

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ (МОДУЛЯ) ПРАКТИЧЕСКИЙ КУРС ИНОСТРАННОГО ЯЗЫКА

1. Цель учебной дисциплины (модуля) – формирование у слушателей навыков продуцирования и понимания различных типов текстов на иностранном языке с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм.

2. Требования к уровню освоения учебной дисциплины (модуля)

Код и наименование компетенции	Код и наименование индикатора достижения компетенции	Планируемые результаты обучения
<p>УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p>ИУК-4.1 Грамотно и ясно строит диалог в процессе делового общения на русском и иностранном(ых) языке(ах).</p> <p>ИУК-4.2 Демонстрирует умение осуществлять деловую переписку на русском языке и иностранном(ых) языке(ах), учитывая особенности стилистики делового письма.</p> <p>ИУК-4.3 Демонстрирует умение публичного выступления на русском и иностранном(ых) языке(ах) с учетом цели общения и характеристик аудитории.</p> <p>ИУК-4. Осуществляет поиск информации на русском и иностранном(ых) языке(ах) из печатных и электронных источников для решения коммуникативных задач в устной и письменной формах.</p> <p>ИУК-4.5 Демонстрирует умение осуществлять перевод профессиональных текстов с иностранного(ых) языка(ов) на русский, с русского языка на иностранный (е) язык(и).</p> <p>ИУК-4.6 Демонстрирует умение устного и письменного представления результатов деятельности на иностранном(ых) языке(ах).</p>	<p>знать:</p> <ul style="list-style-type: none"> - орфографическую, орфоэпическую, лексическую и грамматическую нормы изучаемых языков; - фонетическую систему, грамматический строй, необходимый объем лексико-фразеологических единиц и функционально-стилистические характеристики иностранных языков; - правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм. <p>уметь:</p> <ul style="list-style-type: none"> - свободно и правильно говорить на иностранном языке на общественно-политические, специальные и базовые темы в различных ситуациях общения, вести беседу; - свободно понимать на слух иноязычную речь во всех её социальных и региональных вариантах в непосредственном общении в различных ситуациях и через технические средства; - выбирать и адекватно употреблять лексические единицы в зависимости от контекста / регистра; - применять дискурсивные способы выражения
<p>ОПК-3 Способен порождать и понимать устные и письменные тексты на изучаемом иностранном языке применительно к основным функциональным стилям в официальной</p>	<p>ИОПК-3.1 Корректно передает семантическую информацию, а также стилистическую и культурную коннотацию языковых единиц, используемых в устной и письменной коммуникации.</p> <p>ИОПК-3.2 Адекватно использует лексико-грамматические и фонетические средства организации</p>	<p>общении в различных ситуациях и через технические средства;</p> <ul style="list-style-type: none"> - выбирать и адекватно употреблять лексические единицы в зависимости от контекста / регистра; - применять дискурсивные способы выражения

и неофициальной сферах общения	целого текста с соблюдением семантической, коммуникативной и структурной преемственности между частями устного и/или письменного высказывания. ИОПК-3.3 Достигает ясности, логичности, содержательности, связности, смысловой и структурной завершенности устных и/или письменных текстов в соответствии с языковой нормой, прагматическими и социокультурными параметрами коммуникации.	фактуальной, концептуальной и подтекстовой информации в иноязычном тексте в соответствии с функциональным стилем; - адекватно применять правила построения текстов на рабочих языках для достижения их связности, последовательности, целостности на основе композиционно-речевых форм; - идентифицировать и продуцировать различные типы письменных текстов на иностранном языке с учетом их коммуникативных функций, функциональных стилей, с соблюдением грамматических и синтаксических норм.
ОПК-4 Способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения	ИОПК-4.1 Соблюдает социокультурные и этические нормы поведения, принятые в иноязычном социуме. ИОПК-4.2 Корректно использует модели типичных социальных ситуаций и этикетные формулы, принятые в устной и письменной межъязыковой и межкультурной коммуникации. ИОПК-4.3 Идентифицирует лингвокультурную специфику вербальной и невербальной деятельности участников межкультурного взаимодействия и адекватно реализует собственные цели взаимодействия, учитывая ценности и представления, присущие иноязычной культуре.	- владеть: - навыками резюмирования, интерпретации, комментирования, аргументации монологических высказываний, составления диалогов с отстаиванием противоположных точек зрения.

3. Содержание учебной дисциплины (модуля)

Раздел 1. Политика

Выражение мнения о политике. Впечатления от политических действий и их последствий. Описание политиков. Выборы и голосование. Политические шутки. Рассмотрение точек зрения за /против в эссе.

Раздел 2. Наука и исследования

Обсуждение сообщений СМИ о научных открытиях. Выражение скепсиса и недоверия. Обсуждение статистических данных. Научная дискуссия.

Раздел 3. Наш дом – планета

Виды ландшафтов. Описание животных, среды их обитания и повадок. Исчезающие животные. Проблемы экологии.

Раздел 4. Профессия и карьера

Должностные обязанности. Обсуждение условий контракта и зарплаты. Прием на работу. Увольнение.

4. Учебно-методическое обеспечение учебной дисциплины (модуля)

4.1. Литература по учебной дисциплине (модулю):

1. Соловей, Е. И. Практический курс английского языка : учебное пособие / Е. И. Соловей. – Оренбург : ОГУ, 2014. – 139 с. - URL: <http://ibooks.ru/reading.php?productid=342283>
2. Кузьмина, Г. В. Практический курс перевода по английскому языку : учебное пособие для вузов / Г. В. Кузьмина, С. С. Хромов. – Москва : Университетская книга, 2012. – 175, [1] с.
3. Рушинская, И. С. The English Verbals and Modals : практикум / И. С. Рушанская. - 3-е изд., стер. – Москва : Флинта, 2018. – 48 с. - URL: <http://ibooks.ru/reading.php?productid=23355>
4. Насырова, Г. Н. Английский в средствах массовой информации = Mass Media English / Г. Н. Насырова. – Москва : Восточная книга, 2011. – 256 с. - URL: <http://ibooks.ru/reading.php?productid=27041>
5. Айбукс : электронно-библиотечная система. – URL: <http://ibooks.ru>
6. Электронная библиотека НБ ТГПУ. – URL: <https://libserv.tspu.edu.ru>
7. Лань : электронно-библиотечная система. – URL: <http://e.lanbook.com>
8. IPR SMART : электронно-библиотечная система. – URL: <http://iprbookshop.ru>
9. Университетская библиотека онлайн : электронно-библиотечная система. – URL: <https://biblioclub.ru>

5. Оценочные и методические материалы для проведения промежуточной аттестации слушателей по учебной дисциплине (модулю)

Темы докладов

1. Мой город вчера и сегодня.
2. Городские легенды как жанр современного фольклора.
3. Стереотипный русский (англичанин, американец): какой он?
4. Великобритания – страна традиций.
5. Необычные виды спорта – визитная карточка Великобритании.
6. Мои любимые животные.
7. Современная экология: проблемы и перспективы.
8. Inventions that have changed the world forever.

Темы для эссе

1. The government should provide free health care for everyone.
2. Rather than bringing countries together closer, globalization has led to increased nationalism.
3. It's easier to make friends than to keep them.
4. A person who is fluent in foreign language will easily teach it.
5. It's enough to be a fluent speaker to be a good interpreter.
6. Zoos should be banned or...

Примеры тестовых заданий

Тест 1:

A. Complete the sentences with wouldn't + a verb from the box below.

come listen hear put leave start let stop

1. I tried to make him change his mind, but he
2. I slept really badly. My son justcrying last night. I don't know why.
3. I realised things weren't going well when he to my mum's 60th birthday party.
4. I begged her father to open the door, but he me see her.
5. I'm not surprised she left him. He never lifted a finger round the house. I mean, he even the rubbish out!

6. Sorry I'm late. My car
7. I offered to pay for my share of the meal, but he simply..... of it.
8. It was so annoying! I was trying to work, but my little brother justme alone.

B. Complete the gaps with a word or phrase from box A and a word from box B. Use one word twice.

A custody file for go grounds for pay pre-nuptial

B agreement battle divorce maintenance through

We didn't ask each other to sign a (9).. before we got married - we thought we'd be living together forever! I never thought she'd want to end the marriage and (10)..... She gave 'boredom' and 'lack of common interests' as her (11) How ridiculous! It will take a while for the divorce to (12).....because it's become quite acrimonious. We're locked in a (13).....over the kids and can't agree who they should live with. All she wants from me is my money, so she wants me to (14)for them and her.

C. Choose the correct words.

15. You're missing the *point / tip* of what I'm saying. That isn't what I meant at all!
16. Her timidity *put / set* her apart from her more outgoing sisters.
17. He strove in *effort / vain* to convince her. She simply wouldn't listen.
18. I was really struggling, but Max came to the *help / rescue* and sorted everything out.
19. Suddenly, we were *headed / faced* with a very real problem.
20. His eventual arrest was an example of justice in *action / performance*.

Тест 2.

A. Choose the correct words.

- 1 He told us a *tale / memoir* about fairies.
- 2 Can you *envisage / venture* the scene?
- 3 Don't *tread / creep* crumbs into the rug!
- 4 I'm feeling *stuffed / rough* after a late night.
- 5 The thriller was really *gory / soaring*.

B. Which words relate to books?

- 6 protagonist
- 7 disposal
- 8 genre
- 9 host
- 10 memoir
- 11 stitch

C. Complete the sentences with the correct particles.

- 12 The drunk man was his head.
- 13 She holds a grudge... me.
- 14 The film gives us an insight...his work.
- 15 What's your take.. ..this film?
- 16 My life revolves.. my job.
- 17 The photo is going..... display next month.
- 18 We're living ... a very hectic decade.

D. Complete the sentences with suitable verbs.

- 19 She suddenly.. into tears.
- 20 Please calm down. Don'ta scene.

Задания к экзамену

1. Комплексный тест
2. Пересказ/ реферирование текста
3. Беседа по изученным темам

Экзаменационный тест

LISTENING

Listen and decide if the sentences are true or false

1. The report comes live from a major fashion industry event.
2. The economy has been in a fairly bad state.
3. Lady Za-Za was wearing a traditionally male outfit.
4. She was looking very thin.
5. The crowds were unimpressed by her new hairstyle.
6. Kyleen McClose faces accusations from a former colleague.
7. She's admitted there's some truth in the accusations.
8. The reporter didn't feel that McClose was visibly affected by the pressure in any way.
9. The model who fell over wasn't hurt at all.
10. She's quite likely to be taking someone to court.

[... /10]

VOCABULARY AND GRAMMAR

A Complete the sentence with 2-5 words and the word in bold so it has a similar meaning to the 1st

1 Of our 3,500 employees, 93% are bilingual.

vast

We employ 3,5 thousand workers, the.....speak at least two languages.

2 I told them they'd be crazy to sign that contract!

urged

I sign that contract!

3 We are expecting to sign a major new deal in the next couple of days.

verge

We are a major new deal.

4 This recession has basically been caused by government incompetence.

blame

Personally, Imismanagement.

5 I still think about him almost every day.

goes by

Hardly.....me thinking about him.

[... /5]

B Complete the sentences with **one** word in each gap. Don't use auxiliary verbs

1being a very efficient worker, she's also a very nice woman.

2 The next train isin a couple of minutes.

3 He claims to have been threatenedinstant dismissal.

4 The boss demanded that he.....kept informed of any developments.

[... /4]

C Complete each set of three sentences with **one** word

1 We are going toto host the 2026 World Cup.

There was a hostile takeoverlast year.

I\$ 100 on it, but didn't win the auction.

2 We have an office in Bonn, but our main.....is Rome.

We've managed to build up a fairly solid client

I wanted tothe book on my early childhood.

3 Ahas revealed the government plans to raise taxes

There must be ain the pipe somewhere.

It was a huge decision tothis information.

4 Personally, I just can't see theof things like that.

The advertising is clearly designed tokids.

He's said to be unhappy about the tribunal's decision and is considering an

3 These dates of the meetings with the big matches.

The red and orange really!

There was a bit od ain the meeting today.

[... /5]

D Match the verbs with their collocations in 1-5

confirm

slash

enhance

jepardise

regain

1 – consciousness / - feeling in my hands / - my appetite

2 – rumours/ – my booking/ – my suspicions

3 – her reputation / - your performance / - the experience

4 –the whole deal / - the company's interests / - the plan

5 – prices / - jobs / - production /- our budget

[... /5]

E Complete the gaps with the correct form of the word in CAPITALS

The fact that such an infamous criminals has got off on a (1) will mean endless hysterical press (2) and the usual claims that standards of

Policing aren't what they used to be. This kind of media frenzy really isn't (3) , but I guess it boosts the newspapers (4). Obviously, we are not happy about the verdict, but

the fact remains that this lawyer found a legal loophole and exploited it. It's (5) of the way things work nowadays.

I wish I had full (6) to explain what goes on behind the scenes during a high-profile trial like this, but head office issued a new (7) recently, forbidding us from making such information publicly available. [... /7]

TECHNICAL
COVER
HELP
CIRCULATE

SYMBOL

AUTHORISE
DIRECT

F Complete the text by choosing the correct words A-C

A man who foiled an armed gang's (1) to hold up a security van is today being (2) as a hero. Jo Lee, 53, was on his way to work when he chanced upon a masked man wielding a rifle. Without thought for his own safety, he then proceeded to (3) the gun. (4) say this action seemed to scare off the other two members of the gang, thus preventing their planned raid.

Newtown United will today announce they are planning to (5) the contracts of more than half of their team. The shock news comes only months after the club was (6) on the stock market. A statement released claims that the move is designed to (7) the team's current position. However, it is widely rumoured that it is actually the result of having (8) on recent loan.

1 A appeal

B menace

C bid

2 A hailed

B depicted

C idealised

3 A detach

B confront

C seize

4 A observers

B witnesses

C lookers

5 A terminate

B deregulate

C lay off

6 A flooded

B floated

C picked up

7 A consolidate

B legitimise

C liberate

8 A consolidate

B cut out

C defaulted

[... /8]

G PREPOSITIONS

Complete the sentences with prepositions

- 1 The CEO was hinting some kind of cutbacks, I thought.
- 2 I can honestly say, with my handheart, that I never meant any harm.
- 3 He's threatening to sue them negligence.
- 4 We've been absolutely inundated orders recently.
- 5 Stories of brutality and barbarism are commonthe whole of human history.
- 6 All the feedback we've been getting the markets suggests there's a definite demand for the product.

[... /6]

[Total ... /50]

Примеры текстов для пересказа

The story of Rosa Parks

How one young lady's defiance helped ignite the whole American Civil rights movement in the 1950s

Society goes forward more thanks to people who refuse authority, than to those who respect it. While some people might consider this idea as a recipe for anarchy, it is an idea that is highly respected in the culture of the English-speaking countries. It is rooted in a historic tradition of tolerance, and expressed in attitudes to difference, to originality, even to eccentricity.

It does not mean that English speaking countries have always been tolerant: that is certainly not the case; but those who react against intolerance or just against senseless authority can easily become heroes. Rosa Parks is a classic example.

As a young woman in the city of Montgomery, Alabama, in the Deep South of the United States, Rosa became a heroine and role model for millions because she defied authority.

Traveling home on a Montgomery bus one day in 1955, Rosa had the gall to sit down in one of the empty seats at the front, seats reserved for Whites only. When the driver noticed, he immediately stopped the bus, and ordered Rosa to go to the back of the bus. Rosa defied his authority. The driver repeated his order "Go to the back!" Again, and again Rosa defied him; in the end, the police were called, and Rosa Parks was hauled off the bus and arrested. She was fined \$10 - a large sum in those days.

Yet Rosa's defiance of authority was to have repercussions throughout the USA; it was this act that ignited the whole Civil Rights movement in the United States of America, and gave hope to similar movements in other parts of the world.

As Rosa faced down authority on that city over half a century ago, little did she imagine that she would one day receive the highest honor of the State of Alabama, and that that honor would be bestowed on her personally by the Governor. Yet that is exactly what has happened.

At the end of the year 2000, Rosa Parks, then an elderly lady, became the first recipient of the "Governor's Medal of Honor for Extraordinary Courage", a new award designed to honor those who demonstrate extraordinary acts of courage that have a lasting impact on the lives of others.

At the presentation ceremony, Governor Siegelman said: "As governor, I am proud to bestow this highest honor on Rosa Parks, a woman who, in 1955, stared down injustice by sitting firmly to take a stand against the inequality of that day. Mrs. Parks' simple act of civil disobedience sparked a global revolution that began with the Montgomery Bus Boycott and forever changed our nation. Every American is indebted to this daughter of Alabama, who refused to bow to injustice and who personifies extraordinary heroism. May her profound courage and tenacious will for social justice infuse our hearts and forever inspire us all.

"I can think of no one who has demonstrated more individual courage or a willingness to stand up for what is right than Mrs. Parks, and I am proud to name her as the first recipient of this award."

Though Blacks and Whites had, in theory, been equal citizens in the USA since the days of emancipation, even in 1950 they did not benefit from equal rights. Segregation was particularly severe

in the states of the Old South, those states that had fought a civil war in defense of slavery less than 100 years previously.

In Alabama, things were as bad as anywhere. In 1954, the U.S. Supreme court had ruled that "separate but equal" education policies were illegal, but little had been done in the southern states to change the situation. Yet Blacks - "Negroes" as they were called in those days - were becoming more determined to challenge White power.

The famous "Montgomery Bus Boycott", triggered by Rosa's act of defiance, lasted for almost a year. In defense of equal rights, Montgomery's whole black population - representing the majority of bus travelers - boycotted public transport, and by so doing demonstrated, in the heart of Alabama, that Blacks were a fundamental part of local society.

Without black passengers, the white-owned and run bus company got into serious financial difficulty, and had to reduce services, causing problems for the remaining white passengers and job losses for white employees.

In December 1956, the Supreme Court ruled that Alabama's segregation laws were unconstitutional; and another big fight in the struggle for Civil Rights had been won. A few days later, a young black minister, the Reverend Martin Luther King, sat just where Rosa had sat a year earlier in a Montgomery bus, and no one told him to move.

The long struggle for Civil Rights was not over, but a major battle had been won.

Britain's Chinese come out top!

Just behind Trafalgar Square, not far from Piccadilly Circus, lies Soho, famed as the centre for London's night life, with its bars and restaurants and theatres. But these days Soho is famed too as the heart of London's "Chinatown". Walk down Gerrard Street, where the road signs are in Chinese and the phone boxes have tiled roofs, and you could easily imagine yourself in Hong Kong. Britain's Chinese community has taken root in the heart of the capital, and is doing very well, thank you.

Martin Chow, a student at London university, is perfectly frank.

"My parents came to Britain about 25 years ago, from Hong Kong. My dad couldn't speak much English, and my mum couldn't speak a word. She still doesn't speak it very well. But they pushed me through school, and made sure I got to university. In June, I'll be graduating with a degree in computer engineering. I should be able to get a very good job quite quickly."

In a year's time, Martin will almost certainly have joined the ranks of the well-educated well-paid Chinese British, who make up one of the biggest success stories in modern Britain.

Forty years ago, most of the Chinese immigrants in Britain were poorly educated, and worked in arduous conditions in relatively poorly paid jobs, notably in catering; but according to a survey published last Spring, Britain's 170,000 Chinese are now the best qualified, most highly educated and most economically successful ethnic group in the United Kingdom.

Over 50% of all young Chinese British now get university degrees or other higher education diplomas – about double the national average; and unemployment among Chinese British is lower than for any other ethnic group. Martin Chow has good every reason to be confident.

Like many of the Hong Kong Chinese who came to Britain in the 1960's and 1970's, Wu Chow, Martin's father, arrived almost penniless. Working long hours as a cook in a restaurant, and living very frugally, Wu nevertheless managed to save up some of his meagre earnings, and within five years had enough money in the bank to be able to open his own restaurant.

Wu's Chinese Takeaway was certainly not luxurious; however, situated near the middle of a small town in the English Midlands, it provided a service that no other local restaurant (except for a fish 'n' chip shop) was providing : carry-out food at affordable prices; it soon became popular.

The takeaway was very much a family business, the Chows lived in a flat near above the shop, and Wu and his wife served Chinese food from 10 a.m. until 10 p.m. six days a week. Sometimes, the shop would stay open later, till 11 or midnight. Martin and his brother Brian would help out after school most days, running errands, chopping vegetables, or washing the pans.

In spite of this, Wu made sure that his children did their schoolwork properly; if something had to be learned for homework, Martin and Brian were not allowed to go to bed until they knew it.

"Yes, we had to work hard even when we were quite small," says Martin, "But it seemed quite normal to us. Everyone in the family worked hard. Chinese people believe in hard work and in family values; it's part of our tradition, and I think that's why we're successful."

The experience of the Chow family was mirrored by thousands of other Chinese immigrant families all over Britain. While most Asian and West Indian immigrants tended to group together and form concentrated ethnic communities in specific towns and cities, the first generation of Chinese immigrants dispersed nationwide, specialising in restaurants and takeaways, and determined to make sure that their own children would never experience the poverty and hardship that they often had to endure.

Sociologists point out that other immigrant groups in history have followed the classic "rags-to-riches" path; but none before has ever done so in the space of a single generation.

Today's young Chinese British are ambitious and hard-working; and it is not just the young men. Unlike some other ethnic groups, Chinese parents in Britain are as keen to encourage their daughters as their sons, and plenty of young Chinese women are now graduating as lawyers, doctors and accountants. Indeed, the differences in qualifications and earnings between men and women among "second generation Chinese British" are less than they are for any other ethnic group, including "ethnic British".

Martin's girlfriend, Tania (born to Chinese parents in Singapore) should qualify as a lawyer next year.

"I think we can look forward to a fairly comfortable life, for us and our children" says Martin. "That's the reward for hard work, and it's part of our way of life. Look at Hong Kong and Taiwan and Singapore, and look at the way China's booming now people have a bit more freedom!"

"Would you go back and live in the Far East?"

"Maybe, but I don't think so. After all, I was born in England, and I like it here. I know I'm Chinese, but I've got a British passport! I feel I'm English too!"

Рабочая программа учебной дисциплины составлена:

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