


МИНОБРНАУКИ РОССИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
(ФГБОУ ВПО «ВГУ»)

Утверждаю
Первый проректор - проректор по
учебной работе

 Чупандина Е.Е.

23.05.2014

Дополнительная образовательная программа

«Английский язык»
уровень Elementary

Категория обучающихся слушатели

Срок обучения 100 (час.)

Форма обучения очно-заочная

Воронеж

I. Общая характеристика программы

- 1.1. Основной целью изучения дисциплины является повышение уровня владения иностранным языком, формирование языковой коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной и обще-познавательной сфер деятельности.
- 1.2. В результате освоения данной программы развиваются, формируются и совершенствуются следующие навыки и умения:

В области чтения: навыки чтения адаптированных аутентичных текстов и извлечения необходимой информации из прочитанного иноязычного текста; навыки систематизации и обобщения информации, получаемой при чтении;

В области аудирования: навыки и умения восприятия аутентичной речи; навыки и умения выделения, систематизации и обобщения необходимой информации, получаемой на слух;

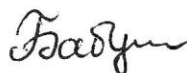
В области письма: навыки написания письменных работ (личных писем, эссе); лексико-грамматические навыки оформления письменных работ;

В области говорения: умения высказывать свое мнение в форме монолога и диалога-обмена мнениями; лексико-грамматические навыки оформления высказывания и творческие речевые умения посредством вовлечения обучающихся в мир изучаемой тематики.

II. Учебный план

	Наименование разделов и дисциплин	Всего часов	В том числе			
			Лекции	Практические и лабораторные занятия	Самостоятельная работа	Форма контроля
1.	Практика речи	73		48	25	Тесты
2.	Промежуточная аттестация	2				Тест
3.	Практика речи	73		48	25	Тесты
4.	Итоговая аттестация	2				Тест
5.	Итого	150		100	50	

Руководитель дополнительной образовательной программы



Бабушкин А.П.

III. Рабочая программа дополнительной образовательной программы «Английский язык» (уровень Elementary)

1. Цели курса: повышение уровня владения иностранным языком; развитие интегративных коммуникативных умений и лексико-грамматических навыков оформления высказывания по теме занятия; развитие умений поиска личностно-значимой информации и коммуникабельности как качества личности, необходимого для полноценного общения.

2. Задачи курса:

- развитие навыков чтения и извлечения необходимой информации из иноязычного текста;
- развитие навыков и умений воспринимать на слух, понимать и выделять необходимую информацию из иноязычного текста по теме занятия;
- формирование навыков систематизации и обобщения информации, получаемой на слух и при чтении;
- формирование и развитие навыков написания письменных работ;
- развитие лексико-грамматических навыков оформления высказывания и письменных работ по теме занятия;
- расширение активного словарного запаса студентов;
- формирование и развитие навыков и умений высказывать свое мнение в форме монолога и диалога-обмена мнениями.

IV. Оценка качества освоения программы: для получения свидетельства ВГУ о прохождении подготовки по дополнительной образовательной программе «Английский язык» соответствующего уровня слушатель должен набрать по итогам трех тестирований не менее 108 баллов (60% от общего количества баллов, предусмотренных аттестационными работами).

Перечень лабораторных работ

Номер темы	Наименование лабораторной работы (час.)
1	Intro About you (2 час.)
2	Unit 1 People in your life (4 час.)
3	Unit 2 Away from home (6 час.)
4	Unit 3 Your time (6 час.)
5	Unit 4 Changes (6 час.)
6	Achievement Test 1 (2 час.)
7	Unit 5 Your space (6 час.)
8	Unit 6 What would you like (6 час.)
9	Unit 7 Work-life balance (6 час.)
10	Unit 8 What is she like (6 час.)
11	Unit 9 Getting around (8 час.)
12	Achievement Test 2 (2 час.)
13	Unit 10 Getting together (8 час.)
14	Unit 11 Journeys (8 час.)
15	Unit 12 Are you Ok? (8 час.)
16	Unit 13 Experiences (8 час.)
17	Unit 14 Choices (6 час.)
18	Achievement Test 3 (2 час.)

Литература

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V. Составители программы

1. Федосова Валентина Игоревна преподаватель кафедры английского языка естественно-научных факультетов факультета РГФ
2. Шишкина Наталья Михайловна к.ф.н., доцент кафедры английского языка естественно-научных факультетов факультета РГФ

Achievement test 1 – Reading







Intro – 4

Reading

Read the email from Valentina to Hyun Soo and circle the correct answer to each question. (5 marks)

Example: Where is Valentina now?

- a) Bath
- b) Spain
- c) Paris

 Mail  Delete  Junk  Reply  Forward  New message	
Mailboxes <input checked="" type="checkbox"/> Inbox <input type="checkbox"/> Outbox <input type="checkbox"/> Sent <input type="checkbox"/> Trash	<p>Hi Hyun Soo,</p> <p>How are you? It's good to be home, but I miss everyone in Bath. It's strange to be in Spain again after three months. I visited Paris on my way home, to see my sister, Caterina. Did I tell you she lives there? It was my second visit to Paris – five years ago I went with my school. Of course it's still the same, but a bit more expensive!</p> <p>My sister lives on the north side of the Bois de Boulogne, a park in the west of the city. On Saturday we went on the lake in a boat, then had a picnic in the park with my sister's boyfriend, Philippe and her friends. He can't speak Spanish and my French is very bad, so we talked in English. He studied in England three years ago and visited Bath, so we talked a lot about it, and about London.</p> <p>We also went to the famous Louvre Museum – as you know, I really like paintings. Anyway, that's all for now, but say 'Hi' to everyone at the school!</p> <p>Best wishes,</p> <p>Valentina</p>

- How many times has Valentina been to Paris?
 - once
 - twice
 - five times
- Where in Paris does Valentina's sister, Caterina live?
 - in the north of the city
 - in the west of the city
 - in the south of the city
- Who is Philippe?
 - Caterina's boyfriend
 - the boyfriend of Caterina's friend
 - Valentina's boyfriend
- What language(s) does Philippe speak?
 - only French
 - French and Spanish
 - French and English
- Why did Valentina go to the Louvre Museum?
 - she loves sculptures
 - she loves paintings
 - she loves tourist attractions

Achievement test 1 – Writing

Intro – 4

Writing

Choose ONE of the following questions to answer. (25 marks)

- 1 Read the last part of an email you received from a friend. Write a reply to Vanessa, answering her questions and telling her your news.

Please write 50–100 words

Mailboxes Inbox Outbox Sent Trash	<p>Anyway, that's all my news. How about you? How is your new job? Please write back and tell me about it – and everything else, of course!</p> <p>Hope to hear from you soon.</p> <p>Best wishes, Vanessa</p>

- 2 Imagine you are interested in visiting India. Read the profile which you printed from the Sofasurfing website. Write an email to Daya, giving information about yourself and asking the questions you noted on the profile.

Please write 50–100 words

[Home](#)
[My profile](#)
[Search](#)
[Sign up](#)
[Links](#)

Sofasurfing.com

Daya Female, 28

and me – where?

I'm a teacher.

I'm from New Delhi, India.

I speak Hindi and a bit of English.

I live in a small house with my mother and four sisters.

It has two bedrooms, a kitchen, and a living room.

My family is very friendly. My sisters are students, and my mother looks after the house.

Email me

for me to use?

speak English?

Achievement test 1 – Listening

Intro – 4

Listening

Listen to a telephone conversation between Mrs Thomas and Marco and decide if the sentences are true (T) or false (F). (5 marks)

Example: Marco's new course is not very easy. T

- 1 Marco's break is for three weeks.
- 2 Marco's sister doesn't know about the birthday party.
- 3 Marco's course starts again on Sunday 25th.
- 4 Sam doesn't know Marco's new phone number.
- 5 Marco's phone number is 07765271033.

Achievement test 1 – Speaking

Intro – 4

TEACHER'S NOTES

Timing: 10 minutes per test

Marks: Award up to 5 marks for each of the five categories (Task Achievement, Range, Organisation, Pronunciation and Accuracy) according to the criteria set out in the Analytical Marking Scheme.

This speaking test consists of two tasks and is to be conducted with learners in pairs.

Speaking task 1

TIME About 6 minutes

INTERACTION Teacher ↔ Learner A; Teacher ↔ Learner B

PROCEDURE

- 1 Read the following rubric to both learners: 'First I want to ask you some general questions about yourselves.'
- 2 Ask questions 1–3 to learner A.
- 3 Ask questions 4–6 to learner B.
- 4 Ask questions 7–12 to either or both learners, as appropriate.
 - 1 Where do you live? Do you live in a house or a flat?
 - 2 When did you move into your house / flat?
 - 3 Tell us about your house / flat.
 - 4 What do you do? Do you work or are you a student?
 - 5 When did you start your job / course?
 - 6 Tell us about your job / course.
 - 7 What do you do in your free time?
 - 8 What do you like about your hobbies or free time activities?
 - 9 What hobbies did you have in the past?
 - 10 What is the first holiday you remember?
 - 11 Where did you go for your last holiday?
 - 12 Was your last holiday a good or bad experience? Why?

Speaking task 2

TIME About 4 minutes

INTERACTION Learner A ↔ Learner B

PROCEDURE

- 1 Give learners their role cards and tell them that they have two minutes each to find out as much as possible from their partner about the topic on their role card (Learner A: Friends and family; Learner B: Likes and dislikes).
- 2 Learner A asks his/her questions first and Learner B answers. After two minutes, tell them to swap roles.
- 3 End the test after a further two minutes.

Achievement test 1 – Speaking

Intro – 4

ROLE CARDS

LEARNER A

Friends and family

Ask your partner about some important people in his/her life. Ask about:

- their names
- where they live
- what they do
- how your partner knows them
- their interests or hobbies



LEARNER B

I like it!

Ask your partner about his/her likes and dislikes. Ask about:

- interests and hobbies
- work and studies
- times of year
- travel
- why they like or dislike these things

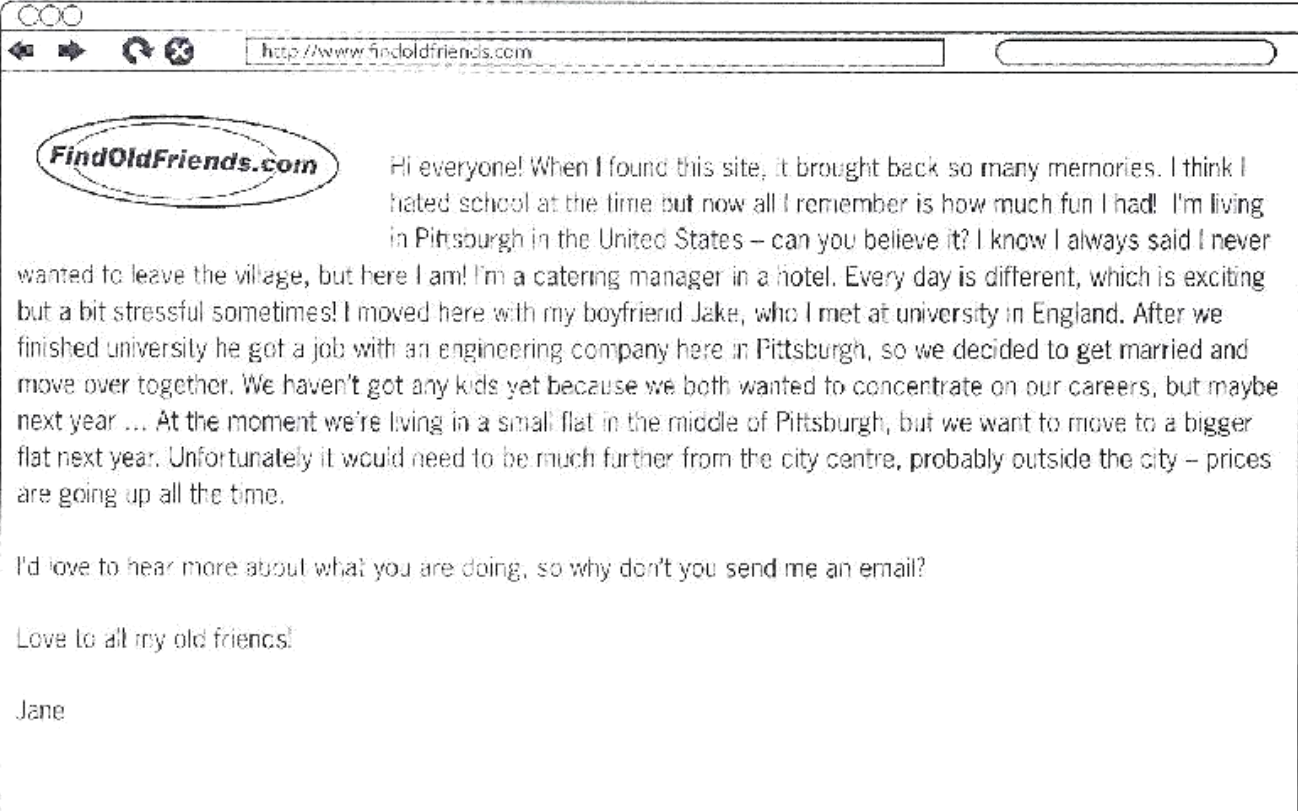
Achievement test 2 – Reading

5–9

Reading

The website FindOldFriends.com helps old school friends to get back in contact. Read Jane's profile on www.findoldfriends.com and decide if the statements below are true (T) or false (F). (5 marks)

Example: Jane's memories of school are very negative. F



The screenshot shows a web browser window with the address bar displaying <http://www.findoldfriends.com>. The page content includes the FindOldFriends.com logo, a greeting, a paragraph about Jane's life in Pittsburgh, a request for email contact, and a sign-off.

FindOldFriends.com

Hi everyone! When I found this site, it brought back so many memories. I think I hated school at the time but now all I remember is how much fun I had! I'm living in Pittsburgh in the United States – can you believe it? I know I always said I never wanted to leave the village, but here I am! I'm a catering manager in a hotel. Every day is different, which is exciting but a bit stressful sometimes! I moved here with my boyfriend Jake, who I met at university in England. After we finished university he got a job with an engineering company here in Pittsburgh, so we decided to get married and move over together. We haven't got any kids yet because we both wanted to concentrate on our careers, but maybe next year ... At the moment we're living in a small flat in the middle of Pittsburgh, but we want to move to a bigger flat next year. Unfortunately it would need to be much further from the city centre, probably outside the city – prices are going up all the time.

I'd love to hear more about what you are doing, so why don't you send me an email?

Love to all my old friends!

Jane

- 1 Jane always wanted to live in the USA. _____
- 2 Jane has a very regular routine in her job. _____
- 3 Jane and Jake knew each other before Jane moved to the USA. _____
- 4 Jane and Jake don't want to have children. _____
- 5 Jane and Jake live in Pittsburgh city centre. _____

Achievement test 2 – Writing

5–9

Writing

Choose **ONE** of the following questions to answer. (25 marks)

- 1 Read part of a blog about different aspects of modern life. Write a web posting giving your opinion about the topic.

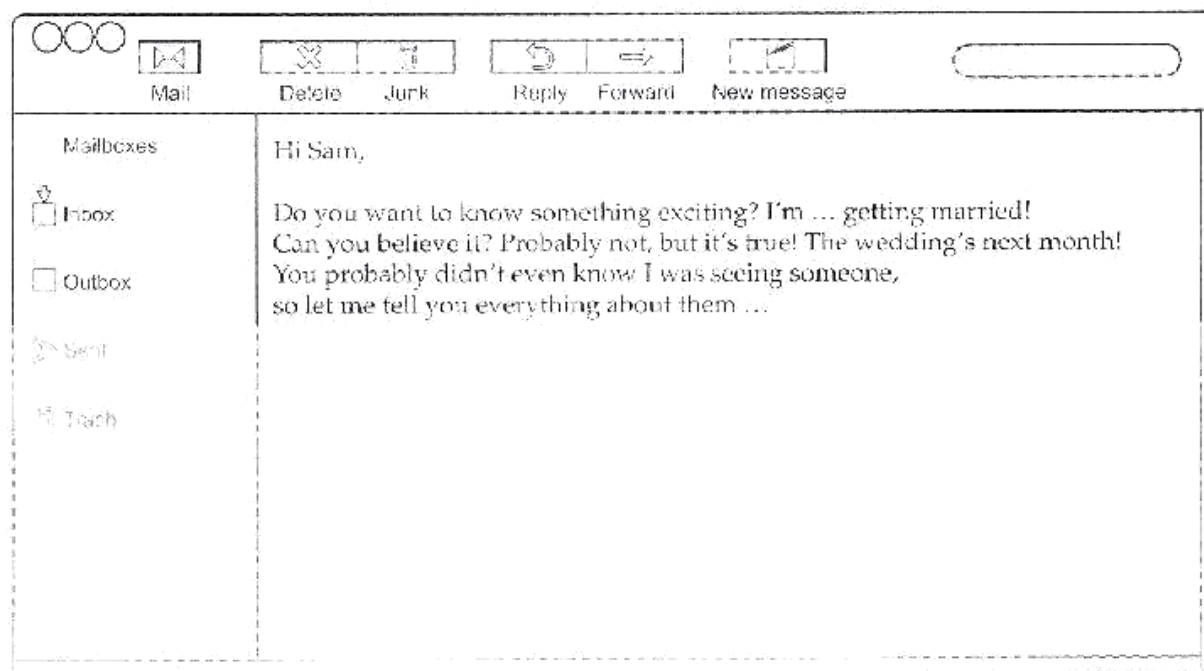
Please write 50–100 words.



The screenshot shows a web browser window with the address bar displaying <http://www.cityorcountry.com>. The main content area features a dark, oval-shaped banner with the text "This week's blog topic: City or country?". Below the banner, the text reads: "More and more people are leaving their homes in the city and moving to small towns and villages in the country. What about you? Do you prefer city life or are you a country person? Tell us your opinions!"

- 2 Read the first part of an email from you to your friend Sam. Write the rest of the email, telling Sam about your future wife/husband. Include information about their appearance and personality.

Please write 50–100 words.



The screenshot shows an email client interface. The top bar contains icons for Mail, Delete, Junk, Reply, Forward, and New message. The left sidebar lists Mailboxes: Inbox, Outbox, Sent, and Trash. The main content area displays the start of an email to Sam: "Hi Sam, Do you want to know something exciting? I'm ... getting married! Can you believe it? Probably not, but it's true! The wedding's next month! You probably didn't even know I was seeing someone, so let me tell you everything about them ..."

Achievement test 2 – Listening

5–9

Listening

Listen to a telephone conversation between Michelle and Isabel and choose the correct answer in each case. (5 marks)

Example: Where did Michelle find Isabel's message?

- a) in a newspaper
- b) on the Internet
- c) on her mobile phone

- 1 Where is the house located?
 - a) in the centre of Melbourne
 - b) on the outskirts of Sydney
 - c) in the centre of Sydney
- 2 Which of these does the bedroom have?
 - a) a wardrobe
 - b) a bed
 - c) a plant
- 3 How much is the rent per month?
 - a) \$540
 - b) \$550
 - c) \$560
- 4 How does Isabel prefer to travel around Sydney?
 - a) by bus
 - b) by taxi
 - c) by bicycle
- 5 Where exactly is the house?
 - a) next to the school
 - b) next to the bus stop
 - c) next to the petrol station

Achievement test 2 – Speaking

Units 5–9

TEACHER'S NOTES

Timing: 10 minutes per test

Marks: Award up to 5 marks for each of the five categories (Task Achievement, Range, Organisation, Pronunciation and Accuracy) according to the criteria set out in the Analytical Marking Scheme.

This speaking test consists of two tasks and is to be conducted with learners in pairs.

Speaking task 1

TIME About 6 minutes

INTERACTION Teacher ↔ Learner A; Teacher ↔ Learner B

PROCEDURE

- 1 Read the following rubric to both students: 'First I want to ask you some general questions about yourselves.'
- 2 Ask questions 1–3 to learner A.
- 3 Ask questions 4–6 to learner B.
- 4 Ask questions 7–12 to either or both learners, as appropriate.
 - 1 Tell us about the area you live in.
 - 2 What do you like about where you live? Is there anything you don't like?
 - 3 Are there any other places where you would like to live? Why / Why not?
 - 4 Do you have a big family or a small family?
 - 5 Tell us about some of the people in your family. What are they like?
 - 6 Which person in your family is most similar to you? In what ways?
 - 7 What do you do? Have you got a job or are you a student?
 - 8 How much time do you spend working / studying every day?
 - 9 What do you like about your work / studies?
 - 10 What things are you working on / studying at the moment?
 - 11 What is your idea of a perfect job? Why?
 - 12 What's the worst job you can imagine for you? Why?

Speaking task 2

TIME About 4 minutes

INTERACTION Learner A ↔ Learner B

PROCEDURE

- 1 Give learners their role cards and tell them that they will perform two role plays, which will last around two minutes each. Tell them to read the **Role play 1** information. When they are both ready, Learner B starts the role play using the prompt at the bottom of his/her role card.
- 2 After two minutes, stop the first role play. Give learners time to read the **Role play 2** information. Learner A starts the role play, using his/her prompt.
- 3 End the test after a further two minutes.

Achievement test 2 – Speaking

5-9

ROLE CARDS

LEARNER A

Role play 1

You're in a bus station. You need to buy a bus ticket to Montreal. You need to know:

- when the next bus leaves.
- how much a return ticket costs.
- when you will arrive in Montreal.

Role play 2

You work in a furniture shop. A customer asks you about some chairs:

- They cost €17.95 each.
- You have them in blue and orange.
- Ask if the customer would like anything else.

Start the role play by saying, "Hello. How can I help you?"



LEARNER B

Role play 1

You work in a bus station ticket office. A customer wants to go to Montreal:

- The next bus to Montreal leaves at 16.45.
- Single is \$45.50, return is \$61.10.
- The bus arrives in Montreal at 21.25.

Start the role play by saying, "Hello. How can I help you?"

Role play 2

You're in a furniture shop. You want to buy 4 chairs for your kitchen. Ask the assistant:

- how much they cost.
- what different colours they have - you prefer green.
- if they have kitchen tables.

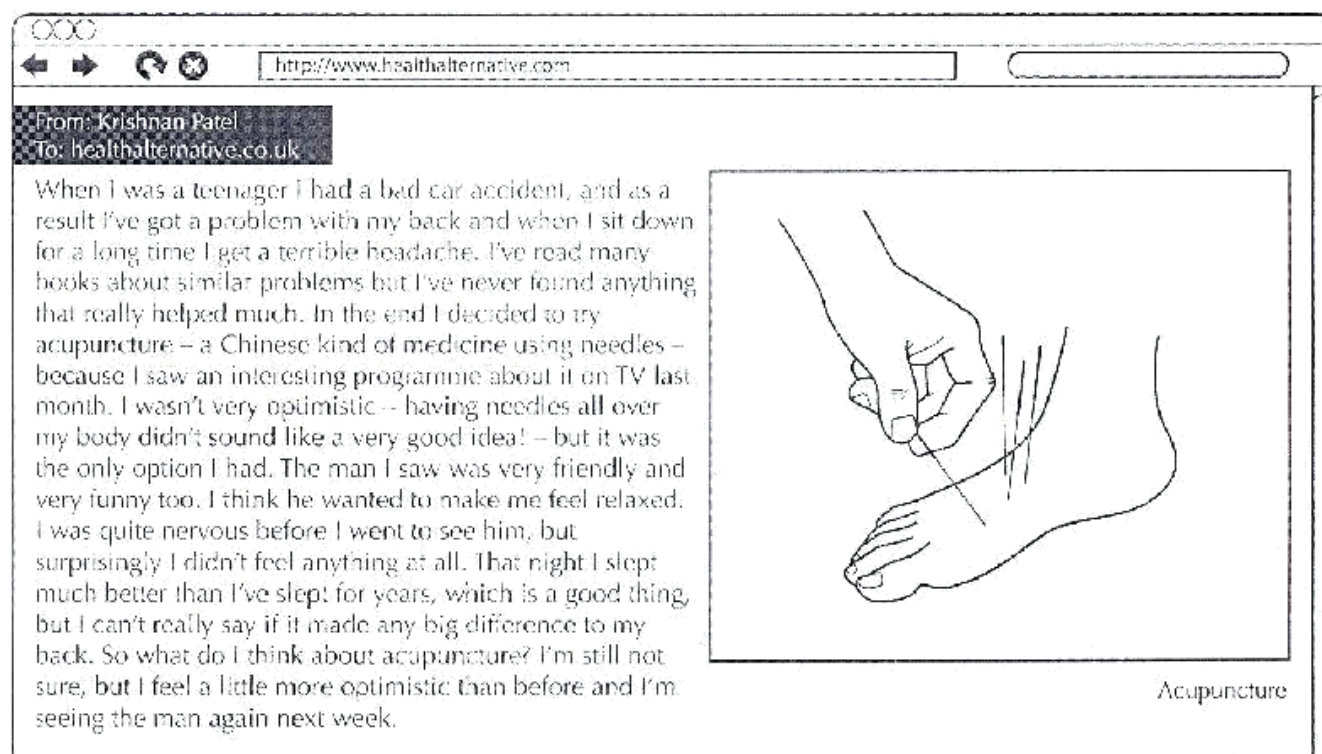
Achievement test 3 – Reading

10–14

Reading


The website healthalternative.co.uk asked people to write about their experiences with different kinds of alternative medicine. Read about the experience of Krishnan Patel and write T (true), F (false) or DS (doesn't say) next to the statements below. (5 marks)

Example: Krishnan was in a car accident. ... T ...



From: Krishnan Patel
To: healthalternative.co.uk

When I was a teenager I had a bad car accident, and as a result I've got a problem with my back and when I sit down for a long time I get a terrible headache. I've read many books about similar problems but I've never found anything that really helped much. In the end I decided to try acupuncture – a Chinese kind of medicine using needles – because I saw an interesting programme about it on TV last month. I wasn't very optimistic – having needles all over my body didn't sound like a very good idea! – but it was the only option I had. The man I saw was very friendly and very funny too. I think he wanted to make me feel relaxed. I was quite nervous before I went to see him, but surprisingly I didn't feel anything at all. That night I slept much better than I've slept for years, which is a good thing, but I can't really say if it made any big difference to my back. So what do I think about acupuncture? I'm still not sure, but I feel a little more optimistic than before and I'm seeing the man again next week.



Acupuncture

- 1 Krishnan has a problem which started when he was born. _____
- 2 Krishnan thought acupuncture was going to be painful. _____
- 3 Krishnan fell asleep during acupuncture. _____
- 4 Krishnan found acupuncture uncomfortable. _____
- 5 Krishnan noticed some positive effect after having acupuncture. _____

Achievement test 3 – Writing


10–14

Writing

Choose ONE of the following questions to answer. (25 marks)

- 1 Read about www.wheretheyarenow.com and write your profile to send to the website. Start your profile like this: 'Hi everyone! Isn't this site great? I hope you all remember me! ...'

Please write 50–100 words



WHERE ARE THEY NOW?

Do you sometimes wonder what happened to all your old friends from school?

Well, now there's a solution! www.wheretheyarenow.com is a new networking site which helps people to find old friends and get back in touch. And it's all free!

How does it work?

Write a profile of yourself and email it to us. Then we put your profile on our website and give you a password to enter the site. But remember – your friends don't want to read about all the boring things, so make your profiles interesting!

What have you done since you left school?

Where do you live?


What are your interests?

Who are the important people in your life?

What do you do now?

What are your plans for the future?

Email us today: profiles@wheretheyarenow.com



- 2 You recently went on holiday with your family and stayed in your friend's holiday apartment. Unfortunately, during the holiday someone in your family broke some of the furniture in the apartment. Write an email to your friend, thanking them for the use of their apartment, telling them about your holiday and apologising for breaking the furniture.

Please write 50–100 words

Achievement test 3 – Listening

10–14

Listening

Listen to a telephone conversation between Matt and Jana and decide if the sentences below are **T (true)** or **F (false)**. (5 marks)

Example: Matt's friends are staying with him at the moment. F

- 1 Matt wants to go out at the weekend.
- 2 Matt hasn't seen the film *The Flower Girl*.
- 3 Matt's friends don't understand a lot of English.
- 4 Matt and Jana decide to go to the Asian restaurant because it's cheap.
- 5 Matt and Jana are going to meet at the cinema.

Achievement test 3 – Speaking

Units 10–14

TEACHER'S NOTES

Timing: 10 minutes per test

Marks: Award up to 5 marks for each of the five categories (Task Achievement, Range, Organisation, Pronunciation and Accuracy) according to the criteria set out in the Analytical Marking Scheme.

This speaking test consists of two tasks and is to be conducted with learners in pairs.

Speaking task 1

TIME About 6 minutes

INTERACTION Teacher ↔ Learner A; Teacher ↔ Learner B

PROCEDURE

- 1 Read the following rubric to both learners: 'First I want to ask you some general questions about yourselves.'
- 2 Ask questions 1–3 to learner A.
- 3 Ask questions 4–6 to learner B.
- 4 Ask questions 7–12 to either or both learners, as appropriate.
 - 1 When was the last time you travelled to a different city or country?
 - 2 How did you get there?
 - 3 What was [insert name of city or country] like? What did you see and do there?
 - 4 How many times have you been to the cinema in the last month?
 - 5 What was the last film you saw, at the cinema or on TV? Tell us about it.
 - 6 Tell us about one of your favourite films. Why do you like it?
 - 7 What's the most interesting place you've ever visited?
 - 8 Think of a difficult journey you've been on. What happened?
 - 9 Tell us about a place you would like to visit in the future. Why would you like to go there?
 - 10 What changes did you make in your life in the last year? Why did you make these changes?
 - 11 What plans do you have for tonight / next weekend?
 - 12 What new things are you hoping to do in the next year?

Speaking task 2

TIME About 4 minutes

INTERACTION Learner A ↔ Learner B

PROCEDURE

- 1 Give learners their role cards. Learner A is on holiday in Learner B's hometown (or somewhere that he/she knows well) and must find out from Learner B as much as possible about the place.
- 2 Learner A starts the conversation, using the prompt at the bottom of his/her role card.
- 3 End the test after four minutes.

Achievement test 3 -- Speaking

10-14

ROLE CARDS

LEARNER A

You want to find out information about the place you are visiting. Think of questions to ask your partner about:

- places to stay
- things to see
- places to eat
- transport in the city
- other towns or interesting places to visit

Start the conversation by asking this question to your partner.

*Excuse me, I'm visiting [name of town] for a few days and I'd like some information.
Can you tell me about different places where I can stay?*



LEARNER B

Your partner is visiting the place where you live for a few days and would like some information. Think about:

- places to stay
- things to see
- places to eat
- transport in the city
- other towns or interesting places to visit

Listen to your partner's questions and try to answer them with as much information as possible.

IV. Кадровое обеспечение дополнительной образовательной программы

№ п/п	Дисциплины (модули)	Характеристики педагогических работников					
		ФИО, должность	Квалификация	Ученая степень, звание	Стаж	Основное место работы, должность	Условия привлечения к педагогической деятельности
1.	Английский язык (уровень Elementary)	Фомина Ирина Валерьевна	Филолог, преподаватель английского языка	К.ф.н., доцент	27	ВГУ, КАЯГФ, доцент	Штатный сотрудник
2.	Английский язык (уровень Elementary)	Пешкова Анна Борисовна	Филолог, преподаватель английского языка	К.ф.н., доцент	25	ВГУ, КАЯГФ, доцент	Штатный сотрудник
3.	Английский язык (уровень Elementary)	Соловьева Ирина Юрьевна	Филолог, преподаватель английского языка	К.ф.н., доцент	22	ВГУ, КАЯГФ, доцент	Штатный сотрудник