

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ
ФГБОУ ВО «ИНГУШСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ И РЕГИОНОВЕДЕНИЯ**

СОГЛАСОВАНО

Руководитель образовательной
программы

_____/Х.Р.Мерешкова

«21» апреля 2025г.

УТВЕРЖДАЮ

И.о.директора
Института иностранных языков и
регионоведения

_____/З.И.Евлоева

«21» апреля 2025г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Б1.В.02.01 «КОММУНИКАТИВНЫЙ КУРС АНГЛИЙСКОГО ЯЗЫКА»**

Направление подготовки:

45.03.01 филология

Профиль:

«Зарубежная филология. Английский язык и литература»

Квалификация выпускника:

бакалавр

Форма обучения:

очная

Магас, 2025 г.

Рабочая программа дисциплины «Коммуникативный курс английского языка» составлена в соответствии с требованиями ФГОС ВО по направлению подготовки 45.03.01 Филология, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 12.08.2020 г. №986, с учетом ОПОП по направлению 45.03.01 Филология, профилю «Зарубежная филология. Английский язык и литература».

Программу составили:

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Программа одобрена на заседании Института иностранных языков и регионоведения.

Протокол № 2 от 11.04.2025 года.

Программа одобрена Учебно-методической комиссией

Института иностранных языков и регионоведения

Протокол № 1 от 15.04.2025 года.

1. Цели освоения дисциплины

Целями освоения учебной дисциплины являются поэтапное углублённое изучение иностранного языка от низшего (элементарного) до высшего (продвинутого) уровней знания. Программа рассчитана на большое количество аудиторных часов практических занятий и интенсивную самостоятельную подготовку.

Задачи дисциплины включают в себя:

- формирование и развитие языковых навыков;
- совершенствование слухопроизносительных навыков в соответствии с уровнем коммуникативной компетенции;

формирование навыков аудирования – восприятия на слух иноязычных текстов по специальности;

- развитие навыков продуктивного использования грамматических форм и конструкций;
- расширение активного словарного запаса, овладение терминологии по специальности; использование лексики в новых речевых ситуациях; овладение наиболее часто употребляемыми фразовыми глаголами, идиоматическими выражениями, пословицами и поговорками, овладение профессиональной лексикой, позволяющей реализовывать конкретные цели профессиональной речевой коммуникации (устной и письменной);

Научно-исследовательская деятельность бакалавра заключается в организации информационно-поисковой деятельности, направленной на совершенствование профессиональных умений применять полученные знания английского языка в профессиональной деятельности.

Формируемые дисциплиной знания и умения готовят выпускника данной образовательной программы к выполнению следующих обобщенных трудовых функций (трудовых функций):

Код и наименование профессионального стандарта	Обобщенные трудовые функции			Трудовые функции		
	Код	Наименование	Уровень квалификации	Наименование	Код	Уровень (подуровень) квалификации
01.001 Педагог (педагогическая деятельность в дошкольном, начальном общем, основном общем, среднем общем образовании) (воспитатель, учитель)	А	Педагогическая деятельность по проектированию и реализации образовательного процесса образовательных организациях дошкольного, начального общего, основного общего, среднего общего образования	6	Общепедагогическая функция. Обучение	А/01.6	6
				Воспитательная деятельность	А/02.6	6
				Развивающая деятельность	А/03.6	6
	В	Педагогическая деятельность по проектированию и реализации основных общеобразовательных программ	6	Педагогическая деятельность по реализации программ основного и среднего общего образования	В/03.6	6

2. Место дисциплины в структуре ОПОП бакалавриата

Учебная дисциплина Б1.В.02.01 «Коммуникативный курс английского языка» входит в обязательную часть Блока 1 «Дисциплины (модули)» ОПОП по направлению подготовки 45.03.01 Филология, профилю «Зарубежная филология. Английский язык и литература». Для изучения дисциплины необходимы знания, умения и компетенции, полученные обучающимися в средней общеобразовательной школе, а также в процессе введения в профильную подготовку «Зарубежная филология».

Связь дисциплины «Коммуникативный курс английского языка» с предшествующими дисциплинами и сроки их изучения.

3. Результаты освоения дисциплины «Коммуникативный курс английского языка»

Процесс изучения дисциплины направлен на формирование элементов следующих компетенций в соответствии с ФГОС ВО по данному направлению:

Код компетенции	Наименование компетенции	Индикатор достижения компетенции (закрепленный за дисциплиной)	В результате освоения дисциплины обучающийся должен:
УК-4	Коммуникация. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и Иностранном языке	УК -4.1 Выбирает стиль общения на английском языке в зависимости от цели и условий партнерства; адаптирует речь, стиль общения и язык жестов к ситуациям взаимодействия;	знать: базовые слова, выражения и фразеологические единицы по программной тематике; уметь: делать грамматически и стилистически правильные переводы с английского языка на русский и с русского языка на английский текстов средней трудности; владеть: английской транскрипцией, т.е. уметь читать и записывать слова в транскрипции.
		УК-4.4. Выполняет для личных целей перевод официальных и профессиональных текстов с иностранного языка на русский, с русского языка на иностранный;	-знать: схему пересказа прочитанного текста, необходимые структуры и клише для выделения основной мысли статьи, аргументов автора, а также выражения собственного мнения по обсуждаемой проблеме; -уметь: правильно перевести на русский язык отрывок оригинального текста без словаря, обращая особое внимание на функционально-

			<p>стилевую адекватность;</p> <p>-владеть: монологической речью, неподготовленной и подготовленной, в виде сообщения или доклада; диалогической речью - интервью, беседа, дискуссия в ситуациях на любую из пройденных тем, а также на дополнительные темы, связанные с материалом курса и предлагаемые преподавателем.</p>
ПК 8	<p>Прикладная деятельность</p> <p>Владеет базовыми навыками создания на основе стандартных методик и действующих нормативов различных типов текстов в соответствии с нормативными, отраслевыми, жанровыми и стилевыми требованиями</p>	<p>ПК-8.1. Знает основы стилистики и функциональные стили речи</p>	<p>знать: основные и углубленные знания в области стилистики основного изучаемого языка и литературы;</p> <p>уметь: применять полученные знания в области стилистики основного изучаемого языка и литературы, филологического анализа и интерпретации текста.</p> <p>владеть: способностью применять полученные знания в области стилистики основного изучаемого языка (языков) и литературы (литератур).</p>
		<p>ПК-8.2 Создает на основе существующих методик тексты различных типов и жанров, в том числе для размещения на вебсайтах и в соцсетях.</p>	<p>знать: основные методики создания текстов различных типов и жанров, в том числе для размещения на сайтах и в соцсетях.</p> <p>-уметь: создавать тексты различных типов и жанров.</p> <p>-владеть: методиками создания текстов.</p>
		<p>ПК-8.3 Владеет навыками креативного письма.</p>	<p>-знать: методики создания креативного письма.</p> <p>-уметь: использовать различные методики креативного письма, в том числе прибегая к интернет-технологиям, искусственному интеллекту.</p> <p>-владеть: различными</p>

			видами креативного письма.
ПК - 10	ПК-10. Способен переводить различные типы текстов (в основном научных и публицистических, а также документов) с иностранных языков и на иностранные языки; аннотировать и реферировать документы, научные труды и художественные произведения на иностранных языках.	ПК-10.1 Знает основы теории и практики перевода с родного языка на иностранный и с иностранного на родной.	<p>-знать: основы теории и практики перевода с родного языка на иностранный и с иностранного на родной.</p> <p>-уметь: работать с текстами на родном и иностранном языке.</p> <p>-владеть: основами теории и практики перевода с родного языка на иностранный и с иностранного на родной.</p>
		ПК-10.2 Осуществляет перевод, аннотирование и реферирование текстов на иностранном языке.	<p>-знать: основные приемы перевода, реферирования, аннотирования.</p> <p>-уметь: выбирать стратегии оптимального перевода, реферирования, аннотирования исходя из конкретного текста.</p> <p>-владеть: навыками передачи информации текста с соблюдением лексических, грамматических, стилистических норм.</p>

4. Структура и содержание дисциплины «Коммуникативный курс английского языка»

4.1. Структура дисциплины «Коммуникативный курс английского языка»

2 семестр

Общая трудоемкость дисциплины составляет 3 зачетные единицы, 108 часов.

№ п/п	Наименование разделов и тем дисциплины (модуля)	семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)								Формы текущего контроля успеваемости (по неделям семестра)						
			Контактная работа					Самостоятельная работа			Форма промежуточной аттестации (по семестрам)						
			Всего	Лекции	Практические занятия	Лабораторные занятия	Другие виды контактной работы	Всего	Курсовая работа(проект)	Подготовка к экзамену	Другие виды самостоятельной работы	Собеседование	Коллоквиум	Проверка тестов	Проверка контрол.н. работ	Проверка реферата	Проверка эссе и иных творческих работ
1	Unit 1. Life. Question Forms. Past Simple.	2			8						2						
2	Unit 2. Work. Present Simple and Continuous. Adverbs of frequency.	2			8						2						
3.	Unit 3. Time Out. Present Continuous/ <i>be going to</i> for the future. Questions without auxiliaries.	2			8						2						
4.	Unit 4. Great Minds. Present Perfect + <i>ever/never</i> . Modal Verbs (can, have to, must).	2			8						2						
5.	Unit 5. Travel. Past Simple and Past Continuous. Verb patterns.	2			8						2						
6.	Unit 6. Fitness. Present Perfect+ <i>for/since</i> . Modal Verbs (may, might, will).	2			8						2						
7.	Unit 7. Changes. Used to. Clauses of purpose, cause and result.	2			7						1						

8.	Unit 8. Money. Relative Clauses.	2			7						1						
9.	Unit 9. Nature. Comparatives /superlatives. Articles.	2			7						1						
10.	Unit 10. Society. Uses of <i>like</i> . Present /Past Passive.	2			7						1						
11.	Unit 11. Technology. Present Perfect. Real Conditionals + when.	2			7						1						
12.	Unit 12. Fame. Reported Speech. Hypothetical conditionals for present/future.	2			7						1						
	Общая трудоемкость, в часах		108		90						18	Промежуточная аттестация					
												Форма					
												Зачет					
												Зачет с оценкой					
												Экзамен					

3-4 семестр

Общая трудоемкость дисциплины составляет 7 зачетных единиц, 252 часа.

№ п/п	Наименование разделов и тем дисциплины (модуля)	семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)							Формы текущего контроля успеваемости (по неделям семестра) Форма промежуточной аттестации (по семестрам)						
			Контактная работа					Самостоятель- ная работа								
			Всего	Лекции	Практические занятия	Лабораторные занятия	Др. виды контакт. работы	Всего	Практические задания	Подготовка к экзамену	Другие виды самостоятельной работы	Собеседование	Коллоквиум	Проверка тестов	Проверка контролльн. работ	Проверка реферата

1.	Tema 1. Personality. Grammar: Questions form, subjects and object questions. Present simple and present continuous.	3			15						11						
2.	Tema 2. Travel. Grammar: Past simple, regular\irregular verbs. Present perfect simple and past simple; yet, already, before, never.	3			15						11						
3.	Tema 3. Work. Grammar: Present Perfect continuous. Present perfect simple and continuous.	3			15						11						
4.	Tema 4. Language. Grammar: Future forms: will, going to, present continuous. First conditional, time	3			15						11						
5.	Tema 5. Advertising Grammar: Second conditional Comparison: as....as, emphasizing differences and similarities.	3			14						11						
6	Tema 6. Business. Grammar: Past continuous Past perfect	4			14						11						
7	Tema 7. Design Grammar: Modals Modals: present deduction	4			14						11						

8	Тема 8. Education Grammar: Defining relative clauses. Non-defining relative clauses.	4			14					11							
9	Тема 9. Engineering Grammar: The Passive. Articles	4			14					10							
10	Тема 10. Trends Grammar: Expressions of quantity. Infinitives and – <i>ing</i> forms.	4			14					10							
	Общая трудоемкость, в часах				144					108	Промежуточная						
											Форма						
											Зачет						
											Зачет с оценкой						
											Экзамен						

5-6 семестр

Общая трудоемкость дисциплины составляет 5 зачетных единиц, 180 часов.

№ п/п	Наименование разделов и тем дисциплины (модуля)	семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)					Формы текущего контроля успеваемости (по неделям семестра) Форма промежуточной аттестации (по семестрам)												
			Контактная работа					Самостоятельная работа												
			Всего	Лекции	Практические занятия	Лабораторные занятия	Др. виды контакт. работы	Всего	Практические задания	Подготовка к экзамену	Другие виды самостоятельной работы	Собеседование	Коллоквиум	Проверка тестов	Проверка контрол.н. работ	Проверка реферата	Проверка эссе и иных творческих работ	курсовая работа (проект) др.		
1.	Unit 1.NEW THINGS Grammar: Direct and Indirect questions. Present Perfect. Polite Enquires.	5			11				7											

2.	Тема 2. ISSUES Grammar: Present perfect simple and continuous. The passive. Opinions.	5			11				7								
3.	Тема 3. STORIES. Grammar: Narrative Tenses. I wish, if only. Expressing likes and	5			10				8								
4.	Тема 4. Grammar: Present and Past habits. Future times. Describing procedures.	5			10				8								
5.	Тема 5. IDEAS Grammar: Articles. Real and Hypothetical Conditions. Suggesting ideas.	5			10				8								
6	Тема 6. AGE Grammar: Modal Verbs and related. Future Perfect Continuous. Persuading.	6			10				8								
7	Тема 7. MEDIA Grammar: QUANTIFIERS. Reported Speech. Adding E	6			10				8								
8	Тема 8. BEHAVIOUR Grammar: Past and Mixed Conditionals. –ing form and infinitive. Handling an awkward situation.	6			10				8								
9	Тема 9. TROUBLE Grammar: Past Modals of deduction. Reporting an Incident.	6			10				8								
10	Тема 10. CULTURE. Grammar: Relative Clauses. Participle Clauses. Giving a Tour.	6			10				8								
	Общая трудоемкость, в часах				102				78		Промежуточная						
											Форма						
											Зачет						5,6
											Зачет с оценкой						
											Экзамен						

Общая трудоемкость дисциплины составляет 5 зачетных единиц, 180 часов.

№ п/п	Наименование разделов и тем дисциплины (модуля)	семестр	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)									Формы текущего контроля успеваемости (по неделям семестра) Форма промежуточной аттестации (по семестрам)						
			Контактная работа					Самостоятельная работа										
			Всего	Лекции	Практические занятия	Лабораторные занятия	Др. виды контакт. работы	Всего	Практические задания	Подготовка к экзамену	Другие виды самостоятельной работы	Собеседование	Коллоквиум	Проверка тестов	Проверка контрол.н. работ	Проверка реферата	Проверка эссе и иных творческих работ	курсовая работа (проект) др.
1.	Тема 1 Communication. The Continuous aspect	7			10				3									
2.	Тема 2. Environment. Present Perfect Simple and Continuous	7			10				3									
3.	Тема 3. Sport. Quantifiers. Idioms connected with sport.	7			10				3									
4.	Тема 4. Medicine. Present and Future Continuous.	7			10				3									
5.	Тема 5. Transport. Modal verbs.	7			10				3									
6	Тема 6. Literature. Narrative tenses.	8			10				3									

7	Тема 7. Architecture. The Passive revision.	8			10				3								
8	Тема 8. Globalisation. Verb patterns.	8			8				3								
9	Тема 9. Art. Ungradable adjectives.	8			8				3								
10	Тема 10. Psychology. Relative clauses.	8			8				3								
11	Тема 11. Culture. Reported speech	8			8				2								
12	Тема 12. Technology. Conditionals.	8			8				2								
	Общая трудоемкость, в часах				110				34		Промежуточная						
											Форма						
											Зачет						36
											Зачет с оценкой						
											Экзамен						

4.2. Содержание дисциплины «Коммуникативный курс английского языка».

Тема 1. Life

1.1 Feeling good? Grammar/function: question forms. Vocabulary: free time. Pronunciation: stressed words. Reading: understand an article about the secrets of happiness. Speaking: ask and answer about holidays and weekends.

1.2 True love. Grammar/function: past simple. Vocabulary: relationships. Pronunciation: past simple verbs –ed endings. Listening/DVD: listen to stories about offers of marriage. Speaking: ask and answer personal questions. Writing: write about an important year in your life/ improve your use of linking words.

1.3 Nice day, isn't it? Grammar/function: making conversation. Vocabulary: conversation topics. Pronunciation: linking. Listening/DVD: understand routine exchange. Speaking: making conversation.

1.4 Someone Special. Listening/DVD: BBC Miranda-watch an extract from a sitcom. Speaking: write about your best friend.

Tema 2. Work

2.1 The company for you? Grammar/function: present simple and continuous. Vocabulary: work. Pronunciation: word stress. Listening/DVD: listen to interviews about jobs. Speaking: talk about what motivates you at work. Writing: write an email about work experience.

2.2 A risky business. Grammar/function: adverbs of frequency. Vocabulary: jobs. Pronunciation: stressed syllables. Reading: read a newspaper article about dangerous jobs. Speaking: talk about dangerous jobs.

2.3 I like working outside. Grammar/function: expressing likes/dislikes. Vocabulary: types of work. Pronunciation: intonation-sound interested. Listening/DVD: listen to a man talking about his job. Speaking: talk about your perfect job.

2.4 Dream Commuters. Reading: read the results of survey about work/ life balance. Listening/DVD: BBC The Money Programme: Dream Commuters. Speaking: describe your work/life balance. Writing: write a web comment about work/life balance.

Tema 3. Time Out

3.1 Free in NYC. Grammar/function: present continuous/*be going to* for future. Vocabulary: time out. Pronunciation: fast speech: *going to*. Listening/DVD: listen to a radio programme about going out in New York. Speaking: talk about your future plans. Writing: write an email invitation.

3.2 Relax! Grammar/function: questions without auxiliaries. Vocabulary: places to visit. Pronunciation: stress in compound nouns. Reading: read about how people spend their free time around the world. Speaking: discuss how you spend your free time. Writing:

3.3 Can I take a message? Grammar/function: making a phone call. Vocabulary: collocations. Pronunciation: linking: *can*. Listening/DVD: understand some problem phone calls. Speaking: make and receive phone calls.

3.4 Rio de Janeiro. Listening/DVD: BBC Going Local: watch an extract from a BBC travel programme. Speaking: plan a perfect day out. Writing: write an invitation for a day out.

Tema 4. Great Minds.

4.1 Hidden talent. Grammar/function: present perfect + *ever/never*. Vocabulary: make and do. Pronunciation: weak forms: *have*. Listening/DVD: listen to someone describing how he used his hidden talent. Speaking: talk about hidden talents. Writing: check your work and correct mistakes.

4.2 School of thought. Grammar/function: *can, have to, must*. Vocabulary: education. Pronunciation: weak forms: *have to*. Reading: read an article about different schools. Speaking: talk about rules in schools.

4.3 What should I do? Grammar/function: giving advice. Vocabulary: language learning. Pronunciation: silent letters. Reading: read replies to website message. Speaking: give advice and make suggestions for language learners.

4.4 Inventions. Listening/DVD: BBC Surprised Earth: watch an extract from a BBC documentary. Speaking: talk about inventions. Writing: write a forum post about inventions.

Tema 5. Travel

5.1 Fantastic film trips. Grammar/function: past simple and past continuous. Vocabulary: transport. Pronunciation: weak forms: *was/were*. Reading: read about amazing journeys in film. Speaking: tell an anecdote.

5.2 Travel tips. Grammar/function: verb patterns. Vocabulary: travel items. Pronunciation: stressed syllables. Listening/DVD: understand travel advice. Speaking: discuss travel. Writing: write an email describing a trip or weekend away.

5.3 You can't miss it. Grammar/function: asking for/giving directions. Vocabulary: tourism. Pronunciation: intonation of questions. Reading: read a text about a man who works in three countries every day. Speaking: ask for or giving directions.

5.4 Full Circle. Listening/DVD: BBC Full Circle: watch an extract from travel programme. Speaking:

Present ideas for an award. Writing: write an application for an award.

Tema 6. Fitness

6.1 Keeping fit. Grammar/function: present perfect +*for/since*. Vocabulary: health. Pronunciation: sentence stress. Reading: identify specific information in an article about types of exercise. Speaking: talk about your lifestyle.

6.2 The future of food. Grammar/function: *may, might, will*. Vocabulary: food. Pronunciation: intonation: certainty/ uncertainty. Listening/DVD: to radio interview with a food expert. Speaking: discuss food preferences. Writing: write about food.

6.3 How are you feeling? Grammar/function: seeing the doctor. Vocabulary: difficult words: spelling/ pronunciation. Listening/DVD: listen to conversation between a doctor and her parents. Speaking: explain health problems.

6.4 Monitor Me. Listening/DVD: BBC Horizon: Monitor Me: watch an extract from a BBC documentary about health. Speaking: talk about healthy habits. Writing: write a blog post about health advice.

Tema 7. Changes

7.1 Living the dream. Grammar/function: *used to*. Vocabulary: verbs +prepositions. Pronunciation: weak forms: *used to*. Reading: read about living dreams. Listening/DVD: listen to a radio programme about a woman who changed her life. Speaking: talk about how your life has changed. Writing: use paragraphs to write about a decision that changed your life.

7.2 The great impostor. Grammar/function: purpose, cause and result. Vocabulary: collocations. Pronunciation: rhythm in complex sentences. Reading: read and predict information in a story. Speaking: talk about why people tell lies.

7.3 Can you tell me? Grammar/function: finding out information. Vocabulary: facilities. Pronunciation: checking information. Reading: read about studying abroad. Listening/DVD: understand short, predictable conversations. Speaking: learn to check and confirm information.

7.4 A Greek Adventure. Listening/DVD: BBC My Family and Other Animals: watch an extract from the beginning of a BBC film about a family that moves to Greece. Speaking: talk about new experiences. Writing: write a blog/diary.

Tema 8. Money

8.1 Treasure hunt. Grammar/function: Relative clauses. Vocabulary: money. Pronunciation: pronouncing the letter “s”. Speaking: talk about a project that people should invest.

8.2 Pay me more. Grammar/function: *too much/many, enough, very*. Vocabulary: multi-word verbs. Pronunciation: multi-word verb stress. Listening/DVD: listen to a discussion about salaries. Speaking: talk about why you should earn more. Writing: write an opinion piece.

8.3 I’m just looking. Grammar/function: buying things. Vocabulary: shopping. Pronunciation: weak forms: *do you/can I*. Reading: read a questionnaire about shopping. Listening/DVD: listen to a conversation in shops. Speaking: describe items; go shopping.

8.4 Sole rebels. Listening/DVD: BBC News: watch an extract from the BBC news about an Ethiopian business. Speaking: present a money making idea. Writing: write a competition entry for a business investment.

Tema 9. Nature

9.1 Green living. Grammar/function: comparatives/ superlatives. Vocabulary: nature. Pronunciation: stressed syllables. Reading: read about great ideas. Listening/DVD: listen to a radio programme about green ideas. Speaking: talk about green issues. Writing: write about your views on the environment.

9.2 Into the wild. Grammar/function: articles. Vocabulary: the outdoors. Pronunciation: word stress, weak forms: *a* and *the*. Reading: understand an article about an experience in the wild. Speaking: give your views on life in the city or the country.

9.3 It could be because Grammar/function: making guesses. Vocabulary: silent letters. Pronunciation: animals. Listening/DVD: listen to people discussing quiz questions. Speaking: talk about different animals.

9.4 The Northern Lights. Listening/DVD: BBC Joanna Lumley in the Land of the Northern Lights: watch an extract from a BBC documentary about the Northern Lights. Speaking: talk about amazing places. Writing: write a travel blog.

Tema 10. Society

10.1 Top cities. Grammar/function: uses of *like*. Vocabulary: describing a city. Pronunciation: sentence stress. Reading read about the best cities for young people. Listening/DVD: listen to a conversation about different cities. Speaking: discuss qualities of different places. Writing: use formal expressions to write an email.

10.2 Crime and punishment. Grammar/function: present/ past passive. Vocabulary: crime and punishment. Pronunciation: weak form was/ were. Reading: read about the best cities for young people. Speaking: discuss alternative punishments to fit the crimes.

10.3 There's a problem. Grammar/function: complaining. Vocabulary: problems. Pronunciation: sentence stress. Listening/DVD: listen to people complaining. Speaking: talk about problems in a school.

10.4 Mary's Meals. Listening/DVD: BBC Mary's Meals: watch an extract from a BBC documentary about an internet sensation. Speaking: talk about an important issue. Writing: write about an issue.

Тема 11. Technology

11.1 Keeping in touch. Grammar/function: present perfect. Vocabulary: communication. Pronunciation: sentence stress. Listening/DVD: listen to people talking about how they keep in touch. Speaking: talk about things you've done/ would like to do. Writing: improve your use of pronouns.

11.2 Make a difference. Grammar/function: real conditionals +*when*. Vocabulary: feelings. Pronunciation: weak forms: *will*. Reading: read an article about social media. Speaking: talk about future consequences.

11.3 I totally disagree. Grammar/function: giving opinions. Vocabulary: internet terms. Pronunciation: polite intonation. Reading: read about wasting time. Listening/DVD: listen to discussion about the internet. Speaking: give your opinion.

11.4 Is TV bad for Kids? Listening/DVD: BBC Is TV Bad for Kids? watch an extract from a BBC documentary about giving up television. Speaking: talk about technology you couldn't live without. Writing: write a web comment about technology.

Тема 12. Fame

12.1 Caught on film. Grammar/function: reported speech. Vocabulary: film. Pronunciation: contrastive stress. Reading: read a magazine article about writing a blockbuster. Speaking: talk about your favourite film.

12.2 A lucky break. Grammar/function: hypothetical conditionals present/future. Vocabulary: suffixes. Pronunciation: word stress. Reading: read a magazine article about internet fame. Listening/DVD: listen to people talking about fame. Speaking: talk about being famous. Writing: write about a famous person.

12.3 What can I do for you? Grammar/function: requests and offers. Vocabulary: collocations. Pronunciation: polite intonation: requests. Reading: read a text about concierges. Listening/DVD: listen to people making requests. Speaking: make requests and offers.

12.4 Billion Dollar Man. Listening/DVD: BBC Lewis Hamilton: Billion Dollar Man: watch an extract from a BBC documentary about Lewis Hamilton. Speaking: talk about your ambitions. Writing: write about your childhood ambitions.

3-4 семестры

Тема 1. Personality. Grammar: Questions form, subjects and object questions. Present simple and present continuous.

Vocabulary: personality adjectives. Prefixes.

Listening: Conversation about appearance and personality. Radio interview with a psychologist. Speaking/Pronunciation: Discussing personalities. Information gap. Discussing charisma and personality. Pronunciation: word stress.

Study and Writing skills: Taking notes while reading. Symbols and abbreviations. A comparative essay. Linkers.

Tema 2. Travel. Grammar: Past simple, regular\irregular verbs. Present perfect simple and past simple; yet, already, before, never.

Vocabulary: Travel expressions. Phrasal verbs (1)

Reading: Magazine article about travel and tourism. Article about Hideo Nakato. Article about charisma.

Listening: Talk about travelling abroad. Interview. Lecture.

Speaking/Pronunciation: Discussing travel/past life events/jobs. Pronunciation: -ed endings/weak forms.

Study/Writing skills: Taking notes while listening. A biographical profile. Time linkers.

Tema 3. Work. Grammar: Present Perfect continuous. Present perfect simple and continuous.

Vocabulary: Work adjectives. Expressions connected with time and work.

Reading: Job advertisements. Magazine article about homeworking. Advice leaflet about job interviews.

Listening: Monologues describing jobs/ homeworking. Conversation with a career advisor. Monologues about writing CVs.

Speaking/Pronunciation: Discussing jobs/ what is important in a job/ homeworking/asking killing questions. Pronunciation: correcting politely/contractions and weak forms.

Study/Writing skills: Organising ideas/Paragraphs. Covering letter and curriculum vitae (CV)

Tema 4. Language. Grammar: Future forms: will, going to, present continuous. First conditional, time clauses.

Vocabulary: Language learning, phrasal verbs (2)/ allow, permit, let.

Reading: Advert for a language course. News website about texting. Excerpt about dying languages.

Listening: Radio interview about Gaelic.

Speaking/Pronunciation: Discussing texting and language in the future. Debate- minority languages.

Study/Writing skills: Describing tables and charts. A report.

Tema 5. Advertising. Grammar: Second conditional. Comparison: as....as, emphasizing differences and similarities.

Vocabulary: Adjectives. Advertising. Advertising methods. Word combinations

Reading: Opinions about advertising. Magazine article about advertising. Newspaper article about advertising to children.

Listening: Monologues about ads. Conversation about ads techniques. TV debate about ads.

Speaking/Pronunciation: Talking about ads. Describing and discussing photos. Discussing using different media to advertise products. Role play.

Study/Writing skills: Using your dictionary. A formal letter. Dependent prepositions.

Tema 6. Business. Grammar: Past Continuous. Past Perfect

Vocabulary: Business terms and roles. Business word combinations.

Reading: Leaflet about business plans. Business dilemmas.

Listening: Radio interview about setting up a business. Conversation about a business idea.

Speaking/Pronunciation: Pairwork-planning a business idea. Discussing business dilemmas. Talking about famous people's achievements.

Study/Writing skills: Recognising formal and informal language. Beginning and ending letters and emails. Writing emails

Tema 7. Design. Grammar: Modals. Modals: present deduction.

Vocabulary: Word building, adjectives. Abstract nouns.

Reading: Extracts from a design book. Encyclopedia entry about Raymond Loewy.

Listening: Discussion about a product. Conversations at a design museum. Conversation with a teacher about written work.

Speaking/Pronunciation: Discussing objects in the home. Discussing designs. Designing a new product. Pronunciation: word stress.

Study/ Writing skills: Editing and proofreading. A report. Linkers.

Tema 8. Education. Grammar: Defining relative clauses. Non-defining relative clauses.

Vocabulary: Education and studying.

Reading: News debate website about single-sex schools. Encyclopedia entry about Maria Montessori. Newspaper editorial about university fees.

Listening: Monologue about a teacher "Call my bluff". Monologues about worth of university. Conversation about a course.

Speaking/Pronunciation: Discussing education. Describing a teacher. Talking about educational systems.

Study/Writing skills: Reading strategies. Skimming. Scanning. A formal letter. Letter conventions.

Tema 9. Engineering. Grammar: The passive. Articles.

Vocabulary: Word combinations.

Reading: Publicity leaflet about females in engineering. Article about asteroids hitting the Earth. Articles about three superstructures.

Listening: radio interview with a woman engineer. A talk.

Speaking/Pronunciation: Discussing engineering achievements. Passive quiz. Discussing structures. Designing a superstructure.

Study/Writing skills: Preparing for a talk. Linkers. Describing a process. Using the passive

Tema 10. Trends. Grammar: Expressions of quantity. Infinitives –ing forms.

Vocabulary: Phrasal verbs (3). Adjective order.

Reading: Book review: Tipping Point. Magazine article about films and fashion.

Listening: Conversation between manager and shop assistant. Advice on learning vocabulary.

Speaking/Pronunciation: Talking about trends. Discussing fashion and clothes. Discussing work, health and society. Pronunciation: Stress, numbers.

Study/Writing skills: Recording and learning vocabulary. Describing a trend. Avoiding repetition.

5-6 семестры

Tema 1. New Things. Grammar: Direct and Indirect Questions. Present Perfect. Polite Enquiries.

Vocabulary: Personality. Feelings; word building. Adverts.

Reading: Understanding Advice Forum Messages. Read a Web Article about Trying smth New. Read Adverts.

Listening: Understand Informal conversation. Handle Phone Enquiries.

Speaking/Pronunciation: Have interesting conversations. Talk about New Experiences. Make Phone Enquiries. Recommend an Experience. Sentence stress. Polite Intonation.

Study/Writing skills: Write an Advice Forum Messages; Edit for Accuracy. Write a Forum Entry.

Tema 2. Issues. Grammar: Present Perfect Simple and Continuous. The Passive. Opinions.

Vocabulary: Word Stress; Weak Forms; Auxiliaries. Surveillance. Opinion Adjectives.

Reading: Read an Article about small actions with Big Results. Read a letter of Complaint. Read newspaper extracts.

Listening: Listen to opinions about Surveillance. Listen to People Discuss Issues.

Speaking/Pronunciation: Talk about Different Issues. Discuss Surveillance. Give and Respond to Opinions; Support Your Viewpoint. Issues; Verbs/Nouns with the Same Form. Sentence Stress; Passives. Intonation for Partially Agreeing.

Study/Writing skills: Write a Letter of Complaint; Use Formal Written Language. Write Notes for a Presentation.

Tema 3. Stories. Grammar: Narrative Tenses. I wish, if only. Expressing Likes and Dislikes.

Vocabulary: Adjectives for Stories; Multi-Word Verbs. Reading Genres.

Reading: Read Stories with a Moral; Read a humorous Story about a Saying. Read about the Life of an Extraordinary woman. Read the summary of a book.

Listening: Listen to a BBC Radio Programme about very short Stories. Listen to people recommending books.

Speaking/Pronunciation: Talk about Life Stories. Talk about Your Reading; Summarize a Plot. Describe a TV/Film Scene. Weak Forms; Auxiliaries. Sentence Stress.

Study/Writing skills: Write a Narrative; Use Adverbs. Describe a TV/Film Scene.

Tema 4. Downtime. Grammar: Present and Past Habits. Future Forms Describing Procedures.

Vocabulary: Positive Adjectives; Uncountable and Plural Nouns.

Reading: Read about how Our Free Time is Changing; Read an opinion Essay. Read about an Unusual Holidays.

Listening: Listen to People Talk about Holidays. Listen to People describing TV Game Shows.

Speaking/Pronunciation: Discuss how You Use Your Time. Plan an Alternative Holiday. Describe Procedures; Use Mirror Questions. Connected Speech Contractions. Word Stress; Connected Speech. Stress and Intonation; Mirror Questions.

Study/Writing skills: Write an Opinion Essay; Use Linkers. Write Your Top Tips how to Be Happy.

Tema 5. Ideas. Grammar: Articles. Real and Hypothetical Conditionals. Suggesting Ideas.

Vocabulary: Change Compound Nouns. Advertising Collocations. Collocations with Idea.

Reading: Read an Article about the Worst Inventions Ever. Find Out Your Advertising IQ. Read about the Rules of Brainstorming.

Listening: Listen to a Programme about Advertising. Listen to a Brainstorming Session.

Speaking/Pronunciation: Talk about Inventions. Describe Adverts. Take part in a Brainstorming Session. Weak Forms and Linking: the. Sentence Stress: Conditionals. Intonations Showing Reservations.

Study/Writing skills: Write a Report; Make Written Comparisons. Write a Product Review.

Tema 6. Age. Grammar: Modal Verbs and Related Phrases. Future Perfect and Continuous. Persuading.

Vocabulary: Age; Word Building Prefixes. Optimism/ Pessimism. Collocations.

Reading: Read an Article about Early and Late Successes. Read Email Making Arrangements.

Listening: Listen to a BBC Programme to Your Future Self. Listen to a Phone-in about life's milestones.

Speaking/Pronunciation: Discuss Different Ages and Generations. Talk about your Future. Discuss the Right Age for Different Things. Connected Speech; Elision. Weak forms; Auxiliaries. Intonation: Persuading.

Study/Writing skills: Write an Informal Email; Focus on Informal Style. Write a Forum Comment.

Tema 7. Media. Grammar: quantifiers. reported speech. adding emphasis.

Vocabulary: television; multi-word verbs. reporting verbs. the press.

Reading: Read about TV with a global appeal. Read an essay on celebrities and the media. Read about tabloid topics.

Listening: Listen to a BBC programme about letters to your future self. Listen to a phone-in about life's milestones.

Speaking/Pronunciation: Discuss Different Ages and Generations. Talk about Your Future. Discuss the Right Age for Different Things. Connected speech: linking. Sentence/word stress.

Study/Writing skills: Write an Informal Email; Focus on Informal Style. Write a Short News Articles

Tema 8. Behaviour. Grammar: Past and Mixed Conditionals. -ing Form and Infinitive. Handling an Awkward Situation.

Vocabulary: Collocations: Decisions; Compound Adjectives. Values.

Reading: Read three articles about life-changing decisions. Read the instructions for two games. Read tips for handling awkward situations.

Listening: Listen to an experiment about fairness.

Speaking/Pronunciation: Talk about a difficult decision you've made. talk about values and behaviour. deal with awkward situations. Connected speech's weak forms. Connected speech: intrusive /w/.

Study/Writing skills: Write an informal article; use linkers of purpose. Write about behaviour in your culture.

Tema 9. Trouble. Grammar: -ing form and infinitive. Past modals of deduction. A reporting an incident.

Vocabulary: Crime; Synonyms.

Reading: Read an article about memory. Read an infographic about scams; read an advice leaflet about avoiding trouble on holiday. Read reasons for calling the emergency services.

Listening: Listen to people talk about getting tricked. Listen to someone report an incident.

Speaking/Pronunciation: Discuss how good a witness you are. Speculate about scams. Talk about emergency situations.

Connected speech: elision. Connected speech: past modals.

Study/Writing skills: Write a 'how to' leaflet; learn to avoid repetition. Write a story about a lucky escape.

Tema 10. Culture. Grammar: Relative clauses. Participle clauses. Giving a tour.

Vocabulary: Adjectives to describe films. The Arts; two-part phrases. Dimensions.

Reading: Read a film review. Read answers to popular culture questions.

Listening: Listen to people talk about films. Listen to tours of two very different places.

Speaking/Pronunciation: Talk about a film you never get bored with. Talk about popular culture and arts experiences. Show a visitor around part of your town. Discuss an artistic project for your town.

Intonation: relative clauses read a film review.

Word stress; connected speech. Intonation in comments.

Study/Writing skills: Write a film review. Write a competition entry.

7-8 семестры

Tema 1. Communication. Great communicators. Grammar: The continuous aspect. The perfect aspect.

Vocabulary: Communication. Idioms connected with communication. Reading: Great speeches. Leaflet advertising a course in communication skills.

Listening: Opinions on what makes a good communicator. Introducing the achievements of a well-known person.

Speaking/Pronunciation: Discussing communication. Discussing trends (in communication and research)

Scenario: Flat sharpening. Key language: outlining problems, offering solutions.

Study /Writing skills: Note-taking. Writing and checking emails.

Tema 2. Environment. Local environment. Grammar: Present perfect simple and continuous. Indirect speech.

Vocabulary: Local environment issues. Word combinations: global warming. Adverbs.

Reading: Newspaper article about local environmental issues. Newspaper article about disappearing Arctic ice.

Listening: Vox pops about where people live. Questions and answers about volcanoes.

Speaking/Pronunciation: Discussing changes in one's environment. Stress in word combinations. Contractions.

Scenario: Sparrow Hill wind farm.

Study /Writing skills: Designing a questionnaire.

Tema 3. Sport. Fair play. Grammar: Quantifiers; few/ little vs a few/ a little. Definite and zero articles.

Vocabulary: Idioms connected with sport. Prefix self-. Abstract nouns. Adjectives.

Reading: Magazine article about Charles Miller. Leaflet advertising a karate club.

Listening: Interview with a karate teacher. A lecturer giving advice in essay writing.

Speaking/Pronunciation: Sports quiz. Discussing men and women in sport.

Scenario: Who was the greatest? Key language.

Study /Writing skills: Understanding essay questions. For-and-against essays.

Tema 4. Medicine. Medical breakthroughs. Grammar: Plans and arrangements: future continuous, going to, present continuous. Predictions: future perfect, will.

Vocabulary: Medical terms: people, conditions and treatments. Illness and medicine.

Reading: Various types of information about malaria. Newspaper article about the first face transplant.

Listening: Talk by a professor about issues with medical treatments.

Speaking/Pronunciation: Assessing what makes a good doctor. Stressed syllables.

Scenario: The Dowling Hospital.

Study/Writing skills: Evaluating resources on the Internet.

Tema 5. Transport. Grammar: Modal verbs (future, past)

Vocabulary: Transport: methods and problems. Safety features.

Reading: Magazine article on road safety. Magazine article on transport in the future. Magazine article on great train journeys.

Listening: BBC news report about a new type of transport.

Speaking/Pronunciation: Discussing methods of transport. Role play: road safety.

Scenario: Transport: a new plan.

Study / Writing skills: Describing graphs, charts and tables.

Tema 6. Literature. The Nobel prize. Grammar: Narrative tenses: past simple, past continuous, past perfect (simple and continuous). Used to, would.

Vocabulary: Literature: types of writing, people in literature. Word sets: light and dark, sounds.

Reading: Website on the Nobel Prize for Literature. Extracts from novels.

Listening: Book group discussion. Monologues about characters in literature.

Speaking/Pronunciation: Talking about books you like/ dislike.

Scenario: A book deal.

Study / Writing skills: Improving listening skills. A travel blog.

Tema 7. Architecture. Favourite buildings. Grammar: The passive: revision: continuous passive and ing form; general use. The passive: revision, passive infinitive, discourse uses.

Vocabulary: Describing buildings. Idioms with bridge. Prefixes.

Reading: Personal opinions about buildings, Magazine article about famous bridges.

Listening: Interview with an architect.

Speaking/Pronunciation: Discussion about space hotels. Comparing two bridges.

Scenario: On the horizon. Task: deciding on facilities in a hotel.

Study / Writing skills: Identifying fact and opinion.

Tema 8. Globalization. Good or bad? Grammar: Verb patterns: verbs that take both the infinitive and –ing form. Have something done.

Vocabulary: Word combinations: globalization. Abstract nouns. Word set: the media.

Reading: Magazine article about the power of the Internet.

Listening: Podcasts about globalization.

Speaking/Pronunciation: Discussing positive and negative aspects of globalization.

Scenario: Supermarket superpower.

Study / Writing skills: Summarizing.

Tema 9. Art. What is art? Grammar: Ungradable adjectives: use of very, really, extremely, etc. Position of adverbs in the sentence.

Vocabulary: Art and artists. Adverbs/ adjective combinations.

Reading: Leaflet advertising exhibitions at an art gallery. Three profiles of modern artists.

Listening: Conversation about exhibitions and opinions if them.

Speaking/Pronunciation: Discussing works of art and art exhibition. Describing photos and a work of art.

Scenario: The new exhibition.

Study / Writing skills: Collocations.

Tema 10. Psychology. Group psychology. Grammar: Relative clauses: comment clauses, use of prepositions. Reduced relative clauses.

Vocabulary: Working together: verbs with particles. Idioms with mind.

Reading: Website about the Belbin model. Leaflet for parents about peer pressure.

Listening: Part of a lecture on group dynamics.

Speaking/Pronunciation: Discussing team roles.

Scenario: Giving advice. Ask Vanessa.

Study / Writing skills: writing a bibliography, referencing.

Tema 11. Culture. Defining culture. Grammar: Reported speech. Reporting verbs.

Vocabulary: Aspects of culture. Adjectives.

Reading: Website on aspects of culture. Extracts from leaflet on culture shock.

Listening: Vox pops about one's own culture. Description of cultural mistakes.

Speaking/Pronunciation: Time capsule. Debate on cultural differences.

Scenario: Kaleidoscope world.

Study /Writing skills: A formal letter. Improving reading skills.

Тема 12. Technology. Devices and gadgets. Grammar: Conditionals: 1st, 2nd, 3rd, alternatives to if, mixed.

Vocabulary: Technology/ Adjectives connected with technology. Prefixes expressing opposites.

Reading: Article from The New Scientist on fear of technology.

Listening: Description of gadgets and opinions of them.

Speaking/Pronunciation: Discussing technology and its benefits.

Scenario: Computer crash.

Study / Writing skills: Plagiarism: what it is and how to avoid it.

5. Образовательные технологии

Практические аудиторные занятия, самостоятельная работа студентов. При проведении занятий рекомендуется использование активных и интерактивных форм занятий (ролевых игр, устных опросов, проектных методик, подготовка докладов, презентаций, коммуникативного эксперимента, коммуникативного тренинга, иных форм и иных форм) в сочетании с внеаудиторной (самостоятельной) работой.

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

Самостоятельная работа проводится параллельно аудиторной и предполагает:

- составление опорных схем (кластеров) по каждой теме
- работу с рекомендованной литературой
- выполнение грамматических упражнений с самоконтролем и/или контролем правильности выполнения задания в аудитории
 - поиск в художественных и публицистических текстах примеров, иллюстрирующих то или иное грамматическое явление
 - составление собственных примеров, иллюстрирующих то или иное грамматическое явление
- подготовку к самостоятельным и контрольным работам
- выполнение грамматических упражнений
- выполнение тренировочных упражнений и тестов
- подготовку наглядных пособий и иллюстративного материала по теме
- написание эссе и рефератов, докладов по теме
- написание рассказов с использованием различных времен английского языка
- подготовку материала к экзамену работу с электронными пособиями
- подготовку к коллоквиуму
- выполнение кейс-заданий

6.1. План самостоятельной работы студентов (2 семестр)

№ нед.	Тема	Вид самостоятельной работы	Задание	Рекомендуемая литература	Количество часов
1	Before they were Famous.	Подготовка к коллоквиуму.	Изучить материал по	5	1

		Выполнение упражнений.	данной теме. Выучить лексику и уметь ее использовать во время дискуссии. Ответить на вопросы. Мысленно сформулировать свое мнение по каждому из вопросов.		
2	The Real Money Makers.	Подготовка к коллоквиуму. Выполнение упражнений.	Изучить материал по данной теме. Выучить лексику и уметь ее использовать во время дискуссии. Ответить на вопросы.	5	1
3	Making the World a Greener place.	Подготовка к коллоквиуму. Выполнение упражнений	Изучить материал по данной теме. Выучить лексику и уметь ее использовать во время дискуссии. Ответить на вопросы. Повторить грамматические правила.	4,5	1
4	Where is the City of Love?	Подготовка к практическому занятию. Выполнение упражнений.	Изучить материал по данной теме. Ответить на вопросы.	5	1
5	Granny's Blogging.	Подготовка к практическому занятию. Написание эссе.	Изучить материал по данной теме. Выучить лексику и уметь ее использовать во время дискуссии. Ответить на	5	1

			вопросы.		
6	The Biggest Music Video Ever.	Подготовка к практическим занятиям. Подготовка к контрольной работе.	Изучить материал, источники, обработать выбранный материал, сформулировать проблематику данной темы.	5	1

План самостоятельной работы студентов (3-4 семестры)

№ нед.	Тема	Вид самостоятельной работы	Задание	Рекомендуемая литература	Количество часов
1	Optimists and Pessimists	Подготовка к коллоквиуму. Выполнение упражнений.	Изучить материал по данной теме. Выучить лексику и уметь ее использовать во время дискуссии. Ответить на вопросы. Мысленно сформулировать свое мнение по каждому из вопросов.	1,3	1
2	Scenario: Personality Clash.	Выполнение кейс-задания. Выполнение упражнений.	Уметь высказывать мнение, соглашаться и не соглашаться с мнением оппонента. Подготовить основной текст с вопросами для обсуждения.	1	1
3	Personality	Подготовка к контрольной работе. Выполнение упражнений.	Повторить пройденный материал, лексику, ответить на вопросы, повторить	1,7	1

			грамматические правила по данному юниту		
4	Reflections on modern life: Travel Blogs.	Подготовка к практическому занятию. Выполнение упражнений.	Подготовить примеры по теме. Выучить лексику по данной теме. Повторить грамматические правила по данному модулю.	1,3,7	1
5	Work. Situation vacant. Task: Taking part in a job interview	Подготовка к практическому занятию. Подготовка к тесту.	Изучить лексику. Составить глоссарий. Подготовить вопросы и ответы по данной теме.	1	2
6	Dying language.	Написание эссе. Выполнение упражнений.	Сформулировать проблему, привести аргументацию, написать заключение. Изучить лексику, грамматические правила по данному модулю.	1,3	2
7	The era of global advertising.	Подготовка к практическим занятиям. Подготовка к контрольной работе.	Изучить текст, Выучить лексику. Уметь ее использовать в устной речи.	1,3	6
8	Business plan competition.	Подготовка к коллоквиуму. Подготовка к контрольной работе.	Изучить материал по данной теме. Выучить лексику и уметь ее использовать во время дискуссии. Ответить на вопросы. Мысленно	1	6

			сформулировать свое мнение по каждому из вопросов.		
9	Formal and informal emails.	Подготовка практическому занятию Выполнение упражнений.	Изучить лексику и форму написания разных видео электронных писем. Написать официальные и неформальные виды письма	1	6
10	Innovative design centre for services.	Подготовка практическому занятию Подготовка к тесту	Изучить материал по данной теме, лексику,граммат ические обороты. Уметь использовать их в устной и письменной речи	1	6
11	UK higher education: International students and E- learning	Написание реферата Выполнение упражнений	Изучить материал, источники, обработать выбранный материал, сформулировать проблематику данной темы.	1 Интернет- ресурсы	6
12	Civil engineering: it is not all bricks and metal	Подготовка практическим занятиям. Подготовка контрольной работе	Изучить лексику, грамматический обороты. Уметь использовать их в устной и письменной речи.	1,3,7	6

План самостоятельной работы студентов (5-6 семестры)

№ нед.	Тема	Вид самостоятельной работы	Задание	Рекомендуе мая литература	Количество часов
1	New Things.	Подготовка коллоквиуму.	Изучить материал по	Speakout Extra Unit 1	4

		Выполнение упражнений.	данной теме. Выучить лексику и уметь ее использовать во время дискуссии. Ответить на вопросы. Мысленно сформулировать свое мнение по каждому из вопросов.		
2	Issues.	Выполнение кейс-задания. Выполнение упражнений.	Уметь высказывать мнение, соглашаться и не соглашаться с мнением оппонента. Подготовить основной текст с вопросами для обсуждения.	Speakout Extra Unit 2	5
3	Stories.	Подготовка контрольной работе. Выполнение упражнений.	кПовторить пройденный материал, лексику, ответить на вопросы, повторить грамматические правила по данному юниту	Speakout Extra Unit 2	5
4	Downtime.	Подготовка практическому Занятию. Выполнение упражнений.	кПодготовить примеры по теме. Выучить лексику по данной теме. Повторить грамматические правила по данному модулю.	Speakout Extra Unit 4	5
5	Ideas.	Подготовка практическому занятию. Подготовка тесту.	кИзучить лексику. Составить глоссарий. Подготовить вопросы и	Speakout Extra Unit 5	5

			ответы по данной теме.		
6	Age.	Написание эссе. Выполнение упражнений.	Сформулировать проблему, привести аргументацию, написать заключение. Изучить лексику, грамматические правила по данному модулю.	Speakout Extra Unit 6	4
7	Media.	Подготовка практическим занятиям. Подготовка контрольной работе.	Изучить текст, выучить лексику. Уметь ее использовать в устной речи.	Speakout Extra Unit 7	5
8	Behavior.	Подготовка к коллоквиуму. Подготовка контрольной работе.	Изучить материал по данной теме. Выучить лексику и уметь ее использовать во время дискуссии. Ответить на вопросы. Мысленно сформулировать свое мнение по каждому из вопросов.	Speakout Extra Unit 8	5
9	Trouble.	Подготовка практическому занятию. Выполнение упражнений.	Изучить лексику и форму написания разных видеописем. Написать официальные и неформальные виды письма.	Speakout Extra Unit 9	5
10	Culture.	Подготовка практическому занятию. Подготовка к тесту.	Изучить материал по данной теме, лексику, грамматические обороты. Уметь использовать их	Speakout Extra Unit 10	5

			в устной и письменной речи		
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План самостоятельной работы студентов (7-8 семестры)

№ нед.	Тема	Вид самостоятельной работы	Задание	Рекомендуемая литература	Количество часов
1	Great communicators. The continuous aspect. The perfect aspect	Работа над лексическим материалом (подготовка к словарному диктанту). Подготовка к лексико-грамматическому переводу. Работа над письменной речью (мини-сочинение). Работа над устной речью (краткое устное высказывание).	Перевод предложений с использованием активной лексики урока, описание персонажа литературного произведения, подготовка высказывания на тему.	2,3	8
2	Local environment. Present perfect and simple continuous. Indirect speech.	Работа над лексическим материалом (подготовка к словарному диктанту). Подготовка к лексико-грамматическому переводу. Работа над письменной речью (мини-сочинение)	Перевод предложений с использованием активной лексики урока, подготовка высказывания на темы.	2,3	8

		Подготовка проектной работы. Работа над устной речью (краткое устное высказывание). Работа над устной речью (подготовка к ролевой игре).			
3	Fair play. Quantifiers; few/ little vs a few/ a little. Definite and zero articles	Работа над лексическим материалом (подготовка к словарному диктанту). Подготовка к лексикограмматическому переводу. Работа над письменной речью (минисочинение) Работа над устной речью (краткое устное высказывание). Видео-просмотр.	Перевод предложений с использованием активной лексики урока, описание персонажа литературного произведения, пересказ текста от лица одного из персонажей, подготовка высказывания на тему (с привлечением примеров из литературных произведений).	2,3	8
4	Medical breakthroughs. Plans and arrangements: future continuous, going to, present continuous. Predictions: future perfect, will.	Работа над лексическим материалом (подготовка к словарному диктанту). Подготовка к лексико-грамматическому переводу. Работа над письменной речью	Перевод предложений с использованием активной лексики урока, описание персонажа литературного произведения, подготовка высказывания на тему.	2,3	10

		<p>(минисочинение)</p> <p>Подготовка проектной работы.</p> <p>Работа над устной речью (краткое устное высказывание).</p> <p>Работа над устной речью (подготовка к ролевой игре).</p>			
5	<p>Globalization good or bad?</p> <p>Verb patterns: verbs that take both the infinitive and –ing form. Have something done.</p>	<p>Работа над лексическим материалом (подготовка к словарному диктанту).</p> <p>Подготовка лексико-грамматическому переводу.</p> <p>Работа над письменной речью (минисочинение)</p> <p>Подготовка проектной работы.</p> <p>Работа над устной речью (краткое устное высказывание).</p> <p>Работа над устной речью (подготовка к ролевой игре).</p>	<p>Перевод предложений с использованием активной лексики урока, выполнение грамматических упражнений.</p>	2,3	12
6	<p>What is art?</p> <p>Ungradable adjectives: use of very, really,</p>	<p>Работа над лексическим материалом (подготовка к словарному</p>	<p>Перевод предложений с использованием активной лексики урока,</p>	2,3	12

	extremely, etc. Position of adverbs in the sentence.	диктанту). Подготовка лексико- грамматическом у переводу. Работа над письменной речью (минисочинение) Работа над устной речью (краткое устное высказывание). Видео-просмотр.	описание к персонажа литературного произведения, сравнение художественног о произведения и его экранизации, подготовка высказывания на темы Sound and silent films. Hollywood.		
7	Defining culture. Reported speech. Reporting verbs.	Работа над лексическим материалом (подготовка к словарному диктанту). Подготовка к лексико- грамматическом у переводу. Работа над письменной речью (минисочинение) Подготовка проектной работы. Работа над устной речью (краткое устное высказывание).	Перевод предложений с использованием активной лексики урока, описание к персонажа литературного произведения, подготовка высказывания на тему: Masterpieces of English literature.	2,3	12
8	Devices and gadgets. Conditionals: 1 st , 2 nd , 3 rd , alternatives to if, mixed.	Работа над лексическим материалом (подготовка к словарному диктанту). Подготовка к лексикограммати	Перевод предложений с использованием активной лексики урока, описание персонажа литературного произведения,	2,3	14

		<p>ческому переводу.</p> <p>Работа над письменной речью (минисочинение)</p> <p>Работа над устной речью (краткое устное высказывание).</p> <p>Видео-просмотр</p>	<p>подготовка высказывания на темы: Television, its advantages and disadvantages. Some typical features of American TV and radio.</p>		
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6.2. Методические указания по организации самостоятельной работы студентов

Самостоятельная работа студентов представляет собой совокупность аудиторных и внеаудиторных занятий и работ, обеспечивающих успешное освоение образовательной программы высшего профессионального образования в соответствии с требованиями ФГОС.

Самостоятельная работа в рамках образовательного процесса в вузе решает следующие задачи:

- закрепление и расширение знаний, умений, полученных студентами во время аудиторных и внеаудиторных занятий, превращение их в стереотипы умственной и физической деятельности;
- приобретение дополнительных знаний и навыков по дисциплинам учебного плана;
- формирование и развитие знаний и навыков, связанных с научно-исследовательской деятельностью;
- развитие ориентации и установки на качественное освоение образовательной программы; — развитие навыков самоорганизации;
- формирование самостоятельности мышления, способности к саморазвитию, самосовершенствованию и самореализации;
- выработка навыков эффективной самостоятельной профессиональной, теоретической, практической и учебно-исследовательской деятельности.

7. Материалы для проведения текущего и промежуточного контроля знаний студентов

Материалы для проведения текущего контроля знаний и промежуточной аттестации представлены в приложении– Фонд оценочных средств по дисциплине «Коммуникативный курс английского языка».

8. Учебно-методическое и материально-техническое обеспечение дисциплины

«Коммуникативный курс английского языка»

8.1. Учебная литература:

1. D.Cotton, D.Falvey, S.Kent Language Leader. Intermediate. Pearson Education Limited 2018.
2. Language leader upper intermediate Coursebook by D.Cotton, D. Falvey, S.Kent. Pearson Longman, p. 192.

3. Language leader upper intermediate Workbook by D.Cotton, D. Falvey, S.Kent. Pearson Longman, 2018
4. A. Clare, J.J. Wilson, D.Williams Speakout Pre-intermediate Coursebook. Pearson Education Limited, 2015
5. A. Clare, J.J. Wilson, D.Williams Speakout Pre-intermediate Workbook. Pearson Education Limited, 2015
6. Ершова О.В. Английская фонетика. От звука к слову. Учебное пособие по развитию навыков чтения и произношения - М.: Флинта, 2011.
7. Практикум по разговорной речи. With English everywhere: Учебное пособие. – СПб: ООО ИнТязиздат, 2006. – 128 с.
8. Качалова И.Е., Израилевич Е.Е. Практическая грамматика английского языка с упражнениями и ключами. – М.: ЛадКом, 2010. – 720 с.
9. Raymond Murphy. Essential Grammar in Use. - Cambridge University Press, 2014. – 320 с

Интернет-ресурсы

1. Большой русско-английский словарь (онлайн версия): <http://www.classes.ru/dictionary-russian-english-universal-term-4599.htm>
2. Информационная система "Единое окно доступа к образовательным ресурсам". Режим доступа: <http://www.window.edu.ru>.
3. Электронно-библиотечная система образовательных и просветительских изданий. Режим доступа: <http://www.IQlib.ru>.
4. Электронная библиотека East View. Режим доступа: <http://www.dlib.eastview.com>.
5. Демьянков В.З. Лингвистическая интерпретация текста: универсальные и национальные (идиоэтнические) стратегии. Режим доступа: <http://www.infolex.ru/Stepanov.html>
6. «Электронная библиотечная система «Университетская библиотека ONLINE». Режим доступа: <http://www.biblioclub.ru>
7. Multitran (он-лайн словарь): <http://www.multitran.ru/>
8. BBC learning English. Режим доступа: <http://www.bbclearningenglish.com> English tip: tips for learning English. Режим доступа: <http://www.englishtips.com>

8.2 Программное обеспечение

Университет обеспечен необходимым комплектом лицензионного и свободно распространяемого программного обеспечения, в том числе отечественного производства. Каждый обучающийся в течение всего периода обучения обеспечен индивидуальным неограниченным доступом к электронной информационно-образовательной среде университета из любой точки, в которой имеется доступ к информационно-телекоммуникационной сети «Интернет» как на территории университета, так и вне ее.

Университет обеспечен следующим комплектом лицензионного программного обеспечения:

Лицензионное программное обеспечение, используемое в ИнГГУ:

- Microsoft Windows 7
- Microsoft Office 2007
- Программный комплекс ММИС “Визуальная Студия Тестирования”
- Антивирусное ПО Eset Nod32
- Справочно-правовая система “Консультант”
- Справочно-правовая система “Гарант”

Наряду с традиционными изданиями студенты и сотрудники имеют возможность пользоваться электронными полнотекстовыми базами данных:

Название ресурса	Ссылка/доступ
Электронная библиотека онлайн «Единое окно к образовательным ресурсам»	http://window.edu.ru
«Образовательный ресурс России»	http://school-collection.edu.ru
Образовательная платформа «Юрайт»	https://urait.ru/
Научная электронная библиотека «Киберленинка»	https://cyberleninka.ru/
Федеральный образовательный портал: учреждения, программы, стандарты, ВУЗы, тесты ЕГЭ, ГИА	http://www.edu.ru –
Федеральный центр информационно-образовательных ресурсов (ФЦИОР)	http://fcior.edu.ru -
ЭБС "КОНСУЛЬТАНТ СТУДЕНТА". Электронная библиотека технического вуза	http://www.studentlibrary.ru -
Русская виртуальная библиотека	http://rvb.ru –
Издательство «Лань». Электронно-библиотечная система	http://e.lanbook.com -
Еженедельник науки и образования Юга России «Академия»	http://old.rsue.ru/Academy/Archives/Index.htm
Научная электронная библиотека «e-Library»	http://elibrary.ru/defaultx.asp -
Электронно-библиотечная система IPRbooks	http://www.iprbookshop.ru -

Электронно-справочная система документов в сфере образования «Информо»	http://www.informio.ru
Библиотека диссертаций по гуманитарным наукам	https://cheloveknauka.com/
Научная электронная библиотека	https://cyberleninka.ru/
Научная электронная библиотека	http://www.elibrary.ru/
Электронная библиотека диссертаций РГБ	http://diss.rsl.ru/
Информационно-правовая система «Консультант-плюс»	Сетевая версия, доступна со всех компьютеров в корпоративной сети ИнГУ
Информационно-правовая система «Гарант»	Сетевая версия, доступна со всех компьютеров в корпоративной сети ИнГУ
Электронно-библиотечная система «Юрайт»	https://www.biblio-online.ru

8.3. Материально-техническое обеспечение дисциплины «Коммуникативный курс английского языка»

Материально-техническая база университета позволяет обеспечивать качественное проведение теоретических и практических занятий по дисциплине «Коммуникативный курс английского языка». Занятия по дисциплине проводятся в специализированной аудитории (Учебная аудитория по адресу: РИ, г.Магас, ул. И.Б.Зязикова 7, Каб.425), обеспеченной следующим оборудованием:

Телевизор – 1 шт.: LED телевизор SAMSUNG UE40J5120AU, 40”, тюнер, HDMI, USB, пульт ДУ;

Ноутбук Acer Aspire V3-571/531, Windows 8 - 2.60 GHz - 4 GB - 39.6 cm (15.6")

- 1366 x 768 - Intel® - HD 4000 - Intel® Core™ i5-3230M; Проектор – 1 шт.: модель VIEWSONIC PJD5153 (VS15872) Экран на треноге.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ
Б1.В.02.01 КОММУНИКАТИВНЫЙ КУРС АНГЛИЙСКОГО ЯЗЫКА

Направление подготовки
45.03.01 Филология

Профиль подготовки
«Зарубежная филология. Английский язык и литература»

Квалификация выпускника:
бакалавр

Форма обучения:
очная

ПЕРЕЧЕНЬ КОМПЕТЕНЦИЙ, ФОРМИРУЕМЫХ ДИСЦИПЛИНОЙ

Коммуникативный курс английского языка

Код компетенции	Формулировка компетенции
1	2
УК	УНИВЕРСАЛЬНЫЕ КОМПЕТЕНЦИИ
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и Иностранном языке.
ПК	ПРОФЕССИОНАЛЬНЫЕ КОМПЕТЕНЦИИ
ПК-8	Владеет базовыми навыками создания на основе стандартных методик и действующих нормативов различных типов текстов в соответствии с нормативными, отраслевыми, жанровыми и стилевыми требованиями.
ПК-10	Способен переводить различные типы текстов (в основном научных и публицистических, а также документов) с иностранных языков и на иностранные языки; аннотировать и реферировать документы, научные труды и художественные произведения на иностранных языках.

ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ

Коммуникативный курс английского языка 1 курс (2 семестр)

№ п/п	Контролируемые разделы дисциплины	Код контролируемой компетенции	Наименование оценочного средства
1	Life. Question Forms. Past Simple	УК 4	Кейс-задача
2	Work. Present Simple and Continuous. Adverbs of frequency.	УК 4	Контрольная работа
3	Time Out.	УК4	Контрольная работа

	Present Continuous/ <i>be going to</i> for the future. Questions without auxiliaries.		
4	Great Minds. Present Perfect + <i>ever/never</i> . Modal Verbs (can, have to, must).	УК4	Контрольная работа
5	Travel. Past Simple and Past Continuous. Verb patterns.	УК4	Контрольная работа
6	Fitness. Present Perfect+ for/since. Modal Verbs (may, might, will).	УК4	Контрольная работа
7	Changes. Used to. Clauses of purpose, cause and result.	УК4	Контрольная работа
8	Money. Relative Clauses.9	УК 4 ПК 8	Написание реферата
9	Nature. Comparatives /superlatives. Articles.	УК4	Контрольная работа
10	Society. Uses of <i>like</i> . Present /Past Passive.	УК4	Контрольная работа
11	Technology. Present Perfect. Real Conditionals + when	УК4	Контрольная работа
12	Fame. Reported Speech. Hypothetical conditionals for present/future.	УК4	Контрольная работа

Комплект заданий для контрольных работ

по дисциплине **Коммуникативный курс английского языка**

1 кype

TEST 1

1 Circle the correct form of the verb.

- 1 He travels / 's travelling a lot for his job.
- 2 When did you come / came to New York?
- 3 She can swims / swim 5 kilometres.
- 4 We don't see / aren't seeing them this evening.
- 5 They move in / moved in two weeks ago.
- 6 He's going to marry / married her next summer.
- 7 I enjoy / 'm enjoying this party!
- 8 Where is / does your brother live now?
- 9 Why is the policeman talking / talk to him?

2 Complete the sentences with the verbs in the box.

bought come comes are studying Did ... buy

did ... meet is staying went studies was

- 1 My mother _____ in our house while we are on is staying holiday.
- 2 Paul _____ French four times a week.
- 3 Anna _____ to the cinema last weekend.
- 4 My mother _____ from Poland.
- 5 My brothers _____ modern languages in Paris.
- 6 When I was ten, my parents _____ me a bicycle.
- 7 _____ Simon _____ you a present?
- 8 Where _____ your father born?
- 9 Who _____ you _____ last night?
- 10 Where does he _____ from?

3 Complete the paragraph with the correct form of the verbs in the box.

Be / be / come / go / live / not / enjoy / study

My name (1) __ Natalia. I (is 2) _____ from Málaga, in the south of Spain. I (3) _____ a student at a language school in London. I (4) _____ English. I (5)

_____ with an English family for three months. The course is hard work and I (6) _____ it very much. Next week, I (7) _____ home to Málaga for a holiday.

4 Write the question words then match 1–8 with a–h.

- | | |
|--------------------------------|-----------------------|
| 1 What's this in English? | a It's his. |
| 2 _____ is your teacher? | b A month ago. |
| 3 _____ book is it? | c Thirty-five pounds. |
| 4 _____ did you park? | d The small blue one. |
| 5 _____ did you go on holiday? | e It's 12 o'clock. |
| 6 _____ much were your jeans? | f Marie Evans. |
| 7 _____ bag is yours? | g It's a bicycle. |
| 8 _____ 's the time, please? | h Near the station |
| | d The small blue one. |

5 Read Gino's answers. Complete the questions.

A Hello, (1) _____ ? what's your name

G It's Gino.

A (2) _____ come from?

G I'm from Naples.

A (3) _____ live now?

G I live in Memphis now.

A (4) _____ move to Memphis?

G A year ago.

A (5) _____ do?

G I'm a student. I'm studying music.

A (6) _____ married?

G No, I'm not, but I've got a girlfriend.

A (7) _____ name?

G Belinda.

A (8) _____ Belinda do?

G She's an architect.

6 Write noun, verb, adjective, adverb, or preposition.

1 bread _____ noun

2 deliver _____

3 hot _____

4 never _____

5 on _____

6 van _____

7 Complete the sentences with the words in the box. There is one extra word.

book flat mean ring train

1 The east of England is _____ . flat

2 Did the phone _____ ?

3 He's a runner and he wants to _____ for the next Olympics.

4 He wears a wedding _____ .

5 She wants to live in a _____ near her office.

6 She's very _____ – she never buys a drink.

7 We are getting the _____ to London.

8 What do you _____ ?

8 Read the article. Circle the correct answer.

Some people are better communicators than others and this helps us to choose our jobs. People who work alone, for example, artists or postmen, don't need good communication skills. Musicians communicate with the other players through their music. However, workers who speak to the public all day, for example, hotel receptionists, need to enjoy meeting and helping people. One profession that needs good communications skills (but does not always have them) is medicine. A clever doctor may not be very good at talking to his or her patients. Some teaching hospitals now train their medical students to have a good bed-side manner. This means the medical students learn to be kind and friendly when they are talking to sick people who are frightened or unhappy. Another profession that needs good communication skills is the police force. The police learn to look carefully at faces and bodies so they can 'read' if a person is dangerous or not telling the truth.

1 *All / Some* people are good communicators.

2 A good receptionist likes working in a *hotel / meeting* people.

3 *Most / Some* doctors are bad communicators.

4 Doctors *can't / can* learn to communicate with ordinary people.

5 A 'good bed-side manner' means you can talk about *science / kindly* to patients.

6 Medical students are student *doctors / sick* students.

7 Patients are *dangerous / sick* people.

8 You *can't / can* learn to read body language.

9 Complete the table with information about you.

where/live? _____

who/live with? _____

what/do? _____

hobbies _____

why/learning English? _____

*Use your notes to write an informal letter to a new penfriend. Write your address and the date.
Start:*

Dear Hans,

I'm very pleased that we are ...

10 Translate the social expressions.

1 Make yourself at home. _____

2 Pleased to meet you. _____

3 See you tomorrow. _____

4 Sleep well. _____

5 That's very kind. _____

Test 2

1 Write the question words then match 1–8 with a–h.

1 _____ 's this in English? ____

2 _____ 's the time, please? ____

3 _____ did you go on holiday? ____

4 _____ much were your shoes? ____

5 _____ did you stay? ____

6 _____ car is yours? ____

7 _____ coat is this? ____

8 _____ is your boss? ____

a It's his. e It's 3 o'clock.

b A month ago. f Marie Evans.

c Thirty-five pounds. g It's a bicycle.

d The 4-door Mercedes. h Near the station.

2 points for each correct answer

2 Circle the correct form of the verb.

- 1 He *travels* / *'s travelling* a lot for his job.
- 2 He can *swims* / *swim* 10 kilometres.
- 3 We *don't see* / *aren't seeing* them this weekend.
- 4 I *move in* / *moved in* two weeks ago.
- 5 When did they *come* / *came* to Paris?
- 6 She's going to *marry* / *married* him next May.
- 7 I *enjoy* / *'m enjoying* this meal!
- 8 Why is he talking / talk to the policeman?
- 9 Where is / does your uncle work now?

3 Complete the paragraph with the correct form of the verbs in the box.

be be come go live enjoy study

My name (1) _____ Natalia. I (2) _____ from Koszalin, in the is north of Poland. I (3) _____ with an English family for three months. I (4) _____ a student at a language school in London. I (5) _____ English. The course is hard and I (6) _____ it very much. Next week, I (7) _____ home to Koszalin for a holiday.

4 Complete the sentences with the verbs in the box.

bought / come / comes / are / studying / Did ... buy / did ... meet / is staying / went / studies /was

- 1 My mother _____ in our house while we are on is staying holiday.
- 2 My sisters _____ modern languages in New York.
- 3 When I was eighteen, my parents _____ me a car.
- 4 _____ your father _____ you a present?
- 5 Colleen _____ Spanish twice a week.
- 6 My parents _____ to the cinema last weekend.
- 7 Anna _____ from Poland.
- 8 Who _____ you _____ last night?
- 9 Where does he _____ from?
- 10 Where _____ Simon born?

5 Read Gina's answers. Complete the questions.

A Hello, (1) _____ ? what's your name

G It's Gina.

A (2) _____ come from?

G I'm from Tuscany.

A (3) _____ live now?

G I live in Sydney now.

A (4) _____ move to Sydney?

G 2 years ago.

A (5) _____ do?

G I'm an architect. I'm working in the city.

A (6) _____ married?

G No, I'm not but I've got a boyfriend.

A (7) _____ name?

G Mario.

A (8) _____ Mario do?

G He's a student.

6 Complete the sentences with the words in the box. There is one extra word.

book flat mean ring train

1 The east of England is _____ . flat

2 He's a swimmer and he wants to _____ for the next Olympics.

3 Did the telephone _____ ?

4 What does it _____ ?

5 He's very _____ he never buys a drink.

6 She wears a gold _____ .

7 They want to live in a _____ near the centre.

8 Joe is getting the _____ to Glasgow.

7 Write noun, verb, adjective, adverb, or preposition.

1 bread _____ noun

2 van _____

3 never _____

8 Read the article. Circle the correct answers.

Some people are better communicators than others and this helps us to choose our jobs. People who work alone, for example, artists or postmen, don't need good communication skills. Musicians communicate with the other players through their music. However, workers who speak to the public all day, for example, hotel receptionists, need to enjoy meeting and helping people. One profession that needs good communications skills (but does not always have them)

is medicine. A clever doctor may not be very good at talking to his or her patients. Some teaching hospitals now train their medical students to have a good bed-side manner. This means the medical students learn to be kind and friendly when they are talking to sick people who are frightened or unhappy.

Another profession that needs good communication skills is the police force. The police learn to look carefully at faces and bodies so they can 'read' if a person is dangerous or not telling the truth.

- 1 *Some / All* people are good communicators.
- 2 A good receptionist likes *meeting people / working in a hotel*.
- 3 *Some / Most* doctors are bad communicators.
- 4 Doctors *can / can't* learn to communicate with ordinary people.
- 5 A 'good bed-side manner' means talk *kindly to patients / about science*.
- 6 Medical students are *sick students / student doctors*.
- 7 Patients are *sick / dangerous* people.
- 8 You *can / can't* learn to read body language.

9 Complete the table with information about you.

where/live? _____

who/live with? _____

what/do? _____

hobbies _____

why/learning English? _____

Use your notes to write an informal letter to a new pen-friend.

Write your address and the date. Start: Dear Hans, I'm very pleased that we are ...

10 Translate the social expressions.

- 1 Make yourself at home. _____
- 2 Sleep well. _____
- 3 That's very kind. _____
- 4 Pleased to meet you. _____
- 5 See you tomorrow. _____

Test 3

1 Circle the correct verb form.

- 1 They *like to / like* swimming.
- 2 I *decided to / decided* take the job.

3 *We'd like / We like* dancing.

4 He's looking forward *to see / seeing* his grandchildren.

5 Do you *wanting / want* to have a party?

6 *I'd like / I like* to live in Spain when I retire.

7 Would you like *learning / to learn* another language?

8 We *hope / hoping* to get married next year.

9 She's thinking of *to buy / buying* a new car.

10 He can't *read / reading* – he's only a baby.

2 Circle the correct letter.

1. a Do you like mineral water? b Would you like some mineral water?

Yes, please. I'm very thirsty.

2. a What sort of films do you like? b Which film would you like to see?

Romances and comedies.

3. a Where do you like going on holiday? b Would you like to go on holiday next month?

I'd love to but I'm too busy.

4. a I'd like to visit Australia one day. b I like Australia.

Yes, I would too.

3. Complete the sentences with the correct will or going to form of the verbs in brackets.

1. 'I've got a lot of cleaning to do.' 'Don't worry, (I help) _____ you.' 'I'll help

2. They moved house because they (have) _____ another baby.

3. 'I must give Henry his present.' 'I (take) _____ it, I (see) _____ him later today.

4. 'What time is the supermarket open on Sunday?' 'I don't know. I (do) _____ the shopping later so I (ask) _____.'

5. Don't come and meet me – I (not get) _____ lost.

6. 'Sally got a new job yesterday.' 'That's good news – I (ring) _____ and congratulate her.'

7. 'Are you free this evening?' 'No, we (visit) _____ Jon's parents.'

8. Keith went to work in Asia last month so I (not see) _____ him for a long time.

9. (telephone) _____ you _____ a friend after this lesson?

4 Complete the words in the paragraph.

We (1) a__ go__ t__ Australia next January. We both re ing o (2) lo__ diving so we plan to spend the first two weeks at the Barrier Reef. After that, we (3) a__ fly__ to Sydney (4) t__

vi__ my cousins. We (5) ha__ some old friends in Perth and we are going to see them too. We (6) wa__ t__ tra__ by train from one side of the country to the other. I (7) a__ go__ t__ lo__ on the Internet to (8) fi__ o__ how long the journey takes.

5 Complete the phrases with *have, go, or come*.

- 1 _____ a party have
- 2 _____ a sore throat
- 3 _____ out shopping
- 4 _____ to your English lesson
- 5 _____ and see us
- 6 _____ far

6 Complete the conversation with the correct form of *have, go, or come*.

A We're (1) _____ a party at the end of term. Do you have want to (2) _____ ?

B Yes, great. Who is (3) _____ to bring the music?

A Gina. She's a DJ so she (4) _____ all the equipment.

B That's good. Are the students in other classes (5) _____?

A No, they're not. I was (6) _____ to invite them but they are (7) _____ a meal together.

B That's unfortunate. I like (8) _____ to parties with lots of people – I think you can (9) _____ more fun.

7 Read what Janey and Silvio write about their parents. Are the sentences true (T) or false (F)?

My parents are great. They are very fair and they always discuss things with us. Dad worries about his little girls but Mum likes to give us enough freedom to learn from our mistakes. The only rule is that I must tell them where I'm going and who I am with. I think my parents have got it right: they are interested in us but they don't want to control us.

Janey 16

My parents were too careful – they worried about mean do my two brothers all the time. Our parents both had terrible childhoods so they wanted ours to be perfect. Every minute of our lives was spent doing expensive things – we never got time to be kids just playing on our bikes in the street. What they don't understand is that we didn't want our childhood to be perfect – we want edit to be normal. We were spoilt and I don't think they taught us the value of working for things. I learned that when I left home and started to spend my own money!

Silvio 21

- 1 Janey likes her parents. ____
- 2 She's got a brother. ____
- 3 Her parents listen to her ideas. ____

4 Her mother worries a lot about her daughters. ____

5 Her parents have lots of rules. ____

6 Her parents give her enough freedom. ____

7 Silvio's parents gave him enough freedom. ____

8 He's got brothers. ____

9 His parents had happy childhoods. ____

10 His childhood was always busy. ____

11 His parents spent a lot of money on their children. ____

12 His childhood was perfect. ____

13 His parents didn't teach him the value of things. ____

8 Imagine you are on holiday. Make notes in the table.

Where are you? _____

What's the weather like? _____

Where are you staying? _____

What did you do yesterday? _____

What are you going to do later today? _____

Use your notes to write a postcard about your holiday. Use some of these adjectives: lovely, terrible, comfortable, small, old.

9 Read 1–5. Match them with a comment and a reply.

1 I feel very nervous. ____ ____

2 I think that fish was bad. ____ ____

3 He's fed up with his job. ____ ____

4 I'm very tired. ____ ____

5 How are you feeling? ____ ____

COMMENT

6 I'm working every evening because I've got an exam on Friday.

7 You look much better.

8 I don't feel very well.

9 I'm getting married tomorrow.

10 It's really boring.

REPLY

- a. Poor you. Why don't you go to bed?
- b. Why doesn't he look for a new one?
- c. Congratulations! I'm sure you'll have a lovely day.
- d. Yes, I am thanks. I stayed in bed for two days and it helped.
- e. Good luck!

1. Спецификация теста. Тест – это инструмент, краткое стандартизованное испытание, в основе которого лежит специально подготовленный набор заданий, позволяющих объективно и надежно оценить исследуемые качества на основе использования статистических методов.

2. Инструкция по выполнению. Выделяют четыре основные формы тестовых заданий: – закрытые (содержат вопросы с выбираемыми ответами, вариантами ответов, множественным выбором. К ним относят: фасетные задания, задания-задачи с предлагаемым вариантом ответов – числами); – на установление соответствия (обучающийся должен установить соответствие элементов одного множества элементам другого. К ним относят: термины-определения, показатели-способы расчета, хозяйственные операции); – на определение правильной последовательности (обучающемуся необходимо указать порядок выполнения процессов, операций, вычислений. Обучаемый вводит номера предлагаемых операций в нужной последовательности. Разновидность – задания на ранжирование: расположение элементов по возрастанию их значимости); – открытые (содержат задания на заполнение пропусков, на завершение фраз, предложений: в месте пропуска (точек) указывается слово или несколько слов).

3. Критерии оценки:

Оценка «**отлично**» выставляется при условии, что студент полностью выполнил задания теста и проявил отличные знания учебного материала.

Оценка «Хорошо» ставится тогда, когда студент выполнил 75% заданий, показал хорошие знания по пройденному материалу, но не сумел обосновать предложенные решения задач, когда есть общие небольшие замечания, не влияющие на ее качество.

Оценку «**удовлетворительно**» студент получает за 50% выполненных заданий теста при наличии существенных неточностей и недочетов, не умении студента верно применить полученные знания.

Оценка «Неудовлетворительно» студент получает в том случае, когда он выполнил 25% задания, проявил недостаточный уровень знаний, не смог объяснить полученные результаты.

Составитель: Сагова Э.З. ст.преп. Института иностранных языков и регионоведения .

«___» _____ 2025 г.

ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ

Коммуникативный курс английского языка 2 курс

№ п/п	Контролируемые дисциплины	разделы	Код контролируемой компетенции	Наименование оценочного средства
1	Personality. Grammar: Questions form, subjects and object questions. Present simple and present continuous.		УК 4	Кейс-задача
2	Travel. Grammar: Past simple, regular\irregular verbs. Present perfect simple and past simple; yet, already, before, never.		УК 4	Контрольная работа
3	Work. Grammar: Present Perfect continuous. Present perfect simple and continuous.		УК4	Контрольная работа
4	Language. Grammar: Future forms: will, going to, present continuous. First conditional, time clauses		УК4	Контрольная работа
5	Advertising Grammar: Second conditional Comparison: as....as, emphasizing differences and similarities.		УК4	Контрольная работа
6	Business. Grammar: Past continuous Past perfect		УК4	Контрольная работа
7	Design Grammar: Modals Modals: present deduction		УК4	Контрольная работа
8	Education Grammar: Defining relative clauses. Non-defining relative clauses.		УК 4 ПК 8	Написание реферата

9	Engineering Grammar: The Passive. Articles	УК4	Контрольная работа
10	Trends Grammar: Expressions of quantity. Infinitives and <i>-ing</i> forms.	УК4	Контрольная работа

Вопросы к зачету

по дисциплине **Коммуникативный курс английского языка**
2 курс

1. Questions forms? Subject and object questions.
2. Present Simple and Present Continuous.
3. Personality adjectives
4. Prefixes.
5. Charisma and personality
6. Past Simple, regular and irregular verbs.
7. Present perfect simple and past simple.
8. Travel expressions. Phrasal verbs.
9. Present perfect continuous
10. Present perfect simple and continuous.
11. Work adjective
12. Expressions connected with time and work.
13. Future forms: will, going to, present continuous.
14. First conditional, time clauses.
15. Language learning, phrasal verbs.
16. Allow, permit, let.
17. Second conditional.
18. Comparison: as.....as, emphasizing difference and similarity.
19. Adjectives, advertising
20. Past continuous
21. Past perfect
22. Business terms and roles.
23. Business word combinations.

Шкала оценивания, показатели и критерии оценивания образовательных результатов обучающегося во время текущей аттестации

Критерии оценки:

Оценка «отлично» выставляется, если: студент показывает высокий уровень сформированности компетенций, если он глубоко и прочно усвоил программный материал курса, последовательно, четко и логически его излагает. Умеет тесно связывать теорию с практикой, свободно справляется с задачами и вопросами, причем не

затрудняется с ответами при видоизменении заданий, правильно обосновывает принятые решения, владеет разносторонними навыками и приемами выполнения практических задач.

Оценка **«хорошо»** выставляется обучающемуся, если: он обнаруживает повышенный уровень сформированности компетенций, твердо знает материал курса, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения.

Оценка **«удовлетворительно»** выставляется обучающемуся, если: он обнаруживает пороговый уровень сформированности компетенций, имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических задач.

Оценка **«неудовлетворительно»** выставляется студенту, если: он обнаруживает недостаточное освоения порогового уровня сформированности компетенций, не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями решает практические задачи или не справляется с ними самостоятельно.

Комплект заданий для контрольных работ
по дисциплине **Коммуникативный курс английского языка**
2 курс

Раздел 2. Travel. Grammar: Past simple, regular\irregular verbs. Present perfect simple and past simple; yet, already, before, never.

1. The underlined words are all in the wrong sentences. Correct them.

0 After picking up your luggage, you need to go through inoculation. *custom*.

1 I broaden you to think again. It's a very important decision.

2 Before going to Malaysia, you need to take an sights for malaria.

3 There are many abroad you can go to from Frankfurt Airport.

4 If I have time, this summer I want to vast the Amazon.

5 It's good to experience your horizons.

6 The world is so customs. You couldn't visit all of it.

7 When in Istanbul, make sure you see all the destinations.

8 Will you ever go explore or will you always stay in England?

9 I want to urge a new way of life so I'm going to visit the Sahara.

2 Complete the sentences with the phrasal verbs.

get to look around carry on stop off got back set out

0 You'll get there by three o'clock if you set out early.

1 Feel free to _____ the shop and choose what you want.

2 On your way home, will you _____ at the supermarket and buy some milk?

3 Did you _____ the office on time?

4 I'm sorry I stopped you. Please _____.

5 We left for France last Wednesday and _____ home last night.

3. Make sentences from the prompts using past simple or present perfect

0 Pablo Picasso / be / a painter.

Pablo Picasso was a painter

1 There / never be / a wedding / in space.

2 When / the American War of Independence / end?

3 We / have / 6,200 thefts / on the underground / last year.

4 This year / seen / an increase / in profits from tourism.

5 The consultant / arrive / yet?

6 The guides / lead / 2,500 climbers / to the top of the mountains/ already this month.

7 There / be / violence at the stadium / already. It / start / twenty minutes ago.

4. Add a word in the gaps to the text.

Before I start, one thing we 0 should remember is that a decision needs to be made today so please pay attention to what I have to say. For many people there are arguments both 1 for and 2 against opening an airport here. On the 3 other hand it will provide lots of new jobs. On the 4 other hand, there will be an increase in both air pollution and noise pollution. Another disadvantage 5 of building the airport is that our lovely little village will be filled with cars, lorries, hotels and tourists. Is that what we want? We moved here for a quiet life, not a life of dirt and noise! I think we 6 must stop talking and start acting. I 7 think we should make the decision to start tonight with our protest. To begin with, it'd be a good 8 idea to contact the local and national media and get them involved.

Раздел 3. Work. Grammar: Present Perfect continuous. Present perfect simple and continuous.

1 Complete the sentences with the words.

boring challenging exciting flexible glamorous repetitive rewarding stressful

0 My work is very repetitive. I put the tops on toothpaste tubes.

1 Because I work at home my hours are very flexible.

2 Being a model is a very glamorous job. You get to wear all those lovely clothes!

3 I hate being an interviewer. It's so boring. People always say the same things.

4 Dealing with difficult patients is very challenging!

5 I want a rewarding job. A job that keeps me working hard.

6 Working with sharks is very exciting but very dangerous.

7 Nobody notices what I do and the money isn't very good. My job isn't very stressful.

2. Add the word that goes in each sentence. Pay special attention to the preposition.

0 I want to gain fluency in six languages.

1 I have no idea of working in a bank but I can learn fast.

- 2 Your chances of promotion will _____ on how hard you work.
- 3 As the new Marketing Manager, I will be _____ for the whole marketing department.
- 4 Do you have any _____ of accountancy? If not, we'll need to send you on a course.
- 5 What do you _____ for in an ideal candidate?
- 6 From next week you will _____ to Sarah Smart in Room 412.

3. Complete the sentences with the correct form, either present perfect or present perfect continuous

- 0 They _have been working_ (work) in this office for six weeks.
- 1 I _____ (know) the result since last week's meeting.
- 2 How many cartons _____ (arrive) from Thailand?
- 3 Exam week _____ (not be) as frightening this year.
- 4 We _____ (see) more serious illnesses since last month.
- 5 _____ you _____ (look) for the Satchell report? I've got it here.
- 6 The department _____ (investigate) the site for more than three years.
- 7 I'm sure he _____ (not finish) the project yet.
- 8 The company _____ (lose) money every day since he resigned.
- 9 How long _____ your dog _____ (not eat) his food?

4. Complete the parts of the interview with one or two words in the gaps.

A: Well, to begin with, a question we'd 0_like to_ ask all our candidates is, 'Why were you attracted to this job?'

B: I'm 1_____ asked me that. This is a job that ...

A: I'm also interested in 2_____ about your background experience for this job.

B: Without 3_____ too much detail, I've had ...

A: Moving 4_____, can you tell me about your previous job?

B: 5_____ a very good question. I was working in the position of ...

A: A question 6_____ the skills needed for this job. What do you think they are?

B: Let me just 7_____ that for a moment. I think the most important skills ...

A: I'd also like 8_____ how you feel about all the travel involved?

B: To be honest, I 9_____ thought about that but I don't think it ...

A: I was 10_____ when you would be available to start work.

B: I thought you 11_____ me that. I'm afraid it won't be until October.

A: Hmm. Just one 12_____ question, do you know which is the most important time of the year for us?

B: I 13_____ I don't know the answer to that.

Раздел 4. Language. Grammar: Future forms: will, going to, present continuous. First conditional, time clauses

1 The underlined words are all in the wrong sentences. Correct them.

0 He didn't study the language at school as he is an accent speaker. native

1 He's difficult to understand because he is speaking in a slang.

2 I can speak Turkish but I have an English bilingual.

3 Do you speak any grammar languages.

4 I know vocabulary but my native is awful.

5 I learn English dialect from songs and American soap operas.

6 Because his mother is French and his father is Irish, he is foreign.

2 Add the word that goes in each sentence to make a phrasal verb. Pay special attention to the preposition.

0 I'm so bored these days so I've decided to take up the guitar.

1 If you don't study harder you are going to _____ behind.

2 I have so many meetings nowadays that I find it hard to _____ up with my work.

3 After all that work, the meeting was cancelled. I feel so _____ down.

4 When you live in a country you just _____ up the language.

5 When I'm in Italy I can just _____ by with my bad Italian.

6 He's really slow. It usually takes him about five minutes to _____ on to what is happening.

3 Complete the second sentence so that it has a similar meaning to the first, using will, going to or present continuous for future meaning.

0 We're planning to have a party.

We're going to have a party.

1 Have you arranged to meet Paul at seven?

Are you

2 The club has probably decided to close.

The club

3 How many people are intending to come?

How many people

4 I'm sure you can't finish this course in the future.

I'm sure you

5 I promise not to tell them anything.

I promise I

6 The concert has been arranged to start after the parent-teacher's meeting.

The concert

7 He wants to come but it is unlikely because he doesn't have time.

___It is unlikely_____

8 Where have you arranged for us to meet Hikmet at four?

___Where_____

4 Put the two sentences together and make one first conditional sentence. The first two words are given.

0 He sees you. He gives you the tickets.

If he sees you he will give you the tickets.

1 No-one speaks the language. It dies.

If no-one_____

2 You start studying. You fail the exam.

Unless you_____

3 You can't attend the course. You buy the CD-ROMs.

If you_____

4 I have a swim. I finish this work.

As soon as_____

5 Humans become extinct. It isn't disastrous for the ecological system.

If humans_____

6 He's not here. I must start the meeting without him in five minutes.

If he_____

5 Underline the odd one out.

0 fluently disappearance extinct

1 extinct die out disastrous

2 disappearance extinction die out

3 die out extinct disappear

7 Correct the underlined words in the sentences.

0 I'm not hope about that. sure

1 It's definitely valuable considering. _____

2 I don't believe about that. _____

3 I'm frightened I don't like the idea. _____

4 If we do what, it will cause problems. _____

5 I feel you're right. _____

6 Yes, I think that would make. _____

**Раздел 5. Advertising Grammar: Second conditional
Comparison: as....as, emphasizing differences and similarities.**

1 The underlined words are all in the wrong sentences. Correct them.

0 Tropical fruit juice advertisements are always filmed in catchy locations. exotic

1 Everybody recognizes the shocking of McDonalds. _____

2 The new sponsorship will be 'A bite a day, keeps the doctor away'. _____

3 Our profits haven't increased. The campaign hasn't been very misleading, has it?

4 It's dull. People will think we are selling fruit. We're not. _____

5 I want a logo message that makes people think their lives will be better if they choose us. _____

6 I thought the war videos David took were really exotic. _____

7 We can't afford to do it ourselves. We need slogan. _____

8 The song in the advert is really persuasive. It's playing in my head all the time.

9 Can you think of something effective to make people laugh? _____

10 The film was so witty I fell asleep in the middle. _____

2. The underlined words are all in the wrong place. Correct them.

0 persuasive food junk food _____

1 interactive sums _____

2 food message _____

3 vast target _____

4 fast website _____

5 attractive television _____

6 junk advertisement _____

3. Rewrite these sentences in the second conditional.

0 If he sees her, he will tell you.

_____ If he saw her he would tell you. _____

1 If I have time, I will help you.

2 It will be good, if they add a tune.

3 If I am in charge, I will promote Silvio.

4 If there aren't enough tickets, I will stay at home.

5 If people are more careful, I won't have to keep picking up rubbish.

4. Complete the text, using the correct form of comparison of the adjectives given.

OK, let me tell you about my opinions about these adverts. I think the 0most effective (effective) advert is the one by the Smith Group. It's 1_____ (clever) than the advert by Bodlers and 2_____ (funny). It's not as 3_____ (cheap) as the

advert by Greggs. In fact, it is the 4 _____ (expensive) advert but worth every penny. The one by Addlers is the 5 _____ (successful). It was truly awful!

5 Put the following phrases/sentences in the right order.

- a) This brings me to my next point. ____
- b) Are there any questions? ____
- c) My presentation is divided into four parts. ____
- d) I'd like to introduce my colleagues. 0
- e) Now let me summarise our main points. ____
- f) Our purpose today is to... ____
- g) If you have any questions, we'd be pleased to answer them at the end. ____

Раздел 6. Business. Grammar: Past continuous. Past perfect

1 Choose the best answer, a), b) or c) to complete the sentences.

0 We get our products from a supplier in Turkey.

- a) competitor b) customer c) supplier

1 We'll have to _____ you extra for transportation.

- a) charge b) loss c) price

2 We have 45% of the market. That's 10% more than our nearest _____.

- a) wholesaler b) competitor c) retailer

3 The shop has about 200 _____ every day. 180 of them are tourists.

- a) customers b) suppliers c) staff

4 Too many _____ fail and lose all their money. I'd rather work for a safe company.

- a) partners b) manufacturers c) entrepreneurs

5 If you don't pay your _____, you'll be arrested.

- a) taxes b) wages c) profit

6 Every week I go to a _____ to buy all the ingredients I need for my restaurant.

a) manufacturer b) wholesaler c) entrepreneur

7 If you want to make some money, you should _____ in one of the new Internet companies.

a) partner b) invest c) profit

8 If I work hard this year, they'll make me a _____ in this law firm.

a) customer b) community c) partner

9 We buy directly from the _____ for these quality trousers.

a) supplier b) retailer c) manufacturer

10 The company has made a _____ of more than £2.5 million this year and is in big trouble.

a) profit b) wage c) loss

11 The best _____ selling Rypon shoes can be found on Hastings Street.

a) retailer b) manufacturer c) customer

12 The award for best businessman is given after a vote by the whole business _____.

a) partner b) community c) entrepreneur

2. Make sentences from the prompts using the past continuous.

0 People / ask / questions / all the time / at my presentation.

People were asking questions all the time at my presentation.

1 You / work / for the whole / of last year?

2 Peter / not sleep / when the baby / woke up.

3 What a terrible meeting. Nobody/ listen / to me.

4 We / leave / when the fax arrived.

3. Complete the sentences with the word in brackets in either the past continuous, past perfect or past simple.

0 The meeting finished (finish) late.

1 The baby woke up and started to cry while her mother _____ (make) the lunch.

2 I _____ (be) busy for the whole week. Sorry, I couldn't meet you.

3 He _____ (remember) that he _____ (not pay) the bill.

4 Everyone _____ (try) to buy those shoes all day today.

5 When the police _____ (arrive) the protesters _____ (left) the building already.

6 I _____ (want) to help but he _____ (make) his decision before I arrived.

7 I _____ (write) all the reports by ten o'clock. Then I went home.

4. Fill in the gaps in the dialogue with two or three words.

A: We are interested in your new STANDOUT computers and we 0 are thinking of placing a large order.

B: Hmm, 1 _____ you like to order?

A: About 36,000. We'll pay the whole cost on delivery.

B: I'm afraid 2 _____ very difficult. We are a small company you see.

A: Let me 3 _____ I understand you. You are saying that you don't have enough people to make them?

B: We don't have a lot of money to manufacture so many computers at one time.

A: I see. 4 _____ we paid 25% earlier? 5 _____ able to meet the order then?

B: I'm sure we could if you paid 35% earlier. 6 _____ feel about that?

A: That sounds fine.

Раздел 7. Design Grammar: Modals. Modals: present deduction

1 Identify whether the word is a 'verb', 'adjective', 'person' or 'thing'.

0 scientific adjective

1 engineering _____

2 innovate _____

3 productive _____

4 designer _____

5 useable _____

6 artistic _____

7 development _____

8 inventor _____

9 manufacture _____

2 The underlined words are all in the wrong sentences. Correct them.

0 I don't want old things. I want them to be stylish. up-to-date

1 Elegant goods are better than mass-produced goods. _____

2 She's got very functional hair. Everyone wants to look like that. _____

3 It's simply retro. It's very easy to use but quite ugly. _____

4 Look at her in that dress and look at how she walks. She's so handmade! _____

5 It was popular when I was a boy and it is popular again. They call it a traditional style. _____

6 Is it a car or is it a spaceship? I don't know but it's definitely up-to-date. _____

7 As part of learning our culture, my mother wants me to learn futuristic dances.

3 Write the abstract noun that best describes each sentence. The first two letters are given for you.

0 Every thing will always get better! optimism

1 Everything looks new and up-to-date. mo _____

2 Everything must be useful and not wasteful. ef_____

3 More and more goods are produced in factories in this area. in_____

4 Become a smooth shape, look better, look newer, look faster. st_____

5 Buying and selling goods is important for the economy. co_____

4 Choose the best answer a), b), c) or d) to complete the sentences.

0 You don't have to _____ come to the party if you don't want to.

a) must b) don't have to c) couldn't d) should

1 In my opinion, we _____ check with our partners before making a decision.

a) can b) have to c) could d) must

2 If you keep working this hard you _____ get a promotion.

a) could b) don't have to c) can d) mustn't

3 My driving is so bad, I _____ drive on the road.

a) should b) could c) shouldn't d) couldn't

4 Pilots _____ fly too many hours.

a) should b) couldn't c) don't have to d) mustn't

5 It looks useless but I _____ try and fix it if you want.

a) should b) can c) must d) have to

5 Correct the mistakes in the underlined words, using the sentences in brackets to help you.

0 It can't be the answer. (It's the only possible answer)

It must be the answer. _____

1 The experiment must be working. (Nothing has happened)

2 It might be true. (I don't believe it)

3 They must be in bed by now. (I'm not sure)

4 The car might be Peter's. (It's my car)

5 The camera can't be in the bedroom. (I've looked in all the other rooms)

6 He must be swimming. (or sunbathing?)

7 She can't be staying with Elaine. (There's nowhere else for him to go)

8 The president might be involved in the scandal. (It's impossible that he didn't know)

6 Complete the sentences using one word

appeal point look value features made aimed

0 It would appeal to consumers everywhere.

1 It's excellent for money.

2 It's made of Bakelite.

3 It has one weak feature I don't really like.

4 One of the best values is its economic use of electricity.

5 It's aimed at businessmen with time to relax.

6 They look very stylish.

Раздел 9. Engineering Grammar: The Passive. Articles

1 Complete the sentences with a verb. The first letter is given for you.

0 If you are so sure, we'll test the theory on you.

- 1 We need to f_____ a solution by the end of the day.
- 2 Politicians worked through the night to try and m_____ the deadline.
- 3 We need to d_____ some more research before we announce the new drug.
- 4 I can't see how this will look. Can you b_____ me a model?
- 5 It'll take many days to s_____ this problem.
- 6 After over 5,000 experiments we finally m_____ a breakthrough.
- 7 The car's not ready. We still have to d_____ the safety tests.

2. Choose the best answer a), b), c) or d) to complete the sentences.

0 The Postal Service was sold to a private company in 1978.

- a) was sold b) sold c) has sold d) has been sold

1 The degree _____ to him by his father.

- a) will give b) is given c) will be given d) gives

2 They _____ my plans yet.

- a) didn't accept b) weren't accepted c) haven't accepted d) haven't been accepted

3 Passports _____ between 9 a.m. and 2 p.m.

- a) can collect b) could collect c) could be collected d) can be collected

4 I _____ by his behavior!

- a) am surprised b) were surprised c) surprise d) surprised

5 The order giving permission _____ until too late.

- a) wasn't arrived b) hasn't been arrived c) didn't arrive d) hasn't arrived

6 There _____ a mistake. I didn't do it.

- a) must be b) must c) mustn't be d) mustn't

7 The cinema _____ three films every day.

- a) was shown b) shows c) showing d) is shown

8 Forty-five new poster adverts _____ by the Bluejuice Company this year.

- a) designed b) have designed c) were designing d) have been designed

9 By the time we get back he _____.

- a) goes b) will go c) will have gone d) is gone

10 I _____ the reports by tomorrow morning.

- a) prepare b) will prepare c) will be prepared d) is prepared

11 The company _____ the results soon.

- a) should know b) should have known c) should be known
d) should have been known

12 Altogether there are sixteen types of penguin. Only eight types _____ on these islands.

- a) have been seen b) are seeing c) have seen d) see

3. Correct the mistakes in these sentences. Write '0' if there shouldn't be an article.

0) I need to find engineer quickly. on

1) The good furniture is hard to find. _____

2) I want to travel to a centre of the earth. _____

3) My friend lives in Netherlands _____

4) Can you give me an answer? _____

5) He's been engineer for six years. _____

6) It's best thing you have ever done. _____

Раздел 10. Trends Grammar: Expressions of quantity. Infinitives and *-ing* forms.

1 Fill the gaps with the correct verbs to make phrasal verbs.

0 I can't keep up with the news today. It's always changing.

1 The new management will _____ over in June.

- 2 He was the first to _____ up on the need for change.
- 3 If you _____ down a little bit you won't be tired all the time!
- 4 What do we need to do to help you _____ into the idea?
- 5 Give it time. The idea will eventually _____ on.
- 6 If nothing is done, the tree frog will _____ out in thirty years.
- 7 You need to _____ out the reasons for their decision. Why don't you ask them?

2 The underlined words are all in the wrong sentences. Correct them.

- 0 We expect the sales figures to decline at £55 million. top out _____
- 1 The profits this year remain go compared with last year, which is good news. _____
- 2 An improvement in performance will unfortunately be followed by a dramatic.

- 3 Yes, we haven't seen a huge improvement, only a sharp one _____
- 4 Do you expect the results to gradual stable in the future? _____
- 5 We have seen a stabilise increase, of 5% per year. _____
- 6 Attendance will slight up if we decrease the price _____
- 7 The economy is still moving up and down and I don't think it'll top out. _____
- 8 We're expecting a remain rise in prices, from €5 to €10 _____
- 9 From a €2 million profit to a €20 million loss, the fall was steady. _____

3. Write '-ing', '-infinitive' or 'both' next to the verb or phrase to show which type of verb comes next.

- 0 would like + _infinitive
- 1 decide + _____
- 2 practise+ _____
- 3 begin + _____
- 4 hope + _____

5 manage+ _____

6 suggest + _____

7 advise + _____

8 good at + _____

5 Correct the underlined mistakes in the sentences.

Can I do a point?

Can I make a point? _____

1 I'm very unhappy for the results. _____

2 Well, to call up, we have agreed to meet again next week. _____

3 I'll look at the matter. _____

4 We're here to say the proposal to close the gym. _____

5 Go in front. What did you want to say? _____

6 I see which you feel. _____

7 Sorry, would I just say something else? _____

8 Thank you for your saying. It's always nice to hear what people think. _____

Критерии оценки:

Оценка «**отлично**» выставляется при условии, что студент полностью выполнил задание контрольной и проявил отличные знания учебного материала.

Оценка «**Хорошо**» ставится тогда, когда студент выполнил все задания, показал хорошие знания по пройденному материалу, но не сумел обосновать предложенные решения задач, когда есть общие небольшие замечания, не влияющие на ее качество.

Оценку «**удовлетворительно**» студент получает за полностью выполненное задание контрольной при наличии в ней существенных неточностей и недочетов, не умении студента верно применить полученные знания.

Оценка «**Неудовлетворительно**» студент получает в том случае, когда он не полностью выполнил задания, проявил недостаточный уровень знаний, не смог объяснить полученные результаты.

Тесты

по дисциплине Коммуникативный курс английского языка

2 курс

TEST 1

1. Underline the odd word or phrase.

0 stressful generous repetitive satisfying

1 get back see sights set out stop off

2 assertive bossy outperform sensible

3 rewarding misbehave underrated dislike

4 abroad travel destination workstation

5 carry on ex-boss outrun discomfort

/5

2. Complete the dialogue with the correct form of the verb in brackets. There may be more than one possible answer.

A: Good afternoon. 0_Have_____you_come____ (come) far?

B: No, for the last two weeks, I 1_____ (live) with my friend ten minutes away.

A: That's lucky. Alright, a question we like to ask all our candidates is 'Why 2_____you_____ (want) this job?

B: That's a very good question. I 3_____ (take) many courses on writing software at university and really 4_____ (love) it. When I finished university, I 5_____ (not find) a job in software. Since then I 6_____ (write) thirteen programmes. In fact you 7_____ (buy) all of them. I 8_____ (think) you like my work.

A: That's true. In fact I, 9_____ just_____ (look) at your programmes and we 10_____ (think) for a long time that you would work well here. One final question. Last week our best designer 11_____ (go) on a one-year holiday and we have to finish a programme quickly. When can you start?

B: I 12_____ (meet) the owner of my house today but I can start tomorrow.

/12

3. Complete the text with the correct prepositions.

Sorry I didn't ring you with my answer last night. I had to stop 0_off_ on my way home to see Asli. She's just arrived in England and depends 1_____ me to help her get used to living here. She needs to improve her knowledge 2_____ English. She has little fluency 3_____ the language and without this, she has few prospects 4_____ finding a job. She's my sister's best friend so I feel responsible 5_____ her. Anyway I'm spending a lot of time right now looking 6_____ a job for Asli so I will get 7_____ to you when I can.

/7

4. Complete the text by putting the sentences (a-g) in the correct place. Translate the text into Russian.

- a) They think it also helps you to be more successful in meetings and negotiations.
- b) In meetings, if you know the other person is cautious, you probably don't want to be too assertive or too much of a risk-taker.
- c) She created a list of questions.
- d) It has been translated into more than thirty languages.
- e) For this reason, every year new companies are training their staff about MBTI.
- f) Today, if you want to make a psychological test you have to depend on lots of tests and research. Mothers and daughters can not just tests things with their children.
- g) In 1923 she read a book by the famous psychoanalyst, Carl Jung and started thinking about testing people's personalities.

The Myers-Briggs Indicator Introduction Companies all over the world today use the Myers Briggs Type Indicator (MBTI) to train the managers of the future. Many companies believe that Myers Briggs helps managers to understand their workers. 0_a___ A mother-daughter team: Katherine Cook Briggs was always interested in how people were different. Her early work was studying biographies but this led to an interest in personality differences between people. 1_____. She tried to sell Jung's ideas in the United States but was not successful. In 1941, Isabel Briggs Myers, Katherine's daughter and originally a writer of novels, also became interested in using Jung's ideas. She wanted to help people find the best job for their character. She had no knowledge of how to make something like this so, helped by her mother, Isabel taught herself how to make a way to measure people. 2_____. You could find out your type of personality by answering these questions. Isabel's children took these questions to school and tested them on

their friends. 3____. There are now more than 100 books on MBTI training and regular training workshops to teach people how to use it. 4____. It is also used by many companies in Australia, Britain, Canada, Korea, New Zealand, South Africa and elsewhere. What does this mean for companies? If you are sensitive then you probably don't want to be in a stressful job. If you are ambitious, you will want a challenging job. 5____. Companies believe that the MBTI helps people find out if they are right for a job and also prepare well for meetings. Many managers around the world talk about how they changed their style and won a contract thanks to MBTI. 6____. Although there are many arguments for and against the MBTI, many companies still believe it can make the difference between success and failure. Try it, maybe it will tell you something about yourself.

/26

Total/50

Критерии оценки:

0-19 баллов оценка «неудовлетворительно»;

20-34 баллов оценка «удовлетворительно»;

35-44 баллов оценка «хорошо»;

45-50 баллов оценка «отлично»;

Кейс-задача

по дисциплине Коммуникативный курс английского языка

2 курс

1. Ситуация:

- Вы руководитель отдела в Телекоммуникационной компании в Англии. Вам нужно нанять ассистента, так как с предыдущим работником вы не сошлись характерами. Вы обращаетесь в кадровое агентство со своим списком требований к кандидатуре.
- Вы человек, подавший заявление в кадровое агентство на должность ассистента руководителя.

2. Инструкция и/или методические рекомендации по выполнению

После индивидуальной работы над кейсом и домашних «заготовок» студенты делятся на пары.

После самостоятельной работы в парах у доски выслушиваются импровизированные споры отдельных пар, остальные обучающиеся слушают, делают конспекты, решают, чьи аргументы были наиболее объективными и убедительными.

Критерии оценки – грамотность речи, объективность, использование лексики грамматики пройденного урока.

Критерии оценки:

- «**зачтено**» выставляется студенту, если кейс–задание выполнено полностью, студент(ы) приводит (подготовили) полную четкую аргументацию выбранного решения на основе качественно сделанного анализа. Демонстрируются хорошие теоретические знания, имеется собственная обоснованная точка зрения на

проблему и причины ее (их) возникновения. В случае ряда выявленных проблем четко определяет их иерархию. При устной презентации уверенно и быстро отвечает

на заданные вопросы. Грамотно использован лексический и грамматический материал;

-«**не зачтено**» кейс-задание не выполнено, или выполнено менее чем на треть. Отсутствует детализация при анализ кейса, изложение устное или письменное не структурировано. Если решение и обозначено в выступлении или отчете-презентации, то оно не является решением проблемы, которая заложена в кейсе.

Темы эссе
(рефератов, докладов, сообщений)
по дисциплине Коммуникативный курс английского языка
2 курс

Раздел 8. Education

1. Comparative analysis of the education system in England and Russia.
2. Old universities in the world.

Методические рекомендации по написанию, требования к оформлению

Реферат пишется на основе тщательно проработанных литературных источников. Характеризуя содержание реферата, необходимо отметить следующее.

Во введении на одной странице должна быть показана цель написания реферата, указаны задачи, которые ставит перед собой студент. Кратко следует коснуться содержания отдельных разделов работы, охарактеризовать в общих чертах основные источники, которые нашли свое отражение в работе.

В текстовой части рассматриваются основные вопросы реферата. Основная часть может состоять из двух или более параграфов; в конце каждого параграфа делаются краткие выводы. Изложение материала должно быть последовательным и логичным. Оно также должно быть конкретным и полностью оправданным. При этом важно не просто переписывать первоисточники, а излагать основные позиции по рассматриваемым вопросам.

В заключении следует сделать общие выводы и кратко изложить изученные положения (представить содержание реферата в тезисной форме).

Критерии оценки:

Оценка «отлично» – выполнены все требования к написанию: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к оформлению;

Оценка «хорошо» – основные требования к реферату и его защите выполнены, но при этом допущены недочёты; в частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объём реферата; имеются упущения в оформлении.

Оценка «удовлетворительно» – имеются существенные отступления от требований: тема освещена лишь частично; допущены фактические ошибки в содержании реферата.

Оценка «неудовлетворительно» – реферат выпускником не представлен; тема реферата не раскрыта, обнаруживается существенное непонимание проблемы.

Тесты письменные
по дисциплине Коммуникативный курс английского языка
3 курс

1. When he tried to balance his checkbook, he found that things just didn't ...

- a) add on
- b) add right
- c) add up

2. Ken really likes Kirstie, but he's too nervous to

- a) ask her out
- b) ask her on
- c) ask out

3. Lenny didn't ... when his superior reprimanded him.

- a) back up
- b) back down
- c) back over

4. No one at the office expected him to lose his temper and the way he did.

- a) blow away
- b) blow over
- c) blow up

5. No one in the group could believe that Sally and Steve

- a) broke over
- b) broke up
- c) broke apart

6. Candace has a bad habit of ... in front of others.

- a) butting in
- b) butting at
- c) butting into

7. The guard had to ... the dogs when the master approached the locked gate.

- a) call on
- b) call down
- c) call off

8. Everyone could see by the grimace on his face that he didn't ... the meal in front of him.

- a) care on
- b) care for
- c) care of

9. I ... on my friend yesterday to surprise her.

- a) dropped
- b) dropped over
- c) dropped in

10. Bruce ... of school when he was only fifteen years old and then took on a job.

- a) dropped
- b) dropped out
- c) dropped by

11. The manager was very afraid the multi-million dollar deal would

- a) fall up
- b) fall down
- c) fall through

12. Jeff felt as if he had been ... when he lost his job.

- a) let on
- b) let down
- c) let over

13. The rich families ... poor people in this area.

- a) look down in
- b) look down on
- c) look down back

14. Before Sheila died from a long battle with cancer, she asked her sister to ... her children.

- a) look down
- b) look after
- c) look into

15. The couple decided to kiss and ... after the day-long argument.

- a) make out
- b) make on
- c) make up

16. The kids ... Trent because he is different.

- a) pick on
- b) pick over
- c) pick down

17. Jeremy didn't want to ... the wedding any longer.

- a) put over
- b) put by
- c) put off

18. The 'T' in the acronym ... 'Time'.

- a) stands about
- b) stands over
- c) stands for

19. Bryan tapped Pauline on the shoulder so she would ... and see the parade approaching behind them.

- a) turn in
- b) turn over
- c) turn around

20. Lilly likes to ... early in the morning so that she's fit for work.

- a) work on
- b) work over
- c) work out

21. English is necessary for his work. He wishes he ... it last year.

- a) had learnt
- b) learnt
- c) could learn

22. I wish I... more time; I... go to the movies.

- a) have; will
- b) had; could
- c) will have; would

23. Should he... enough money, he would be able to establish his own business.

- a) have had
- b) have
- c) had

24. I wish I... more resourceful; I... something up.

- a) were; might think
- b) could be; thought
- c) had been; would think

25. If they were poor students, they ... at the Metropol Hotel.

- a) wouldn't stay
- b) wouldn't be staying
- c) will not stay

26. What would you have done if you ... there?

- a) were
- b) had been
- c) have been

27. If it ... then, we would have gone for a walk.

- a) weren't raining
- b) hadn't been raining
- c) didn't rain

28. If the driver had been more careful, he ... to stop.

- a) would have
- b) could have
- c) would have been able

29. If you ... him, tell him to give me a ring.

- a) meet
- b) met
- c) should meet

30. Liza said if she hadn't been tired, she ... all night.

- a) will be able to dance
- b) could dance
- c) could have danced

31. You'll be in Moscow at 8.30, provided you ... the 7 o'clock bus.

- a) will catch
- b) catch
- c) would catch

32. I wish you ... quiet. I can't work in such a noisy room.

- a) kept
- b) would keep
- c) keep

33. I said I wouldn't be able to find the house ... they showed me the way.

- a) unless
- b) if
- c) provided that

34. But for the doctor, the old man ... years ago.

- a) must have died
- b) might have died
- c) should have died

35. Supposing you ... the exam, what will you do?

- a) fail
- b) failed
- c) will fail

36. Were I you, I... her the truth. I wish she ... it.

- a) will tell; knows
- b) had told; had known

would tell; knew

37. Had I met him in London, I... let you know about this.

- a) should
- b) would
- c) would have

38. Her father doesn't allow her (go) to the cinema alone.

- a) to go
- b) go
- c) going

39. He wouldn't let the children (play) in his study.

- a) play
- b) to play
- c) playing

40. He made us (wait) for two hours.

- a) to wait
- b) wait
- c) waiting

41. Please let me (know) the results of your exam as soon as possible.

- a) to know
- b) know
- c) knowing

42. We saw them (jump) with parachutes.

- a) to jump
- b) jump
- c) jumping

43. I'd like him (enter) the university but I can't make him (do) it.

- a) to enter, do
- b) enter, to do
- c) making, doing

44. I heard him (play) the piano in the house.

- a) to play
- b) play
- c) playing

45. Nobody noticed him (come in) and (sit) down.

- a) to come in, to sit
- b) come, sit
- c) coming, sitting

46. She heard somebody (walk) up to her door.

- a) to walk
- b) walk
- c) walking

47. I felt Nick (put) his hand on my shoulder.

- a) put
- b) to put
- c) putting

48. I heard him (tell) the teacher about it.

- a) to tell
- b) tell
- c) telling

49. We expect our basketball team (win) next game.

- a) won
- b) to win
- c) win

50. The teacher advised us (use) dictionaries.

- a) used
- b) use
- c) to use

Шкала оценивания, показатели и критерии оценивания образовательных результатов обучающегося во время текущей аттестации

Критерии оценки:

Оценка **«отлично»** выставляется, если: студент показывает высокий уровень сформированности компетенций, если он глубоко и прочно усвоил программный материал курса, последовательно, четко и логически его излагает. Умеет тесно связывать теорию с практикой, свободно справляется с задачами и вопросами, причем не затрудняется с ответами при видоизменении заданий, правильно обосновывает принятые решения, владеет разносторонними навыками и приемами выполнения практических задач.

Оценка **«хорошо»** выставляется обучающемуся, если: он обнаруживает повышенный уровень сформированности компетенций, твердо знает материал курса, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения.

Оценка **«удовлетворительно»** выставляется обучающемуся, если: он обнаруживает пороговый уровень сформированности компетенций, имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических задач.

Оценка **«неудовлетворительно»** выставляется студенту, если: он обнаруживает недостаточное освоения порогового уровня сформированности компетенций, не знает

значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями решает практические задачи или не справляется с ними самостоятельно.

Составитель: Ужахова З.М - ст. преподаватель Института иностранных языков и регионоведения

« ____ » _____ 2025 г.

ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ ПО ДИСЦИПЛИНЕ

Коммуникативный курс английского языка 4 курс

№ п/п	Контролируемые дисциплины	Код контролируемой компетенции	Наименование оценочного средства
1	Communication. Grammar: The continuous aspect; state verbs. The perfect aspect.	УК 4 ПК-10	Кейс-задача
2	Environment. Grammar: Present perfect simple and continuous. Indirect questions.	УК 4 ПК-10	Контрольная работа
3	Sport. Grammar: Quantifiers; few/little vs a few/a little. Definite and zero articles.	УК-4 ПК-10	Контрольная работа
4	Medicine. Grammar: Plans and arrangements: future continuous, going to, present continuous. Predictions: future perfect, will.	УК-4 ПК-10	Контрольная работа
5	Transport. Grammar: Modal verbs (future). Modal verbs (past).	УК-4 ПК-10	Контрольная работа
6	Literature. Grammar: Narrative tenses: past simple, past continuous, past perfect (simple and continuous) used to, would	УК-4 ПК-10	Контрольная работа
7	Architecture. Grammar: The passive: revision; continuous passive and –ing form; general use.	УК-4 ПК-10	Контрольная работа

8	Globalisation Grammar: Verb patterns: verbs that take both the infinitive and –ing form.	УК- 4 ПК- 8	Написание реферат.
9	Art. Grammar: Ungradable adjectives; use of very, really, extremely.	УК-4 ПК-10	Контрольная работа
10	Psychology Grammar: Relative clauses: comment clauses, use of prepositions.	УК-4	Контрольная работа

Вопросы к зачету

по дисциплине **Коммуникативный курс английского языка 4 курс**

7 семестр

1. Communication. The continuous aspect; state verbs. The perfect aspect. Present Simple and Present Continuous.
2. Sport. Quantifiers; few/little vs a few/a little. Definite and zero articles. Prefixes.
3. Sport. Quantifiers; few/little vs a few/a little. Definite and zero articles. Past Simple, regular and irregular verbs.
4. Medicine. Plans and arrangements: future continuous, going to, present continuous. Predictions: future perfect, will. Travel expressions. Phrasal verbs.
5. Transport. Modal verbs (future). Modal verbs (past). Present perfect simple and continuous.

8 семестр

1. Literature. Narrative tenses: past simple, past continuous, past perfect (simple and continuous) used to, would.
2. Architecture. The passive: revision; continuous passive and –ing form; general use.
3. Globalisation. Verb patterns: verbs that take both the infinitive and –ing form.
4. Art. Ungradable adjectives; use of very, really, extremely.
5. Psychology. Relative clauses: comment clauses, use of prepositions

Шкала оценивания, показатели и критерии оценивания образовательных результатов обучающегося во время текущей аттестации

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Тесты письменные

по дисциплине Коммуникативный курс английского языка

4 курс

TEST 1

1. Complete the sentence using the verb in brackets in the present perfect continuous form.

- a I'm sorry to keep you waiting. I hope you (not wait) long.
- b There you are! We (look for)you all morning!
- c I feel really tired. I (study)hard lately.
- d Anna has got a really good suntan. She (go)to the beach a lot.
- e Tom needs cheering up. He (have)a lot of problems lately.
- f I haven't seen you for ages. What (you / do)?
- g I (work) here for the past three years, and I really like it.
- h Sam and Chris (paint) their room, and their clothes are covered in paint!

2 Underline the correct form.

A. Scientists a)*have recently identified* / *have been identifying* a new species of animal in the rainforest of Borneo. They b) *have been searching* / *searched* for this creature for several years, after reports from local villagers, and say it is a type of lemur.

B. Archaeologists in Guatemala c)*have found* / *have been finding* a Mayan wall painting which they think is more than 2,000 years old. Archaeologist William Saturno d)*explored* / *has been exploring* the site since 2002.

C Scientists using the Hubble Space Telescope think they e)*found* \ *have found* two new moons circling the planet Pluto. Astronomers f *have been looking* / *looked* closely at Pluto since 1978 when the g)*spotted* / *have spotted* its first moon. The telescope h *worked* / *has been working* for fifteen years, and i)*has been producing* / *has produced* more than 700,000 images of the universe.

D. Australian scientists j)*have been discovering* / *have discovered* a new coral reef over 60 km long in the Gulf of Carpentaria by using satellites to spot the reefs in deep water. Recently divers k)*have managed* / *have been managing* to reach the reef and take photographs.

3. Use the prompts and *how long* to make a question.

a. astronomers / look for Pluto's moons? *How long have astronomers been looking for Pluto's moons?*

b archaeologists / hope to find Atlantis?

c scientists / use satellites to discover new reefs?

d physicists / investigate the origin of the universe?

e scientists / observe Vesuvius?

f biologists / try to find new species of mammal?

g archaeologists / excavate the palace in Guatemala?

h doctors / search for a cure for HIV?

4. Use a phrasal verb from the list to replace the words underlined.

came across/ looked after / getting at / looked into / getting over

running into / heading for / running through / joined in / took after

a. A special committee investigated the government's actions, but found nothing wrong.

b. Everyone said that Richard was just likehis father.

c. If things go on like this, the company is going in the direction of... disaster!

d. Our neighbor took care of.. ..our cats while we were away.

e. When a man at the front started shouting, everyone else did the same.....

- f. I foundthis article while I was doing my project.
- g. Listen carefully, the teacher is explaining ... the details again.
- h. Maria is slowly recovering from ... her illness.
- I. don't understand what she is trying to say.....
- I. keep meetingHarry in the library.

5. Put the adjectives in brackets in the correct order.

- a. In the vase is a bunch of(white, beautiful, small) roses.
- b. It's a(medieval, round, large) painting.
- c. This is a / an(German, interesting, new) ..gallery.
- d. This was painted by a(renaissance, French, famous) ..artist.
- e. The painting consists of rows of(green, plastic, tiny) ..stars.
- f We bought a / an ..(glass, Italian, small) ..plate
- g At the end of the room was a / an ...(old, Spanish, large)painting
- h Hanging from the arms were a number of ...(metal, shiny, circular) ..objects.
- i. The painting is protected by a ... (transparent, large, plastic) ..screen.
- j. The sculpture was bought by a / an(American, young, wealthy)collector.

6. Use the prompts to make an unreal conditional *if-sentence*.

- a. you melt a medium-sized iceberg / you have enough water to supply a big city for several weeks

If you melted a medium-sized iceberg, you would have enough water to supply a big city for several weeks

- b. Amazonia is a country / it is the ninth largest in the world. If
- c. you put all the cells from your brain in a straight line / they reach for 1,000 km.If ...
- d. you are a sloth / you spend 18 hours a day sleeping. If ...
- e. you have a piece of the Sun 2.5 cm square / it shines brighter than a thousand 60 watt light bulbs. If ...
- f. you have a piece of the Sun / it burns you to nothing! If ...
- g. you fly a plane to Neptune / it takes nearly 290 years to get there. If

h. all the matter in a baby becomes energy / it runs a power station for a year. If ...

TEST 2

1. Read the following information about famous moments in history. Then underline the correct form. Only one verb in each paragraph is past perfect.

A. Columbus left Spain in August 1492 with three ships, to try and find a way to India by sailing west instead of east. When his ships a)*reached* / *had finally reached* land on 12 October, he thought he was there, but the ships b)*actually arrived* / *had actually arrived* in America instead.

B. Captain Robert Scott wanted to reach the South Pole first. He and his companions finally arrived there on 1 January 1912 after a terrible journey across the ice, but c *found* / *had found* a Norwegian flag. Unfortunately for Scott, Roald Amundsen d) *got* / *had got* there on 14 December, 18 days earlier.

C. Leonardo painted his famous The Last Supper between 1495 and 1498, but the painting started to deteriorate within 50 years. The most common explanation for this used to be that Leonardo *used* / *had used* the wrong kind of paint, but experts have always disagreed about this, and many believe that the damp in the wall is the

cause of the damage. Between 1978 and 1999, experts f) *restored*/ *had restored* the painting, and the public can now see it again.

2. Complete the sentence with the past simple or past perfect simple form of the verb in brackets.

a. When I (try). to use my laptop, I realized the battery (run)down.

b. I (turn) .. .the computer off, but forgot that I (not save) my work.

c. I only remembered I (not pay) the bill when my Internet connection (stop) ..working.

d. When I (receive) the e-mail, I couldn't understand who (send) it.

e. When I (check)... .the instructions, I understood what I (do) ..

f. I knew I (receive) .. . a virus when I (run) .. . the anti-virus program.

g. As soon as I (download) the document, I knew I (make) .. . a mistake.

h. I could see what (go) wrong as soon as I (look) inside the printer.

I. knew I (press) the wrong key when nothing (happen) ..

j. When the screen (go).. .blank, I couldn't understand how it (happen).

3. Read the story of Archimedes and his bath. Then complete the text with the correct form of the verb in brackets.

Archimedes, the Greek mathematician, is probably most famous for the story of King

Hieron II of Syracuse and the gold crown. The king a) (want).....to give a gold crown as a gift to the gods, and b) (give) a carefully weighed amount of gold to a goldsmith. The man c) (produce)a beautiful crown, but the king was worried that the craftsman d) (not use)all the gold to make the crown. Dishonest craftsmen often e) (mix) ... gold with silver, which was cheaper, but the king could not find a way of proving that the man f) (do) ...this. He g) (ask) ..Archimedes to solve the problem. Archimedes

h) (know) .. that gold and silver have different densities. The problem was that nobody could calculate the mass of an object like a crown. While Archimedes i) (think) about this problem, he decided to go to the public baths to relax. While he j) (climb) into the bath, he

k) (notice) some water on the floor. It l) (spill) over the side of the bath, and he m) (realize) ... that he n) (solve) the problem by accident. The total amount of

water that o) (spill)... out of the bath must be the same as the volume of his body. He could use a piece of pure gold and calculate its volume, and then test the crown and see if it was the same. According to the story, he p) (jump) ... straight out of the bath and q) (run) ... down the street calling 'Eureka - I've found it.' The goldsmith soon r) (admit) ... that he s) (cheat) ... the king, and was punished. Archimedes t) (discover) ... a principle of buoyancy.

4. Complete the sentence with a phrasal verb from the list. Change the tense if necessary.

Come up with give up drop (someone) off fill in look into

get away with put off get over work out leave out

Basic tomato and basil sauce - you can the basil if you don't have any available, or use half a teaspoon of dried basil instead.

b. Learn how to your feelings of shyness quickly and permanently!

c. Scientists ways of treating cancer by strengthening the immune system.

d. the details at parts 3 and 4 of this form, and return it to us at the address shown above.

e. Wallace and Gromit's Children's Foundation is challenging pupils in schools throughout the UK to ideas for new inventions in 'Wallace's Inventing Competition'.

f. We'll give you some ideas of how you might build it. You can the details and change the plan as you see fit.

g. When Alan's mother at school the next morning, he felt confident and happy again.

h. The wedding of Prince Charles and Camilla Parker Bowles until Saturday to allow the prince to attend the funeral of Pope John Paul II.

i. I have decided to eating meat. What are some of the difficulties of becoming a vegetarian?

j. She might well have the crime had she not been arrested for robbery while carrying documents relating to two of her false identities.

5. Complete the following text with a / an, the or leave blank for zero article.

Cairo is a) ... capital city of b) ... Egypt. It has c) ... long and interesting history, and is still one of d) ... most exciting e) ... places to visit. The ancient Egyptians are most famous for building the pyramids, but their civilization achieved many other great things. They had f) ... writing in the form of hieroglyphics, which decorate g) ... tombs and monuments of their pharaohs, and they produced beautiful stone and metal objects which can be seen in h) ... Egyptian Museum.

Pictures in the tombs at Giza and Saqqara show how the ancient Egyptians lived, the clothes they wore, and i) .. gods they worshipped.

j) .. visit to Cairo isn't complete without k) ... trip to l) big bazaar Khan Al Khalili, where you can buy everything from m).... belly dancing costumes to dates, beautiful silver and gold jewellery and papyrus pictures of camels and pyramids. You can even have your name written in n) .. hieroglyphics!

TEST 3

1. Complete the sentence with *which* or *who*, or leave the space blank if this is possible.

- a. Scientists ... study rocks are known as geologists.
- b. The genetic information you get from your parents makes you the person you are.
- c. The light.... leaves the Sun takes eight and a half minutes to reach the Earth.
- d. Louis Pasteur was a French scientiststudied microbes.
- e. Cold-blooded animals are animalsrely on heat from the Sun for their body temperature.
- f. Hydrogen is a fuel.. . space rockets use.
- g. Breathing is a mechanical processfills the lungs with air.
- h. Acid is a substance.....we find in lemons, for example.
- i. Some thingposes a risk to people is known as an environmental hazard.
- j. The metal.... the manufacturers choose depends on their reason for using it.

2. Complete the text with the most suitable form of the verbs in brackets.

Bob Dylan a) (become) ...,one of the most famous singer /song-writers of all time. At the age of 65 in 2006, he b) (reach) .. the top of the US album charts with *Modern Times*, the oldest living singer to do so. He c) (record) .. many other hit albums since he d) (make) . . his first album at the age of 21 while he e) (perform).. as a folk singer in New York clubs. Although he first f) (find) fame as a folk singer, he g) (try) originally to be a rock and roll singer, but without success.

In the mid-60s, Dylan h) (start) to perform rock songs with a group, instead of the solo folk songs which i) (make).... him famous. At the time, many of his fans j) (feel) angry because they k) (think)... that he l) (do) ...this simply for money. Many folk music fans still m) (believe) that he was wrong. In fact, Dylan's songs n) (change) .. in the time up to this point .As far as he was concerned, he o) (do) everything that he could with folk music already, and he p) (need).... a different musical style to express his changing feelings.

Dylan's career q) (be) ..a long one, and there is no sign that he r) (think) of retirement. He s) (perform)since the late 1950s and t) (appear) in several films too.

3. Use the information to complete a real conditional sentence about the consequences of global warming.

- a. weather patterns change -droughts and floods are more frequent
If weather patterns change, droughts and floods will be more frequent.
- b. water becomes warmer in the gulf of Mexico – the strength of hurricanes increases. If ...
- c. rain falls at the wrong time - farmers are unable to grow their crops. If ...
- d. rainfall increases - there is more soil erosion, and deserts spread. If .
- e. glaciers vanish -local areas become short of water. If ...
- f. permafrost melts in polar regions - the landscape changes. If .
- g. polar ice melts -j sea levels rise . If .
- h. ecosystems change - some plants and animals change their habitat. If ...
- i. the Gulf stream grows weak -northern Europe becomes colder. If ...
- j. temperatures rise - forest fires become more frequent. If

4. Read these sentences about Julius Caesar. Then complete the sentence with the past simple or past perfect form of the verb in brackets.

- a. Julius Caesar (come)from an aristocratic Roman family, though his family was not rich by Roman standards.
- b. When he was 15 his father (die)..., and to avoid political problems in Rome, Caesar (serve) .. . as a soldier in the east.
- c. By the time he (return) to Rome, he (win) ... awards for bravery.
- d. He (become).. a member of the Senate, and governor of what is now Spain.
- e. By the age of 40 he (rise) .. . to the top of the political world, and (form) ..apolitical alliance with a powerful general, Pompey, and a rich man, Crassus.
- f. Between 58 BC and 49 BC he (fight) ..a war against the people of what are now France, Belgium, Switzerland and parts of Germany.
- g. By the end of this war, according to the historian Plutarch, three million men (die) ..
- h. In 50 BC the Senate (order).. . Caesar to return to Rome. By that time, Crassus was dead and Pompey (become) .. . Caesar's enemy.
- i. In the civil war that followed, Caesar(defeat)..all his enemies.

j. By the time a group of Roman senators (murder)..him in 44 BC, he (be) ..the most powerful man in Rome for only a year.

5. Rewrite the sentence so that it contains *might* (possibility, uncertainty, certainty (present, future)).

a Perhaps a lot of terrible things will happen to the Earth .

A lot of terrible things might happen to the Earth.

b. There is always the chance that an object from space will hit it.

c. Or it's possible that a huge volcanic eruption will change the climate.

d. Maybe hurricanes and tomatoes will spread across the world.

e. Or there's a chance that climate change will lead to a sudden Ice Age.

f. Of course it's possible that before that, a nuclear accident will destroy life on Earth.

g. There's also a chance that a new disease could kill nearly everyone.

h. Maybe aliens will invade the Earth and do the same thing.

i. On the other hand, it's possible that things will continue as they are!

j. So perhaps it's better not to worry so much.

2. Спецификация теста. Тест – это инструмент, краткое стандартизованное испытание, в основе которого лежит специально подготовленный набор заданий, позволяющих объективно и надежно оценить исследуемые качества на основе использования статистических методов.

3. Инструкция по выполнению. Выделяют четыре основные формы тестовых заданий: – закрытые (содержат вопросы с выбираемыми ответами, вариантами ответов, множественным выбором. К ним относят: фасетные задания, задания-задачи с предлагаемым вариантом ответов – числами); – на установление соответствия (обучающийся должен установить соответствие элементов одного множества элементам другого. К ним относят: термины-определения, показатели-способы расчета, хозяйственные операции); – на определение правильной последовательности (обучающемуся необходимо указать порядок выполнения процессов, операций, вычислений. Обучаемый вводит номера предлагаемых операций в нужной последовательности. Разновидность – задания на ранжирование: расположение элементов по возрастанию их значимости); – открытые (содержат задания на заполнение пропусков, на завершение фраз, предложений: в месте пропуска (точек) указывается слово или несколько слов).

4. Критерии оценки:

Оценка «**отлично**» выставляется при условии, что студент полностью выполнил задания теста и проявил отличные знания учебного материала.

Оценка«**Хорошо**» ставится тогда, когда студент выполнил 75% заданий, показал хорошие знания по пройденному материалу, но не сумел обосновать предложенные решения задач, когда есть общие небольшие замечания, не влияющие на ее качество.

Оценку «**удовлетворительно**» студент получает за 50% выполненных заданийтеста при наличии существенных неточностей и недочетов, не умении студента верно применить полученные знания.

Оценка «Неудовлетворительно» студент получает в том случае, когда он выполнил 25% задания, проявил недостаточный уровень знаний, не смог объяснить полученные результаты.

Тест

по дисциплине **Коммуникативный курс английского языка 4 курс**

TEST 1

1 Complete the text with one word for each gap.

There are a ⁰ lot of people in England ¹ _____ think it isn't necessary to learn a foreign language. They think they don't ² _____ to speak another language because if they go anywhere in the world they ³ _____ always find someone speaking English. Is English ⁴ _____ most popular language for students? The answer is 'No'. Most students used ⁵ _____ want to study English but now ⁶ _____ students choose to learn Spanish rather than English.

This will ⁷ _____ be bad news for the English. There is another thing that the English need to think ⁸ _____. Most people who speak English are not English and don't want ⁹ _____ speak English in their own country. They expect English people in Italy to speak Italian! Twenty years ¹⁰ _____ Carlo wanted to practise his English. Today he expects you to practise his language. If we ¹¹ _____ him wouldn't we feel the same?

It's not ¹² _____ to ask for, is it? English children ¹³ _____ learn a foreign language, just like all other students. If they do, then they ¹⁴ _____ learn more about other countries and one day be the best language learners, not the ¹⁵ _____.

2 Use the words to make sentences, using the correct form of the verb.

0 There be certainly changes in the company. There will certainly be changes in the company.

1 What you do if you be him? _____

2 The first factory build in 1843. _____

3 He not meet the French minister until six o'clock. _____

4 How long you study at this university? _____

5 Every year £100 billion give to charities. _____

6 At the moment they not ship bananas to Europe. _____

7 What you do when the phone ring last night? _____

8 Can you play tennis when you be six? _____

9 Luxembourg never have a king. _____

10 If you not leave I call the police. _____

3 Choose the correct word to fill in the gaps

0 Last night there was a c on hunting and endangered species.
a) variety show b) reality TV c) documentary d) sitcom

1 There has been a steady increase in the _____ in the last few years.
a) graduate b) birth rate c) childcare d) teenager

2 He is a very valuable member of _____.

a) staff b) committee c) civil servant d) minister

- 3 Toothpaste usually comes in a _____.
a) pot b) jar c) bottle d) tube
- 4 John is so _____. He's so easy to talk to.
a) cautious b) sociable c) competitive d) individualistic
- 5 There are many cliffs along the _____.
a) lagoon b) wave c) coast d) sand
- 6 If you buy an extra 5,000, I'll give you a _____.
a) quantity b) delivery c) import d) discount

4 Correct the underlined mistakes in these sentences.

0 I have been knowing him for three years. have known

1 It is the best than last week.

2 He has few hair on his head.

3 He waited since fifteen minutes.

4 What is the less expensive coat in the shop?

5 Ali has been out. He'll be back soon.

6 You should keep to try to find a job.

7 It's senough big for me to wear.

8 Germany might probably vote 'Yes'.

9 They fix it at the moment.

10 The same headline is in all newspapers

5 Translate.

1. Я должен спросить каждого из вас, что вы делали в пятницу в 7 часов вечера.

2. Он все экзамены сдал? К сожалению, он провалился на истории.

3. К тому времени как он пришел, мы уже выяснили все подробности происшествия.

4. Они отошли довольно далеко от дома, когда поняли, что собирается дождь.

5. Когда то это была большая и могущественная страна.

6. Когда я пришел, они собрали вещи и ждали такси.

TEST2

1 Complete the text with one word for each gap.

My brother always told me ⁰ to be more careful but I wasn't and now, ¹ _____ I can pay the fine, I am going to prison. How ² _____ this happen? I ³ _____ staying with my brother in his flat in ⁴ _____ Netherlands, when I received a call. The man on the phone ⁵ _____ me he lived downstairs and he ⁶ _____ closed the door of his flat and left the key inside. He asked me ⁷ _____ I could help him get back into his house. My brother's balcony is just above his so I saw that if I climbed down from my brother's balcony I ⁸ _____ be able to get into flat. These apartments, ⁹ _____ were built fifty years ago, are very strong and I have ¹⁰ _____ of experience of climbing so it was very easy. I was inside the flat in five minutes. I told the man he was lucky ¹¹ _____ I was such a good climber. He just laughed.

The next morning I ¹² _____ arrested for helping a burglary. The man ¹³ _____ have been a thief. I thought I ¹⁴ _____ helping someone into their flat, not stealing everything from a policeman's flat. My brother was right. I ¹⁵ _____ to be more careful.

2 Make sentences using these words and the correct form of the verb.

0 I be able have the meeting at 7 p.m.

I will be able to have the meeting at 7 p.m.

1 He say he do it the week before.

2 By the end of this week the experiments must finish.

3 Unless the trend change, we make a lot of money.

4 Sarah present the morning programmes for the last three years.

5 I probably have the packages by Friday.

6 If I be you, I tell him now.

7 I advise him take the plane but he prefer travel by train.

8 The local council not discuss the issue yet.

9 It must be David that phone Angela last night.

10 I write the project all day yesterday.

3 Choose the best answer a), b), c) or d) to complete the sentences.

0 He's a very moody person. One day he's happy. The next day he's sad.

a)moody b) assertive c) talkative d) energetic

1 They couldn't charge him because there wasn't enough _____.

a)witness b) offender c) ransom d) evidence

2 At the moment it doesn't work. We need to make a few _____ to the design.

a) simulations b) prototypes c) modifications d) collisions

3 Because of _____, there are a lot of factories causing pollution in our town.

a)industrialization b) consumerism c) modernity d) efficiency

4 The film was so _____. I couldn't stop laughing.

a)breathhtaking b) moving c) hilarious d) gripping

5 In some countries, children start _____ at the age of seven.

a)elementary school b) lifelong learning c) secondary school d) home schooling

6 The news is disappointing. After a steady _____ over the last few years, this year has seen a decline.

a)decrease b) fall c) increase d) drop

4 Fill the gaps with nouns or prepositions to make word combinations or phrasal verbs.

Last weekend, businessmen from Amonko Corp were looking ⁰around the offices of MixMax Fruit Juice Company. It looks like they are planning to take ¹_____ MixMax. This is a risky move. MixMax has failed to make a ²_____ every year since it began producing fruit juice. It is a surprise that they didn't ³_____ bankrupt. One reason for their failure is that they couldn't find a persuasive ⁴_____ that attracted customers. Secondly, they didn't keep

⁵ _____ with the trends in the fruit juice industry. So, what is Amonko up to? They have no experience ⁶ _____ the fruit juice industry. They will have to spend vast ⁷ _____ of money on development and will certainly have to ⁸ _____ new products on the market and hope they catch ⁹ _____. The prospects ¹⁰ _____ success do not look good. In next week's article we hope to find ¹¹ _____ the truth about Amonko's plans.

5. Translate.

1. Я понятия не имею, кого они здесь ждут. Они здесь уже час.

2. Вечно у нас в доме ломается лифт! Только в этом месяце он ломался 5 раз.

3. Они отошли довольно далеко от дома, когда поняли, что собирается дождь.

4. Не приходи рано утром. Он еще будет спать.

5. Он включил свет и сел за стол, чтобы прочитать письмо, которое принес почтальон.

6. Не успел он дочитать завещание, как наследник упал в обморок.

7. Я сто лет не была в зоопарке. Я была там всего два или три раза в детстве.

Критерии оценки:

Оценка «**отлично**» выставляется при условии, что студент полностью выполнил задания теста и проявил отличные знания учебного материала.

Оценка «хорошо» ставится тогда, когда студент выполнил 75% заданий, показал хорошие знания по пройденному материалу, но не сумел обосновать предложенные решения задач, когда есть общие небольшие замечания, не влияющие на ее качество.

Оценку «**удовлетворительно**» студент получает за 50% выполненных заданий теста при наличии существенных неточностей и недочетов, не умении студента верно применить полученные знания.

Оценка «неудовлетворительно» студент получает в том случае, когда он выполнил 25% задания, проявил недостаточный уровень знаний, не смог объяснить полученные результаты.

Перечень дискуссионных тем для круглого стола

(дискуссии, полемики, диспута, дебатов)

по дисциплине **Коммуникативный курс английского языка**

4 курс

1 UNIT1. In groups, talk about:

- 1) problems you have experienced recently communicating with men and women;
- 2) problems you have experienced communicating in your life.

2 Unit 2.1. Discuss these about local environment issues:

- 1) What are the issues in your local area?
- 2) What questions would you like to ask in an opinion poll about the environment?
- 3) What should the governments priorities for the environment be?
2. Discuss changes in your environment. Use the present perfect simple and continuous.

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Оценка «хорошо» ставится тогда, когда студент выполнил задание, показал хорошие знания по пройденному материалу, но не сумел обосновать предложенные решения задач, когда есть общие небольшие замечания, не влияющие на ее качество.

Оценку **«удовлетворительно»** студент получает за полностью выполненное задание дискуссии при наличии в ней существенных неточностей и недочетов, не умении студента верно применить полученные знания.

Оценка «неудовлетворительно» студент получает в том случае, когда он не полностью выполнил задания, проявил недостаточный уровень знаний, не смог объяснить свою точку зрения.