

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
"Казанский (Приволжский) федеральный университет"
Факультет иностранных языков



УТВЕРЖДАЮ
Проректор по образовательной деятельности КФУ
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» _____ 20__ г.

подписано электронно-цифровой подписью

Программа дисциплины

Практический курс разговорной речи (английский язык) Б1.В.ДВ.6

Направление подготовки: 44.03.05 - Педагогическое образование (с двумя профилями подготовки)

Профиль подготовки: Немецкий язык и английский язык

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

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Регистрационный No 731623218

Казань
2018

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Программу дисциплины разработал(а)(и) старший преподаватель, к.н. Яхина А.М. Кафедра английской филологии и межкультурной коммуникации Факультет иностранных языков , AMYahina@kpfu.ru

1. Цели освоения дисциплины

- (образовательная) обеспечение запаса знаний, необходимых для ведения профессиональной деятельности;
- (коммуникативная) дальнейшее развитие навыков устного и письменного общения на английском языке в сферах повседневной коммуникации, профессиональной деятельности, а также в специальных сферах, определяемых речевой тематикой курсов.
- (воспитательная) развитие самостоятельности студента, его творческой активности, ответственности за результаты обучения, повышение качества профессионально-методических умений и навыков;

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

Данная учебная дисциплина включена в раздел " Б1.В.ДВ.6 Дисциплины (модули)" основной образовательной программы 44.03.05 Педагогическое образование (с двумя профилями подготовки) и относится к дисциплинам по выбору. Осваивается на 5 курсе, 9, 10 семестры.

Дисциплина входит в часть программ по выбору профессионального цикла учебного плана.

Для освоения дисциплины студенты используют знания, умения и навыки, сформированные в процессе изучения иностранного языка в общеобразовательной школе.

Освоение дисциплины 'Практика устной и письменной речи' является необходимой основой для последующего изучения дисциплин: 'Теоретическая фонетика', 'Теоретическая грамматика', 'Стилистика', 'История языка', 'Лексикология', 'Практикум по культуре речевого общения', дисциплины по выбору студента, для прохождения педагогической практики.

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОК-4	способен к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
ОК-6 (общекультурные компетенции)	способен к самоорганизации и самообразованию
ОПК-1 (профессиональные компетенции)	готов сознавать социальную значимость своей будущей профессии, обладать мотивацией к осуществлению профессиональной деятельности
ПК-4 (профессиональные компетенции)	способен использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов

В результате освоения дисциплины студент:

1. должен знать:

- не менее 1000 лексических единиц (помимо предусмотренных школьной программой), отражающие тематику программы по практике устной и письменной речи английского языка;
- наиболее распространённые речевые модели и грамматические конструкции в рамках лексических, фонетических и грамматических тем программ для студентов четвертого курса.

2. должен уметь:

- использовать изученный лексический и грамматический материал по изученным темам в устных и письменных речевых ситуациях;
- комбинировать в речи изученный материал в зависимости от сферы общения, цели коммуникации, позиции партнёров по коммуникации;
- составлять описания, делать небольшие сообщения и т.д. с учётом ситуации общения;
- выразительно читать отрывки из художественной литературы;
- пересказывать тексты 'своими словами', преобразуя исходный текст в композиционном, лексическом и грамматическом плане;
- высказывать собственное мнение по проблемам, выраженным в художественном произведении;
- делать письменные сообщения различных видов (изложения, письмо, эссе) в пределах изученных тем.

3. должен владеть:

- лексико-грамматическим материалом, определенным программой;
- навыками изложения идей на изучаемом языке;
- навыками понимания и анализа в устной и письменной речи на иностранном языке;
- способностью употреблять лексико-грамматический материал в соответствии с коммуникативной задачей.

4. должен демонстрировать способность и готовность:

- к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия;
- к самоорганизации и самообразованию;
- сознавать социальную значимость своей будущей профессии, обладать мотивацией к осуществлению профессиональной деятельности;
- использовать возможности образовательной среды для достижения личностных, метапредметных и предметных результатов обучения и обеспечения качества учебно-воспитательного процесса средствами преподаваемых учебных предметов.

4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 8 зачетных(ые) единиц(ы) 288 часа(ов).

Форма промежуточного контроля дисциплины экзамен в 9 семестре; экзамен в 10 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. Chapters 1-5	9		0	0	12	Устный опрос
2.	Тема 2. Chapters 6,7,8,9,10	9		0	0	12	Устный опрос
3.	Тема 3. Chapters 11,12,13,14	9		0	0	10	Устный опрос
4.	Тема 4. Chapters 15,16,17	9		0	0	10	Устный опрос
5.	Тема 5. Chapters 18,19,20	9		0	0	12	Устный опрос
6.	Тема 6. Chapter 21,22,23,24.	9		0	0	12	Устный опрос
7.	Тема 7. Chapters 25,26,27,28	9		0	0	12	Устный опрос
8.	Тема 8. Chapters 29, 30,31,32,34	10		0	9	0	Устный опрос
9.	Тема 9. Chapters 35,36,37,38,39,40	10		0	9	0	Устный опрос
10.	Тема 10. Chapters 41,42,43,44	10		0	9	0	Устный опрос
11.	Тема 11. Chapters 45, 46, 47	10		0	9	0	Устный опрос
12.	Тема 12. Chapters 48, 49,50,51,52	10		0	9	0	Устный опрос
13.	Тема 13. Chapters 53,54,55	10		0	9	0	Устный опрос
14.	Тема 14. Chapters 56, 57.58	10		0	9	0	Устный опрос
15.	Тема 15. Final discussion	10		0	9	0	Эссе Устный опрос
	Тема . Итоговая форма контроля	10		0	0	0	Экзамен
	Тема . Итоговая форма контроля	9		0	0	0	Экзамен
	Итого			0	72	80	

4.2 Содержание дисциплины

Тема 1. Chapters 1-5

лабораторная работа (12 часа(ов)):

1. Translate and remember the following word combinations. - to throw light on smth - to seek smb's acquaintance - to screw up one's courage to do smth - to show an appreciation of smth - a woman of letters - to have a gift of doing smth - to take a fancy to one another - to be the image of smb

2. How would you explain: 1. The greatness of Charles Strickland was authentic. 2. I recall long excursions by bus to the hospitable houses of the literary. 3. ... the novels she wrote were original and disconcerting. 4. She's raving about your book. 5. I was conscious of my ignorance. 6. He's a perfect philistine.

3. Answer the following questions: 1. What characters does the author introduce to the reader in these chapters? 2. What does the novel open with? 3. How does the author characterize Ch. Strickland and his work? a) Did he see anything out of ordinary in him when they first met? (p.21) b) What does he mean by 'greatness' when referring to Ch.Strickland? (p.21) c) What does he consider to be the most interesting thing in art? (p. 21-22) d) What does he think Ch. Strickland's work suggest? (p. 22) e) What led the narrator to writing about Strickland? 4. What did the critics write about Strickland after his death? 5. When and how was the narrator first introduced to the world of letters? 6. How did the narrator describe Rose Waterford? 7. Why do you think Mrs. Strickland invited writers to her place? Did she follow their mode of life? 8. Describe the narrator's subsequent visits to Mr. Strickland. 9. How did Mrs. Strickland characterize her husband? 4. Make up a summary of these chapters.

Тема 2. Chapters 6,7,8,9,10

лабораторная работа (12 часа(ов)):

1. Express the following word-combinations in another way. - to come to year of reason - to rack one's brains - to make a fool of oneself - to take smb by surprise - to burst into tears - to be of some use of - to tackle a case - let bygones be bygones Find all sentences with them and translate. Be ready to speak on the following points: 1. In fact how many characters appear in these chapters? Give a sketch-portrait of Mr. Strickland. 2. Under what circumstances did the narrator at last meet Charles Strickland? 3. Do you sympathize with Mr. Strickland? Give your reasoning. 4. What was Mrs. Strickland dinner-party like? Why did she organize them? What was the reason for it? 5. What feelings did the narrator experience when he met Mrs. Strickland with her children? How did the author sum up the Strickland family? 6. Did he sympathize with the family or did he envy them? 7. Why did he think of himself as thick-witted? 8. What news did Rose Waterford break to the narrator when he came across her in the street? Why was it disconcerting to him? Comment on the sentence: Not only had her face, but her whole body given a sense of alacrity. 9. Why did the narrator decide to visit Mrs. Strickland? How was he received? 10. Who else was at the Strickland's place at that time? Did the narrator's arrival take them by surprise? How did Mrs. Strickland behave in the situation? 11. How would you explain the fact that Mrs. Strickland burst into tears, and at the same time wondered what people were saying about her private affairs? 12. In what way do the phrases 'Tell me exactly what she said. I particularly want to know' characterize Mrs. Strickland. 13. What confidences did Colonel Mac Andrew thrust on the narrator? Is it clear from the part you have listened to why Mr. Strickland left his wife after seventeen years of wedlock? Have you any idea why he acted this way? 14. Why did Mrs. Strickland invite the narrator to her place? What did she want him do? 15. Why did she think it an advantage that the narrator did not know her husband well? 16. What picture did the narrator form of Mr. and Mrs. Strickland's life? 17. Does the letter received by Mrs. Strickland from her husband explain the reason for his leaving the family? Does it characterize him in any way? 18. What did Mrs. Strickland tell the narrator in order to talk him into going to Paris? 19. Why did he agree to pry into what did not concern him? Give a brief account of the events of the chapters.

Тема 3. Chapters 11,12,13,14

лабораторная работа (10 часа(ов)):

1. Explain the meaning and the context in which the following expressions are used: - to play a trick on smb (p.54) - to cut the ground from under one's feet (p.58) - to come to the point (p.59) - to make a hash of smth (p.62) - to set in order (p.65) - to get a grip on smb (p.67) Points and questions for discussions: 1. Was it difficult for the narrator to find Mr. Strickland? Give your reasoning. 2. Describe the hotel and the room where the author found Mr. Strickland. 3. Was it that place where the author expected to find him? 4. Was Mr. Strickland glad to see him? 5. Was Mr. Strickland interested in his family? 6. What can you consider from his behaviour towards his wife and children? 7. How did he explain to the narrator his escape? 8. What impression did Ch. Strickland make on the narrator? Was the author disappointed after the conversation with Mr. Strickland? 9. Did Strickland really want to be a painter? Prove it? 10. Mrs. Strickland was afraid of gossips and what about Mr. Strickland? 11. Was he surprised at hearing about the escape with a young girl? 12. Was he interested in any woman? 13. What were the narrator's thoughts during the journey back to England? Close retelling

Тема 4. Chapters 15,16,17

лабораторная работа (10 часа(ов)):

1. Explain the meaning of these word-combinations: - as mad as a hatter (p.69) - to be keen on (p.69) - to make head and tail(p.69) - an effective scene (p.73) - side by side (p. 73) - as a fly in a spider's web (p.74) - to take for granted (p. 74) - to earn one's living (p. 75) - to be seized with panic (p. 76) - - to mix with all sorts of people (p. 77) - for all I know (p.77) - to run across (p.77) Read and translate the sentences with these expressions. Answer the following questions: 1. What did the author find waiting for him on his return to London? 2. Describe Mrs. Strickland's sister. 3. Why did the narrator hesitate before saying? There isn't a woman.? 4. How did he describe the conditions in which Mr. Strickland lived? 5. How did he emphatically negate the suggestion that Strickland was in love? 6. How did Mrs. Mac Andrew explain why she thought things were not so bad? 7. Why did Mrs. Strickland give the young man a look in which he read no great friendliness? 8. What showed that Mrs. Strickland was a woman of character? 9. Did Mrs. Strickland want to forgive her husband? In what case could she forgive him? 10. What can you speak about Mrs. Strickland as a mother? 11. Give Mrs. Strickland's portrait, refer to the changes in her appearance and character which the narrator noticed. Learn an extract (10 lines) you like from these chapters by heart. Sum up the contents of these chapters in 4-5 sentences. Give a summary of these chapters.

Тема 5. Chapters 18,19,20

лабораторная работа (12 часа(ов)):

1. Repeat all words and word combinations from the previous chapters. 2. Translate the following sentences from Russian into English using expressions: 1. Ей нелегко было забыть прошлое, но она нашла в себе силы начать все сначала. 2. Насколько я знаю, если Джон берется за дело, на него можно положиться. 3. Он меня приятно удивит, если выполнит свое обещание. 4. Вмешавшись в чужой разговор, я поставил себя в неловкое положение. 5. После встречи с ним, я с трудом мог привести свои мысли в порядок. 6. Все считали, что он спятил. 7. Она была вынуждена зарабатывать себе на жизнь. 8. Неожиданный вопрос выбил у меня почву из под ног. 9. Все мы бываем в какой-то ситуации беспомощными как мухи в паутине. 10. Услышав эту новость, меня охватила паника. 11. Насколько я знаю, эта девушка возвращается в смешанном обществе, я не думаю, что это хорошо. 12. Эта эффектная сцена больше позабавила меня, чем впечатлила. 13. Неожиданно он увлекся рисованием, хотя никогда до этого не интересовался искусством вообще. 14. Она разрыдалась. Это была очень эффектная сцена. 15. Если бы ты не строил из себя дурака, люди поверили бы тебе. 16. Несмотря на то, что мой сын уже повзрослел, для меня он всегда ребенок. 17. Если бы он ничего не напутал в нашем деле, у нас бы все получилось. 18. Давно наши мозги так не напрягались. Answer the following questions: 1. What new character is introduced in chapter 18? Give a character sketch of him using words and word combinations from the text. 2. What did the narrator connect with Dirk Stroeve? 3. Why was he an object of ridicule? 4. Was he a good painter? What were his pictures devoted to? How did he understand 'Beauty'? What did the narrator think about Dirk Stroeve's pictures? 5. Was Dirk a contradictory person? Prove it? 6. Is it possible for you to deal with such a man? Could you marry him? 7. Dirk Stroeve's wife. Give character sketch of her, following the text. 8. Why didn't she like Strickland? 9. What information about Strickland did you get from the conversation between the narrator and Stroeve? 10. What words made the narrator doubt if it was the Strickland he knew? Why did it strike him as impossible that Strickland should be a great artist? 11. Why was it easy to find Mr. Strickland? 12. What changes in Strickland did the narrator notice when he met him in Paris five years later. Describe him using words and word combinations. 13. Did Strickland succeed in painting in Paris? Was he popular? Give the gist of the conversation between the narrator and Strickland in the restaurant. How did it impress you? (chapter 19) Give a summary of the chapters.

Тема 6. Chapter 21,22,23,24.

лабораторная работа (12 часа(ов)):

1. Words and word combinations to be memorized: use them in the episodes from the text: - to feel at home with smb (p.92) - to take offence(p. 101) - now and again (p.88) - at length (p.88) - to fill up the gaps (p.88) - to set about (p.89) - to make money (p.89) - to be indifferent to (p.90) - without delay (p.102) Points for discussion: What information about Strickland's life did the author glean from his halting story? a) How Strickland's perfect indifference to comfort is described? (p.89) b) What were the different ways in which Strickland managed to make some money? (p. 89) c) Why was Strickland's progress in painting slow and difficult? 3. What routine did the narrator's life take on in Paris and where did he and Stroeve go one day? (pp. 93-95) 4. What was Stroeve's family life like? (p.98) 5. How did Stroeve feel about Christmas Day? 6. How did Stroeve and the author manage to find Strickland? 7. Was Strickland really ill? What could they do for him? Was Strickland glad to see them? 2. Use as many expressions of the new vocabulary as you can to give a summary of these chapters. 3. Sum up the contents of these chapters in 6-7 sentences. 4. Learn the following passage by heart: (p. 89) From the words 'Strickland was distinguished... up to ... was indifferent to sensual things.'

Тема 7. Chapters 25,26,27,28

лабораторная работа (12 часа(ов)):

1. Translate and remember the following word combinations. Reproduce the situations in which they are used. - to beseech (p. 103) - to stir a finger (p. 103) - to be on the verge of tears (p. 104) - to drive smb to distraction (p. 105) - to pull over oneself together (p.105) - to do smb some great harm (p. 15) - to be full of tears (p. 111) - to get rid of smb (smth) (p.111) - to be jealous of smb (p. 113) - to make a fool of oneself (p. 113) - to be taken by surprise (p. 115) Points for discussion 1. Why do you think Stroeve asked the narrator to go with him to his place? 2. How did Blanche Stroeve react when her husband asked her to let him bring Strickland to the studio? 3. What did Stroeve say to make Blanche consent to his taking Strickland to their home? Was it fair of him? Prove your point. 4. Why did the narrator say that he had never known a more difficult patient? 5. Describe the way Dirk Stroeve nursed Strickland. 6. What change came over Blanche Stroeve? 7. What scene was the author once a witness of? 8. How did Strickland's illness affect his appearance? 9. How did Strickland spend his days when convalescing? 10. Describe the narrator's encounter with Stroeve at the Louvre. 11. What two different feelings was the author seized by when Stroeve told him his story? 12. What happened a week later? Describe the state Dirk Stroeve was in when he came to the narrator's place. 13. Reproduce Stroeve's story of what had happened to him.

Тема 8. Chapters 29, 30,31,32,34

практическое занятие (9 часа(ов)):

1. Words and word combinations to be memorized. Study the way the expressions are used in the text. Use them in a situation of you own. - to bear no resentment against smb (p.117) - to cease to be smb (p.122) - compassion (p.122) - to be outraged (p.124) - to keep up with smb (p.124) - to take smth as a matter of course (p.127) - to lie on the bed one has made (p. 128) - to be serious to smb (p.129) - to have ill-feeling towards smb (p.129) Points for discussion: 1. The talk between the narrator and Stroeve about his wife and Mr. Strickland. Did Stroeve have any suspicion before today that there was something between them? Why didn't he send Strickland packing at once? 2. The thoughts of the narrator about Blanche Stroeve and Stroeve. Did they really love each other? 3. There is one step from hatred to love. Why did Blanche fall in love with Strickland? Was it mutual love? Prove your point. 4. What did Stroeve do to return his wife? Did he succeed? 5. Why did the narrator consider Stroeve to bear himself most unbecomingly? Are you of the same opinion? 6. What do we learn of Stroeve's parents and the town of his boyhood? Retell the passage following the text. 7. What thoughts arose in the narrator's mind when he encountered Strickland with Blanche? 8. What happened to Blanche and how did Stroeve act in the situation? 9. Why did Dirk want the narrator to go to the hospital with him? How did the doctor explain reasons for any suicide? 2. Interpret the narrator's following statement: I felt he (i.e. Strickland) was at once too great and too small for love. 3. Give a brief account of the events of these chapters.

Тема 9. Chapters 35,36,37,38,39,40

практическое занятие (9 часа(ов)):

1. Match the following word combinations. Try to express the meaning of them in other way. - to exhaust oneself in efforts (p.133) - to be left in peace (p. 134) - to enquire after smb (p.135) - to come to one's rescue (p.136) - to put smth out of one's mind (p.137) - to tread in one's steps (p.138) - to summon up courage (p.140) - like a stab in one's heart (p.142) - to have other fish to fry (p.145) - to be occupied with own affairs (p. 145) - вылететь из головы - заниматься своими делами - как нож в сердце - лезть из кожи вон - набраться мужества - идти по стопам - осведомляться о ком-либо - прийти на выручку - оставить в покое - быть занятым своими делами

2. Passage for good reading and literary translation: (p. 138) From the words ' He was sore and .. up to .. who had laboured so diligently'. 2. Who is it said about? - He seemed to have lost all power of will; he was like an obedient child. - It gave me a sudden wrench of the heart-strings. I could have killed Strickland then, and that my voice was trembling when I bade the nurse good-bye. - Her kitchen was a miracle of clean brightness. Everything was always in its place, and nowhere could you see a speck of dust. Cleanliness, indeed, was a mania with her. - It was characteristic of him to display geniality with anyone who showed a disinclination to meet him, and the coolness of my greeting can have left him in little doubt of that. - She lies on her back quite quietly. She doesn't move for hours at a time. But she cries always.

3. Points and questions for discussion

1. How did Stroeve behave? What was his emotional state? 2. Why do you think Blanche refused to see Dirk? Refer to the events that had happened before the suicide. 3. Why do you think the narrator was glad to put Stroeve and his sorrows out of his mind? 4. What was Stroeve's idea of the world and life? Do you share his opinion? Give your reasons. 5. What made him think of becoming a painter? 6. Why did he decide to go to his apartment? What induced him to do so? What did he find there? What feelings did it evoke? 7. What emotions did Stroeve experience at the sight of Strickland's picture? Why did he think that Strickland found 'a new soul with unsuspected powers'? 8. Why did Strickland give the picture to Stroeve? In what way does this action characterize him? Does it add anything new to his characteristics? 9. Do you share the narrator's opinion when he says 'I cannot altogether dislike anyone who makes me laugh.'? 5. Give a brief summary of the chapters.

Тема 10. Chapters 41,42,43,44

практическое занятие (9 часа(ов)):

1. Words and word-combinations. Find, read and translate the sentences with them. - on one's heels (p. 147) - to be at pains (p. 147) - to escape one's memory (p. 149) - to turn smb out into the street neck and crop (p. 150) - to break to pieces (p. 153) - to be on the threshold of smth (p. 155) - to rob smb of self-possession (p. 163) - to regain command over oneself (p. 163)

1. Passage for good reading and interpretation: p. 158 From the words 'The final impression... up to ... overwhelming compassion.'

2. Who said these phrases and about whom? 1. Do you know that the little man came to see me? 2. It was just like him. I never knew anyone with so compassionate a heart. 3. A woman can forgive a man for the harm he does her, but she can never forgive him for the sacrifices he makes on her account. 4. It may be a lack of sympathy in myself if it does not make any great difference to me that she is dead. 5. It's a preposterous attempt to try to live only for yourself and by yourself. 6. He had no wit. 7. He seemed to see his fellow-creatures grotesquely, and he was angry with them because they were grotesque.

3. Points for discussion: 1. Why didn't the narrator turn Strickland out from his flat? What contradictory feelings had he according to Strickland? 2. Did the death of Mrs. Blanche surprise Strickland? What did he think about it? 3. Who is to blame for the death of Mrs. Blanche: Strickland or Stroeve? 4. Reproduce the situation how Dirk Stroeve married Mrs. Blanche? 5. What does 'love' mean for Strickland? 6. Why did Strickland decide to show his pictures to the narrator? 7. Did the narrator get a clue to the understanding of Strickland's strange character? 8. Why do you think Strickland decide to paint? What was his aim? Why did the narrator think that Strickland was a great artist of the past? 9. page 154 'Sooner or later you will - of humanity.' Are these words prophetic? 4. Give a brief summary of these chapters

Тема 11. Chapters 45, 46, 47

практическое занятие (9 часа(ов)):

1. Words and word combinations to be memorized. Reproduce the episodes in which they are used: - to cope with (p. 170) - to be frightened to death of smth (p. 171) - to be at the end of one's resources (p. 172) - to keep body and soul together (p. 172) - to have a stroke of luck (p. 175) - as lively as a cricket (p. 176) - to reckon with smb or smth (p. 179) 2. Find English equivalents of the following sentences in the text: - 'жертва справедливости' - У него имелись и другие основания быть недовольным на свою жизнь. - Воздух был тяжелый от пыли, поднимаемый сапогами мужчин, серый от табачного дыма. - Он теперь будет действовать исподтишка. - У Стрикленда не было нужных бумаг, но подобные пустяки не смущали Билла, когда можно было хорошо подзаработать. Questions for discussion: 1. Did the narrator know when he reached Tahiti that Strickland had spent the last years of his life there? 2. S. Maugham is the master of description. Describe Tahiti, following the text. 3. What did Strickland find there? 4. What could connect the narrator, Strickland and Tahiti? 5. Under what circumstances did the narrator get acquainted with Captain Nichols? 6. The first impression of Captain produced on the narrator. 7. What did Captain Nichols tell the narrator of his and Strickland's life in Marseilles? How did Strickland endure the hardships? 8. Why did the narrator think that Nichols was not a happy man? 9. Who was Tough Bill? Describe the latter. 10. What was the reason for flinging both Strickland and C. Nichols out of the house? 11. Try to describe the life of Strickland and Nichols in the street. 12. The atmosphere in the Rue Bouterie. 13. The scrimmage between Strickland and Tough Bill. 14. Why did Strickland have to leave Marseilles? 15. Did the narrator believe in this story? 4. Close retelling.

Тема 12. Chapters 48, 49,50,51,52

практическое занятие (9 часа(ов)):

1. Words and word combinations to be memorized: - to make head or tail of smth - to be taken aback - to play second fiddle to smb - to make such a hash of life - to be like a lost dog - a hussy - to fancy smb for smb Make up your own situation with them. Points for discussion: 1. What impression did Strickland make on the people of Tahiti? Did you expect to be otherwise? 2. What did the French trader add to the story of Strickland's life? 3. How did he and his wife react to Strickland's picture? 4. How did the narrator describe Mrs. Johnson? 5. What arguments did Tiare use to persuade Strickland to settle down? 6. Strickland's life on this beautiful island. 7. What made Strickland live with a native girl Ata? 8. What was Strickland's way of life with Ata? Did he care for his new surroundings? Did he like the life he lived? 9. Why did Ata want to live with Strickland? 10. Did Strickland think himself happy? Do you suppose he was happier in Tahiti than in London? Give your reasons. 11. Compare the characters of Ata and Mrs. Strickland. Who gains by this comparison? 2. Give a brief summary of these chapters

Тема 13. Chapters 53,54,55

практическое занятие (9 часа(ов)):

6. 1. Explain the meaning and the context in which the following word-combinations were used: - to have smb under one's hand (p. 198) - to catch sight of smth or smb (p.199) - to be square peg in the round hole (p. 200) - to give at second hand (p. 203) - to be rooted to the floor (p. 205) - to be seized with horror (p. 205) - to deliver sentence of death (p. 206) 2. Find the synonyms in the text and fill in in the crossword: 1. steadfast, courageous (p. 208) 2. reflection, receiving the result of work (p. 202) 3. compliment, civility, polite manners (p. 203) 4. verdict, conviction (p.206) 5. caprice, freak, whim (p.200) 6. miserable, squalid (p. 197) 7. to suppose, to believe, to dare (p. 205) 8. enjoyment, gusto (p. 204) 9. lawyer, solicitor (p.201) 10. cad, heel, knave, rascal (p. 204) Questions for discussion: 1. Why did Tiare introduce the narrator to Captain Brunot? In what way did the latter think he and Strickland were alike? Do you share his views on happiness? 2. Describe the evening Captain Brunot spent in Strickland's house. How was his impression of Strickland's life in the heart of the forest? 3. What can you say about life conditions in which Strickland had been living when Captain visited him? 4. Why Strickland didn't want to come back in Europe? 5. Describe Dr. Coutras? 6. What was the reason That Doctor disliked Strickland? 7. Why was Dr. Coutras seized with horror after he entered Strickland's room? 8. What diagnosis did Dr. Coutras make and how could one guess that it shook Strickland? Could you expect him to show any feelings? Give your reasons. 9. How did the life of Ata and Strickland change? 2. Reproduce the conversation between Dr. Coutras and Strickland. 3. Give a brief summary of these chapters.

Тема 14. Chapters 56, 57.58

практическое занятие (9 часа(ов)):

1. Find all sentences with the following word combinations and translate them. - at so late an hour (p.211) - to make an effort of will (p.212) - to make out (p.212) - to take smb's breath away (p.212) - to get out of one's head (p.213) - to set fire to smth (p.215) - to keep once secret to the grave (p.217) - to bear one's years well (p.218) - to make a fool of smb (p.220) Points for discussion: 1. How did Dr. Coutras come to know about the news that Mr. Strickland was dying? 2. How did he manage to reach the house? Was it difficult for him to get there? 3. What made Dr. Coutras think he entered a magic world? 4. Why did the pictures on the walls take the doctor's breath away? 5. What made the narrator fancy that in those paintings Strickland had said all that he knew of life and all that he divined? 6. Last year of Strickland's life. 7. The reason, as you see it, why Strickland made his wife set the house to fire after his death. 8. Judging from his whole life could one expect Strickland to request that his last paintings be destroyed? 9. Why did the doctor consider it his duty to dissuade Ata from destroying Strickland's paintings? Do you think she was right in fulfilling her husband's wish? Prove your point. 10. Ata's and her child's life after Strickland's death. 11. Describe the impression made on the narrator by the picture which hung in the doctor's consulting-room. Follow the text. 12. Why did the narrator decide to visit Mrs. Strickland when he returned to London? 13. Why did she keep her husband's pictures? Give your arguments. 14. Did Strickland fulfill his purpose? 2. Describe the narrator's visit to Mrs. Strickland using words and word combinations from the chapters. 3. Give a brief summary of these chapters.

Тема 15. Final discussion

практическое занятие (9 часа(ов)):

1. Tell about your impression of the novel 'The Moon and Sixpence'. - Did you enjoy it or not? Why? Does the novel answer your views of the idea of 'good literature'? What literature do you prefer? - Did you find the novel helpful for your studies? Did it enrich your knowledge in the spheres of vocabulary, syntax, style? - Is the novel instructive in any other respects? - Did you enlarge your general scope? Did you come across some original ideas concerning this or that sphere of human life? (give examples) 2. Suppose you are a reporter writing for 'The Globe'. Make an article for your newspaper informing the readers of the startling event? the death of Mr. Strickland. 3. Three women in Strickland's life. 4. Comment on the value of the pictures of Strickland from the very beginning up to the end. 5. Surroundings of Mr. Strickland. Was he understood by everybody? How did he treat people? How was he treated by them? 6. Analyze the whole life of Strickland and say: What changes were in him? (in appearance, in character, in his manner of living and so on) 7. What could have been the end of the novel, if Strickland hadn't died? 8. Strickland's attitude to art and life. 9. Two characters - two different trends in art (Strickland - Stroeve). 10. Speak on the title of the novel. Does it convey the content of the novel?

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
1.	Тема 1. Chapters 1-5	9		подготовка к устному опросу	4	Устный опрос
2.	Тема 2. Chapters 6,7,8,9,10	9		подготовка к устному опросу	4	Устный опрос
3.	Тема 3. Chapters 11,12,13,14	9		подготовка к устному опросу	4	Устный опрос
4.	Тема 4. Chapters 15,16,17	9		подготовка к устному опросу	4	Устный опрос
5.	Тема 5. Chapters 18,19,20	9		подготовка к устному опросу	4	Устный опрос
6.	Тема 6. Chapter 21,22,23,24.	9		подготовка к устному опросу	4	Устный опрос
7.	Тема 7. Chapters 25,26,27,28	9		подготовка к устному опросу	4	Устный опрос

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
8.	Тема 8. Chapters 29, 30,31,32,34	10		подготовка к устному опросу	4	Устный опрос
9.	Тема 9. Chapters 35,36,37,38,39,40	10		подготовка к устному опросу	4	Устный опрос
10.	Тема 10. Chapters 41,42,43,44	10		подготовка к устному опросу	4	Устный опрос
11.	Тема 11. Chapters 45, 46, 47	10		подготовка к устному опросу	4	Устный опрос
12.	Тема 12. Chapters 48, 49,50,51,52	10		подготовка к устному опросу	6	Устный опрос
13.	Тема 13. Chapters 53,54,55	10		подготовка к устному опросу	4	Устный опрос
14.	Тема 14. Chapters 56, 57.58	10		подготовка к устному опросу	4	Устный опрос
15.	Тема 15. Final discussion	10		подготовка к устному опросу	2	Устный опрос
				подготовка к эссе	2	Эссе
	Итого				62	

5. Образовательные технологии, включая интерактивные формы обучения

К концу курса студент должен уметь читать на английском языке оригинальные тексты художественной литературы, общественно-политические тексты английских и американских СМИ, публицистические материалы английских и американских авторов. Скорость чтения должна составлять не менее 800 знаков в минуту. При этом во время чтения вслух выпускник должен соблюдать орфоэпические нормы произношения, интонации, словесного и фразового ударения, слогаотделения.

Он должен воспринимать на слух нормативную речь носителей английского языка, звучащую с магнитной ленты, динамиков радио и телеаппаратуры, в живом общении с собеседником и стилистически ориентированную на сферы повседневной коммуникации, общественно-политической жизни и профессиональной деятельности.

Студент должен уметь вести неподготовленную беседу на английском языке; логично и последовательно излагать свои мысли в соответствии с заданной проблемой и в рамках тематики, предлагаемой учебными программами курсов; интерпретировать произведение художественной литературы с позиций его тематики, смысловой структуры, композиционных особенностей и лингвостилистической организации.

В ходе беседы-диалога выпускник должен демонстрировать навыки владения различными коммуникативными действиями (т.е. уместно и правильно задавать различные типы вопросов, использовать различные виды отрицания и подтверждения услышанного, в соответствии с английскими языковыми традициями выражать свои эмоции). При любом коммуникативном действии выпускник должен правильно артикулировать звуки, использовать нужную интонацию, грамотно расставлять словесное и фразовое ударение.

Необходимо знать правила английской орфографии и пунктуации, определяемые учебными программами; свободно владеть навыками начертания прописных и строчных букв и приемами их соединения в слова; соблюдать названные правила при записи под диктовку; грамотно составлять письменные сообщения (письма, сочинения, изложения, доклады и т.п.) на заданную или свободную тему, демонстрируя при этом навыки английской грамматики и стиля, точность словоупотреблений и умение варьировать языковыми средствами.

К концу курса студенты должны уметь организовать обучающихся (товарищей по группе) на определенный вид учебной работы, устанавливать контакты со слушателями, стимулировать их внимание, побуждать к действию и следить за правильностью выполнения этих работ; накапливать и систематизировать языковые средства для этой цели; пользоваться дидактической речью; разъяснять содержание учебного действия, этап его выполнения, анализировать пути овладения речевым материалом; свободно владеть школьно-обиходной лексикой; адаптировать свою речь в зависимости от условий общения; составлять тренировочные упражнения разных видов; адаптировать художественный текст или текст общественно-политический для старших классов средней школы; расширять учебный материал, т.е. подбирать и организовывать дополнительный материал к учебнику.

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

Тема 1. Chapters 1-5

Устный опрос , примерные вопросы:

. How would you explain: 1. The greatness of Charles Strickland was authentic. 2. I recall long excursions by bus to the hospitable houses of the literary. 3. ... the novels she wrote were original and disconcerting. 4. She's raving about your book. 5. I was conscious of my ignorance. 6. He's a perfect philistine. 3. Answer the following questions: 1. What characters does the author introduce to the reader in these chapters? 2. What does the novel open with? 3. How does the author characterize Ch. Strickland and his work? a) Did he see anything out of ordinary in him when they first met? (p.21) b) What does he mean by 'greatness' when referring to Ch.Strickland? (p.21) c) What does he consider to be the most interesting thing in art? (p. 21-22) d) What does he think Ch. Strickland's work suggest? (p. 22) e) What led the narrator to writing about Strickland? 4. What did the critics write about Strickland after his death? 5. When and how was the narrator first introduced to the world of letters? 6. How did the narrator describe Rose Waterford? 7. Why do you think Mrs. Strickland invited writers to her place? Did she follow their mode of life? 8. Describe the narrator's subsequent visits to Mr. Strickland. 9. How did Mrs. Strickland characterize her husband? 4. Make up a summary of these chapters.

Тема 2. Chapters 6,7,8,9,10

Устный опрос , примерные вопросы:

Be ready to speak on the following points: 1. In fact how many characters appear in these chapters? Give a sketch-portrait of Mr. Strickland. 2. Under what circumstances did the narrator at last meet Charles Strickland? 3. Do you sympathize with Mr. Strickland? Give your reasoning. 4. What was Mrs. Strickland dinner-party like? Why did she organize them? What was the reason for it? 5. What feelings did the narrator experience when he met Mrs. Strickland with her children? How did the author sum up the Strickland family? 6. Did he sympathize with the family or did he envy them? 7. Why did he think of himself as thick-witted? 8. What news did Rose Waterford break to the narrator when he came across her in the street? Why was it disconcerting to him? Comment on the sentence: Not only had her face, but her whole body given a sense of alacrity. 9. Why did the narrator decide to visit Mrs. Strickland? How was he received? 10. Who else was at the Strickland's place at that time? Did the narrator's arrival take them by surprise? How did Mrs. Strickland behave in the situation? 11. How would you explain the fact that Mrs. Strickland burst into tears, and at the same time wondered what people were saying about her private affairs? 12. In what way do the phrases 'Tell me exactly what she said. I particularly want to know' characterize Mrs. Strickland. 13. What confidences did Colonel Mac Andrew thrust on the narrator? Is it clear from the part you have listened to why Mr. Strickland left his wife after seventeen years of wedlock? Have you any idea why he acted this way? 14. Why did Mrs. Strickland invite the narrator to her place? What did she want him to do? 15. Why did she think it an advantage that the narrator did not know her husband well? 16. What picture did the narrator form of Mr. and Mrs. Strickland's life? 17. Does the letter received by Mrs. Strickland from her husband explain the reason for his leaving the family? Does it characterize him in any way? 18. What did Mrs. Strickland tell the narrator in order to talk him into going to Paris? 19. Why did he agree to pry into what did not concern him? Give a brief account of the events of the chapters.

Тема 3. Chapters 11,12,13,14

Устный опрос , примерные вопросы:

Points and questions for discussions: 1. Was it difficult for the narrator to find Mr. Strickland? Give your reasoning. 2. Describe the hotel and the room where the author found Mr. Strickland. 3. Was it that place where the author expected to find him? 4. Was Mr. Strickland glad to see him? 5. Was Mr. Strickland interested in his family? 6. What can you consider from his behaviour towards his wife and children? 7. How did he explain to the narrator his escape? 8. What impression did Ch. Strickland make on the narrator? Was the author disappointed after the conversation with Mr. Strickland? 9. Did Strickland really want to be a painter? Prove it? 10. Mrs. Strickland was afraid of gossips and what about Mr. Strickland? 11. Was he surprised at hearing about the escape with a young girl? 12. Was he interested in any woman? 13. What were the narrator's thoughts during the journey back to England? Close retelling

Тема 4. Chapters 15,16,17

Устный опрос , примерные вопросы:

1. Answer the following questions: 1. What did the author find waiting for him on his return to London? 2. Describe Mrs. Strickland's sister. 3. Why did the narrator hesitate before saying? There isn't a woman.? 4. How did he describe the conditions in which Mr. Strickland lived? 5. How did he emphatically negate the suggestion that Strickland was in love? 6. How did Mrs. Mac Andrew explain why she thought things were not so bad? 7. Why did Mrs. Strickland give the young man a look in which he read no great friendliness? 8. What showed that Mrs. Strickland was a woman of character? 9. Did Mrs. Strickland want to forgive her husband? In what case could she forgive him? 10. What can you speak about Mrs. Strickland as a mother? 11. Give Mrs. Strickland's portrait, refer to the changes in her appearance and character which the narrator noticed. Learn an extract (10 lines) you like from these chapters by heart. Sum up the contents of these chapters in 4-5 sentences. Give a summary of these chapters.

Тема 5. Chapters 18,19,20

Устный опрос , примерные вопросы:

1. Answer the following questions: 1. What new character is introduced in chapter 18? Give a character sketch of him using words and word combinations from the text. 2. What did the narrator connect with Dirk Stroeve? 3. Why was he an object of ridicule? 4. Was he a good painter? What were his pictures devoted to? How did he understand 'Beauty'? What did the narrator think about Dirk Stroeve's pictures? 5. Was Dirk a contradictory person? Prove it? 6. Is it possible for you to deal with such a man? Could you marry him? 7. Dirk Stroeve's wife. Give character sketch of her, following the text. 8. Why didn't she like Strickland? 9. What information about Strickland did you get from the conversation between the narrator and Stroeve? 10. What words made the narrator doubt if it was the Strickland he knew? Why did it strike him as impossible that Strickland should be a great artist? 11. Why was it easy to find Mr. Strickland? 12. What changes in Strickland did the narrator notice when he met him in Paris five years later. Describe him using words and word combinations. 13. Did Strickland succeed in painting in Paris? Was he popular? Give the gist of the conversation between the narrator and Strickland in the restaurant. How did it impress you? (chapter 19) Give a summary of the chapters.

Тема 6. Chapter 21,22,23,24.

Устный опрос , примерные вопросы:

1. Points for discussion: What information about Strickland's life did the author glean from his halting story? a) How Strickland's perfect indifference to comfort is described? (p.89) b) What were the different ways in which Strickland managed to make some money? (p. 89) c) Why was Strickland's progress in painting slow and difficult? 3. What routine did the narrator's life take on in Paris and where did he and Stroeve go one day? (pp. 93-95) 4. What was Stroeve's family life like? (p.98) 5. How did Stroeve feel about Christmas Day? 6. How did Stroeve and the author manage to find Strickland? 7. Was Strickland really ill? What could they do for him? Was Strickland glad to see them? 2. Use as many expressions of the new vocabulary as you can to give a summary of these chapters. 3. Sum up the contents of these chapters in 6-7 sentences. 4. Learn the following passage by heart: (p. 89) From the words 'Strickland was distinguished... up to ... was indifferent to sensual things.'

Тема 7. Chapters 25,26,27,28

Устный опрос , примерные вопросы:

1. Points for discussion 1. Why do you think Stroeve asked the narrator to go with him to his place? 2. How did Blanche Stroeve react when her husband asked her to let him bring Strickland to the studio? 3. What did Stroeve say to make Blanche consent to his taking Strickland to their home? Was it fair of him? Prove your point. 4. Why did the narrator say that he had never known a more difficult patient? 5. Describe the way Dirk Stroeve nursed Strickland. 6. What change came over Blanche Stroeve? 7. What scene was the author once a witness of? 8. How did Strickland's illness affect his appearance? 9. How did Strickland spend his days when convalescing? 10. Describe the narrator's encounter with Stroeve at the Louvre. 11. What two different feelings was the author seized by when Stroeve told him his story? 12. What happened a week later? Describe the state Dirk Stroeve was in when he came to the narrator's place. 13. Reproduce Stroeve's story of what had happened to him.

Тема 8. Chapters 29, 30,31,32,34

Устный опрос , примерные вопросы:

1. Points for discussion: 1. The talk between the narrator and Stroeve about his wife and Mr. Strickland. Did Stroeve have any suspicion before today that there was something between them? Why didn't he send Strickland packing at once? 2. The thoughts of the narrator about Blanche Stroeve and Stroeve. Did they really love each other? 3. There is one step from hatred to love. Why did Blanche fall in love with Strickland? Was it mutual love? Prove your point. 4. What did Stroeve do to return his wife? Did he succeed? 5. Why did the narrator consider Stroeve to bear himself most unbecomingly? Are you of the same opinion? 6. What do we learn of Stroeve's parents and the town of his boyhood? Retell the passage following the text. 7. What thoughts arose in the narrator's mind when he encountered Strickland with Blanche? 8. What happened to Blanche and how did Stroeve act in the situation? 9. Why did Dirk want the narrator to go to the hospital with him? How did the doctor explain reasons for any suicide? 2. Interpret the narrator's following statement: I felt he (i.e. Strickland) was at once too great and too small for love. 3. Give a brief account of the events of these chapters.

Тема 9. Chapters 35,36,37,38,39,40

Устный опрос , примерные вопросы:

1. Passage for good reading and literary translation: (p. 138) From the words ' He was sore and .. up to .. who had laboured so diligently'. 2. Who is it said about? - He seemed to have lost all power of will; he was like an obedient child. - It gave me a sudden wrench of the heart-strings. I could have killed Strickland then, and that my voice was trembling when I bade the nurse good-bye. - Her kitchen was a miracle of clean brightness. Everything was always in its place, and nowhere could you see a speck of dust. Cleanliness, indeed, was a mania with her. - It was characteristic of him to display geniality with anyone who showed a disinclination to meet him, and the coolness of my greeting can have left him in little doubt of that. - She lies on her back quite quietly. She doesn't move for hours at a time. But she cries always. 3. Points and questions for discussion 1. How did Stroeve behave? What was his emotional state? 2. Why do you think Blanche refused to see Dirk? Refer to the events that had happened before the suicide. 3. Why do you think the narrator was glad to put Stroeve and his sorrows out of his mind? 4. What was Stroeve's idea of the world and life? Do you share his opinion? Give your reasons. 5. What made him think of becoming a painter? 6. Why did he decide to go to his apartment? What induced him to do so? What did he find there? What feelings did it evoke? 7. What emotions did Stroeve experience at the sight of Strickland's picture? Why did he think that Strickland found 'a new soul with unsuspected powers'? 8. Why did Strickland give the picture to Stroeve? In what way does this action characterize him? Does it add anything new to his characteristics? 9. Do you share the narrator's opinion when he says 'I cannot altogether dislike anyone who makes me laugh.'? 5. Give a brief summary of the chapters.

Тема 10. Chapters 41,42,43,44

Устный опрос , примерные вопросы:

1. Passage for good reading and interpretation: p. 158 From the words 'The final impression... up to ... overwhelming compassion.' 2. Who said these phrases and about whom? 1. Do you know that the little man came to see me? 2. It was just like him. I never knew anyone with so compassionate a heart. 3. A woman can forgive a man for the harm he does her, but she can never forgive him for the sacrifices he makes on her account. 4. It may be a lack of sympathy in myself if it does not make any great difference to me that she is dead. 5. It's a preposterous attempt to try to live only for yourself and by yourself. 6. He had no wit. 7. He seemed to see his fellow-creatures grotesquely, and he was angry with them because they were grotesque. 3. Points for discussion: 1. Why didn't the narrator turn Strickland out from his flat? What contradictory feelings had he according to Strickland? 2. Did the death of Mrs. Blanche surprise Strickland? What did he think about it? 3. Who is to blame for the death of Mrs. Blanche: Strickland or Stroeve? 4. Reproduce the situation how Dirk Stroeve married Mrs. Blanche? 5. What does 'love' mean for Strickland? 6. Why did Strickland decide to show his pictures to the narrator? 7. Did the narrator get a clue to the understanding of Strickland's strange character? 8. Why do you think Strickland decide to paint? What was his aim? Why did the narrator think that Strickland was a great artist of the past? 9. page 154 'Sooner or later you will - of humanity.' Are these words prophetic? 4. Give a brief summary of these chapters

Тема 11. Chapters 45, 46, 47

Устный опрос , примерные вопросы:

1. Questions for discussion: 1. Did the narrator know when he reached Tahiti that Strickland had spent the last years of his life there? 2. S. Maugham is the master of description. Describe Tahiti, following the text. 3. What did Strickland find there? 4. What could connect the narrator, Strickland and Tahiti? 5. Under what circumstances did the narrator get acquainted with Captain Nichols? 6. The first impression of Captain produced on the narrator. 7. What did Captain Nichols tell the narrator of his and Strickland's life in Marseilles? How did Strickland endure the hardships? 8. Why did the narrator think that Nichols was not a happy man? 9. Who was Tough Bill? Describe the latter. 10. What was the reason for flinging both Strickland and C. Nichols out of the house? 11. Try to describe the life of Strickland and Nichols in the street. 12. The atmosphere in the Rue Bouterie. 13. The scrimmage between Strickland and Tough Bill. 14. Why did Strickland have to leave Marseilles? 15. Did the narrator believe in this story? 4. Close retelling .

Тема 12. Chapters 48, 49,50,51,52

Устный опрос , примерные вопросы:

1. Points for discussion: 1. What impression did Strickland make on the people of Tahiti? Did you expect to be otherwise? 2. What did the French trader add to the story of Strickland's life? 3. How did he and his wife react to Strickland's picture? 4. How did the narrator describe Mrs. Johnson? 5. What arguments did Tiare use to persuade Strickland to settle down? 6. Strickland's life on this beautiful island. 7. What made Strickland live with a native girl Ata? 8. What was Strickland's way of life with Ata? Did he care for his new surroundings? Did he like the life he lived? 9. Why did Ata want to live with Strickland? 10. Did Strickland think himself happy? Do you suppose he was happier in Tahiti than in London? Give your reasons. 11. Compare the characters of Ata and Mrs. Strickland. Who gains by this comparison? 2. Give a brief summary of these chapters

Тема 13. Chapters 53,54,55

Устный опрос , примерные вопросы:

1. Questions for discussion: 1. Why did Tiare introduce the narrator to Captain Brunot? In what way did the latter think he and Strickland were alike? Do you share his views on happiness? 2. Describe the evening Captain Brunot spent in Strickland's house. How was his impression of Strickland's life in the heart of the forest? 3. What can you say about life conditions in which Strickland had been living when Captain visited him? 4. Why Strickland didn't want to come back in Europe? 5. Describe Dr. Coutras? 6. What was the reason That Doctor disliked Strickland? 7. Why was Dr. Coutras seized with horror after he entered Strickland's room? 8. What diagnosis did Dr. Coutras make and how could one guess that it shook Strickland? Could you expect him to show any feelings? Give your reasons. 9. How did the life of Ata and Strickland change? 2. Reproduce the conversation between Dr. Coutras and Strickland. 3. Give a brief summary of these chapters.

Тема 14. Chapters 56, 57.58

Устный опрос , примерные вопросы:

Points for discussion: 1. How did Dr. Coutras come to know about the news that Mr. Strickland was dying? 2. How did he manage to reach the house? Was it difficult for him to get there? 3. What made Dr. Coutras think he entered a magic world? 4. Why did the pictures on the walls take the doctor's breath away? 5. What made the narrator fancy that in those paintings Strickland had said all that he knew of life and all that he divined? 6. Last year of Strickland's life. 7. The reason, as you see it, why Strickland made his wife set the house to fire after his death. 8. Judging from his whole life could one expect Strickland to request that his last paintings be destroyed? 9. Why did the doctor consider it his duty to dissuade Ata from destroying Strickland's paintings? Do you think she was right in fulfilling her husband's wish? Prove your point. 10. Ata's and her child's life after Strickland's death. 11. Describe the impression made on the narrator by the picture which hung in the doctor's consulting-room. Follow the text. 12. Why did the narrator decide to visit Mrs. Strickland when he returned to London? 13. Why did she keep her husband's pictures? Give your arguments. 14. Did Strickland fulfill his purpose? 2. Describe the narrator's visit to Mrs. Strickland using words and word combinations from the chapters. 3. Give a brief summary of these chapters.

Тема 15. Final discussion

Устный опрос , примерные вопросы:

1. Tell about your impression of the novel 'The Moon and Sixpence'. - Did you enjoy it or not? Why? Does the novel answer your views of the idea of 'good literature'? What literature do you prefer? - Did you find the novel helpful for your studies? Did it enrich your knowledge in the spheres of vocabulary, syntax, style? - Is the novel instructive in any other respects? - Did you enlarge your general scope? Did you come across some original ideas concerning this or that sphere of human life? (give examples) 2. Suppose you are a reporter writing for 'The Globe'. Make an article for your newspaper informing the readers of the startling event ? the death of Mr. Strickland. 3. Three women in Strickland's life. 4. Comment on the value of the pictures of Strickland from the very beginning up to the end. 5. Surroundings of Mr. Strickland. Was he understood by everybody? How did he treat people? How was he treated by them? 6. Analyze the whole life of Strickland and say: What changes were in him? (in appearance, in character, in his manner of living and so on) 7. What could have been the end of the novel, if Strickland hadn't died? 8. Strickland's attitude to art and life. 9. Two characters - two different trends in art (Strickland - Stroeve). 10. Speak on the title of the novel. Does it convey the content of the novel?

Эссе , примерные вопросы:

Essays on Painting Write a two-page précis of the given chapters.

Итоговая форма контроля

экзамен

Итоговая форма контроля

экзамен

Примерные вопросы к экзамену:

1. Художественный текст повышенной трудности из произведений английских или американских писателей (возможен, в соответствии с Программой, отрывок из индивидуального чтения).

Рекомендуемая литература:

1. Richard Aldington 'Death of a Hero'.
2. John Cheever 'Selected Short Stories'.
3. Theodore Dreiser 'The Financier', 'The Titan', 'The Stoic'.
4. William Faulkner 'Absalom, Absalom!'.
5. F. Scott Fitzgerald 'Selected Short Stories'.
6. F. Scott Fitzgerald 'Tender is the Night'.
7. Ellen Glasgow 'Barren Ground'.
8. Dashiell Hammett 'Selected Detective Prose'.
9. Ernest Hemingway 'For Whom the Bell Tolls'.
10. Frank Norris 'The Octopus'.
11. J. B. Priestley 'Angel Pavement'.
12. J. D. Salinger 'Nine Stories'. 'Franny and Zooey'. 'Raise High the Roof Beam, Carpenters'.
13. William Saroyan 'Selected Short Stories'.
14. John Steinbeck 'The Grapes of Wrath'.
15. Robert Penn Warren 'All the King's Men'.
16. Evelyn Waugh 'Prose. Memoirs. Essays'.
17. Thornton Wilder 'The Cabala', 'Heaven's My Destination', 'Our Town'.

Работа над отрывком включает:

- чтение и литературный перевод 10-15 строк
- изложение сюжета
- интерпретация отрывка с литературоведческих позиций (требуется обнаружить знание эпохи, литературного направления, исторических условий, жанра и т. д.)
- лингво-стилистические наблюдения над отрывком (определение стилистических приемов, используемых автором, определение их стилистических функций)

2. Газетный текст из качественной российской периодики.

Работа над газетным текстом предполагает:

- изложение содержания газетной статьи на английском языке с использованием газетной идиоматики
- комментирование рассматриваемых в тексте событий с позиций сегодняшнего дня

ПРИМЕРНЫЕ ВОПРОСЫ

1. Основные признаки текста: коммуникативность, информативность, прагматичность, членимость, цельность, связность, завершенность.
2. Виды текстовой информации.
3. Цельность и связность как содержательная и формальная характеристики текста.
4. Единицы семантико-грамматического и композиционного планов текста. Соотношение сложного синтаксического целого и абзаца.
5. Основные средства текстовой связи.
6. Принципы лингвистического анализа текста.

7. Основные методы лингвистического анализа текста: стилистический эксперимент.
8. Основные методы лингвистического анализа текста: семантико-стилистический метод.
9. Метод сравнения авторских вариантов в анализе текста.
10. Метод количественного анализа.
11. 'Школьный' разбор языковых единиц в помощь филологическому анализу текста.

7.1. Основная литература:

1. 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. - Режим доступа: <http://znanium.com/bookread2.php?book=508647>.
2. Английский язык. Стратегии понимания текста. Ч. 2 [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. - 255 с. - ISBN 978-985-06-2169-6.- Режим доступа: <http://znanium.com/bookread2.php?book=508667>.
3. Гуревич, В. В. Практическая грамматика английского языка. Упражнения и комментарии [Электронный ресурс] : учеб. пособие / В. В. Гуревич. - 9-е изд. - М.: Флинта : Наука, 2012. - 296 с. - ISBN 978-5-89349-464-8 (Флинта), ISBN 978-5-02-002934-7 (Наука) - Режим доступа: <http://znanium.com/bookread2.php?book=454947>.
4. Углубленный практический курс английского языка: Учебное пособие - М.:НИЦ ИНФРА-М, 2018. - 308 с.: 60x90 1/16. - (Высшее образование) ISBN 978-5-16-106692-8 (online) - Режим доступа: <http://znanium.com/bookread2.php?book=969599>.

7.2. Дополнительная литература:

1. Английский язык. Базовый курс. Уровень А+. Часть 1/АфонасоваВ.Н., СеменоваЛ.А. - Новосибир.: НГТУ, 2013. - 116 с.: ISBN 978-5-7782-2362-21. - Режим доступа: <http://znanium.com/bookread2.php?book=546592>.
2. Английский язык: Учебное пособие / Н.М. Дюканова. - 2-е изд., перераб. и доп. - М.: НИЦ ИНФРА-М, 2013. - 319 с.: 60x90 1/16. - (Высшее образование: Бакалавриат). (переплет) ISBN 978-5-16-006254-9, 1000 экз. - Режим доступа: <http://znanium.com/bookread2.php?book=368907>.
3. Болотнова, Н. С. Филологический анализ текста [Электронный ресурс] : Уч. пособ. / Н. С. Болотнова. - 4-е изд. - М. : Флинта : Наука, 2009. - 520 с. - ISBN 978-5-9765-0053-2 (Флинта), ISBN 978-5-02-034667-3 (Наука). - Режим доступа: <http://znanium.com/bookread2.php?book=405905>.
4. Комаров, А. С. Practical Grammar Exercises of English for Students. Практическая грамматика английского языка для студентов [Электронный ресурс] : сб. упражнений / А. С. Комаров. - 2-е изд. - М.: Флинта, 2012. - 256 с. - ISBN 978-5-89349-849-3. - Режим доступа: <http://znanium.com/bookread2.php?book=455230>.

7.3. Интернет-ресурсы:

- Mobile Study - <http://www.mobilestudy.org/u/26921/>
The Free Dictionary - <http://www.thefreedictionary.com>
The Moon and Sixpence - <http://www.e-reading.club/book.php?book=100228>
Useful English - <http://usefulenglish.ru/>
World English - <http://www.world-english.org/>

8. Материально-техническое обеспечение дисциплины(модуля)

Освоение дисциплины "Практический курс разговорной речи (английский язык)" 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 оборудование имеет соответствующее лицензионное программное обеспечение.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен студентам. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, УМК, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВПО) нового поколения.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе Издательства "Лань", доступ к которой предоставлен студентам. ЭБС Издательства "Лань" включает в себя электронные версии книг издательства "Лань" и других ведущих издательств учебной литературы, а также электронные версии периодических изданий по естественным, техническим и гуманитарным наукам. ЭБС Издательства "Лань" обеспечивает доступ к научной, учебной литературе и научным периодическим изданиям по максимальному количеству профильных направлений с соблюдением всех авторских и смежных прав.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "Консультант студента", доступ к которой предоставлен студентам. Электронная библиотечная система "Консультант студента" предоставляет полнотекстовый доступ к современной учебной литературе по основным дисциплинам, изучаемым в медицинских вузах (представлены издания как чисто медицинского профиля, так и по естественным, точным и общественным наукам). ЭБС предоставляет вузу наиболее полные комплекты необходимой литературы в соответствии с требованиями государственных образовательных стандартов с соблюдением авторских и смежных прав.

Освоение дисциплины "Практический курс разговорной речи" предполагает использование следующего программного обеспечения и информационно-справочных систем:

Операционная система Microsoft Windows Professional 7 Russian.

Пакет офисного программного обеспечения Microsoft Office 2010 Professional Plus Russian.

Браузер Mozilla Firefox.

Браузер Google Chrome.

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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 Немецкий язык и английский язык .

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