



[illegible]

[illegible]

		<p>Grammar: Third conditional. Past deduction: <i>should have, shouldn't have</i></p> <p>Vocabulary: Crime, technology, money. Word combinations. People in crime</p> <p>Reading: Newspaper report about cyber crime. Article about the psychology of crime. Newspaper reports about bank robberies</p> <p>Listening: Monologues by criminals. Monologues about a robbery. Lecture on home security. Lecture on car security</p> <p>Speaking /Pronunciation: Discussing crimes. Discussing crimes and criminals. Speculating about a crime</p> <p>Scenario: You, the jury</p> <p>Key Language: presenting a case and discussing a verdict</p> <p>Task: discussing court cases</p> <p>Study &amp; Writing Skills: Summarising. A narrative using cause and effect. Linkers</p> <p><i>Самостоятельная работа:</i></p> <ul style="list-style-type: none"> <li>- работа с материалами практического занятия в виде выполнения домашних (индивидуальных) заданий;</li> <li>- использование ресурсов для самопроверки и закрепления теоретических и практических знаний при помощи тематических LOC tools;</li> <li>- использование ресурсов сети Интернет, электронных учебников и словарей, аудио- и видеоматериалов;</li> <li>- подготовка лекции – поиск, анализ, структурирование информации для подготовки лекции;</li> <li>- самостоятельное изучение отдельных тем по рекомендации преподавателя.</li> </ul>	4
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### 3. ОЦЕНКА КАЧЕСТВА ОСВОЕНИЯ ПРОГРАММЫ МОДУЛЯ

(формы аттестации, оценочные и методические материалы)

#### Формы и методы контроля и оценки результатов освоения модулей

№ п/п	Наименование модулей	Основные показатели оценки	Формы и методы контроля и оценки
1	Промежуточная аттестация. Модуль 4. Английский язык для повседневного общения (ч.2)	<p>Слушатель</p> <ul style="list-style-type: none"> <li>- знает нормы произношения звуков, общеупотребительную лексику, способы словопроизводства, правила образования видовременных форм глаголов и построения синтаксических конструкций, необходимые для успешной межкультурной обыденной коммуникации в рамках изученных тем;</li> <li>- владеет навыками аудирования, чтения, устной и письменной речи в объеме, достаточном для межкультурной коммуникации в ситуациях обыденного общения;</li> <li>- способен строить логически верную иноязычную устную и письменную речь для осуществления межкультурной коммуникации в ситуациях обыденного общения.</li> </ul>	Зачет/ Выполнение тестовых заданий.

#### Критерии оценивания промежуточной аттестации

Зачтено	Слушатель выполнил тест на 50-100%.
Не зачтено	Слушатель выполнил тест менее чем на 50%.

Примеры заданий для промежуточной аттестации (зачет: тестирование)

### Language Leader Intermediate Progress Test A - Units 7-9

#### 1. Underline the odd word or phrase. (6 points)

- |                     |           |              |               |
|---------------------|-----------|--------------|---------------|
| 0 engineer          | developer | designer     | <u>invent</u> |
| 1 comet             | retro     | meteor       | asteroid      |
| 2 unique            | higher    | primary      | secondary     |
| 3 industrialisation | modernity | manufacturer | efficiency    |
| 4 prototype         | graduate  | mass-produce | modification  |
| 5 grade             | corporate | distance     | lifelong      |
| 6 futuristic        | handmade  | stylish      | compulsory    |

#### 2. Complete the text with the correct word in the gaps. (13 points)

I don't think <sup>0</sup> the product research has <sup>1</sup> \_\_\_\_\_ finished properly. We <sup>2</sup> \_\_\_\_\_ have more information. For example, the research, <sup>3</sup> \_\_\_\_\_ was done <sup>4</sup> \_\_\_\_\_ year ago, is incomplete. The people <sup>5</sup> \_\_\_\_\_ answered the questions, didn't say why they didn't like the design. We <sup>6</sup> \_\_\_\_\_ think that the colour is wrong or it <sup>7</sup> \_\_\_\_\_ be true that people don't like the packaging. We really don't know. We <sup>8</sup> \_\_\_\_\_ have more up-to-date research, with more detailed information. Paul Rimmer, <sup>9</sup> \_\_\_\_\_ job should be to do the research properly, is in <sup>10</sup> \_\_\_\_\_ US now. A call should <sup>11</sup> \_\_\_\_\_ made to him, asking him to get on <sup>12</sup> \_\_\_\_\_ earliest plane back here. It's very important <sup>13</sup> \_\_\_\_\_ we get more research done before going forward.

#### 3. Give the adjective forms of the words below. (6 points)

- |              |                   |
|--------------|-------------------|
| 0 produce    | <u>productive</u> |
| 1 use        | _____             |
| 2 innovation | _____             |
| 3 science    | _____             |
| 4 inventor   | _____             |
| 5 art        | _____             |
| 6 develop    | _____             |

#### 4. Read the text. In which paragraph can you find out (5 points)

- |   |          |
|---|----------|
| 0 When and where Sinan was born.                                      | <u>b</u> |
| 1 Why Sinan's work is still popular.                                  | _____    |
| 2 Sinan's big career change.  | _____    |
| 3 How his architectural designs continued to be used after his death. | _____    |
| 4 How Sinan changed people's beliefs.                                 | _____    |
| 5 How Sinan first became popular.                                     | _____    |

## THE ARCHITECT SINAN

### 430 years old and still going strong!

a) When people think about architecture today most people think about big towers in New York, beautiful palaces and churches in Italy and futuristic buildings in Asia. Yet one of the greatest architects that ever lived spent his whole life in Eastern Europe, Turkey and the Middle East and today, the work of Sinan can be seen and his influence felt more than 400 years after his death

b) Sinan was born in Kayseri, Turkey on April 15<sup>th</sup> 1489. He started life as a soldier and later worked as a skilled engineer and architect in Sultan Selim's military campaigns in the East. When the Ottoman army captured Cairo, Sinan was promoted to chief architect and was given the privilege of removing any buildings in the city that were not in the city plan. In 1534, the Ottoman army needed to get across Lake Van so Sinan created a clever system to get the soldiers across quickly and safely. This made him very popular with the Sultan. He was sent to Central Europe as a judge and while he was there he started building bridges. It was here that he began to spend more time as an architect than as a soldier. From the end of the 1530s until his death on July 15<sup>th</sup> 1578, Sinan worked all over the Ottoman Empire, from Budapest to Mecca, building around 340 public structures. This included 94 great mosques, 57 universities and 35 palaces.

c) Sinan's greatest work is the Selimiye Mosque in Edirne, finished four years before he died. Before the Selimiye Mosque, the largest dome (round top of a church or mosque) in the world was St Sophia in Istanbul, which was built during the Byzantine Empire. It was believed that a bigger dome could never be built. Sinan's dome in the Selimiye Mosque showed that a bigger dome could be built.

d) Domes are important in Sinan's work. In fact, the designs that people connect with Islamic or Turkish architecture are either originally by Sinan or mostly by his students. His school of architecture still influences the Islamic World today. This is seen especially with the long thin towers on the sides of mosques, called minarets. Yet it is not only the Islamic World that Sinan's work has influenced. In particular his design of bridges was the model used for hundreds of years throughout central and Eastern Europe.

e) In fact in some countries, Sinan's styles are coming back into fashion. What makes Sinan's work important today is that he was not only a master designer, but also a master engineer. His experience in the army led him to make sure that every piece of work he completed was safe, elegant and functional. It is because of this that today so many examples of Sinan's work can be seen all over Eastern Europe and the Middle East.

### 5. Listen to the dialogue and decide whether the sentences are true or false. (5 points)

Track 3

0 You don't need a good salary to buy a place to live in some cities. (Speaker 1) false

1 Getting a job that needs a degree can get you a lot of extra benefits. (Speaker 1) \_\_\_\_\_

2 He was told by everyone to go into higher education. (Speaker 2) \_\_\_\_\_

3 I work hard but get paid very well. (Speaker 2) \_\_\_\_\_

4 Always choose a subject connected with your future job. (Speaker 3) \_\_\_\_\_

5 It was easier to study at school. (Speaker 4) \_\_\_\_\_

## 4. УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ МОДУЛЯ

### 4.1 Учебно-методическое и информационное обеспечение программы:

Курс включает цикл лекций, касающихся базовых понятий стилистики и самостоятельную работу. Основное назначение дисциплины/ модуля – развить речевые и коммуникативные компетенции обучающихся, научить использовать знания, полученные при изучении современного русского языка как системы, для создания связной речи.

Образовательный процесс обеспечивается следующими дидактическими материалами: тематический план, список рекомендованной литературы, оценочные средства для текущего и промежуточного контроля.

### 4.2 Содержание комплекта учебно-методических материалов.

Мультимедийное и слайдовое сопровождение материала занятий.

### 4.3 Используемые образовательные технологии.

Методы проблемного, активного и интерактивного обучения.

#### 4.4 Литература

##### Основная литература

1. Cotton D. [и др.]. New Language Leader Intermediate Coursebook with MyEnglishLab Pack / D. Cotton, D. Falvey, S. Kent, A. Reid. 2nd edition. Harlow: Pearson Longman, 2014.
2. Cotton D., Falvey D. New Language Leader Upper Intermediate Coursebook with MyEnglishLab Pack / D. Cotton, D. Falvey, 2nd edition. Harlow: Pearson Education, 2013.
3. Cotton D., Falvey D. New Language Leader Intermediate Student Book / D. Cotton, D. Falvey, Pearson ELT, 2014.
4. Cotton D., Falvey D., Kent S. Coursebook, w. CD-ROM: Coursebook and Cd-Rom / D. Cotton, D. Falvey, S. Kent, 3rd edition. Harlow: Pearson ELT, 2008. 184 p.
5. Cotton D., Falvey D., Kent S. New Language Leader Intermediate Coursebook / D. Cotton, D. Falvey, S. Kent, 2nd edition. Harlow: Pearson Longman, 2014. 176 p.
6. Hughes J. Workbook with Key, w. Audio-CD / J. Hughes, 3rd edition-е изд., England: Pearson ELT, 2008. 112 с.

##### Дополнительная литература

1. Kempton G. Kempton, G: Language Leader Upper-Intermediate Workbook with Key: Workbook with Audio CD and Key / G. Kempton, Harlow: Pearson Longman, 2008. 112 p.
2. New Language Leader Intermediate Teacher's E-text Access Card 2nd edition, Pearson Education Limited, 2014.
3. Language Leader: Upper-Intermediate Workbook with Key by Kempton, Mr Grant (2008) Paperback.

##### Электронные ресурсы.

1. Cambridge English Dictionary & Thesaurus: <http://dictionary.cambridge.org/dictionary/english/>
2. EAP toolkit: [https://www.elanguages.ac.uk/eap\\_toolkit.php](https://www.elanguages.ac.uk/eap_toolkit.php)
3. English Collocations: <http://www.ozdic.com/>
4. Longman English Dictionary Online: <http://www.ldoceonline.com/>
5. Michigan Corpus of Academic Spoken English: <http://quod.lib.umich.edu/cgi/c/corpus/corpus?c=micase;page=mbrowse>
6. MIT OPEN COURSEWARE: <http://ocw.mit.edu/index.htm>
7. Oxford Advanced Learner's Dictionary, 9th edition: <http://www.oxfordlearnersdictionaries.com/>
8. Ted. Ideas worth spreading: <http://www.ted.com/>
9. The British National Corpus (BNC): <http://www.natcorp.ox.ac.uk/>

#### 4.5 Материально-технические условия реализации программы:

##### Материально-техническая база

№ п.п.	Наименование модуля (тем, разделов)	Материально-технические условия для реализации программ (наличие лабораторий, производственных участков и т.п. по профилю программы)
1.	<b>Модуль 4. Английский язык для повседневного общения (ч.2)</b>	Помещения представляют собой учебные аудитории для проведения учебных занятий, предусмотренных программой, оснащенные оборудованием и техническими средствами обучения: оргтехника, теле- и аудиоаппаратура (всё – в стандартной комплектации для практических занятий и самостоятельной работы). Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.