

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное образовательное учреждение
высшего образования

"Казанский (Приволжский) федеральный университет"

Отделение Высшая школа исторических наук и всемирного культурного наследия



подписано электронно-цифровой подписью

Программа дисциплины

Синтетическое чтение Б1.В.ОД.24

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

Профиль подготовки: История и иностранный (английский) язык

Квалификация выпускника: бакалавр

Форма обучения: очное

Язык обучения: русский

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Регистрационный № 9803103618

Казань

2018

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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 осмыслинию 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.Од.24 Дисциплины (модули)" основной образовательной программы 44.03.05 Педагогическое образование (с двумя профилями подготовки) и относится к обязательным дисциплинам. Осваивается на 5 курсе, 10 семестр.

Данная учебная дисциплина включена в раздел Б3.В.6.5 основной образовательной программы 44.03.05 Педагогическое образование (с двумя профилями образования) (История и иностранный (английский) язык), осваивается на 5 курсе, 2 семестр.

Курс должен обеспечить всестороннюю подготовку бакалавров в области педагогического образования, а также заложить основу для дальнейшего профессионально-ориентированного совершенствования уровня владения английским языком.

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)	способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия
ОПК-1 (профессиональные компетенции)	готовностью сознавать социальную значимость своей будущей профессии, обладать мотивацией к осуществлению профессиональной деятельности
ПК-1 (профессиональные компетенции)	готовностью реализовывать образовательные программы по учебным предметам в соответствии с требованиями образовательных стандартов
ПК-3 (профессиональные компетенции)	способностью решать задачи воспитания и духовно-нравственного развития, обучающихся в учебной и внеучебной деятельности

В результате освоения дисциплины студент:

1. должен знать:

В результате освоения дисциплины студент:

Должен знать:

- виды чтения;
- особенности каждого вида чтения;
- задачи каждого вида чтения;
- технологию работы над текстом.

2. должен уметь:

Должен уметь:

- выделять проблематику и тематику текста;
- составлять разного вида пересказы текста.

3. должен владеть:

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 пересказа текста.

4. должен демонстрировать способность и готовность:

Должен демонстрировать способность и готовность:

- автономно использовать в профессиональной деятельности знания методик чтения текста;
- применять данные методики на практике;
- понимать и активизировать в устной и письменной речи новые языковые явления;
- обсуждать прочитанный материал, используя новый словарь;
- применять на практике техники пересказа текста.

4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 3 зачетных(ые) единиц(ы) 108 часа(ов).

Форма промежуточного контроля дисциплины 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. Тема 1. General reading techniques. Features of the text. Genres. Previewing.	10	1-4	0	10	0	Письменная работа Устный опрос
2.	Тема 2. Тема 2. Speed-reading techniques: Skimming. Working with unknown words: using context to find meaning.	10	5-8	0	10	0	Письменная работа Устный опрос
3.	Тема 3. Тема 3. Speed-reading techniques: Scanning. Finding signal words.	10	9-12	0	10	0	Устный опрос Письменная работа
4.	Тема 4. Тема 4. Headings and summarizing sentences. Gist.	10	13-14	0	10	0	Письменная работа Устный опрос
5.	Тема 5. Тема 5. Critical reading. Rendering.	10	15-18	0	14	0	Устный опрос Реферат
.	Тема . Итоговая форма контроля	10		0	0	0	Экзамен
	Итого			0	54	0	

4.2 Содержание дисциплины

Тема 1. Тема 1. General reading techniques. Features of the text. Genres. Previewing.
практическое занятие (10 часа(ов)):

Тема 1. General reading techniques. Features of the text. Genres. Previewing. - Main reading techniques (analytical/synthesical, extensive/intensive). Synthetic reading is a reading in which the attention of the reader is completely or mainly focused on the content, and this content is perceived synthesized and quickly. Analytical reading is reading, in which the reader's attention is partially turned off by the language design of the text, hence reading is much slower. Synthetic reading teaches the understanding of simple texts, without the use of analysis and translation. Analytical reading serves as a means of understanding more complex texts, including individual difficulties, which can only be overcome by reading and translating. Extensive and intensive reading refer to approaches to language learning and teaching. From their names, you can probably deduce that they both celebrate reading as an integral part of language learning. Where they differ, however, is in their approach to this activity. Extensive reading can essentially also be referred to as reading for joy. This approach advocates reading as much material in your target language as humanly possible. This way, its advocates claim, you will be exposed to the widest range of vocabulary and grammatical structures. All of this is supposed to make you a better language learner and help you on the way to fluency. Intensive reading, on the other hand, focuses on closely following a shorter text, doing exercises with it, and learning it in detail. According to this approach, this helps language learners really understand the language's grammar and syntax. The proponents of this method use a range of exercises to complement the reading itself. Foreign language students can, for example, read a short paragraph and then answer questions about the text, order sentences, or find specific words. - Main text features and their genres. (Previewing). Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, procedure, discussion, review, anecdote, and news item. These variations are known as genres. Previewing. Benefits. When students effectively preview a text, they start the reading process with a great deal of information already processed, such that the content of the text is placed effectively in a context that informs its meaning and significance. Students who preview text are immediately able to adjust their reading process according to the difficulty, importance, form, and genre of what they are reading, and they are able to place text content within an existing cognitive frame. Through the act of previewing, students are able to make connections before they even begin to read, and they are able to adjust their interpretation of the text based on its tone and credibility. As a result, students read text more fluently, and with greater engagement and understanding.

Тема 2. Тема 2. Speed-reading techniques: Skimming. Working with unknown words: using context to find meaning.

практическое занятие (10 часа(ов)):

Тема 2. Speed-reading techniques: Skimming. Working with unknown words: using context to find meaning. - Speed-reading techniques: Skimming. Types of reading: Skimming. Looking over the text quickly to get a general idea of the content. Your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs. Subvocalisation. This is reading very slowly and methodically, either saying the words out loud or at least with a ?voice? in your head. It is painstaking but very slow. We tend to use it when trying out a recipe for the first time, or carrying out instructions as to howto assemble something we?ve bought. Light Reading. This is reading fairly quickly without concentrating too hard or worrying about every single word. We often use it when reading an enjoyable novel. Study Reading. Study reading involves thinking about what is being read so that it is understood and can be recalled. It needs to be worked at, with time for reflection, thought, analysis, criticism, comparison, notes made, points highlighted and emphasised, arguments followed and evaluated, the whole summarised. - Working with unknown words: using context to find meaning. Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational: Linguistic context: the linguistic environment in which a word is used within a text Situational context: extra linguistic elements that contribute to the construction of meaning this may involve background knowledge of the subject. What this amounts to is that learners should be able to infer the meaning of an unknown word using: - the meaning of vocabulary items that surrounds it; - the way the word is formed; - background knowledge of the subject and the situation. Techniques for guessing Texts are often full of redundancy and consequently students can use the relation between different items within a text to get the meaning. Our prior knowledge of the world may also contribute to understand what an expression means. Synonyms and definitions: Kingfishers are a group of small to medium-sized brightly colored birds When he made insolent remarks towards his teacher they sent him to the principal for being disrespectful Antonym and contrast He loved her so much for being so kind to him. By contrast, he abhorred her mother Cause and effect He was disrespectful towards other members. That?s why he was sent off and penalized. Parts of speech Whether the word is a noun, a verb, an adjective or an adverb, functioning as a subject, a predicate or a complement. Examples Trojan is an example of a computer virus Word forms (the morphological properties of the word) Getting information from affixes (prefixes and suffixes) to understand a word. Examples: dis-(meaning not), ?less (meaning without)? General knowledge The French constitution establishes laïcité as a system of government where there is a strict separation of church and state.

Тема 3. Тема 3. Speed-reading techniques: Scanning. Finding signal words.

практическое занятие (10 часа(ов)):

Тема 3. Speed-reading techniques: Scanning. Finding signal words. - Speed-reading techniques: Scanning. Scanning. This is looking over a text quickly to get a specific piece of information. Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text. For highlighting the important points of a book the readers can skim through the summary or the preface or the beginning and end chapters of that book. - Finding signal words. Detailed Reading. This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text. In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word. Strategies: 1. Read through the entire passage and the questions before you do anything. 2. Familiarize yourself with reading comprehension questions. 3. Search for the answer. With a very general idea of what the different choices are, go back to the passage and scan for the relevant information. 4. Draw inferences and conclusions. 5. Find context clues.

Тема 4. Тема 4. Headings and summarizing sentences. Gist.

практическое занятие (10 часа(ов)):

Тема 4. Headings and summarizing sentences. Gist. - Headings and summarizing sentences. Read the original text thoroughly to make sure you understand its overall meaning. - Be aware that sometimes you might have to ?read between the lines? to pick up ?hidden? information. - Use a dictionary or ask someone who knows to help you find the meaning of any unfamiliar words. - Underline or highlight the main points of the text, ignoring any unnecessary facts, descriptions or opinions. Make a note of the most important details - you could even draw a diagram or use pictures if this helps. - Link together the key points using sentences or paragraphs, as appropriate. If images provide additional meaning then these can also be included in your summary. - Use headings or sub-headings if the text you?re shortening is long. - Read your draft to make sure you haven?t lost the overall point of the original information. - Make amendments to your draft, as necessary. - **Gist.** Gist is the overall meaning, the core idea, of a spoken or written discourse. When taking a quick look at a written text to establish its genre and the main message its writer means to get across, we're reading for gist. This is also known as skimming. A text can provide readers with lots of clues that help readers quickly establish what it's about. These needn't be just the words. A quick glance at the arrangement ? densely written columns, for example ? can tell us we're looking at a newspaper article, even when it's been reproduced in an exam paper. We also look for visuals or any other discrete discourse features to help us make informed predictions. As we begin skimming a text, we focus on the content words ? the nouns, verbs and adjectives ? rather the grammatical words (it, the, on, etc.,) that provide structure rather than meaning. For example: The cafe is open until late on Fridays. Reading for gist is all about getting the ideas of the text by skimming it rapidly and ignoring the grammatical words. Gist reading plays a crucial role in giving learners an opportunity to prepare themselves for deeper understanding when they?ll be away from a safe classroom environment. It?s the very first step in a strategic approach to reading. Ultimately, an ability to read quickly helps learners focus on what's most useful, relevant and important in a text. With regular practice, learners can improve their skills and start to enjoy reading for its own sake rather than to meet a specific end, such as taking a reading test. This in turn will have a positive impact on their linguistic competence.

Тема 5. Тема 5. Critical reading. Rendering.

практическое занятие (14 часа(ов)):

Тема 5. Critical reading. Rendering. - Critical reading. Critical reading is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claims put forth as well as the supporting points and possible counterarguments. The ability to reinterpret and reconstruct for improved clarity and readability is also a component of critical reading. The identification of possible ambiguities and flaws in the author's reasoning, in addition to the ability to address them comprehensively, are essential to this process. Critical reading, much like academic writing, requires the linkage of evidential points to corresponding arguments. As a critical reader you should reflect on: - What the text says: after critically reading a piece you should be able to take notes, paraphrasing - in your own words - the key points. - What the text describes: you should be confident that you have understood the text sufficiently to be able to use your own examples and compare and contrast with other writing on the subject in hand. - Interpretation of the text: this means that you should be able to fully analyse the text and state a meaning for the text as a whole. - **Rendering.** Text Rendering is a way for students to break down texts, especially more difficult expository writing, into basic elements, and create a new text at the same time. The goals of this strategy are twofold: - to expand students' understanding of a non-literary text in their native language, - to create an adequate interpretation of a piece of writing by translating it into a target language. A rendering is a text based on the notional compression of the original with the aim of rendering its general matter. The material in a rendering is presented from the point of view of the author of the original and does not include any elements of interpretation or evaluation. Rendering can be performed with two aims: informative and educational. Since the objective of this textbook is to provide you with tools for oral rendering in the framework of Conversation Practice lessons, you will still be asked to give your opinion of the original text at the end of your rendering. A rendering is usually kept to the following structure: - introduction, where you provide all necessary background information such as the title and source of the passage and state the main idea. - the body, where the main idea is revealed. - the conclusion on the passage. - your opinion of the problem.

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. Тема 1. General reading techniques. Features of the text. Genres. Previewing.	10	1-4	подготовка к письменной работе	4	Письменная работа
				подготовка к устному опросу	2	Устный опрос
2.	Тема 2. Тема 2. Speed-reading techniques: Skimming. Working with unknown words: using context to find meaning.	10	5-8	подготовка к письменной работе	4	Письменная работа
				подготовка к устному опросу	2	Устный опрос
3.	Тема 3. Тема 3. Speed-reading techniques: Scanning. Finding signal words.	10	9-12	подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	2	Устный опрос
4.	Тема 4. Тема 4. Headings and summarizing sentences. Gist.	10	13-14	подготовка к письменной работе	3	Письменная работа
				подготовка к устному опросу	2	Устный опрос
5.	Тема 5. Тема 5. Critical reading. Rendering.	10	15-18	подготовка к реферату	3	Реферат
				подготовка к устному опросу	2	Устный опрос
Итого					27	

5. Образовательные технологии, включая интерактивные формы обучения

Освоение дисциплины 'Синтетическое чтение' предполагает использование как традиционных (практические занятия с использованием методических материалов), так и инновационных образовательных технологий с использованием в учебном процессе активных и интерактивных форм проведения занятий: выполнение ряда практических заданий с использованием профессиональных программных средств создания и ведения электронных баз данных; мультимедийных программ, SANAKO. Курс предполагает использование на занятиях материалов из Интернет-ресурсов и учебников. Данные материалы снабжены рядом подготовительных заданий на закрепление изученного материала. Материалы способствуют развитию у студентов навыков чтения, закреплению изученного лексического и грамматического материала.

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

Тема 1. Тема 1. General reading techniques. Features of the text. Genres. Previewing.

Письменная работа , примерные вопросы:

Questionnaire 1 Reading in your native language For each statement, write T (true) or F (false). 1. It is always necessary to read every word of a passage. 2. It is a good idea to say the words aloud when you read. 3. Reading more slowly improves comprehension. 4. Knowing every word is necessary for comprehension. 5. As you read, you should always look up the meaning of words you do not know. 6. To read well, you need to know the pronunciation of every word. 7. Learning vocabulary is the only way to improve reading ability. 8. Learning grammar is the only way to improve reading ability. 9. You can read all kinds of texts (books, newspapers, etc.) the same way. 10.

Reading in different languages requires some different reading methods. Questionnaire 2 Reading in English For each statement, write T (true) or F (false). 1. It is always necessary to read every word of a passage 2. It is a good idea to say the words aloud when you read. 3. Reading more slowly improves comprehension. 4. Knowing every word is necessary for comprehension. 5. As you read, you should always look up the meaning of words you do not know. 6. To read well, you need to know the pronunciation of every word. 7. Learning vocabulary is the only way to improve reading ability. 8. Learning grammar is the only way to improve reading ability. 9. You can read all kinds of texts (books, newspapers, etc.) the same way. 10. Reading in different languages requires some different reading methods.

Устный опрос , примерные вопросы:

- You will practice reading and discussing nonfiction with an article from the New York Times, "Why the Internet Isn't the Death of the Post Office." Before you read the article, preview it. 1. Read the first paragraph. Can you tell what the article will be about? 2. Scan the article for names, dates, numbers, and boldface type. 3. Read the last paragraph on the next page. Now read the article all the way to the end. As you read, underline any unfamiliar words with a pencil but do not look them up in a dictionary now. Discuss the article with another student. Consider these questions. 1. Where does the writer tell you what this article is about? 2. What do you already know about this? 3. Were there any parts of the article that you did not understand? Discuss these questions with a group of three or four students. 1. Why does the writer believe that the Internet is not the death of the Post Office? 2. Do you agree with the writer? Why or why not? 3. What evidence does the writer give to support his ideas? 4. How do you use the post office? 5. Do you ever buy things over the Internet? - A book presentation is a brief (about five minutes) oral report to the class about a book that you have finished reading. To prepare a presentation, make five note cards, one for each of the following points. 1. About the book and the author: Title, author, and year first published; information about the author (from the back of the book or the Internet); genre and number of pages 2. Difficulty: Language (use of technical or unusual vocabulary, use of dialect, complicated sentences); plot or point of view (multiple points of view or multiple time frames) 3. Key elements of the plot (very briefly) 4. Your reaction to the book: Did you enjoy it? Why or why not? Would you read another book by the same author? Would you recommend this book to your classmates? 5. One or two of the following topics: A part of the book or one of the characters that interests you particularly; one of the characters that you like and identify with; personal experiences or thoughts related to the book; larger issues that are dealt with in the book (e.g., racism, poverty, war, etc.)

Тема 2. Тема 2. Speed-reading techniques: Skimming. Working with unknown words: using context to find meaning.

Письменная работа , примерные вопросы:

- Read the excerpt from a textbook and complete the tasks that follow. Why Is Reading in a Second Language Sometimes Difficult? Cross-cultural research shows that cultures have varying attitudes about language in general and that these differences are reflected in the printed word. As a result, the way ideas are organized in expository writing (e.g., in essays) varies across cultures. Originally called to our attention by Kaplan (1966), this suggestion has inspired research in several different languages. Ostler, for example, found that the patterns of expository writing in a language "reflect the patterns valued in the native culture." Researchers have found significant differences in text organization between English and the Korean, German, Japanese, Arabic, and Athabaskan languages. It is logical to conclude from this that when people read in a second language they comprehend best the texts that meet their beliefs and expectations about the patterns of written language. To the extent that the patterns in the text of a second language are different from those of the first language, the reader is likely to have difficulty comprehending. A Mark each statement T (true) or F (false). 1. Texts such as essays have the same form in every language. F 2. Different cultures have different ways of organizing texts. T 3. When you read in a second language, you can find the same patterns as in your first language. 4. It is easier to read in a language that has text patterns similar to those in your first language. B Read the passage again and underline the words that are new to you. C. Look at the word lists in Appendices 1 and 2 (pages 303 and 308) for the words you underlined. Choose two of your underlined words that are on the lists and write them below. Then write the part of speech and the dictionary definition that best fits each word as it is used in the passage. - Read the excerpt from a newspaper article and complete the tasks that follow. How Culture Molds Habits of Thought By Erica Goode For more than a century, Western philosophers and psychologists have based their discussions of mental life on a cardinal assumption: that the same basic processes underlie all human thought, whether in the mountains of Tibet or the grasslands of the Serengeti. Cultural differences might dictate what people thought about. Teenage boys in Botswana, for example, might discuss cows with the same passion that New York teenagers reserve for sports cars. But the habits of thought?the strategies people adopted in processing information and making sense of the world around them?were, Western scholars assumed, the same for everyone, exemplified by, among other things, a devotion to logical reasoning, a penchant for categorization and an urge to understand situations and events in linear terms of cause and effect. Recent work by a social psychologist at the University of Michigan, however, is turning this long-held view of mental functioning upside down. In a series of studies comparing European Americans to East Asians, Dr. Richard Nisbett and his colleagues have found that people who grow up in different cultures do not just think about different things: they think differently. A Mark each statement T (true) or F (false). 1. People think about different things depending on where they live. 2. People all think in the same way. 3. A social psychologist has come up with a new idea about how we think. 4. Logic is the same in every culture. B. Look on the word lists in Appendices 1 and 2 (pages 303 and 308) for the words you underlined. Choose five of your underlined words that are on the lists and write them below. Then write the part of speech and the dictionary definition that best fits each word as it is used in the passage

Устный опрос , примерные вопросы:

Answer the questions below on your own. Then form a group of two to four students and compare your answers. 1. Looking back at your childhood, what do you remember as your first reading experiences? 2. What kinds of reading material did your parents have in the house when you were young? 3. Do you remember having books or other materials read to you as a child? If so, what did you like best? 4. When you were able to read on your own, what did you enjoy reading? 5. Did your parents or other members of the family like to read? If so, what did they read? 6. What kind of reading is important in your life today? For example, do you read a lot for school or for your job? 7. About how many hours a week do you usually read materials of your own choice (magazines, newspapers, novels, nonfiction)? 8. Do you have a favorite writer in your first language? A favorite book? 9. What books have you read in English? 10. If you could easily read anything in English, what would you like to read?

Тема 3. Тема 3. Speed-reading techniques: Scanning. Finding signal words.

Письменная работа , примерные вопросы:

Written assignment. Provide a written response to the tasks. - Guidelines for Inferring Meaning from the Immediate Context - Analyze the way a word is used in a sentence. What part of speech is it (noun, verb, adjective, adverb, etc.)? - Look at the words that are used with it. These often help determine meaning. For example, if it is an adjective, what is the noun? If it is a verb, what is the subject? - Think about the topic and the meaning of the sentence. How does the word fit in?

Example: Follow the guidelines above to infer the general meaning of the underlined word in each of the three sentences below. Then write the inferred meaning (in English or another language). Do not use a dictionary. The president's spokesman said that it was too early to comment on the outcome of the meeting. One unfortunate outcome of the elections was that both parties were weaker than before. The outcome of hospital-based treatment was clearly better than home-based treatment.

Inferred meaning: the result or effect of something Exercise 1. A. Follow the guidelines to infer the general meaning of the underlined word in each set of three sentences below Then write the inferred meaning (in English or another language). Do not use a dictionary. 1. Dark clouds appeared and ten minutes later everyone at the football match was completely drenched. When he pulled her out of the swimming pool, her dress was drenched and hung close to her body. Seymour screamed and sat up suddenly in bed, drenched in a cold sweat. Inferred meaning: 2. The stranger never said a word, but thrust a folded piece of paper into Pilar's hand. He thrust his hands into his pockets and walked slowly away. As she straightened up, she felt a sudden pain like a knife being thrust into her lower back. Inferred meaning: B. Compare your answers with those of another student. Then look up drenched and thrust in the dictionary. Compare the dictionary definitions with your inferred meanings and write the dictionary definitions below: drenched: thrust: Exercise 2. A. Follow the guidelines to infer the general meaning of the underlined word in each set of three sentences below. Then write the inferred meaning (in English or another language). 1. Never tamper with electrical fittings without first switching off the main power supply. It is illegal to add, take away, or otherwise tamper with the content of these videos. Several research assistants were accused of tampering with the results of the experiments. Inferred meaning: 2. When the train pulled out and the crowd had thinned, he could see a small, forlorn figure sitting on a suitcase. Drennan held on to a forlorn hope that somehow at the end of the war they would all be together again. Two forlorn trees stood out, black and naked against the snow-covered fields. Inferred meaning: B. Compare your answers with those of another student. Then look up tamper and forlorn in the dictionary. Compare the dictionary definitions with your inferred meanings and write the dictionary definitions below: tamper: forlorn: Exercise 3. A. Follow the guidelines to infer the general meaning of the underlined word in each set of three sentences below. Then write the inferred meaning (in English or another language). 1. The financial woes of Fiat and other big Italian companies could lead to some important changes in the Italian economy. Take a vacation in the South Pacific and leave behind all your winter worries and woes. It did not take long for him to discover the source of all his friend's woes, but there was little he could do to help. Inferred meaning: 2. Recent surveys show that many parents are very worried about the possibility of their child being abducted. In 1976, a school bus driver and twenty-six children were abducted at gunpoint in California. The young woman admitted in tears that she had made up the story of how she was abducted and held by the men for thirty-six hours. Inferred meaning:

Устный опрос , примерные вопросы:

Inferring the Meaning of a Word in a Paragraph In the following exercises you will practice inferring meaning from a whole paragraph, with a nonsense word in the place of a real word. Example: Read the following paragraph and answer the questions about the underlined nonsense word. As the harmful effects of mropping on health have become widely known, many cities and some countries have passed laws that limit where it is allowed. In many places, mropping is no longer permitted in restaurants and bars. Owners of restaurants and bars were against the laws because they believed that their businesses would suffer, but that happened only in the first few months. After that, business returned to normal. The laws have also had another positive effect, apart from making the air cleaner for everyone: More people have given up mropping altogether.

a. What part of speech is it? noun
b. What words are found around it? effects of mropping, mropping is no longer permitted, more people have given up mropping
c. What word or phrase could replace it? smoking

Exercise 1. A. Working with another student, read the paragraphs and fill in the information about the nonsense words in each paragraph.

1. At the beginning of World War II, when the Germans moved into northern France, they searched the towns and countryside for escaping French soldiers, who were sent to prisoner-of-war camps in Germany. Next, they tried to zap all the guns or other arms they could find, though many people hid theirs on farms or underground. The Germans also took all the horses from farms and towns, because they were needed in the army. This loss really hurt the French, since the lack of gasoline made horses necessary to work the farms and for transport. Not long after this, the Germans zapped radios as well, so that people could not listen to foreign news reports.

a. What part of speech is it? b. What words are found around it? c. What word or phrase could replace it?

2. In many countries, there are electronic signs along roads that zap drivers about dangers or problems ahead. These may be short-term dangers, such as an accident or bad weather, or longer-term problems, such as roadwork. Studies have shown, however, that drivers do not always notice these signs. To be sure that drivers are zapped about the condition of the road, the highway management service in Scotland has developed a new electronic system that sends messages directly to special electronic systems built into the cars. Do these systems work better to zap drivers than the roadside signs? It is too soon to tell. The results of the first studies will be published next year.

a. What part of speech is it? b. What words are found around it? c. What word or phrase could replace it?

B. Compare your answers with those of another pair of students. If you disagree, look again at the paragraphs and explain your answers.

Exercise 2. A. Working with another student, read the paragraphs and fill in the information about the underlined nonsense words.

1. During my stay in the city, I often used to sit on a stone wall by the riverbank in the early evening, hoping for a cool breeze?though there never was one. On one side was the "white" city, on the other side were the African villages, and all day long there were large dreels that went back and forth, bringing people, bicycles, cars, and trucks to and from the city. At this time of day, city workers were eager to get back to their own world on the far side of the river. Brightly dressed and joking, the Africans pushed forward when the dreel arrived. Many were carrying loads on their heads or bicycles on their shoulders. Some were so anxious not to miss the chance to get home that they leaped down the steps and jumped into the dreel as it pulled out.

a. What part of speech is it? b. What words are found around it? c. What word or phrase could replace it?

Тема 4. Тема 4. Headings and summarizing sentences. Gist.

Письменная работа , примерные вопросы:

Written assignment. Provide a written response to the tasks. Summarizing. When summarizing a passage, the first step is to write a one-sentence summary of each paragraph. Then you can combine the sentences to write a summary of the whole passage. Step 1. Summarizing a paragraph ? Write a single, complete sentence that is much shorter than the paragraph. ? Include the main idea and supporting facts and ideas. ? In the summary sentence, follow the same pattern of organization as in the paragraph. ? Do not add any facts, ideas, or opinions that are not in the paragraph. Note: The topic sentence or main idea sentence can sometimes serve as the summary sentence, but it often needs to be changed to include important details found in the paragraph. Example: Read the paragraph and mark the text to show the main idea, the pattern of organization, and the supporting facts and ideas. Then read the summary sentence that contains the most important ideas in the paragraph. In developing countries, poor people have suffered the most from shortages of clean water. There are several reasons for this. First, in many developing countries, the majority of houses in poor villages and urban slums are not yet served by a piped water system. People living in these places often have to walk many miles to find water and carry it home in jugs and plastic containers. Second, these people usually have few alternatives to the piped water supply. There may be water closer by in rivers or lakes, but this is often dangerously polluted. In some areas, street vendors sell water by the liter, but they often charge extremely high prices for water that is not always safe to drink. Main idea: Poor people in developing countries have suffered the most from shortages of clean water for several reasons. Pattern of organization: Listing Supporting ideas: People in poor villages and urban slums are usually not served and ideas: by a piped water system. These people have few other sources of fresh water. Summary sentence: Poor people in developing countries suffer the most from shortages of clean water because their homes do not have piped in water and they have few other sources of water. EXERCISE 1 A. Read each paragraph and mark the text to show the main idea and the supporting facts and ideas. Then fill in the information below. Wetlands Wetlands are areas of land that are covered by water all or part of the year. Throughout history, people have considered wetlands to be land that was wasted and could be put to better use. For this reason, from the time of the Romans, wetlands have been drained and filled so that the land could be used for human activity. Wetlands have been converted into farmland, city neighborhoods, industrial facilities, or garbage dumps. However, in recent years, scientists, environmentalists, and even politicians have begun to realize that wetlands are a valuable part of the environment, as well as a valuable resource for humans. Main idea: Pattern of organization: Supporting facts and ideas: Summary sentence:

Устный опрос , примерные вопросы:

Ex. 1. Working with another student, write a form of one of the target words in each of the sentences below. Each word may be used only once.

document estimate predominant dynamics fund
subsequent enable goal transmit 1. Until the middle of the twentieth century, emergency signals from ships at sea were ____ by telegraph. 2. The U.S. government ____ very little research into the treatment of diseases, like malaria, that are common only in developing countries. 3. Though early attempts failed to find a cure for AIDS, ____ attempts have been more successful. 4. The new president stated in her speech that the main ____ of her government is to improve the economic situation in the country. 5. The introduction of computers ____ the company to speed up the production process. 6. Studies of Spanish-speaking Americans show that the ____ group is from Mexico. 7. The ____ among the other family members became clear when the father died. 8. In order to ____ the entire process, they took photographs before, during, and after the destruction of the building. 9. The number of bicycles per 1,000 people in the United States has been ____ at 385, while in the Netherlands, it is 1,000.

Ex. 2. These sentences are taken from the passage. Working with another student, read each sentence aloud. Then circle the best meaning or synonym for the underlined word as it is used in the sentence.

1. In the 1960s, the World Health Organization (WHO) began a campaign to eradicate the mosquitoes that transmit the disease malaria. a. pass on b. kill off c. find out

2. It was a noble goal, since malaria kills an estimated 3 million people each year in the world's tropical regions, predominantly southern Africa. a. effort b. idea c. aim

3. It was a noble goal, since malaria kills an estimated 3 million people each year in the world's tropical regions, predominantly southern Africa. a. nearly b. about c. over

4. It was a noble goal, since malaria kills an estimated 3 million people each year in the world's tropical regions, predominantly southern Africa. a. except b. mainly c. only

5. How could a tiny mosquito thwart the best efforts of a large group of well-funded scientists? a. with little money b. with lots of money c. with lots of experience

6. However, the relatively few survivors of the first pesticide wave are insects with genes that somehow enable them to resist the chemical attack. a. allow b. prevent c. limit

7. In each generation, the proportion of pesticide-resistant individuals in the insect population increases, making subsequent sprayings less and less effective. a. later b. other c. earlier

8. Since the widespread use of chemical pesticides began in the 1940s, scientists have documented pesticide resistance in more than 500 species of insects. a. viewed b. noticed c. recorded

9. Given the dynamics of Earth and its life, it is not surprising that even the kinds of organisms on the planet?the species?have changed over time. a. forces b. difficulties c. effects

Тема 5. Тема 5. Critical reading. Rendering.

Реферат , примерные вопросы:

Choose and dwell upon one of the following topics: 1. The primary reading strategy classification; 2. Cognitive reading strategies; 3. Metacognition; 4. Metacognitive reading strategies; 5. Reading to get the gist (skimming); 6. Reading to search for specific information (scanning); 7. Reading for detailed or careful understanding; 8. Reading to integrate information, write, and critique texts; 9. Reading for general comprehension; 10. Speed reading.

Устный опрос , примерные вопросы:

Read these two online articles about the Piano Man and answer the questions. Online article 1 Yesterday we heard it on ABC News, and today it hits the papers: The "Piano Man" is no longer a big star. He's now a big fake. They all want to go after him with lawyers because he cost the Health Service tens of thousands of pounds. He should give that money back, and more, they say, for all the trouble he caused. But I say, wait. Was he really trying to fool the Health Service? If he'd been play-acting, how could he have managed that for four months? A few days, a few weeks, maybe, but four months? Could any normal person remain silent for four months just as a joke or a hoax? And whatever for? What could he gain from it? Would you choose to stay in the psychiatric ward of a hospital for four months? I think not. No one would. So who was he and why didn't he speak for four months? The news reports say he's a 20 year-old German who worked for some time in a psychiatric hospital. According to these reports he was so good at acting like a mental patient that he fooled even the most experienced doctors. They also say he fooled the hospital staff about his musical abilities; he's not a virtuoso pianist at all, but was only able to hit one key. But hold on a moment. These reports about his piano playing don't make sense either. It's just not possible that four months ago he was a virtuoso and now he can only play one note. Maybe the hospital staff over-rated his ability then, but that's no reason to go to the other extreme now. He might play a kind of music that some people like and others don't understand, something like the jazz of Keith Jarrett, which repeats the same note a lot, but can be very beautiful. Online article 2 EXCLUSIVE: PIANO MAN SHAM by Stephen Moyes and Jon Kaila The mysterious Piano Man has finally broken his silence after more than four months?and has been exposed as a fake. What is more, the man thought to be a musical genius can hardly play a note on the piano, according to latest reports. The stranger refused to utter a single word after being found in a soaking wet suit on a beach near Sheerness, Kent. Now it is claimed that he has confessed to medical staff that he was German. He said he had been working in Paris but had lost his job. He added that his father owned a farm in Germany and he had two sisters. He made his way to Britain on a Eurostar train and claimed he was trying to commit suicide when the police picked him up on the beach in April. He flew home to Germany on Saturday. Health chiefs, who have wasted tens of thousands of pounds on treatment, are considering suing him. The man used to work with mentally ill patients and is thought to have copied some of their characteristics to fool psychiatric doctors about his own imagined illness. An insider at the Little Brook Hospital in Dartford, Kent, claimed: "A nurse went into his room last Friday and said 'Are you going to speak to us today?' he simply answered, 'Yes, I think I will.' We were stunned. He has been with us for months and we have got nowhere with him. We thought he was going to be with us forever." The patient was nicknamed Piano Man after reports that he entertained hospital staff with his remarkable talent for classical recitals. When medics gave him a pen and paper, he drew detailed pictures of a grand piano. Answer the questions: 1. Who wrote this article? 2. Does the web site belong to an organization? How can you tell? 3. Do you think this website is a reliable source of information? Why or why not? 4. Write a question mark in the margin where you have doubts about the information in the text. Underline parts of the text that you think state valid information. 5. Do you think the information or ideas on this site would be useful for a research project about the Piano Man? Why or why not?

Итоговая форма контроля

экзамен

Примерные вопросы к экзамену:

Примерные экзаменационные билеты:

Б.1. Read and analyse the extract of the text

It was not until the time of the Greeks that historiography, the writing of organic history, emerged. The compilations of the logographoi in the 6th century B.C. were organized records. It is with some justice, however, that Herodotus ◆ is considered the first historian, because in his work appears the conscious desire to record all the significant and noteworthy circumstances surrounding a set of events and motivating the actions of people in those events. Herodotus was remarkable, too, for the scope of his interests; he recorded myths, described customs, and made speculations. He used much unverified information, however, and failed to differentiate clearly between fact and fable. The second great Greek historian, Thucydides, was of a different stamp. In writing the history of the Peloponnesian War he limited himself to matters of state and war; he tried to establish chronology and facts with some exactitude, avoiding the digressions of Herodotus; though his attempt at writing a factual and impartial history was not entirely successful, he wrote a grave work, conveying the lessons he drew from his story. The third of the great Greek historians, Xenophon, was more devoted to the purely storytelling aspects of history. The influence of Thucydides was early in the ascendant, and the two important Greek historians of the Roman period, Polybius and Dio Cassius, more or less modeled themselves on that master. The Roman historian Livy was more of a teller of tales, and he invoked the intervention of the gods to explain cause and effect. The great commentaries of Julius Caesar ◆ were more like inspired reporting than pure history writing, and the personal element in them was strong. Tacitus ◆ followed more or less the pattern of Thucydides but with a brooding moral interest in the decay of Roman society.

B.2 Read and analyse the extract of the text

Charles VII◆ is something of a contrary figure in French history.

Though Charles served as regent for his mentally unbalanced father while still a teenager, Charles VI signed a treaty with Henry V of England that bypassed his own sons and named Henry the next king. Charles announced himself king upon the death of his father in 1422, but he was still known as "the Dauphin" (the French title for the heir to the throne) or "the King of Bourges" until he was properly crowned in Reims in 1429.

He owed Joan of Arc a great debt for her aid in breaking the siege of Orleans and getting a significantly symbolic coronation, but he stood by and did nothing when she was captured by the enemy. Though later he worked to obtain a reversal of her condemnation, he may only have done so to justify the circumstances surrounding his achievement of the crown. Although Charles has been charged with being inherently lazy, shy and even somewhat apathetic, his councillors and even his mistresses encouraged and inspired him to deeds that would ultimately unify France.

Charles succeeded in introducing important military and financial reforms that strengthened the power of the French monarchy. His conciliatory policy toward towns that collaborated with the English helped restore peace and unity to France. He was also a patron of the arts.

The reign of Charles VII was significant in the history of France. Fractured and in the midst of an extended war with England when he was born, by the time of his death the country was well on its way toward the geographical unity that defines its modern boundaries.

B.3 Read and analyse the extract of the text

Founding the religion of Islam, whose followers are known as Muslims (or Moslems). The religion was firmly established throughout Arabia while Muhammad still lived, and after his death it swept rapidly across much of Africa and Asia. Muslim society would have an indelible impact on Medieval Europe through the establishment of Muslim communities in Iberia and when the Europeans encountered Muslims in the Crusades.

Muhammad was a fairly well-respected businessman in Mecca who experienced a series of revelations that he and his followers believe came from the Angel Gabriel. He preached his beliefs in his home city of◆ Mecca, the financial security of which rested on its role as a center of pilgrimage for dozens of pagan religions and thousands of pilgrims each year. Eventually persecution made life in Mecca dangerous for Muhammad and his followers, and in 622 they made a strategic move◆ from the city to Medina, an event known as the◆Hijrah◆ (or Hijra or◆Hejira;◆ in Latin,◆Hegira). This marks the beginning of the Islamic Calendar.◆

From Medina, the early Muslims were able to spread their philosophy of religion as well as engage in battle against the Meccans. In less than a decade Muhammad returned to Mecca, which surrendered without a fight, and abolished all pagan religions there. By the time of his death in 632, Islam had spread throughout most of the Arabian peninsula.

Muhammad left no explicit instructions concerning who should follow him as leader, and early in its history Islam suffered conflicts over this matter. This division persists to this day in the two factions of Shiite and Sunni Muslim

Б.4 Read and analyse the extract of the text

From the 3rd century onwards, large tribal groups consisting mainly of Huns, Magyars, Bulgars, Avars, and Slavs slowly incorporated into Roman territory. At first the Romans gave them land in exchange of peace. However, during the 4th century, many of these tribes became more hostile toward the Romans and began to pillage important Roman settlements. Some landholders accepted their new lords while others remained independent fighting for the Empire.

The Roman laws and customs were adopted by most of the tribes. An important example is the Franks who invaded Gaul and aspired to the Roman ways of life. They adopted their customs and gradually polished the language we know today as French. In the early 4th century most Roman legions in Gaul and Spain left to defend Rome - however, the constant Hunnic raids seriously devastated the Roman Empire. The Huns reached as far as Paris and Orleans led by Attila the Hun, though they were finally defeated by general Aetius.

Despite a succession of weak emperors, numerous plagues, natural disasters, rebellions, economical instability and a general lack of union in the empire, Rome was hardly about to collapse. What truly destroyed the Western Roman Empire and changed the course of history was the barbarians.

Despite some Roman military success, the Goths, whom the Romans had allowed into their land, crossed the Danube on September 4, 476 successfully deposing the last Western Roman emperor: Romulus Augustus. This event has been traditionally seen as heralding the end of the ancient world and the beginning of the Middle Ages.

Б.5 Read and analyse the extract of the text

The breakdown of Roman society led to many problems. It became unsafe to travel or trade goods over any long distance and therefore, most newly-conquered settlements faced many economical problems.

Within a generation, illiteracy rose incredibly in the West as most Roman schools and libraries ceased to function. The Christian Church was the only real centralized institution that survived the fall of the Empire mostly intact. Bishops, who still studied and knew how to write properly, became more important in this newly-created society. This led to a very powerful church that was not as devoted to religion as it was to politics.

The Ostrogoths settled in Italy and Southern Gaul, the Visigoths in Spain and Portugal, The Saxons in England and the Burgundians and Franks in Gaul and western Germany. These became kingdoms with the Catholic Church as their official religion. Until the 8th century, the new system was incapable to support the infrastructure required for public baths, education facilities and entertainment - mainly because of bad tax coverage and excessive corruption. Beginning in the 8th century, the medieval economy slowly improved. For the first time in four hundred years there was hope of improvement. Kingdoms were beginning to take form causing law and order to improve notoriously.

With the ever-growing threats mainly from the Viking raids and the numerous warlike tribes that had recently settled in the West, Feudalism gradually developed. The concept was simple: Knights protected landlords in exchange of fief (land). At first during the Early Middle Ages, the system was very flawed as knights could easily change allegiance or not fight at all. However this system allowed peasants to work freely. The first real armies emerged in Europe since the Romans during this period.

Б.6 Read and analyse the extract of the text

By convention, the High Middle Ages took place during the 11th, 12th and 13th centuries. It was a period of innovations with gunpowder being successfully incorporated into Asian (and shortly afterward European) warfare. In just three centuries, more discoveries were made than in the previous millennium.

The Carolingian Empire was divided partly due to conflicts between East and West and more importantly because of political and military divisions caused by the two elder heirs of Louis the Stammerer. The Carolingian Empire was divided in France, Germany under the banner of the Holy Roman Empire, the Kingdom of Italy and other minor factions.

A very important figure of the High Middle Ages is William the Conqueror who was crowned king of England in 1066. His rule marked the mass construction of castles that dominated warfare for the following three centuries.

Before William the Conqueror's rule, Western Europe was frequently attacked by the Vikings who were eventually defeated and played a minor role in European affairs throughout the High Middle Ages. This peace and the Warm Period that lasted until the 14th century's Little Ice Age, gave room to an enormous increase in population. By the mid-13th century, many parts of Europe reached population levels surpassed only until the 19th century. While this caused many scientific discoveries and inventions, it also provided military stability which was despised by the army. An outlet for this desire of war was The Crusades - called by the pope.

The Crusades caused thousands of deaths, but they also brought many innovations from the East to the West. Architecture was greatly improved and Eastern inventions that would prove useful for the Age of Exploration during the 15th century were usual.

Б.7 Read and analyse the extract of the text

During the 14th century B.C., the Kingdom of Mitanni began to fade and those in charge of Assur began to assert the city's independence. Modern-day scholars often call this period of newfound Assyrian independence the "Middle Assyrian" period. At the start of this period Assur-Uballit I (reign ca. 1363-1328 B.C.) conquered territory near Assur and sought diplomatic recognition of his status from the kings of Egypt and Babylonia.♦

His successors further enlarged Assyrian territory. Adad-nirari I (reign ca. 1305-1274 B.C.) conquered Mitanni, taking over a kingdom that had ruled Assyria a century earlier. Adad-nirari I claimed that he "sowed salt over" the Mittani capital of Taidu and imposed labor obligations on the city's survivors. He constructed a palace over Taidu saying that he built it "from top to bottom" and deposited a stelae to mark his control of the city (translation by Albert Kirk Grayson). Adad-nirari I also used the title "king of the universe" to describe himself, a title which future Assyrian kings would also use.♦

Ancient records say that the successors of Adad-nirari I continued to expand Assyria. The Assyrians conquered Babylon during the reign of Tukulti-Ninurta I (reign ca. 1243-1207 B.C.) and reached the Mediterranean coast during the reign of Tiglath-Pileser I (1114-1076 B.C.). Tiglath-Pileser marked the achievement by bringing back cedar wood for building projects.♦

The martial prowess and skill of the Assyrian kings continued to be emphasized in ancient inscriptions. Tiglath-Pileser I boasted in one inscription that "altogether I conquered 42 lands and their rulers" from across the Middle East, adding that he was a "valiant man" with an "unrivalled bow" who was such a good hunter that "I killed on foot 120 lions with my wildly vigorous assault" (translation by Albert Kirk Grayson).♦

Б.8 Read and analyse the extract of the text

The time period from the 9th century B.C. (when the Assyrians started expanding again) to the destruction of the Assyrian Empire (before 600 B.C.) is often called the "Neo-Assyrian" period by modern-day scholars. During this time the territory that Assyria controlled reached its greatest geographic size.♦

Under Ashurnasirpal II (reign 883-859 B.C.) the Assyrians reconquered much of the territory that they had once controlled, again reaching the Mediterranean coast. In recognition of his achievements, Ashurnasirpal II constructed a new palace at the city of Nimrud and used this city, rather than Assur, to control Assyria. This policy of the king keeping himself some distance from Assur would be continued by future Assyrian kings. Sargon II (reign ca. 721-705 B.C.) founded a new city called Khorsabad, making it his capital, while Sennacherib (reign 704-681 B.C.) constructed a new palace at Nineveh, moving the Assyrian capital there.♦

Why Ashurnasirpal II and his successors chose to distance themselves from Assur, the traditional capital city of Assyria, is a source of debate among scholars.♦

Throughout Assyria's history the king wasn't the only one jockeying for power over the kingdom notes Karen Radner, a professor at Ludwig-Maximilians-Universität München. She said that at Assur the king had to deal with nobles and a council that may have been elected. Assur was also the home of the god Assur and, while that god was of great importance to the ancient Assyrians, he was not the only deity that the Assyrians venerated.♦

Б.9 Read and analyse the extract of the text

During the Neo-Assyrian period the kings of Assyria increased their kingdom's size to its largest yet. In addition to retaking Babylon, and part of modern-day Lebanon, the Assyrians launched a series of campaigns into modern-day Israel and Palestine, earning them numerous mentions in the Hebrew Bible.♦

At the time they encountered the Assyrians the Jewish people were divided into a northern kingdom called Israel and a southern kingdom called Judah. The two Jewish kingdoms frequently clashed with each other.♦

Both Assyrian inscriptions and the Hebrew Bible say that the Assyrians, under King Sargon II (reign ca. 721-705 B.C.) completely destroyed Israel. Sargon II said in an inscription that he "conquered and sacked" all the towns and cities in Israel and "led away as booty 27,290 inhabitants." He also recruited charioteers from among the defeated Israeli forces (translation by Adolf Leo Oppenheim).♦

His successor Sennacherib (reign ca. 704-681 B.C.) turned his attention to Judah, conquering its cities and towns and laying siege to Jerusalem itself. However while accounts from both the Hebrew Bible and Assyrian inscriptions say that the siege took place, it's unclear exactly how the battle ended.♦

The Hebrew Bible said that the siege was a complete failure. It says that the Assyrians had to fight the Egyptians, something that caused the Assyrians to divert some of their forces away from Jerusalem. The remaining Assyrian forces were supposedly destroyed by divine intervention "the angel of the Lord went out and put to death a hundred and eighty-five thousand in the Assyrian camp. When the people got up the next morning ? there were all the dead bodies!" (2 Kings 19:35 and Isaiah 37:36)

Б.10 Read and analyse the extract of the text

During the late 16th and the 17th Centuries, the European trading companies in India competed with each other ferociously. By the last quarter of the 18th Century the English had outdone all others and established themselves as the dominant power in India. The British administered India for a period of about two centuries and brought about revolutionary changes in the social, political and the economic life of the country.

Once the British set their foot solidly on Indian soil, they began the commercial exploitation of the natural resources of India. By the middle of the 19th Century arrogant exploitation of the people had tried the patience of the Indians to the limit. The British imperialism reached its zenith between the middle of the nineteenth century and the First World War. The exploitative policies of the British in India saw the birth of nationalist agitation against it. With increasing intrusion of aliens in their lives, a group of middle class Indians formed the Indian National Congress (1885).

The anti British struggle became truly a mass movement with the arrival of Mahatma Gandhi (1869 - 1948). It was followed by numerous movements against the British rule. With the passage of time and stubbornness of the Indians the British had come to realize that the day was not far off when they will have to quit India. Successive campaigns had the effect of driving the British out of India in 1947, but with independence came the independence of the country into Pakistan.

The feeling of nationalism had started growing in the minds of Indians as early as the middle of the nineteenth century but it grew more with the formation of the Indian national Congress in 1885.

Though the Congress started on a moderate platform but with the passage of time and apathetic attitude of the British government, the national movement began to shape well. Even the very moderate demands set by the Congress were not met by the British government. This attitude of the British government made people and freedom fighters more restless and attacks against the British Raj increased.

7.1. Основная литература:

1. Английский язык: Учебное пособие / Н.М. Дюканова. - 2-е изд., перераб. и доп. - М.: НИЦ ИНФРА-М, 2013. - 319 с. <http://znanium.com/bookread2.php?book=368907>
2. Бондарчук, Г. Г. Основные различия между британским и американским английским [Электронный ресурс] : учеб. пособие. / Г. Г. Бондарчук, Е. А. Бурая. - 3-е изд., стер. - М. : ФЛИНТА, 2013. - 135 с. <http://znanium.com/bookread2.php?book=457835>
3. Маслова, Ж. Н. A New Highway to English. Быстрый путь к английскому [Электронный ресурс] : учеб. пособие / Ж. Н. Маслова, Л. В. Татару, Т. А. Балашова. - 2-е изд., стер. - М. : Флинта, 2012. - 142 с. <http://znanium.com/bookread2.php?book=455866>
4. Кузнецова, А. Ю. Грамматика английского языка: от теории к практике [Электронный ресурс] : учеб. пособие / А. Ю. Кузнецова. - 2-е изд., стер. - М.: Флинта, 2012. - 152 с. <http://znanium.com/bookread2.php?book=455240>
5. Ерофеева, Л. А. Modern English in Conversation [Электронный ресурс] : Уч. Пособ. По современному разговорному английскому языку / Л. А. Ерофеева. - 2-е изд., стереотип. - М. : Флинта, 2011. - 340 с. <http://znanium.com/bookread2.php?book=406099>
6. Доркин, И.В. Английский язык. Разговорная лексика [Электронный ресурс] : крат. Справ. / И.В. Доркин. - 3-е изд. - Минск: Выш. Шк., 2011. - 95 с. <http://znanium.com/bookread2.php?book=507358>
7. Курашкина, Н. А. Основы фонетики английского языка. The Essentials of English phonetics [Электронный ресурс] : учеб. пособие / Н. А. Курашкина. М. : ФЛИНТА, 2013. 140 с. <http://znanium.com/bookread2.php?book=462806>
8. Практическая фонетика английского языка [Электронный ресурс] : учебник / Е.Б. Карневская и др.; под общ. Ред. Е.Б. Карневской. - 12-е изд., стер. - Минск: Выш. Шк., 2013. - 366 с. <http://znanium.com/bookread2.php?book=509363>
9. Ершова, О. В. Английская фонетика: от звука к слову [Электронный ресурс] : учеб. Пособие по развитию навыков чтения и произношения / О. В. Ершова, А. Э. Максаева. - М. : Флинта : Наука, 2011. - 136 с <http://znanium.com/bookread2.php?book=429173>

7.2. Дополнительная литература:

1. Основы английской фонетики: Учебное пособие / Ю.А. Дубовский, Б.Б. Докуто, Л.Н. Переяшкина. [Электронный ресурс] - М.: Флинта: Наука, 2009. - 344 с <http://znanium.com/bookread.php?book=196654>
2. Практическая фонетика английского языка [Электронный ресурс]: учеб. для студентов вузов, обучающихся по направлению и специальности 'Филология' / М.А. Соколова и др. - М. : ВЛАДОС, 2008. - (Учебник для вузов) - <http://www.studentlibrary.ru/book/ISBN9785691006944.html>
3. Евстифеева, М. В. Теоретическая фонетика английского языка. Лекции, семинары, упражнения [Электронный ресурс] : учеб. Пособие / М. В. Евстифеева. ? М. : ФЛИНТА : Наука, 2012. 168 с. <http://znanium.com/bookread2.php?book=454083>
4. Абрамова, И. Е. Овладение произносительной нормой иностранного языка вне естественной языковой среды [Электронный ресурс] : монография / И. Е. Абрамова. . М. : ФЛИНТА, 2012. . 222 с. // <http://znanium.com/bookread.php?book=454781>

7.3. Интернет-ресурсы:

British Council - <http://learnenglish.britishcouncil.org/en/>
Cambridge University Press - <http://www.cambridge.org>
Literary Devices - <https://literarydevices.net/>
Reading methods - <http://www.arc.sbc.edu/study.html>
University of Illinois - <http://www.criticalreading.com>

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 оборудование 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.

Лингафонный кабинет, представляющий собой универсальный лингафонно-программный комплекс на базе компьютерного класса, состоящий из рабочего места преподавателя (стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Tutor, головная гарнитура), и не менее 12 рабочих мест студентов (специальный стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Student, головная гарнитура), сетевого коммутатора для структурированной кабельной системы кабинета.

Лингафонный кабинет представляет собой комплекс мультимедийного оборудования и программного обеспечения для обучения иностранным языкам, включающий программное обеспечение управления классом и SANAKO Study 1200, которые дают возможность использования в учебном процессе интерактивные технологии обучения с использование современных мультимедийных средств, ресурсов Интернета.

Программный комплекс SANAKO Study 1200 дает возможность инновационного ведения учебного процесса, он предлагает широкий спектр видов деятельности (заданий), поддерживающих как практики слушания, так и тренинги речевой активности: практика чтения, прослушивание, следование образцу, обсуждение, круглый стол, использование Интернета, самообучение, тестирование. Преподаватель является центральной фигурой процесса обучения. Ему предоставляются инструменты управления классом. Он также может использовать многочисленные методы оценки достижений учащихся и следить за их динамикой. SANAKO Study 1200 предоставляет учащимся наилучшие возможности для выполнения речевых упражнений и заданий, основанных на текстах, аудио- и видеоматериалах. Вся аудитория может быть разделена на подгруппы. Это позволяет организовать отдельную траекторию обучения для каждой подгруппы. Учащиеся могут работать самостоятельно, в автономном режиме, при этом преподаватель может контролировать их действия. В состав программного комплекса SANAKO Study 1200 также входит модуль Examination Module - модуль создания и управления тестами для проверки конкретных навыков и способностей учащегося. Гибкость данного модуля позволяет преподавателям легко варьировать типы вопросов в тесте и редактировать существующие тесты.

Также в состав программного комплекса SANAKO Study 1200 также входит модуль обратной связи, с помощью которых можно в процессе занятия провести экспресс-опрос аудитории без подготовки большого теста, а также узнать мнение аудитории по какой-либо теме.

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "БиблиоРоссика", доступ к которой предоставлен студентам. В ЭБС "БиблиоРоссика" представлены коллекции актуальной научной и учебной литературы по гуманитарным наукам, включающие в себя публикации ведущих российских издательств гуманитарной литературы, издания на английском языке ведущих американских и европейских издательств, а также редкие и малотиражные издания российских региональных вузов. ЭБС "БиблиоРоссика" обеспечивает широкий законный доступ к необходимым для образовательного процесса изданиям с использованием инновационных технологий и 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 "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.

-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 История и иностранный (английский) язык .

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