

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ (МОДУЛЯ) ПРАКТИКА РЕЧИ

1. Цели учебной дисциплины (модуля) – формирование у слушателей умений и навыков эффективного речевого общения, значимых в профессиональной деятельности.

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 Владеет системой норм русского литературного языка при его использовании в качестве государственного языка Российской Федерации и нормами иностранного(ых) языка(ов), использует различные формы, виды устной и письменной коммуникации ИУК-4.2 Использует языковые средства для достижения профессиональных целей на русском и иностранном(ых) языке(ах) в рамках межличностного и межкультурного общения ИУК-4.3 Осуществляет коммуникацию в цифровой среде для достижения профессиональных целей и эффективного взаимодействия</p>	<p>знать:</p> <ul style="list-style-type: none"> - содержание, сущность, закономерности, принципы и особенности изучаемых явлений и процессов в предметной области; - принципы и особенности коммуникации в устной и письменной формах на иностранном языке для решения задач межличностного взаимодействия. <p>уметь:</p> <ul style="list-style-type: none"> - анализировать и применять на практике базовые предметные научно-теоретические представления о сущности, закономерностях, принципах и особенностях изучаемых явлений и процессов;
<p>ПК-1 Способен осваивать и использовать теоретические знания и практические умения и навыки в предметной области при решении профессиональных задач</p>	<p>ИПК-1.1 Знает структуру, состав и дидактические единицы предметной области (преподаваемого предмета) ИПК-1.2 Умеет осуществлять отбор учебного содержания для его реализации в различных формах обучения в соответствии с требованиями ФГОС ОО ИПК-1.3 Демонстрирует умение разрабатывать различные формы учебных занятий, применять методы, приемы и технологии обучения, в том числе информационные</p>	<ul style="list-style-type: none"> - осуществлять коммуникацию в устной и письменной формах на иностранном языке для решения задач межличностного взаимодействия. <p>владеть:</p> <ul style="list-style-type: none"> - навыками понимания, системного анализа и практического использования базовых научно-теоретических представлений о сущности, закономерностях, принципах и особенностях изучаемых явлений и процессов в предметной области; - навыком реализации способов устной и

		письменной коммуникации на иностранном языке для решения межличностного взаимодействия.	видов на языке для задач
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3. Содержание учебной дисциплины (модуля)

Раздел 1. СМИ

- Печатные СМИ: качественная пресса, «желтая» пресса, «гламурные» издания.
- Современное радио и телевидение: новостные программы, реалити-шоу, игровые шоу, ток-шоу, ситкомы, программы для детей.
- Интернет и электронные средства информации.
- Свобода слова и цензура.

Раздел 2. Работа и карьера

- Современные, старинные профессии, исчезающие профессии
- Навыки, квалификация
- Виды рабочего времени, режим и продолжительность
- Формы денег, способы оплаты
- Трудоустройство. Карьерный рост. Работа за границей.

Раздел 3. Человек в современном обществе

Современные тенденции в жизни людей

- Стиль жизни, слава в современном обществе
- Современные развлечения и их влияние: телевидение, музыка, театр, интернет
- Молодёжные движения и субкультуры

Раздел 4. Образование

- Система общего среднего образования в России и Великобритании/ США.
- Типы общеобразовательных школ в Великобритании
- Современные проблемы среднего образования.
- Модернизация школьного образования
- Проблемы взаимоотношения школьников, учителей, родителей.

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>

4.2. Интернет-ресурсы по учебной дисциплине (модулю):

1. Айбукс : электронно-библиотечная система. – URL: <http://ibooks.ru>
2. Электронная библиотека НБ ТГПУ. – URL: <https://libserv.tspu.edu.ru>
3. Лань : электронно-библиотечная система. – URL: <http://e.lanbook.com>
4. IPR SMART : электронно-библиотечная система. – URL: <http://iprbookshop.ru>
5. Университетская библиотека онлайн : электронно-библиотечная система. - URL: <https://biblioclub.ru>

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

5.1. Пример комплексного теста

Fill in the missing word/ words.

1. It's not easy to set ... your own business.
2. This houseback lots of memories for me.
3. It's a month ...we last visited grandma.
4. He accused mebeing inconsiderate.
5. Put yourclothes in the laundry basket.
6. How long agoyou join yoga class?
7. Why were you absentschool yesterday?
8. Winters in Russia are very
9. Living in the countryside doesn't reallyto me.
10. He is very strong. He can tear a phone book in half with hishands.
11. Our flat has large windows, so it is light and
12. The Earth ...(become) warmer and warmer.
13. Ron has been busy ... the redecorating all week.
14. She can't play. She(break) her leg.
15. Matt is very determined to buy the cottage. He won't no for an answer. Our body clock keeps everything in
16. Jane is a very person. She likes being with others.
17. You ... not clean up. I'll do it later.
18. Bob isn't very ... on the new business plan.
19. He insisted ... joining a gym.
20. Give John an aspirin. He has a headache.
21. Sally has a sweet She loves chocolate and cakes.
22. Let's have dinner together, we?

Fill in the correct word derived from the words in bold

23. For betteragainst burglars, always lock your doors and windows. (**protect**)
24. He is looking for a less ...job. (**stress**)
25. Until, they lived in an old farmhouse. (**recent**)
26. Manytake their staff out for dinner once a year. (**employ**)
27. Sam lives in a quiet (**neighbour**).

Translate the following sentences:

28. В доме **просторная** гостиная и четыре спальни.
29. Кухня оборудована современной **техникой (приборами)**.
30. Он был **выселен** за неоплату аренды.
31. Обедать в ресторанах дорого, поэтому мы делаем это **очень редко**.
32. Учитель заметил, что несколько студентов **отсутствовали на** экзамене.
33. Кондиционер сушит воздух, потому купи и **увлажнитель** тоже.
34. Пожар **вспыхнул** внезапно на втором этаже здания.
35. Некоторые люди не **одобряют** строительство нового торгового центра в городе.
36. Они **убедили** меня, что квартира идеальна, поэтому я купил ее.

37. Мистер Браун живет в том большом **отдельном** доме.

Listening:

You will hear people talking in five different situations. Choose the best answer A, B or C.

- 1. Listen to Joan telling Pam about her holiday. Why didn't she and her husband enjoyed themselves?**
 - A. Someone hit her husband.
 - B. Her husband was ill.
 - C. The food was terrible.

- 2. You are at the airport when you hear this conversation between the member of staff and a passenger. What is the man's problem?**
 - A. He caught the wrong plane.
 - B. He can't find his handbag.
 - C. He has lost his luggage.

- 3. You overhear a man talking to his friend. Why did the man miss his train?**
 - A. The departure times had been changed.
 - B. His watch was wrong.
 - C. The station was very busy.

- 4. You are in a hotel when you hear this conversation between a man and the receptionist. What is the problem?**
 - A. His room is not ready yet.
 - B. The hotel is full.
 - C. The hotel has double-booked his room.

- 5. You hear a woman describing her holiday to a friend. What does she complain about?**
 - A. Her hotel room.
 - B. The bad weather.
 - C. The food in the hotel.

Reading:

You are going to read an extract from a novel. Choose the answer (A,B,C or D) which you think fits best according to the text.

Clym Yeobright decided he couldn't let another day pass without speaking to his mother about her differences with him and Eustacia. He left after sunset, as the summer sun was too hot for the long walk to Blooms-End.

Three miles into the journey he to a spot where a soft perfume wafted across his path, and he stood still for a moment to inhale the familiar scent. While he stood, a sound between quiet breathing and a moan suddenly reached his ears.

He looked to where the sound came from; but nothing appeared except the outline of some nearby shrubs. He moved a few steps in that direction, and now he perceived a figure by his feet.

It never occurred to Yeobright that it might be one of his own family. Fieldworkers had been known to sleep outdoors at these times, to save a long journey homeward and back again.

Clym looked closer and saw that the form was feminine; and a feeling of distress came over him like cold air from a cave. He was not certain the woman was his mother until he stooped and beheld her face, pallid, and with closed eyes.

Clym held her, asked her what had happened, but she couldn't speak. The divide in their lives, which his love for Eustacia had caused, was not remembered by Yeobright. He thought only of the friendly past they had experienced together before division.

Clym took his mother in his arms and tried to carry her to Bloom-End. A mile from the house, his mother became restless. Fifty yards off stood an unused hut. He took his mother there, where he laid her inside on some dry ferns he had cut with his pocket-knife. Assured she would be safe for a short while, he ran with all his might towards Bloom-Ends for help.

Clym returned with Susan Nunsuch and Sam. They revived Clum's mother with brandy, and she motioned that something was wrong with her foot. It was red and swollen. The colour was livid near the ankle with a small scarlet speck, smaller than a pea, in the centre. It was an adder snake bite. The only cure was to rub the wound with the fat of other adders which had to be fried from their bodies.

Sam went out into the heath to look for adder snakes, Clym built a fire, and Susan Nunsuch returned home for a frying-pan.

Before Susan returned, Sam arrived with three adders, two dead and one still coiling around the stick it was stuck on. The live adder stared at Mrs Yeobright with a sinister look in its small black eye. Mrs Yeobright trembled throughout and averted her eyes.

Susan returned with the frying-pan, when the alive adder was killed and the heads of the three taken off. The bodies were cooked until they produced a rill of clear oil. Clym dipped his handkerchief into the liquid and anointed the wound.

- 1. Why did he leave his home at the time he did?**
 - A it had been two months since he spoke to his mother
 - B it was too hot to leave earlier
 - C He needed all day for the long journey
 - D Eustacia prevented him from leaving
- 2. What first made Clym stop on his way to Bloom-End?**
 - A He heard a sound
 - B He smelled a perfume
 - C He saw a figure
 - D He wanted to rest
- 3. Why wasn't Clym upset when he first saw the figure?**
 - A He thought it was an injured field worker
 - B He thought his mother was sleeping
 - C He thought it was a sleeping fieldworker
 - D he realized that his mother would be safe now
- 4. Why had Clym and his mother parted angrily?**
 - A Because he lived so far away from her
 - B Because of his relationship with Eustacia
 - C Because Clym had never had a good relationship with his mother
 - D Because she was bitten by a snake
- 5. How far did Clym manage to carry his mother?**
 - A One mile
 - B Fifty yards
 - C Three miles
 - D We do not know
- 6. How did they realise what was wrong with Mrs Yeobright?**
 - A She made a gesture
 - B Sam noticed that her foot was red
 - C The bite was obvious
 - D She managed to say a few words
- 7. The fact that the wound was from an adder snake meant that**
 - A it was poisonous and she would die
 - B the wound wasn't serious
 - C Clym had found his mother just in time
 - D there was only one cure
- 8. How did Mrs Yeobright react to the sight of the snake?**
 - A She fainted
 - B She couldn't stop looking at it

C She shook with fear

D She remained calm

Критерии оценивания выполнения комплексного теста:

1. Оценивание выполнения теста – каждое задания = 1 балл
2. Максимальное количество тестовых баллов – 50

Шкала оценивания комплексного теста

Выполненные задания (%)	Баллы	Уровень	Оценка
95 – 100	5	Высокий	отлично
80 – 94	4	выше среднего	хорошо
60 – 79	3	Средний	удовлетворительно
0 – 59	2	Низкий	неудовлетворительно

Примерный перечень тем для монологического высказывания с элементами рассуждения

TV is chewing gum for eyes.

A community needs news for the same reason that a man needs eyes. It has to see where it is going.

A room without books is like a body without soul.

The only thing we have to fear on this planet is man.

If you poison the environment, the environment will poison you.

I'd rather be a happy dustman than an unhappy millionaire.

It doesn't matter what job you do. It's how you do it.

Рабочая программа учебной дисциплины составлена:

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