МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное учреждение
высшего профессионального образования
"Казанский (Приволжский) федеральный университет"
Центр бакалавриата Развитие территорий

УТВЕРЖДАЮ

Проректор
по образовательной деятельности КФУ
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_____
"____" _____20____ г.

Программа дисциплины

Синтетическое чтение Б1.В.ДВ.23

Направление подготовки: 44.03.05 - Педагогическое образование (с двумя профилями подготовки)
Профиль подготовки: География и иностранный (английский) язык
Квалификация выпускника: бакалавр
Форма обучения: очное
Язык обучения: русский
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Протокол заседания УМК No _____ от "_____" _____ 201__г

Регистрационный No

Казань
2018

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Программу дисциплины разработал(а)(и) доцент, к.н. (доцент) Андреева Е.А. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , EleAAndreeva@kpfu.ru ; старший преподаватель, б/с Корнева И.Г. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , IGKorneva@kpfu.ru

1. Цели освоения дисциплины

Цель дисциплины - привить комплекс необходимых навыков и умений для понимания и интерпретации текста по содержанию, первоначального лексического и грамматического анализа языковых форм в тексте на уровне слова, словосочетания и предложения.

Задачи дисциплины:

-осмысление текста как структурного единства элементов, которые служат раскрытию его тематического содержания;

-научить восприятию языковых средств и их точному пониманию в тексте;

-научить извлекать полную фактическую информацию, содержащуюся в тексте;

-научить осмыслению извлечённой информации;

-ознакомить с различными видами чтения: просмотровым, ознакомительным, изучающим, поисковым.

2. Место дисциплины в структуре основной образовательной программы высшего профессионального образования

Данная учебная дисциплина включена в раздел " Б1.В.ДВ.23 Дисциплины (модули)" основной образовательной программы 44.03.05 Педагогическое образование (с двумя профилями подготовки) и относится к дисциплинам по выбору. Осваивается на 3 курсе, 5 семестр.

Б3.ДВ9. Дисциплина 'Синтетическое чтение' является курсом по выбору, относится к профессиональному циклу и изучается в 5 семестре на 3 курсе.

3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-4 (общекультурные компетенции)	способен использовать знания о современной естественнонаучной картине мира в образовательной и профессиональной деятельности, применять методы математической обработки информации, теоретического и экспериментальногоисследования
ОК-5 (общекультурные компетенции)	готов использовать методы физического воспитания и самовоспитания для повышения адаптационных резервов организма и укрепления здоровья
ОК-6 (общекультурные компетенции)	способен логически верно устную и письменную речь
ОПК-5 (профессиональные компетенции)	Владением основами профессиональной этики и речевой культуры.
ПК-1 (профессиональные компетенции)	Готовность реализовывать образовательные программы по учебным предметам в соответствии с требованиями образовательных стандартов.

Шифр компетенции	Расшифровка приобретаемой компетенции
ПК-3 (профессиональные компетенции)	Способность использовать естественнонаучные и математические знания для ориентирования в современном информационном пространстве
ПК-4 (профессиональные компетенции)	Способность использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов.
ПК-5 (профессиональные компетенции)	Способность осуществлять педагогическое сопровождение социализации и профессионального самоопределения обучающихся.
ПК-6 (профессиональные компетенции)	готов использовать индивидуальные креативные способности для оригинального решения исследовательских задач

В результате освоения дисциплины студент:

1. должен знать:

-виды чтения;

-особенности каждого вида чтения;

-место каждого из видов чтения в процессе обучения чтению;

-задачи каждого вида чтения.

2. должен уметь:

-выделять проблематику и тематику текста;

-выделять ключевые слова и ключевые предложения в тексте;

-используя различные виды и техники чтения, максимально эффективно читать тексты различной тематики.

3. должен владеть:

-основными видами чтения;

-приемами перехода от одного вида чтения к другому в зависимости от изменения цели получения информации из данного текста;

-основными методами художественного анализа.

4. должен демонстрировать способность и готовность:

Применять полученные знания на практике

4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 2 зачетных(ые) единиц(ы) 72 часа(ов).

Форма промежуточного контроля дисциплины зачет в 5 семестре.

Суммарно по дисциплине можно получить 100 баллов, из них текущая работа оценивается в 50 баллов, итоговая форма контроля - в 50 баллов. Минимальное количество для допуска к зачету 28 баллов.

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

55-70 баллов - "удовлетворительно" (удов.);

54 балла и менее - "неудовлетворительно" (неуд.).

4.1 Структура и содержание аудиторной работы по дисциплине/ модулю
Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
1.	Тема 1. General theories of learning to read	5	1-2	2	2	0	Устный опрос
2.	Тема 2. The view on reading from the point of view of cognitive psychology	5	3	2	2	0	Устный опрос
3.	Тема 3. Methods of teaching reading	5	4	2	2	0	Устный опрос
4.	Тема 4. The main models of reading processing	5	5-7	2	2	0	Устный опрос
5.	Тема 5. Primary reading strategies	5	8-9	2	2	0	Устный опрос
6.	Тема 6. Types of reading	5	10-11	2	2	0	Устный опрос
7.	Тема 7. Extensive and Intensive Reading	5	12-13	2	2	0	Устный опрос
8.	Тема 8. Critical reading	5	14	2	2	0	Устный опрос Тестирование
9.	Тема 9. The construct of reading ability	5	15-16	2	2	0	Устный опрос Тестирование
.	Тема . Итоговая форма контроля	5		0	0	0	Зачет
	Итого			18	18	0	

4.2 Содержание дисциплины
Тема 1. General theories of learning to read
лекционное занятие (2 часа(ов)):

1.The reading process 2.Stage theories of learning to read 3.A non-stage incremental theory

практическое занятие (2 часа(ов)):

Презентация: Effective reading techniques

Тема 2. The view on reading from the point of view of cognitive psychology
лекционное занятие (2 часа(ов)):

1.The view from cognitive psychology; 2.Eye movements in reading;

практическое занятие (2 часа(ов)):

Разбор теста CAE с инструкциями и пояснениями

Тема 3. Methods of teaching reading

лекционное занятие (2 часа(ов)):

Whole-word instruction Meaning-emphasis instruction Phonics instruction

практическое занятие (2 часа(ов)):

CAE tests 1,2

Тема 4. The main models of reading processing

лекционное занятие (2 часа(ов)):

1.Top-down processing; 2.Bottom-up processing; 3.Interactive processing; 4.The bottom-up versus top-down reading model.

практическое занятие (2 часа(ов)):

CAE tests 3,4

Тема 5. Primary reading strategies

лекционное занятие (2 часа(ов)):

1.The primary reading strategy classification; 2.Cognitive reading strategies; 3.Metagognition; 4.Metagognitive reading strategies. 5.The primary reading strategy classification

практическое занятие (2 часа(ов)):

CAE tests 5,6

Тема 6. Types of reading

лекционное занятие (2 часа(ов)):

1.Reading to get the gist (skimming); 2.Reading to search for specific information (scanning); 3.Reading for detailed or careful understanding; 4.Reading to integrate information, write, and critique texts; 5.Reading for general comprehension; 6) Speed reading.

практическое занятие (2 часа(ов)):

CAE tests 7,8

Тема 7. Extensive and Intensive Reading

лекционное занятие (2 часа(ов)):

1.Intensive reading; 2.Extensive reading; 3.Intensive Reading Techniques.

практическое занятие (2 часа(ов)):

CAE tests 9,10

Тема 8. Critical reading

лекционное занятие (2 часа(ов)):

1.Critical reading; 2.Critical reading strategies; 3.Summary and Synthesis.

практическое занятие (2 часа(ов)):

Подготовка к контрольному тестированию. Пробное тестирование

Тема 9. The construct of reading ability

лекционное занятие (2 часа(ов)):

1.The constructs of reading; 2.Key English Test (KET); 3.Preliminary English Test (PET); 4.The First Certificate in English (FCE); 5.The Certificate in Advanced English (CAE); 6.The Certificate of proficiency in English (CPE); 7.The International English Language Testing System (IELTS); 8.Cambridge English: Business Certificates; 9.Scales of language proficiency.

практическое занятие (2 часа(ов)):

Контрольное тестирование.

4.3 Структура и содержание самостоятельной работы дисциплины (модуля)

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. General theories of learning to read	5	1-2	подготовка к устному опросу	4	Устный опрос
2.	Тема 2. The view on reading from the point of view of cognitive psychology	5	3	подготовка к устному опросу	4	Устный опрос
3.	Тема 3. Methods of teaching reading	5	4	подготовка к устному опросу	4	Устный опрос
4.	Тема 4. The main models of reading processing	5	5-7	подготовка к устному опросу	4	Устный опрос
5.	Тема 5. Primary reading strategies	5	8-9	подготовка к устному опросу	4	Устный опрос
6.	Тема 6. Types of reading	5	10-11	подготовка к устному опросу	4	Устный опрос
7.	Тема 7. Extensive and Intensive Reading	5	12-13	подготовка к устному опросу	4	Устный опрос
8.	Тема 8. Critical reading	5	14	подготовка к тестированию	2	Тестирование
				подготовка к устному опросу	2	Устный опрос
9.	Тема 9. The construct of reading ability	5	15-16	подготовка к тестированию	2	Тестирование
				подготовка к устному опросу	2	Устный опрос
	Итого				36	

5. Образовательные технологии, включая интерактивные формы обучения

Рекомендуемые образовательные технологии: лекции, семинарские занятия.

Семинарские занятия предполагают усвоение и закрепление лекционного материала.

При организации самостоятельной работы используются следующие образовательные технологии: поиск информации в глобальной сети Интернет, методика работы с различными текстами (multiple choice, gapped texts, multiple matching).

6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов

Тема 1. General theories of learning to read

Устный опрос , примерные вопросы:

1. The reading process; 2. Stage theories of reading development; 3. A nonstage incremental theory; Example of the text for reading BEING ETHICAL Being ethical can be a clever marketing strategy. Increasingly, consumers are influenced by 'non-commercial' factors such as whether a product harms the environment. Firms such as Ben & Jerrys's, an ice cream maker, and Body Shop International, a cosmetics retailer, have strengthened their brands by publicising their ethical standards. Cummins Engine, a maker of diesel engines, made its products greener while lobbying for stricter pollution laws. But such ethical self-promotion can be dangerous. Body Shop was publicly forced to change a claim that its products were not tested on animals (some of the ingredients in its cosmetics had been tested on animals by other firms in the past). The error led many consumers to question Body Shop's ethical standards. Some think that the best way to persuade managers to think more ethically is to take more account of stakeholders. Laura Nash of Boston University's Institute for the Study Economic Culture argues that managers should see their role in terms of 'covenants' with employees, customers, suppliers and so on. Such covenants should have a single goal: to ensure that a business creates long-term value in a way that is acceptable to all these 'stakeholders'. A manager would view his business in terms of relationships rather than products; and see profit as a result of other goals rather than an objective in itself. But such ideas tend to go against shareholder capitalism. The best answers may be simple ones. Ethics rules should be clear (for instance, should an employee pay bribes where this is accepted business practice?) and they should be regularly tested. Some companies are turning to 'ethical audits'. In its annual report Ben & Jerry's carries a 'social performance report' on the firm's ethical, environmental and other failings. Carried out by Paul Hawken, a 'green' entrepreneur, the audit has sometimes frustrated Ben Cohen and Jerry Greenfiled, the company's founders. So far, however, they have always published it. That may be why Ben & Jerry's reputation remains good where others fade.

Тема 2. The view on reading from the point of view of cognitive psychology

Устный опрос , примерные вопросы:

1. Eye movements in reading; 2. Word identification. Example of the text for reading COMPUTERS MAKE THE WORLD SMALLER AND SMARTER The ability of tiny computing devices to control complex operations has transformed the way many tasks are performed, ranging from scientific research to producing consumer products. Tiny ?computers on a chip? are used in medical equipment, home appliances, cars and toys. Workers use handheld computing devices to collect data at a customer site, to generate forms, to control inventory, and to serve as desktop organizers. Not only is computing equipment getting smaller, it is getting more sophisticated. Computers are part of many machines and devices that once required continual human supervision and control. Today, computers in security systems result in safer environments, computers in cars improve energy efficiency, and computers in phones provide features such as call forwarding, call monitoring, and call answering. These smart machines are designed to take over some of the basic tasks previously performed by people; by so doing, they make life a little easier and a little more pleasant. Smart cards store vital information such as health records, drivers? licenses, bank balances, and so on. Smart phones, cars, and appliances with built in computers can be programmed to better meet individual needs. A smart house has a built-in monitoring system that can turn lights on and off, open and close windows, operate the oven, and more. With small computing devices available for performing smart tasks tike cooking dinner, programming the VCR, and controlling the flow of information in an organization, people are able to spend more time doing what they often do best ? being creative. Computers can help people work more creatively. Multimedia systems are known for their educational and entertainment value, which we call ?edutainment?. Multimedia combines text with sound, video, animation, and graphics, which greatly enhances the interaction between user and machine and can make information more interesting and appealing to people. Expert systems software enables computers to ?think? like experts.

Тема 3. Methods of teaching reading

Устный опрос , примерные вопросы:

1.Whole-word instruction; 2.Phonics Instruction; 3.Meaning-emphasis instruction. Example of the text for reading AN AMERICAN LEADER IN EUROPE Since Nancy McKinstry moved from New York to Europe a year ago to run Wolters Kluwer, the specialist publishing group, she has had plenty of experience of national and cultural differences in business. She has rarity value as an American woman at the head of a Dutch company, an issue she feels strongly about. 'In Holland, there aren't a lot of women in senior management That is a legitimate criticism, of the business community,' says Ms McKinstry. 'It's changing but very slowly. Often the schools don't have any lunchtime programme so the children are expected to go home for lunch. If you're a working parent, whether you're male of female, that's pretty tough to accommodate as well as work. In the US, you have more day care and more opportunities for women to balance working with having a family'. Although an outsider by nationality, she is a corporate insider, having spent 13 years with the publisher, which produces journals and electronic information services for professional in medicine, the law, tax, accountancy and education, and reported sales of (eur)3.4bn ($4.2bn) last year. 'The benefits of being an outsider are that I'm able to do things in Europe from a restructuring perspective that would be much more difficult in the chairman was a European.' This includes cutting 1,600 jobs, or 8 percent of workforce, as part of the three-year recovery strategy she announced last October. 'People expect that Americans 'come in and have more of a bottom-line approach.' But she admits it can be heavy going, even when the is American. 'In certain geographies in Europe it can take you a year or two to reduce 100 positions. That was described to me as a board member. I understand now how these things work in a very different way. One of the things I've learned in my time here is that in Europe there isn't one approach,' she says. 'If you have a product or a customer problem in France, there might be an approach that works extremely well. But if you took the same approach and tried to solve the exact same problem in Holland, you might fail.' She points to differences in communication style. 'The Americans tend to be pretty direct, but optimistic. In other geographies, the communication is more subtle. You have to really listen not only to what people are saying but what they're not saying. In southern Europe, there's far more nuance to what people are saying. You often find they don't want to say 'No' to you, especially as the chairman, but in fact they may not be able to achieve what you've asked them. I try to listen really hard, and to say: 'How are you going to meet this goal?'

Тема 4. The main models of reading processing

Устный опрос , примерные вопросы:

1.Top-down processing; 2.Bottom-up processing; 3.Interactive processing; 4.The bottom-up versus top-down reading model Example of the text for reading THE INTERNET ECOLOGY Foraging for food seems to be a straightforward propo?sition: if you?re a hunter, you hunt; if you're a gatherer, you gather: then you eat. What could be simpler? Well, plenty of things, because, as it turns out, foraging is a complex business. In fact, a whole foraging theory was developed in the 1970s to explain animal foraging patterns and strategies. At its core is the idea of a cost-benefit analysis in which an animal examines the available food {the benefit) and weighs the amount of energy required to obtain it (the cost). The theory also tells us that ani?mals will move to a new area as soon as the costs of foraging in the current one become too high rela?tive to the remaining benefits. Selected by evolution over millennia, the techniques are hard-wired into animal brains. We humans have these foraging mech?anisms installed in our own brains. That fact was the inspiration for the theory of information foraging, a con?cept that has generated a number of interesting new words. In the early 1990s, Peter Pirelli and Stuart Card of Xerox's Palo Alto Research Center (PARC) in California observed that tracking down information was analogous to foraging for food, so they tried applying foraging theory to information hunting and gath?ering. Their results showed that information seekers do use the same strategies as food foragers. In their cost-benefit analysis, the benefit is the information they seek and the cost is the time it takes to find it. And once the costs of the current information patch outweigh whatever benefits are left, they move on to a dif-ferent Web site or database. Also, like food foragers, information foragers rely on "cues" that tell them whether a particular patch contains the data they seek. When animals are foraging for food, they often use scent to determine whether a particular area is worth investigating. Hunters, for example, will sniff around for evidence that prey has been in the area. Web searchers do something similar by examining a site's information scent: the visual and linguistic cues ? researchers call this the residue ? that enable a searcher to deter?mine whether a source has the information they seek, as well as to navigate to the desired data. On arriving at a site, for example, someone looking for device drivers will hunt for a supportive link labeled "Downloads" or, even better, "Device Drivers." Labels such as "Products" and" Purchase" aren?t as promising ? that is, they don't give off a good information scent. Another foraging cue is the existence of footprints, which are traces left by other foragers who have traversed die same virtual path. In the Amazon.com niche, for instance, footprints occur all over the place: reader reviews, ratings, and even lists of other books purchased by people who bought the current book.

Тема 5. Primary reading strategies

Устный опрос , примерные вопросы:

1.Cognitive reading strategies; 2.Metagognition; 3.Metagognitive reading strategies. 4.The primary reading strategy classification Example of the text for reading POWERFUL STORAGE Researchers have discovered a new material that could improve digital storage in the future. Thanks to advancements in technology, people can now do more and more with their gadgets. Mobile phones, for example, are no longer just for talking - they can be used to listen to music, take photos and soon even to watch movies. But this also means that new sources of power will be required to accommodate the technology - and at Carnegie Mellon University in Pittsburgh, Pennsylvania, a team of researchers led by Prof. Prashant Kumta has recently synthesized a new material that can store more energy than the super capacitors used today. Unlike a battery where energy is stored in a chemical form, a super capacitor is an elec?trical device that stores energy in an electric field. This field is generated by negative and positive plates in the capacitor - and their "super" status comes from their ability to hold four times as much charge as a normal capacitor. Currently, supercapacitors are made from ruthenium oxide but the high price of this compound limits their use in a wide range of technologies. They are most useful in applica?tions like hybrid cars and robotics where a large, fast pulse of energy is required. Compared to a normal battery, a supercapacitor can also last much longer. The new material - called nanocrystalline vanadium nitride - could be a viable alterna?tive to ruthenium oxide. It has a capacitance that is almost two times greater and can also store energy for longer. The structure of the material has two layers: it has an outer shell of vanadium oxide and an inner core of vanadium nitride. This set-up enables energy storage be?cause of electrochemical reactions that occur on the vanadium oxide surface - which generate an electric charge. The vanadium nitride interior stores the charge generated. To create this new material, nanocrystals were made by a method described by Kumta as "simple and novel", where vanadium chloride is reacted with ammonia, at 400 degrees C, in an environment without water. The final product is a material made up of tiny nanocrystals six nanometers wide, and is particularly interesting because it combines the good electric conductivity of vanadium nitride with vanadium's many oxidation states in vanadium oxide. But the main advantage of vanadium nitride is its price. According to Prof. Ian Boyd, Executive Director at the London Center for Nanotechnology, although ruthenium oxide ex?hibits some of the most desirable properties for supercapacitors, such as constant capacitance, reversibility, and cycle times running into the hundreds and thousands cycles, the main prob?lem is that it is very expensive. Ruthenium oxide costs $100 per gram whereas vanadium ni?tride is priced at $50 per gram.

Тема 6. Types of reading

Устный опрос , примерные вопросы:

1.Skimming; 2.Scanning; 3.Reading for detailed or careful understanding; 4.Reading to integrate information, write, and critique texts; 5.Reading for general comprehension; 6.Speed reading. Example of the text for reading COMPUTER VIRUSES AND CRIME Computer virus is a portion of a program code that has been designed to copy itself into other such codes or computer files. It is usually created by vandals to effect a result or to destroy data and program code. A virus consists of a set of instructions that attaches itself to other computer programs, usually in the computer's operating system, and becomes part of them. In most cases, the corrupted programs continue to perform their intended functions but surreptitiously execute the virus's instructions as well. A virus is usually designed to execute when it is loaded into a computer's memory. Upon execution, the virus instructs its host program to copy the viral code into any number of other programs and files stored in the computer. The infection can then transfer itself to files and code on other computers through magnetic disks or other memory ? storage devices, computer networks, or online systems. The replicating viruses often multiply until they destroy data or make other program codes meaningless. A virus may simply cause a harmless joke or cryptic message to appear on a computer monitor each time the computer is turned on. A more damaging virus can break an extremely large computer system within a matter of minutes or hours, causing it to crash and thereby destroy valuable data. Computer viruses are simply small programs that insert themselves into program files and boot sectors. Most are activated when you run the infected program or boot from an infected disk, and they immediately start replicating themselves by looking for new files and boot sectors to infect. Like real germs, the most successful and prevalent computer viruses do little except hide, reproduce, and wait for the opportunity to spread to other PCs.

Тема 7. Extensive and Intensive Reading

Устный опрос , примерные вопросы:

1. Extensive reading; 2. Intensive reading; 3. The difference between intensive and extensive reading. Example of the text for reading THE BOLT THAT HOLDS THE IKEA EMPIRE TOGETHER Ingvar Kamprad is no ordinary multi-billionaire. The founder of the Ikea furniture empire travels economy class, drives a 10-year-old Volvo and buys his fruit and vegetables in the afternoons, when prices are often cheaper. Ask him about the luxuries in his life and he says: ?From time to time, I like to buy a nice shirt and cravat and eat Swedish caviar?. Mr. Kamprad is one of Europe?s greatest post-war entrepreneurs. What began as a mail-order business in 1943 has grown into an international retailing phenomenon across 31 countries, with 70,000 employees. Sales have risen every single year. The Ikea catalogue is the world?s biggest annual print run ? an incredible 110m copies a year. And Mr. Kamprad has grown extraordinarily rich. He is worth $13.4bn and is the 17th richest person in the world, according to Forbes, the US magazine. The concept behind Ikea?s amazing success is unbelievably simple: make affordable, well-designed furniture available to the masses. And then there is Mr. Kamprad himself ? charismatic, humble, private. It is his ideas and values that are at the core of Ikea?s philosophy. Best known for his extremely modest lifestyle, he washes plastic cups to recycle them. He has just left his long-standing Swedish barber because he found one in Switzerland, where he lives, who charges only SFr14 for a cut. ?That?s a reasonable amount,? he chuckles.

Тема 8. Critical reading

Тестирование , примерные вопросы:

1.Critical reading; 2.Critical reading strategies; 3.Summary and Synthesis. Example of the text for reading THE FUTURE OF ENGINEERING What will engineering be like in the future? Every now and then I think about how much it has changed over the course of my own career. If changes of a similar magnitude happen in the coming decades, what will the profession be like for today's college students? Today we soar on the wings of computers and networking to heights where the minutiae of engineering lie indistinguishable on the ground far below. Sometimes I think of Archimedes? lever: "Give the place to stand on, and I can move the earth" We've been given the lever and the place to stand upon, and feel that the earth is ours to move. That feeling of empowerment is exhilarating. My worry is the price that we have paid for soaring so far above the landscape. In our profession there is a growing distancing from reality. It is like the profound feeling of disconnection I have when I stare out the window of an airplane. Those aren't real houses down there, I think, and I'm not really sitting in an aluminum tube high in the sky with no visible means of support. Why does the pilot tell me that the outside temperature is-50?C? This has no meaning to me, because the outside world is merely a diorama painted on my window. But as soon as these troubling thoughts intrude, the flight attendant's voice supervenes, telling me to lower my window shade so that I can better see the movie, substituting one form of unreality for another. Engineering today feels like that window seat on the airplane. Those can't be real transistors and wires down there, can they? Watching the simulations on my computer monitor is like watching the movie on the airplane - an unreality wrapped in another unreality. I feel that I have lost touch with Edison's world of electricity - a world of black Bakelite meters, whirring motors, acrid chemical smells, and heated conductors. I miss Heathkits and the smell of molten solder and burning insulation -the sensual aspects of engineering that have been replaced for many of us by antiseptic, ubiquitous, and impersonal CRTs. I have a deeper worry that math itself is slipping away into the wispy clouds of software that surround us. I walk down the aisles of laboratories, and I see engineers staring vacantly into monitors, their desks piled high with anachronistic paper detritus. Is anyone doing math by hand any longer, I wonder? Do they miss the cerebral nourishment of solving equations? Perhaps math in the future will be the exclusive province of a cult of priests that embeds its capability in shrink-wrapped, encrypted software.

Устный опрос , примерные вопросы:

1.Critical reading; 2.Critical reading strategies; 3.Summary and Synthesis. Example of the text for reading ROBOTS OF THE FUTURE Does the future of robotics hold the promise of a dream come true to lighten the workload on humanity and provide companionship. Or the murder and mayhem of Hollywood movies? When the Czech playwright Karel Capek sat down in 1920 to write a play about humanoid machines that turn against their creators, he decided to call his imaginary creations ?robots?, from the Czech word for ?slave labour?. Ever since then, our think?ing about robots, whether fictional or real, has been dominated by the two key ideas in Capek's play. Firstly, robots are supposed to do the boring and difficult jobs that humans can?t do or don't want to do. Secondly, robots are potentially dangerous. These two ideas remain influential, but not everyone accepts them. The first dis?senting voice was that of the great Russian-American science-fiction writer, Isaac Asimov, who was born the same year that Capek wrote his notorious play. In 1940, barely two decades later, while others were still slavishly reworking Capek's narrative about nasty robots taking over the world, Asimov was already asking what practical steps humanity might take to avoid this fate. And instead of assuming that robots would be confined to boring and dangerous jobs, Asimov imaged a future in which robots care for our children, and strike up friendships with us. From the perspective of the early twenty-first century, it might seem that Capek was right and that Asimov was an idealistic dreamer. After all, most currently-existing robots are confined to doing nasty, boring and dangerous jobs, right? Wrong. Accord?ing to the 2003 World Robotics Survey produced by the United Nations Economic Commission for Europe, over a third of all the robots in the world are designed not to spray-paint cars or mow the lawn, but simply to entertain humans. And the number is rising fast. It is quite possible, then, that the killer apt for robots will turn out to be not the slave labour envisaged by Capek, but the social compan?ionship imagined by Asimov. The most impressive entertainment robot currently on the market is undoubtedly the Aibo, a robotic dog produced by Sony. According to Qnroho.com, a website de?voted to home and entertainment robotics, Aibo is the standard by which all other en?tertainment robots are measured. Special software allows each Aibo to learn and de?velop its own unique personality as it interacts with its owner. But at over a thousand pounds a shot, they aren't cheap.

Тема 9. The construct of reading ability

Тестирование , примерные вопросы:

1.The constructs of reading; 2.Key English Test (KET); 3.Preliminary English Test (PET); 4.The First Certificate in English (FCE); 5.The Certificate in Advanced English (CAE); 6.The Certificate of proficiency in English (CPE); 7.The International English Language Testing System (IELTS); 8.Cambridge English: Business Certificates; 9.Scales of language proficiency. Example of the text for reading ILLITERATE JAPANESE At Kameido No.3 Junior High School in northeast Tokyo, Masanobu Hyakutake is using computers to teach algebra to a class of rowdy seventh graders. Because there are 40 students in the class and only 12 personal computers, three or four students are crow?ded around each screen. But the computers are little more than electronic blackboards. The students habitually push the keybo?ards out of the way and gaze at numbers on the screens. When working out problems they use pencils and paper. After class, Hyaimtake admits that the students say that they enjoy their lessons more when they can work with the computer - but that doesn't happen very often. ?We just don?t have the software?, he laments. Kameido No.3 is supposed to be a model school for computer education in Japan, but it more often illustrates the computer illiteracy that afflicts what is arguably the most technology-oriented country in the world. While Japanese primary and se?condary schools earn praise for their students? performance in math and science, they lag behind the United States and Europe in computer education. Surveys show that although 94 percent of public high schools in Japan (and 36 percent of junior highs) have Pc?s, the vast majority are used for administrative purpo?ses - not for teaching. According to the most recent government figures available, only 10 percent of Japan?s public academic high schools have a computerized classroom. Most designated com?puter classroom lack the hardware to allow each student hands-on access; those that have a sufficient number of Pc's don?t have adequate educational software programs for the students. Masatoshi Seimiya, an administrator at CEC, says: ?We are be?hind?.

Устный опрос , примерные вопросы:

1.The constructs of reading; 2.Key English Test (KET); 3.Preliminary English Test (PET); 4.The First Certificate in English (FCE); 5.The Certificate in Advanced English (CAE); 6.The Certificate of proficiency in English (CPE); 7.The International English Language Testing System (IELTS); 8.Cambridge English: Business Certificates; 9.Scales of language proficiency.

Тема . Итоговая форма контроля

Примерные вопросы к зачету:

1. The reading process;
2. Stage theories of reading development;
3. A nonstage incremental theory;
4. Eye movements in reading;
5. Word identification;
6. Whole-word instruction;
7. Phonics Instruction;
8. Meaning-emphasis instruction;
9. Top-down processing;
10. Bottom-up processing;
11. Interactive processing;
12. The bottom-up versus top-down reading model;
13. Metagognition;
14. Metagognitive reading strategies;
15. The primary reading strategy classification;
16. Skimming;
17. Scanning;
18. Reading for detailed or careful understanding;
19. Reading to integrate information, write, and critique texts;
20. Reading for general comprehension;
21. Speed reading;
22. Extensive reading;
23. Intensive reading;
24. Critical reading;
25. Critical reading strategies;
26. Summary and Synthesis;
27. The constructs of reading;
28. Key English Test (KET);
29. Preliminary English Test (PET);
30. The First Certificate in English (FCE);
31. The Certificate in Advanced English (CAE);
32. The Certificate of proficiency in English (CPE);
33. The International English Language Testing System (IELTS);
34. Cambridge English: Business Certificates;
35. Scales of language proficiency.

7.1. Основная литература:

1. Кушникова, Г. К. Electrical Power : Обучение профессионально-ориентированному чтению [Электронный ресурс] : учеб. пособие / Г.К. Кушникова. - 3-е изд., стер. - М.: Флинта, 2012. - 104 с. - ISBN 978-5-89349-651-2. http://znanium.com/bookread2.php?book=490278

2. Карневская Е. Б. Английский язык. Стратегии понимания текста. Ч. 1 [Электронный ресурс] : В 2 ч. : учеб. Пособие / Е.Б. Карневская [и др.] ; под общ. Ред. Е.Б. Карневской. - 3-е изд., перераб. - Минск : Выш. Шк., 2013. - 320 с. - ISBN 978-985-06-2168-9. http://znanium.com/catalog.php?bookinfo=508647

3.Архипкина Г.Д. Учебное пособие по обучению чтению, реферированию и аннотированию текстов по профилю факультета: Учебное пособие. - Ростов н/Д: Изд-во ЮФУ, 2009. - 96 с. http://znanium.com/bookread2.php?book=553153

7.2. Дополнительная литература:

1.Кучина С. А. Комментированное чтение. Mystery Greats (original mystery and crime stories) / Кучина С.А. - Новосиб.:НГТУ, 2010. - 150 с.: ISBN 978-5-7782-1307-4 http://znanium.com/catalog.php?bookinfo=558867

2.Сапогова, Л. И. Переводческое преобразование текста [Электронный ресурс]: учеб. пособие / Л. И. Сапогова. - 3-е изд., стер. - М.: ФЛИНТА, 2013. - 319 с. - ISBN 978-5-9765-0698-5. http://znanium.com/bookread2.php?book=466322

3.Бабич, Г. Н. I know why the caged bird sings (by M. Angelou). Я знаю, почему птица в клетке поет (по М. Ангелоу) [Электронный ресурс] : Учеб. пособие / вступ. ст., обраб. и коммент. Г. Н. Бабич. - 3-е изд., стереотип. - М. : Флинта : Наука, 2011. - 136 c.http://znanium.com/bookread2.php?book=405840

4.Бочарова, Г. В. Easy Reading Selections in English [Электронный ресурс] : учеб. пособие / Г. В. Бочарова, М. Г. Степанова. - 2-е изд., стер. - М.: ФЛИНТА, 2012. - 144 с.

7.3. Интернет-ресурсы:

Cambridge University Press - htpp://www.cambridge.org

reading comprehension page - http://muskingum.edu/~cal/database/reading.html#strategies

reading methods - http://www.arc.sbc.edu/study.html

University of Illinois - http://www.criticalreading.com

Wikipedia - htpp://www.en.wikipedia.org

8. Материально-техническое обеспечение дисциплины(модуля)

Освоение дисциплины "Синтетическое чтение" предполагает использование следующего материально-технического обеспечения:

Мультимедийная аудитория, вместимостью более 60 человек. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB,audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудованием имеет соответствующее лицензионное программное обеспечение.

Компьютерный класс, представляющий собой рабочее место преподавателя и не менее 15 рабочих мест студентов, включающих компьютерный стол, стул, персональный компьютер, лицензионное программное обеспечение. Каждый компьютер имеет широкополосный доступ в сеть Интернет. Все компьютеры подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

-раздаточный материал;

-интерактивная доска, проектор, ноутбук, компьютеры.

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 44.03.05 "Педагогическое образование (с двумя профилями подготовки)" и профилю подготовки География и иностранный (английский) язык .

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