

«Утверждаю»:

И.о. директора института филологии и межкультурной коммуникации



/О.Н.Гришаева/

## РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

### Б1.В.01.ДВ.01.02 Совершенствование коммуникативной компетенции по английскому языку

(Шифр и полное название дисциплины в соответствии с учебным планом)

**Направление подготовки:** Педагогическое образование с двумя профилями подготовки

**Направленность (профиль):** Иностранный язык (английский), Иностранный язык (немецкий/французский)

**Квалификация (степень):** Бакалавр

**Форма обучения:** очная

**Институт:** филологии и межкультурной коммуникации

**Кафедра:** восточных и европейских языков, перевода и лингводидактики

	очная форма	очно-заочная форма	заочная форма
Курс	IV, V		
Семестр/триместр	7,8,9,10		

Лекции	-		
Лабораторные занятия	-		
Практические (семинарские) занятия	222		
в т. ч. практическая подготовка			
Форма(ы) промежуточной аттестации	Зачет с оценкой		
контроль			
Иные формы работы			
Самостоятельная работа	138		

Всего часов: 360

Трудоемкость: 10 зачетных единиц.

Разработчик(и) рабочей программы: старший преподаватель кафедры восточных и европейских языков, перевода и лингводидактики Аброськина Н.Б.

## **I. ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЙ РАЗДЕЛ**

### **Цель изучения дисциплины:**

Целями освоения дисциплины «Совершенствование коммуникативной компетенции по английскому языку» является:

– дальнейшее развитие иноязычной коммуникативной компетенции (речевой, языковой, социокультурной, учебно-познавательной), а также развитие способности к правильной интерпретации конкретных проявлений коммуникативного поведения в различных ситуациях межкультурных контактов.

### **Задачи изучения дисциплины:**

Задачами изучения дисциплины «Совершенствование коммуникативной компетенции» являются:

- Совершенствование коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении и письме);
- овладение новыми языковыми средствами в соответствии с заявленными в программе темами и сферами общения: увеличение объема активного и пассивного словаря; развитие навыков оперирования языковыми единицами в коммуникативных целях;
- увеличение объема знаний о социокультурной специфике стран изучаемого языка, позволяющих строить эффективное общение с учетом правил и традиций в рамках чужих культурных моделей;
- дальнейшее развитие умений выходить из положения в условиях дефицита языковых средств, при получении и передаче иноязычной информации;
- развитие общих и специальных учебных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, а также совершенствовать навыки самостоятельной работы;
- расширение кругозора в сферах международной, политической, экономической, общественной, научной и культурной жизни, интеллектуальное и эмоциональное развитие личности студента;
- дальнейшее формирование профессиональных качеств учителя иностранного языка, таких как контактность, толерантность, воспитание морально-этических качеств, необходимых для будущего педагога.

**Место дисциплины в структуре ОПОП:** реализуется в рамках части, формируемой участниками образовательных отношений части блока Б1. Дисциплины.

## Планируемые результаты обучения по дисциплине:

Код компетенции	Индикаторы достижения компетенции	Планируемые результаты обучения по дисциплине
<p>ПК-8. Способен организовывать образовательный процесс с использованием современных образовательных технологий, в том числе дистанционных.</p>	<p>ПК-8.1. Разрабатывает образовательные программы различных уровней в соответствии с современными методиками и технологиями.</p> <p>ПК-8.2. Формирует средства контроля качества учебно-воспитательного процесса.</p> <p>ПК-8.3. Разрабатывает план коррекции образовательного процесса в соответствии с результатами диагностических и мониторинговых мероприятий.</p>	<p><b>Знает:</b></p> <ul style="list-style-type: none"> <li>- систему разработки образовательных программ, соответствующую современным методикам и технологиям, которые способствуют развитию обучающегося в современном мире;</li> </ul> <p><b>Умеет:</b></p> <ul style="list-style-type: none"> <li>- выбирать соответствующие средства контроля качества учебно-воспитательного процесса, которые помогают найти индивидуальный подход к каждому обучающемуся;</li> </ul> <p><b>Владеет:</b></p> <ul style="list-style-type: none"> <li>- корректирует образовательный процесс, в зависимости от полученных результатов. Диагностика и мониторинг помогают выбрать наиболее приемлемую образовательную программу для учебно-воспитательного процесса.</li> </ul>

## II. СОДЕРЖАНИЕ И ОБЪЕМ ДИСЦИПЛИНЫ

с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу

### Очная форма обучения

№ п/п	Наименование разделов и тем	Всего	Аудиторные занятия			Сам. раб.
			ЛК	ПЗ	ЛБ	
	<b>7 семестр</b>					
1	<b>Раздел 1. In the World of English</b>	<b>72</b>		<b>48</b>		<b>24</b>
2	Тема 1. English: Origin and Diversity	36		24		12
3	Тема 2. Globalisation of English	36		24		12
	<i>Форма отчетности</i>	Зачет с оценкой				
	<i>Итого за 7 семестр</i>	72		48		24
	<b>8 семестр</b>	<b>108</b>		<b>70</b>		<b>38</b>
4	Тема 1. Language and Gender	52		34		18
5	Тема 2. Language of Politics and Politically Correct Language	56		36		20
	<i>Форма отчетности</i>	Зачет с оценкой				
	<i>Итого за 8 семестр</i>	108		70		38
	<b>9 семестр</b>					
6	<b>Раздел 2. Writing an essay in English</b>	<b>72</b>		<b>48</b>		<b>24</b>
7	Тема 1. There are so many genres, there are too many genres	28		20		8
8	Тема 2. The good old description	26		18		8
9	Тема 3. Everything may be compared	18		10		8
	<i>Форма отчетности</i>	Зачет с оценкой				
	<i>Итого за 9 семестр</i>	72		48		21
	<b>10 семестр</b>					
	<b>Раздел 3 Actual themes for discussion</b>	<b>108</b>		<b>56</b>		<b>52</b>
10	Тема 4. Let's discuss	54		28		26
11	Тема 5. Story-telling and story-teller	54		28		26
	<i>Форма отчетности</i>	Зачет с оценкой				
	<i>Итого за 10 семестр</i>	108		56		52
	<b>ИТОГО:</b>	<b>360</b>		<b>222</b>		<b>138</b>

**Очно-заочная форма обучения не реализуется**

**Заочная форма обучения не реализуется**

### **III. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И**



- a) confuse c) confide in  
 b) correct d) consult
15. I don't want you to end up having a furious row. Behave in a **proper** way!  
 a) urgent c) suitable  
 b) pressing d) accustomed
16. We **anticipate** spending two weeks here.  
 a) are looking for c) look after  
 b) are looking forward to d) looking at
17. My spouse is perfection itself because he doesn't have **drawbacks**.  
 a) advantages c) relatives  
 b) disadvantages d) in-laws
18. We arranged the engagement with my **beloved**.  
 a) complementary half c) spouse  
 b) ex-wife d) friend
19. He was upset, but not **distraught**.  
 a) embarrassed c) disguised  
 b) excited d) relaxed
20. I couldn't **go through with** the panic attack.  
 a) postpone c) cancel  
 b) call off d) survive
21. He isn't able to live without admiration and he has found a woman who **worships** him.  
 a) attracts c) adores  
 b) admit d) amuses
22. They **transmute** the real grounds of the divorce.  
 a) lie c) tell lies  
 b) change d) make up
23. He resorted to kidnapping because he felt **rage** and grief.  
 a) anger c) relief  
 b) row d) argue
24. I was **astonished** at his conduct.  
 a) amazed c) full of  
 b) filled d) disruptive

**Match the word with the translation.**

- 25.
- |                              |                              |
|------------------------------|------------------------------|
| 1) to break out              | a) вторгаться                |
| 2) verb                      | b) наречие                   |
| 3) the notional verb         | c) вспомогательный глагол    |
| 4) be in a good mood         | d) ладить, быть дружелюбным  |
| 5) adverb                    | e) прилагательное            |
| 6) be broke                  | f) потерять дар речи         |
| 7) conjunction               | g) частица                   |
| 8) do sb a favour            | h) обнаруживать, выявлять    |
| 9) preposition               | i) междометие                |
| 10) to break down            | j) быть на мели              |
| 11) particle                 | k) предлог                   |
| 12) misbehave                | l) вести себя хорошо         |
| 13) behave oneself           | m) плохо вести себя          |
| 14) interjection             | n) союз                      |
| 15) adjective                | o) глагол                    |
| 16) to break into            | p) сбежать                   |
| 17) be on good terms with sb | q) быть в хорошем настроении |

- 18) do one's best
- 19) the auxiliary verb
- 20) be at a loss for words
- 21) be in sb's shoes
- 22) bring out

- г) быть на чем-либо месте
- с) смысловой глагол
- т) не выдержать, потерять самообладание
- у) сделать одолжение, оказать услугу
- в) делать все возможное

## 8 семестр

### Тест

#### 11. Give the equivalents for the following:

Проторенная дорожка, наглое списывание на экзамене, экзаменационная комиссия, неизбежное и неприятное события [20 словосочетаний указанного типа]

#### 2. Circle the word or phrase which best completes each sentence:

1. His failure to turn his attention to \_\_\_\_\_ wastes of public money is inexcusable.  
a) flagrant    b) awkward    c) frustrated    d) opiate
2. Unlike many of the runners who wore obviously nervous the champion seemed almost \_\_\_\_\_ before the race. [10 фраз указанного типа]

#### 3. Correct the mistakes:

1. When you're shopping, keep your eye on something we can give John as a birthday present. 2. The bridge is not so impressive as some guides would have you to believe. 3. They were reduced to the extreme begging. 4. She is at home swotting up her maths exam. [10 фраз, содержащих ошибки]

#### 4. Complete the sentence:

a) Using phrasal verb «go»:

1. How did you go \_\_\_\_\_ finding a job?
2. The company is refusing to go \_\_\_\_\_ detail about its offer.
3. Could you go \_\_\_\_\_ this report and correct any mistakes?
4. Hansen will go \_\_\_\_\_ as one of the best teachers this school has ever had.
5. Going \_\_\_\_\_ what Tom said, we should be there by midday.

[до 2-3 фразовых глаголов]

#### 5. Translate into English:

1) Дженни весело болтала, а мой отец с неодобрением смотрел на неё. Внезапно он резко оборвал Дженни: «Прекрати эту пустую болтовню. У меня раскалывается голова».

2) Генри пытался убедить её вложить деньги в этот проект, говоря о том, что его успех неизбежен. В конце концов он закричал:

– Неужели после стольких лет ты не можешь положиться на мое слово?

– Не смей повышать на меня голос, Генри Роллинс! – последовал ответ. [10 ситуаций указанного типа]

II

#### I. Choose the word which completes the sentence best of all:

1. The family is all \_\_\_\_\_.  
a) composed b) set c) set up
2. You can \_\_\_\_\_ the washing machine right here.  
a) set aside b) set up c) set in

[10 фраз указанного типа]

#### II. Insert the right adverb or preposition

1. The judgement was set \_\_\_\_\_ and he was released from prison.
2. Don't believe her honesty. She's just putting it \_\_\_\_\_
3. This poem was set \_\_\_\_\_ music long ago. [10 фраз указанного типа]

#### III. Translate the following words and word combinations into English:

Дать волю эмоциям; пропустить замечание; увлекательный роман; сосредоточить уклоняться от уплаты налогов; горький пьяница; обрывистая речь; сливки общества. [10 словосочетаний указанного типа]

#### IV. Translate the sentences into English:

- 1) Сокращения рабочих мест повлекли за собой массовое возмущение.
- 2) Как ударнику ему нет равных во всём мире.
- 3) Жига – это ирландский народный инструмент. [10 фраз указанного типа]

#### V. Translate the sentence into Russian:

- 1) We may give up the house and store our things, we'll be gone for the summer.
- 2) Woodwind instruments are the piccolo, flute, bassoon and others.
- 3) Each country is noted for its own musical rhythm – Spain for its flamenco, Argentina for its tango and Ireland for its jig. [10 фраз указанного типа]

### 9 семестр

### Тест

1. Tom ... at the University for forty-five years before he retired.  
a) has been working; b) was working; c) had been working; d) is working.
2. Henry ... a snack at midnight last night.  
a) has been eating; b) had been eating; c) was eating; d) was been eating.
3. He ... an exam on Friday. I think he ... it successfully.  
a) is taking, will pass; b) will take, will pass; c) is taking, is passing;  
d) will take, is passing.
4. Yesterday the students ... an educational film about law from 9.00 till 9.30.  
a) watched; b) have been watching; c) would have been watching;  
d) were watching.
5. "Where have you been? I ... for you for the last half an hour."  
a) am looking; b) was looking; c) had been looking; d) have been looking.
6. He ... in Washington for three years.  
a) works; b) is working; c) had been working; d) has been working.
7. Our tennis game was interrupted. We ... for about half an hour when it started to rain heavily.  
a) were playing; b) have been playing; c) had been playing; d) played.
8. Susie is a very good tennis player. She ... since she was eight.  
a) has been playing; b) have been playing; c) was playing; d) has played.
9. "How is your English?" – "Not bad. It ... slowly."  
a) improves; b) is improving; c) had been improving; d) was improving.
10. Do not ring her up at 12 o'clock. She ... ready for her exam.  
a) is getting; b) will be getting; c) was getting; d) will have being getting.
11. She told me on the phone that she had changed her mind and ... to spend the Saturday evening at home.  
a) was going; b) is going; c) had been going; d) has been going.
12. We are late. The film ... by the time we get to the cinema.  
a) is already started; b) would be already started; c) has already started; d) will al-ready have started.
13. The achievements of scientists in the field of curing cancer ... radical results yet.  
a) haven't shown; b) didn't shown; c) doesn't show; d) don't show.
14. I called for the doctor this morning. It is already afternoon, but he ... yet.  
a) doesn't come; b) didn't come; c) hasn't come; d) hadn't come.
15. I wasn't hungry at lunchtime so I didn't have anything to eat. I ... a big breakfast.  
a) have had; b) had; c) had been having; d) had had.
16. He will be admitted to the language course... he has bad grades.  
a) despite; b) even though; c) even; d) in spite of.
17. She got her husband... all the meals at home.  
a) cooking; b) to cook; c) cooked; d) cook.

18. Mary... early yesterday in order to swim before the others.  
a) raised; b) rises; c) raises; d) rose.
19. It is necessary... he... a job.  
a) that, find; b) -, found; c) that, found; d) -, find.
20. The teacher... this morning.  
a) should have been called; b) should called; c) should calling; d) should have been calling.
- 21.... of his age, he continues to work.  
a) Despite; b) Though; c) In spite; d) Even.
22. The train ...arrive at 11. 30 but it was an hour late.  
a) supposed to; b) is supposed to; e) was supposed to; d) is suppose.
23. If I were you, I... that coat. It's much too expensive.  
a) won't buy; b) don't buy; c) am not going to buy; d) wouldn't buy.
- 24.I decided to stay at home last night. I would have gone out if I... so tired.  
a) wasn't; b) weren't; c) wouldn't have been; d) hadn't been.
- 25.I wish I... a car. It would make life so much easier.  
a) have; b) had; c) would have; d) have.
26. We ... by a loud noise at night.  
a) woke up; b) are woken up; c) were woken up; d) were waking up.
27. John usually... to disco if he... enough time.  
a) walk, had; b) walked, has; c) walks, has; d) is walking, have.
28. I'm not tired enough to go to bed yet. I wouldn't sleep if I ... to bed now.  
a)go; b)went; c)had gone; d)would go.
29. The old lady dresses as if it ... winter even in the summer.  
a)were; b)is; c)was; d)had been.
30. There's somebody walking behind us. I think ....  
a) we are following; b) we are being followed; c) we are followed; d) we are being following.
- 31."Hello, Jim. I didn't expect to see you today. Sonia said you ...ill."  
a) are; b) were; c) was; d) should be.
32. If I had seen you, I... hello.  
a) will say; b) would have said; c) would say; d) would have been said.
33. Ann ...and left.  
a) said goodbye to me; b) said me goodbye; c) told me goodbye; d) had told me goodbye.
- 34.I wish you ... something instead of just sitting and doing nothing.  
a) would do; b) did; c) were doing; d) have been doing.
35. I don't like ...what to do.  
a) having been told; b) being told; e) have been told; d) to be told.
36. ...that you were there, we would have written you a let-ter.  
a) If we knew; b) If we have known; c) If we know; d) Had we known
37. George ...in the fight.  
a) broke his nose; b) had his nose broken; c) Has broken his nose; d) had been breaking.
- 38.I would rather that you... me tomorrow.  
a) will call; b) called; c) call; d) had called.
39. Now I would rather... Coca-Cola than orange juice.  
a) have drunk; b) drank; c) drink; d) had drunk.
40. They helped me a lot. I don't know what I ...without their help.  
a) will do; b) would have done; c) would do; d) would had done.
- 41.I wish somebody... me a car.  
a) would buy; b) had bought; c)buy; d) bought.
42. "Where... ? Which hairdresser did you go to?"  
a)did you cut your hair; b) did you have cut your hair;  
b) have you cut your hair; d) did you have your hair cut.

43. The weather was cold while we were at the seaside. I wish it... warmer.  
a) had been; b) was; c) is; d) have been.
44. He looked as though he... a ghost.  
a) saw; b) have seen; c) had seen; d) had been seen.
45. I wasn't hungry. If I had been hungry, I... something.  
a) will eat; b) would eat; c) would have eaten; d) had eaten.
46. I hope that they... yesterday.  
a) had come; b) came; c) come; d) would come.
47. He looks as if he... the test.  
a) had finished; b) finished; c) finish; d) has finished.
48. But for the rain yesterday, the children ... in the open air.  
a) would have slept; b) would sleep; c) will sleep; d) have been sleeping.
49. If I knew his number, I... him.  
a) will phone; b) would have phoned; c) would phone; d) phone.
50. If my headache... we can play tennis.  
a) disappears; b) disappear; c) have disappeared; d) had disappeared.
51. Henry would rather that his girlfriend ... in the same department as he does.  
a) wasn't working; b) didn't work; c) hadn't worked; d) hasn't worked.
52. We... yesterday if it hadn't snowed.  
a) would have left; b) would left; c) had left; d) had been left.
53. The doctor suggested that his patient... smoking.  
a) stopping; b) stops; c) stop; d) stopped.
54. John had better... tonight.  
a) to study; b) studied; c) study; d) studies.
55. Mary doesn't approve ... abroad alone.  
a) of her to go; b) her to go; c) her going; d) of her going.
56. It has been a long time since we wrote a composition, ... .  
a) hasn't it; b) isn't it; c) didn't it; d) it hasn't.
57. Elisa and Betty studied history very hard, and ... .  
a) John did so; b) so did John; c) so does John; d) John so did.
58. Standing among strangers, the frightened child began to sob ... .  
a) uncontrolled; b) uncontrollable; c) uncontrollably; d) uncontrol.
59. People respected George Washington because he was ... man.  
a) a honest; b) honest; c) the honest; d) an honest.
60. ... the danger he might be injured, John entered the burning house to save the youngster.  
a) Despite; b) Although; c) In spite; d) Even though.

## 10 семестр Тест

### Choose the appropriate word:

1. I wake up at six o'clock, then I \_\_\_\_\_ a shower.  
a) make                      b) have                      c) do                      d) get down
2. He won't listen to people who haven't gone to university. He's so \_\_\_\_ .  
a) arrogant                      b) assertive                      c) argumentative                      d) aquiline
3. Louise is a \_\_ student and always hands in her homework on time.  
a) conscientious                      b) considerate                      c) cautious                      d) curious
4. We've \_\_\_\_\_ sugar. Can you go and get some?  
a) run in                      b) run out of                      c) run off                      d) run up on
5. a fence formed by a row of closely planted shrubs or bushes

- a) seat                      b) hedge                      c) rubbish                      d) shed
6. Sue is a very \_\_\_ colleague. She always asks people first if she can open the window.  
a) cunning                      b) considerate                      c) capricious                      d) carnivorous
7. She lay on the sofa and dropped her head back against the \_\_\_\_\_.  
a) rug                      b) bun                      c) cushion                      d) loft
8. Tony is such a \_\_\_ eater. He refuses to eat most vegetables.  
a) curious                      b) fussy                      c) exciting                      d) delinquent
9. Teaching young children is a \_\_\_\_\_ and rewarding job.  
a) chatty                      b) changing                      c) challenging                      d) funny
10. I \_\_\_\_\_ my breakfast. It is the most important meal of the day!  
a) do                      b) make                      c) cook                      d) spoil
11. A good teacher is able to explain sth \_\_\_\_\_ without peering into reference literature.  
a) on the spot                      b) on the sport                      c) at the spot                      d) in the spot
12. They live in a(n) ..... house which stands by itself in a field.  
a) attached                      b) detached                      c) detaching                      d) semi-detached
13. \_\_\_\_\_ schools are not selective: you do not have to pass an exam to go there.  
a) public                      b) grammar                      c) comprehensive                      d) boarding
14. She looks ... after her illness.  
a) slender                      b) plump                      c) thin                      d) delicious
15. One cannot deny that such a quality as human professional \_\_\_ is of great importance.  
a) arrangement                      b) detachment                      c) attachment                      d) engagement
16. The colonel's face was cleanly shaven showing a bronzed ... .  
a) complexion                      b) countenance                      c) facial expression                      d) moustache
17. He keeps all his tools and do-it-yourself equipment in a ..... in the garden.  
a) barn                      b) hut                      c) shed                      d) stable
18. She maintained \_\_\_\_\_ control over her emotional life.  
a) queer                      b) complex                      c) rigid                      d) bewildering
19. A building or room devoted to study or literary pursuits.  
a) cabinet                      b) cabin                      c) study                      d) loo
20. If someone is \_\_\_\_\_, they behave arrogantly and pompously.  
a) high-handed                      b) moody                      c) disruptive                      d) conspicuous

**Give the synonyms and the antonym:**

21. stingy  
22. mean  
23. a skinny brunette  
24. a stone heart  
25. mighty

**Пример текста для реферирования с элементами анализа  
“Nobody Knows” by Sherwood Anderson**

Looking cautiously about, George Willard arose from his desk in the office of the Winesburg Eagle and went hurriedly out at the back door. The night was warm and cloudy and although it was not yet eight o'clock, the alleyway back of the Eagle office was pitch dark. A team of horses tied to a post somewhere in the darkness stamped on the hard-baked ground. A cat sprang from under George Willard's feet and ran away into the night. The young man was nervous. All day he had gone about his work like one dazed by a blow. In the alleyway he trembled as though with fright.

In the darkness George Willard walked along the alleyway, going carefully and cautiously. The back doors of the Winesburg stores were open and he could see men sitting about under the store lamps. [...]

George Willard crouched and then jumped through the path of light that came out at the door. He began to run forward in the darkness. [...]

George Willard had set forth upon an adventure. All day he had been trying to make up his mind to go through with the adventure and now he was acting. In the office of the Winesburg Eagle he had been sitting since six o'clock trying to think.

There had been no decision. He had just jumped to his feet, hurried past Will Henderson who was reading proof in the printshop and started to run along the alleyway.

Through street after street went George Willard, avoiding the people who passed. He crossed and recrossed the road. When he passed a street lamp he pulled his hat down over his face. He did not dare think. In his mind there was a fear but it was a new kind of fear. He was afraid the adventure on which he had set out would be spoiled, that he would lose courage and turn back.

George Willard found Louise Trunnion in the kitchen of her father's house. She was washing dishes by the light of a kerosene lamp. There she stood behind the screen door in the little shedlike kitchen at the back of the house. George Willard stopped by a picket fence and tried to control the shaking of his body. Only a narrow potato patch separated him from the adventure. Five minutes passed before he felt sure enough of himself to call her. "Louise! Oh, Louise!" he called. The cry stuck in his throat. His voice became a hoarse whisper.

Louise Trunnion came out across the potato patch holding the dish cloth in her hand. "How do you know I want to go out with you," she said sulkily. "What makes you so sure?"

George Willard did not answer. In silence the two stood in the darkness with the fence between them. "You go on along," she said. "Pa's in there. I'll come along. You wait by Williams' barn.

The young newspaper reporter had received a letter from Louise Trunnion. It had come that morning [...]. The letter was brief. "I'm yours if you want me." It said. He thought it annoying that in the darkness by the fence she had pretended there was nothing between them. "She has a nerve! [...]" he muttered as he went along the street and passed a row of vacant lots where corn grew. [...]

When Louise Trunnion came out of the front door of her house she still wore the gingham dress in which she had been washing dishes. There was no hat on her head. [...]

In the shadows by Williams' barn George and Louise stood, not daring to talk. She was not particularly comely and there was a black smudge on the side of her nose. George thought she must have rubbed her nose with her finger after she had been handling some of the kitchen pots.

The young man began to laugh nervously. "It's warm," he said. He wanted to touch her with his hand. "I'm not very bold," he thought. Just to touch the folds of the soiled gingham dress would, he decided, be an exquisite pleasure. She began to quibble. "You think you're better than I am. Don't tell me, I guess I know," she said drawing closer to him.

A flood of words burst from George Willard. He remembered the look that had lurked in the girl's eyes when they had met on the streets and thought of the note she had written. Doubt left him. The whispered tales concerning her that had gone about town gave him confidence. He became wholly the male, bold and aggressive. In his heart there was no sympathy for her. "Ah, come on, it'll be all right. There won't be anyone know anything. How can they know?" he urged.

They began to walk along a narrow brick sidewalk between the cracks of which tall weeds grew. Some of the bricks were missing and the sidewalk was rough and irregular. He took hold of her hand that was also rough and thought it delightfully small. "I can't go far," she said and her voice was quiet, unperturbed.

They crossed a bridge that ran over a tiny stream and passed another vacant lot in which corn grew. The street ended. In the path at the side of the road they were compelled to walk one behind the other. Will Overton's berry field lay beside the road and there was a pile of boards. "Will is going to build a shed to store berry crates here," said George and they sat down upon the boards.

\* \* \*

When George Willard got back into Main Street it was past ten o'clock and had begun to rain. Three times he walked up and down the length of Main Street. Sylvester West's Drug Store was still open and he went in and bought a cigar. When Shorty Crandall the clerk came out at the door with him he was pleased. For five minutes the two stood in the shelter of the store awning and talked. George Willard felt

satisfied. He had wanted more than anything else to talk to some man. Around a corner toward the New Willard House he went whistling softly.

On the sidewalk at the side of Winney's Dry Goods Store where there was a high board fence covered with circus pictures, he stopped whistling and stood perfectly still in the darkness, attentive, listening as though for a voice calling his name. Then again he laughed nervously. "She hasn't got anything on me. Nobody knows," he muttered doggedly and went on his way.

Оценка освоения обучающимися содержания дисциплины (модуля) включает текущий контроль успеваемости и промежуточную аттестацию обучающихся.

Текущий контроль успеваемости обеспечивает оценивание хода освоения дисциплин (модулей) и осуществляется с помощью следующих оценочных средств: интерактивные беседы на практических занятиях, тесты на знание лексики, опросы.

Промежуточная аттестация обучающихся осуществляется в форме зачета с оценкой с оценкой с использованием следующих оценочных материалов: перечень вопросов к зачету с оценкой, тест, текст для реферирования с элементами анализа.

Оценочные средства.

### **Темы к зачету с оценкой (7 семестр, очная форма обучения)**

- 1) Give several reasons why a person who speaks more than one language has a definite advantage over the person who is monolingual.
- 2) Formulate several reasons why English is used as a common second language by so many people throughout the world.
- 3) Would it be of great benefit to have people learn and use a universal synthetic language, such as Esperanto? Explain your answer.
- 4) Do you think it would have been better if English had remained as it was 1000 years ago? Has it become simpler over the years?
- 5) What does the change in a language show about the history and development of the country it belongs to?
- 6) Do you think it is important to study a language, in terms of its origin and history, its literature and its grammar? Why?
- 7) Some people consider the processes going on in American English as its decline. Do you agree or disagree? Give your reasons.  
What way would American English develop? Would it become tolerant?
- 8) With the world turning into global village and changing demographics within the USA would American English lose its national identity? Is the Russian language facing the same threat?
- 9) Why are people struggling for the right to speak their native language? Why is it important to speak it?

### **Темы к зачету с оценкой (8 семестр, очная форма обучения)**

- 1) Are there any nationalities in your country which are deprived of the right to speak their native language? What are they doing? What is the government doing?
- 2) Are there any foreign languages used in your country? What are they? For what purpose and by whom are these languages used? Are they, for example, used for trade, education, international relations, and so on?

- 3) State several reasons why you are studying English as a second language.
- 4) How can tribal languages be protected? Should it be the concern of a tribe itself or the international community?
- 5) Would you agree with the statement that the sooner the world only speaks one language the better? Why? Why not?
- 6) What problems can having many languages in one country create? Prove your point of view by giving examples.
- 7) Could the way women use the language hinder their career and social opportunities? Why? Why not?
- 8) What are some politeness strategies that exist in your native language? Are these strategies similar to or different from politeness strategies in English? Describe these differences to the class and relate any miscommunication that you think could occur between people from the U.S. and your culture.

### **Темы к зачету с оценкой (9 семестр, очная форма обучения)**

1. What role does natural environment play in our life?
2. Love of nature as an essential part of a child's upbringing.
3. Is it a vital necessity to protect natural environment from destruction and pollution today?
4. What do you know about the measures taken to control environmental pollution and to fight destruction of wildlife?
5. Some young people refuse to observe the old rituals and have a wedding party considering it a terrible nuisance and a waste of money. What is your idea of celebrating a wedding? Should the old customs and traditions be observed or should it be held in an absolutely new manner?
6. All books are divided into two classes: the books of the hour and the books of all time.
7. Books and friends should be few but good.
8. What part do you think the national cuisine plays in the celebration of different holidays and festivals? Can you describe some Russian (or English, French, German, etc.) special dishes associated particularly with celebrations?
9. What is the role of holidays in the cultural development of a nation and in securing the continuity of national customs and traditions?
10. Sightseeing of London.

### **Темы к зачету с оценкой (10 семестр, очная форма обучения)**

1. Customs and Traditions in the USA, Great Britain and Russia.
2. Music and Music genres.
3. Generation gap.
4. Family Problems.
5. Literature genres.
6. My Favorite Character.

## IV. ПЕРЕЧЕНЬ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

### 4.1. Основная литература

1. Петрова, Ю. А. Английский язык : учебник : [16+] / Ю. А. Петрова, Е. Н. Сагайдачная, В. Б. Черемина ; Ростовский государственный экономический университет (РИНХ). – Ростов-на-Дону : Издательско-полиграфический комплекс РГЭУ (РИНХ), 2020. – 210 с. : ил., табл. – Режим доступа: по подписке. – URL: <https://biblioclub.ru/index.php?page=book&id=611191> (дата обращения: 10.04.2024). – Текст : электронный.

### 4.2. Дополнительная литература

1. Степанова, С.Ю. Совершенствуйте навыки работы с текстом=Brush up your text skills: Getting prepared for the state exam: готовимся к государственному экзамену / С.Ю. Степанова. – Москва: Издательство «Прометей», 2014. – 176 с. – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=240483>. – ISBN 978-5-7042-2508-9 (дата обращения: 10.04.2024).

2. Фатюшина, Е.Ю. Пишем сочинение на английском языке : учебно-методическое пособие : [16+] / Е.Ю. Фатюшина. – Москва ; Берлин : Директ-Медиа, 2017. – 37 с.: табл. – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=480134>. – Библиогр. в кн. – ISBN 978-5-4475-9385-8 (дата обращения: 10.04.2024).

## V. ПЕРЕЧЕНЬ РЕСУРСОВ ИНФОРМАЦИОННО-ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ «ИНТЕРНЕТ», НЕОБХОДИМЫХ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

№ пп	Ссылка на информационный ресурс	Наименование разработки в электронной форме	Доступность
1.	<a href="http://www.info.ox.ac.uk/bnc">www.info.ox.ac.uk/bnc</a>	Обширный англоязычный лингвистический ресурс	Свободный доступ
2.	<a href="http://eng.1september.ru">http://eng.1september.ru</a>	Образовательный проект Fluent English	Свободный доступ

## VI. СОВРЕМЕННЫЕ ПРОФЕССИОНАЛЬНЫЕ БАЗЫ ДАННЫХ И ИНФОРМАЦИОННЫЕ СПРАВОЧНЫЕ СИСТЕМЫ

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Электронно-библиотечная система (ЭБС) Университетская библиотека онлайн	Регистрация через любой университетский компьютер. В дальнейшем
----	---	---	---

			индивидуальный неограниченный доступ из любой точки, в которой имеется доступ к сети Интернет
2.	<a href="http://www.abbyylingvoonline.ru">http:// www.abbyylingvoonline.ru</a> <a href="http://www.multitran.ru">http:// www.multitran.ru</a> <a href="http://www.rambler.ru/dict/enru">www.rambler.ru/dict/enru</a>	Многоязычные словари	Свободный доступ
3.	<a href="http://www.acronymfinder.com">www.acronymfinder.com</a> <a href="http://www.sokr.ru">www.sokr.ru</a>	Словари сокращений	Свободный доступ
4.	<a href="http://www.askoxford.com/">www.askoxford.com/</a> <a href="http://www.dictionary.cambridge.org/">www.dictionary.cambridge.o rg/</a>	Толковые словари	Свободный доступ

## **VII. ЛИЦЕНЗИОННОЕ И СВОБОДНО РАСПРОСТРАНЯЕМОЕ ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ**

При реализации учебной дисциплины применяется следующее лицензионное и свободно распространяемое программное обеспечение:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice и др.

## **VIII. ОБОРУДОВАНИЕ И ТЕХНИЧЕСКИЕ СРЕДСТВА ОБУЧЕНИЯ, НЕОБХОДИМЫЕ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ**

Учебные занятия проводятся в аудиториях, укомплектованных специализированной мебелью, в том числе стационарными или переносными техническими средствами обучения (проектор, экран, компьютер/ноутбук).

Самостоятельная работа проводится в кабинетах, оснащенных компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду университета.