

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение
высшего образования
"Казанский (Приволжский) федеральный университет"
Отделение Высшая школа иностранных языков и перевода



УТВЕРЖДАЮ

Проректор
по образовательной деятельности КФУ
Проф. Таюрский Д.А.

"__" _____ 20__ г.

Программа дисциплины

Практический курс второго иностранного (английского) языка Б1.В.ОД.2

Направление подготовки: 45.03.02 - Лингвистика

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Форма обучения: очное

Язык обучения: русский

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Протокол заседания УМК No ____ от "____" _____ 201__ г

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Программу дисциплины разработал(а)(и) старший преподаватель, б/с Морозова Т.В. Кафедра европейских языков и культур отделение Высшая школа иностранных языков и перевода, morozov2005@yandex.ru

1. Цели освоения дисциплины

Целями освоения дисциплины (модуля) 'Практический курс второго иностранного (английского) языка' являются совершенствование навыков и умений практического владения устной и письменной речью и переход к использованию английского языка как средства для расширения общего и лингвистического кругозора. Кроме того, целью является формирование у студентов коммуникативной компетенции, умений участвовать в общении в определенном круге ситуаций избранной сферы коммуникации, решая возникающие при этом коммуникативные задачи при помощи адекватных этим задачам речевых действий

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

Данная учебная дисциплина включена в раздел " Б1.В.ОД.2 Дисциплины (модули)" основной образовательной программы 45.03.02 Лингвистика и относится к обязательным дисциплинам. Осваивается на 1, 2, 3, 4 курсах, 1, 2, 3, 4, 5, 6, 7 семестры.

Данная учебная дисциплина включена в раздел ' Б1.В.ОД.2 Профессиональный' основной образовательной программы 45.03.02 Лингвистика и относится к базовой (общепрофессиональной) части. Осваивается на 1, 2, 3, 4 курсах, 1, 2, 3, 4, 5, 6, 7 семестры.

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

В результате освоения дисциплины формируются следующие компетенции:

Шифр компетенции	Расшифровка приобретаемой компетенции
ОПК-10 (профессиональные компетенции)	способность использовать этикетные формулы в устной и письменной коммуникации
ОПК-3 (профессиональные компетенции)	владение системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей
ОПК-5 (профессиональные компетенции)	владение основными дискурсивными способами реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста (время, место, цели и условия взаимодействия)
ОПК-7 (профессиональные компетенции)	способность свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации

В результате освоения дисциплины студент:

4. должен демонстрировать способность и готовность:

владеть устной и письменной речью и переходить к использованию английского языка как средства для расширения общего и лингвистического кругозора.

4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 33 зачетных(ые) единиц(ы) 1188 часа(ов).

Форма промежуточного контроля дисциплины отсутствует в 1 семестре; экзамен во 2 семестре; экзамен в 3 семестре; экзамен в 4 семестре; экзамен в 5 семестре; экзамен в 6 семестре; экзамен в 7 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. Meals, A Student's Day, Our University, Seasons and Weather, Theatre, Visit to Moscow	1	1-18	0	72	0	Контрольная работа Устный опрос Письменное домашнее задание
2.	Тема 2. Stories, Ideas, Age, At the Seaside, Shopping, Dialogue	2	1-17	0	54	0	Письменное домашнее задание Контрольная работа Устный опрос
3.	Тема 3. Unit 1. Anne Meets her Class from Fresh from the Country, Choosing a Career Unit 2. "A Day's Wait, Illnesses and their Treatment. Unit 3. Introducing London; City	3	1-18	0	108	0	Устный опрос Письменное домашнее задание Контрольная работа
4.	Тема 4. Unit 4. How we Kept Mother's Day; Meals Unit 5. A Freshman's Experience; Education	4	1-17	0	108	0	Устный опрос Контрольная работа Письменное домашнее задание

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
5.	Тема 5. Unit 1. "Three Men in a Boat" by Jerome K. Jerom; Conversation and Discussion: Changing Patterns of Leisure Unit 2. "Encountering Directors" by Ch. Samuels; Conversation and Discussion: Man and the Movies Unit 3. "To Sir, with Love" by E.R. Braithwaite; Conversation and Discussion: English Schooling.	5	1-18	0	72	0	Устный опрос Письменное домашнее задание Контрольная работа
6.	Тема 6. Unit 4. "The Fun They Had" by I. Azimov; Conversation and Discussion: Bringing Up Children. Unit 5. "Art for Heart's Sake" by R. Goldberg; Conversation and Discussion: Painting. Unit 6. "The Man of Destiny" by G.B. Shaw; Conversation and Discussion: Feelings and Emotions	6	3-17	0	72	0	Устный опрос Контрольная работа Письменное домашнее задание
7.	Тема 7. Unit 1. "Doctor in the House" by R. Gordon; Conversation and Discussion: Higher Education in the United States of America Unit Two. Text From: "To Kill a Mockingbird" by H. Lee; Conversation and Discussion: Courts and Trial Unit Three. Text. "W.S." by L.P. Hartley; Conversation and Discussion: Books and Reading "Ragtime" by E.L. Doctorow; Conversation and Discussion: Man and Music	7	1-16	0	108	0	Письменное домашнее задание Устный опрос Контрольная работа
	Тема . Итоговая форма контроля	2		0	0	0	Экзамен

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
	Тема . Итоговая форма контроля	3		0	0	0	Экзамен
	Тема . Итоговая форма контроля	4		0	0	0	Экзамен
	Тема . Итоговая форма контроля	5		0	0	0	Экзамен
	Тема . Итоговая форма контроля	6		0	0	0	Экзамен
	Тема . Итоговая форма контроля	7		0	0	0	Экзамен
	Итого			0	594	0	

4.2 Содержание дисциплины

Тема 1. Meals, A Student's Day, Our University, Seasons and Weather, Theatre, Visit to Moscow

практическое занятие (72 часа(ов)):

1. Чтение, перевод, составление вопросов по содержанию, пересказ текстов по теме. Перевод отрывков из текстов с английского на русский язык. 3. Изучение нового вокабуляра по теме. 4. Выполнение упражнений на отработку активного вокабуляра по теме: перевод, составление монологов, перефраз. 5. Чтение, пересказ и обсуждение дополнительного материала по теме. 6. Выполнение грамматических упражнений по теме. 7. Составление диалогов и полилогов по теме. 8. Написание эссе по теме.

Тема 2. Stories, Ideas, Age, At the Seaside, Shopping, Dialogue

практическое занятие (54 часа(ов)):

1. Чтение, перевод, составление вопросов по содержанию, пересказ текстов по теме. Перевод отрывков из текстов с английского на русский язык. 3. Изучение нового вокабуляра по теме. 4. Выполнение упражнений на отработку активного вокабуляра по теме: перевод, составление монологов, перефраз. 5. Чтение, пересказ и обсуждение дополнительного материала по теме. 6. Выполнение грамматических упражнений по теме. 7. Составление диалогов и полилогов по теме. 8. Написание эссе по теме.

Тема 3. Unit 1. Anne Meets her Class from Fresh from the Country, Choosing a Career Unit 2. "A Day's Wait, Illnesses and their Treatment. Unit 3. Introducing London; City

практическое занятие (108 часа(ов)):

1. Чтение, перевод, составление вопросов по содержанию, пересказ текстов по теме. Перевод отрывков из текстов с английского на русский язык. 3. Изучение нового вокабуляра по теме. 4. Выполнение упражнений на отработку активного вокабуляра по теме: перевод, составление монологов, перефраз. 5. Чтение, пересказ и обсуждение дополнительного материала по теме. 6. Выполнение грамматических упражнений по теме. 7. Составление диалогов и полилогов по теме. 8. Написание эссе по теме.

Тема 4. Unit 4. How we Kept Mother's Day; Meals Unit 5. A Freshman's Experience; Education

практическое занятие (108 часа(ов)):

1. Чтение, перевод, составление вопросов по содержанию, пересказ текстов по теме. Перевод отрывков из текстов с английского на русский язык. 3. Изучение нового вокабуляра по теме. 4. Выполнение упражнений на отработку активного вокабуляра по теме: перевод, составление монологов, перефраз. 5. Чтение, пересказ и обсуждение дополнительного материала по теме. 6. Выполнение грамматических упражнений по теме. 7. Составление диалогов и полилогов по теме. 8. Написание эссе по теме.

Тема 5. Unit 1. "Three Men in a Boat" by Jerome K. Jerom; Conversation and Discussion: Changing Patterns of Leisure Unit 2. "Encountering Directors" by Ch. Samuels; Conversation and Discussion: Man and the Movies Unit 3. "To Sir, with Love" by E.R. Braithwaite; Conversation and Discussion: English Schooling.

практическое занятие (72 часа(ов)):

1. Чтение, перевод, составление вопросов по содержанию, пересказ текстов по теме. Перевод отрывков из текстов с английского на русский язык. 3. Изучение нового вокабуляра по теме. 4. Выполнение упражнений на отработку активного вокабуляра по теме: перевод, составление монологов, перефраз. 5. Чтение, пересказ и обсуждение дополнительного материала по теме. 6. Выполнение грамматических упражнений по теме. 7. Составление диалогов и полилогов по теме. 8. Написание эссе по теме.

Тема 6. Unit 4. "The Fun They Had" by I. Azimov; Conversation and Discussion: Bringing Up Children. Unit 5. "Art for Heart's Sake" by R. Goldberg; Conversation and Discussion: Painting. Unit 6. "The Man of Destiny" by G.B. Shaw; Conversation and Discussion: Feelings and Emotions

практическое занятие (72 часа(ов)):

1. Чтение, перевод, составление вопросов по содержанию, пересказ текстов по теме. Перевод отрывков из текстов с английского на русский язык. 3. Изучение нового вокабуляра по теме. 4. Выполнение упражнений на отработку активного вокабуляра по теме: перевод, составление монологов, перефраз. 5. Чтение, пересказ и обсуждение дополнительного материала по теме. 6. Выполнение грамматических упражнений по теме. 7. Составление диалогов и полилогов по теме. 8. Написание эссе по теме.

Тема 7. Unit 1. "Doctor in the House" by R. Gordon; Conversation and Discussion: Higher Education in the United States of America Unit Two. Text From: "To Kill a Mockingbird" by H. Lee; Conversation and Discussion: Courts and Trial Unit Three. Text. "W.S." by L.P. Hartley; Conversation and Discussion: Books and Reading "Ragtime" by E.L. Doctorow; Conversation and Discussion: Man and Music

практическое занятие (108 часа(ов)):

1. Чтение, перевод, составление вопросов по содержанию, пересказ текстов по теме. Перевод отрывков из текстов с английского на русский язык. 3. Изучение нового вокабуляра по теме. 4. Выполнение упражнений на отработку активного вокабуляра по теме: перевод, составление монологов, перефраз. 5. Чтение, пересказ и обсуждение дополнительного материала по теме. 6. Выполнение грамматических упражнений по теме. 7. Составление диалогов и полилогов по теме. 8. Написание эссе по теме.

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. Meals, A Student's Day, Our University, Seasons and Weather, Theatre, Visit to Moscow	1	1-18	подготовка домашнего задания	60	Письменное домашнее задание
				подготовка к контрольной работе	15	Контрольная работа
				подготовка к устному опросу	15	Устный опрос

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
2.	Тема 2. Stories, Ideas, Age, At the Seaside, Shopping, Dialogue	2	1-17	подготовка домашнего задания	5	Письменное домашнее задание
				подготовка к контрольной работе	10	Контрольная работа
				подготовка к устному опросу	3	Устный опрос
3.	Тема 3. Unit 1. Anne Meets her Class from Fresh from the Country, Choosing a Career Unit 2. "A Day's Wait, Illnesses and their Treatment. Unit 3. Introducing London; City	3	1-18	подготовка домашнего задания	3	Письменное домашнее задание
				подготовка к контрольной работе	10	Контрольная работа
				подготовка к устному опросу	5	Устный опрос
4.	Тема 4. Unit 4. How we Kept Mother's Day; Meals Unit 5. A Freshman's Experience; Education	4	1-17	подготовка домашнего задания	80	Письменное домашнее задание
				подготовка к контрольной работе	20	Контрольная работа
				подготовка к устному опросу	26	Устный опрос
5.	Тема 5. Unit 1. "Three Men in a Boat" by Jerome K. Jerom; Conversation and Discussion: Changing Patterns of Leisure Unit 2. "Encountering Directors" by Ch. Samuels; Conversation and Discussion: Man and the Movies Unit 3. "To Sir, with Love" by E.R. Braithwaite; Conversation and Discussion: English Schooling.	5	1-18	подготовка домашнего задания	30	Письменное домашнее задание
				подготовка к контрольной работе	14	Контрольная работа
				подготовка к устному опросу	10	Устный опрос

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
6.	Тема 6. Unit 4. "The Fun They Had" by I. Azimov; Conversation and Discussion: Bringing Up Children. Unit 5. "Art for Heart's Sake" by R. Goldberg; Conversation and Discussion: Painting. Unit 6. "The Man of Destiny" by G.B. Shaw; Conversation and Discussion: Feelings and Emotions	6	3-17	подготовка домашнего задания	3	Письменное домашнее задание
				подготовка к контрольной работе	3	Контрольная работа
				подготовка к устному опросу	3	Устный опрос
7.	Тема 7. Unit 1. "Doctor in the House" by R. Gordon; Conversation and Discussion: Higher Education in the United States of America Unit Two. Text From: To Kill a Mockingbird" by H. Lee; Conversation and Discussion: Courts and Trial Unit Three. Text. "W.S." by L.P. Hartley; Conversation and Discussion: Books and Reading "Ragtime" by E.L. Doctorow; Conversation and Discussion: Man and Music	7	1-16	подготовка домашнего задания	11	Письменное домашнее задание
				подготовка к контрольной работе	15	Контрольная работа
				подготовка к устному опросу	10	Устный опрос
Итого					351	

5. Образовательные технологии, включая интерактивные формы обучения

Рекомендуемые образовательные технологии: практические занятия, самостоятельная работа студентов. На практических занятиях происходит объяснение, усвоение, проверка языкового и речевого материала.

При проведении занятий рекомендуется использование активных и интерактивных форм занятий (встречи с носителями языка, выполнение мини-проектов с докладами, дискуссии) в сочетании с внеаудиторной работой. На практических занятиях рекомендуется использование иллюстративного материала (текстовой, графической и цифровой информации), мультимедийных форм презентаций, также рекомендуется подготовка и проведение деловых игр.

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

Тема 1. Meals, A Student's Day, Our University, Seasons and Weather, Theatre, Visit to Moscow

Контрольная работа , примерные вопросы:

Translate from Russian into English, using the Active Vocabulary. 1) Мэри будет рада поболтать с Вами как-нибудь в другой раз, но сейчас она лежит больная. У нее грипп. 2) Говорите громко и четко. Вы не правильно произносите слово ?палатализация?. Произношение ? Ваше слабое место. 3) Моей племяннице столько же лет, сколько и Вашему внуку. 4) ? Вы живете за городом? ? Да, у нас уютный двухэтажный коттедж: две спальни, гостиная, ванная, кухня и детская. 5) Вы получаете все газеты во время? ? Да. Вот, пожалуйста. Посмотрите. 6) Вчера я познакомилась с одной испанкой. Она говорит по-английски плохо, но понимает почти все. 7) Менеджер подписал бумаги и передал их секретарю. Она сказала: ?К Вам пришел мистер Браун.? ? ?Просите его сюда, пожалуйста.? 8) Какая самая большая река в России? ? Волга. А самое глубокое озеро? ? Байкал. 9) Не хотите ли присоединиться к нам? Мы собираемся отмечать Новый год. 10) Италия расположена на юге Европы на Средиземном море.

Письменное домашнее задание , примерные вопросы:

Чтение, перевод, составление вопросов по текстам по теме Изучение нового вокабуляра по тексту рассказа. Выполнение упражнений на отработку активного вокабуляра по теме: перевод, составление монологов, перифраз. Чтение, пересказ и обсуждение дополнительного материала по теме.

Устный опрос , примерные вопросы:

Which of the holiday places in Vocabulary have you or any of your friends stayed at? What are the advantages and disadvantages of each? Try and note down at least one advantage and one disadvantage for each even if you have no direct personal experience of them.

Тема 2. Stories, Ideas, Age, At the Seaside, Shopping, Dialogue

Контрольная работа , примерные вопросы:

Read the following witness statement and fill in the missing words from the list below. injured, crashed, speeding, colliding, swerved, passer-by, direction, skidded, damaged I was waiting for the 7 o'clock bus to go to work on Tuesday morning when I saw a black Sierra come 1) _____ down the road. Just as it approached the roundabout, the driver seemed to lose control. The car spun round and 2) _____ into a red Ford Fiesta which was coming in the opposite 3) _____. The car behind the Fiesta 4) _____ in order to avoid 5) _____ with the two cars but 6) _____ on the oily surface and crashed into a sign. I ran to help the drivers get out of their cars while a 7) _____ called for an ambulance. When we managed to get the driver out of the black Sierra he smelt of alcohol, so he must have been driving while drunk. The ambulance arrived and took the three 8) _____ drivers to hospital. All three cars were badly 9) _____.

Письменное домашнее задание , примерные вопросы:

1. Which of the words illustrated in Vocabulary fit best in the following sentences? 1) I must get my black shoes repaired. One _____ is broken and both the _____ have holes in them. 2) Do up your _____ or you'll fall over. 3) There's someone at the door. You'd better put your _____ on before you open it. 4) Put your _____ on ? this floor is very cold. 5) I've eaten too much ? I'll have to loosen my _____. 6) I've almost finished making my dress for the party but I've still got to sew up the _____ and sew on some _____. 2. Complete these sentences with any appropriate word. Use ?pair? where it is necessary. 1) Many women wear nighties in bed whereas most men and children wear _____. 2) Blue _____ are a kind of international uniform for young people. 3) People with ugly knees shouldn't wear _____. 4) I need some new underwear. I'm going to buy three new _____ today. 5) Bother! I've got a hole in my tights. I'll have to get a new _____. 6) Bother! I've got a hole in my tights. I'll have to get some new _____.

Устный опрос , примерные вопросы:

Speak about advantages and two disadvantages of each of the four forms of travel given in the Vocabulary. Give real life examples to prove your point of view.

Тема 3. Unit 1. Anne Meets her Class from Fresh from the Country, Choosing a Career Unit 2. "A Day's Wait, Illnesses and their Treatment. Unit 3. Introducing London; City

Контрольная работа , примерные вопросы:

Translate the following into English using Essential Vocabulary (I) and (II): 1) После неприятного инцидента в школе, Рита поняла, что у нее нет призвания к преподаванию и решила подумать о профессии переводчика. 2) В отделе освободилось место секретаря. Если ты все еще ищешь работу, то можешь подать заявку. 3) Его назначили заведующим, но я считаю, что он занимается не своим делом. 4) Я думаю, она врач по призванию. Она любит помогать людям, и вы можете в любое время обратиться к ней с просьбой. 5) В каждом классе бывают такие ученики, за которыми необходимо постоянно присматривать. 6) Я купила себе новый удобный шкаф! Не хочешь взглянуть на него? 7) Директор хочет назначить Стива ответственным за выпуск газеты. Как ты думаешь, он возьмет на себя такую работу? 8) ? Похоже, будет дождь. Мне совсем не по душе идти туда в такую погоду. ? А мне все равно. К тому же, у нас нет выбора. 9) Послушай! Я больше не хочу зависеть от тебя! У нас разные взгляды на жизнь. 10) На твоём месте, я бы лучше заботилась о своих родителях.

Письменное домашнее задание , примерные вопросы:

Read the text below and translate it into Russian: GETTING STARTED For most people, choosing a career isn't easy, yet it is one of the most important decisions you will make in your life. Find the right career, and you will be happy and successful. Find the wrong career, and you may be unhappy and unsuccessful. It pays, therefore, to explore your choice of occupation from every angle, collect as much information as you can, actually try different kinds of work before making up your mind. Above all, evaluate yourself. Be sure you know your own interests and talents. Unfortunately, not everyone takes this trouble. Those who don't, can make costly mistakes. For example, some people simply follow in the footsteps of a parent or a relative. One young man I know became a doctor because it was his father's profession. Yet he could not stand the sight of blood. Watching an operation made him sick to his stomach. One day he had to amputate a leg, and, after making the first cut, fainted in the operating room. A young woman I know became an accountant although she hates maths. Her uncle encouraged her by promising a job in his company. It took her several years, and several disasters with the company books, before she realized her mistake. Procrastinating, postponing a decision, is another error people make. ?Manana? is the Spanish word for it. I'll get started tomorrow, or next week, or next year. These people refuse to face the problem, hoping it will go away. But if you don't take the first step now, how can you plan for the future, take the right courses in school, get in the right programmes? Procrastinators just drift, missing many opportunities. Well then, how do you find a career? Jascha Heifetz was a concert violinist at the age of thirteen. Shirley Temple was a movie star at the age of five. Most of us are not so talented, or so lucky. Everyone has skills, but yours may not be so obvious; may, in fact, go undetected. Your career search has to look for everything. Be systematic. Analyze your problem. Determine what information you have. Then go after the information you need. First, start with yourself. Make a list of inventory of your interests, your talents, and abilities. Most people have a lot of these, but at the beginning they are undeveloped and may not seem outstanding. By concentrating on a few, or on one, you may surprise yourself, and everyone else, at how good you can get. The interest inventory that follows covers the major fields in which most people find careers: science, arts, social service, business, sales.

Устный опрос , примерные вопросы:

Answer the following questions using Essential Vocabularies (I) and (II) of Unit 1: □ You are studying at the university in order to become a qualified interpreter / translator. Why have you chosen this profession? What are your career plans? □ You are planning to become a professional interpreter. What skills and qualifications do you need for this job? What personal qualities does this job require? □ You are being interviewed by a students' organization. They ask you about the advantages and disadvantages of your future profession. Why did you choose it? What are your career plans? □ The XXIst century is the time of information and new technologies. What do you think about the influence of Internet and computer on the way we work? What is the role of computer for the interpreter or translator? □ Your friend wants to become an interpreter and is asking you for advice. Share your opinion about this profession. What skills, responsibilities and personality traits are the most important in this job? □ If you could choose any job in the world, what would you choose? Explain your choice, speak about all the advantages this job provides. □ Can you think of any jobs that you would particularly hate to do? What are the reasons of your negative attitude to this profession? What job would you prefer instead? □ What is most important for you in a job? Choose the five most important features and express your point of view on each of them.

Тема 4. Unit 4. How we Kept Mother's Day; Meals Unit 5. A Freshman's Experience; Education

Контрольная работа , примерные вопросы:

Translate the following sentences from Russian into English: 1) Как оказалось, её манера общаться не была странной. Она просто-напросто скрывала, что-то чрезвычайно важное и интересное. 2) Он сделал это в шутку, когда дворецкий отвернулся на некоторое время. 3) Не уверен, что он справился с волнением, но, по крайней мере, ради неё он был готов горы свернуть (to take on the world). 4) Вы можете мне сказать, кто именно лечил Вашего кузена от расстройства желудка этим лекарством? 5) Если ты не прекратишь играть на нервах, то нам придется уйти. 6) Я просто не могу поверить? Почему ты одел всё самое ужасное?! У нас же официальный приём через полчаса! Иди и переоденься! 7) Кто-то разбросал мои вещи в общежитие? Неужели опять приходила комиссия с проверкой. 8) Я не могу позволить себе в каникулы отправиться в командировку на другой конец Земли.

Письменное домашнее задание , примерные вопросы:

Put prepositions where necessary: 1) Keep ? the speed limits. 2) As it turned ? , they won the Championship. 3) Nowadays, malaria is treated ? drugs. 4) The play was so boring, Jim could hardly keep himself ? falling asleep. 5) Turn ? and look at the next page. 6) He got ? to the office just before lunchtime. 7) Helen got the feeling her mother was keeping something ? . 8) Henry turned ? ? his family when he knew the truth. 9) Steve turned ? late, as usual. Nobody expected him to come earlier. 10) It's taken me ages to get ? the flu. 11) You should keep ? passing the exam! Never give up! 12) Turn the sweater ? ? before you wash it. 13) Thieves had turned the house ? ? . 14) He got ? and walked over to the window. 15) Quit screaming! You're getting ? my nerves! 16) Sooner or later you'll get ? the shock. 17) I heard you were away. When did you get ? ? 18) To our surprise the stranger turned ? to be an old friend of my mother's. 19) The story was really very funny! I could hardly keep ? laughing.

Устный опрос , примерные вопросы:

Express your ideas and share your food preferences with the groupmates! □ Are you a foodie? What kind of food are you fond of? How often do you eat it? □ Have you ever cooked for a large group of people? How many people were there? What was the occasion? Was it successful? □ Have you ever cooked something and it turned a total mess and the taste was really awful? Did you cook it for somebody? What did he say? □ What is the biggest meal you have ever eaten? □ Could you roughly describe some recipe of any dessert? Have you ever cooked it or just saw it on TV or in the book? □ Do you use recipe books or you just create while cooking? Have you ever thought of writing one? □ Have you ever thought of becoming a vegetarian? Have you tried to be a veg? If yes, what was it like? □ Do you like to cook? If yes, why? If not, also give reasons. What is the most unloved dish for you? □ Do you consider the food that you eat healthy? If not, how would you change your daily meals? □ Have you ever been on a diet? If yes, how long did you keep to it? Was it successful? If not, would you like to try? □ Are you a good cook? If yes, what is your special? If not, would you like to learn, give reasons. □ If you have a chance to dine out, where will you go? What national cuisine would you prefer? □ What is the perfect snack in your opinion? Do you prefer light breakfast kind of a snack or something more substantial? □ Do you have a tradition in your family to sit at table, in the evening for example, when the whole family together. Or does it happen only on special occasions? □ Have you ever thought of becoming a chef or sous chef at least for some time? If yes, what restaurant would it be? If no, how creative do you think a chef must be?

Тема 5. Unit 1. "Three Men in a Boat" by Jerome K. Jerom; Conversation and Discussion: Changing Patterns of Leisure Unit 2. "Encountering Directors" by Ch. Samuels; Conversation and Discussion: Man and the Movies Unit 3. "To Sir, with Love" by E.R. Braithwaite; Conversation and Discussion: English Schooling.

Контрольная работа , примерные вопросы:

Translate the following sentences into English using the word combinations and phrases: 1. Мне бы очень хотелось поехать на юг в начале июня, когда все утопает в цветах, и побродить по горам. 2. Мы решили, что в Санкт-Петербурге остановимся в гостинице и проведем там около недели. 3. Мы быстро устроились, и оказалось, что до вечера у нас еще много времени. 4. Когда мы наконец устроились, мы так устали, что никто из нас не захотел никуда идти. 5. Вряд ли эти обрезки бумаги на что-нибудь годятся. 6. Никогда бы не подумала, что из этих остатков материала можно сшить платье. 7. Моя комната такого же размера, что и ваша, но она почему-то выглядит меньше. 8. Я прочла только половину статьи, но мне кажется, что она имеет мало отношения к интересующему вас предмету. 9. Поезд придет только через полчаса, давайте побродим по городу. 10. Элен перемешала салат, попробовала его и решила добавить еще соленых огурцов. 11. Это хорошие мясные консервы. Положите полбанки в рагу. 12. Добавьте немного муки в соус, чтобы он стал гуще. 13. Он шутит с таким серьезным видом, что невозможно не рассмеяться. 14. На всякий случай нам лучше не касаться этого вопроса сегодня.

Письменное домашнее задание , примерные вопросы:

Translate the following sentences into Russian. Pay attention to the words and word combinations in bold type: A. 1. Of an evening Barbara would have a good gossip with the neighbour over the garden fence. 2. Gossiping and lying go hand in hand. (proverb) 3. "I decided to have her up here, for a time at least, and let the gossips do their worst," said Beatrice. 4. "Who's talking gossip now?" said cousin Rachel. 5. While playing under her mother's eye, she felt a wind-up toy. 6. It was becoming stuffy in the compartment of the train. I wound the window down and got my pipe out. 7. I braided her hair and wound it round her head. 8. If one only could peel her, as one peels an onion, of pretence and insincerity. 9. I saw him with great clarity, from the pleased smile to the peel of sunburn on the top of his bald head. 10. Carefully she broke all the twigs from the branch, so that it became an almost straight stick, and as she walked, she peeled the bark from the wood until it was stripped clean. 11. Scrape your muddy shoes with this old knife. 12. "Hi!" cried Nick, scraping some snow from the sledge and flinging a snowball which hit George full in the ear. 13. All the trivial sounds of the room re-echoed maddeningly about him: the scraping of chairs, the coughing. 14. You've got to scrape up some courage, some daring.

Устный опрос , примерные вопросы:

Make up and act out a dialogue: 1. Two inexperienced girls are cooking soup, (to peel potatoes, to be the size of, to waste, odds and ends, to mix, good stuff, to try experiments, to flavour, to turn out, to be more like ... , a mixture with a bad taste, to scrape out) 2. A young married couple is packing, (there is little time left, plenty of time, in a mess, there is no room to spare, odds and ends, the more ... the more ..., that won't do, to get cracked, to scrape, to make a mess of, to require help, the rest of the evening, I should never thought)

Тема 6. Unit 4. "The Fun They Had" by I. Azimov; Conversation and Discussion: Bringing Up Children. Unit 5. "Art for Heart's Sake" by R. Goldberg; Conversation and Discussion: Painting. Unit 6. "The Man of Destiny" by G.B. Shaw; Conversation and Discussion: Feelings and Emotions

Контрольная работа , примерные вопросы:

Translate into English using the Speech Patterns: Выходя из дома, Розмари не подозревала, что последующие два часа ее жизни окажутся такими необычными. ? Мадам, не дадите ли вы мне на чашку чая? Розмари обернулась. Она увидела маленькое существо, с огромными глазами, девушку ее возраста, которая сжимала воротник пальто покрасневшими руками и дрожала от холода. ? У вас совсем нет денег? ? спросила Розмари. ? Нет, мадам, ? сказала девушка и расплакалась. Как необычно! Это было похоже на сцену из романа. Она не была простой нищенкой. А что если взять ее домой? И она представила себе, как потом она будет говорить друзьям: ?Я просто взяла ее с собой домой, вот и все!?, и она сказала вслух: Чч'=т- А не хотите ли вы поехать пить чай ко мне? Легкий завтрак преобразил девушку. Она перестала смущаться и лежала, откинувшись в глубоком кресле. Глядя на нее, трудно было поверить, что совсем еще недавно она проливали слезы. Розмари продолжала украдкой наблюдать за ней.

Письменное домашнее задание , примерные вопросы:

Paraphrase the following sentences. 1. Pygmalion fell in love with a statue of Galatea which he had made in ivory, and at his prayer Aphrodite gave it life. 2. The art dealer looked at the picture trying to judge its worth but refused to commit himself. 3. Another of his ambitions ? a cherished dream ? was one day to have a library. 4. Is it possible to determine what works will be given prizes before the close of the exhibition? 5. There is no denying the fact that the pictures are well done 148 technically. 6. Unfortunately I do not remember the name of the young artist who is giving an exhibition at the gallery. 7. When did Jane first begin to take an interest in painting? 8. Don't get mixed up in the quarrels of other people. 9. It's the maddest idea I've ever heard. It would make Alexander an object of ridicule. 10. She blushed furiously for shame. 11. You're in wonderful form, Diana. Where did you get that divine dress? 12. It's no use sending my clothes to be cleaned, they are past repair. 13. Our garden is in good condition after the rain.

Устный опрос , примерные вопросы:

Explain what is meant by: 1. Doctor Caswell received the information with his usual professional calm. 2. He had done some constructive thinking since his last visit. 3. The old gentleman was in pretty good shape for a man of seventy-six. 4. All his purchases of recent years had to be liquidated at a great sacrifice both to his health and his pocketbook. 5. The doctor had his stethoscope ready in case the abruptness of the suggestion proved too much for the patient's heart. 6. But the old gentleman's answer was a vigorous "Rot!" 7. Collis P. Ellsworth looked at him appraisingly. 8. "There it is, young man," 150 he snapped with a grunt of satisfaction. 9. He would dwell on the rich variety of colour in a bowl of fruit. 10. The treatment was working perfectly. 11. An entirely new world opened up its charming mysteries. 12. The old man displayed insatiable curiosity about the galleries and the painters who exhibited in them. 13. The lifetime dream of every mature artist in the United States was a Lathrop prize. 14. Fortunately, the painting was hung in an inconspicuous place where it could not excite any noticeable comment. 15. Young Swain sneaked into the Gallery one afternoon and blushed to the top of his ears when he saw "Trees Dressed in White", a loud, raucous splash on the wall. 16. As two giggling students stopped before the strange anomaly Swain fled in terror. 17. Swain and Koppel uttered a series of inarticulate gurgles.

Тема 7. Unit 1. "Doctor in the House" by R. Gordon; Conversation and Discussion: Higher Education in the United States of America Unit Two. Text From: To Kill a Mockingbird" by H. Lee; Conversation and Discussion: Courts and Trial Unit Three. Text. "W.S." by L.P. Hartley; Conversation and Discussion: Books and Reading "Ragtime" by E.L. Doctorow; Conversation and Discussion: Man and Music

Контрольная работа , примерные вопросы:

Paraphrase the following sentences, using the patterns: 1. ? I'm sure he was trying to be helpful. Nevertheless, there's probably no harm done. 2. Rawson went right on: "This or that way, in the late eighties I started writing to this woman I met through a pen pal ad." 3. ? Can I lend you a hand? ? No, thanks. I'm almost done. I never hoped to find anything here so far. 4. If a man shows signs of nervous tension or being under stress you must make him consult a doctor. 5. The teacher must make his children develop a critical way of thinking. 6. If you want to help a worried person under stress you must be patient and encourage him to talk. 7. His behavior in those trying circumstances does him honor. You must make him write about it. 8. You explained that "trying to keep up with the Joneses" means to have as much as one's neighbors (the Joneses) and, if possible, even more. 9. You have promised to take the children for a drive, so you must keep your word. 10. The professor drew their attention to the difference between the two theories. It is now clear to the students.

Письменное домашнее задание , примерные вопросы:

Translate the following sentences into Russian: A. 1. "You are making too much fuss of me, don't worry", he said, with a smile, suggestive of annoyance. 2. I had seldom seen him like this. He seemed, indeed, annoyed with me for having asked this question. 3. He was annoyed at the way she tried to take over the whole meeting. 4. I want you, Lady Willard, to ascertain for me exactly how much is newspaper chatter, and how much may be said to be founded on facts. 5. The woman kept chattering in and out as she prepared the table. In a nearby tree a squirrel chattered. 6. The noise of old-fashioned computer printers chattering away gave me a headache. 7. Then the fever came on again and his teeth chattered. 8. His friends cheered him on when he was about to give up. 9. No one could help but cheer the verdict "not guilty". "See you tonight then. Cheers!", I said and put down the receiver. 10. You can hear the cheers of the crowd two miles away from the football ground. 11. He gave me a cheery greeting. 12. His cheerful acceptance of responsibility encouraged us all. 13. You could never be unhappy in such a cheerful house. 14. A cheerful fire was burning in the grate. 15. "It's not a wrestling match, not a contest of strength", he said. 16. She contested five of seven titles. 17. There is always a contest between the management and the unions. 18. She's won a lot of dancing contests. 19. The championship is being keenly contested by seven athletes. 20. In tonight's quiz the contestants have come from all over the country to fight for the title of "Superbrain". 21. The contest for leadership of the Party is gathering speed. 22. He became seriously depressed and suicidal, and applied for emergency psychotherapy. 23. She emerged from the sea cold but exhilarated and towed herself vigorously. 24. The method of this comprehensive study is to highlight the issues that emerged in the 1960s in University life. 25. The President has emerged unscathed from the scandal. 26. He seemed to emerge from his reverie. 27. His professional training enabled her to act swiftly and decisively when faced with an emergency. 28. My wife had to open the tins we kept for an emergency. 29. It has emerged that secret talks were under way between the two companies. B. 1. He wanted to be left alone to go about his business. 2. His new book was going along nicely. 3. The breakfast arrived and he went at it like a starving refugee. 4. I'll try to go by reason as far as possible. I'm sorry, madam, but we have to go by rules. 5. "I think my presentation went down rather well, don't you?" 6. In spite of going down badly with the critics, the film has been a tremendous commercial success. 7. I'd rather not go into that now. 8. Don't sign anything until you have gone over it thoroughly. 9. Go easy on salt, it's bad for your heart. 10. Some jokes go round year after year. 11. Could I have a glass of water to help these pills go down? 12. They were looking for a minute at the soft hinted green in the branches against the sky. 13. Although it was a raw March afternoon, with a hint of fog coming in with the dusk, he had the window wide open. 14. I coughed politely as she lit a cigarette but she didn't take the hint. 15. There's only a hint of brandy in the sauce, so I don't think it'll make you drunk. 16. This was a large low-ceilinged room, with rattling machines at which men in white shirt sleeves and blue aprons were working.

Устный опрос , примерные вопросы:

Answer the following questions and do the given assignments: a) 1. Why does Gordon equate the final examinations with death? How does he define an examination? 2. What is the usual way medical students prepare for examinations? 3. Why were the students so particular to humour Malcolm Max-worth? 4. Describe the procedure of the written examination as presented by the author. 5. In Gordon's opinion why are oral examinations so unpopular with the students? 6. Describe the psychological types fairly commonly seen in viva waiting-rooms. 7. Why were the days after the oral examination black ones for the students? 8. What was Grimsdyke's theory about failing exams? 9. In what way are the examination results usually announced? 10. How did Gordon feel when he learned that he had passed the exams? b) 1. What is the general slant of the story? 2. What imagery is employed by the writer in describing the student's anticipating the examinations? 3. By commenting on six cases of simile chosen from the text explain and bring out the effectiveness of this stylistic device in the description of the examinations. 4. Explain and discuss the effectiveness of the allusion "judgement day" for conveying the students' fear of the examinations. 5. How does the author describe the difference between the psychological types of students at the examinations? What makes the description convincing? 6. Show how the writer conveys a sense of futility and despair in the description of the aftereffect of the examination on the students. Bring out the effectiveness of the sustained metaphor in creating the sense of futility Richard had after the examinations. 7. In what way is the atmosphere of growing suspense created? Show its function in conveying the sense of anticipation and excitement which is generated towards the end of the extract. 8. What contrast in mood and atmosphere do you detect between the whole text and the last paragraph? 9. By referring to four examples from the text, comment on the writer's sense of humour. 10. What impressions of Gordon's character do you derive from this passage?

Тема . Итоговая форма контроля

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Примерные вопросы к экзамену:

1. Read the extract and ask 10 questions to it.

THE MAN WHO DID NOT BELIEVE IN LUCK (by Jerome K. Jerome)

He got in at Ipswich with seven different weekly papers under his arm. I noticed that each one insured its reader against death or injury by railway accident. He arranged his luggage upon the rack above him, took off his hat and laid it on the seat beside him, mopped his bald head with a red silk handkerchief, and then set to work steadily to write his name and address upon each of the seven papers. I sat opposite to him and read Punch. I always take the old humour when travelling; I find it soothing to the nerves.

?He appeared neither surprised nor angry. Having staunched the wound with his handkerchief, he stooped and picked the horse-shoe up, glanced at it with, as I thought, an expression of reproach, and dropped it gently out of the window.

"Did it hurt you?" I asked.

It was a foolish question. I told myself so the moment I had uttered it. ?

"I was born on a Wednesday," he continued, "which, as I daresay you know, is the luckiest day a man can be born on. My mother was a widow, and none of my relatives would do anything for me. They said it would be like taking coals to Newcastle, helping a boy born on a Wednesday; and my uncle, when he died, left every penny of his money to my brother Sam, as a slight compensation to him for having been born on a Friday. All I ever got was advice upon the duties and responsibilities of wealth, when it arrived, and entreaties that I would not neglect those with claims upon me when I came to be a rich man."

He paused while folding up his various insurance papers and placing them in the inside breast-pocket of his coat.

"Then there are black cats," he went on; "they're said to be lucky. Why, there never was a blacker cat than the one that followed me into my rooms in Bolsover Street the very first night I took them."

"Didn't it bring you luck?" I enquired, finding that he had stopped.

A far-away look came into his eyes.

"Well, of course it all depends," he answered dreamily. "Maybe we'd never have suited one another; you can always look at it that way. Still, I'd like to have tried."

He sat staring out of the window, and for a while I did not care to intrude upon his evidently painful memories.

"What happened then?" I asked, however, at last.

He roused himself from his reverie.

"Oh," he said. "Nothing extraordinary. She had to leave London for a time, and gave me her pet canary to take charge of while she was away."

"But it wasn't your fault," I urged.

"No, perhaps not," he agreed; "but it created a coldness which others were not slow to take advantage of."

"I offered her the cat, too," he added, but more to himself than to me.

? "But there," he continued, "it has always been the same. I hadn't been a fortnight in my first situation before my employer gave me a goose weighing eighteen pounds as a Christmas present."

"Well, that couldn't have done you any harm," I remarked. "That was lucky enough."

"So the other clerks said at the time," he replied. "The old gentleman had never been known to give anything away before in his life. 'He's taken a fancy to you,' they said; 'you are a lucky beggar!'"

He sighed heavily. I felt there was a story attached.

"What did you do with it?" I asked.

"That was the trouble," he returned. "I didn't know what to do with it. It was ten o'clock on Christmas Eve, just as I was leaving, that he gave it to me. 'Tiddling Brothers have sent me a goose, Biggles,' he said to me as I helped him on with his great-coat. 'Very kind of 'em, but I don't want it myself; you can have it!'

"Of course I thanked him, and was very grateful. He wished me a merry Christmas and went out. I tied the thing up in brown paper, and took it under my arm. It was a fine bird, but heavy.

"Under all the circumstances, and it being Christmas time, I thought I would treat myself to a glass of beer. I went into a quiet little house at the corner of the Lane and laid the goose on the counter.

"That's a big 'un,' said the landlord; 'you'll get a good cut off him to-morrow.'

"His words set me thinking, and for the first time it struck me that I didn't want the bird - that it was of no use to me at all. I was going down to spend the holidays with my young lady's people in Kent."

"Was this the canary young lady?" I interrupted.

"No," he replied. "This was before that one. It was this goose I'm telling you of that upset this one. Well, her folks were big farmers; it would have been absurd taking a goose down to them, and I knew no one in London to give it to, so when the landlord came round again I asked him if he would care to buy it. I told him he could have it cheap,

"I don't want it myself,' he answered. 'I've got three in the house already. Perhaps one of these gentlemen would like to make an offer.'

"He turned to a couple of chaps who were sitting drinking gin. They didn't look to me worth the price of a chicken between them. The seediest said he'd like to look at it, however, and I undid the parcel. He mauled the thing pretty considerably, and cross-examined me as to how I come by it, ending by upsetting half a tumbler of gin and water over it. Then he offered me half a crown for it. It made me so angry that I took the brown paper and the string in one hand and the goose in the other, and walked straight out without saying a word.

?. "The idea occurred to me to sell it to a poulterer. I looked for a shop, I found one in Myddleton Street. There wasn't a customer near it, but by the way the man was shouting you might have thought that he was doing all the trade of Clerkenwell. I took the goose out of the parcel and laid it on the shelf before him.

"What's this?' he asked.

"It's a goose,' I said. 'You can have it cheap.'

"He just seized the thing by the neck and flung it at me. I dodged, and it caught the side of my head. You can have no idea, if you've never been hit on the head with a goose, how it hurts. I picked it up and hit him back with it, and a policeman came up with the usual, 'Now then, what's all this about?'

"I explained the facts. The poulterer stepped to the edge of the curb and apostrophised the universe generally.

"Look at that shop,' he said. 'It's twenty minutes to twelve, and there's seven dozen geese hanging there that I'm willing to give away, and this fool asks me if I want to buy another.'

"I perceived then that my notion had been a foolish one, and I followed the policeman's advice, and went away quietly, taking the bird with me.

"Then said I to myself, 'I will give it away. I will select some poor deserving person, and make him a present of the damned thing.' I passed a good many people, but no one looked deserving enough. It may have been the time or it may have been the neighbourhood, but those I met seemed to me to be unworthy of the bird. I offered it to a man in Judd Street, who I thought appeared hungry. He turned out to be a drunken ruffian. I could not make him understand what I meant, and he followed me down the road abusing me at the top of his voice, until, turning a corner without knowing it, he plunged down Tavistock Place, shouting after the wrong man. In the Euston Road I stopped a half-starved child and pressed it upon her. She answered 'Not me!' and ran away. I heard her calling shrilly after me, 'Who stole the goose?'

"I dropped it in a dark part of Seymour Street. A man picked it up and brought it after me. I was unequal to any more explanations or arguments. I gave him twopence and plodded on with it once more. The pubs were just closing, and I went into one for a final drink. As a matter of fact I had had enough already, being, as I am, unaccustomed to anything more than an occasional class of beer. But I felt depressed, and I thought it might cheer me. I think I had gin, which is a thing I loathe.

"I meant to fling it over into Oakley Square, but a policeman had his eye on me, and followed me twice round the railings. In Golding Road I sought to throw it down an area, but was frustrated in like manner. The whole night police of London seemed to have nothing else to do but prevent my getting rid of that goose.

"They appeared so anxious about it that I fancied they might like to have it. I went up to one in Camden Street. I called him 'Bobby,' and asked him if he wanted a goose.

"'I'll tell you what I don't want,' he replied severely, 'and that is none of your sauce.'

"He was very insulting, and I naturally answered him back. What actually passed I forget, but it ended in his announcing his intention of taking me in charge.

? "At this stage a sergeant came in to say that they had succeeded in recovering the parcel. They opened it on the Inspector's table. It contained a dead baby.

"I pointed out to them that it wasn't my parcel, and that it wasn't my baby, but they hardly took the trouble to disguise the fact that they did not believe me.

"The Inspector said it was too grave a case for bail, which, seeing that I did not know a soul in London, was somewhat immaterial. I got them to send a telegram to my young lady to say that I was unavoidably detained in town, and passed as quiet and uneventful a Christmas Day and Boxing Day as I ever wish to spend.

"In the end the evidence against me was held to be insufficient to justify a conviction, and I got off on the minor charge of drunk and disorderly. But I lost my situation and I lost my young lady, and I don't care if I never see a goose again."

We were nearing Liverpool Street. He collected his luggage, and taking up his hat made an attempt to put it on his head. But in consequence of the swelling caused by the horseshoe it would not go anywhere near him, and he laid it sadly back upon the seat.

"No," he said quietly, "I can't say that I believe very much in luck."

2. Speak on the following topic:

'The challenges a new beginning teacher faces in class and ways to overcome them'

3. Make a dialogue on the following topic:

'the landmarks of your native place'

7.1. Основная литература:

1. 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. <http://znanium.com/bookread2.php?book=455230>

2. Карневская Е. Б. 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.: ил. - ISBN 978-985-06-2348-5. // <http://znanium.com/bookread.php?book=509363>

7.2. Дополнительная литература:

1. 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. Режим доступа: <http://znanium.com/bookread2.php?book=455240>

2. Комаров, А. С. A Practical Grammar of English for Students. Практическая грамматика английского языка для студентов [Электронный ресурс] : учеб. пособие / А. С. Комаров. - 2-е изд., стер. - М.: Флинта, 2012. - 248 с. Режим доступа: <http://znanium.com/bookread2.php?book=455224>
3. Грамматика английского языка: Учебно-методическое пособие / В.А. Вельчинская. - М.: Флинта: Наука, 2009. - 232 с. Режим доступа: <http://znanium.com/bookread2.php?book=186077>
4. Поморцева Н.П., Ханипова Р.Р., Морозова Т.В. Selected Stories by O'Henry (<http://edu.kpfu.ru/course/view.php?id=802>) /Электронный образовательный ресурс
- 5.Практический курс английского языка : 2 курс : учебник для студ. вузов / В. Д. Аракин [и др.] ; под ред. В. Д. Аракина . 7-е изд., доп. и испр. М. : ВЛАДОС, 12007 . 516 с. ISBN 5-691-01446-8 : р.167.70. - 144 экз.
6. Практический курс английского языка : 3 курс : учебник для студ. пед. вузов / И. А. Новикова [и др.] ; под ред. В. Д. Аракина . - 4-е изд., перераб. и доп. - М. : ВЛАДОС, 2006 . - 431 с. : ил. - ISBN 5-691-00046-2: р.164.00. -210 экз.
7. Практический курс английского языка : 4 курс : учеб. для студентов вузов / [В.Д. Аракин, И.А. Новикова, Г.В. Аксенова-Пашковская и др.] ; под ред. В.Д. Аракина . - Изд. 5-е, перераб. и доп. -Москва : ВЛАДОС, 2006 . 350, [1] с. : ил. ; 22 . (Учебник для вузов) . Авт. указаны на обороте тит. л. ISBN 5-691-00978-8, 300000. - 199 экз.

7.3. Интернет-ресурсы:

BBC - <https://www.bbc.co.uk>

British Council Learn English - <https://www.learnenglish.britishcouncil.org>

Foreign Affairs - <https://www.foreignaffairs.com>

Russia Today - <https://www.russian.rt.com>

USA Network - <https://www.usanetwork.com>

8. Материально-техническое обеспечение дисциплины(модуля)

Освоение дисциплины "Практический курс второго иностранного (английского) языка" 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.

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.

Компьютер, колонки, проектор, магнитофон

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