательно использовать не только лекции, учебную литературу, но и нормативно-правовые акты и материалы правоприменительной практики;</li> <li>- теоретический материал следует соотносить с правовыми нормами, так как в них могут быть внесены изменения, дополнения, которые не всегда отражены в учебной литературе;</li> <li>- в начале занятий задать преподавателю вопросы по материалу, вызвавшему затруднения в его понимании и освоении при решении задач, заданных для самостоятельного решения;</li> <li>- в ходе семинара давать конкретные, четкие ответы по существу вопросов;</li> <li>- на занятии доводить каждую задачу до окончательного решения, демонстрировать понимание проведенных расчетов (анализов, ситуаций), в случае затруднений обращаться к преподавателю</li> </ul>

Вид работ	Методические рекомендации
самостоятельная работа	<p>Методические рекомендации по самостоятельной работе над произношением и техникой чтения:</p> <p>При работе над произношением и техникой чтения следует обратить внимание на несоответствие между написанием и произношением слов в английском языке. Это различие объясняется тем, что количество звуков значительно превышает число букв: 26 букв алфавита обозначают 44 звука, поэтому одна и та же буква в разных положениях в словах может читаться как несколько разных звуков.</p> <p>При подготовке фонетического чтения текста рекомендуется:</p> <ul style="list-style-type: none"> <li>освоить правильное произношение читаемых слов;</li> <li>обратить внимание на ударение и смысловую паузацию;</li> <li>обратить внимание на правильную интонацию;</li> <li>выработать автоматизированные навыки воспроизведения и употребления изученных интонационных структур;</li> <li>отработать темп чтения</li> </ul>
зачет	<p>Главная задача зачета, как промежуточного контроля: проверка знаний, навыков и умений студента, по прослушанной дисциплине.</p> <p>Огромную роль в успешной подготовке к зачету играет правильная организация подготовки к нему. Рекомендуется при подготовке к зачету следует просмотреть программу курса, с целью выявления наиболее проблемных тем, вопросов, которые могут вызвать трудности при подготовке к зачету.</p>
экзамен	<p>Главная задача проведения экзамена: проверка знаний, навыков и умений студента, по прослушанной дисциплине.</p> <p>Огромную роль в успешной подготовке к экзамену играет правильная организация подготовки к нему. Рекомендуется при подготовке к экзамену опираться на следующий план:</p> <ul style="list-style-type: none"> <li>просмотреть программу курса, с целью выявления наиболее проблемных тем, вопросов, которые могут вызвать трудности при подготовке к экзамену.</li> <li>прорешать тестовые задания, предложенные в учебно-методическом комплексе. При этом для эффективного закрепления информации первый раз без использования учебных материалов и нормативно-правовых актов, второй раз с их использованием.</li> </ul> <p>При выполнении первых двух пунктов плана студент получит возможность оценить свои знания и навыки по прослушанной дисциплине и сориентироваться при планировании объема подготовки.</p>

**10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)**

Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем, представлен в Приложении 3 к рабочей программе дисциплины (модуля).

**11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине (модулю)**

Материально-техническое обеспечение образовательного процесса по дисциплине (модулю) включает в себя следующие компоненты:

Помещения для самостоятельной работы обучающихся, укомплектованные специализированной мебелью (столы и стулья) и оснащенные компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечением доступа в электронную информационно-образовательную среду КФУ.

Учебные аудитории для контактной работы с преподавателем, укомплектованные специализированной мебелью (столы и стулья).

Компьютер и принтер для распечатки раздаточных материалов.

Мультимедийная аудитория.

**12. Средства адаптации преподавания дисциплины к потребностям обучающихся инвалидов и лиц с ограниченными возможностями здоровья**

При необходимости в образовательном процессе применяются следующие методы и технологии, облегчающие восприятие информации обучающимися инвалидами и лицами с ограниченными возможностями здоровья:

- создание текстовой версии любого нетекстового контента для его возможного преобразования в альтернативные формы, удобные для различных пользователей;
- создание контента, который можно представить в различных видах без потери данных или структуры, предусмотреть возможность масштабирования текста и изображений без потери качества, предусмотреть доступность управления контентом с клавиатуры;
- создание возможностей для обучающихся воспринимать одну и ту же информацию из разных источников - например, так, чтобы лица с нарушениями слуха получали информацию визуально, с нарушениями зрения - аудиально;
- применение программных средств, обеспечивающих возможность освоения навыков и умений, формируемых дисциплиной, за счёт альтернативных способов, в том числе виртуальных лабораторий и симуляционных технологий;
- применение дистанционных образовательных технологий для передачи информации, организации различных форм интерактивной контактной работы обучающегося с преподавателем, в том числе вебинаров, которые могут быть использованы для проведения виртуальных лекций с возможностью взаимодействия всех участников дистанционного обучения, проведения семинаров, выступления с докладами и защиты выполненных работ, проведения тренингов, организации коллективной работы;
- применение дистанционных образовательных технологий для организации форм текущего и промежуточного контроля;
- увеличение продолжительности сдачи обучающимся инвалидом или лицом с ограниченными возможностями здоровья форм промежуточной аттестации по отношению к установленной продолжительности их сдачи:
- продолжительности сдачи зачёта или экзамена, проводимого в письменной форме, - не более чем на 90 минут;
- продолжительности подготовки обучающегося к ответу на зачёте или экзамене, проводимом в устной форме, - не более чем на 20 минут;
- продолжительности выступления обучающегося при защите курсовой работы - не более чем на 15 минут.

Программа составлена в соответствии с требованиями ФГОС ВО и учебным планом по направлению 45.03.02 "Лингвистика" и профилю подготовки "Русский язык как иностранный".

**Перечень литературы, необходимой для освоения дисциплины (модуля)**

Направление подготовки: 45.03.02 - Лингвистика

Профиль подготовки: Русский язык как иностранный

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

Год начала обучения по образовательной программе: 2025

**Основная литература:**

Практический курс английского языка с CD-диском. 1-2 курс [Электронный ресурс] / Аракин В.Д. - М. : ВЛАДОС, 2013. -Режим доступа: <http://www.studentlibrary.ru/book/ISBN9785691019029.html>

Английский язык: Учебное пособие / Н.М. Дюканова. - 2-е изд., перераб. и доп. - М.: НИЦ ИНФРА-М, 2013. - 319 с. Режим доступа: <http://znanium.com/bookread.php?book=368907>

**Дополнительная литература:**

Пособие по домашнему чтению к 'Практическому курсу английского языка' под ред. В.Д. Аракина. 1 курс' [Электронный ресурс] / А.В. Куценко. - М. : ВЛАДОС, 2006. - (Практикум для вузов)' - Режим доступа: <http://www.studentlibrary.ru/book/ISBN5691015206.html>

**Перечень информационных технологий, используемых для освоения дисциплины (модуля), включая перечень программного обеспечения и информационных справочных систем**

Направление подготовки: 45.03.02 - Лингвистика

Профиль подготовки: Русский язык как иностранный

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

Год начала обучения по образовательной программе: 2025

Освоение дисциплины (модуля) предполагает использование следующего программного обеспечения и информационно-справочных систем:

Операционная система Microsoft Windows 7 Профессиональная или Windows XP (Volume License)

Пакет офисного программного обеспечения Microsoft Office 365 или Microsoft Office Professional plus 2010

Браузер Mozilla Firefox

Браузер Google Chrome

Adobe Reader XI или Adobe Acrobat Reader DC

Kaspersky Endpoint Security для Windows

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен обучающимся. 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, учебно-методические комплексы, 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 образования (ФГОС ВО) нового поколения.

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

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "Консультант студента", доступ к которой предоставлен обучающимся. Многопрофильный образовательный ресурс "Консультант студента" является электронной библиотечной системой (ЭБС), предоставляющей доступ через сеть Интернет к учебной литературе и дополнительным материалам, приобретенным на основании прямых договоров с правообладателями. Полностью соответствует требованиям федеральных государственных образовательных стандартов высшего образования к комплектованию библиотек, в том числе электронных, в части формирования фондов основной и дополнительной литературы.