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(ВлГУ)

УТВЕРЖДАЮ

Проректор
по образовательной деятельности


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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
ИНОСТРАННЫЙ ЯЗЫК (РЕЧЕВОЙ ПРАКТИКУМ)

Направление подготовки: 44.03.05 Педагогическое образования

Профиль/программа подготовки: Английский язык. Французский язык

Уровень высшего образования: бакалавриат

Форма обучения: очная

Семестр	Трудоемкость зач. ед./ час.	Лекции, час.	Практич. занятия, час.	Лаборат. работы, час.	СРС, час.	Форма промежуточ- ной аттестации (экзамен/зачет/зачет с оценкой)
2	2 / 72		36		36	зачет
3	2 / 72		36		36	зачет
4	2 / 72		36		36	зачет
6	2 / 72			36	36	зачет
Итого	8 / 288		108	36	144	4 зачета

Владимир 2018

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целью освоения дисциплины «Иностранный язык (речевой практикум)» является создание условий для развития способностей к устной и письменной коммуникации на иностранном языке и применения полученных знаний в профессиональной деятельности.

Задачи дисциплины конкретизируют сформулированную цель и способствуют ее реализации:

- овладение студентами языковой и коммуникативной компетенциями, необходимыми для активного применения иностранного языка в коммуникации и межличностном общении.
- развитие умений подготовленной (репродуктивной) речи с постепенным расширением творческих (неподготовленных во времени) компонентов речевых высказываний;
- развитие умения понимать и правильно воспроизводить прослушанный английский текст;
- развитие навыков устной речи;
- развитие фонематического слуха студентов;
- развитие коммуникативных способностей студентов, умения выбирать адекватные языковые и речевые средства для успешного решения коммуникативной задачи;
- расширение общего лингвистического кругозора студента;
- развитие познавательной, эмоциональной и волевой сфер студента;
- формирование мотивации к изучению иностранного языка.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОПОП ВО

Дисциплина «Иностранный язык (речевой практикум)» относится к вариативной части.

Пререквизиты дисциплины: дисциплина «Иностранный язык (речевой практикум)» опирается на знания предметов: «Языкознание», «Лингвострановедение и страноведение», «Практика устной и письменной речи», «Практическая фонетика», «Практическая грамматика».

3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОПОП

Код формируемых компетенций	Уровень освоения компетенции	Планируемые результаты обучения по дисциплине характеризующие этапы формирования компетенций (показатели освоения компетенции)
1	2	3
ОК-4 (способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия)	частичное освоение компетенции	Обучающийся должен демонстрировать следующие результаты обучения: <u>знать:</u> - основы фонетики, грамматики и иметь достаточный багаж лексики для работы с аутентичными материалами. <u>уметь:</u> - готовить устное сообщение на английском языке по основным изученным темам, используя грамматические и синтаксические структуры и лексические единицы (в том числе, специальные терминологические), изученные в течение года. <u>владеть:</u> - способностью свободно формулировать свои мысли в профессиональной сфере, как в устной, так и в письменной русской речи,

		вести профессиональный диалог и переписку; - навыками работы с текстом страноведческой и исторической тематики на английском языке.
ОК- 5 (способность работать в команде, толерантно воспринимать социальные, культурные и личные различия)	частичное освоение компетенции	Обучающийся должен демонстрировать следующие результаты обучения: <u>знать:</u> - основы речевой культуры на английском языке; - правила использования в русском и иностранном языках основных грамматических явлений, характерных для профессиональной речи и необходимых для развития практических навыков владения языком. <u>уметь:</u> - общаться в устной форме на русском и английском языках для решения задач межличностного и межкультурного взаимодействия; <u>владеть:</u> - навыком комментировать, объяснять высказывания, выделять основную идею, конкретизировать и обобщать.
ОПК-5 (владение основами профессиональной этики и речевой культуры)	частичное освоение компетенции	Обучающийся должен демонстрировать следующие результаты обучения: <u>знать:</u> - особенности профессиональной этики; <u>уметь:</u> - самостоятельно совершенствовать уровень владения английским языком; - вести беседу на различные бытовые и социально-значимые темы. <u>владеть:</u> - основами речевой культуры на английском языке.
ПК-6 (готовность к взаимодействию с участниками образовательного процесса)	частичное освоение компетенции	Обучающийся должен демонстрировать следующие результаты обучения: <u>знать:</u> - английский язык в пределах требований федеральных государственных образовательных стандартов и основной общеобразовательной программы. <u>уметь:</u> - дать обоснование того или иного лингвистического явления и проиллюстрировать положения и выводы примерами из предоставленной для анализа

		лексических единиц; <u>владеть:</u> - навыками использования различных источников для текущей и дальнейшей самостоятельной работы; - организовывать сотрудничество обучающихся, поддерживать их активность средствами английского языка.
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4. ОБЪЕМ И СТРУКТУРА ДИСЦИПЛИНЫ (МОДУЛЯ)

Общая трудоемкость дисциплины составляет 8 зачетных единиц, 288 часов.

№ п/п	Раздел (тема) дисциплины	Семестр	Неделя семестра	Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах)				Объем учебной работы, с применением интерактивных методов (в часах / %)	Формы текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации (по семестрам)
				Лекции	Практические занятия	Лабораторные работы	СРС		
1.	24/7 society.	2	1-4		8		8	2 / 25%	
2.	Social network. Facebook.	2	5-6		4		4	1 / 25%	Рейтинг-контроль 1
3.	Dialects. Manky.	2	7-8		4		4	1 / 25%	
4.	Movies. Docusoap.	2	9-10		4		4	1 / 25%	
5.	Dreams. In your dreams!	2	11-12		4		4	1 / 25%	Рейтинг-контроль 2
6.	Geography. Antarctica.	2	13-16		8		8	2 / 25%	
7.	Tourism. Dark tourism	2	17-18		4		4	1 / 25%	Рейтинг-контроль 3
ВСЕГО за 2 семестр					36		36	9 / 25 %	Зачет
1	Family life, marriage. Prenup	3	1		2		2	0,5 / 25%	
2	Cultural tendencies. The phenomenon of showbusiness. Showbiz.	3	2		2		2	0,5 / 25%	
3	Cinematography. Make my day!	3	3-4		4		4	1 / 25%	

4	Computers in our life. Spam.	3	5-6		4	4	1 / 25%	Рейтинг-контроль 1
5	Religion. Happy-clappy	3	7-10		8	8	2 / 25%	
6	Healthy eating habits. GM	3	11-12		4	4	1 / 33%	Рейтинг-контроль 2
7	Currency. Euro.	3	13-14		4	4	1 / 25%	
8	Office routine. Hot desking	3	15-16		4	4	1 / 25%	
9	English wordbuilding. Prefix e-, dis-.	3	17-18		4	4	1 / 25%	Рейтинг-контроль 3
ВСЕГО за 3 семестр					36	36	9 / 25%	Зачет
1	Animals	4	1-2		4	2	1 / 25%	
2	Modern technologies. Wi-Fi	4	3-4		4	4	1 / 25%	
3	Search engine. Google	4	5-6		4	4	1 / 25%	Рейтинг-контроль 1
4	Excessorise	4	7-10		8	8	2 / 25%	
5	Food. Jummy-scrummy	4	11-12		4	4	1 / 25%	Рейтинг-контроль 2
6	Clothes. Pants	4	13-16		8	8	2 / 25%	
7	Financial matters. Cashback	4	17-18		4	4	1 / 25%	Рейтинг-контроль 3
ВСЕГО за 4 семестр					36	36	9 / 25 %	Зачет
1	Introduction	6	1		2	2	0,5 / 25%	
2	Conversational Phrases; Speech Patterns	6	2		2	2	0,5 / 25%	
3	Outline and Questions on the text	6	3-4		4	4	1 / 25%	
4	Retelling (Detailed and Short)	6	5-6		4	4	1 / 25%	Рейтинг-контроль 1
5	Critical Thinking. Discussion	6	7-8		4	4	1 / 25%	
6	Role Play	6	9-10		4	4	1 / 25%	
7	Character Sketches	6	11-12		4	4	1 / 25%	Рейтинг-контроль 2
8	Writing	6	13-16		8	8	2 / 25%	
9	Expanding the Topic	6	17-18		4	4	1 / 25%	Рейтинг-контроль 3
ВСЕГО за 6 семестр					36	36	9 / 25 %	Зачет
Наличие в дисциплине КП/КР								
Итого по дисциплине					144	144	36 / 25%	4 зачета

**Содержание практических занятий по дисциплине
2 семестр:**

Тема 1. *24/7 SOCIETY.*

Содержание темы:

Общественно-экономическое развитие страны изучаемого языка.

Этимология выражения.
Сфера употребления.
Речевая ситуация с выражением.
Особенности перевода.

Тема 2. *SOCIAL NETWORK. FACEBOOK.*

Содержание темы:
Интеграция в языковую среду.
Влияние социальных сетей на модель общественного поведения.
Влияние интернета на грамматический и лексический строй языка.

Тема 3. *DIALECTS. MANKY.*

Содержание темы:
Диалекты английского языка.
Особенности употребления диалектов.
Сфера употребления и многообразие диалектов.

Тема 4. *MOVIES. DOCUSOAP.*

Содержание темы:
История рождения кинематографа.
Жанровое разнообразие.
Роль фильмов в изучении английского языка.

Тема 5. *DREAMS. IN YOUR DREAMS!*

Содержание темы:
Этимология фразовой единицы.
Практическое применение и сфера употребления.
Грамматическая и лексическая сочетаемость фразы.

Тема 6. *Geography. Antarctica.*

Содержание темы:
Заимствования.
Особенности грамматического строя в данной географической локации.

Тема 7. *Tourism. Dark tourism.*

Особенности туристической сферы.
Языковые проблемы в коммуникации.

3 семестр:

Тема 1. *FAMILY LIFE, MARRIAGE. PRENUP*

Содержание темы:
Особенности речевых ситуаций в рамках темы.
Трудности перевода лексических единиц.
Модели семейного поведения в культуре разных стран.

Тема 2. *CULTURAL TENDENCIES. THE PHENOMENON OF SHOWBUSINESS. SHOWBIZ.*

Содержание темы:
Культурные тенденции.
Явление шоу-бизнеса в социо-культурной среде.
Особенности делового английского. Слэнг.

Тема 3. *CINEMATOGRAPHY. MAKE MY DAY!*

Содержание темы:
История развития кинематографа.

Жанровое разнообразие.
Роль фильмов в изучении английского языка.

Тема 4. **COMPUTERS IN OUR LIFE. SPAM.**

Содержание темы:
Компьютеры в жизни человека.
Спам.
Частность употребления узко-специальной компьютерной лексики.

Тема 5. **RELIGION. HAPPY-CLAPPY**

Содержание темы:
Виды религии.
Свобода вероисповедания.
Особенности религиозной лексики.

Тема 6. **Healthy eating habits. GM**

Содержание темы:
Здоровое питание.
Генномодифицированная продукция.
Маркировка товаров.

Тема 7. **Currency. Euro.**

Содержание темы:
Виды валют.
Международная валюта.
Обменный курс.

Тема 8. **Office routine. Hot desking**

Содержание темы:
Офисная работа и фрилансеры.
Слэнг офисных работников.

Тема 9. **English wordbuilding. Prefix e-, dis-**

Содержание темы:
Словообразование.
Префиксальный и суффиксальный способы образования лексических единиц.

4 семестр:

Тема 1. ANIMALS

Содержание темы:
Многообразие фауны.
Представители красной книги.

Тема 2. MODERN TECHNOLOGIES. WI-FI

Содержание темы:
Компьютерная грамотность.
Беспроводные технологии.

Тема 3. SEARCH ENGINE. GOOGLE

Содержание темы:
Поисковые платформы и их особенности.
Гугл-переводчик.
Проблемы перевода из интернет ресурсов.

Тема 4. EXCESSORISE

Содержание темы:

Трендовая одежда в Англии.

Брендовая одежда в США.

Ценовая политика и бренды.

Тема 5. FOOD. JUMMY-SCRUMMY

Содержание темы:

Особенности мировой кухни.

Специальная кулинарная терминология.

Тема 6. Clothes. Pants

Содержание темы:

Унисекс.

Подростковая одежда.

Виды одежды у разных представителей субкультур.

Тема 6. Financial matters. Cashback

Содержание темы:

Виды финансовых транзакций.

Безналичная оплата товаров и услуг.

6 семестр:

Тема 1. INTRODUCTION

Содержание темы:

Введение в речевую ситуацию.

Виды слэнга.

Особенности коммуникации.

Тема 2. CONVERSATIONAL PHRASES; SPEECH PATTERNS

Содержание темы:

Разговорные фразы.

Этикет.

Многообразие речевых ситуаций.

Тема 3. OUTLINE AND QUESTIONS ON THE TEXT

Содержание темы:

Особенности работы с текстом.

Языковые и грамматические особенности.

Виды перевода.

Тема 4. RETELLING (DETAILED AND SHORT)

Содержание темы:

Формы работы с текстом.

Пересказ.

Особенности подробного и краткого пересказа.

Пересказ текста с элементами анализа.

Тема 5. CRITICAL THINKING. DISCUSSION

Содержание темы:

Критическое мышление.

Обсуждение прочитанного.

Поабзацный разбор текста.

Тема 6. Role Play

Содержание темы:

Творческий подход к изучению языка.

Драматическая составляющая на уроках.

Тема 7. Character Sketches

Содержание темы:

Главные герои и действующие лица.

Роль речи главных героев в их образе.

Тема 8. Writing

Содержание темы:

Формат письма.

Особенности письменного стиля.

Тема 9. Expanding the Topic

Содержание темы:

Обоснование темы.

Языковые ресурсы для выводов по теме занятия.

5. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

В преподавании дисциплины «Иностранный язык (речевой практикум)» используются разнообразные образовательные технологии как традиционные, так и с применением активных и интерактивных методов обучения.

Активные и интерактивные методы обучения:

- Интерактивные занятия (семестр 2 (тема № 2, 3); семестр 3 (темы № 4, 6); семестр 4 (темы № 1, 4); семестр 6 (темы № 1, 7)).

6. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ИТОГАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ И УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

Текущий контроль успеваемости

Примерные задания для проведения рейтинг-контроля

II семестр

РЕЙТИНГ-КОНТРОЛЬ 1

1. Discuss these questions with your partner.

a. How much time a week do you think you spend on the Internet?

b. What kind of web sites do you use?

News web sites Shopping sites Information sites

Social networking sites Email or messenger services Search engines

Online gaming sites Chat rooms and other types of forum

c. In your country, what are the popular social networking sites? These are sites where people have their own personal home page, and they are connected directly to friends.

c. Has there been a recent increase in the use of social networking sites? Do you use any? What are the advantages and disadvantages of such sites?

VOCABULARY

2. Match these words and phrases to their definitions.

a. relatives without respect for tradition or normal ways of doing things

b. professionals can be used in many different ways

c. to upload something people who have good jobs requiring a good education and extra training

d. versatile to add something to an Internet web page

e. to succumb members of your family

f. cavalier to give in to something; to be defeated by something

LISTENING SECTION 1

3. Now, listen to Gavin Dudeney talking about change in the English language and answer these questions.
- What type of Internet site does he discuss?
 - How many specific sites does he mention by name? What are the names?
4. Listen to Section 1 again and decide if the following statements are true or false, according to Gavin Dudeney.
- People who use My space are generally not as old as people who use Facebook
 - LinkedIn is for people with good jobs.
 - Sites like these have given new words such as adverbs and adjectives to the language.

РЕЙТИНГ-КОНТРОЛЬ 2

You are going to listen to a short talk given by Professor David Crystal about language change and new developments in English.

SPEAKING

1. Discuss these questions with other students

- How often do you watch TV?
- Do you ever watch these kinds of programmes?
the news cartoons music shows
documentaries dramas chat shows
comedy shows the weather crime dramas
- Do you know what a soap opera is?

VOCABULARY

2. Match these words and phrases to their definitions

- a blend** a maker or producer of something
- a sponsor** a type or kind of film or programme
- fiction** situation or context
- a manufacturer** an imagined story, not fact
- a genre** someone who gives financial support to something
- circumstance** a mixture of two or more different things

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about a new genre of TV programme and answer these questions.

- What is the name for the new programme genre?
- Which two TV genres does this new one mix together?

4. Listen again and decide which is the best definition of a docusoap.

- These programmes show the everyday lives of celebrities
- These programmes show normal people doing incredible things
- These programmes show normal people doing normal things

LISTENING SECTION 2

5. Why do you think some TV dramas are called soap operas?

- Because the characters sing during the drama
- Because the characters often wash during the drama
- Because soap companies originally paid for the shows
- Because many of the actors also appeared in soap adverts

6. Which two of the following three blend words are real?

docudrama faction fictumentary

Listen to Section 2 of the talk and check your ideas for questions 5 and 6. Were you correct?

7. Are the following sentences true or false

- The soap companies sponsored the programmes more than fifty years ago
- These early programmes were dramas about everyday life
- A docudrama is a story based on imaginary events
- Faction is a type of TV programme

Listen again to check your answers.

VOCABULARY

1: Look at the tape script and find words or phrases that mean the following.

- a. to be shown on television
- b. half true, half imaginary
- c. making the separation between two things less clear

LANGUAGE

1: Docusoap, docudrama and faction are all blend words.

- a. What are the original words that they come from?
- b. Look at these blend words. What do you think are the original words?

brunch is _____ blended with _____

smog is _____ blended with _____

infomercial is _____ blended with _____

advertainment is _____ blended with _____

camcorder is _____ blended with _____

liger is _____ blended with _____

2: What do you think are the blend words?

- a. Spanish blended with English is _____
- b. A goat blended with a sheep is a _____
- c. Microprocessor blended with software is _____
- d. dance blended with exercise is _____

3: Can you think of some new blend words for English?

- a. Think about new animals produced from two existing animals
- b. Think about new languages, new meals, new sports, new ways of living

РЕЙТИНГ-КОНТРОЛЬ 3

1. Discuss these questions with a partner

- a.** Do you have or have you had any of the following ambitions?

to be a film star/ to go to university/ to own a car/

to visit the Antarctic/ to get married/ to have children/

to buy a house/ to visit the USA/ to be a professional sports person/

to be an astronaut/ to be happy/ to write a book/

to live by the sea/ to be a rock star /to work abroad/

- b.** What other ambitions or dreams do you have?

- c.** Think about all these different ambitions. For you, which ones do you think are...

i. realistic; quite likely to be achieved

ii. unlikely but possible

iii. unrealistic; nearly impossible

- d.** Why?

VOCABULARY

2. Match these words and phrases to their definitions

- a. **unrealistic** unimportant or useless information and stuff
- b. **optimistic** a word that is used instead of a noun e.g. he or him
- c. **daydream** speaking in a low voice so that people can't hear you
- d. **traffic jam** pleasant thoughts that make you forget what you are doing
- e. **pronoun** cars in a queue that isn't moving
- f. **muttering** unlikely to happen, not very possible

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about the use of the phrase 'in your dreams' in English and answer these questions.

- a.** When someone says 'in your dreams' it means they think someone else...

i. has a good chance of doing something; they are likely to achieve something

ii. has an average chance of doing something; they might achieve something

iii. has no chance of doing something; they won't achieve something

iv. is asleep

- b.** Which of these meanings of 'dream' does the phrase combine?

i. thoughts and images you feel when you sleep

- ii. perfect or ideal
- iii. pleasant hopes or wishes for the future

4. Listen to Section 1 again and decide if the following statements are true or false, according to Professor Crystal.

- a. The phrase appeared at the end of the last century.
- b. It is still not a common phrase.
- c. The passenger thought the traffic jam would disappear.

LISTENING SECTION 2

5. Listen to Section 2 of the talk and answer this question.

- a. What change in the use of 'in your dreams' has Professor Crystal noticed?
 - i. The meaning has changed to include 'perfect or ideal'
 - ii. The phrase is used to refer to anyone, not just 'you'
 - iii. It is used in formal situations as well as informal ones

6. Listen again to Section 2. Are the following sentences true or false?

- a. He heard the phrase used to talk about someone's dream to be a pop star.
- b. Professor Crystal was unable to make holiday plans.
- c. Professor Crystal said the phrase 'in my dreams' quietly.

VOCABULARY

7. Find the phrases in the text that have the following meanings.

- a. what people think or hope will happen
- b. pleasant dream like thoughts
- c. made longer or bigger; used more widely

LANGUAGE

8 Look at the example sentences of other phrases with 'dream'. Match the phrases to the definitions below.

- a. I have a **recurring dream**. It's always the same: a car arrives and a giraffe gets out. The giraffe picks me up and I turn into an airplane.
- b. Selling my script to the Hollywood company was a **dream come true** for me. After all those years without success I'm now moving to Los Angeles.
- c. Teaching is my **dream job**. I love working with people and the holidays are long. Fantastic!
- d. You want to be a rock star? **Dream on!** You can't even sing!
- e. The school play **went like a dream**. Everyone remembered their lines and the audience loved it. Perfect!
- f. I can't believe I've just bought a Ferrari car. Honestly, it's **beyond my wildest dreams**. I never thought I would have one. Would you like a lift?
- i. something goes very well or successfully without any problems
- ii. ideal or perfect employment
- iii. in your dreams!
- iv. better than anything you ever imagined
- v. a dream you frequently have when you sleep
- vi. something happens after you have wanted it for a long time

III семестр

РЕЙТИНГ-КОНТРОЛЬ 1

You are going to listen to a short talk given by Professor David Crystal about language change and new developments in English.

SPEAKING

1. Discuss these questions with other students

- a. Can you think of examples of modern technology that you use in the following fields?
 - Transport
 - Home life
 - Study or work
 - Entertainment

• Communication

- b. What have been the benefits of modern technology?
 - c. What have been the drawbacks of modern technology?
 - d. What have been the benefits and drawbacks of the internet?
- Does the internet have any problems?

VOCABULARY

2. Match these words and phrases to their definitions

- a. **broadcasting** something that makes you believe that something exists or is true
- b. **to flood something / somewhere** sending out sounds and pictures using radio waves
- c. **tinned food** to become popular
- d. **to catch on** food which is in a metal container or can
- e. **evidence** connected to language or the study of language
- f. **linguistic** to fill an area or space with a large amount of something e.g. water

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about how technology affects the development of the English language. Answer these questions.

- a. Which item of modern technology does Professor Crystal concentrate on?
- b. What is the new word that has come from this technology?

4. Listen again and answer these questions.

- a. What other types of technology does Professor Crystal mention?
- b. Does he think it is strange that new words have come from internet technology?
- c. Complete the definition of spam with the words in the box..

large unwanted receive advertisements email

Spam is the word for the _____ messages and _____ that come into your _____ in-box. These messages come in _____ amounts and you do not ask to _____ them.

LISTENING SECTION 2

5. At the end of part one of his talk, Professor Crystal asks, "But why the word spam for this sort of thing?" Which of the following explanations of the original meaning of spam do you think is correct?

- a. Spam is a type of poor quality meat that used to be very common
- b. Spam is the rubbish left on the beach after the sea has gone down
- c. Spam is the stuff which collects in the bottom of your bag e.g. small coins, pieces of paper, pen lids etc.
- d. Spam is the advertisements for pizza restaurants etc. which are posted through your door

Listen to Section 2 of the talk and check your ideas. Were you correct?

6. Are the following sentences true or false?

- a. Spam was a fresh meat
- b. Monty Python was a comedy series on the radio
- c. The Monty Python song about spam became very popular
- d. In the song, spam came with everything and it was not really wanted
- e. You can't use spam as a verb

7. What is the name for someone who sends out spam emails?

Listen again to check your answers.

VOCABULARY

1 Look at the tape script and find words or phrases that mean the following.

- a. to meet something
- b. very popular or trendy
- c. a short comedy performance or scene

LANGUAGE

2. Although the modern meaning of spam is connected to the internet, originally it was a type of food. Look at these expressions which all use food words. Underline the food words. Have you eaten those types of food?

- a. It's not my cup of tea . I prefer rock music.

- b. Stop beefing about doing the shopping . It's your turn, so just do it.
- c. I was so scared my legs turned to jelly.
- d. He is in a pickle now, how will he escape?
- e. The new computer game is selling like hot cakes.
- f. Immigration is a political hot potato at the moment.
- g. He is such a hammy actor, I think he ruins the film

3. Match the food expressions above with the definitions below.

- i. To complain about something
- ii. To become weak and wobbly
- iii. To perform in a very artificial way
- iv. To sell very quickly
- v. To not be a personal preference
- vi. To be in a difficult situation
- vii. To be a controversial issue, to be something no-one wants to deal with

РЕЙТИНГ-КОНТРОЛЬ 2

You are going to listen to a short talk given by Professor David Crystal about language change and new developments in English.

SPEAKING

1. Discuss these questions with other students

- a. Can you name four important scientific inventions or discoveries?
Why do you think they are so important?
- b. Which science do you connect with DNA?
- c. Do you know of any results from genetic experimentation?
Have you heard of these things?
Dolly the sheep The strawmato The liger clones

VOCABULARY

2. Match these words and phrases to their definitions

- a. **controversial** the top prize in a competition
- b. **to modify something** a note which tells you what something is
- c. **technical** likely to cause disagreement
- d. **a label** connected to science
- e. **regulations** to change or alter something
- f. **a gold medal** laws or rules

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about an abbreviation that has come from the modern science of genetic engineering.

- a. What is the abbreviation? ___ ___
- b. Which two things can the abbreviation stand for?
 - i. genetically modified
 - ii. genetic modified
 - iii. genetically modification
 - iv. genetic modification
- c. Which one is a noun and which is an adjective?

4. Listen again and decide if the following statements are true or false, according to Professor Crystal.

- a. GM food first appeared around 1995
- b. People were happy to accept GM food
- c. GM food is not controversial now

LISTENING SECTION 2

5. GM foods are controversial. Special regulations were introduced. What do you think food producers and restaurant owners had to do?

- a. Not sell or use GM foods
- b. State clearly when they used GM foods
- c. Have a license to use GM foods

Listen to Section 2 of the talk and check your ideas. Were you correct?

6. Are the following sentences true or false? Listen and check.

- a. Professor Crystal talks about restaurant, café and bar owners
- b. You might read a notice about GM foods in a restaurant
- c. Everyone knows what GM means

VOCABULARY

1. Look at the tape script and find words or phrases that mean the following.
- a. changed or modified
 - b. meet or come across
 - c. from that time

LANGUAGE

2. Science and technology provides many abbreviations that enter the general language. Do you recognise these abbreviations?

LASER CD DVD VHS RADAR SCUBA EMAIL WWW

3. These abbreviations above are all nouns for things. Only **Email** is also a verb. What is unusual about **GM**?

4. Put the correct form of **GM** in the sentences below – genetic modification or genetically modified?

- a. Our essay title is, ‘ Is _____ a good thing for human kind?’
- b. I don’t want bread which is made from _____ flour
- c. _____ rice could be grown more easily
- d. I think _____ should be allowed, after more tests
- e. If a farmer uses _____ seeds, he must tell the government officials

DISCUSSION

5. Discuss the following with your partner or in a small group
- a. What are the possible benefits of GM food – think about farmers, pesticide, consumers, private companies, nature, poorer nations, richer nations
 - b. What are the possible drawbacks of GM food – think about nature and the environment, trusting science, private companies, poorer and richer nations
 - c. What is the situation with regard to GM food in your country?
 - i. Is it a controversial topic? Was it before?
 - ii. Can farmers produce GM crops?
 - iii. Is your food labelled to tell you about the GM content?

РЕЙТИНГ-КОНТРОЛЬ 3

You are going to listen to a short talk given by Professor David Crystal about language change and new developments in English.

SPEAKING

1. Discuss these questions with other students

- a. How many computers are there in your life? Do you have one at home, at work, in college? Have other members of your family got a computer
- b. What do you use a computer for?
- c. Do you use the internet much? What kind of things do you use it for?
Getting news Researching factual information Travel information
Shopping Emailing Entertainment information
- d. What’s your opinion of the internet? Does it have any negative aspects?

VOCABULARY

2. Match these words and phrases to their definitions

- a. **an accolade** A punctuation mark, a dash that connects two words
- b. **a hyphen** Situations or contexts
- c. **a dialect** Money lent to you by a bank, for example
- d. **circumstances** A type of financial investment
- e. **a loan** An award or prize, recognition of achievements
- f. **securities** A version of a language, normally non-standard

LISTENING SECTION 1

- 3. Now, listen to Professor Crystal talking about a small word that has entered**

the language from the world of technology. Answer these questions.

- What is the word?
- What comes immediately after the word?
- What type of word is it? Is it used before or after other words?
- What does the word mean?

4. Listen again and decide if the following statements are true or false, according to Professor Crystal.

- The word won a special award in 1998
- The award was 'the most successful word of the last ten years'
- The award was given by the American Dialogue Society
- The society had noticed that the word was already being widely used

LISTENING SECTION 2

5. Many people started using the prefix 'e-'. Which of these uses do you think are genuine examples? Choose 6.

e-books e-shower e-voting e-bread e-newsletters
e-plants e-securities e-taxi e-loan e-shopping

Listen to Section 2 of the talk and check your ideas. Were you correct?

6. What is e-tailing?

- Selling over the internet
- Chatting over the internet
- Sending pictures over the internet

7. Are the following sentences true or false?

- After a long time, some people said the word was used too much.
- An internet magazine thought the word should not be used.
- The word will disappear soon.

Listen again to check your answers.

VOCABULARY

1. Look at the tape script and find words or phrases that mean the following.

- probable
- to experiment with something, to try using it in different ways
- will exist forever, permanently

LANGUAGE

2. The use of a single letter prefix with a hyphen is unusual. Here are some words which can combine with a single letter prefix. Which letter do you think they take?

bomb number bend boat line turn frame

A-_____ A-_____ A-_____

E-_____

U-_____ U-_____ U-_____

3. Match the new words with the correct definitions.

- A type of submarine, specifically a German one used in the Second World War
- A type of weapon
- A style of skirt or dress
- The classification of artificial food additives, according to the European Union
- A driving manoeuvre that involves changing direction by 180 degrees
- A special shape in a pipe or tube, especially under a sink
- A physical structure, often a lifting or supporting device, shaped like the letter A

4. E has other meanings or uses. Which of these are genuine?

E can be an abbreviation for East or Eastern

E can be the physics symbol for Energy

E means an exit in a building

E is the academic symbol for excellent

e is the chemical symbol for an electron

E is a narcotic drug known as ecsta

РЕЙТИНГ-КОНТРОЛЬ 1

1. Discuss these questions with your partner.

- Can you identify three recent technology changes and developments e.g. music downloads from the Internet?
- How have these changes affected your life? What can you now do that you couldn't do before?
- Modern technology seems to change very quickly – you often buy something which is out-of-date in a couple of months. What's your opinion of this? Do we need all this change and development?
- Do you think that computer technology has improved the quality of our lives?
What are the advantages and disadvantages of computer and digital technology?

VOCABULARY

2. Match these words and phrases to their definitions.

- hyphen** the electronic transmission of programmes e.g. radio and television
- network** a small line or dash which sometimes connects two words
- broadcasting** a television system in which programmes are broadcast down wires
- TV remote** active and full of energy; able to concentrate
- cable television** a group of separate things which are inter-connected
- alert** a small device used to change channel on a television

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about a new expression in English and answer these questions.

- What are the two spelling variations of the word under discussion?
- What does the word mean or describe?
 - a piece of equipment that doesn't use electricity
 - you don't need a cable to connect two pieces of equipment
 - you only need batteries to power a piece of equipment

4. Listen to Section 1 again and decide if the following statements are true or false, according to Professor Crystal.

- 'Wi-fi' is formed in the same way as an earlier word.
- Wireless is an old word for television broadcasting.
- Professor Crystal gives 4 examples of other wireless technology.

LISTENING SECTION 2

5. Listen to Section 2 of the talk and answer this question.

- Which two other words connected to technology does Professor Crystal now discuss?
 - hats pat or hot spot?
 - wired or weird?

6. Listen again to Section 2. Are the following sentences true or false?

- There are only a few new words that are associated with the Internet.
- In a hot spot you can access the Internet using Wi-fi technology.
- If a person is wired they use a lot of technology.

VOCABULARY

7. Find the phrases in the text that have the following meanings.

- existed
- returned to popular use; returned to fashion
- portable computer

LANGUAGE

8a. We use **-less** as a suffix to give a negative meaning to the word; the meaning is very similar to 'without'. For example, 'tasteless food' is food without taste. However, sometimes you can't always use a word with **-less** to mean 'without'. Look at the sentences below. Each pair of sentences uses an adjective with **-less**, but in one sentence it is incorrect to use that adjective. Which sentence is incorrect? Also, how can you change the sentence to make it correct?

- I can't meet you today as I haven't got enough time; I'm timeless.
 - Great art is timeless; it doesn't matter how old it is because people will always love it.
- I had a sleepless night last night; I shouldn't have drunk so much coffee before going to bed.
 - I am really sleepless at the moment; my neighbours keep having late night parties.
- Oh no, my phone is powerless; I need to recharge the battery.

b. There is nothing I can do to stop the government building a motorway through my garden; I am powerless.

4 a. I think David is so happy all the time because he doesn't have any responsibilities or worries; he is careless.

b. I made a lot of careless mistakes in my homework because I didn't concentrate when I was doing it.

5 a. Because everyone uses credit cards nowadays, some people say we live in a cashless society

b. I'm sorry, I can't lend you any money as I'm cashless at the moment.

6 a. I can't answer this essay question because I haven't got any ideas; I'm completely thoughtless.

b. I think it was thoughtless of John to invite his ex-girlfriend to his wedding; she was obviously going to be sad to hear about it.

7 a. My arm feels much better now; finally, six weeks after the accident I am painless.

b. The doctor said the injection would be painless, but in fact it really hurt!

Discussion

9. Discuss these questions with your partner.

a. Do you ever use wireless technology? When and how?

b. Do you ever make careless mistakes? Who is the most careless person in your family?

c. What gives you sleepless nights?

d. What is the most thoughtless thing that has ever happened to you?

e. How much of a cashless society do you live in? What are the advantages and disadvantages of not using cash?

f. Do you think you are powerless to change things in your country? What can you do to influence your country's development? How do normal people exert power in your country?

g. Can you think of some creative works that you think are timeless? Can you think of a book, a painting, a piece of music, a sculpture, a film etc.?

РЕЙТИНГ-КОНТРОЛЬ 2

1. Discuss these questions with a partner.

a. How often do you use the Internet and what for?

b. How do you find things on the Internet - which search engines do you use?

c. Do you have a preferred search engine? Why do you usually use that one? Do you use different search engines for different things e.g. shopping?

d. How long do you think it usually takes you to find what you are looking for?

e. Do you ever get frustrated and give up your search?

f. Could search engines be improved?

VOCABULARY

2. Match these words and phrases to their definitions.

a. coinage a big letter, like 'G', not 'g'

b. a hit a machine used to clean a carpet or floor

c. penalty when a search engine finds a search word on a web page

d. a trademark a symbol or name that represents a company or product

e. a capital letter a form of a word

f. a vacuum cleaner punishment

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about the search engine 'Google' and answer this question.

a. What is unusual or special about the name of the search engine 'Google'?

4. Listen to Section 1 again and decide if the following statements are true or false, according to Professor Crystal.

a. In 1990 a language society said google was the most useful word.

b. The name 'Google' comes from a word used in mathematics.

c. Professor Crystal comments that the Google search engine might be too effective.

LISTENING SECTION 2

5. Listen to Section 2 of the talk and answer this question.

a. How does the company "Google" feel about the use of the word in the general language?

i. They are pleased that the word is used as a general verb.

- ii. They are worried about the use of the word in general English.
- iii. They are disappointed about the use of the word in general English.

6. Listen again to Section 2. Are the following sentences true or false?

- a. The company Google thinks the verb should be written 'google', not 'Google'.
- b. Professor Crystal says that the company name 'Hoover' is also used as a verb.
- c. Professor Crystal thinks that businesses cannot manage the way people use their names and trademarks.

VOCABULARY

7. Find the phrases in the text that have the following meanings.

- a. the number 1 followed by 100 zeros
- b. to make a copy of a document
- c. the specific name of a commercial product, similar to trademark

LANGUAGE

8a. 'Google' is a noun – the name of a company and a search engine - and a verb.

Look at the words in the box. Which ones are both nouns and verbs, which ones have a different form for the noun? Sort them into the two boxes [A and B] and give the noun form if it is different.

inform damage shop educate interest entertain choose interview
wait witness lose structure solve select close stay

A noun and verb have the same form **B** noun and verb have different forms

8b Put the correct form of the words in box A in the sentences below.

- a. The police are looking for any _____ to the crime.
- b. Cars have been _____ the environment for over a hundred years.
- c. I prefer not to _____ in supermarkets, I go to local stores instead.
- d. He's a TV presenter. He _____ film stars about their lives and careers.
- e. He said that my essay has got a good _____ but the grammar is poor.
- f. So tell me about your free time, what _____ do you have?
- g. Sorry, the traffic was terrible. Have you been _____ long?
- h. How long did she _____ at her friend's house?

DISCUSSION

9. Discuss these questions with your partner.

- a. Are you a frequent googler?
- b. Where do you prefer to shop, for food and for clothes?
- c. How long would you wait for a friend before giving up and going back home?
- d. What damage do you think your lifestyle causes to the environment?
- e. Have you ever witnessed a crime?
- f. Where is the best place you have stayed on holiday?
- g. Have you had any good or bad interviews? What interview advice would you give to someone?
- h. What are your interests?

РЕЙТИНГ-КОНТРОЛЬ 3

1. Discuss these questions with your partner.

- a. Which of the following things do you think you do too much of, too little of or the right amount of?

Eating chocolate	Using the internet
Eating beef burgers, chips and fast food	Watching TV
Listening to music	Sleeping
Spending time with friends	Playing computer games
Using your mobile phone	Shopping for clothes

- b. Do you think it is possible to have, or do, too much of a good thing? Why/why not?
- c. How greedy do you think you are, on a scale from 1 to 10, where 10 is very, very, very greedy?
- d. Do you think your country has a general culture of moderation (people don't do too much of something that is pleasurable) or is there a culture of excess (people do too much, or want too much, of the good things in life)?

VOCABULARY

2. Match these words and phrases to their definitions.

- a. accessories things of no real use or value, which are used to get people's attention
- b. a play on words extra things that you add to a main thing e.g. a CD player in a car

- c. excess a small device or machine with a special purpose
- d. indulgence too much, or a very large amount, of something
- e. gimmicks a joke that uses the double meanings of vocabulary
- f. gadgets something you have for pleasure, not because you need it

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about the use of the word 'excessorise' in English and answer this question.

a. If you excessorise, what are you doing?

- i. not having enough of something
- ii. having the right amount of something
- iii. having too much of something

4. Listen to Section 1 again and decide if the following statements are true or false, according to Professor Crystal.

- a. 'Excessorise' is made from the noun an 'excessory'.
- b. Professor Crystal was confused when he first heard the word 'excessorise'.
- c. 'Excessorise' is only used with reference to food and drink.

**VI семестр
(W. Golding. "Lord of the Flies")
РЕЙТИНГ-КОНТРОЛЬ 1**

I Translate into Russian:

To be in charge of smth.

Enormity

To pick one's way

Nightmare

To shout smb.down

To convey smth. to smb.

By tacit consent

To impose smth. upon smb.

To adjust oneself to smth.

Dubious

II. Answer the following questions:

1. Where is the scene laid?
2. Why did the children prefer Ralph for their chief?
3. What was the difference between the first and the second meeting on the platform?
4. Comment on the first measures taken by Ralph to ensure discipline and order.
5. Why did Ralph and Jack treat hunting differently?
6. What new idea was Jack preoccupied with? What difference did wearing a mask make to him?
7. What reasons had the boys for treating Piggy as an outsider?
8. Comment upon the boys's behavior after the feast. What was there in common between their actions and those of the people generally described as savages?

РЕЙТИНГ-КОНТРОЛЬ 2

I. Translate into Russian:

Urgency

To put things straight

To stick to the rules

To escape responsibility

To be on the lookout

To come in handy

To take strides

Viciously

Menace

II. Answer the following questions:

1. Why was the question of fear so urgent? Who suffered from fear most?
2. Sum up the new information about Simon.
Why did Simon break with the hunters?
3. What symbolic significance is attached to the change of the colour of the conch?
4. What can you say about Ralph's behavior as chief when they came up to the castle?

5. Comment upon the lack of order and discipline among the boys at the most dangerous moments and after them.
6. The expedition to the mountain. Compare Ralph's and Jack's attitude to its aim.

РЕЙТИНГ-КОНТРОЛЬ 3

I. Translate into Russian:

To be astir	To exult in smth.
To have the daring to do smth.	Ferocity
To unburden oneself	To make an outlaw of smb.
To flinch away from smth.	To have a stroke of luck
To sneak in	

II. Answer the following questions:

1. Jack blows the conch. Why did Jack choose that moment to seize power?
2. Why did the author give a detailed description of the pig hunt?
3. Follow the sow's head evolving into a symbol. Note the first mention of "the Lord of the Flies." What does it stand for?
4. Speak about the new arrangements at the Castle Rock. How did Jack treat those he ruled?
5. Piggy's last speech. Do you regard it as a feat?
6. Who set the island on fire? Why? Why was it a natural outcome of Jack's leadership?

ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ПО ДИСЦИПЛИНЕ «Иностраный язык (речевой практикум)»

2 семестр

Прочитать художественный текст (на выбор студентов).

1. Изучить незнакомые слова, включая транскрипцию и перевод.
2. Изложить сюжет романа (рассказа).
3. Пересказать содержание книги.
4. Описать главных героев произведения.
5. Отработать чтение отдельных отрывков прочитанной книги.
6. Сделать перевод отдельных отрывков.
7. Передать идею произведения и высказать свое отношение к проблемам, затронутым в произведении.

Книги, рекомендованные для самостоятельной работы

1. Harper Lee. To Kill a Mocking Bird.
2. Bronte, Ch. Jane Eyre.
3. Carroll, Lewis. Alice's Adventures in Wonderland.
4. Carroll, Lewis. Through the Looking-Glass, and What Alice Found There
5. John Cheever. Selected Short Stories. (The Country Husband, The Pleasures of Solitude, The Day the Pig Fell into the Well).
6. Hemingway, E. The Old Man and the Sea.

3 семестр

1. Прочитать 250-300 стр. художественного текста.
2. Выписать незнакомые слова, которые отражают основную тематику произведения.
3. Подготовить отрывки для чтения и перевода.
4. Пересказать содержание книги.
5. Охарактеризовать главных героев прочитанной книги.
6. Пересказать подробно понравившиеся эпизоды (1-2).
7. Высказать свое отношение к проблемам, затронутым в произведении.

Книги, рекомендованные для самостоятельной работы

1. William Golding. Lord of the Flies. The Pyramid.
2. O'Henry. Short Stories.
3. J. London. Martin Eden.

Making It All Right. Modern English Short Stories. (Lawrence Durrell “The Little Affair in Paris”, Susan Hill “A Bit of Singing and Dancing”, Stan Barstow “The Search for Tommy Flynn”)

4. Maugham, W.S. Short Stories.

5. Voynich, E.L. The Gadfly.

4 семестр

1. Прочитать 250-300 стр. художественного текста.
2. Составить предложения с новыми словами.
3. Подготовить отрывки для чтения и перевода.
4. Знать содержание книги.
5. Дать характеристику главных героев книги.
6. Пересказать подробно понравившиеся эпизоды (1-2).
7. Составить диалоги по проблемам текста с использованием активной лексики.

Книги, рекомендованные для самостоятельной работы

1. Scott, W. Ivanhoe.
2. Swift, J. Gulliver's Travels.
3. Twain, M. The Adventures of Tom Sawyer.
4. Twain, M. The Adventures of Huckleberry Finn

6 семестр

1. Прочитать художественный текст (на выбор студентов).
2. Изучить незнакомые слова, включая транскрипцию и перевод.
3. Изложить сюжет романа (рассказа).
4. Пересказать содержание книги.
5. Описать главных героев произведения.
6. Отработать чтение отдельных отрывков прочитанной книги.
7. Сделать перевод отдельных отрывков.
8. Передать идею произведения и высказать свое отношение к проблемам, затронутым в произведении.

Книги, рекомендованные для самостоятельной работы (6 семестр)

1. J. Austen “Sense and Sensibility”, “Pride and Prejudice”. J. Braine. Room at the Top.
2. Th. Dreiser. “Jenny Gerhardt”, “Sister Carrie”, “An American Tragedy”.
3. F.Scott Fitzgerald. Selected Short Stories. (The Rich Boy, The Diamond As Big As the Ritz, Babylon Revisited).
4. Th. Hardy. Tess of the d'Urbervilles: A Pure Woman Faithfully Presented.
5. J. Galsworthy. “The Man of Property”.
6. J. Steinbeck. The Pastures of Heaven and Other Stories. (The Chrysanthemums, Breakfast, Johnny Bear).
7. W. M. Thackeray. “Vanity Fair”.

Требования к зачету по дисциплине «Иностранный язык (речевой практикум)» (2 семестр)

Зачет проводится в соответствии с требованиями программы по английскому языку, которые сводятся к умению:

- читать и понимать предложенный текст;
- владеть требуемым лексическим запасом;
- выразить свои мысли и чувства по поводу прочитанного в монологической и диалогической форме;
- сформулировать свое отношение к проблемам, поставленным в тексте;
- уметь определить в тексте основные лексико-грамматические явления и стилистические приемы и объяснить их смысловую функцию;
- высказываться или вести диалог на тему, аналогичную изученной;
- умение грамотно воспроизвести в письменной форме текст, предложенный в устной форме.

Примерный перечень тем к зачету (2 семестр)

1. 24/7 society.
2. Social network. Facebook.
3. Dialects. Manky.
4. Movies. Docusoap.
5. Dreams. In your dreams!
6. Geography. Antarctica.
7. Tourism. Dark tourism

Требования к зачету (3 семестр)

Зачет проводится в соответствии с требованиями программы по английскому языку, которые сводятся к умению:

- читать и понимать предложенный текст;
- владеть требуемым лексическим запасом;
- выразить свои мысли и чувства по поводу прочитанного в монологической и диалогической форме;
- сформулировать свое отношение к проблемам, поставленным в тексте;
- уметь определить в тексте основные лексико-грамматические явления и стилистические приемы и объяснить их смысловую функцию;
- высказываться или вести диалог на тему, аналогичную изученной;
- умение грамотно воспроизвести в письменной форме текст, предложенный в устной форме.

Примерный перечень тем к зачету (3 семестр)

1. Family life, marriage. Prenup
2. Cultural tendencies. The phenomenon of showbusiness. Showbiz.
3. Cinematography. Make my day!
4. Computers in our life. Spam.
5. Religion. Happy-clappy
6. Healthy eating habits. GM
7. Currency. Euro.
8. Office routine. Hot desking
9. English wordbuilding. Prefix e-, dis-.

Требования к зачету (4 семестр)

Зачет проводится в соответствии с требованиями типовой программы по английскому, которые сводятся к умению:

- слушать и понимать текст;
- владеть достаточным лексическим запасом;
- выразить свои мысли по поводу прочитанного в монологической и диалогической форме;
- выразить свое отношение к проблемам, затронутым в тексте;
- умение высказываться или вести диалог на тему близкую к изученной;
- умение грамотно репродуцировать предложенный в устной форме текст в письменной форме.

1. Прослушайте дважды незнакомый текст с новостного портала www.bbclearningenglish.com
Воспроизведите прослушанный материал как можно ближе к оригинальному звучанию, обращая внимание на фонетическую и грамматическую сторону текста, не приуменьшая смысловую нагрузку.
2. Расскажите в подробностях о значениях двух слов из списка Active Vocabulary.
3. Переведите 15 предложений с обязательным употреблением активной лексики.

Примерный перечень тем к зачету (4 семестр)

1. Animals
2. Modern technologies. Wi-Fi
3. Search engine. Google
4. Excessorise
5. Food. Jummy-scrummy
6. Clothes. Pants
7. Financial matters. Cashback

Требования к зачету (6 семестр)

Зачет проводится в соответствии с требованиями типовой программы по английскому языку, которые сводятся к умению:

- читать и понимать текст;
- владеть лексическим минимумом;
- выразить свои мысли по поводу прочитанного в монологической и диалогической форме;
- умение высказывать или вести диалог на тему близкую к изученной.

Зачет охватывает весь программный материал по грамматике.

Примерные вопросы на зачете (6 семестр)

1. What do you know about the author of the book/ story?
2. Who are the main characters?
3. Dwell on the main characters of the book/ story
 - speak about their appearance
 - speak about their social position
 - speak about their behavior
 - speak about the attitude of the author to the main characters
 - describe the historical time/ atmosphere in which the action takes place
4. What is the genre of the book/story?
5. What is the main idea of the book/story?
6. What does the author criticize / praise / admire?
7. Why does the book have such a title?
8. What do you think about the author's language?
9. Speak about the language from the point of view of the vocabulary, grammar, stylistic devices and expressive means.
10. Was the book difficult to read?
11. What functional style does it belong to?
12. How do the characters speak?
13. What does the book teach the readers?
14. What is the main moral of the book?
15. Do you personally like it? Why? Why not?
16. What other works by this author have you read?

Фонд оценочных средств для проведения аттестации уровня сформированности компетенций обучающихся по дисциплине

7. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

7.1. Книгообеспеченность

Наименование литературы: автор, название, вид издания, издательство	Год издания	КНИГООБЕСПЕЧЕННОСТЬ	
		Количество экземпляров изданий в библиотеке ВлГУ в соответствии с ФГОС ВО	Наличие в электронной библиотеке ВлГУ
1	2	3	4
Основная литература			
1. Дроздова Т.Ю. Read & Speak English [Электронный ресурс]: учебное пособие/ Дроздова Т.Ю., Маилова В.Г., Николаева В.С.— Электрон. текстовые данные.— СПб.: Антология, 2014.— 320 с.	2014		http://www.iprbookshop.ru/42390 . —.
2. Саакян А.С. Why Do the English Say So? (Почему англичане так говорят?)	2013		http://www.iprbookshop.ru/26442 .

[Электронный ресурс]: учебное пособие для дополнительного чтения/ Саакян А.С., Ионина А.А., Иняшкин С.Г.— Электрон. текстовые данные.— М.: Московский городской педагогический университет, 2013.— 36 с .			-
Третьякова М.Ф. English Through Reading [Электронный ресурс]: учебно-методическое пособие/ Третьякова М.Ф.— Электрон. текстовые данные.— Комсомольск-на-Амуре: Амурский гуманитарно-педагогический государственный университет, 2012.	2012		http://www.iprbookshop.ru/22317-
Дополнительная литература			
Гацура Н.И. Современные английские романы. Contemporary English Novels. Часть 1 [Электронный ресурс]: учебное пособие по работе с книгами современных британских авторов для студентов гуманитарных специальностей, изучающих английский язык/ — Электрон. текстовые данные.— Омск: Омский государственный университет им. Ф.М. Достоевского, 2010.— 346 с.	2010		http://www.iprbookshop.ru/24935. —
Гацура Н.И. Современные английские романы. Contemporary English Novels. Часть 2 [Электронный ресурс]: учебное пособие по работе с книгами современных британских авторов для студентов гуманитарных специальностей, изучающих английский язык/ — Электрон. текстовые данные.— Омск: Омский государственный университет им. Ф.М. Достоевского, 2014.— 272 с.	2010		http://www.iprbookshop.ru/24936
Дроздова Т.Ю. Everyday Vocabulary + Grammar: For Intermediate Students [Электронный ресурс]: учебное пособие/ Дроздова Т.Ю., Тоткало Н.В.— Электрон. текстовые данные.— СПб.: Антология, 2010.— 320 с.	2010		http://www.iprbookshop.ru/42372.

7.2. Периодические издания

1. Вестник Московского университета. (Серия 9. Филология)
2. Вопросы языкознания.
3. Филологические науки.

7.3. Интернет-ресурсы

1. Чех В.В. Практикум по истории английского языка. – http://hoe2004.narod.ru/d_practicum.htm
2. <http://www.ucalgary.ca/UofC/eduweb/engl401/index.htm>
3. <http://www.etymonline.com/index.html>
4. <http://www.uk.ru/history/language.html>
5. <http://www.gostolmach.ru/content/view/1/2/index.htm>
6. http://wn.com/the_history_of_the_english_language

7. <http://www.youtube.com/course?list=ECA03075BAD88B909E>

8. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Для реализации данной дисциплины имеются специальные помещения для проведения занятий лекционного типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы студентов).

Лабораторные занятия проводятся в аудиториях 427-7 (лингфонный кабинет), 429-7 и 425-7 (учебные аудитории).

Перечень используемого лицензионного программного обеспечения:

Microsoft office 2007-2010

Media Player Classic

Рабочую программу составили Беляева А.И. _____
(ФИО, подпись)

Комягина О.В. _____
(ФИО, подпись)

Рецензент
(представитель работодателя) Родин Е.А. ПКЛ г. Владивосток, преподаватель английского языка Высшей квалификации, заслуженный учитель РФ
_____ (место работы, должность, ФИО, подпись)



Программа рассмотрена и одобрена на заседании кафедры английского языка
Протокол № 11 от 29.06.18 года
Заведующий кафедрой Назарова А.О. _____
(ФИО, подпись)

Рабочая программа рассмотрена и одобрена на заседании учебно-методической комиссии направления «Педагогическое образование»
Протокол № 1 от 28.08.18 года
Председатель комиссии директор Педагогического института Артамонова М.В. _____
(ФИО, подпись)

**ЛИСТ ПЕРЕУТВЕРЖДЕНИЯ
РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ**

Рабочая программа одобрена на _____ учебный год

Протокол заседания кафедры № _____ от _____ года

Заведующий кафедрой _____

Рабочая программа одобрена на _____ учебный год

Протокол заседания кафедры № _____ от _____ года

Заведующий кафедрой _____

Рабочая программа одобрена на _____ учебный год

Протокол заседания кафедры № _____ от _____ года

Заведующий кафедрой _____

ЛИСТ РЕГИСТРАЦИИ ИЗМЕНЕНИЙ

в рабочую программу дисциплины

НАИМЕНОВАНИЕ

образовательной программы направления подготовки *код и наименование ОП*, направленность:
наименование (указать уровень подготовки)

Номер изменения	Внесены изменения в части/разделы рабочей программы	Исполнитель ФИО	Основание (номер и дата протокола заседания кафедры)
1			
2			

Зав. кафедрой _____ / _____

Подпись

ФИО