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высшего образования
«Владимирский государственный университет
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(ВлГУ)

УТВЕРЖДАЮ

Проректор

по образовательной деятельности

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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
ПРАКТИЧЕСКИЙ КУРС ИНОСТРАННОГО ЯЗЫКА

Направление подготовки: 44.04.01 Педагогическое образование

Направленность (профиль):

Актуальные проблемы изучения романо-германских языков

Уровень высшего образования: магистратура

Форма обучения: очная

Семестр	Трудоем- кость зач. ед./час.	Лек- ций, час.	Практич. занятий, час.	Лаборат. работ, час.	СРС, час.	Форма промежуточного контроля (экз./зачет)
2	3/108			36	72	Зачёт
Итого	3/108			36	72	Зачёт

Владимир 2016

1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целями освоения дисциплины «Практический курс иностранного языка» являются:

- развитие и совершенствование умений в различных видах речевой деятельности на английском языке, дальнейшее развитие и формирование коммуникативной, информативной и социокультурной компетенций студентов-магистрантов;
- развитие у студентов логического мышления, различных видов памяти, воображения, умения самостоятельно работать с языком;
- расширение общекультурного и филологического кругозора учащихся;
- формирование у студентов стойкого интереса к приобретению дальнейших знаний и навыков в области филологии вообще и английской филологии в частности.

Задачами обучения являются:

- развитие способности восприятия на слух аутентичных текстов;
- развитие способности улавливать детали и реконструировать фразу по контексту;
- понимание значения интонаций английского языка;
- развитие разговорных навыков (беглости речи);
- умение реагировать на коммуникативную ситуацию;
- развитие необходимых стратегий чтения;
- умение извлекать главную мысль, заключенную в тексте и детали;
- догадываться о смысле, выраженном имплицитно, и о значении незнакомых слов по контексту;
- понимание смысла той или иной структуры в контексте, ее коммуникативной функции;
- развитие навыков письма;
- ознакомление студентов с новой лексикой и пополнение их словарного запаса;
- изучение грамматики; способность выразить одну и ту же мысль, используя различные формы и конструкции.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОПОП ВО

Данная учебная дисциплина входит в раздел «Б1.В. Вариативная часть» ОПОП по направлению подготовки 44.04.01 – Педагогическое образование, направленность (профиль) «Актуальные проблемы изучения романо-германских языков». В рамках практического курса иностранного языка студенты формируют и совершенствуют языковые умения и навыки, а также пополняют и систематизируют культурологические знания, имеющие отношение к изучаемому (английскому) языку и странам изучаемого языка.

Дисциплина обеспечивает подготовку студентов-магистров к осуществлению профессиональной деятельности.

3. КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ

В результате освоения дисциплины обучающийся должен продемонстрировать, что он обладает следующими общепрофессиональными компетенциями (ОПК):

ОПК-1 – готовностью осуществлять профессиональную коммуникацию в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности;

ОПК-3 – готовностью взаимодействовать с участниками образовательного процесса и социальными партнёрами, руководить коллективом, толерантно воспринимая социальные этноконфессиональные и культурные различия.

По окончании изучения указанной дисциплины студент должен демонстрировать следующие результаты образования:

знать:

- фонологические, лексические, грамматические явления и закономерности изучаемого языка как системы;
- вербальный, вербально-этикетный и ритуально-этикетный компоненты фоновых знаний;

уметь:

- перекомбинировать в речи изученный материал в зависимости от сферы и цели общения и позиции партнёров по коммуникации;
- выражать свои намерения в устном и письменном виде, адекватно используя разнообразные языковые средства с целью выделения релевантной информации;
- использовать этикетные формулы в устной и письменной коммуникации;
- адекватно сознательно и автоматически переносить языковые средства из одного вида речевой деятельности в другой, из одной ситуации в другую;

владеть:

- навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов;
- системой представлений об этических и нравственных нормах поведения, принятых в инокультурном социуме, о моделях социальных ситуаций, типичных сценариях взаимодействия;
- формами мыслительно-речевой деятельности; навыками резюмирования, интерпретации, комментирования, аргументации монологических высказываний, составления диалогов с отстаиванием противоположных точек зрения;
- основными автоматизмами в области произношения, чтения, грамотного структурного оформления речи в устной и письменной форме;
- навыком грамматически корректной устной и письменной речи; работы со словарями, учебными пособиями; грамматически безошибочного построения высказываний;
- навыком извлечения всех видов информации (включая эстетическую информацию) и восприятия в речевом общении особенностей значений лексических единиц и грамматических форм.

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

«Практический курс иностранного языка»

Общая трудоемкость дисциплины составляет 3 зачетные единицы, 108 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)
				Лекции	Практические занятия	Лабораторные занятия	Контрольные	СРС	КП/КР		
1	Understanding Cultural Diversity and National Identity. Language & Culture. Cultural Awareness in the Classroom.	2	1-6		12			24		6/50%	Рейтинг-контроль № 1 (5-6 недели)
2	What does the future hold? Technological Progress as a key to Improving Living Standards. Breakthrough Innovations and Technologies. Social Networking as a 21 st century phenomenon.	2	7-12		12			24		6/50%	Рейтинг-контроль № 2 (11-12 недели)
3	Relationship, Arguments and Conflicts. Interpersonal relationships and Conflict Management. Resolving Conflicts in Multicultural Environment.	2	13-15		6			12		3/50%	
4	International experience & Learning. Why study/work/intern abroad? How to	2	16-18		6			12		3/50%	Рейтинг-контроль № 3 (17-18 недели)

Market your International Experience?										
Итого за семестр				36			72		18/50%	Зачёт

5. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

В учебном процессе предусмотрено использование активных и интерактивных форм занятий в сочетании с внеаудиторной работой. Ведущими методами практических занятий являются:

- работа в парах, тройках, группах (обсуждение проблемных ситуаций, определение общего смысла текста и поиск ответов на детальные вопросы, составление плана, презентации/эссе, составление текстов с использованием целевого языкового материала и т.д.);
- групповые дебаты;
- «мозговой штурм»;
- кейс-стади (case-study);
- лингвистические игры;
- подготовка групповых презентаций и др.

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

Текущий контроль и промежуточная аттестация знаний студентов проводятся в соответствии с «Положением о рейтинговой системе комплексной оценки знаний студентов во Владимирском государственном университете имени Александра Григорьевича и Николая Григорьевича Столетовых» от 16.05.2013.

Примерные задания для проведения рейтинг-контроля

Рейтинг-контроль №1

I. Определите форму, в которой инфинитив использован в предложении.

1. I am glad to have told you this story.
 2. I am glad to tell you this story.
 3. I am glad to be told this story.
 4. I am glad to be telling this story.
 5. I am glad to have been told this story.
- a) Indefinite Active b) Indefinite Passive c) Perfect Active d) Perfect Passive
e) Continuous Active f) Perfect Continuous

II. Определите функцию, в которой инфинитив использован в предложении.

1. This method to be introduced will help us to achieve better results.
 2. It was difficult for me to find the right solution.
 3. To read English books you must learn the language.
 4. They wanted to be answered at once.
 5. The main idea of the article is to demonstrate the importance of a new device.
- a) подлежащее б) часть сказуемого в) дополнение г) определение д) обстоятельство

III. Выберите правильный вариант перевода для следующих предложений.

1. Мы хотим, чтобы нас проинформировали об этом.
- a) We want to inform you. b) We want to have informed you.

c) We want to be informed. d) We want to have been informed.

2. Как ему повезло, что он побывал в такой интересной поездке.

- a) He is lucky to have such an interesting journey.
- b) He is lucky to be having such an interesting journey.
- c) He is lucky to have been having such an interesting journey.
- d) He is lucky to have had such an interesting journey.

3. Я рада, что дала вам нужные сведения.

- a) I am glad to give you the necessary data.
- b) am glad to have given you the necessary data.
- c) I am glad to be given the necessary data.
- d) I am glad to have been given the necessary data.

4. Я рад, что мне рассказали эту историю.

- a) I am glad to have been told this story.
- b) I am glad to have told this story.
- c) I am glad to be told this story.
- d) I am glad to tell this story.

5. Она счастлива, что у нее сейчас такая хорошая работа.

- a) She is happy to have such a good job.
- b) She is happy to have had such a good job.
- c) She is happy to be having such a good job.
- d) She is happy to have been having such a good job.

6. Это задание, которое нужно сделать до конца семестра.

- a) This is the task to do before the end of the term.
- b) This is the task to be doing before the end of the term.
- c) This is the task to have done before the end of the term.
- d) This is the task to be done before the end of the term.

7. Мужчина надеялся, что ему предложат хорошую работу.

- a) The man expected to give a good job.
- b) The man expected to be given a good job.
- c) The man expected to have done a good job.
- d) The man expected to have been given a good job.

8. Она счастлива, что уже много лет работает в этом дружном коллективе.

- a) She is happy to work in this friendly team for many years.
- b) She is happy to be working in this friendly team for many years.
- c) She is happy to have been working in this friendly team for many years.
- d) She is happy to have worked in this friendly team for many years.

9. Я не люблю, когда меня беспокоят во время работы.

- a) I don't like to be disturbed when I am busy.
- b) I don't like to disturb when I am busy.
- c) I don't like to be disturbing when I am busy.
- d) I don't like to have disturbed when I am busy.

10. Простите, что беспокою вас.

- a) I am sorry to be disturbed you.

- b) I am sorry to disturb you.
- c) I am sorry to be disturbing you.
- d) I am sorry to have disturbed you.

Рейтинг-контроль № 2

I. Определите видовременную форму Причастия I в следующих предложениях.

- 1. Being told of his arrival, I went to see him.
 - 2. Having arranged everything, he went home on the 10.30 train.
 - 3. The leaves lying on the ground reminded us of autumn.
 - 4. Having been advised by the doctor to go to the south, she decided to spend her leave in Sochi.
 - 5. Having read this book I can tell you my opinion of it.
- a) Indefinite Active b) Indefinite Passive c) Perfect Active d) Perfect Passive

II. Замените глагол, данный в скобках, соответствующей формой Причастия I и II (Participle I, Participle II)

- 1. (To walk) most of the time, she felt very tired.
- 2. Pete was reading the letter (to write) by his friend.
- 3. We came up to the man (to stand) at the crossing and asked him the way.
- 4. (To drink) his second cup of coffee, he folded the newspaper and rose.
- 5. One can't fail to notice the progress (to make) by our group during the last term.

III. Определите, в каких из следующих предложений есть Независимый причастный оборот (Absolute Participle Construction).

- 1. There are ten executive departments under the US President, the heads of these departments forming the President's Cabinet.
- 2. Having climbed the mountain, they rested a whole day.
- 3. Not remembering the title of the book, we had to look it up.

- 4. It being Sunday, the shops were closed.
- 5. There being a lot of things to discuss, the conference lasted long.
- 6. The proposal being unconstitutional, the committee rejected it.
- 7. When changed, the article was published.
- 8. The conference being over, the delegates made a tour of the country.
- 9. Entering or leaving a room with ladies, don't rush before them.
- 10. When asked, he never answered.

Рейтинг-контроль № 3

I. Определите, какой инфинитивный оборот использован в следующих предложениях.

- 1. I want you to stay.
 - 2. Do you really wish them to be invited.
 - 3. She proved to be very patient.
 - 4. They noticed him press the button on the keyboard.
 - 5. He is believed to know that country very well.
- a) Complex Subject b) Complex Object

II. Выберите соответствующую форму инфинитива.

- 1. I am sorry (to disappoint) you but I didn't mean anything of the kind.
a) to disappoint b) to be disappointed c) to have disappointed d) to have been disappointed
- 2. He is happy (to award) the first prize for his picture.

- a) to award b) to be awarded c) to have awarded d) to have been awarded
3. I didn't expect (to ask) this question.
a) to ask b) to be asked c) to have asked d) to have been asked
4. They are supposed (to experiment) in this field for about a year.
a) to experiment b) to be experimenting c) to have been experimenting d) to have experimented
5. I am glad (to introduce) to you.
a) to be introduced b) to introduce c) to have introduced d) to be introducing

III. Выберите правильный вариант перевода следующих предложений:

1. Я видела, как она подошла к окну и открыла его.
a) I saw him to come to the window and open it.
b) I saw him come to the window and opened it.
c) I saw him came to the window and opened it.
d) I saw him come to the window and open it.
2. Я бы хотел, чтобы ему объяснили эту задачу.
a) He would like to explain this sum.
b) I would like to be explaining this task.
c) I would like him to be explained this task.
d) I would like to have explained this task.
3. Мы слышали, как они спорили.
a) We heard their argue.
b) We heard them argue.
c) We heard them have argued.
d) We heard them to argue.
4. Мы ожидаем, что соглашение будет подписано в следующем месяце.
a) We expect the agreement to be signed next month.
b) We expect to sign the agreement next month.
c) We expect the agreement to have been signed next month.
d) We expected the agreement to be signed next month.
5. Предполагают, что это она написала это письмо.
a) They supposed her to have written this letter.
b) They are supposed to have written this letter.
c) She is supposed to write this letter.
d) She is supposed to have written this letter.
6. Конечно, работа уже сделана.
a) Of course, the work is done.
b) The work is certain to be done.
c) The work is certain to have been done.
d) The work is certain to do.
7. Оказывается, они уже давно знакомы.
a) They appear to know each other for a long time.
b) They appear to have known each other for a long time.
c) They appeared to have known each other for a long time.
d) They appeared to know each other for a long time.
8. Мы не ожидали, что он примет такое решение.
a) We don't expect him to take such a decision.
b) We didn't expect him to take such a decision.
c) We didn't expect him to have taken such a decision.
d) We don't expect him to be taking such a decision.
9. Говорят, что ученые уже несколько лет работают над этой проблемой.
a) The scientists were said to work at this problem for many years.
b) The scientists are said to work at this problem for many years.

- c) The scientists are said to be working at this problem for many years.
 - d) The scientists are said to have been working at this problem for many years.
10. Только вчера мы случайно встретили этого человека.
- a) Only yesterday the man happened to be met.
 - b) Only yesterday the man happened to meet us.
 - c) Only yesterday we happened to meet the man.
 - d) Only yesterday we happened to have met the man

Организация самостоятельной работы студентов

Самостоятельная работа студентов является неотъемлемой частью дисциплины «Практический курс иностранного языка» и рассматривается как отдельный вид учебной деятельности. Студент магистратуры должен владеть навыком самостоятельной работы с учебной и справочной литературой по практическому курсу иностранного языка. Содержание самостоятельной работы студентов-магистрантов по данному курсу включает:

1. Индивидуальную работу с рекомендованной литературой для индивидуального чтения.
2. Подготовку к каждому практическому занятию, выполнение домашнего задания. Выполнение указанных заданий контролируется и оценивается, являясь частью итогового балла. Для получения зачета по данной дисциплине студенты должны посещать практические занятия, принимать активное участие на занятиях, выполняя все предлагаемые задания, а также контрольные работы.

Тексты и задания для самостоятельной работы

Тексты к теме № 1

Multiculturalism in the Modern World

Before talking about multiculturalism in the modern world let us give the definition of the word 'culture'. Longman Dictionary of English Language and Culture defines culture as 'the customs, beliefs, art, music, and all other products of human thought made by a particular group of people at a particular time'. Culture comprises all activities people practice, what they eat, how they dress, etc.

The modern world can be called multicultural due to racial, cultural and ethnic diversity. Through the process of globalization and immigration modern society has become a mixture of different nations and cultures. Cross-cultural contacts have grown significantly nowadays. Thanks to globalization we can enjoy foreign goods, food, music, ideas, technologies and practices. Multiculturalism supports the ideals of a democratic society in which every person is free and equal in dignity and rights. It leads to understanding, friendship and respect among racial and ethnic groups. All people are equal which enables them to participate fully in the social, cultural, economic and political life irrespective of their race, religion, colour of skin or origin. The positive attitude to multiculturalism plays a very important role in the fight against all forms of extremist action.

Some people have a negative attitude to multiculturalism as they believe that it erodes social stability and national cohesion. People's prejudices and fears may result into ethnocentrism or they may lead to racial discrimination, social conflicts and violence. Ethnocentrism is the belief that one's own race or ethnic group is more important than others and that its culture is superior to the culture of other groups. It occurs when one culture or nation places itself at the top of an imagined hierarchy of cultures and nations.

The United Kingdom has one of the highest immigration rates in the EU. Although white people make up over 90% of the UK population, there are also many other groups living in Great Britain. The largest ethnic group is Asian (4% of the population). This group includes people from India, Pakistan, and Bangladesh. The other main ethnic groups are Afro-Caribbean, African, Arabic, and Chinese. In London, almost 30% of the popula-

tion are Asian and black. The main reason why London has become a multicultural city is the long history of immigration to Britain which increased greatly after World War II. Immigrants were encouraged to come to Britain as the country needed many workers to rebuild its economy after the war. Now the children and grandchildren of the earlier immigrants are full members of British society. Immigrants come to Great Britain for many reasons: some of them look for a well-paid job and better life; some seek protection from poverty, military conflicts or political persecution. Almost every part of London is populated with a wide mixture of people from many different countries.

Talking about the United States we often use the metaphor 'melting pot' to emphasize that all the immigrant cultures have mixed and assimilated into American society. White Americans make up the majority of the US population (about 75%). Blacks or African Americans, Asians and Pacific Islanders, American Indians, Alaska Natives and other races make up 25% of the population. From 1880 to 1930, there was a huge growth in immigration to the United States. Today, the largest groups of immigrants come from Mexico, the Philippines, and other parts of Latin America and Asia.

Today behind many social and political conflicts there is a problem of cultural differences. That's why we need to create a harmonious integrated society where every member enjoys equal rights. Multiculturalism helps us build bridges between communities; it is the pledge of peace, understanding, harmony and wellbeing. Multiculturalism will help us create a united and tolerant culturally diverse society. As Bhikhu Parekh, a professor of political philosophy at the University of Westminster, said, 'Multiculturalism is not about shutting oneself up in a communal or cultural ghetto and leading a segregated and self-contained life. Rather it is about opening up oneself to others, learning from their insights and criticisms, and growing as a result into a richer and tolerant culture'.

1. Read the following sentences and circle TRUE or FALSE:

- 1) Through the process of globalization and immigration modern society has become a mixture of different nations and cultures. T|F|
- 2) Cross-cultural contacts have fallen significantly nowadays. T|F|
- 3) Everybody has a positive attitude to multiculturalism. T|F|
- 4) White people make up over 60% of the UK population. T|F|
- 5) Immigrants were encouraged to come to Britain after World War II. T|F|
- 6) The USA does not accept any immigrants nowadays. T|F|
- 7) Today behind many social and political conflicts there is a problem of cultural differences. T|F|

2. Complete each sentence (A—H) with one of the endings (1—8):

- A. Culture comprises
- B. Thanks to globalization we can enjoy
- C. Multiculturalism supports
- D. Ethnocentrism occurs when one culture or nation
- E. The main reason why London has become a multicultural city is the long history of immigration to Britain which
- F. Blacks or African Americans, Asians and Pacific Islanders, American Indians, Alaska Natives and other races
- G. From 1880 to 1930, there was
- H. Multiculturalism helps us

1. make up 25% of the population in the USA.
2. build bridges between communities.
3. increased greatly after World War II.
4. foreign goods, food, music, ideas, technologies and practices.

5. all activities people practice, what they eat, how they dress, etc.
6. the ideals of a democratic society in which every person is free and equal in dignity and rights.
7. places itself at the top of an imagined hierarchy of cultures and nations.
8. a huge growth in immigration to the United States.

3. Give the definitions of the following words

- multiculturalism • ethnocentrism
- culture • racial discrimination
- globalization • persecution
- immigration • assimilation

4. Answer the questions

- 1) Why can the modern world be called multicultural?
- 2) Why is the positive attitude to multiculturalism so important nowadays?
- 3) Why do some people have a negative attitude to multiculturalism?
- 4) What may people's prejudices and fears result into?
- 5) What can you say about the population of the UK?
- 6) Why can London be called a multicultural city?
- 7) Why do immigrants come to Great Britain?
- 8) What can you say about the population of the USA?
- 9) Do you agree that multiculturalism is the pledge of the peace, understanding, harmony and wellbeing of the whole world? Why?
- 10) What is your own attitude to multiculturalism?

5. Read and translate the following quotations and comment on one of them

- 'Our cultural diversity has most certainly shaped our national character.' (Julie Bishop)
- 'Accordingly, globalization is not only something that will concern and threaten us in the future, but something that is taking place in the present and to which we must first open our eyes.' (Ulrich Beck)
- 'It has been said that arguing against globalization is like arguing against the laws of gravity.' (Kofi Annan)
- 'And each of us can practice rights ourselves, treating each other without discrimination, respecting each other's dignity and rights.' (Carol Bellamy)
- 'Discrimination is a disease.' (Roger Staubach)
- 'Without culture, and the relative freedom it implies, society, even when perfect, is but a jungle.' (Albert Camus)
- 'I plead for conservation of human culture, which is much more fragile than nature herself. We needn't destroy other cultures with the force of our own.' (Arthur Erickson)

Read the article below. Explain the meaning of the words in italics. Summarize the contents of the article. Find more information about multiculturalism in different countries.

Misunderstanding multiculturalism

... Multiculturalism simply does not mean what most of its critics think. The original home of multiculturalism is Canada. Canadian philosophers and policy-makers have done most to define and elaborate the concept, since Canada is quintessentially an immigrant society. There, multiculturalism does not mean, and has never meant, different cultural and ethnic groups being left alone to get on with whatever activities they choose. It actually means the opposite. Policy-making in Canada stresses active dialogue between cultural groups, active attempts at creating community cohesion, and the acceptance of overarching Canadian identity. As a leading Canadian writer, Will Kymlicka, puts it, multiculturalism in Canada

'encourages the members of different immigrant groups to interact, to share their cultural heritage, and to participate in common educational, economic, political and legal institutions'.

Canada adopted its official 'multicultural policy' in 1971. That policy-orientation has long stressed that language tests, citizenship ceremonies and oaths are axiomatic for immigrants. Such demands are wholly uncontroversial, among the host population as well as migrants: indeed they are widely welcomed as a sign of mutual commitment. Some Canadian-style policies, such as citizenship ceremonies, have been introduced with success in the UK. ...

Anthony Giddens guardian.co.uk, Saturday 14 October 2006

A. Every culture is unique and has a particular vision of human life. Do you agree that in a pluralistic society there should be mutual respect and mutual understanding between different cultures?

Multiracial Families

In Western culture, a typical family usually consists of a couple with their biological children. But some couples can't have their own children for different reasons and they choose to build a family through adoptions. Infertility is the main reason why men and women want to adopt children. Some couples have compassion for poor parentless children and adopt them for humanitarian reasons. Some believe that it is more responsible to take care of indigent children than to give birth to their own children. Some have to resort to adoption because of health problems.

Adoption isn't just for childless people. Many families have biological children and choose to adopt as well. There are millions of children in the world in need of loving families and permanent homes.

Nowadays the growing number of men and women adopt children from other countries including Third World countries. In recent decades international adoptions have become increasingly popular. International adoption means adopting a child from a foreign country. Many people are eager to adopt children and since there is more demand than supply within the country for adoptions, they are looking overseas to adopt. Adopting children from foreign countries couples hope that their children's natural parents will not interfere in their life. Most adopted children come from Ethiopia, China, Russia, Guatemala, South Korea and other countries. For example, Americans have adopted more than 200,000 children from overseas in the past 15 years.

There are still many people who are skeptical about adoption. Some people are concerned about the genetic quality of adopted children and they believe that adoptees are predisposed to drug and alcohol problems as well as to behavior problems. Some adopted children have histories of maltreatment, physical and sexual abuse. Other people think that the absence of biological ties complicates parent-child relationships.

The mass media is the primary source of information about adoption and it plays a role in the increased interest in international adoptions. Every time a Hollywood celebrity adopts a child, there is a great increase in enquires from people wishing to adopt. Among the celebrities who have adopted children from abroad are Josephine Baker, Mia Farrow, Dan Marino, Sharon Stone, Ewan McGregor, Meg Ryan, James Caviezel, and Julie Andrews. In the 2000s, the couples Angelina Jolie/Brad Pitt and Madonna/Guy Ritchie drew public attention by adopting several children from Third World countries.

In 2002, Jolie adopted her first child, seven-month-old Maddox Chivan. The star decided to apply for adoption after she had visited Cambodia twice. Jolie adopted a six-month-old girl from Ethiopia, Zahara Marley in 2005. In 2006 the famous actress gave birth to a daughter, Shiloh Nouvel, in Swakopmund, Namibia. In 2007, Jolie adopted a three-year-old boy from Vietnam, Pax Thien. Jolie gave birth to twins, a boy, Knox Leon, and a girl, Vivienne Marcheline in Nice, France in 2008. In her interview for People

Magazine Angelina Jolie has said, 'Most of the night I just thought about how quickly I want to adopt again. It's a very special thing. There's something about making a choice, waking up and travelling somewhere and finding your family. ... There are so many wonderful places. There are many parts of Asia, Africa, South America, so sooner or later I'll end up everywhere, I'm sure.'

In 2006 Madonna decided to adopt a boy named David Banda Mwale from Malawi. The procedure was complicated by the fact that Malawian law requires prospective parents to reside in Malawi for one year before adopting. There was a storm of controversy as some people were sure that Madonna's application received special status because of her celebrity. The adoption was finalized in 2008.

Many families who adopt children should understand that love is not enough to make their family united and happy. They should also respect their children's cultural heritage and teach them the history, traditions and language of their native country.

Adoption has quite an impact on modern society changing its structure and people's attitude to racial barriers. Adam Pertman, an adoption expert, has said, 'Suddenly there are Jews holding Chinese cultural festivals at synagogues, there are Irish people with their African American kids at St Patty's Day. This affects whole communities, and as a consequence our sense of who we are, what we look like, as a people, as individual peoples. These are profound lessons that adoption is teaching us.'

1. Read the following sentences and circle TRUE or FALSE:

- 1) In Western culture, a typical family usually consists of a couple with their biological children. T|F|
- 2) Infertility is the main reason why men and women want to adopt children. T|F|
- 3) Adoption is only for childless people. T|F|
- 4) In recent decades international adoptions have lost popularity. T|F|
- 5) The Chinese have adopted more than 200,000 children from overseas in the past 15 years. T|F|
- 6) The mass media is the primary source of information about adoption T|F|
- 7) Adoption has quite an impact on modern society. T|F|

2. Complete each sentence (A-H) with one of the endings (1-8):

- A. There are millions of children in the world
- B. Nowadays the growing number of men and women
- C. Most adopted children
- D. Some adopted children have histories of
- E. Every time a Hollywood celebrity adopts a child,
- F. In the 2000s, the couples Angelina Jolie/Brad Pitt and Madonna/Guy Ritchie
- G. Angelina Jolie decided to apply for adoption after she
- H. Madonna's adoption was complicated by the fact that

1. there is a great increase in enquires from people wishing to adopt.
2. in need of loving families and permanent homes.
3. maltreatment, physical and sexual abuse.
4. had visited Cambodia twice.
5. Malawian law requires prospective parents to reside in Malawi for one year before adopting.
6. adopt children from other countries including Third World countries.
7. come from Ethiopia, China, Russia, Guatemala, South Korea and other countries.
8. drew public attention by adopting several children from Third World countries.

3. Choose 1-2 phrases from each paragraph in order to summarize its contents

4. Agree or disagree with the following statements. Explain your point of view

Taking care of indigent children is more responsible than giving birth to your own children.

The absence of biological ties complicates parent-child relationships.

People who adopt children should respect their cultural heritage and teach them the history, traditions and language of their native country.

Celebrities' money and influence make the process of adoption easier and faster.

Any family willing to adopt a child must be helped and encouraged by the government.

5. Answer the questions

- 1) Why do many people choose to build a family through adoptions?
- 2) Why have international adoptions become increasingly popular in recent decades?
- 3) Why are many people skeptical about adoption?
- 4) Why do you think many celebrities adopt children from abroad?
- 5) How did Angelina Jolie explain her wish to adopt needy children? Do you approve of her deeds?
- 6) Why did David's adoption by Madonna cause controversy?
- 7) What effect does adoption have on modern society?
- 8) What is your personal attitude to adoption, including international adoption? Would you like to adopt a needy child from abroad? Why?

6. Fill in the table and organize a discussion

International Adoption

PROS

CONS

7. Read the quotations below. Choose any quotation and comment on it

- 'Too many children in foster care are falling through cracks. Be a hero, take the time learn about adoption today.' (Bruce Willis)
- 'Children make your life important.' (Erma Bombeck)
- 'Children are all foreigners.' (Ralph Waldo Emerson)
- 'Children are our most valuable natural resource.' (Herbert Hoover)
- 'Every child should have a caring adult in their lives. And that's not always a biological parent or family member. It may be a friend or neighbor.' (Joe Manchin)
- 'We find delight in the beauty and happiness of children that makes the heart too big for the body.' (Ralph Waldo Emerson)
- 'Parentage is a very important profession, but no test of fitness for it is ever imposed in the interest of the children.' (George Bernard Shaw)
- 'To maintain a joyful family requires much from both the parents and the children. Each member of the family has to become, in a special way, the servant of the others.' (Pope John Paul II)

Read the article below. Discuss the major problem touched in it. What are the reasons for some people's cruel attitude to adopted children?

US continues to investigate all facts pertaining to the death of a Russian six-year-old boy who had been adopted by an American family about a month ago.

Police has already determined that Alex Pavlis (named after his foster parents) has died as a result of a craniocerebral wound from a dull object. 911 doctors discovered traces of brutal physical abuse on the child's body. They immediately informed the police. The boy was hospitalized right away Unfortunately, it was too late. He died on Friday, December 19th. The Pavlis were unable to conceive. Therefore, they decided to adopt Alex along with his five-year-old sister about a month ago. The family managed to find a private agency in Russia specializing in international adoptions. A representative from the Department of

Children and Family Services has stated in his interview to CNN that Irma Pavlis had been preparing to become a mother for a long time. She devoted an entire year to studying Russian language. Department's employees claimed that everything was done in strict accordance with all necessary legal formalities. One month later, the new foster mom has confessed in physically abusing her child. She has also confessed in hitting him on the head. Irma Pavlis has been bailed out for \$3 million. According to the defendants, she confessed in killing the boy. Her lawyer however disputes such statement. According to him, Pavlis was simply incapable of killing the child. After undergoing two unsuccessful pregnancies, Irma Pavlis was extraordinary happy to adopt two Russian children. "There was little rational discipline in the children's upbringing," stated Pavlis' lawyer Stewart Goldberg. Irma Pavlis is scheduled to appear in court in January. In the meantime, the Department of Children and Family Services is working on transferring guardianship of Alex's little sister to another family.

(from english.pravda.ru, 23.12.2003)

A. Give the definitions of the following words.

- adoption
- infertility
- humanitarian
- indigent
- maltreatment
- controversy
- application
- heritage

Тексты к теме № 2

A Vital Part of Daily Life: Mobile Phones

Mobile phones have changed people's lives. They give us an opportunity to stay in touch and to be reachable everywhere. If you are going to be late, you can just call your relatives, friends or colleagues or send them a text message. It is very easy and comfortable, especially for the busy modern lifestyle. So a mobile phone has become a vital part of our daily lives and it is difficult to imagine how people lived without mobile phones in the past.

The modern mobile phone is a more complex version of the two-way radio which was a very limited means of communication. As soon as the callers moved out of range of each other's broadcast area, the signal was lost. In the 1940s, scientists began using a number of radio masts located around the countryside to pick up signals from two-way radios. A user would always be within range of one of the masts. If he moved too far away from one mast, the next mast would pick up the signal. Scientists called each mast's reception area a separate 'cell'; this is why mobile phones are also called 'cell phones'.

However, 1940s technology was still quite primitive, and the 'telephones' were enormous boxes which had to be transported by car. In 1973 Dr Martin Cooper invented the first practical mobile phone for handheld use in a non-vehicle setting. Using a modern, if somewhat heavy portable handset, Cooper called his rival, Dr. Joel S. Engel, to announce his success.

Until the early 1990s, most mobile phones were too large to be carried in a pocket, so they were typically installed in vehicles as car phones. Since digital components became miniature and more sophisticated batteries were developed, mobile phones have become smaller and lighter. So the large plastic bricks of the 80s turned into smooth little objects that could be put into pockets and bags. In the mid-90s almost everyone had a mobile phone.

Over the last few years mobiles have become more and more advanced. Modern mobile phones may support many additional services, and accessories, such as SMS, email, packet switching for access to the Internet, gaming, Bluetooth, personal organiser, camera with video recorder, MMS for sending and receiving photos and video, MP3 player, radio, GPS navigation, etc.

Nowadays the mobile phone is often called the Fourth Screen (after cinema, TV and PC screens as the first three). It is also called the Seventh of the Mass Media (with Print, Recordings, Cinema, Radio, TV and Internet as the first six).

The most commonly used data application on mobile phones is Short message service (SMS). It is a wireless service that enables to send and receive short messages to and from mobile telephones. It is interesting to know that the first SMS text message was sent from a computer to a mobile phone in 1992 in the UK, while the first person-to-person SMS from phone to phone was sent in Finland in 1993. SMS messages have a number of advantages. Firstly, SMS is a rather cheap and quick method of communication. Secondly, SMS messages are non-intrusive. In comparison with a call they do not interrupt a person if he or she is in the middle of a meeting and can't answer you right now.

The 160-character limit on text messages has led to a new, abbreviated version of English similar to a rebus. There are no standard rules for writing SMS messages, and a lot of words can be shortened. Sending SMS messages can be time consuming. The objective of SMS is to convey a comprehensible message as quickly as possible. That is why traditional rules of grammar, spelling and punctuation are largely ignored when you are hurriedly typing to your friend that you are going to be late.

Some people say that mobile phones deprive them of privacy and it is almost impossible to have a rest with your mobile phone on. Many people are also worried about the harmful influence of mobile phones on their health. Mobile phones use electromagnetic radiation in the microwave range. Scientists persuade that there is no significant health effect from mobile phone radiation. But still it is better not to use your mobile phone too often.

1. Read the following sentences and circle TRUE or FALSE:

- 1) The modern mobile phone is a more complex version of the two-way radio. - T F
- 2) In 1973 Dr. Joel S. Engel invented the first practical mobile phone for handheld use in a non-vehicle setting. - T F
- 3) Until the early 1990s, most mobile phones were smooth little objects that could be put into pockets and bags. - T F
- 4) In the mid-90s very few people had a mobile phone. - T F
- 5) Nowadays the mobile phone is often called the Fourth Screen. - T F
- 6) The first SMS text message was sent from a computer to a mobile phone in 1992 in Finland. - T F
- 7) There are no standard rules for writing SMS messages. - T F
- 8) Scientists persuade that there is a significant harmful health effect from mobile phone radiation. - T F

2. Complete each sentence (A—H) with one of the endings (1—8):

- A. If you are going to be late, you can just
- B. In the 1940s, scientists began using a number of radio masts located around the countryside to
- C. 1940s technology was still quite primitive, and the 'telephones' were
- D. Since digital components became miniature and more sophisticated batteries were developed, mobile phones
- E. The most commonly used data application on mobile phones is
- F. The 160-character limit on text messages has led to
- G. The objective of SMS is to

H. Mobile phones use

1. enormous boxes which had to be transported by car.
2. pick up signals from two-way radios.
3. a new, abbreviated version of English similar to a rebus.
4. call your relatives, friends or colleagues or send them a text message.
5. convey a comprehensible message as quickly as possible.
6. have become smaller and lighter.
7. electromagnetic radiation in the microwave range.
8. Short message service (SMS).

3. Answer the questions

- 1) Why do people use mobile phones?
- 2) Why do we sometimes call mobile phones 'cell phones'?
- 3) What were the first telephones like?
- 4) What were mobile phones like in the 80s? How did they change in the 90s?
- 5) How has the text message altered the way we write in English?
- 6) What opportunities do modern mobiles give to their users?
- 7) Why do we call mobile phones the Fourth Screen or the Seventh of the Mass Media?
- 8) Why do many people worry about mobile phones?
- 9) Why are mobile phones a vital part of daily life for an enormous amount of people?
- 10) Can you live without your mobile phone? Why?

4. Read what different people say about mobile phones. Give your own pros and cons

I can't live without my mobile phone. Thanks to it I can be reachable everywhere and I can never miss something important. If I need some help, I just call my friends and they rush to rescue me. If I have a meeting and I'm late, I can send an SMS with my excuses. It is very fast and convenient. I'm fond of taking photos and sending them to my friends. The only problem is that I spend too much money on my mobile phone.'

Ann, 22, student.

I have two children and a mobile phone makes my life much easier. If I worry about my kids, I can call them and make sure they are all right. But I begin to hate my mobile phone on weekends and on holidays. I feel that I have no privacy when I know that every minute my friends, colleagues and my boss can call me and find me wherever I am. Sometimes I feel so exhausted that I go to bed earlier and forget to turn off my mobile phone. As a rule I'm awakened as soon as I fall asleep because somebody has forgotten to tell me something. Some people don't understand that I'm not obliged to answer their calls 24 hours a day.'

Katherine, 35, shop assistant.

PROS CONS

5. Read some information about abbreviations and emoticons which people use writing SMS messages. Say what abbreviations and emoticons you know

In SMS messages a lot of words can be shortened. They can also be combined with numbers to make them shorter, for example 'later' turns into 'l8er'.

Some popular abbreviations

Abbreviation	Meaning	Abbreviation	Meaning
AAR8	At any rate	IOW	In other words
AFAIK	As far as I know	JK	Just kidding

ATM At the moment KIT Keep in touch
 ASAP As soon as possible LOL Lots of love
 BBS Be back soon NM Never mind
 BION Believe it or not NP No problem
 CUL8R See you later NRN No response necessary
 DWAI Don't worry about it PCM Please call me
 F2F Free to talk RUOK Are you okay?
 GL Good luck THNQ/TY Thank you
 GTSY Glad to see you WU What's up?
 HAND Have a nice day YW You are welcome

Writing SMS many people use emoticons. An emoticon is a symbol or combination of symbols used to show your emotions. The word is derived from the English words emotion (or emote) and icon. Emoticons are made from punctuation marks on one's keypad.

Some common emoticons

Emoticon	Meaning	Emoticon	Meaning
:)	Happy/Smiley	:II	Angry
:))	Very happy	%-)	Confused
:D	Laughing	:0	Surprised / shocked
:(Sad	:-@	Screaming
:'-(Crying	;-)	Wink

6. Read the following quotations about mobile phones and comment on one of them

- 'I love the freedom of movement that my phone gives me. That has definitely transformed my life.' (Richard Branson)
- 'You'd be surprised how difficult it is to relinquish a cell phone.' (Adrien Brody)
- 'Would I buy a cell phone for my 12-year-old?... No. I should have closer control over my child than that. He really shouldn't be in places where he needs to contact me by cell.' (Stephen Baker)
- 'I would say 90 percent of my mail and phone calls are from people who want some kind of help or succor or commitment from me to do something.' (Peter Coyote)
- 'It's getting harder and harder to differentiate between schizophrenics and people talking on a cell phone. It still brings me up short to walk by somebody who appears to be talking to themselves.' (Bob Newhart)
- 'To be happy in this world, first you need a cell phone and then you need an airplane. Then you're truly wireless.' (Ted Turner)

Find some interesting information on the following topics and write short compositions.

1. The history of mobile phones.
2. Some curious facts about mobile phones.
3. SMS language.

Internet Addiction

Everywhere we go, we hear about the Internet. It's on television, in magazines, newspapers, and in schools. One might think that this network of millions of computers around the globe is as fast and captivating as television, but with more and more users logging on every day and staying on longer and longer, this «Information Superhighway» could be perhaps more correctly referred to as an expressway of big city centre at rush hour.

It is estimated that thirty five to forty million users currently are on the Internet. According to a recent statistics, an average Internet call lasts five times as longer as the aver-

age regular telephone call. 10 percent of the Internet calls last 6 hours or longer. This can cause an overload and, in turn, cause telephone network to fail.

The local network was designed for short calls which you make and then hang up, but Internet calls often occupy a line for hours. With so many users in the Internet and their number is growing by 200 percent annually, it certainly provides new challenges for the telephone companies. The Internet, up to the beginning of the 90s, was used only to read a different texts. Then in the early 90's, a way was made to see pictures and listen to a sound on the Internet. This breakthrough made the Internet to be most demanded means of communication, data saving and transporting.

However, today's net is much more than just pictures, text, and sound. The Internet is now filled with voice messages, video conferencing and video games. With voice messages, users can talk over the Internet for the price of the local phone call.

Nowadays we no longer have to own a computer to access the Internet. Now, -devices such as Web TV allow our television to browse the Web and use Electronic Mail. Cellular phones are now also dialing up the Internet to provide E-mail and answering machine services. The telephone network was not designed and built to handle these sorts of things. Many telephone companies are spending enormous amounts of money to upgrade the telephone lines.

K. Kao and G. Hockman were the first to come up with the idea of using fiber optic cables, as opposed to copper wire, to carry telephone signals. Fiber optics uses pulses of light to transmit binary code, such as that used in computers and other electronic devices. As a result the amount of bandwidth is incredibly raised. Another solution for the problem is fast modems which satisfy the need for speed.

By accessing the Net through the coaxial cable that provides television to our homes, the speed can be increased 1,000 fold. However, the cable system was built to only send information one way. In other words, they can send stuff to us, but we can't send anything back, if there is no modem available.

Yet another way is being introduced to access the Internet, and that is through the use of a satellite dish just like the TV dishes currently used to deliver television from satellites in space to your home. However, like cable connection, the information can only be sent one way.

Faster ways of connecting to the Internet may sound like a solution to the problem, but, just as new lanes on highways attract more cars, a faster Internet could attract many times more users, making it even slower than before.

To help solve the problem of Internet clogs, Internet providers are trying new ways of pricing for customers. So, in business time any connection to Net cost more than your connection in the night.

In conclusion, I should add that if we want to keep the Internet usable and fairly fast, we must not only improve the telephone lines and means of access, but also be reasonable in usage.

Questions:

1. How many users are currently in the Internet?
2. How long does an average Internet call last?
3. What can cause the overload of the telephone system?
4. What was the main purpose of the Internet up to the 90s?
5. Do we need to have a computer to get access to the Internet today?
6. Who was the first to come up with the idea of using fiber optic cables?
8. What is the alternative way to get access to the Internet today?

Текст к теме № 3
Sorry Seems to Be the Hardest Word

Communication is an essential part of our life but unfortunately many people do it rather badly. Misunderstanding and the unwillingness to admit our mistakes become the root of most conflicts. Sometimes people say what they don't really mean. In a fit of temper they may call somebody a fool or say something very offensive. Later they have compunction about behaving in such a way and want to rectify their mistake but they don't know how to do it. Things seem to be extremely complicated. Good relations seem to be spoilt forever. But in reality there is a way to improve the situation and to re-establish good relations. What you should do is just to apologize.

As Elton John sings, 'Sorry seems to be the hardest word'. Why is it so difficult for us to admit our fault and to say, 'Sorry. I am wrong'? The truth is that it is always easier to see the wrong in someone else than in ourselves. An apology is when one feels regret at having offended somebody or having caused trouble for someone. Many people believe that to give an apology is to accept their blame and to admit that they have made a mistake. Others believe that to apologize means to show their understanding of the role they have played in the misfortunes of another. People who have been offended or humiliated often hope for an apology. For some of them, it may be very important to receive an apology from those who have hurt their feelings. They may hope that an apology will restore a sense of justice.

Some people are sure that an apology is a sign of weakness and apologizing means losing face. It is easier for them to accuse another one than acknowledge their fault. It is often unlikely that a boss will apologize to a subordinate, a grown-up will apologize to a child or a man will apologize to a woman.

It is very important to apologize because an apology is a step toward reconciliation, peace and harmony. Apologizing you show your ardent desire to settle a conflict, and be in good terms again. Apologizing you try to assure another person that you will not repeat the offense. A sincere apology often leads to the resolution of a conflict and forgiveness. It is very important to check that another person has understood you and has accepted your apology. Apologizing you should take into consideration that the person whom you have hurt may be rather upset, disappointed or irritated, that is why you should be very patient and delicate. If you feel nervous, think over your words beforehand and try to sound serious and self-confident. Try to avoid mumbling and don't look aside. The abilities to apologize and to forgive are essential to any long-term relationship. They help build trusting relationships with our parents, relatives, friends, spouses, colleagues or neighbors.

One should never forget that an apology will be accepted only if it is genuine. You should show that you feel deep remorse and you are eager to atone for your offences. Sometimes to forgive is as difficult as to apologize. Everybody must remember that he should forgive as much as he would like to be forgiven.

1. Complete each sentence (A-H) with one of the endings (1-8):

- A. An apology is when one feels regret at having offended somebody or
- B. People who have been offended or humiliated often
- C. Some people are sure that an apology is
- D. It is often unlikely that a boss will apologize
- E. Apologizing you show your
- F. A sincere apology often leads to
- G. The abilities to apologize and to forgive are essential to
- H. One should never forget that an apology will be accepted only if

- 1. a sign of weakness.
- 2. ardent desire to settle a conflict, and be in good terms again.
- 3. to a subordinate.

4. hope for an apology.
5. it is genuine.
6. any long-term relationship.
7. the resolution of a conflict and forgiveness.
8. having caused trouble for someone.

2. What shouldn't you do when you apologize? Why? Continue the list

- be impatient;
- try to laugh your fault away;
- avert your face;
- mumble something unintelligible;
- behave impudently;
- press recriminations;

3. Answer the questions

- 1) What is the root of most conflicts? Why?
- 2) What is an apology?
- 3) Why do people who have been offended or humiliated hope for an apology?
- 4) Why is it difficult for many people to apologize?
- 5) Do you agree that an apology is a sign of weakness? Explain your answer.
- 6) Why is it very important to apologize?
- 7) Is it difficult for you to apologize/forgive? Why?
- 8) Do you agree that a person should forgive as much as he would like to be forgiven?

4. How would you apologize in the following situations? Prepare a short speech. Remember that you should sound convincing and sincere. The words in brackets may help you

(Excuse me, I beg you pardon, I apologize, I'm sorry, I didn't want to offend you, it will never happen again, I assure you, I understand your feelings but ..., I awfully regret, I hope you will be able to forgive me, it was a terrible mistake, it is my fault, I just lost control, I was wrong, I can't forgive myself, can we forget about this unpleasant incident)

- You have broken your sister's favourite cup and decided to hide the fragments and to say nothing to her. But she has found out the truth and has taken offence.
- You've made an appointment with your colleague and you have clean forgotten it. He feels irritated as he has cancelled another important meeting because of you.
- You have forgotten about your friend's birthday. You haven't congratulated him and now you don't know how to explain it so that not to make things worse.
- Two days ago you made fun of your boss and called him a fool and a tyrant. Somebody must have told him about it as he is very angry with you and cavils at every trifle. You feel very ashamed and uncomfortable.
- You have come home rather tired and you have shouted at your little son. Now he is crying bitterly and you feel stupid and mad at yourself.

5. Read the quotations below. Can you agree with them? Choose one of the statements and comment on it

- A stiff apology is a second insult... The injured party does not want to be compensated because he has been wronged; he wants to be healed because he has been hurt.' (Gilbert K. Chesterton)
- 'Apology is only egotism wrong side out.' (Oliver Wendell Holmes)
- 'It is a good rule in life never to apologize. The right sort of people do not want apologies, and the wrong sort take a mean advantage of them.' (P. G. Wodehouse)
- 'To apologize is to lay the foundation for a future offense.' (Ambrose Bierce)

Recall the situation when you had to apologize to somebody. Describe it in detail. Say if this person accepted your apology. Analyze the mistakes you made. Describe your feelings.

Sibling Rivalry

Have you got a brother or a sister? I have a younger brother and I think it's wonderful! I have a person who is very close to me and who will always help and support me in difficult situations.

However, when children are young, there may occur jealousy, competition and fighting between brothers and sisters. It is a concern of almost all parents having two or more kids. The problem usually starts when the second child is born.

Conflicts between brothers and sisters may be caused by the following reasons:

Children want to show that they are separate from their siblings. Fearing that a brother or a sister is better at anything, they try to find out their own talents, activities and interests.

Sometimes children think that mum or dad loves their sibling more, they feel that another child gets more attention.

Children can't share a room, their parents, toys, etc.

There are three main skills that parents should teach their children in order they could get along well together. They are communication, respect and negotiation.

Communication. It means that children should learn to listen attentively to each other. Use family meetings to talk about things that concern everyone. At such meetings nobody should shout and everyone should have a chance to express his or her opinion.

Respect. Try to explain to your children that if they want people to treat them nicely, they have to treat them nicely, too. People who treat each other with respect, get along together much better than those who are rude, loud and selfish. Parents can also give examples of their own life so that children could understand better the necessity of being respectful.

Negotiation. Your child should keep in mind that whether he is younger or older, taller or shorter than other children, it does not give him any more rights than the others in the family have. It demands a lot of time and effort to teach the child the skill of negotiating, but it's a must for every parent. You should be fair with your children and try to find a solution which will satisfy each of them.

Parents should have a certain power in the family. However, this power can be reached only through trusting. If your children don't trust you, it's impossible to achieve anything but fear and contempt.

Finally, it's necessary to say that children shouldn't be compared to one another at all. They are individuals and are waiting for the appropriate attitude. Bringing up children is a huge responsibility, but don't be afraid of it. Your heart will prompt you what to do.

To have a brother or a sister means to be never alone. From time to time children get sick of one another, but it is quite natural. The main thing is they'll have a close person throughout their life.

Questions:

1. Have you got a sibling?
2. Have you experienced a sibling rivalry?
3. How can parents improve the relationships between brothers and sisters?
4. Can you think of some other reasons of sibling rivalry?
5. Why is it wonderful to have a sister or a brother?

Примерные вопросы к зачету

1. The importance of understanding cultural diversity and national identity.
2. Cultural awareness in the classroom as a key factor in international education.
3. The influence of culture on the language.
4. The role of new innovations and technologies in modern world.
5. Breakthrough innovations of today: positive and negative side
6. How does social networking change our communication skills?
7. How social media is changing our language?
8. Problems, arguments and conflicts as an inevitable part of human relationships.
9. Conflict as a way to get to know each other better.
10. Conflict as a way to improve interpersonal relationships.
11. Conflict management skills.
12. The art of resolving conflicts in multicultural environment.
13. International experience: pros and cons.
14. How can international experience boost your career?
15. How to market your international experience on a job market.

Ответ студента оценивается по системе «зачтено»/«не зачтено».

Оценка «**зачтено**» выставляется за ответ, если обучающийся продемонстрировал отлично сформированные языковые и коммуникативные навыки, дал полные развернутые ответы. Содержание изложено последовательно, с соблюдением логики изложения и привлечением иллюстративного материала. Приведены различные точки зрения на рассматриваемую проблематику. Ответ отличался богатством словаря. Были использованы разнообразные грамматические структуры, в целом соблюдался правильный интонационный рисунок, фонетические ошибки отсутствовали.

Оценка «**незачтено**» выставляется за ответ, если обучающийся продемонстрировал недостаточно сформированные языковые и коммуникативные навыки. Ответ не раскрыл содержания вопроса либо не соответствовал теме, состоял из путанного пересказа отдельных сведений из учебников без обобщений и выводов. Нарушена последовательность изложения мыслей, крайне беден словарь, часты случаи неправильного словоупотребления. Неправильно использованы грамматические структуры, допущены многочисленные ошибки, затрудняющие понимание высказывания и искажающие его смысл. Обучающийся продемонстрировал несформированность понятийного аппарата,

7. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

а) основная литература:

1. Бондарева Н.А. Лексические трудности английского языка / Н.А. Бондарева, Е.Е. Петрова, С.В. Агеев. - М.: ИЦ РИОР: НИЦ ИНФРА-М, 2015. ISBN 978-5-16-102860- Режим доступа: <http://znanium.com/bookread2.php?book=503482>
2. Маньковская З.В. Английский язык в ситуациях повседневного делового общения: Учебное пособие / З.В. Маньковская. - М.: НИЦ ИНФРА-М, 2016. - 223 с. – Режим доступа: <http://znanium.com/bookread2.php?book=519607>
3. Попов Е.Б. Miscellaneous items: Общеразговорный английский язык / Е.Б. Попов - М.: НИЦ ИНФРА-М, 2015. - 132 с.: 60x90 1/16 ISBN 978-5-16-103284-8 (online) – Режим доступа: <http://znanium.com/bookread2.php?book=515335>

б) дополнительная литература:

1. Александрова Л.И. Write effectively. Пишем эффективно [Электронный ресурс] : учеб.- метод. пособие / Александрова Л.И. - М. : ФЛИНТА, 2010. – Режим доступа: <http://www.studentlibrary.ru/book/ISBN9785976509092.html>
2. Данчевская О.Е. English for Cross-Cultural and Professional Communication. Английский язык для межкультурного и профессионального общения [Электронный ресурс] : учеб. пособие / Данчевская О.Е. - М. : ФЛИНТА, 2011. – Режим доступа: <http://www.studentlibrary.ru/book/ISBN9785976512849.html>
3. Advanced English [Электронный ресурс] : Учебник английского языка для гуманитарных факультетов вузов, факультетов переподготовки и факультетов повышения квалификации учителей иностранного языка. / Выборова Г.Е. - 11-е изд. - М. : ФЛИНТА, 2010. <http://www.studentlibrary.ru/book/ISBN9785893490152.html>

в) периодические издания:

1. Журнал для изучающих английский язык «Speak Out». – М.: Глосса-Пресс.
2. Журнал «Hot English Magazine. – URL: <http://www.learnhotenglish.com>

г) интернет-ресурсы:

1. [http:// www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)
2. <http:// www.businessenglishsite.com>
3. <http://www.iprbookshop.ru>
4. <http://www.studentlibrary.ru>
5. <http://znanium.com>


8. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ


В качестве материально-технического обеспечения дисциплины «Практический курс иностранного языка» используются:

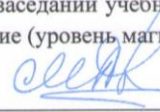
- лингафонный кабинет;
- компьютерный класс с выходом в интернет;
- учебная аудитория, оборудованная интерактивной доской и мультимедийным проектором;
- переносной мультимедийный комплекс.

Рабочая программа дисциплины составлена в соответствии с требованиями ФГОС ВО по направлению **44.04.01 Педагогическое образование (уровень магистратуры)** по программе подготовки «Актуальные проблемы изучения романо-германских языков».

Рабочую программу составила ассистент кафедры английского языка Петрунина Ю.А. 

Рецензент
(представитель работодателя) Министерская гимназия №23 - Владимир, ул. Мухоморова, 10, директор
по УВР Миротопская О.Ю. (место работы, должность, ФИО, подпись) 

Программа рассмотрена и одобрена на заседании кафедры английского языка
Протокол № 12 от 29.06.16 года
Заведующий кафедрой  Назарова А.О.
(ФИО, подпись)

Рабочая программа рассмотрена и одобрена на заседании учебно-методической комиссии направления 44.04.01 Педагогическое образование (уровень магистратуры)
Протокол № 5 от 29.08.16 года
Председатель комиссии, директор ПИ  Артамонова М.В.
(ФИО, подпись)

**ЛИСТ ПЕРЕУТВЕРЖДЕНИЯ
РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ (МОДУЛЯ)**

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 _____

Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»
(ВлГУ)

Педагогический институт
Кафедра английского языка

УТВЕРЖДАЮ
Заведующий кафедрой

 Назарова А.О.

« 29 » июля 2016 г.

Основание:
решение кафедры
от « 29 » июля 2016 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ
ПРИ ИЗУЧЕНИИ УЧЕБНОЙ ДИСЦИПЛИНЫ**

 Практический курс иностранного языка
наименование дисциплины

 44.04.01 Педагогическое образование
код и наименование направления подготовки

 Актуальные проблемы изучения романо-германских языков
наименование профиля подготовки

 магистратура
Уровень высшего образования

Владимир 2016

ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

Фонд оценочных средств (ФОС) для текущего контроля успеваемости и промежуточной аттестации по дисциплине «Практический курс иностранного языка» разработан в соответствии с рабочей программой, входящей в ОПОП направления подготовки 44.04.01 Педагогическое образование, направленность (профиль) «Актуальные проблемы изучения романогерманских языков».

В результате освоения дисциплины «Практический курс иностранного языка» студент должен обладать следующими компетенциями:

ОПК-1 – готовностью осуществлять профессиональную коммуникацию в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности;

ОПК-3 – готовностью взаимодействовать с участниками образовательного процесса и социальными партнёрами, руководить коллективом, толерантно воспринимая социальные этноконфессиональные и культурные различия.

№ п/п	Контролируемые разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
1	Understanding Cultural Diversity and National Identity. Language & Culture. Cultural Awareness in the Classroom.	ОПК-1, ОПК-3	Разноуровневые лексико-грамматические задания, эссе, презентации, тест
2	What does the future hold? Technological Progress as a key to Improving Living Standards. Breakthrough Innovations and Technologies. Social Networking as a 21 st century phenomenon.	ОПК-1, ОПК-3	Разноуровневые лексико-грамматические задания, эссе, презентации, тест
3	Relationship, Arguments and Conflicts. Interpersonal relationships and Conflict Management. Resolving Conflicts in Multicultural Environment.	ОПК-1, ОПК-3	Разноуровневые лексико-грамматические задания, эссе, презентации, тест
4	International experience & Learning. Why study/work/intern abroad? How to Market your International Experience?	ОПК-1, ОПК-3	Разноуровневые лексико-грамматические задания, презентации, эссе, тест

Комплект оценочных средств по дисциплине «Практический курс иностранного языка» предназначен для аттестации обучающихся на соответствие их персональных достижений поэтапным требованиям образовательной программы, в том числе рабочей программы дисциплины «Практический курс иностранного языка», для оценивания результатов обучения: знаний, умений, владений и уровня приобретенных компетенций.

Перечень компетенций, формируемых в процессе изучения дисциплины «Практический курс иностранного языка» при освоении образовательной программы по направлению подготовки 44.04.01 Педагогическое образование

<i>ОПК-1 Готовность сознавать социальную значимость своей будущей профессии, обладать мотивацией к осуществлению профессиональной деятельности.</i>		
<i>Знать</i>	<i>Уметь</i>	<i>Владеть</i>
исторические, социальные, культурные аспекты основных проблем современного общества по предложенной тематике в приложении к педагогической деятельности	- составлять развернутые самостоятельные устные и письменные высказывания по актуальным проблемам современного общества в приложении к педагогической деятельности	- навыками проблемного изложения содержания специфики педагогической деятельности в рамках предложенной лексической тематики
<i>ОПК-3 Готовность взаимодействовать с участниками образовательного процесса и социальными партнёрами, руководить коллективом, толерантно воспринимая социальные этноконфессиональные и культурные различия</i>		
<i>Знать</i>	<i>Уметь</i>	<i>Владеть</i>
вербальный, вербально-этикетный и ритуально-этикетный компоненты фоновых знаний	выражать свои намерения в устном и письменном виде, адекватно используя разнообразные языковые средства с целью выделения релевантной информации; использовать этикетные формулы в устной и письменной коммуникации; адекватно сознательно и автоматически переносить языковые средства из одного вида речевой деятельности в другой, из одной ситуации в другую	навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов

Показатели, критерии и шкала оценивания компетенций текущего контроля знаний по учебной дисциплине «Практический курс иностранного языка»

Текущий контроль знаний в рамках изучения дисциплины «Практический курс иностранного языка» предполагает разноуровневые лексико-грамматические тестовые задания, кейс-стади (обсуждение проблемной ситуации), написание эссе, подготовку презентаций, рейтинг-контроль.

Типовые лексико-грамматические тестовые задания

Q1 One of the great advantages of using the Internet is that people can more quickly.

(a) interfere (b) interrupt (c) intervene (d) interact

Q2 It's no good spending a small fortune on new IT equipment as it's more cost to hire it.

(a) affective (b) addictive (c) effective (d) reductive

Q3 One of the fashionable ways of saying you've been sacked is to say that your company issizing but you've still lost your job.

(a) down (b) cut (c) out (d) through

Q4 The important thing to realise is that your service is not a little island on its own because all the services in this company areconnected.

(a) in (b) inter (c) out (d) across

Q5 Whereas ten years ago we only dealt with customers in this country nowadays we are truly with branches all over the world.

(a) worldly (b) mondial (c) globular (d) global

Q6 One of the most successful tools in your organisation is that of good because everybody knows what's going on.

(a) communication (b) concentration (c) contemplation (d) consideration

Q7 Let me just what we have agreed in the agenda so far if nobody minds me going over it all again.

(a) restore (b) retake (c) recap (d) redo

Q8 You have to realise that not all your clients can reach you online because they don't have to a computer.

(a) address (b) access (c) acceptance (d) approach

Q9 There are times when you have to force yourself to improve your performance and that's simply called self-.....

(a) movement (b) mastery (c) manifestation (d) motivation

Q10 You must think big in this business and not just think short but what you hope to do in ten years' time.

(a) term (b) period (c) length (d) time

Q11 How are you getting on your new computer?

(a) at (b) with (c) by (d) for

Q12 Not too bad but sometimes I just can't get the of it.

(a) drop (b) fall (c) hang (d) low

Q13 Do you mean it drives you up the?

(a) wall (b) ceiling (c) floor (d) roof

Q14 Well, not that often but there are things that completely me.

(a) mysterious (b) mystery (c) mysteriously (d) mystify

Q15 What sort of things do you have in?

(a) thought (b) mind (c) idea (d) think

Q16 Well, take the times when everything

- (a) frozen (b) freezing (c) freezes (d) frees

Q17 Yes, I know what you mean that's when you'd like to smash it to

- (a) pieces (b) piece (c) peace (d) peaces

Q18 Never mind, most of the time it behaves like a little

- (a) angle (b) angel (c) angelic (d) angles

Q19 And just think of all the you get from having one.

- (a) beneficiaries (b) benefit (c) benefits (d) benefited

Q20 Personally I'm looking forward to my holidays when I'll be of it for two weeks!

- (a) free (b) freer (c) freedom (d) freed

Q21 Remember that this happened first and was to the episode that happened afterwards.

- (a) before (b) since (c) prior (d) previous

Q22 As the police saw the accident themselves, the driver avoided the of having to give a detailed report.

- (a) need (b) requirement (c) indictment (d) necessity

Q23 It's a complete waste of time over who was to blame, the main thing we have to do is decide what to do next.

- (a) arguing (b) discussing (c) repeating (d) considering

Q24 It was easy to realise why the machine had stopped working since it was a direct of his failure to maintain it.

- (a) complement (b) concern (c) consequence (d) conviction

Q25 I am completely confused as to why she did it and so it's not to imagine why other people are mystified,too.

- (a) definite (b) difficult (c) debatable (d) decided

Q26 If you want to try and influence that political party it's best to become a member yourself and then you can argue from the

- (a) entrance (b) beginning (c) side (d) inside

Q27 I have great for them at this time because I have had a similar experience.

- (a) sincerity (b) sympathy (c) sorrow (d) sadness

Q28 Feel free to visit anything of interest to you in the exhibition and also you can of any of the refreshments available.

- (a) retake (b) undertake (c) partake (d) intake

Q29 Many of the people in the crowd were visibly crying because they all with those who had lost relatives in the disaster.

- (a) resented (b) regretted (c) rejoined (d) sympathized

Q30 I assure you that you will have no problem with the task because it's as easy can be.

- (a) as (b) than (c) and (d) it

Q31 Hello — I'm just out my new mobile.

(a) testing (b) probing (c) finding (d) trying

Q32 Oh yes. Are you away?

(a) distant (b) long (c) far (d) quite

Q33 Not really. I'm quite

(a) nearer (b) near (c) next (d) nearly

Q34 You very clear.

(a) sound (b) ring (c) hear (d) noise

Q35 Well, I did a lot of money on it.

(a) dispense (b) pass (c) spend (d) dispose

Q36 Tell where are you at the?

(a) time (b) second (c) hour (d) moment

Q37 I've already told you I'm in the

(a) place (b) area (c) spot (d) location

Q38 Well, this is very interesting but I am very

(a) busy (b) occupied (c) hurried (d) active

Q39 Don't — I'll see you very soon.

(a) concern (b) care (c) worry (d) mind

Q40 Oh there goes the front door bell — oh it's you! I might have

(a) thought (b) believed (c) considered (d) guessed

Q41 My computer is not capable of saving material on a separate because it has no floppy drive.

(a) space (b) compact (c) disc (d) place

Q42 I understand that I can make it possible for both my computers to share the same programs by means of.....

(a) joining (b) connecting (c) linking (d) networking

Q43 I had only had my computer for three weeks when I had to have the hard drive

(a) replaced (b) restored (c) retaken (d) revived

Q44 Laptop computers are becoming more and more in the business world.

(a) famous (b) popular (c) sought (d) wished

Q45 You have to have a really mind in order to get your head round some of today's computing technology.

(a) acute (b) cut (c) razor (d) sharp

Q46 The great advantage of having an external zip drive is that you can use it as an extra means of ...

(a) hoarding (b) keeping (c) holding (d) storage

Q47 They tried very hard to install the new components on the computer but the language in the manual was too..... for them to understand.

(a) technical (b) technique (c) technician (d) technically

Q48 When you look at the modern office today you could compare the changes with those that took place in the industrial in the 19th century.

(a) revolt (b) revolution (c) revolting (d) revolving

Q49 In order to the method by which staff pay is calculated the company has bought a new software package.

(a) facile (b) facility (c) factual (d) facilitate

Q50 Obviously a computer can take all the hard work out of a large mass of data.

(a) proceeding (b) procedure (c) processing (d) processes

Шкала оценивания (за правильный ответ дается 1 балл)

«2» – 60% и менее

«3» – 61-80%

«4» – 81-90%

«5» – 91-100%

Критерии оценки:

- оценка **«отлично»** выставляется студенту, если студент свободно владеет лексикой делового общения, демонстрирует умение использовать изученный лексико-грамматический материал в различных непродуктивных и продуктивных заданиях;
- оценка **«хорошо»** выставляется студенту, если студент владеет лексикой делового общения, выполняет задания различного уровня делая незначительные лексико-грамматические ошибки;
- оценка **«удовлетворительно»** выставляется студенту в том случае, если в его письменных работах присутствует значительное количество лексико-грамматических ошибок, студент испытывает затруднения в выполнении заданий продуктивного характера;
- оценка **«неудовлетворительно»** выставляется студенту в том случае, если он не усвоил лексику делового общения, не способен выполнить разноуровневые задания по изученному учебному материалу.

Примерные темы для написания эссе:

1. Should students learn about world religions in educational establishments?
2. Should cross cultural awareness be taught at schools and universities?
3. Are we becoming technological zombies?
4. Communication in social networks: is it a good invention or the end of good communication?
5. What is the one gadget that you could not live without?
6. What would be the best way to end bullying?
7. How to learn from interpersonal conflicts?
8. Internet censorship. Is it necessary?

9. Genetic engineering: pros and cons.

10. Do you really need an international experience to be successful today?

Критерии и шкала оценивания эссе

Ф.И.О. студента _____

Возможное число баллов	4	3	2	1	0	Возможное число баллов
Структура						
Эссе соответствует теме						Эссе не соответствует теме
Тема раскрыта глубоко						Тема раскрыта поверхностно
Аргументация						
Аргументы логически структурированы						Аргументы разбросаны, непоследовательны
Факты представлены точно						Много сомнительных или неточных фактов
Строгий критический анализ ключевых понятий (концепций)						Недостаточное использование ключевых понятий
Новизна						
Оригинально и творчески						Не совсем оригинально
Стиль						
Аккуратное письмо						Неуклюжее письмо
Концентрированный текст						Излишние повторения
Оформление						
Четко и хорошо оформленная работа						Неопрятная и трудно читаемая работа
Разумный объем						Слишком длинная/короткая работа
Грамотность						
Грамматически правильные предложения						Много грамматических ошибок
Нет орфографических ошибок						Есть орфографические ошибки
Эффективное использование схем/таблиц для подтверждения аргументов						Неэффективное использование схем/таблиц для подтверждения аргументов
Источники						
Адекватное использование источников						Плагиат

Максимальное количество баллов 56

- «5» 56 – 51
 «4» 50 - 45
 «3» 44 - 34
 «2» 33 и менее

Примерные темы для презентаций:

1. Did technological progress improve our living standards?
2. Classroom manners and behavior patterns in different cultures.
3. The most effective ways of conflict management.
4. Worldwide opportunities to gain international experience.

Критерии оценивания презентации студента

Ф.И.О. _____

Тема проекта: _____

Тема презентации: _____

Критерии	5	4	3
Решение проблем	Сформирована проблема, проанализированы ее причины. Проанализированы результаты с позицией на будущее.	Отсутствует система описания основной деятельности.	Отсутствуют сведения об исследуемой теме.
Иллюстрированный материал	Иллюстрации соответствуют содержанию, дополняют информацию о теме исследования	Повторяет информацию о теме.	Иллюстраций мало.
Выводы	Логичны, интересны, обоснованы, соответствуют целям и задачам.	В основном соответствуют цели и задачам.	Отсутствуют или не связаны с целью и задачами сам результат работы.
Оригинальность и логичность построения работы	Работа целостна и логична, оригинальна.	Логика изложения нарушена.	В работе отсутствуют собственные мысли.
Общее впечатление об оформлении презентации	Оформление логично, эстетично, не противоречит содержанию презентации.	Стиль отвлекает от содержания, презентации.	Нет единого стиля.

Оценка студента (самооценка) _____

Оценка группы _____

Оценка преподавателя _____

Перевод баллов в оценку (максимальное количество 25 баллов):

«5» - 25 – 23 баллов

«4» - 22 – 20 баллов

«3» - 19 – 15 баллов

«2» - 14 и менее

Критерии оценки:

- оценка «отлично» - Тема раскрыта в заданном объеме. Выступление интересное и оригинальное. Беглая, хорошо композиционно организованная речь. В речи нет грамматических ошибок, речь богата разнообразными грамматическими конструкциями. В речи нет фонетических ошибок. Логичные и связные ответы на вопросы слушателей.

- оценка «хорошо» - Тема раскрыта не в полном объеме: высказанные положения недостаточно аргументированы. Словарный запас соответствует поставленной задаче, имеются неточности в его употреблении. В речи присутствуют грамматические ошибки, не затрудняющие понимания или используются однообразные грамматические конструкции. Речь в целом понятна, допускаются отдельные фонетические ошибки. Логичные и связные ответы на вопросы с небольшими неточностями.

- оценка «удовлетворительно» - Тема раскрыта в ограниченном объеме: высказанных положений мало и они не аргументированы. Словарный запас соответствует поставленной задаче, имеются большие неточности в его употреблении. В речи присутствуют грамматические ошибки, затрудняющие понимание. Речь в целом понятна, допускается большое количество фонетических ошибок. Нелогичные и несвязные ответы на вопросы.

- оценка «неудовлетворительно» - Тема не раскрыта, содержание не соответствует коммуникативной задаче. Словарного запаса недостаточно для выполнения задания. В речи присутствуют грамматические ошибки, препятствующие пониманию. Понимание речи затруднено из-за большого количества фонетических ошибок. Отказ отвечать на вопросы

Примерные сценарии для кейс-стади

Тема: “Innovations and Technologies”

Mother of the teenager is in despair. Her son plays computer games all day and night.

Participants: mother, son, friends of the family: the first one uses computers, the second is against new technologies, a psychologist.

Тема: “Conflict Resolution”

There is a meeting near a big plant. A lot of workers were fired as they were substituted by robots.

Participants: Director, fired workers, more skilled workers (not fired), creators of the equipment, the public.

Критерии оценивания кейс-стади (обсуждение проблемной ситуации)

<i>Наименование критерия</i>	<i>Максимальный балл</i>
Активность работы всех членов группы	5
Быстрота выполнения заданий	5
Краткость и четкость изложения	5
Этика ведения дискуссии	5

Отбор информации	5
Штрафные баллы (нарушение правил ведения дискуссии, некорректность поведения и т.д.)	1
Итого:	25

«5» - 25 – 23 баллов

«4» - 22 – 20 баллов

«3» - 19 – 15 баллов

«2» - 14 и менее

К оценочным средствам текущего контроля можно также отнести выполнение индивидуальных и групповых заданий в ходе практических занятий, выполнение контрольных и самостоятельных работ, а также устный или письменный контрольный опрос.

Показатели, критерии и шкала оценивания компетенций промежуточной аттестации знаний по учебной дисциплине «Практический курс иностранного языка» на экзамене

Промежуточная аттестация по итогам освоения дисциплины проводится в экзаменационную сессию в форме зачета для оценки степени достижения запланированных результатов обучения по завершению изучения дисциплины в установленной учебным планом форме и позволяет определить качество усвоения изученного материала. Зачёт проводится в устной форме.

Примерные вопросы к зачету

1. The importance of understanding cultural diversity and national identity.
2. Cultural awareness in the classroom as a key factor in international education.
3. The influence of culture on the language.
4. The role of new innovations and technologies in modern world.
5. Breakthrough innovations of today: positive and negative side
6. How does social networking change our communication skills?
7. How social media is changing our language?
8. Problems, arguments and conflicts as an inevitable part of human relationships.
9. Conflict as a way to get to know each other better.
10. Conflict as a way to improve interpersonal relationships.
11. Conflict management skills.
12. The art of resolving conflicts in multicultural environment.
13. International experience: pros and cons.
14. How can international experience boost your career?
15. How to market your international experience on a job market.

Критерии оценивания развернутого ответа на вопросы

Ответ студента оценивается по системе «зачтено»/«не зачтено».

Оценка «**зачтено**» выставляется за ответ, если обучающийся продемонстрировал отлично сформированные языковые и коммуникативные навыки, дал полные развернутые ответы. Содержание изложено последовательно, с соблюдением логики изложения и привлечением иллюстративного материала. Приведены различные точки зрения на рассматриваемую

проблематику. Ответ отличался богатством словаря, точностью словоупотребления, правильным применением изученного вокабуляра. Были использованы разнообразные грамматические структуры, в целом соблюдался правильный интонационный рисунок, фонетические и грамматические ошибки отсутствовали или магистрант допустил незначительные ошибки, которые он сам же исправил. Магистрант без затруднения ответил на дополнительные вопросы.

Оценка «**незачтено**» выставляется за ответ, если обучающийся продемонстрировал недостаточно сформированные языковые и коммуникативные навыки. Ответ не раскрыл содержания вопроса либо не соответствовал теме, состоял из путанного пересказа отдельных сведений из учебников без обобщений и выводов. Нарушена последовательность изложения мыслей, крайне беден словарь, часты случаи неправильного словоупотребления. Речь воспринималась с трудом из-за неправильно использованных грамматических структур и многочисленных ошибок, затрудняющих понимание высказывания и искажающих его смысл. В целом, обучающийся продемонстрировал несформированность понятийного аппарата.